

PANEL: The pandemic and the future of university education, 09 July 2020



00:25:08 Brigitte Pegado: Hi everyone!

00:26:31 Paul Prinsloo: Hi everyone - greetings from Paul - University of South Africa (Unisa)

00:26:57 Sioux McKenna: Hello lovely people, greetings from Makhanda, Eastern Cape, South Africa

00:27:14 Nicky Muller: Hello, greetings from Durban, South Africa

00:27:18 Maria Nikijuluw: Hello everyone / greetings from Maria - Pattimura University Indonesia

00:27:28 Jenni Case: Wonderful to see so many South Africans in the audience!

00:27:38 Gabriella Hizume: Greetings from Brazil

00:27:46 Amina Afif: Greetings from Luxembourg!

00:27:58 Brigitte Pegado: yes

00:28:04 Janet West: Good day from Johannesburg

00:28:04 Maria Guadalupe Ramirez: Hi everyone, greetings from Switzerland

00:28:05 Anna Karapiperi: Hello everyone! Greetings from a cloudy Lancaster, UK.

00:28:10 Cristina Carvalho: Hello for all from Brazil

00:28:19 Shalini Dukhan: Hi everyone! From Wits, South Africa

00:28:25 Takalani Muloiwa: Greetings from Johannesburg.

00:28:26 Paul Prinsloo: Love the front page of the New Yorker!

00:28:33 Manon Fleurus: Good morning from Canada, Ottawa

00:28:37 John Victor Marcelino: Good evening from the Philippines!

00:28:58 Moeti Kgware: Greetings everyone. Moeti Kgware, Durban, South Africa

00:29:20 Anwar Rumjaun: Hello to everyone and to speakers from me in Mauritius

00:29:27 Siobhan Marshall: Hello from Manchester!

00:29:39 Hong Bui: Greetings from ICHEM, University of Bath!

00:29:46 SHANNON CHANCE: hi from Dublin, Ireland 🇮🇪

00:30:15 Paul Prinsloo: Yip - love this overview of the 'old' conversations

00:30:17 Saumen Chattopadhyay: Hi everybody, from JNU New Delhi

00:32:33 Paul Ashwin: Please remember to post questions for the panel to discuss to this chat

00:33:03 Ashton Maherry: Hi everyone, from Durban University of Technology, South Africa

00:33:37 Paul Prinsloo: Love the 'duh'

00:38:47 Sioux McKenna: Some forms of content (whatever that is) easier to grapple with online than others - Philosophy easier than Chemistry. But developing the normative, identity stuff doesn't work too well online in my view... If we have to split these (knowledge and knower) and if it's even possible to do so, then I agree, Jenni, we need to be much more reflective on how we spend our precious F2F time.

00:39:29 Manon Fleurus: If employability, rankings, quality and online education are themes of the old conversation, what would be some of the new ones you would like to focus on in this transformation (except from affordability)?

00:39:52 Zachery Spire: If we rationalise access to HE based on the necessity of facilities, does that not become tricky for equity/access/participation/recruitment/retention of those whom we deem do not need access to our institutional facilities? What is a university? What is the purpose of a university? And who gets to sit at the table to decide this?

00:41:13 Barbara Gabriel (UA): Hybrid or Blended Learning will emphasize the quality and relevance of the F2F moments.

00:44:50 Paul Prinsloo: I agree - this has also been an eye opener with regard to faculty's access and skills

00:45:04 Simon Marginson: 200 participants in the webinar

00:45:04 Helen Perkins: Supporting the question posed by Manon Fleurus(see above), which I think many would be interested in panel views on, it is not just the new conversations we should be having but how do we bring pressure to bear on putting right what is not working now in HE in the face of economic priorities and affordability being even easier for HE management to hide behind.

00:45:04 Monty King: Asynchronous approaches are really effective when there are data/access issues

00:46:23 Anthony Hudson: Do we have enough lifeboats to support learners from underrepresented groups who may find it difficult swimming in unfamiliar waters?

00:48:03 Margaret Blackie: Mandz - I have been so disappointed to see my colleagues not being willing to engage with new ideas around exams. If now is not the time to experiment we will never dare

00:48:11 Jo-Anne Vorster: Anthony, in the South African context, we are struggling to figure out how to support our first-year students who have only had five weeks of university before the pandemic hit our shores.

00:48:57 Hong Bui: @ Mandz: South African HE has been experiencing so many crises since 2016. How you think its HEIs can overcome difficulties and sustain in such environment?

00:49:10 Brigitte Pegado: A new strategy and enabling force for students with underprivileged house holds require a different kind of support! And the empathy and ability to accommodate use of smartphone and alternative means has had in my experience the best results in the process of assistance and elimination and onboarding of asynchronous learning.

00:51:08 William Locke: Should the current situation cause us to think about what we teach, and what students learn, as much as how we teach it and how learning takes place?

00:51:13 Barbara Gabriel (UA): I believe that Hybrid Learning can be a good opportunity for "new" profiles of students that weren't able to attend HE until the pandemic. Also for faculty staff to improve teaching & learning methodologies and assessment.

00:56:49 Adam Matthews: Isn't the institutional management missing? This could be for 10 students or 100? That changes the quality and experience.

00:57:29 Sioux McKenna: And the conceptual depth of a one hour lecture much greater than four 5 minute videos...

00:57:44 Margaret Blackie: Useful breakdown - thought provoking

00:58:14 Janet West: Very true Sioux. Semantic waving is better with F2F

00:58:22 Nicola Pallitt: Cheaper assumes marking is free

00:58:57 Anwar Rumjaun: What about on line assessment?

00:59:24 Claire Callender: How does one explain the lower tuition fees of the OU? Is it purely the absence of an estate - campus for students?

00:59:42 Judith Hillier: What do we know about the engagement of different groups of students in online chats? Given what I know about how women find it difficult to speak out in a face to face physics class, how likely it is that everyone will feel equally able to participate in an online session (particularly if there is no existing relationship between students and staff)?

01:00:22 Monty King: @Sioux McKenna I'm not sure about 'conceptual depth' in a 1 hour lecture, I've sat through some pretty terrible 1 hour lectures. @Janet West, semantic waves are easy to generate when you have the ability to 'chunk' the learning experience into more granular elements

01:00:38 Sioux McKenna: @Judith, purely anecdotally I think the online space allows for less hierarchy and power silencing

01:01:33 Sioux McKenna: You are right, @Monty - I am talking of great lectures (I am a fan) but probably far from the average. We still have academics who spend an hour reading from the textbook :-)

01:01:33 Lauren Clark: @Judith & @Sioux, yes that has been my experience—more engagement from those wouldn't normally speak out in a f2f class.

01:02:19 Anthony Hudson: Agree with @Sioux McKenna about changing power relationship. Online does offer the potential for a rich learning experience. How do we maintain / build a sense of belonging?

01:04:03 Monty King: My research is currently looking at international scholarships like the Chevening programme, Fulbright etc. SDG 4b calls for further investment in scholarships for the global South, yet scholarship funding has stagnated. Is increasing scholarship places a realistic path or should developed countries focus more on supporting local Higher Ed in the Global South, or adopting online/distance approaches?

01:05:16 Tiantian Cao: I wonder if we can and how we should evaluate if the transformation experiences of students are strengthened or attenuated by pre-existing structural inequalities such as family backgrounds and wifi conditions through the process of online learning? And since we already have a lot of online course resources even before Covid-19 and they seem less essential for our previous HE organization, is the turn for hybrid learning more of an expediency or a potential reform for HE teaching and learning?

01:05:38 CGHE Webinars: Hi all, a recording of today's webinar will be on the CGHE website tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/panel-the-pandemic-and-the-future-of-university-education/>

01:07:40 Paul Prinsloo: Great question Zach!

01:08:02 Adam Walton: Thanks for your question Zach

01:08:29 Anthony Hudson: @Jenni agree that much of the heavy lifting in terms of equity groups is being done by universities in technology in SA and post '92 institutions in UK. Will these institutions be hardest hit financially by the pandemic?

01:08:55 Elisa Brewis: Thank you for the stimulating presentations and questions. Apologies, I must leave for a staff meeting. Thank you and happy teaching.

01:09:01 Andrew Gibson: Do we think in terms of “massive global challenges” that this should be something HE really takes the lead on? As institutions that take a longer term view of our societies and the world as a whole, can we push back against the “and of course global warming” short-termism which can often dictate public discourse? HE across all discipline will, after all, be central to the myriad ways we will have to confront this. Cutting funding would prevent our collective ability to confront these challenges.

01:09:09 Jenni Case: A key point Anthony ... and too often our conversations are not sufficiently focused on these institutions, their role, their sustainability.

01:10:07 Paul Prinsloo: Reaching 380,000 students via online/distance education is a compromise between quality, cost and access - an iron triangle.

01:11:14 Neil Kramm: @Paul that is so true

01:11:14 John Anchor: The UK Government has announced today that the 50% target of young people going to HE, which was achieved recently, will be scrapped going forward. Rather, there will be a greater emphasis on technical education. How is this likely to affect the proportion of (higher and technical) education which is delivered online?

01:11:44 Jenni Case: @Andrew, great point, how can we promote more long-term thinking in HE in policy contexts which are increasingly short-term.

01:11:55 Zachery Spire: Brilliant!

01:12:17 Zachery Spire: The physical structure shaping the people/their responses! Thank you!

01:12:57 Mrs Naghmana Andlib Khan: Good Evening Everyone .. I am form INDIA

01:13:18 Mrs Naghmana Andlib Khan: Mrs Naghmana Andlib Khan, Assistant Professor, Department of Education, St. Xavier's College of Education, Ambikapur (C.G.) 497001 INDIA, Email- naghmana78692@gmail.com

01:16:33 Linh Nguyen: Thank you Diana, your point on digital learning as the equaliser is very compelling. As a student, I am much relatable to the experience that your students underwent.

01:16:44 John Anchor: Is there an ideal division online between synchronous and a synchronous contact?

01:16:55 Sazana Jayadeva: Completely agree that online learning is not cheaper than F2F learning. However, from the student perspective, many feel that they are losing out on many highly valued aspects of the student experience — seen as transformative -- beyond the study programme itself. This is at least partly why there have been calls from international students, at least, to reduce tuition fees. How can we attempt to recreate some of these experiences in a situation of hybrid learning?

01:17:04 Moeti Kgwane: I agree with the issue of increased participation online. I get more student participation and comments online, with either video or audio, than I do in class. Even the students who were most quiet in class because we moved to online due to COVID-19, participation has improved.

01:17:35 Arti Saraswat: Thanks for the presentations, Diana's myth busters were particularly interesting. and I agree online teaching is not the cheaper alternative to face to face teaching. However, how do we communicate this to students and assure them. Just finished attending a UCAS meeting and we were discussing applicants who were considering deferrals and some of the key reasons were- they wanted a 'true university experience', and they did not want online teaching.

01:18:39 G.RANGA SURYANARAYANA: Really Interesting

01:20:24 Monty King: @John Anchor it really depends on your context and the ICTs and data available to your Sts. I would say if you had an hour of synchronous learning (Zoom call, webinar) you could support that with all manner of extra, asynchronous activities: forum chat contributions, reading articles, offline activity such as reflection, reading textbooks and composing assessments

01:21:04 Monty King: ^^^ in a given week of study

01:21:20 CGHE Webinars: The chat function will run for an additional 30 minutes after the end of the webinar for anyone who wishes to continue the discussion.

01:21:59 Barbara Gabriel (UA): Barbara Gabriel, University of Aveiro, Portugal: Need to leave to a meeting starting at 15h CET.

Thank you for the great presentations and discussion. Different HEIs and countries but we are all facing similar challenges due covid-19.

01:22:01 Jie Gao: I agree, HE is not just about academic learning but for many young people it is a transition to a more independent life. Some aspects of “university experience” cannot be online, sadly.

01:22:05 Sioux McKenna: More possibilities for social justice - that’s a great answer, @Jenni - very hopeful

01:22:33 Mrs Naghmana Andlib Khan: It's so informative

01:23:23 G.RANGA SURYANARAYANA: None get experience in online rather than Teacher. Teacher is a Unique in this world to motivate students for the enriched nation.

01:24:11 Zachery Spire: This conversation has highlighted how HEIs emerging at different points in history, under variant policy conditions is SO KEY! The Oxbridge, Civic, ‘New’ and Post-1992 all came into being under very different policy, political and economic conditions. The university in and of its society. But is the business of HE too educate for economy? For being a citizen? For being a citizen living a ‘good’ life in your society? Does international HE do that, does it frustrate it?

01:24:28 Sioux McKenna: So interesting to think that discussion online would allow for more HUMAN engagement.... The fears around Covid make us connect - Thanks, @Mandz.

01:24:47 Jenni Case: @Zachery - really important questions that we don’t discuss enough

01:24:49 Nicola Pallitt: I love that Mandz - being matters:)

01:25:40 G.RANGA SURYANARAYANA: Yeh! Mandz spoke well ,

01:26:30 marie-pierre moreau: Thanks, Mandz. How we greet each other online seems quite revealing of how practices and relationships of care have shifted under Covid-19.

01:26:30 Sioux McKenna: The subtle ways in which we make the norms and values of the discipline evident in person is also sometimes problematic as it makes all sorts of

assumptions - I agree, often more wishful thinking than practice! If we're aware of it as an outcome we can indeed work towards making it more explicit to take on (or to challenge).
Thanks, @Diana

01:26:54 G.RANGA SURYANARAYANA: Diana had enough experience to focus on the problems of Higher Education.

01:27:15 laura czerniewicz: Thank you all!

01:27:17 Trif Victorița: Thank you!

01:27:21 Judith Hillier: Many thanks

01:27:23 Simone Titus: Thank you for the excellent panel discussions. So much to think about

01:27:24 Anwar Rumjaun: Thank you for this interesting webinar.

01:27:25 Margaret Blackie: Thank you all!

01:27:27 Paul Prinsloo: Thanks everyone!

01:27:37 Neil Kramm: thank you

01:27:38 Gonzalo Gallardo: Thanks for the presentations!

01:27:38 Cristina Carvalho: Thanks everyone!

01:27:39 Sioux McKenna: Thanks so much for this - wonderful panel. Thanks, Paul.

01:27:49 Claire Callender: thanks for a great Webinar

01:27:51 Maria Nikijuluw: many thanks for interesting webinar

01:27:52 Marianne Unger: Thank you all!

01:27:57 Vaibahv: Thank you!

01:28:01 Ilse Rootman-le Grange: Very interesting discussion. Lots to think about. Thank you everyone.

01:28:13 SHANNON CHANCE: really interesting! thanks to all the speakers.

01:28:14 Kathryn Atherton: Thank you!

01:28:24 Linh Nguyen: Thank you Jenni, Mandz, and Diana for your very thought-provoking presentations. Thank you Paul for hosting the webinar, and thank you all for the great discussion.

01:28:25 Anthony Hudson: Thanks to CGHE for organising this session. For me thought provoking on pedagogy in the time of pandemic and more importantly afterwards.

01:28:29 marie-pierre moreau: Thank you-brilliant seminar!

01:28:34 Moeti Kgware: Thank you for a great session.

01:28:36 Lauren Clark: Thank you!

01:28:39 Daniela Pacifico: thank you

01:28:45 Bernard Lee: Thanks a lot for inspiring seminar!

01:28:54 yann lebeau: Thank you all!

01:28:54 John Victor Marcelino: Thank you all! Very insightful.

01:28:56 maggie akintayo: Thank you

01:29:08 Sazana Jayadeva: Many thanks -- great session!

01:29:08 Mrs Naghmana Andlib Khan: thank you

01:29:32 G.RANGA SURYANARAYANA: Millions of Thanks

01:31:52 Jenni Case: Colleagues, we seem to have lost our host, Paul.

01:32:14 Jenni Case: As I understand it, the next 30 min is if anyone wants to continue any of the conversations via this chat. No obligation of course!

01:33:11 G.RANGA SURYANARAYANA: Hi Jenni, Do we have another Webinar tomorrow

01:33:20 Jenni Case: I am happy to kick off with a prompt: Feel free to share new thoughts / questions / insights you have knocking around your head following this panel discussion....

01:34:44 Jenni Case: Here is the link for the next CGHE webinar that Paul mentioned, on Tuesday next week: <https://www.researchcghe.org/events/cghe-annual-conference/cghe-2020-annual-conference-webinar-the-public-good-of-higher-education/>

01:35:01 Zachery Spire: The university estate is a super key driver of access/participation/recruitment and retention. I also find the discussion on policy and practice super helpful. But I wonder, how do we delimit/create a boundary around ethics/morals and responsibilities of university estate based teaching/learning/research?

01:36:11 Jenni Case: Zachary - great question - just to note I think you put an interesting terminology out there focused on 'estate based' which brings out a different angle to the terms 'face-to-face' and 'residential' and so on that we tend to us. Thanks.

01:36:12 Zachery Spire: It seems paradoxical, we can speak to what we do, how we do it. We cannot simultaneously define what our students derive/take away from it except time to time through assignments/papers/exams/informal conversations etc. how do we address that tension without creating such an unstable way forward no one feels they have a clear goal/aim/objectives?

01:37:04 Zachery Spire: I study the built environment and education

01:37:17 Zachery Spire: specifically student residential accommodation and student engagement

01:37:37 Jenni Case: @Zachary I guess this is also Diana's important closing challenge. Most of us would shy away from quantitative measures but Brazil has such an interesting exemplar in its AHELO project where it does that.

01:38:55 Jenni Case: Looking comparatively I think is really interesting. For example, it seems most South American universities do not focus on residential accommodation as an important part of the student experience (I stand to correction on this). In other places being a 'commuter student' is considered not first prize.

01:39:17 Zachery Spire: Similarly the EU has not had a history of residence based HE

01:40:01 Zachery Spire: The UK has, primarily because it's approach to residence based/facilities based education follows from a monastic/religious tradition of educating clergy in the UK context, if I read historical antecedents of HE in the UK properly.

01:40:15 Jenni Case: Exactly! I think it's really interesting to try and ask these questions not just in one national context. I think there is a chance we can get closer to some of the 'essential' issues if we do this.

01:41:20 Jenni Case: A real challenge is that many features of HE and what is considered desirable really relate to the broader economic and social context. US is such an important example of this. For example in valuing what are called 'high impact experiences' like internships and study abroads which of course are not really possibilities across most of the rest of the globe.

01:41:42 Zachery Spire: Increasing divestment by the state into HE and student accommodation in the UK led to the private sector to pick it up. We don't see residences as a core component of UK HE any longer the realm of Universities. This year for the first time private equity out supplies UK student accommodation provision.

01:41:44 Jenni Case: Just to note - message from Paul - he got dropped from the call and it won't let him back in!

01:42:05 Jenni Case: Others - feel free to start a new thread or a new question. We still have 15 min of this chat if you are interested.

01:43:51 Jenni Case: It seems we should call it a day! Thanks everyone for their participation. In absence of Paul I'm taking the liberty to step in and officially declare this event closed. Great food for thought! Keep in touch.

01:44:11 Mrs Naghmana Andlib Khan: yes, why not

01:47:53 CGHE Webinars: Thanks everyone. The recording of the event can be found here tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/panel-the-pandemic-and-the-future-of-university-education/>