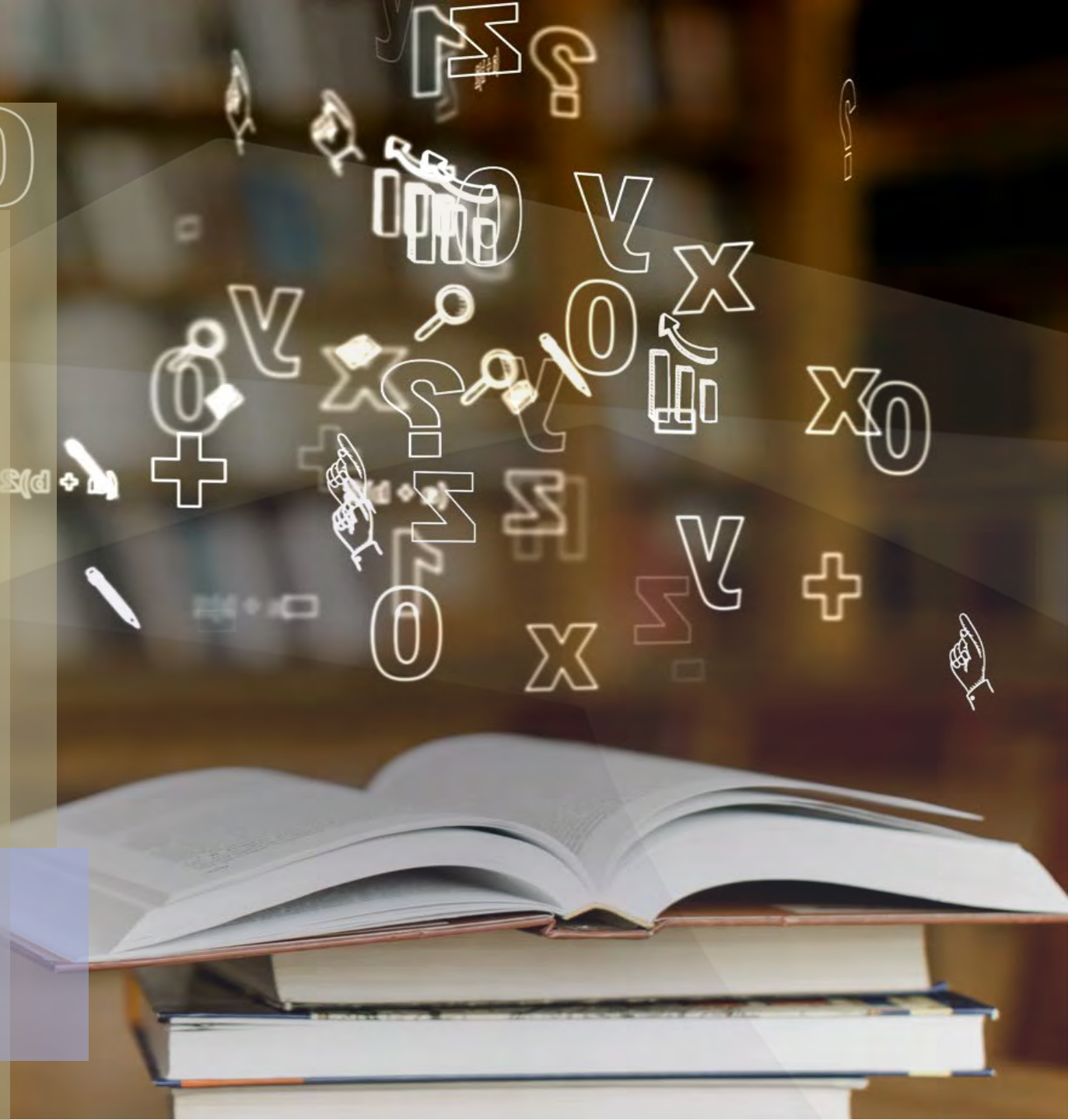
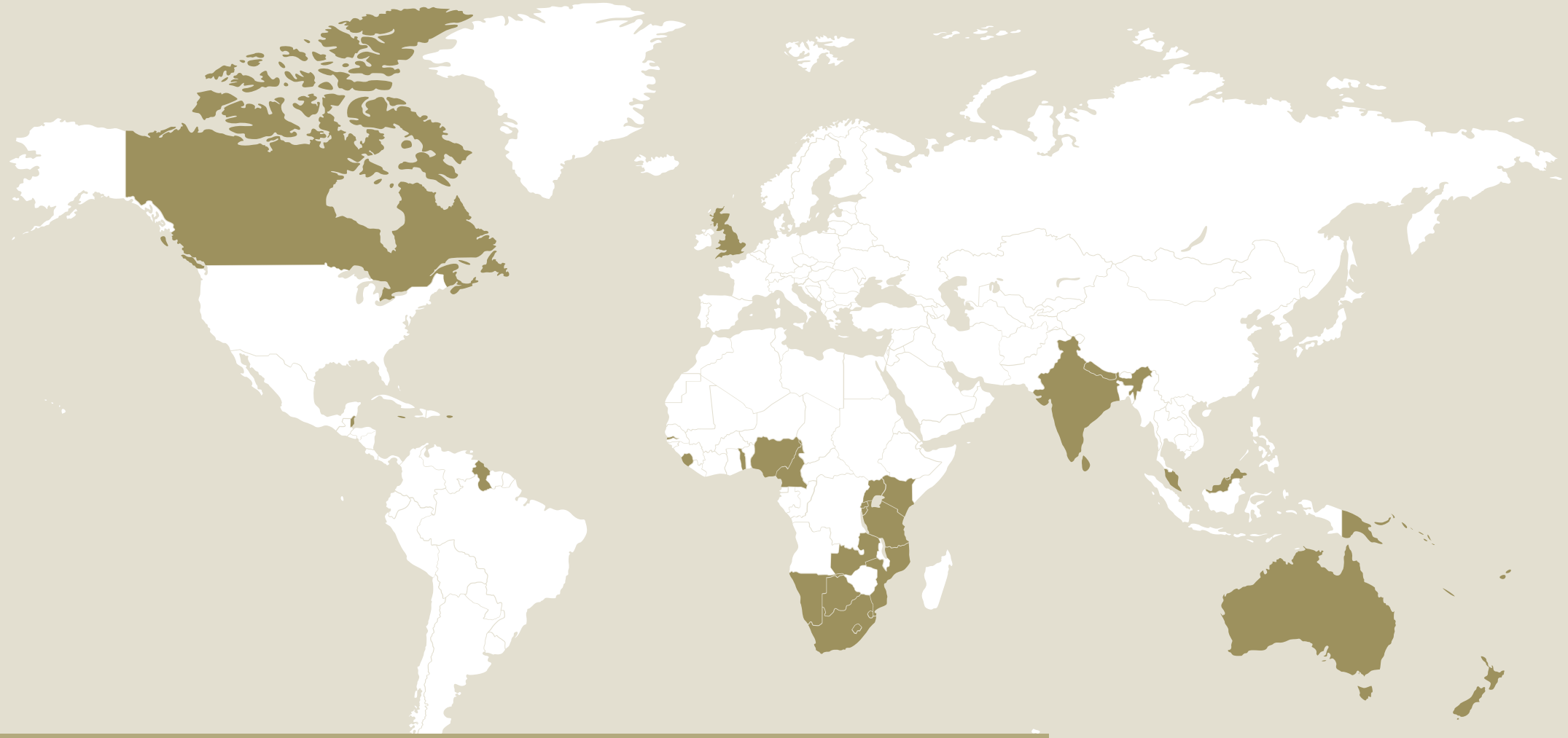
Higher Education and Learning for the Future

leaving no one behind



Professor Asha Kanwar
COL President & CEO

Globethics (Online) | 10 December 2021



The Commonwealth

54 developed and developing nations around the world

COMMONWEALTH of LEARNING



To help Commonwealth governments and institutions

use technologies to improve and expand access

to education and training

Plan

- Impact of Covid-19 on Higher Education
- Emerging landscape
- Futures of learning
- Road ahead

Impact of Covid-19 on Higher Education

Closure of campuses

220 million HE students globally affected

Source: UNESCO Covid-19 response, UNESCO, 2021

Impact of COVID-19: Institutions

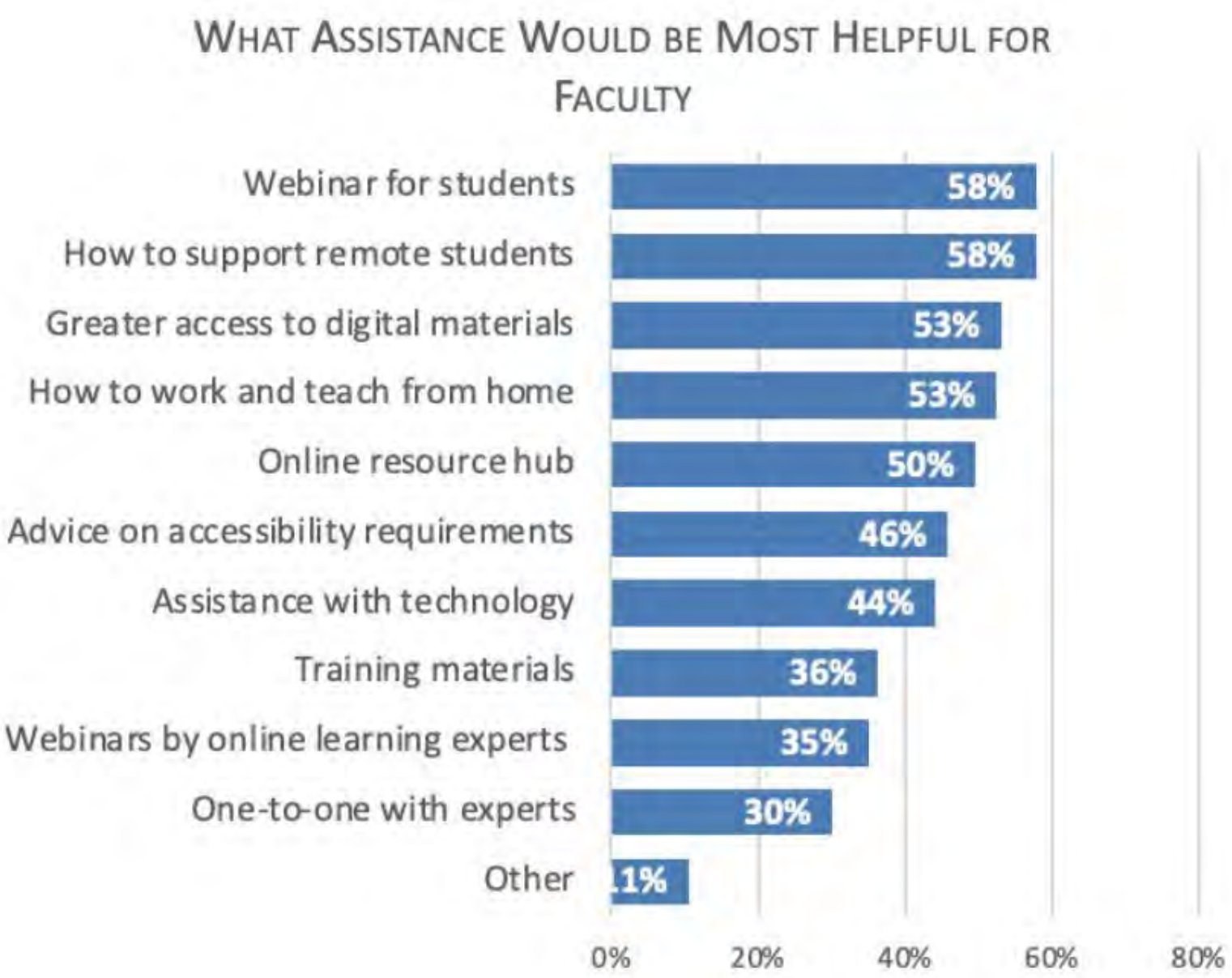
- Transition to emergency remote teaching
- Drop in international students (20% in Germany; 16% in US—applications for student visas in Australia dropped by 80-90%)
- Lack of technology infrastructure
- Adverse impact on research—practical and collaborative
- Drop in revenues from fees/budget cuts

Source: European Union (2021). The impact of COVID-19 on higher education: a review of emerging evidence.

- Live-streamed lectures synchronously (74.6%)
- Presentations sent to students (44.5%)
- Asynchronous pre recorded video lectures available online (32.1%)
- Asynchronous pre recorded audios (20.6%)

Teachers’ perspective

Source: European Union (2021). The impact of COVID-19 on higher education: a review of emerging evidence.



Teachers needed more assistance during pandemic

Source: Johnson, et al. (2021). *Teaching during pandemic*. Bayview Analytics

Photo by Tim Gouw on Unsplash

Students' perspective

- Heavy workloads
- 50% felt their performance had declined
- Inequitable access to tools and internet
- Psychological and emotional well-being

Source: European Union (2021). The impact of COVID-19 on higher education: a review of emerging evidence.

Technology issues: Stanford University

- 16% undergraduates did not have access to internet for half the time
- 60% of low-income students did not have a private place to study

Source: https://www.tonybates.ca/2020/08/30/lessons-from-stanford-universitys-move-to-remote-learning/

Photo by engin akyurt on Unsplash

Inequality highlighted

Students in high income countries too faced challenges to access online learning, especially due to sharp digital divide

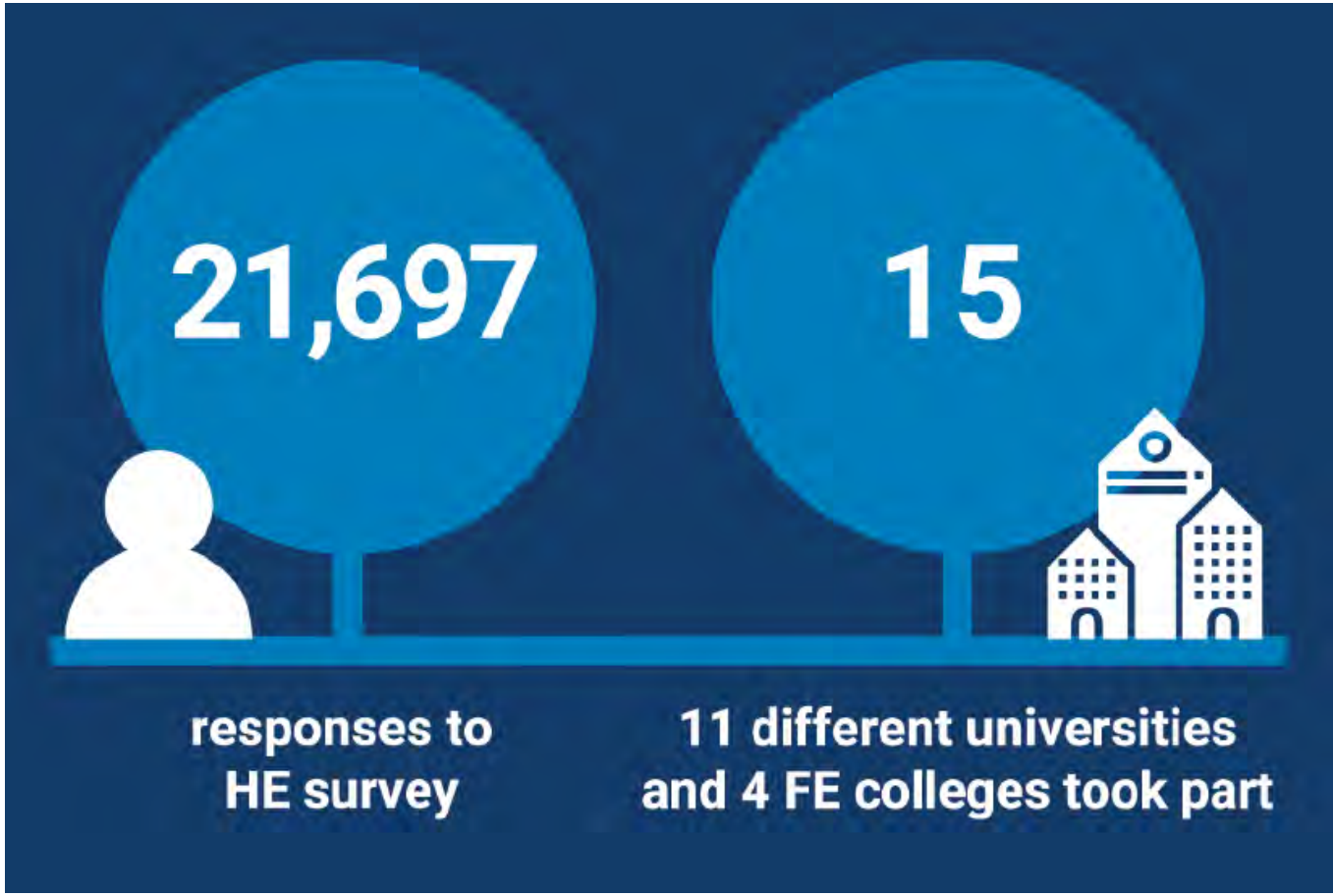
Learning Loss

Children in low/middle income countries lost nearly 4 months of schooling since the start of the pandemic as compared to 1.5 months in high income countries

SILVER LINING

Positive quality rating

- 81% of students were learning online
- 68% of students rated the quality of online digital learning as ‘best imaginable’, ‘excellent’ or ‘good’
- 62% also rated the support they received for online learning equally highly.



Source: JISC (2021). Student digital experience insights survey 2020/21 https://repository.jisc.ac.uk/8338/1/DEI%20P1%202021%20student%20data%20for%20HE-FINAL.pdf

Emerging landscape

A range of new online courses

- Universities started many online courses
- Increased adoption of online distance education
- Increased acceptability of online training for professional development

New Registered Users	2019	2020	Total
coursera	8M	**31M**	76M
edX	5M	**10M**	35M
Future Learn	1.3M	**5M**	15M
class central	350k	**800k**	2.3M

Source: https://www.classcentral.com/report/the-second-year-of-the-mooc/

Increased use of video

- Use of mobile for video development
- Use of streaming video
- Use of webinars
- Two-way interaction

Jeyaishwari R Nadar was photographed conducting a class with the mobile phone on a refrigerator tray, which in turn was balanced on two containers. (Picture credit: Kunal Patil)

Source: https://indianexpress.com/article/trending/trending-in-india/teacher-refrigerator-tray-mumbai-online-class-6555816/

New ways of student assessment

- Alternative assessment
- Open book examination
- Oral assessment
- Online proctored examination
- Mobile apps

Unisa Students Will Use App To Write Exams

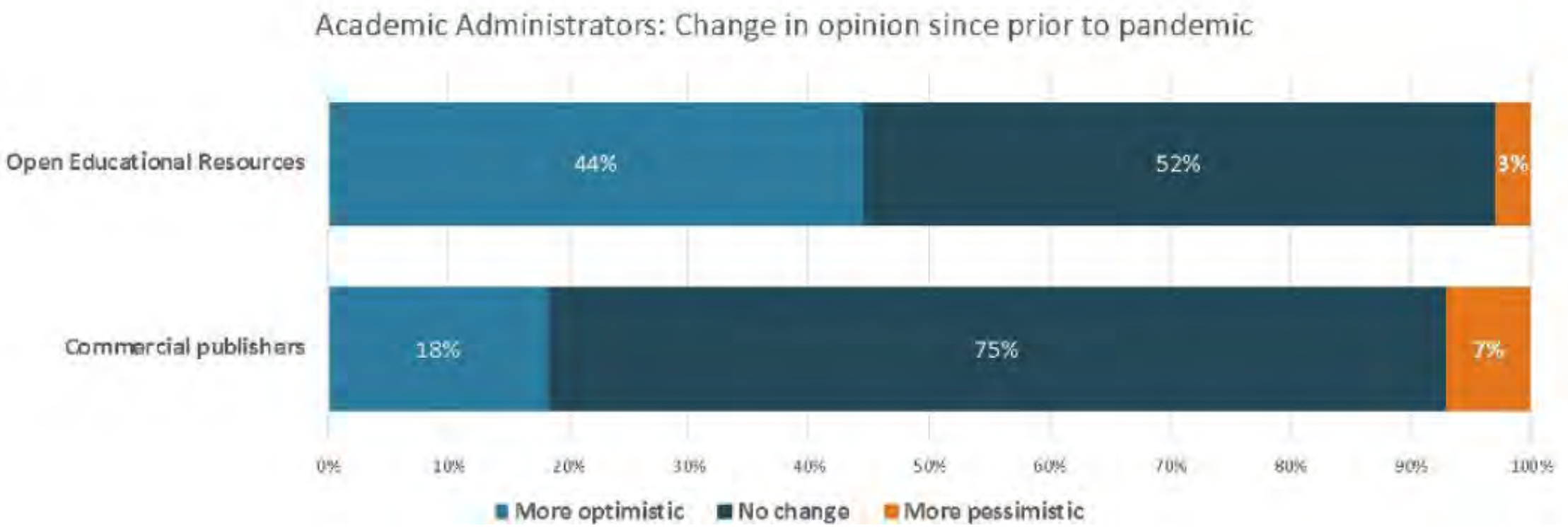
Tuesday, 12 May, 2020 - 12:07

Author: Sakinah Samuels

Unisa's Principal and Vice-Chancellor, Prof. Makhanya, spoke to The Talking Point and d

Source: https://www.careersportal.co.za/news/unisa-students-will-use-app-to-write-exams

Increased use of OER



Source: Johnson, et al. (2021). *Teaching during pandemic*. Bayview Analytics

‘Internationalization at home’

- Drop in international students (20% in Germany; 16% in US—applications for student visas in Australia dropped by 80-90%)
- International experience at home
- International collaboration in higher education
- High quality virtual mobility

Additional support for learners

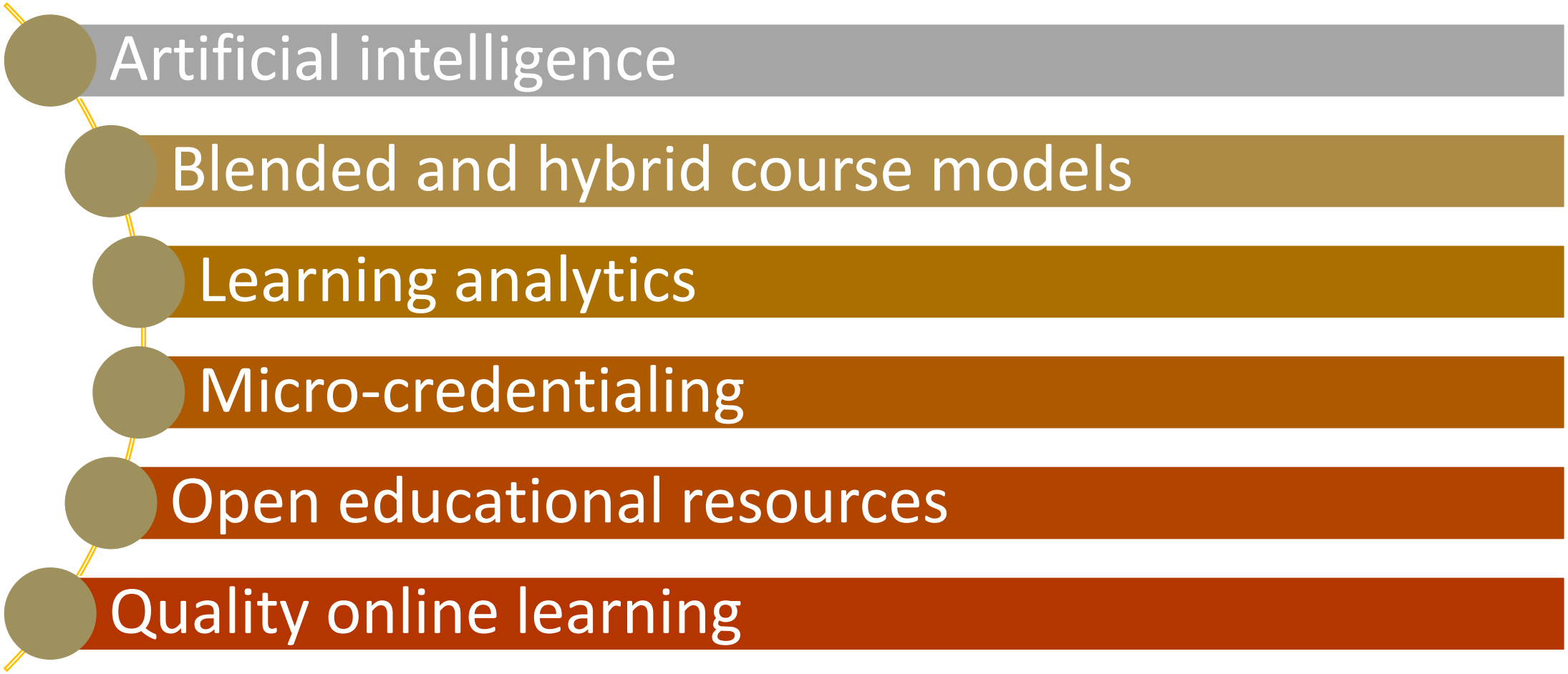
- Deferred payment/cancelling tuition fees for students negatively affected by the pandemic.
- Financial support for at-risk students to access equipment, Internet services, and to improve their digital skills.
- Well-being and mental health

Educause Horizon Report 2021:
Trends in Higher Education

Social	Technological	Economic	Environmental	Political
• Widening digital divide	• Adoption of hybrid learning	• Demand for new workforce skills	• Sustainable development focus	• Decrease in funding for higher education

Source: Kathe Pelletier, Malcolm Brown, D. Christopher Brooks, Mark McCormack, Jamie Reeves, and Nichole Arbino, with Aras Bozkurt, Steven Crawford, Laura Czerniewicz, Rob Gibson, Katie Linder, Jon Mason, and Victoria Mondelli, 2021 EDUCAUSE Horizon Report, Teaching and Learning Edition (Boulder, CO: EDUCAUSE, 2021).

Key Technology Trends and Practices



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Futures of learning

Preferrable Future

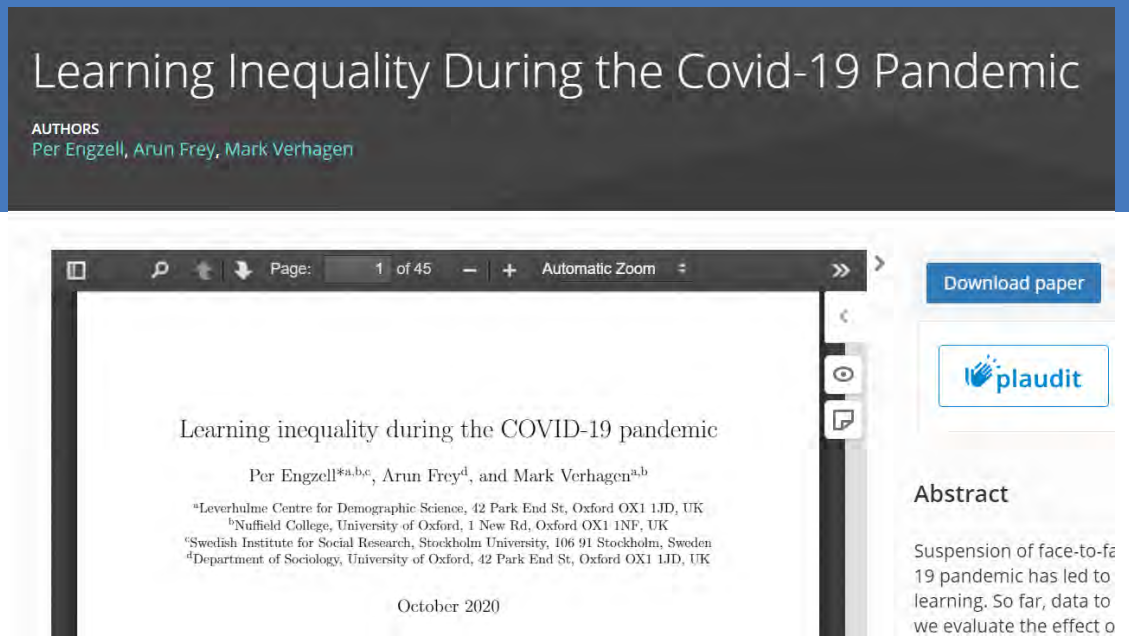
- Universal primary completion will be achieved in 2042
- Universal lower secondary completion in 2059
- Universal upper secondary completion in 2084

Inclusion

- Canada: 10.7%
- India: .56%
- South Africa: 1%
  For example, in South Africa 80% of disabled people aged 20-24 are not in tertiary education.

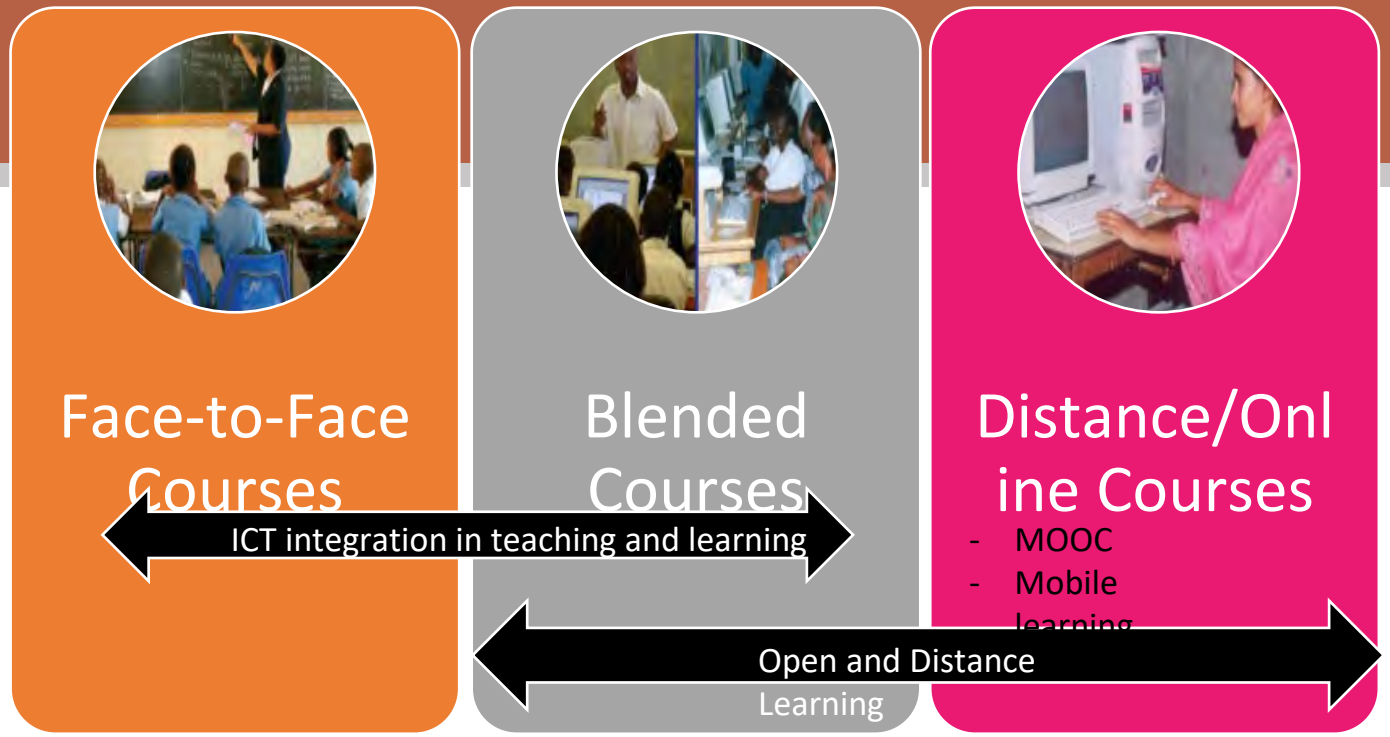
Learning Loss during Covid-19

- Learning loss of about three percentile points
- Learners from less educated home 55% more prone to learning loss

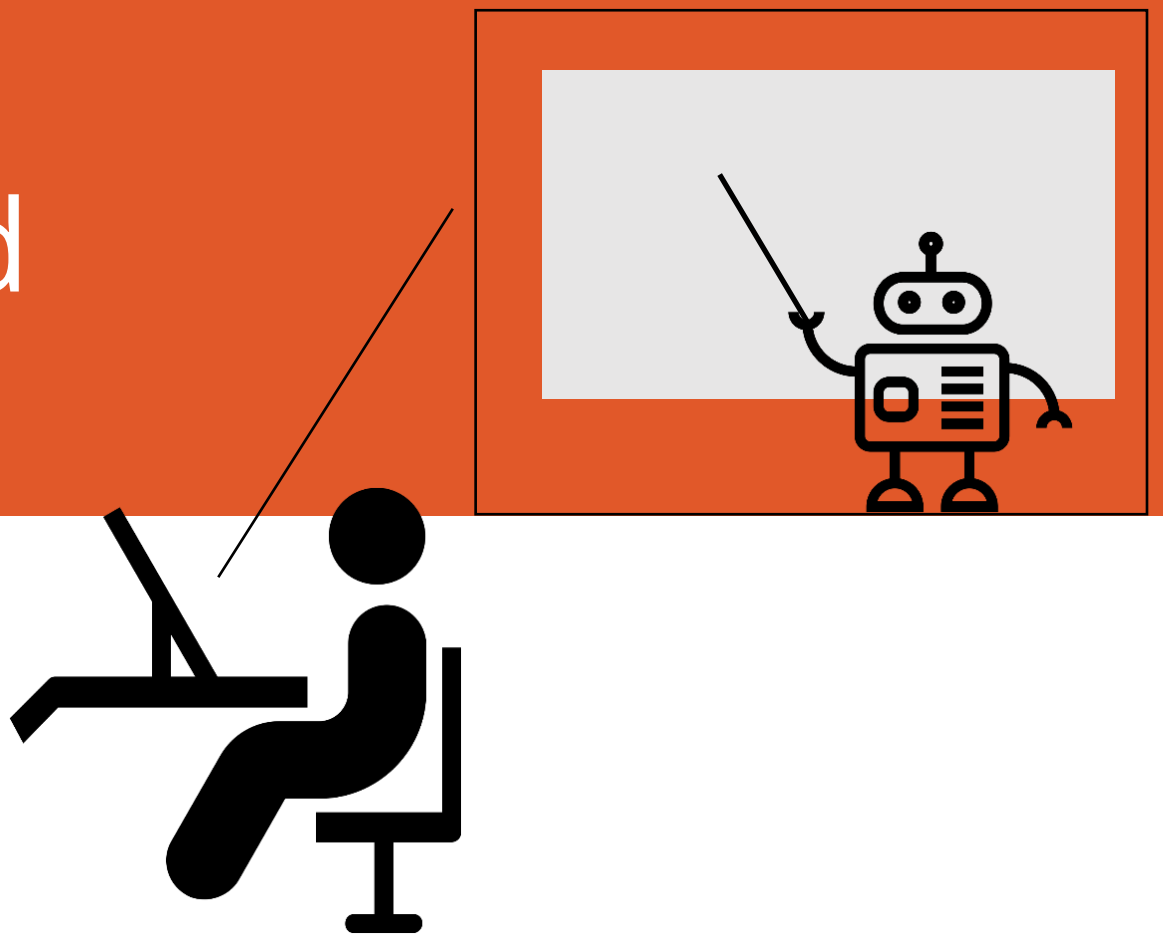


Source: https://osf.io/preprints/socarxiv/ve4z7/

Probable Future



More Personalized Teaching: AI

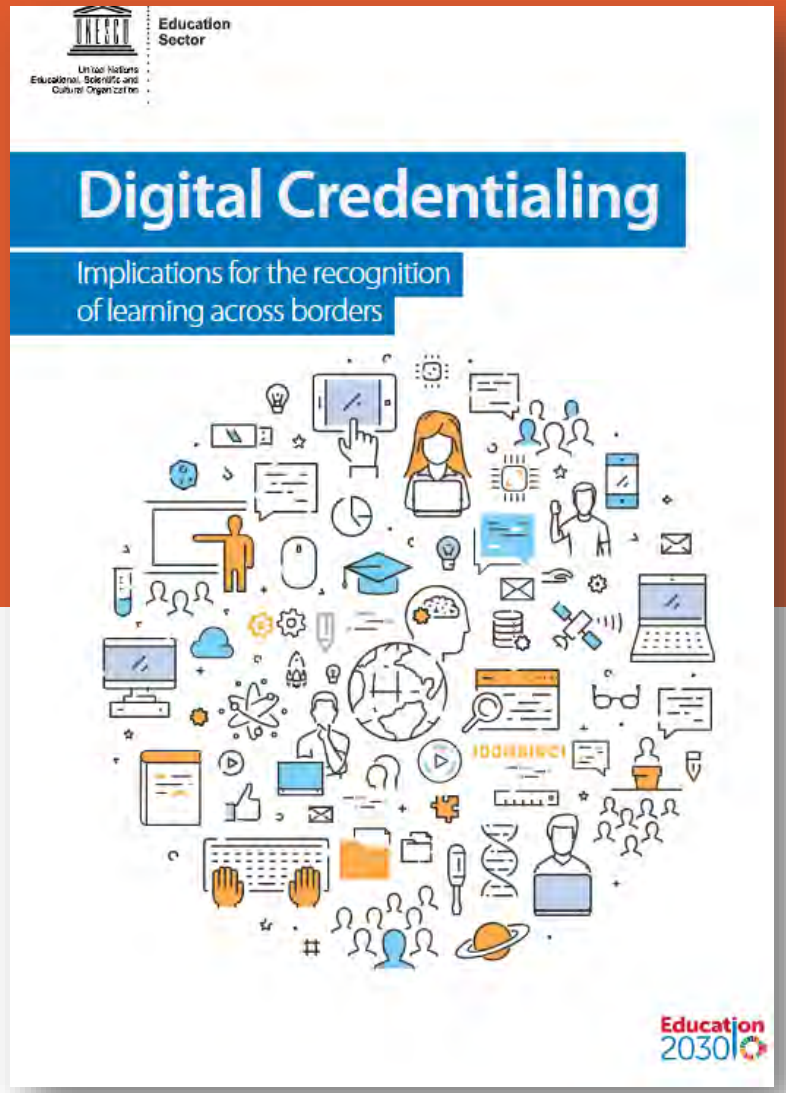


- Can provide an intelligent, personal tutor for every learner
- Encourage intelligent support for collaborative learning
- Adaptive group formation
- Expert facilitation

Source: https://www.ibm.com/watson/advantage-reports/ai-social-good-education.html

Assessment

- Badges and micro-credentials
- Recognition of prior learning
- Transnational qualifications frameworks for mobility
- On-demand examination
- Authentic, project-based assessment



https://unesdoc.unesco.org/ark:/48223/pf0000264428?posInSet=4&queryId=N-e4559bf5-0bec-40c7-91a9-5cdea42e1ca4

Possible Future

- At the current rate there will be larger and more frequent climate related disasters
- Globally, the number of climate disasters has tripled since 1980, while hot weather in 2016 broke the historic record set in 2015

Source: The Commonwealth Secretariat. 'Climate Change'. https://thecommonwealth.org/climate-change

Education and Emissions

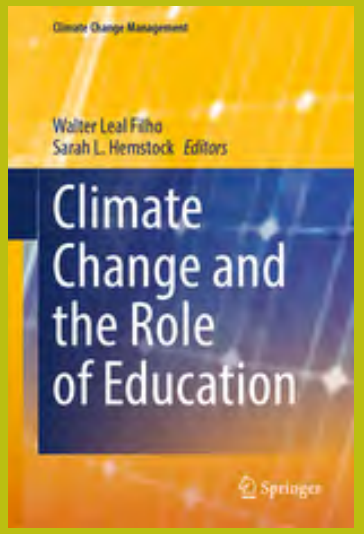
Direct

- Emissions from construction of schools/infrastructure
- Emissions from energy use in schools
- Learner emissions

Indirect

- Emissions from ‘development’ and economic growth associated with higher levels of education in a country

Research on Emissions and ODL



3x less carbon emissions

Travel – greatest contributor

Mode of delivery - determinant

Botswana Open University

Source: Carr et.al. Delivery Mode and Learner Emissions: Comparative Study from Botswana. W. Leal Filho and S. L. Hemstock (eds.), Climate Change and the Role of Education, Springer Nature. In Production.

Road ahead

Are we developing appropriate graduates?

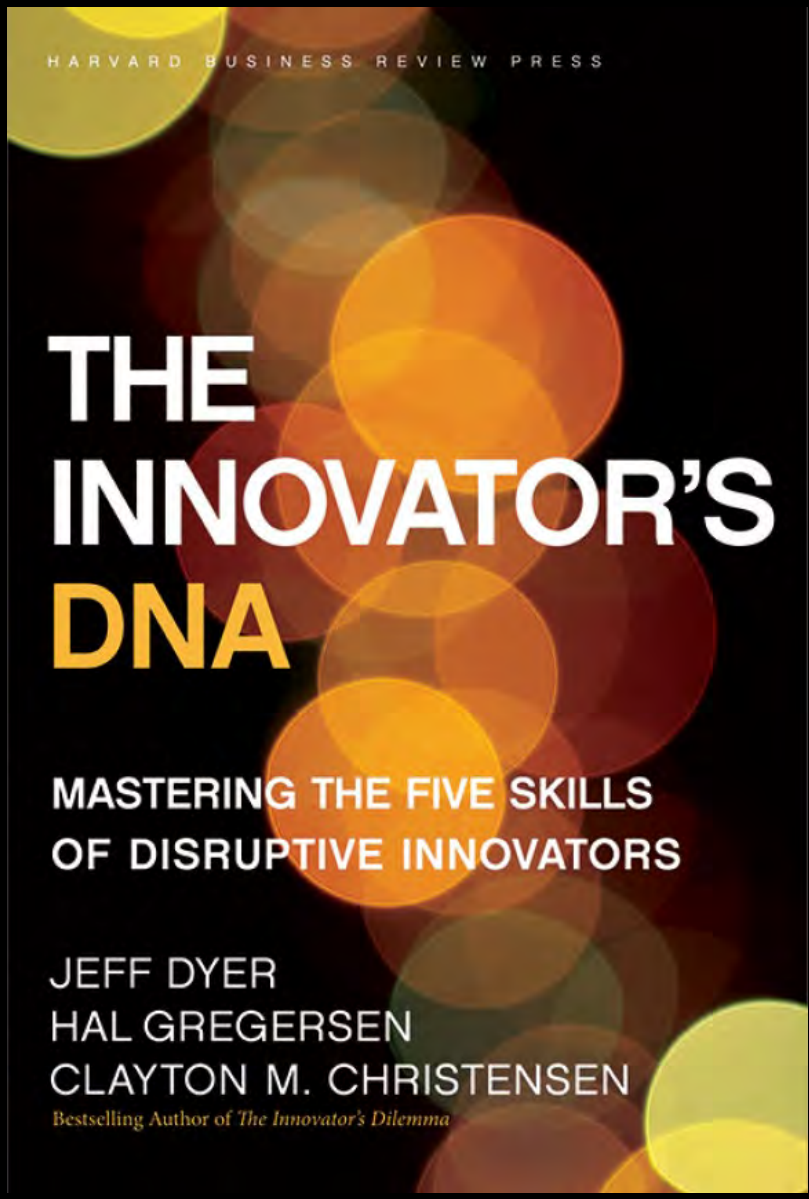
- Positive mindset and motivation
- Lifelong learner
- Multidisciplinary, analytical, ethical, innovative, disciplined, respectful, collaborative
- Employable and/or entrepreneurial
- Responsible global citizen

Do we have an Ethical Institutional Culture?

- Leadership
- Data & evidence-based decision-making
- Respect for Diversity

Are we teaching skills for Innovation?

- Questioning
- Observing
- Networking
- Experimenting



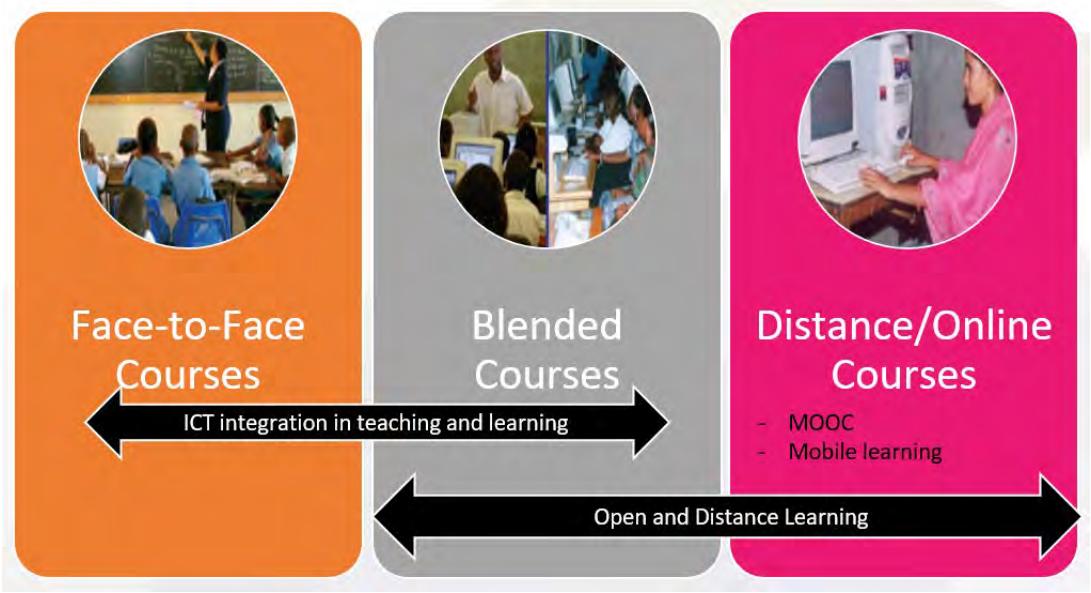
Source: Jeffrey H. Dyer, Hal B. Gregersen, Clayton M. Christensen (2009), Harvard Business Press

University management

- Invest in technology infrastructure
- Rethinking policies for quality assurance and assessment
- Adopt a targeted approach for vulnerable students
- Integrate employability

Teaching Community

- Revisit curriculum (work integrated learning and internships)
- Adopt blended pedagogy
- Integrate OER
- Research on teaching/learning



Support Services

- Provide capacity building for staff
- Technology support for effective online teaching
- Accessible counselling and guidance including for mental health

Reimagining our futures together

- Pedagogy of cooperation and solidarity
- Curricula for the learning commons
- Teaching as transformative work
- Safeguarding and transforming schools
- Education across times and spaces

Thank you

COMMONWEALTH of LEARNING

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