Learning from the Past, Coping with the Present, Readying for the Future

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A tsunami is coming: Universities in the digital era
Immediate consequences

- Students, faculty members and administrators contaminated / dead
- Universities closed down
- No classes, no research, no exams
- Students without income and place to live
- No more international mobility and conferences
- Professors and administrators declared redundant
Outline

- Learning from the Past
- Adapting to the Present
- Preparing for the Future

1665-66

- Last serious episode of the pest in England
1665-66

- Last serious episode of the pest in England
- 75,000 dead
- University of Cambridge closes
- One of its students, Isaac Newton, studying from home, invents calculus and discovers the laws of motion
2002-03

- SARS epidemic starts in China in November 2002
- 29 countries in Asia, Europe, North and South America
- In total, 8,096 people contaminated and 774 deaths
- Schools and universities close in most affected countries/territories: China, Hong Kong and Taiwan
- A few universities switched to online education for a few months
What did we learn?

- Online education can compensate effectively
- Very few universities prepared for the next epidemic (or any other type of catastrophe)
  - [https://youtu.be/6Af6b_wyiwi?t=14](https://youtu.be/6Af6b_wyiwi?t=14)
  - Digital infrastructure
  - Capacity to teach and learn online
  - Risk analysis and contingency planning in case of war, economic crisis, natural catastrophe)
- Mistrust towards online education (QA, Peru example)

Outline

- Learning from the Past
- Adapting to the Present
Switch to online education

- Proper connection to the Internet
- LMS
- Digital content
- Trained instructors
- Prepared students
- Alignment of assessment (methods & modalities)
Awareness of structural problems

- Limited resources for some students
- No adequate access to Internet
- Inadequate digital infrastructure
- Precarious funding model (over-reliance on private funding / international students)

Quality, integrity and student engagement

- How to design and implement effective online teaching?
- How to maintain integrity of program content and assessment?
- How to ensure student readiness, adequate interaction, and application of higher order thinking skills?
• Learning from the Past
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Government intervention

• Emergency financial support to universities
• Access to broadband at subsidized prices (NRENs)
• Capacity building for faculty members to teach online
• Flexibility in application of QA/accreditation rules, criteria and procedures
Adaptation of universities

- Training of both professors and students
- Adaptation of assessment methods, examinations and graduation requirements
- Close monitoring of student learning and support to at-risk students (use of big data and artificial intelligence)

Online learning is not a spectator sport
Student-centered education

- Sparking Curiosity
- Igniting Passion
- Unleashing Genius
Effective online teaching

- Promote sense of belonging
- Clearly outline course expectations
- Rely on technology that is easy to access and use
- Promote active participation of students & exchange of ideas
- Provide meaningful feedback and assessment

Educational Innovations

- Active and interactive learning
- Experiential learning (multi-disciplinary, problem-based, competency-based, simulations)
- Alignment of assessment
**Golden Triangle**

- Assessment
- Adequate Technology
- Curriculum
- Pedagogy

**Educational Innovations**

- Active and interactive learning
- Experiential learning (multi-disciplinary, problem-based, competency-based, simulations)
- Alignment of assessment
- Appropriate use of advanced technologies (AI, Big Data, Virtual Reality)
Conclusion

Teaching in 2020

Semester Begins

Told to Plan for Possible Remote Teaching

Making Remote Teaching Plan

Actual Teaching
Resilience

- Build connections
- Foster wellness
- Find purpose
- Embrace healthy thoughts
What is your plan for the post-Covid-19 era?

3 Rs

- Response: maintaining quality and integrity of the learning experience
- Recovery: adapt to new situation or go back to “business as usual”?
- Resilience: how to anticipate risks and get stronger for future stress situations?
Priorities for the Future

- Keep the university community safe
- Maintain the operation of the University
- Play a stronger role as scientific advisor for society & government
- Prepare the future
  - New educational model?
  - New business model?
  - Risk analysis and contingency planning