# Teaching & Learning
# beyond the COVID-19 crisis

Presentation by Trine Jensen, Manager HE & Digital Transformation

# The International Association of Universities (IAU)

The Global Voice of Higher Education

Global NGO created in 1950 by UNESCO

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Global forum for networking among peers

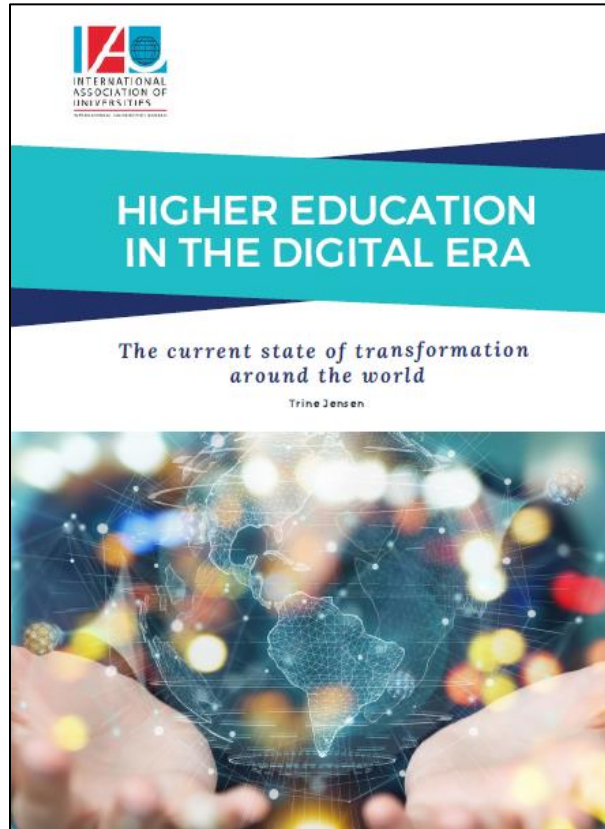World Higher Education Database WHED.net

Leadership

Internationalization

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INTERNATIONAL ASSOCIATION OF UNIVERSITIES
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The International Association of Universities (IAU) – Trine Jensen (t.jensen@iau-aiu.net)

# Travelling back in time…

**HE in the Digital Era: The Current State of Digital Transformation around the World** (IAU,2020)

- Data collection (November 2018 to April 2019)

- 2 distinct consultations:

  - **Leadership consultation** (succinct version of the survey): 347 replies from 107 countries
  - **Comprehensive consultation** : 692 replies from 106 countries
  - In total **1039** replies from **127** countries

# T&L – before the Covid-19 pandemic

**Online learning:**

- **32 %** offered no online courses in 2019

- **43 %** offered between 1%-19% of their courses online

- only **8 %** offered more than 50% of their courses online

**Blended/hybrid learning:**

- **12 %** offered no hybrid or blended learning

- **35 %** of the HEIs reported that less than 20% of their courses makes use of blended or hybrid learning opportunities

- **23 %** of the HEIs reported that more than 50% of their courses make use of blended or hybrid learning opportunities

# HE One Year into the Covid-19 Pandemic

Download the report here: iau-aiu.net/Publications

- First survey conducted in 2020 and second survey in 2021

- Data collected between 15 February and 1 June 2021

- Online institutional survey (only one reply per HEI)

- Replies from 496 HEIs in 112 countries and territories

- Enough replies for a statistical relevant analysis at global and regional level in four regions of the world: Africa, the Americas, Asia & Pacific and Europe



Higher Education
One Year into the
COVID-19 Pandemic

Second IAU Global Survey Report
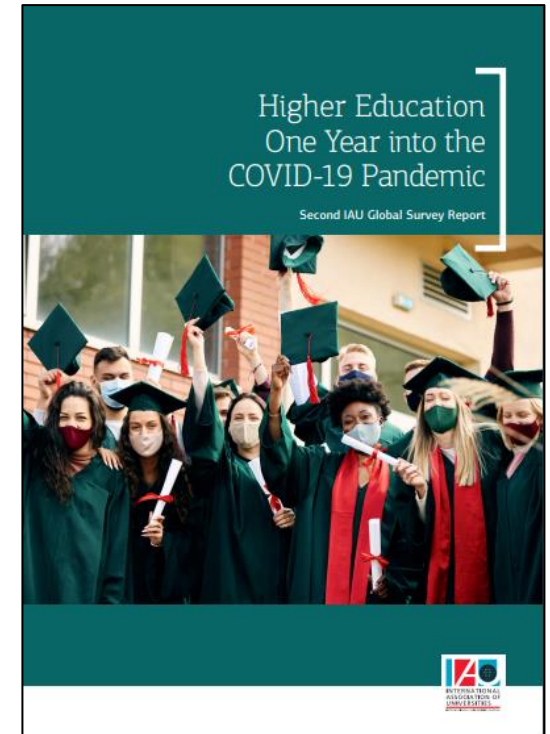
# Shift to remote teaching & learning

**89%** of the HEIs offer remote teaching and learning and only 11 % do not (Europe 92% / Africa 82%)

|  | Student population reach | % of HEIs indicating 100% | % of HEIs indicating less than 50% |
|---|---|---|---|
| Global | 86% | 27% | 10% |
| Europe | **92%** | **39%** | **2%** |
| Asia | 84% | 30% | 6% |
| Americas | 82% | 25% | 6% |
| Africa | **74%** | **14%** | **24%** |

# Increase in the use of digital tools

| | Global |
|---|---|
| Use of online learning | 96% |
| Use of digital communication infrastructure to communicate with students | 95% |
| Virtual exchanges and collaborative online learning | 90% |
| Capacity building and provision of training in the use of technologies | 86% |
| Capacity building and training offer on online teaching pedagogies | 85% |
| Use of Learning Management System (LMS) | 81% |
| Use of Open Educational Resources (OERs) | 78% |
| Use of learning analytics | 68% |

# Moving beyond the immediate crisis

*"The university **collaborated with some of the world's leading online education platforms** such as EdX and Coursera where teachers and students can enroll in hundreds of courses free of cost. All teachers were and are encouraged to get certification in online teaching in order to understand current international trends in e-learning and become better equipped to teach online".*

(Pakistan)

*"Survey results show that a majority of **students**, although many want to return to the campus, **want to retain the flexibility offered by the possibility of choosing some of their courses online, bi-modal, hybrid or face-to-face**.*

*Regarding learning paths, several faculties are looking at offering more flexibility in their programs with, for instance, the possibility of **combining minors, certificates or micro-programmes**. Other faculties are looking at offering undergraduate programs with a focus on **experiential learning, or a focus on research, or on entrepreneurship**, etc."*

(Canada)

# Moving beyond the immediate crisis

*"…the University had already adopted a teaching strategy that aimed at integrating both remote learning in its Strategic Plan in 2015 […] The University clearly **learned that it had neither infrastructure to implement these lofty goals and nor capacity to effectively deal with disruptions** such as the Pandemic's. […]*

*What the Pandemic exposed in these lofty goals and objectives was that the **University could not come up with an adequate investment strategy or a clear implementation plan towards expanding its technology infrastructure and capacity**. "*

*(Lesotho)*

*There are some demands for the flexibility of teaching activities; however, the university always seeks to discuss all the issues exhaustively with all interested parties before any decision; this is aligned with the quality of teaching and learning. In this scenario, **we declare that our teaching activities currently are carrying out in-person modality; however, we always debated other possibilities**.*

*(Brazil)*

# The question of quality

- The pandemic has impacted teaching & learning

- Quality must be at the center, regardless of the mode of learning

- Emergency remote teaching and learning does not necessarily equal online learning

- Important to draw lessons learnt during the pandemic to take informed decision about the way forward

- Continuous need for capacity building (tools and pedagogy)

- Quality Assurance frameworks and systems may need to be adapted, but should be the same regardless of the mode of learning

# Moving forward…

- Strive to enhance the online/blended offer informed by lessons learned

- Continue to build capacities for online and blended modes of learning

- Implement, review, adapt quality assurance mechanism

\>>> Improving online teaching.  Practical guide for quality online education.

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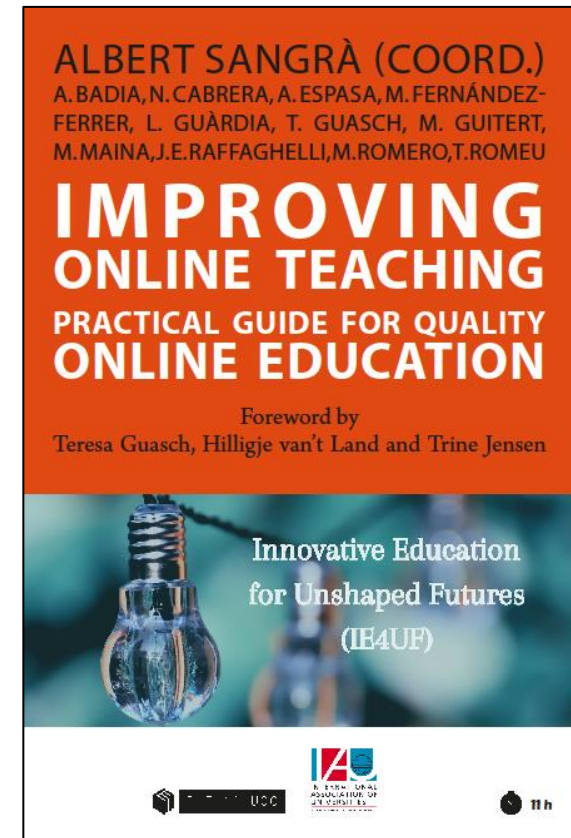
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