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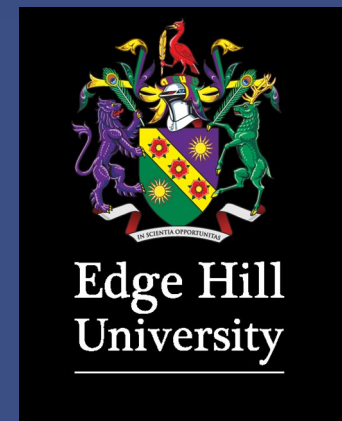
2021 unconference

Coming together while staying apart.

non-congrès 2021

Se réunir tout en restant séparés.

PARADOX OF THE PANDEMIC – PRODUCTIVITY AND THE
PURSUIT OF TEACHING EXCELLENCE?



*In Scientia Opportunitas
Opportunity from Knowledge*

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Edge Hill University

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What was it like before the Covid-19 Pandemic?

Phase 1: The 'Normal' before the start of the Covid-19 Pandemic



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What was it like during the first period of Lockdown?

Phase 2: The Start of the Lockdown, Restricted access to Campuses and 'Emergency Measures' and Transition to online Learning



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What was it like during the next period of Lockdown?

Phase 3: Evaluation and pursuit of a 'New Normal' and the 'Paradox of Pandemic Productivity'



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What may a more optimistic future be like?

Phase 4: The 'Next Normal'



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Phase 4: The 'Next Normal'

A controversial question?

Has the pandemic simply promoted the need for us to re-visit a lot about what we already know and what many have been proposing and predicting over the last 20 years about evolution of teaching and a trajectory of excellence??

What was it like before the Covid-19 Pandemic?

Phase 1: The 'Normal' before the start of the Covid-19 Pandemic

Face to face /in-person delivery on campuses was most common, supported variably by online tools

In many cases (not all) , tools and IT infrastructures and training present, but not always central in universities strategic planning
(or good or agile enough to respond to a pandemic 'Pivot' to online provision)

Online 'Avenues' for collaboration
(Teaching, Learning, Research) were under-developed

Some fully online provision
e.g. Open University U.K.

Nationally and Globally?

Investment in online provision was not a uniform phenomenon

Zoom, MS Teams, Skype – arguably under-used in synchronous teaching

Skills and digital literacy/capability gaps were frequent

Digital poverty existed (broadband, bandwidth, equipment, IT support)

.... And then the Covid-19 Pandemic arrived and lockdown and emergency measures occurred across the globe



What was it like during the first period of Lockdown?

Phase 2: The Start of the Lockdown, Restricted access to Campuses and 'Emergency Measures' and Transition to online Learning

At Edge Hill University – ‘We were nearly but not quite ready’

- History as a government **Centre for Excellence for Teaching and Learning online** (SOLSTICE CETL)
- Virtual Learning Environment (**VLE**) present and a ‘**Baseline**’ set of expectations for its use by all staff and students
- **Limited use** of a ‘Flipped Classroom’ approach and synchronous online learning through videoconferencing
- Numerous online tools for recording lectures, polling/voting, blogs, wikis, games/quizzes available
- A Central team of **Learning Technologists** support available, with training and development for ‘**Digital Capability**’
- Technology Enhanced Learning was an expectation of all University programmes
- A good scholarship and research culture existed (SOLSTICE)

The Edge Hill University Context

- EHU response was based on **applied research**, evaluation and the SOLSTICE CETL expertise so an early response was possible
- A strategic **Transition to Online Steering Group** was established immediately at the onset of lockdown
- Enhanced, prioritized pace of **training and development and digital skills acquisition** and preparation for new academic year
- **Hybrid in-person and online delivery modes** were developed
- Learning Design focus was strengthened – **Toolkit and Principles**; learning design, community, belonging and presence
- **Poverty** was attended to by loan of existing and purchased IT equipment
- Induction and Transitions and **digital preparedness of students** became high on the agenda for the forthcoming academic session
- **An Evaluation/Research Strategy** was established (to see what works and is worth retaining and planning for emergence of a new normal)



Edge Hill University Transition to Online Learning Toolkit

<http://eshare.edgehill.ac.uk/15594/>

Toolkit:

Moving teaching, learning and student support online

This document contains the baseline expectations of how our online tools could be deployed. It builds on previous expectations formulated as a contingency in March and principles that can be used to formulate an approach to how teaching is delivered in the coming months. It contains additional information and prompts a focus on what matters in the effective design of online learning and student support.

Professor Mark Schofield, Maria Mirza, Michael Robinson (May 2020)

Baseline Position:

1. Induction into the online environment, tools and the module per se
2. Sequencing
3. Progression and coherence
4. Regular student and staff engagement in the online environment
5. Interaction between staff and students both synchronously ('online F2F') and asynchronously
6. Strategies for student interaction and engagement with resources
7. Individual and group tasks/activities
8. Regular personal updates/ personal tuition
9. Formative assessment and feedback, including practice of skills
10. Personal reflection
11. Preparation for summative assessment
12. Staff peer observation of delivery
13. Facility for QA/Student feedback is in situ.

All programmes should reflect these features through thoughtful planning and use of the available, reliable, technologies to achieve the desired learning and student support.

Appendices

eShare Collection

Moving Teaching, Learning and Student Support Online

Appendix 1a: Socially distanced face-to face teaching: Doing the best we can: advice and guidance for colleagues

Appendix 1b: Teaching Online: Considerations and Guidance for Practical, Laboratory and Creative Activities

Appendix 1c: Online Teaching: Engagement Indicators and Exemplar Online Teaching

Appendix 2: Active Learning Strategies to Extend Students Interaction with Text and Other Media (EXIT-M) Online

Appendix 3: Assessment Literacy - Online Learning and Formative Assessment: Some Practical Ideas

Appendix 4: Current Provision for Online Assessment

What was it like during the next period of Lockdown?

Phase 3: Evaluation and pursuit of a 'New Normal' and the
'Paradox of Pandemic Productivity'

The Edge Hill University Context

Strategic developments include:

- Establishment of a **Digital Capabilities Framework** (Learning and Teaching; Research, Communications and administration) underpinned by (online) training and development packages
- Renewed general focus on **deployment of technologies to support in the curriculum at validation**
- A revised **Curriculum Design Framework (Based upon the Toolkit)** with baseline expectations of provision which is defined as blended/flexible or online in its total nature underpinned by 'Learning Design'
- A **market focused expansion of online provision** for postgraduate taught and international provision
- A student **digital internship scheme** to assist with production of online materials, accessibility and enhancement of current programmes
- Commitment to further **systematic evaluation and research**

But Global Challenges Remained

The danger of reversal to ‘pre-New Normal’ (Phase 1) and not deploying ‘lessons’ learned from evaluation and research

Residual **Digital Poverty** and inequalities

What may a more optimistic future be like?

Phase 4: The 'Next Normal'

Global Challenges

“There was **no pandemic playbook** for higher education, and 2020 has been a year requiring a decade's worth of effort and change.”

Three scenarios considered:

Restore. *We will be focused on figuring out what to do to get back to where we were before the pandemic.*

Evolve. *We will be focused on adapting to the new normal.*

Transform. *We will be focused on redefining our institution and taking an active role in creating the innovative future of higher education.*

(Why IT matters in Higher Education Educause Review (2021) <https://er.educause.edu/articles/2020/11/top-it-issues-2021-emerging-from-the-pandemic>)

Global Challenges

Restore, Evolve or Transform post-Covid?

- How might higher education emerge from the pandemic stronger and fitter for the future?
- Can/should/will leaders in higher education plan to use the pandemic to launch or accelerate an institutional transformation agenda?
- Have we been forced to break the mold of past ‘Normal’?
- Will we move on or revert?
- It’s less expensive to connect digitally.... Is this paradoxically a forced realization of possibilities? Is it time to reconsider connectivity and ‘Intellectual Bandwidth’ so as to re-imagine and re-instate relationships?
- Are inter-connectedness (globalization of research and international and intra-national learning opportunities) now more part of our way of envisioning the future than before? **Is this a time of new horizons?**

Global Challenges

- Are we in a time to revisit content generation and sharing opportunities (will the Open educational Resources movement be revitalized or will it be commercialized)?
- Are digital capabilities now viewed as essential for a modern world and employability?
- Will we see a more mixed economy of provision in university portfolios (and competition with big online providers?)
- Will student choice, flexibility and portability be more prevalent in what university curricula offer?

Global Challenges

- Will estates and campuses undergo design and re-design for flexible study and the synergy between the digital and physical environment?
- Will we see added focus on envisioning of new technologies based upon pedagogic needs – including laboratories , simulation, VR and AR?
- What impact may there be on business models and the future of campus-based universities?

.... And there are no doubt numerous other questions that are emerging in local and global contexts!

But,

The tendency for return to the current normal, or not progressing is a forthcoming challenge

Digital poverty and inequities, bandwidth and connectivity problems persist and IT support infrastructures are uneven

Political leadership and universities' commitment is needed for engagement with the emerging digital age of the '4th Industrial Revolution'

Cross-national sharing is underdeveloped – Do we need a clarion call for sharing of resources including people?

Global Challenges

Restore, Evolve or Transform post-Covid future?

I suggest that the answer to many of the questions posed here must be 'Yes' and action orientated if we are to Evolve at least or Transform at best

..... **Restore is no longer a modern option for the 21st Century.** Has the pandemic has simply promoted the need for us to re-visit a lot about what we already know, and what many have been proposing and predicting over the last 20 years?

Perhaps those tendencies are disappearing or reducing as time goes on and will be overtaken by Evolution and Transformations

Context will also prevail in relation to current and emerging challenges

So, what about the role of the IFNTFs?

THERE HAS ALSO BEEN A FUNNIER SIDE!

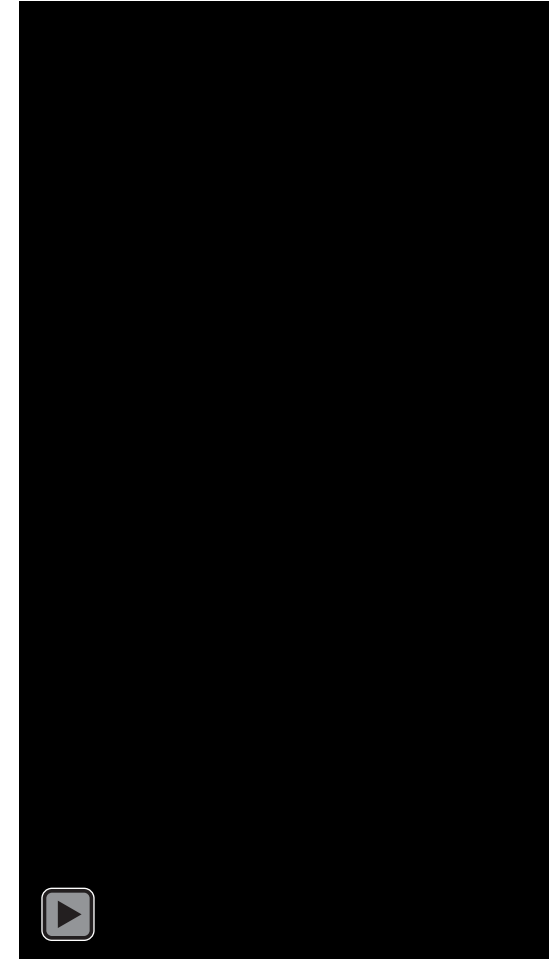
<https://www.youtube.com/watch?v=GPs2PVk-Vsg>

https://www.youtube.com/watch?v=sfTY1_Q1_Zw

<https://www.youtube.com/watch?v=qcnnl6HD6DU>

<https://www.youtube.com/watch?v=7i9512n4KvE>

<https://www.youtube.com/watch?v=QyoTKsyFahw>



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