

ENOLL WEBINAR SERIES



European
Network of
Living Labs

HOW THE COVID19- HAS CHANGED OUR UNIVERSITIES FOR GOOD

(HELD ON 16 JUNE 2020)

ENoLL community is actively working on the challenges that the COVID-19 crisis has brought to us. Our aim now, as it is for many others, is to react in an agile way and prepare our cities and communities now for the new societal changes that will take place in Europe and the World. The Webinar Series “Let us tackle COVID-19 together” starts analyzing how the Community of Makers, Living Labs and stakeholders are gathering around actual proposed solutions, the **current actions preparing our digital societies for a post-COVID future.**

| Presented cases

Esteban Romero Frías Medialab, University of Granada, Spain

Marko Teräs Tampere University of Applied Sciences (TAMK), Finland

Maria-Theresa Norn Think Tank DEA, Denmark

Narend Baijnath Council on Higher Education, South Africa

MODERATOR: Fernando Vilariño (ENoLL Chairperson, Library Living Lab)

MEDIALAB, UNIVERSITY OF GRANADA (SPAIN)

Presenter: **Esteban Romero Frías**

Director for Participation & Social Innovation & Medialab (University of Granada)

Tenured Associated Professor at the Department of Accounting and Finance

MediaLab is an innovation lab created at the University of Granada as a way to interact with the society. It connects academia and society in innovative ways. Keywords: public engagement, experimentation, social innovation, active citizenship, openness

MediaLab is a:

- Citizen lab
- Living lab
- Public innovation lab

Projects:

- Radiolab (medialab.ugr.es/radiolab) – a digital radio project.
- LabIN Granada (labingranada.org) - a Citizen Lab for Granada.
- Laboratorio 717 (laboratorio717.org) - Laboratory of Participation and Democratic Innovation of Andalusia.
- Cooperanda (cooperanda.org) - a visualization project of the international development cooperation in Andalusia.
- Youth PB (youthpb.eu) – making visible participatory budgets processes involving young people in Europe.
- Red Knowmetrics (red.knowmetrics.org) - a social network for Digital Humanities and Social Sciences.
- Red UnInPública (uninpublica.net) - a network for public innovation from universities.
- Facultad Cero (facultadcero.org) – how to design the next course after COVID19-.

UnInPública

- Project conceived in 2019 with the Iberoamerican general secretariat
- UnInPública is Iberoamerican Network of Universities for Public Innovation. For Universities that are developing public policy.
- An initiative intended to articulate new ways to connect universities and society through the improvement of public policies through public innovation (and other types of innovation).
- Based on an holistic, open, participatory, quadruple helix model of innovation.
- Aiming to transfer knowledge to public sector
- Focused on the Agenda 2030.

Conference to launch the project took place on 22-21 May 2020 with 500 participants, 50 speaker and facilitators, 43 universities + 17 organizations. ENoLL was one of the organisations supporting the conference. With the support of Ibero-American General Secretariat and Spanish Ministries.

Facultad Cero

“How to design the next course after COVID19-?”

Due to the pandemic there has been a new approach to learning courses and University classes but a systematic approach does not exist. Call for a debate to learn what was done and to improve the approach.

Recently launched project with the purpose (1) to create a digital space to share experiences and (2) to organize virtual meetings to learn from the hundreds of teaching innovations developed in recent months with the practical purpose of improving the design of the next course.

Scope: Spain & Ibero-America

TAMPERE UNIVERSITY OF APPLIED SCIENCES (FINLAND)

Presenter: **Marko Teräs**

Research group lead, Critical Applied Research of Digitalization in Education (CARDE)
Project lead, 'BUKA': Advancing Equity and Access to Higher Education through Online and Distance Learning

Team leader, Ubiquitous Learning Environments, School of Pedagogical Innovations

Drew from current findings and the dialogues during the COVID 19 with BUKA project and the research group.

The specific objectives of the BUKA project include:

- Building the capacity of teaching, technical and instructional design staff in the partner HEIs in inclusive instructional design and learning analytics;
- Improving learner engagement and retention through inclusive instructional design and learning analytics;
- Improving pedagogical and technical accessibility of online and blended learning materials; and,
- Providing more effective and personalised support for online distance learners in partner HEIs.

In BUKA project there are 6 universities from South-East Asia. With the research group there were discussion with Finnish teachers and higher education to see how the situation has affected their teaching.

Based on the discussion how learning utopia might take place if we change the development.

Gaps in “online learning utopia”

- There are large areas in the world with **low or no access to the Internet** especially in remote areas (Indonesia, Philippines, Malaysia). For example in %40 of Philippines students have no or low access to the internet.
- **Quick fixes with (free) technologies**, content and learning platforms (difficult to change later on, if it is later discovered these don't serve their purpose)
- **Low expertise** in different pedagogical approaches to online learning (“information delivery” reigns)
- **Quick fixes to online learning** could become permanent structures, processes and technologies
- Online learning sometimes seen only as cost-efficient, re-usable, self-study, no need for teachers, but these are not long-term solutions

Before “online learning utopia” takes place, we need to:

- Develop **better access to the Internet** in remote areas (equity)
- Develop **pedagogically meaningful use of technologies**
- **Develop teacher expertise** in engaging online learning pedagogies and learning design (instead of consuming content, the students become engaged with a learning activity)
- **Develop leadership expertise** in managing digitalization of education (skills of critical analysis of ed-tech are needed of teachers and people who acquire the skills)
- **Strategic development** of online learning

THINK TANK DEA (DENMARK)

Presenter: **Maria-Theresa Norn**
Head of Analysis, Senior Researcher

- DEA: A Danish non-profit, non-partisan think tank on education, science and innovation policy
- Part-time affiliation at the Danish Centre for Studies in Research and Research Policy, Aarhus University

There isn't much evidence on COVID19- . The big question is how will COVID29- affect us long-term?

Certain things have changed in academic and many will revert back to how it was before. It is difficult to imagine everything will go back to the way it used to be. Hopefully we will learn from this pandemic and grow as a research community.

**“THE MORE
THINGS
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SAME”**

Looking beyond the immediate effects, what will happen:

- **A new role for online/remoted teaching** ; it will be essential to deal with possible surges and give flexibility to students and teachers– but a long way to go
- **Less international student base** – and perhaps faculty team for some time due to travel restrictions and economic consequences; financial implications for Universities that rely on income from international students
- More online conferences, **remote collaboration** – a promising point but there is a limit to what extent research communities can extend their work online; with meetings moving online travel costs will be reduced as well as carbon footprint, and access to global academic events
- **Research Funders:** will acute responses be followed by sustained responses?
- Public funding for higher education: under pressure already. What will happen post-COVID19-? With likely economic consequences and recovery packages Universities will probably see reduced funding. **New funding streams** will have to be explored.
- **Strengthened trust in science?** The pandemic has highlighted the role of science for policy makers.
- Have to be wary of negative effects of the pandemic on the science. **Risks of excessive (unproductive) 'covidization' of research**, and too much 'fast science'. We should try to build on quality research.
- Great expectations of impact of Universities > but what of basic research and **non-priority fields?** Many policy makers overlook that quick mobilisation of research has only been possible because of previous long-term mobilisation of research. Policy makers should sustain investments also in non-priority fields.
- Lessons to be learned for mission-oriented research and innovation policies?
- “The more things change, the more they stay the same”.

COUNCIL ON HIGHER EDUCATION (SOUTH AFRICA)

Presenter: **Narend Baijnath**
CEO

CHALLENGES

- Only %60 of students have devices; most of these have only mobile phones
- Unreliable connections – not always stable
- Vulnerable students mainly live in rural areas where they cant get access
- During the crisis institutions shifted to online teaching and learning; there was a big pushback by the students because of lack of devices
- South Africa's internet is one of the most expensive in the world – this is a failure of the government; it slowed down digitalization of most institutions;
- Capacity at institutional level. 6/5 universities have good infrastructure; the better equipped universities were able to shift to online learning/support
- On the other end of the spectrum you have institutions where %90 of the students are not on the learning management spectrum.
- Burden of the government and institutions to equip students

**«YOU CANNOT HAVE
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IS AN OPPORTUNITY TO
INCLUDE MARGINALIZED
GROUPS; DISABLED,
WOMEN, RURAL
STUDENTS»**

WAY FORWARD

- It is an opportunity to give attending to cost-effective models of education.
- This crisis is largely associated with uneven students of hygiene, access to basic amenities in life, good nutrition. It is evident in developing context. We should renew our efforts to have a greater equality in our society and uplift the standard of living.
- This crisis has shown that this kind of crisis cannot be stopped.
- It is in everyone's interest to uplift the standard of living. Spread the benefit of education and training so that everyone can become more prosperous.
- It means giving students devices, stop profiteering, material should be freely available and not behind paid walls.

Q&A

.01

WHAT WOULD BE OUR PRIORITIES – WHAT STEPS SHOULD BE TAKEN?

Esteban Romero-Frías

- More cooperation between universities and institutions;
- More openness; try innovate in formats of communication
- More bottom-up processes; we need to incorporate collective intelligence we are generating; institutions don't have instruments/ tools to make this innovation flourish, more learning

Marko Teräs

- There are decades of good practices
- Global approach of sharing the experiences
- Every few years we are forgetting good practices and reinventing
- Learning from the past, from the teachers who knows what works in the classroom
- The solutions are from the ground up. From the teachers in different fields of study.

Maria-Theresa Norn

- Securing long term foundation for science and teaching would be different
- There is a lot of scope for learning cross-country on how to learn (seminars like this are a great start of this conversation)

Narend Bajjnath:

- Investment has to be made and the right policies;
- Long-term view on what should be achieved as transformation does not happen over night, tt requires sustained resources
- With the right policy and planning, everything else follows
- Aim is to put a device in every student's hand
- A pandemic hits poorest the hardest; Un-ability to give our students cost-effective internet access
- Look at the architecture of the whole institution; if institution doesn't transform you have to look at everything. Develop capacity

of support staff, admin staff – which requires investment

- To digitalize all courses, is a massive endeavor and many years of work

- When all of that is done right and matched by government strategy and regulation, there could be progress in 10-5 years

.02

HOW DO WE SUPPORT OUR TEACHERS AND STUDENTS MENTAL HEALTH?

- We need to go back to the idea of learning; what we didn't do so well – taking some time to reflect and re-design what we can offer in the next month in a hybrid model

- If we had that hybrid model we can improve what we had before

- We have an opportunity to balance activities