

The Impact of Covid-19 on Higher Education and the Future of Teaching & Learning

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International Association of Universities (IAU)

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Leadership



Internationalization



Sustainable Development



Digital Transformation



I. What impact on HE one year into the pandemic?

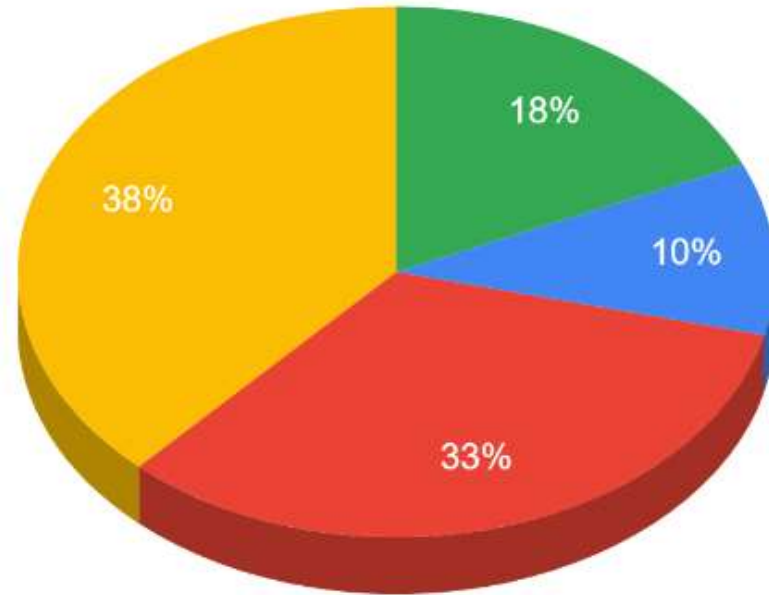
II. Implications for the future of Teaching & Learning

Introduction to the scope and sample:

- First Global Survey Report in May 2020 (Report available on the [IAU website](#))
- Data for second edition collected between 15 February and 1 June 2021 (Report forthcoming)
- Aim at gathering institutional responses on the impact of the pandemic (leadership)
- Replies from 496 HEIs in 112 countries and territories

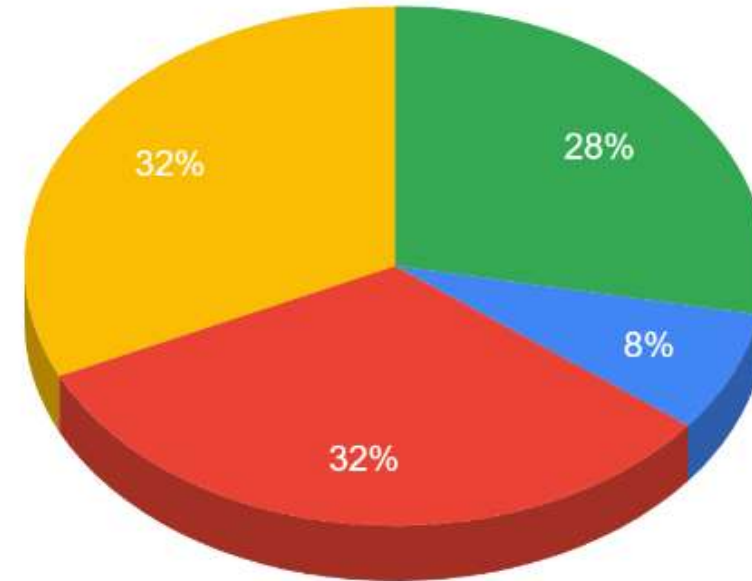
Regional analysis:

Replies 4 regions



● Americas ● Africa ● Asia & Pacific ● Europe

HEIs in WHED 4 regions



● Americas ● Africa ● Asia & Pacific ● Europe

1. Governance

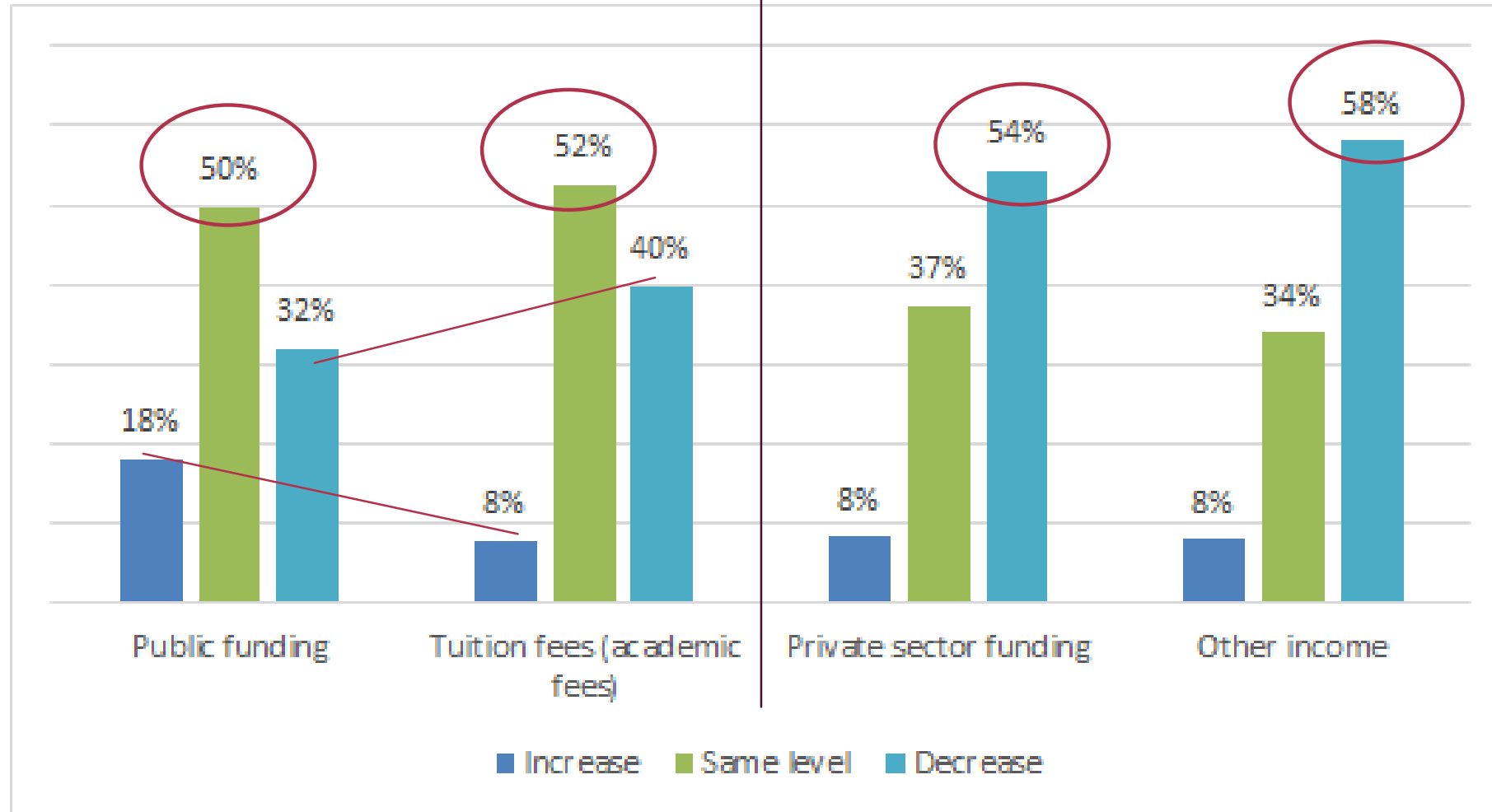
2. Teaching and Learning

3. Research

4. Community/Societal Engagement

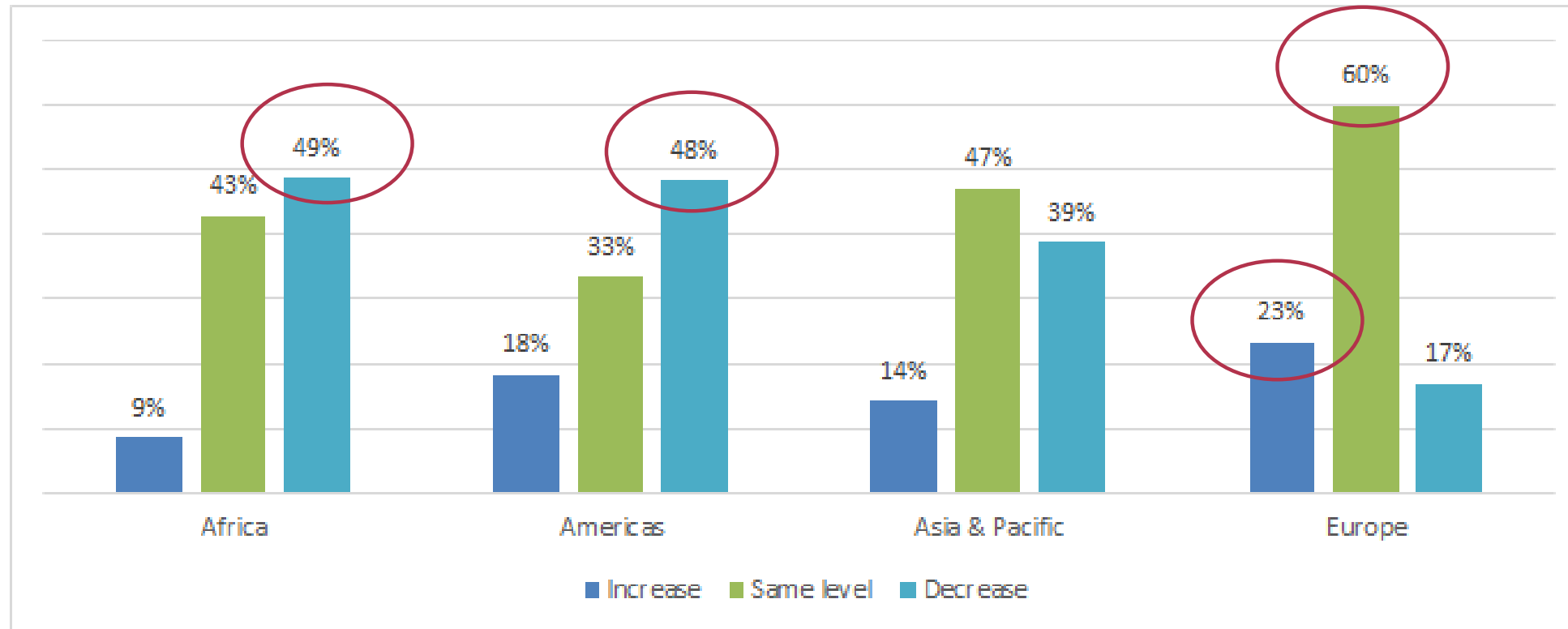
I. Governance - Financing

Impact on revenue:



I. Governance - Financing

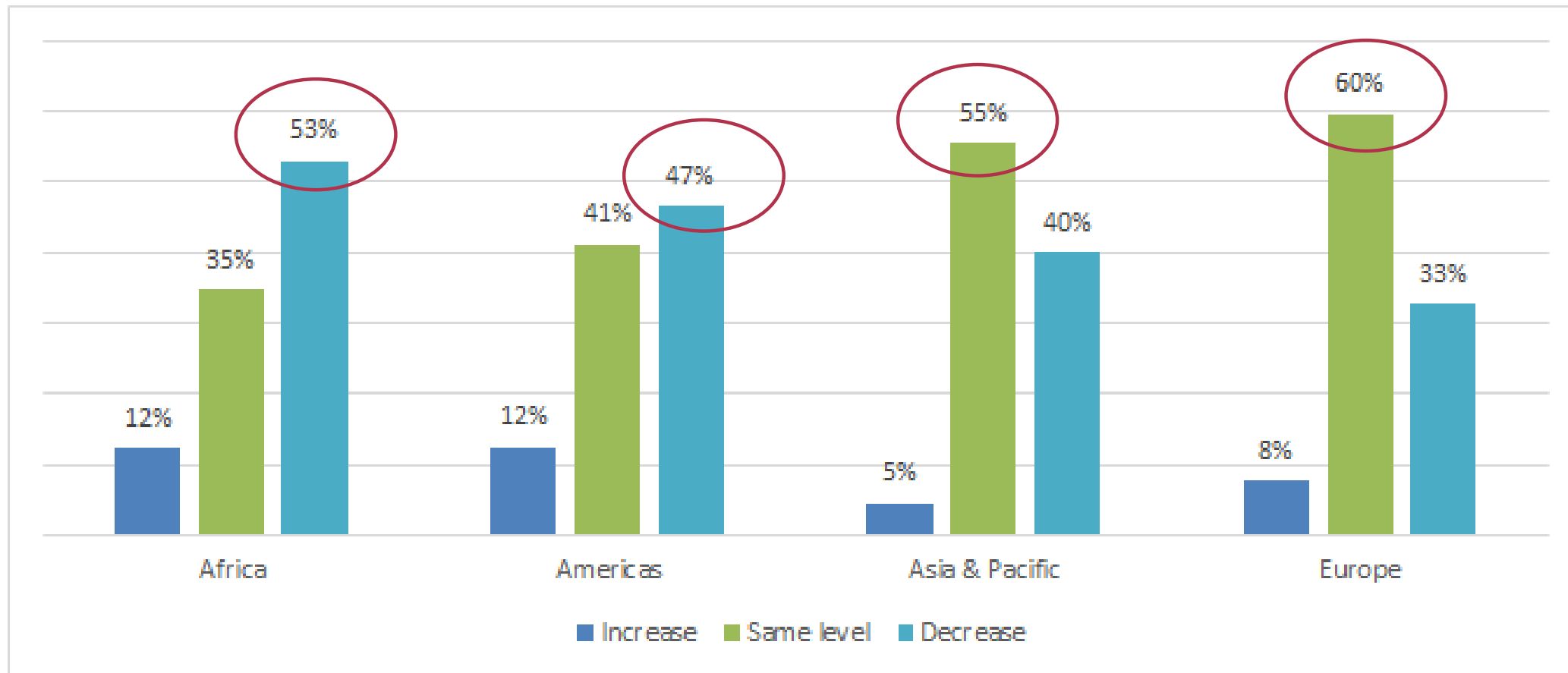
- **Impact on public funding by region**
 - Africa and the Americas vs. Europe: decrease vs. stability



I. Governance - Financing

■ Impact on tuition fees by region

- Africa and the Americas vs. Asia & Pacific and Europe: decrease vs. stability



I. Governance - Financing

Changes in term of expenditures (Global):

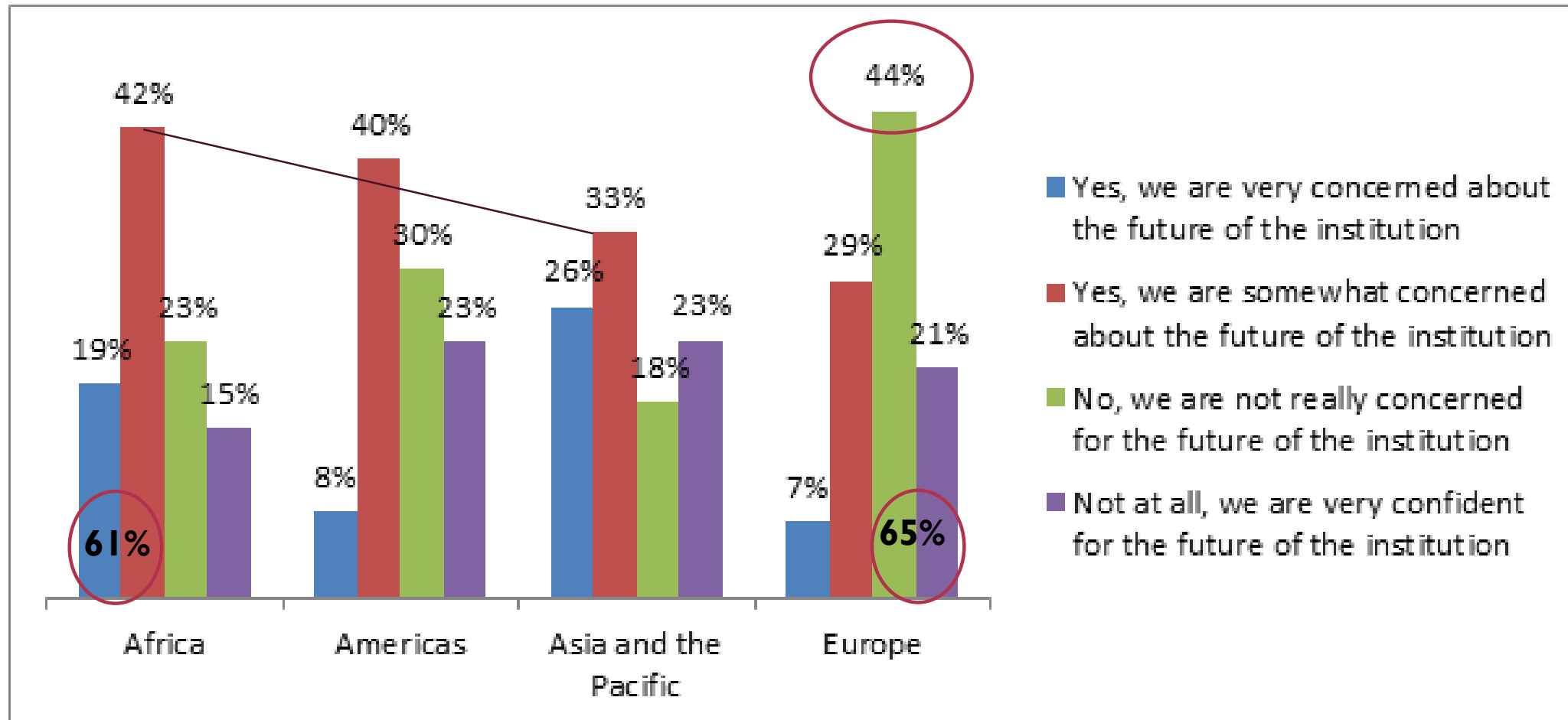
| | Increase | Same level | Decrease |
|--|------------|------------|------------|
| Education/teaching | 29% | 52% | 19% |
| Research | 13% | 56% | 31% |
| Community/Societal engagement | 20% | 34% | 46% |
| International collaboration and activities | 10% | 29% | 61% |
| Staff costs | 18% | 63% | 19% |
| Infrastructure | 31% | 44% | 25% |
| Health (e.g. university hospital) | 50% | 37% | 13% |
| Other operating costs | 32% | 40% | 27% |

Americas

| | Increase | Same level | Decrease |
|--|------------|------------|------------|
| Education/teaching | 26% | 47% | 27% |
| Research | 10% | 48% | 42% |
| Community/Societal engagement | 27% | 26% | 47% |
| International collaboration and activities | 15% | 21% | 64% |
| Staff costs | 15% | 50% | 35% |
| Infrastructure | 31% | 32% | 37% |
| Health (e.g. university hospital) | 45% | 39% | 16% |
| Other operating costs | 29% | 38% | 33% |

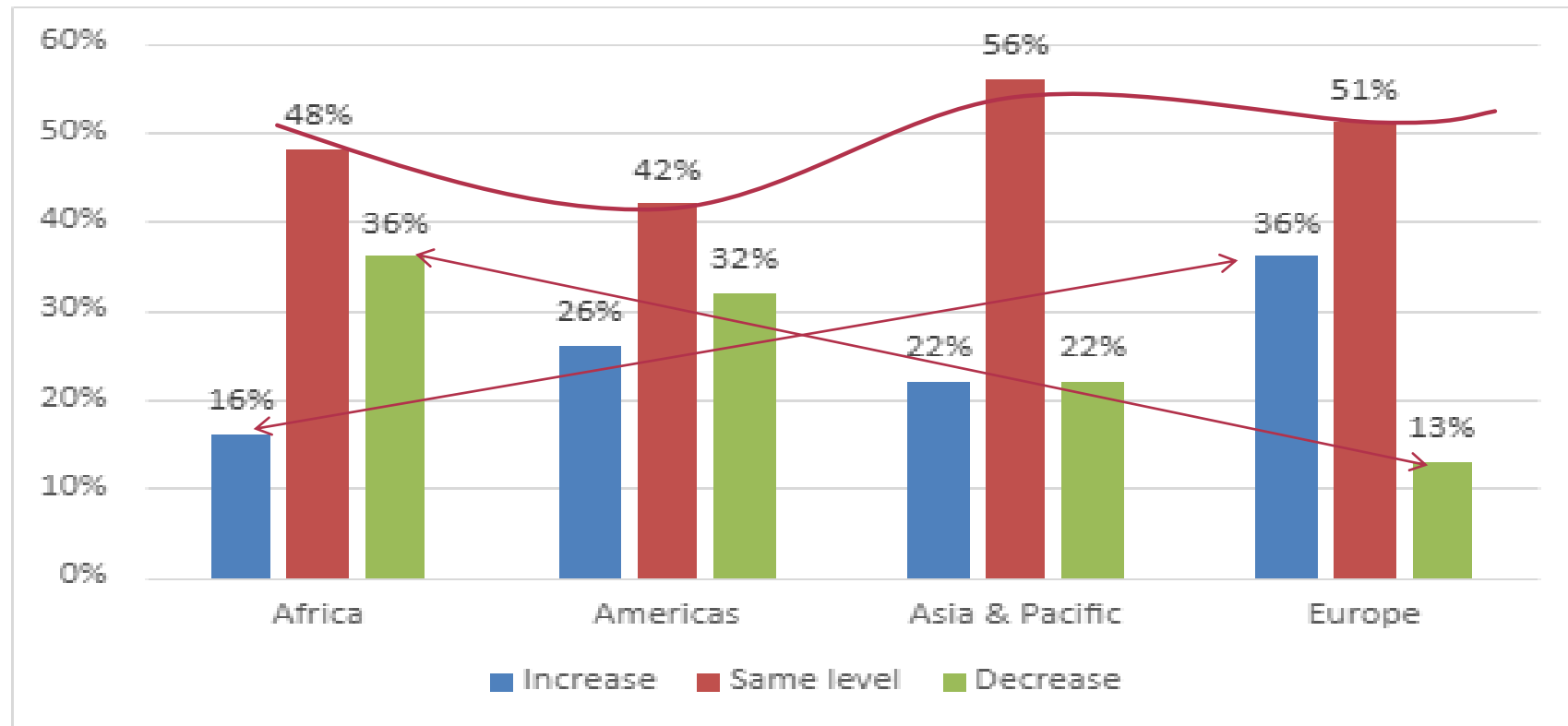
I. Governance - Financing

Disparities in and among regions on concern on financial sustainability of HEIs



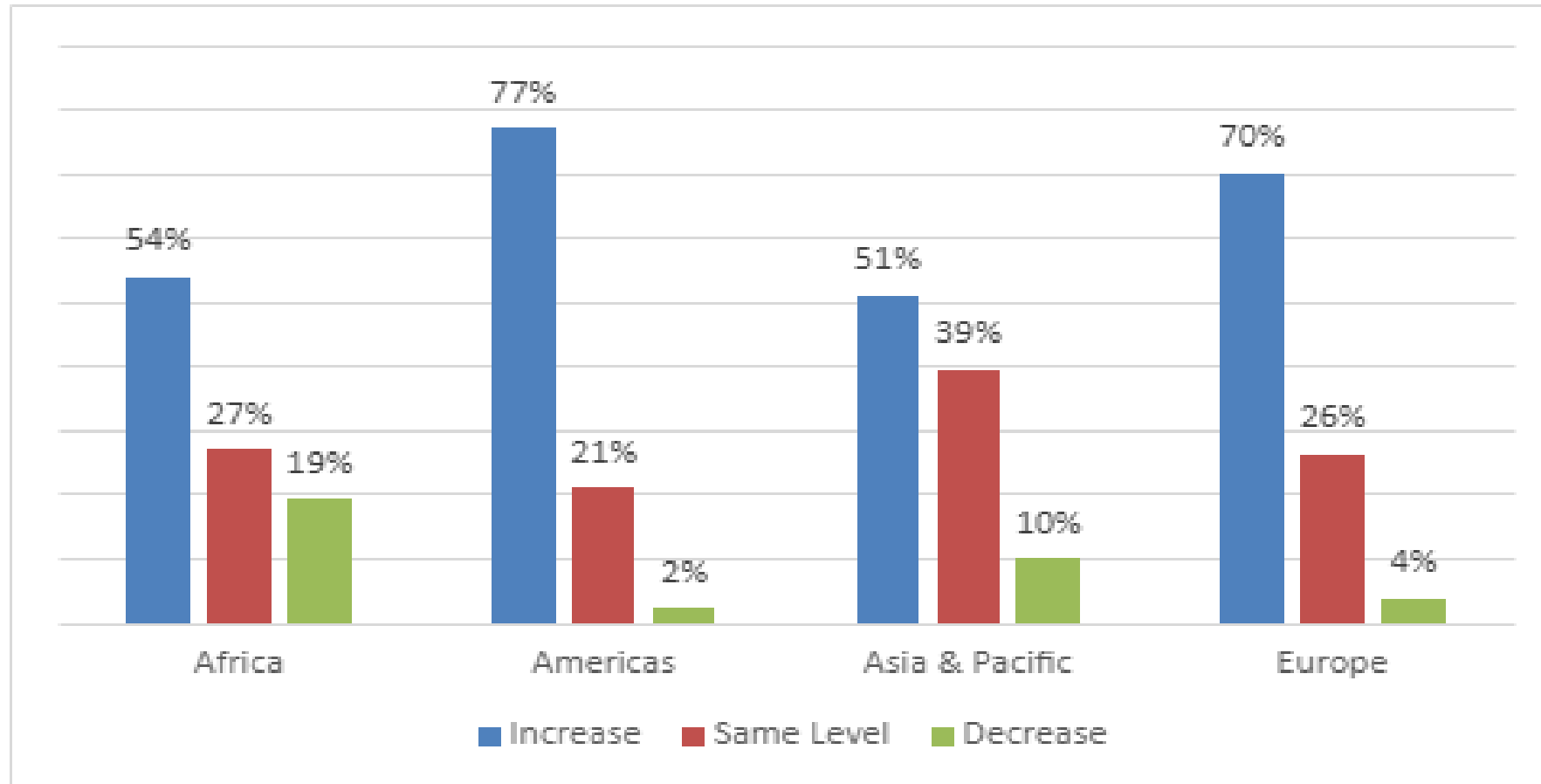
I. Governance – Enrolment

Domestic student enrolment (compared to the year before the pandemic)



Impact on Human Resources:

Change in workload of academic staff



2. Teaching & Learning

- **Shift to remote teaching and 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% |



2. Teaching & Learning

Important increase in the use of digital tools and related capacity building

| | 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% |

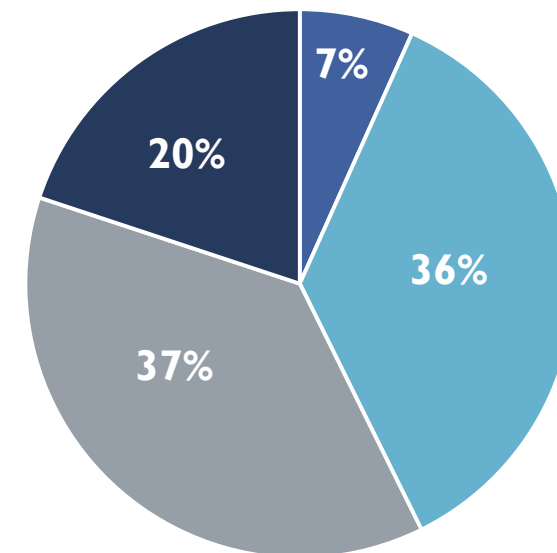
2. Teaching & Learning

| Impact of remote T&L per discipline (ISCED) | Curriculum can be taught from distance | Curriculum heavily impacted by the pandemic |
|---|--|---|
| Humanities | 77% | 3% |
| Business and administration | 72% | 2% |
| Law | 72% | 2% |
| Social and behavioural science | 66% | 3% |
| Mathematics and statistics | 63% | 6% |
| Journalism and information | 63% | 2% |
| Computing | 59% | 10% |
| Education | 57% | 8% |
| Arts | 45% | 22% |
| Services (Hospitality and tourism, sport, transport, environmental protection, security services, etc.) | 29% | 28% |
| Life sciences | 24% | 27% |
| Engineering, manufacturing and construction | 23% | 32% |
| Physical sciences | 22% | 28% |
| Agriculture | 18% | 35% |
| Health and welfare | 15% | 43% |

2. Teaching & Learning

Impact on curriculum

- 7% Yes,
- 36% Yes, for some specific programmes/courses
- 37% No, but there were consequences in terms of delivery/implementation
- 20 % No



| | Global |
|---|--------|
| Our curricula have more theoretical than practical focus because of restrictions due to COVID-19 | 51% |
| Our curricula became more practical in a sense of using case studies (problem-based learning) in an effort of trying to engage the students from distance | 39% |
| Our curricula are more flexible, students have more freedom in choosing their learning path | 37% |
| Our curricula have an enhanced focus on sustainable development | 22% |
| Our curricula are more internationalized, include more international/intercultural and global perspectives | 22% |
| Our curricula are more interdisciplinary | 21% |

A few perspectives for the Future



A few perspectives for the Future.... the clouds

Building bridges in a world of inequalities

- The pandemic is **exacerbating inequalities** – more efforts to reach the Agenda 2030 and SDGs
- Expanding **digital infrastructure** in developing countries... but also in developed countries
- It must be recognized as a global issue to find **global solutions**

The ethical dimension of digital data

- Increased use of digital technologies = exponential **increase in digital data**;
- Increased **priority on data governance** in higher education for fair, ethical and transparent use;
- **No ‘one solution fits all’** - but we can connect our experiences/solutions internationally

A few perspectives for the Future... the silver linings

The mainstreaming effect of the pandemic - a new starting point

- Opportunity for a more **inclusive digital transformation**
- Prioritize **consultations** to distill lessons learnt
- Define the digital transformation based on a **vision and flexibility**

Responding to different needs of different learners

- The future is not exclusively online nor is it exclusively face-to-face...it is **blended**
- **Young students** and lifelong learners
- Universities are **more than the credentials** that they offer

An open door for more inclusive collaboration

- Make use of the opportunities for **inclusive collaboration**?
- **Democratizing knowledge**?
- Use **collective intelligence** to address global challenges rooted in the local context

Thank you!

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