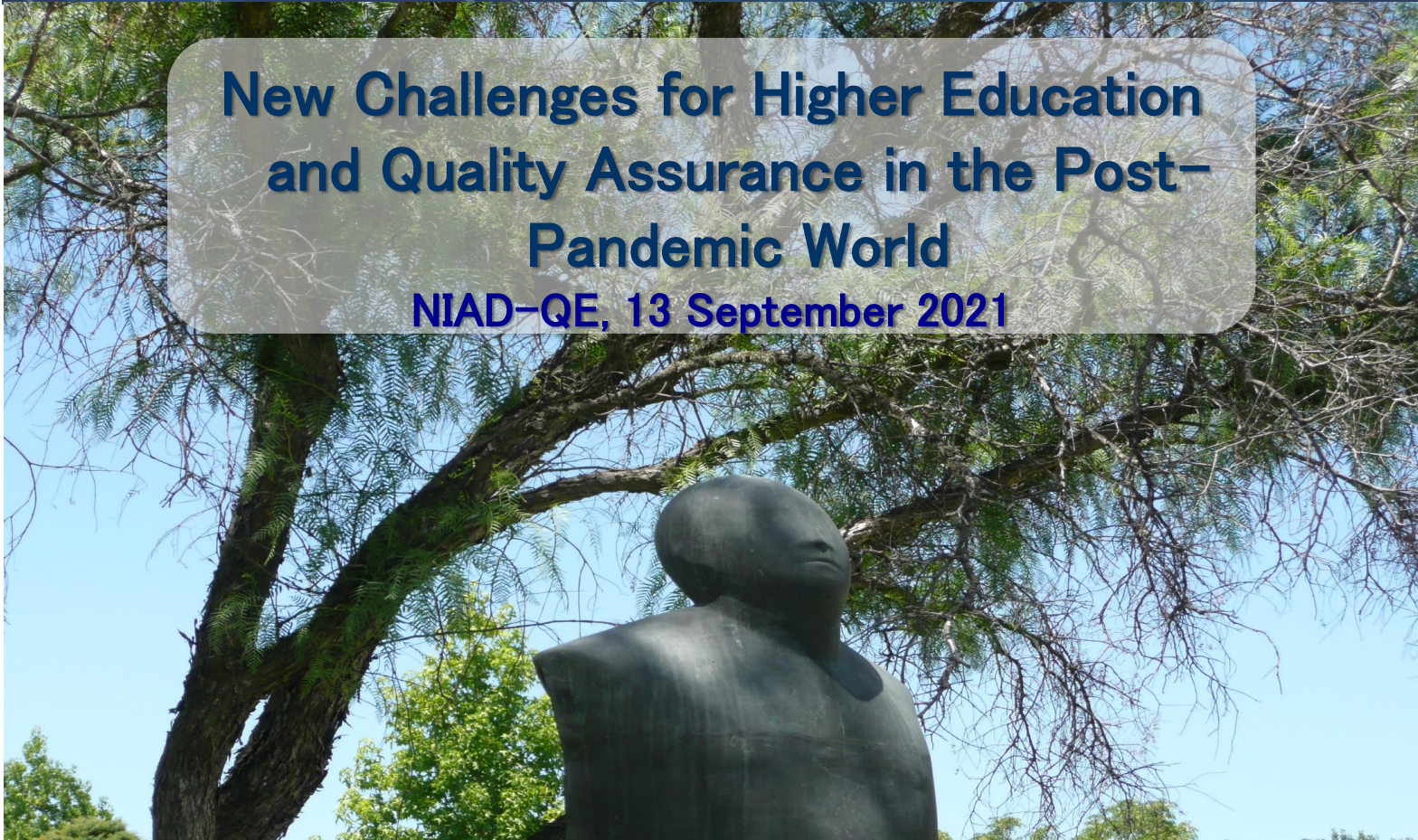




# **New Challenges for Higher Education and Quality Assurance in the Post- Pandemic World**

**NIAD-QE, 13 September 2021**



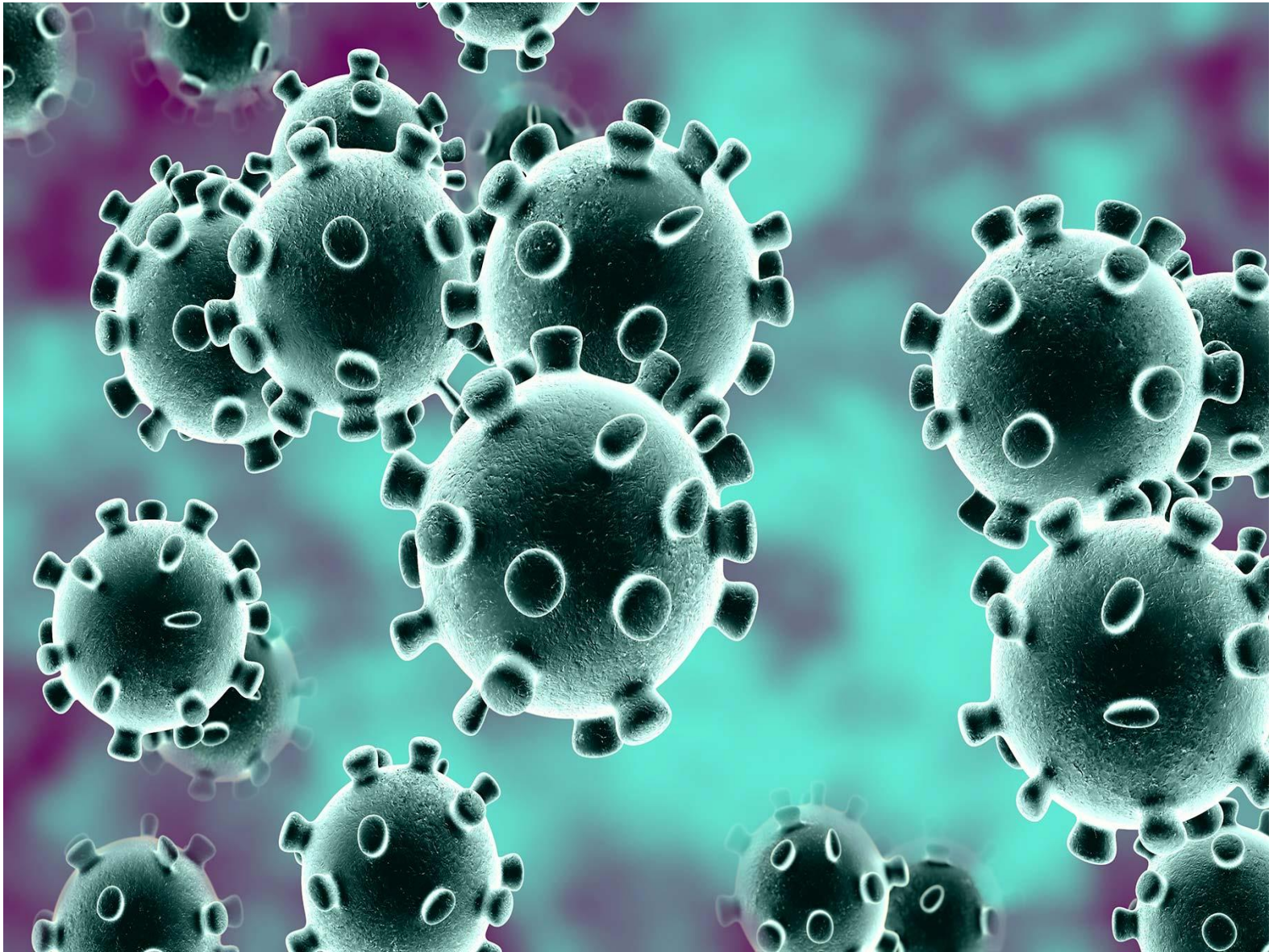












# Immediate Consequences

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*Global Tertiary Education Expert*



- Students, faculty members and administrators contaminated / dead
- Students without income and place to live
- Universities closed down and many switched to online teaching and learning
- Less or no research
- Difficulty to conduct exams
- No more international mobility and conferences

# Mistrust against Online Education

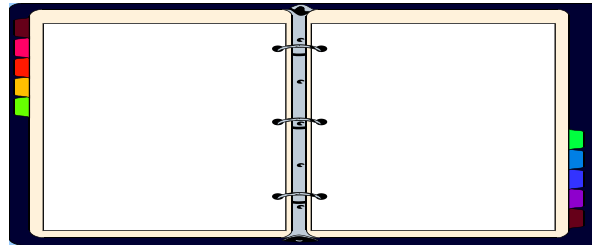
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- South Africa
- Peru
- Separate Quality Assurance

# Outline

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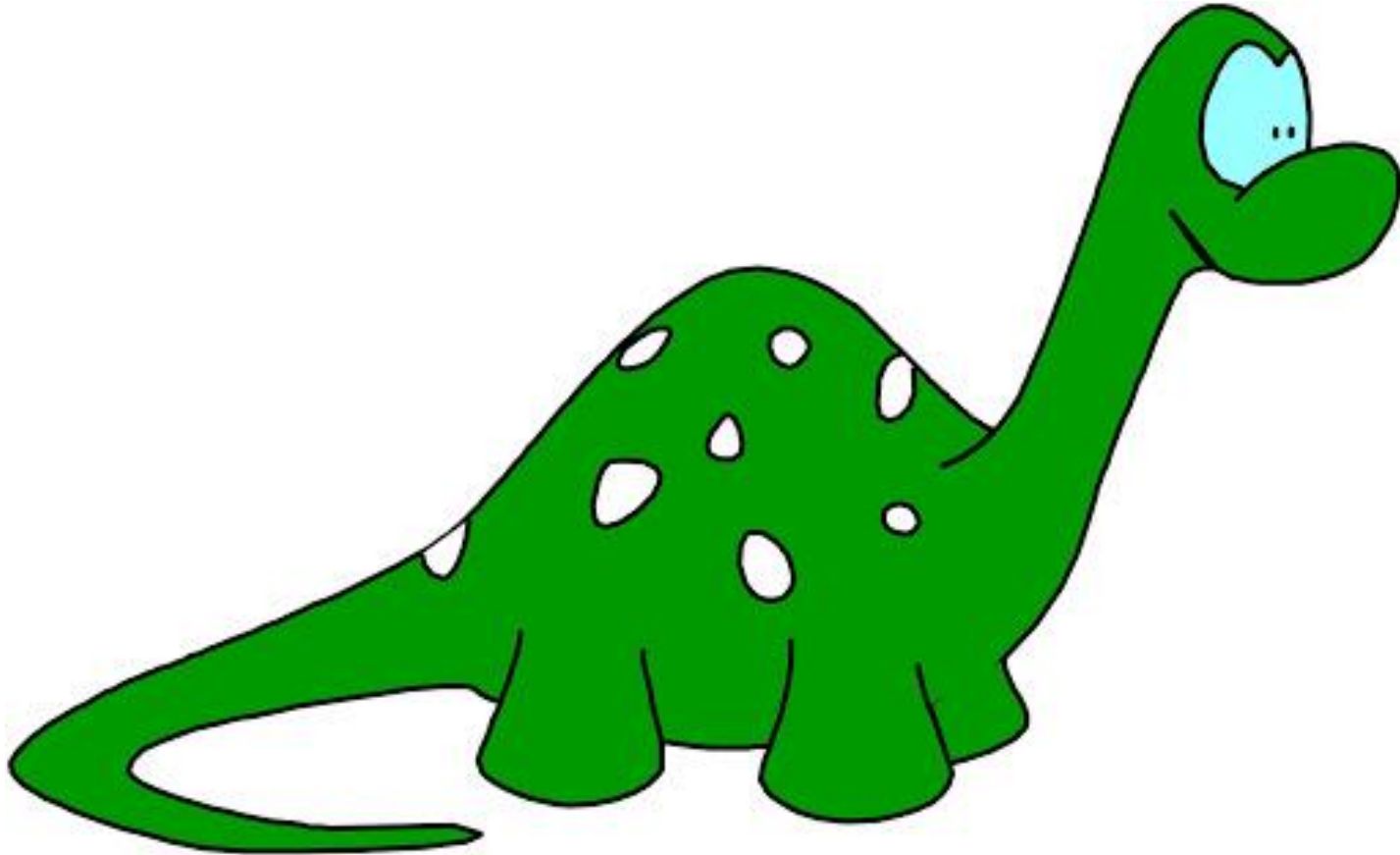


- Impact of Covid-19 on Higher Education
- Preparing the Post-Pandemic Future
- Implications for Quality Assurance





# Digital Dinosaurs



# Switch to online education

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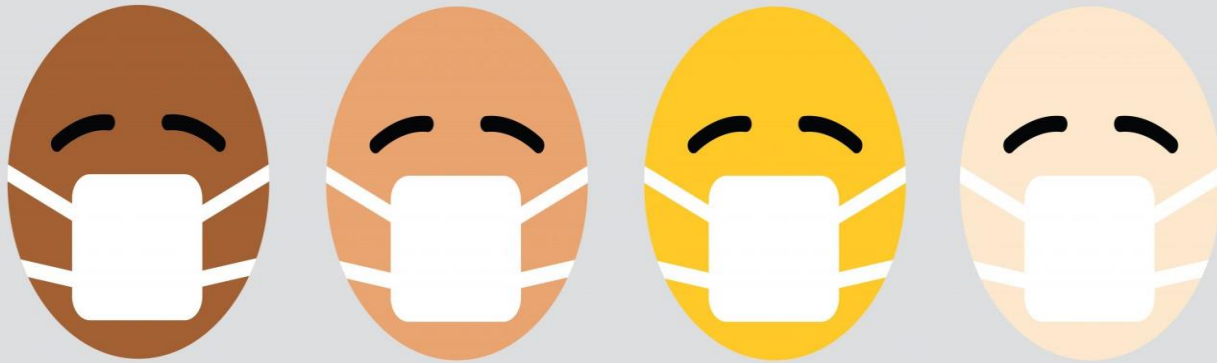


- Proper connection to electricity and the Internet
- Learning Management System
- Videoconferencing platform
- Trained instructors
- Digital content
- Prepared students
- Alignment of assessment (methods & modalities)



# Myth of the Great Equalizer

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# Sub-Saharan Africa

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- Most of 700 universities insufficiently prepared and equipped to deliver online
  - Power
  - Internet
  - LMS
  - Experience with online education

# Great equalizer or amplifier of disparities?

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- Financial resources
- Access to internet (laptop, connection)
- Readiness to study online
- Increased risk of academic failure and emotional distress



# Where is my Internet?

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- Australia: 13% of households without high-speed connection
- USA: 6% (33% of low-income households)
- France: 50,000 had dropped out by June 2020 for lack of connection (4%)
- 30% of LAC students
- 55% of African academics and students











# Support at National Level

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- Financial aid (emergency grants, moratorium on student loan repayments)
- Increased broadband capacity and subsidized connection prices
- Capacity building for online teaching
- Flexibility in QA and assessment/examinations





JAPAN

# Japan to set up massive fund for scientific research

**Suvendrini Kakuchi** 03 February 2021



# Support at Institutional Level

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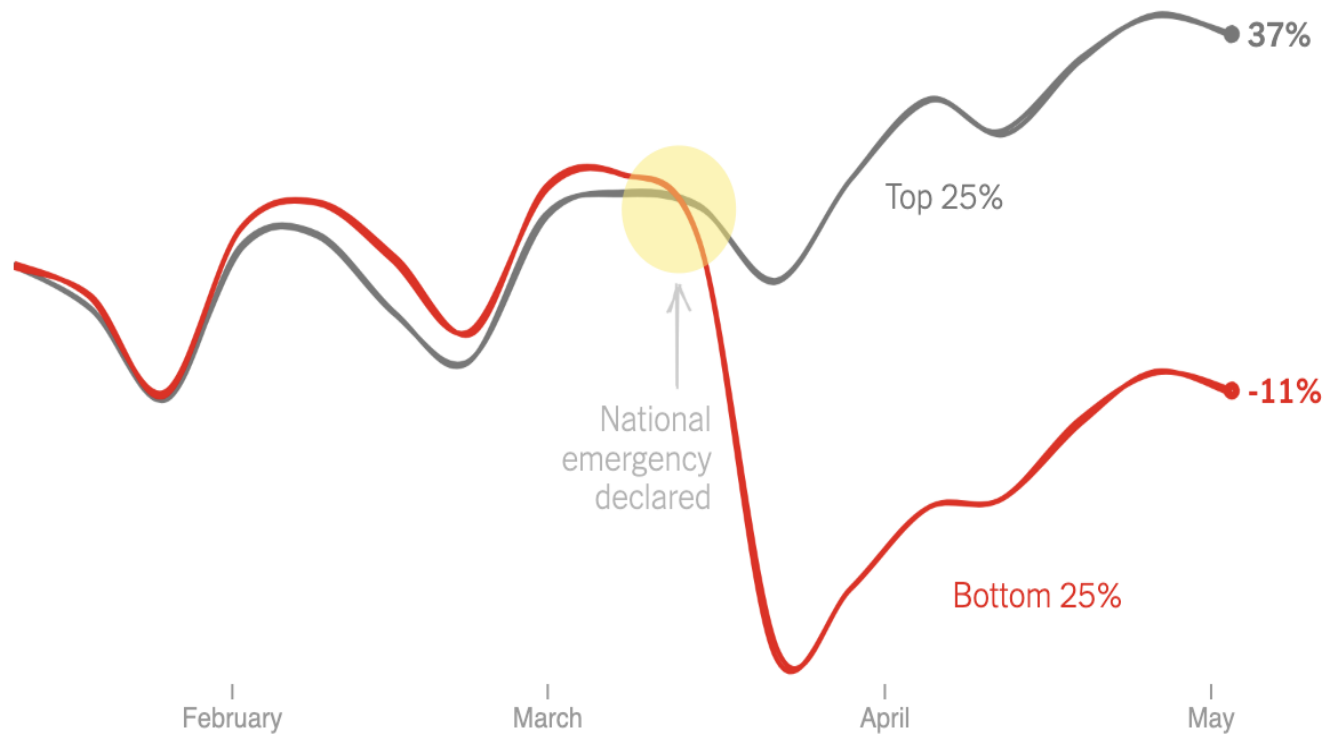
- Financial aid (emergency scholarships, reduced tuition, zero tuition) – Donation/loan of laptop – Free/subsidized internet plans
- Strong teaching and learning services
- Flexibility in assessment
- Collaboration across departments and networks
- Academic and psychological support

# Learning Loss

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Progress in online math coursework relative to January 2020, by income group









# Positive contribution of universities everywhere

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- Research (epidemiology & modelling, genome sequencing, Covid-19 tests, treatment, vaccine)
- Production of medical products (antibacterial soap, gloves, masks, stretchers, home diagnostic tools)
- Donation of equipment (ventilators)
- Use of university buildings as hospitals or quarantine camps
- Involvement of medical and nursing students
- Medical advice to government and the public

# University of California, Davies

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- Free testing to entire city of 70,000 people
- Contact tracing
- Free masks
- Quarantine housing
- “No travel” student grant











# What is Leadership?

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- Not about titles
- Not about personal attributes
  - “clear”, not “loud”
- Not about management style
- Leading people: process of social influence, which maximizes the efforts of others, towards the achievement of a goal

# Leadership under Covid-19

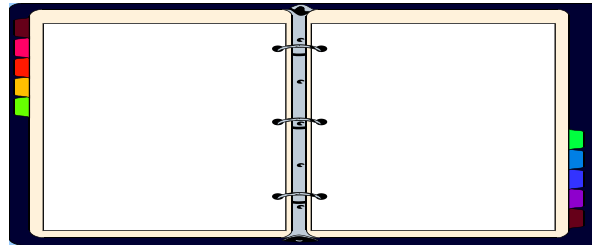
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- Thinking about consequences
- Caring for the entire university community
- Open and honest communication
- Feedback and corrective actions
- Delegation
- Risk planning
- Flexibility

# Outline

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- Impact of Covid-19 on Higher Education
- **Preparing the Post-Pandemic Future**



# Back to the Old Educational Model?

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- Lecture?
- Fixed duration?
- Fixed program?
- On-campus?
- Just one lecturer?
- Just in one faculty?
- Just at one university?
- End-of-year exam?

# Towards a New Model?

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- Innovative content and delivery
- Aligned assessment
- New degrees and pathways

# Online learning is not a spectator sport

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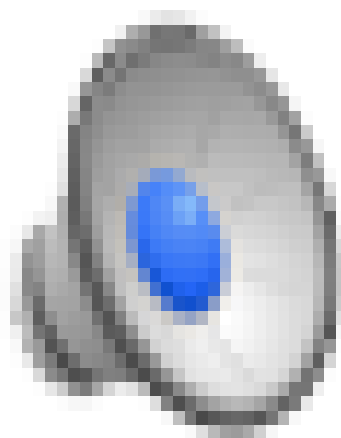


# Student-centered education (on-campus & online)

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- Sparking Curiosity
- Igniting Passion
- Unleashing Genius





# Educational Innovations

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- Active and interactive learning (blended)
  - Peer education – self education – flipped classroom
- Experiential learning (multi-disciplinary, problem-based, competency-based, simulations)
- Alignment of assessment



# Golden Triangle

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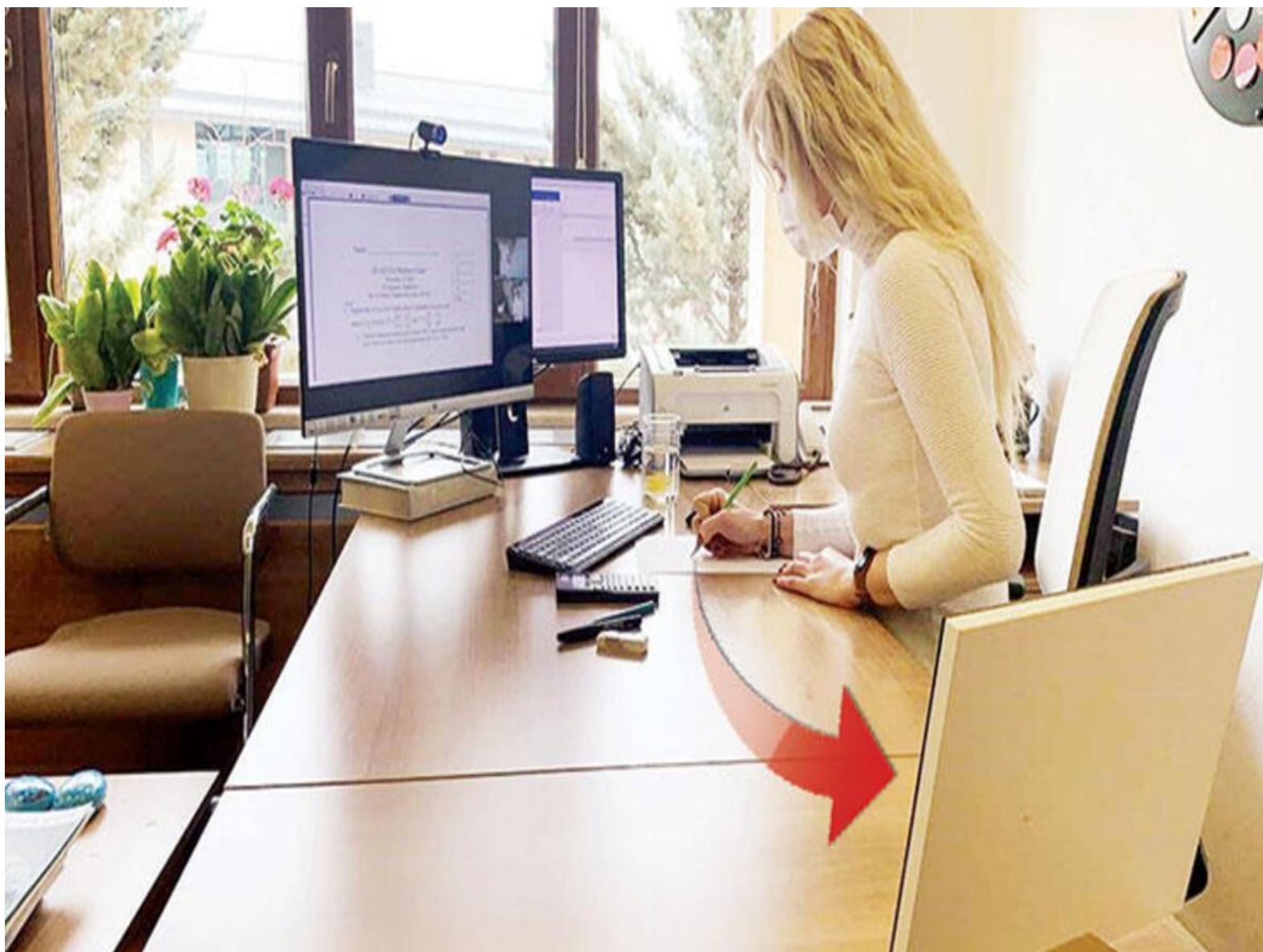


Assessment

Adequate  
Technology

Curriculum

Pedagogy



# Aligned Assessment

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- Formative rather than summative (use of AI)
- Open book / open internet exams
- E-portfolio



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# Educational Innovations

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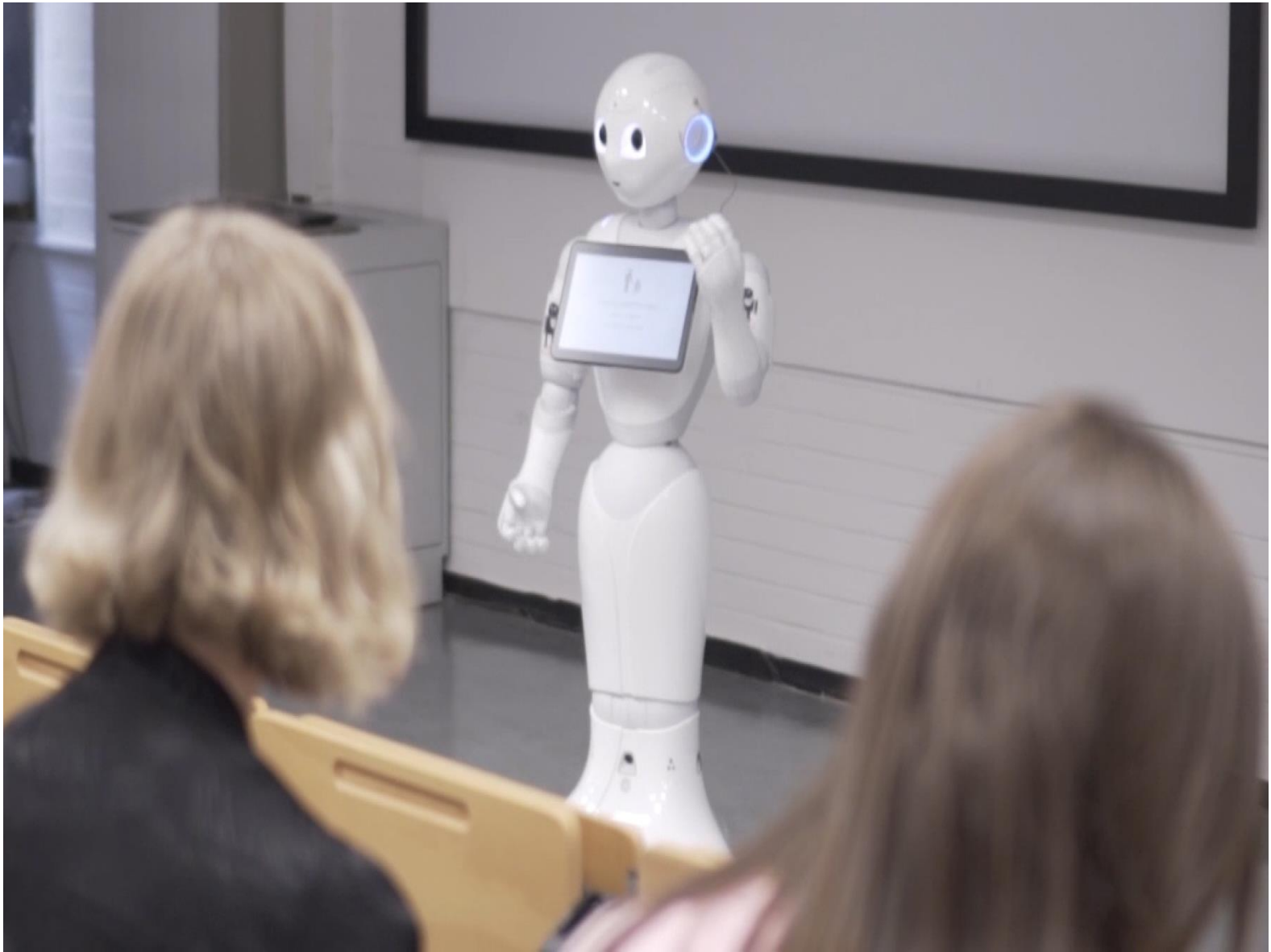


- Active and interactive learning
- Experiential learning (multi-disciplinary, problem-based, competency-based, simulations)
- Alignment of assessment
- **Appropriate use of advanced technologies (AI, Big Data, Virtual Reality)**

# IE window

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# New Degrees and Pathways

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- Mirror classes
- Microcredentials & stackable degrees (incl. Bootcamp)
- Open Loop Education
- Competency-based pathways (incl. recognition of prior experience and on-the-job learning and self-learning)

# Today

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Postgraduate  
studies

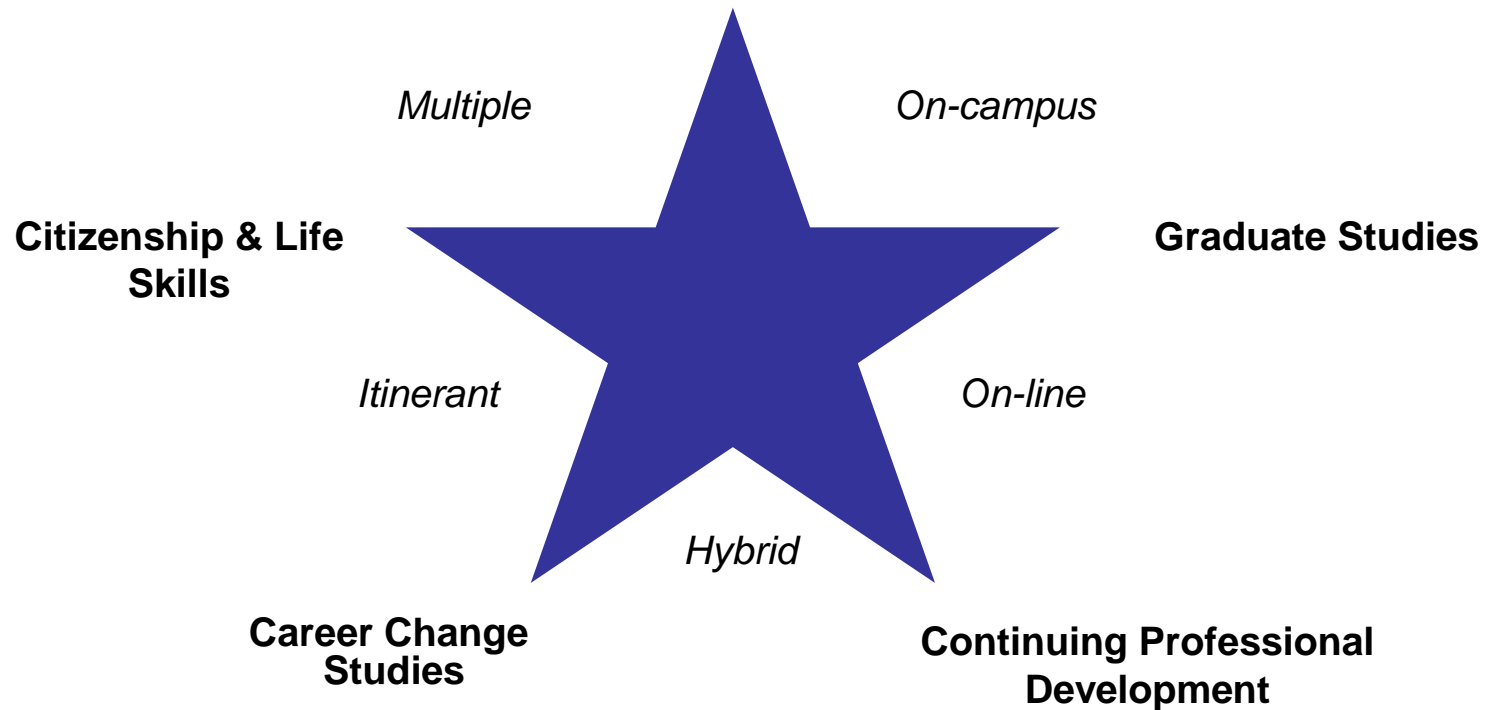
First degree

# University of the future?

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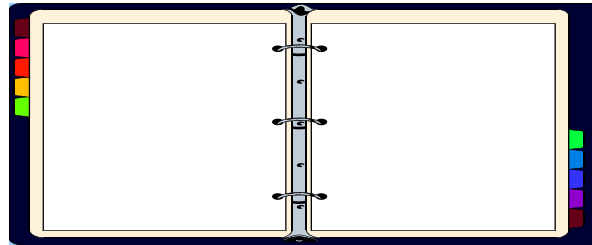
## Undergraduate Studies





# Outline

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- Impact of Covid-19 on Higher Education
- Preparing the Post-Pandemic Future
- **Implications for Quality Assurance**





# New Challenges for QA

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- Speed
- Innovation mindset
- Integration of face-to-face and online teaching
- Unbundling through EdTech
- New forms of research
- New dimensions of QA



# Speed of Decisions

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- Emergency mode under Covid
- New procedures and modalities
- Self-regulation based on trust
  - Risk-based
  - Assessment afterwards

# Innovation Mindset

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- Traditional approach to enforce standards
- Profile and experience of reviewers
- Open mind to exploration and innovation



**"This really is an innovative approach, but I'm afraid we can't consider it. It's never been done before."**

# Face to Face vs. Online

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- Blended in many ways
- Focus on learning and research outcomes
  - New forms of evidence of quality



# Rise of the Ed Techs: Unbundling

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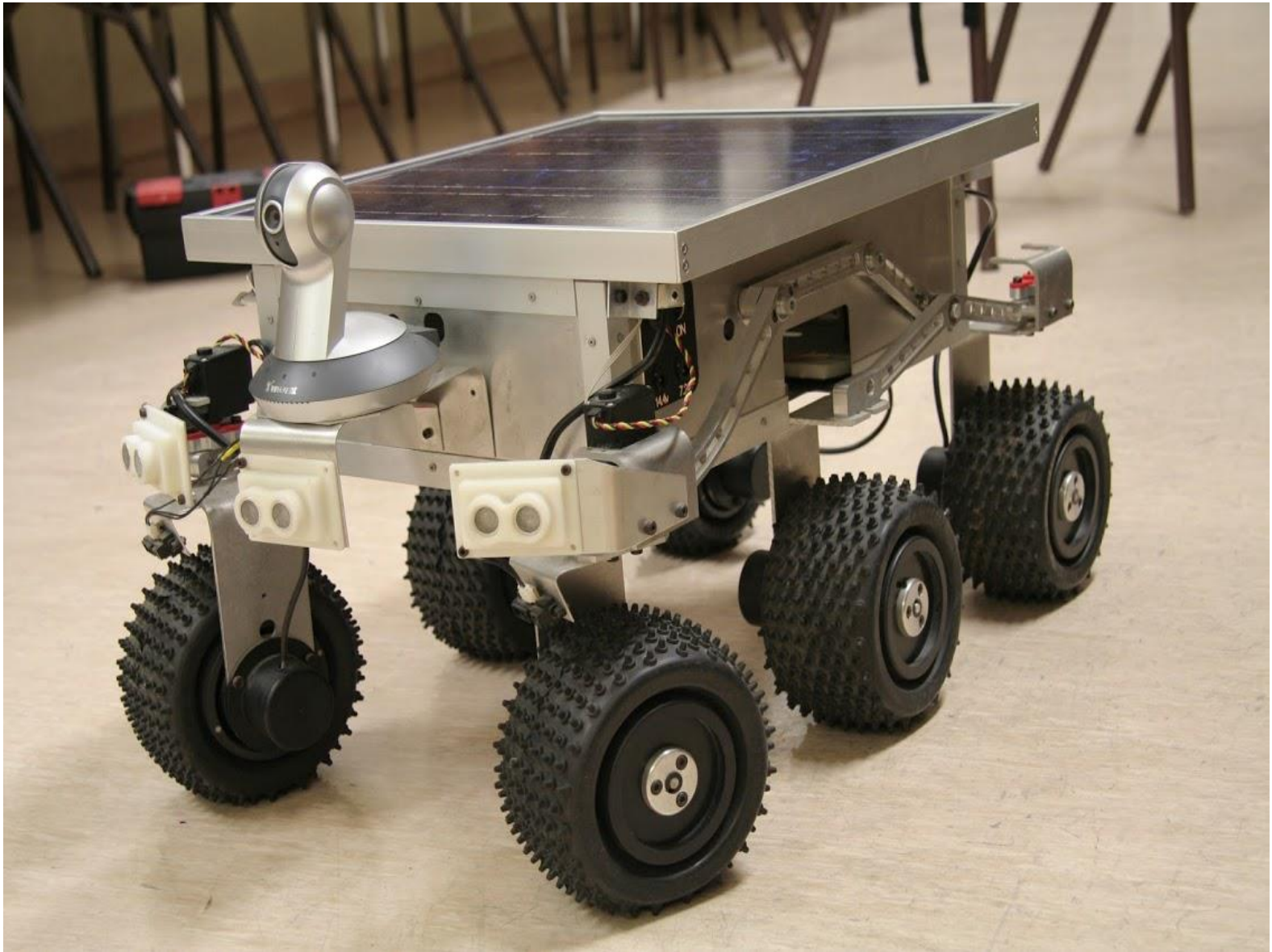
- Digital infrastructure and platforms
- E-learning software (AI)
- Content (MOOCs, etc)
- Assessment (and plagiarism check)
- Academic and infrastructure management
- Credentialing and badging
- Labor market intermediation
- Financial assistance

# New Forms of Research

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- Remote labs
- Virtual labs
- Remote supervision



# New Dimensions

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- Inclusion, equity and diversity
- Truth
- Ethics & dealing with history
- Social engagement & sustainability





# Conclusion

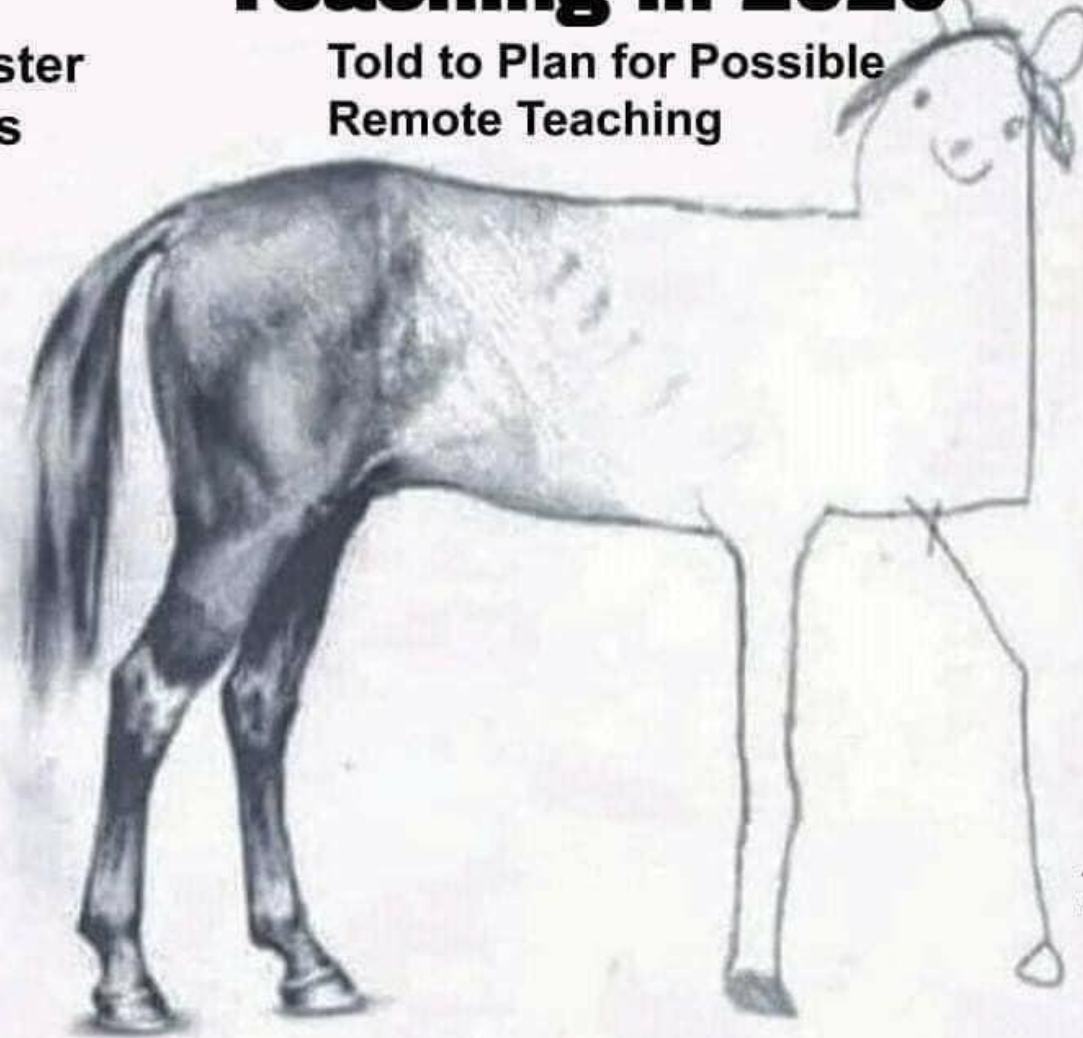
# Teaching in 2020

**Semester  
Begins**

**Told to Plan for Possible  
Remote Teaching**

**Making  
Remote  
Teaching  
Plan**

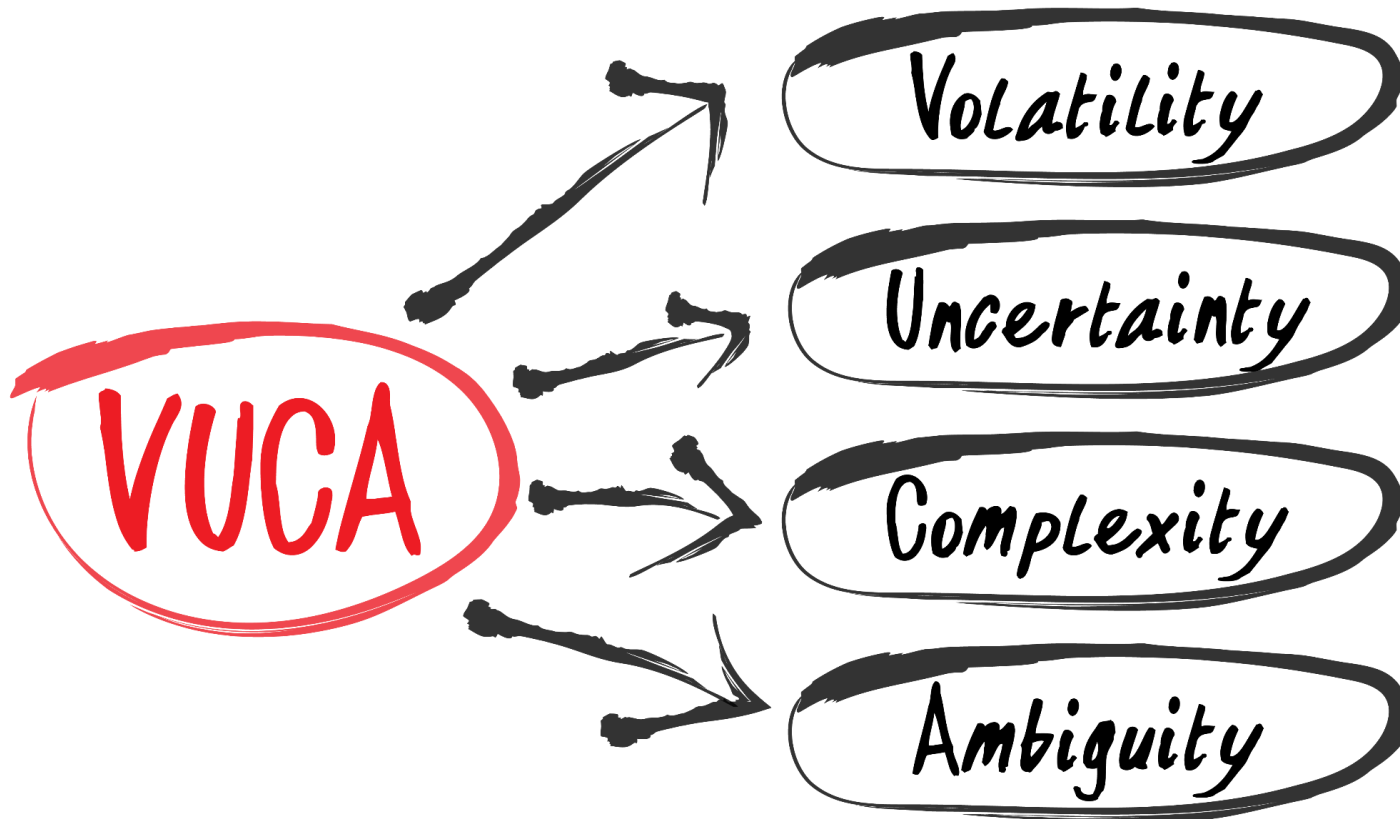
**Actual  
Teaching**



# Covid amplified disparities and accelerated innovations

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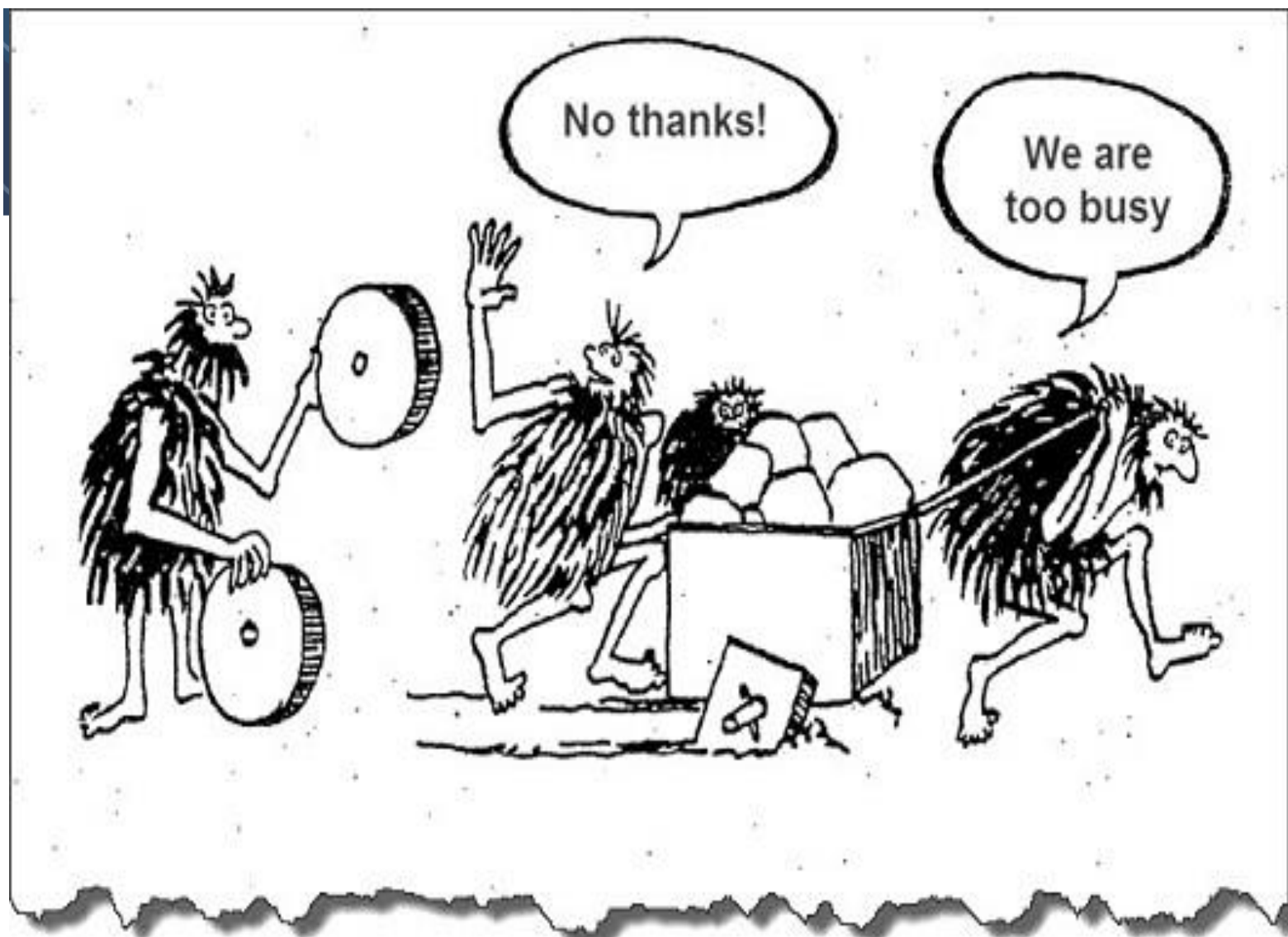




What is your plan for  
the post-Covid-19 era?

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# Priorities for the Post-Pandemic Era

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- Keep the university community safe
- Play a stronger role as scientific advisor for society & government
- Prepare the future
  - New educational and research model (blended, interdisciplinary, collaborative)
  - New QA approach (flexible, innovative, continuous evaluation)

*Life begins  
at the end of your comfort zone*  
*Neale Donald Walsch*

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