COVID’19--Status report

1. The race to meet the challenge is on!
2. Technology seems to have all the answers! So it seems?

1. Shortsightedness and interim solutions could do more harm than good.
2. Now is the time to lead with Principles and not simply with Tools!!
Key Question
Can universities of today lead learning and teaching for tomorrow?
Diversify! Diversify! Diversify!

• Have we got all our eggs in one basket?
• Need to embrace disaggregation and distribution
• In distributed learning instructional control is dispersed and as such distributed.
• Learners, teachers and their learning resources could be located anywhere and be accessible at any time and from anywhere.
Distributed Learning.....
Implications for....

1. **Learner-content engagement**: learners’ engagement with the content.
2. **Learner-teacher engagement**: learners’ engagement with teachers and tutors.
3. **Learner-learner engagement**: learners’ interaction with their peers.
4. **Learner engagement with the learning environment**: interaction and engagement with the learning environment.
5. **Learner engagement with assessment activities**: learner choices with their assessment activities.
6. **Learner engagement with feedback**: learner access to feedback on their learning and assessment activities.
7. **Learner engagement with the institution**: learners’ engagement with the services of the educational institution.
Challenges

• Depends on the availability of a robust and reliable networked infrastructure.
• Requires a shift in mindsets of teachers, students and institutions.
• For teachers---A shift from... “my classroom” to “the Learning Experience”.
• A different approach to course design and development with the complexity of relationships among subject matter experts and between subject matter specialists and educational designers.
• The subject matter expert will have to relinquish some of their control over content to others with pedagogical and technological knowledge, especially about the form and function of mediation in this learning and teaching space.
The overall picture

1. Challenges remain in the adoption and integration of nontraditional approaches to learning into mainstream processes by institutions.

2. At the heart of that is our failure to rethink and recalibrate existing choreographies to be able to make most of the opportunities technologies afford.
For successful adoption and integration of non-traditional educational practices -- A rethink and recalibration of conventional learning and teaching choreographies is required.
Higher Education

COMMENTS

Stay open to change

BRIAN SCHMIDT

Universities have a key role to play in dealing with this pandemic, says Australian National University chief Brian Schmidt.
HOBART SCHOOL MAKES MOVE TO ONLINE LEARNING

DAILY BLOG: A Hobart school has announced this afternoon it will transition to online learning only from tomorrow onwards. Meanwhile, network providers are scrambling to boost their capabilities... Read more
This crisis could boost university enrolment
ANDREW NORTON
The coronavirus recession could make jobless people do what they did in previous downturns — enrol in university.

How to use this crisis for good
STEPHEN PARKER
Here are four ways for universities to — eventually — create something worthwhile from the coronavirus crisis.