

# *The pandemic-driven digital university*

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# Emergency Remote Teaching is not online learning

## Online and distance learning

- Pedagogical project
- Carefully planned
- Aim: Offer education with minimum campus and schedule constraints (flexibility)
- Specific instructional design
- Mostly asynchronous through Learning Management platforms
- Scientific subject studied for decades

## Emergency Remote Teaching\*

- Organisational adaptation
- Pressing circumstances
- Aim: Continue teaching and learning despite lockdown
- Transposition of in-class activities
- Mostly synchronous through meetings platforms
- Unfamiliar to most of the teachers and students

\* Hodges, Moore, Lockee, Trust, Bond (2020)

# The unique nature of Emergency Remote Learning

« Higher education (HE) management and policy makers must recognise the unique and fundamentally imperfect nature of this work and treat course evaluations, student satisfaction, and teaching quality assessments with extreme caution during this period. »

(Nordmann, Horlin, Hutchison et al., 2020, p.4)

# No, this is not the digital university we dream of

- UCLouvain's experience and digital skills have enabled it to succeed in setting up, in an emergency, distance learning and evaluations in the context of the Covid-19 crisis
- We do not want to continue along this path of emergency

# No, we don't want to become a virtual university

- Face-to-face interactions are essential in our university experience
- Online courses will be a (small) part of our curriculum
- Importance of online courses in specific contexts (e.g. flipped classroom, international, flexibility for special needs, large audience...)

# Yes, digital tools can improve the quality of our teaching mission

- Digital technologies should be used to support and improve learning
- Covid-19 provided pockets of innovations
- A post Covid-19 analysis must select the best uses of technologies



# Online courses are **one** of the factors that created difficulties to students in this Covid-19 situation

The problem was

- To have **all** courses online, reducing the on-campus social interactions,
- In an **emergency** situation,
- With a **confinement** preventing the indispensable social relations outside of studies,
- In a Covid-19 **pandemic** introducing additional anxiety

# Is there any effect of Covid-19 confinement on students' performance?

- One study, based on 450 students
- There is a significant positive effect of Covid-19 confinement on students' performance
- Students obtained better scores in all kinds of tests that were performed after the beginning of confinement

*Gonzalez T & al. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE 15(10)*



# Is there any effect of Covid-19 confinement on students' performance in the CWB universities?

- In the six universities, the success rate at the June 2020 session **increased by 9%** on average compared to June 2019
- Many factors could explain this observation

# The Covid-19 crisis also affected the international mobility

## THE CRISIS HAS AFFECTED:



continuity  
of learning



safety and legal status  
of international  
students



students' perception of  
the value of studying  
abroad for their degree

The Impact of COVID-19 on Education:  
Insights From Education at a Glance 2020  
Andreas Schleicher. OECD

# Does a more digital university reduce social inequalities?

- The Emergency Remote Teaching and the context to Covid-19 **did not reduce** social inequalities; it made them worse...
- A well-designed digital approach **can lead to a reduction** of social inequalities

# Emergency Remote Evaluation reduced the quality and equity of evaluation

- Covid-19 led us to Emergency Remote Evaluation : simple transposition of on-campus exams into online exams
- This has raised quality and equity issues
- Technologies slightly improved these issues
- Assessment re-design is more important than technologies

# References and further readings (1/3)

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# References and further readings (2/3)

- Gonzalez T, de la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, et al. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE 15(10): e0239490.  
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- Docq, F. (2020, 2 avril). Comment soutenir l'apprentissage à distance ? Combiner différentes interactions sociales. Blog du Louvain Learning.  
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