

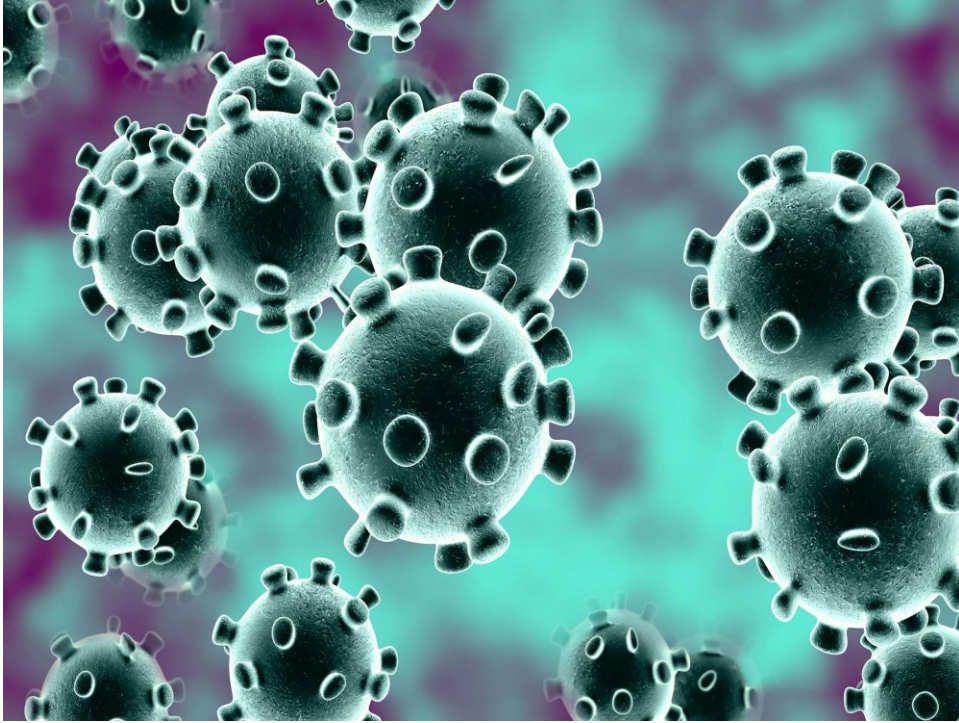
**Learning from the Past,
Coping with the Present,
Readying for the Future**

**Jamil Salmi
28 May 2020**

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Immediate consequences

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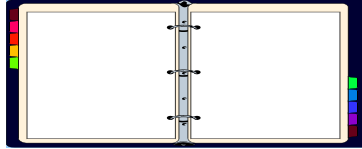


- Students, faculty members and administrators contaminated / dead
- Universities closed down
- No classes, no research, no exams
- Students without income and place to live
- No more international mobility and conferences
- Professors and administrators declared redundant

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Outline

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- Learning from the Past
- Adapting to the Present
- Preparing for the Future



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1665-66

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- Last serious episode of the pest in England

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1665-66

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- Last serious episode of the pest in England
- 75,000 dead
- University of Cambridge closes
- One of its students, Isaac Newton, studying from home, invents calculus and discovers the laws of motion

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2002-03

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- SARS epidemic starts in China in November 2002
- 29 countries in Asia, Europe, North and South America
- In total, 8,096 people contaminated and 774 deaths
- Schools and universities close in most affected countries/territories: China, Hong Kong and Taiwan
- A few universities switched to online education for a few months

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What did we learn?

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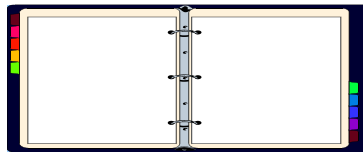


- Online education can compensate effectively
- Very few universities prepared for the next epidemic (or any other type of catastrophe)
 - https://youtu.be/6Af6b_wyiwl?t=14
 - Digital infrastructure
 - Capacity to teach and learn online
 - Risk analysis and contingency planning (in case of war, economic crisis, natural catastrophe)
- Mistrust towards online education (QA, Peru example)

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Outline

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- Learning from the Past
- **Adapting to the Present**



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Switch to online education

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- Proper connection to the Internet
- LMS
- Digital content
- Trained instructors
- Prepared students
- Alignment of assessment (methods & modalities)

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Awareness of structural problems

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- Limited resources for some students
- No adequate access to Internet
- Inadequate digital infrastructure
- Precarious funding model (over-reliance on private funding / international students)

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Quality, integrity and student engagement

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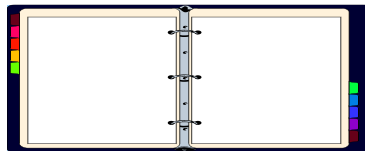


- How to design and implement effective online teaching?
- How to maintain integrity of program content and assessment?
- How to ensure student readiness, adequate interaction, and application of higher order thinking skills?

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Outline

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- Learning from the Past
- Adapting to the Present
- **Preparing for the Future**



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Government intervention

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- Emergency financial support to universities
- Access to broadband at subsidized prices (NRENs)
- Capacity building for faculty members to teach online
- Flexibility in application of QA/accreditation rules, criteria and procedures

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Adaptation of universities

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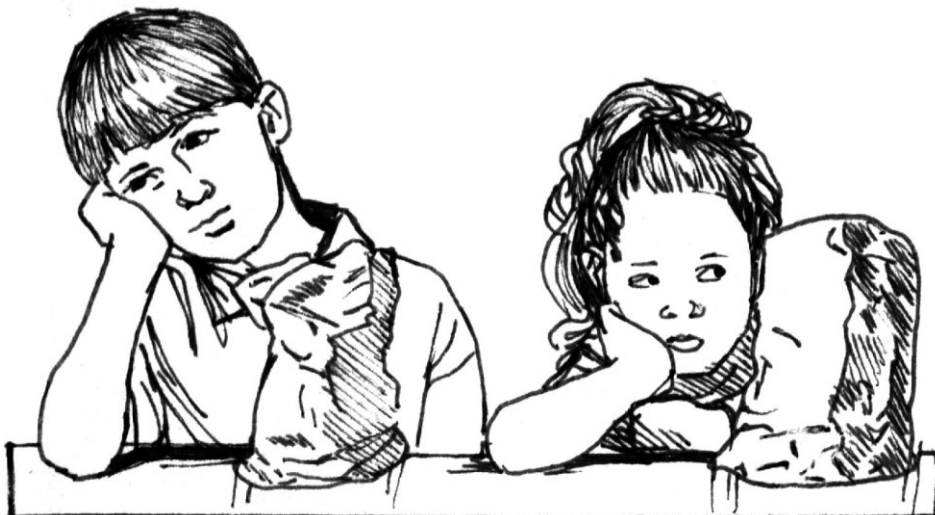


- Training of both professors and students
- Adaptation of assessment methods, examinations and graduation requirements
- Close monitoring of student learning and support to at-risk students (use of big data and artificial intelligence)

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Online learning is not a spectator sport

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Student-centered education

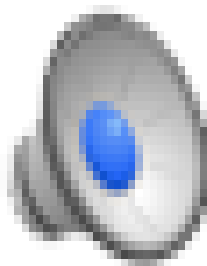
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- Sparking Curiosity
- Igniting Passion
- Unleashing Genius

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Effective online teaching

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- Promote sense of belonging
- Clearly outline course expectations
- Rely on technology that is easy to access and use
- Promote active participation of students & exchange of ideas
- Provide meaningful feedback and assessment

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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

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Golden Triangle

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Assessment

Adequate
Technology

Curriculum

Pedagogy

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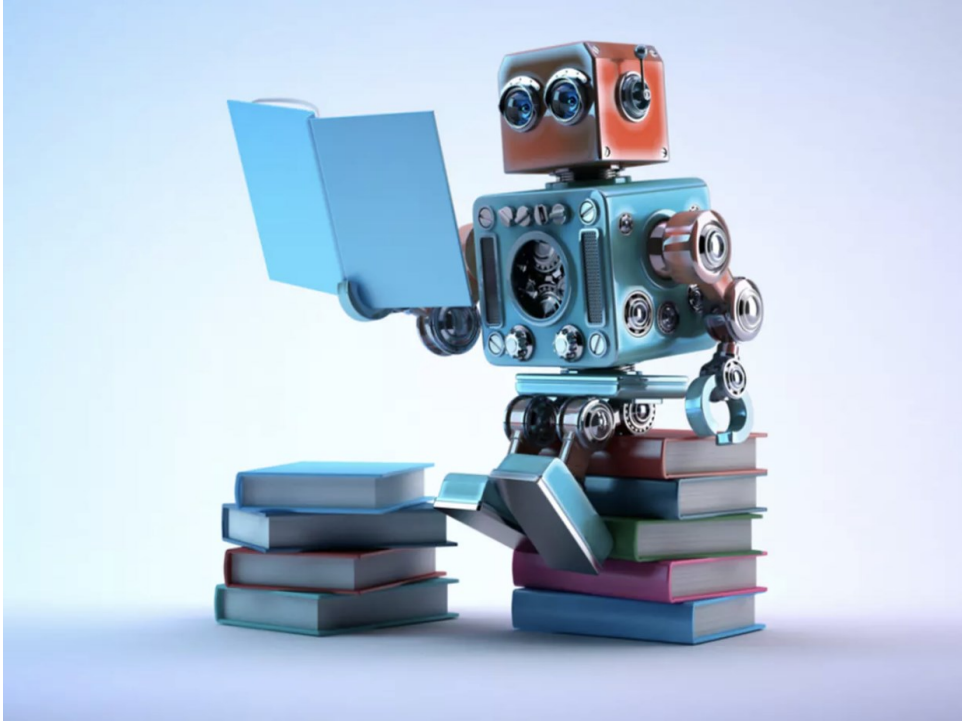
Educational Innovations

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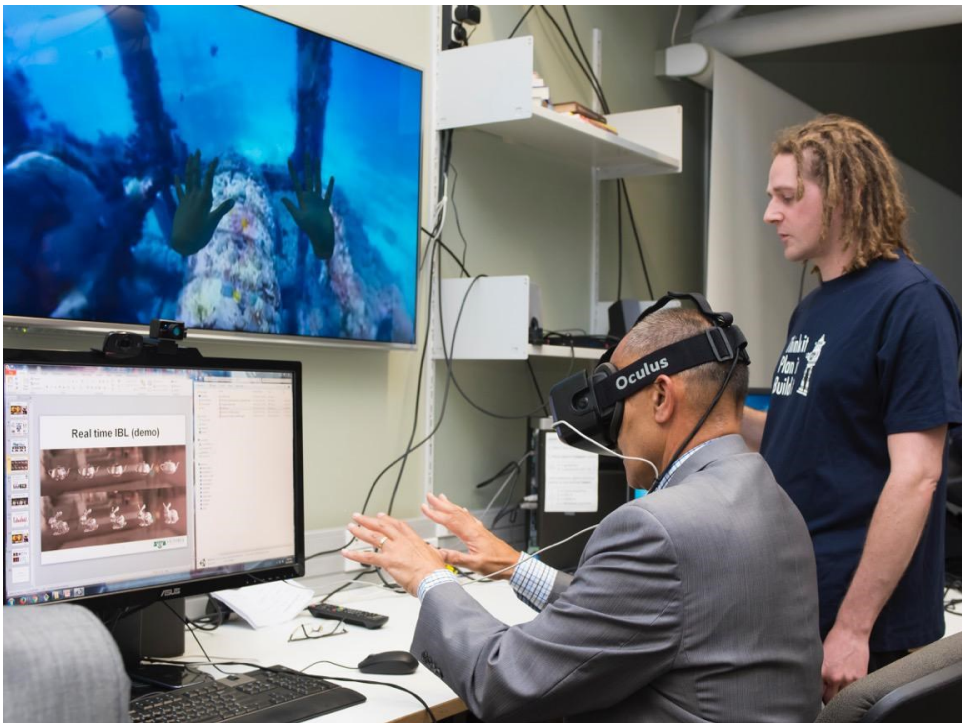


- Active and interactive learning
- Experiential learning (multi-disciplinary, problem-based, competency-based, simulations)
- Alignment of assessment
- Appropriate use of advanced technologies (AI, Big Data, Virtual Reality)

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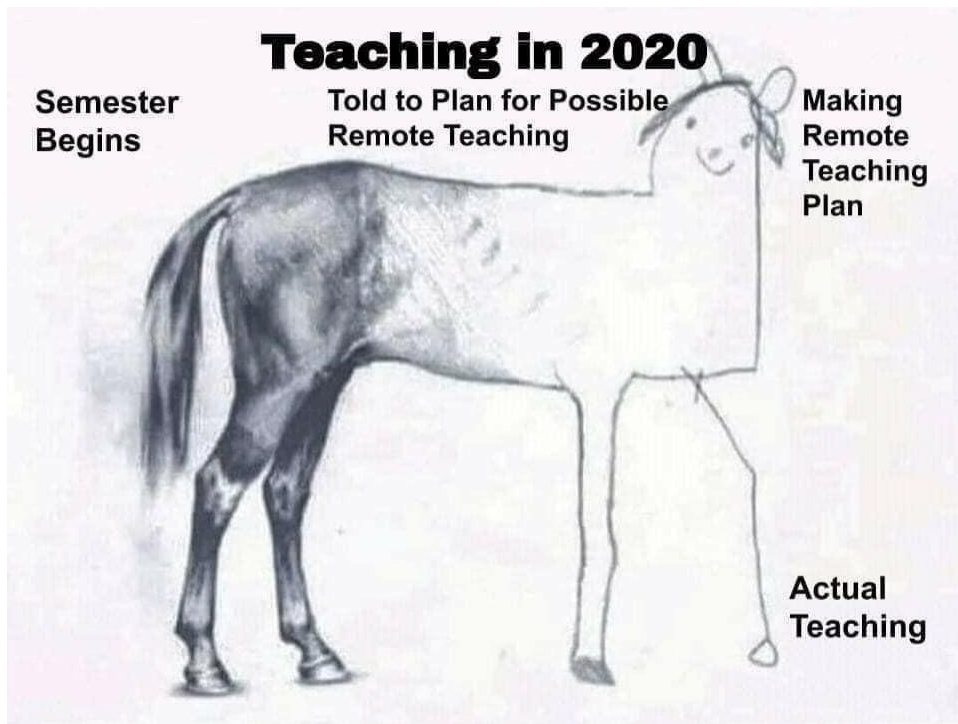
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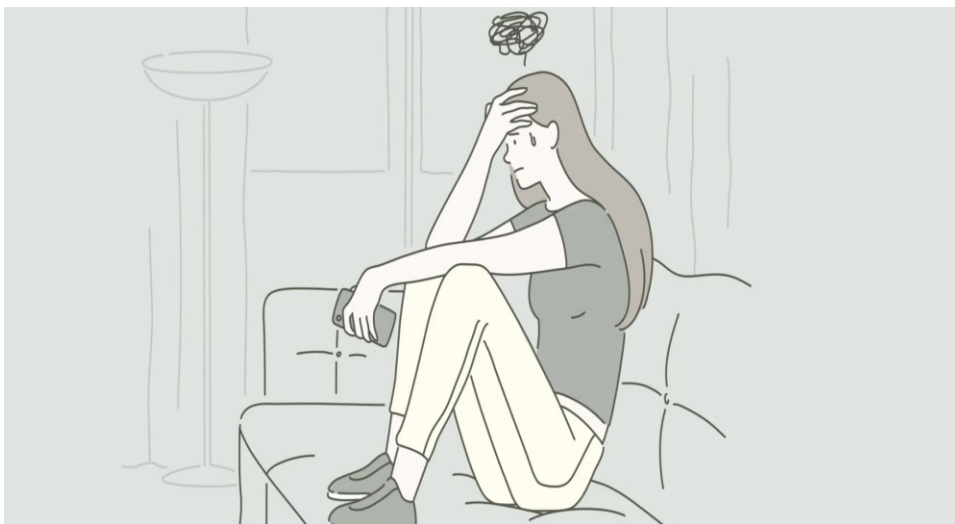
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Conclusion

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- Build connections
- Foster wellness
- Find purpose
- Embrace healthy thoughts

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

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3 Rs

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- Response: maintaining quality and integrity of the learning experience
- Recovery: adapt to new situation or go back to “business as usual”?
- Resilience: how to anticipate risks and get stronger for future stress situations?

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Priorities for the Future

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- Keep the university community safe
- Maintain the operation of the University
- Play a stronger role as scientific advisor for society & government
- Prepare the future
 - New educational model?
 - New business model?
 - Risk analysis and contingency planning