

The future of higher education

Perspectives on reopening strategies at universities around the world

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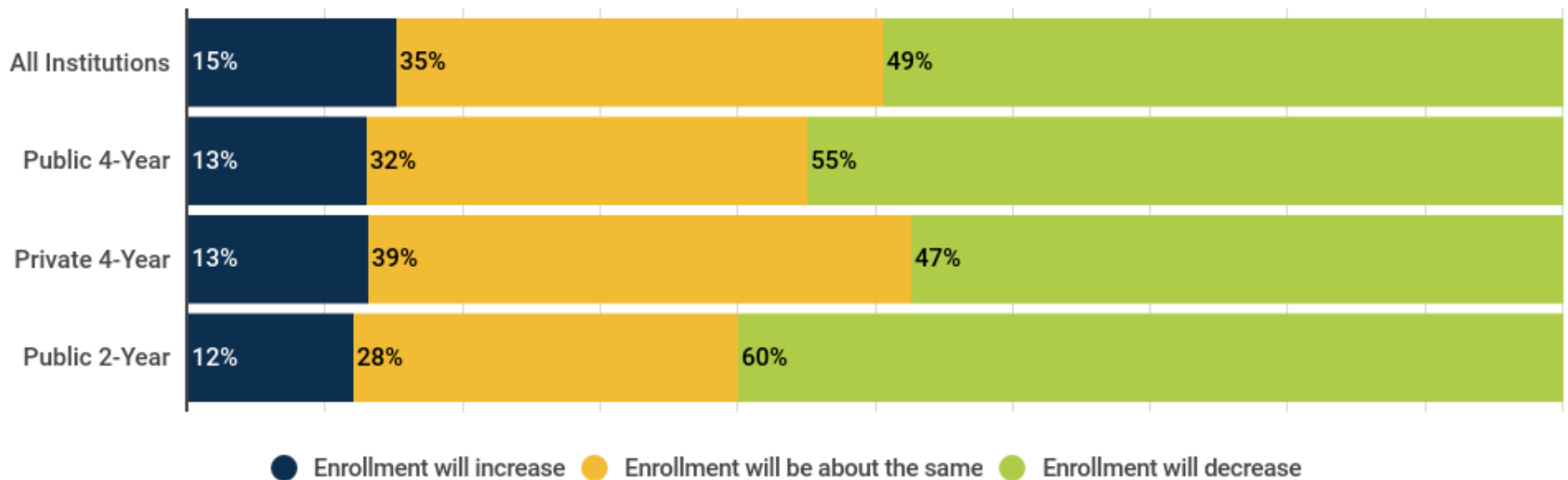
Table 1: Potential Instructional and Residential Scenarios for Fall 2020

SCENARIO	DESCRIPTION
Normal operations	Students, faculty, and staff are back on campus. The fall 2020 term is essentially the same as the fall 2019 term, but with new safety protocols (e.g., social distancing, mask wearing).
Postpone the start of the fall term to a later date	The start of the fall term is pushed back to October, November, or even January 2021 until there is more efficient testing, effective treatment, or a vaccine. Some institutions may choose to begin the term online and then resume in-person classes later in the term.
Begin the fall term early	Students return to campus for a fall term that begins earlier than originally scheduled, generally without a fall break, in order to mitigate the impact of a potential second wave of COVID-19 infections.
Some virtual courses and some in-person courses (e.g., split curriculum, HyFlex model)	Courses are taught both online and in-person and the student body is split between some who return to campus and some who remain remote. In a split curriculum, courses or course sections are designed to be offered either in-person or online. The HyFlex model requires courses to be taught in-person and online, simultaneously, and by the same instructor. In both models, social distancing guidelines help define in-person course capacity.
Block scheduling	The semester is redesigned so students complete a single course over a three or four week block. Students may complete their typical semester course load, but will do so consecutively rather than simultaneously. Courses may be offered virtually and/or in-person.
Modular scheduling	Unlike institution-wide block scheduling, in modular scheduling, academic departments are granted the flexibility to design courses of varying lengths, topics, sequences, and credits. Courses may be offered virtually and/or in-person.
Modified tutorial model	Students take a common lecture session virtually. Faculty and/or teaching assistants meet with small groups of students in-person to provide tutoring while respecting social distancing.

Targeted curriculum	The overall number of courses being offered is reduced to limit on-campus density. Strategies to implement this model include focusing on core courses, eliminating low-enrollment courses, and/or prioritizing courses that can be adapted to multiple modalities.
Low-residency model	Students come to campus for intensive in-person academic experiences, while still maintaining social distancing and then return home to continue the term virtually.
Students in residence, learning virtually	Students return to campus in iterative waves to have the option of participating in co-curricular activities, but take most of their courses virtually. Co-curricular activities are developed or modified to respect social distancing restrictions.
Only certain groups of students are on campus	Only certain groups of students are back on campus at the same time. One example may be allowing only graduate students or first-year students to return to campus, while other levels continue learning online. Another example may be to divide the student body into groups, each scheduled to be on campus at a different time.
Structured gap year	Faculty and staff support student engagement in structured, project-based off-campus learning experiences that could be implemented in a manner that follow social distancing restrictions (e.g., independent research projects, service-learning projects). Institutions may choose to award academic credit for these experiences.
Only virtual courses	All students continue their studies remotely through online education.

Pulse Point Survey of College and University Presidents on COVID-19: June 2020, American Council on Education, 2020.

Figure 5. Expectations for Fall 2020 Enrollment Relative to Fall 2019 Enrollment



Pulse Point Survey of College and University Presidents on COVID-19: June 2020, American Council on Education, 2020.

Robert Napier, President, European Student Union



NUS – Full members





What we do >

Activities

- Advocacy and Lobby Work
- Bringing together, training and informing national student representatives on policy developments in higher education at the European level
- Organising seminars, training, campaigns and conferences relevant to students
- Conducting European-wide research, partnership projects and campaigns
- Producing a variety of publications for students, policy-makers and higher education professionals.

Challenges

- ❑ Ensuring same conditions for study success
- ❑ Balancing Mobility
- ❑ Shifting from emergency T&L to digital T&L

Opportunities

- ❑ Sustainable return to 'normality'
- ❑ Inclusive digitilisation
- ❑ Holistic approach to student support services

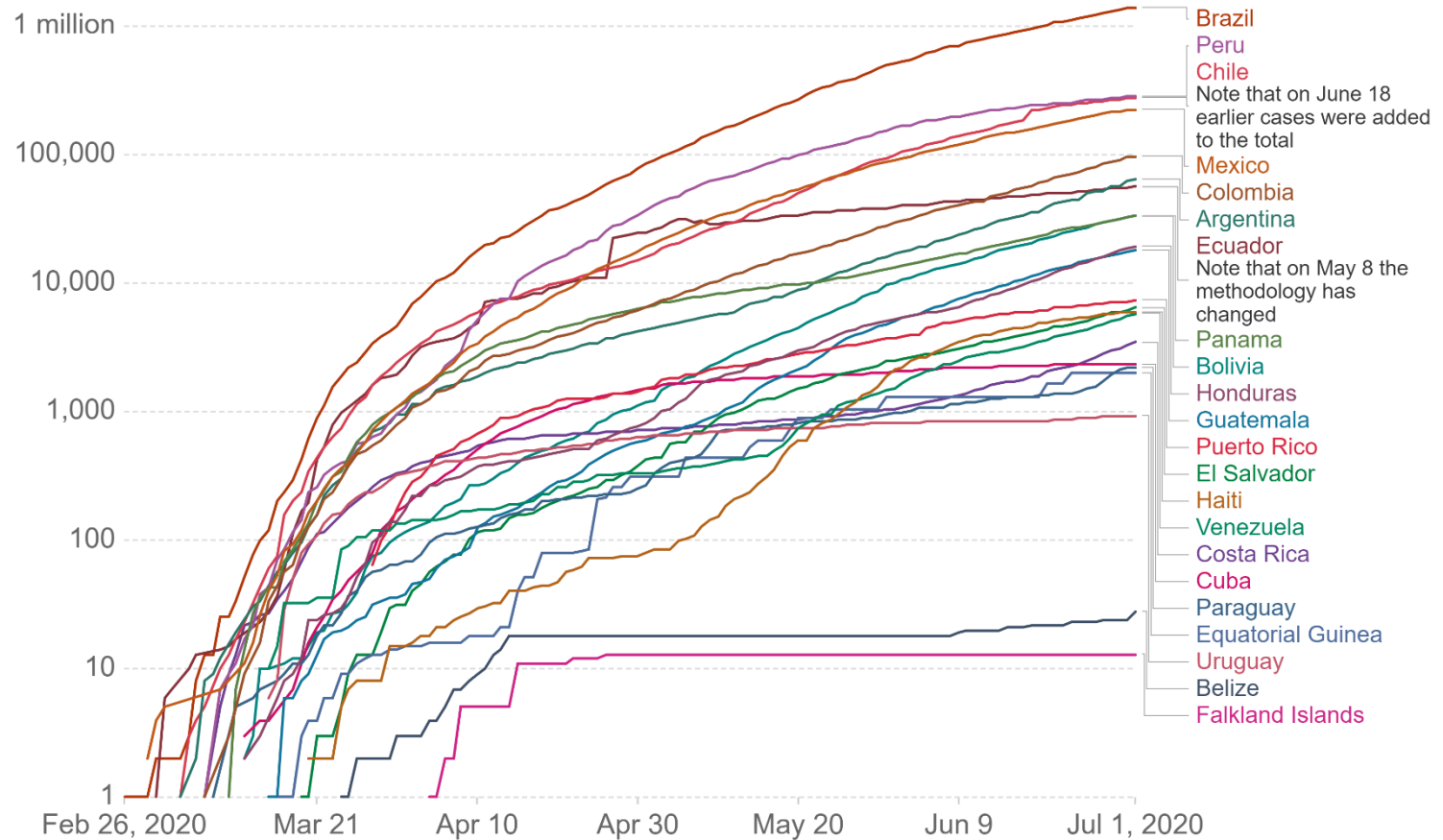
Sylvia Schmelkes, Deputy Rector, Iberoamericana university in Mexico



Cumulative confirmed COVID-19 cases

Our World in Data

The number of confirmed cases is lower than the number of actual cases; the main reason for that is limited testing.



Source: European CDC – Situation Update Worldwide - Data last updated 1st Jul, 04:33 (GMT-05:00)

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CHALLENGES

FORM PROFESSORS AS AGENTS OF TRANSFORMATION

DESIGN A PEDAGOGICALLY SOUND, EFFECTIVE AND SAFE HYBRID MODEL

RETHINK THE ROLE OF UNIVERSITIES IN THE TRANSFORMATION OF SOCIETIES.

OPPORTUNITIES

LEARNING TO USE TECHNOLOGY AS A POWERFUL TOOL

INTERNATIONALIZATION

APPRECIATING THE VALUE OF FACE-TO-FACE INTERACTIONS

DISRUPTIVE EDUCATION NEW NORMAL

PROF. DR. SUCHATVEE SUWANSAVAT
PRESIDENT OF ASAIHL





1,688,787 Students
from 126 universities
in Thailand



Training Online
Teachers



Produce Video-Based Learning
(Videos And Interactive Videos)

DISRUPTIVE EDUCATION

ONLINE TEACHING AND LEARNING

+

PHYSICAL DISTANCING

=

NEW LEARNING EXPERIENCES



MOBILE
LEARNING
Personalized
Learning

Digitization AR
VR
Blended or Fully

