SELECTED CONFERENCE PROCEEDINGS OF EURASIA HIGHER EDUCATION SUMMIT

EURIE 2021

March 3-5, 2021

Istanbul Aydın University Publications

SELECTED CONFERENCE PROCEEDINGS OF EURASIA HIGHER EDUCATION SUMMIT

EURIE 2021

Editor
Ayşe Deniz ÖZKAN

Design
Istanbul Aydın University Visual Design Unit
Printed in Istanbul- 2021
E-ISBN: 978-625-7783-33-0
ISBN: 978-625-7783-39-2

Message from the Editor

We are pleased and honored to present the Selected Proceedings of EURIE 2021 Eurasia Higher Education Summit, which was hosted on a virtual platform on March 3-5, 2021.

EURIE's conference program is designed to address current issues in internationalization of higher education and to cover key topics in higher education management. EURIE also features an exhibition for networking, partnership and business development.

EURIE 2021 the sixth annual Eurasia Higher Education Summit, was initially planned as a physical event but was moved to a virtual platform due to the COVID-19 pandemic. It was our decision to hold the event on the dates previously announced rather than to cancel or postpone it, as EURIE has already become a premier international education event in its region and we had so much more than ever to discuss and share in these challenging times.

EURIE 2021 virtually brought together higher education institutions in Eurasia and beyond with various stakeholders, such as international networks and associations, ministries and public sector representatives, and many service providers in the higher education sector. The virtual exhibition area provided live networking and partnership development opportunities for 92 exhibitors. The virtual conference halls hosted 142 speakers in 48 sessions of plenaries, panels, roundtables. Overall EURIE 2021 Virtual Summit was attended by 1180 international education professionals from 57 countries.

The conference theme in 2021 was "Empowering All for International Education", focusing on five subthemes:

- Access and Inclusion in International Education
- Sustainability in International Education
- Educational Technologies and Online Learning
- Globally/ Regionally Engaged Universities
- Trends in International Student Mobility

Although the theme and the subthemes were announced before the pandemic, they turned out to be truly topical in March 2021. EURIE speakers brought their expertise and shared their

innovative and best practices in internationalization during the pandemic with our participants. At a time when the international education sector was deeply and adversely impacted by the pandemic, we challenged many of our assumptions, talked about disruption, change, and future-proofing international education. We also celebrated our resilience and capacity to adapt as a sector. Many of our speakers emphasized that we now have the chance to reimagine and create a better, more sustainable, more inclusive international education.

Shortly after the summit, we contacted EURIE 2021 speakers and asked them to submit an essay that captures and expands upon their presentations. 13 papers were thus submitted by 24 authors and this volume of Selected Proceedings was prepared. The essays here represent the contributions from international education professionals from diverse institutions, universities, international associations, networks etc, located in 8 countries.

Looking at the proceedings and the conference program of EURIE 2021, we see trending topics such as the critical analysis of the impact of the COVID-19 on international education, online education and digitilization of higher education, virtual mobilities and programs, international partnerships, access and inclusion in international education. Most of these were already hot topics pointing out to significant changes in the international education sector before the pandemic but, as one of our prominent speakers put it, the pandemic added "rocket fuel" to the transformations we are experiencing.

I would like to extend my sincere gratitude and appreciation to our contributors in these selected proceedings. I hope that these Proceedings will be a useful resource for the debates around transformation of international education in the post-pandemic world.

Ayşe Deniz ÖZKAN
EURIE Conference Coordinator

EURIE 2021 CONFERENCE PROGRAM

MARCH 3, WEDNESDAY

HOURS	SESSION	HALL
11:00-12:45 GMT+3	**OPENING CEREMONY**	**A**
13:00-13:45 GMT+3	**SPOTLIGHT SESSION: HIGHER EDUCATION DURING THE PANDEMIC** Special Guest Speaker Prof. Zeliha KOÇAK TUFAN (Executive Board Member, Council of Higher Education Turkey) "Higher Education during the Pandemic"	**A**
13:00-13:45 GMT+3	**Imagine Tomorrow Opening Ceremony** ***Open to Imagine Tomorrow attendees***	**B**
14:00-14:45 GMT+3	**SPONSORED PANEL by UNIVER** **Navigating the 'new normal': How can institutions safeguard enrolments from MENAT students** Lindsey WATKIN (UNIVER, UAE) Raj KAPOOR (American University in Dubai, UAE) Moderator: Amanda GREGORY (UNIVER, UAE)	**A**
14:00-14:45 GMT+3	**Imagine Tomorrow** ***Open to Imagine Tomorrow attendees***	**B**
15:00-15:45 GMT+3	**PANEL in PARTNERSHIP with SGroup** **SUSTAINABLE INTERNATIONALIZATION** **Responsible International Higher Education 2021 - transformative *digical* modes for sustainable *glocal* engagement** Agata MANNINO (University of Trieste, Italy) "A perspective from within the EU on sustainability in international higher education" Anthony MANNING (University of Kent, UK) "A transformative national European perspective on sustainability in international higher education" Moderator: Arnim HEINEMANN (University of Bayreuth, Germany and SGroup)	**A**

15:00-15:45 GMT+3	**Imagine Tomorrow** ***Open to Imagine Tomorrow attendees***	**B**
15:00-15:45 GMT+3	**ROUNDTABLE: TURKISH UNIVERSITY LEADERSHIP FORUM WITH COURSERA** ***Closed Session. Study in Turkey participants only.***	**Zoom**
16:00-16:45 GMT+3	**VIRTUAL MOBILITY** **e-MOVIES: The Inter-American Space for Virtual Mobility in Higher Education** James ALDRIDGE (Lakehead University, Canada) Steve BAEZA ABADIE (Universidad Católica de la Santísima Concepción, Chile) Moderator: David JULIEN (OUI-IOHE | Inter-American Organization for Higher Education, Canada)	**A**
16:00-16:45 GMT+3	**Imagine Tomorrow** ***Open to Imagine Tomorrow attendees***	**B**
17:00-17:45 GMT+3	**SPONSORED PANEL by COURSERA** **DIGITILIZATION** **Preparing Students for the Digital Workspace: The Importance of Competency-based Learning** Balint BACHMANN (Budapest Metropolitan University, Hungary) Daria MASLOVA (National Research Tomsk State University, Russia) Andrey SOZYKIN (Ural Federal University, Russia) Moderator: Kerry HOUCHEN (Coursera, UK)	**A**
17:00-17:45 GMT+3	**Imagine Tomorrow** ***Open to Imagine Tomorrow attendees***	**B**
18:00-18:45 GMT+3	**SPONSORED PANEL by ANALYTIKUS** **ED-TECH** **Artificial Intelligence: Optimize Student Success** Iñaki BILBAO (Universidad CEU, Spain) "Artificial Intelligence to optimize student recruitment" Vernon C. SMITH (American Public University System, USA) "Artificial Intelligence to optimize student persistence and retention" Moderators: Phil ICE and Miguel MOLINA-COSCULLUELA (Analytikus, USA)	**A**

18:00-19:00 GMT+3	**Imagine Tomorrow Closing Ceremony** ***Open to Imagine Tomorrow attendees***	**B**
19:00-19:45 GMT+3	**The IC Global Café at EURIE: FIRESIDE CHAT** **State of the International Education Community in COVID Times** Şirin MYLES and Charlene ALLEN (The IC Global Partnership, UK) Moderator: Ayşe Deniz ÖZKAN (Istanbul Aydın University and EURIE, Turkey)	**A**

MARCH 4, THURSDAY

HOURS	SESSION	HALL
11:00-11:45 GMT+3	**INTERNATIONAL EDUCATION** **Internationalization of Higher Education in Georgia** Magda MAGRADZE (Kutaisi International University, Georgia) Eddie WEST and Halil GÜVEN (San Diego State University, USA- Georgia) Moderator: Ivor EMMANUEL (UC Berkeley, USA)	**A**
11:00-11:45 GMT+3	**INTERNATIONAL EDUCATION** **UK Universities Post-Brexit** Diana BEECH (London Higher, UK) "Maintaining and enhancing the UK and London's global reputation as a go-to destination of study" Denis HYAMS-SSEKASI (Bolton University, UK) "The challenges for UK universities attracting international students" Moderator: Gedminte MIKULENAITE (Greenwich University, UK)	**B**
12:00-12:45 GMT+3	**QUALITY ASSURANCE** **Quality Assurance in Turkey** Sibel AKSU YILDIRIM (Turkish Higher Education Quality Council, Turkey) "THEQC Institutional Evaluation Processes" Aslıhan NASIR (Turkish Higher Education Quality Council, Turkey) "THEQC's Internationalization Activities" Moderator: Sina ERCAN (Turkish Higher Education Quality Council, Turkey)	**A**

12:00-12:45 GMT+3	**MARKETING RECRUITMENT** **Marketing and Recruitment in 2021 and Beyond: Lessons from Universities in Europe** Mats ENGBLOM (University of Helsinki, Finland) "Adapting digital marketing activities to the pandemic" Gerrit Bruno BLÖSS (Study.eu, Germany) "Student recruitment: Lessons and trends for 2021 and beyond" Moderator: Piet VAN HOVE (University of Antwerp, Belgium)	**B**
13:00-13:45 GMT+3	**ERASMUS+ PROGRAM** **Erasmus Without Paper (Digital Erasmus)** Nadia MANZONI (Directorate General for Education, Youth, Sport and Culture, European Commission, Belgium) Abdulkadir GÖLCÜ and Ömer KAVRAR (Selçuk University, Turkey) Moderator: Hür GÜLDÜ (Turkish National Agency Turkey)	**A**
13:00-13:45 GMT+3	**MARKETING RECRUITMENT** **What are your prospective students really thinking?** Jack CRAIG (Unibuddy, UK) "What have 10 million messages taught us about international students?" Aleksandra STUIP (Erasmus School of Economics, Netherlands) "Tailoring your messaging to meet the ever-changing demands of prospective students" Moderator: Poppy FOX (Unibuddy, UK)	**B**
14:00-14:45 GMT+3	**VIRTUAL MOBILITY** **Virtual Study Mobility: A Critical Analysis** Gwenaëlle GUILLERME (TIME Association, France) "Virtual mobility: Challenges and opportunities" Alla MAZINA (Peter the Great St.Petersburg Polytechnic University, Russia) "Virtual project-oriented mobility" Moderator: Ria SLINGERLAND (Rotterdam Business School, Netherlands)	**A**

14:00-14:45 GMT+3	**RESPONDING TO COVID** **Schools of Medicine Responding to COVID-19 Pandemic** Baiba PETERSONE (Rīga Stradiņš University, Latvia) "The third mission of universities: From a European partnership to local healthcare innovations during the pandemic" Mariam MAGLAKELIDZE (Petre Shotadze Tbilisi Medical Academy, Georgia) "COVID-19 Pandemic and Competency-Based Medical Education" Moderator: Lara BATICIC (University of Rijeka, Croatia)	**B**
15:00-15:45 GMT+3	**VIRTUAL MOBILITY** **Creative Short-term Mobility Solutions for the Pandemic** Gyöngyi POZSGAI (University of Pecs, Hungary) "Short-Term Programs, Long-Term Impacts: Creative Mobility Solutions for the Pandemic" Sven CERULUS (UC Leuven-Limburg, Belgium) "Online Summer School @ UC Leuven-Limburg" Moderator: TBA	**A**
15:00-15:45 GMT+3	**INTERNATIONAL PROJECTS** **The Third Way (T3W) Project: A New Curriculum Promoting Social Enterprise** David TAYLOR (BUSINET UK) "The role of an educational network, and its members, in the development of projects and the delivery of the project goals" Allan LAWRENCE (Projects Beyond Borders, UK) "The Third Way (T3W): Development of a new curriculum that supports and promotes Social Enterprise as a destination of choice for European vocational and higher education graduates" Moderator: Yvonne FARRAND (Projects Beyond Borders, UK)	**B**

16:00-16:45 GMT+3	**INTERNATIONAL EDUCATION** **Leading Campus Internationalization during COVID-19: Case studies of Canada and Ireland** Sonja KNUTSON (Memorial University, Canada) "Leading Campus Internationalization during Covid19: Case study of Canada" Douglas PROCTOR (University College Dublin, Ireland) "Leading Campus Internationalization during Covid19: Case study of Ireland" Moderator: Paulo ZAGALO-MELO (Western Michigan University, USA)	**A**
16:00-16:45 GMT+3	**DIGITILIZATION and QUALITY** **Quality Assurance of Online Programs in Business Education** Erin KELLEY (Bentley University, USA) Devendra KODWANI (The Open University, UK) Moderator: Tim MESCON (AACSB International, Netherlands)	**B**
16:00-18:00 GMT+3	**ROUNDTABLE: STEM EDUCATION** ***Closed Session. By invitation only.*** Moderators: Hamide ERTEPINAR (Istanbul Aydın University, Turkey) Devrim AKGÜNDÜZ (Istanbul Aydin University STEM Center, Turkey)	**Zoom**
17:00-17:45 GMT+3	**DIGITALIZATION AND INTERNATIONALIZATION** **Improving Access and Inclusion in the Age of Digital Transformation: University of Arizona's Global Programs** Nizam Ud DIN (Superior University, Pakistan) Serhat AKPINAR (Girne American University, Northern Cyprus) Moderator: Brent WHITE (University of Arizona, USA)	**A**

17:00-17:45 GMT+3	**DIGITILIZATION and EQUITY** **Digital Inequities in Education and Strategies to Improve Digital Inclusion** Elodie JONES (Fort Hays State University, USA) "Digital Inequities and Online Education" George BABU (Christian Brothers University, USA) "Unanswered Questions in Digital Inclusion Post-COVID-19" Moderator: Yaprak DALAT WARD (Fort Hays State University, USA)	**B**
18:00-18:45 GMT+3	**SPOTLIGHT SESSION: INTERNATIONAL ASSOCIATIONS OF UNIVERSITIES** Michael MURPHY (EUA, Belgium) "A vision for Europe's Universities in 2030" Pam FREDMAN (IAU, France) "IAU's mission and vision over time and into the future" Moderator: Marcello SCALISI (UNIMED, Italy)	**A**
18:00-18:45 GMT+3	**MARKETING RECRUITMENT** **The Digital Marketing Pivot: Selecting Effective Tools and Partnerships** Khaled EL HENNAWY (ApplyBoard, Canada) "The ApplyBoard Platform: Connecting Students and Recruitment Partners to Educational Opportunities Around the World" Gabriela FACCHINI (Sheridan College, Canada) Moderator: Mike ALLCOTT (ApplyProof, Canada)	**B**
19:00-19:45 GMT+3	**THURSDAY PLENARY SESSION** Francisco MARMOLEJO (Qatar Foundation, Qatar) "Reinventing Internationalizing Higher Education for the Post-Pandemic World: Global Issues, Local Actions" Moderator: Fiona HUNTER (Centre for Higher Education Internationalisation (CHEI) at Università Cattolica del Sacro Cuore, Italy)	**A**
20:00-22:00 GMT+3	**TURKISH LANGUAGE TEACHING** ***Closed Session of TÖMER Centers**	**Zoom**

MARCH 5, FRIDAY

HOURS	SESSIONS	HALL
11:00-11:45 GMT+3	**VIRTUAL MOBILITY** **Online Global Classroom-UTM experience with Ritsumeikan University, Japan** Mohd Ismid bin MD SAID (Universiti Teknologi Malaysia) Shizuyo ASAI (Ritsumeikan University, Japan) Moderator: Nor Haniza SARMIN (Universiti Teknologi Malaysia)	**A**
11:00-11:45 GMT+3	**FIRESIDE CHAT: GLOBAL ENGAGEMENT of BUSINESS SCHOOLS** **How to engage with Business Schools around the world: NIBS-Network of International Business Schools perspectives** Diederich BAKKER, Hanze University of Applied Sciences, Netherlands) Patrick SCHOENMAKERS (Zuyd University of Applied Sciences, Netherlands) Moderator: Lara MARTIN (Heilongjiang International University China)	**B**
12:00-12:45 GMT+3	**The IC Global Café at EURIE: FIRESIDE CHAT** **State of the International Education Community in COVID Times** Şirin MYLES and Charlene ALLEN (The IC Global Partnership, UK) Moderator: Ayşe Deniz ÖZKAN (Istanbul Aydın University and EURIE, Turkey)	**A**
12:00-12:45 GMT+3	**PANEL in PARTNERSHIP with BRITISH COUNCIL INTERNATIONAL PARTNERSHIPS** **Creating Institutional Partnerships Through Research** Rachel BROOKS (University of Surrey, UK) "Strengthening UK-Turkey Institutional Partnerships: Baseline Study, Purpose and Initial Findings" Doğan YÜKSEL (Kocaeli University, Turkey) and Samantha CURLE (University of Bath, UK) Moderator: Ayşen GÜVEN (British Council Turkey)	**B**

13:00-13:45 GMT+3	**INTERNATIONALIZATION AT HOME** **Strenghtening and Enhancing Higher Education Through Decolonising and Internationalising the Curriculum** Silvia COLAIACOMO (UCL, UK) "Diversifying the curriculum: Challenges and opportunities through Internationalisation of the Curriculum" Deborah HUSBANDS (University of Westminster, UK) "Diversifying the curriculum: Challenges and opportunities presented by decolonising the curriculum" Moderator: Anthony MANNING (University of Kent, UK)	**A**
13:00-13:45 GMT+3	**ERASMUS+ PROGRAM** **Unlocking Eurasian Universities' Potential through the Erasmus+ Program for Capacity Building in Higher Education** Sheryl SATORRE (University of Cebu, Philippines) "The BEEHIVE Project at the University of Cebu, Philippines: Giving Hope and Transforming Lives" Ronald Willie BINATI (Berjaya University College, Malaysia) "The FRIENDS Project at Berjaya University College, Malaysia: Building Global Mindsets through Local Impact" Moderator: Christina ARMUTLIEVA (VUM, Bulgaria)	**B**
14:00-14:45 GMT+3	**VIRTUAL INTERNSHIPS** **The Impact and Skills Gained from Virtual Internships** Rachael CRISO (Independent Consultant, France) "Starting the Debate on Remote versus In-Person Internship Skills Gain" Waverley MILLER and Jillian LOW (Virtual Internships, UK) "Let's Hear from the Real Experts: Alumni Success and Outcomes from a Virtual Internship" Moderator: Shaun BUTCHER (Virtual Internships, UK)	**A**

14:00-14:45 GMT+3	**HIGHER EDUCATION** **EMI: Cascading Professional Development Training in Asian Countries: Myanmar and Oxford EMI** Tom SPAIN (Oxford EMI, UK) "Professional Development for local trainers in EMI" Poe POE (University of Yangon, Myanmar) Moderator: Julie DEARDEN (Oxford EMI, UK)	**B**
14:00-15:00 GMT+3	**EURAS FORUM** ***Closed Session. EURAS Members only.*** **Moderator:** Mustafa AYDIN (EURAS President)	**Zoom**
15:00-15:45 GMT+3	**INTERNATIONAL EDUCATION** **Engaging and Partnering with Universities in Asia** David PILSBURY (Coventry University, UK) Phil BATY (Times Higher Education, UK) "The shifting dynamics of the knowledge economy towards Asia: what does the data tell us and what are the opportunities?" Moderator: Darren MCDERMOTT (EU Support to Higher Education in the ASEAN Region- SHARE, ASEAN)	**A**
15:00-15:45 GMT+3	**DIGITILIZATION** **Transition from Emergency Remote Teaching to Planned Online Education: Success stories from the GC** Nabil Hassen EL KADHI (Khawarizmi International College, UAE) Ghassan AOUAD (Applied Science University Bahrain, Bahrain) Moderator: Narimane HADJ-HAMOU (Center for Learning Innovation and Customized Knowledge Solutions-CLICKS, UAE)	**B**
16:00-16:45 GMT+3	**VIRTUAL MOBILITY: COIL** **Virtual Mobility in a Disrupted World** Tayyep SHAH (University of Western Australia, Australia) "Critical factors for successful COIL" Uttiyo RAYCHAUDHURI (University of Denver, USA) "The future of COIL in a disrupted world" Moderator: Joseph BURROW (Ombretta Consulting, USA)	**A**

16:00-16:45 GMT+3	**DIGITILIZATION** **Distance Education in the MENA region** Abdelali KAAOUACHI (University Mohammed I, Morocco) "Online Teaching and Learning in Higher Education in the time of COVID-19: Morocco's experience" Mahdi KLEIBO (Bethlehem University, Palestine) "Strengthening Connections through Virtual Education - Turning the Challenges of COVID-19 into an Opportunity" Moderator: Fabio NASCIMBENI (UNIMED, Italy)	**B**
17:00-17:45 GMT+3	**VIRTUAL MOBILITY: COIL** **Empowering Internationalization Through Collaborative Online International Learning (COIL)** Sunita Singh SENGUPTA (University of Delhi, India) Nicki FRASER (Florida International University, USA) Moderator: Stephanie DOSCHER (Florida International University, USA)	**A**
17:00-17:45 GMT+3	**HIGHER EDUCATION** **COVID-19: Impact on European universities and future transformation** Michael GAEBEL (EUA, Belgium) Marina CAVALLINI (CRUI- The Conference of Italian University Rectors, Italy) Moderator: Thomas ESTERMANN (EUA, Belgium)	**B**
18:00-18:45 GMT+3	**INTERNATIONAL EDUCATION** **Futuring the Value Proposition of International Education** David PUENTE (ISA by WorldStrides, USA) "Futuring the Value Proposition of International Education: A Provider Perspective on the Challenges of Technology" Naomi OLSON (Regis University, USA) "Futuring the Value Proposition of International Education: Navigating Professional and Institutional Crisis" Moderator: Julie POLLARD (KEI USA-Turkey)	**A**
18:00-18:45 GMT+3	**SPONSORED PANEL by WILEY EDUCATION SERVICES** **Difference between Distance and Online Learning** David ROWSON (Wiley, UK) Adam MATTHEWS (University of Birmingham, UK) Moderator: Suren NAIDOO (Wiley, USA)	**B**

19:00-19:45 GMT+3	**CLOSING PLENARY SESSION** Katherine P. FRANK (University of Wisconsin-Stout, USA) "Internationalizing Higher Education in a Post-Pandemic Landscape" Moderator: Scott PIERSON (University of Wisconsin-Stout, USA)	**A**
20:00-22:00 GMT+3	**TURKISH LANGUAGE TEACHING FOR FOREIGNERS** ***Closed Session of TÖMER Centers**	**Zoom**

CONTENTS

IAU's Mission and Vision over Time and into the Future

Pam FREDMAN[1] , Giorgio MARINONI[2]

International Association of Universities

The International Association of Universities (IAU) is the most influential and representative global association of diverse Higher Education Institutions (HEIs) and organizations of HEIs.

IAU just turned 70 years old, as it was created in 1950 under the auspices of UNESCO, with which has always had a strong relation. IAU is an official partner of UNESCO, through Associate Status and is based at its headquarters in Paris. IAU is also accredited by the United Nations Economic and Social Council (ECOSOC). IAU is a global membership association, with both HEIs and organizations of HEIs as members from over 120 countries. IAU is also owner and responsible for the only global database of HEIs (world higher education database WHED) and through it reaches out to 20 000 institutions.

IAU tagline is "the global voice of higher education" and its vision is to contribute to peace and human development by promoting and enhancing the power of higher education to transform lives, build capacity, connect diverse peoples, generate, and disseminate new knowledge, create insights, and find sustainable solutions to local and global challenges.

IAU's mission is to promote collaboration among its members by articulating the fundamental values and principles that underpin the pursuit, dissemination, and application of knowledge. The Association advocates for higher education policies and practices that respect diverse perspectives and promote social responsibility. With a particular emphasis on values and leadership and acting as a forum for sharing and joint action, IAU encourages innovation, mutual learning, and cooperation among institutions.

1 International Association of Universities, President, Paris, France. pam@gu.se

2 International Association of Universities, Manager, HE and Internationalisation, Paris, France. g.marinoni@iau-aiu.net

The vision and mission are translated into four priority areas:

1. Values-based Leadership
2. Internationalization of Higher Education
3. Higher Education and Research for Sustainable Development
4. Digital Transformation of Higher Education

Cooperation and involvements of HEIs and organizations is paramount for IAU to fulfil its role as a global network and voice of HE. This has been apparent and valued during the pandemic which dramatically hit higher education and influenced IAU's activities to reach its goals through expertise development and trends analysis, publications and specialized portals, advisory services, training and peer-to-peer learning, knowledge sharing events and not least through production of policy statements, global advocacy and representation.

IAU's response to the COVID-19 emergency: first global survey

In 2020, due to the appearance of the COVID-19 pandemic and its relevant consequences on higher education around the world, the work of IAU changed, with new activities developed in the framework of the COVID-19 emergency.

The first action undertaken by IAU in the context of COVID-19 was to launch a global survey on the impact of COVID-19 around the world. This was a trilingual online survey, open from 25 March to 17 April 2020, which collected 424 unique replies from HEIs in 111 countries and territories with 65% of replies collected in English, 29% in French and 6% in Spanish. The number of replies allowed for a global and regional analysis in four regions, Africa, Americas, Asia & Pacific and Europe.

The survey results drew a clear picture of the immediate impact of COVID-19 on higher education at global level. The IAU global survey is the only such survey providing data at global level, but also national and regional surveys are performed. The most relevant conclusions of the survey are the following:

1) COVID-19 affected all institutional activities at almost all HEIs around the world. However, the impact of COVID-19 is not homogeneous, neither in time nor in space, and its consequences are diverse for different types of institution, located in different realities.

2) The COVID-19 crisis busted one of the myths about Higher Education, as a very conservative sector that is slow to react and transform itself. In fact, during the pandemic, HEIs all around the world demonstrated to be very innovative and resilient.

3) The major change happened in the world of higher education has clearly been the shift to online teaching and learning. Although this shift happened quickly and relatively successfully all around the world, challenges to the quality of learning and of equality of access and learning opportunities remain significant and need to be addressed in the future. It would be more appropriate to speak about a shift to emergency remote teaching and learning rather than a shift to online teaching and learning.

4) The pandemic had clearly negative consequences for internationalization, mixed ones for community engagement, partnerships and research. While some HEIs increased their community engagement, created new partnerships and involved more in international research, others experienced the opposite effect. This phenomenon is worth a reflection, as it could lead to growing inequality among HEIs in the world.

5) The pandemic has demonstrated the important role of science and knowledge and somewhat reversed a trend which was diminishing the importance of higher education in society in the last years. The importance of higher education in, and for society has been reinforced and reassessed during the pandemic and this is clearly a positive consequence of the pandemic.

Overall, from the results of the first IAU Global Survey on COVID-19 it can be concluded that the pandemic is a challenge, but also an opportunity to correct pre-existing problems in the higher education sector, to innovate, to develop new solutions and to reimagine higher education for the future.

IAU's response to the COVID-19 emergency: second global survey

One year into the pandemic, in February 2021, IAU launched the second edition of the global survey on the impact of COVID-19 around the world. This second edition of the survey is still ongoing at the time of writing (the deadline to reply is 1 June 2021). It is again a trilingual online survey, but it is much more comprehensive than the first one, it contains many more questions, and it is planned to remain open for a longer period of time. Replying to the survey requires a comprehensive institutional consultation considering impact on all institutional missions and activities, namely Governance & Financing, Teaching & Learning, Research and Societal/Community engagement.

The aim of the survey is two-fold: to gather the institutional perspective on the medium-term impact of COVID-19 and institutional responses to the pandemic.

Differently from the first one, which was a pure IAU endeavor, the second edition was prepared collegially by IAU and some of its member associations and partners.

The aim of the second edition of the survey is that the results will *i)* help institutions around the world to benchmark themselves at global, regional and national level, and *ii)* provide information and understanding to be shared with different associations, including IAU, to help them supporting the higher education sector.

The survey will also be useful for national authorities as it will provide them accurate data on consequences, challenges and opportunities for higher education on the global level for policy development in education and research.

Last but not the least, results will also inform the upcoming UNESCO World Higher Education Conference.

Impact of COVID-19 on higher education and internationalization of higher education

The COVID-19 pandemic is the most disruptive crisis the world has known at least in the last seventy years. There are multiple challenges to be overcome in the future for higher education, some created by the pandemic and some pre-existing and worsened by the pandemic, such as,

for instance, the financial crisis, a possible participation crisis, or the growth of inequality. At the same time, the pandemic opened up new opportunities, which can not only help solving the above-mentioned challenges, but also lead to a transformation of higher education for the benefit of all.

The same is true when looking at internationalization of higher education. The pandemic has questioned the dominant model of internationalization based on the attraction of international students for financial reasons. This crisis offers a unique opportunity to move away from such a competitive model based on an economic rationale towards a collaborative model based on global responsibility. The pandemic is a great occasion to make internationalization more equal, ethical and fair by focusing on activities, such as internationalization of the curriculum at home and by incorporating new technologies, such as virtual exchanges and collaborative online learning, while not forgetting the essential value of mobility. The pandemic is a perfect example of a global challenge which can be solved only though global solutions and thus collaboration in research is essential. Internationalization should be rethought as the means to achieve sustainable development through global responsibility and local relevance.

IAU strongly believes that a vision of higher education based on the fundamental academic values and global cooperation is the way forward. A way in which challenges will be overcome and opportunities maximized for the benefit of the whole society.

COVID-19: Impact on European Universities and Future Transformation

Thomas ESTERMANN[1] , Michael GAEBEL[2] , Marina CAVALLINI[3]

The coronavirus pandemic has posed unprecedented challenges for all sectors of the economy, and higher education is no exception. It has affected all areas of the university mission, with learning and teaching and research and innovation at the forefront of an immediate impact mostly due to travel restrictions and lock-down regulations.

Impact on funding

The way that Corona has affected funding ranges from immediate to more long-term effects. EUAs data collection from 29 higher education systems[4][4] showed that in most systems (22), universities have seen their commercial services (e.g. room rentals, student accommodation, sports facilities, consultancy) severely reduced by the closure of campuses and public health restrictions. Contractual research has been affected by the reduced or halted activity in sectors such as transport, aerospace and creative industries (16 systems).

Income from tuition fees from international students were affected in 12 systems. Higher education systems with a larger share of income generated from fees paid by international students (e.g. England or Ireland) have had a negative impact on university finances and operations.

Most European higher education systems though primarily depend on public funding. The experience of the 2008 crisis showed that only a few systems, introduced drastic cuts to public funding in the first two years after the outbreak of the crisis. But 4 years later 14 out of 24 reduced funding compared to 2008.

Short term expectations are marked by a large degree of insecurity. An EUA survey among 29 higher education systems shows that many are uncertain about the development of public

1 European University Association (EUA), Director Governance, Funding and Public Policy Development, Belgium. thomas.estermann@eua.eu

2 European University Association (EUA), Director Higher Education Policy, Belgium. michael.gaebel@eua.eu

3 CRUI Conference of Italian University Rectors (CRUI), Head of International Relations, Italy. cavallini@crui.it

4 EUA Public Funding Observatory Report 2020/2021 Part 2

funding or fear that public funding is going down.

Tuition fees paid by international students are the private income source most often expected to decrease (14 systems). This is linked to uncertainty around international student admission and travel restrictions. Tuition fees paid by domestic/EEA students on the other hand are expected to remain rather stable (14).

Expectations across Europe align on contractual research and services, with a third of national university associations expecting stability and another third foreseeing a decrease due to interrupted contracts, discontinuation of fixed-term research contracts and delays in fulfilment of existing commitments.

Philanthropic funding is marked by the highest level of uncertainty and is projected to decline in eight systems.

On the other hand, in many systems public authorities offered financial support to universities. Additional funding was allocated in 22 systems for Covid-19 related research, new student places, student aid, investment in digital and physical infrastructure or enhancement of universities' research and teaching capacity.

The rapid shift to online learning and teaching has opened many gaps, in relation to IT infrastructure as well as digital competences of students and staff. It has also created a need for more investment in IT infrastructure. 25 systems recognize the need to invest in the upgrade and development of digital infrastructure. 18 systems see an investment need in staff training, with a special emphasis on technology-enhanced learning and teaching methods, as well as virtual mobility.

Impact on Learning and Teaching[5]

Already a 2014 survey showed that practically all higher education institutions in Europe use digitally enhanced learning, but often only in parts of the institution, not benefiting all students

5 If not mentioned otherwise, data stems from the EUA 2021 report "Digitally enhanced learning and teaching in European higher education institutions"

and teachers, and more in an experimental fashion. At the eve of the Covid 19 crisis, digitally enhanced learning was mainstreamed at 57% of institutions. At about the same time, a 2019 survey in Ireland found that 70% of academics had no prior online teaching experience « (Index survey 2019, Irish National Forum).

Nevertheless, most institutions pivoted relatively fast to remote and blended provision in Spring 2020. They confirmed that the existence of strategies and structures for digitally enhanced learning have been of advantage, as well as the proactive engagement and involvement of students and staff.

The crisis unveiled gaps and scope for improvement of digital infrastructures: While 90% of institutions indicated to have offered online library access to students in the crisis, 65% found that this was insufficient and had to be enhanced. Beyond the pandemic 75% of HEI indicated also to have concrete plans to generally enhance their digital capacity.

Despite all the challenges for staff and students, the crisis triggered reflections on established learning and teaching practices and opened the way for pedagogic innovation. For example, at many institutions, end-of-the year examinations were under scrutiny, not only regarding their technical feasibility, but also their value for assessing student learning. Towards "a new normal", many institutions planned to revise their curricula in the direction of blended and more ambitious hybrid approaches. Policy levels seem to be in favor to this development: The European Union signaled in the European Education Area, and the Digital Education Action Plan strong support to digitally enhanced learning, to enhance resilience, quality and access, but also sustainability and global outreach. A crucial question is whether in the post-Covid 19 recovery universities will receive sufficient funding to enable this important transformation.

Impact on Research and Innovation

What has been said about the education mission is also largely true for the research mission. There has been a relatively efficient large-scale move to online activity, which however caused major challenges for collaborative research and use of laboratories. The situation has been particularly difficult for early career researchers, as delays impacted their progress of research projects, temporary contracts, and mobility.

On the other hand, the crisis confirmed the important role and value of research and higher education institutions for society and emphasized the urgent need for reform in the sector, regarding interdisciplinarity, Open Science and Open Access to publications and research data. It also demonstrated the importance of collaboration among various actors, including cooperation with external stakeholders. It will be important now to ensure that lessons learned can be retained beyond the crisis, both at system and institutional.

Impact on Internationalization

Closure of campuses, travel restrictions, and the resulting uncertainties for planning, caused a particularly challenging situation for international students, academics, and staff, whether it was at home or abroad. With reorganizing the campus as a first priority, mobilities and cooperation have often been cancelled, or at least postponed. Borders and visa departments had closed, and it took some time to provide online access to application processes and entry tests.

As the crisis endured, pivoting to virtual meetings and mobilities became an option. While there is wide agreement that they cannot be a substitute for physical exchange, they have proven as a good supplement, that will be likely be exploited in post-pandemic internationalization strategies, internationalization classrooms, and virtual exchange in preparation for and follow-up of physical ones.

Focus on Italy

The Italian experience is very much in line with the European trends highlighted in the previously mentioned impact studies.

The Italian university system reacted promptly and efficiently. The highest impact was on the teaching mission. Within a few weeks after the first lockdown 100% of academic courses, examinations and graduation sessions moved online. Universities took the opportunity for an overall revision of contents towards integrated digital teaching.

The impact on mobility has been very high, especially at international level. Special provisions for international students were put in place.

Research received a boost in health and humanities while contractual research has been negatively impacted.

The Italian government allocated about 1,4 bn € for 2020/2022 to cope with immediate emergencies, to sustain national research programs and researchers' recruitment, and to increase the national annual funding for universities.

There was no significant impact on enrolment. Statistics show even a moderate increase of national students. International students were affected by a slight decrease. However, there is strong differentiation across the country, with different universities experiencing diverse outcomes.

Year	male	female	total	change from the previous year in %
2020/2021	138.025	178.545	316.570	+2,3%
2019/2020	137.537	171.765	309.302	+3,3%
2018/2019	134.165	165.213	299.378	-

Figure 1: Enrolment figures

The Conference of Italian University Rectors (CRUI) played an important role in supporting the Italian universities, being in a constant dialogue with policymakers and acting as the main consulting body for the Ministry for Universities and Research. The thematic commissions of CRUI allowed universities to exchange good practices and implement shared solutions such as coordinating the technical aspects of the transition to online teaching; implementing new modalities of teaching and designing curricula; supporting the reorganization of international mobility and recruitment. Communication and promotion activities targeted at both internal and external audiences were also put in place.

The main challenges the Italian higher education system is now to return soon as possible to face-to-face teaching in a more integrated model that combines blended and flipped teaching and developing more flexible formats of mobility considering the international health conditions.

It is crucial now to take advantage of the Covid-experience to renew paradigm and to seize opportunities offered by the new reality.

Internationalizing Higher Education in a Post-Pandemic Landscape

Katherine FRANK[1], Scott PIERSON[2]

Introduction

In September 2020, when higher education institutions were grappling daily with uncertainties of the pandemic, John K. Hudzik wrote:

> Massive disruptions like COVID-19 can also birth opportunity. But opportunities are not in defending the status quo and established approaches per se, nor in hoping for a return to normal. The big question for internationalists is: How do we aim to change and innovate to meet new realities? Not everything needs to change, but change is essential. (Hudzik, 2020)

At the University of Wisconsin-Stout [Stout], we committed to the need to change, not just in the present moment due to the pandemic, but also into the future. This meant continuing to celebrate our strengths as an institution, as well as identifying and acting on any gaps as magnified through the lens of COVID-19. Through this process we have built a new, long-range strategic plan for the university, begun the process of revising our mission statement, and committed to improvements across the institution that include our internationalization efforts.

Context

Stout is part of the University of Wisconsin System [UWS]. The UWS is comprised of thirteen universities and thirteen two-year colleges located throughout the state, enrolls approximately 165,000 students, and awards approximately 36,000 degrees annually.

Stout is Wisconsin's Polytechnic University; the university is the only polytechnic in the UWS and in Wisconsin. Stout carries a distinct mission that features three educational tenets: 1. Career Focus—offering a comprehensive curriculum that prepares graduates for professional

1 University of Wisconsin-Stout, Chancellor, Menomonie, Wisconsin USA
2 University of Wisconsin-Stout, Director, Office of International Education, Menomonie, Wisconsin USA

careers; 2. Applied Learning-blending theory with practice to produce innovative solutions to real-world problems; and 3. Collaboration-working closely with business, industry, and other educational institutions to benefit students and grow the economy. Our Fall 2020 total enrollment was 7,970 students, with approximately 21% of the students classified as online students. We tout an amazing 97.8% placement rate for our graduates within six months of graduation in a career, graduate school, or military service.

Contributing to our distinctiveness is the immersion of our students in a career-focused and applied learning experience. All of our students graduate with at least one experiential learning opportunity (e.g. internship, cooperative learning experience, etc.). Many of our undergraduates participate in applied research and project-based learning and outreach involving business and industry.

The COVID-19 Lens

It is easy to focus on the challenges that we have all faced across the global higher education spectrum since spring 2020. At Stout, as we continue to grapple with these challenges, we have also committed to long-term planning and using these challenges to help us identify and act on opportunities that were either invisible or viewed with less urgency than they are when magnified through the COVID-19 lens.

Challenges

Our distinctiveness as Wisconsin's Polytechnic University carries with it unique challenges when navigating the complexities of a pandemic. Most of our students who attend classes on campus choose Stout because of our applied learning focus, infrastructure that supports applied learning pedagogies, and our experiential learning requirements that depend on our extensive external partnerships with business and industry. Shifting such learning experiences to the online space and/or hybrid delivery proved complicated for certain academic areas. Furthermore, while we are the only laptop campus in the UWS, meaning that our students are each issued a laptop computer when they begin their studies at the university, not all students had easy internet access or learner-friendly environments to support their education when away from campus facilities.

Stout places significant emphasis on ensuring that all students graduate with a global perspective, which is often achieved through participation in study abroad. Unfortunately, our outbound mobility was impacted due to the pandemic. In March 2020, Stout's Emergency Response Team actively monitored international trends and was quick to recall approximately 35 students who were studying abroad, as well as cancel all upcoming programming.

Like our domestic and global colleagues, our international student population was severely impacted by the pandemic. (Cardoza, 2020) Stout experienced a 40% decline in its international degree-seeking enrollment from fall 2019 to fall 2020. International students were faced with difficult decisions regarding returning home to potentially continue studies online or remaining in the U.S. and persevering with their studies in-country.

Most international students decided to stay at Stout, and significant efforts were implemented to ensure a healthy and safe environment. (Daiya, 2020) Innovative services transitioned to online, including virtual "face to face" check-ins and well visits, increased scholarship funding provided much needed financial support, and online marketplaces and revamped supply chains established door-to-door delivery of meals and essential items in safe and effective ways.

Opportunities

When we examine international education at Stout through the lens of COVID-19, we have identified opportunities that impact both the present and future of internationalization efforts.

Since March 2020, the Office of International Education began to reprioritize its strategy to meet a multitude of challenges, including our inability to travel and need to reaffirm recognition of the merits of an international education experience in higher education as well as our commitment to the enterprise both at a local and national level. Showcasing our strengths by telling our unique story and value proposition via virtual means became top priority. Regarding recruitment, we shifted to a heavier reliance on leveraging overseas connections (e.g. in-country representation, establishing articulation agreements for international dual-degree cohorts, etc.) and increased our international geo-targeted digital marketing efforts. Such efforts have paved the way for a post-pandemic recovery with significantly better outlook tar-

geted for fall 2021 and beyond. Traditional in-person special programming, including ESL and customized trainings, shifted from in-person to entirely online and students remained engaged in real-time, synchronized learning.

We have also recognized the need to continue to strengthen our institution-wide culture with respect to internationalization through a shared vision and integration of global perspectives throughout the comprehensive university experience. Additionally magnified for us has been the critical nature of public-private collaboration.

With increased familiarity teaching and learning in the virtual and hybrid spaces, we recognize the merits of the Collaborative Online International Learning (COIL) approach as a practical solution moving forward for encouraging more participation in study abroad by Stout students. We are assessing integration of COIL to deepen our commitment to global learning, which could have far-reaching impact and serve as a financial equalizer benefiting a much greater percentage of our academic community.

Collaborations with industry partners have continued to remain strong during the global pandemic with virtual and in-person cooperative education experiences, and we have made effort to amplify the importance of the international education experience in these relationships. Overseas internships and field experiences are valued by our industry partners, who have reiterated the importance of a workforce with global perspective from different geographical and linguacultural backgrounds.

The Necessity of Planning

At the onset of the pandemic, Stout had arrived at the end of its strategic plan. Despite the challenges and pace of operations at that time, we had a responsibility to take what we were learning from our response to COVID-19, leverage our strengths, address our gaps, and apply experience to the development of our new and first long-range (10-year) strategic plan, FOCUS 2030.

As the only four-year university in the United States to ever receive the Malcolm Baldrige National Quality Award, Stout has a well-established planning process. Even while dealing with the pandemic, we were able to consult with external and internal stakeholders to build our new strategic plan and begin the process of refining our university mission statement to tighten our focus on our polytechnic identity. An institutional investment in enhanced globalization efforts as they relate to our identity, teaching and learning, graduate placement, and long-term institutional sustainability is reflected in the proposed new mission statement, goals, and performance indicators.

Aligned with the new strategic plan, Stout's Office of International Education continues to develop innovative inbound and outbound high-impact programs that influence and respond to a changing society; support students, faculty and members of the local community through training, resources, scholarship and networking opportunities; and recruit and retain students, faculty, and staff via intentional involvement in international initiatives both on campus and abroad.

As Allan E. Goodman has stated:

> International education is the field of We. We work across borders, we adapt to new situations, we collaborate however we can. We know that global challenges like the one we're facing require international cooperation and diverse perspectives, and that the best solutions arise from us all sharing knowledge with each other. (Goodman, 2020)

Collaboration and partnerships define who we are at Stout and how we operate. We recognize our responsibility to challenge isolationism and encourage relationship-building in all aspects of our educational experience, especially as this pertains to international education in support of our mission as Wisconsin's Polytechnic University.

References

Cardoza, K. (2020, December 2). *Enrollment By International Students in U.S. Colleges Plummets*. NPR. https://www.npr.org/2020/12/02/912669406/enrollment-by-international-students-in-u-s-colleges-plummets#:~:text=But%20this%20year%2C%20in%20a,of%20thousands%20have%20deferred%20enrollment.

Daiya, K. (2020, June 16). *Inside Higher Ed*. Colleges need to help international students now (opinion). https://www.insidehighered.com/views/2020/06/16/colleges-need-help-international-students-now-opinion.

Goodman, A. E. (2020, March 19). *COVID-19 Update from IIE*. IIE Interactive. https://mailchi.mp/iie/iieinteractive-255029?e=ff1bace207.

Hudzik, J. (2020, September). *Post-COVID Higher Education Internationalization*. Trends & Insights. https://www.nafsa.org/sites/default/files/media/document/trends-insights-september-2020.pdf.

Digital Inequities and Digital Inclusion in Education: An Agenda for the Post-Covid World

Yaprak DALAT WARD[1], Babu GEORGE[2], Elodie JONES[3]

Abstract

If education is a fundamental right and digital technologies are the only way to gain access to education, it is essential that these technologies be made available to everyone. While limited attention was given to the increasing gaps of inequities regarding availability and quality of digital technologies prior to Covid-19, with the pandemic, an urgent need for purposeful efforts to bridge the gap was felt prominently worldwide. In the backdrop of Covid-19, the authors validated some of the key digital inequities reported by their students and proposed solutions to address them.

Keywords: Equity, diversity, inclusion, digital technologies, e-learning, Covid-19

Introduction

The future of the public sphere is digital and successful migration to digital processes and experiences would determine the competitive excellence of enterprises (George & Paul, 2020). The Covid-19 pandemic exposed gaps in our preparations in this regard; and also exposed the shallowness of our optimism (Beaunoyer, Dupéré, & Guitton, 2020; George & Mahar, 2020). The pandemic also highlighted the importance of solid scientific understanding of how it impacts society and communicate the same without bits and pieces of information going viral; the inadequacy in this area has led to a 'digital epidemic' situation (Chiolero, 2020). While we have no dearth of ideas on how education could respond to the pandemic and beyond, only a few of these ideas are backed by any level of scientific thinking.

1 Fort Hays State University, College of Education, Department of Advanced Education Programs, Hays, USA. ydalatward@fhsu.edu

2 Christian Brothers University, School of Business, Memphis, USA. bgeorge@cbu.edu

3 Fort Hays State University, College of Education, Department of Advanced Education Programs, Hays, USA. ejjones@fhsu.edu

Worldwide disruptions caused by Covid-19 underlined the fact that there are stark and widespread digital inequities in the availability and quality of digital technologies (Zawacki-Richter, 2021). When education worldwide had to be converted to emergency remote teaching (ERT) and learning overnight, an urgent need for purposeful efforts to eliminate these inequities and bridge the gaps in digital literacy levels became an obligation for all educational institutions (Burns, 2020).

In the backdrop of the pandemic, the authors first, discussed whether digital education could be leveraged as a tool to challenge the prevailing inequities in every other spectra of digital engagements in the society; then, addressed digital inequities and its impact on education including awareness, access, availability, quality, urban and rural areas, and finally, introduced strategies to improve digital inclusion.

Divides and Ways to Bridge Them: A Framework

Digital equity is "the" precondition for a just society in our times. Digital divide is an enemy of peace and manifests in economic, social, and cultural divides (Vishkaie, 2020). Digital inequities create the haves and the have-nots of the 21st century. Although the internet has the potential to create a just world; ironically, it ended up widening the gap between the rich and the poor (Norris, 2020). The three broad digital divides in education are:

- Access Divide: Inequitable access to technologies and knowledge content
- Use Divide: Inequitable training to use the available technologies
- Leverage Divide: Inequitable preparation to make use of the knowledge content

In the light of these divides, the following conceptual framework encompasses the central problem of digital equity in education (See Figure 1):

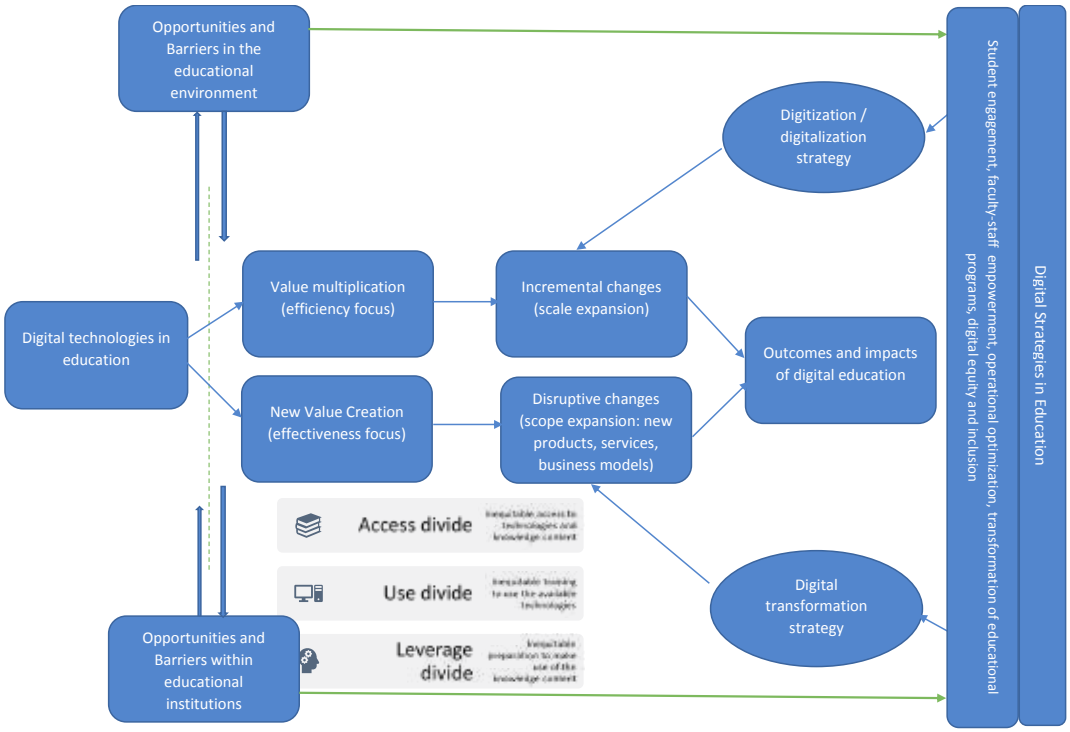


Figure 1. Digital transformation framework in education

Discussion

The pre-pandemic data on digital access and ability (Broadband Commission, 2020; Internet World Stats, 2020) demonstrated a significant worldwide divide. Recognition existed but acknowledgement was limited. With the declaration of the pandemic on March 12, 2020 (World Health Organization [WHO], 2020) followed by a lockdown, education was transformed overnight, drawing attention to the pronounced divides. The notion of best practices was questioned, forcing educators, students, parents/guardians, and most stakeholders to rethink and readjust their own understanding regarding all facets of ERT, access to technologies, assessing, adapting, and adopting new pedagogies and approaches (Kim, et al., 2021). In short, the pre-pandemic education of "absences" (McQuinter, 2020), turned into a rapid remedy, offering relationship, support, building agency based on individual differences in each school's needs (Peterson et al., 2020).

While *digital equity* is defined as "a unified voice for home broadband access, public broadband access, personal devices and local technology training and support programs" (National Digital Inclusion Alliance [NDIA], 2019, para.1), the world average of *Internet World Penetration Rates* remained 63.2%, even in many developed countries (Internet World Stats 2020), making it challenging for "civic and cultural participation, employment, lifelong learning, and access to essential services" (NDIA, para 3).

Furthermore, *digital inclusion* refers to the activities necessary to ensure that all individuals and communities, including the most disadvantaged, have access to and use of Information and Communication Technologies (ICTs), including: 1) affordable, robust broadband internet service; 2) internet-enabled devices that meet the needs of the user; 3) access to digital literacy training; 4) quality technical support; and 5) applications and online content designed to enable and encourage self-sufficiency, participation and collaboration (NDIA, 2019, para. 5). However, regarding the 2017 ICT competencies, less than half of the world's population even had the basic skills for computer-based activities, including sending e-mails with attachments, moving files, using copy and paste, and transferring files between devices (Broadband Commission, 2020). Since "digital inclusion must evolve as technology advances", leaders in educational institutions need to act nimbly to develop "intentional strategies and investments to reduce and eliminate historical, institutional and structural barriers to access and use technology" (NDIA, para 5).

This paper recapped student experiences on digital challenges in their institutions prior to and during the pandemic. Student were enrolled in various graduate-level online courses (business and education) taught by the authors. Anecdotal evidence pointed to a lack of digital equities. Prior to the pandemic, when asked, a student ironically summarized the entire crisis: "Does it have to take a pandemic to change!" Another student reported what many others revealed: "I think there needs to be plans for low-income individuals to have access to the internet. This policy would allow for digital inclusion in low-income communities. Another policy….needs to be….in communities such as libraries working together to provide hotspots or wi-fi access to the public." Following the pandemic another response recapped what others reported: "Unfortunately, before school ended, we had a lot of students who weren't accessing computers even if they have them, they weren't able to access because of internet or they just didn't hold strong values with education."

Although the data were anecdotal, based on student experiences, the reported findings were similar in that institutions were forced to go on a "digital crusade," but the tendency was that of immediate solutions which led the authors to confirm propose the following eight action items as a starting point to tackle the divides:

Invest in the development of thinking skills of individuals,

- Increase the affordability of technology and knowledge content,
- Produce high quality online open access content and open-source technologies,
- Empower the technology use skills of individuals,
- Make content and its access friendly to differently abled groups,
- Make available technology documentation and knowledge content in multiple languages,
- Share technologies across organizations and communities,
- Strive for net neutrality.

Conclusion

The pandemic has demonstrated that the world of education continues to remain in a state of unrest. The "central, transformative promise" of the 2030 agenda for the UN Sustainable Development Group is "Leaving No One Behind" and Sustainable Development Goal (SDG) 4 is about nations working to ensure inclusive and equitable quality education and promote lifelong learning (United Nations, n.d.). In a world where digital divides continue to widen-and fast, can we afford to wait for this transformation? What is our moral obligation as educators when confronted with paralyzing disruptions?

There are numerous other unanswered questions when it comes to digital equity and inclusion in the context of Covid-19. Is it true that the urgency for the *availability* of digital technologies for instruction overshadow the corresponding urgency for the *quality* of these technologies? Is it possible that heavy stress on technologies that help *transmit* the educational content digitally (e.g., Zoom, WebEx, MS Teams, Google Meet) resulted in a significant neglect about digitizing the knowledge elements without losing quality? Did the prevailing inequities of access to technologies in different societies mirror in the digital equity issues in education that were observed during Covid-19? Alternatively, did those prevailing inequities amplify or mitigate

the educational digital inequities? Could digital education be leveraged as a tool to challenge the prevailing inequities in every other spectra of digital engagements in the society? Did international students studying in the US encounter a greater digital divide during Covid-19? Did the digital exclusion result in reduced opportunities for intercultural engagements? What are some of the innovative ways by which universities help strengthen intercultural ties even as education happens remotely, mediated by digital technologies. Could the digital divide experienced by the students be used as a pedagogical device to sensitize them of the importance of digital equity and inclusion? How could ed-tech businesses built around maximizing profits be made to respond to the need for digital equity? Is there a market logic for it or should governments mandate affirmative action from these companies regarding digital equity? All of these essential questions are for scholarly community and for practitioners. Further research is needed to better address them.

References

Beaunoyer, E., Dupéré, S., & Guitton, M. J. (2020). COVID-19 and digital inequalities: Reciprocal impacts and mitigation strategies. *Computers in human behavior*, *111*, 106424.

Broadband Commission. (2020). *The state of broadband: Tackling digital inequalities. A decade for action.* https://www.broadbandcommission.org/events/Pages/AnnualMeeting2020.aspx

Burns, R. (2020). A COVID-19 panacea in digital technologies? Challenges for democracy and higher education. *Dialogues in Human Geography*, *10*(2), 246-249.

Chiolero, A. (2020). Covid-19: A digital epidemic. *Bmj*, *368*.

George, B. & Mahar, Q. (2020). *International case studies in the management of disasters*. Emerald.

George, B., & Paul, J. (2020). *Digital transformation in business and society*. Springer

Internet World Stats. (2020). *Internet world penetration rates: By geographic regions. 2020 Q3*. https://www.internetworldstats.com/stats.htm Kim, L. E., Leary, R., & Asbury, K. (2021). Teachers' narratives during COVID-19 partial school reopenings: an exploratory study. *Educational Research*. https://doi.org /10.1080/00131881.2021.1918014

McQuinter, R. (2020). Lessons on change: Shifting to online learning during COVID-19. *Brock Education Journal* 29*(2), 47-51.*

National Digital Inclusion Alliance. (2019). *Digital equity and digital inclusion.* https://www.digitalinclusion.org/

Norris, P. (2020). The digital divide. In F. Webster, R. Blom, E. Karvonen, H. Melin, K. Nordenstreng, & E. Puoskari (Eds.), *The information society reader* (1st ed., pp. 273-286). Routledge. DOI https://doi.org/10.4324/9780203622278

Peterson, L., Scharber, C., Thuesen A., & Barkin, K. (2020). A rapid response to COVID-19: one district's pivot from technology integration to distance learning. *Information and Learning Science*, 121(*5/6)*, 461-469.

The United Nations. (n.d.). *Sustainable Development Goals*. Department of Economic and Social Affairs Sustainable Development.

Vishkaie, R. (2020). The pandemic, war, and sanctions: Building resilience for the digital divide in education. *Interactions*, *27*(4), 36-37.

Zawacki-Richter, O. (2021). The current state and impact of Covid-19 on digital higher education in Germany. *Human Behavior and Emerging Technologies*, *3*(1), 218-226.

Quality Assurance in Online Education

Devendra G KODWANI[1]

The online delivery of higher education programs is here to stay. The Covid-19 pandemic expedited adoption of online delivery model and associated digital technologies. While by choice or compelled by mobility and space sharing constraints impose by pandemic lock-downs, universities and colleges have embraced the opportunity to provide education through various modes and forms of online teaching. Here I consider the challenge of quality assurance in online education and share my perspective on the Open University of the UK's approach to quality assurance.

The expectations from standard quality assurance in distance online education are not different than those expected at campus-based education. These include realization of learning outcomes planned in a program at the appropriate level of study. The delivery model in online education relies on use of technology and virtual learning environment to meet the academic standards and support students wherever they happen to be studying. At the Open University the distance education model has evolved over past fifty years. Since its inception the Open University has experimented with instructional design and delivery by combining use of print and electronic media. With envisaged use of BBC television channels for telecast of teaching programs the university was conceptualized by Harold Wilson in early 1960s [2]as the University of Air. The delivery model necessitates and inspires the innovation in pedagogy at the Open University, but it has been accompanied by no-compromise with the rigor of learning teaching and assessment standards. Over time the policies and processes have maintained the highest academic standards that have been periodically reviewed and assessed by quality assurance agencies in the UK[3]. Before describing how the Open University embeds quality assurance at

---

1 These are personal views of the author and do not necessarily reflect views of my employer, The Open University. Professor of Financial Management and Corporate Governance & Executive Dean of Faculty of Business and Law, The Open University, Milton Keynes, United Kingdom. Devendra.Kodwani@open.ac.uk

2 Harold Wilson later became the prime minister of United Kingdom.

3 Unlike other universities in the UK, the Open University is subject to regulatory and quality standards in all the four nations of the UK, namely, England, Scotland, Northern Ireland, and Wales. The Open University is recognized by Middle States Commission on Higher Education in the US. The Open University Business School is triple accredited by AACSB, EQUIS and AMBA.

every stage of the educational journey of its students here is a very brief mention of the size and student profile of the OU to appreciate the reliance on detailed processes and institutional commitment to the highest standards of quality assurance in online education.

The Open University uses its own unique method of distance learning, called 'supported open learning', to deliver education. The main constituents of this methods are flexible, all-inclusive support, social learning environment enabled by sound principles of learning design, and virtual learning environment. The flexibility here means students study where and when they choose to fit it in with work, families and other commitments. All-inclusive support includes the high-quality materials they need to study, personal tutors provide academic expertise, guidance and feedback and run group tutorials; and accessible specialist advisers to help with other aspects of the study. All this support is paid for as part of a single fee for each course. The social experience is enabled by get together at tutorials, day schools and informal study groups; and through online conferencing, study networks and course forums.

Size and scale of teaching operation

The Open University is one of the largest universities in Europe in terms of student numbers with 175,718 as of 2019. Since the OU's launch in 1969, more than 2.2 million people worldwide have achieved their learning goals by studying with the university. The Open University students are not just in the UK. Most courses are available throughout Europe and some worldwide – and many more are available through our partnerships and accredited institutions. Over 7,700 international students directly study with the OU.

There is no typical OU student. People of all ages and backgrounds study with the university, for all sorts of reasons – to update their skills, get a qualification, boost their career, change direction, prove themselves, or keep mentally active. Following details provide a glimpse into the range and diversity of student population of the University.

- 72% of directly registered OU students work full or part-time during their studies
- 26% of OU UK undergraduates live in the 25% most deprived areas
- 34% of new OU undergraduates are under 25

- We are the largest provider of higher education for people with disabilities: 30,791 students declaring a disability studied with us in 2019/20.
- Our open admissions policy helps thousands of people who failed to achieve their potential earlier in life:
- 33% of students had one A level (K12) or a lower qualification at entry[4]

This brief description of the size and diversity of student population at the OU shows that on-line education on one hand presents tremendous opportunities for equalizing access and reach of education to all strata of society and on the other presents challenge of maintaining rigor and academic integrity of the provision. Hence the quality assurance systems become even more critical in online education to retain its credibility for the students, employers and quality assurance agencies around the world.

The Open University has multiple layers of quality assurance systems which I will briefly describe. While there are regulatory compliance requirements in form of the Quality Code issued by the Quality Assurance Agency that are assessed periodically for whole university. To meet the expectations of the Quality Code the OU has developed systematic policies and processes internally to ensure that learning outcomes are measured and monitored, student experience is of expected standards and there are other student interest protection mechanisms. This may seem like compliance perspective on the quality assurance. Let me explain in more detail the internal practices and approaches that the OU uses for assuring the quality in online blended education.

Quality assurance embedded in learning design

The Open University has historically invested in the systems, people and ideas in instructional design (learning design) to meet the quality standards. Based on research in educational technologies, methods and practices that is done at the OU and outside the teaching methods are reviewed and improved on an ongoing basis. Sound principles of learning design that inform development of materials consider one of the models called ICEBERG. Over the years the OU

4 Source: https://www.open.ac.uk/about/main/strategy-and-policies/facts-and-figures accessed 15.6.2021.

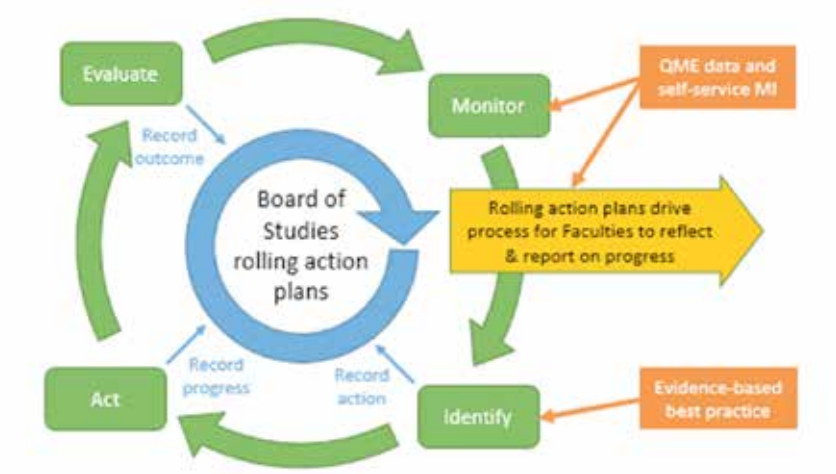
scholars analyzed student engagement with learning materials and their success. The seven principles of the model, "define the type of curriculum which supports student retention and for each principle we provide a brief description and some helpful prompts to structure the process of thinking about curriculum design. Effective design for student retention involves a curriculum which is Integrated, Collaborative, Engaging, Balanced, Economical, Reflective and Gradual (ICEBERG)." (Ameijde, Weller & Cross, p.4)[5].

To ensure that the courses are developed using these principles the OU uses a detailed learning design approach requiring faculty to spend considerable time with experts in technology enhanced learning at the university. This phase often takes form of workshops to brainstorm, consider learning outcome and student profiles, consider what type of learning activities will be best suited for different learning outcomes, consider assessment points and the form of assessment, at what point tutorial interventions and support will be most effective and so on. All these academic design decisions are reviewed in subsequent years in the light of student engagement and success of a course. For that to happen the OU has and elaborate quality monitoring system.

Quality monitoring and enhancement process

The OU has developed a sophisticated management information and student performance analytics reports are developed to support quality monitoring and enhancement (QME) process for each course (module). Following diagram depicts that continuous improvement process.

5 Jitse van Ameijde, Martin Weller & Simon Cross (2015) Designing for Student Retention
The ICEBERG model and key design tips, Institute of Educational Technology, The Open University, Milton Keynes, UK. Full report available here for free download.



The Board of Studies for each programme includes module leaders and external advisors as well student and associate lecturer representatives. Periodically the board considers the evidence on each course[6] and identifies areas of improvement which are then fed back to the teaching team. In addition to continuous improvement there are also external examiners for courses, which is normal quality assurance process in the UK universities, who consider student performance, assessment tasks and marking and opine on the rigour, relevance and academic integrity of quality assurance at the university.

With increasingly sophisticated data analytics tools the OU is further enhancing its learning analytics tool to support student learning, instructional design.

In summary the Open University's supported open learning model illustrates that high quality academic standards can be achieved in online education. Investment in instructional design capabilities is must as is investment in technology. This requires investment in faculty development and training. When considering technologies and platforms it would be prudent to consider shelf life of specialized software and tools and their integration into the existing systems of the university. The latter can be a real challenge and present an expensive consequence if care is not taken in choosing the technologies and tools.

6 Course and module are used interchangeably in this article. At the OU the qualification is made up of a number of modules.

Online Teaching and Learning in Higher Education in the time of COVID-19: Morocco's Experience

Abdelali KAAOUACHI[1]

Introduction

The new COVID-19 pandemic has spread rapidly around the world involving radical changes, in our habits, in our economy, in our society and especially in our teaching. In order to prevent the spread of this pandemic, many countries have introduced restrictions that have concerned the closure of borders, the suspension of air transport, the lockdowns, the ban on gatherings, the restriction of movement, the closure of schools and universities, etc.

Around the world, the measure of closing institutions was rolled out very quickly with the call for the intensive use of distance education. Morocco has integrated into this trend. Indeed, the supervisory ministry announced the suspension of face-to-face courses in all educational institutions, as of March 16, 2020, until further notice. It opted for an educational offer through distance education.

It is a new phase of distance education that is being put in place in an emergency situation. It makes a total difference to normal distance education which is planned and prepared. In this particular emergency context, one may wonder about the preparation and training of actors, access and use of technology, teaching and learning practices as well as online assessment approaches.

The purpose of the paper is to analyze distance Higher Education under the influence of COVID-19. Thus, it is a question of situating efforts made on digital technologies and distance education before the spread of the pandemic, and then of describing the initiatives adopted throughout the period of this spread. In addition, the study will analyze the challenges and offer recommendations.

1 Mohammed I University, Professor, High School of Technology, Computer Sciences Department, Oujda/Morocco. akaaouachi@hotmail.com

Digital Technology in Higher Education in Morocco before COVID-19

(i) National Visions and Strategies

First, information and communication technologies occupy a privileged place in all the orientations of the reforms undertaken in the education and training sector, such as for example those of the national charter for education and training, the program of emergency, the strategic vision for educational reform 2015-2030, and finally the framework Law 51-17. Specifically, this law formulates many provisions, in particular, Article 33 stipulates the need to strengthen the integration of information and communication technologies, to produce digital resources and to develop distance education, considered as complementary to face-to-face education. Also, Article 48 stipulates that the state is required to develop partnership programs within the frame of international cooperation to promote distance education.

The other very ambitious plan is called "Maroc Numeric 2013". It represents a national strategy established during the period 2009-2013. Higher Education has been impacted by this plan through the called « Injaz » program which has enabled students to equip themselves with high-speed internet access or a laptop computer. This initiative was aimed at reducing the digital divide for the benefit of students. To ensure the continuity of this plan, a new strategy called "Maroc Digital 2020" was implemented in 2016 and set the following three priorities: accelerating the digital transformation of the national economy, positioning Morocco in as a regional hub and African leader in the field, improving the national ecosystem. These two strategies were carried by the Ministry of Industry, did have direct or indirect links with higher education.

(ii) National and Local Initiatives

The Moroccan Ministry of Higher Education has formulated several actions relating to digital technologies in its action plan for the period 2017-2022. They mainly concern the establishment of a unified and generalized information system and the establishment of the bases of electronic learning. In addition, and within the frame of the autonomy principle of higher education institutions, many initiatives have been launched relating to the integration of information technologies and the deployment of digital platforms.

It is clear that several initiatives have been undertaken in terms of the integration of information and communication technologies. Certainly, rich and varied experiences, but they have the character of being isolated and not regular over time. Morocco's march was slow on the integration and use of digital technology in Higher Education.

The Experience of Distance Higher Education in Morocco during COVID-19: Findings and Challenges

After the decision of the Ministry of Higher Education on the closure of institutions, their academic and administrative staff were fully committed to provide educational services in this period of crisis. As a result, resources were placed on websites, digital platforms and social networks.

In addition, institutions have used a variety of interactive platforms (such as Moodle, Microsoft Teams, Google Meet, Zoom, Classroom…), while diversifying the learning styles between synchronous and asynchronous. They have made numerical documents with online availability to their students.

The efforts of teachers, administrative and technical staff were decisive and significant in ensuring the change. Several tasks were assumed such as the preparation of digital resources, the programming of virtual class sessions, the shooting of videos, audio and video recording, technical monitoring.

Furthermore, the National Broadcasting and Television Company mobilized the national television channel "Arryadia" and regional radios to program lesson sessions.

Online educational work was limited to the act of teaching/learning without summative assessment which was ruled out following the Ministry's decision asking teachers to stop all forms of online assessment. Also, it was decided to continue the teaching experience until the end of the academic year, with a resumption of face-to-face classes and exams to September 2021.

In this emergency situation due to the new pandemic, distance higher education is subject to many challenges:

- The problem of inequalities in access and use of digital resources. This can be justified by the statistics of the Digital Report 2020 which confirms that 70% of Moroccans have access to the internet and that only one in 5 people has a computer or a tablet;

- The technical problems, specifically the Internet connection. The confinement has led to a high consumption of bandwidth on the Internet, caused by multiple uses: teleworking, videoconferences, distance education, television and streaming. A low Internet speed then makes connectivity difficult, especially in synchronous mode;

- The distance education practices problem in some particular aspects like managing student interactions, motivation, and creation of coherent and effective group dynamics online;

- The problem of change management towards the digital transition in emergency situations. This concerns the preparation of actors, their support and training. Despite initiatives already launched by institutions on digital aspects, it is logical to said that a large part of teachers had limited preparation given that the design and development of an e-Learning tool requires between 6 and 9 months.

Recommendations

Covid-19 has accelerated the digital transformation of Higher Education. The Moroccan experiment is conducted with successes but certainly with failures and dysfunctions. The crisis must be an opportunity to take a new path of distance education, very promising that can provide solutions to certain problems, in particular that of quality degradation. Some of the elements of this path correspond to the following recommendations:

- As it was pointed out before, Morocco already has strategic plans on digitization, but there remains to establish a coherent and integrated vision of distance education. This vision must be aligned with the provisions of Framework Law 57-12. At institutional

level, it is essential to develop an institutional strategy for distance education and to integrate it into its development project;

- It is also essential to create a legal and regulatory framework for distance education. This involves establishing regulatory texts and benchmarks in distance education and information and communication technologies. This regulatory framework must be efficient and flexible and must include clauses relating to distance education in normal situations and must be annexed by provisions in emergency situations. In particular, it should define the nature and activities of distance education; the distance teaching/learning practices; the methods of assessment and certification of prior learning;

- It is essential to launch free offers with access to all educational sites and platforms, in order to reduce inequalities in access to resources. This operation is already done by the three national telecommunications companies, but it must be strengthened and generalized. Moreover, it is essential to launch operations facilitating the acquisition of computer equipment (computer, tablet, smartphone) from vulnerable students to facilitate their access to distance education. The new "Maroc Digital 2025" strategy must include, among other things, clear and comprehensive answers to the question of equity in access to technology;

- Efforts are required to continue upgrading existing technological infrastructures in establishments. In particular, recording studios allowing audio-video capture and wifi access points located in common areas;

- Distance education practices need to be rethought by promoting more active forms of student-centered teaching/learning. In this sense, teachers must strengthen interactions with students and encourage collaboration between pairs. They should adopt formative assessment methods with more emphasis on feedback;

- Professional development programs for actors (teachers, technicians and administrators) must be put in place with the aim of building capacities in digital technology and distance education (teaching approaches, evaluation methods). It is also important to take measures to motivate and encourage teachers and all other administrative and

technical staff to engage in the development of distance education and the use of digital technology.

The Effects of the COVID-19 Pandemic on Higher Education in Turkey

Mustafa AYDIN [1]

The epidemic, which appeared first in Wuhan, Republic of China at the end of 2019 has spread across the whole world in a short time and turned into a pandemic and World Health Organization (WHO) announced an official name for the disease Covid -19 on February 11, 2020.

The Covid-19 epidemic which caused a global crisis in many areas such as health and economy has brought important changes especially in the field of education. The first Covid-19 case was reported in Turkey on March 11, 2020 and a short time later, face-to-face education was suspended on March 13 with a decision taken to prevent the spread of the epidemic. On March 23, education in the digital environment was started in the higher education sector in Turkey.

In this article, the effects of the suspension of face-to-face of education in higher education institutions due to the Covid-19 pandemic on education and students, the strategies of higher education institutions towards the process, the effects of distance education on learning, how international students are affected by the process, and some views about the future of education are presented.

Introduction

Education is an indispensable need and a right for all people in the world. Even short-term interruptions in education may have consequences that are difficult to compensate. The Covid-19 pandemic has caused to stop face-to-face education at all levels from pre-school to higher education in Turkey and almost all over the world; it has caused significant changes and transformations in education systems. As a result of the pandemic, distance online education has been compulsory as an alternative to face-to-face education. Although this change and transformation have been implemented as an urgent plan to manage the process, it seems that even if the epidemic is over, it will continue to be used in the future of education.

1 Associate Prof. Dr, President, Istanbul Aydin University, drmaydin@aydin.edu.tr

After the closure of educational institutions in our country to face-to-face education, Council of Higher Education in Turkey (CoHE) developed emergency action plans for our universities, which have different opportunities and conditions, so they could continue their educational activities and research during the epidemic process. Of course, one of the most important aims of these emergency action plans is to prevent the learning loss of students.

The Effects of Online Education on Learning

Today, information technologies have brought important innovations in the field of education, as it does in almost every field. These technological developments have already begun to be integrated into education in the pre-pandemic period, and this process has accelerated during the pandemic.

Although the distance education approach is a teaching method applied before the pandemic in some state and foundation universities in Turkey and around the world, it has turned into a necessity, not a choice, in order to minimize learning losses during the Covid-19 pandemic. In this process, educational institutions have chosen to continue education without interruption by using distance learning tools.

The distance education method requires technological infrastructure and human resources that can adapt to this technology. During this process, some Turkish universities quickly developed their existing digital infrastructure, while institutions that did not have this infrastructure created it from scratch. Many Turkish universities had Online or Distance Education Centers before the pandemic, but only a small percentage of programs and courses were taught online. Therefore, many institutions had to quickly improve their Learning Management Systems, server capacities, online course materials, training of the teaching staff for online pedagogy, online exam proctoring etc.

While online education has many disadvantages, it has some advantages. For example, students could watch the recordings of the lessons whenever they wanted. Also, accessing education from any place without wasting time and regardless of location is another advantage. However, there are some disadvantages or challenges, such as the students being away from social campus life; the adaptation process of the teaching staff and the students to the new education system; the fact that not every student has the same equipment and opportunity in

technology. Many university students faced digital inequality challenges. Some Turkish universities, non-governmental organizations, endowments tried to help university students by donating laptops for example.

One of the major challenges we are facing is applied education. Although some departments of universities are trying to solve this problem using simulation and hybrid training methods, it is discussed whether it is effective enough or not. Since applied education is a crucial necessity for some departments, deficiencies in education may cause problems in terms of professional competence in the future. This is of special concern for fields such as medicine and other health sciences.

During the pandemic, students may experience not only learning loss, but also psychological and social problems. Instead of group work, which has an important place in education, students had to be directed to individual studies in the process. It is thought that the increase in individualization, the restriction of face-to-face communication and social environments may cause negative effects on students.

The Effects of the Covid-19 Pandemic on International Student Mobility

Because of the Covid-19, universities have experienced some problems in the export of education services and their enrolments of international students. During the pandemic, travel restrictions between countries and the problems experienced by students regarding financial issues have also led to a decrease in international student mobility in the world. Most of the students who studied in a different country had to return to their home country. While some of these students continue their studies with online education, some of them left their schools due to financial difficulties.

Surveys and Research Studies on the Online Education Process

Many students and academics have experienced distance learning and teaching for the first time during the pandemic process. For this reason, many surveys have been conducted in the world and in our country regarding the effects and efficiency of online education on higher education and many reports have been prepared. For example, the International Association of Universities (IAU) conducted surveys on the impact of the Covid-19 pandemic on higher edu-

cation worldwide (https://www.iau-aiu.net/COVID-19-Higher-Education-challenges-and-responses), and CoHE conducted surveys on the efficiency of online education during the pandemic process. In the survey organized by CoHE to create a roadmap for the decision-making processes regarding the future education and training practices, the most important stakeholders, academic staff and students, evaluated distance education. (https://www.yok.gov.tr/Sayfalar/Haberler/2021/yok-un-yaptigi-anket-sonuclari-aciklandi.aspx)

Conclusion

While the Covid-19 pandemic has caused adverse effects in many areas in Turkey and in the world, it has also negatively affected the education sector. In this process, we have tried to ensure continuity in education through the technology and the use of online education. Online education system has both advantages and disadvantages. Obviously even after the pandemic, online education will be utilized in the future. Education scientists carry out many studies in the world and in our country in order to ensure the continuity of education, to turn the crisis into an opportunity, to prevent learning losses and the negative psychological effects of the pandemic. Through these studies, online education can be developed further and improved. It can be used in combination with face-to-face education more effectively in the future. As universities, we have a responsibility to share our research and experience to develop online and hybrid education to overcome the challenges we faced during the pandemic.

International Mobility Analysis

Gwenaëlle GUILLERME[1], Alla Lazarevna MAZINA[2]

The T.I.M.E Association aims to be the most reliable source for its members on the state of international education in science and technology. It is therefore essential to understand student mobility dynamics.

The world's international student population reached 5.6 million in 2018, which represents only 2% of the world student population. Half of these students come from Asia-Oceania. English speaking countries are still among the largest hosts for international students dominated by the United States, the United Kingdom, and Australia. Non-English-speaking countries such as Germany, Russia and France are also large hosts of international students. While Western countries have long attracted many international students, other countries have seen a considerable increase in international enrollments. Notably, China and Turkey posted increases of 85% to 138% over the five years under study (2013-2018). South Korea, Belgium and Argentina have also seen strong growth in the number of students they host (up 20% to 23% in a year). As far as the outgoing mobility is concerned, the top sending countries are dominated by China, India, Germany, Vietnam, South Korea and France - In absolute terms, Chinese and Indian students remain by far the largest contingents seeking a degree abroad. Other Asian countries, such as Nepal (+27%) and Vietnam (+15%) also saw growth in outbound mobility between 2017 and 2018.

In addition to the growth in the number of mobile students, the number of destination countries is also increasing. In recent years, several countries have developed internationalization policies. They are capturing a growing share such as with Asia (+44%) and in particularly with China (+85%) between 2013 and 2018. In terms of country destinations, English-speaking countries are the most attractive student destinations overall, with four countries receiving almost 40% of all internationally mobile students. The United States is the top destination country for international tertiary students. Of the 5.6 million international students, 987 314 are enrolled in programs in the United States. Then, among the English-speaking countries,

1 Secretary General, T.I.M.E. Association, France. gwenaelle.guillerme@time-association.org

2 Deputy Head of the International Office, Peter the Great St. Petersburg Polytechnic University, Russia. alla_mazina@mail.ru

the United Kingdom accounts for 452 079 international students, Australia 444 514 and Canada 224 548. As a destination country, the United States alone accounts for 18% of the global education market share. Australia and the United Kingdom each have respectively 8% of the global market share. In Europe, Germany is also major EU host country with almost 6% of the global mobile students, followed by France (4%).

The Russian Federation is another major destination, with 5% of global mobile students. The OECD forecast a total of 8 million internationally mobile students by 2025 (OECD, 2017). But the question is whether this is still a viable assumption, as the COVID-19 pandemic has disrupted international student mobility.

In 2018, Chinese and Indian students are still by far the most likely to study abroad. The number of internationally mobile students from these countries is also increasing at a much faster rate (+7% and +10% respectively over one year). Although India still sends far fewer mobile students than China, it has seen a much greater increase over five years (+97% compared to +38%). Other Asian countries such as Nepal (+27%) and Vietnam (+15%) have also seen their outgoing student numbers increase over one year. The latter has thus become the 4th country of origin for mobile students in 2018. Europe is also an important departure zone, with 1 009 620 people studying in a country other than their own in 2018. It represents almost 18% of the total mobile population. North America mobile students (N=84 349) accounts only for 1,5%. Nigeria (- 11%) follows a reverse trend, with a decrease in the number of its mobile students - a first for this country which had previously experienced uninterrupted growth in its outgoing numbers. South Korea remains the fifth most popular country of origin for internationally mobile students, but there has been a slight decrease over one year (-4%). France, whose numbers are increasing (+11%), remains the sixth country of origin of internationally mobile students.

What will the future of international student mobility actually look like after the crisis posed by the COVID-19 pandemic? Obviously, international enrollment will be impacted in the short-run. Yet, students' interest in international education (personal growth, search for excellent education, and career benefits) in international education will continue. However, renewed optimism is not naive. There will be important lessons to be drawn. New international mobility formats will emerge. Confronting the crisis also means understanding its roots, resisting any form of ideological drift – protectionism, xenophobia, fear. This crisis must not lead us to radically question the free movement of people and goods. The health crisis is occurring at a

time when we need to find a new balance.

Is it time for an international mobility "renaissance" then? Physical mobility will remain the norm. However, if we aspire to internationalization for all, there is no doubt that virtual exchanges have a role to play, including as a set of opportunities, as a complement, as part of the diversification of options for our students. "Inclusion in international education" must be an important part of this discussion. Indeed, it is still a small percentage of students who benefit from an international student experience. This is perhaps where virtual exchanges have a key role to play, to make international education more inclusive.

New Models of Partnership and Internationalization of Higher Education

Magda MAGRADZE[1]

Background

Georgia is an emerging democracy. Recent developments in Georgia have led to a widespread understanding of its leaders and population that education is a major key to country's economic growth and development. For Georgians education has been always a priority with over 60% of household incomes spent on education at average. In 2017, the Government of Georgia announced education a top priority for the country. A new education strategy of the Government aims to allocate 6% of GDP to provide public finance to the education sector. Georgia has gone through turbulent times since declaration of the revival of independence from the Soviet Union in 1991. Currently Georgia is a striving and rapidly developing democracy and market economy facing numerous challenges and constraints to growth.

Since 2012, Georgia has been thriving to attract U.S. and EU universities to open its branch campuses or offer their internationally accredited programs in Georgia with the notion and understanding that import of high level of education will promote country's development and economic growth through preparation of internationally competitive workforce. However, the initiatives are not without challenges and lessons learnt - that brings a new perspective to higher education partnerships.

Internationalization of higher education was declared a major priority for Georgia during the years following the Rose Revolution. In 2005, Georgia joined the Bologna process and became a full member of the European Higher Education Area.

Starting from 2012 a new wave of education reform was launched by the new Government of Georgia. It was then recognized that in Georgia's efforts to increase quality of education, one of the major constraints to economic growth, poverty reduction and development of the country is the human capital and a large gap or mismatch between supply of graduates of HEI's and

1 Chancellor, Kutaisi International University, Kutaisi, Georgia. chancellor@kiu.edu.ge
CEO, Millennium Foundation, Tbilisi, Georgia. mmagradze@millennium.org.ge

demand of industry and employers.

U.S. University Enters Georgian Higher Education Area

In 2012, the Government of Georgia decided to invest funds into bringing a U.S. university campus to Georgia. The main aim of the Government was to promote development of higher education quality by bringing a U.S. university with its accredited STEM programs in Georgia with the notion that U.S. universities would be interested to extend globally, and Georgia would be an attractive venue for them. The objective would meet the Government's aim to turn Georgia into an industrialized nation with knowledge-based economy.

This time coincides with the major trend in tertiary education, i.e. emergence of international branch campuses (IBC) and thus export of high quality education as major means of tertiary education sector development for many countries. As of August 2015, there were 229 international branch campuses around the world with another 22 in development[2]. "It is believed by experts, that "given the growing demand for higher education, which has seen global enrolments quadruple from 50m to 198m since 1980, the implication is that the number of these campuses will continue to climb (source[3])."

Opening U.S. and Western university branches in Georgia have been explored by the Government of Georgia. Universities have launched numerous partnerships mainly on graduate level and started to offer programs with foreign universities, however, none of these reached international accreditation or offered IBCs.[4]

In 2013, U.S. and Georgian governments signed a $140 million grant (Millennium Challenge

2 According to the Cross-Border Education Research Team (C-BERT) at SUNY Albany, which monitors their spread. The US and the UK are the largest "exporters" of international branch campuses, with 50 and 27 respectively. But Russia, with 13 campuses in countries such as Belarus, Albania and Azerbaijan, has now overtaken Australia's 11.

3 https://theconversation.com/universities-that-set-up-branch-campuses-in-other-countries-are-not-colonisers-46289

4 Some examples of collaborations between Georgian and international universities are – Caucasus School of Business, Georgian Institute of Public Affairs, Tbilisi State University International School of Economics, Tbilisi State University's (TSU) joint program with the University of Speyer, university partnerships between TSU and GMU ICAR, University of Denver, Emory State University and Tbilisi State Medical University partnership and others.

Compact) to help Georgia with its efforts to build human capital. One of the projects funded through the Compact with $30 million was to bring a U.S. university to Georgia and partner with local universities to start offering U.S. university STEM undergraduate programs in Tbilisi (capital city of Georgia).

Financial model of a U.S. university international branch campus was analyzed, drawing to the decision that funding required for establishment of an IBC in Georgia would be higher than benefits of the project. Thus, in 2013 a decision was made to attract U.S. universities to Georgia that would partner with Georgian universities to offer U.S. degree programs in STEM fields. An international tender was announced by the Millennium Challenge Account – Georgia on behalf of the Government of Georgia in 2013. Over 90 U.S. universities were invited to a presentation of the tender. As a result, eight universities expressed an interest to bid for the tender and San Diego State University was selected as a finalist.

A unique model of partnership was launched by the San Diego State University, where SDSU offered its degree programs, helped develop capacity of its partner Georgian public universities (Tbilisi State University, Ilia State University and Georgia Technical University) with the aim of transferring knowledge to allow partner universities to offer the same quality STEM degree programs as in the U.S. and help achieve international standard and ultimately international accreditation.

SDSU-Georgia partnership has had a transformative effect on Georgia's higher education by leading to internationalization of higher education in Georgia and through provision of highly skilled STEM workforce in the face of SDSU-Georgia graduates.

Kutaisi International University

The model of Kutaisi International University (KIU) and Technical University of Munich (TUM) is another great example of partnership promoting internationalization of higher education. KIU is the first campus-based university in Georgia and TUM is its strategic partner that helped launch the university.

KIU is a public university that opened its doors to students in 2020. KIU has been developed and is operated with solely private funding – a generous contribution of 1 billion Euro by International Charity Foundation "Cartu." [5]

There are over 60 higher education institutions in Georgia currently. With total country population of only 3.7 million and early number of school graduates up to 40,000, competition among universities is high. KIU has many competitive advantages to other HEIs in Georgia. KIU's major features that distinguish the university from other HEI's in Georgia are:

1. The only campus-based university offering ideal conditions for learning and teaching in the South Caucasus region. KIU offers a campus that is spread out on 158 hectares with dormitories for students, housing for personnel, academic buildings, minimarkets, cafes, library, transportation both internal as well as regional, and many more.

2. Internationally accredited, scientifically up-to-date and application-oriented study programs.

3. Entrepreneurial Spirit based on the TUM model. KIU aims to work with industry through development of Innovations Ecosystem on its campus.

4. International faculty and student body. All study programs of KIU are offered and taught in English language.

5. Research hub, gathering leading-edge researcher groups to work and publish together, thus driving scientific development in the region.

Conclusion

Human capital development is one of the keys in promoting economic growth for developing countries and emerging democracies. Human capital development can be achieved with offer-

5 About Cartu Foundation: https://www.kiu.edu.ge/index.php?m=185

ing international standard education in the fields that are demanded by labor market.

Adopting internationally accredited higher education programs that are developed in close partnership with industry ensure creation of workforce that lead to human capital development. The shortest and most efficient way of doing the latter is by bringing already well established and developed Western university branch campuses or programs to a developing country where higher education quality needs improvement.

As the example of Georgia has shown higher education markets of emerging democracies and developing countries cannot sustain and afford single standing International Branch Campuses. The higher education market readiness and economic growth rates of host countries do not allow for profit generation and/or long-term financial stability of IBCs.

University partnerships aimed at development of local capacity through transfer of knowledge seems the most efficient and sustainable model. In this regard, the model of SDSU and its partnership with local universities and the KIU and TUM partnership are two good examples worth further exploration and study. These examples show of how high quality, international education can be brought to a developing country and successfully implemented and sustained through public-private partnership. The state and private sector subsidized educational partnerships, such as SDSU-Georgia and KIU, will succeed in the long run if proper financial and operational practices continue to be in place. Such university partnership efforts should be further elaborated and could become one of the best ways of exporting high quality international education yielding concrete and positive results for the developing and transitioning of host countries. The partnerships meet two goals - internationalization of higher education and human capital development of the host countries.

The Role of the Network, Businet in Incubating Erasmus Plus KA2 Innovation Partnerships

Yvonne FARRAND[1], Allan LAWRENCE[2], David TAYLOR[3]

This article will introduce the network, Businet and its instrumental role in the development of three Erasmus+ projects. Networks are fundamental to these innovation partnerships because of the dissemination and exploitation opportunities provided. This can obviously amplify the successful outputs and outcomes of the projects. Businet is a network of international higher education institutes that share a common ethos regarding internationalization. Businet provides an environment that encourages the sharing of good practice and encourages co-operation between like-minded individuals and like-minded organizations.

The work of Businet benefits the member institutes themselves, the staff of those member institutes as well as the students. A unique feature of the organization is that the needs of specific curriculum areas within member institutes are addressed within these groups and are referred to as curriculum working groups and special interest working groups.

The Third Way is a project that began in 2019 and was developed to improve communication and knowledge sharing between the vocational and higher education sector and social enterprises. The project has the primary aim to create innovative and accessible learning programs that support understanding and awareness of social enterprise. At the heart of the project proposal is the development of a new curriculum pathway for students from business subjects wishing to become social entrepreneurs and/ or create or work within social enterprises.

The project proposal was devised during a workshop at the Businet conference in Vilamoura,

1 Director of Projects Beyond Borders, an international education consultancy based in Huddersfield/ UK. A Trustee of the Crompton House Multi Academy Trust, a Corporate Fellow of the Woodard Corporation, both educational trusts in the UK and a Teacher of English as a Foreign Language. Yvonne@projectsbeyondborders.com

2 Director of Projects Beyond Borders and the Chair of the Trustees of the Enterprise Centre, a social enterprise based in Manchester/ UK and DYEAP, a social enterprise based in Kampala. Also a Lecturer of Social Policy at The Organisational Centre, Manchester/ UK. allan@projectsbeyondborders.com

3 General Manager and Board Member of Businet, a network of over 120 worldwide higher education institutes, who is based in Leuven, Belgium. Also the former Head of International at New College Durham in the UK. businet@gmx.com

Portugal in November 2018. It has the broad aim of narrowing the divide between traditional business curricula in Vocational and Higher Education and the growing sector of social enterprises. While across Europe more and more young people are turning to social enterprises, this partnership is keen to recognize this and support and inform their choices and lead them towards this 'Third Way' of doing business.

The five university partners work with three social enterprises to produce a curriculum model and MOOC that offers information about social enterprise, for social enterprise and provides learning through social enterprise. Also, the devised curriculum will stand alone as a 'face to face' program of study delivered via a series of interactive workshops. This project represents a serious attempt to ensure social enterprise becomes an integrated component of the higher education business curriculum. It will also support the social enterprise sector to recruit from a pool of graduates with the required sector-specific skills.

An essential outcome of the project proposed is knowledge sharing and the potential for access to greater mobility across the EU alongside the formal recognition of the proposed lifelong learning, which again this project will bring about. New initiatives in the business curriculum will support models for social businesses and will be generated through this proposed initiative.

The curriculum structure has been developed after a survey of social enterprises that had over 200 respondents, as well as two face-to-face focus groups. It will include 'modules' that deal with Leadership, Project Management, Funding & Tendering, Marketing, Finance Management, Governance and Business Strategy. Once the curriculum is developed, the final task is to support a thematic network and pan-European internships within social enterprises for undergraduates.

Recent research and publications have publicized the relationship between entrepreneurship and various mental illnesses. This was brought to international attention by a range of presentations to the World Economic Forum (WEF) in Davos in 2019. Entrepreneurs provide economic benefit to any society in which they operate yet little consideration has been given to their mental well-being (MWB) in an increasingly challenging business environment. This is the impetus for the development of the **Entre-MWB** project.

These are real concerns as the nature of employment across Europe and globally are changing towards an emphasis on microbusinesses and enterprise relying on more and more young people setting up start-up companies. According to a study presented at WEF, approximately one half of entrepreneurs suffer from at least one form of mental health condition during their lifetimes. The project seeks to support young entrepreneurs across Europe and to ensure the effectiveness and efficiency of start-ups by developing supportive educational materials that encourage reflection, understanding, ensure mental resilience, are non-judgmental and are directly supportive of their health and wellbeing. A curriculum and proactive and interactive training materials will be developed, using case studies and real-life experience, which will be accessible 24/7 via VLEs and a MOOC.

The partnership is made up of three universities, two SMEs, two associations and two social enterprises, organized into three clusters (HE/ enterprise/ dissemination) to implement the project outputs. This project will make an innovative contribution to the MWB of entrepreneurs, which is innovative for an Erasmus+ project. The focus of innovation is to provide unique self-help and self-supportive training materials that will (1) support young entrepreneurs in understanding the qualitative dimension of entrepreneurship; (2) prepare young start-ups for the challenges and demands of entrepreneurship in advance and (3) provide a resource that can add value to an existing vocational programme of business and/ or enterprise studies and (4) add value to current business start-up support.

The final training materials are relevant to the needs of entrepreneurs and the directors of new start enterprises and will be determined by entrepreneurs. There will be focus groups and surveys aimed at entrepreneurs that will confirm the nature of the learning and training materials. The final outputs will be available to start-up and would-be entrepreneurs, business and enterprise undergraduates and alumni, and will be made available to partners and associated partners that provide business support to start-up companies. The curriculum content will also remain available via the Powerhub Talent VLE as hosted by Mediasphere and via the MOOC developed by the university partners within this partnership.

Skills Campus is a proposal involving five universities and a range of associate partners, submitted in May 2021, devised during a virtual workshop at an online Businet conference in September 2020. It has the broad aim of developing the digital skills of teachers and lecturers

of business subjects, including the technical and instructional design skills necessary to produce a high quality VLE, MOOC and other forms of online learning. The project is in line with the new strategic direction of the EU: Digital Europe and Green Europe.

The proposal requires the universities with a focus on both vocational and higher-level business education to develop the technical and design skills to produce high quality online materials, digital learning resources and lesson delivery to enhance learning online that enable both short programs and mainstream curriculum to be available 24/7 and to reach a wide range of students studying business and related subjects. Curriculum materials for business undergraduates developed in partnership within the Businet network as face-to-face transnational *busidays* events will be made accessible as part of the Internationalization at Home (I@H) initiative.

This project does not just target vocational and undergraduate students and graduates but also those teachers and lecturers that are delivering business related training programmes in higher education institutions. The proposed MOOCs will make available a wide range of standalone learning experiences and the partnership will develop a series of interactive workshops to promote digital skills and knowledge, including instructional design, video-editing, audio production and use of appropriate software.

This project represents a serious attempt to promote and extend the boundaries of MOOC and VLE development to become an integrated component of the professional development of staff in higher and vocational education. The result of the project is an integrated pan-European approach to the digitization of educational programs and the promotion of inclusive and digital access and development of online pedagogic skills accessible via the skills campus and the thematic network, DigiNet that will operate within the 'umbrella' network, Businet.

In line with Businet's I@H policy, the project will encourage and support learners to access short *busidays* programs and collaborative events. The project will make the developed *busidays* curriculum available in various digital forms, as well as using digital communication platforms for delivery. The on-going digitization of mainstream business curricula will develop as a consequence, professional development training materials that support teachers and lecturers to produce high quality digitized and online learning materials and initiate the online

skills campus and DigiNet thematic network.

The proposal enables learners linked to business qualifications and other related VET and HE programs to obtain a broader range of learning experiences and competences in the field of digital learning and the acquisition of green and transversal skills which can be accumulated as part of a growing accreditation of micro-credentials. Crucially the longer-term aspiration is to ensure an increased digital competency amongst educators.

The involvement of the network, Businet has been essential to the development of these projects in three key areas: (1) bringing together the core partners for each project; (20 developing the project idea in the curriculum working groups and (3) ensuring that there is a route for dissemination and an opportunity for exploitation.

Research Partnerships between Turkey and the UK: Overcoming Current Barriers

Rachel BROOKS [1], Armağan ERDOĞAN [2], Betül Bulut ŞAHIN[3]

Background

International collaboration has become increasingly important to universities in the 21st century, as they seek to enhance their social and economic contribution and drive scientific and technological advances. Moreover, they are seen, by national governments as a key means of exerting soft power on the world stage. With respect to links between UK and Turkey, over the past decade, there have been various attempts to strengthen higher education partnerships between the two countries. In 2012-14, for example, the British Council ran the 'UK-Turkey Higher Education and Industry Partnership Programme', with the aim of promoting capacity building and knowledge exchange in both the HE and industrial sectors. More recently, funding has been provided through the Newton-Katip Çelebi Fund to promote collaborative research between the UK and Turkey in the areas of lifelong health and welfare, agriculture and food security, disaster and risk management, and energy and climate change. Relationships between the two countries have also been strengthened through wider European initiatives, such as the creation of the European Higher Education Area through which the comparability and transparency of higher education degrees/qualifications across member countries has been enhanced, and the Erasmus+ mobility program.

Nevertheless, we know relatively little about how key stakeholders in the two nations view current collaborative ties and the ways in which they conceive them developing in the future. In this essay, we draw on a recent research project funded by the British Council to answer three specific questions relating to research collaborations between the two countries: first, what were considered to be the main benefits of research partnerships between the two countries; second, what were viewed as the main barriers to such partnerships; and third, how could these barriers be overcome.

1 Professor of Sociology, Department of Sociology, University of Surrey, UK. r.brooks@surrey.ac.uk

2 Assoc. Prof. in Higher Education Studies, Beykoz University, Istanbul Turkey. armagan.erdogan2012@gmail.com

3 Lecturer, Educational Sciences Department, Middle East Technical University, Ankara, Turkey. sbetulster@gmail.com

Research Approach

Between November 2020 and February 2021, data were collected from key higher education stakeholders in Turkey and the UK. Individual interviews were conducted with representatives of 17 national organizations across the two countries, and with staff in leadership roles (with respect to international partnerships) in 29 higher education institutions (HEIs). Nine focus groups were also conducted in the two countries with academic staff and students. In addition, relevant policy documents from the national organizations and individual HEIs were analyzed. Although the project covered partnerships for both teaching and research, in this essay the focus is solely on research.

The Value of Research Partnerships between Turkey and the UK

In both countries, participants believed that cross-national research partnerships, in general, were important in producing the best research possible. They also noted that international collaborations tended to be seen as a mark of research quality. Representatives of national organizations in the UK emphasized the importance of such partnerships in helping to position the UK as a future 'partner of choice' for Turkey in the future, and also for furthering good relationships between the two countries more generally – what was referred to by one interviewee as 'science diplomacy'. Such links were also believed to help Turkish national development - in particular through the areas chosen for funding through the bi-lateral Newton-Katip Çelebi Fund. Typically, participants believed that research partnerships, even if relatively small scale, could often lead to wider form of collaboration, including with respect to education.

Perceived Barriers and Possible Solutions

Although most of the participants in the research were broadly positive about research partnerships between Turkey and the UK, several barriers were identified which, they believed, served to limit the benefits that could be derived from research links. They also suggested various ways in which key stakeholders in both countries could work together to resolve such barriers. We now explore some of the most commonly raised issues.

- *Funding:* it was widely felt that dedicated funding was essential to stimulating research partnerships between the two countries, particularly the relatively generous sums made available through the Newton-Katip Çelebi Fund. However, participants frequently commented on the small number of such grants, and the limited areas of academic enquiry that they covered. UK and Turkish interviewees and focus group participants believed that greater investment in dedicated bi-lateral schemes would further enhance collaborations between the two countries and called for such funding to be extended to the arts and social sciences.

- *Knowledge of researchers in the other country:* many participants believed that the knowledge of research being conducted in Turkey, on the part of UK academics, was relatively poor, and that this could make partnerships harder to establish. To address this particular obstacle, various suggestions were made including setting up an easily searchable database of scholars in both countries interested in collaborative working; investing in short-term researcher mobility schemes; and setting up an awareness-raising initiative similar to the 'Year of Science with Germany' that Turkey ran in 2014.

- *Research management and administration:* there was some confusion, on the part of Turkish participants, about how research was managed in the UK (because of the relatively large number of different research councils and funding bodies), while some UK staff reported that their universities had little knowledge of relevant bilateral funding schemes such as the Newton-Katip Çelebi Fund. To address these issues, it was suggested that national agencies in both countries could better promote relevant funding streams and explain more clearly the research management and funding context in the other country.

- *Inequalities in research partnerships:* a small number of Turkish colleagues believed that research partnerships with the UK were sometimes difficult because of assumptions on the part of UK researchers that they would take the lead role. This could be mitigated, to some extent at least, by emphasis within funding schemes on equal intellectual contributions from both countries, and rigorous auditing of this.

- *Place of research within internationalization strategies:* Turkish participants reported that research was often not included within institutional internationalization strategies, and thus was not seen as such a priority as, for example, increasing the number of international students. They believed that expanding the focus of such strategies to include research would be an effective means of increasing the profile of this area of work and encouraging more Turkish academics to build cross-national collaborations (including with the UK).

- *Researcher mobility:* concerns were expressed in both Turkey and the UK about obstacles to the physical mobility of staff, which sometimes impeded research collaborations. Turkish participants talked particularly about the UK's immigration procedures while, on the UK side, some staff had had collaborations with Turkey blocked by their university because of safety concerns. It is likely that the shift to online collaboration necessitated by the Covid-19 pandemic may help to resolve some of these issues. However, participants believed that more work could be done by national policy actors to reassure UK HEIs about the safety of Turkey, and to put pressure on the UK government to relax visa requirements for Turkish academics involved in research collaborations with the UK.

Concluding Comments

We note that some of the actions outlined above can be implemented relatively quickly, and can be considered 'quick wins', while others will require longer-term action. We suggest that action with respect to both is equally important: while some of the longer-term goals will help to address some of the most significant obstacles identified in our research, the 'quick wins' will help to build momentum in this area and demonstrate that this an area that key stakeholders take seriously. We note also that at least one of the recommendations – that relating to immigration – is not within the provenance of higher education stakeholders and, as such, may make it significantly harder to address than many of the other suggestions. Nevertheless, we have included it because of its importance to many of our Turkish interviewees and focus group participants.

An International Collaboration between a Turkish and UK University

Samantha M. CURLE[1]

This paper presents a summary of a presentation made at the EURASIA Higher Education Summit 2021. One of the aims of this summit was to bring together academics from Turkey and the United Kingdom to discuss research collaboration and how to strengthen partnerships between higher education institutions in each country. The partnership to be discussed is that between the University of Bath (UoB, Bath, UK) and Kocaeli University (Kocaeli, Turkey).

The partnership began in March 2020 when Dr. Adem Soruç (UoB) introduced Dr. Dogan Yuksel (Kocaeli University) to me (Dr. Samantha Curle, UoB). The first project we worked on (along with Dr. Mehmet Altay, Kocaeli University) was a longitudinal study. A recent EMI literature review (Curle et al, 2020a) revealed a gap in the literature in terms of a lack of longitudinal studies in English Medium Instruction (EMI) contexts. EMI is defined here as: "the use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro, 2018, p. 19). This quantitative empirical study examined whether Turkish university students' English language proficiency increased over time when studying academic subjects through English Medium Instruction (EMI, see Yuksel et al, 2021). Findings revealed that in both Business Administration (a Social Science subject, n=81) and Mechatronics Engineering (a Mathematics, Physical and Life Sciences subject, n=84) English proficiency improved over a four-year period. More importantly, this improvement in proficiency statistically significantly predicted achievement in these academic subjects. This project was the first of its kind to provide longitudinal evidence of the link between studying academic subjects through English at university level, an improvement in English proficiency, and academic achievement.

After this first project, the collaboration between the researchers and the two institutions only grew stronger. A mixed-methods study on English proficiency and academic success in an Economics program at a Turkish university was conducted (Curle et al., 2020b). Particular

1 Assistant Professor at the Department of Education, Applied Linguistics Director of Studies Advanced Quantitative Methods in Social Sciences MRes, University of Bath, UK. samanthamcurle@gmail.com

to the Turkish EMI context is the adoption of a Multilingual Model (see Macaro, 2018). This is a hybrid rather than a purist 'English-only' model where some courses are taught through Turkish (the first language, L1), and some courses are taught through English (the second language, L2). This presents a unique research setting to compare student academic achievement in both Turkish Medium Instruction (TMI) and EMI. Results showed that English proficiency did not predict success in EMI courses, but rather TMI achievement significantly predicted EMI achievement scores. This has real-world implications, providing evidence that if students study some courses through their first language, alongside EMI courses, this positively affects their EMI success. Studies such as this highlight Turkey as a unique research context from which the global EMI community can learn. It is a distinctive multilingual context in which Turkish, Kurmanji, Arabic and Zazaki, as well as numerous dialects, are spoken. Forging research collaborations with Turkish academics is key to further understanding best practice in Turkish EMI universities, as well as further establishing Turkey as a cutting-edge research hub.

International research collaboration is a significant priority for both Turkish and UK universities. After successfully conducting several research studies, establishing a strong research relationship, and publishing in Q1 highly ranked international peer-revied journals, we decided to go a step further and seek out research funding. We were recently granted funding by the British Council (UK) - the English Language Teaching Research Awards (ELTRA) - to conduct an international comparative study. This project aims to extend our understanding of the strategies EMI lecturers employ to teach central concepts in STEM (Science, Technology, Engineering, Mathematics) lectures. As concepts are expressed by terminology, the project will focus on the strategies that lecturers employ to introduce and explain such subject-specific terms. The project will investigate four different EMI contexts: The People's Republic of China, Turkey, South Africa, and Nepal. The aim is to identify similar as well as different strategies used by lecturers. This will be done by analyzing the language and interactional patterns lecturers use when explaining STEM-related terminology. The purpose of this is to provide a scaffolding structure for EMI lecturers across the globe to draw on in order to support students' learning of STEM terminology. This project is an example of the strong research relationship nurtured between Kocaeli University and the University of Bath.

Key to building this long-term, sustainable research collaboration has been overlapping research interests; open, direct, and clear communication, hard work and commitment, sharing of funding and research collaboration opportunities that arise, enthusiasm and open-mindedness. These have been the building blocks of this strong research collaboration, strategies that other researchers can apply when forging their own international collaborations.

References

Curle, S., Jablonkai, R., Mittelmeier, J., Sahan, K., & Veitch, A. (2020a). *English Medium Part 1: Literature review*. In N. Galloway (Ed.) English in higher education (Report No. 978-0-86355-977–8). British Council. https://www.teachingenglish.org.uk/article/english-higher-education-%E2%80%93-english-medium-part-1-literature-review

Curle, S., Yuksel, D., Soruç, A., & Altay, M. (2020b). Predictors of English Medium Instruction academic success: English proficiency versus First language medium. *System*. https://doi.org/10.1016/j.system.2020.102378

Macaro, E. (2018). *English medium instruction.* Oxford University Press.

Yuksel, D., Soruç, A., Altay, M., & Curle, S. (2021). A longitudinal study at an English Medium Instruction university in Turkey: the interplay between English language improvement and academic success. *Applied Linguistics Review.* https://doi.org/10.1515/applirev-2020-0097

Maintaining and Enhancing the UK's Global Reputation as a Go-to Destination of Study

Diana BEECH[1]

The geo-politics of the United Kingdom (UK) are at a time of change. As of 31 January 2020, the UK is no longer a member of the European Union (EU). Yet, it left the subsequent transition period with a deal which, among others, allows UK research-performing organizations to continue to participate in European research programs.

For higher education students, however, the situation is more complicated. The UK no longer participates in the Erasmus+ mobility program and EU students hoping to study in the UK are now classified as international students, meaning they are liable for higher fees and unable to access the UK student loan system.

This has had a noticeable effect on the number of EU nationals applying to study at UK universities. Data from the Universities and Colleges Admissions Service (UCAS) from the January 2021 application deadline show EU applicants to UK universities dropped significantly to 26,010, down from 43,030 at the same point the previous year.[2]2

Despite this dramatic reduction in EU applicants – and ongoing uncertainty caused by the global Coronavirus pandemic – the number of people applying to study in the UK from elsewhere in the world is higher than ever. By January 2021, 85,610 non-EU international students had applied to study at a UK university, up from 73,080 the previous year.[3]3 That means, by January 2021, a total of 111,630 international students had already applied to study in the UK for the academic year 2021/22, signifying increased fee income for UK universities but also a significant shift in international student demographics.

---

1 London Higher, Chief Executive Officer, UK. diana.beech@londonhigher.ac.uk

2 See '2021 Cycle Applicant Figures – January Equal Consideration Deadline', UCAS, available at: https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-releases/applicant-releases-2021/2021-cycle-applicant-figures-january-deadline

3 Ibid.

Increasing international education exports is a key ambition of the UK Government. In February 2021, the UK Government re-released its International Education Strategy to put the internationalization of UK higher education front and center of a post-pandemic recovery and growth plan. [4] The Strategy also reaffirms the Government's ambitions, by 2030, to increase the value of education exports to £35 billion per year and the number of international students hosted in the UK to at least 600,000 per year.

To help achieve these goals, the UK Government has appointed an International Education Champion, a post held by Professor Sir Steve Smith, former Vice-Chancellor of the University of Exeter. His role is to champion UK education overseas, deepen government-to-government partnerships across the globe, and address international barriers to trade. He will also target priority countries and regions, namely India, Indonesia, Saudi Arabia, Vietnam, and Nigeria, which have all been identified as having significant potential for growth. Other important regions for the UK include Brazil, Mexico, Pakistan, Europe, China and Hong Kong.

The UK Government's decision to target new priority countries can be explained by recent trends in international student applications. While students from China have long made up the majority of international students in UK universities - and in the academic year 2019/20, Chinese students accounted for 35 per cent of all non-EU international students in the UK - the number of students from India has been steadily growing. According to data from the Higher Education Statistics Agency (HESA), in 2019/20, the number of students from India enrolled at UK universities grew to 55,465, up from 27,505 the previous year.[5]

The introduction of the Turing Scheme, which is the UK's new outward mobility scheme following its departure from Erasmus, is also intended to help the UK forge close educational relationships around the globe. Beginning in September 2021, the Turing Scheme will fund around 35,000 students enrolled in UK universities, colleges, and schools to go on placements overseas. In turn, it is hoped this will incentivize overseas institutions and foreign govern-

4 See International Education Strategy: 2021 update, available here: https://www.gov.uk/government/publications/international-education-strategy-2021-update/international-education-strategy-2021-update-supporting-recovery-driving-growth

5 See 'Where do HE students come from?', HESA, available at: https://www.hesa.ac.uk/data-and-analysis/students/where-from

ments to set up reciprocal exchanges and send students to the UK.

As a global city with well over forty higher education institutions in its midst, London is a key destination for international students coming to the UK but, importantly, it is not the only destination. As HESA data show, international students are well-distributed across the country. In 2019/20, twelve UK higher education institutions enrolled more than 10,000 international students each, including two universities in Scotland, where the finance system already incentivizes higher international student intake, and four universities in London. While University College London (UCL) took the most international students that year (20,170), the University of Manchester took the second highest number of international students (15,335) and the University of Edinburgh the third (14,625). [6]

The vibrancy of city life is not the only pull-factor for international students choosing to come to the UK. International applicants need to know they will be welcomed and valued by UK society. That reflects why the UK Government has introduced a new 'Graduate Route' for international student applicants, offering them a period of two years for undergraduate and master's students and three years for PhD students to stay in the UK after completing their courses to work or to search for employment.

Although these measures are clearly intended to enhance the UK's appeal to international applicants, the peculiar context of the Coronavirus pandemic has created an added challenge for the UK to navigate if it is to maintain its status as an international study destination of choice and, indeed, grow international student numbers in the future. Emerging variants and fresh waves of the virus not only cast doubt on whether students from elsewhere in the world will physically be able to travel to the UK to study in person next year, but also threaten to diminish the student experience of those who do.

At the time of writing, the UK Government is rolling out a successful national vaccination program to protect the population against Coronavirus. Yet, there remains a risk of continued social distancing measures and disruption to 'normal' campus life should concern over

6 See 'Where students come from and go to study', 27 January 2021, HESA, available at: https://www.hesa.ac.uk/news/27-01-2021/sb258-higher-education-student-statistics/location

new variants persist. Similarly, should transmission rates increase elsewhere in the world, this could cause significant financial hardship for international students in the UK by impacting on vital income streams, as well as emotional strain if family members back home become ill.

This is why it is more important than ever that the UK Government and universities work together to continue to display compassion to international students. Guidance produced by London Higher in collaboration with Universities UK International (UUKi) is now being used nationwide by higher education institutions to ensure international students are aware they have equal eligibility for hardship funds and access to emergency support, such as food, clothing, and accommodation. Flexible fee payment schemes are also encouraged, as is the provision of Coronavirus testing facilities and isolation support wherever necessary. [7]

The UK's future success as an international study destination of choice now rests as much on how the country exits the Coronavirus pandemic as on the policies and funding pledges put forward by UK Government to promote international education exports. Also, of importance is how the UK is seen to deal with developments in relation to traditional 'competitor' countries, including Australia, New Zealand, Canada and the United States of America (USA). While the former two countries are currently struggling to find a way out of lockdown and shake off perceptions of being closed to the outside world, the latter are beginning to benefit from a sense of 'openness', successful vaccination programs and, in the case of the USA, a recent change of administration.

What is for certain, therefore, is that there can be no room for complacency. While international applicants to UK universities are growing on paper, the real challenge will be translating these applications, first, into actual acceptances and, second, into physical footfall on university campuses across the UK.

If the UK Government is serious about maintaining and enhancing the UK's status as a global 'go-to' destination of study, then it is imperative it continues to enhance the 'UK offer'. This means proudly showcasing the UK's global university cities like London and implementing

7 See 'London Higher and UUKi publish international student guidance', 26 March 2021, available at: https://www.london-higher.ac.uk/news/london-higher-and-uuki-publish-international-student-guidance/

policies that strengthen, not lessen, the quality of the educational experience. When building global partnerships, the UK Government also needs to think, not simply about providing a pipeline of international students to the UK but cementing the UK's credentials as a country that cares.

Istanbul Aydın University Publications

EURIE
EURASIA HIGHER EDUCATION SUMMIT

Phone: +90 212 411 61 68 • Fax: +90 212 425 57 59
E-mail: eurie@eurieeducationsummit.com
www.eurieeducationsummit.com

ISBN 978-625-7783-39-2
9 786257 783392