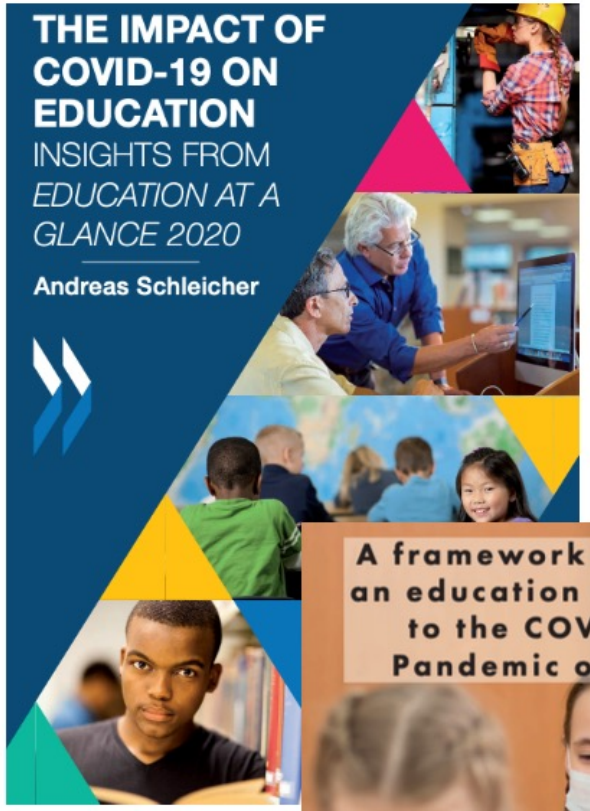
Digital disruption and the new (ab)normal: what lessons can be learnt from online teaching during COVID-19?

PROFESSOR TOM CRICK
@PROFTOMCRICK
SWANSEA UNIVERSITY, UK

Swansea University
Prifysgol Abertawe

#ICERI2021



Stay Safe. Stay Learning:
Continuity of learning policy statement

Stay Safe. Stay Learning.

Education
Endowment
Foundation

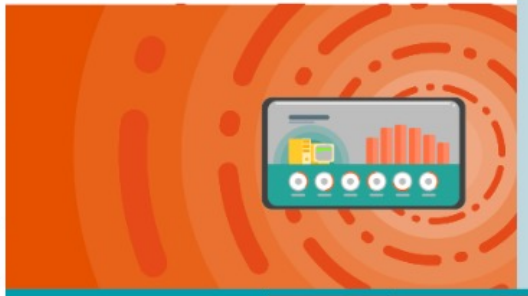
Remote Learning:
Rapid Evidence Assessment

April 2020

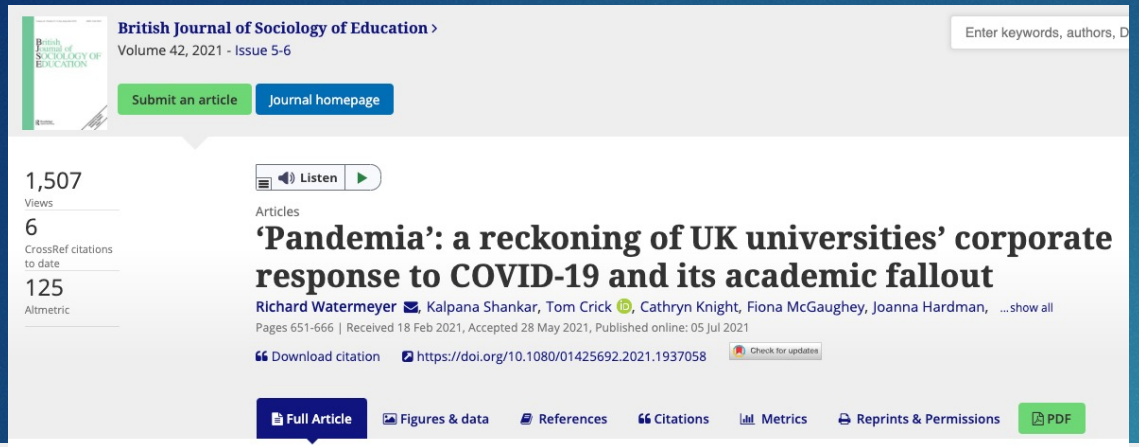
OECD

Guidance

USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING
Guidance Report



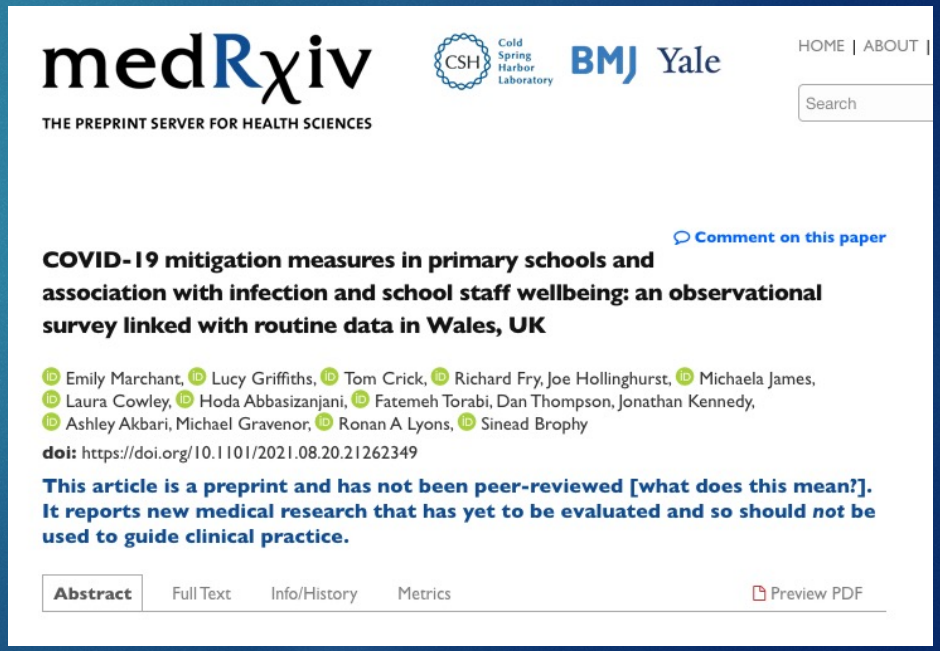
Education
Endowment
Foundation


British Journal of Sociology of Education ›
Volume 42, 2021 - Issue 5-6
Enter keywords, authors, D
Submit an article
Journal homepage
1,507
Views
6
CrossRef citations to date
125
Altmetric
Listen
Articles
‘Pandemia’: a reckoning of UK universities’ corporate response to COVID-19 and its academic fallout
Richard Watermeyer, Kalpana Shankar, Tom Crick, Cathryn Knight, Fiona McGaughey, Joanna Hardman, ...show all
Pages 651-666 | Received 18 Feb 2021, Accepted 28 May 2021, Published online: 05 Jul 2021
Download citation
https://doi.org/10.1080/01425692.2021.1937058
Check for updates
Full Article
Figures & data
References
Citations
Metrics
Reprints & Permissions
PDF

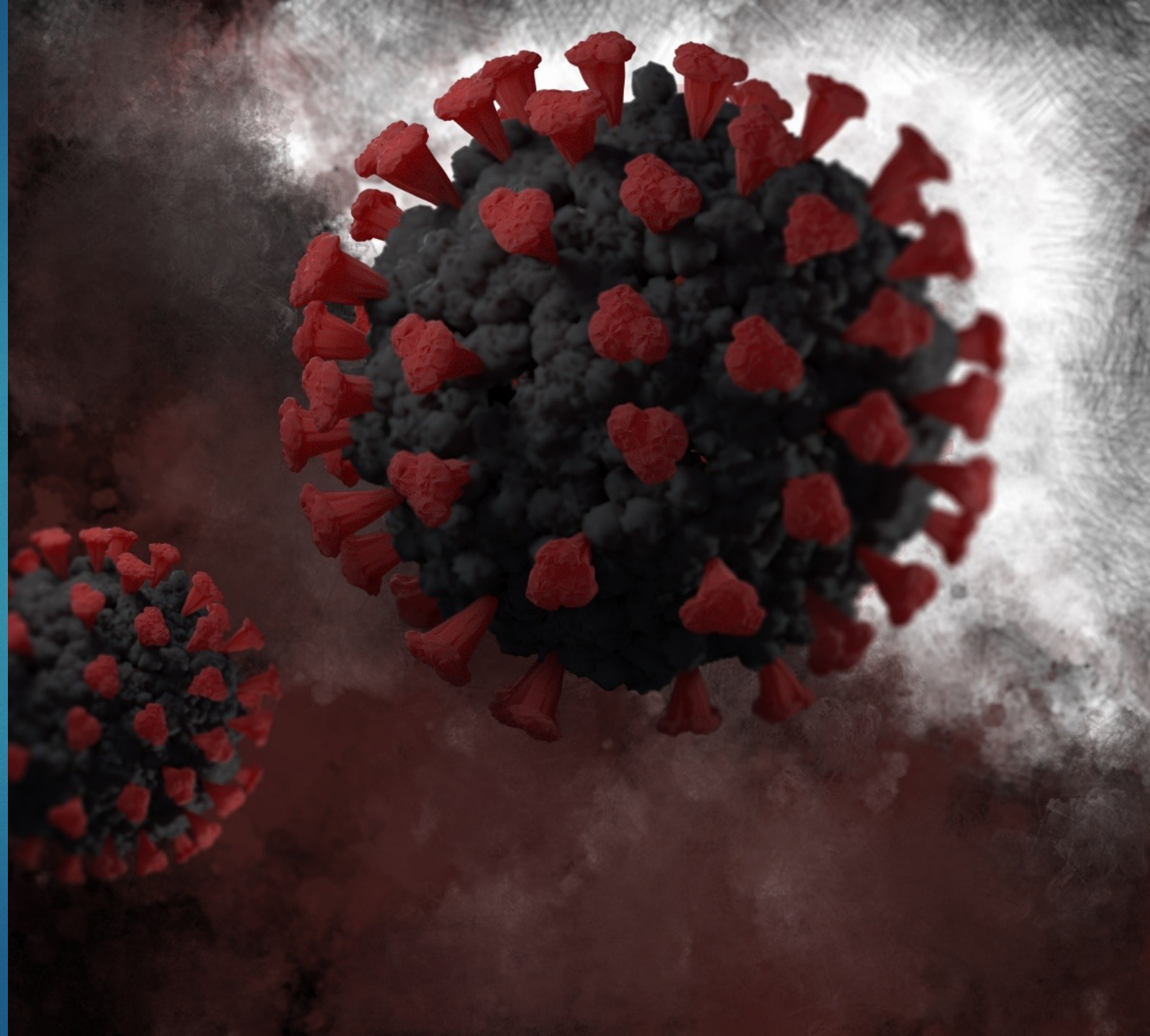
Higher Education Research & Development ›
Latest Articles
Enter keywords, authors, DOI, ORCID e
Submit an article
Journal homepage
0
Views
0
CrossRef citations to date
24
Altmetric
Research Article
‘This can’t be the new norm’: academics’ perspectives on the COVID-19 crisis for the Australian university sector
Fiona McGaughey, Richard Watermeyer, Kalpana Shankar, Venkata Ratnadeep Suri, Cathryn Knight, Tom Crick, ...show all
Received 08 Feb 2021, Accepted 12 Aug 2021, Published online: 12 Sep 2021
Download citation
https://doi.org/10.1080/07294360.2021.1973384
Check for updates
Full Article
Figures & data
References
Citations
Metrics
Reprints & Permissions
Get access

Irish Educational Studies ›
Volume 40, 2021 - Issue 2: COVID-19 and Education: Positioning the Pandemic; Facing the Future.
Guest Editors: Tony Hall, Delma Byrne, Audrey Bryan, Karl Kitching, Déirdre Ní Chróinín, Catriona O'Toole and Joan Addley
Enter keywords, authors, DOI, ORCID etc
Submit an article
Journal homepage
306
Views
1
CrossRef citations to date
14
Altmetric
Listen
Articles
‘The COVID-19 crisis is not the core problem’: experiences, challenges, and concerns of Irish academia during the pandemic
Kalpana Shankar, Dean Phelan, Venkata Ratnadeep Suri, Richard Watermeyer, Cathryn Knight & Tom Crick
Pages 169-175 | Received 12 Feb 2021, Accepted 13 May 2021, Published online: 31 May 2021
Download citation
https://doi.org/10.1080/03323315.2021.1932550
Check for updates

medRxiv
THE PREPRINT SERVER FOR HEALTH SCIENCES
Cold Spring Harbor Laboratory
BMJ
Yale
HOME | ABOUT
Search
Comment on this paper
Primary school staff perspectives of school closures due to COVID-19, experiences of schools reopening and recommendations for the future: a qualitative survey in Wales
Emily Marchant, Charlotte Todd, Michaela James, Tom Crick, Russell Dwyer, Sinead Brophy
doi: https://doi.org/10.1101/2020.11.06.20227108
This article is a preprint and has not been peer-reviewed [what does this mean?]. It reports new medical research that has yet to be evaluated and so should not be used to guide clinical practice.
Abstract
Full Text
Info/History
Metrics
Preview PDF


medRxiv
THE PREPRINT SERVER FOR HEALTH SCIENCES
Cold Spring Harbor Laboratory
BMJ
Yale
HOME | ABOUT |
Search
Comment on this paper
COVID-19 mitigation measures in primary schools and association with infection and school staff wellbeing: an observational survey linked with routine data in Wales, UK
Emily Marchant, Lucy Griffiths, Tom Crick, Richard Fry, Joe Hollinghurst, Michaela James, Laura Cowley, Hoda Abbasizanjani, Fatemeh Torabi, Dan Thompson, Jonathan Kennedy, Ashley Akbari, Michael Gravenor, Ronan A Lyons, Sinead Brophy
doi: https://doi.org/10.1101/2021.08.20.21262349
This article is a preprint and has not been peer-reviewed [what does this mean?]. It reports new medical research that has yet to be evaluated and so should not be used to guide clinical practice.
Abstract
Full Text
Info/History
Metrics
Preview PDF

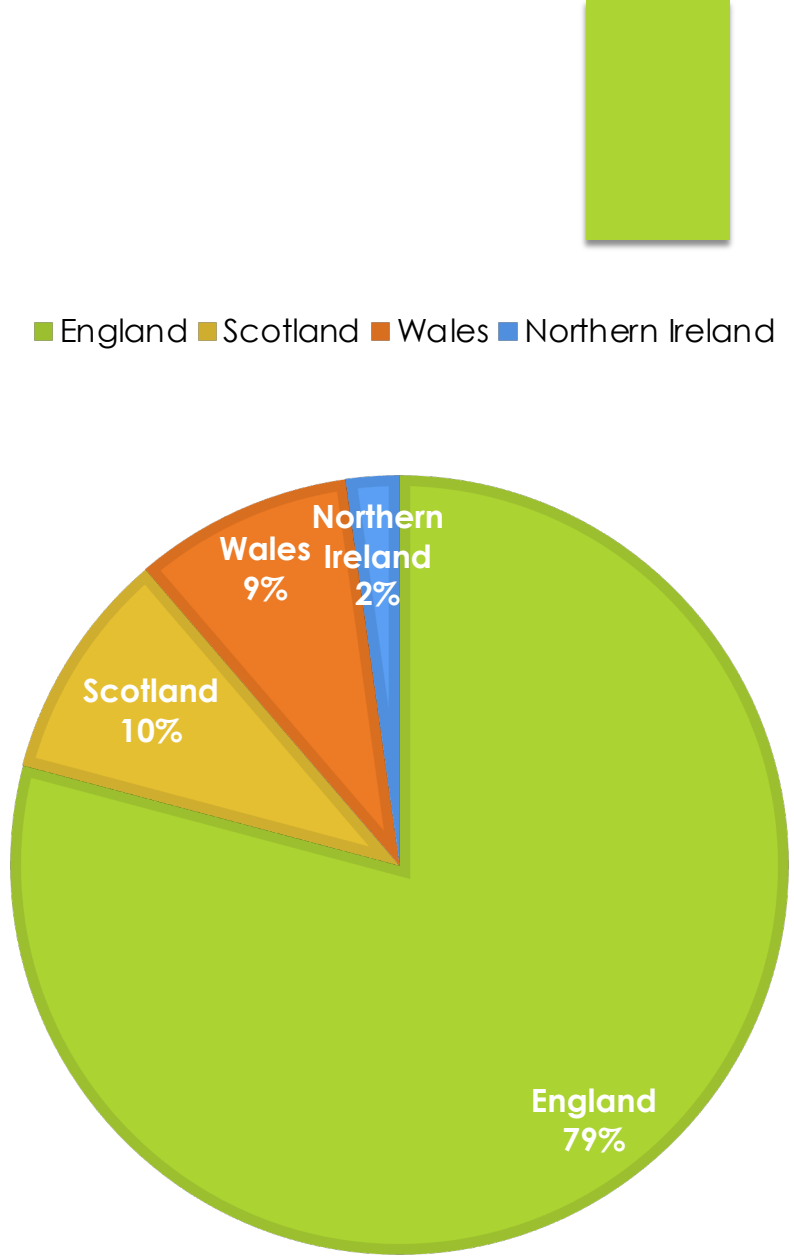
Drawing on data from four major empirical studies over the last 18 months, consulting +7000 UK HE workers



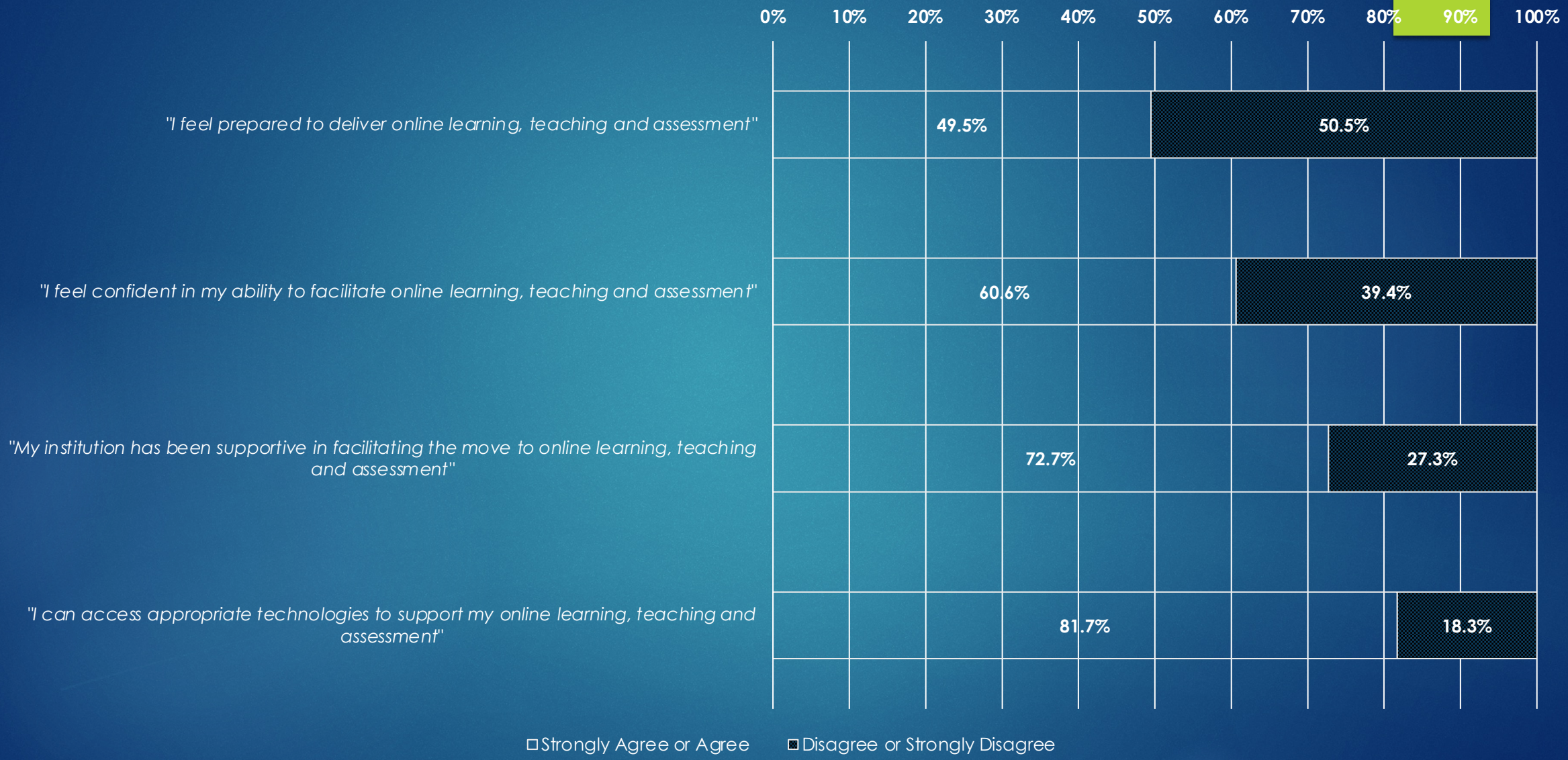
UK HE academic staff: Immediate perspectives on transitioning to remote working

Overview

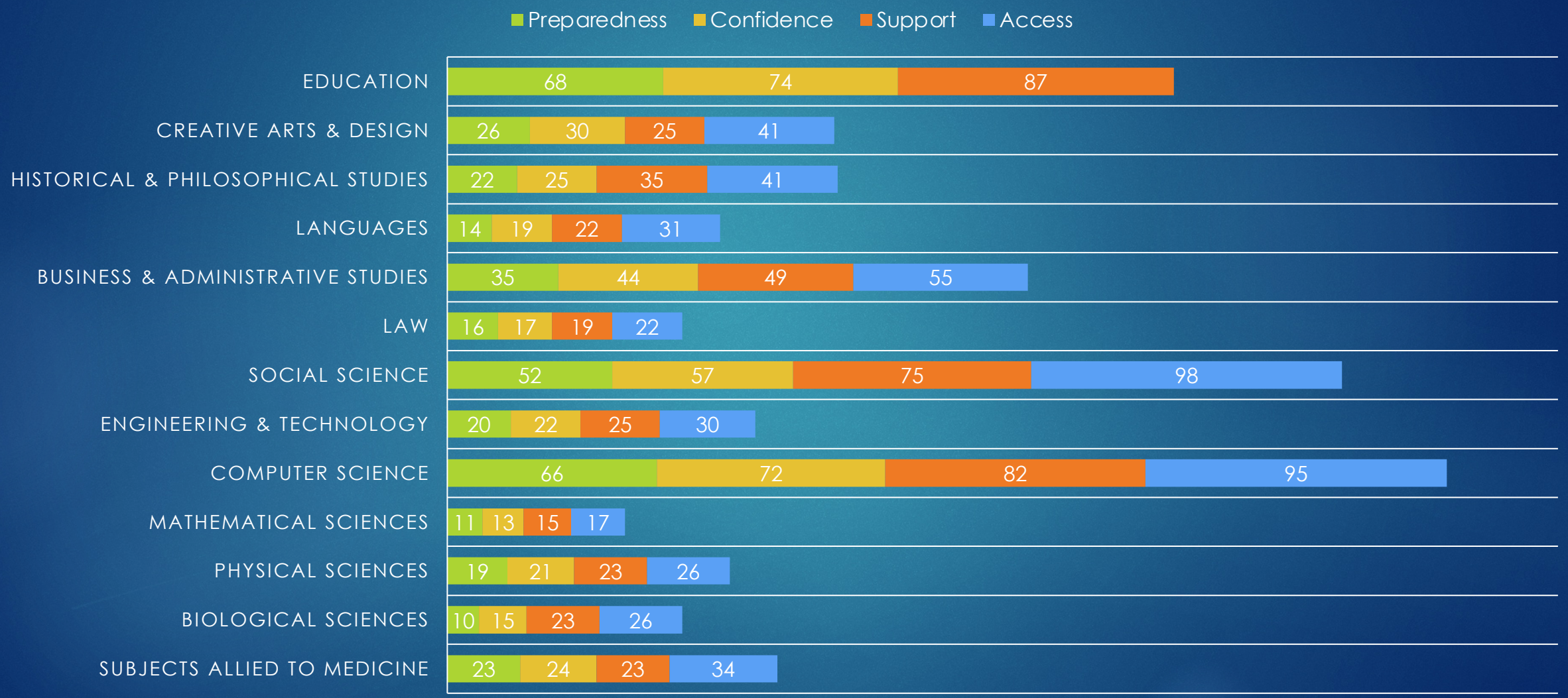
- Online attitudinal survey of educators (worldwide/across sectors), generating almost N=3000 responses
- Distributed through professional networks
- N=1,148 responses academics working in UK universities: England n=907; Wales n=110; Scotland n=104; Northern Ireland N=25
- Respondents representing all disciplinary fields & career hierarchy
- Gender split: 58% female, 39% male, 1% prefer to self-describe, 2% prefer not to say
- Employment status:
  - 79% Full-Time
  - 83% Open-Ended Contracts



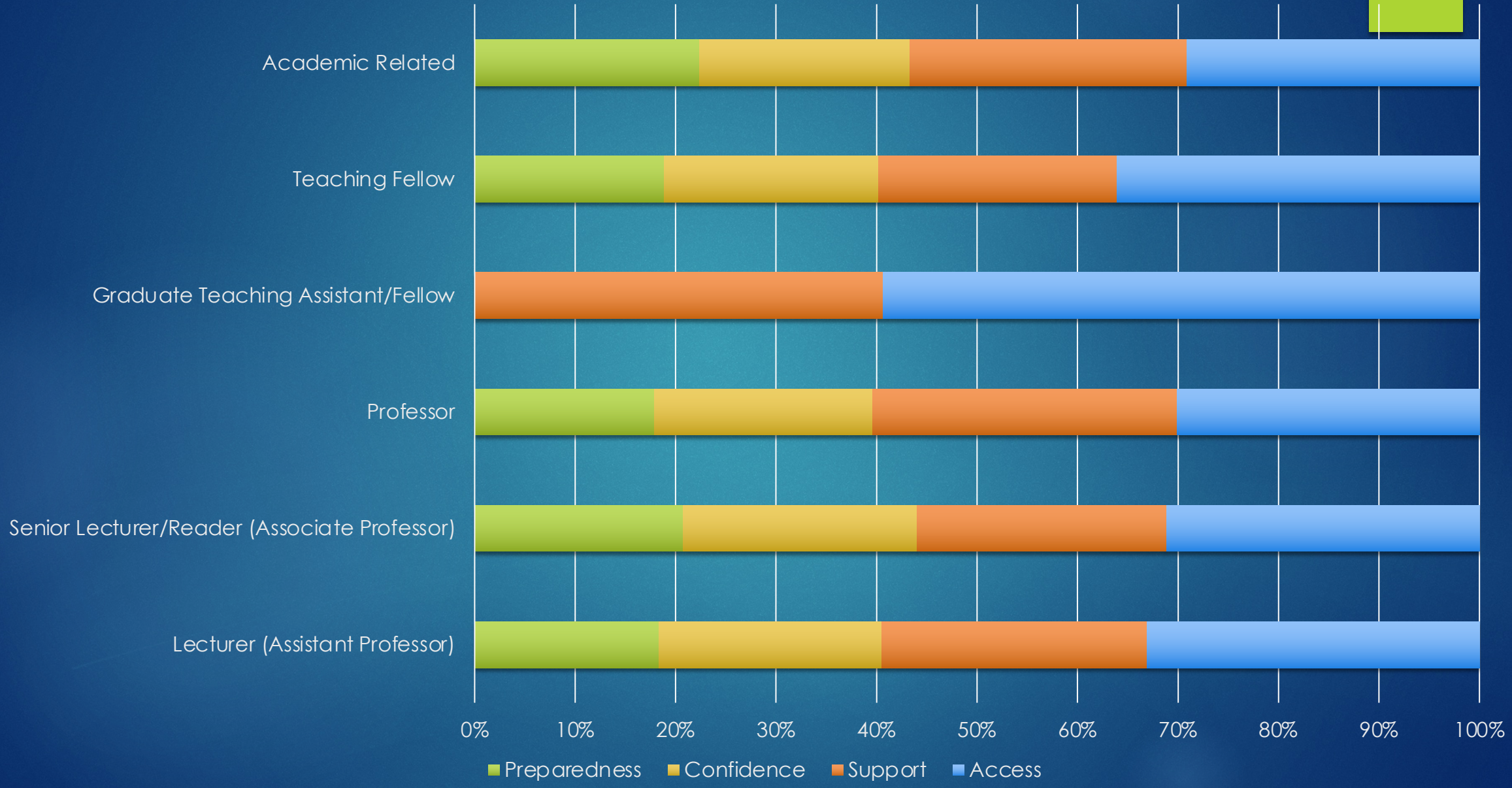
Headline findings



PREPAREDNESS, CONFIDENCE, SUPPORT AND ACCESS BY DISCIPLINE

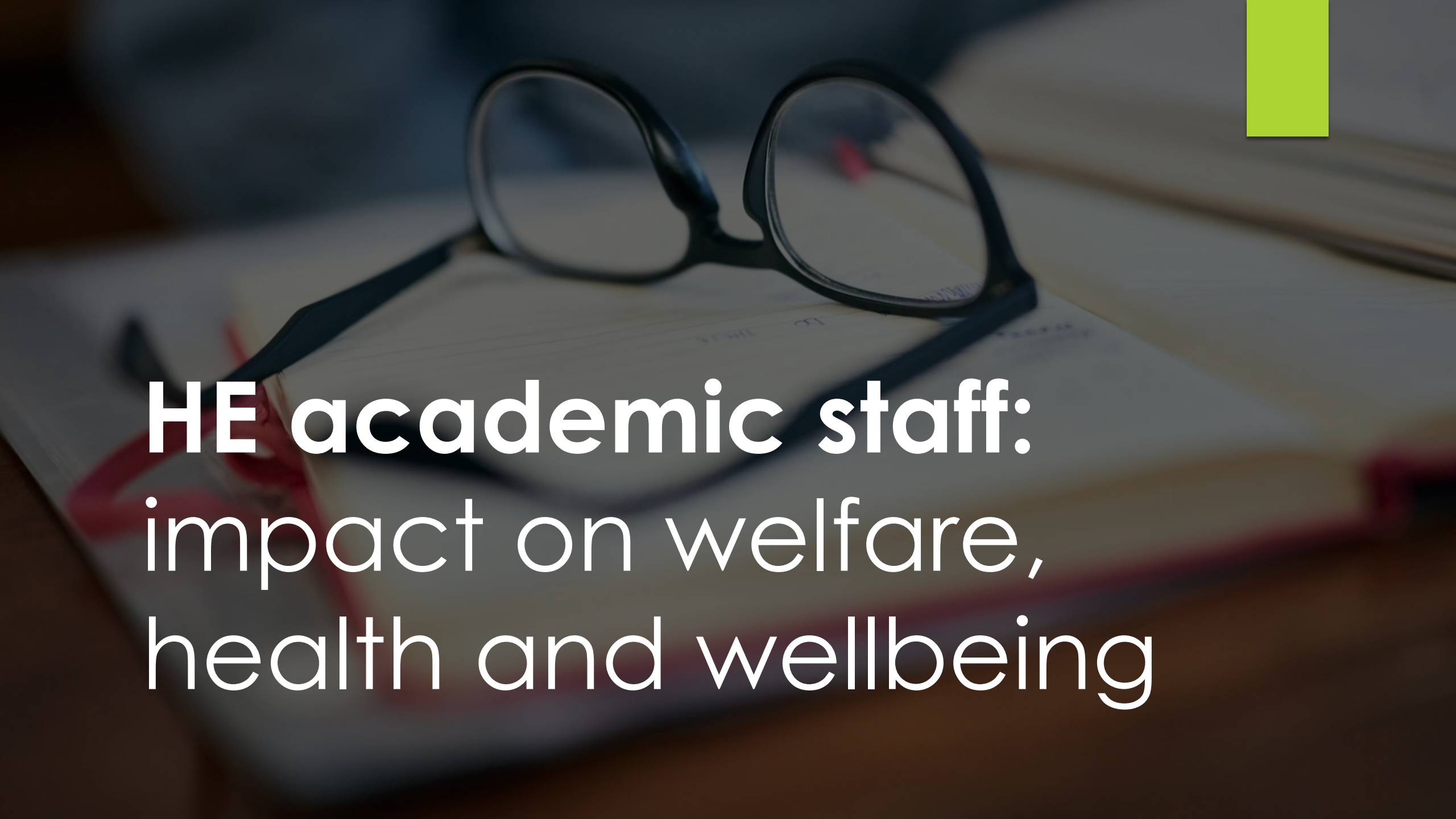


PREPAREDNESS, CONFIDENCE, SUPPORT and ACCESS by POSITION



Key themes (2020)

- Destabilisation of student marketplace in the UK:
  - issues of recruitment and retention; threat from private HE providers and edtech sector;
- Economic impact not only in terms of decreased revenue from tuition fees but other university services and by extension to local economies/national GDP;
- Deprofessionalisation, dumbing-down;
- Precarisation, jobs obsolescence, job cuts;
- Work intensification, gender inequality;
- Cessation of research: impact on academic labour market (e.g. ECRs)
- Limited identification with digital affordances and digital practice.



HE academic staff: impact on welfare, health and wellbeing

"Pandemia" (2021)

Overview

International survey of N=2649 academics; n=1099 UK (65% female; 61% open-ended contracts; 66% from "research intensive" universities

Key Themes

- Crisis-management = creep of undemocratic forms of institutional governance; cost-cutting (disaster management); deprioritisation of research;
- Impaired trust in university leadership;
- Increase in labour casualisation; job insecurity;
- Rise in work exploitation and work-based inequalities;
- "Digital fatigue", availability and student experience.

Headline Statistics

84%: corporate response of universities has contributed to work related stress
85%: suffering from digital fatigue
77%: feeling demotivated
81%: major damage to the job prospects of ECRs
92%: changes to academics' working lives as a consequence of institutional responses to COVID-19 have resulted in long-lasting impacts to health and wellbeing

HE professional service staff:

Work experiences under COVID-19

Sample

Number of completed surveys: N=4801

Gender

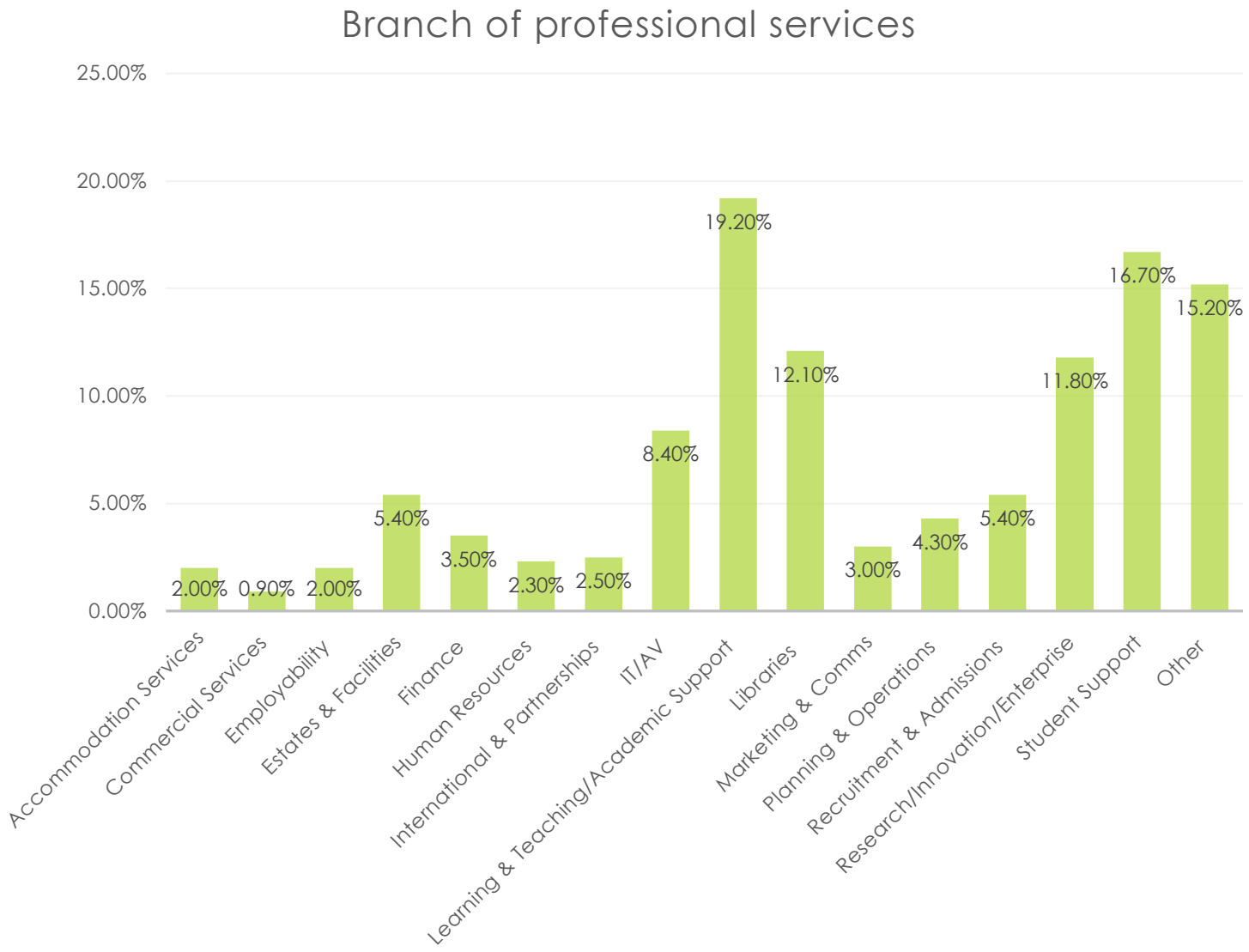
Male	28%
Female	71%
Prefer to self-describe	1%

Employment status

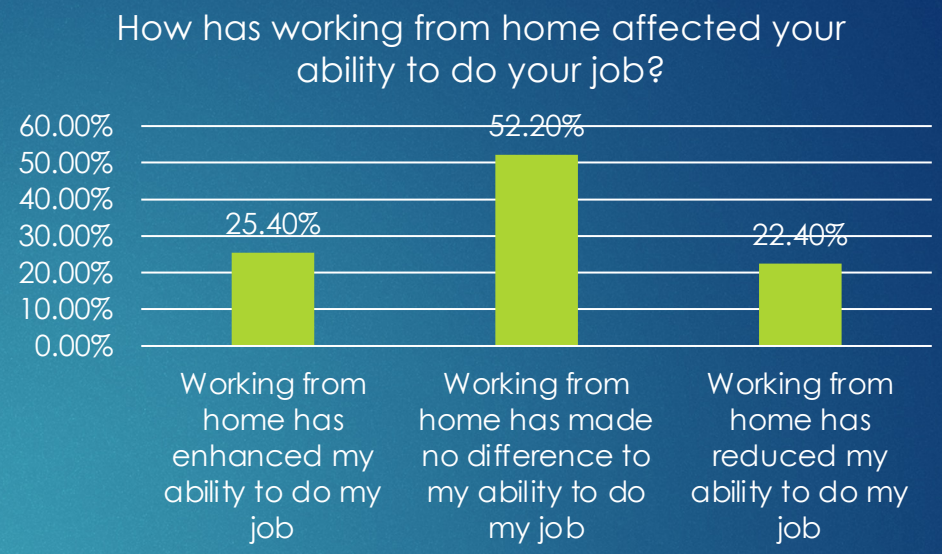
Part-time	22%
Full-time	78%

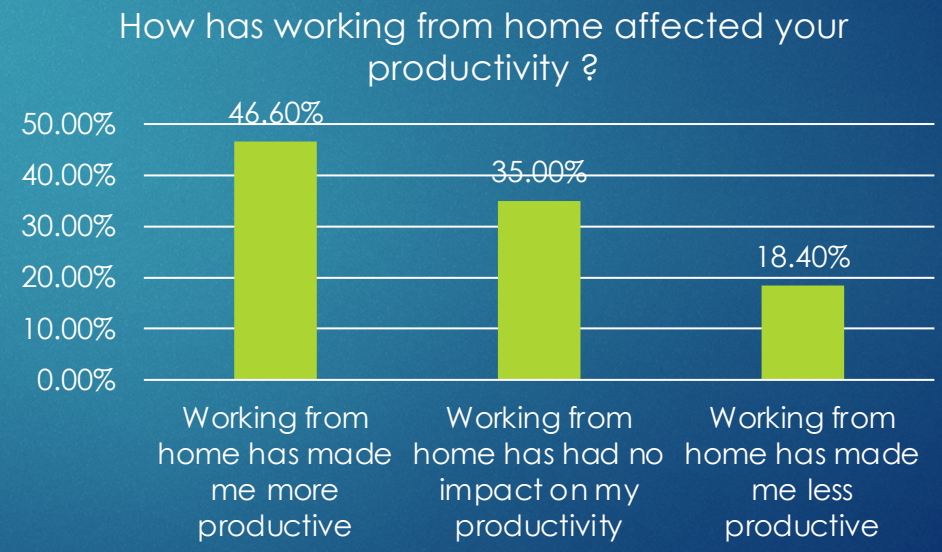
Type of institution

Pre-1992	64%
Post-1992	28%
Not sure	8%

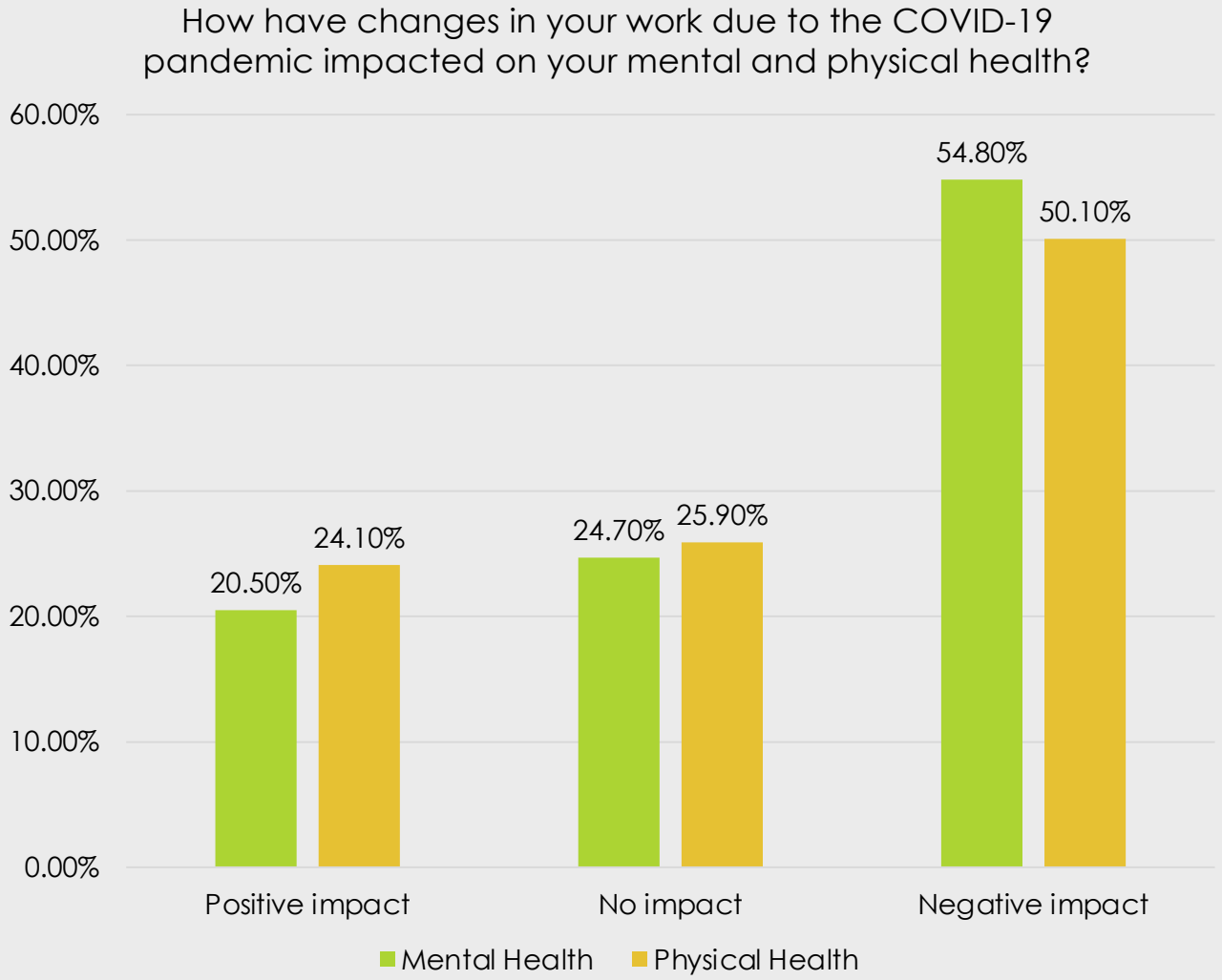


Impact on work ability and work productivity

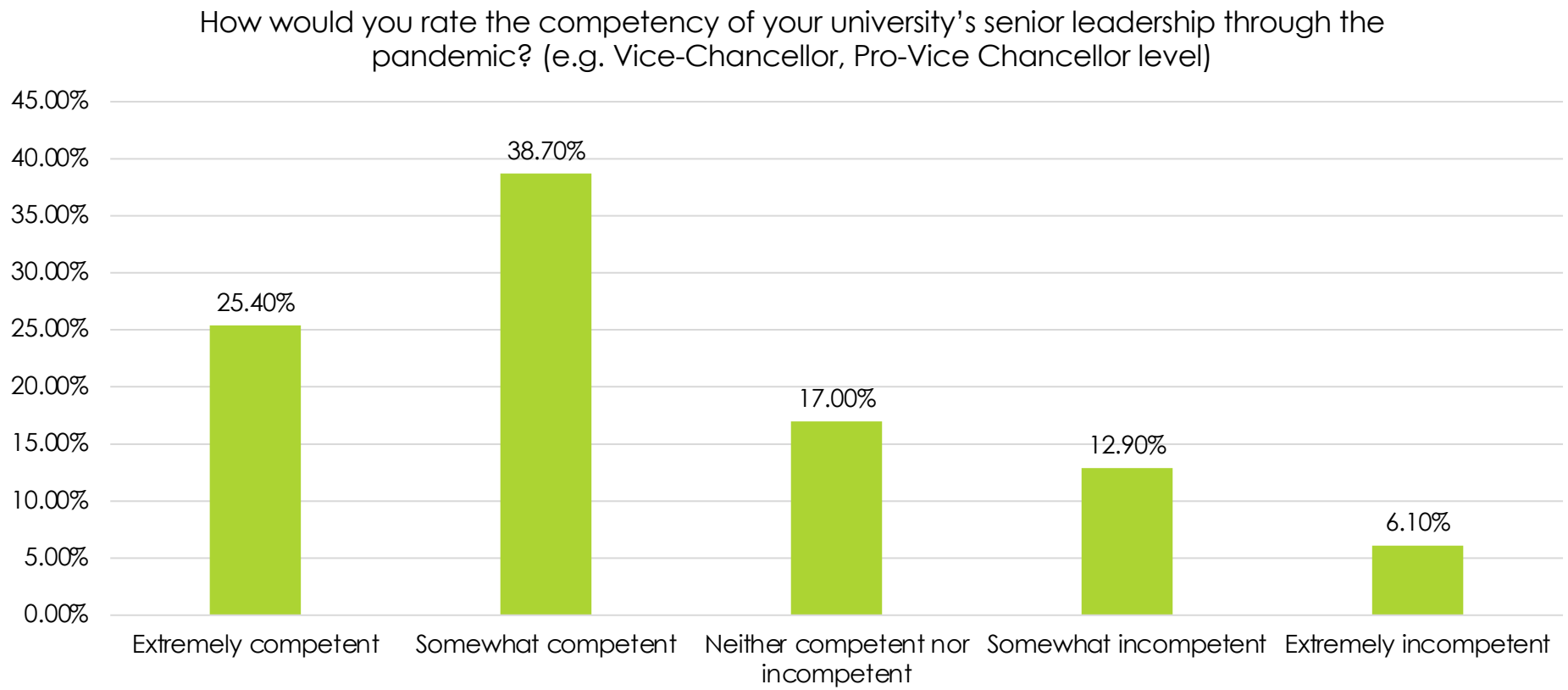




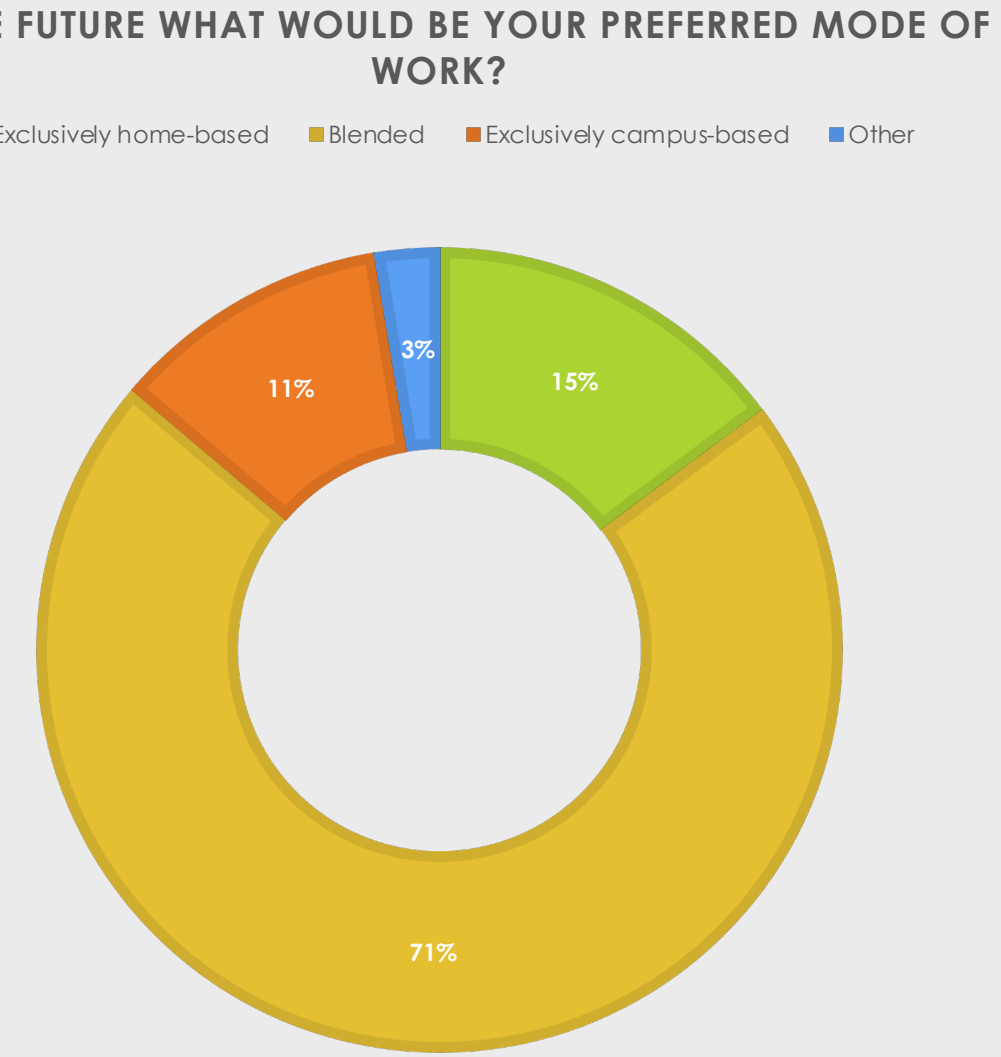
Impact on mental and physical health and wellbeing



64% of respondents rate their university's senior leadership through the pandemic as: COMPETENT



A longer-term shift away from campuses?



THE LANCET
Global Health

CORRESPONDENCE | VOLUME 8, ISSUE 5, E644, MAY 01, 2020

Considering inequalities in the school closure response to COVID-19

Richard Armitage • Laura B Nellums

Open Access • Published: March 26, 2020 • DOI: https://doi.org/10.1016/S2214-109X(20)30116-9

nature medicine

Explore our content ⌄ Journal information ⌄

nature > nature medicine > comment > article

Comment | Published: 27 March 2020

Digital technology and COVID-19

Daniel Shu Wei Ting ✉, Lawrence Carin, Victor Dzau & Tien Y. Wong

Nature Medicine **26**, 459–461(2020) | Cite this article

63k Accesses | **114** Citations | **175** Altmetric | Metrics

The past decade has allowed the development of a multitude of digital tools. Now they can be used to remediate the COVID-19 outbreak.

Springer Link

Viewpoints/ Controversies | Published: 11 June 2020

COVID-19 as a catalyst for educational change

Yong Zhao ✉

PROSPECTS **49**, 29–33(2020) | Cite this article

9540 Accesses | **1** Citations | **249** Altmetric | Metrics

Abstract

The massive damage
wasting a good crisis
rethinking should no
and where of learnin
as they reimagine pc

Covid-19 and Digital Education: a Catalyst For Change? FREE

Tom Crick

ITNOW, Volume 63, Issue 1, Spring 2021, Pages 16–17,
https://doi.org/10.1093/itnow/bwab005
Published: 16 February 2021

PDF Split View Cite Permissions Share ▾

Springer Link

Open Access | Published: 04 June 2020

COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration

Richard Watermeyer ✉, Tom Crick, Cathryn Knight & Janet Goodall

Higher Education (2020) | Cite this article

6175 Accesses | **34** Altmetric | Metrics

The future of learning [in HE]?

- The COVID-19 context has not yet gone away, but has shifted — **a new (ab)normal, innovative ways of working?**
- Rethinking/refreshing/resetting: **what/how/where of learning?**
- Impact across different settings, disciplines and demographics;
- Renewed focus on digital pedagogy and practice (infrastructure, faculty, pro services, students, society?);
- Investment in professional learning/development;
- More criticality needed on widespread application of edtech;
- Emerging policy context: societal impact, post-COVID economic recovery, prominence of "digital", future skills demands.

Further reading

- Watermeyer, R., Crick, T., & Knight, C. (2021). Digital disruption in the time of COVID-19: Learning technologists' accounts of institutional barriers to online learning, teaching and assessment in UK universities. *International Journal for Academic Development*. https://doi.org/10.1080/1360144X.2021.1990064
- McGaughey, F., Watermeyer, R., Shankar, K., Suri, V., Knight, C., Crick, T., Hardman, J., Phelan, D., & Chung, R. (2021). 'This can't be the new norm': academics' perspectives on the COVID-19 crisis for the Australian University Sector. *Higher Education Research & Development.* https://doi.org/10.1080/07294360.2021.1973384
- Watermeyer, R., Shankar, K., Crick, T., Knight, C., McGaughey, F., Hardman, J., Suri, V.R., Chung, R. & Phelan, D. (2021). 'Pandemia': A reckoning of UK universities' corporate response to COVID-19 and its academic fallout. *British Journal of Sociology of Education* https://doi.org/10.1080/01425692.2021.1937058
- Watermeyer, R., Crick, T., & Knight, C.(2021). Life in "pandemia": UK university staff perspectives on work during COVID-19. QAA. Available from: https://www.qaa.ac.uk//en/news-events/blog/life-in-pandemia-uk-university-staff-perspectives-on-work-during-covid-19
- Crick, T. (2021). COVID-19 and Digital Education: A Catalyst for Change?. *ITNOW*, 63(1) https://doi.org/10.1093/itnow/bwab005
- Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2020). COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration. *Higher Education*, 81, 623-641 https://doi.org/10.1007/s10734-020-00561-y
- Wider "COVID-19 and education" work: https://proftomcrick.com/tag/covid-19/

We would like to acknowledge the contribution of our wider team of researchers including:

Professor Richard Watermeyer (University of Bristol, UK); Dr Cathryn Knight and Dr Janet Goodall (Swansea University); Professor Kalpana Shankar (UCD, Ireland); Dr Fiona McGaughey (University of Western Australia); Dr Joanna Hardman (University of Cape Town, SA); Dr Venkata Ratnadeep Suri (Indraprastha Institute of Information Technology, India); Dr Roger Chung (Chinese University of Hong Kong); Dr Dean Phelan (Maynooth University, Ireland) and Margarida Borras Batalla (University of Bristol) in addition to funding provided by the Worldwide Universities Network (WUN)

Diolch yn fawr/thank you!

Professor Tom Crick MBE
thomas.crick@swansea.ac.uk
https://proftomcrick.com
Twitter: @ProfTomCrick

#ICERI2021