

Widening participation in higher education in the Covid-19 age: more urgent but more difficult, 11 March 2021



00:33:34 Simon Marginson: Colleagues my sense is that Peter is going to leave us a good deal of time for the Q&A so please make use of this. Post your questions early

00:34:40 Trif Victorița: How critical are the unresolved questions in response to the crisis?

00:35:40 Denise Hawkes: My understanding is that in Scotland, the focus for WP is more rural and remote rather than inner city, social class and race. Does this effect the transferability of the findings?

00:41:14 Zachery Spire: Professor Scott notes the critical influences of Space, on student learning and how we understand the influence(s) of 'where' teaching/learning/even research is taking place on 'how' students (UG/PGTs/PGRs). A great deal of rhetoric around Covid-19 focuses on displacing students' learning from formal academic environments to what is, for now, informal spaces/third spaces. Any thoughts from your work on if this trend will accelerate? Are halls still key as part of, but no substitute for, the formal university teaching/learning/research environments?

00:42:40 philip altbach: Having said all this—do you expect there will be significant changes in higher education? And SHOULD there be significant changes? As you know, Peter, the generalizations you make are totally consistent with the many observations/studies that have been done in the US.

00:43:35 Monty King: Interesting to see the comment about 'parity experience' - important to note that shouldn't mean everyone has an equally poor experience. I've been struck by the reliance of many universities upon synchronous teaching and learning via Zoom and other conferencing tools. Do you think the use of more asynchronous teaching and learning methods using Virtual Learning Environments might mitigate some of the issues identified (learners in isolated areas, opportunities for part time work) and offer some of the flexibility students are seeking.

00:43:40 Johnny Rich: Are there lessons to learn from the pandemic about how to improve access? For example, might blended learning be more supportive to non-traditional students? Also, the Level 3 grade inflation of 2020 might end up as an accidental expiring in radically contextual admissions?

00:44:52 Hongwei Gu: The closure of schools and colleges meant hundreds of activities across the country were stalled, rearranged or cancelled overnight. What does outreach activities rely on among potential applicants from socially deprived backgrounds?

00:44:57 Johnny Rich: Not “expiring” – experiment.

00:45:05 Nathan Tagg: As mentioned, 2021/22 university entrants will be entering university with minimal exam-based experience and potential gaps in their education. Is there a concern around higher attrition rates particularly within those from more disadvantaged quintiles?

00:46:45 philip altbach: An observation—the staff issue is key in the US also—especially for women faculty!

00:46:46 Juliette Torabian: How has the online teaching and learning had an impact on academic freedom as well as the quality of content? I know many of fellow-academics have not felt the freedom to share personal anecdotes or controversial ideas in their classes as they have been recorded and watched! If university is limited to transfer facts and figures through online classes, then what worth does the university education has?

00:47:17 Bev Dee: Please remember that especially when thinking about working with WP students in schools - it's not just academic staff, but extremely hard working professional university Access and Widening Participation staff who should be recognised for their work across the year (every year) with pupils, schools, parents, external stakeholders, UK government, etc.

00:52:51 Rob Cuthbert: There is rural/coastal disadvantage in England too, but as in Scotland it is outweighed by urban/metropolitan issues/numbers.

01:00:36 mutia Alnimrat: some parents suggest repetition of school year for their children to bridge the gap of the loss of learning because of the closure of schools. DO you think is it a solution .? Mutia Alnimrat- Jordan .

01:06:47 James Callaghan: The pandemic - and closed borders - revealed great potential for enhanced internationalization by leveraging the electronic environment. Georgia College in the US has, for example, developed a "Border-Free Education" initiative that covers six categories of internationalization/participation.

01:06:52 Balasubramanyam Chandramohan: How has academic development been affected by Covid? Did the systems cope with new demands of access? Dr Balasubramanyam Chandramohan, Institute of Commonwealth Studies, School of Advanced Study

01:08:48 CGHE Webinars: Thank you for joining us, a recording of this webinar will be on the CGHE website tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/widening-participation-in-higher-education-in-the-covid-19-age-more-urgent-but-more-difficult/>

01:09:02 Michael Woolf: Apologies I have to zoom off to another zoom but thank you for an excellent presentation

01:09:40 CGHE Webinars: Our next webinar will be on Tuesday: 'Tackling corruption in the university: fraud prevention, market making and the Big Four'. You can register here: <https://www.researchcghe.org/events/cghe-seminar/tackling-corruption-in-the-university-fraud-prevention-market-making-and-the-big-four/>

01:10:48 Hongwei Gu: Thank you Peter for this interesting talk.

01:11:54 Rob Cuthbert: It may be that a longer-term 'experiment' with school/teacher grades instead of final examinations would change preparation for university for the better, if schools and universities could adapt to the changed reality.

<https://srheblog.com/2021/03/09/some-different-lessons-to-learn-from-the-2020-exams-fiasco/>

01:12:19 mutia Alimrat: thank you for this experience

01:12:46 Johnny Rich: Thank you, Peter, Simon and everyone at CGHE. Really interesting.

01:14:09 Cristina Carvalho: Thank you so much professor Peter and Simon for this so relevant topic!

01:14:43 Cajiten D'Silva: Really informative talk

01:15:08 Justin Powell: thanks, peter, for your insights!

01:18:49 Nicolette DeVille: This has just been an excellent exchange of information, research and thought, Thank you so much.

01:19:06 Vesna Holubek: Thanks, great perspectives!

01:19:20 Denise Hawkes: thank you that was great.

01:19:22 Terri Kim: Thank Peter for your excellent insightful seminar talk and the stimulating Q&A session. Thank you Simon and All.

01:19:25 Anne Petherick-Davies: Thank you very much.

01:19:32 Juliette Torabian: Thank you very much Simon and Peter

01:19:32 Linh Nguyen: Thank you all so much.

01:19:34 Rosemary Deem: thanks Peter -really good to hear about Scotland and the wider issues

01:19:36 Katerina Machovcova: Thanks!

01:19:47 Ugo Ejonye: This has been a great session full of useful insights and information. Thanks Peter!