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# Third DMISRS Annual Symposium

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# COVID19 impact on teaching and learning and assessment in HE



# What has COVID-19 enabled?


- Accelerated focus on innovation in teaching, learning and assessment
  - Global and local information sharing and comparison
  - Collaborative practices and support networks
  - A focus on technology, learning platforms and multi-modal forms of teaching and learning engagement
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# What has COVID-19 enabled?

- Greater attention to alternative pedagogies and forms of assessment – especially formative
- Greater (and probably more exacting?) forms of engagement with students in support of their learning
- Greater use of social media and mobile devices for learning
- Expectations of greater student agency and peer group learning



# What has COVID-19 enabled?

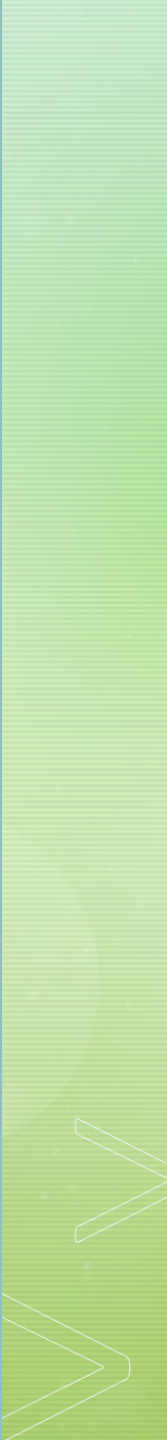
- Greater attention to (online) learning and assessment design
  - Blurring of boundaries between the academic and the social
  - Student and staff resilience in unpredictable conditions
  - Flexibility, responsiveness and adaptability in teaching, learning and assessment design
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# What has COVID-19 exposed?

- Static, replicative or non-responsive teaching, learning and assessment practices
- Economic, social and educational inequalities across the sector have been amplified or widened
- The enormous cognitive, social, emotional and physical impact of uncertainty and tolerance of ambiguity
- Conventional conceptions of space and time in higher education have been challenged

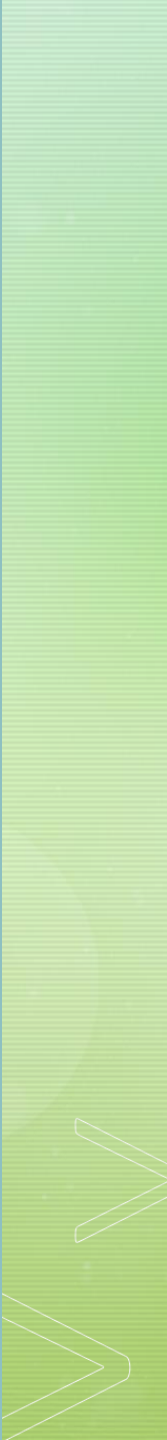


# What has COVID-19 exposed?

- Unscrupulous emerging market players in (online) higher education
  - Deep-seated ideological differences of approach seen through liberal-humanist, structuralist, social realist and decolonialist prisms
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# What is needed now in teaching, learning and assessment?

- Thorough and focused understanding of incoming student cohort
  - Intense focus on learning design
  - Strong emphasis on assessment for learning and clarity on what assessment results tell us about learning and teaching – including diagnostic information
  - Deepened understanding of the contextual meanings of learning, teaching and assessment practices
  - A focus on the languages (disciplinary, pedagogical, discourse) of learning as a vehicle for this learning
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# What is needed now in teaching, learning and assessment?

- Clarity on the affordances and limitations of face-to-face, blended and online forms of teaching, learning and assessment
  - Academic staff development and support
  - Greater and more detailed learning information and feedback to students on the meaning of their assessment results
  - Greater multi-modal teaching and learning and assessment
  - Deeper understanding of systems and individual resilience
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