

Recorded panel discussion *

Yangson Kim

Hello, everyone. Can you hear me well?

Futao Huang

No problem.

Yangson Kim

Thank you. I hope you had a wonderful break for concise minutes. This is the second session for the panel discussion. First of all, I want to introduce myself. My name is Yangson Kim, and I'm a lecturer at RIHE. Today, I'm chairing this session, but basically for time management because we have only 30 minutes. For the panel discussion, we'd better start by sharing the comments from Professor Akiyoshi Yonezawa. He is a professor and vice director of the international strategy office, and especially advisor for the president at Tohoku University. Professor Akiyoshi Yonezawa, as a commentator, please go ahead.

Akiyoshi Yonezawa**

Thank you so much. It is an honor that I can make a comment. I enjoyed all of the presentations. That's really, really comprehensive and also very detailed about the country cases. So, let me start from the questions. Key question raised

* Professor Hans de Wit could not join in the second half of the workshop for unforeseen personal urgency.

** Akiyoshi YONEZAWA is Professor and Vice-Director of International Strategy Office, and a Special Advisor for the President, at Tohoku University. With a background in sociology, he conducts research on comparative higher education policy – especially focusing on world-class universities, internationalization and public-private relationships in higher education. He established his expertise in higher education policy and management through working experience at Nagoya University, OECD, Hiroshima University and the University of Tokyo. He is a board member at Japan Association for Higher Education Research and at Japan Comparative Education Society, and a national delegation of the Group of National Experts on Higher Education for OECD, and also actively contributing international research publication, e.g., as an editorial advisory board member of Higher Education and International Higher Education.

by the organizers. Other is on the problem. And you could see that we already had five countries' cases, especially on the system level. I don't have to repeat all of that, or it is almost beyond my capacity to summarize comprehensively on these matters. But at the same time, maybe we can say that we may face difficulty to understand because this is not only limited to the story of the system level, but sometimes we are talking about individual level or institutional level, or even global level.

That is the difficulty we are facing with. And probably that kind of difficulty is already there even before the pandemic. But under the pandemic, the characteristic of this relationship is now changing. Some of you may know that we have some very interesting discussions about 20 years ago by the Professor Simon Margison and Gary Rhoades from Arizona. They made the discussion that the universities are now acting globally and nationally and locally at the same time. Countries or the nation states, and also the market are collaborating are together with universities. This is a model that was made by those people. And especially Richard James's discussion on the Australian case before the pandemic is exactly this kind of good example.

At the same time, this is our university's strategy these days which is especially on the governance, internal governance and the external governance. What we are thinking about under the pandemic is that we have to change our governance system much more for the change. This means that we cannot make our system top-down, but it's much more agile, which means that the decentralized are very quickly to move the organization.

Traditionally, we had an idea that under the new public management the universities will make a contract with the government and behind the government, we supposed that there are some societies. But now the stakeholders are various. they're not limited to the national level, but also to the international level, also the local level. So that is our new idea of governance. And these tendencies are also accelerated under the COVID-19 pandemic. Maybe you could see that each country has a different context, but they're basically facing this kind of rapid exchange of idea.

And there are different types of context. But at the same time, we can find some common dichotomy, and also the combination of the opposite direction. One is that maybe we can summarize the System level, the Community level and

Individual level. The one is that digitalization versus the real world. Also, another is that we definitely have some kind of social divide. But there is also link with the new idea of inclusion. Thirdly, the skill and knowledge update is becoming a very big challenge for us. At the same time, some kinds of thought are becoming a very hot topic for us.

As most of you may know, this is the very classic triangle that was originally developed by Dr. Burton Clark. At that time, it was academic quality, the nation state, and the market. But now it has become more common that the university is there because of the institutional level and the governance is becoming more important. Also, maybe the national state. We sometimes observe the rise of nationalism. Society is becoming more complicated. And maybe you can see some kind of public is the Commons. It's becoming one of the opposite ideas with the market, and then we are facing with identity crisis that is whether university can be independent or interact with those two in a good balance.

Dr. Roger Goodman's recent work on the family-run university is quite interesting. Maybe we can understand it as a model of the school conglomerate, which means the one family, the cooperation or the group, is operating from the graduate school to the kindergarten. You might be familiar with the Japanese news of the higher education. Now, we are in the middle of the hot news of Nihon University, one of the largest private universities in Japan. This is a very good example of the school conglomerate, although it is not family-run. This is a kind of private side, but also, we can see other types of similarities in the discussion called multiversity. And that again started from Clark's discussion and opened the model of the university company with a company system. But now Cantwell is making new difficult definition on this. The idea is especially for the public state universities now trying to include every function from the graduate school to the very universal stage. This education is a new model. Also, the Kevin kings and other people are now discussing on the corporate education providers that are more related to so-called distance education or online education, including MOOCs. And maybe some of you may probably be familiar with the MOOCs like Coursera, it's like, just like a Tesla. So, this means that they are not always quite making profit, but they're still developing quite rapidly by collecting the share of the investment from the world. So that is the very new model. But under this condition we are now basically going back to the classic model, but also, we are thinking about the new types of the future, the identity of the university of education institutions.

So, I think that it is good to focus more on the future perspective, and also the implication for the respect of each country, especially for Japan. What is the future for us? And what is the implication for each country's higher education institution? What is the implication for the individual learners? What is the implication for the world? Let me just stop here as a commentator. thank you very much.

Yangson Kim

Thank you very much, Professor Yonezawa, for sharing your comments and ideas. I want to invite all speakers, although Hans could not join. So we have four speakers. Shall we start with Professor Richard James? Do you have any comments or responses to Professor Yonezawa's comments or questions?

Richard James

Thank you, Aki. No, I don't really have any comments or questions in regard to Professor Yonezawa's fine presentation, but I would like to make a comment on Professor Kaneko's presentation if I could very briefly. Thank you, Professor Kaneko. I thought that was a fascinating presentation. I believe the biggest pedagogical change in Australia, is not so much to do with the delivery of teaching and learning, but to do with assessment practices, because I think the move to online assessment, forced faculty to think more deeply about how they can assess rigorously online. And I'm hoping that we won't see a significant return to invigilated examinations in large buildings. I do think that online examination is probably the major pedagogical breakthrough that I believe we've had in Australia and caused directly by the pandemic.

Yangson Kim

Professor Kaneko, do you want to reply?

Motohisa Kaneko

Yes. Thank you very much for your question. This is an interesting question that we have not yet tackled systematically. One thing that occurred to me is that in our survey last November, right during the pandemic, we asked teachers how confident they were in evaluating students' performances in the remote environment. I was surprised to find that teachers were rather confident. One reason may be that in the remote environment, they required assignments in every class, and the evaluation based on them may be more reliable than the

one-time examination at the end of semester. But I think the assessment problem issue will be coming up very soon. Thank you very much.

Yangson Kim

Okay. How about Professor Roger Goodman? Do you have any comments or response related?

Roger Goodman

I thought the presentations were absolutely fascinating. On the assessment question, I completely agree with Richard James. I think that is probably the biggest change that we have seen, partly because our forms of assessment were just so old fashioned. What were we doing when we made students go and sit in an examination hall without access to external materials and handwrite exam papers for 3 hours? I'm not quite sure what transferable skills derive from that other than for a hostage situation! What intrigues me is that some of us spent 20 years trying to change that system, and were told it was impossible, but, when the pandemic started, we managed to change it in about 3 or 4 weeks. I am seriously concerned though that some of my colleagues now want to go back to the old system.

There remains a strong streak of conservatism within universities, and I worry that when the pandemic comes to an end many of the positive lessons we have learned will not be kept. I thought Professor Kaneko's survey was fascinating. I love the concept of a 'compact' between students and faculty—'we won't bother you if you don't bother us'—which made everybody very comfortable and allowed professors to concentrate on their research. Although a lot of exciting things have come out of the pandemic, I am not yet convinced that there will be permanent change. Institutions are more conservative than we realise.

Yangson Kim

Thank you. How about Wenqin, Professor Shen?

Shen Wenqin

I want to comment on Aki's remarks. Aki proposed a very useful framework pass to rethink and impact the COVID-19 on education system, especially my thought on COVID-19 on the Chinese education, I think I did not mention the impact on the world of market. You guys need to pay more attention to the world market, how much it also responds to COVID-19 and how they catch up with the

opportunities, offered by COVID-19. For example, last year, it's interesting to know that a lot of companies invest in online market. They thought that is a great opportunity to invest in online learning and a lot of right capital going to the field. But this year, finally, it's not successful because COVID didn't last as long as expected, and also, the instruction is very conservative. We are not ready to change another mode of learning and teaching of thinking because they have a dominant position and they have the power to land degrees. I think that's the final power of the universities. And if they still hold this power and think they still can be conservative, it did not change very quickly to the demands of the market. In China, the problem is that universities did not cater to the demands of the market very quickly. Some university professors already recognized universities left behind in innovation, it's already left behind it, especially compared to industry. Just my thought response to Aki's comment. It is very helpful for us and for me, too.

Yangson Kim

Thank you very much. Professor Yonezawa, do you have any other questions or comments? Otherwise, we'd better open.

Akiyoshi Yonezawa

Sorry, thank you so much. Let me just quickly respond to the comments from Dr. Richard and Dr. Kaneko's proposal on the assessment. One of the other aspects of the assessment issue is how to recognize it, the kind of the learning outcomes is becoming more visible and also more hot issue of the policy, not in Japan so much, but still even in Japan, we have a lot of discussion about how to introduce micro-credentials. That doesn't mean that if we favor the online-based instruction, especially to the adult learners, theoretically, it is really possible to make some fragmentation or the divide of the credit and also the occupation on these micro-credentials towards the traditional, the credit. Thanks so much.

Yangson Kim

So I would like to open to the floor. If you have any questions or comments related to the today's presentation and also...

Motohisa Kaneko

Can I have, I mean, reply to the comments?

Yangson Kim

Sure.

Motohisa Kaneko

That is a big question whether to be optimistic or pessimistic in regard to how these changes brought about through this pandemic will stay in the future. It is a very important for the future of Japanese college education. Now I would like to mention one thing as to what Professor Yonezawa said about the governance of the university. The question is how the resilience of the university in accommodating this crisis came. How did the governance of university affect it. I think in Japanese case for the most part the adaptation did not come from the top of the university. It rather came from a group of more technological-oriented teachers or some centers of the learning technologies. Faced with the emergency, they acted on their own initiatives. And that affected some teachers who are good at adapting technologies, and then it was defused to other teachers. And I think, in general, this raises questions about the governance of university in general. Whether, in general, meaningful changes come from the top, middle or bottom of the hierarchy. The reforms may not be initiated not from the top, but from the bottom of these all. In the latter case, teachers may move more quickly than general thought. That's what I wanted to emphasize. Thank you.

Yangson Kim

Thank you. So, the participants and audiences, if you have any discussion points or you have questions, please feel free to ask. There is one comment from [Participant C]. "It is argued that students and teachers have adopted online teaching and learning. However, as academic support staff working at a teaching and learning center, we observed that many faculty members are still suffering from online teaching and assessment. Would you please explain what institution-wide measures your university has taken will take to catalyze and normalize more substantial technological innovation?"

Richard James

I could make a brief comment, please. Thank you for the question. I think you're absolutely correct that students and staff have to work very, very hard during the pandemic. And it hasn't all been perfect. There have been some negative consequences, as Professor Kaneko pointed out in his presentation. I think the short answer to the question is, we are seeing a bottom up, grassroots set of changes here, which is Professor Kaneko's point. This is not going to be a

top-down institution led reform or innovation. It's very much grassroots, which means that not everyone is going to be transformed, not everyone's teaching is going to be transformed. But overall, I think things will head in positive directions.

Roger Goodman

I can I add to that?

Yangson Kim

please.

Roger Goodman

I totally agree that the technology was ahead of the pedagogy. The people who ran the IT teams were very quick to put in place the technology we needed. The libraries were very quick to put in place the resources that we needed. But there was very little, in my experience, education about how to think differently about teaching. Most of us discovered it for ourselves. From the responses we got from students, we discovered very quickly that one could not lecture for an hour to a large group of students online. They just couldn't concentrate for that long. Instead, one had to split up your classes into smaller break out groups which could work together on problems and then report back to the whole class.

Mostly it was teachers teaching each other online skills that they had learnt and then sharing that information. It was definitely bottom up, not top down. I still don't think we've captured some of the most exciting teaching innovations, because people are still doing them individually rather than sharing them collectively. We are one of the few professions where you do not need a qualification to actually teach. Most of us are still teaching the way that we were taught at university. And although there are teaching courses that you can take, they are not in the UK compulsory and you are allowed to teach in UK universities without actually having taken a formal qualification in teaching.

Yangson Kim

Professor Kaneko, do you want to share your opinion?

Motohisa Kaneko

I think interesting thing is that, first of all, it is stupid as I repeat that the student the teachers learn something from this dynamic. And if they just keep it more

long-lasting change, it's not necessarily clear. And that is one of the problems that I recognize is that the society in general, does not understand that there are significant changes in universities, both technological and pedagogical. As a result, many newspapers, for example, reported a number of proposals of the classes conveyed by a remote technology as a kind of negative program. In fact, last year in the initial stage of pandemic, the minister of education proposed to make an incentive to increase the traditional face-to-face classes rather than innovate remote classes. That really reflects the general concepts of the new type of classes. This does not really create an environment for the university of the faculty members to maintain what they learned and developed their experiences for the future. And this is a real problem for the university to just identify useful facts against the general concept of the university.

Yangson Kim

Wenqin, do you have any comments? We have another question. "Is it possible that online education will become a way to reduce education cost in terms of university governance, regardless of teacher overwork actually?"

Richard James

In fact, as far as I'm aware, there's very little evidence that online education reduces educational costs. The studies that I've seen suggest that they are roughly comparable.

Roger Goodman

Our evidence is that there's no reduction in cost. It's expensive to do online education.

Motohisa Kaneko

In general, I agree. The current success of remote classes was brought about by the efforts of teachers. Teachers are working extra hours, at first, and adopting the technology. And then because of the technology that I was talking about, which requires a lot more time than just simply giving lectures. And this cost is hidden. If you just calculate these efforts, time spent by teachers, the cost of current practice can be very enormous. If the teachers accept this practice on their own, it will be okay. But I am sure that there are some repercussions about this. Thank you.

Roger Goodman

There's a very interesting debate in the UK at the minute about who has the intellectual property over online classes. We are having a strike by professors at many universities at the minute. Most of those professors recorded their lectures last year because of online education. So, some universities are saying we will just use those recorded lectures for teaching if those professors are going on strike. But the professors are arguing that it is their intellectual property. This opens a whole new area about online education that we never really thought about before.

Yangson Kim

We have one more question, do you think it is okay? Because our session is only for 30 minutes. Since we have one more question, we would better discuss one more question together and then wrap up this session, if everyone is okay with the time. The question is from Lilan Chen. Could you read it on the chat box or do I read it? "With the development of internationalization, more students from middle- and lower-class families are planning to go study abroad. However, now with the situation of COVID-19, much more additional money needs to be spent on flight, hotel and things like that, which I suppose hinder a big number of students' motivation of studying abroad especially relatively poor students. So somehow, I think COVID-19 has widened educational inequality. I wonder how do you think of this issue?"

Akiyoshi Yonezawa

Thank you. Maybe Wenqin may have a different view on where to go, but professor of Hitotsubashi University, we are now discussing some interviews, said that we might have more inclusive approach to internationalization. And that could also be equated with what Professor Hans mentioned, which is the online-based international experience can be accessed by everybody. If you are able to access online, this is a very big revolution. From that point, we can provide much more inclusive international experiences. And if we can combine them there, to be the system, I have to admit that it will be real to the students' mobility. That is the one perspective we are facing with. And also, one more thing is that under this condition, what is the meaning of the international experience? So, we can connect with each other like today beyond the distance. But what is the difference between these experiences? And what is the difference between whose number? If you're in Hiroshima, you will have the local community. There are many different types of international people. And what

does it mean? That kind of the revolutionary perspective chance is not ongoing for intercultural understanding. Thank you so much.

Shen Wenqin

I have some responses to Lilan's question. In China, during the COVID-19 and this impact, the influence of the social background becomes bigger. That's true. Because during COVID-19, students have to make a decision about whether to go abroad if they go abroad. Because last year even if they got an offer, they couldn't go abroad. They had to stay in China for 2-6 months or another 1 year. In that case, if they are from poor families, it is very difficult for them to make this decision, because they will face very risky future. But if they come from wealthy families, they can say "yes, I can stay in China for another 6 months or 1 year. I don't need to go for a job, try to stay at home." But if they come from poor families, this is impossible. It's imaginable. So, I think that is yes. It should be paid more attention to this issue.

Roger Goodman

We did a survey about 6 months ago of international students applying to Oxford to find out if they would come if this year was taught online. I think about 70% said they would not want to register, but about 30% said they would want to do a degree even if it was online. We do not have the data by socioeconomic background, but it is interesting to hypothesize that there would be a connection and the 30% who said they would do it online might come from families of lower socioeconomic background for whom an Oxford degree would be very nice to have even if it had to be done online.

Shen Wenqin

That's possible.

Yangson Kim

Is there anybody who has additional comments on this question? If not, we'd better wrap up this second session for the panel discussion because of the time limitation. I appreciate all five speakers and the commentator, Professor Yonezawa, for the very insightful and informative discussion. And I want to invite Professor Huang for the concluding remark of the international workshop today.

Futao Huang

Thank you very much. I don't have much to say since time is running out and we are approaching the end of the workshop. As a coordinator and the team leader of the organizer, I want to express our sincere thanks to the five speakers for their insightful and inspiring presentations and to all the participants, as well as to the interpreters, who have made this workshop possible. I hope that we may meet again. We shall publish all the presentations and discussions by transcribing all the recorded presentations, questions, comments and answers in *RIHE International Seminar Report* that was first published in 1980. And the latest issue of this report was published in 2016. We'd like to include all your pretensions and discussions, and we shall contact you again. Thank you very much for your contribution. And thank you all for your participation so much for our international workshop. Thank you and enjoy your weekend, I hope to see you again.

Shen Wenqin

Thank you very much. Thank you.

Yangson Kim

Good. Thank you so much.

Futao Huang

Goodbye.