

# Hiroshima Online International Workshop

## COVID-19 and Higher Education

新型コロナウイルス感染症と高等教育

19:00~21:30 Saturday, 11 Dec. 2021 (Japan time)



Research Institute for Higher Education



HIROSHIMA UNIVERSITY

## COVID-19 and Higher Education 新型コロナウイルス感染症と高等教育

### Date and time

19:00-21:30 Saturday, 11 Dec. 2021 (Japan time: JST/GMT+9)

### Languages

English and Japanese with simultaneous interpretation

### Free registration

<https://rihe.hiroshima-u.ac.jp/2021/11/12-11-ws/>

Although it is extremely difficult to predict precisely what changes would occur in higher education in the post-pandemic time, doubtlessly, the impacts of COVID-19 on higher education (HE) worldwide are evident and significant. According to the QS report (2020), these impacts would range from teaching, research, learning activities and methods of instruction to the cross-border movement of students, academics and researchers, various forms of international collaborative activities, and so forth. Recently, some researchers of higher education emphasize that, due to the global outbreak of the pandemic, its impacts on HE are stronger and enduring longer than expected and the pandemic of 2020 and the beyond would affect some countries and systems more radically than others (Altbach and de Wit, 2020; Martel, 2020; Morris et al., 2020). As for the responses that will make HE become more responsive and relevant in the post-pandemic world, many strategies and suggestions have been put forward. Some argued that international educators must plan and work now toward new realities in the interest of local and global common goods (Marginson, 2020). However, others argued that it is getting harder to predict the future of HE and that more thorough research is needed (de Wit, 2021).

This online international workshop is to explore what general and specific challenges HE in case countries and systems have faced and will face, and what strategies they have developed and will develop to deal with these challenges in a post-pandemic world in a global and international perspective. The workshop is primarily concerned with the following broad research questions:

1. What challenges have case countries and systems faced and would face because of the pandemic of 2020 and beyond?
2. What general and specific challenges can be identified based on the comparative research into typical case countries?
3. How have case countries and systems dealt and would deal with this challenge to shape a new normal?
4. What will be the implications derived from this global and comparative study for the future of HE?

In order to respond to the questions, typical case countries and systems from all regions and continents are selected. They include China, Japan, the UK, the Netherlands, and the USA.

## PROGRAM

- 18:30- Online registration  
 MC: Futao Huang, Professor, RIHE, Hiroshima University
- 19:00-19:10 Opening Remarks  
 Shinichi Kobayashi, Vice President of Hiroshima University, Director & Professor of RIHE, Hiroshima University
- Each speaker talks for about 15 minutes, followed by 5-minute Q & A*
- 19:10-19:30 **Presentation 1**  
**The dramatic effects on Australian higher education of the pandemic and the uncertainty about future directions**  
 新型コロナウイルス感染症と将来の不確実性によるオーストラリアの高等教育への劇的影響  
 Richard James, Professor of Higher Education at the University of Melbourn, Australia
- 19:30-19:50 **Presentation 2**  
**COVID-19 and European Higher Education: short term opportunities, long term uncertainties**  
 新型コロナウイルス感染症と欧州の高等教育-短期的チャンスと長期的不確実性  
 Hans de Wit, Professor Emeritus at Boston College and Distinguished Fellow and former director of its Center for International Higher Education, the Netherlands
- 19:50-20:10 **Presentation 3**  
**The Post-Pandemic University in Japan and the UK: A Project Proposal**  
 ポストコロナ時代における日本と英国の大学  
 Roger Goodman, Nissan Professor of Modern Japanese Studies and Warden of St Antony's College at the University of Oxford, the UK
- 20:10-20:30 **Presentation 4**  
**Covid-19 and Higher education in China-impacts and responses**  
 中国における新型コロナウイルス感染症と高等教育-影響と対応-  
 Shen Wenqin, Associate Professor of Higher Education at Peking University, China
- 20:30-20:50 **Presentation 5**  
**Transformation of Japanese academics through COVID-19**  
 新型コロナウイルス感染症による日本の大学教員の変化  
 Motohisa Kaneko, Distinguished Service Professor, the University of Tsukuba; and Professor Emeritus, the University of Tokyo, Japan
- 20:50-21:00 \*\*\* Break \*\*\*  
 MC: Yangson Kim, Lecturer, RIHE, Hiroshima University
- 21:00-21:30 **Panel Discussion**  
 Presenters: Richard James  
 Hans de Wit  
 Roger Goodman  
 Shen Wenqin  
 Motohisa Kaneko  
 Commentator: Akiyoshi Yonezawa, Professor and Vice-Director, International Strategy Office, Tohoku University

## PRESENTATION DETAILS

### **Presentation 1: The dramatic effects on Australian higher education of the pandemic and the uncertainty about future directions**

*Richard James*

Prior to the pandemic Australian higher education was believed to thriving, at least on the basis of common measures of effectiveness. With an extensive international presence in Asia and high institutional rankings in the international rankings schema, Australian higher education was enjoying its moment in the sun. The pandemic's most obvious and unsurprising impact has been to trigger new debate on the reliance of the Australian higher education industry on international student revenue and the lack of diversity in Australian's international student markets. But the pandemic has had other deep effects, including an acceleration of online learning, renewed thinking about curriculum relevance, the impact of university research, and, in the turn, the character of the academic workforce. It remains too soon to predict the future shape and character of Australian higher education, but it's evident that a new search for meaning and relevance is underway in Australian universities.

### **Presentation 2: COVID-19 and European Higher Education: short term opportunities, long term uncertainties**

*Hans de Wit*

European Higher Education encountered similar challenges as elsewhere during the Covid-19 pandemic: closure of its campuses, move to online teaching and research, and lack of mobility across borders, including its flagship program ERASMUS+. Thanks to its good internet facilities, in general that transition was successful, but like elsewhere students are facing serious challenges with wellbeing and depression and faculty and administrators struggle with working from home. HE is opening up again and even international students are returning to the campuses. Research becomes more appreciated. The recovery funds from the European Commission provide opportunities for education and research in the short term. Another asset is that HE is predominantly public, which reduces risks. More uncertainty is the long term, as predictions of economic developments are uncertain. What are the short term and long term implications for European HE? And are they different by country? These questions will be addressed.

### **Presentation 3: The Post-Pandemic University in Japan and the UK: A Project Proposal**

*Roger Goodman*

The global pandemic has demonstrated how quickly universities across the world can pivot their modes of operation. But while these changes were forced upon institutions, are they actually only speeding up processes of change which were already in train? This talk outlines a recently-submitted project proposal to estimate the extent to which the pandemic is likely to be changing the practice - and the extent to which they will return to the status quo ante – of Japanese and UK universities. The project will seek to explore the following questions: What are the positive changes which Universities themselves, students, employers, governments and funders feel they have made to their practices as a result of the measures that they were forced to take during the pandemic, giving significant attention to (1) learning, teaching, student life, (2) research, (3) administration, organisation and services, and (4) internationalisation? What are the issues for the universities themselves in making those changes permanent? What are universities' expectations of how the pandemic will have influenced the way that they operate in 5-10 years? The purpose of the talk is to explore how such a project might be carried out - and seek advice and support from those in the audience.



Research Institute for Higher Education,  
Hiroshima University

#### **Presentation 4: Covid 19 and Higher education in China-impacts and responses**

*Shen Wenqin (沈文欽)*

China is the first country to have a large-scale outbreak of covid-19. In the past two years, COVID-19 has had a huge impact on Chinese society, and the higher education system is no exception. This speech will outline the impact of COVID-19 on the teaching, fiscal revenue and student mobility of Chinese universities, and analyze how Chinese universities respond to these challenges. At the same time, the speech will specifically analyze the role of the government in this process. In the past year, the speaker and his research team interviewed nearly a hundred graduates of elite universities to analyze the impact of covid-19 on their intentions and actions of studying abroad. This speech will also share the preliminary findings of this project.

#### **Presentation 5: Transformation of Japanese academics through COVID-19**

*Motohisa Kaneko (金子元久)*

As elsewhere in the world Japanese universities went through the COVID-19 crisis through employing distance education instruments. Through the process Japanese academics were not only required for learning technical skills but also forced to reexamine the ways in which they organize and deliver class-room teaching. It was indeed a significant experience for the Japanese academic as a whole, which may bring about transformation of the culture of class-room teaching. Based on a survey on faculty members at the end of this year 2020, this presentation describes the range and magnitude of the impact caused by the crisis, and analyzes its implication for Japanese college education in future.

### **SPEAKER DETAILS**

**Richard James** is a Professor of Higher Education at the University of Melbourne, where he was Deputy Vice-Chancellor Academic until the end of 2020. Richard was Director of the Melbourne Centre for the Study of Higher Education for over a decade. His research interests are in the quality of the student experience, access and equity. He was member of the inaugural Higher Education Standards Panel that developed the present standards framework for higher education providers.

**Hans de Wit** is Professor Emeritus at Boston College and Distinguished Fellow and former director of its Center for International Higher Education. He is a Senior Fellow of the International Association of Universities (IAU) and consulting editor of Policy Reviews in Higher Education. He is a leading expert on the internationalisation of higher education and has published widely on this topic and advises (inter)national entities and institutions of higher education. He is currently based in his home country, the Netherlands.

**Roger Goodman** is Nissan Professor of Modern Japanese Studies and Warden of St Antony's College at the University of Oxford. He was previously Dean of Social Sciences at Oxford (2008-17) and Chair and President of the UK Academy of Social Sciences (2015-21). In 2020-21, he was the co-chair of the University of Oxford committee charged with co-ordinating the university's response to the Coronavirus pandemic. His most recent book is: (with Jeremy Breden), *Family-run universities in Japan*, Oxford University Press, 2020 (Japanese translation: *日本の私立大学はなぜ生き残るのか*, 中央公論, 2021).

**Shen Wenqin** is Associate Professor of Higher Education at Peking University. He mainly study the higher education system from the perspectives of history and science studies (Sociology of Science, philosophy of science, etc). He authored and co-authored publications focused on transnational history of idea and practice

of liberal education (China, UK and US), international academic mobility (especially the mobility of doctoral students and postdocs) and doctoral career trajectories.

**Motohisa KANEKO** is Distinguished Service Professor, The University of Tsukuba; and Professor Emeritus, the University of Tokyo. Professor Kaneko graduated from the University of Tokyo and received a Ph.D. from the University of Chicago. He taught at State University of New York at Albany, before joining the Research Institute for Higher Education at Hiroshima University. He moved then to the University of Tokyo as Professor of Higher Education, and served as Dean of The Graduate School of Education. Since 2012, he is Professor at Tsukuba University. He served various public committees and councils, including the Central Education Council and the Science Council of Japan. Until 2015, he served as President of the Japan Society for Higher Education Studies.

**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.

## REFERENCES

- Altbach, P. G. and de Wit, H. (2020). “COVID-19: The internationalisation revolution that isn’t”. *University World News* March 14, 2020.
- de Wit, H. (2021). “It’s getting harder to predict the future of HE.” *University World News*. January 16, 2021.
- Marginson, S. (2020). “Pandemic Shows Need for HE for the Global Common Good.” *University World News*. July 25, 2020.
- Martel, M. (2020). *COVID-19 Effects on U.S. Higher Education Campuses: From Emergency Response to Planning for Future Student Mobility*. Retrieved from [COVID-19 Survey 2 Report WEBSITE.pdf](#)
- Morris, A., Hastings, C., Wilson, S., Mitchell, E., Ramia, G. and Overgaard, C. (2020). *The experience of international students before and during COVID-19: Housing, work, study and wellbeing*. Sydney: University of Technology Sydney.
- QS (2020). *The Coronavirus Crisis and the Future of Higher Education*. [The Coronavirus Crisis and the Future of Higher Education \(qs.com\)](#) (18 08 2020)