

## Overview of the sessions of EAN 2020

### Workshop 1 - 20<sup>th</sup> October 2020

“Situation of students in the COVID-19 pandemic time” - chair prof. **Armen Edigarian**  
(Jagiellonian University in Cracow, Poland)

#### Suggested problems for the discussion:

1. Students' living conditions – based on social distancing, support in tuition fee's, different kind of financial supports (either in a university level or government level), very important is mental health of a community (in particular, students).
2. Teaching and learning – Universities shows flexibility in Curricula, schedules and organization. Teaching mainly remotely or blended system (hybrid).
3. Student mobility – changes done by the European Commission and National Agencies (in particular, to avoid scenarios whereby funds remain unused). Virtual Exchanges and University Alliances (for example UNA Europe, Coimbra Group, etc).
4. Student's life and extracurricular activities – online organization of some events.
5. Involvement of students representative in the creation of solutions regarding the pandemic situation.

### Workshop 2 - 20<sup>th</sup> October 2020

“How the equity problems in HEI can be solved at international, national and institutional levels?” - chair Mr. **Rod Brazier** (St Patrick's College, UK)

#### Suggested problems for the discussion:

1. Students from a 'widening participation' background are far more likely to face real-world problems that affect their studies than traditional students - such as the need to care for families, to attend jobs and other commitments. How do institutions make dispensation for such a necessity?
2. Engagement is key to student success. How can HEI's provide a 'wow' factor for access students, particularly during covid times?
3. What specific measures can HEI's implement to ensure access students feel mentored and supported during their studies?
4. How have HEI's successfully adopted virtual, online platforms which meet the needs of 'widening participation' students?
5. Many employers state that graduates do not possess the necessary skills required within the workforce, whilst HEI's have faced increased pressures from marketisation. Furthermore, students expect tangible benefits and a return on their investment. Who owns the intersection between HEI's, employers and students with regards to soft skill development?

### **Workshop 3 - 21<sup>st</sup> October 2020**

“Economic aspects of pandemic for the HEI” - chair prof. **Iris Lorscheid** (University of Applied Sciences Europe, Germany)

#### **Suggested problems for the discussion:**

- Risks and uncertainties for higher education institutes through the pandemic:
  - The pandemic has big effects on the international student mobility and expected student numbers.
  - HEI expect more negative income developments, such as through conferences, research contracts, fees, and funding.
  - Universities potentially stop investments in physical infrastructure.
  - The job market development has an effect on the student income, which limits their student fee payment and access to HEI.
  - Digital divide limits access to higher education.
- Opportunities for higher education institutes through the pandemic:
  - Shaping the post-pandemic economy through new investments, new efficiencies, new markets
  - New delivery models for the future in combinations of on-Campus and digital formats
  - New qualification offers (institutional agility) for new markets (lifelong learning)
  - Internal restructuring processes, external repositioning, merger or acquisitions

### **Workshop 4 - 21<sup>st</sup> October 2020**

“Distant teaching and learning – from elementary school through HEI to retirement” - Chair prof. **Wojciech Cellary** (Poznań University of Economics and Business, Poland)

#### **Panel**

1. Prof. Wojciech Cellary, Poznań University of Economics and Business, Poland  
Introduction and presentation of panelists
2. Kaat Delrue, Head of Department Education Policy AT Arteveldehogeschool, Belgium  
Blended learning principles: (1) The principle of the targeted curriculum; (2) The principle of the target groups; (3) The principle of Blended Learning Plus.
3. Prof. Debra Satterfield, California State University Long Beach, USA  
University 2.0 – a view from USA
4. Dr. Istvan Tarrósy, University of Pécs, Hungary  
European Digital UniverCity – a view from European Union

5. Prof. Elsa Estevez, National University of the South, Argentina  
Lesson learnt from COVID; opportunities for HEI, threats to societies – a view from Latin America
6. Prof. Jan Madey, University of Warsaw, Poland  
Psychology of e-learning
7. Prof. Maurits Van Rooijen, Global University Systems, UK  
Simulations and gaming