One Health Knowledge Café

- A collaborative effort of more than 11 individuals representing CIH partners and alumni

- Represents Asia, Africa, Europe, South America and North America

- Brings together the expertise and network of researchers and professionals from various disciplines, countries and expertise to enable cross learning, sharing and network building

- Monthly talks, webinars, online courses, discussions

- Supported by LMU[CIH] through DAAD/Exceed Program, funded by BMZ
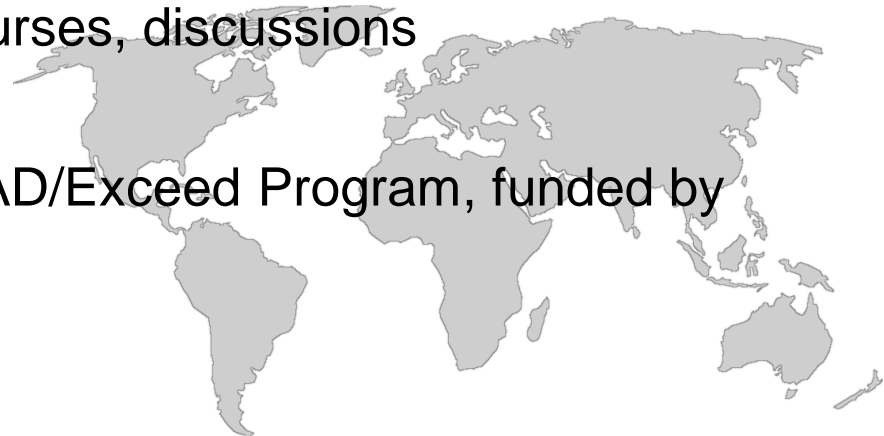
Educational Approaches in context of COVID-19

(Chances and Challenges in Teaching University Students during the COVID-19 Pandemic: The Ethiopian Experience)

Dr. Tefera Tadesse (PhD)

Associate Professor, Jimma University

Ethiopia
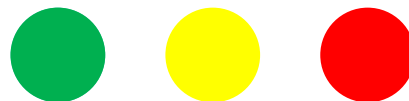
Outline

- The HE Context
- Existing Realities
- Contextual environment
- The Changed Circumstances
- Major changes
- Enabling Factors
- Wrap up
- Implications

Higher Education in Ethiopia
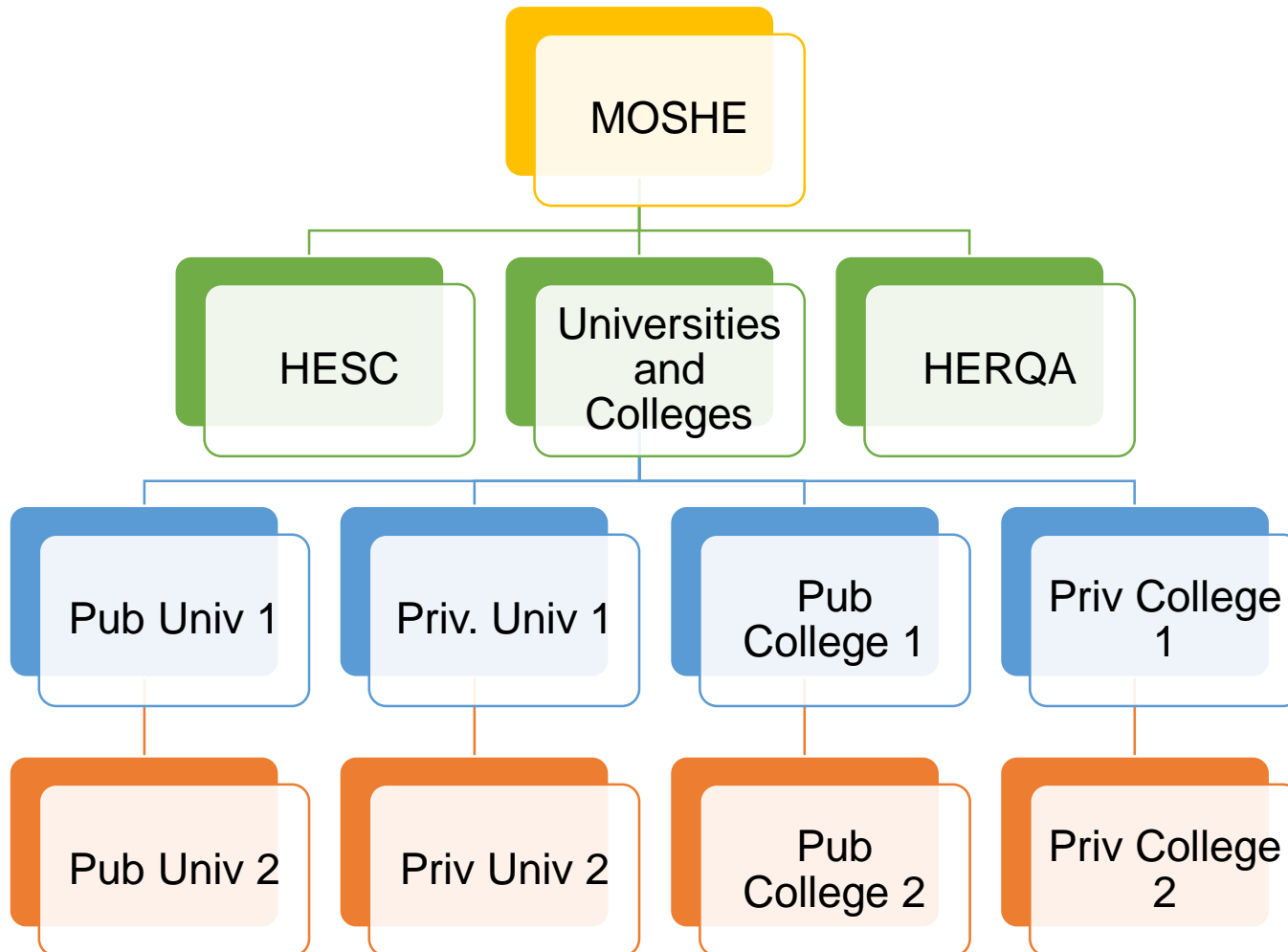
Contextual environment

- Increasing government expenditure on Education, Science and Technology

- Improving ICT Infrastructure

- A HE Roadmap study: Leveraging the need for Online Education

- Public-Private-Partnership (PPP)

Existing Realities:
pre-COVID-19

🟧	**Poor quality**
⬜	**Limited resources**
🟨	**Inequality**
🟦	**Delay in completion**

The Changed Circumstances due to COVID-19

- **Temporarily closure** of universities to slow the spread of the virus

- **Covid-19-induced digital transformation** (The push toward "new technologies")

- The normative nature of **primary care** (wearing a face mask, washing hands frequently, using hand sanitizer, and social and personal distancing)

The majority of students have access to smartphones, and use these as learning devices.

Others are more fortunate and have tablets, laptops or desktops.

Laptop

Tablet

Desktop

Covid-19-induced transformation

REMOTE LEARNING

All students engage

Most students get access to the Internet to do so, but not all.

Enabling Factors

- Uploading reading materials and assignments

Empowerment – Tailor-made capacity building trainings.
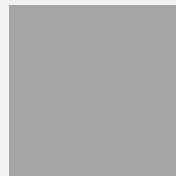
Support services

- Personal

- Academic

- Social

- Technical

Operational tools for e-Learning

- LMS

- software and digital contents

- communication tools

Challenges

Students' virtual challenges

Technological limitations	Students increased burden	Online presence	Lots of assignments and submissions

Teachers' virtual challenges

Technological limitations	no previous experience of teaching online or at a distance	Decreased teaching interest

Continuing challenges - Individual

- Knowledge, attitude and behaviors
- Lack of focus and commitment
- A feeling of insecurity and losing emotional connection.

Institutional challenges

- Limited capacity
- Extended program duration
- Strategic responses: What and how?
- Poor internet connectivity and power shortage

TRANSFORMING HE THROUGH TECHNOLOGY

AVAILABILITY & USE

"Computers have been oversold and underused"

([Cuban, 2001, p. 179](#))
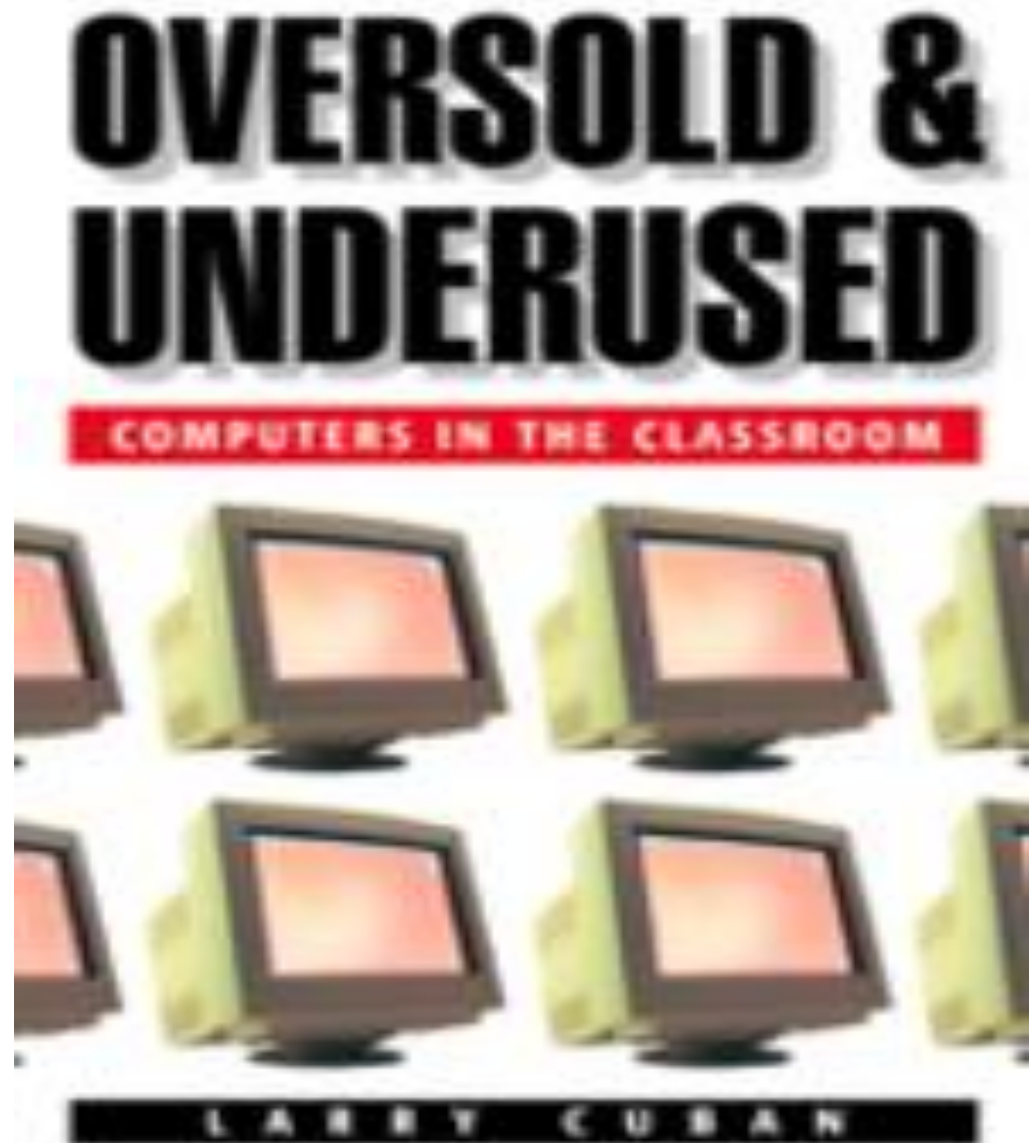
Structures reflecting
an old paradigm
can frustrate the best ideas
and innovations of
new-paradigm thinkers.
As the governing
paradigm changes,
so likewise must the
organization's structures.

(Barr & Tagg, 1995, p. 18)

An integrated approach to innovation and change

Integrated change

Wrap up

- University teachers may not have the opportunity to teach in a face-to-face mode, as well their students may not learn in face-to-face learning all the time.

- Hence, they need to be flexible and adapt quickly to various teaching and learning modalities during a crisis.

- Intervention measures to respond to the demands paused by the COVID-19 must be resonated along with strategies to address the pre-exsiting factors.

- The global community may need to collaborate in strengthening Ethiopia's HE system in preparing teachers, students, and administrators for future crises.

Pedagogical Implications

1. Intensive and diversified professional development opportunities

2. Empowering students

3. Using diversified technological tools for teaching and learning purposes

4. Continual support and

5. The development of an interdisciplinary framework for change or response (Förtsch et al., 2018)
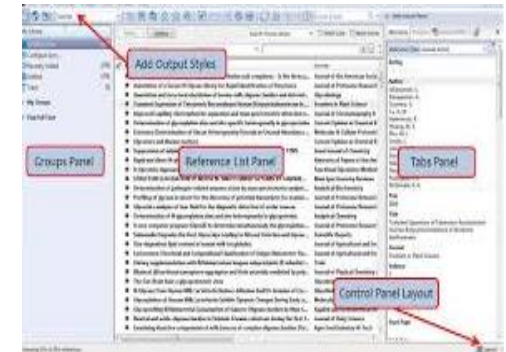
The strategic role of digital libraries, virtual labs, and video conferencing technologies need to be underscored

- Pedagogical advantages

- Cost effectiveness

Points for Q&A session

1. What does student engagement look like in this new environment for students, particularly for females and students with disabilities?

2. How can we ensure a change in the learning platform (from a face-to-face to the online form) integrates with a change in the teaching role from a teacher to a facilitator of student learning?

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THANK YOU!

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ONE HEALTH Knowledge-Café

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Federal Ministry for Economic Cooperation and Development

Inclusion in Times of COVID

Sophia Arndt, Ph.D.; s.arndt@lmu.de

LMU Munich, Germany

Department of Pedagogy/ Inclusive Education for Children with Behavioural Disorders and Autism

(Lehrstuhl für Pädagogik bei Verhaltensstörungen und Autismus einschließlich inklusiver Pädagogik)

Challenges of Inclusion in Schools

Convention on the Rights of Persons with Disabilities:

Goal: Inclusive educatonal system

→ Right for inclusive education continues throughout pandemic

- Avoid stagnation of process of inclusion
- Ensure continuation of inclusion of children with disabilities
- Unrestricted access to education and support network

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Status Quo

School as a fundamental part of a child's life

→ Negative effects of school closures

→ Increased inequalities in educational outcomes

(Saavedra, 2021; UNESCO, UNICEF, World Bank, 2020).

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Solutions for Challenges

Important factors to consider:

- Helping children understand the situation

- Tending to children with learning disabilities

- Avoiding exclusion from learning experiences

- Didactic measures:
  participation in class as well as tailored support

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Framework for Successful Inclusion

Essential factors in schools:

- Time

- Cohesion within members of staff:
  Flexible concept based on guidelines

- Technological infastructure for all schools

- Special digital training/ workshops for teaching staff

- Multiprofessional and interdisciplinary teams

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Political Measures for Inclusion

- Financial aid

- Interdisciplinary cooperation to guarantee effective and supportive learning environment:

  - on a political level
  - on a staff level,
  - on a parental level

Technologies for Social Interaction

- Both advantages and disadvantages of technologies in the teaching environment

- Potential if implemented correctly : location-independent social interaction

- Cannot replace real life student-teacher interaction

→ Facilitator for education

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After-Effects of Corona on Inclusion

- Corona as a wake-up-call to rethink the system

- Importance of solidarity

- Inclusion is based on social contact to normalize interaction

→ Sped up process of inclusion through Corona?

Sophia Arndt, Ph.D.; s.arndt@lmu.de

Thank You for Your Attention!

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UNIVERSIDAD DEL ROSARIO
IN TIMES OF TRANSFORMATION

Rafael Alberto Méndez-Romero, Ph.D.
Vice Provost for Academic Affairs

Bogotá, Colombia

1 Universidad del Rosario

2 PlayBOK

3 Teaching and learning in times of transformation

4 #Urosariowithyou

5 Thinking about Colombia

Universidad del Rosario

PlayBOK

This is an initiative that marked the roadmap for the main bets for the 2020-2021 period, it was **PlayBOK (Body of Knowledge),** a digital resource that made the compendium of the pillars that supported and inspired the institutional activity.

The goal of this resource was to share with the community the renewed commitment to research and learning, the flexible academic offer and the deep interest in the experience and trajectory of students and teachers.

PlayBOK

This digital transformation now goes beyond coverage, as it is also about offering user experiences (teachers and students) and promoting educational environments that favor learning.

We want to encourage the use of technologies that enable educational innovation in order to transform university spaces according to the current demands of the environment.

PlayBOK

This PlayBOK resized the university experience beyond a classroom or the simple transmission of knowledge. For this reason, it integrated the design of a complete agenda of extracurricular activities with integral well-being bets, a campus experience and recharged student experience, spaces for conversation and dialogue outside of regular classes, and a series of activities, resources and services to stay mentally, physically and emotionally in these times.

PlayBOK

This PlayBOK gives an account of the adaptation of the University, its learning and the effort to enrich the academic experience in the conception of a mixed semester with a responsible presence and a remote access modality beyond a connection through a videoconferencing platform, a vision of a period overloaded with creative course designs, teachers sensitive to new modalities and attentive, active and engaged students.

Universidad del Rosario

1 Renewed learning

2 Comprehensive & enhanced training

3 e-Campus y dinamic student experience

4 Innovation in Internationalization

5 Reinforced Professional and Digital Skills and Competencies

6 Priority to Physical, Mental and Emotional Health
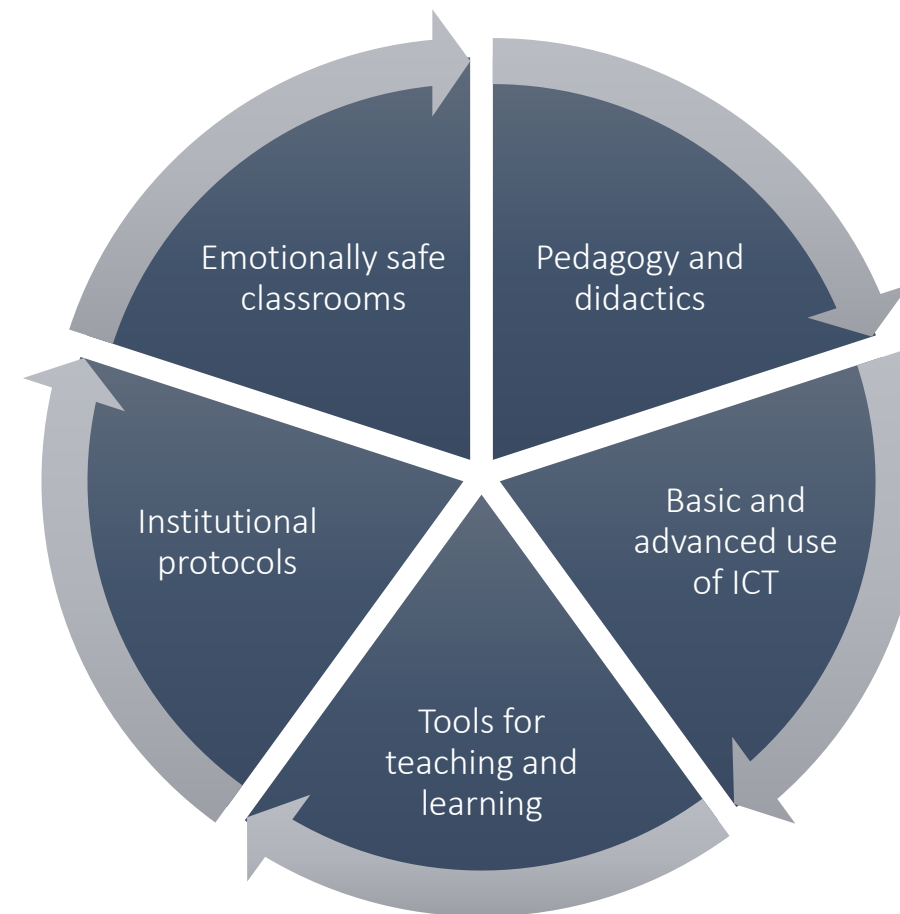
7 Solidarity community

8 Science for all

Teaching and learning in times of transformation

UR demonstrated its commitment to building a diverse and flexible academic offer with subjects in face-to-face, remote and mixed modality that allowed students and teachers to choose between a responsible and controlled return to the venues or a completely remote participation.

For its part, and thanks to the training strategy **"Teaching and Learning in Times of Transformation"** a space for training and support relevant to change was created and for the construction of renewed subject guidelines that from a reflective exercise would result in an enriched design of each course and adapted to the new modalities contemplated in the academic offer.

Universidad del **Rosario**

Teaching and learning in times of transformation

Emotionally safe classrooms

Pedagogy and didactics

Basic and advanced use of ICT

Tools for teaching and learning

Institutional protocols

#UrosarioWithYou

With the commitment to provide comprehensive attention to its students in the face of the economic impact resulting from the contingency, the University designed different economic aid strategies that allowed many to continue with their training process and also do so in adequate conditions, a sample of the previous commitment is #UrosarioWithYou, which focused its efforts on ensuring and finding different routes for the permanence of its students due to financial risk, identifying through a marathon and personalized campaign enrollment intentions, main causes for non-enrollment and effective directing to support services.

The initiative was framed in principles of resource optimization, targeting mechanisms to serve the most vulnerable population, agility and effective and strategic communication to make visible the existing possibilities and access to these economic aid.

Thinking about Colombia

We empathically support our country through high impact projects.

Diagnostic tests project: The challenge is to carry out 110,000 PCR tests in regions together with the National Institute of Health and in Bogotá together with the District Health Secretariat.

Convalescent Plasma Project: The challenge is to develop a clinical study of safety and effectiveness of convalescent plasma to treat patients with COVID-19 in Colombia.

Mobility Project: The challenge is to understand the way in which the population is mobilizing, with whom they are contacting, and generate reports of epidemiological and georeferenced information. Using cutting edge technologies such as; Artificial intelligence, machine learning, global data analytics and cell phone geolocation data, a predictive model is built that shows the individual and group risk of contagion with COVID-19 and reports are generated about it.
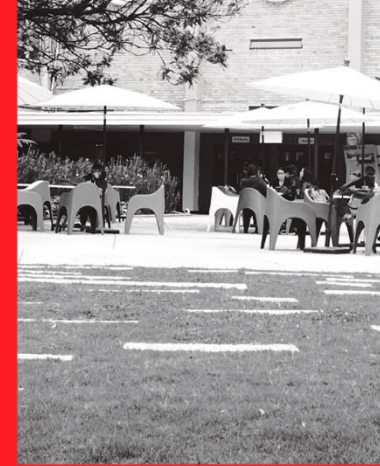
Educational Approaches in context of COVID19: An Indian Perspective

Dr. Shyam Pingle
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Agenda

- Introduction

- Bolt From the Blue

- The Good, the Bad and the Ugly

- When the Going Gets Tough – Our Experience

- Questions

Incredible India!

- 5,000+ year old civilization

- World's largest democracy since 74 years

- Federal structure - 29 states, 5 union territories

- Area - 3.28 million sq. km, Coastline - 7,516 km

- 1.35 billion + people in 4th largest economy

- Fastest growing Knowledge industry

- Phenomenal growth in Young Population

- Land of Paradoxes – max Covid cases / vaccine powerhouse

Indian Institute of Public Health Gandhinagar

- First Public Health University in India

- On Campus, Full time Programs:

  - PhD

  - Master in Public Health MPH

  - Master in Hospital Administration

  - PG Diploma in Public Health Management

  - Associate Fellow in Industrial Health – 3 months

- Distance / e-Learning Courses

- Research

- Projects & Consultancy

- Training Programs in Public Health, Environmental Health, Occupational Health

The Hats I Wear..!

- Teaching Faculty

- Research & Consultancy

- Internship & Dissertation

- Examination Controller

Bolt from the Blue

Government Reaction

- National Lockdown – school, college, office, shops

- Ban on mass gatherings, meetings, conferences

- Travel ban – Air, Land, Rail, Water

- Quarantine, Isolation, Contact tracing

- 10 weeks of strict lockdown

- Slow unlocking

- Educational campuses yet to open

Impact on Education

- All educational institutions closed - 16 March 2020

- In India, more than 320 million students affected - 4 million postgraduate, 28.4 million undergraduate, 130 million secondary level and 140 million primary students

- All university examinations postponed

- Online / blended examinations for final year students

- School examinations postponed in all states

- Competitive examinations for professional courses postponed

- Students in lower classes promoted to higher class based on internal evaluation and past performance

Challenges Galore..!

- Unprepared - no warning, no infrastructure

- Many students left the campus due to critical situation, could not return to collect belongings including laptops

- Student Issues with Connectivity, Devices, online learning on mobile phone?

- Infrastructure in Universities & Colleges

- Teaching & learning process disrupted

- Schedule of Semester examinations affected

- Non availability of guest faculty for online mode

- Uncertainty, "one more month and things will be fine?"
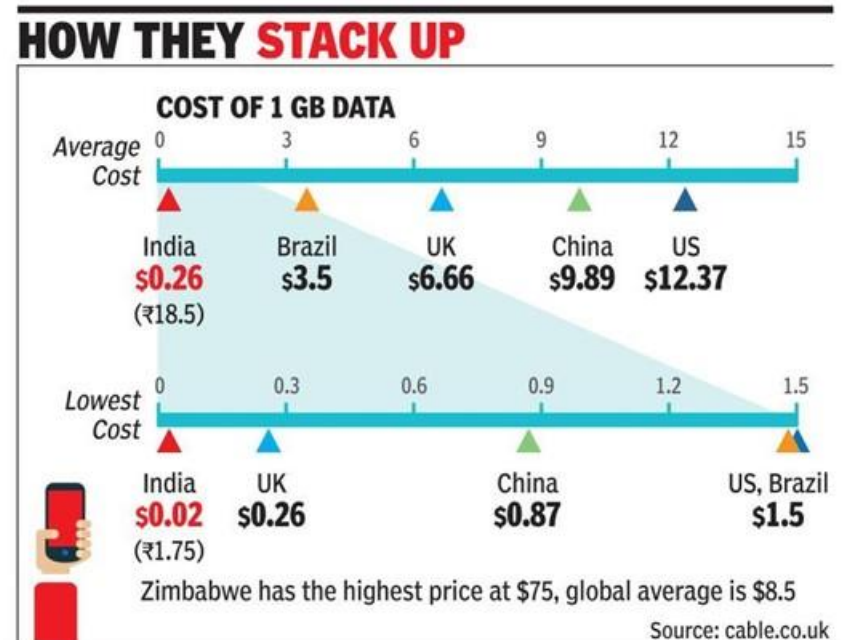
Different Stakeholders

- Students

- Faculty / Teachers

- Parents

- Students with special needs

The Good, the Bad and the Ugly

The Good Part

- Internet & Mobile revolution in India in last 3 years – Advent of Jio & cheapest data in the world

- Zoom, Google and others – free access initially

- Infrastructure

- Access

The Digital Revolution

HOW THEY **STACK UP**

COST OF 1 GB DATA

Average Cost

| 0 | 3 | 6 | 9 | 12 | 15 |

| India $0.26 (₹18.5) | Brazil $3.5 | UK $6.66 | China $9.89 | US $12.37 |

Lowest Cost

| 0 | 0.3 | 0.6 | 0.9 | 1.2 | 1.5 |

| India $0.02 (₹1.75) | UK $0.26 | | China $0.87 | | US, Brazil $1.5 |

Zimbabwe has the highest price at $75, global average is $8.5

Source: cable.co.uk

Educational Structure in India

- Education is on the concurrent list, Federal government and States, both have a role

- Laws federal, implementation by States

- Role of Federal agencies, University Grant Commission

- Universities and Colleges

- State Education department

- Role of politicians, student unions

- Post Covid – Infrastructure developed, Portals for online courses, education through TV channels, Direct to home (DTH) TV and Radio

Ground situation

- Urban Rural disparity

- Gender disparity

- Only 23.8% of Indian households had internet access.

- 16% of women had access to mobile internet, compared to 36% of men.

- In rural households only 14.9% had internet access, and in urban households only 42% had access.

(National Sample Survey 2017-18)

- Most teachers are ill-equipped for online teaching

When the Going Gets Tough…..!

Our Experience …..

Before Reopening

- Covid Officer

- Health Risk Assessment

- Risk Communication

- Revised SOPs

- Workplace Remodeling

- Canteen Review

- Employee/Student Health Insurance

- Expected to reopen next month in hybrid mode

IIPHG Action so far…

- Online teaching

- Concurrent evaluation

- Semester-end examinations

- Field work replaced by online work

- Internship

- Dissertation

- New admissions

- All students are not present in the online class for various reasons.

- Internet connectivity variable as students are at different locations / cities.

- Focus on the students who are available during virtual classroom.

- Recording of the class is uploaded and accessible to all students who missed.

- Faculty to be more proactive, slow paced and repetitive in order to ensure that critical points are not missed out.

- Standard internal / concurrent evaluation through tests is not feasible, specialized software not available.

- Options developed for students' involvement and assessment

- Group Work & Power point presentations.

- Case studies

- Discussion forum

- Quiz at the end of the course

- Article review

- Data analysis - analytical work

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- Difficult to see if students are attentive

- Students to be used as parallel resources during the online discussion

- The active students need encouragement

- The passive ones need a bit of cajoling

- Faculty to guide the students to relevant articles / database available & accessible online.

- Use of chat box in online platforms

- Students are under stress due to lockdown and related factors. Online teaching during further adds to the stress.

- Develop / modify systems to have flexibility of learning, assessment, and evaluation.

- Mentorship scheme. Each faculty member is allocated a small number of students as mentees.

- The Mentor faculty to touch base with mentees beyond curricular matters, reach out with empathy, support and guidance.

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- Students are preoccupied with Corona pandemic situation

- Teaching to be suitably oriented to connect with prevalent pandemic situation in terms of exercises, assignments and teaching.

- Examples –

  - Assignment on OH problems of SME / Informal occupations

  - Exercise on restarting of Institution in physical mode

- Semester end Examinations

- Flipped Classroom

Conclusion

- The online form of learning will now be an integral part of post-pandemic new normal with important shift in the learning paradigm. Learning in the new world will happen beyond the walls of a classroom.

- Both students and teachers need to revisit conventional roles and responsibilities. Lockdown and post-pandemic realities need a more friendly approach to education.

- A teacher should be available to students like a facilitator friend who is ready to help as and when needed. Students have to be proactive and take responsibility for their learning.

- Transformation of conventional teacher to a facilitator.

Acknowledgements

- Center for International Health, LMU, Munich

- Prof. Dr. Leonardo Briceno

- Ms. Sabina Sigdel

- Prof. Mayur Trivedi, IIPHG

To learn, one must unlearn….!

Acknowledgements

Points for Q&A session

- Flipped Classroom

- Flipped classroom in traditional on-campus teaching

- Sharing pre-recorded lectures to students in advance

- Classroom time for doubt-sharing, activities, and discussions.

- Flexibility of time and space to students & teachers.

- Online teaching is different than on-campus teaching

- Flipped classroom in the online teaching of health economics course

- Innovative pedagogies in online teaching

Thank You for attending!

PowerPoint slides and Webinar Recording will be available via:

www.cih.lmu.de