

新冠疫情与教育的飞速数字化——一所中外合资大学的质量保证问题与解决方案

Covid-19 And Rapid Digitalisation Of Education – Quality Assurance Issues And Solutions In A Sino-foreign Higher Education Institution

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疫情造成的影响 Impact Of The Pandemic

2020年初，疫情的爆发对高等教育的方方面面造成了空前的影响，包括从面对面教学到在线教学的转变
The outbreak of C-19 pandemic since early 2020 has dramatically impacted higher education development in various aspects, including the shift from face-to-face teaching to online teaching and learning ... (Tesar, 2020).

疫情对高等教育教学、科研和高校治理带来了许多挑战，也为未来教育的实用性提供了一次重新思考与重新设计高等教育的机会

C-19 has brought many challenges to HE in teaching & learning, research, and institutional governance. It also brings the opportunity to re-think and re-design higher education to retain its relevance in the future.

疫情不是问题，问题在于我们还没有为工业4.0做好准备。疫情让高等教育机构快速、敏捷调整并积极应对
C-19 is not the problem, not being future ready for industry 4.0 is. C-19 has made HEI's adjust much quicker than they expected.

疫情反而积极推动了未来教育发展
This could be a life saver????



不能忽视数字科技的可能性

Can't Ignore Potential Of Digital Technology

实体教育不是必须

Physical presence not necessary

在线教育

Online education

线上线下混合教育HyFlex

给学生更多的选择

Opens more doors for students

提供其他教学资源

Reaching other sources and resources for teaching

但是，也存在限制

BUT: Limitations

问题是什么？ Whats the Problem?

质量保证与平等 Quality Assurance And Equality

疫情突显了学生在线学习的弊端，在线学习的学生没有公平的学习环境和资源
C-19 highlights disadvantages for students studying online. No level playing field.

EG:

例如

- 无法使用校内设施，例如图书馆 No access to onsite facilities such as library
- 时差问题，导致与同学和老师交流的机会减少 Timezone issues, resulting in less accessibility to peers and lecturers
- 技术问题 Technological issues

那么，学生的考试方式为何依旧，就仿佛这些弊端不存在一样

So why assess students the same as if these disadvantages did not exist?



英国高等教育质量保障局对疫情下质量保障的建议

QAA Covid-19 QA Advice

应该对用于保障质量和标准的高校政策和程序进行审查，以确保能够足够灵活应对来年甚至将来的情况变化
Institutional policies and procedures that assure quality and standards will need to be reviewed to ensure that they are sufficiently flexible to accommodate changes in circumstances that will occur over the next year, and possibly beyond.

2020年以前，专业和课程的改动经常要经过一些列层级审批以减少风险，确保决策一致，并降低改动对质量和标准可能造成的负面影响

Pre-2020, most changes made to a programme or module/unit of study would typically go through multiple levels of approval to reduce risk as much as possible, ensuring consistency in decision making and significantly reducing the risk that any change made would negatively impact on quality and standards.

现在，高校可能需要在初步决策过程中接受更大的风险，专注于识别和减缓这些风险，建议如下
Providers may now need to accept a greater degree of risk in their initial decision making and focus on identifying and mitigating that risk over time. Advice includes:

- *专注于学习成果*
Focus on learning outcomes
- *重新考虑考试方式——灵活、概要考试、专注数量而非质量*
Rethink assessment approaches – be flexible, use synoptic assessments, quantity not quality



质量保障难题的解决方案

A Solution To The QA Quandary???

- 请记住，需要考虑的是课程与专业的学习成果，而不是相同的考试体验
Remembering that it is module and programme learning outcomes that need to be met, not necessarily the same assessment experience.
- 为在线学习学生开发差异化考试形式
Developing differentiated assessment formats for students learning online.

差异化考试要考虑不同类型的考试策略，可以让学生展示其不同的学习需求、兴趣和能力理解的各种考试方式

Differentiated assessment involves teachers considering different types of assessment strategies and ways students can demonstrate their understanding to cater for different learning needs, interests and abilities.

差异化考试可以提升学生的学习，因为学生可以根据当前的理解来探索、构建和整合新知识、新理解与新技能

Differentiated assessment can lead to enhanced student learning as they use their current understanding to discover, construct and incorporate new knowledge, understanding and skills





非常感谢 Thank You



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