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KEY TAKEAWAYS

REVOLUTIONISING
EDUCATION SYSTEMS
IN A POST COVID-19
FUTURE

AVPN WEBINAR

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Navigating Through Uncertainty: Safeguarding continuous learning
CASE PRESENTATION ON CHINA – KEY TAKEAWAYS

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- The ed-tech sector is expanding rapidly as the number of students utilising e-learning surges by almost 55% to reach 423 million during the pandemic and beyond. To cope with this, giant tech firms such as Alibaba and Tencent have entered the sector to help meet demands of schools, alongside smaller edtech firms.

- <u>The challenge of equity and equality in China's education system results from a data gap and human capital gap</u>: 62% of students in rural China lack access to devices that are conducive for online education which can affect the effectiveness of their learning, students' and teachers' from rural China lack comprehensive IT skills, and families require additional support to manage the shift in responsibility for learning and disciplining to parents.

- Effective measures that schools have taken include limiting online learning to 3 hours a day and allocating time for each student to contribute to the discussion, allowing students to watch lessons repeatedly, and providing access to lessons via TV channels.

- The pandemic has forced us to rethink the purpose of schools, where it is not simply an institution for learning but also **an environment where interpersonal relationships can be fostered and capitalised on**. More must be done to also improve education equity in e-learning and to further integrate online/offline and intra/off-campus education.

Rethinking Learning: Disruption as a catalyst for education innovation
CASE PRESENTATION AND PANEL DISCUSSION – KEY TAKEAWAYS

Cheryl Ann Fernando
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- The pandemic has also pushed for a revolutionising of education on several fronts:

  1. <u>Educators, students, and Ed-Tech companies are beginning to understand with greater clarity the pitfalls and insufficiencies of online learning</u>, such as facing a sense of loneliness due to a lack of communication. In response, ed-tech companies are re-engineering their software to include interfaces that will encourage communication and building of interpersonal relationships online. Companies are also beginning to develop digital psychology support tools to support students' mental health.

  2. <u>Education systems are challenged to question their relevance</u>: How are schools preparing students to better navigate the digital world in a safe and responsible manner? Are students being coached on issues such as cyberbullying, digital footprint, and data security? As the pervasiveness of the digital age coalesces with the imbibing of a 'new normal', educators are realising that they must learn to leverage technology in order to remain relevant in a students' lives.

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- Echoing the case presentation, panellists shared that the success of traditional classroom teaching transitioning to online teaching hinges not so much on the availability of equipment but more so on **bridging the human capital gap**. Improving access to connectivity is not sufficient to facilitate the adoption of ed-tech; much lies in educators' openness and ability to integrate new technologies into their pedagogy. Teachers must be trained to transform their teaching and come up with more creative teaching methods, while students need to acquire a certain level of independence for self-directed learning.

- To cope with the lack of e-learning usage in public schools in previous years, private schools are stepping in to support their transition by sharing their tech know-how and motivating public school teachers to fully adopt and utilise available ed-tech.

- Two major challenges that governments, schools, and companies must collaboratively address while progressing further into the ed-tech space are **data privacy issues** and the **ability to use big data** to develop adaptive learning software.