A global outlook to the interruption of education due to COVID-19 Pandemic: Navigating in a time of uncertainty and crisis

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Intro

“Sometimes it takes a natural disaster to reveal a social disaster”

Jim Wallis

- Image credit: John Sibley
What happens when a butterfly flaps its wings?

With online and offline connections,

the world is a global village (McLuhan, 1962)

and

a butterfly flapping its wings in Asia can cause a hurricane all around the world (Lorenz, 1972).

Image Credit: https://unsplash.com/photos/-TYvt5pmKng

Lorenz, E. N. (1972). Predictability: Does the flap of a butterfly’s wings in Brazil set off a tornado in Texas? Paper presented at 139th Annual Meeting of the American Association for the Advancement of Science, Washington DC, The US.

Interruption of education

1,6 Billion students!

Around 90% of all enrolled student population!

9 students out of 10!

Emergency Remote Education (ERE)

- Option vs obligation
- Spatial vs transactional distance
- Temporal vs long-term solutions
- All resources available vs accumulated theory and practice

What will we remember and how will we narrate these times?

“... what we teach in these times can have secondary importance. We have to keep in mind that students will remember not the educational content delivered, but how they felt during these hard times. With an empathetic approach, the story will not center on how to successfully deliver educational content, but it will be on how learners narrate these times” (Bozkurt & Sharma, 2020).

Purpose

Uncertain times require prompt reflexes to survive and this study is a collaborative reflex to better understand uncertainty and navigate through it.

- A case study
- 31 countries across the world
- with a representation of 62.7% of the whole world population.
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Purpose

Reflections...

- Image credit: https://unsplash.com/photos/T2apDcwWGLA
Trauma, psychological pressure, and anxiety

- Uncertainty
- Fear
- Physical or social loneliness

“Our biggest mistake would be to treat children as cognitive machines that can simply be switched on again after the trauma of Covid-19”. (Jansen, 2020)

Emerging educational roles of the parents and schools

- Supervise and support the students
- Ensure the continuity of education at homes
- Schools as shelters

Image credit: https://unsplash.com/photos/odIhQypCuUk
Support communities and mechanisms

- ...financial, emotional, and pedagogic support.

Image credit: https://unsplash.com/photos/DNkoNXQi3c
Pedagogy of care and trauma-informed pedagogy

Care is a basic need

For everyone....

Image credit: https://unsplash.com/photos/FL6ma2jePU
Surveillance, ethics, and data privacy concerns

- learners do not have much choice in the platforms they sign up to.
- if they want to continue their education, they must sign up

Image credit: https://unsplash.com/photos/OfwiURcZwYw


Digital divide

the digital divide was obvious, and in fact, triggered social divide and inequity in education...

https://unsplash.com/photos/YG5IIXIZ76w
Inequity, inequality, and social justice

- Not a new phenomena...
Essential (soft) skills and digital competencies

● We need a right mix...
Openness and open education

“what you share is yours, not what you gather.”

Yunus Emre

● Sharing was a key act!
Final thoughts

“...as well as creating problems in the educational landscape peculiar to Covid-19, the pandemic, in fact, exposed and surfaced already existing problems…”

Thank you for being here and listening to me...

For further questions:

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