

# APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

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*Collaborating for sustainable impact: partnerships across the Asia Pacific*

APAIE Perth 4 - 8 March 2024



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Session 10E: Weds 6<sup>th</sup> March, 15:15 – 15:45

**Learning loss: Upcoming international education  
challenges arising from the pandemic**

Jon Chew  
Navitas, Australia

**Chair**

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# **Learning Loss: Upcoming international education challenges arising from the pandemic**

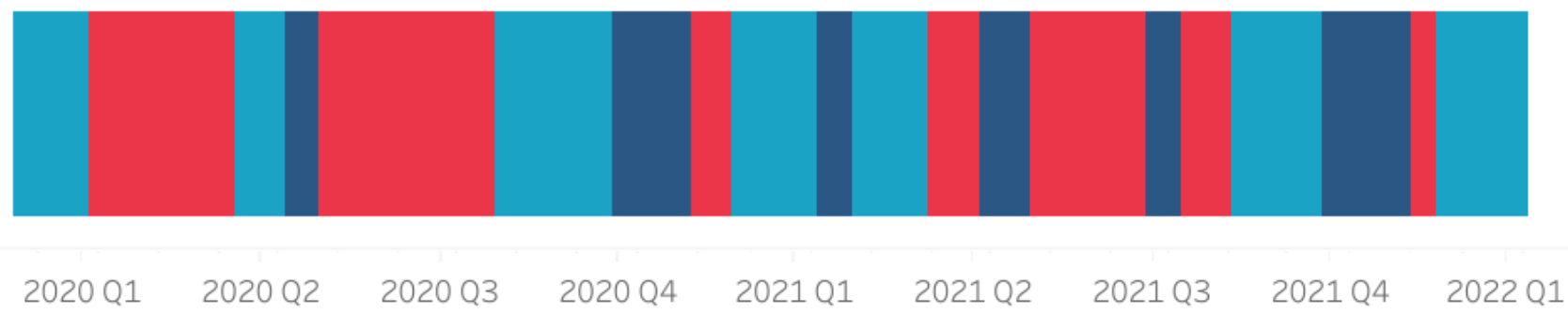
Jonathan Chew

APAIE 2024

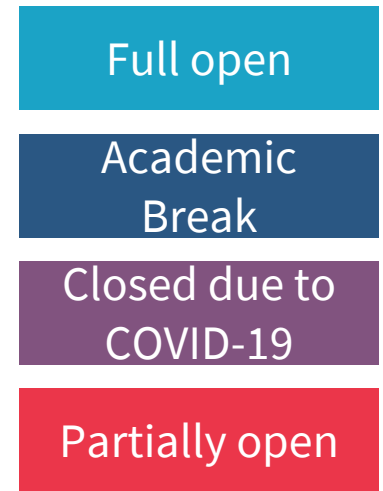
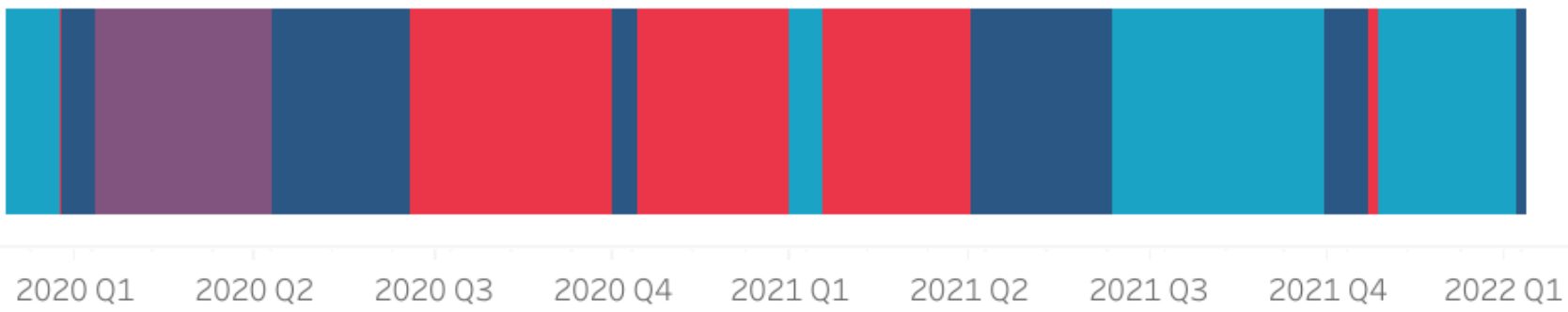
# Key takeaways

1. **Schooling has undergone massive disruption**
2. **The post-pandemic generation has substantially increased needs**
3. **Plagiarism is a symptom – AI may not be the major cause**
4. **Educators are responding innovatively**

Australia

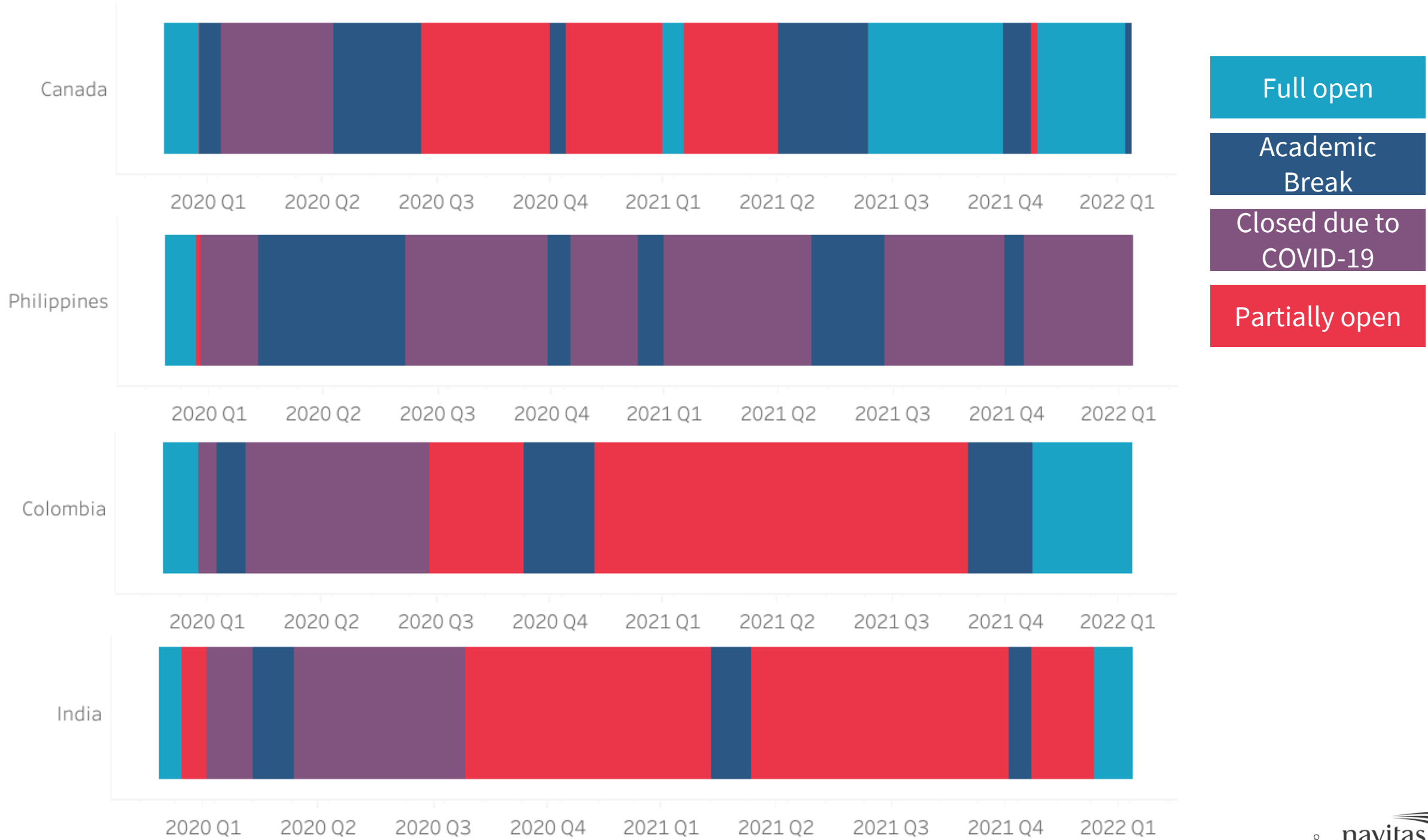


Canada



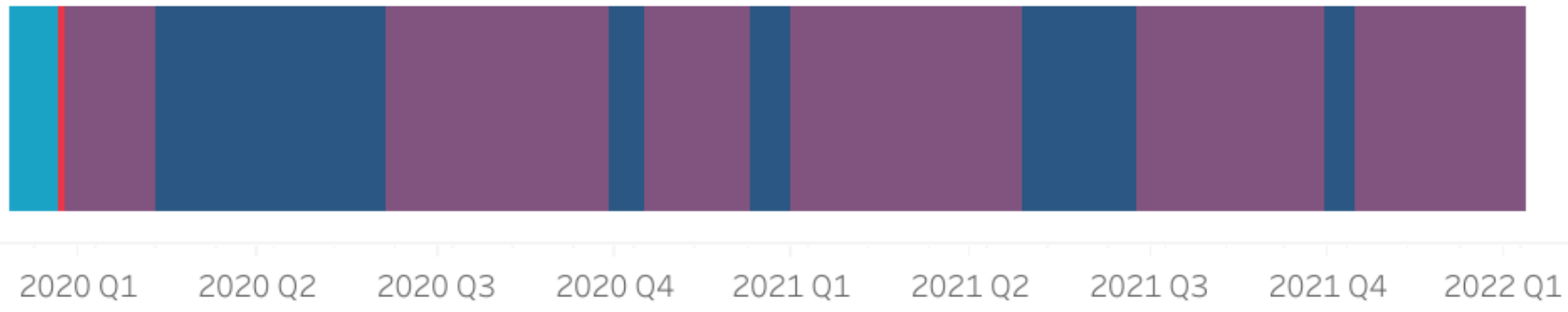




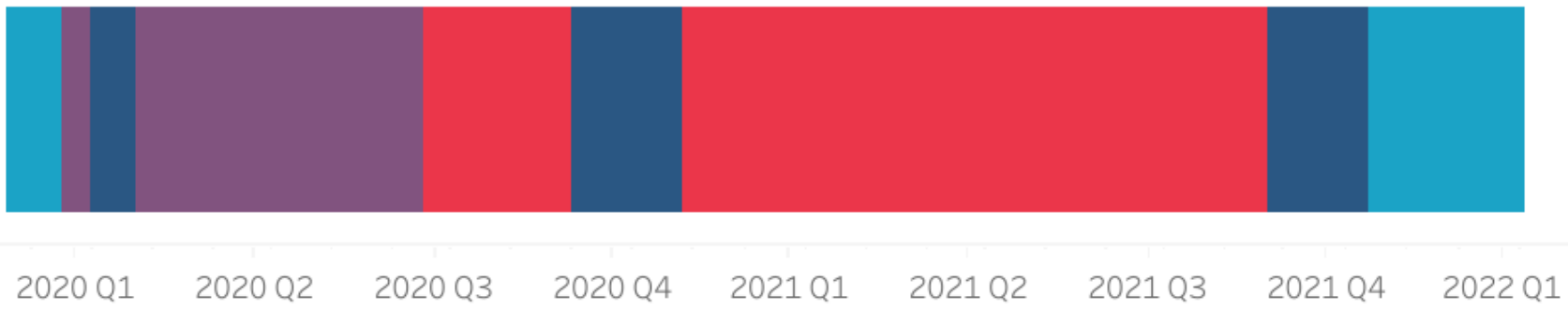




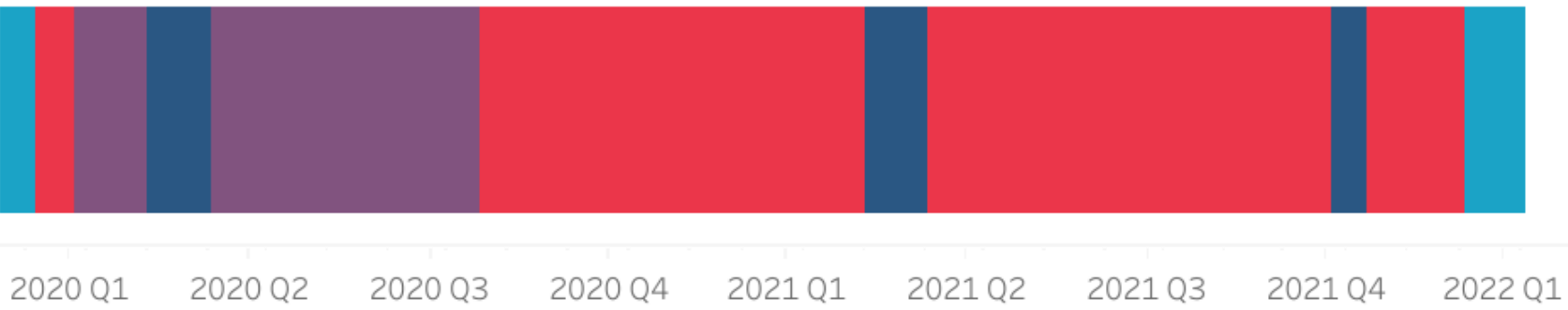
Philippines



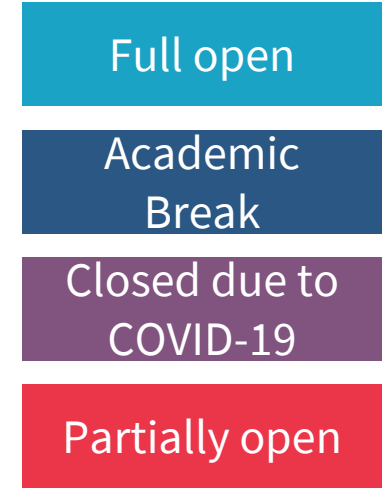
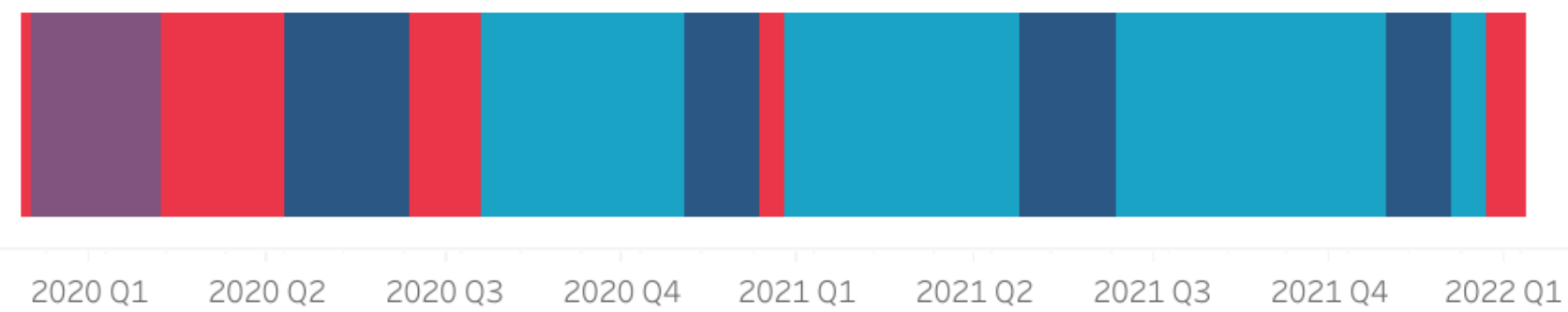
Colombia

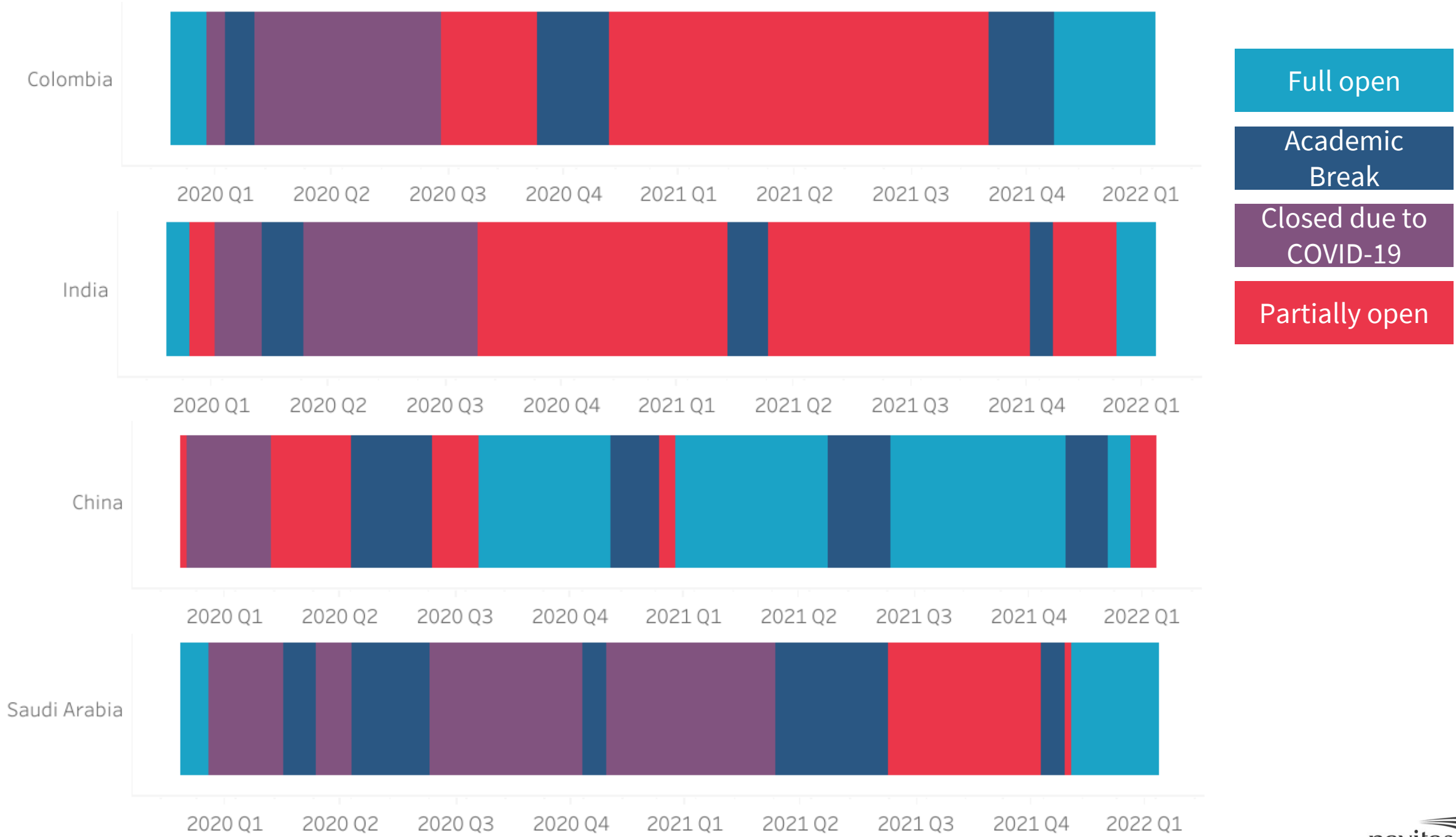


India



China





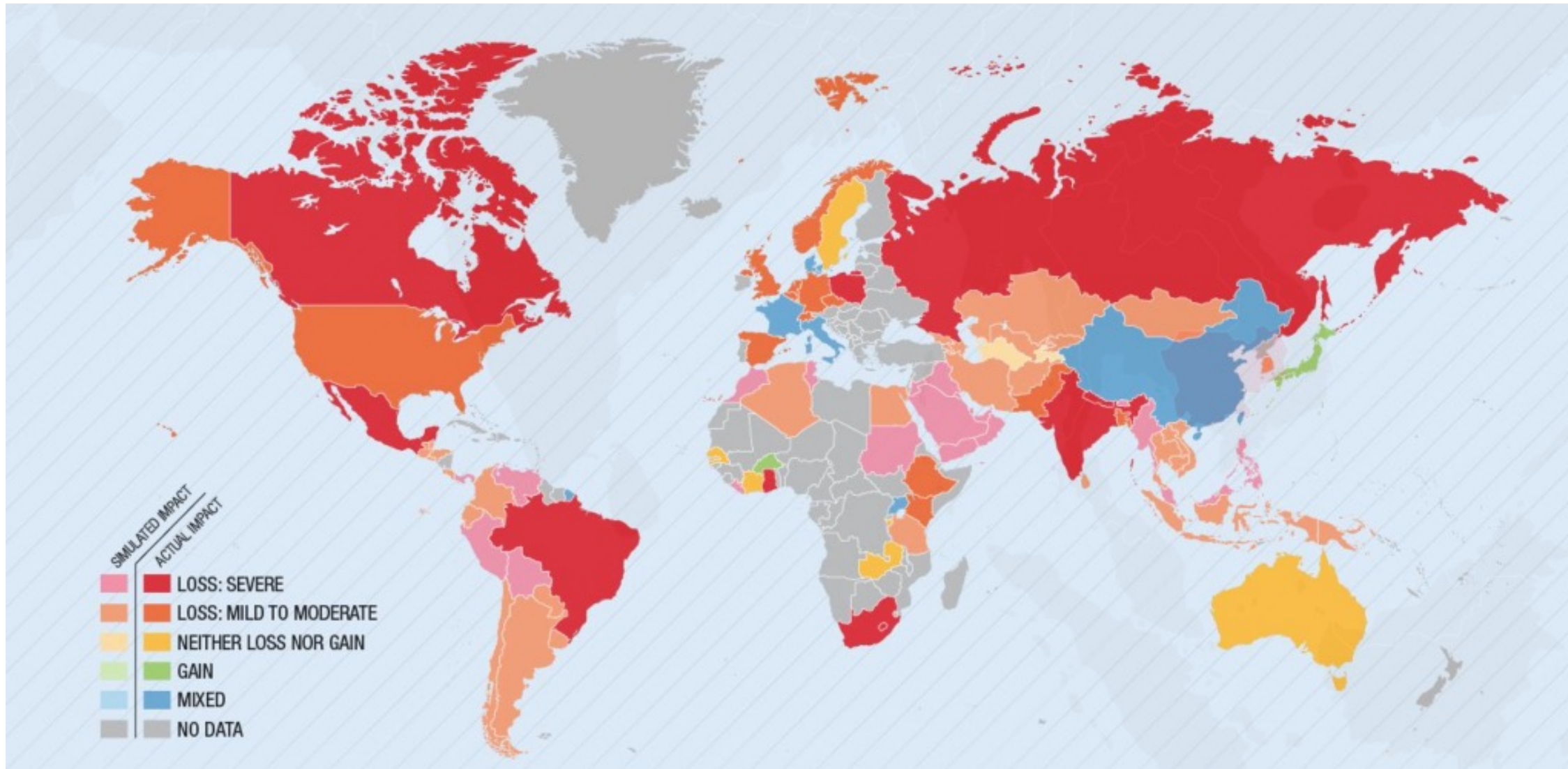
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**The global disruption to education caused by the COVID-19 pandemic is without parallel and the effects on learning are severe.** The crisis brought education systems across the world to a halt, with school closures affecting more than 1.6 billion learners. While nearly every country in the world offered remote learning opportunities for students, the quality and reach of such initiatives varied greatly and were at best partial substitutes for in-person learning.

— Joint UNESCO, World Bank and UNICEF report

”

# Pandemic learning loss is not evenly distributed



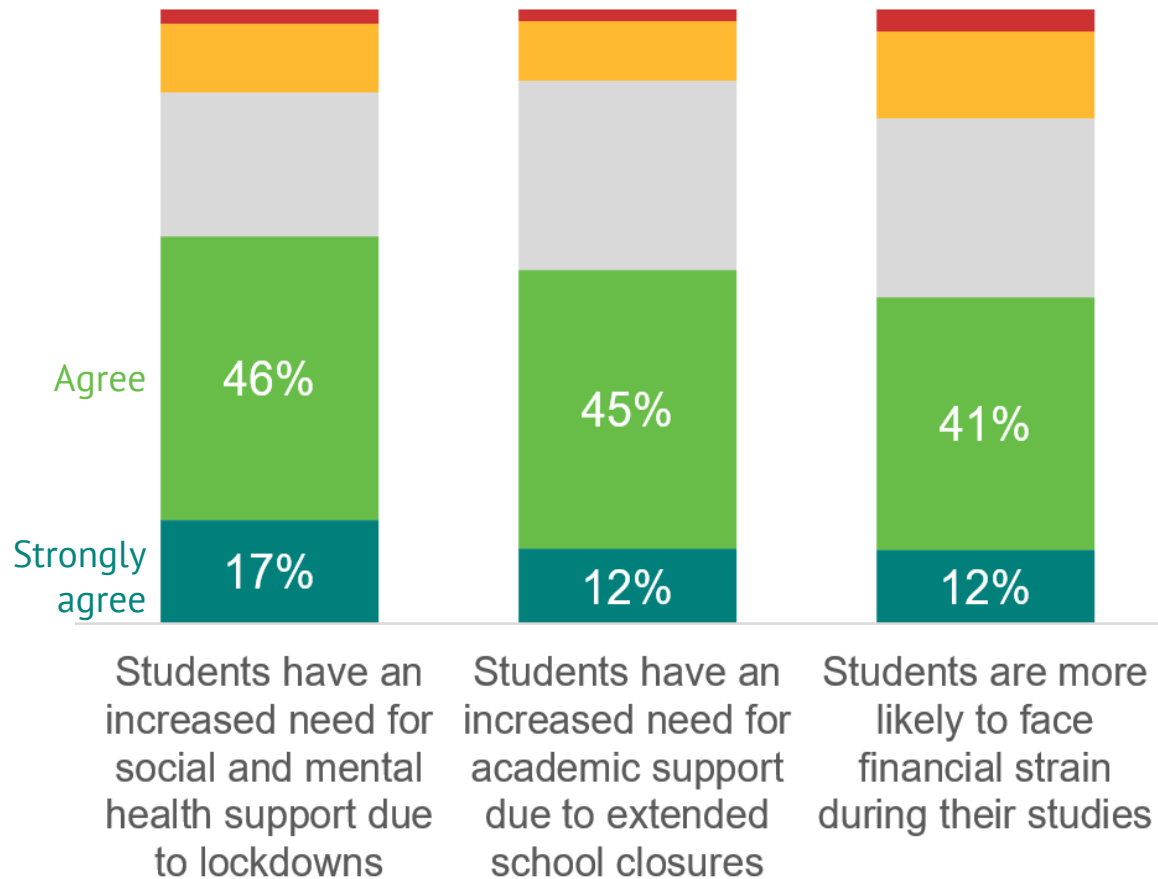
Source: UNICEF, UNESCO and World Bank (2022)

# Key takeaways

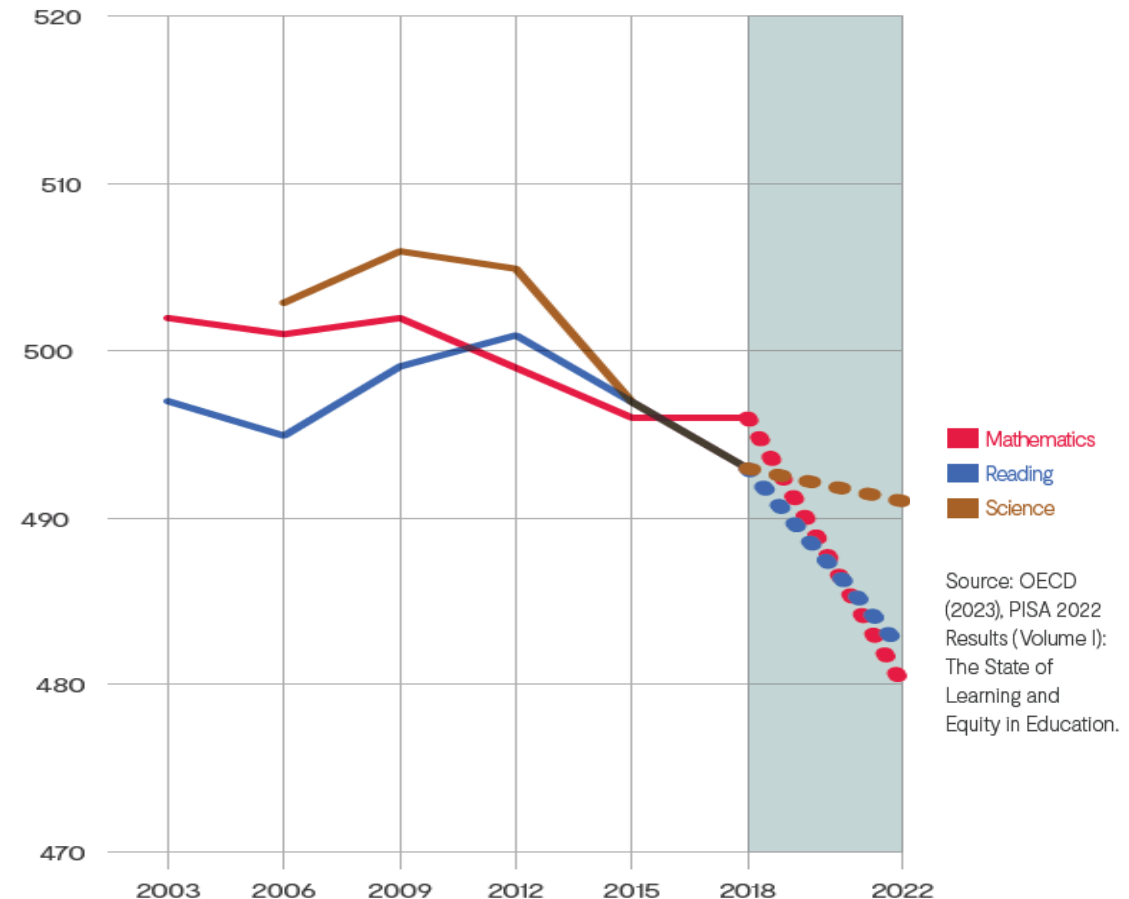
1. Schooling has undergone massive disruption
2. The post-pandemic generation has substantially increased needs
3. Plagiarism is a symptom – AI may not be the major cause
4. Educators are responding innovatively

# International students are arriving with increased needs

Q: Please indicate to what extent you would agree to the following statements regarding changes in student needs and choices before and after COVID.

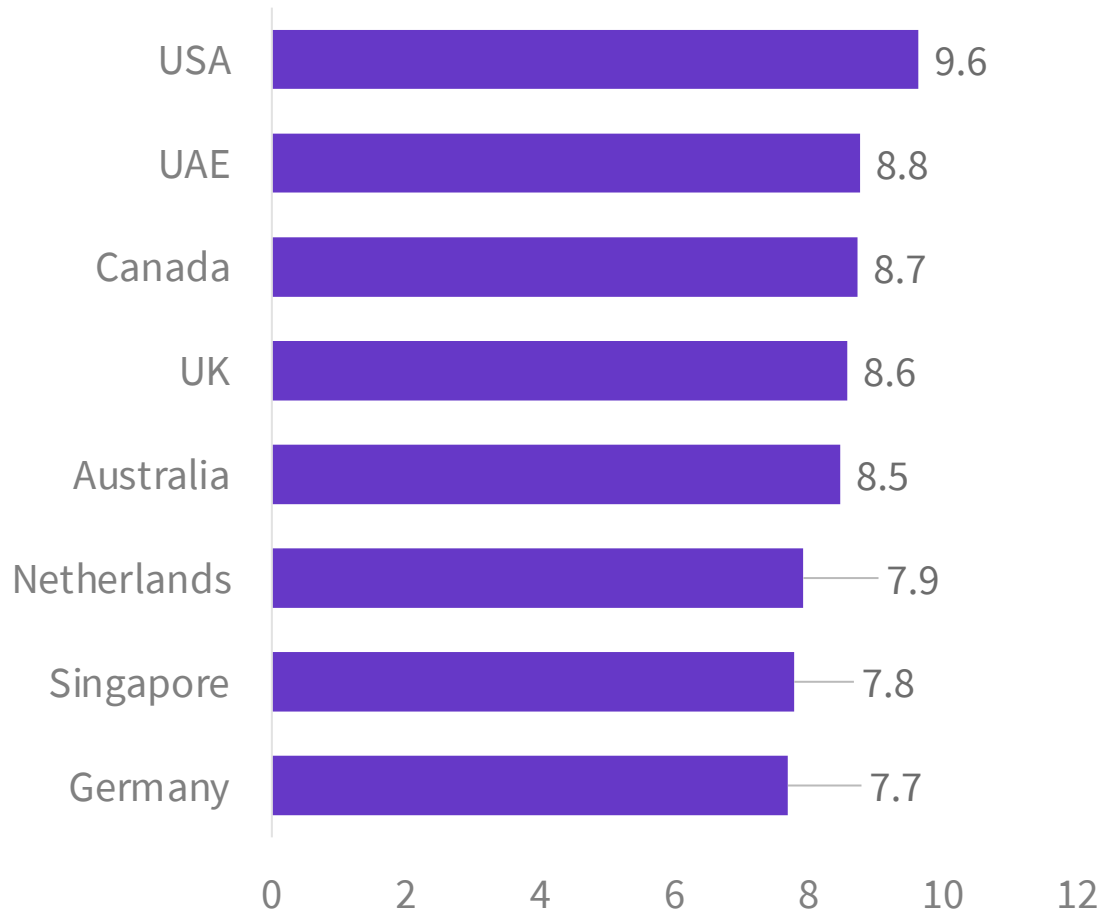


## Trends in mathematics, reading and science performance – PISA test scores

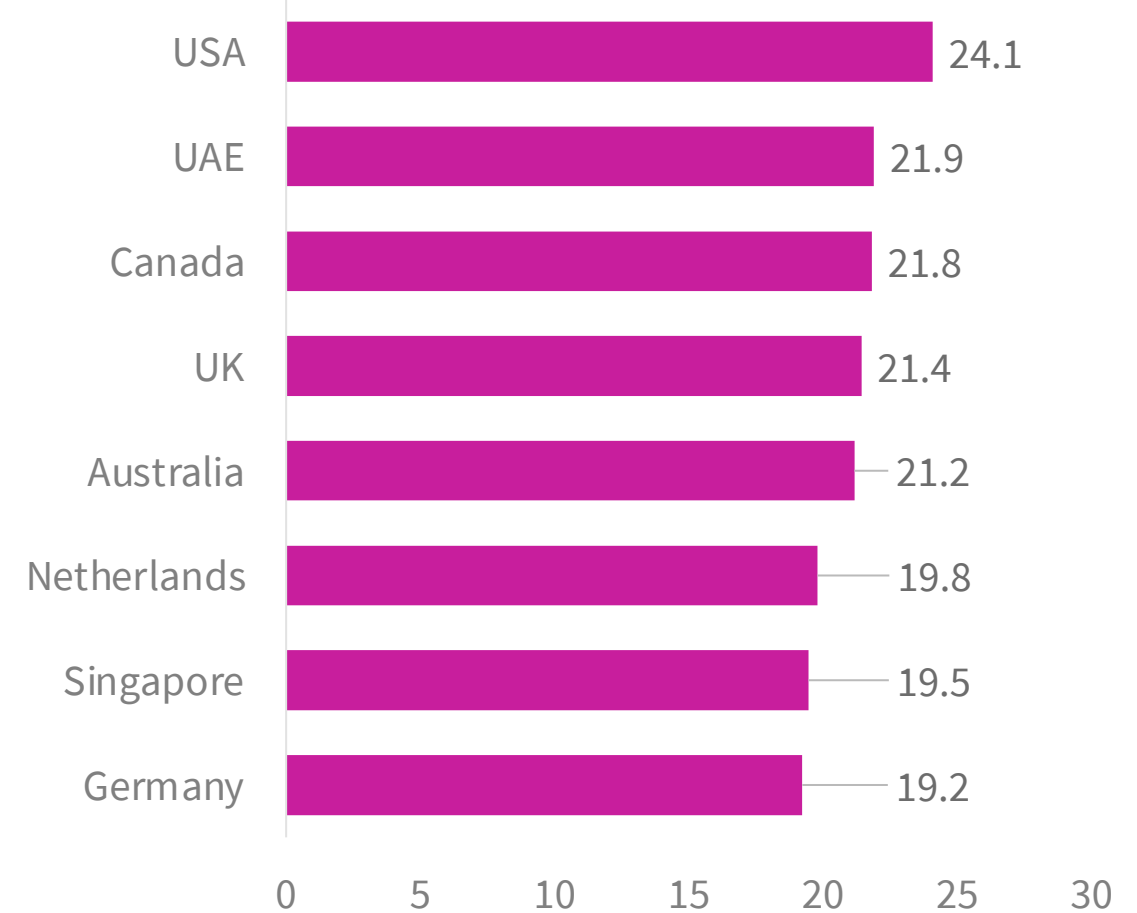


# Students are entering the average classroom with 7 to 10 months of average learning loss

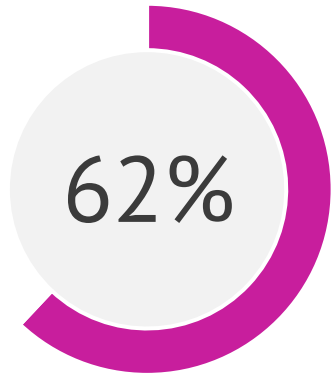
Average learning loss by student by destination (months)



Total learning loss by destination (years)



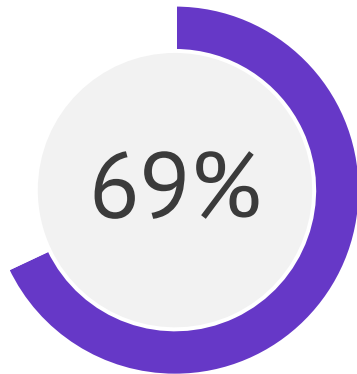
# Our educators have observed a markedly different classroom environment post-pandemic



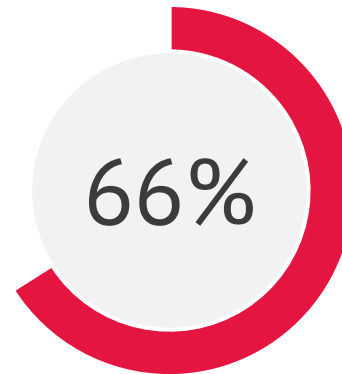
Respondents observed a decline in overall academic preparedness



Respondents observed a decline in in-person student attendance



Respondents observed a decline in study habits and time management skills



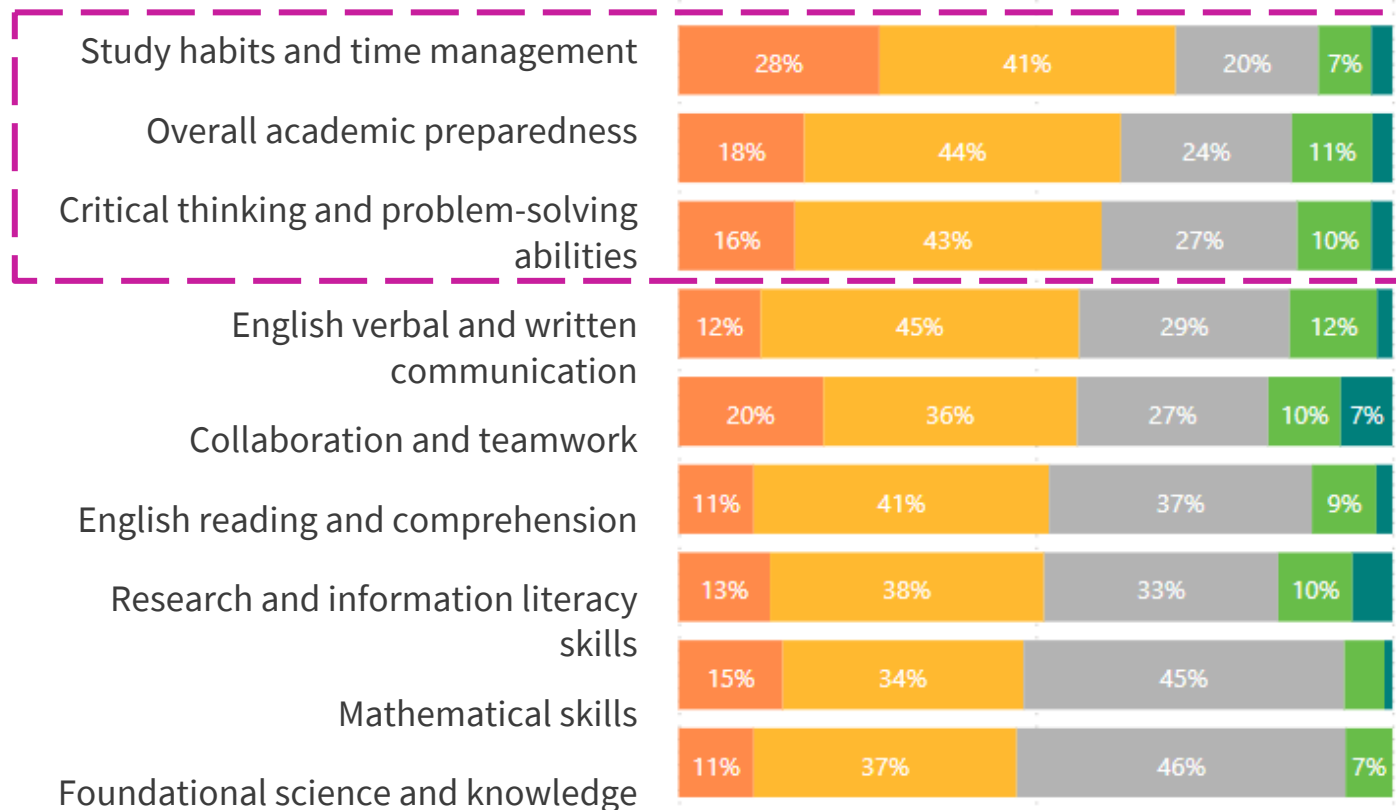
Respondents observed an increase in plagiarism incidents



# Students are less prepared academically than earlier

To what extent have you observed changes in the following areas related to student academic preparedness?

Answer ● Greatly declined ● Moderately declined ● No change ● Moderately improved ● Greatly improved



“I am finding that students are requiring more scaffolding. I’m having to spend more time preparing them for assignments.”

– Educator, Canada

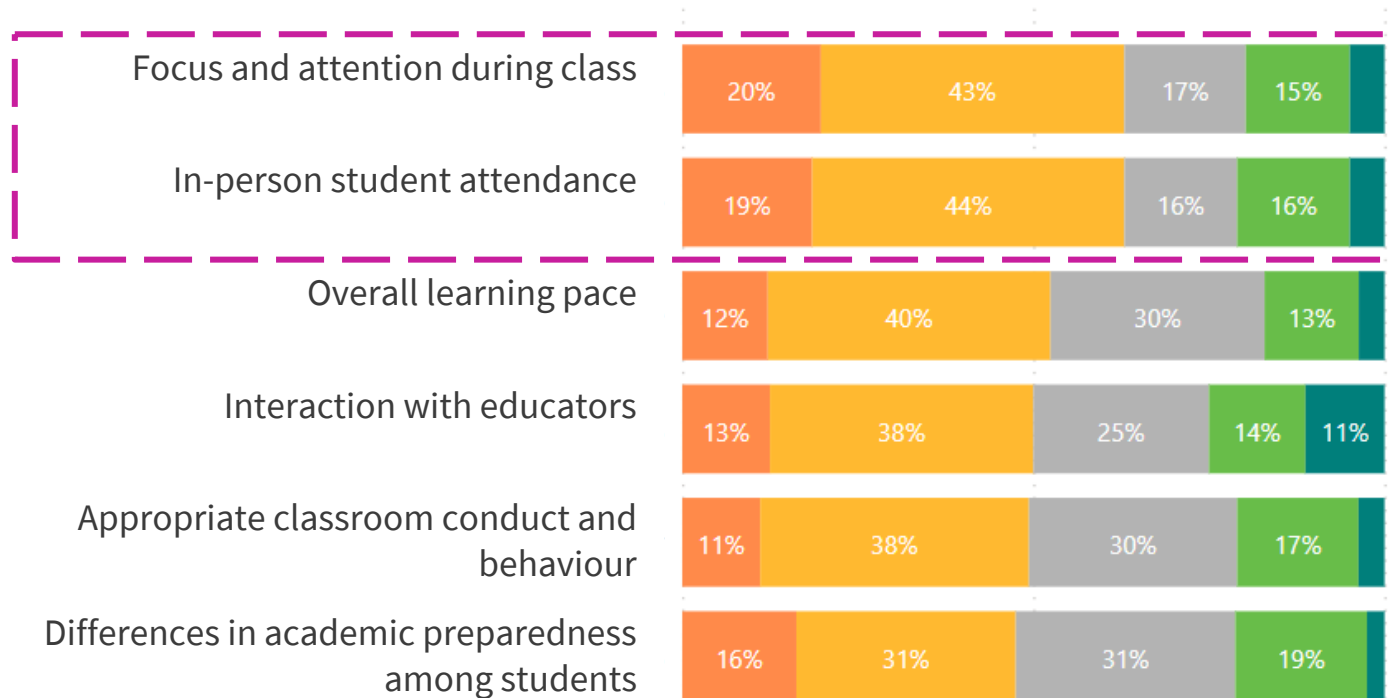
“Students appear to be more overwhelmed with course requirements and often become overwhelmed by stress.”

– Educator, Canada

# Students are less engaged in the classroom than earlier; educators note drop in class attendance

To what extent have you observed changes in the following areas related to **student engagement**?

Answer ● Greatly decreased ● Moderately decreased ● No change ● Moderately increased ● Greatly increased



“Non-attendance at lectures and associated seminars has increased dramatically. I estimate 5-10% attendance on certain modules.”

– Educator, UK

**“When I ask them to talk with their classmates, they often look horrified.”**

– Educator, Canada

“[Students] behave in a very casual way, and teachers have to work much harder to set up clear boundaries and expectations.”

– Educator in Australia

“Recent cohorts are less engaged and ‘excited’ about learning.”

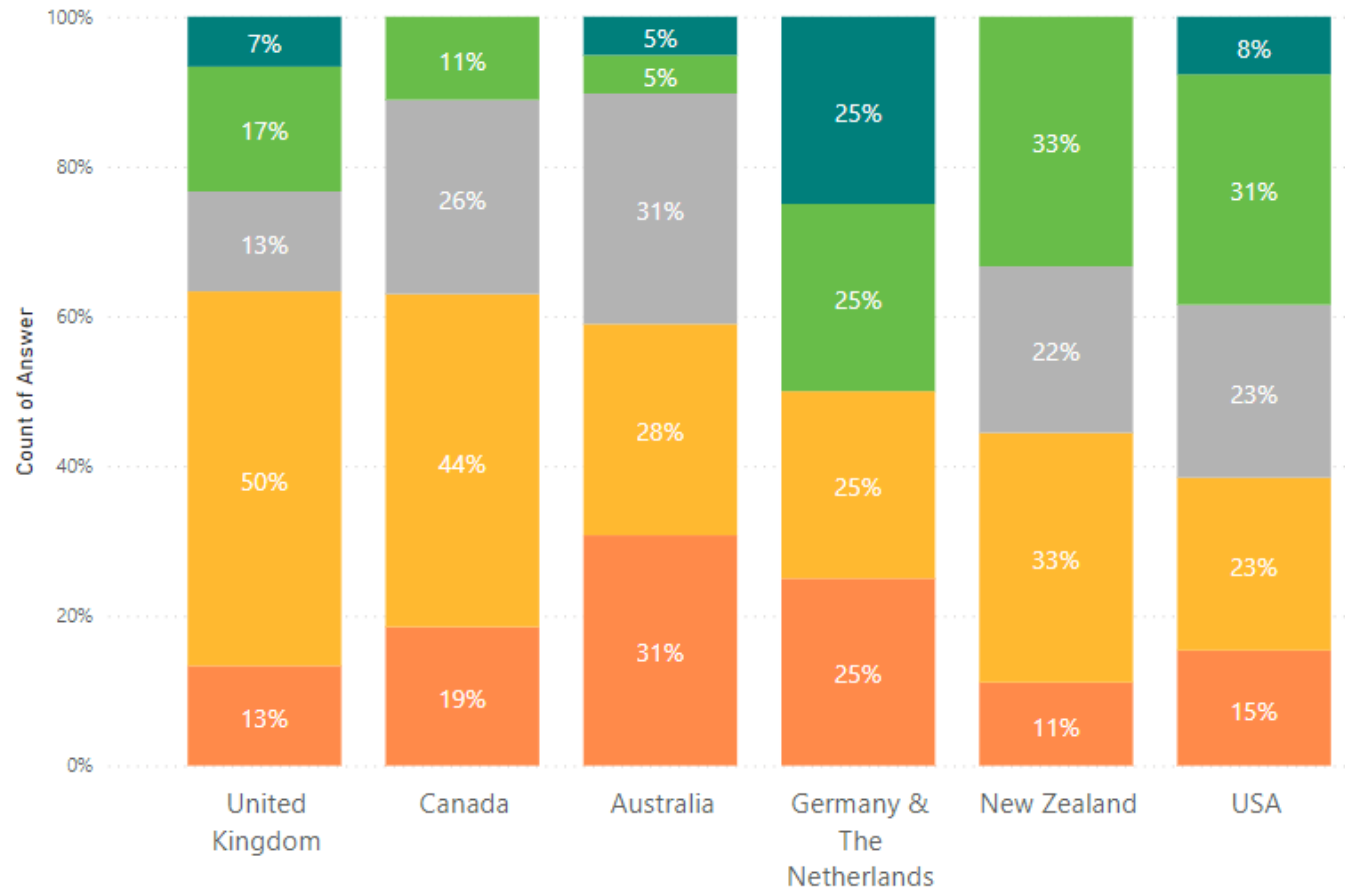
– Educator, UK

# Students across destinations are struggling more with mental health

To what extent have you observed changes in the following areas related to student wellbeing?

Area: Mental health

Answer ● Greatly declined ● Moderately declined ● No change ● Moderately improved ● Greatly improved



**“Seeing more students with social anxiety and social withdrawal, and more mental health challenges** that students may or may not be willing to admit that hamper their student success.”

– Administrator, Canada

“We’re seeing ranges of behaviours we’ve never experienced previously.”

– Management, New Zealand

“A lot of students displayed or reported mental health/wellbeing issues and the number has been increasing since the end of the pandemic.”

– Educator, UK

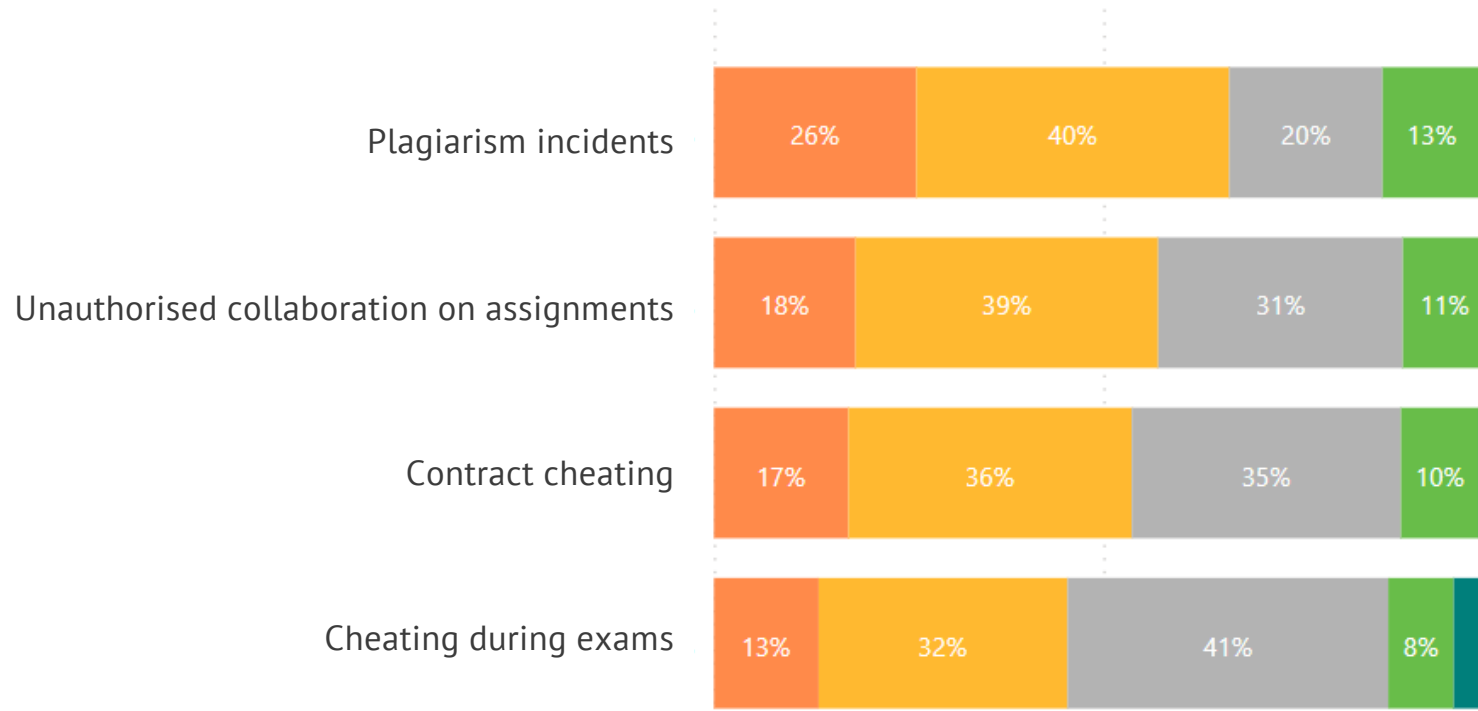
# Key takeaways

1. Schooling has undergone massive disruption
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# Educators are observing a noticeable increase in breaches of academic integrity, often linked to AI

To what extent have you observed changes in the following areas related to **academic integrity**?

**Answer** ● Greatly increased ● Moderately increased ● No change ● Moderately decreased ● Greatly decreased



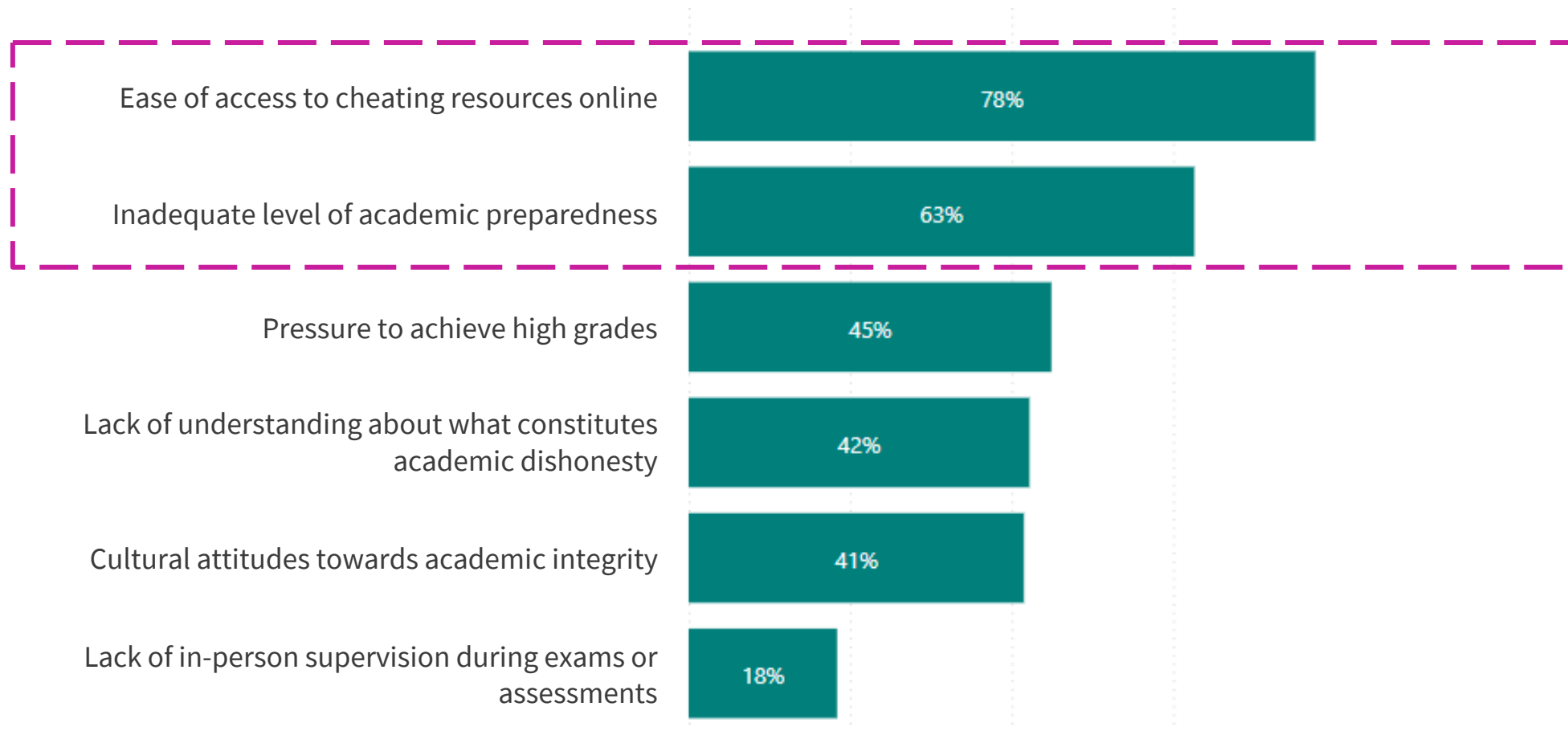
**“Many students submitting work with at least some element of AI generated content, despite it being clearly noted as unacceptable.”**  
– Educator, UK

**“A universal artificial intelligence policy that could augment student capabilities without breaching academic integrity would be welcome.”**  
– Educator, Australia

**“AI has muddied the waters when it comes to academic integrity.”**  
– Educator, Canada

# Ease of access to cheating resources online and inadequate level of academic preparedness are contributing factors

Q: What factors do you believe contribute most to breaches of academic integrity?  
(Select top 3)



# Key takeaways

1. Schooling has undergone massive disruption
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# Educators are experimenting with a range of responses

Strategies to improve  
**student engagement**

New approaches  
to teaching

New approaches  
to assessment

Stricter rules

Strategies to support  
**student wellbeing**

One-on-one support

Initiatives to encourage  
social activity

Strategies to reduce breaches  
of **academic integrity**

New modules  
and guidelines



# Educators are experimenting with new ways of teaching to improve student engagement

Q: What actions or strategies have you implemented to respond to these challenges?

## New approaches to teaching

“Role plays, games, and case studies to engage students in applying theories to real life situations.

- Educator, Australia

“I try to make them feel more comfortable by discussing their views and relating those ideas and discussions to the subject content.”

- Educator, UK

“We deliver weekly drop in and consultation sessions to support students with study, writing and referencing skills.”

- Educator, UK

## New approaches to assessments

“Experimenting with human-AI collaboration in assessment to facilitate student learning.”

- Educator, Australia

“Introducing more formative assessments to give them continual feedback, etc.”

- Educator, UK

“Re-designed summative assessment to encourage attendance.”

- Educator, UK

“Unannounced pop quizzes to encourage attendance”

- Educator, Canada

## Stricter rules

“I have much stricter requirements regarding completion of assignments on time. But I am also permitting an opportunity to make up missed assignments when changing behaviour warrants another opportunity.

“Phones must be put away.”

- Educator, Canada

“Increased strict behavior rules during class time.”

-- Educator, USA

# Colleges are exploring new strategies to support student mental health and academic integrity

## Additional resources, including 1:1 support

Set **one-to-one online meetings** with all students to check their wellbeing.  
- Student support, The Netherlands

“**One-to-one support**, drop-in sessions, referrals to wellbeing and student support.”  
- Educator, UK

## Initiatives to encourage social activity

“**I move students around in the classroom in a lot of classes**, so they get to know each other. Hopefully then they also have someone to ask for help, if they need it with the course content.”  
- Educator, Canada

We have small classes and so we encourage students to interact in and outside of class. We also **run an activities programme to encourage more social interaction.**  
- Management, New Zealand

“**Increase in on-campus/in-person engagement** events & activities, both social & academic in nature.”  
- Administrator, USA

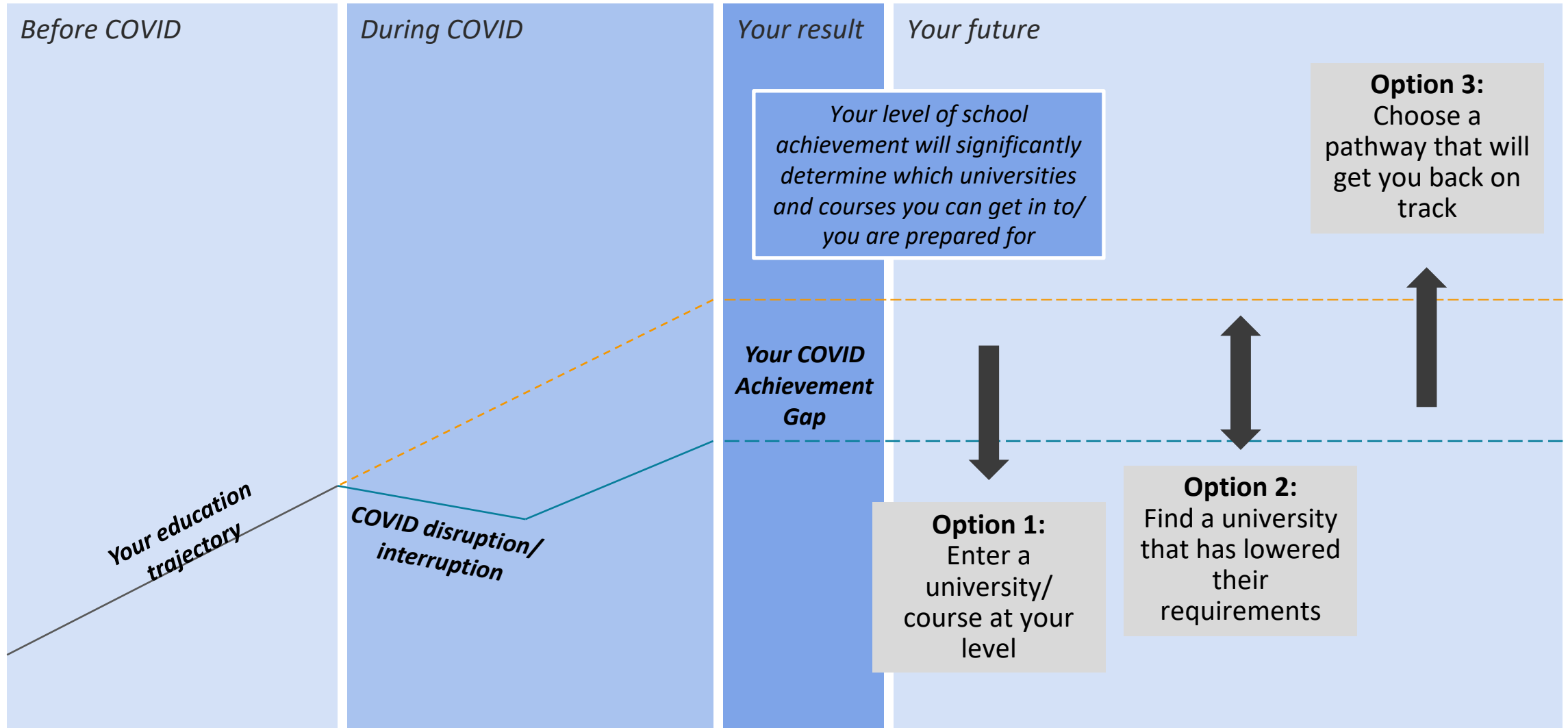
## Initiatives related to Academic Integrity

“We have also developed comprehensive guidelines on Generative AI for students and tutors.”  
- Educator, UK

“**Mandatory tutorials and more awareness sessions** on academic integrity.”  
- Management, Canada

“In every class it is important to stress academic integrity and the potential punishments. **Get students to write in class both on paper and online.**”  
- Educator, UK

# For affected students, what are their options?



**Thank you**



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