



8th ASEF Regional Conference on Higher Education (ARC8)

Outlook 2030: Inclusive and Diverse Higher Education in Asia and Europe

ARC8 Inclusive Learning and Teaching in a Digital World

Session 3 | Friday, 5 March 2021

Memo

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ARC8 Expert Group Session
March 5th 2021

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Keiko was asked to make a 10-minute presentation focusing on the following 3 questions to provide food for thought for the expert group:

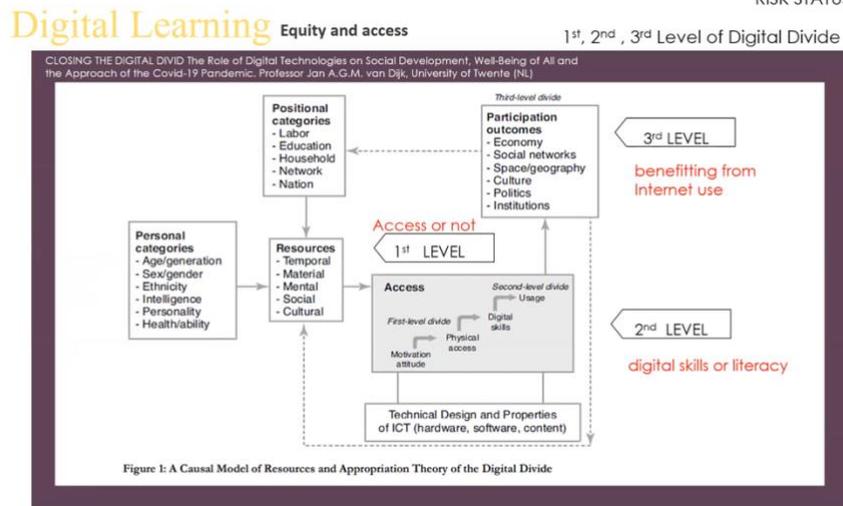
1. What is your take, how inclusive are learning and teaching in the digital world? what is the status quo? Do you have any numbers to show?
2. What potential risks do you foresee that could jeopardize greater inclusion in learning and teaching in a digital world in the next 10 years?
3. What opportunities and leverage points do you see to promote inclusion in learning and teaching in a digital world the next 10 years?

Keiko began by **definition the terms** *Inclusive* and *Equity*:

- First, inclusive as a “culture of belonging”. Inclusion requires responding to the diverse needs of all learners, through increasing participation in learning, cultures, and communities, and reducing exclusion from and within education. It involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all learners and the conviction that it is the responsibility of the regular system to educate all of them.
- Second, Equity as “fair treatment”. Equity requires securing all learners’ rights to education, and their rights within and through education to realize their potential and aspirations. It also

requires implementing and institutionalizing arrangements that help ensure all learners can achieve these aims.

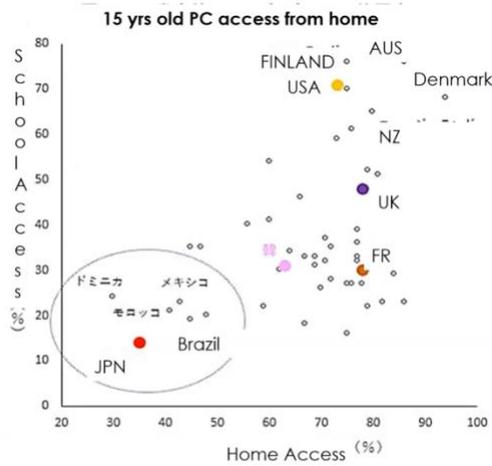
RISK STATUS QUO



Keiko explained that there were **three levels to the digital divide**:

- **The Economic Divide:** The first level was inaccessible technology;
 - The first level of the digital divide can even be found in developed countries, such as the United States of America. The gap between those who had access to computers and the internet, and those who did not were because of social or geographical barriers, but this gap had become much more apparent with the pandemic (USA Today), as explained by Keiko.
- **The Usability Divide:** The second level is the lack of digital skills or digital literacy;
- **The Empowerment Divide:** The third level of the digital divide is the inability or lack of access to benefit from the use of internet.
 - An example of the second level of the digital divide was given. In Japan, PC access from homes and from schools began to reduce beginning 2018. The reason for this, according to Keiko, was the development and mass distribution of smartphones. The example captures the second level and third level of the digital divide. Normal access to desktop computers created the second and third digital divide which meant that people could not take advantage from internet use, widely unable to develop the desktop skills for employability, academics, etc.

In terms of the **status quo** and the digital divide in Japan:



15 yrs old PC access from home

	2009年	2018年	増分
Macao	19	71	52
Russia	25	73	48
Uruguay	20	66	46
Lithuania	33	78	45
Chile	25	69	44
Poland	38	82	44
Latvia	34	75	41
Korea	23	63	40
Hungary	28	67	39
Croatia	38	77	39
Hong Kong	23	62	39
Israel	33	71	38
Slovak Republic	40	77	37
Czech Republic	39	75	36
Bulgaria	37	72	35
Slovenia	46	79	33
Turkey	17	48	31
Greece	41	69	28
Thailand	17	45	28
Italy	50	76	26
New Zealand	54	80	26
Belgium	60	83	23
Australia	65	86	21
Austria	66	84	18
Switzerland	63	81	18
Singapore	59	76	17
Estonia	62	77	15
Finland	61	75	14
Sweden	63	75	12
Ireland	62	72	10
Denmark	87	94	7
Iceland	76	79	3
Japan	48	25	-18

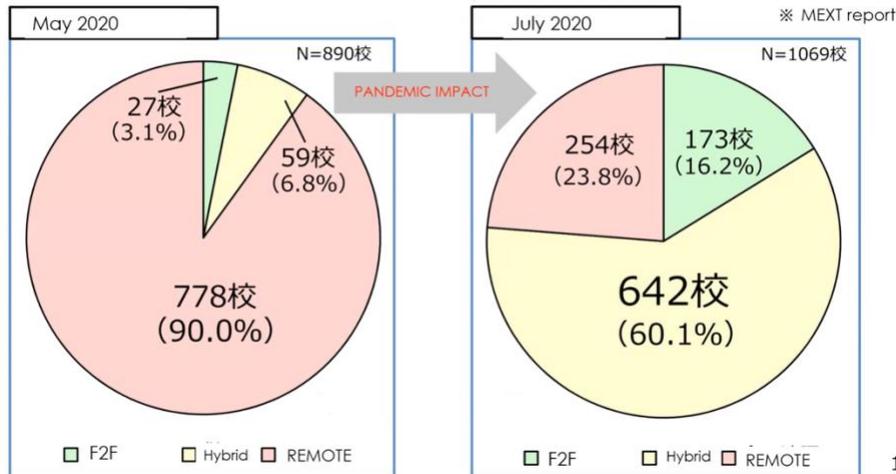
*自宅(学校)にノートパソコンがあり、それを使うと答えた生徒の比率。
*OECD「PISA 2018」より資料転写作成。

*自宅にノートPCがあり、それを使うと答えた生徒の比率(%)
*OECD「PISA 2009/2018」より資料転写作成。 RISK STAU QUO

Keiko introduced an interesting case, out of the member states of the OECD, Japan ranked last in terms of providing PC access to 15 years old from home. However, this was so because of the increase in in access to mobile phones. Keiko presented the perspective wherein this may cause the third level in the digital divide, wherein PC skills won't be development for employability or academics do to the shift towards mobile phone use. Additionally, the new prime minister of Japan announced the establishment of the digital ministry to respond. Japans response in digital learning within the context of the pandemic was astonishing, said Keiko:

Japan and Quick adaptation of digital learning in 2020

POTENTIAL STAU QUO



There was a influx in the mode of hybrid teaching during pandemic, from 6.8 percent in May 2020 increasing up to 60 percent in July 2020. There were rapid adjustments in just two months, and the learning curve was very sharp, according to Keiko.

Keiko proceeded to elaborate on the **potential in the next 10 years**, and introduced the concept of society 5.0.



Japan Association for the 2025 World Exposition

About the Expo News About the Association Designing Future Society for Our Lives Activity Report

POTENTIAL NEXT 10yrs



Society 5.0 and SDGs being strongly put forward would encourage DEI, which also transforms digital learning and teaching issues.

Goals of Expo 2025 Osaka, Kansai

<https://www.expo2025.or.jp/en/>

- ✓ A society that achieves the Sustainable Development Goals (SDGs) set by the United Nations
- ✓ Achievement of Japan's national strategy Society 5.0

According to Keiko, goals of online learning in Japan take the example of the industry, as the movement industry usually has a strong influence on the higher educational sector. Keiko explained that this was partially because of the tight liaison between the employment system and universities. Come educational digital transformation, the industry sector certainly picks up faster while the education sector would need to catch up. At this time, there will be a strong push or diversity, equity, and inclusion.

Due to the halt on mobility, the use of digital engagement increased with teaching and learning in international education. Keiko identified Collaborative Online International Learning (COIL), virtual exchange, and virtual mobility as essential parts in the new normal. Keiko also observed that there was a growing interest in online collaborative learning, and there were various benefits of online mode of teaching and learning.



Benefits of Online Mode of Teaching and Learning

- Stops the spread of biological viruses
- Good for minimizing harmful emissions
 - lower greenhouse gases
- Convenience
- Expertise available to more sites
- No geographical barriers
- Minimization of travel and accommodation costs
- Considerably lower costs

Why COIL Captures interests?

<https://www.elf.edu.au/index.php>



3 C's in COIL

All in the context of international encounters

The Three C's in COIL: Communication, Coordination, and Collaboration.

As said by Keiko, “the key would be if you can collaborate online, then you can certainly learn online”

Keiko proceeded, to elaborate the **potential risks** in the coming years:

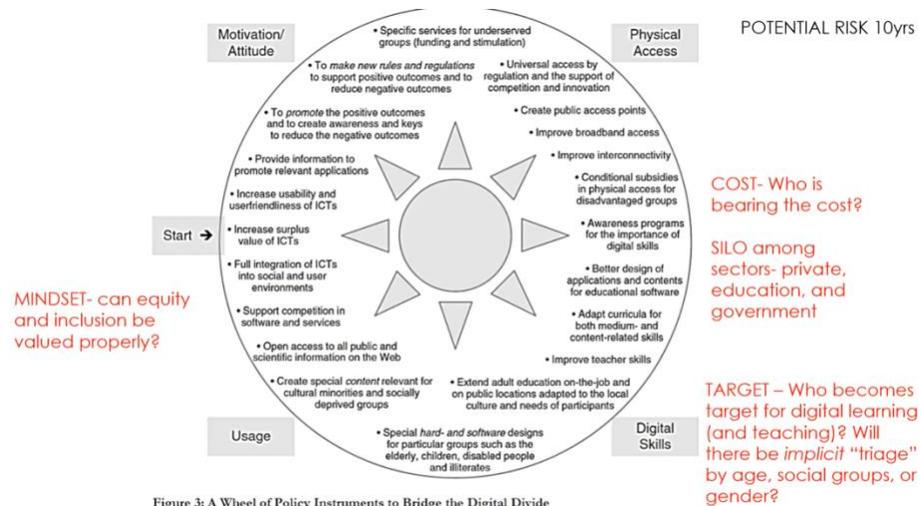


Figure 3: A Wheel of Policy Instruments to Bridge the Digital Divide
 Source Jan van Dijk (2020) *The Digital Divide*, p. 149

Risks:

- Costs – Who is bearing the cost implementation?
- Silo Context – Silo among sectors, be it the private sector, education sector, government, and so on.
- Target – Who becomes the target of digital learning (and teaching)?
- Mindset – Can equity and inclusion be valued properly?

After the presentation of Keiko, members of the experts group had time to provide comments and ask questions:

Prof Ulf EHLERS, Professor for Educational Management and Lifelong Learning Baden-Wuerttemberg Cooperative State University Karlsruhe, Germany

- Ulf heretically challenged the idea that digital technology provides more equal opportunities. In the current environment in which there are plenty of digital opportunities, the heritage factor and biology factor remain unchanged by technology. When it comes to education, Ulf explained that there is very stable correlation over the last almost 80 years heritage factors and biology, and digital technology didn't really change that. Thus, there is a need for a multifactorial approach towards this issue.
- Ulf was absolutely fascinated by this idea of having a government approach to lead the society 5.0.

Response of Keiko, in summary:

- Keiko first acknowledged the point provided by Ulf, having wondered the same herself. Keiko explained that, despite there being three different levels, these are not in any particular sequence. So much so, level one can contribute to affect or cause the other level.
- Keiko explained that Society 5.0 builds off of Industry 4.0, and goes beyond it with advanced technology immersed into the daily lives, making technology for human-centered lives. This was also described as humanizing technology.

Keiko highlighted the importance of including the UN Sustainable Development Goals in the discussion on Society 5.0, as sustainability is essential for Society 5.0 to come into fruition.