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NEW DIGITAL COLLABORATION AMONG RUSSIAN UNIVERSITY TEACHING STAFF IN COVID PANDEMIC SITUATION

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Center of the University partnership —————> Digital internship program - virtual mobility

Institute of Education —————> Research support



BACKGROUND

RUSSIAN SYSTEM OF HIGHER EDUCATION BEFORE THE COVID-19 CHANGING



- High level of inner differentiation and inequality both in higher education and territory development.
- State funding for the top universities development.
- Academic mobility for teaching staff was reduced by the government sourced foundations, low level of salary, and high level of auditory work (lectures).
- The strategy goal of digital transformation in higher education.
- Lack in digital skills among both students and teachers.

digitalization imposed huge demand on teaching staff they were not able to meet



TOP UNIVERSITIES - AGENTS OF CHANGING



DIGITAL INTERNSHIP AND VIRTUAL MOBILITY FOR THE UNIVERSITY TEACHING STAFF IN RUSSIAN UNIVERSITIES

When? March 2020, new format - digital internships for the teaching staff in Russian Universities.

What? The program deal with digital collaboration for project work, formed by the interns' demands (agentt-based principle).

What's new? New virtual mobility to the top university teams.

About what exactly? Techniques of effective distance teaching; Digital resources before and after the Pandemic; Shifting to distant education.

Q: the new digital collaboration opportunities could be revised and measured in the context of higher education digitalisation and its effects

motives (internal factors)

Extrinsic motives:
Status, salary, administrations' demands, offer

Intrinsic, altruistic motives:
Self-development, student-oriented ideas, personal aspirations, values

cognition

constant

reasons (external / contextual factors)

Push factors: poor recourses of the Universities, poor infrastructure of the research skills supporting, ineffective University management, no free courses for the teaching staff, low level of the e-courses for the University staff, demotivating factors emanating from negative influences.

Pull factors: top Universities recourses (databases, researchers, academic projects, teams)

behavior

Could be changed fast

Motives' influences relating to the impact of external conditions and constraints

Motivation letters

1. What is your teaching philosophy?
2. Why do you teach in this way?
3. Are you a good teacher and why?



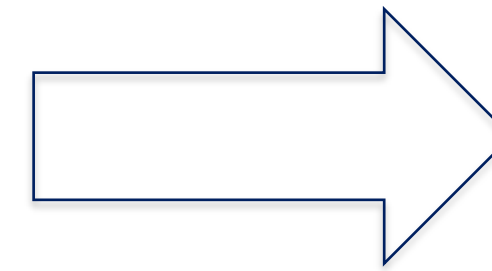
MATERIALS AND METHODS

SAMPLE OF THE INTERNS



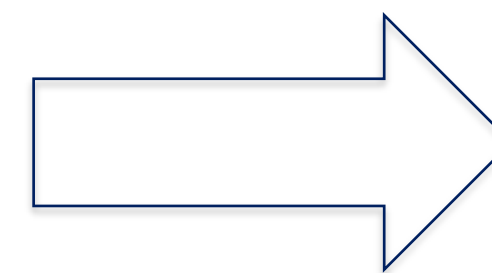
TWO EMPIRICAL SNAPSHOTS:

- database of internship programs in Higher School of Economics (April –December 2020)



Statistic profile of outstanding university teachers

- motivation letters with list of the obligatory questions / points



Motivation letters' content

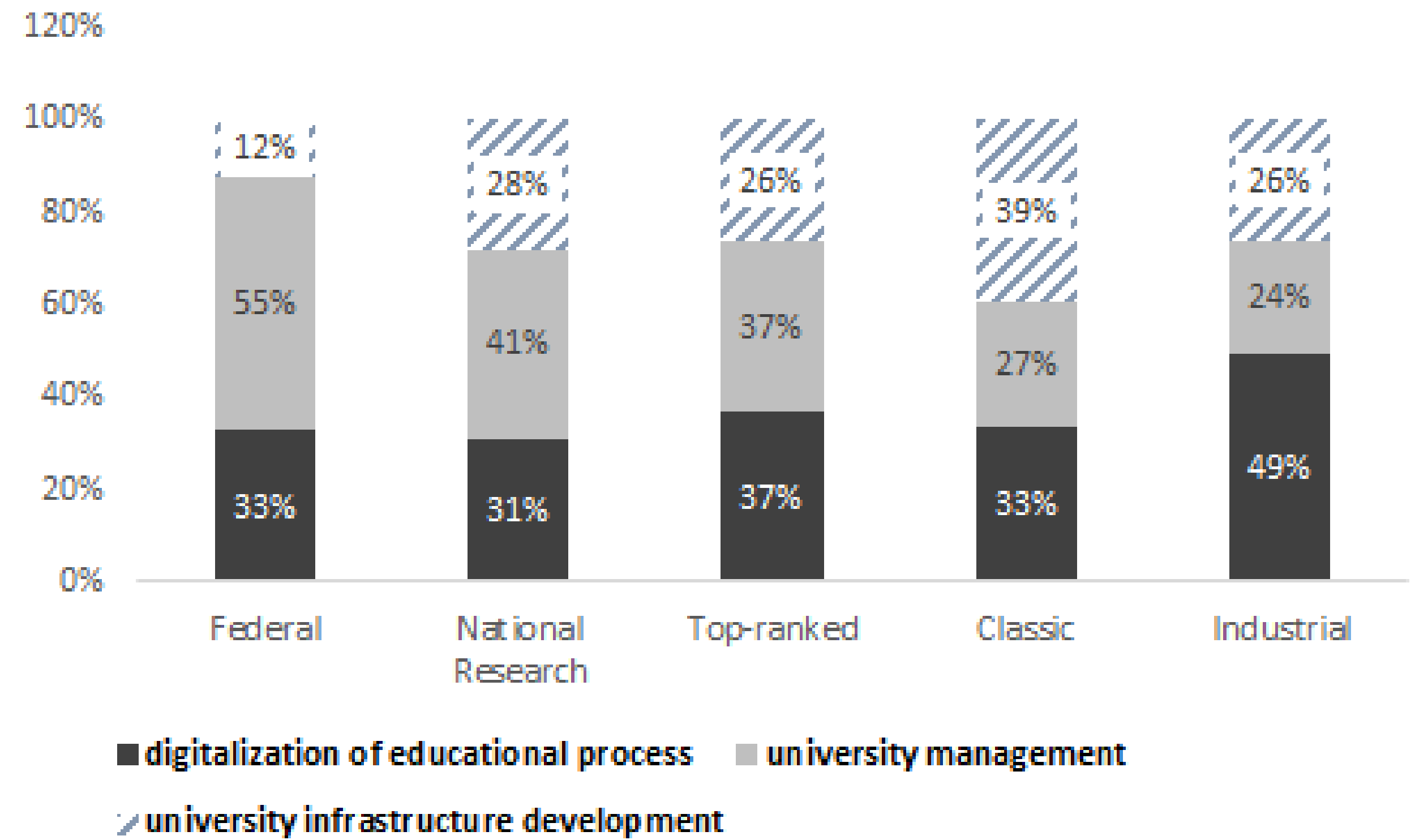


MATERIALS AND METHODS

SAMPLE OF THE UNIVERSITIES



Variable	N	Mean
Types of University		
Classic	398	0.25
National Research University	398	0.08
Top-ranked	398	0.10
Industrial	398	0.40
Federal	398	0.12
Other	398	0.04





RESULTS: STATISTICS



Interns' profile - those who have already achieved significant professional success and continue to integrate into the new digital reality, completing their competencies. This "investment" is not associated with career advancement or a salary increase.

Most of the teachers immediately used the acquired knowledge in their educational practices.

Top Universities such as Federal and National Research were more interested in programs on University management (52%).

Industrial Universities which usually were more interested in programs on digitalization of educational processes (49%).

Classic universities more often choose programs devoted to University infrastructure development, (39%).



RESULTS: MOTIVATION LETTERS



1. Two main topics. 1) educational process at the university (individual educational student's track, necessity in network programs for the HEI, new teaching technologies for online learning). 2) collaboration with colleagues from other universities (not necessarily leading ones, but those that deal with similar issues, topics of research, problems). The last subject is widely represented among the University administration interns.
2. Academic leadership of the universities is the main extrinsic context for most of the interns. This could be the result of the educational policy goals implementation.
3. None of the studied motivation letters contained the reasons why the relevant skills cannot be obtained in their own university. One of the top problems for the interns was a lack of digital competencies but it was not related to the shortage of resources in the universities and did not interpret as a push factor.



AND WHAT?



INNER VIRTUAL MOBILITY FOR THE UNIVERSITY STAFF – MODEL

TOP UNIVERSITY + PARTNERS'
UNIVERSITIES

DIGITAL ENVIRONMENT

VIRTUAL MOBILITY: PART OF THE
TEAM+ PROJECT+ RESULT
PRODUCT

POSSIBLE EFFECTS

- NEW AGENTS OF CHANGING
- REDUCING INEQUALITY IN HE
- NEW SEGMENT OF THE ACADEMIC
MARKET
 - CONSORTIUMS
 - DIGITAL HUMANITIES

Virtual mobility to the top universities is a good case for the countries with high level of territory inequality in HE



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