THE IMPACTS OF COVID-19 TO STUDENTS, ACADEMIC STAFFS, AND UNIVERSITIES: EXPERIENCE AND EXPECTATIONS

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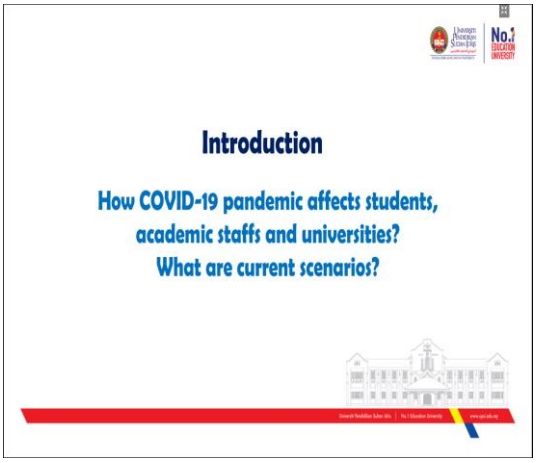
ABSTRAK

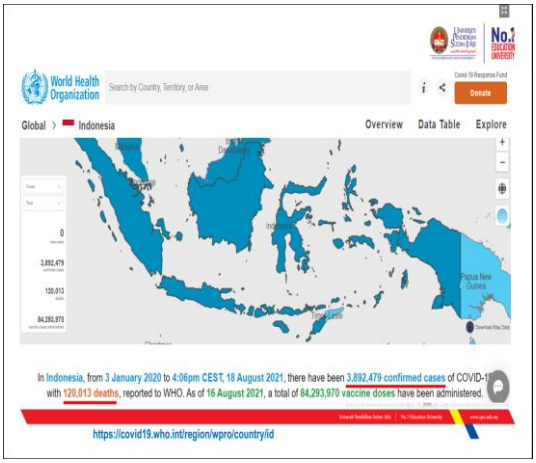
The disruptive effects of the COVID-19 pandemic particularly on education sector is of great concern. This infectious disease has changed the education landscape significantly, around the globe. As reported by UNESCO, a total of 1.598 billion learners from 194 countries are affected due to the closure of educational institutions at all grade levels in 2020. Since it was first identified on 7 January 2020, the COVID-19 has affected the students, academic staffs and universities in many ways. The students' learning was greatly affected, their graduation was delayed, their internship was cancelled and they have lost job opportunities. The academic staffs had to adapt with new norm of teaching delivery method, from hybrid or blended learning to online learning. The universities are no exception. The universities' management had to upgrade support systems to assist students and academic staffs, while maintaining the quality of teaching and learning in the university. The success of teaching and learning is absolutely requires commitment from all parties. As a matter of fact, we are still facing COVID-19. After more than a year confronting this invisible enemy, we have collected a number of experiences and expectations. These will be the keys for us to explore new horizons in higher education.

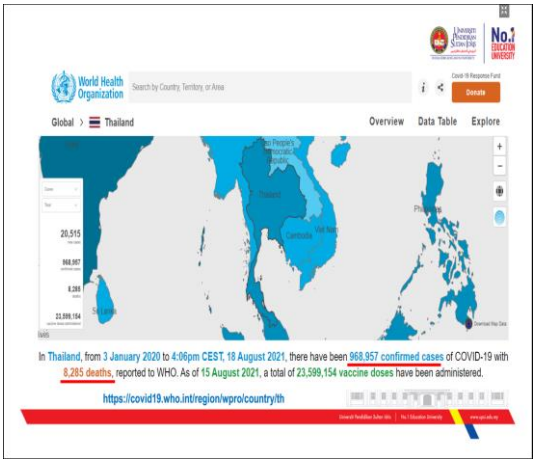
Keywords*: COVID-19; Impacts; Higher education; Experiences; Expectations*

SN-KPK XIII
SEMINAR NASIONAL
KIMIA DAN PENDIDIKAN KIMIA
THE IMPACTS OF COVID-19 TO STUDENTS, ACADEMIC STAFFS AND UNIVERSITIES: EXPERIENCES AND EXPECTATIONS
AZLAN KAMARI
UNIVERSITI PENDIDIKAN SULTAN IDRIS
21 AUGUST 2021

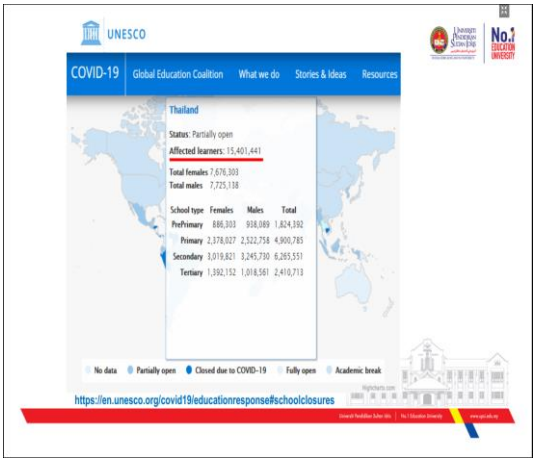

Introduction
How COVID-19 pandemic affects students, academic staffs and universities?
What are current scenarios?

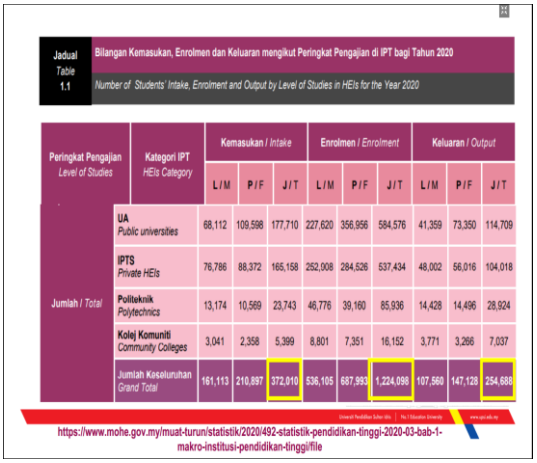
World Health Organization
Global › Malaysia
Overview
Data Table
Explore
In Malaysia, from 3 January 2020 to 4:06pm CEST, 18 August 2021, there have been 1,444,270 confirmed cases of COVID-19 with 13,077 deaths, reported to WHO. As of 12 August 2021, a total of 23,161,255 vaccine doses have been administered.
https://covid19.who.int/region/wpro/country/my


World Health Organization
Global › Indonesia
Overview
Data Table
Explore
In Indonesia, from 3 January 2020 to 4:06pm CEST, 18 August 2021, there have been 3,892,479 confirmed cases of COVID-19 with 120,013 deaths, reported to WHO. As of 16 August 2021, a total of 84,293,970 vaccine doses have been administered.
https://covid19.who.int/region/wpro/country/id


World Health Organization
Global › Thailand
Overview
Data Table
Explore
In Thailand, from 3 January 2020 to 4:06pm CEST, 18 August 2021, there have been 968,957 confirmed cases of COVID-19 with 8,285 deaths, reported to WHO. As of 15 August 2021, a total of 23,599,154 vaccine doses have been administered.
https://covid19.who.int/region/wpro/country/th

UNESCO
COVID-19
Global Education Coalition
What we do
Stories & Ideas
Resources
Malaysia
Status: Partially open
Affected learners: 7,962,033
Total females 3,997,262
Total males 3,964,771
School type Females Males Total
PrePrimary 490,792 508,765 999,557
Primary 1,508,405 1,576,225 3,084,630
Secondary 1,308,945 1,284,025 2,592,970
Tertiary 689,120 595,756 1,284,876
No data
Academic break
https://en.unesco.org/covid19/educationresponse#schoolclosures

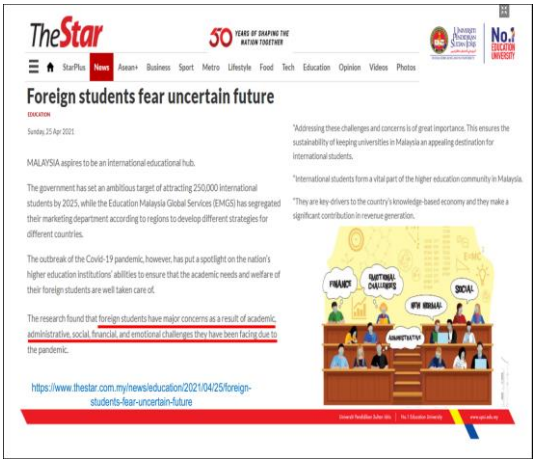


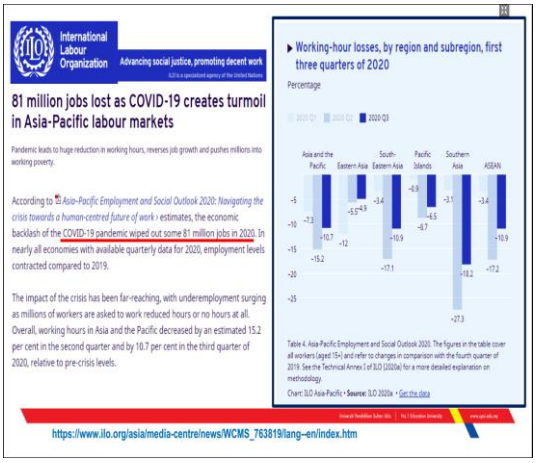


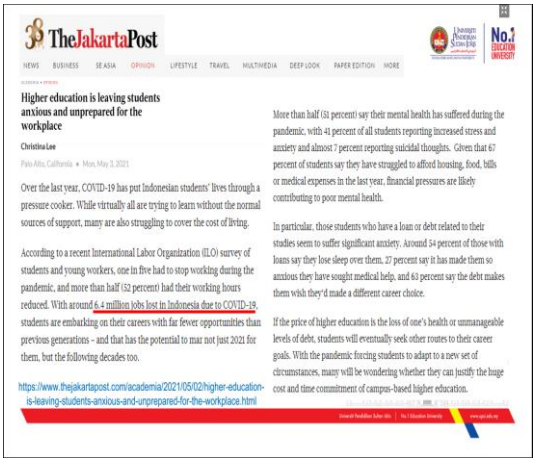
Jadual / Table 1.1 — Bilangan Kemasukan, Enrolmen dan Keluaran mengikut Peringkat Pengajian di IPT bagi Tahun 2020
Number of Students' Intake, Enrolment and Output by Level of Studies in HEIs for the Year 2020

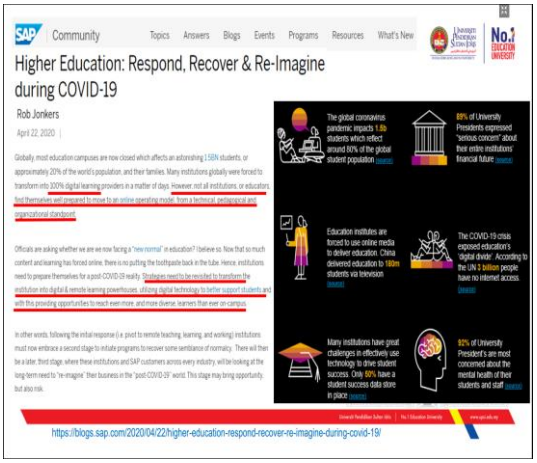
Peringkat Pengajian / Level of Studies	Kategori IPT / HEIs Category	Kemasukan / Intake			Enrolmen / Enrolment			Keluaran / Output		
		L/M	P/F	J/T	L/M	P/F	J/T	L/M	P/F	J/T
Jumlah / Total	UA *Public universities*	68,112	109,598	177,710	227,620	356,956	584,576	41,359	73,350	114,709
	IPTS *Private HEIs*	76,786	88,372	165,158	252,008	284,526	537,434	48,002	66,016	104,018
	Politeknik *Polytechnics*	13,174	10,569	23,743	46,776	39,160	85,936	14,428	14,496	28,924
	Kolej Komuniti *Community Colleges*	3,041	2,358	5,399	8,801	7,351	16,152	3,771	3,266	7,037
	Jumlah Keseluruhan *Grand Total*	161,113	210,897	372,010	536,105	687,993	1,224,098	107,560	147,128	254,688

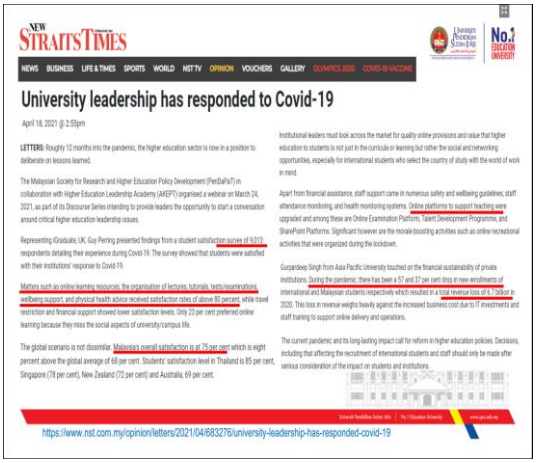
https://www.mohe.gov.my/muat-turun/statistik/2020/492-statistik-pendidikan-tinggi-2020-03-bab-1-makro-institusi-pendidikan-tinggi/file

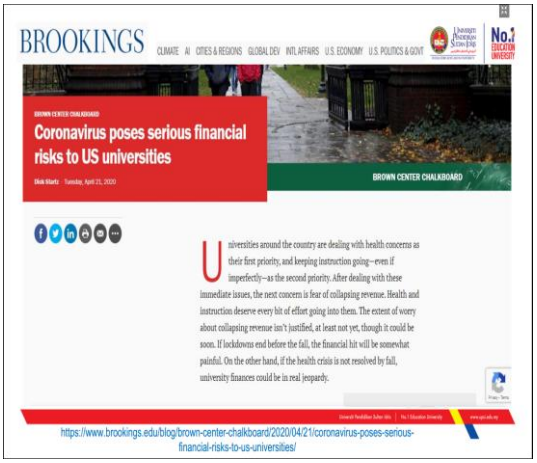



International Labour Organization
Advancing social justice, promoting decent work
81 million jobs lost as COVID-19 creates turmoil in Asia-Pacific labour markets
Pandemic leads to huge reduction in working hours, reverses job growth and pushes millions into working poverty.
According to Asia-Pacific Employment and Social Outlook 2020: Navigating the crisis towards a human-centred future of work › estimates, the economic backlash of the COVID-19 pandemic wiped out some 81 million jobs in 2020. In nearly all economies with available quarterly data for 2020, employment levels contracted compared to 2019.
The impact of the crisis has been far-reaching, with underemployment surging as millions of workers are asked to work reduced hours or no hours at all. Overall, working hours in Asia and the Pacific decreased by an estimated 15.2 per cent in the second quarter and by 10.7 per cent in the third quarter of 2020, relative to pre-crisis levels.
Working-hour losses, by region and subregion, first three quarters of 2020
Percentage
2020-Q1
2020-Q2
2020-Q3
Asia and the Pacific
Eastern Asia
South-Eastern Asia
Pacific Islands
Southern Asia
ASEAN
-5
-10
-15
-20
-25
-7.2
-10.7
-15.2
-5.5
-4.9
-12
-3.4
-10.9
-17.1
-6.9
-4.5
-8.7
-3.1
-18.2
-27.3
-3.4
-10.9
-17.2
Table 4. Asia-Pacific Employment and Social Outlook 2020. The figures in the table cover all workers (aged 15+) and refer to changes in comparison with the fourth quarter of 2019. See the Technical Annex I of ILO (2020a) for a more detailed explanation on methodology.
Chart: ILO Asia-Pacific • Source: ILO 2020a • Get the data
https://www.ilo.org/asia/media-centre/news/WCMS_763819/lang--en/index.htm


TheJakartaPost
NEWS BUSINESS SE ASIA OPINION LIFESTYLE TRAVEL MULTIMEDIA DEEP LOOK PAPER EDITION MORE
Higher education is leaving students anxious and unprepared for the workplace
Christina Lee
Palo Alto, California • Mon, May 3, 2021
Over the last year, COVID-19 has put Indonesian students' lives through a pressure cooker. While virtually all are trying to learn without the normal sources of support, many are also struggling to cover the cost of living.
According to a recent International Labor Organization (ILO) survey of students and young workers, one in five had to stop working during the pandemic, and more than half (52 percent) had their working hours reduced. With around 6.4 million jobs lost in Indonesia due to COVID-19, students are embarking on their careers with far fewer opportunities than previous generations - and that has the potential to mar not just 2021 for them, but the following decades too.
More than half (51 percent) say their mental health has suffered during the pandemic, with 41 percent of all students reporting increased stress and anxiety and almost 7 percent reporting suicidal thoughts. Given that 67 percent of students say they have struggled to afford housing, food, bills or medical expenses in the last year, financial pressures are likely contributing to poor mental health.
In particular, those students who have a loan or debt related to their studies seem to suffer significant anxiety. Around 54 percent of those with loans say they lose sleep over them, 27 percent say it has made them so anxious they have sought medical help, and 63 percent say the debt makes them wish they'd made a different career choice.
If the price of higher education is the loss of one's health or unmanageable levels of debt, students will eventually seek other routes to their career goals. With the pandemic forcing students to adapt to a new set of circumstances, many will be wondering whether they can justify the huge cost and time commitment of campus-based higher education.
https://www.thejakartapost.com/academia/2021/05/02/higher-education-is-leaving-students-anxious-and-unprepared-for-the-workplace.html


SAP Community
Topics Answers Blogs Events Programs Resources What's New
Higher Education: Respond, Recover & Re-Imagine during COVID-19
Rob Jonkers
April 22, 2020
Globally, most education campuses are now closed which affects an astonishing 1.5BN students, or approximately 20% of the world's population, and their families. Many institutions globally were forced to transform into 100% digital learning providers in a matter of days. However, not all institutions, or educators, feel themselves well prepared to move to an online operating model, from a technical, pedagogical and organizational standpoint.
Officials are asking whether we are we now facing a "new normal" in education? I believe so. Now that so much content and learning has forced online, there is no putting the toothpaste back in the tube. Hence, institutions need to prepare themselves for a post-COVID-19 reality. Strategies need to be revisited to transform the institution into digital & remote learning powerhouses, utilizing digital technology to better support students and with this providing opportunities to reach even more, and more diverse, learners than ever on-campus.
In other words, following the initial response (i.e. pivot to remote teaching, learning, and working) institutions must now embrace a second stage to initiate programs to recover some semblance of normalcy. There will then be a later, third stage, where these institutions and SAP customers across every industry, will be looking at the long-term need to "re-imagine" their business in the "post-COVID-19" world. This stage may bring opportunity, but also risk.
The global coronavirus pandemic impacts 1.6b students which reflect around 80% of the global student population
89% of University Presidents expressed "serious concern" about their entire institutions' financial future
Education institutes are forced to use online media to deliver education. China delivered education to 180m students via television
The COVID-19 crisis exposed education's 'digital divide'. According to the UN 3 billion people have no internet access
Many institutions have great challenges in effectively use technology to drive student success. Only 80% have a student success data store in place
92% of University President's are most concerned about the mental health of their students and staff
https://blogs.sap.com/2020/04/22/higher-education-respond-recover-re-imagine-during-covid-19/


NEW STRAITS TIMES
NEWS BUSINESS LIFE & TIMES SPORTS WORLD NST TV OPINION VOUCHERS GALLERY OLYMPICS 2020 COVID-19 VACCINE
University leadership has responded to Covid-19
April 18, 2021 @ 2:59pm
LETTERS: Roughly 12 months into the pandemic, the higher education sector is now in a position to deliberate on lessons learned.
The Malaysian Society for Research and Higher Education Policy Development (PeDaPoT) in collaboration with Higher Education Leadership Academy (AKEPT) organised a webinar on March 24, 2021, as part of its Discourse Series intending to provide leaders the opportunity to start a conversation around critical higher education leadership issues.
Representing iGraduate, UK, Guy Perring presented findings from a student satisfaction survey of 9,013 respondents detailing their experience during Covid-19. The survey showed that students were satisfied with their institutions' response to Covid-19.
Matters such as online learning resources, the organisation of lectures, tutorials, tests/examinations, wellbeing support, and physical health advice received satisfaction rates of above 80 percent, while travel restriction and financial support showed lower satisfaction levels. Only 23 per cent preferred online learning because they miss the social aspects of university/campus life.
The global scenario is not dissimilar. Malaysia's overall satisfaction is at 75 per cent which is eight percent above the global average of 68 per cent. Students' satisfaction level in Thailand is 85 per cent, Singapore (78 per cent), New Zealand (72 per cent) and Australia, 69 per cent.
Institutional leaders must look across the market for quality online provisions and value that higher education to students is not just in the curricula or learning but rather the social and networking opportunities, especially for international students who select the country of study with the world of work in mind.
Apart from financial assistance, staff support came in numerous safety and wellbeing guidelines, staff attendance monitoring, and health monitoring systems. Online platforms to support teaching were upgraded and among these are Online Examination Platform, Talent Development Programme, and SharePoint Platforms. Significant however are the morale-boosting activities such as online recreational activities that were organized during the lockdown.
Gurpardeep Singh from Asia Pacific University touched on the financial sustainability of private institutions. During the pandemic, there has been a 57 and 37 per cent drop in new enrolments of international and Malaysian students respectively which resulted in a total revenue loss of $ 1.5billion in 2020. This loss in revenue weighs heavily against the increased business cost due to IT investments and staff training to support online delivery and operations.
The current pandemic and its long-lasting impact call for reform in higher education policies. Decisions, including that affecting the recruitment of international students and staff should only be made after serious consideration of the impact on students and institutions.
https://www.nst.com.my/opinion/letters/2021/04/683276/university-leadership-has-responded-covid-19


BROOKINGS
CLIMATE AI CITIES & REGIONS GLOBAL DEV INTL AFFAIRS U.S. ECONOMY U.S. POLITICS & GOVT
BROWN CENTER CHALKBOARD
Coronavirus poses serious financial risks to US universities
Universities around the country are dealing with health concerns as their first priority, and keeping instruction going—even if imperfectly—as the second priority. After dealing with these immediate issues, the next concern is fear of collapsing revenue. Health and instruction deserve every bit of effort going into them. The extent of worry about collapsing revenue isn't justified, at least not yet, though it could be soon. If lockdowns end before the fall, the financial hit will be somewhat painful. On the other hand, if the health crisis is not resolved by fall, university finances could be in real jeopardy.
https://www.brookings.edu/blog/brown-center-chalkboard/2020/04/21/coronavirus-poses-serious-financial-risks-to-us-universities/

University World News
THE GLOBAL WINDOW ON HIGHER EDUCATION
Global Edition Africa Edition Asia Hub Transformative Leadership Special Reports
MALAYSIA
Private universities at risk as foreign students stay away
Yojana Sharma 02 December 2020
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Private universities and some foreign branch campuses in Malaysia, many of them barely viable before the COVID-19 pandemic, are fearing for their survival as foreign students have been restricted, decimating income from tuition fees, including at foreign branch campuses that make the country an international higher education hub.
According to some conservative estimates, 20% of private institutions in Malaysia risk closure and, earlier this year, experts calculated that around half of private universities were at risk of insolvency – unable to pay for their current liabilities, such as wages and bills.
Big drop in foreign student enrolments
Malaysia's 100 private universities and 340 private colleges enrol some 25,000 international students a year or 30% to 40% of all their students.
MAPCU said new foreign student enrolment has been about 7,000 in 2020 compared with 26,500 in 2019. Around 25,000 students graduating this year will mean income from their fees will end.
"Members [of MAPCU] are saying it is very tough. They are faced with losing two cohorts of students – an outgoing cohort and an incoming cohort, so they are only left with a third of the usual number of students," Williams said.
Foreign students account for only around 14% of the total enrolment of private higher education institutions, but account for 40% of the total revenue for the sector as a whole, according to Williams.
"Taken together, this means that the foreign student population is estimated to drop to 52,000 students by the end of 2020 compared to 92,415 in 2018. My estimate is that revenue from foreign students will fall by 44%," Williams said.
https://www.universityworldnews.com/post.php?story=20201202162834 61

University World News

University and college closures

Global Edition Africa Edition Asia Hub Transformative Leadership Special Reports

INDONESIA

Private universities in crisis as pandemic hits enrolment

Kafil Yamin 07 April 2021

With the COVID-19 pandemic beginning to affect the Indonesian economy from mid-2020 onwards, private universities have experienced a sharp downturn in enrolments – and the number of university dropouts is rising.

This is causing a crisis in Indonesia's private university sector, which some fear could lead to mass closures of institutions.

After the results of the national admission test for Indonesian universities, known by the Indonesian acronym SNMPTN, were announced on 22 March, school leavers not on the pass list were expected to go to private universities, as happens every year.

Private university closures in his area mirror a wider trend in the country, and have accelerated closures of institutions, including some that were already in trouble before the pandemic hit. On 6 February 2020 the Directorate of Higher Education of the Education and Culture Ministry (DIKTI) announced that 12 private universities in Jakarta had closed down due to a lack of students and other problems.

"Two of them submitted proposals for closure because they were unable to continue; seven chose mergers among themselves, and three moved out of Jakarta to other places," DIKTI official Nizam said.

For example, Syallendra College of Economics (STIE Syallendra) and Pradita College of Economics (STIE Pradita) merged to become became Pradita University.

On 20 November 2020, the DIKTI bureau in North Sumatra announced the closure of four colleges due to a lack of students and other problems related to COVID-19. They included Swadaya Foreign Languages College (STBA Swadaya), Al-Hikmah College of Economics (STEI Al-Hikmah), Al-Hikmah College of Law (STIH Al-Hikmah) and Intelcom Computer Academy (Amik Intelkom).

https://www.universityworldnews.com/post.php?story=20210407143006462

The impacts of COVID-19 to university students

- Students' learning affected
- Motivational, emotional, psychological issues
- Graduation delayed
- Internship cancelled
- Lost job opportunities

The impacts of COVID-19 to university lecturers

- Teaching & learning activities affected
- From hybrid/blended to online learning
- QA & QC of overall T&L
- Revise PLO CLO
- Rubric for assessment, evaluation, examination

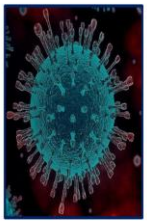
The impacts of COVID-19 to university management

- Students intake declined
- Graduate on Time (GOT) declined
- QA & QC of overall academic programmes
- Upgrade IT facilities
- Enhance support systems
- Financial challenges

UPSI's experience

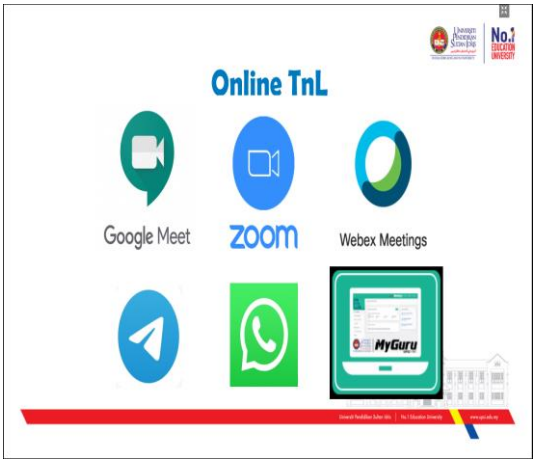
How we dealt with COVID-19?
What are the strategies?

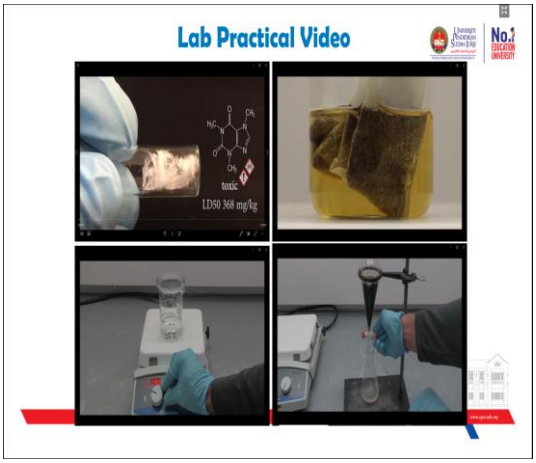
COVID-19 & MCO

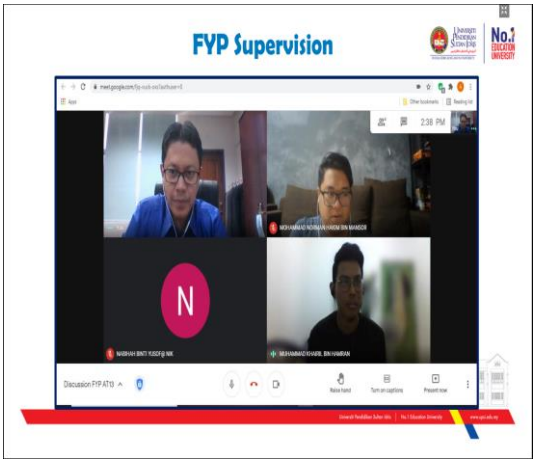


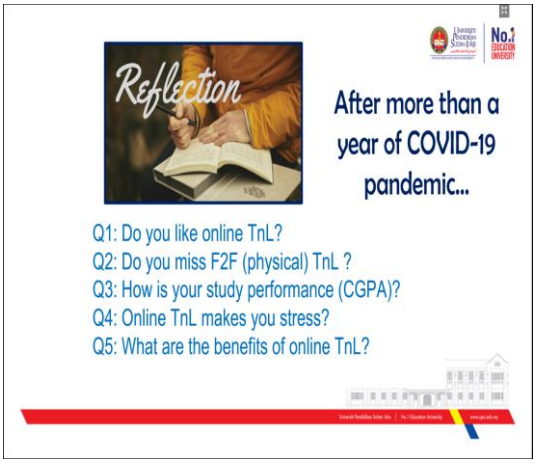
Online TnL
E-LEARNING

'Online' phenomena
SALE


Online TnL
Google Meet
zoom
Webex Meetings
MyGuru


Lab Practical Video
toxic
LD50 368 mg/kg


FYP Supervision
N


Reflection
After more than a year of COVID-19 pandemic...
Q1: Do you like online TnL?
Q2: Do you miss F2F (physical) TnL ?
Q3: How is your study performance (CGPA)?
Q4: Online TnL makes you stress?
Q5: What are the benefits of online TnL?

Challenges of Online Learning

- Poor internet connectivity
- Unfavourable home environment
- Poor-self motivation
- Not being able to adapt to the change

Challenges, expectations and opportunities of online learning

Kosmo, 30 Jun 2021, muka surat 18

COVID-19 & MCO

From 16 March to 31 May 2020

What we did?

COVID-19 & MCO

From 16 March to 31 May 2020

What we did?

- Academic programme revision [lecturers]
- Reskilling & retooling [lecturers]
- Student affairs [students + lecturers + university management]
- Infrastructure [university management]

COVID-19 & MCO

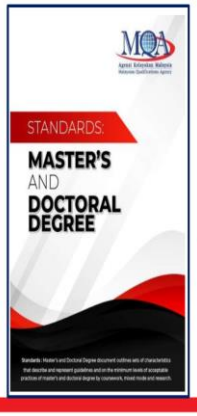
#1: Academic programme revision [lecturers]

- Diploma, S1, S2 and S3 programmes
- Revise COPPA MQA document, MQF learning domain
- Revise PLO, CLO, SLT & course pro forma
- Redesign method of delivery of TnL
- Redesign rubric for assessment, evaluation, examination
- Restructure practical teaching, industrial training, 3U1i

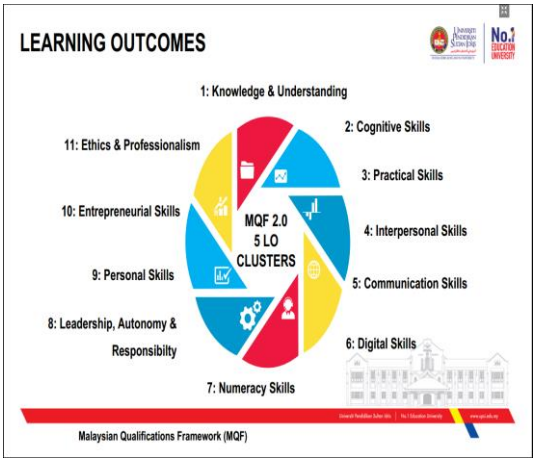
Malaysian Qualifications Framework (MQF)

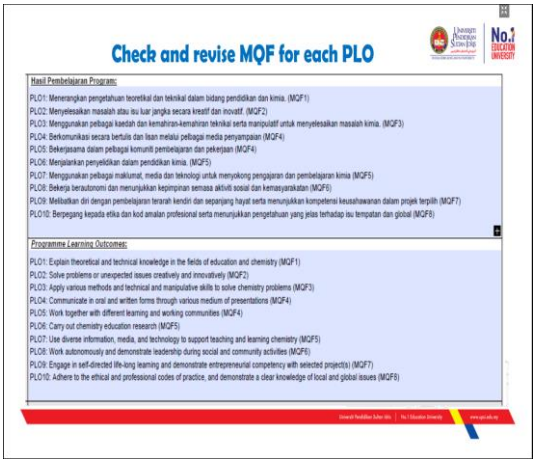
Code of Practice for Programme Accreditation (COPPA) Malaysian Qualifications Agency (MQA)

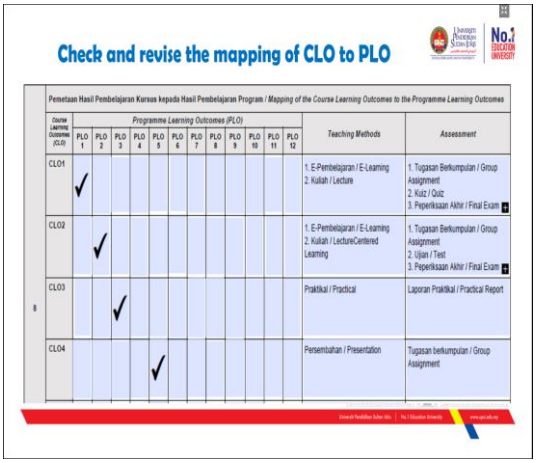
Programme Learning Outcome (PLO) Course Learning Outcome (CLO) Student Learning Time (SLT)

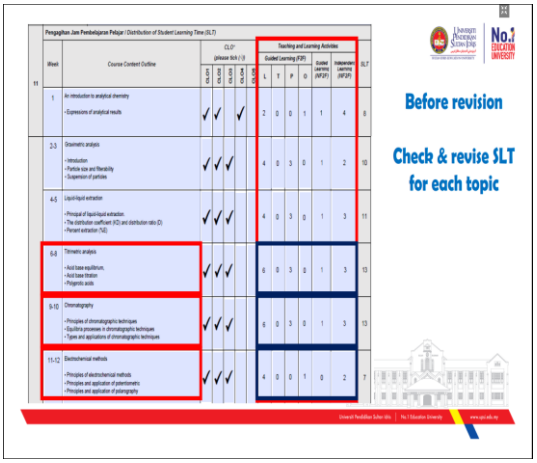


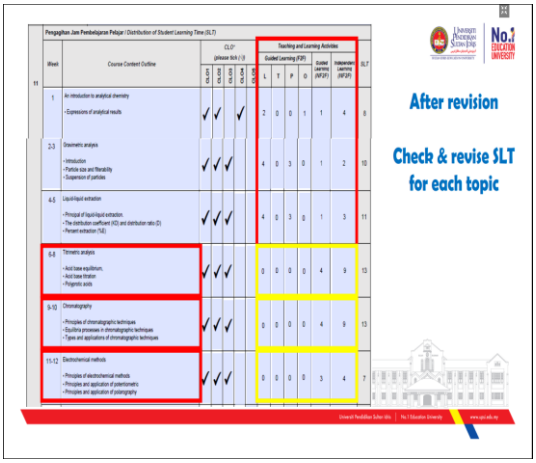
MALAYSIAN QUALIFICATIONS FRAMEWORK (MQF)
2nd EDITION
CONTENTS


LEARNING OUTCOMES
1: Knowledge & Understanding
2: Cognitive Skills
3: Practical Skills
4: Interpersonal Skills
5: Communication Skills
6: Digital Skills
7: Numeracy Skills
8: Leadership, Autonomy & Responsibilty
9: Personal Skills
10: Entrepreneurial Skills
11: Ethics & Professionalism
MQF 2.0
5 LO
CLUSTERS
Malaysian Qualifications Framework (MQF)


Check and revise MQF for each PLO
Hasil Pembelajaran Program:
PLO1: Menerangkan pengetahuan teoretikal dan teknikal dalam bidang pendidikan dan kimia. (MQF1)
PLO2: Menyelesaikan masalah atau isu luar jangka secara kreatif dan inovatif. (MQF2)
PLO3: Menggunakan pelbagai kaedah dan kemahiran-kemahiran teknikal serta manipulatif untuk menyelesaikan masalah kimia. (MQF3)
PLO4: Berkomunikasi secara bertulis dan lisan melalui pelbagai media penyampaian (MQF4)
PLO5: Bekerjasama dalam pelbagai komuniti pembelajaran dan pekerjaan (MQF4)
PLO6: Menjalankan penyelidikan dalam pendidikan kimia. (MQF5)
PLO7: Menggunakan pelbagai maklumat, media dan teknologi untuk menyokong pengajaran dan pembelajaran kimia (MQF5)
PLO8: Bekerja berautonomi dan menunjukkan kepimpinan semasa aktiviti sosial dan kemasyarakatan (MQF6)
PLO9: Melibatkan diri dengan pembelajaran terarah kendiri dan sepanjang hayat serta menunjukkan kompetensi keusahawanan dalam projek terpilih (MQF7)
PLO10: Berpegang kepada etika dan kod amalan profesional serta menunjukkan pengetahuan yang jelas terhadap isu tempatan dan global (MQF8)
Programme Learning Outcomes:
PLO1: Explain theoretical and technical knowledge in the fields of education and chemistry (MQF1)
PLO2: Solve problems or unexpected issues creatively and innovatively (MQF2)
PLO3: Apply various methods and technical and manipulative skills to solve chemistry problems (MQF3)
PLO4: Communicate in oral and written forms through various medium of presentations (MQF4)
PLO5: Work together with different learning and working communities (MQF4)
PLO6: Carry out chemistry education research (MQF5)
PLO7: Use diverse information, media, and technology to support teaching and learning chemistry (MQF5)
PLO8: Work autonomously and demonstrate leadership during social and community activities (MQF6)
PLO9: Engage in self-directed life-long learning and demonstrate entrepreneurial competency with selected project(s) (MQF7)
PLO10: Adhere to the ethical and professional codes of practice, and demonstrate a clear knowledge of local and global issues (MQF8)


Check and revise the mapping of CLO to PLO
Pemetaan Hasil Pembelajaran Kursus kepada Hasil Pembelajaran Program / Mapping of the Course Learning Outcomes to the Programme Learning Outcomes
Programme Learning Outcomes (PLO)
Teaching Methods
Assessment
CLO1
1. E-Pembelajaran / E-Learning
2. Kuliah / Lecture
1. Tugasan Berkumpulan / Group Assignment
2. Kuiz / Quiz
3. Peperiksaan Akhir / Final Exam
CLO2
1. E-Pembelajaran / E-Learning
2. Kuliah / LectureCentered Learning
1. Tugasan Berkumpulan / Group Assignment
2. Ujian / Test
3. Peperiksaan Akhir / Final Exam
CLO3
Praktikal / Practical
Laporan Praktikal / Practical Report
CLO4
Pembentangan / Presentation
Tugasan berkumpulan / Group Assignment


Before revision
Check & revise SLT for each topic


After revision
Check & revise SLT for each topic

Before revision: check & revise SLT

	Continuous Assessment	Percentage (%)	F2F	NF2F	SLT
1	Tugasan berkumpulan / Group Asignment	15	3	8	11
2	Kuiz / Quiz	5	1	3	4
3	Tugasan berkumpulan / Group Assignment	10	1	7	8
4	Ujian / Test	10	2	5	7
5	Laporan praktikal / Practical Report	15	3	3	6
6	Tugasan berkumpulan / Group Assignment	5	1	3	4
				Total	40
	Final Assessment	Percentage (%)	F2F	NF2F	SLT
1	Peperiksaan Akhir/ Final Exam	20	1	5	6
2	Peperiksaan Akhir/ Final Exam	20	1	5	6
				Total	12
				GRAND TOTAL SLT	120

*Please tick (√) if this course is **Latihan Industri**/ Clinical Placement/ Practicum/ WBL using 2-weeks, 1 credit formula

L = Lecture, T = Tutorial, P = Practical, O = Others, F2F = Face to Face, NF2F=Non Face to Face

*Indicate the CLO based on the CLO's numbering in Item 8.

After revision: check & revise SLT

	Continuous Assessment	Percentage (%)	F2F	NF2F	SLT
1	Tugasan berkumpulan / Group Asignment	15	0	11	11
2	Kuiz / Quiz	5	0	4	4
3	Tugasan berkumpulan / Group Assignment	10	0	8	8
4	Ujian / Test (open book)	10	0	7	7
5	Laporan praktikal / Practical Report	15	0	6	6
6	Tugasan berkumpulan / Group Assignment	5	0	4	4
				Total	40
	Final Assessment	Percentage (%)	F2F	NF2F	SLT
1	Tugasan individu/ Individual Assignment	20	0	6	6
2	Tugasan individu/ Individual Assignment	20	0	6	6
				Total	12
				GRAND TOTAL SLT	120

*Please tick (√) if this course is **Latihan Industri**/ Clinical Placement/ Practicum/ WBL using 2-weeks, 1 credit formula

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COVID-19 & MCO

#2: Reskilling & retooling [lecturers]

- Meeting apps: zoom, google meet, webex, whatsapp, telegram
- E-learning system UPSI: MyGURU
- 10 specific modules:

Open Educational Resources, Massive Open Online Course, Micro-credential, Artificial Intelligent, Augmented Reality and Virtual Reality, Gamification, Flipped Classroom, Active Learning, Challenge-Based Learning, Assessment for Learning Strategies, Outcome Based Education, Observation and Supervision Simulation.

COVID-19 & MCO

#3: Student affairs [students + lecturers + university management]

- Laptop, personal computer, smart phone, tablet
- Internet connection, speed, bandwidth, data capacity
- Motivational, emotional and psychological issues, counselling
- Academic, financial & personal issues
- Teaching aids, class preparation
- Start up online business

EDGE
ENTREPRENEURIAL DEVELOPMENT & GRADUATE EMPLOYABILITY CENTRE

STRENGTHENING ENTREPRENEURSHIP INITIATIVES

- Provide seed money for online business
- Provide training and coaching for online business
- Sharing session with experts

COVID-19 & MCO

#4: Infrastructure [university management]

- Work From Home (WFH), Integrated Management System (IMS)
- Internet connection, speed, bandwidth, data storage
- Laptop, personal computer, smart phone, tablet
- Software
- Firewall

Concluding Remarks

What are our expectations?
Can we foresee the risks or opportunities?

THE STRAITS TIMES SINGAPORE

Moving from Covid-19 pandemic to endemic: Singapore's strategy and how it can unfold

Salma Khalik
Senior Health Correspondent

SINGAPORE - Singapore has started its journey towards living with Covid-19, with most restrictions expected to be lifted before the year ends.

What is behind this decision? What will the new normal look like? Is the timing right? Here is a look at Singapore's strategy to deal with the pandemic and how it could unfold.

Reopening with care

The restrictions are hurting the economy, said Professor Euston Quah, an economics guru at the Nanyang Technological University.

Professor Teo Yik Ying, dean of the National University of Singapore's (NUS) Saw Swee Hock School of Public Health, said at least 70 per cent of the population need to be fully vaccinated before any major relaxation can be considered, provided that the vaccines continue to remain effective.

Understanding 'endemic'

A disease that is endemic is one that remains permanently in the community, such as dengue and influenza.

But endemic diseases can still be countered and suppressed.

Dengue has been endemic in Singapore for decades. Yet every year, Singapore spends tens of millions of dollars keeping the mosquito population down. When a cluster appears, the National Environment Agency kicks into action to try to contain the spread.

The same approach may hold for Covid-19.

Prof Tambyah said: "We need to learn to live with it, protect the vulnerable, put public health measures in place and ensure appropriate vaccination, diagnostics and therapeutics are in place."

Prof Hsu said living with Covid-19 "means that policies and interventions will be directed towards minimising the risk of death and disability".

https://www.straitstimes.com/singapore/health/moving-from-covid-19-pandemic-to-endemic

OUTCOMES OF RISK

- **POSITIVE RISK** (Opportunity)
- **NEGATIVE RISK** (Issue)

Opportunity can lead to adaptation of new practices, launching new products, opening new markets, addressing new customers, building partnerships, using new technology and other desirable and viable possibilities to address the organization's or its customer's needs.

EXPECTATIONS AND OPPORTUNITIES

1. Flexible education: restructure curriculum to fit and suit current needs
2. Share expertise: TnL, research, supervision, consultation, etc.
3. Sit-in, student (S1, S2, S3) exchange progamme.
4. Co-organiser for seminar, conference, etc.