Crisis Management

Burapha University (Thailand)

weSAFE@Home: A HI/CI model to take care of COVID-19 patients

Home/Community Isolation (HI/CI) is an essential approach to reduce hospital workload during COVID-19 pandemic. The Faculty of Engineering has developed a platform called 'weSAFE@HOME' to help medical staff monitor a large number of patients more effectively. The platform has been used in many primary hospitals as well as many provincial and district hospitals in parts of Thailand. One of the key successes of this approach is an introduction of a Cloud Nurse concept, which relies on the use of 'hidden medical resources'. This refers to a group of nursing students and instructors who are currently unable to conduct normal training in the hospital due to safety precautions. Students and staff from the Faculty of Nursing become the first group of Cloud Nurses taking care of HI/CI patients on weSAFE@HOME platform. They communicate with patients via LINE application or telephone, confirm their medical data, and write medical summary for later diagnosis. This considerably helps relieve the workload of frontier medical service providers.

Abdullah Gul University (Türkiye)

Designing a Hybrid and Flexible (HyFlex) Education System After the Lessons Learned from the Pandemic

Abdullah Gul University (AGU), the first Turkish Public University supported by a philanthropic foundation (AGUV), was established on 21 July 2010 and was established in the city of Kayseri, a Historical, Trade, Industrial and Touristic Hub of Turkey counting 1.5 Mio inhabitants. AGU was created as a Socio-Technical University Model for Higher Education, an ongoing initiative supported by the Turkish Ministry of Development. AGU's primary objective is to pioneer "New Generation Universities" by blending the three university missions (1st Education, 2nd Research and 3rdSocietal Impact) via innovative approaches, focusing particularly on the 3rd mission. The COVID-19 pandemic had a huge impact on our lives and one tremendous affect was seen on education. AGU took many sanitary, administrative and educational measures in response to COVID-19 since March 2020. Following those precautions AGU also re-established its delivery of education methods in order to carry out teaching and learning activities. In response to the situation and related governmental decision, Abdullah Gul University (AGU) transitioned to distance education in April 2020. All COVID-19 related changes are not considered by AGU as temporary patchwork, but significant steps towards the university's development in a new educational era. AGU turned delivery method of education crisis into an opportunity for designing an innovative "hybrid and flexible educational model" to be launched in 2021. This model consists of asynchronous, synchronous and HyFlex lecturing sessions. AGU intentionally stays away from one-model-fits-all approach and offers an

opportunity for its faculty members and students to choose the method that will fit their needs/conditions and pandemic related safety regulations. This educational model has benefited from the precious contributions of the different academic department heads, IT Office and the Centre for Learning & Teaching (CeLT).

Florida Gulf Coast University (USA)

Institutional Adaptability

As FGCU planned for the 21-22 academic year, the framework of the Emergency Advisory Council, Veoci app, and campus case investigation process allowed the university to adapt to changes presented by the COVID-19 variants, removal of mitigation measures by governing authorities, and divergent directives from the state and federal government. This same framework provided the ability to adapt existing software, operational processes, and financial demands to meet not only the return to campus of the student population but absorb an additional 4.5 % in student enrollment growth over fall 2020. Emergency Advisory Council (EAC) is designed to quickly respond to an emergency situation while leveraging institutional knowledge, the University leadership structure and known processes. The EAC advises the President's Coronavirus Task Force, and Emergency Policy Group regarding University emergency preparedness and compliance. Team Leads were designated from the Critical Personnel to create cross divisional and cross-functional teams to deal with specific response needs. The teams include Academic Team, Facilities Team, Risk Assessment and Containment Team, Finance Team, Human Resources Team, Public Information Team, Student Team, and Technology Team.

Franklin University Switzerland (Switzerland)

A Novel Approach to COVID19

Throughout the pandemic Franklin University Switzerland (FUS) remained open while leading the way here in Switzerland in adherence to standards of safety and responsibility its students, faculty, and the greater community. FUS envisaged and executed a pandemic plan that preserved its teaching and most of its extracurricular activities, thus conserving its sense of community and continuing to deliver its mission. For Pandemic Plan activated FUS had a much lower infection rate than the Ticino population despite being a closely knit community and without having to give up its signature academic travel program. Most European universities did "shut down" during COVID-19, by reducing classes to online events, often mandated by government authorities. Franklin, on the other hand, continued being a community by preserving its main activities, keeping its dorms open, having faculty available and caring, while enacting stricter safety standards than was required by Swiss authorities. This was greatly appreciated by all its members and gave excellent, almost unexpected, epidemiological results. COVID will be an additional learning experience that will

complement the in-class education: students learn that adversities, if properly managed, do not distract from the achievement of their goals. This valuable lesson will accompany them throughout their lifetime. It was a stress test that reaffirmed the value of the FUS approach to higher education.

Afeka – Tel-Aviv Academic College of Engineering (Israel)

<u>Towards a Full Hybrid Campus – a holistic long-term approach to managing the coronavirus crisis and beyond</u>

In the initial stages of the coronavirus crisis Afeka Tel-Aviv Academic College of Engineering implemented a rapid full-scale transformation to synchronous hybrid teaching and learning that was accomplished by the end of the summer 2020. The infrastructure serves as a platform for all three mentioned scenarios and allows us to make decisions quickly and transition between scenarios. Since then the Afeka campus has effectively been functioning in a hybrid mode that is continuously conforming to the country's changing COVID restrictions. During some periods (when in lockdown), the only person physically in the classroom was the lecturer. In more lax circumstances the students came to class in capsules – one capsule came to class and other participated remotely. Currently, all students with green passes are allowed on campus and the remote option is utilized by a relatively small number of students. With that said, the Coronavirus crisis has served as a catalyst for many processes at Afeka, forcing us to change some basic assumptions and take new courses of action. Under the assumption that COVID has become a permanent part of our new reality, the Afeka are now implementing a holistic long-term approach towards a full hybrid campus model – not in a way that replaces the physical campus, which the Afeka believe plays a crucial role in the academic process – but as a platform for integrating digital technologies that enrich the educational process and academic experience at the college. Under this model, all campus activities, including teaching, learning, research, student and faculty services, etc., will be available in hybrid or blended mode.

Instituto Politécnico de Bragança (Portugal)

<u>Academic Volunteering Initiative</u>

The Polytechnic Institute of Bragança (IPB) is a deep international and multicultural institution where 36% (3400 out of 9500) of its students are non-Portuguese, from 63 different countries.   In 2020 the world faced a pandemic situation caused by COVID-19 that forced people confinement, working and learning from home was a reality and become the so called "new normal". The economical and social cost of this new normal is still to be calculated, but around the world, and also in the region and among the community of students and staff, and their families, innumerous cases of unemployment, loss of family members and reduced income were identified. The burden of COVID-19 impacted also on academic activities, with classes being guaranteed using online

platforms. The fast response of academia, teachers and staff was impressive, the adaptation to the new methodologies and tools was fastest than ever. Although this was the only solution for the first months of confinement, it was a potential situation to increase the social disparities inequalities, jeopardizing the ones who are more disadvantaged socially and economically. This situation was of particular concern for IPB, that hosts a community of more than 30% of international students that live outside their home countries with no family support. IPB developed a complete answer to this situation, targeting teachers and staff, students and the surrounding community. The activities included different targets, one branch was under presidency direct activity, and others grew and gained dimension of a long-term program, IPB call it Academic Volunteering Initiative and that prevails until the present date. The view of the future of this initiative is that it would be run well beyond COVID-19 pandemic, in a close relation with the local community.

Belgorod State National Research University (Russia)

Hearts on Fire (volunteering)

The volunteer movement has existed at BelSU since 2012. Annually, the University runs School of Volunteers (Dobrovolets), where all participants get the main competences in the field of volunteering. Currently about 2,500 students are constantly involved in the work by the Office of Volunteers "Hearts on Fire" at BelSU, with another 5,000 students actively involved in individual volunteer projects. On the whole, 65.4% of the total number of full-time students at the University are involved in volunteer activities. University volunteers regularly help war and labor veterans, elderly people without family support, orphans, children left without parental care, other people who find themselves in difficult life situations. Besides, the University volunteers hold numerous events and actions, charity concerts to raise funds or collect gifts for kids in need. During the coronavirus pandemic, the medical volunteers have been the most numerous, including 567 students of different years of study, nationalities and countries (e.g. Russia, Turkey, Morocco, the United Arab Emirates, Syria, Egypt, etc.). A number of medical volunteers at the moment have been working at covid-19 departments in medical institutions in Belgorod region as nurses. Others work in covid-19 call centers, answering the questions from the public. They have also organized giving away medical masks to the public. Another volunteer project is "Basket of the Good" (about 20 baskets per week), which means collecting food for those in need due to the covid crisis. This campaign is intensively supported by the Russian supermarket chains – "Metro", "Linia", "Europe", and "Cascade".

Deggendorf Institute of Technology (Germany)

European Campus Rottal-Inn

The Corona pandemic meant a great challenge for Deggendorf Institute of Technology international campus with 1,000 students from all over the world. At the Deggendorf Institute of

Technology and the European Campus, lecture formats in the form of blended learning and virtual teaching have been developed for many years. The Deggendorf Institute of Technology is the university in Bavaria that offers the most virtual courses at the Virtual University of Bavaria. But even the existing repertoire of virtual courses could not completely solve the challenges of the Corona pandemic, as ad hoc all lectures had to be converted to online mode and also a crisis team had to be formed, as all students had to be informed properly and time-critically about the new form of study. All lectures were converted to virtual formats in the summer semester and also in the winter semester. Not a single lecture or exam was canceled due to corona. All over 100 available lecture rooms were technically equipped with video technology and recording technology and the employees were trained. The applications from international students did not decline during the Corona period. Due to the positive development of the Deggendorf Institute of Technology and the European Campus, approval was given for the construction of a new university building, the extension of the cafeteria, the extension of a technology campus and a research building and student apartments.

Fatima Jinnah Women University (Pakistan)

Education Outreach: Dynamic strategies in the crises of Covid-19 pandemic.

Covid-19 case reporting in Pakistan made the government of Pakistan decided to go for country's lockdown and after the direction from the government, universities across Pakistan were closed temporary and all kind of teaching activities were put to halt. Fatima Jinnah Women University found itself in precarious situation as students were set to lose their academic year, if lockdown and closure of universities persisted for a period of time. This was not acceptable by the top management of the university. The university leadership started taking emergency steps to bring FJWU at operational with the rest of the national universities and world having online presence. It was a dynamic time for FJWU as a pioneer (first female oriented university in Pakistan) to take an initiative of remote learning with its limited resources and trained and developed its staff (faculty and administration) with advance technological system to compete with the changing trends across the globe. FJWU uses resource mobilization concept through utilization of human and intellectual capital to solve the crisis of educational services delivery and remote learning. Policy was developed for remote learning system with online teaching, online teaching quality assessment, online teaching preparedness, examinations, online grievance system, online counselling system for all stake holders (students and faculty and extended family members).

Telkom University (Indonesia)

COVID-19 Digital Stethoscope

Several hospitals in Indonesia had stopped providing new patient services because many

medical personnel were exposed to the COVID-19 virus. As long as a vaccine has not been found, physical distancing is one way which can be used to prevent transmission of the virus. In the context of physical distancing, Telkom University has developed a digital stethoscope prototype that can be operated remotely so as to reduce the risk of contracting COVID-19. The prototype was named the "Telestethoscope" because of its ability to auscultate in real time the sounds of the patient's lungs and heart from a distance. This research strengthens the national innovation system, namely the process and results of research must strengthen cooperation between the academic world and industry in creating new products that are globally competitive. Software development will be focused on Bluetooth-based data communication from sensors to smartphones so that it saves energy, in addition to auscultation that can be heard directly real time by a doctor. Apart from that, this research also focuses on improving the server's capabilities so that it can record thousands of patient data. In terms of hardware, the Telestethoscope proposes to upgrade the sensor and controller devices used.

National Dong Hwa University (Taiwan, China)

Sustainable, Livable Campus Conducive to Academic Studies

The world is suffering a time of great disagreement and confusion because of the pandemic COVID-19. In order to provide a healthy environment to all professors, staff and students, the National Dong Hwa University (NDHU) endeavors to deploy and improve precautionary and anti-epidemic measures at campus in advance. The "ANTIEPIDEMIC ZONE" for COVID-19 on the NDHU homepage is dedicated to the university's disease related conduct and news. Alternate commuting helps reduce crowd clustering and the spread of infection. The "Disease Prevention Card" collects photo stickers of campus landscapes, college buildings and public art exhibits to increase awareness of preventive actions. Alongside the Office of General Affairs and Office of Student Affairs, faculty and students were encouraged to observe autonomous health management measures. Relevant objects have been selected as part of the National Museum of History's modern collection. To All precautionary and anti-epidemic measures regarding COVID-19 were written and designed with the laws, regulations or the guidelines announced by the Ministry of Health and Welfare (MOHW). Following the guides of Taiwan government, NDHU is able to provide perfect prevention measures, making the campus a safe and friendly environment for students to study at, and thus is more likely to recruit more international students.

The University of the South Pacific (Fiji)

Continuity of Education Amidst the COVID-19 Pandemic

The University of the South Pacific (USP), a regional University with 14 campuses located across its 12 member countries, managed the COVID-19 pandemic in a variety of ways. An overarching

USP Pandemic Management Plan (see Appendix 01 for a copy) to anticipate and respond to the phases of the COVID-19 pandemic impacts to University operations and campuses was developed and circulated widely among USP's stakeholders. This provided a guideline for USP Disaster Management Committee members and senior managers, including Campus Directors to enhance management of their operations in line with evolving COVID-19 situation in their locations and countries. Cluster groups were formed to operationalize the implementation of the plan in various areas and services of the University. The Continuity of Education was led by Cluster 3 on Learning and Teaching Continuity and Support. The Cluster team implemented initiatives to ensure continuity of student learning and teaching following the lockdown of campuses due to COVID-19. In Semester 1, 2020, approximately 300 face-to-face courses were all offered remotely. The courses were made ready and tailored for remote delivery by the USP Centre of Flexible Learning and the Faculties. In Semester 2, 2020, in addition to its usual offering of courses in different modes, namely face-to-face, online, blended (mixture of face-to-face and online) and print (print-based distance learning), some of the face-to-face (F2F) courses were also offered remotely to two categories of students; (1) students in the region who could not return to the three campuses (Laucala in Fiji, Emalus in Vanuatu, the Samoa Campus) to resume F2F studies, and (2) new students in regional campuses.

Far Eastern University (Philippines)

Virtual and International Practice Teaching

Far Eastern University provides Virtual and International Practice Teaching. As part of the preparations in becoming a teacher, the program requirements include a field study and on-the-job training program to serve as a pre-service and experiential learning tool. This is necessary to give prospective teachers the chance to experience the actual teaching learning work scenarios. The Teaching Observation, Assistantship, and Internship Program provided the needed experience in instructional and classroom management like instructional designing, facilitating learning, assessing and grading, and other various principle-based knowledge and skills essential in professional teaching. For school year 2020-2021 and 2021-2022, practice teaching is conducted virtually/online in industry partner-schools due to COVID-19 pandemic restrictions. The practicum is done on a virtual modality in collaboration with cooperating schools to ensure safety of both student-teachers and cooperating school members. During the pandemic, student-teachers have the option to do virtual practicum in schools abroad in collaboration with Adamas University of India and SMAN 1 Soreang of Indonesia. Further, there are internship workshops to upskills students in the conduct of practicum online.

Incheon National University (Korea, Rep.)

Construction of sustainable green-campus

Due to continuous increase in public utility rates, it is imperative to keep systems costs as low as possible, to reduce energy and utility bills with alternative models. Incheon National University, constructs sustainable green-campus based on sustainable growth.

The university strives as follows: (1) Efficient systemic participatory campus operation with members through policy and operation, monitoring, ecofriendly education and R&D support (2) Carbon-neutral campus with nature using smart technology such as energy saving, facility improvement, and greenhouse gas reduction (3) A shared and coexistence campus that considers member participation and cooperation with local communities such as industries, universities, and governments (4) Currently, cooperation with industry, universities, and the government is being promoted with several universities. However, Incheon National University is promoting collaboration with industry, universities and the government for the first time in Korea.

For construction of sustainable green-campus project, the university aims to: (1) Increase environmental awareness on campus (2) Contributing to energy conservation through adopting energy efficiency lifestyle (3) Set detailed reduction targets goals by calculating greenhouse gas emissions in university

Cebu Normal University (Philippines)

ICARE Student Communication Center (Web/tele-counseling Services)

CARE Student Communication Center provides a platform to raise students' general concerns, a 24/7 communication center run by student volunteers and supported by the university administration. The project provides a platform where students can raise matters of general concerns, which are then endorsed to the department concerned and resolved at the soonest possible time on a departmentalized basis or total school community efforts. A posting on the organization's FB page provides contact numbers to students who need information about general concerns. Student volunteers are on call 24/7 to respond to callers. The issues raised are then referred to the corresponding office for resolution. The department concerned resolves the issue and provides feedback to the volunteers, who in turn, get back to the caller, or the department concerned responds directly to the inquiring party. For students stranded during the pandemic, the student volunteers submit their names and contact numbers to the committee, which in turn communicates with the students to find out their immediate needs. The committee finds a sponsor stationed near the student to ensure that help is dispatched immediately. Provides a platform for elevating concerns, for requesting information, clarification, updates and over-all support system especially during the pandemic; Students are assisted at risk/crisis management and wellness. The project facilitates the securing of reliable information, promotes student involvement, increases student interest and engagement, and retention and cohort survival rate. The strategic plans of the university include making available to students services that help them cope with the challenges

and difficulties during the pandemic.

Saint-Joseph University of Beirut (Lebanon)

USJ en mission

Following the serious economic crisis that has hit Lebanon and Lebanese citizens starting with the fall of the banking system resulting in the biggest hyperinflation in history of Lebanon, succeeded by the Covid-19 pandemic and the terrible explosion of the Beirut port that destroyed half of the city. All student structures have undertaken actions to try to relieve, help, be present with families in need. This is how the project "USJ on Mission" was born. USJ en mission project is to help families in need by distributing food boxes every month (more than 504 food box per month) and to help damaged families from the terrible explosion of the Beirut port with the reconstruction process. Saint-Joseph University of Beirut gives to the faculty, students, and employees a sense of social engagement and social commitment. USJ activities rely on the help of volunteers from all over Lebanon. Around 700 volunteers were present during our activities. Covering a total of 504 family with food boxes and participating in the reconstruction of around 50 houses. USJ gives Psycho-spiritual and PTSD sessions to those in need and helps Small businesses with development projects. The current situation of covid-19 makes our work harder because of the sanitary situation and the intense lockdown. Gatherings are forbidden, visiting families couldn't take place, we cannot make big volunteering events, our planned healing sessions were canceled due to the lockdown. USJ communicated with the government and the concerned entities to work in a legal and secure ways. Through this project, USJ gave the students a sense of responsibility towards their country.

King Edward Medical University (Pakistan)

Tele-Medicine Department

King Edward Medical University established Tele-Medicine Department with the following subjects: Tele-Medicine, Tele-Surgery, Tele-Cardiology, Tele-Pulmonology, Tele-Paediatrics, Tele-Gynaecology, Tele-Orthopedics, Tele-chest. The key points of the Tele-Medicine Department's work are the Tele Corona help desk, Tele Psychiatry, Tele-Dengue, Tele-Nutrition. A pandemic is a prevailing medical emergency affecting the world in social, mental, economical and psychological aspects of life. The most important prevention from this virus is to maintain social distancing between people. In this scenario, telemedicine is emerging as a viable option to provide healthcare advice to patients from unnecessary exposure. Healthcare professionals like nurses, doctors are at a risk of transmission of the infection. During this pandemic, healthcare practices have been changed to minimize the exposure of medical staff with the affected patients, to reduce the burden of patients on the available medical facilities and frequent use of personal protective equipment. Healthcare

systems must adopt such sophisticated methods for evaluation and care of patients. The telemedicine department of King Edward Medical University used asynchronous technology in the beginning and now shifted to synchronous technologies Synchronous: In this method, the patient uses smart phone, tablet or computer interacting with live audio-video. In some cases, peripheral medical equipment can be used by the healthcare professionals while counseling medical provider conducts a remote evaluation at the same time. This is the latest technology adopted at telemedicine department and being conducted at other areas.

Indian Institute of Technology Gandhinagar (India)

<u>Project Isaac</u>

Indian Institute of Technology is spearheading initiatives to help control the coronavirus pandemic in their country, and to encourage student participation during a nationwide lockdown that has closed the nation's universities. Indian Institute of Technology provides Project Isaac, named after Sir Isaac Newton, who was famously productive when the Great Plague kept him from his studies at the University of Cambridge. Project Isaac includes following projects: The Project Isaac Showcase, Don't Quarantine Your Cornea!, COVID-19 Innovation Awards. The Project Isaac Showcase celebrated and showcased the best and most creative work products generated by students during the extended break. Creative products produced by students were eligible for the showcase. Students were encouraged to dream ambitiously or cultivate/hone new skills in writing, painting, music, coding, creative expression, etc. In "Don't Quarantine Your Cornea!" program, students watch a TV show episode/movie/documentary/web series that they love, and write a 300-500 words review of it on the Facebook group page 'The Quarantine Reviews IITGn'. COVID-19 Innovation Awards program is aiming to encourage IITGN students, faculty, staff and alumni to develop rapidly deployable, creative and innovative solutions to address urgent technical, social, health or financial challenges caused by the Covid-19 crisis. To engage students during the academic disruption originated from the COVID-19 pandemic, the university decided to use this as an opportunity to underscore the importance of creativity and the arts, which end up being downplayed in the busy rhythm of classwork and exams during the regular semester.

Alexandria University (Egypt)

<u>Strategy of Alexandria University for Crisis Management of the emergent pandemic COVID-19.</u>

The pandemic of COVID-19 imposed a negative impact on all national and international aspects of economy, society and life style as well as on the political issues. Governments, authorities and institutions were faced with unpredictable burdens urging for fast executive decisions to limit spread of the viral infection and to provide the relevant necessary logistics for handling the emergent crisis including the health care facilities and supplies, the compensations for the socio-economic side

effects and the implementation of non-conventional alternative solutions for assuring sustainability of other national priorities including education. Fortunately, Alexandria University is supported by an army of man power and scientific frontiers, who directed the crisis by inspiring procedures that would facilitate maximum utilization of the available resources with reduction in costs as well as achieving the intended goals for providing efficient services, fulfill requirements and improve the crisis outcomes regarding the reduction of losses and maintenance of national safety and stability. The plan for crisis management COVID-19 at Alexandria University has been designed to work on the following axes: Awareness and orientation about COVID-19; Provide Financial Resources ; Logistic Requirements for healthcare; Changing Strategy for Teaching/learning to Online / distant teaching and virtual learning; Organize attendance regulations for administrative staff to ensure distancing and reduce risk of spread of infection; Recruitment science frontiers at Alexandria University for innovative solutions to shortage in equipment, isolation places, disinfectants and sterilization techniques, protective masks and face shields.

Dalian Neusoft University of Information (China)

E-learning of Art Majors under COVID-19

When facing crisis, such as COVID-19, remote communication and online resource sharing become particularly important for the public. For this project, I want to focus on the campus. When facing a crisis, what kind of preparations should the school make in advance to ensure teaching quality. Visual Communication Design is an art major, conducting courses include brand design, motion graphic design, design software learning, display design, logo design, font design, color design, etc. E-learning is not perfect, it might be harder for students to understand some design concepts or communicate work projects and aesthetic opinions directly with professors. Therefore, in most cases, in-person instruction must be a better choice. However, when faced with a crisis such as COVID-19, students have no access to school, the construction of online courses becomes more important. Also, e-learning is a more efficient way because it cost less money and time and could be easily access online or through mobile. This project is implemented in Visual Communication Design Department, Dalian Neusoft University of Information. Take Motion Graphic Design, a core curriculum in visual communication design department, as an example. The course mainly teaches the theoretical knowledge, design ability, design process, software application (Adobe After Effects) and so on for motion design. When teaching online, professor can use the teaching software to share the screen, live broadcast, demonstrate courseware and demonstration Adobe After Effects.

University of Babylon (Iraq)

COVID-19 Crisis Management Project

The COVID-19 crisis has challenged the higher education institutions in Iraq in many

unexpected ways. This brings both opportunities and challenges to the University of Babylon, especially in relation to e-learning and digital management. The university has moved its social events online and has worked to facilitate the sharing of crisis-related good practices among members. The crisis has opened a window of opportunity for universities to engage even more with society, support governments through research and innovation and to help to prepare a more resilient society. The University of Babylon has a crisis and risk management strategy as part of the university overall strategic plan that includes plans, objectives, policies, and procedures related to any expected crisis that to reduce or prevent the negative effects, including those related to occupational health and safety, infectious and contagious diseases.

Following is the progress of the crisis management project: (1) Cooperating with Babylon Health Directorate Ministry of Health (BHDMOH) by providing buildings and facilities to conduct COVID-19 tests and using some of them as medical quarantine rooms (2) Cooperation and participation in Arab and international meeting on COVID-19 through electronic platforms (ZOOM, FCC and google meeting) (3) Conducting may scientific research on COVID-19 (4) University commitment to distance education through electronic education platforms to prevent the spread of the infection.

The university builds a strategy and developing policies and procedures in accordance with the international standard (ISO 10013) to reduce the effects of diseases including COVID-19.

Biliran Province State University (Philippines)

<u>Multi-Platform E-Locator for Disaster Risk Reduction and Management System for the Vulnerable Population of Biliran Province</u>

The Philippines belongs in the Pacific Ring of Fire, which means that the country is prone to natural disasters such as earthquakes and typhoons. The majority of those impacted by the super typhoon are vulnerable groups, including children, the elderly, people with disabilities (PWDs), and pregnant women. The Super Typhoon Haiyan occurrence in the region prompted the Biliran Province State University (BiPSU) to begin a project that would help strengthen the province's Disaster Risk Reduction and Management (DRRM) implementation. BiPSU implemented a project that generally aimed to develop a multi-platform e-locator for disaster risk reduction management system for the vulnerable groups of Biliran province which will serve as a reference among search and rescue units in the prioritization of preemptive and forced evacuation. The electronic or computer-assisted mechanism was developed to expedite rescue operations, particularly for people in vulnerable groups during natural disasters. The project's objective was to develop a system that would serve as a reference for search and rescue teams in terms of prioritizing preemptive and forced evacuations, particularly of vulnerable groups in Biliran's various local government units (LGUs). Monitoring of affected individuals, particularly vulnerable groups, during natural disasters would be made much easier due to this project's implementation. The fact that it is not an application

contributes to the system's greater usability and functionality. In this case, it is a browser-based system that aggregates and consolidates real-time data on critical events.

University of Padua (Italy)

Inclusive Distance Learning for Students with Disabilities

The COVID-19 pandemic has resulted in school closures across the world and in the adoption of distance learning. Students with disabilities are amongst those facing the biggest obstacles, as the specific support and teaching tools they require are not always available in distance and online learning. The project aims to increase lecturers' knowledge in relation to disabilities and difficult health conditions. The university created an online platform through which the lecturers have access to: videos and other digital materials on the value of inclusive teaching and inclusive learning contexts; experts' advice on learning disorders and disabilities and the description of relevant University services; the first-hand experience at University of students with disability or learning disorders. Since the COVID-19 outbreak, the Inclusion Unit of the University of Padua has expanded its online services, including specific support related to online teaching for students with all kind of vulnerabilities. Programs are aimed at promoting optimal participation in the mainstream curriculum for all students, and achievement of each individual's potential even during the COVID-19 pandemic. Support and resources are provided to students, teachers and families to identify student needs and develop appropriate accommodations and strategies to address these. The project shows that there are ways to provide students with disabilities access to quality, inclusive education, even in an emergency.

University of Liberal Arts Bangladesh (Bangladesh)

Incorporating Hybrid Learning in a Post-pandemic Scenario

University of Liberal Arts Bangladesh is a research-intensive University, with multiple research opportunities for its faculty members and students. ULAB incorporates the values of Liberal Arts and Sustainability into its curricula, through its General Education Department and its Center for Sustainable Development (CSD). As the global impact of the COVID-19 began to be felt, ULAB's Vice Chancellor held a meeting with all the department heads, deans, and directors to devise an emergency plan to handle the crisis. A COVID Crisis Team comprising representatives from the Center for Excellence in Teaching and Learning (CETL), the Student Affairs Office (SAO), the Co-Curricular Office, and the Communications Office was formed to formulate an effective plan for shifting to an online teaching-learning mode.

With the success of the shift towards online learning, university authorities predict that students and faculty will find the benefits thereof and may not return to purely face-to-face learning. Hence, it formed a Hybrid Learning Team to undertake the following: (1) Conduct a survey looking at the

openness to hybrid learning of students at the university (2) Monitor the movements of the University Grants Commission regarding policy directions towards hybrid learning (3) Formulate a hybrid learning policy for the university, including a map of preferred digital learning platforms

King Mongkut's Institute of Technology Ladkrabang Business School (Thailand)

How come Business students support Covid-19 Home isolation?

Home isolation system is ideal for covid-19 patients with mild symptom. The more patients choose to stay home, the more beds available for patients with severe symptoms. Instead of hospital, home isolation system is heavily promoted by the government as a key service for any people who get infected. At this juncture, KMITL Business School students feel that they must do something. To understand people's mind and make home isolation looks more attractive is in fact a challenging mission for any marketers. Why not listening to home-isolated patients, and find out rooms for improvement? Business students in Thailand commonly participate in business plan competition to build-up for profit ventures. Very few of them choose to apply management knowledge with social problems. Health Care crisis like Covid-19 pandemic needs collaboration from interdisciplinary areas of study, in addition to medical schools. As shown in figure, there is a call for more contributions from social science researchers during pandemic crisis. The project help fulfills such need with real impact. Business students should not limit themselves with only management research that targets at company's strategy. They can go further by forming interdisciplinary projects with other areas of study such as medical school for example. Another promising project which is concurrently started is to explore how to make telemedicine innovation be more impactful to people in Thai society.

Seoul Institute of the Arts (Korea, Rep.)

Safe quarantine measures in response to the COVID-19 outbreak

In response to the COVID-19 outbreak Seoul Institute of the Arts established safe quarantine measures. With the surge in COVID-19 cases at home and abroad, safe quarantine measures project aims to prevent the spread of infectious diseases on campus and respond rapidly to situations that require crisis management. Organize the Disease Control and Prevention Committee and Disease Control Headquarters, targeting all faculty and staff, to maintain the university's function and block community transmission by responding systematically to COVID-19 outbreaks and incidences on campus and other crises. Disease Control and Prevention Committee has regular meetings to decide on the danger factors and measures. To prevent the spread of infectious diseases among students and faculty members, only one entrance, "Safe Gate" is used. (COVID-19 Self-diagnosis application developed, thermal sensor passage installed) When a case is confirmed, text message is sent out to all members asking for cooperation. PCR test is recommended to those crossed paths. Information is shared with transparency but with personal information protected. The buildings with

infected cases are quarantined and disinfected. When infected cases are peaking, for physical safety and mental stability, students are given a choice to select online or offline classes. The Disease Control and Prevention Committee is organized to convene and respond immediately according to the government guidelines and the given COVID-19 crisis situation. To prevent confusion among university members resulting from the government's frequently-changing social distancing measures, the 'Seoul Institute of the Arts' Step-by-Step Operation Plans" was established and implemented.

Sakarya University (Türkiye)

Zero Waste Program

As Sakarya University, T.R. supports the Zero Waste movement initiated by the Ministry of Environment and Urbanization. Within the scope of the zero waste project; 1200 waste bins are placed in the buildings where students and employees can easily reach them. A 3-compartment system was established as plastic-glass-metal waste, paper waste and other wastes. All waste information is entered into the Integrated Environmental Information System of the Ministry of Environment and Urbanization and an annual waste declaration is made. The academic staffs using laboratories have been informed about the control and management of hazardous wastes. Online training was given to the administrative and academic staff about the zero waste application and training activities were planned to raise the awareness of the students. Teams were formed to carry out the work within the scope of the zero waste project. It is planned to announce the works to be done on the "Zero Waste" application and new applications on the page. The university was entitled to receive the Zero Waste Certificate by establishing the Zero Waste Management System according to the Zero Waste Regulation, which was published in the Official Gazette dated 12/07/2019 and numbered 30829. Sakarya aims to take this Zero Waste Project to higher levels with the awareness and contributions of all staffs and students.

Staffordshire University (United Kingdom)

Digital Transformation of Learning System

Staffordshire university is the first UK university to migrate all of its systems to the cloud – a step that has helped the organization move swiftly to online learning and remote working in the coronavirus outbreak aftermath. After facing substantial increases in cloud costs over the course of this move, the university adopted a managed service from ANS to cut costs and drive efficiencies in order to develop its digital capabilities even further. Staffordshire university had already begun shifting to a hybrid virtual and physical model to provide more choice and flexibility for its students. This hybrid or "blended model", where students can participate in some Covid-secure classes on-campus while also engaging in virtual teaching, is what the university is currently operating. The

University teamed up with leading Cloud Services Provider, ANS Group to become the first university in the UK to deploy an AI-driven coach and support assistant via intelligent Chatbot technology. The university has been running majority of its IT services via the cloud and have been using tools like MS Teams to offer virtual learning for a few years. The University declared itself the first university in Europe to go "all-in" on the Microsoft Azure public cloud, and move to adopt the software giant's online productivity suite, Office 365.

Chulalongkorn University (Thailand)

Delivering Pinto Robots to COVID-19 Hotspots across Thailand

Pinto Quarantine Delivery Robots and Mirror long-distance communications robots created by the CURoboCOVID team, a collaboration between Chulalongkorn University's Engineering, Mi Workspace, HG Robotics, and Obodroid, were developed to help medical personnel during the COVID-19 outbreak. The Faculty of Engineering and Chulalongkorn University Alumni Association has dispatched 200 "Pinto" robots and over 1,000 "Mirror" long-distance communication systems to the areas affected by the new COVID-19 outbreak. Chulalongkorn University recounted how during the first COVID-19 outbreak, the Engineering faculty dispatched "Pinto" robots and "Mirror" long-distance communication systems to the hospitals with COVID-19 patients and found that the robots were helpful in drastically reducing risks to health workers. The main mission of Pintos is to deliver food, medicine, and medical supplies to patients. However, several added benefits have turned up. The robots on carts are remotely controlled, thus reducing risks for the health workers. By using Pinto, the medical team can monitor the patients, communicate with them remotely at all times via the monitors installed on the units, and help reduce the need for Personal Protective Equipment. Mirror helps reduce the risk of infection for health workers, decreases the need for PPEs when health workers change working zones, and considerably lessens the anxiety for both health workers and patients. Moreover, Pinto and Mirror robots can be sanitized, are easy to install and use, do not require any other systems, and are movable.

National University of Management (Cambodia)

University reopening strategy during Covid-19 pandemic

NUM transformed its mode of teaching and learning from classroom contact to online to protect ourselves from Covid-19 virus and to follow the directions of the government. NUM family took strong collective efforts in sustaining the daily operation of the university and making improvement during that 360 degree change of higher education. After conducting online courses for almost two years, NUM has found in its survey that most students prefer to study on campus, even though they are satisfied with the online learning system. To fulfill the needs of the students and to join the government that is committed to open all economic activities, NUM has to carefully

educate its students, teachers, and staff to be able to live and work in the new normal of Covid-19 context. As Covid-19 and its variants are still huge concern for the university because if they are not careful enough, they will get into tragedy. To overcome this global issue and to keep the university moving forwards, NUM management has gathered inputs from its internal stakeholders (students, teachers and staff) and consulted with the guidelines and directions on Covid-19 prevention from the government to develop a project namely "university reopening strategy during Covid-19 pandemic". The main aim of the project is to reopen the campus with safety from Covid-19, and to maintain and enhance the quality standard. As the main aim of the project is to reopen the university campus with safety from Covid-19 and to gain trust from the government and the public, NUM has been taking tremendous efforts in getting all teachers, staff, students, and external stakeholders involved in the process of Covid-19 vaccination for herd immunity and the practice of health measure in order to successfully reopen the campus.

IEDC-Bled School of Management (Slovenia)

Safe, Excellent, and Relevant

The COVID-19 pandemic resulted in prolonged physical closures of schools and higher education institutions around the world, rapidly bringing forward the need to move to a digital learning environment. IEDC-Bled School of Management monitored the start of the covid-19 epidemic very closely and started preparations to deal with the pandemic. The response was in line with IEDCs sustainability strategy which demands acute awareness and understanding of the environment and circumstances in which it is operating, and commits the school to provide the most relevant educational programs which its stakeholders need. The main leadership challenge was how to get people to work together while keeping them apart. IEDC quickly started offering free webinars such as Crisis Management, Remote Team Leadership, Communication in Time of Crisis, Strategic Management in Times of Crisis, etc. in order to best prepare companies and leadership in the region for the situation. Work was organized remotely, employees were provided necessary office equipment, and regular weekly motivational online meetings were organized – not only organizational meetings as means to measure and address employee's wellbeing. Hybrid and flexible forms of work are not only reflected within the learning environment, but are also utilized in order to support improvement of work-life balance of all IEDC employees. At the intersection of long distance, blended, and a safe learning and working environment was the IEDC Bled Online platform. The platform by far outperforms any classical conference calls providers, but at the same time provides a rich selections of tools needed by the educators, educational institutions, and program managers.

OP Jindal Global University (India)

AI-Enabled, Home-Proctored Entrance Exams for Degree

In an unprecedented technological development and Covid-19 pandemic, admissions to all degree programs across the schools of OP Jindal Global University is conducted online under the aegis of the J Scholastic Aptitude Test (JSAT) administered by Pearson VUE (Virtual University Enterprises). Prospective students seeking admission to OP Jindal Global University took the exam at their own convenience from the safety of their homes to complete the admissions process to their chosen programs in an efficient and timely manner. Like center-based testing, AI-enabled testing solution requires candidates to complete a virtual self-check-in process, which includes enhanced identification, authentication and, after successful validation, the candidate will be approved to take the test. The system has been built on the latest AI-based platforms which have been globally tested and offer the candidates an efficient and advanced technical solution for admission. In addition to the AI-assisted, remote proctoring solution, OP Jindal Global University University in collaboration with Pearson VUE has implemented a rigorous data forensics program to identify and act on misconduct and other validity issues. The AI-enabled JSAT is a step in that direction, which ensures transparency, efficiency and integrity of the admissions process. Beyond the traditional test formats (center-based and paper-based), the new test program, which is based on AI, could guarantee the safety from the Covid-19 pandemic, help candidates get rid of the hassle of moving to the center for test, and make the workforce distribution more efficient.

Telkom Institute of Technology Purwokerto (Indonesia)

ITTP COVID-19 Vaccination

Institut Teknologi Telkom Purwokerto encourages COVID-19 Vaccination. To help the government accelerate the vaccination, also one of the requirements for conducting face-to-face activities. Objective of Vaccination is (1) Forming herd immunity. (2) Reducing illness and death from COVID-19. (3) Protect and strengthen the health system as a whole, especially the health institutions and those at the forefront of community service. (4) Maintain productivity and minimize social and economic impacts. According to the Indonesian Ministry of Health, vaccination service providers are doctors, nurses, and midwives in health care facilities, both government and private, as well as academies/educational institutions. The technique for administering immunization is adjusted based on the Indonesian Technical Advisory Group on Immunization (ITAGI) study. The age group within 18-59 years, also carried out in government health service facilities, Puskesmas, RSUD/RSUP, office/company clinics, private hospitals, private midwives, and others, including immunization service posts. Key point of the vaccination program is increasing the number of vaccinated students and facilitating students in vaccinating. This program is very helpful for the Telkom Education Area from SMP, SMK, ITTP, and the academic community, where ITTP provides a comfortable and conducive place.

Ajou University (Korea,Rep.)

It is important to widen the consensus across society that the time is ripe for a leap toward the future, based on fundamental changes in education in response to COVID-19. The openness toward remote classes has increased while expectations for an educational innovation based on new technology are rising as various experiments are underway in schools. A fundamental question is raised on the role of future schools and teachers as different classes are offered through the online infrastructure. Create a growth-oriented higher education ecosystem that shares information and knowhow based on digital technology with other universities in and outside the country as well as with local communities. Ajou University leads a paradigm change in education in terms of ways to enhance the quality of life for everyone, based on achievements of the Fourth Industrial Revolution and digital transformation with following programs: Virtual class model development program, Blended Learning, Adaptive Learning, Open Source Education. The university develops and distributes content that supports students in various environments so that they can learn whenever and wherever they want. The university implements custom-tailored education, such as providing content based on the needs of each learner depending on accumulated learning data (learner characteristics, learning hours, attendance, etc.) and provides customized services based on AI and big data, and upgrade the platform to enable various teaching methods (virtual practice, interactive learning, etc.); supports customized learning for each learner based on an analysis of the learner's aptitude, interest, and learning level.

Massachusetts Institute of Technology (USA)

MIT's Pandemic Response CoLab

A new lab launched at MIT hopes to help people from around the world solve problems related to COVID-19. MIT's new Pandemic Response CoLab is a joint initiative of the university's Center for Collective Intelligence (CCI) and the MIT Community Biotechnology Initiative at the MIT Media Lab. Anyone who wants to participate is invited to identify what they think are the most pressing problems related to COVID-19. Some problems might be suggested by individual community members and others by companies, non-profits, governments, or other organizations. For example, problems identified might include: contact tracing, loss of jobs in the service industry, child care, and so forth. From all the problems suggested, a combination of community members and experts select the most important ones to address. After a problem is selected, the community members then submit proposals for how to deal with the problems. For example, in a challenge on how to do contact tracing, a user might submit a solution that suggests how to use closed-circuit TV cameras to track movements of people. The most promising solutions are selected by a combination of experts and community members. People can participate in the lab with registration. Pandemic Response CoLab will help individuals and groups work together to solve practical problems created

by the COVID-19 pandemic. By leveraging an open online collaboration platform, we hope to mobilize innovators, communities, businesses, and others to develop actionable solutions to real problems

Badr University in Cairo (Egypt)

<u>Crisis management</u>

Badr university in Cairo (BUC) as an educational institution and as a community, is investing in the human being. BUC has a strict safety plan and BUC community members' safety is a main priority. Crisis management plan is included in BUC safety plan. Spread of the Coronavirus pandemic at the global level and the series of control measures to prevent the spread of the virus created an emergency situation that had a direct impact on higher-educational institutions. Disrupting the regular educational process created a host of challenges that necessitate development of adequate measures to overcome these challenges. Maintaining effective online learning and social distancing were of the utmost importance. BUC had a unique experience where it could lead other universities in the region in shifting from in-class teaching to online teaching, by exploiting a unique learning platform that has been already established at BUC, i.e., BUC have been already prepared to shift to online learning. BUC had responded instantaneously to the COVID-19 pandemic as the educational resources and online learning platform have been already established and in use. However, additional measures to control the spread of infection and to retain the interest of students have been considered. The content of the application includes the innovative approaches and plan that BUC implemented to prevent spread of the virus in the university while maintaining effective learning environment.

FEU Institute of Technology (Philippines)

<u>MILES (Mastery-based Individualized Learning Enhancement System): Digital Transformation of Service Delivery in Academics as a Response to the COVID-19 Pandemic</u>

As a quick response to the education crisis with the Covid-19, FEU Institute of Technology (FEU Tech) boldly took the lead in reimagining online learning for Filipino students by providing an innovative and flexible learning system called MILES (Mastery-based Individualized Learning Enhancement System) that remained anchored on FEU Tech's mission of delivering quality education but designed with the safety and learning capabilities of students in mind. MILES stands for Mastery-based Individualized Learning Enhancement System. It is a pioneering educational system that extends the capability of Canvas to ensure mastery and individualized learning. Mastery learning is an innovative strategy in education that emphasizes the need for students to achieve a level of mastery in prerequisite topics before moving on to learn subsequent topics. This helps build a solid foundation for present and future learning. The learning environment is enhanced further by

individualized learning where faculty members provide mentoring and tutoring support to individual students. With MILES, students learn and practice their lessons using well designed content and assessments geared toward mastery of the lesson—encouraging students to reach higher levels of achievement and develop more confidence in their ability to learn. Virtual Campus allows students to socialize and interact with classmates and faculty members and serve as a touchpoint for mental health and wellness and learning progress. Committed to making online education more flexible, more accessible, and safer for students anywhere in the country, MILES was made available in Fully-Online and Blended Online options.

St. Paul University Philippines (Philippines)

SPUP Crisis Response and Engagement towards Sustainability and Transformation (SPUP CREST)

St. Paul University Philippines (SPUP) takes into consideration responsive and relevant engagement pertinent to the delivery and provision of its educational services. While SPUP continuously strive to elevate its educational standards or quality to become more responsive and relevant, it has instituted proactive engagement towards the safety and security of its learners, teachers, staff, and other members of its academic community. Along the said undertaking, SPUP fosters the development of transformative values such as resiliency and vigilance. SPUP is also cognizant of its responsibility to equip the members of its partner communities with safety and security skills and be more actively engaged in the sustainability of the society. Because of this, SPUP established the Family-Based Disaster Risk Reduction Management Program as part of its service-learning activities for its partner-communities. With the implementation of community quarantine due to COVID-19 pandemic, SPUP has advanced human-centered approach for the members of its academic and partner-communities. Highlighting the value of empathy, the approach focuses on identifying opportunities, solutions, experiences, and transformative strategies, that promotes the total well-being of persons. With the global crises brought about by climate change, COVID-19 pandemic, and other catastrophes to the members of its academic and partner communities, SPUP has strengthened its safety and security system through its Crisis Response and Engagement towards Sustainability and Transformation (CREST) program. The said program also serves as an advocacy of the University to save lives, support well-being, protect property, and reduce the effects of calamities.

Arizona State University (USA)

Smart Campus

Arizona State University has enjoyed a remarkable uptick in reputation in recent years, and its success comes down to the efficacy of its digital transformation. Their recent growth has led to a surge in the university's student headcount. This growth would not have been sustainable with the

university's traditional infrastructure. To meet the computational demands of such a large student body, Arizona State University is in the process of transferring most of its on-premise infrastructure to cloud solutions. The Internet of Things has big potential for post-secondary campuses: Colleges are already using connected devices and sensors to save on HVAC costs and improve student security. The front line of this remote revolution is physical campus infrastructure. The university Streamline Parking Services with Smart Campus Sensors and Mobile Apps. Smart Campus Tech Refines Stadium Management. Digitally connected students don't have time to waste. Not only are they leveraging university-built apps to facilitate their campus experience, they will want better use of collected data to drive personalization and deliver increased value. As costs fall and use cases rise, there's an expanding role for smart technologies on campus. From improving communications to controlling spend, from building community to crafting new connections, an IT-led, board-backed approach can crack data silos, develop new strategies and drive deployment at scale.

Hankuk University of Foreign Studies (Korea, Rep.)

"COVID-19 Campus Management- HUFS Pandemic (COVID-19) Healthcare Management- Practices Taken Against COVID-19"

Since the outbreak of COVID-19, HUFS has taken responsive measures to cope with the disease and minimize negatives campus effects. HUFS has taken measures that not only abide by government guidelines but has implemented more responsive ones.

COVID-19 responsive measures are following: (1) Temporary Shelter Management (2) Making a COVID-19 Manual (3) Post COVID-19 Outbreak status on website and e-mail updates (4) Prepare prevention kit (Sanitizer, Thermometer, Mask, Glove) and provide; (5) Monitoring COVID-19 Suspected Patients; (6) Consultation with KCDC & Dongdaemun-gu Health Center and Ministry of Education

The university implemented management of Suspected Patients (with COVID-19). As the number one university in Korea for internalization, HUFS has a large international student community. Therefore, HUFS took responsive measures that exceeded the government's guidelines for COVID-19. Additionally, traditional classes were converted to online ones due to social distancing measures from the government. HUFS has produced synchronous and asynchronous video lectures using programs such as Real-time online lectures using WebEx, PowerPoint and uploading them on YouTube. Due to the responsive measures taken by the university, students were able to safely return to school campus by pickup service and were accommodated at HUFS Dorm in separate quarters. Further, online classes were provided to students who were outside of Korea in order for them to participate even if located abroad.

University of South Florida (USA)

<u>University of South Florida Co-developing App for COVID-19-Safe Campus Returns, CampusPass</u>

University of South Florida is working with a software company to produce a mobile application to help campuses manage data on cases of COVID-19 of their returning communities. The University is working with Appian, which specializes in creating tools for automating workflows. CampusPass, as the new program is called, pulls together the functionality for managing COVID-19-related data collection and processing, daily health status validation and isolation protocols. The health and safety of students, faculty and staff is the most important concern to the university during this pandemic. Coordinating and communicating across all departments and tens of thousands of students poses a significant challenge for universities, and Appian is the platform that brings the university all together safely and securely. CampusPass is the software offering that centralizes and automates all the key components needed for a safe return-to-campus while reducing the risk of on-campus COVID-19 exposure. Users can see and manage the health and campus status of the entire academic community in real time through one single interface in the unified response hub. Also, they can access critical information to determine impact of people and virus spread instantly. This solution facilitates coordination and communication across the entire university by giving all departments access to the same important information in real time, while maintaining the privacy and security of personal health information.

Ivy Tech Community College (USA)

<u>Free Access to Textbooks Through Cengage</u>

Indiana's Ivy Tech Community College has partnered with Cengage to provide all its students — numbering 90,000 across the state — with textbooks and digital course materials through Cengage Unlimited. The institution is using funding from the Coronavirus Aid, Relief and Economic Security (CARES) Act to provide the materials at no cost to students. Starting on the first day of class, students will be able to access their Cengage course materials through Ivy Tech's learning management system; they will also have the option to rent up to four free hardcopy textbooks (subject to a limited shipping cost). Partnering with Cengage, Ivy Tech Community College provide free access to textbooks and online learning courses to students. This would help students be free from the financial burden and time burden. Even during the pre-COVID, the financial strain of purchasing books has been shouldered by some struggling students. Technical Advances has allowed students to access textbooks online without any burden of purchasing them even difficult situations caused by the pandemic. This project can offer free course materials across the college helping reduce the financial strain for students who are having hard time during the COVID-19 pandemic due to low income, working in low wage jobs, and shouldering family responsibilities.

Temple University (USA)

Zoom Zone

Temple students have the opportunity to access brand new Zoom Zones—also known as Zoom Rooms—which are designated areas located in buildings across campus where students can log in to virtual classes and lectures or simply sit and study. A Zoom Zone is a designated room or area inside a Temple academic building where a student or multiple students may use WiFi and physically distanced space in order to attend virtual classes or spend time studying. Zones are available on a first-come, first-served basis. Once maximum occupancy is reached, students must find another Zone or wait until another student exits a Zoom Zone before entering. Both individual and group Zones (approximately 5 to 20 physically distanced seats per Zone) will be available, though each has a designated occupancy and fixed seating. Students are not allowed to add or remove seats and should not exceed the capacity of the Zone. Students attending an online class from a Zoom Zone should communicate to their professor whenever they are using a Zoom Zone. Students using a Zoom Zone must adhere to Temple's four public health pillars. Properly wear a face covering and maintain at least six feet physical distancing. Wash or sanitize your hands before entering and after use, and do not come to campus if you are not feeling well. All Zoom Zones will have a unique QR code and students must scan in when using a Zoom Zone seat. As the Zones are open access and not based on a reservation system, students will simply scan the QR code so that the system can track usage. The Zoom Zone provides study spaces with WiFi for students while ensuring student's safety during the pandemic outbreak.

American International University-Bangladesh (Bangladesh)

Medbot- Design, and Development of Medical Robot for Healthcare Digitalization

Each year, millions of people die from numerous infectious diseases such as Covid-19, Ebola, and Sers; as a consequence, health workers and doctors worldwide confront enormous challenges; to remedy this problem, a Medbot is designed and implemented. The main goal of this project is to make a multifunctional robot along with a database management system named "MEDBOT". That will reduce the problem of spreading any viral or infectious disease by maintaining social distance. A robot is designed and implemented will replace the ordinary system in the medical sector in a digital way with fewer life risks. Being a multifunctional robot, it can perform as a receptionist, entertainer, nurse, cleaner, and deliveryman. It will serve as a nurse by checking a patient's temperature, heart rate, oxygen saturation, and heart status in a non-contact manner. Furthermore, these vitals are easily stored in its database system. These vitals are broadcast on the device's display and server, where the doctor can quickly monitor them in real-time. A mobile application-based remote-control system is equipped in this robot to control it remotely. Moreover, a disinfecting system and UV-C light are used for sterilizing purposes. The previously invented medical robot can perform one or two tasks, but a revolutionary change will come into the medical sector by making

this robot. At last, it can be said that the 'Medbot' can reduce infectious disease, save time moreover digitalize the medical industry by doing these works.

Eckerd College (USA)

Outdoor Classroom

Colleges preparing for a return to face-to-face learning are confronting the complex logistics of creating socially distanced teaching spaces. Eckerd College, in Florida, has a secret weapon on that front: its campus. In the campus, in addition to tented areas, the university faculty identified areas on campus with overhangs and tree-shaded areas. Using the program ArcGis the faculty was able to model how many students might fit under a given area while maintaining the necessary social distancing. Some of the covered outdoor spaces will be reserved for specific classes, others will be used on a first-come, first-serve basis. Even while teaching outdoors, professors will utilize technology. Each spot identified has strong WiFI signals, and instructors will have access to the business webcam as well as a portable voice amplifier and headset. Both devices will be powered by the laptops educators are issued and allow them to connect with students who have opted to take classes remotely. PowerPoint presentations can also be broadcast to students' laptops and phones over WiFi. While this push outdoors was prompted by health considerations, it could lead to more outdoor classes even after the pandemic is over. In outdoor settings students can sometimes feel more comfortable speaking up. The outdoor setting relaxes people a little bit and they can actually contribute more.

LSPR Communication and Business Institute (Indonesia)

LSPR Responses During Covid-19: "Good Knowledge, Good Health" Educational Campaign Series to Enhance Health Literacy among Younger Generation

Living in the new normal in the light of COVID-19, has heightened general awareness about the importance of taking a preventative approach to holistic healthcare management. By being proactive about taking care of both mental and physical aspects of one's health, early health interventions can help Indonesians stay mindful of their overall health status. To champion the importance of taking a proactive health management approach to caring for one's health, Good Doctor Technology Indonesia (Good Doctor) collaborates with LSPR Communication & Business Institute to launch a millennial-centric educational campaign "Good Knowledge, Good Health" to enhance health literacy and instill better health management habits among younger Indonesians. This health education collaboration is planned for a 6-month period, from September 2021 to February 2022. The campaign includes thematic webinars designed to drive discussions around various hot health topics that are top of mind among Indonesians before, during and after the webinar. Topics of the monthly health talks will include early detection of highly prevalent chronic

disease such as diabetes, top tips for pre and post COVID19 vaccination management, mental health, and dietary management to support healthy immune systems among other topics.

National Chi Nan University (Taiwan, China)

Homeland iCloud – Digital Transformation for Nantou

The only option of micro-enterprises threatened by the pandemic was digitalization and application of digital tools. By introducing digital transformation, these micro-enterprises could maintain minimal revenue essential for their survival in the level three epidemic alert. For rural areas in which digitalization was seriously lagging behind, micro-enterprises here had no capability to undertake digitalization to survive during the pandemic. Shuishalian area where National Chi Nan University is situated is a typical regional case study in this regard. In light of the pandemic, NCNU undertakes its social responsibility and collaborates with local youth industry and township offices. Via questionnaires, online forums, digital youth teams and regional ecommerce platforms, the university hoped to take the lead on local micro-enterprises learning how to use digital tools and thus improved the resilience of businesses in crisis management. From July to September 2021, five online forums on digital transformation were held. A total of 325 people took part in the forum. To introduce local businesses to digital tools, NCNU and Puli Township Office collaborated in organizing the stimulus campaign after the pandemic. Simple use of digital tools was brought in to allow local businesses to start getting familiarized with these tools. To cultivate the resilience of local businesses facing dire times in the future, via the collaboration with local businesses and township offices, NCNU applied for subsidies from the Ministry of Economic Affairs to construct a regional e-commerce platform, in hopes of facilitating the local business on getting started to learn how to use digital tools.

Chung-Ang University (Korea, Rep.)

CAU AI Chatbot System

Chung-Ang University (CAU) has launched a conversational AI chatbot as part of its learning innovation support program and responding to COVID-19. The AI Support Team of the Da Vinci Institute of Learning Innovation took the lead in building a chatbot that provides tailored information to students for their "Cognitive Campus Life." Along with the launch of the chatbot system, the Da Vinci Institute of Learning Innovation is planning to organize a chatbot naming contest and an event where students can suggest ideas to improve the system, which is intended to encourage student participation to promote their interest in the chatbot. Based on the event results, the institute will continuously optimize system performance. The chatbot did a great job in providing the online class guide and COVID-19 response guidelines to students. As the second year of the AI-based chatbot implementation project has started, the Da Vinci Institute of Learning

Innovation will constantly improve the quality of the system by adding more languages and providing information to more users with an aim to contribute to university's growth and bringing a full-fledged AI-based education system. In particular, CAU AI-based chatbot differentiates itself from those of other universities by providing features such as greeting messages, quick menu and autocomplete search. It also provides necessary information about campus life, from academics and classes to grades, scholarships, enrollment and campus amenities, which is the most outstanding attribute of its system. The introduction of the chatbot system has allowed students to have easier access to the information they need.

Mariano Marcos State University (Philippines)

MMSU SARANAY Against Covid-19: Channeling Ilokano Unity and Productivity Toward Resiliency

To respond to the threat of COVID-19, the Mariano Marcos State University (MMSU) conducted an assessment on the conditions of students, faculty and staff and community partners to redesign academic programs, research, extension and business projects to immediately respond to their needs. The University mobilized Colleges and Units to evaluate the situation as basis for strategic planning and coordinated with partner institutions towards responsive, innovative and science-based programs for the people during the crises. In line with the Bayanihan to Heal as One Act (Philippine Republic Act 11469), the University has initiated the MMSU SARANAY against COVID-19. "Saranay" transcends from the word "purok," a typical idea of smaller place than a barangay that opens an idea of being/sharing one in thoughts and feelings– pannakipagrikna. This "pannakipagrikna" results in an act of solving and resolving, therefore the birth of "saranay" as assistance, help, and comradery –the spirit of friendship and community (Tejano, 2020). Hence, this SARANAY program works with the principle: We work as ONE to heal as ONE – One HEART, One UNIVERSITY, One HEALTH and One EMPOWEREDCOMMUNITY. The project rests on two driving forces -- the efficiency and productivity of MMSU projects and the healthy collaboration among stakeholders, particularly with the local government units. The program generally aims for an efficient and effective implementation of MMSU services and collaboration among stakeholders particularly employees, students, partners and government units/agencies amidst the pandemic crisis.

Samar State University (Philippines)

SMARTER Framework

Samar State University (SSU) has to ensure that the University's operations continue by ensuring the safety of everyone, ensuring resilience, inclusivity, sustainability, maintaining standards and ensuring quality, and capacitating all stakeholders. To respond to these requirements the university built SMARTER Framework. The students primarily benefitted the SMARTER Framework and the Resilience and Business Continuity Strategic Plan as LEARNING was undisrupted. The University was

able to design Full-Offline Mode of instruction and Blended Mode of Instruction. The University was able to establish its Moddle-Based Learning Management System for students who prefer blended/flexible learning. For those in Offline Mode, the University established Learning Kiosks to the different municipalities and cities in the Province of Samar and to the different barangays in the City of Catbalogan. Each Learning Kiosk has an assigned Faculty In-Charge who will oversee the distribution and retrieval of learning modules/packets. All Learning Kiosks were provided with internet connections, personal computers and laptops where students can utilize. Each student also was provided by the 32gigabytes thumb drive for data storage. To protect them and their families from COVID-19, each one received a set of face shields and face masks (three pieces of face masks and face shields per set). Responding to the pressing need of the pandemic in the educational sector specifically in the aspect of flexible learning management, Samar State University accepted the call by revisiting its old practices, assessing areas for improvements, and devising plans and programs suitable to the current requirements in learning processes, content delivery, and data management.