AUPF 2015
14th Asian University Presidents Forum

Proceedings

The 14th Asian University Presidents Forum

Asian Higher Education Connectivity:
Vision, Process and Approach

Guangdong University of Foreign Studies
Guangzhou, China
November 6-7, 2015

14th Asian University Presidents' Forum

Hosted by
Guangdong University of Foreign Studies
Guangzhou, China

Dates

November 5th ~ November 8th, 2015

Venue

Guangdong University of Foreign Studies: North Campus

International Academic Exchange Center of GDUFS (Easeland Hotel)

Main Theme

Asian Higher Education Connectivity: Vision, Process and Approach

Sub-Themes

Status Quo, Prospects of and Barriers to Asian Higher Education Connectivity and Solutions

New Tech: Opportunities and Challenges of Asian Higher Education Connectivity

The Roadmap of Asian Higher Education Connectivity

Belt and Road Initiative, Interconnectivity and International Education Cooperation

Joint Declaration

Guangzhou Statement of 2015 Asian University Presidents' Forum

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14th Asian University Presidents' Forum

Schedule of Events

November 5th (Thursday), 2015	
06:00-24:00	Arrival in Guangzhou Hotel Check-in & Forum Registration (Lobby at Easeland Hotel)
18:30-20:00	Networking Reception & Night of Culture (1/F, Jin Tao Yuan Ball Room, Easeland Hotel)
Day 1 - November 6th (Friday), 2015	
07:00 -08:30	Breakfast (1/F, Taste Café, Easeland Hotel)
08:40	Departure from Easeland Hotel
08:50	Arrival at the Lecture Hall of No.6 Academic Building, GDUFS
09:00-11:20	***Opening Ceremony*** – Chair: *Prof. Fang Fanquan, Vice President, GDUFS* Prologue: *Welcome to Guangwai (GDUFS)* Introduction of VIPs and Participating Institutes AUPF Memorial Video Welcome Speech - *Dr. Prof. Sui Guangjun, CPC Secretary & Chairman of the University Administrative Council, GDUFS* Congratulatory Speeches - *Dr. Chen Yunxian, Vice Governor, People's Government of Guangdong Province* - *Dr. Jekuk Chang, President, Dongseo University, Korea* - *Dr. Shi Jianjun, President, University of International Business and Economics, China* Unveiling Ceremony of AUPF Sculpture

	Keynote Speeches - The Challenge for Higher Education in Asia as Part of the New Global Development Agenda until 2030 *Dr. Hans d'Orville, Special Advisor to the Director-General of UNESCO and former Assistant Director-General for Strategic Planning, UNESCO* - Promoting Interconnectivity for the Future of Asian Higher Education *Dr. Prof. Zhong Weihe, President, Guangdong University of Foreign Studies* Video: *Guangzhou, A City for the People* Group Photo Taking
12:00-13:15	Buffet Lunch (1/F, Taste Café, Easeland Hotel)
13:30-16:30	General Session I & II (International Convention Hall, Easeland Hotel)
16:45-17:45	Parallel Session I (VIP Reception Room, Easeland Hotel) Parallel Session II (Meeting Room 3, Easeland Hotel)
18:15-19:30	Welcome Dinner (1/F, Jin Tao Yuan Ball Room, Easeland Hotel)
Day 2 - November 7th (Saturday), 2015	
07:00-09:00	Breakfast (1/F, Taste Café, Easeland Hotel)
09:15	Departure for 50th Anniversary Celebration of GDUFS
09:45	Arrival at the Gymnasium of GDUFS
10:00-12:00	50th Anniversary Celebration of GDUFS
12:00-13:15	Buffet Lunch (1/F, Taste Café, Easeland Hotel)
13:30-15:30	Parallel Session III (VIP Reception Room, Easeland Hotel) Parallel Session IV (Meeting Room 3, Easeland Hotel)
13:30-14:30	Standing Committee Meeting (Board Meeting Room, Easeland Hotel)

16:00-16:45	***Closing Ceremony*** – Chair: *Prof. Fang Fanquan, Vice President, GDUFS* Review of the 14th AUPF Vote by acclamation Closing Speech Video from Asia University AUPF Flag Handover Ceremony Speech by the Vice President of Asia University
16:45-17:15	Signing Ceremony
18:00	Departure for Pearl River Cruise
19:00-21:30	Pearl River Cruise（Buffet Dinner on Boat)
Day 3 - November 8th (Sunday), 2015	
07:00 – 14:00	Breakfast (1/F, Taste Café, Easeland Hotel) Guangzhou One-day Tour (optional) Hotel Check-out Departure from Guangzhou

General Session I

Nov. 6th, International Convention Hall, Easeland Hotel

Chair: Chen Linhan, Vice President, Guangdong University of Foreign Studies	
13:30-13:45	**Build Effective Mechanism of Cooperation for Pursuing a Meaningful Value of Global Learning** *Che Weimin, Deputy Director-General, Chinese Service Center for Scholarly Exchange (CSCSE), Affiliated to the Ministry of Education(MOE), China*
13:45-14:00	**Enhancing International Student Mobility through Utilisation of Information & Communication Technologies** *Datuk Kamarudin Hussin, Vice Chancellor, Universiti Malaysia Perlis, Malaysia*
14:00-14:15	**Strengthen Connectivity and Foster Higher-level Forum** *Zhuang Mingying, Honorary President, Chaoshan College, China*
14:15-14:30	**Successful Story(Case):Global Campus of Busan University of Foreign Studies** *Chung Hae Lin, President, Busan University of Foreign Studies, Korea*
14:30-14:45	**Promote International Educational Cooperation and Exchange** *Feng Qinghua, Vice President, Shanghai International Studies University, China*
14:45-15:00	**Collaboration of Ural Federal University with Asian Universities in the Domain of MA and PhD Programs** *V. Kruzhaev, Vice-rector, Ural Federal University, Russia*
15:00-15:15	Tea Break

General Session II

Nov. 6th, International Convention Hall, Easeland Hotel

Chair: Mathana Santiwat, Former President, Bangkok University, Thailand	
15:15-15:30	**Quality of Undergraduate Education and University Ranking: Common Challenges Facing Asian Universities** *Gu Peihua, Provost & Vice-President (Academic), Shantou University, China*
15:30-15:45	**Expanding Connectivity in Higher Education: An Overview of Global Access Asia** *Jekuk Chang, President, Dongseo University, Korea*
15:45-16:00	**The "Belt and Road" Initiative: Connecting Asian Universities** *Dong Hongchuan, Vice President, Sichuan International Studies University, China*
16:00-16:15	**A Governor's Perspective on a Global University** *Tim Matthews, Governor, Coventry University, UK*
16:15-16:30	**Focus on Asia's Future and Benefit Asian's Youths-The Perspective of Asian Universities Connectivity** *Wang Hua, President, Guangdong University of Finance & Economics, China*
16:30-16:45	**Creating an Internationalized Network of Financial Think Tank** *Yong Heming, President, Guangdong University of Finance, China*
16:45-16:55	Tea Break

Parallel Session I

Nov. 6th, 2015, VIP Reception Room, Easeland Hotel

Chair: Chan Sok Khieng, Rector, Norton University, Cambodia	
17:00-17:15	**Internationalization of Higher Education in Vietnam: A practice from Ho Chi Minh City University of Transport** *NGUYEN Van Thu, President, Ho Chi Minh City University of Transport, Vietnam*
17:15-17:30	**Asian Higher Education Connectivity: Vision, Process, and Approach** *Toshiki Kumagai, Vice President for International Affairs, Kyoto University of Foreign Studies, Japan*
17:30-17:45	**Higher Education as a Vehicle for Economic Development: Galilee Institute Case Study** *Joseph Shevel, President, Galilee International Management Institute, Israel*

Parallel Session II

Nov. 6th, 2015, Meeting Room 3, Easeland Hotel

Chair: Tien-Jin Chang, Chairman of the Board, Ling Tung University, Taiwan, China	
17:00-17:15	**Asian Connectivity through Entrepreneurial Education: A Case Study of Bangladesh** *Md. Sabur Khan, Chairman, Daffodil International University & Daffodil Groupand Former President, Dhaka Chamber of Commerce & Industry (DCCI), Bangladesh*
17:15-17:30	**The Influence of Internationalisation upon Asian and Western Higher Education** *David Pilsbury, Deputy Vice-Chancellor(International), Coventry University, UK*
17:30-17:45	**Internationalization of Yanzhou University** *Chen Yongping, Vice President, Yangzhou University, China*

Parallel Session III

Nov. 7th, VIP Reception Room, Easeland Hotel

Chair: Chou Shieu-Ming, President, Wenzao Ursuline University Of Languages, Taiwan, China	
13:30-13:45	**Sustaining Higher Education Connectivity in Asia through Internationalization: An Experience from Indonesia** *Adjunct. Marniati, S.E., M.Kes, Rector, Universitas Ubudiyah Indonesia, Indonesia*
13:45-14:00	**The Contribution of Language and Cultural Education in a Globalized World and the Confucius Institute** *Zhang Weixiong, Director of the Confucius Institute at Sapporo University, Japan*
14:00-14:15	**Asian Higher Education Connectivity: Vision, Process and Approach** *Tipchan Wongchanta, Associate Professor, Bangkok University, Thailand*
14:15-14:30	**Toward a Bright University Community** *Kasim Siyo, University of Pembangunan Panca Budi Medan, Indonesia*
14:30-14:45	**Timeless and Timely: Upholding Relevance and Overcoming Massive-wide eLearning Adoption Challenges for the Oldest University in Asia** *Anna Cherylle Ramos, A/Prof., University of Santo Tomas, the Philippines*
14:45-15:00	**The Use of Social Media and Education Technology in Mandarin Language Teaching** *Rizky Wardhani, Universitas Negeri Jakarta, Indonesia*
15:00-15:15	**Diversity in Engineering Education, Interconnectivity and International Cooperation Needs** *Janusz Szpytko, Prof. Dr. hab. C. Eng., AGH University of Science and Technology, Poland*
15:15-15:30	Q & A
15:30-15:45	Tea Break

Parallel Session IV

Nov. 7th, 2015, Meeting Room 3, Easeland Hotel

Chair: Govindasamy Viswanathan, Chancellor, VIT University, India	
13:30-13:45	**Kobe College and Prospects and Barriers to Asian Higher Education Connectivity** *Kaoru Mizoguchi, Vice President, Kobe College, Japan*
13:45-14:00	**Predictors of Technology Utilization among Faculty Members of Selected Schools in the Philippines: A Structural Equation Model** *Olive de Vera, Our Lady of Fatima University, the Philippines*
14:00-14:15	**Ancient Education and Colonial Education systems of Bangladesh: Pros and Cons** *Mehedi Shahnewaz Jalil, Lecturer of Business Administration in Southern University Bangladesh, Bangladesh*
14:15-14:30	**21st Century Learning Space Classroom Design in Higher Education: 3D Walkthrough** *R. Badlishah, Muhamad, Professor, Universiti Malaysia Perlis, Malaysia*
14:30-14:45	**Interblending of eLearning and eHealth towards Adult Empowerment: Its implications to Asian Higher Education** *Ramonita Salazar, Our Lady of Fatima University, the Philippines*
14:45-15:00	**Higher Education in Pakistan: Vision, Challenges and Prospects** *Brig. (R) Allah Bakhsh Malik, National University of Modern Languages, Pakistan*
15:00-15:15	**Assessing the Potential of a "Virtual Classroom" in Facilitating Flexible Learning Activities (FLAs)** *ROSEMARIEVIC VILLENA-DIAZ, Philippine Normal University, the Philippines*
15:15-15:30	Q & A
15:30-15:45	Tea Break

Welcome Speech

&

Keynote Speeches

Welcome Speech

Dr. SUI Guangjun

CPC Secretary & Chairman of University Administrative Council,

Guangdong University of Foreign Studies, China

Distinguished leaders, colleagues, ladies and gentlemen,

What a pleasure to have friends visiting from afar! It's a great honor for us to have you here with us on this golden autumn day. Altogether, 147 presidents and their representatives of 67 universities from 26 countries and regions in Asia, as well as other parts of the world, are today taking part in this Forum to study the development of higher education in Asia, and to explore possibilities of cooperation in this field within the

context of Asian connectivity. Please allow me to take this opportunity to extend to you, on behalf of the staff and students of this university, our most cordial welcome. In addition, I also wish to express our heartfelt thanks to all those representatives, both Chinese and foreign, whose help has made this conference possible.

Currently the world is heading towards a more globalized and integrated economy, with enterprises operating across national borders, and capital and managerial personnel flowing from one country to another. The economies of all countries are gradually being amalgamated into one entity, in which each depends on and spurs the others to greater efforts. Economic integration will also bring about the internationalization of higher education. Asia is the region with the fastest growing economy as a whole, but each country is very different from the others in its level of economic development, cultural traditions, values and ideologies. Due to this situation and the extremely important role higher education plays in accelerating economic development, promoting social progress, and improving people's well-being, good communication and frequent consultations between presidents of Asian universities are indispensable in this new environment.

In 2000, Guangdong University of Foreign Studies, together with three other institutions of higher education from China and Thailand, initiated the Non-Governmental Collaborative Association of Presidents of Chinese and Thai Institutions of Higher Learning. A conference of this association was held at Srinakharinwirot University, Thailand, in 2002, with 38 participants from 15 institutions of higher education from China and Thailand. At the behest of this Non-Governmental Collaborative Association of Presidents of Chinese and Thai Institutions of Higher Learning, Guangdong University of Foreign Studies was honored to host the conference in 2003, with 114 participants from 21 institutions of higher education from 8 countries and regions. It was then that its new name, AUPF, was coined, and, today, we're happy to welcome you here once more. As one of the founders of the AUPF, we're proud to have been chosen to act as the secretariat of the AUPF in 2013. We are happy to see that, up to date, about 1500 representatives from 676 universities and institutions have participated in this Forum since 2002. The Asian University Presidents' Forum has already witnessed 13 years of progress in Asian higher education, serving as a convenient platform on which we can meet and communicate with each other.

Over a long period of time, Guangdong University of Foreign Studies has upheld the principles of pursuing integrity, practice and cross-cultural learning, and continues to be dedicated to nurturing highly cultivated global-minded citizens. The University attaches great importance to a full range of cooperation and exchanges in international education. The University is one of only 21 universities worldwide that is qualified to recommend high-end translation professionals to the United Nations, and the only foreign studies-oriented university in the CAMPUS Asia program. Currently, it has established ties with over 294 universities and cultural institutions in 41 countries or regions. In addition, the University has opened four Confucius Institutes overseas at Sapporo University in Japan, Ural State University in Russia, Universidad Católica de Santa María in Perú and Instituto Confúcio na Universidade de Cabo Verde. In 2014,

our university provided a total of 177 credit-based study abroad programs for 948 students, taking up 16% of their cohort of the year. We enrolled 2562 international students and have hosted 231 overseas teachers. GDUFS will take more vigorous steps in this process of internationalization, thus bringing our exchange and cooperation with foreign institutions to a higher level. We look forward to expanding this exchange and cooperation with universities in Asia and throughout the world.

In recent years, to adapt themselves to the new situation of economic integration, institutions of higher learning in Asia and throughout the world have been intensifying their educational reforms, improving the quality of their students, enhancing their academic research, and making great efforts to explore new ways and areas in which to internationalize education. Each institution has accomplished this in its own way, based on the actual situation and conditions in its respective region or country. We're glad to see that under the strong leadership of those present today, universities participating in this conference have not only laid a solid foundation for potential development through internal reforms, but also achieved a great deal in terms of international exchange and cooperation.

Ladies and Gentlemen, the flourishing of higher education is indispensable to the development of Asia's economy, to social progress and to the improvement of people's well-being. Therefore, as university leaders, we face heavy responsibilities in the years to come. We hope that, through the mechanism of the Asian University Presidents' Forum, we can find better ways to carry out our sacred mission, and higher education in Asia will be able to experience a more rapid development. It is my firm belief that, with all the presidents and member institutions working hard together, the Forum will be increasingly successful in the years to come.

Thank you all.

Profile of

Dr. SUI Guangjun

Sui Guangjun graduated from Guangzhou Jinan University, got a Master's degree and taught at university. He received a Ph.D. in Enterprise Management in June 1996 and became the Professor in Economics in December 1997 and Doctoral Supervisor in June 2000. He was elected Academic Chairperson at the provincial level in the talent-raising program of MOE in 1998 and 2001 consecutively. He investigated and visited foreign institutions of higher education such as Chulalongkorn University in Thailand, the University of Amsterdam, the Stanford University, Lancaster University in the UK and the Universite de Lyon, France.

He assumed the roles of Vice-President of the HK-Macao Economic Research Institute in Jinan University, Director of Enterprise Management, Vice-Dean of the School of Management, Director of the Post-Doctoral Mobile Station for Applied Economics, President of the Institute of Enterprise Development (a key university research institute of Humanities and Social Sciences in Guangdong), and Director of the MBA Educational Center from 1992 to 2001. He became the Dean of the School of Management at Jinan University in November 2001. He was a member of the Party Committee and Vice-President of Guangdong University of Foreign Studies. He was President and Vice-CPC Secretary of Guangdong University of Foreign Studies from July 2008 to March 2010. Currently, he is the CPC Secretary and Chairman of University Board, Guangdong University of Foreign Studies.

His research mainly focuses on industrial economics, innovation and risk management and strategic management. He has headed and completed the National Social Science Fund Project, the Ministry of Education's "China-EU cooperation projects in higher education", Soft Science Project of National Natural Science Foundation and the Natural Science Foundation of Guangdong Province. He also headed sixteen Horizontal business management issues and published eight academic works like " Case Studies with Management "," Guangdong – in its turning point ", " Guangdong Industry Development Report " and more than 80 academic articles. He is currently a member of Business Administration Education Steering Committee of Ministry of Education, Vice – chairman of Industrial Economy Research Association and Guangdong Province, Guangzhou City, special researcher with the Economic and Social Development Research Center of Guangdong Province and Guangzhou.

Promoting Interconnectivity for the Future of Asian Higher Education

Dr. ZHONG Weihe

President, Guangdong University of Foreign Studies, China

Good morning, distinguished leaders, guests, ladies and gentlemen!

First of all, let me extend a warm welcome and heartfelt thanks to all the leaders and guests present here for the 14th Session of the Asian University Presidents Forum. It is a great pleasure to have our colleagues meet in Guangzhou, also known as the City of Flowers, to discuss the strategic planning and visions of interconnectivity for Asian higher education.

With the theme of "Asian Higher Education Connectivity: Vision, Process and Approach", the Forum this year is to explore important issues of higher education connectivity for common development across the countries and regions in Asia and to strengthen interconnectivity among Asian universities by seizing the opportunity of the roadmap for the Free Trade Area and China's Belt and Road Initiative. It is clear to see the great significance of this Forum in encouraging higher education to play a leading role in regional development and contributing better to the great mission of common prosperity and harmony in Asia.

The world today is in the state of dramatic development, transformation and re-adjustment. Asia continues to be in the ascendant in the international economic and political arena and has become an emerging force for global stability and prosperity. However the global situation or international system changes, the goal for mutual benefit among Asian universities will not change. Nor will the principle of mutual respect and learning from each other, or the ideal of collaboration and mutual assistance for harmonious development. Highly complementary to each other, Asian countries enjoy distinctive features in their respective higher education, making it an ever powerful driver for promoting cultural exchange and social progress. Education-mediated cultural exchange is a bridge for emotional and spiritual communication between people and a bond for deepening mutual understand and trust between countries. It is therefore more far-reaching than political communication and more profound than economic exchange, playing a foundational, guiding, broad and enduring role in expanding consensus among Asian countries, promoting regional development of higher education, and building a harmonious Asia.

Initiated by Chinese President Xi Jinping in 2013, the idea of the Silk Road Economic Belt and the 21st Century Maritime Silk Road (hence One Belt One Road) have now become China's state policy and national strategy. As a notion for cooperative development and mainly centered around economic growth, this Belt and Road Initiative is aimed to create a community of shared destiny featuring mutual integration in political, economic and cultural affairs between China and the rest of Asia or other regions of the world. The Belt and Road Initiative covers not only the enhancement of the infrastructure in Asia but also includes the formation of Asian capital, political and strategic order and improvement upon the regional governance. Interconnectivity in capital, production capacity, technology, ideas and policies, trade, and currencies all calls for human resource investment and support from think tanks, that is, for Asian higher education to get involved and make appropriate adjustments so as to produce highly cultivated and internationally competitive professionals to better serve the needs of the Belt and Road strategy. On this basis, we strive for a higher education with Asian characteristics while creating favorable conditions for preparing Asian students to go global. Only through deep institutionalized exchanges and cooperation and collaborative reforms among Asian universities can the innovation of higher education system and mechanism move forward as a whole so as to better serve economic and social development in the region.

Higher education connectivity is a gateway to developing cultural exchanges and

further cooperation among Asian countries and a social foundation to consolidate an interconnected Asia in general. We should make full use of platforms and exchange mechanisms, such as provided by the Asian University Presidents Forum, to share quality resources in education and to further strengthen multi-level wide-ranging exchanges and cooperation in education among Asian universities. It is our belief that an essential condition for higher education connectivity is an internationalized vision and ideal, with people and ideas at the core, buildup of academic disciplines as the focus, scientific research as the foundation, and nurturing of global-minded graduates as the main task. As a major internationalized university in South China, Guangdong University of Foreign Studies upholds the philosophy of "whole person education and pursuit of excellence" and keeps on quality-oriented development through accelerated reforms to push forward the internationalization strategy of education connectivity. Along the line, the University strives to realize internationalization in faculty, students, academic research and operational management and aims to be a university of high standing with distinctive features of internationalization.

In recent years, Guangdong University of Foreign Studies has taken a number of steps in deepening its internationalization of higher education, scoring remarkable achievements. In 2011 it became one of the 19 universities worldwide qualified to provide high-end translation professionals to the United Nations, the only foreign studies-oriented university in the CAMPUS Asia program initiated by China, Japan and South Korea. In 2013, the University was proud to be among the first batch of MOE-designated exemplary programs for international students and also a pilot university across Guangdong province for comprehensive reforms in further institutional autonomy for new mechanisms in fostering highly cultivated global-minded professionals. Since 2015 the University has implemented the academic credit system in full, moving forward in reforming its educational model so as to keep up with internationally accepted practices in teaching management.

We are also proud to have two projects listed as the leading discipline-based projects for top-tier universities in Guangdong. They are on language service-oriented foreign languages and literature and on business management to serve the strategic needs of the 21st-century Maritime Silk Road respectively. We also initiated and co-founded the Collaborative Innovation Center for the 21st Century Maritime Silk Road and are striving to apply for it to be at national level. It is designed to tap our multi-language, cross-disciplinary and internationalized advantages to provide intellectual support for the Belt and Road Initiative through integrating resources and deepening our cooperation with universities and research institutions at home and abroad. Now, our university is working vigorously on its Outline of the Plan for the Development of Internationalization to further its global vision, draw the wisdom from other countries and international standards, and integrate global resources so as to enhance its quality in the education of global minded students and the global competitiveness of the University.

It would be impossible to see the proud achievements that Guangwai has made in its internationalization drive without the generous support from our partner universities

overseas and every distinguished guest present here. We look forward to your continued care and support in this regard. At the same time, we sincerely hope that leaders and colleagues here can offer us your valuable opinions and suggestions so as to help us to better carry out international exchanges and cooperation and to achieve faster growth. As a major internationalized university located in the province known for its earliest and most dynamic reform and opening-up in China, our University will be more actively engaged in higher education interconnectivity on the international stage. We warmly welcome and cordially invite other Asian universities to establish or expand exchanges and cooperation with us, to form interconnectivity, in particular, in undergraduate and postgraduate education so as to attain an even higher standard in internationalized education.

The city of Guangzhou, where this Forum is being held, was the starting point for the famous "Maritime Silk Road" over 2000 years ago, which along with the well-known "Silk Road" overland, witnessed the historical friendships between China and the rest of Asia as they both represented important bridges to the exchanges in Asian and world civilizations at large. Against the profound changes in the international arena today, there has been growing consensus, common interest and mutual need among universities in the Asian region. We should therefore take a more visionary and open attitude in deepening higher education connectivity in an innovative manner to make greater contributions to more dynamic and sustainable development of higher education in Asia.

As the host university for this session and the permanent secretariat of the Asian University Presidents Forum, Guangdong University of Foreign Studies is more than willing to provide the participating universities with great service in creating mechanisms of interconnectivity and opportunities for in-depth exchanges and wide-ranging forms of cooperation. To this end, I would like to put forward the following five-point proposal:

First, universities in Asia should give full play to the Silk Road spirit of "openness, tolerance and mutual learning", uphold the principle of "mutual consultation, joint effort and sharing", and speed up higher education interconnectivity and cooperation in various levels of student education, scientific research, cultural exchanges and other fields so as to make universities in Asia bridges to connected hearts and minds, and cultural/academic exchanges. As the Belt and Road Initiative moves into its actual implementation, universities in Asia are expected to play an increasingly important role in building a “silk road” in Asian higher education characterized by interconnectivity.

Second, create, on the basis of equal consultation, a new platform for exchange and interconnectivity among Asian universities, try some jointly run institutions of higher education to achieve win-win cooperation; at the same time, it is necessary to establish closer ties between Asian universities of similar kind, such as sister universities, which, when conditions are ripe, can set up respective campuses on the other for joint enrolment and education of undergraduates, postgraduates (MA and PhD) and other

professionals.

Third, share resources including expertise in educational management, tap each other's complementary advantages, and jointly train our teachers. Develop a mutually recognized system for quality assurance and evaluation in education to improve the quality. Carry out exchange activities among teachers, students and management staff. Offer student exchange programs, organize subject-specific competitions and research cooperation, and, when conditions permit, provide scholarships, student aid or other forms of assistance to visiting students on a reciprocal basis.

Fourth, promote mutual recognition of credits, diplomas and degrees for the same or similar courses or programs among Asian universities of similar kind, on the premise of guaranteed quality and legitimate process; realize mutual degree conferral when conditions permit, establish a workable credit transfer system, improve the mechanism for educational information exchange and coordinate the standards of educational quality.

Fifth, co-establish joint and dual degree programs, adopt or draw on the textbooks, courses and expertise in teaching management from each other, and jointly run virtual universities and distance higher education to provide more educational opportunities for Asian youth.

Ladies and gentlemen, living in the same continent of Asia, we face similar challenges and opportunities in higher education. As the cradle of new ideas, new knowledge, new wisdom, and new technology, universities assume a special responsibility and mission in promoting cultural exchanges, people-to-people friendship and regional development for a harmonious Asia. My University will further strengthen dialogue and exchanges with other Asian universities, promote development and common progress through interconnectivity, and make greater contributions to the advancement of Asian and world civilizations.

Ladies and gentlemen, the current forum is a grand gathering for universities in Asia to enhance the understanding, exchange the experiences, learn from each other, and promote cooperation. It is also a great occasion for our colleagues in the Asian education community to enjoy the beauty of this City of Flowers and appreciate the Cantonese and Southern Chinese history and culture. So in closing, I wish everyone coming here a very pleasant stay in Guangzhou and fond memories!

Thank you!

Profile of

Dr. ZHONG Weihe

Professor ZHONG Weihe was the founding Dean of the School of Interpreting and Translation Studies and Dean of the Faculty of English Language and Culture, Guangdong University of Foreign Studies before he was appointed Vice President. He is Honorary Fellow of the University of Warwick, the U.K. He has a MA in literature translation from Nanjing Normal University and another in interpreting and translation studies from the University of Westminster, U.K. He was enrolled in the talent-raising program of MOE as a future provincial subject leader, New Century Excellent Talents Project held by Ministry of Education and talent-raising program of MOE in the national level.

Professor ZHONG is currently Deputy Party Secretary, President, professor and doctoral tutor of Guangdong University of Foreign Studies. He was once the Vice President of Guangdong University of Foreign Studies, Vice President and President with Faculty of English Language and Culture, the Founding Dean of College of Translation. His current position are as follows: Vice Chairman of State Council Academic Degrees Committee of the "National Translation Graduate Education Steering Committee", member of the Ministry of Foreign Language Teaching Steering Committee, National Translation Professional Qualifications (level) Examinations in English Expert Committee (Human Resources and Social Security), Vice President of Translators Association of China, Vice President of the Translators Association of Guangdong Province, Guangzhou Translation Association and the Translators Association of Science and Technology in Guangzhou. He is also Vice President of Guangdong Provincial Association of Young Scientists, the Ninth Guangdong Provincial Youth Federation and the 10th and 11th of Guangzhou Youth Federation.

His research mainly focuses are interpretation theory and interpretation teaching research and translation studies. As a well – known expert in interpreting studies, he has interpreted for many national, provincial and municipal leaders, foreign heads of state and influential people in politics and commerce. His main academic contributions are as follows: more than fifty theses published on noted academic journals and fifteen textbooks, works, translations and lexicons. He is currently undertaking these research projects: "translation of Undergraduate Research Training Mode" (2009 Humanities and Social Fund Project by Ministry of Education) , "Interpreting Research Methodology" (Guangdong Province Key Research Base of Social Sciences major projects), "Computer-aided translation and interpretation (CATIS) Learning System Development and Application "(horizontal issues)", "Foreign Language Training Quality Assurance System" (Key Project in 2007 Higher Education Reform Project in Guangdong Province) and so on.

Main awards he received are as follows: "National Excellent Teacher" title and awards, 2001; Outstanding Returned Youth Business Star in Guangdong Province, 2003; Guangzhou Municipal Science and Technology Award for outstanding contribution, 2004; seventh "Guangdong Youth '54' Award", 2005; Renowned Teachers Awards in Guangdong Province, 2008; first prize in Guangzhou City Science and Technology Award (science and technology category),2008; first prize in Higher Education Achievement in Guangdong Province, 2009. The course he presides – "English Interpretation (Course Series)" was named national course in 2007.

The Challenge for Higher Education in Asia as Part of the New Global Development Agenda until 2030

Dr. Hans d'Orville

Special Advisor to the Director-General of UNESCO and former

Assistant Director-General for Strategic Planning, UNESCO

Honorable Leaders and Representatives of Guangdong and Guangzhou,
Excellencies, Magnificences, Honorable Presidents of Universities throughout Asia,

It is a great honor and pleasure for me being invited to address you on this 50th jubilee occasion of the Guangdong University of Foreign Studies, our host institution, and the 14th edition of AUPF.
The introductory part of the new **Sustainable Development Agenda**, adopted by the

UN General Assembly at summit level on 25 September 2015, sets out a daunting picture of the challenges confronting the world today. Billions of our fellow citizens continue to live in poverty and are denied a life of dignity. There are rising inequalities within and among countries. There are enormous disparities of opportunity, wealth and power. Gender inequality remains a key challenge. Unemployment, particularly youth unemployment, is a major concern. Global health threats, more frequent and intense natural disasters, spiraling conflict, violent extremism, terrorism and related humanitarian crises and forced displacement of people threaten to reverse much of the development progress made in recent decades. Natural resource depletion and adverse impacts of environmental degradation, including desertification, drought, land degradation, freshwater scarcity and loss of biodiversity, add to and exacerbate the list of challenges which humanity faces. Climate change tops this list as its adverse impacts undermine the ability of all countries to achieve sustainable development. Increases in global temperature, sea level rise, ocean acidification and other climate change consequences are seriously affecting coastal areas and low-lying coastal countries, including many least developed countries and small island developing States. The survival of many societies, and of the biological support systems of the planet, is at risk. **To tackle any single one of these challenges, higher education, research and the sciences will have to play a pivotal role.**

But at the same time, immense opportunities are in the offing. Significant progress has been made in meeting many development challenges. Within the past generation, hundreds of millions of people have emerged from extreme poverty. Access to education has greatly increased for both boys and girls. The spread of information and communications technologies and global interconnectedness has already demonstrated its potential to accelerate human progress, to bridge the digital divide and to build knowledge societies, as does scientific and technological innovation across areas as diverse as medicine and energy.

Over the last four decades, the world total tertiary enrollment in education has grown nearly five-fold from 37.5 million to 184.5 million. Were it not for the enormous quantitative expansion and diversification of higher education, it is inconceivable that humanity could have made such enormous strides as it did: in raising food production, abolishing famine, eradicating a host of fatal diseases, reducing infant mortality, extending life expectancy, multiplying real per capita global income 12-fold, weaving isolated communities into a single global community through advances in transportation and communication, ending slavery and colonialism, extending rights to women and minorities, and drastically reducing the global incidence of war between nations and war-related fatality rates.

In the year 2000, the Millennium Development Goals (MDGs) were promulgated by the UN General Assembly. Two of them were dedicated to education. The MDGs provided an important framework for development and significant progress has been made in a number of areas. But the progress has been uneven - some of the MDGs remain off-track. There has now been a recommitment to the full realization of all the MDGs. The new Agenda builds on the MDGs and seeks to complete what these did

not achieve.

At no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity. There is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for socio-cultural, economic and sustainable development.

However, higher education is faced with great challenges and difficulties related to financing, equity of conditions of access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and community outreach, relevance of programmes, employability of graduates, establishment of efficient cooperation agreements and equitable access to the benefits of international cooperation.

In this regard, UNESCO is about to designate in Shenzhen, at the invitation of the Chinese Government, an **International Centre for Higher Education Innovation** to support the development and strengthening in higher education infrastructure through developing and promoting information and communication technologies (ICTs), in particular in the Asia and the Pacific region.

The overall mission of the Centre is to work with UNESCO in supporting higher education institutions in the Asia and the Pacific region to be better prepared and equipped for fulfilling their social responsibilities and to support the development needs of Member States. The Centre will also promote cooperation in higher education at the global level. It aims to use information and communication technologies (ICTs) in higher education to improve access, equity, quality and governance in higher education in developing countries, and build synergies and strengthen sub-regional and regional networks related to ICTs in higher education.

The Centre will strive for regional impact in the Asia and the Pacific region by assisting all countries in the region in their efforts to promote higher education innovation by generating innovative proposals and providing policy advice, advocacy plans and strategies to Member States of the region. It will serve as a clearing-house in the region for the transfer and exchange of experience, knowledge and best practices in the field of higher education management, use of ICTs in teaching, learning, and research. While the main geographic focus area will be Asia and the Pacific, it will also strive to cooperate with countries in other regions such as Africa and the Arab States.

Let us then reflect in more depth what changes and innovations will be required from higher education.

Nowadays, universities are more professional and glittering than ever – but in some ways there is emptiness deep down. Students are taught to do things, but many are not asked to reflect on why they should do them or what they are at universities for. They are given many career options, but they are on their own when it comes to developing

criteria to determine which vocation would lead to the fullest life.

But things are changing. On almost every campus faculty members and administrators are trying to stem the careerist tide and to widen the system's narrow definition of achievement. Institutes are popping up – with interdisciplinary humanities programs and even meditation centers – designed to cultivate the whole student: the emotional, spiritual and moral sides and not just the intellectual. You all here are on the frontlines of these often revolutionary changes to an inert system.

Above all, **technology is forcing change.** Online courses make the transmission of information a commodity drawing on the use of electronic media and ICT in education, which will be vital in the future. In spite of the initial problems, skepticism and resistance, **online education is rapidly gaining ground both within universities and outside them in massive open online courses (MOOCs) and alternative educational delivery systems.**

Online learning can make the best lecturers in the world available to students everywhere, for all time to come. **Online education in various forms is the only way to simultaneously and rapidly increase accessibility, affordability and quality of higher education at the global level.**

In recent years top American universities have pioneered new initiatives in online education. The participation of top universities, technology companies and the support of governments has been matched by soaring demand among learners worldwide. Today more than 30% of American college students participate in distance learning programmes. China is expected to have 100 million online learners. These developments herald the first truly widespread change in educational technology in ten centuries. Yet, inertia and resistance from within the present system remain enormous and still retard adoption of new models.

Studies confirm that **the quality of online education can equal or exceed that of traditional classroom learning.** Online education must form a component of education for and in the future, and it is bound to evolve continuously with the unrelenting speed of technological innovation.

But the quantitative expansion of higher education represents only one side of the essential change that is needed. To evolve solutions to pressing global challenges has also called for revolutionary changes in the content and pedagogy of higher education that are needed to move beyond an inadequate piecemeal approach to knowledge and social problems prevalent today.

Information is multiplying at a phenomenal rate. There is a **need for a multidimensional shift in higher education from an over-emphasis on information in an age of information** glut to greater emphasis on understanding organizing principles and relationships between phenomena, from memorization of facts to creative thinking, from passive to active learning, from fragmented to contextual

knowledge, from mechanistic to organic or ecological conceptions, from abstract to life-centric studies, from discipline-specific to trans-disciplinary perspectives, from abstract principles to spiritual values, and from subject to person-centered and personality-centered education.

The new 15-year sustainable development agenda for the period until 2030 comprises **17 sustainable development goals (SDGs) and 169 associated targets (see annex)**. It is a supremely ambitious and transformational vision. Virtually every objective and every concern has profound relevance for universities and academia – be it in the realm of teaching, learning or research.

Through the SDGs, we envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured. And I could go on to depict the **salient features of this new agenda**.

We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity.

We also envisage a world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all. A world in which consumption and production patterns and use of all natural resources – from air to land, from rivers, lakes and aquifers to oceans and seas - are sustainable. One in which democracy, good governance and the rule of law as well as an enabling environment at national and international levels, are essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger. One in which humanity lives in harmony with nature and in which wildlife and other living species are protected.

Let us have a closer look at SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

For illustration, let me adduce some relevant targets for this SDG, as given by the UN General Assembly:

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including universities
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender

equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

In many respects, education is the technology for conscious social evolution. Education is the means whereby humanity passes on to future generations in a concentrated, highly organized manner the essence of the accumulated knowledge and experience acquired over countless generations so that the next generation can start off where the last has ended, without the necessity to rediscover past knowledge. **Each society should promote measures that increase access to quality, relevant, affordable higher education that is trans-disciplinary and person-centered and emphasizes self-guided learning, critical and original thinking, and development of creativity and individuality.**

Globally, the higher the level of education, the lower the rate of unemployment. Across OECD countries, 84% of the population with tertiary education is employed. This falls to 74% for people with upper secondary education, and to 56% for those without upper secondary education. Higher educational attainment results in higher earnings. National income strongly correlates with university enrollment. In OECD countries, on average, the relative earnings of those with a tertiary education is over 1.5 times that of those with lower levels of education.

Let me suggest that we are in urgent need of **a new paradigm in education, appropriate for the needs of the 21st century**. The main flaw in the current educational system is crushing the creativity of students by overloading their mind with too much of data. We live in a **dual educational time warp**. There is a growing gap between contemporary human experience and what is taught in our educational system. It takes time to digest experience, consciously interpret and organize that experience as new knowledge, equip instructors with that knowledge and pass it on to youth. **Education is also subject to a generational time warp resulting from the fact that many of today's teachers were educated decades ago during very different times and based on different values and perspectives.**

Education is part of the problem, as suggested by a recent study released by the World Academy for Arts and Science of which I am a member. As it is widely practiced around the world today, education still largely functions according to a model of pedagogy that predates the invention of the printing press and relies on a delivery

system that predates the telegraph, telephone, motion pictures, radio, television and the Internet. It still emphasizes memorization of fact at a time when the ordinary smart phone provides instantaneous access to more information than any individual has ever committed to memory. It still fosters passive submission and obedience to authority at a time when the world needs individuals with the self-reliance, initiative and problem solving capabilities to fashion new solutions rather than merely regurgitate old ones. It still emphasizes getting the 'right' answers to questions based on prevailing theories when developing the capacity to ask the right questions may be of far greater adaptive value. It prepares youth for increasingly scarce salaried jobs rather than imparting the capacity to create new jobs through self-employment and entrepreneurship. It still fosters a highly competitive, individualistic mode of learning in a network society where cooperation and teamwork are the principal modes of work. It still fosters highly specialized, compartmentalized knowledge within narrow disciplinary fields at a time when the most serious problems emanate from complex interactions between different fields of activity.

We must not only recognize but also act accordingly to the insight that **education is the most effective means for fostering the capabilities of openness, adaptability, independent thinking, creativity, innovation, leadership and individuality** so desperately needed to enlighten our economic, political, intellectual and cultural behavior.

The rapid pace of social and technological change, the extension of the life span and working career, the increasing frequency with which people change their employment and even their career paths make it necessary to **transform education from a separate, discrete stage in human development preceding career to a parallel track in which education and employment proceed side by side throughout life**. Education and employment thus constitute a kind of a double-helix of mutually reinforcing activities. 50% of occupations today will no longer exist by 2025 and newer occupations will emerge. Relearning and new learning has to take place continuously throughout a person's life. Today, in some countries, the costs incurred by enterprises for the upgrading of the competencies of their personnel are of the same order of size as for the entire public system of education.

MOOC-based degrees, competency-based education, formalization of learning and regulatory reform are factors that bring fundamental change to educational practice. The scalability of online degree programmes is one of the success indicators of MOOC and it can become the alternative to traditional degrees by gaining employer acceptance. As a minimum, **hybrid learning that combines a MOOC and traditional classroom teaching can shorten learning time by half**.

Not all changes however, will be desirable or positive. The high demand for courses more directly related to employment will result in science, technology, finance and business eclipsing the liberal arts. The crucial role of arts in personality development, honing students' capacity for accomplishment and understanding of life will be overlooked in an effort to cut costs and improve the profitability of institutions.

As a consequence, the college campus and classrooms will also need to evolve. The purpose of the physical campus calls for re-evaluation when compared with the more flexible, convenient and affordable online education. Consequently, universities and the role of teachers are bound to undergo major changes. Universities will take to e-learning to make themselves sustainable. Education will become more student-centered. Students will enjoy a greater choice of courses. Content will be better suited to their goals. Open educational resources will make knowledge wholly free. Students will not pay for content, but for services such as guidance and support. This may also give rise to new financial models.

The future will be about choices – choice of subjects, delivery method, schedule, evaluation, certification, cost. Learning will be from peers as much as from teachers. Cross-, trans- and interdisciplinary approaches to teaching, learning and assessment will become prevalent. Lifelong learning will become a necessity.

SDG 4 is critical to achieving all global development targets. Strong societies depend on well-educated citizens and a well-trained workforce. But this agenda is only realistic if we also **invest in recruiting, supporting, and empowering teachers**.

Quality teachers are increasingly recognized as the most important factor in children's learning – and thus, in improving educational attainment levels, increasing the ability of young people to participate in society and today's knowledge economies, boosting productivity and prosperity. But today, far too many teachers are undervalued and disempowered. There is a mounting shortage of quality teachers, unequal distribution of trained teachers, and inadequate or non-existent national standards for the teaching profession. The UNESCO Institute for Statistics estimates that to achieve universal primary education by 2020, countries will need to recruit 10.9 million primary teachers.

This is a **global education crisis in the making** – unless we act now. Recognizing the looming crisis, leaders at the 2015 World Education Forum, held in Incheon, Republic of Korea, committed to "ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems".

The challenge of preparing youth for the future is more complicated by the fact that the future for which we are educating youth does not yet exist and to a large extent is unknown or unknowable. The resulting **gap between the content of education and societal needs** inhibits our capacity to anticipate and effectively respond to social problems. This then argues for a major reorientation of educational content and pedagogy from transmission of acquired knowledge based on past experience to development of the knowledge, skills and capacities of personality needed in a future we cannot yet clearly envision. We may not be able to anticipate the precise nature of the future, but we can provide an education based on the understanding that it will be very different from the present. In terms of pedagogy, there should be a shift from

emphasis on comprehension of what is taught to the development of the capacity to think independently and creatively about the future.

Thinking is a critical faculty that education needs to develop. Accordingly, our education should shift from analytical, to synthetic, and then to integrated thinking.

Today society is accumulating and analyzing enormous quantities of data every second, generating new inventions and discoveries continuously. More than two million patent applications are filed annually. According to Google, a total of 129 million original book titles have been published since the dawn of printing five centuries ago. We are now adding another 2.2 million each year in addition to the innumerable other forms of text. Born in 1991, the Internet now contains more than one billion websites. These are just some indicators of the depth of the challenge confronting the world's educational system in order to keep pace with the lightning rate and gargantuan quantities of facts, experiences, events, discoveries and ideas – which ultimately must inform the content of courses offered by institutions of higher education or by digital means.

Yet, more essential than information are thoughts derived from the correlation of information, ideas that relate and integrate thoughts, and values as principles to guide accomplishment and growth. **An education that misses values misses a crucial element.** Values—personal, ethical, corporate—contain the essence of all human knowledge or accomplishment.

Education as we know it involves the transmission of knowledge from one generation to another. In practice there is usually a two to three generation gap between what instructors learned from their own instructors when they were students, what they teach to students when they become instructors, and the world in which these students will live and seek to apply what they have learned. The increasing speed of discovery, invention and knowledge generation imposes an ever-greater burden on the educational system and those who pass through it. One result is that the gap between information generation and transmission through education is widening rapidly.

As I have argued earlier, the **mode of delivery** is one of the ways in which the global system of higher education is out of sync with the needs of society in the 21st century. **Pedagogy is another serious constraint.** The prevailing conception of what should be taught and how it should be taught remains mired in the distant past. While information about virtually everything is available on-line, the educational system continues to emphasize transfer of information as its predominant objective. Today, any information, useful, trivial or utterly frivolous, is available to anyone with a smartphone and internet connection. So what should we teach, and with what purpose?

"[I do not] carry such information in my mind since it is readily available in books. ...The value of a college education is not the learning of many facts but the training of the mind to think," said **Albert Einstein**, one of the greatest scientific minds. The ideal of higher education a century ago was to equip people with broad general

knowledge coupled with specialized expertise. Today higher education turns out specialists in innumerable narrow technical disciplines of business, chemistry, economics, engineering, law, medicine, physics, psychology, etc., but almost no generalists with a broad perspective of the whole subject or the wider reality of life of which all disciplines are a part. **Is more and more specialized expertise really the type of knowledge we need in the 21st century?** The evidence suggests it is not.

We speak of the 'knowledge society' with reference to a world in which a plethora of data circles the globe at the speed of light and is accessible at our fingertips. We refer to the continuous doubling or tripling of humanity's information or knowledge base, when what we really mean is that the emerging technologies enable us to collect, store and process an infinitely greater amount of data than in the past. The process of education currently involves all four of these stages in the process of knowledge generation—observation of data, analysis of data to derive information, correlation of information to form thoughts, and integration of thoughts to constitute coherent principles.

The most fundamental change needed is at the conceptual level. Unless we change our understanding of the knowledge with which we approach our problems, we will not effectively address them. If the forecast global demand for education is to be met, 4 new universities with 40,000 students each have to be founded every week, over the next 15 years. Nothing short of a revolution is needed, not in constructing the university buildings and administering the enrollment process, but in the very conception of integrating these aspiring students into the education system.

Let me then conclude with my analysis in a nutshell. In order to meet the increasing demands on quality and quantity of education, and to effectively handle the challenges we face today, our educational model along with all the involved people (teachers and students), pedagogy (of research and teaching) and organizations, should transform into a more conscious, person-centered, value-based, holistic system supported massively by IT. By the same token, **systematic and theme-based, if not multi- and transdisciplinary cooperation and exchanges among universities from different countries may help to introduce the diversity needed in our complex world.**

The ancient Chinese proverb "Tell me and I will forget. Show me and I will remember. Involve me and I will understand" provides the wisdom that the university and classrooms around the world would do well to heed, accept and implement.

I thank you for your attention!

ANNEX

The 17 Sustainable Development Goals (SDGs)

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts*

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Profile of

Dr. Hans d'Orville

Date of Birth: 1949.10
Nationality : German

1973 M.A. in Economics, University of Konstanz, Germany
1976 Ph.D. (Dr. rer. soc). In Economics, University of Konstanz, Germany
1973-1975 Research Assistant, University of Konstanz
1975-1982 enters the United Nations Secretariat, New York, following a nationwide competitive examination in Germany; holds progressively important positions, including Secretary, UN Committee on Conferences
1982-1987 transfer to the United Nations Development Programme (UNDP), New York, where he serves as Deputy Secretary of UNDP Governing Council, Secretary of the Committee on Technical Cooperation among Developing Countries and Senior Officer in the Office of the Administrator of UNDP
1987-1995 Executive Coordinator, InterAction Council of former Heads of State and Government, a group of 34 leaders chaired by former German Chancellor Helmut Schmidt
1996-2000 Director, Information Technologies (IT) for Development Programme, UNDP
2000-2005 Director, Bureau of Strategic Planning, United Nations Educational, Scientific and Cultural Organization (UNESCO), Paris
2005-2014 Assistant Director-General for Strategic Planning, UNESCO, with responsibility for biennial programme and budget, UN systemwide reform as well as extrabudgetary resource mobilization and partnerships; and policy planning, incl. UN reform and post-2015 development agenda and sustainable development goals
2010 Acting Deputy Director-General, UNESCO
2014 Director, Secretariat for the Scientific Advisory Board of the UN Secretary-General
2015-present Special Advisor to the Director-General, UNESCO

Other functions:

1987-2010 Member/Co-Founder of Africa Leadership Forum, Ota, Ogun State, Nigeria, led by former President Olusegun Obasanjo;
Advisor to various Governments and institutions, including Organizing Committee for the Guangzhou Asian Games 2010; 2009-present Eco-Forum Global (EFG) and its International Advisory Council, Guiyang, Guizhou; 2015-present Beijing Industrial Design Center;
2012-present Member, International Advisory Council of the Global Initiative for Arts, Culture and Society of the Aspen Institute in Washington, D.C., United States;
2014-present Honorary Professor, Institute for Public Policy, South China University for Technology, Guangzhou;
2014-present Fellow, World Academy of Arts and Sciences

Presentations

&

Papers

Expanding Connectivity in Higher Education: An Overview of Global Access Asia

Dr. Jekuk Chang

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ABSTRACT

Global Access Asia (GAA) is the online courseware platform of the Asian University Presidents Forum. It aims to increase international learning opportunities by providing student members free access to top-notch educational contents created at participating universities across Asia and beyond. This paper briefly reviews the history of GAA, from its initial proposal in 2013 to its launch in 2015. It then presents various motivating factors underlying the platform's establishment, including emerging trends in the market for higher education, the need for fostering cultural understanding of Asia, the potential for cost-effective approaches to student mobility and curriculum reform, and the goal of enhancing competitiveness. Next, the paper outlines basic

features of the GAA platform along with certain capabilities of its Learning Management System. Since GAA is still a very new system, much work remains to be done and many issues need to be addressed, some of which were raised at the official launching of the platform. The most pressing of the issues raised are presented here along with proposals of possible solutions. Finally, the paper concludes with some visions for how GAA might be improved and expanded in future.

Background

The idea to create an online courseware platform for sharing educational contents among participating Asian University Presidents Forum (AUPF) members was proposed at AUPF 2013, hosted by Universiti Malaysia Perlis (UniMAP). To assess the feasibility of the proposal, a task force was formed with representatives from Bangkok University (BU) in Thailand, Dongseo University (DSU) in Korea, Josai International University (JIU) in Japan, and UniMAP in Malaysia. Over the following year, the task force met four times in different locations to discuss relevant details concerning the platform.

The recommendations of the task force were presented at AUPF 2014, hosted by Christian University of Thailand, and a proposal was made to ratify Global Access Asia (GAA) as an official AUPF affiliate. Dongseo University volunteered to host the platform and to make the necessary preparations, which primarily involved developing a website and modifying the Learning Management System (LMS) already in use at Busan Digital University (BDU), a four-year cyber university also belonging to the Dongseo Educational Foundation. The AUPF Standing Committee unanimously approved the proposal. At a signing ceremony following the associated announcement, 59 universities from 16 countries signed a Letter of Intent expressing interest in participating in Global Access Asia.

The GAA platform was officially launched in connection with the opening of the GAA Studio at DSU on August 24, 2015. Representatives from 18 universities in 10 countries participated in the launching ceremony. Based on the need to ensure the new platform would not interfere with the graduation requirements of any student members, a modification was made in the original launching schedule. This involved using the first semester following the launch as a critical test period during which credit-based courses would be made available only to students of the course offering university. In this way, any technical difficulties or complications with the credit-awarding procedure could be resolved with minimal complications prior to the wider opening of the platform in the spring of 2016.

Motivating Factors

Four interrelated factors had a distinctive influence in motivating the establishment of Global Access Asia. The first involves the so-called "Rise of the Massive Open Online Courses," or MOOCs, which has garnered a lot of media attention since the establishment of large aggregators such as Coursera, EdX, and Udacity. Many scholars, notable among whom is Clayton Christensen of Harvard, have suggested MOOCs represent a typical example of disruptive innovation.

"[T]hat is, an innovation that makes a complicated and expensive product simpler and cheaper and therefore attracts a new set of customers. Disruptive companies establish a foothold in the market, expand that market dramatically, and then inexorably migrate up the quality chain. Ultimately, they pin the original leaders in the highest tiers of the market, where there simply isn't enough volume to sustain them all."1

Within the context of higher education, advantages of traditional universities include face-to-face interaction in classrooms, offices and laboratories; a near monopoly on academic certification; and the potential for students to build social skills and social capital. None of these attributes, however, are entirely immune from disruption as the quality of MOOCs improves. It is plausible to assume "The universities that survive today's disruptive challenges will be those that recognize and honor their strengths while innovating with optimism."2 Accordingly, the aim of GAA to create mutual benefits by sharing competitive advantages is based on honoring each participating university's individual strengths, and the shift toward incorporating online components into existing curriculums represents an optimistic innovation, or in Prof. Christensen's words a "change of DNA," which he argues will likely be both necessary and extraordinarily rewarding.

Second, the market for MOOCs has been rapidly growing. In fact, Class Central reports that in 2014, the number of universities offering MOOCs doubled to cross 400 universities, with an associated doubling in the number of cumulative courses to 2,400.3 However, the market for online higher education remains almost entirely dominated by Western providers, as is evident in Figure 1, which is drawn from the Class Central report. Among the leading providers, enrolment estimates suggest that as of 2014 Coursera has over 11 million students, followed by edX with over 3 million, and Udacity with over 1.5 million; next in line are Spain-based Miranda with over 1 million students and UK-based Future Learn with over 800,000.4 In terms of course offered, Humanities remains at the top of the list, as shown in Figure 2.

1 Clayton Christensen and Henry J Eyring, "The Innovative University: Changing the DNA of Higher Education," Forum for the Future of Higher Education (Educase), p. 47.
2 Ibid, p. 53.
3 "Online Courses Raise Their Game: A Review of MOOC Stats and Trends in 2014." Accessed October 13, 2015, https://www.class-central.com/report/moocs-stats-and-trends-2014/
4 ICEF Monitor. "Global review maps the state of MOOCs in 2014." Accessed October 13, 2015, http://monitor.icef.com/2015/01/global-review-maps-state-moocs-2014/

Figure 1

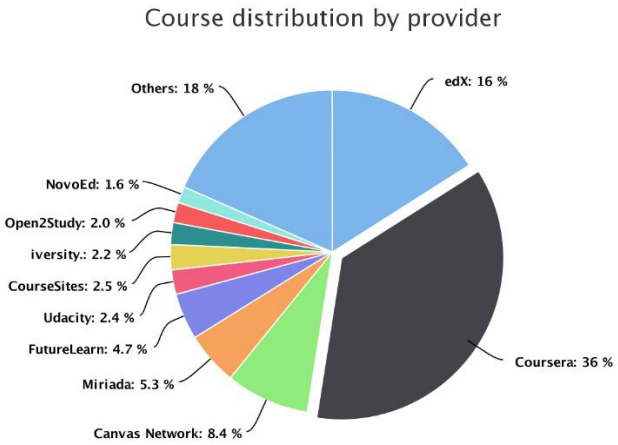
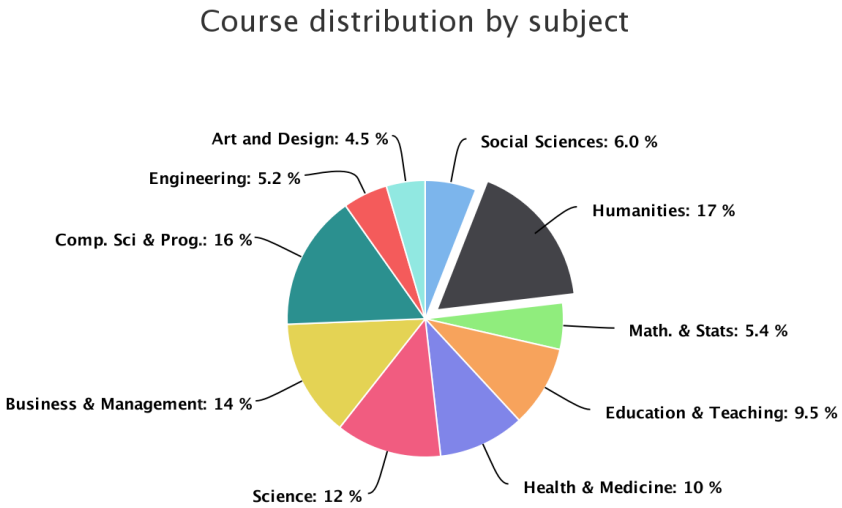


Figure 2



These trends, namely that there is a large and increasing demand for MOOCs, that courses in the Humanities are most desired, and that Western providers dominate the market, suggest that a platform such as Global Access Asia focusing on Asian cultures, values and regional interests would be a welcome addition in the current online market for higher education.

Third, Asia continues to grow in global importance. Already, it accounts for over half of the world's population, and by 2050 estimates by the Asia Development Bank suggest it will also account for over half of the world's total GDP.[5] Maintaining growth and stability over the coming decades will require human resources possessing creativity and diplomacy. In the first regard, whereas Asia was often considered in the

[5] "Asia 2050: Realizing the Asian Century." Accessed October 13, 2015, http://adb.org/sites/default/files/asia2050-executive-summary.pdf

past as a developing region, it is now home to a booming creative economy producing high-value added services. Companies like Alibaba in China, Naver in Korea, Softbank in Japan, and Tata Consultancy Services in India are now setting benchmarks for Western companies to follow. In the second regard, the global economic shift toward Asia has the potential to further destabilize a region that is already home to various national animosities and historic disputes. Talented leaders with an understanding of Asian diversity will be needed to preserve security and help businesses to flourish within a highly interconnected environment. Asian universities are uniquely able to foster this type of understanding, which again provided motivation for creating an online platform through which students in Asia and elsewhere could benefit by gaining local perspectives on regional issues in Asia.

Finally, online education presents great cost cutting potentials for both students and universities. For students, studying abroad is often prohibitively expensive. By engaging online, however, all students regardless of income can take classes oversees. This idea is represented in GAA's motto of "Study abroad without leaving home". For universities, costs may be reduced by including shared courses in curriculums, thereby eliminating the need for duplicate course offerings at each participating institution. This also has the benefit of freeing professors from the drudgery of repeatedly offering introductory lessons on material that is fairly standardized so as to engage more fully with their research and with higher-level interactions. The recourses saved can then be reinvested into each university's own areas of specialization, which ultimately drives competitiveness. In addition, the "friendly competition" among professors and the updating of course contents and curriculums which might be spurred through participation in a shared online platform are all likely to yield mutual benefits.

Basic Features

Global Access Asia offers students of participating universities the chance to take credit-based courses or view non-credit contents such as inspiring speeches or lecture series. These educational contents are created at the participating universities and sent to Dongseo University for uploading to the system. They are meant to represent the best educational contents available at each university. Students can learn which contents are available at any given time by visiting the platform's main website at www.gaa.link, which also gives a brief overview of GAA, outlines the procedure for accessing contents, and lists all of the participating universities.

In the case of non-credit contents, access is straightforward. However, with credit-based courses matters are somewhat more involved. First, each course offering university must officially open its course(s) so that students may be enrolled and issued transcripts. The students then select courses from GAA's main website and contact the GAA representative at their home university, who is responsible for advising on issues such as credit transfers. Provided the course is suitable, the GAA representative sends DSU the students' information so that IDs and passwords can be issued. After receiving an ID and password from their GAA representative, students may view the online course lectures by logging into GAA's Learning Management System. There is a limit

on the number of videos that may be viewed in advance (typically 3 weeks' worth of classes), and videos must be viewed before the stated deadline for attendance to be recognized, though they can still be viewed anytime afterward. Upon completion of the course, the offering university sends transcripts to the home university of each student, which determines the grade and number of credits to be assigned. This process is designed to resemble that typically used for exchange students.

Regarding the credit-based courses themselves, there is an emphasis on contents relating to Asian cultures, values and regional issues; however, the primary aim is to offer the highest quality educational contents available at each participating university, regardless of the academic field in which they are classified. Course loads are designed to satisfy the typical requirements for awarding two academic credits per course, which usually involves viewing two 25-minute lectures online each week along with completing assignments and exams. The credit-based courses follow a 15-week schedule, with start and end dates correlated with the semester schedule of the offering university.

Dongseo University maintains the main webpage, coordinates with other participating universities, and provides assistance regarding technical issues involving LMS use.

Learning Management System

The LMS is a sophisticated software package enabling students and instructors to interact in a wide variety of ways. For instance, it includes real-time chat rooms, notices, messaging functions, question-and-answer boards, 1-to-1 counselling, and discussion boards. Also, all evaluation aspects of a course can be handled through the system, with options available for submitting reports and quizzes as well as administering time-monitored tests. Moreover, students and instructors can monitor progress regarding attendance, completion of course requirements, and grades received. At the end of the course, students are able to enter course evaluations and offer feedback.

The system was adapted from the one used by Busan Digital University. This involved pairing it of unnecessary elements and translating all remaining features into English. Certain minor issues remain to be resolved such as text displays, additional translations and linguistic corrections, and functional features of the Test Solution component. However, the GAA Learning Management System has proven stable, with no major issues reported during the critical test period.

One feature of the BDU system which could not initially be included in the GAA system, but which it would be advantageous to incorporate when possible, involves the availability of remote support. Reasons for its omission include a lack of staff able to provide technical assistance through English as well as difficulties arising through different time zones and computing environments.

Concerns Raised & Proposed Solutions

The concern most frequently voiced during the Round Table Discussion held as part of the launching ceremony for Global Access Asia involved Quality Assurance. When this matter was initially discussed among the task force committee members, it was agreed that having all educational contents to be uploaded to the platform vouched for by the chief official of each contributing university might suffice to ensure a high standard of quality. This idea was later abandoned, however, based on certain seemingly insurmountable practical difficulties. For instance, chief officials are subject to substantial demands on their time, which prevents them from viewing the educational contents to be offered first hand. It was then alternatively suggested that a review board might be established to perform this Quality Assurance function. However, this would not entirely resolve the issue of time constraints, for any selected members would also presumably have limited time to devote to the task. Furthermore, it is unclear how the selection process for membership on such a review board would be handled, and there is a considerable potential for insult should the board decide not to permit the upload of educational contents created by any given university. In the end, the most desirable solution appears to be to trust the quality of all contents when they are first submitted and then at the end of the semester assess contents offered based on students' evaluations of the course. If these are judged to fall below a threshold value, the providing university could then be informed of the problem and steps could be taken to resolve it.

The next major concern shared by many participants involved complications resulting through differences in the regulations of participating institutions and the national governing bodies under which they operate. In particular, these affect workload requirements associated with academic credits, details regarding the transfer of credits, the approval and registration procedures for courses offered, and many other administrative aspects. These issues are often highly complicated and specific to a given institution or country, so it seems unlikely that any overarching policy could address them all. For this reason, it is recommended that GAA representatives at the home universities assess the issues faced in that location and seek to maximize the options available for their students within the existing framework. Few issues are likely to arise outside of credit-based courses, and thus it was suggested that these could be made available for students wishing to audit the courses or instructors wishing to incorporate them into new or currently available courses. The technical requirements for implementing this solution seem feasible to accomplish, and in some cases this might represent the only available solution.

Another issue involved academic integrity. Specifically, concerns were raised about how to prevent students from cheating. Since the type of biometric technology that would presumably be required for suitable monitoring is still widely unavailable, there is a risk that any exam administered online might potentially be taken by someone other than the expected participant and that it might also be inappropriately shared with other participants. One potential solution involves creating so-called "open book" exams, which tend to follow a more qualitative or essay-type design. A drawback to

this solution is that the time and effort required for evaluation make this sort of exams inapplicable on a large scale. Another solution might involve having GAA representatives at the home universities arrange times when proctored exams could be taken in person. In fact, a 2013 report announced that "Both EdX and Udacity have partnered with Pearson VUE, a provider of testing centers, to validate students taking proctored exams."[6] This approach may be the most promising for credit-based or special certificate-issuing courses.

Finally, there was some concern that training would be necessary for GAA representatives or for instructors planning to offer courses through the GAA platform. Dongseo University is best suited for providing orientation sessions for GAA representatives, and this is something it could consider offering during a vacation period if there is sufficient interest among participating universities in sending their representatives. Additionally, the GAA Studio was opened at DSU in connection with the platform's launching ceremony, and it is available for use by any GAA participating institution. Staff familiar with the studio could provide the sort of instruction and assistance needed to make the most of its high-tech facilities.

The above concerns and their proposed solutions, along with various other issues concerning the operation of Global Access Asia, will be presented at the Asian University Presidents Forum to be held in November of 2015 at Guangdong University of Foreign Studies in China. The advice of the AUPF Standing Committee will be considered and efforts will be made to resolve all relevant issues in the best manner possible.

Future Developments

Global Access Asia is proceeding well, but there is still much to be done. Like the large Western providers, GAA should seek to expand based on the obvious network advantages to be gained through increasing both the number of courses available each semester and the number of GAA participating universities. Once AUPF forum members who have not yet joined GAA see the quality of the educational contents available and the opportunities created for students, it is expected many may wish to get involved.

Also, GAA should strive to have the best courses while maintaining its distinctive focus on Asian diversity, values and regional issues. There is likely to be a growing demand for these types of educational contents as Asia continues to grow in global importance.

Although it was initially thought that all educational contents available through GAA should be offered in English to make them more internationally accessible, this position might need to be reconsidered. This is because the contents themselves seem much more important than their mode of delivery and a language requirement of this

6 Steve Cooper and Mehran Sahami, "Reflections on Stanford's MOOCs: New possibilities in online education create new challenges." *Communications of the ACM*, February 2013, Vol. 56, No. 2, p.29.

sort might prevent some of a participating university's best professors from contributing to the platform. Such a shift toward using multiple languages with subtitles is already noticeable among major online courseware platforms.

Finally, despite the difficulties involved with GAA's offering of credit-based courses, this is a key feature of the platform and efforts should be made to overcome the associated challenges. In fact, the move from Massive Open Online Courses toward Small Private Online Courses is currently underway, as "with provider iversity planning to work with European universities to offer credit."[7] Also, "Robert Lue, who runs HarvardX, the university's digital arm, says that it is becoming easier to imagine prestigious universities creating SPOCS for course-credits. Mr. Lue approves. 'The Harvard idea for the 21st century is not to end up as the educational equivalent of a heritage park,' he says."[8]

7 "Online Courses Raise Their Game: A Review of MOOC Stats and Trends in 2014." Accessed October 13, 2015, https://www.class-central.com/report/moocs-stats-and-trends-2014/
8 "The log-on degree," *The Economist*, March 14th, 2015, p. 30.

Profile of

Dr. Jekuk Chang

Dr. Chang holds a Ph.D. in Political Science from Keio University in Tokyo, Japan. Prior to this, he earned a Juris Doctor from the School of Law at Syracuse University in New York, USA. He also attended The George Washington University in Washington, where he completed two degrees: MA in International Affairs and BA in Political Science.

After his studies in the U.S., where he was admitted as an Attorney-at-Law, Dr. Chang began working in Tokyo, Japan, as international affairs analyst at the Executive Office of the President of Itochu Corporation. Then he became Executive Director of Far East North Regional Affairs, Molex Far East North. After acquiring his Ph.D. at Keio University, he entered the institution as a Visiting Scholar.

His many present activities include membership in several organizations such as the Joint Research Project for a New Era for Korea-Japan Relations, the Policy Consultation Committee of the Ministry of Foreign Affairs, the Busan-Fukuoka Forum and the Steering Committee of the Korea-Japan Forum. He is Chairman of the Korea-Japan Next Generation Academic Forum and a Visiting Professor of Kansai University, Japan. He also worked as Chairman of the Busan Regional Boards of the Presidential Committee on Social Cohesion.

For his accomplishments, he was honored with the 11th Japan-Korea Cultural Foundation Award and the Individual Performance Excellence Award of the Confucius Institute Headquarters in China. In 2013, Mykolas Romeris University in Lithuania conferred on Dr. Chang an honorary doctorate degree. He was also awarded an honorary doctorate degree from Josai International University in 2015.

Strengthen Connectivity and Foster High-level Forum

Dr. ZHUANG Mingying

Founder and Honorary President, Chaoshan College, China

Distinguished presidents, professors and representatives,

First, I'd like to extend my heartiest congratulations to Guangdong University of Foreign Studies for the successful convening of the 14th Session of Asian University Presidents Forum.

Guangdong University of Foreign Studies is a prestigious university with distinctive features of internationalization. As one of the four initiators of AUPF, Guangdong University of Foreign Studies highly valued the Forum and has always been playing an important role. The presidents and representatives from Guangdong University of Foreign Studies have attended the Forum each and every session. In 2003, Guangdong University of Foreign Studies was the host of the second AUPF. And today they become the host once more. In 2013, the secretariat of AUPF was set up in Guangdong University of Foreign Studies. I think we need to express our congratulations and gratitude to Guangdong University of Foreign Studies for their contribution to the AUPF.

Soon after the 13th session of AUPF, Guangdong University of Foreign Studies came up with "connectivity" as the theme of 14th AUPF, which is of great significance. The theme reflects the purpose and content of AUPF. In addition, it is a summary and progress of the Forum since it was held. Since the launching of AUPF in 2002, the Forum has already been held for 13 times, with 1307 presidents and representatives

from 610 universities attending the Forum.

The purpose of the Forum is to establish contacts with one another, exchange information and expertise in a bid to promote joint developments. For over 10 years, with joint efforts from all the host universities, we have been working directly toward this goal, trying our best to provide a platform for the participating representatives, and to explore the approaches and methods of strengthening mutual contact and learning as well as joint development in Asian higher education in the context of globalization.

Throughout the themes proposed by the previous host universities, we find that the necessity of connectivity and the understanding of specific content and form are gradually explored and practiced. The themes have covered many aspects related to higher education including visions for improvement, plan for development, strategies for cooperation, international exchange, university culture, education innovation, university management, responsibilities of president, education status, educational institutions, graduate employment, university tuition, internet cooperation and so on.

The Shanghai Declaration, drafted by Shanghai International Studies University at the 3rd session, provided constructive guidance for Asian universities on how to accelerate educational internationalization, strengthen discipline development, and train high quality teaching faculty as well as top talents facing the trend of economic globalization. During each session, participating representatives enhanced mutual understanding by speeches, reports and individual contacts. Then they chose appropriate cooperating universities to hold cooperation agreement signing ceremonies as a result of mutual contact and understanding.

After the Forum, some universities made their intercollegiate visits, further implementing the cooperative projects. Some exchanged teachers and students with their partners. And some even sent a delegation. Still, some host universities advocated organizing summer camp for Asian university students and online brand courses. All of these played an important role in promoting the mutual contact and communication among Asian universities.

We can say that for over ten years, the Asian University Presidents Forum has become a platform for annual gathering, mutual learning, communication and cooperation. The followings are initial results:

1. The Forum offered opportunities for Asian university presidents to make friends and learn from each other.

2. The Forum improved the level of education internationalization for some Asia universities.

3. The Forum promoted the intercollegiate cooperation and exchange between teachers and students for some Asia Universities.

However, the Asian University Presidents Forum is only a form of non-governmental cooperation. Though all the host universities try their best to hold the Forum and their governments attach great importance to the Forum and send important officials to the Forum, difference still exists between government forum and non-governmental forum.

In line with the principle of "Voluntary participation, Equality, Friendship, Appreciation", AUPF is freer, with no constraint rules but more autonomy. Thus the member change of the Forum is frequent, and corresponding problems occur. The followings still need to be discussed and improved:

1. According to the Constitution of AUPF, the host university shall send an invitation and notice to each member university. But unfortunately this failed to be fulfilled. Most host universities just invited their partner universities and universities with close relationship. Some old members had not been invited.

2. Among the host universities, one-third presidents did not attend the forum due to the new elections, which resulted in the vacancies of the standing committee.

3. Due to the lack of a standing executive council, it is nearly impossible to overview all the contracts signed during the Forum and it is even harder to follow up on them. That is to say, we cannot even know the actual result of each forum.

4. Cooperation agreements signed between cooperating universities had not been implemented due to the different national conditions and different nature of universities.

5. Speeches and introductory essays in each Forum had not been printed into books and handed out to the participating members.

The above indicates that the forum has some problems with connectivity. And the forum sometimes failed to play its due role. In order to foster high-level forum, I suggest that the participating universities stick to the theme “connectivity” closely, put forward new ideas to promote the development of higher education in Asia. Therefore, I want to make the following three suggestions for your reference only:

Firstly, I would like to propose ten cooperation topics on “connectivity” for future forum.

1. Explore establishing modern university mechanism.
2. Enhance the internationalization of Asian higher education.
3. Improve the leadership and innovation capacity of higher education institutions.
4. Exchange the university presidents regularly and equally.
5. Jointly cultivate international talents.
6. Build an effective mechanism on the exchange of teachers and cultivation of students.
7. Exchange experience on graduates employment and entrepreneurship.

8. Jointly develop new technologies on online education and e-commerce.
9. Jointly conduct research on promoting economic development in Asia.
10. Promote the integration of education localization and internationalization.

All the topics above could be selected by the member universities, and then modified and supplemented continually. At last, the chosen topics should be reported to the Forum Secretariat.

Secondly, we should strengthen the authority of the standing institutions to achieve better connectivity between Asian universities. The Forum has already been held for fourteen times. It has gradually formed a core leading force. In order to enhance the authority of the standing institutions, I would like to put forward two proposals as follows:

1. For the vacancies of standing institutions due to the new elections, the Secretariat should ask the university to send the new president or assistant president to join in the Standing Committee Meeting. The host university shall notify all the leaders of the standing institutions to attend the Forum.

2. As for the Standing Committee Meeting, we might add one before the Forum really starts. The meeting shall be organized by the host university to better prepare for the forthcoming forum and discuss the theme of that year and other relevant issues.

Thirdly, we should make the most of the Secretariat of the Forum while the Secretariat shall dutifully play its role as both a liaison and a coordinator.

For each session of the Forum in the future, the executive chairman should ask the cooperating universities to report to the Secretariat about their latest developments at the end of the Forum. This should also apply to those newly-signed member universities at each session of the forum. And by doing so, the Secretariat will be able to collect all the information so that these information can be posted online and shared among member universities.

Last but not least, I sincerely wish the Asian University Presidents Forum a grand success and wish you all a pleasant stay here at the foot of the Baiyun Mountain. Thank you!

Enhancing International Student Mobility through Utilisation of Information & Communication Technologies

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ABSTRACT

In a world that is highly interconnected, universities must fare well in the area of internationalization. Of the many aspects of internationalizing the academia, student mobility programmes play a big role. Unfortunately, moving across national boundaries require high financial resources, which automatically render the bulk of the student population to be mere bystanders of the arrangement, especially in a time when the economic situation of the world, including Asia, is less than favourable. This is regrettable, because student mobility programmes bring about much good to the students, universities, and countries involved. As such, and in tandem with the fast-paced development of ICT and its application in education, attention should be given to amalgamate the two in a way that compromises little of the sure benefits of conventional student mobility programmes. As it is, a number of ways to incorporate ICT in mobility programmes have been attempted. In fact, innovative methods that combine the two will not only make mobility accessible to many, but will also enhance the overall student experience. However, designing a good virtual mobility programme requires some fundamental questions to be asked and explored accordingly.

Keywords: international student mobility, ICT, virtual, exchange programme, outbound

Introduction

Given the fact that the world is highly interconnected and truly globalised, universities, being centres that educate future world citizens, must respond accordingly. It is no longer sufficient for universities to think big within the constraints of national boundaries. Rather, they must move forward into the international arena in all fronts of their endeavours. They have to keep up with the requirements of the times, which, among others, demand that 'internationalization' be given the appropriate attention.

What exactly constitutes 'internationalization'? The literature shows that it entails a number of dimensions. The dimensions differ from author to author, which indicates how different the notion of internationalization can be to different people. Using the QS Star Rating/Ranking system, which is selected based on its current popularity, internationalization is shown to comprise seven aspects, namely 'international research collaboration', 'international faculty', 'international students', 'international student support', 'inbound exchange students', 'outbound exchange students', and 'international diversity'. Both 'inbound exchange students' and 'outbound exchange students', are directly related to the issue of student mobility. There are of course specific definitions of what exactly constitute the terms used. However, all 'student exchange' definitions (inbound and outbound) imply the presence of an ecosystem that enables students to move across national boundaries as they undergo their course of study.

Unfortunately, moving across national boundaries requires a substantial amount of funds, and this can be a big hindrance to students and universities alike. This is especially prominent among students from lower socio-economic backgrounds and universities in developing countries. It has to be stated that many Asian countries fall within this category. Hence, in the wake of the current economic crisis, it would seem that student mobility, if it is already in existence, will be one of the first few endeavours to be compromised.

In this paper, the issue of student mobility is discussed, highlighting its many obvious and hidden benefits. Acknowledging the fact that monetary resources can be very scarce to a host of universities in the Asia University Presidents Forum (AUPF) family, and in line with the surge of initiatives involving information and communication technology (ICT), a discussion on mobility-ICT partnership is presented, which will hopefully form the basis of more affordable and more effective international student mobility programmes in the near and far future.

International Student Mobility Defined

There are a number of definitions relating to international student mobility. A common definition states that it is "any form of international mobility which takes place within a student's programme of study in higher education. The length of absence can range from a short trip to the full duration of a course of study. In addition to study in a foreign HEI, mobility can include a period in a workplace or other non-HE

environment," [1]. Another popular definition is, ".... any opportunity for students to work or study abroad whilst undertaking their degree programme – whether undergraduate or postgraduate," [2], and "students in higher education (go) to another institution inside or outside their own country to study for a limited time" [3].

As can be seen, the definitions used differ from author to author, and for the most part, upon greater scrutiny, the differences relate to the duration of time taken to undergo the exchange. The difference in definitions accounts for the challenges in measuring the accurate figure of worldwide student mobility [4]. Apart from time duration, student mobility features that bring about differences include transferable credit vs. non-transferable credit, whole-programme vs. partial programme, undergraduate vs. postgraduate, and study abroad vs. work placement.

Why Go for Student Mobility Programmes?

Despite the hefty financial weight of the typical student mobility programme, its popularity keeps soaring, partly due to it being considered as one of the measures of 'university excellence'. Students and universities alike invest much time and resources to make it happen. The benefits of participating in a mobility program are numerous and well accepted. The most prominent benefit is that of enriching one's education experience by acquiring a profound understanding of other cultures, which can only be garnered through a mobility encounter. Such understanding is vital in a world where a range of cultural perspectives are needed in order to live in harmony with one another. The cultural immersion will also enable the student to learn new languages, new ways of working and doing things, and experience stimulating environments that will induce new thinking, creative ideas and diverse outlook and perspectives.

While the above are quite obvious benefits, on the personal level, going through a mobility program will no doubt accelerate the student's maturity level, pushing him/her faster out of his/her comfort zone. This in turn will increase his/her self confidence as he/she makes new friends and obtain new life challenges that need to be managed. As a result, the student achieves better life skills and higher survival capacity – attributes much sought after by future employers. This means the student has more chances of securing a job after graduation.

Information and CommunicationTechnology

Alongside increasing interest in student mobility, another facet of the academia is on the rise, namely that of teaching/learning via information and communication technology (ICT). From pre-school right up to tertiary level studies, ICT has revolutionized learning, making it more effective, more efficient, and more economical. It has also brought in much fun and excitement into the once boring and lacklustre classroom.

ICT in academia is not exactly new. It has been around for at least two decades, starting from the advent of the personal computer. However, its growth has been phenomenal

as computer networking and broadband communication services offer literally unlimited possibilities to be taken advantage of in the field of teaching and learning.
In recent times, the term 'massive open online course' (MOOC) has been coined, enabling unlimited participation of students anywhere in the world (as long as the student has access to a computer and internet connection) to study using materials developed elsewhere. MOOC is a revolutionary education concept that has strengthened the notion of distance education, and has given birth to hundreds upon thousands of new programmes and projects that benefit millions of students worldwide. Recognizing its benefits and enormous potential, the AUPF has taken up its very own MOOC project that involves a multitude of universities from at least seven Asian countries.

Utilization of ICT to Enhance Student Mobility Programmes

ICT offers an opportunity of various sorts for the enhancement of student mobility programmes. There are two ways in which ICT has been utilized for this purpose. The first is its use in the administration and management of mobility programmes, i.e., a service-based application. Basically, the application of ICT in this manner aims to ensure smooth running of the mobility programmes, offering services from the point of advertising and promotions, to student application, to course selection and right up to course completion. The second method of application is where ICT is used to offer an innovative model of student mobility programme. This manner involves the running and offering of the actual programmes of study, or courses, using ICT facilities. As such, the latter challenges the idea of mobility as being a physical activity, taking us to mobility of a different kind, where physical mobility is not a prerequisite to one being 'mobile'.

Walasek et al [5] detailed a project supported by the SOCRATES/Minerva European Commission initiative aimed to support students' mobility in the administration of mobility programmes through online means. The project, ESMOS (Enhancing Student Mobility through Online Support), found that ICT was used by the home university to provide various types of support to students on mobility programmes: psychological support, organizational support, administrative support, methodological/ didactical support, conceptual support and technical support (p.84). The IT solutions that were used also varied, such as blogs, peer-to-peer communication, moodle, using sms, and i-Erasmus, which is a tool used to support administration of mobility and exchange programmes in European countries.

Debiec & Materka [6] presented an ICT system which was designed to help in the administration of student exchange between universities in different countries. The system, named the Student Connectivity Module (SCM), was designed to overcome challenges found in the administration of student mobility programmes, such as diversity of campus IT solutions, differences in student mobility patterns, diversity in data protection policies across countries, and lack of standards for e-data exchange.
In fact, it is only to be expected that ICT solution should indeed be utilised in the management of international mobility programmes; and it has been apparent to be so.

The second type of ICT utilisation challenges the notion of conventional 'mobility' as we know it, where students physically relocate from the home university to a selected host university, to undergo certain number of hours of study, which would be recognised back in the home university. This 'innovative type' recognises several limitations in the conventional approach, and opens up opportunities that are provided by virtual mobility schemes:

a) It provides opportunities for more students to be involved in international mobility or exchange programmes;

- The current existing mobility programmes can only accept a limited number of students due to restriction of space/seats, usually at the host university;

- Home universities can only provide grants or subsidise participation for a limited number of students, thus sidelining other students who may well be interested in participating. In fact, with the world being smaller, and the need for one to be an active global citizen, participation in international mobility programmes seems to be almost a 'must'.

b) It recognises that the concept of lifelong learning has to be supported by certain enablers that allow everyone to embrace the 'lifestyle'.

One such project that adopted this innovative model is the EPICS project. Started in 2009, it is supported by the European Commission, Directorate-General for Education and Culture, under the Lifelong Learning program. The project propagates virtual mobility and virtual exchange, where the new model supplemented the existing models of international student mobility in higher education [7]. EPICS redefined the concept of international student mobility, having recognised that the advancing technology use in other aspects of life can indeed create a new model that adds to and complements the traditional and conventional ways of doing things. For example, in a Green Paper by the Commission of the European Communities on Promoting the learning mobility of young people [8], the Dutch government noted that the physical presence abroad in many instances may not be needed anymore, given advances in online accessibility. The new model also 'helps' support student mobility especially in the light that while academia is increasingly recognising that international skills and competencies are an essential part of higher education programmes, many institutions are struggling to realise the objective, for many reasons, including funding and challenges in obtaining structured grants for the purpose. The conventional model of mobility is not able to support the objective, and hence there is a need for a creative and innovative model.

Within the Malaysian Higher Education context, the model is in tandem with two of the ten Shifts in the Malaysian Education Blueprint (Higher Education)[9], which are

9 Malaysia recently launched the Malaysia Education Blueprint 2015-2025(Higher Education) in April 2015. The Blueprint aimed at preparing the country's tertiary education system to meet the challenges of the future.

"Nation of Lifelong Learners', and "Globalised Online Learning". The lifelong learning agenda aspires that Malaysians will be able to meet the changing skill-needs of a high-income economy and maximises the potential of individuals through reskilling and upskilling opportunities, leading towards a more fulfilled life. This move requires a shift in mindset and lifestyle, from the current situation where education is seen as an experience that one goes through during one's youth, to a new situation where Malaysian of all ages are consistently seeking new learning opportunities to enrich themselves. "Globalized Online Learning" meanwhile aims at harnessing the power of online learning to widen access to good quality content, enhance the quality of teaching and learning, lower the cost of delivery, and bring Malaysian expertise to the global community. Generally it embodies the democratisation of access to education, and offers personalized learning experiences to all students. For both the agenda, the overarching principle at play is that of increased access.

The virtual mobility model offers the following:

- Opportunities for 'international experience' for those less likely or excluded from participation in international studying
- Varied modes of study, which does not take as much time as the conventional mode, less time specific, is place independent
- Personalised and specialised opportunities for students
- Collaborative learning involving on-line student communities
- May involve multiple institutions simultaneously (as compared to one home, one host university)
- Virtual seminars and projects
- Cooperative group work on an e-project

While it is acknowledged that the experience derived from the virtual model may be not as intense as that of physical mobility, the former does offer invaluable opportunities such as exposure to international content, honing of one's skills in communicating online with international peers, exchange of views across international settings whilst negotiating cross-cultural communication styles and modes, learning the ways of working of other cultures and organisations etc.

With ICT, Are Traditional Mobility Programmes Still Relevant?

With advances in technology, it would appear that virtual mobility does seem to be an attractive alternative to conventional mobility programmes. A redefinition of mobility to not necessarily involve actual physical movement of the student from locality A to locality B, adds to the attraction, especially in consideration of the limited spaces and financial commitment that often come with the programmes. The question that needs to be asked, however, is whether the conventional mobility programmes are still relevant in the presence of attractive virtual mobility programmes?

Universiti Malaysia Perlis (UniMAP), over the years, has engaged in both outbound[10] and inbound [11] conventional mobility programmes. One such programme that UniMAP has been highly engaged in since its conception is the Asia Summer Program, which is an offshoot from the AUPF. From the first ASP (2012) in Petra Christian University in Surabaya, to the second (2013) in Dongseo University in Korea, to the third (2014) in Universiti Malaysia Perlis in Malaysia, and the fourth (2015) in Josai University in Japan, UniMAP has witnessed how students who were selected to join the programme have flourished and benefitted from their participation. In fact, we feel that regardless of the specifics of the programme, any international mobility programme would involve the following, which have been in the testimonies of our student participants:

- meeting and learning with students from other countries,
- understanding and appreciating other cultures and languages through direct contact will be enhanced,
- opportunities to engage with global citizens,
- students will be equipped with skills needed for international career opportunities,
- students will appreciate different ways in which different organizations work, due to differences in cultures and sub-cultures,
- students will be able to gain an insight into the study of their respective disciplines from other-world perspectives,
- students are motivated to venture beyond their comfort zones, to want to explore more of what the world has to offer; in essence, the mobility programmes has functioned as an eye-opener to them.

Given these, and the benefits of the virtual mobility programmes enlisted previously, we feel the question is not in the nature of 'either or', but rather how both conventional mobility programmes and its virtual version can be made to complement each other, in order to benefit the students of any institution. Of course, the choice of one or the other for particular groups of students will be contingent upon several aspects, such as available spaces, ready grants, and internet connectivity, to name a few. If indeed virtual mobility is decided to complement the conventional approach, there has to be a will on the part of the institution to delve into, and manage policy and implementation issues. We enlist below several issues that may be relevant, taking the cue from the EPICS project:

a) The need to agree on the value of credits to be transferred – is specific value given across all institutions?

10 Outbound mobility programmes refer to programmes of study in which UniMAP students leave the university to attend studies for a period of time at a host university, undergoing learning experiences during the period of their university studies, which may or may not lend themselves for transfer of credits.

11 Inbound mobility programmes refer to programmes of study in which students from other institutions attend studies at UniMAP for a period of time, undergoing learning experiences during the period of their university studies, which may or may not lend themselves for transfer of credits.

b) Recognition of the module taken by the mobility students offered by the host university towards the student's degree taken at the home institution;
c) To reflect international mobility, how will international elements be incorporated explicitly in the module taken on the virtual exchange programme?
d) Assessment issues need to be ironed out. Can the assessment be done online, or can it be done in the home country? Physical mobility must be reduced as it supports the idea of virtual exchange in the first place.
e) Is virtual exchange part of a bigger exchange agenda where students will still have to travel to and be present at the host institution for a specific period of time? Is there a choice?
f) What is the medium of instruction to be used? While host language prerequisites may be a good idea (for the learning of an extra language); its requirement may dampen the implementation;
g) Modules offered must already have a quality-assurance stamp, as used by the home institution, in order to ensure quality and credibility;
h) What fees are payable for a Virtual Mobility participation? Is there a specific one-size fits all financial model, or is it dependent on institutions?
i) Is the virtual mode one that is accepted by international ranking bodies? If physical mobility is the only accepted mode, then implementing virtual mobility programmes may not even take off as there is no international recognition of such initiatives, especially in the light that more and more young universities are pushing hard to move up the rankings.

It is important to note that the ironing-out of the issues will require the concerted effort of network of universities to work together on them. It is our fervent hope that the AUPF community, for a start, will give its stamp of approval on the virtual mobility programmes, and thus will come together towards ensuring its successful implementation. While of course the monetary value is an attractive pull, an even better prospect is that with the recognition, more of our students will be able to participate in international mobility programmes, contributing towards the strengthening of the Asian talent pool.

CONCLUSION

Given the rise in ICT use in the academia, and the undisputable conviction of the many benefits of international student mobility programmes, it is obvious that the former and the latter should mutually fortify one another. While it is true that the use of ICT cannot totally compensate the merits of a conventional international student mobility arrangement where actual, physical travelling is involved, ICT goes a long way into making what is typically inaccessible to the bulk of the student population to be feasible. As it is, a number of virtual mobility models are in place, as described in this paper. What is required now is a myriad of innovative and creative methods to be developed, so as to 'marry' the two – resulting in a 'hybrid' student mobility understanding that enables the utilization of the best of both worlds.

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A Governor's Perspective on a Global University

Dr. Tim Matthews

Governor, Coventry University, UK

It is a great privilege for Coventry University to be invited to attend this prestigious meeting of Asian University Presidents and to have the opportunity to address you today. Coventry has enjoyed a long association with academic institutions in Asia, and particularly in China so we welcome the opportunity to meet the leaders in the university sector who are shaping the future of academic development, to hear your thoughts and ideas about the future challenges for universities and to share with you some thoughts and ideas on how we are progressing higher education in UK.

Before speaking about Coventry I should introduce myself and my role with the University. I am a member of the Board of Governors of the University. I will explain a little later how our university governance system works in the UK but in summary that means that I and my 20 or so colleagues who make up the Board are not academics or managers employed by the university but independent appointees who set the strategic direction and hold the senior management of the university to account for their performance and delivery.

Coventry is a hugely successful and dynamic university. We have grown rapidly from our origins as initially a design college and then a technical college to become over the last ten years one of the leading academic institutions in UK. For the last 3 years we have been ranked by The Times and Sunday Times as the Modern University of the Year and earlier this year we were ranked 15th of all UK Universities by the Guardian – the highest position ever achieved by a University established after 1992.

How have we achieved that position, and what are the challenges we face in continuing to grow and improve our performance?

There are many factors that determine success or failure and of course like all organisations we are one part of a much wider social, political and economic environment which creates much of the context in which we have to operate. In the UK with very few exceptions higher education is delivered by Universities which are publically owned and managed, and where government policy and funding are crucial features. Until recently the vast majority of university funding came from government through resources for teaching, research, capital developments and funds for specific government initiatives. That landscape is changing rapidly with the introduction of student fees and more pressure on Universities to diversify their sources of income and be more self sufficient in funding new developments.

In Coventry we have sought to focus on 4 key areas which have driven our growth and success:

- A strong focus on the quality of our education and ensuring that our students have a modern, enjoyable and satisfying experience when they are at Coventry.

- A strong focus on Enterprise and Innovation. This includes building strong relationships with our local business community, providing consultancy and professional learning programmes, supporting new business start ups and helping develop existing businesses. Our technology park plays an important role in the local economy in incubating and growing new businesses. We have created a number of innovative subsidiary organisations both to develop new commercial opportunities (for example I am chairing a small subsidiary company that helps both students and staff set up small companies where the aim is to deliver social rather than economic benefits – social enterprises) and to deliver education in new and innovative ways. A good example of this being the campus we established in London which provides both graduate and postgraduate courses in finance and related disciplines with the opportunity for work experience in the City of London financial centres.

- Being a global university. Being global in outlook is now fundamental for any leading academic institution – for our students, for our staff and for our institutions overall. Both knowledge and enterprise are increasingly global commodities and we have to prepare our students and develop knowledge in a way that recognises that. So Coventry has established both relationships and joint ventures with partners in other countries; we welcome students (over 10,000 this year) from other countries and encourage our own students to study and research abroad.

- Having an organisation, leadership and governance that are dynamic, high performing and ambitious. We have focused from top to bottom on getting the right leadership in place, on ensuring that we set and enforce high standards of

performance, and ensuring that our finances are strong with resources available to invest in both our buildings and in academic initiatives.

But we are not a University that rests on its laurels. We have set ourselves now some ambitious new targets over the next 5 /6 years which build on our progress over recent years.

We will continue to focus on growing both our size and our quality

- For our students we will continue to respond to the demand for more flexible modes of study and to develop new blends of traditional and online learning. We will deliver education underpinned by research and which embeds employability, enterprise and community responsibility

- Our strategy for enterprise and innovation will focus on – knowledge transfer, exploiting intellectual property, supporting new businesses both as start-ups and helping them grow, supporting social enterprise and investing in our buildings and equipment that sustain enterprise activity. We will continue to contribute to the economic development of our community

- Internationally we will look to build on established relationships and partnerships to ensure that the students and staff from both partners have fuller opportunities for a truly global education and global career opportunities; and to develop new partnerships where they can deliver real benefits for both parties. Our relationships with Universities in China specifically and Asia more broadly is one of the most important components of that strategy and it was both interesting and encouraging to see that the themes and topics you have set yourselves for this meeting very much reflect the opportunities and challenges facing Universities in UK and the world over.

Historically Coventry's excellence has been founded on the quality of its teaching and learning and its strong culture of enterprise and innovation. Looking ahead these will continue to be fundamental to our vision but will be underpinned by a much stronger and more strongly invested research base. Our strategy is to deliver research that is both of the highest quality and have impact. Excellence will be defined as a combination of originality, significance and rigour: impact as helping shape or change economic, social, cultural or commercial practice. And we will focus on those areas, those niches, where coventry, with a small number of partner unviersities from around the world, can make unique and significant contribution.

The Board of Governors play an important role in the overall management and direction of the University.

We are appointed by the University not by Government but are independent. Our responsibilities are to ensure that the University is effectively managed. We appoint the University Vice Chancellor (in effect the University's CEO) and we work with him

and his team both to advise and guide, to test and challenge their strategies and ultimately to hold them to account for how well they deliver on their plans and responsibilities. In that way we act very much like the independent or non executive directors of commercial companies.

As one example, Governors have played an important role in the development of our future strategy. The Vice Chancellor and his team prepare draft plans and the Governors have held 4 half day meetings over the course of the last 9 months discussing, advising and helping shape the plans as they have developed, with the final plan formally being approved by a full meeting of the Council of Governors.

Governors come from a variety of commercial, academic, policy and leadership backgrounds. This diversity allows us to cover a very broad range of advice and guidance – for example we have Governors who are involved as teachers in schools, lawyers, accountants, industrialists, people with public service experience and people with research experience both in Universities and commerce. A number of the Governors have commercial and academic international experience.

We are part time, typically committing 2 or 3 days each month to formal Board meetings or to the work that goes on through sub committees. In addition to the independent directors the Board of Governors also includes representatives from staff groups and from students who ensure that both of those important perspectives are reflected in our advice and decisions.

So apart from a small number of important decisions which are reserved to the Board – for example the appointment of the Vice Chancellor, and major investment decisions, executive responsibility sits with the Vice Chancellor and his team. However, this team will occasionally ask us to take on specific projects related to our expertise – so one of my colleagues who is a lawyer is leading a review of legal services, some have supported the development of our unique Institute for Advanced Manufacturing and Engineering, and I have been particularly involved in supporting the international joint venture agenda.

Although we are all of diverse backgrounds, interests and experience, the one thing that unites the Governors is our commitment to the values of Coventry University and to ensuring that it continues to grow as a thriving, ambitious global University. That is why I am delighted to be here today personally both to represent Coventry at this prestigious meeting, to support David Pilsbury our Deputy Vice Chancellor for International Development in broadening and deepening our relationships with Asia and Asian Universities and to learn from you ways in which we can continue to improve and improve together.

Thank You

Tim Matthews

Profile of

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Tim Matthews has for 25 years led large and complex public and private sector organisations through major service and cultural change. He now acts as a Non Executive Chairman and Director

Current Roles

Chair Coventry University Social Enterprise CIC
Chair Pursuing Independent Paths
Governor Coventry University
Non Executive Director Geoffrey Osborne Ltd

EDUCATION

BA (Cambridge) 1970 -73

PERSONAL and INTERESTS

- Married, two grown up sons
- Interests in running, theatre, cricket, opera

The “Belt and Road” Initiative: Connecting Asian Universities

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ABSTRACT

The “Belt and Road” Initiative and the Yangtze River Economic Zone strategy are the result of China’s active response to domestic and global situations. They are of great significance in helping China to form a new and overall opening-up pattern, make a new dynamo for economic development and promote its economic restructuring, transformation and upgrading. Sichuan International Studies University (SISU) is located in Chongqing, the only municipality directly under the Central Government in western China, which is also one of the key strategic pivots of the Silk Road Economic Belt, the western hub of the Yangtze River Economic Zone and the industrial heartland of Maritime Silk Road. The national strategy of the “Belt and Road” Initiative has endowed Chongqing with new strategic opportunities and a historical mission to its development and opening-up. As is known to all, scientific development can hardly

make a go without specialists and intellectuals. Along with the implementation of the "Belt and Road" Initiative, the communication between Chongqing and Asian Universities is becoming ever-increasingly wide, deep and frequent. Under such a circumstance, SISU will seize this strategic opportunity by adhering to the philosophy of serving local economic and social development, the "Belt and Road" Initiative and the construction of the Yangtze River Economic Belt. Moreover, it will strive to cooperate closely with Asian universities to set up a platform for cultural, educational and innovational exchanges and further upgrade its level of internationalization. Giving full play to its regional and disciplinary advantages, and combining basic researches with applied ones, it will try its best to provide intellectual support to the national developing strategy and cultivate more foreign language professionals needed in local economic and social development.

At this special time of wonderful November, in this beautiful city Guangzhou which has the fame of "Flower city", we gather here at this grand hall of the beautiful campus, Guangdong University of Foreign Studies, also one of the initiators of the Asian University Presidents Forum to witness the successful opening of the 14th forum. Now, First of all, please allow me to offer our best wishes for a complete success of this forum. Meanwhile, I'd like to avail myself of this opportunity to interact with the guests here about how SISU seizes "the Belt and Road" strategic opportunity to strengthen cooperation with the Asian countries by adhering to the philosophy of serving "the Belt and Road" initiative and the construction of the Yangtze River Economic Belt; In responding to the national policy, great emphasis has been placed on upgrading its level of internationalization. Giving full play to its regional and disciplinary advantages, and combining basic researches with applied ones, it will try its best to provide intellectual support for the national developing strategy and cultivate more foreign language professionals needed in local economic and social development.

I. Strengthening Asian higher education international cooperation, boosting Asian co-prosperity.

At present, we are entering the new era which is full of longing and hope, yet beset with opportunities and challenges. With Asia's sustainable economic development, advancing social progress, political mutual trust in the region is growing more firmly, cross-border economic and trade ties even closer, cultural exchanges deepened. Facing the future, deepening mutual benefit and win-win relationship of the Asian countries will hinge on the depth and breadth of cultural exchanges among these countries. And education, as a significant carrier of cultural exchanges, will set up a bridge of the emotional integration and heart-to-heart communication between Asian people, deepen understanding and mutual trust, enhance inter-national consensus, promote regional development and jointly build a harmonious and prosperous Asia.

Higher education in Asian countries enjoys distinctive characteristics, and has neighboring geographical advantages in exchange and cooperation. Asian higher education international cooperation is the frontier to advancing the cultural exchanges

in Asia. Today, the relevant cooperation in Asia has flourished, accumulated precious experience, made hard-won gains, and rendered a far-reaching fruition.

As one of the important platforms for cooperation of higher learning in Asia, Asian University Presidents Forum, which has already been successfully held for thirteen times, is a high-level dialogue of university spirit and innovative thinking between Asian universities, and it has provided a platform for all parties to fully share the philosophy of education, teaching wisdom, consensus building and interactive cooperation; it hasn't only laid a good foundation for propelling the Asian countries to carry out all-round, multi-level cooperation in the field of education, but has also provided an opportunity for the international higher education community to a close understanding of the higher education and community service situation in Asia. As the theme suggests, "Asian Higher Education Connectivity: Vision, Process and Approach", this forum aims at addressing common challenges of Asian universities, reinforcing social service functions, and ultimately creating a better future. Giving full play to the leading role of higher education in the area, and helping it shoulder responsibilities to create a prosperous and harmonious Asia, as well as bringing out the historical mission of higher education in promoting human progress and public responsibility, the forum has an important and sweeping implication.

II. Implementing "the Belt and Road" strategy, and accelerating the higher education internationalization.

(1) "The Belt and Road" initiative has endowed Chongqing with new strategic opportunities and a historical mission.

"The Belt and Road" initiative and the Yangtze River Economic Zone strategy are the result of China's active response to profound domestic and global changes and integrating the broad views both in and out of China. They are of great significance in helping China to form a new and overall opening-up pattern, to make a new dynamo for economic development and to promote its economic restructuring, transformation and upgrading.

The AUPF has long enjoyed the reputation of "Asian Forum in education". As one of its initiating members, Guangdong University of Foreign Studies is located in Guangdong, the starting point of the "Maritime Silk Road" 2000 years ago. Joining with the "Land Silk Road", it has served as an important bridge for cultural communication among Asian countries and an irreplaceable artery to the fusion of world civilizations, witnessing deep friendship of the Asian peoples.

Sichuan International Studies University (SISU) is located in Chongqing, the only municipality directly under the Central Government in Western China, which is also one of the key strategic pivots of the Silk Road Economic Belt, the western hub of the Yangtze River Economic Zone and the industrial heartland of Maritime Silk Road. The national strategy of "the Belt and Road" initiative has endowed Chongqing with new strategic opportunities and a historical mission to develop and open up.

Active in response to "the Belt and Road" strategy, Chongqing has worked out three goals and six missions to deepen the integration between regional development and national strategy; to accelerate the city's overall opening-up, striving to build an open-ended economic system, and to speed up railway-airway-waterway "three in one" open platform construction. In this way, we believe Chongqing can be built into a crucial strategic pillar of the development and opening-up in Western China.[12] The opening and the subsequent driving force of Chongqing-Sinkiang-Europe Eurasian continental bridge will make in-land Chongqing avail itself of international transportation advantage to achieve a new strategic position, and eventually become the inland international metropolis.

Currently, Chongqing is centered around the general task of "scientific development, benefit people and prosper the city", making prominent its geographical advantage, quickening the implementation of the "five functional regions" development strategy; on this basis comprehensively deepening reform and opening up with the rapid growth of the foreign trade. In 2014, the all-year-round freight import and export total volume reached 586.322 billion Yuan, a 37.6% increase than the previous year.[13] From January to May, the import and export gross amount in Chongqing totaled 224.3 billion Yuan, an increase of 3.4% from a year earlier. An 11% of its GDP growth in the first half year has won Chongqing the successive laurel from last year top one position in GDP increase. An industrial powerhouse as Chongqing, half of its local industry is contributed by automobile-making and electronics manufacturing. I'd like to cite two examples to verify my point: nowadays, among every three laptops globally, one is "made in Chongqing" and one in eight automobiles in China is also "made in Chongqing".[14] Chongqing is focusing on consolidating and upgrading "6 + 1" industry clusters" like electronic information, automobile, equipment, chemicals, materials, energy, consumer goods," strengthening its ten strategic emerging industries like "LCD panel and display, networking industry projects, intelligent robot industry, new materials industry clusters, MDI and chemical new materials industry clusters, shale gas, bio-medical cluster, the environmental protection industry clusters, integrated circuits, smart car industrial clusters".

(2) The driving force of "the Belt and Road" on higher education internationalization.

Scientific development can't do without talents guarantee and intelligence support. "Personnel training, scientific research, social services, cultural inheritance and innovation" have become the four functions of China's higher education in this new

12 Wu Gang, Chongqing's Actions in the Strategic Track of "The Belt and Road" [N],Chongqing Daily, 2015-05-24(1)

13 Chongqing Statistical Bureau,Chongqing Communiqué of National Economy And Social Development Statistics in 2014. [EB/OL].http://www.cqagri.gov.cn/sjzx/Details.aspx?topicId=599890&ci=4329&psi=6 （2015-04-30）

14 China news, Overview: Official Analysis of Promoters of Chongqing that make Chongqing became the Quickest GDP Growth City of China in the First Half Year of 2015 [EB/OL].http://www.cq.chinanews.com/A/20150722/478247.shtml （2015-07-22）

era. This four functions feature mutual support and promotion, which demonstrates the value and mission of the modern university. As "the Belt and Road" construction is advancing, China's higher education international level is constantly upgrading, with "educational exchanges" and "economic and trade interaction" becoming the two keywords along the way of progress.

According to the Ministry of Education, in 2014 nearly 380,000 international students came to China to pursue higher learning, most of whom are of Asian origin; they took a proportion of 59.80% with a total number of 225,490 people, 5,682 people over the previous year, a growth rate of 2.58 percent; Ordered by nationalities, Korea ranks first with a total of 62,923 people.[15] And in the future, more new faces will emerge from the countries along "the Belt and Road". In March 2015, the National Development and Reform Commission, Ministry of Foreign Affairs, and Ministry of Commerce have jointly issued the "Vision and proposed actions outlined on jointly building silk road Economic Belt and 21st Century Maritime Silk Road", proposing to expand the scale of recruiting international students, conducting joint school-running, and Chinese government will annually grant 10,000 scholarships to countries along the belt and the road.

In advancing "the Belt and Road" initiative, the city is accelerating internationalization of higher education. Data released by Chongqing City Board of Education Committee show that in 2014, international students coming to Chongqing reached 6127 people, a 60-time increase compared with the year of 1998. Those students are from 134 different countries or regions. Ranking in accordance with nationalities, the first country is Thailand, followed by India, Vietnam, Kazakhstan, South Korea and the United States.[16] Among the total 63 universities in Chongqing, 17 colleges and universities are entitled to foreign students' recruitment, of which SISU ranks the fifth. From another perspective, in 2014, government-sponsored overseas students of Chongqing were up to 627 people, an increase by nearly 30 times compared with 1998. The top four overseas countries chosen by Chongqing students are the US, UK, Australia and Canada, followed by other European countries like Germany, France, Spain, Italy, with Asian countries like Japan, South Korea, Singapore taking a certain percentage.[17] With the implementation of "the Belt and Road" initiative, the scale of Chongqing embracing the international students from Asia and the other way around

15 Ministry of Education of the People's Republic of China: The statistics of the number of foreign students in China (2014)[EB/OL].http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/s5987/201503/184959.html (2015-03-18).[Sort the top 15 by country: South Korea 62,923 people, the United States 24,203 people, 21,296 people in Thailand, Russia 17,202 people, 15,057 people in Japan, Indonesia 13,689 people, 13,578 people in India, Pakistan, 13,360 people, 11,764 people in Kazakhstan, 10,729 people in France, Vietnam 10,658 people, 8,193 people in Germany, Mongolia 7,920 people, 6,645 people in Malaysia, the UK 5,920 people.

16 Chongqing Government Website (from Chongqing Education Committee) The scale of international students receiving of Chongqing makes sustainable growth and international cooperation becomes extensive.[EB/OL].http://www.cq.gov.cn/zwgk/zfxx/2015/4/7/1365110.shtml (2015-04-08).

17 Lin Qi ,As for the amount of international students coming to Chongqing, the first country is Thailand[N], Chongqing Morning,2015-04-21(7)

will be expanding, and international cooperation will be widening.

III. Expediting the school's internationalization, and serving "the Belt and Road" strategy.

Under such a circumstance, SISU will seize this strategic opportunity by adhering to the philosophy of serving local economic and social development, "the Belt and Road" initiative and the construction of the Yangtze River Economic Belt. Moreover, it will strive to comprehensively upgrade its level of internationalization. Giving full play to its regional and disciplinary advantages, and combining basic researches with applied ones, it will try its best to provide contribution, seek support, and promote development during the process of serving the local economic community.

Sichuan International Studies University (SISU) was founded in 1950; after 65 years' development, it has grown into an integrated foreign studies university from the "PLA's Russian Training Corps of Southwest University of Military and Political Sciences", and it has become a major base in southwest China for cultivating high quality foreign language professionals and professionals in foreign-related fields; besides, it is an important research center of foreign languages and cultures, foreign trade and business, and international relations.

1. Talents cultivating

Talents-cultivation is the basic foundation for universities. Schools should be based on shaping international elites with competitive edges like "International Perspective, good communication skills and innovative spirit". Internationalization should be given full play to push forward the balanced development between "going global" and "bringing in", to achieve multi-layered international development featured talent training, teaching staff building, scientific research, disciplines construction.

Making full use of its advantages in foreign language education, SISU develops related disciplines, such as literature, economics, management, law, pedagogy, philosophy and the liberal arts. It provides one doctoral program, two master's programs, 36 second-grade master programs. Among the national universities, the School of Foreign Language Literature ties for the sixth with Tsinghua University, Fudan University, to cite but a few, ranking first in the Western China. It has 5 "the twelfth 5 year plan" key disciplines at the provincial level, 4 'Priority Programs' at the state level and 8 'Priority Programs' of Chongqing Municipality. The university has 14,000 students and 85% of its teachers have overseas education backgrounds. It offers 11 foreign language courses, among which, non-common languages like Korean, Vietnamese, Portuguese, and Italian have made positive contributions to Chongqing's strategic development.

In response to the state-promulgated "2015--2017 Action Plan for Studying Abroad Related Work", which calls on strengthening the cultivation of five kinds of talents, namely, the cutting-edge talent, international organization personnel, non-common language talents, international talented youth in China, national and regional research

personnel. In the course of talents-cultivating, the school centers around "serving the demand, improving the quality", taking bold moves to explore the needs of society, initiating to adjust the structure, maintaining steady growth, and making sure to plan before action so that leading the development trend. In SISU, one of our ways to design talents-cultivating projects is to be society-oriented, creating some order-style training program. Meeting with community and industry needs, we have the courage to break the boundaries of conventional faculties, basing ourselves on the pragmatic needs, and setting up a myriad of projects like "2011 collaborative innovation center" to motivate the development of comprehensive, cross-disciplinary, cross-cutting projects. As many of you have already known, our aim is to realize the inter-connectivity with governments, research institutes, enterprises.

SISU has corresponded with the national strategy and focused on talent and technology education development plan, endeavoring to cultivate interdisciplinary talents with international perspective, familiar with international rules, and capable to participate in international cooperation and competition.

Our first priority is to quicken the pace to cultivate non-common language talents, providing intelligence support for the national diplomatic development and "the Belt and Road" building.

The other aim is to strengthen international institution talents cultivation. We will enable our students with chances to engage in international institutions by cross-university cooperation programs. Actually, we have achieved remarkably in organizing the Model United Nations Conferences.

The SISU Model United Nations Conference was established in 2003 and has become one of the most active and the most influential student societies. With their solid academic background, broad international perspective, the conference members have achieved remarkable results. The Model UN conference personnel have bent their backs to make SISU one of the pioneers in China, especially in the southwestern region, which exerts a great influence in the country and around the world. It provides the students with a platform as originally a practice base for students majored in diplomatic studies; in addition, it has prepared the students of other majors to an exposure of the UN knowledge and affairs, effectively trained the students' spirit of collaboration, and improved the participants' comprehensive qualities in diplomatic etiquette, language performance, lobbying, debating, researching, negotiation skills and organization and coordination. In this way the students' international perspective has been broadened, laying a solid foundation for our cultivation of high-quality foreign talents. Last year, in 2014 Cross-strait Model United Nations Conference, our Model UN students had worked together and competed with about 500 representatives from the United States, Poland, South Korea, Singapore and other countries, as well as with those who're from mainland China, Hong Kong, Macao and Taiwan regions. Their outstanding performance won them seven awards: four "best representatives" and two "outstanding representatives" and collectively the "Best Delegation", generally they took the lead with awards.

Thirdly, we make reinforcing cross-nation study and inter-regional research professionals' cultivation, coordinating with the overseas universities concerning the diplomacy, international relations as well as regional and cross-nation studies of our focus.

2. Relevant major construction

SISU are open to Arabic, Korean, Vietnamese and Japanese students and has established inter-school cooperation with some Asian universities, including Korea, Vietnam, Japan, Thailand, Malaysia, Israel and other countries .

(1) The development of the major of Arabic

Founded in 2006, the Arabic major in SISU have trained 6 sessions of graduates. At present, there are 130 Arabic-majored undergraduates in 5 classes, 4 grades.

The Arabic department attaches great emphasis on training talents with high-level language skills, multi-lingual abilities, and the comprehensive brains with "foreign language skills and specific major". In the curriculum design, we have established a curricular system merging the Arabic language, literature and foreign affairs, economy, trade, culture together. By the CSC（China Scholarship Council） projects, our students have been involved in the exchange programs with Egypt Suez Canal University, Pharos University, Minia University. Participation in practical activities has broadened their horizons, enhanced their international literacy, and cultivated a good professional quality, all of which have ensured a good performance in national test of Arab language level 4: their grades have always been above the national average, taking a leading position among the newly- established colleges.

Since CCTV Arabic Channel kicked off, Arabic-learning students in SISU began to use this platform to carry out high-quality professional practice and benefit a lot from it; CCTV Arabic channel has paid three visits to SISU to shoot feature films, expanding SISU clout in the TV station. In addition, our school and the second Algiers University signed a cooperation agreement in February 2013, sending two Chinese teachers to work in its Chinese- language teaching sites by Hanban. Since opened in November 2013, its Chinese language teaching sites have enrolled 325 registered students. With the themes like "Algiers International Book Fair Chinese publicity", "Chinese New Year Celebration", " Promoting Chinese among the international employees of Chinese enterprises", "Chinese cultural Experience", the Chinese language teaching sites have successfully held a variety of cultural activities.

The employment rate of Arabic graduates has been up to 100% over these years, and they are still in short supply. Employment orientations includes going abroad to continue their studies; entering the CNPC, the WRHBC, and other large state-owned enterprises; or other large-scale private enterprises like Huawei, Chang'an; CCTV Arab language channel , Alibaba and other media would be their choice; colleges and other teaching and research institutions are embracing them, too. To date, three

students have been sent to Peking University on recommendation, one to Beijing Foreign Studies University, one being admitted to the Ministry of Foreign Affairs, a sophomore selected by the Ministry of Foreign Affairs. With the booming development of "the Belt and Road", many companies choose to sign an employment agreement of intent when the students are in the third grade to reserve brain-pool in advance.

We are looking forward to cooperating with more Arabic-majored universities by the chance of this forum.

(2) The development situation of the major of Korean

In 2006, SISU took the initiative to establish the Korean major in southwest China among the colleges and universities. Korean department began to enroll academic graduate in 2009, interpretation and translation graduates in 2012. Now, there are 135 undergraduates, and 43 graduates. The 9 in-service teachers with backgrounds of studying in Korea have made an outstanding faculty., including 1 professors, 4 associate professors, six teachers with doctorates, and one Ph.D. Candidate, besides, one external expert, and two foreign experts are in this group. SISU Korean Department has established inter-school cooperation with 16 universities like Pusan University of Foreign Studies, Konkuk University, Woosong University, Kookmin University, Chung-Ang University, Seoul Women's University, Incheon University, etc..

The strength of Korean-majored students' internationalization cultivation is that every junior is encouraged to go to South Korea on the free exchange project; the graduates can take their same opportunity for 6-month study in the first semester of the second year. As such, the overall quality of students is high, and the employment rate reaches 100%, of which 70 percent work for Korean enterprises or Chinese-funded enterprises; 10% enter the civil service; 15% choose to continue their studies; the rest 5% go into the media or choose to be teachers.

To-date, the fifth largest factory of Hyundai has gone into operation in Chongqing; in the future, 160 South Korean auto parts companies will settle in Chongqing. In May 2015, China and South Korea signed a free trade agreement, which will attract more Korean enterprises to come to the Southwest China so that the Korean talents will be in keen demand. Against this backdrop, the Korean department has expanded enrollment to two classes, a total of 59 people since the beginning of the school year.
In terms of compound talents training, Korean-owned or Chinese-funded enterprises need those who don't only understand Korean, but also have other professional skills. Those SISU graduates have already left school with Korean language ability reaching Advanced-level in the Korean Language Proficiency Test (TOPIK). Their skills development in business, accounting, management and other aspects is attained by self-learning or participation in multi-disciplinary minor courses. No doubt that part of students would pass the application for the government-sponsored projects like "2+2 dual-degree university cooperation project for undergraduates", or "1+1.5 double

degree intercollegiate cooperation project for postgraduates" to pursue further study overseas .

Currently, our cooperation with the universities in the Seoul region has been far from adequate, and we're in expectation of collaborating with Dongguk University, Hanyang University, the University of Seoul by Asian University Presidents' Forum.

Moreover, the Korean Department in SISU has started trans-disciplinary cooperation with the Chinese Department and School of International Business, which serves as a prerequisite for those Korean-origin international students to choose Chinese or international business as their undergraduate and post-graduate curriculum.

(3) The development situation of the Vietnamese major

Our Vietnamese school was founded in 2009, and now there are 4 classes in four grades, a total of 92 people; besides, we also provide Vietnamese Master program of the Asian and African Language and Literature. The inter-school exchange program with the school of Humanities and Social Science in Vietnam National University has been brought about. The professional teaching force consists of 5 teachers, and 2 foreign teachers, which includes 1 professor, and 2 PhDs.

Every year, some 2O students would have the access to study in Vietnam by the CSC projects and the inter-school exchange programs. Students' employment is focused on Chinese enterprises in Vietnam, as well as the domestic information industry companies, government, foreign trade and other fields.

Once again, I have to reiterate that, by the Asian University Presidents' Forum, we are in hope to strengthen intercollegiate cooperation with Asian universities to jointly carry out research, to undertake the Asian study seminar and to work together in teacher training, student exchanges, etc..

(4) The development situation of the Japanese major

Our Japanese school was founded in 1975, four classes per grade. The number of undergraduates reaches 480 people. We are endeavoring to train Japanese talents with firm language foundation, serving local economic and social development, and a global vision.

Till now, our school has signed intercollegiate exchange agreement with 9 universities in Japan, like Hosei University, Hokuriku University, Kure University, and we have actively carried out various forms of international education cooperation. For example, Japanese-majored undergraduates in SISU are encouraged to participate in overseas special election test held annually; those who are qualified are directly sent to Japan Hosei University to pursue a master's degree.

Japanese department in SISU is equipped with 20 full-time teachers, including 3

professors, 10 associate professors, 65% of the total number has been granted with senior professional titles. Among the teaching group, there are 3 doctors, 5 PhD candidates, and more than 95 percent of professional teachers have studied in Japan or been visiting scholars there; mostly of the young and middle-age teachers have received master's or doctoral degree, 100% of teachers below 35 years old are equipped with master's degrees or PhDs. .

Now, there are 2 full-time teachers in Japan studying for degree and being visiting scholars; every year, more than 20 students are sent to pursue further study in Japan. The graduates are favored by employers with their solid language foundation and broad knowledge. The last three years have seen over 95% employment rates. Given the outstanding contribution to teaching and research in Japanese and Sino-Japanese friendly exchanges made by the Japanese Department, in August this year, our school as a group has been conferred the "Special contribution award by Japanese Foreign Ministry".

Currently, the Department of Japanese has little exchange with other Asian countries but Japan. In the Japanese language teaching work, we are faced with practical problem about how to attract highly educated, high-quality Japanese language and literature majored foreign teachers to come to our school. We are more than pleased to learn from the international teaching-group building experience shared by the delegates present here.

3. Internationalization of school management

International school-running is the development path of universities. By now, we have established exchange relations with more than one hundred schools and universities from five continents, and carry out extensive cooperation and exchanges in teacher training and undergraduate, postgraduate cultivating with foreign universities which cover some key strategic partners like University of Bologna, Europe's oldest university ever, University of Toulouse(France), University of Nice(France), University of British Columbia(Canada), University of Minho (Portugal), Lancaster University(UK), Duesseldorf University in(Germany), University of California.

SISU is, de facto, the only Chinese university officially recognized by Agence Universitaire de la Francophonie (AUF). In cooperation with education institutions of other countries, SISU has set up some foreign language centers on its campus, such as Alliance francsaise de Chongqing, the Goethe Language Center, the Russian Language Center, the South Korean Center, Chinese union offices of the University of Toulouse and other foreign educational and cultural exchange organization; and we have established Confucius Institutes at Lome University of Togo, Nizhniy Novgorod Language University of Russia, and the University of west Florida. Cooperating with the University of Newcastle, Australia, SISU is now offering an 'International dual-degree' joint program in Business English. Being honored to be one of the receivers of the Chinese government scholarships to foreign students training program, foreign students can study in SISU by applying for the Chinese government scholarship,

Confucius institution scholarship, Chongqing mayor scholarship, the Chancellor's scholarship, etc.. Every year, more than 500 SISU teachers and students are sent abroad for exchange and further learning; More than 300 students are received each year by SISU. Annually, over 80 foreign experts, including those who are from South Korea, Japan, Syria and other foreign countries in Asia, are employed.

4. Academic research, social services, and cultural inheritance & innovation

Apart from teaching, SISU also demonstrates excellence in academic research. As you have already known, the three elements mentioned (Academic research, social services, and cultural inheritance & innovation) constitute a lofty mission for universities. We have 3 'key academic research centers' for humanity and social studies at the provincial level: the Center for Linguistic, Literary and Cultural Studies, the Center for Comparative Literature and Comparative Cultural Studies, and the Research Center for International Business and Economy; 3 'key laboratories of the provincial/ministerial level': and one international research center sponsored by the Ministry of Education: the Center for German studies; the Study Abroad Training and Research Center sponsored by the Ministry of education; we have also founded Chongqing Institute for International Strategic Studies, Chongqing Research Institute of the BRICs, Teachers Training Base for Teaching Non-common Foreign Language; the "Silk Road" Business School and the Non-common Language Department are under construction; the Key Laboratory of Cognitive Neuroscience and Foreign Language Learning and the Key Laboratory for Multi-lingual Corpus Linguistics have been completed; In addition, more than 20 institutions for academic research like "Foreign Language Education and Resources Institute", "Lexicography Research Institute ", and the " Israeli Research Center" have been put into operation. With our persistent efforts, the Intangible Cultural Heritage Sites Promotion Base of SISU has been established. *Foreign Language and Literature*, a journal published by the University, is a national core journal in Chinese. It is one of China's top 100 journals in social sciences, and an 'A-class priority journal' supported by Chongqing Municipality.

In full cooperation with the state and local foreign strategy, we have undertaken the foreign dignitaries visiting delegations tasks assigned by government, received ambassadors and foreign delegations. The school is in charge of the foreign language website construction of the Chongqing mainstream media "DragonSoft". Our teachers and volunteers have actively served in numerous national, provincial foreign affairs activities, providing foreign guests, business friends, news reporters with reception, translation, liaison, coordination, etiquette, guiding and other services, and in reward, they are highly praised by friends at home and abroad.

IV. Strengthening the mechanism construction of the Asian Presidents' Forum; serving the Asian universities' international communication

SISU will seize this golden opportunity by serving "the Belt and Road" initiative and the construction of the Yangtze River Economic Belt. Moreover, we will strive to

cooperate closely with Asian universities to enhance level of internationalization.

Today's Forum is the first of what we hope would be many to be organized in the years to come. We hope the AUPF to establish a permanent institution , to set up the Asian higher education alliance, to build information network platform to strengthen cooperation with existing international educational organizations, such as the Asia-Pacific Economic Cooperation (APEC), the Asia-Europe Meeting (ASEM) and other international organizations of appropriate branches of international education, to organize regular meetings of Ministers of Education, to carry out a variety of multilateral cooperation in education and to conduct multi-lateral educational cooperation. We are committed to providing services to the Asian League universities, realizing the sharing of resources about internationalization of higher education in Asia, facilitating the establishment of Online Open-courses Software Center, and comprehensively deepening cooperation in personnel training, subject construction, scientific research, social services, cultural heritage and other areas. Besides, we are attempting to expand the exchange between teachers and students to improve the quality of human resources within the region. Mutual recognition of credits will be carried out and degrees granted by one another. Constructing a research platform by teacher and student, and facilitating collaborative innovation and research cooperation will be put greater emphasis in the coming days.

Education is the carrier of cultural inheritance, living in the era featured big data and a globalized world, the internationalization of higher education is confronted with a multitude of opportunities and challenges. Under such a circumstance, many universities in different countries are constantly contemplating and trying to grasp the future in reflection, and to create opportunities in dealing with challenges. On the way for future cooperation with Asian universities, not only do we need to extend new perspectives, developing new wisdom, explore new methods and new technology, but we need to demonstrate solidarity and cooperation, openness and inclusiveness, and to seek common development of pragmatic action, working hand-in-hand to create a brand-new situation in Asian cultural exchanges! Only in this way can we promote prosperity and development in Asian Higher Education and make greater contributions!

On behalf of SISU, I would like to express my sincere gratitude to our organizing committee and co-organizers of this forum for providing such a wonderful platform for in-depth dialogue and candid communication.

Sincerely looking forward to the establishment of full range of cooperative relations in educational and cultural fields in Asia, and you're all welcome to visit Sichuan International Studies University; last but not the least, we're looking forward to deepening our friendship, promoting our cooperation, and seeking common development!

Profile of

Dr. DONG Hongchuan

Professor DONG Hongchuan was born in Meishan City, Sichuan Province. He got his Ph. D of Literature. Now he is professor, Ph. D supervisor and vice president of Sichuan International Studies University (SISU). Professor Dong is also editor in chief of Foreign Language and Literature, vice chairman of Translators Association of China (TAC), vice president of China Association for Comparative Studies of English and Chinese (CACSEC) and head of the English academic program of Chongqing. Devoting himself to researches on British literature, American literature and the relationship between foreign and Chinese literatures, he has made many publications, including a dozen of monographs and over 60 academic papers. Besides, he has taken charge of and completed 6 academic research projects, including the projects supported by the National Social Science Foundation (NSSF) and by the Ministry of Education or Chongqing Municipality.

Creating an Internationalized Network of Financial Think Tanks

Dr. YONG Heming

President, Guangdong University of Finance, China

Why are universities needed?

Principal function: transmitting useful knowledge, developing existing knowledge and creating new knowledge to cultivate qualified human resources and achieve socio-economic purposes

How do universities serve the purposes?

Extended function --- mainly in two ways:
(1) cultivating and developing talents, elites and other types of qualified human resources that are needed for the development of the society and mankind;
(2) providing and participating in social services via knowledge transfer.

Think tanks and knowledge transfer
Note that the creation of financial think tanks is one way to promote knowledge transfer, i.e. to use financial knowledge to serve the financial sector and the financial community

Why are financial think tanks needed?

(1) Finance and financial administration are far from mature and perfect.
(2) The current world is faced with extremely complex and capricious financial situations.
(3) Financial expertise is surprisingly lacking in government organizations and in the financial sector.
(4) Organized, systematic and in-depth investigations have become increasingly significant for important, urgent and hot financial issues.

Why do we need an internationalized network of financial think tanks?

(1) Globalization requires economic issues to be addressed from international and global perspectives.
(2) Nature of financial issues: financial issues, whether national, regional or international, may develop into international or even global effects.
(3) The addressing of financial issues, whether national, regional or international, requires not only national heights but, more importantly, global visions as well.
(4) The polling of financial resources, particularly financial wisdom and expertise from global sources, can help to handle financial issues in a more effective, comprehensive and foresighted manner.
(5) China's status as the second largest world economy requires Chinese financial issues to be addressed from both national, international and global angles.

How can we create an internationalized network of financial think tanks?

Our practices: two approaches ─ national approach and international approach.

A national network is to be created to serve as the foundation for our financial think tank. Resources have been pooled from:
(a) universities and colleges
(b) financial institutions
(c) financial enterprises
(d) financial departments of government
(e) financial guilds
An international network is being developed to include mainly financial experts and

specialists in universities and financial institutions.

We intend to have one prestigious university in a country or a region to represent that country or region and to use it as the base for further expansion into that country or region. Our current international resources are mainly pooled from:

(a) The University of Nottingham, which has launched the Sino-British Government Joint Project ─ Guangdong-Nottingham Advanced Finance Institute, through joint efforts of Guangdong University of Finance and The University of Nottingham.
(b) The University of Western Australia: Joint Master Degree Program in Applied Finance and an extended platform for financial services in policy making and innovation
(c) New Zealand Institute of Business Education and Massey University: focusing on entrepreneurial education and financial innovation
(d) Purdue University: a wide-ranging program and platform for both educational purposes and financial services
(e) The University of Pretoria: discussions under way

How do we provide and participate in financial social services?

(a) joint programs for tackling key financial problems
(b) providing and promoting financial education to the general community
(c) releasing annual reports in the financial sector, including white paper, blue paper, etc.
(d) releasing financial indexes and enhancing data development
(e) sending financial personnel and specialists to work for government of different levels
(f) providing financial assistance in technological sophistication and suggestions or recommendations via big data analytical services
(g) holding four prestigious financial forums annually ─ China Financial Summit, Science and Technology Financial Forum, Credit Management Forum and Financial Law Forum.
(h) providing PhD and MA programs in finance, applied finance and business administration to reserve financial human resources

Internationalisation of Higher Education in Vietnam:

A practice from Ho Chi Minh City University of

Transport

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ABSTRACT

Internationalisation of higher education has become a new trend in Vietnam. The Resolution 29 passed by the 8th plenum of the Communist party of Vietnam Central Committees, emphasized the important role of educational reform in the international integration process in order to provide the human resources with good qualifications and skills meeting the demand of the nation and the world. By the end of 2015, Vietnam will officially join the ASEAN Economic Community (AEC). This milestone is likely

to be a great challenge for Vietnamese higher education institutions in integrating into one of the most increasingly dynamic region in Asia. In addressing the Resolution 29, Ho Chi Minh City University of Transport (UT-HCMC) has been fully aware of the important role of internationalisation for the institutional development to integrate into the region and in the world. This paper focuses on previewing the internationalisation process of UT-HCMC that can be shared with other institutions at the early stage of internationalisation.

Keywords: internationalisation, higher education institutions (HEIs)

Introduction of Ho Chi Minh City University of Transport

Established on May 18th 1988 with the mission of providing human resources in transport sector for the process of industrialization and modernization of Vietnam, the university is the key multi-disciplinary university in transport sector in Vietnam. In its strategic development plan, the university strives to become a prestigious centre of education, training, research and technology exchanges in transport in order for the university to integrate into the region and in the world.

The overall goals to 2020 are to enhance international integration, international cooperation with overseas organizations to improve education quality, to link the education with practice, to improve students' skills for employability, and to bring into play available strength in international relations of the university. Towards the year 2030, UT-HCMC plans to become a multi–disciplinary university with advanced education and research capability in Vietnam, being able to receive students, graduates from all over the world.

By September 2015, the university provides 29 majors in all fields relating to maritime, civil engineering, economics, automation, IT, Electrical and electronics engineering at all levels from bachelor degree to Ph.D. There are more than 600 staff and nearly 16,000 students in total. The increasing demands of the global labour market and the world economies require HEIs to improve education quality and meet stakeholders‟ satisfaction. UT-HCMC has recognized the inevitable trends of internationalization in higher education as a key driver of change for the institutional sustainable development.

Literature Review

What is internationalisation?

There have been many definitions of internationalisation of higher education. The term "internationalization" was invented in the late 1980s when series of changes and movements were made to improve the institutional impacts on the mass population of

students (De Wit 2011b). In fact, different HEIs use different definitions which support their own overall strategic vision and mission (Paulsdottir & Van Liempd 2012). The American Council of Education defines internationalisation as „a process that leads to institutional transformation over time, built on an institutional vision for internationalization, a clearly articulated set of goals, and a strategy to integrate the internationally and globally focused programs and activities on campus" (Olson, Green, Hill, 2005). Whether the definition of internationalization of higher education is various from time to time in different institutions, most of the researchers agree that internationalization increases the institutional competiveness and plays a key role in improving quality in higher education (De Wit 2010), especially in the context of fast growing reach of globalization and technological innovations (Egron-Polak & Hudson 2010).

The most popular definition of internationalization of higher education is „the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/ learning, research, services) and delivery of higher education (Knight 2003). In 2014, the Vice Minister of Education and Training in Vietnam added to the meaning of internationalization as the real cooperation that brings added value to not only developing but also developed countries (British Council 2014). There are two dimensions of internationalization: "internationalization at home" and "internationalization abroad" (Knight 2008; Egron-Polak & Hudson 2014). The former mainly focuses on curriculum and the teaching and learning process while the latter is transnational education or cross border delivery of higher education in response to the increasing competition in higher education (De Wit 2011b). In higher education, internationalization is programs or policies that governments and HEIs use to meet the trend of globalization (Altbach, Reisberg and Rumbley 2009, p.7).

Why do HEIs internationalize?

There have been various reasons for internationalisation. First of all, the challenges of globalization with an increasingly integrated world economy, the rise of English as the dominant language, and the ever-increasing development of modern technology have influenced higher education and become over the control of HEIs. Previously, internationalization was only seen as the institutional interests and was separated from the overall strategic plans of the universities (Brandenburg & De Wit 2010). The globalization process has substantially influenced higher education, affecting the institutional reputation, quality, income, and survival (De Wit 2011a, Egron-Polak & Hudson 2014). As a result, governments and HEIs seek for ways to deal with global issues. Internationalization has become a proxy indicator for an institutional development and quality in the world knowledge economy (Egron-Polak & Hudson 2010; De Wit 2011a; Tadaki & Tremewan 2013).

Secondly, the global labor market requires graduates having international knowledge, foreign language and intercultural skills (OECD 2012). „Internationalization is changing the world of higher education" (Knight 2008, p.1) and HEIs are always affected by international trends (Altbach, Reisberg & Rumbley 2009). HEIs have been

challenged to deal with providing well-qualified human resources with both professional knowledge and skills (OECD 2012). In addition, students‟ expectation of what to learn, how to learn, and when to learn have been changed together with the development of high technology. In other words, the globalized labor markets and the fast changing world‟s economics have made HEIs to take action to respond to the changes (Qiang 2003).

Thirdly, the HEIs‟ engagement with the world is also an essential way to adding value to the university, including to its quality, revenue, prestige, and competitiveness (OECD 2012). Via international relations activities such as student exchanges, international projects, and transnational education delivery, the universities have gained added values that can support them in two international dimensions: competition and cooperation (cited from Bologna Declaration 1999, De Wit 2011b).

Finally, under the increasing pressure of globalization in politics, economics, socio-cultural, and education, internationalization is considered a key driver to improve the institutional status to deal with globalization. Internationalization supports governments and HEIs to strengthen international partnerships towards prestige and quality improvement as well as other added values (Egron-Polak & Hudson 2014). Experiences of successful internationalization of higher education in China, India, Singapore, and Malaysia are evidences of important role of internationalization for the institutional development (Pham 2009). A number of HEIs from these countries have increased their world ranking thanks to their appropriate strategic international development plans, dynamic international relations activities, and high engagement in international integration.

In Vietnam, internationalisation has become a new trend that Vietnamese HEIs are finding their own ways to fit in (Pham 2009). The membership of Vietnam in the Trans-Pacific Strategic Economic Partnership Agreement (TPP) and the imminent in the South East Asian Nations Economic Community (AEC) will create both benefits and challenges for Vietnamese HEIs (Nguyen 2015). The national context of Vietnam will be discussed more in the next session of this paper.

In short, internationalization of higher education has become ever increasingly important and has greater influence on the institutional strategic development. Being aware of that, more universities in the world have placed internationalization as a priority in their strategic development plans and policies.

Internationalisation at UT-HCMC

The university leaders were aware of the importance of internationalization for its development but struggled on how to build an effective internationalization strategy. In fact, UT-HCMC was in the early stage of internationalization and it needed expertise to develop an appropriate strategy for sustainable development.

Vietnam has recently joined TPP and will join AEC by end of 2015. This integration

will bring both benefits and challenges for Vietnamese education. UT-HCMC needs to improve the institutional quality and prepare for the graduates to compete in the international labour market. Vietnamese Government has issued several legal documents creating opportunities for HEIs to be innovative and internationalized. In order to deal with these changes, UT- HCMC decided to implement a project on internationalisation of higher education to improve the institutional cooperation and competition.

Like other public universities in Vietnam, UT-HCMC has limitations on institutional autonomy and has to cope with pressures from different directions, as can be seen in Figure 1.

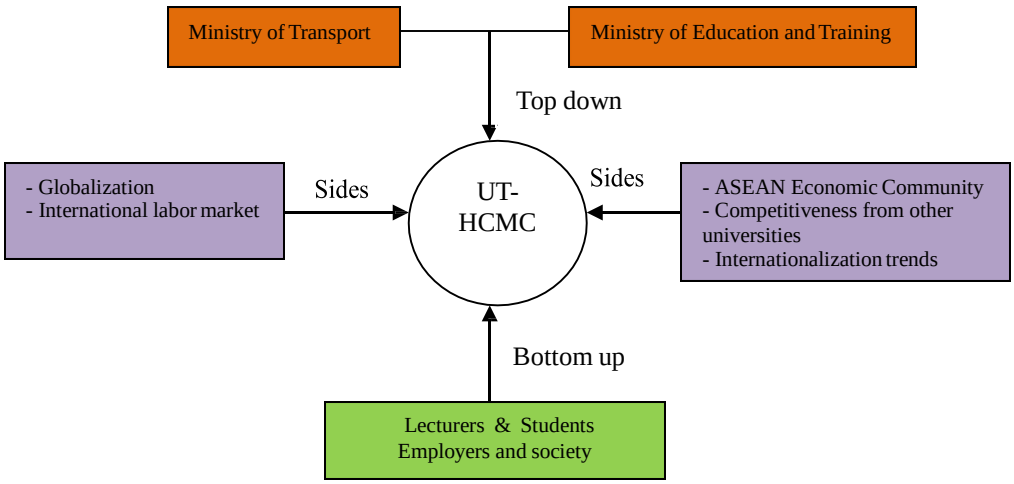

Figure 1: Different pressures on UT-HCMC

UT-HCMC is under the authority of two Ministries: Ministry of Transport (MOT) and Ministry of Education and Training (MOET). The MOT governs UT-HCMC in terms of organization, structure, and national budget while the MOET controls UT-HCMC in teaching and learning activities. The ministries also set tuition fee framework which controls the budget of the university. As a result, the university is under the top down pressure from the government bodies and the President doesn‟t have full autonomy in deciding tuition fees and number of students recruited. At the same time, the university suffers from bottom up pressures including students‟ expectation to receive high-quality teaching and learning with opportunities of employability in an international labour market; the lecturers who ask for higher salary and better working conditions; and the employers who want to recruit well qualified workers with full skills for employability.

In addition, the side pressures are from international trends, especially when Vietnam becomes a member of AEC and TPP. Fierce competition in ranking and reputation among universities are foreseen while UT-HCMC is still short of qualified academic staff, innovations in curriculum design, teaching and learning activities, and limited

infrastructure. The university also observe the increasing gaps among public universities and the continuing growth of private institutions. These are all the pressures burdened on UT-HCMC in its internationalization process.

To kick-off the project on internationalisation, in the first stage, UT-HCMC invited international and domestic consultants to guide on how to do internationalisation. A Task team was set up to work closely with the internationalisation consultants. At the early stage, the team developed a self-assessment study to identify UT-HCMC existing internationalisation activities and capability of internationalisation. A Self-Assessment Instrument was designed by the consultants, providing a number of diverse approaches and examples. In doing the self-assessment, the Task team was also encouraged to use a broadly participatory and inclusive process to collect the information required for the development of the report from all stakeholders and received direct advice on how to proceed by the consultants.

Also in the self-assessment study, a SWOT analysis in internationalisation was conducted in UT-HCMC. Such issues as administrative structure management, internationalisation implementation, student mobility, internationalisation of academic programs and campus life, international partnerships, and researches were seriously analysed with reliable data and evidences. The outcomes of the study were then used as a reference for the consultants to conduct deep interviews with the leaders, managers, lecturers, and students at UT-HCMC. After that, the consultants produced a final report on UT-HCMC internationalisation with recommendations for the next steps.

UT-HCMC after the first stage of internationalization

One of the most valuable outcomes was the people‟s awareness improvement on internationalisation. Previously, internationalisation had been misunderstood as simple international relation activities and as the work of the international office only. Few faculties actively engaged in internationalisation. Thanks to this project, the issue of internationalization was raised in UT-HCMC. It was the first time the topic of internationalization had been discussed widely from the highest management level to the students. The institution also had chance to self - assess its SWOT in internationalization and people‟s engagement in internationalization.

After the first stage, the leaders expressed their high engagement in internationalisation and agreed on developing a strategy for internationalisation supporting the institutional strategic development. Internal and external resources were utilised to support internationalisation.

More faculties have been actively involved in internationalisation of curriculum, lecturers‟ and students‟ mobility, international publications, and transnational education. Importantly, this project has partly changed the managers‟ and lecturers‟ mindset on internationalisation and made positive impacts on their thinking and actions. As a result, the collaboration between the international office with faculties in finding resources and projects has been improved, contributing to engaging

researchers and lecturers in internationalisation.

Another achievement was the increasing innovative transfer among „units" (i.e. faculties or departments) under UT-HCMC. Before the internationalisation project, UT-HCMC had some signals of internationalisation such as the transnational education programs with UK"s universities, a joint venture in maritime human resources development with the Neithelands, some internationally oriented academic programs. However, all of these units operated in a "siloed" way and did not have communication with others in the university. No innovative transfer or valued experiences were used to improve the institutional education quality. After the first stage of the project, the idea of disseminating the outcomes and standards from these internationalied champions was raised. Accordingly, the number of units expressed their interests in applying the shared innovation has increased, the resources were shared and used in a pretty more comprehensive way.

Last but not least, the university has spent a considerable amount of budget for internationalisation activities including mobility, international conferences, incentives for research active staff, internationally oriented curriculum reform and so on. The expenditure for the university"s international cooperation has increased from 0.25% of the total budget in 2014 to nearly 1% in 2015, and estimated to be nearly 2% in 2016.

CONCLUSION

The first stage of internationalisation at UT-HCMC has been completed with some initial achievements. The university is now in the next stage of deeper internationalisation. An internationalisation strategy has been developed with more incentive policies for internationalisation, a more effective monitoring and evaluation system, transparent performance indicators, and more investment in international cooperation. The world is requiring HEIs to provide „global citizens" with strong professional qualification, inter- personal and inter-cultural skills, foreign languages, and good attitudes. UT-HCMC with nearly 30 years of history is making great efforts to fullfil its internationalisation mission.

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Higher Education and National Development: Lessons to Asia

Dr. Joseph Shevel

President, Galilee International Management Institute, Israel

The lecture focuses on 4 major themes:

1. Present and future trends in Asia - economy and social structure
2. Threat of climate change and its impact on Asia
3. Israeli experience in promoting economic development through higher education and scientific centers
4. Lessons for Asia: Plans for Asian universities

Part I – Present and future trends in Asia - economy and social structure

During the past 15 years (2000 – 2015) Asia in general and China in particular showed high rates of economic development, compared with other parts of the world.

On the other hand, the potential of growth in Asia is enormous. For example, the desert in Western China advances 4,000 sq. km. each year.

Potential of Asian agriculture:

At present agriculture contributes significantly to the Asian GDP. However, the potential is enormous. There are billions of cubic meters of surface water and untapped irrigation potential for 3 of the 8 major river systems in Asia. There are millions of hectares of arable land and only small portion, relatively, is utilized.

More importantly, the yield per hectare grew during the last 50 years at a lower rate compared to other agricultural countries in the world. This is a main driver of agricultural competitiveness.

Part II – Climate Change in Asia and the Impact on Political Stability

As climate change in Asia (and mainly in China) will often cause droughts, floods, higher temperatures and rising of sea level, agricultural output will decrease and therefore will drive people to move out of their farms. Furthermore, the explosion of population will drive more and more of the population to the major cities, searching for jobs.

Water shortages as forecasted by the UN will push populations out of the rural areas to the already populous cities with high unemployment rate.

It seems that the main effort should be in the direction of education, training and capacity building in order to enable farmers to cope with the climate change implications. In addition, based on capacity building, farmers will be able to cultivate in more cost-effective methods.

Advanced water management techniques will enable the population to utilize the water efficiently and effectively and overcome the anticipated shortage.

Climate Change and its Impact

The purpose of this article was to analyze the climate changes forecasted in coming years and their possible impact on the level of agriculture and economic development in south and south-east Asia.

An additional major impact of future climate change will be the rural-urban immigration in most Asian countries. Major cities will be over populated and will be impossible to manage.

Characteristics of Climate Change

Burton suggests the following urgent actions:

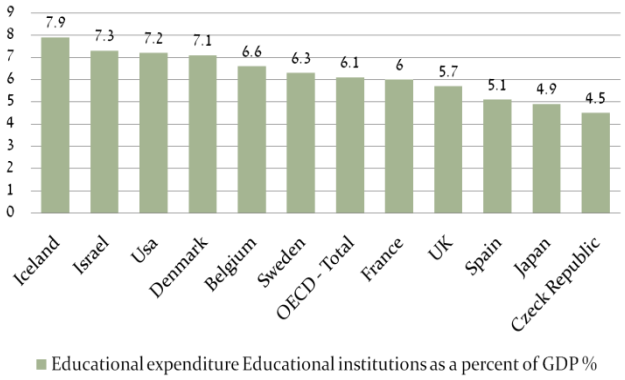
- Climate changes cannot be avoided.
- Anticipatory and precautionary adaptation is more effective and less costly than last-minute emergency
- Climate changes may be more rapid than current estimates suggest
- Unexpected events are possible.
- Immediate benefits can be gained from better adaptation to climate variability and extremes.
- Immediate benefits can be gained by removing maladaptive policies and practices.
- Climate change brings opportunities as well as threats.

- Future benefits can result from climate change.

Part III – Israeli experience in promoting economic development through higher education and scientific centers

Nelson Mandela said that "Education is the most powerful weapon which you can use to change the world", and he was right. Not only was he right, if we look at Israel, we see that 7.3% of the Israeli economy is devoted to education. The USA only invests 7.2% of GDP, a lower percentage than Israel. In fact, Israel in the number two investor in education in the world after Iceland, which is number one with 7.9%. Number three is the United States, and then Denmark, Belgium and Sweden. Even the UK only invests around 5.7%. Unfortunately when we look at Asia, we are talking about lower investment with Japan investing 4.9 percent in education.

Let's return to Israel; we were lucky that our first Prime Minister, David Ben Gurion made a decision, the first decision as an independent country, to invest in education. Today, 67 years later, Israel enjoys the benefits of that investment. Ben Gurion said that every child must go to school, and if he does not go to school, his father will be sent to jail.



Educational Expenditure from Public and Private Sources
for Educational Institutions as a Percentage of GDP 2010

If we look at the agricultural sector in Israel, it is known that in the Middle East we have been growing date palms for centuries. The average tree is about 18 to 20 feet tall and the output of dates is about 38 pounds a year. The output of Israeli dates is now 400 pounds a year, more than 10 times the average, and they are short enough to be harvested from the ground or from a short ladder. We can see the same trend in dairy. Israeli cows provide 50 liters of milk per day – number one in the world. In Asia and other West Asian countries we know that 10 liters a day is considered to be high.

Today, most of the Windows NT and XP operating systems were developed by Microsoft in Israel and 40% of Intel's research is done in Israeli centers.

Israel is number three in the world now in terms of the Qualified Engineers Index. 24% of Israelis now work in engineering, ranking third in the industrial world after the United States and The Netherlands. 12% of Israelis hold advanced degrees. Israel has the highest ratio of university degrees to the population in the world, and this is again a result of the decision, 67 years ago, by the first Prime Minister, Ben Gurion.

Owing to the fact that Israel is such an advanced country when it comes to education, both Microsoft and Sisco built their only Research and Development facilities outside of the United States in Israel. Google and Intel also established research centres in Israel. Israel now has an economy of approximately 350 billion US dollars and is larger than all of its immediate neighbours combined, notwithstanding their oil resources. In fact we can say that Israel is the only country in the Middle East with no oil.

Now let's talk about Research and Development (R&D) in Israel. Israel allocates 4.5% of its GDP to R&D; number one in the world ahead of Sweden, Finland, Japan, Korea and the UK, which only invests 1.7%. This is the secret to Israel becoming a high tech centre. Not only this, but the table of the CBS of Israel indicates that most of the R&D is carried out by the business sector and only the minimum is performed by the government, higher education and private, not-for-profit institutions. This is a unique phenomenon in Israel that the business sector invests in R&D. If we look at the table of the world in the World Intellectual Property Organisation, we see that Israel is the number one in the world in when it comes to patents. Once more we have to understand that this is due to investment in education, engineering and high-tech study programmes. Nowadays, Japan is number two in investment in R&D with 3.2% of their GDP.

Overall, Israel today, with a GDP of 350 billion US dollars and per capita income of over 38,000 US dollars in 2014, exceeds most of the EU countries.

Another indication of the Israeli situation is that we already have 12 Nobel Prize Laureates; the last one was Professor Arieh Warshel in Chemistry in 2013, just before that Dan Shechtman, also in Chemistry, and before that Ada Yonath, again in Chemistry. The first Laureate was for Literature, Shmuel Agnon in 1967. We are one of the leading nations in the world when it comes to Nobel Laureates, ahead of Belgium, Spain, India, Ireland and others.

We don't have natural resources and we don't have enough water, in fact, Israel considered a desert and a semi desert, and this led to R&D activities in water. One of the innovations we developed was the drip irrigation system. The company which produces this, owned by a Kibbutz, now sells this system to 110 countries in the world. The number of researchers in the business sector is 2.1%; number one in the world.

On the subject of the lack of fresh water, Israel developed recycling and desalination facilities and the government encouraged R&D in the water sector. There is a high scale of water technology and of course technology exports. Israel is number one in the world in its reuse of water. Over 85% of the water in Israel is recycled.

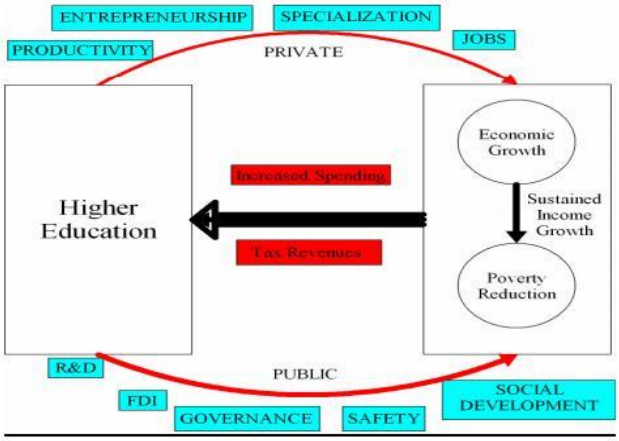
With recycled water we can undertake agriculture in the desert. On a Kibbutz in the desert in Israel we grow watermelons and melons as part of our Aquaculture industry. There's no soil so the watermelons and melons grow in the air. Not only that, they grow all year round, not only in the summer. Because we don't have water we sometimes use brackish water, and these watermelons and melons become sweeter, as do other produce that we grow this way.

Universities in Israel also invest in Research and Development, and each of the universities has formed its own private company and sells know-how and patents; the new ideas and inventions by their faculties. For example, the Hebrew University's head company, called Yesum, sells over 5,500 patents and 1,600 inventions all around the world, and of course they get royalties. All seven universities and research institutions have set up their own private companies. Another example; the Hebrew University campus in Rehovot sold patents for long shelf life tomatoes and cherry tomatoes and earned 73 million US dollars for these ideas in 2011 alone. In 2012 the Hebrew University sold 417 million US dollars, developed by Professor Yehezkel Berenholt of the Department of Bio-Chemistry, Faculty of Medicine. In a further example, Hebrew University's Professor Martha Weinstock Rosen sold patents from the Department of Medicine and Pharmacology for 632 million US dollars.

In addition, the Central Bank of Israel defined Israel as the most efficient in competitiveness. Israel ranks number one in the availability of qualified scientists and engineers, and number one in the quality of research being conducted by domestic scientific institutes. Israel ranks third in the number of venture capitalists per capita and the second highest after the United States in the number of companies listed in NASDAQ. Lastly, Israel ranks number two amongst the OECD nations, the organisation of industrialised states, in the quality of higher education.

In terms of the reuse of water, Israel is number one in the world in the reuse of water. In Asia most of the countries will not have water by 2025. By the year 2025 Asian countries will have 50% less water than is available today. In fact, all the countries will have less fresh water. If we look at desert countries like Western China they will have only a quarter of the water available today, and the same for few States in India - about 50% less.

Since 1980, there have been little changes to the Asian population under the age of 15. The table shows the percentage of the population under 15 in 1980 and 2009:



The World Bank issued a study which shows that 85% of new jobs in Asia in the period 2000 to 2010 were created by small and medium sized enterprises. In Israel we have developed 'incubators' for young entrepreneurs. We have business incubators, industrial incubators, technological incubators and also agribusiness, or agriculture, incubators. In the past, the Israeli Government used to give financial assistance, but they found out that once you give entrepreneurs financial assistance, a few months later they return and ask for more. And so, today the Government is giving 'know-how'; know-how to market, know-how to export, know-how to compete in the world, know-how to develop and to upgrade the product. This is what has made the Israeli exports so successful. So again, and as Nelson Mandela once said; "Education is the most powerful weapon which you can use to change the world".

Part IV – Lessons to Asia

Based on the Israeli example of universities being the leading force in creating innovations and economic development (mainly in high tech and also in agriculture), the following is a proposed plan for the Asian universities jointly with Governments of States and in cooperation with Galilee Institute.

The objective is to multiply the agriculture output of the state in 2 years through capacity building, in the following fields: 1). Agricultural crops; 2). Dairy; 3). Aquaculture.

The training will include 3 months at Galilee Institute in Israel, for faculty members of Asian universities. They will be the core faculty of the programme (TOT) and will train the farmers throughout the state. Israeli professors and experts, and faculty of Galilee Institute will travel to the State every month (12 times a year) for 5 days in order to evaluate the work of the Asian experts, to update them of new developments and upgrade their work.

This cooperation of the Asian universities and the Government of State, together with Galilee Institute, will serve as a model for other universities and polytechnics in other states in Asia, and perhaps to all Asian countries.

Profile of

Dr. Joseph (Yossie) Shevel

President, Galilee International Management Institute, Israel

1978–2010 lectured at Haifa University (Economics), Bar Ilan University (Urban Economic Development), Technion (Israel Institute of Technology) (Development and Management).
Active in Middle East peace activities and in the planning of development strategies for emerging regions.
A Member of many networks, in the Middle East, seeking a solution for the Palestinian-Israeli conflict.
A Member of the Mediterranean Peace Forum.
A Member of the Senate of the Euro-Mediterranean University (EMUNI).
A member at the World Public Forum "Dialogue among Civilizations" (Island of Rhodes).
Headed many Israeli delegations to discuss peace with Palestinian officials and leaders.
In 2002, headed the Israeli delegation to Austria for peace talks with Palestinian government officials.
A former member of Israel's Prime Minister's Committee on Social Policy and a member of the Environmental Committee of the Haifa Region. (1990s).
Appointed Leader of various EU Med-Campus Networks of European and Mediterranean universities, including Jordanian, Egyptian and Palestinian Universities.
Member of the Asian University Presidents Forum and lectured at the Forum in China, Korea, Thailand, Taiwan, India and Cambodia.
Guest Lecturer on Economic and Social Development at many leading universities in Africa (Kenya, Tanzania, Zimbabwe, Botswana, Nigeria, Ghana, Burkina Faso and many others).
Written many reports and articles in the field of regional development and capacity building.
Studied at the Hebrew University (1966-69), Tel Aviv University (1973-75) and at New York University (1975-78) majoring in Geography, History and Public Administration.
PhD in Public Administration and Management, focusing on Environmental Impact on Transport Projects (1978).

Asian Connectivity through Entrepreneurial Education: A Case Study of Bangladesh

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ABSTRACT

Entrepreneurial education is vital for entrepreneurship development in this competitive globalized world though there are still mismatches in understanding the relationship between these two, particularly in developing countries like Bangladesh. This paper attempts to fill the gap and strives to rightly point out the importance of entrepreneurial education in building an economy based on entrepreneurship. New Door to Asian connectivity through higher education has been analyzed on regional basis. It also analyses the development stages of entrepreneurship and entrepreneurial education in Bangladesh. The initiatives of both Government and private sector of Bangladesh for entrepreneurship development has also been highlighted. The paper also focuses on the initiatives taken by Daffodil International University (DIU) for entrepreneurial

education and entrepreneurship development which is pioneer in Bangladesh as a private university. The paper also shows the industry-academia alliance which play pivotal role for the young entrepreneurs. Establishment of a funding stream for higher education institutions namely the Entrepreneurship and Innovation Fund for Higher Education in Bangladesh (EIFHEB) has been highlighted in the paper.

Keywords: Entrepreneurial education, Asian connectivity, entrepreneurship development, initiatives, Daffodil International University, industry-academia alliance, higher education

Introduction

Bangladesh is a potential economy with huge entrepreneurial opportunities. Now, it has over 160 million people which have more than 60 percent young generation. Each year, around 2 million young are adding to the workforce where only about fifty percent of them are being employed leaving half unemployed. Without Entrepreneurship development, it is really a challenge to generate new employments for them. It is a good time to make this generation visionary facilitating and involving them more and more in innovative and entrepreneurial initiatives. These initiatives will in turn generate more employments for the economy.

In Bangladesh a significant number of entrepreneurial ventures have been the outcome corporate spin-offs. They embarked upon new entrepreneurial ventures with their gathered experience and skill through serving an enterprise. These spin-offs have been found to be very fruitful and effective because they have the necessary experience and skill in managing and running an enterprise. They only need a little back-up support. Such support gave them a big push and they proved themselves to be very effective as entrepreneurs. In Bangladesh the Readymade Garment Industry has been the creation of spin-offs. Similarly, many chemical engineers after starting their career in the Chemical Industries Corporation ultimately left their jobs and started their new ventures.

A special group of entrepreneurs and innovators of the corporate new ventures, identified technically as new entrepreneurs, develop new products and processes within large enterprises. They do not start a new venture or industry but develop new products with their innovative ideas. Their corporate entrepreneurship opens up new horizons of prospects for the corporate structure where they serve. The setting up of some new chemical plants and product lines under Bangladesh Chemical Industries Corporation is a good example of corporate entrepreneurship. State patronage plays an important role in the entrepreneurship development in Bangladesh. The elite group of

the society belonging to the civil bureaucracy, defense forces, different chambers and trade bodies as well as bankers, politicians, doctors, contractors etc. transformed themselves into successful entrepreneurs under state patronage. Public policy favored the growth of such entrepreneurship in the country. A lot of banks, insurance companies and buying houses were also developed under such entrepreneurial initiatives. Both the Government and private sector of Bangladesh have perceived the importance of entrepreneurship for the overall development of national economy. Daffodil International University as one of the top most private universities in Bangladesh has also taken laudable initiatives towards entrepreneurship development through entrepreneurial education.

Literature Review

Entrepreneurship plays a significant role in the explanation of many economic phenomena although there must exist few central economic concepts those have been perceived and applied in a diverse manner (Casson 1982, 1987). Economists agreed that the main contribution of the entrepreneurs within the economy consists of enhancing the productivity of the system through innovation. It is pursuing their own interest that entrepreneurs promote economic growth through coordinating and enhancing the productivity of the economy. From mainstream economics at least three different kinds of entrepreneurship can be identified: (1) the producer (entrepreneur), (2) the innovator (entrepreneur) and (3) the rent seeker (entrepreneur). It is evident that real-life entrepreneurs usually share characteristics of these three ideal types of entrepreneurs although there are different dimensions of intensity within each type. The behavior of the economy depends on how entrepreneurs carry out their entrepreneurial activities that in turn is set by the internal evolution of the social dynamics which determine the distribution of entrepreneurs between the two extreme types. So, different social structures of payoffs will result in different economic performances in terms of growth of output, for example through different distributions of various entrepreneurs between innovators and rent seekers (Baumol, 1993). A USA-based study of university professors demonstrated an important consensus that entrepreneurship can be taught (Vesper's 1982).

Improved practice-based pedagogical tools, better integration across subject areas and better approaches to teamwork through collaboration with industry and business were called for in the Oslo Agenda for Entrepreneurship Education in Europe in 2006. Throughout the 1980s, universities were encouraged to participate in programs that would raise students of enterprise and assist them to start their own business but during the 1990s engagement declined. In 1997, Dearing's National Committee of Inquiry into Higher Education revitalized the call, recommending that universities consider the scope for encouraging entrepreneurship through innovative and creative approaches to program design (Dearing, R: 1997). Entrepreneurship education manifests itself in many ways; there is no single model that describes its delivery across higher education providers. However it is clear that it is mostly effective where there is significant institutional leadership for enterprises and entrepreneurship as per the concept of 'The Entrepreneurial University' (Gibb, A. 2005). In 2005, According to a seminal report

on Towards the Entrepreneurial University: Entrepreneurship Education as a Lever for Change by Professor Allan Gibb put forward a framework for establishing learning outcomes in entrepreneurial education along with recommendations for action. Gibb called for better engagement with entrepreneurial staff leaders, noting the attendant challenges in terms of staff training, assessment, and formal recognition of appropriate skills. Entrepreneurship is often considered as one of the most effective and flexible strategies for economic development of a country. So lack of entrepreneurship development is one of the reasons for not developing the economy. In Bangladesh at the time of initiating enterprise, an entrepreneur faces many problems such as shortage of skilled workers and infrastructural facilities. In Bangladesh lack of political commitments and absence of creation of healthy environment required for entrepreneurial growth are the limiting factors in the process of adequate supply of reasonable number of entrepreneurs. Today, some Govt. and some non-govt. organizations have come forward with great facilities for entrepreneurs.

Objectives of the Study

The objective of the paper is to analyze and identify the existing condition of entrepreneurial education and initiatives taken by both public and private sector for the development of entrepreneurship culture in Bangladesh and suggest possible ways to tap the difference between initiatives taken and initiatives need to be taken by both the parties.

Methodology

The data of the paper have been collected from the secondary data and information of various sources. Various published journal articles on entrepreneurial education and entrepreneurship development, published books, newspapers, websites, handbooks etc. The collected data and information have been further analyzed and scrutinized by the author. Based on the analysis conclusions has been made.

New Door to Asian Connectivity through Higher Education

Nowadays, economic growth in many rapidly developing Asian economies is linked to knowledge production, advanced skills, and the rising demand for higher education. The 21st century will be the Asian century. A surge of investment in higher education is already being taken place in Asia which will accompany the emergence of the Asian century. It is estimated that by the year 2020, the People's Republic of China has enough potential to account for about 30 percent of university graduates between the ages of twenty five and thirty four of the total world. Currently, India is the third largest economy in Asia. It is projected that India will add 0.3 billion people to its workforce over the next two decades which is equivalent to the entire US population. It is noteworthy that the governments across Asian region have significantly increased the spending on education in the face of considerable political and popular pressure to improve their higher education systems quickly. A recent item from University World News highlights that one of the effects of this is that there has also been a noteworthy

shift of mentality in Asia that reveals the confidence of those countries and the improvement of higher education systems so that Asian students do not consider top higher education institutions in Asia as less prestigious comparing to other regions.

Alessia Lefébure, an adjunct professor at the School of International and Public Affairs at Columbia University said that "Young people are no longer raised with the idea that there is a dominant West. A global system of multiple poles of attraction is emerging where higher education will not be dominated by the Ivy League." Many observers agree that the region's higher education systems are catching up to more established systems in the West, and are increasingly asserting their ambitions and influence in the region and beyond. The increasing quality and capacity of Chinese graduate programs has begun to impact the enrollment of Chinese students in US graduate schools. Along the same line, improvements within emerging regional hubs, coupled with the ambitions of those countries to increase their enrollments of foreign students, are more noticeably influencing bilateral mobility across Asia today. Data from the Chinese Service Center for Scholarly Exchange (CSCSE) indicates that the number of Indonesian students in China has increased by an average of 10% each year since 2010, and that nearly 14,000 Indonesians are currently studying in China. This is a notable trend because Indonesia has long been an important sending market for more traditional study destinations and also the country is expected to be a much more significant source of international students in the decades ahead as both its economy and middle class continue to expand.

South Korea, meanwhile, has long been one of the top sending markets in Asia and it has also shown a marked shift in recent years. While the total number of Korean students studying in foreign countries has reduced over the past three years, there are indications of a further shift within this trend that is seeing more Korean students enrolled in China. The growing importance of China's economy, and increasing competition in the Korean job market, have both played a part in this trend. But so too, as the following report from the Wall Street Journal reflects, has the proximity and relative affordability of improving education programs in China. Affordability is a big feature in Japan's push to attract more international students as well. While squarely in the developed economy category, the country also has an excess of capacity in its higher education system and an ambitious plan to increase its share of the regional education market. Their unique selling proposition is "Study in a top ranked university in Japan for nearly half the cost of studying in the Western countries."

As in the case of Korea-China student mobility, it is affordability twinned with growing economic ties that seems ready to tip the balance in terms of student choice. India has yet to work its way into the top five source countries for Japan. The latest data from the Japan Student Services Organization (JASSO) shows that foreign enrollment in the country increased by about 10 percent in 2014 with notable increase from Vietnam (about 92%) and Nepal (about 80%) is driving much of that growth. It is increasingly clear that the increasing capacity and quality of higher education systems in this region will be one of the successful and effective stories in the development of international education systems. However, many of the significant

education players in the region will remain important sending markets for global destinations, even as they strengthen their institutions and draw greater numbers of foreign students themselves. This is due in part to the continuing profile and prestige of institutions in more traditional study destinations in the US, UK, and elsewhere, to continuing investment in research and mobility, and to persistent structural advantages, not least of which is the large alumni base of Western institutions in positions of influence and leadership in institutions, governments, and corporations around the world. It is evident that significant quality gaps between institutions in Asia and the West remain. In this context quality and connectivity of higher education is going to be a real issue for countries moving forward.

The higher education institutions of Asia should keep in mind that other countries and regions are not standing still. So, connectivity within Asian region in terms of higher education is essential. But the remarkable expansion and development of higher education in many Asian markets over the past decade clearly has the attention of more and more of the world's educators and students, as well it should.

Importance of Entrepreneurial Education

Entrepreneurial education emphasizes on the development and application of an enterprising mindset and skills in the context of establishment of a new venture along with developing and growing an existing business venture or designing an entrepreneurial organization. Entrepreneurship education aims at producing graduates who are capable of pointing out the opportunities and developing ventures through establishment of new ventures or developing an existing venture. It focuses on persuading students to utilize enterprising skills as well as attributes to a range of different contexts, including new or existing business ventures, charities, NGOs, public agencies and social organization or enterprises.

Entrepreneurial education outfits students with the additional knowledge, capabilities and attributes which are essential to utilize these abilities in the context of establishment of a new business. The call for a greater emphasis on enterprise and entrepreneurial education is a demand of the present time. Because of a need for flexibility and adaptability, the labour market requires graduates with enhanced skills and attributes who can think of themselves and can be creative or innovative in a global economic environment. There is a unanimously acknowledged requirement along with a political imperative, for an infrastructure that supports and increases the development of enterprises across the education curriculum. Learning about and experiencing enterprise whilst still at university can have several benefits. It gives students an alternative career option and the confidence that they can establish business or enterprise on their own. The enterprise and entrepreneurial education can provide highly engaging learning opportunities, particularly when related to the program of study selected by the student; developing enterprising abilities can enrich both students' educational experience and future prospects of their career, especially within micro and small enterprises.

In this context, the Government of Bangladesh formulated different education commissions and education policies with different plans and motives from time to time. These commissions and policies put emphasis on various aspects of education system including entrepreneurship. Unfortunately, there is absent of noteworthy formulation of education curriculum targeting specific entrepreneurship development through entrepreneurship education. So, there is strong need to formulate a comprehensive curriculum for entrepreneurship education in Bangladesh. There is no single model that describes the delivery of entrepreneurship education across higher education providers. It is also true that there is distinct institutional leadership for enterprise and entrepreneurship.

Development of Entrepreneurship Education in Bangladesh

A higher rate of growth in various sectors like readymade garments, agro based & agro-processing industry, pharmaceuticals, telecommunication, software, computer, ICT products & services, poultry industry, ceramics, leather products, tourism, etc. clearly indicate that there exist enterprises those can provide exemplary evidence of successful and effective entrepreneurship in Bangladesh. There are many enterprises that operate successfully both in urban and rural areas and are able to provide guidance to other enterprises with respect to entrepreneurship (Moazzem 2008). Kantor, 1988 claims that, based on his study of 408 entrepreneurship students in Ontario, usually believed that the majority of entrepreneurial characteristics and abilities can be taught and at the same time abilities were perceived as being more teachable than traits. Entrepreneurship is universally recognized as vital resource in the process of economic development of a country like Bangladesh. Entrepreneurs will continue to play a dominant role in the growth of the economy in particular, the industrial growth during the twenty first century. Bangladesh has adequate potentials for entrepreneurship development as required major qualities exist among the young people such as: innovativeness, risk-taking, perceiving economic opportunities, strong commitment and vision. If they are provided with needed support and opportunities, they can be emerged as future successful entrepreneurs.

Azim and Akbar, 2010 mentioned that the need for entrepreneurial development should be emphasized more as the major concerns of developing countries like Bangladesh are unemployment and international competitiveness. Bangladesh has paid attention to the development of entrepreneurship in the country in order to uplift the standard of living of its people by keeping the significant role of entrepreneurship in mind. In this connection, there are both public and private sector efforts for the development of entrepreneurship in the country through education and training intervention. Courses on entrepreneurship have been introduced at different academic levels and entrepreneurship training programs have been designed and offered through different private and public institutions or organizations in Bangladesh. However, the poor level of industrialization, massive unemployment and modest level of economic growth in the country clearly point out that Bangladesh could not make significant progress in entrepreneurship development. So, naturally it points to the effectiveness of entrepreneurial education and training in the country. Against this backdrop, the

study focuses on the evaluation of entrepreneurial education at university levels of Bangladesh. The findings from the studies indicate that entrepreneurship can be taught, and if not taught, at least developed by entrepreneurship education (Gorman et al. (1997). This concurs with the findings of the study conducted by Clark et al. (1984), which indicates that teaching entrepreneurial skills helped the creation and success of new businesses. It is important to adopt means to develop such scant human resources through entrepreneurial intervention and many scholars have genuine conviction that entrepreneurship can be taught through entrepreneurial education and training (Kuratko and Hodgetts, 2004).

Initiatives for Entrepreneurship Development in Bangladesh

In Bangladesh, both Govt. and private sector provide special support to entrepreneurs.
Among them some Govt. organizations are-

- Bangladesh Small and Cottage Industries Corporation (BSCIC)
- National Skills Development Centre (NSDC)
- Small and Cottage Industries Training Institute (SCITI)
- Karmasangsthan Bank
- Bangladesh Krishi Bank

Bangladesh Bank

- Basic Bank Ltd.
- Bangladesh Rural Development Board (BRDB)
- Bureau of Manpower, Employment and Training (BMET)

Department of Youth Development

Private sector organizations are-

- Federation of Bangladesh Chambers of Commerce & Industry
- Dhaka Chamber of Commerce & Industry
- Daffodil International University
- Grameen Bank Ltd.
- BRAC
- MIDAS Financing Ltd.
- BRAC Bank Ltd

Initiatives of Daffodil International University towards Entrepreneurship Development

1. Inception of Bachelor of Entrepreneurship (BE)-undergraduate program:

Daffodil International University has opened department of Entrepreneurship under the faculty of Business and Economics and introduced four year Bachelor of Entrepreneurship degree as pioneer in Bangladesh. Bachelor of Entrepreneurship (BE)

Program aims at creating graduates equipped with entrepreneurial skills, knowledge, values and attitudes for their businesses. After successful completion of this program, graduates will be able to transform themselves not only as self-employed but also as creator of employment through becoming an entrepreneur. A group of country known entrepreneurs and leading academicians are offering this course through blending of both theoretical and practical exposure. Moreover, global exposure has been designed with the help of foreign universities.

2. Entrepreneurship and Innovation Expo:

During his tenure as President of Dhaka Chamber of Commerce & Industry (DCCI), the author initiated creating 2000 entrepreneurs nationwide through Entrepreneurship and Innovation Expo in association with Bangladesh Bank, where Daffodil International University played a key role as R&D partner of the event. The objective was to ensure self-employment and employment opportunities in the country. The potential entrepreneurs were given training with the cooperation of IFC and SCITI under the initiative. The initiative was lauded by different ministries of the Government of Bangladesh and Private sector as well as at international level. As recognition of the contribution for the entrepreneurship development in Bangladesh, the author achieved the **"World Quality Congress award"** honored by World Quality Congress and at the same time he achieved **"Asia's most inspiring Nation Builder Award"** given by Top 10 of Asia and Top 10 of Malaysia for his leadership and social contributions to Bangladesh.

3. Publication of Handbook of Entrepreneurship Development in two Languages:

The author of this paper is also the Chairman of Daffodil Group and Former President of Dhaka Chamber of Commerce & Industry (DCCI) authored two books on entrepreneurship namely: '*Handbook of Entrepreneurship Development'* in English language and *'Uddokta Unnayan Nirdeshika'* in Bengali language to encourage students and youths who aspire to be entrepreneurs in near future. Another book namely "*A Journey towards Entrepreneurship*" is going to be published soon which has also been written by the author.

4. Daffodil Startup Market:

Daffodil International University for the first time of its kind in the history of Bangladesh has established 'Daffodil Startup Market' at its premises to promote entrepreneurial potentials of students and create more buzz in university life. It is considered as a platform for students to run small businesses and learn from those experiences. Viable projects are being facilitated to be established commercially & nationally.

5. Get in the Ring (GITR) Bangladesh:

Get in the Ring (GITR), known as "the Olympics for startups" puts startups in the spotlight, giving them a global podium from which to connect with investors and create a fan base. This year, the 4th edition is aiming to see finals take place in 100 countries. Daffodil International University (DIU) has proudly started preparation to host the Bangladesh National Final of GITR.

6. Entrepreneur Guidance Program (EGP):

EGP focuses on the potential youths and professionals who are interested to be entrepreneur in future or to become a self starter or to be top class executive. Under this program, DIU provides guidance, motivation, knowledge and blue ocean strategy to be a successful entrepreneur. At the same time, EGP also provides a networking business platform that transforms the entrepreneur's dream into reality easily. Finally that helps to start own business or flourish other's business as top executive and leader.

7. Bangladesh Skill Development Institute (BSDI):

BSDI is has been functioning since 2003 to develop professional Human Resources in different fields of education and training. It is the first and only polytechnic institute of the country which has been awarded internationally. Recently BSDI has started to work for creating Entrepreneurs in the country. The objective of the institute is to serve the country by creating visionaries, inventors, entrepreneurs and leaders to become a valuable resource for the society.

8. Enterprise Competitiveness Institute (ECI):

The aim of ECI is to expand the spirit of entrepreneurship across the country. It has been working to ensure a world where people regardless of age, gender, culture, demographic region, disability, nationality, social class or status will have access to quality information, expert training, infrastructures and educational resources to grow and sustain themselves, and their communities through enterprise and entrepreneurship.

9. Daffodil Business Incubator:

Daffodil Business Incubator (DBI) is considered as a hub of generating young entrepreneurs. DIU is the pioneer in Bangladesh to have a business incubator. With a view to creating new entrepreneurs, DBI imparts different types of entrepreneurial initiatives, business skills development training and workshops to the students aspiring to be entrepreneurs. Some students have already started their businesses practically with support from DBI.

10. Human Resource Development Institute (HRDI):

HRDI of DIU is working to develop quality professionals through encouraging generations to use their brain to solve each problem. It conducts ongoing research on techniques that engage the brain and thus produce powerful learning experiences. HRDI has developed techniques that are collectively called Participatory Engaging Techniques or PET.

11. Bangladesh Venture Capital Limited:

Bangladesh Venture Capital Limited's primary aim is to meet the early stage growth fund needs of new companies in Bangladesh fostering a Win-Win culture for all the stakeholders. As a venture capital firm, it manages the funds of investors to give access to the high growth companies in the form of equity capital through established networks. It strives to make available the early stage equity funds as alternative to the traditional borrowed funds for the new companies; share technologies, experience, management knowledge and networks.

12. Daffodil Industrial Innovation Park (DIIP):

Daffodil International University is facilitating the youths to become doers through DIIP entrepreneurial facilities to resolve the paradox of education and graduate unemployment with the vision of recognition as successful role model in Entrepreneurship and Skilled Human Resource Development both at home and abroad. DIIP will provide incubation facility, industrial technology, training, technical and financial assistance, marketing facilities, quality development of the products and other relevant assistance to be an entrepreneur.

13. Affiliation with Kauffman FastTrack: Planning the Entrepreneurial Venture:

Recently Daffodil International University has introduced the Planning the Entrepreneurial Venture course of Kauffman FastTrack of USA under the department of Entrepreneurship of DIU. Kauffman FastTrac is a global provider of training that equips aspiring and established entrepreneurs with the business skills and insights, tools, resources, and peer networks necessary to start and grow successful venture. It also works to advance entrepreneurship by providing research based knowledge to entrepreneurs, policymakers, and others.

14. BSCIC-DIU joint initiative on Skill Development Centers across the country:

Recently Daffodil International University (DIU) and Bangladesh Small and Cottage Industries Corporation (BSCIC) signed an agreement to reactivate and flourish the Skill Development Centers across the country. As per agreement, DIU will provide ICT and other training support in the Skill Development Centers of BSCIC at different places of the country as an initiative of Public-Private Partnership (PPP) in Bangladesh. Skill Development Centers of BSCIC will be turned into role model for skilled human resource development.

CONCLUSIONS

There is a need to introduce a significant funding stream for higher education institutions, with the aim of linking universities with businesses, enterprises and the community which may be called the Entrepreneurship and Innovation Fund for Higher Education in Bangladesh (EIFHEB). The broad aim of this initiative will be to add value to society and the economy through transfer of knowledge and presenting opportunity for higher education institutions to contribute to the development of entrepreneurial and enterprising staffs, students, and graduates. There is need for enterprise education from primary to tertiary education.

Development of cross-border education needs to be based on the mutual understanding and the equal partnership. There is a need to have more focus in the areas of collaboration and connectivity within Asian region. It is also important to develop region-minded human resources through promoting intra-regional study abroad to retain brain. The promotion of entrepreneurship for global well-being should be considered as a social responsibility of higher education institutions. Universities of this region both public and private can facilitate the expansion of networks among people locally, nationally, regionally and globally.

Though there are a lot of challenges of connectivity in Asia through developing entrepreneurial education and higher education, all the academicians, researchers and presidents/chairperson of Universities in Asian region need to be integrated with a common goal and motive towards transforming the Asian region into the next power house of higher education and entrepreneurship development within shortest possible time.

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Profile of

Dr. Md. Sabur Khan

Mr. Md. Sabur Khan, Chairman of Daffodil International University (DIU) and, Daffodil Education Network (DEN) has involved himself with lot of challenges while his attachment as the president of Dhaka Chamber of Commerce and Industry (DCCI), President of the Bangladesh Computer Samity (BCS), Member of Prime Minister ICT Task Force, etc. He has great contributions to Establish ICT Ministry, IT Incubator, BCS Computer City (IDB), etc. Bangladesh government has awarded Mr. Md Sabur Khan, with the status of 'Commercially Important Person' (CIP) for his role.

Mr. Md. Sabur Khan is the Chairman, Global Trade Committee and also Director of World IT & Services Alliances (WITSA) -World's highest IT organization.

He has been a Visiting Professor of some foreign universities for his expertise in Entrepreneurship, Business & IT; and also became a fellow of the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce), England.

During the year 2013 Mr. Khan initiated a challenging project to create 2000 new entrepreneurs. He has written & published several books: "Handbook of Entrepreneurship Development"; "Uddokta Unnoyon Nirdeshika" (Entrepreneurship Development Guideline); "Art of Effective Living" and "A Journey towards Entrepreneurship" (on Progress). With a view to making a self-employed and self-dependable generation, he aims to creating more job opportunities; his innovative initiatives like: business incubator, start up, venture capital, department of Entrepreneurship in the university level, are notable to promote entrepreneurship.

He established social welfare Institution naming 'Daffodil Foundation' for the well being of under privileged people.

For more information please visit: http://saburkhan.info/

Sustaining Higher Education Connectivity in Asia through Internationalization: An Experience from Indonesia

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ABSTRACT

The ultimate destination of Higher Education Institutions (HEIs) internationalization is achieving its sustainability at international arena. The sounds strategy such as partnership model determines the HEIs way in keeping its international activity successful at the early stages. The integration of Information and Communication Technology (ICT) also critical to support the related activities. UUI experienced in obtaining plethora of benefit, such as sharing the knowledge, activities and resources, from the completed collaboration. Despite the government endorsed the internationalization activities through offering incentive program, it is still the improve is needed in transforming the immigration regulation, so that the internationalization for inbound activity could spearheaded.

Internationalisation of Higher Education Institutions (HEIs) is a central issue where many institutions are trying to get their part at international level. It is also viewed as a way to enhance institution capability (Rumbley, Altbach and Reisberg, 2015). It contributes to national economic growth simply can be traced by the number of university's graduates who get their jobs in public organization or in the industrial sectors. Asia Development Bank (2011) highlighted three main contribution of HEIs to the national development: (1) nurturing competence primary and secondary teachers; (2) educate skillful technician and administrator to work with either public or industry; (3) Cultivate innovative and creative thought.

These points are obvious that it is unquestionable that HEIs' role through by strengthening their trinity; research, academic and services from time to time, they will certainly could sustains their contribution for the nation wellbeing and global prosperity. Recently, higher education is being challenged by increasingly profound social, economic and cultural issues, such as the financial crisis, unfavourable demographic trends, immigration and ethnic and religious tensions (de Wit, 2015).

However the contribution, in most cases, mainly comes from the public universities, since governments regardless of country provide sufficient budget for the advancement of public universities. In turn it enhance the quality of academic, research and incentives in public universities, meanwhile private higher education institutions are left behind in terms of academic quality, research and etc.

In the sense of strengthening private HEI, ADB (2011) encourage the them to take consideration on the following actions: 1. National policies and regulations that support the effectiveness operation in private higher education institutions; 2. Strengthen the quality assurance and the procedures of accreditation for private higher education institutions; 3. Identifying the multiple sources of grant for private higher education; 4 Developing international cooperation for private colleges and universities.

Based on this problem, this article would like to raise the following questions: What is the strategy can be taken in order to strengthen higher education? Does policy and environment support the connectivity?

Internationalisation approach and strategy

Definition

Issue on internationalization lies on the fact that each of mature universities highly interested in expanding their existence at the beyond of its host country. In order to be able to look at this issue clearly, it is therefore the term of internationalization of HEI is defined as the delivery of HEIs teaching, research, and services by the inclusion of international perspectives and dimensions (Knight, 1993, Irandoust, 2014). He unveils that the term internationalization of HEI had just introduced in 1980s. Previously it is known as international education. Then he proposed to develop newly definition which will be able to a common definition in order to decrease the level of misunderstanding and clarity of the definition.
However the definition of internationalization of higher education is not taken as general reference, according to Knight (2004) it is can be used in the different point

of views and objectives. It also differentiates in terms of the concepts and practices (Rumbley, Altbach and Reisberg, 2015). Then some factors like wealthy, language and academic development determine the level and the motivation of one institution to go international (Altbach, Reisberg and Rumbley, 2009).

Currently internationalization issues are pursuing by many universities around Asia. In China, for example, the internationalization was triggered by the economic reform policy by 1978. The aspiration is to catch up the modernization in the field of industry, agriculture, defense, science and technology (Abbas, 2011).

In Indonesia, under *Undang-Undang Perguruan Tinggi* or Higher Education Act No.12/2012 Chapter 50, it is known as interaction process by integrating international dimension into academic activities for taking part at international affairs without losing the sense of Indonesian nationality. This act was ratified under post-reformation government, it is meant that the liberation in higher education brought the positive impact toward HEIs acceleration in internationalizing their institutions.

Despite the issuance of the regulation about international relation was in 2012, in fact the role of Indonesia university in international arena had done since 1980s, established public universities in Indonesia developed tight cooperation with those universities from America, Europe and around Asia and Australia. Few programs such as double degree, joint degree, students/lectures exchanges are still sustaining till recently.

In addition, in ASEAN region, Indonesia also implements the mechanism of ASEAN such as the establishment of ASEAN University Network (AUN), which helps to develop networking among universities in ASEAN and accelerate the student and lecturer exchange.

Based on recent internationalization experience in Indonesia, Irandoust (2014) suggest that Indonesia should strife harder to accelerate internationalization of HEI by taking consideration into its purposes and contentions. Irandoust bases the argument on the number of international inbound students to Indonesia currently recorded about 0.1 percent (3000 students), while Malaysia 3.3 percent (24,400 students), subsequently followed by Thailand and Vietnam respectively records 0.5 percent (11,000 students) and 0.2 percent (3,200 students). He pointed out that there are two regulation that limit the expansion of internationalsiation in Indonesia, it is about visa for students and foreign staffs.

Approach and Strategy

Qiang (2003) assess four rationales behind the internationalization, political rationale, economic rationale, academic rationale and cultural and social rationale. Qiang further derive the dimension of academia rationale, achieve international standard in teaching and learning, ensure that research addresses international and national issues, address global interdependence through scholarship and research, prepare graduates to be national and international citizens.

Internationalization is divided into two elements, organization process and

academic programs. Hence the balance of both elements are critical to be done to sustain the internationalization strategy.

Organization process comprises of the following items:

1. Governance which is reflected in the commitment of senior leaders, faculty and staff involve actively, rationale and goals of internationalization coherently, inclusion of internationalisation elements in policy vision and mission.
2. Operations comprises of the integration of planning, budgeting and system for quality assessment through whole institution, formal and non-formal communication.
3. Support service such as residential halls and counseling services.

Meanwhile, in terms of academic program the activities that may be done in collaborate with partners are as follow:

1. Academic program such as students exchange, foreign language study, internationalization of curricula, international students, visiting lecturer, cros-cultural training, joint and double degree and etc.
2. Research and scholarly collaboration can be done through the area and theme centers, joint research, published article and papers, international conference and seminars and etc.
3. Extra activities such as students club

Transformation in internasionalisation as indicated by De Wit (2011) Internationalisation over the years has moved from a reactive to a pro-active strategic issue, from added value to mainstream, and also has seen its focus, scope and content differentiate substantially. In certain part also indicates the shift from cooperation to competition.

Internationalization experiences in Malaysia and Thailand has the same goals, where research in higher education in both countries are strengthened so they can replaced the role of international research agency and further commercialize the research to contribute to their national economy. In contrast, HEI in Japan focus on helping their student to compete at global market (University of Oxford International Office, 2015). Hawawini (2011) offers new perspective on how HEI should execute the internationalization program. He argued that it is better to stress on learning from the world instead of to teach the world what the institution knows.

Government Policy on Higher Education

Recently, Government of Indonesia under the rule of President Joko Widodo transforms the ministerial portfolio which authorize to make regulation in relate with HEI in Indonesia. It is then known as Ministry of Research Technology and Higher Education. Previously, the portfolio is under the Ministry of Education.

The ministry highly endorsed the internasionalisation of HE in Indonesia in order to increase level of competitiveness. It is therefore, the ministry issued special guideline on how the HEIs conduct the cooperation with overseas HEIs.

Despite, the reality of internationalization in Indonesia has been conducting by HEI since 1980s. The elder and top ranked university such as Universitas Indonesia, Universitas Gajah Mada, IT, Universitas Brawijaya developed their collaboration earlier before the regulation made by the government.

Then the regulation the recently issued by the ministry would be able to direct the HEIs to enhance the effectivity, efficiency, productivity, creativity, innovation, quality, and the relevance to the implementation of trinity in HEIs: teaching, research and services (Permendikbud No.14, 2015).

Furthermore, the government also offers the incentive to do international collaboration through allocating budget for outstanding and competitive research grants. Whereby through this grants researchers at HEIs may invite his/her fellow

experts from overseas HEIs to do joint research. The ministry attracts HEIs office of international Affairs (OIA) to compete in obtaining grant for enhancing OIA capacity. Another program is the incentive given for HEIs to participate in higher education fair each year. This program opens the wide opportunity for HEIs to promote its best in overseas market for the purpose of attracting overseas student to enroll at Indonesia's HEIs.

Based on the recent endorsement by the government in supporting HEIs internationalisation effort, the HEIs still face the constrain in doing acceleration to attract overseas students and researchers to work with Indonesia HEIs. This is due to the rigidity of immigration rule. It should be given special rule for the international students and researchers whom would like to study and to do research in collaboration with local researchers.

UUI International Collaboration Initiatives and Partnership Model

Apart from these programs, most Indonesia's HEIs have their own agenda and programs regarding international cooperation. Universitas Ubudiyah Indonesia (UUI) is one of the younger private university in Indonesia. Situated in Banda Aceh, the capital city of Aceh Province in the northern point of Indonesia.

Since of the establish of the university, the foundation has tried to find the formulation on how to bring the university forward to the advanced level. Despite the university itself badly affected by the tsunami and the earthquake in the year 2004, the foundation succeeded the rebuild and rehabilitation project of the university infrastructures.

The foundation and management of Universitas Ubudiyah Indonesia—a university that established after the integration between Ubudiyah College of Health Science and Ubudiyah College of Information Technology and Computer Science—crafted a thoughtful vision : to be a world class cyber university in the year 2025 in conducting teaching, research and sevice to community".

It is recorded that the first initiative in doing collaboration was proposed with local university such as Unversitas Syiah Kuala, and other HEIs in Aceh. Afterward, it then entered the national cooperation in collaboration with Private University

Coordinator (Kopertis) I, Indonesia Association of Private Higher Education (APTISI), the university started to tie the collaboration other private university such as Universtias Gunadarma anda Universitas Islam Sultan Agung (Unissula) Semarang.

In the year 2013, UUI seen the wider horizon of academic collaboration through the participation in the Asian University President Forum (AUPF) which was held by Universiti Malaysia Perlis (Unimap) in Malaysia. This forum has enhanced UUI effort in doing academic collaboration with overseas HEIs.

Under AUPF networks, some of the academic collaborations that have already implemented till recently such as joint conference, lecturer/students exchange, workshop, internship and transfer credit. The collaboration jointly organized with some of UUI partners like Universiti Malaysia Perlis (Unimap), Daffodil International University (DIU), Phillipine Normal University (PNU), Athlone Institute of Technology, and Dongseo University. The following is the list of academic program done by UUI in collaboration with partner universities :

Years	Program	In Collaboration With
2013	Asian University President Forum (AUPF)	Universiti Malaysia Perlis (Unimap)
2014	Leadership Seminar	Unimap
	IMiEJS Conference	Unimap
	Entrepreneur Goes to Campus	Unimap Holdings Sdn Bhd
	Seminar on Education	Philippine Normal University
2014	Kiosk Unimap (Unimap Promotion Centre) in UUI Campus	Unimap
	Asia Summer Program	Unimap
	Ubudiyah Heritage Performance at Festkon Unimap IX	Unimap
2015	Invited Speaker at Internationalisation of Higher Education and Quality Assurance (IHEQA) 2015	Vellor Institute of Technology, India
	Innovation and Creativity Seminar	Unimap
	1st International Art, Creativity and Engineering Exhibition (I+ACEH)	Asia Invention Association, WIIPA, University of Iasi, Romanian Inventor Forum, CeGeogTEch Unimap, Innopa
	1st International Joint Conference of Indonesia, Malaysia, Bangladesh and Ireland (IJCIMBI)	Unimap, Daffodil International University, Athlone Institute of Technology

2015	Global Access Asia (E-learning consortium)	Dongseo University and all GAA participants
	Cultural Mission at Malam Citra Budaya Unmap 2015	Unimap
	Robotic Internship	Unimap Holdings Sdn Bhd
	Cultural Mission at Festkon Unimap X	Unimap
	English Lecturer Exchange (Elex)	Daffodil International University
	Workshop Exchange of Good Practices for Engineering Students	AGH University of Science and Technology, Poland.
	Mevlana Program	Karabuk University, Turkey

Those programs actually have given plethora of benefit for the entire of UUI faculties and students. The programs also help in broadening the horizon of thought and knowledge for faculties and students. It is in line with the government objectives that endorse the HEIs collaboration in order to increase the level of nation competitiveness.

Selecting Partnership Model

Refer to the five internationalization strategy model that introduced by Hawawini (2011): (1) import model; (2) export model; (3) academic joint-venture model; (4) the partnership model; and foreign campus model. Hence in the first stage of internationalization, UUI favor to stick to the fourth, partnership model. The reason is that this model is highly endorsed by the regulation in Indonesia. Furthermore, this model is currently being practiced as UUI internationalization strategy.

Despite UUI have just commenced the internationalization since three years ago, however the following strategy such as doing research and academic collaboration Internationally, attach the students with international education experiences and integrate the overseas faculty member and students and as well as enroll overseas student and generate international source of fund (University of Oxford International Office, 2015). Furthermore the model also endorsed by the World Declaration on Higher Education Chapter 17 Partnership and Alliance. In this sense, the declaration hopes the HEIs could base the partnership on common interest, mutual respect and credibility, and supposed to be the transformation tool.

The ultimate destination of internationalization of HEIs is achieving their sustainability operation in international arena. It is realized that the challenges are exist, however the solution is simply by integrating all the collaboration through the use of information and communication technology (ICT). In line with our vision to be a world class cyber university in the 2025, where the inclusion of ICT as a prime tool in giving support for UUI internationalization activities.

CONCLUSION

In short, the sustainability of HEIs connectivity is the ultimate destination of HEIs internationalization activity. Partnership model seems as a practical model for the early stage university to go to the international arena. Whereby, through partnership model we may share the knowledge through the networking that possessed. The policy should be improved not only in terms of offering intensive such as grants and other financial provisions but also to relax the regulation that allow the movement of people especially international academician/researchers and students. The HEIs also have to integrate the ICT in their connectivity effort in order to attain the sustainable of future collaboration. It should also contribute to the increase of national competitiveness and human resources capability.

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EDUCATIONAL BACKGROUND

YEAR	DEGREE	SCHOOL/UNIVERSITY	AWARD
1996	High School	SMAN 1 Lhok Nibong, Aceh Timur	
1999	Undergraduate	Fakultas Ekonomi Unsyiah	SE
2005	Master	Program Pascasarjana Kesehatan Masyarakat-Universitas Sumatera Utara	M.Kes
2009-Current	Doctoral	Program Doktor Kesehatan Masyarakat- Universitas Sumatera Utara	

RESEARCH AND PUBLICATION

YEAR	Paper	Journal/Proceedings
1999	Pengaruh Penerapan Good Corporate Governance pada Perbankan di Banda Aceh	Jurnal Fakultas Ekonomi Unsyiah
2009	Pengaruh penerapan Good Corporate Governance pada Adiministrasi RSU Zainal Abidin Banda Aceh	Jurnal Fakultas Kesehatan Masyarakat – Universitas Sumatera Utara
2014	Hubungan Kualitas Pelayanan dan Customer Relationship manajemen terhadap Kepuasan Pasien pada Rumah Sakit Ubudiyah Banda Aceh	Jurnal Fakultas Kesehatan Masyarakat – Universitas Sumatera Utara
	Drugs Issue : the challenge, benefit and disadvantage	Proceeding 4th IMiEJS, Batu Feringhi, Penang Malaysia 25-26 April 2014. Organized by Unimap & Athlone Institute of Technology (AIT).
	Knowledge and Attitude of Housewives toward Dengue-Prevention Behavior: A Case of Lamdom Village, Banda Aceh	Proceeding 2nd IMT-GT Regional Convention on Drugs, Substance and Alcohol Abuse Among Tertiary Institutions 2014, Kedah, Malaysia, 20-22 September 2014.

Higher Education in South Asian countries: Urgent need for establishing regional connectivity to improve quality

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Demand for higher education has been growing rapidly in Asian Countries. Quality standards widely vary within a country and the region given the history of economic development and focus in public policy in different countries.

In Bangladesh private universities proved to be an effective innovation to offer higher education starting 1992. About 63% students are studying in 83 private universities. The rest are enrolled in 38 public universities, 30 of them were established after 2000. The oldest is DU established in 1921 by the British as whole of Indian subcontinent was their colony for over 200 years. These universities widely vary in experience, expertise and students backgrounds. Most of the private universities were set up under political patronage of the major political parties that have ruled since 1991. These private universities are scrambling to admit students to sustain growth but with poor facilities of campuses and faculty resources. The resulting decline in the quality in education has been criticized by the government, UGC and the media in general. The picture of higher education in South Asia is more or less similar to BD.

There is hardly any cooperation among universities in BD and other SA countries. Some of them are trying to collaborate with universities abroad on student admission and teachers' training. Given the focus on making higher education more "outcome" based and job oriented NUB has recently entered into an agreement with Pearson, the largest educational enterprise in the world and listed in London and NYSE. Under this agreement NUB will offer the BTEC courses in to existing

students in business, law, CSE, EEE and others. This is intended to REINFORCE outcome based teaching/learning objective and improve employability of graduates in the job markets within and outside national borders. In order to formalize this program NUB is seeking approval from UGC for setting up a cross- border- study-center (CBD) with appropriate facilities. This CBD at NUB will enter into agreements with universities in UK, Australia and Malaysia to offer higher level courses on-line with tutorial support of CBD of NUB. NUB has already signed agreement with BTEC, (Business and Technology Education Council) a UK based company to that end.

Introduction: History of South Asia. A legacy of British rule in neglect of HRD.

South Asia as a region is yet to change substantially from its colonial past. (Bangladesh, Bhutan, India, Nepal, Maldives, Pakistan and Sri-lanka). Except Bhutan other countries have suffered from civil and political unrest resulting in military rules, emergency in India. India and Pakistan fought two wars, one over the issue of unsettled borders in Jammu and Kashmir (1965) and another for the liberation of Bangladesh from Pakistan in 1971. India also fought a battle with China over its boarders in Tibetan areas in 1962. Sri Lanka was engaged in a long war with its own people in the south-Tamils supported by the Indian government. Nepal also did not develop good governance system under the monarchy which was over thrown by the killings of all but one member of the royalty by one disgruntled member of the family.

The worst case of poor governance is perhaps existed in Pakistan and its former Eastern wing, BD liberated since the war in 1971. Military and quasi-military rules continued for decades.

Why armed conflicts in SA?

This may be related to the logic that if you build armaments spending billions then it is bound to be applied in the field sometimes with one pretext or another. The sub- continent of SA was under British rule for over 200 years. During World War 1 and WW 11 the British recruited thousands of troops from SA to fight for them against their enemies. In fact the British left two strong institutions in SA. One, the trained military and another trained bureaucracy. These two institutions played dominant role in post colonial periods and are still doing so with significant resources being diverted from domestic and foreign aids from the western countries, USSR and lately China. Resources being scarce the pattern of allocation was biased in favor of the two major forces leaving human and economic development of over one billion population lagging. Both India and Pakistan built nuclear bombs in their arsenal and hostility still exists between the two nations as reflected in border clashes. That is why SA is a region where most of the world's poor, outside the African continent, live now. Colonial history is still affecting the pattern of resource allocation in SA.

Just to give an example of British trained military the case of surrender of the Pak Army in December 1971 at Dhaka to Indian forces may be cited. Two generals involved were Mr. Aurora GOC Indian army and Mr. Neaji GOC Pakistan Army were batch mates in the British army during the Second World War.

The Case of Bangladesh: declining resources for HRD.

To give an example, BD may be mentioned. For the last three decades budget allocation for higher education sector has remained static and in recent years has been declining as a percentage and came close to 1% only. The overall allocation for the education sector of a county of 150 million people is around 2% of GDP against UNESCO standard of 6%. Whatever fund is allocated is spent almost 100 percent is used in paying low salaries and some related expenses. The question of quality is hardly a matter of concern.

Where does the money go?

Maintaining law and order and a huge armed forces equipped with modern machineries certainly requires larger allocations most of which may not be disclosed to the public. We only read about adding submarines and frigates for the Navy, new fighters for the Air force and tanks and artilleries for the Army. Besides there is a system of allocating money for the development budget for construction of roads, ports, cantonment and buildings for the expanding public sector. As a result of the rising development expenditure the annual budget deficit reaches 5% which is funded from borrowing from domestic sources and loans and grants from donors such as the WB and ADB. A recent report from the WB indicates that most of these public expenditures are mismanaged and corruption is also rampant. An important factor that has been identified by this researcher is allocation of interest on accumulated public debt in the revenue budget amounting to 12%. As a result allocation for education and health sectors are falling as a percentage of national budgets. The budget size is also not large as tax revenue collection amounts to 10% only as a share of GDP, lowest in SA.

Under this condition the government of BD passed an Act in 1992. The private sector came forward to set up universities and rapid growth in numbers happened. Now 83 universities operate under severe constraints of trained faculty resources. There are 38 universities in the public sector, 20 of them have been set up during the last 20 years. Building permanent campuses is made obligatory for private universities where as worldwide higher education is thought to “going out of buildings”. (MOOC, Udacity etc). Such misdirected policies are diverting earnings of private universities to bricks and mortars instead of libraries, labs and teachers. The public sector university teachers also do not get competitive salary as teachers in India and Pakistan get.

Quality in Higher Education

The recently held UN general assembly has included 9 goals to be achieved within 2030. Elimination of poverty is put as number 1 and quality education at No 4. Quality in higher education these days emphasizes “outcome” as the prime objective besides communication and analytical skills. That is, students must learn to do something practical during their studies. In general the current curricula do not provide such coverage in the regular programs. The faculty also is not trained to do so. Hence NUB has signed agreements with Pearson/EDEXEL a UK based company listed in London and NY Stock Exchanges and a worldwide provider of BTEC(Business and Technology Education Council) to supplement their

education and enhance their quality as desired by the employers with reasonable fees. Students complete these courses simultaneously with their regular courses in a program. Each module/units is three months long.

What is BTEC?

BTEC courses /units are customized to the need in the sector skill and work place scenario. The students can transfer their credits to more than 120 universities worldwide. It includes UK, USA, NZ AUS, Canada, China and Malaysia etc. They will train our teachers offering assignment based course works and evaluation using rubric method.

Summary and Conclusion

This paper reviewed the colonial history of SA and mentioned that resource allocation in this region has been biased towards military and bureaucracy as a legacy of British rule. Thousands of troops were recruited from SA to serve during the first and second world wars. After independence the trained personnel in these categories were the prime movers in governments and they claimed disproportionate amount of resources due to armed conflicts in the borders. India and Pakistan got nuclear bombs in their arsenal. Hence poverty reduction and human development remained as piped dreams.

Private sector was allowed to increase their role to offer higher education from the beginning of 1990s. Enrolment increased rapidly and now exceeds 63% of total students in universities in BD. However the universities are faced with acute shortage of trained teachers and change their curricula to increase employability of graduates and increase productivity. The nation is trapped in a cycle of low growth in GDP(6%) and that is why poverty level is higher among SA countries. To change from the status quo NUB is collaborating with Pearson/EDEXEL to offer BTEC courses to its students in business, law, and computer systems etc. It is hoped that this innovation will be replicated by others in this region.

Profile of

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Key Qualification

Dr. Haque is a professional of high caliber in the areas of finance, organizational development and public policy relating to industrial, financial, educational and management development & restructuring. He has extensive work experience as a consultant for the World Bank, ADB, ILO, USAID, GTZ, IDE, ODA & GOB. He has been a strong advocate of privatisation of SOEs, financial sector reforms, SME expansion, agriculture and rural development and corporate governance. He has been researching in the areas of improving educational management, financial sector restructuring, increasing capital market efficiency, SME and rural development and microfinance in Bangladesh.

He has got long experience of successfully managing educational institutions both in private and public sector. He has supervised M.Phil and Ph.D. thesis of half a dozen candidates in BD and India. He writes columns in reputed news papers on contemporary issues in finance and public policy. He has a keen interest in the expansion of Islamic Finance as he considers the present banking system as dysfunctional for the greater masses in the world.

He established three universities, one medical college and one degree college in Dhaka. He was also the founding member of Durgahata College Committee.

Educational Qualification

Name of Institute	Year	Degree & Academic Distinction	Main Subject
Manchester Business School, U.K.	1977	Ph.D.	Finance & Public Policy
School of Business Indiana University, USA	1969	MBA	Finance
Rajshahi University	1963	M. Com. (1st Class)	Accounting
Kushtia College RU	1961	B. Com. 2nd class 2nd	
Natore College, RU	1959	First division 10Th	Com
Durgahata High School	1957	High 2nd Divn	Matric

Language Known

Language	Read	Write	Speak
Bengali/English	Excellent	Excellent	Excellent

Book Published

Accounting Methodology, Prices Policy and Corporate Financial Viability, Published by Institute of Business Administration (IBA), 1983
Cottage Industries of Bangladesh: Potential for Development, Published by Institute of Business Administration (IBA), 1984.
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The Contribution of Language and Cultural Education in a Globalized World and the Confucius Institute

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Ⅰ. Two Dimensions of cultural communication in language education

There are two dimensions to the discussion of cultural promotion in language education: First, cultural topics as a means of language teaching; second, language teaching as a means of cultural promotion. These two dimensions go hand in hand, in a mutually complementary and reinforcing way. The spread of manga and anime (Japanese comics and animation) around the world is a case in point: The urge to better understand manga and anime acts as one of the motivations for Japanese learning, while a better understanding of manga and anime, in turn, helps foster the cultural image of a Cool Japan that the country is actively promoting.

Ⅱ. Globalization and cultural relativism

In a time of globalization, we should have a better understanding of culture relativism in order to protect the cultural diversity. Many cultures have emerged from different geographical surroundings in the long history of humankind, each with its own origins and the necessity of each takes root in its own environment. Therefore, we should not judge which culture is superior but embrace the spirit of harmony and agree to disagree. Only then can we promote mutual understanding and exchanges between different cultures and take cultural diversity as an asset or wealth.

For example, in 1877, the 10th year of the Meji Era in Japan, the Chinese government of Qing Dynasty sent its first batch of envoys to Japan, one of them named Huang Zunxian(1), a scholar who had just passed the imperial examinations at the provincial level (Zhongju). While in Japan, Huang, paying great attention to researching Japan, collected a huge volume of materials. Later, based on his

research, he composed the masterpiece Riben guozhi (Records of Japan), whereby Huang offered his take on culture relativism: culture varies from region to region; we must pay mutual respect to each other's culture. He wrote:

> "The prehistoric emperors of China did not observe Confucianism, for they were in a different time. People's customs also vary from here to there for they are in different surroundings. Those who happen to see customs in foreign countries that they have never seen before will be shocked and return to tell their friends and relatives what they had experienced as funny things. Likewise, foreigners will regard ours in the same way. Thus, we will laugh at each other as aliens and think ours is superior when asked. In that case, even if all the sages from the world got together, they would be unable to settle the case."(2)

Based on his opinion that culture varies from region to region, Huang Zunxian did his best to understand and evaluate Japanese culture fairly. For example, he managed to discover and appreciate the charm of the traditional Japanese culture in sumo and sashimi. Here is a glimpse of Huang's vivid depiction of sumo:

> "Sumo starts with drums every morning at dawn so viewers will have very early breakfast at home. The rikishi (wrestlers) with great girth are all tall and as strong as iron. In a sumo bout, each of the two contestants takes half of the circular ring (dohyō). From crouch position, they will burst out and grapple with each other with iron arms and clenched fists. In order to win, they play tricks and wait for the best opportunity to attack. It is a game of strength as well as strategies and intelligence."

Huang's depiction of sashimi is equally grabbing:

> "They like to eat sliced raw fish and good at making it. Once the freshest fish has been selected, it is skinned and filleted. Each slice with the same texture is as thin and light as cicadas' wings. And the dish is served cool with condiment simply made of some ginger and wasabi. What a mouthwatering dish!"

In the last years of Qing Dynasty, it is very respectable that Huang Zunxian, despite his honorable position as a diplomat of a big country, did not take himself too seriously. He rubbed shoulders with Japanese from all walks of life. He had strong interest in foreign life and culture, and evaluate it without prejudice. It is imaginable what a shock it was to Huang, who had been immersed in traditional Chinese culture for a long time, when he ate sashimi and saw sumo for the first time. Fortunately, even in such a culture shock, he didn't resort to xenophobia but readily embraced the Japanese culture—a foreign culture.

Owing to his awareness of culture relativism that customs vary from region to region, Huang is able to maintain a great curiosity about foreign cultures. His knowledgeable Records of Japan, which is based on his earnest exploration of Japanese history, culture, politics and economics, made great contribution to Chinese reforms at that time.

Ⅲ. Language dissemination and culture understanding

Language disseminating should be used as a way of contributing to the international community. Take the Chinese language and Japan for example, over the past two thousand years of language and culture communication between the two countries, Japan has brought in a lot from Chinese culture, such as Chinese characters, Confucianism, laws and decrees and tea culture. However, instead of substituting Japanese culture, all these have enriched it profoundly.

Besides, in order to use language disseminating as an overall beneficial tool for the international community, we must understand the material aspect of the language itself as well as the cultural elements behind it. Therefore, when emphasizing the utility of language learning, we should not neglect its cultural elements. Otherwise, while gaining benefits from language dissemination, we will leave hazards.

For instance, in the case of tea culture dissemination through land or sea, The pronunciations of the Chinese character 茶 as "Cha" or "Tea" (3), have been spread around the world with its referential and cultural connotations and enriched the world's material and cultural life. However, tea also caused brutal wars (4), bringing catastrophes to humankind, which we can see from some typical cases in Japan and England.

Early in Chinese Song Dynasty, Japanese Buddhist, Eisai (5), basing on his correct understanding of the material and cultural function of tea, composed the Tea and Health Maintenance, in which he wrote:

> "Tea is a panacea for health maintenance and a long life span for it grows in the holy valley of the deities" (6)
>
> "Our heart is governed by Ratnaketu Buddha and ākāśagarbha Bodhisattva. If we respect them with our true heart, we will get rid of diseases" "Detriment in heart will result in one's weakness in body and mind, which can be alleviated by drinking tea frequently."

Thanks to Eisai who not only understand and respect the true physical and spiritual value of tea culture but also introduce it in combination with Zen Buddhism, caring about the function of tea-drinking in spiritual cultivation, Japanese's tea culture started on the right track and finally developed into Japan's tea ceremony. Thus, Chinese "Cha" is physical and spiritual nutrition to Japanese tea culture.

However, the early disseminating of "Tea" in England had different results. In 1772, Lettsom John Coakley (7) noticed the material function of tea in his work The Natural History of the Tea-Tree:

> "Chinese hardly or never use bloodletting therapy… though it is the only method to treat inflammatory diseases… compared with some countries, Chinese seldom get inflammatory diseases. One of the reasons is that they drink tea at will constantly."(8)

Having compared eating habits between China and Britain, Lettsom admitted "it

can be envisaged that drinking tea indeed has the efficacy of attenuating blood. Because, in the past century, drinking tea has been embraced by the British people and cases of inflammatory diseases have been declining."

Realizing tea's medical function, Lettsom advocated tea-drinking. Unfortunately, he was totally ignorant of tea's spiritual benefits. In his article "On the National Character of Tea, he asserted very absurdly:

> "National Character is related to a nation's eating habit and lifestyle. So, what's the character of a nation that is used to drinking tea for a long time? Chinese, as a nation of middling physical power in general, cannot bear heavy work. They are good at delicate textile industry and handicraft industry but lack in creativity either in military or civilian industries. Also, they are timid, cunning, lascivious, extremely hypocritical and selfish. Chinese women are dishonest and very vindictive."

All this smacks of ignorant, biased utilitarianism. Such a prejudiced way of evaluating a foreign culture will only result in illogic thinking as that of a villainous bandit.

From the aforementioned two cases of Eisai's and Lettsom's different understanding and ways of disseminating Chinese Cha or Tea, we can conclude that when disseminating a language, we should disseminate language itself, the material and culture value behind it, at the same time. Otherwise, many misunderstandings will arise. Therefore, while focusing on the utility of language education, we must remember that the value of language education not only lies in the material benefits from commercial activities but also in cultural value through which we can understand a nation better. Only in this way, can we enrich each other's material and cultural wealth and realize the ultimate goal of language education, i.e., contributing to international community.

Ⅳ. Foreign culture that brings in new vigor

Why we learn and study foreign culture? That's a question we will surely confront when introducing foreign language and culture. One of the reasons is seeking a new way to solve the problems of our own culture because only a culture that learns from other cultures can have renewed vigor. That is, people regard learning foreign languages and culture and studying foreign issues as means of addressing the problems of their own culture. Only when people treat other's culture objectively can they treat their own culture in the same way.

A Japanese scholar Mizoguchi Yuzo when talking about Chinese culture put forward a point that studying Chinese culture means thinking what the world is, because when studying China, we can compare Japan, China with Europe. By comparing the models of multiple cultures in the framework of cultural relativism, we can create a new, higher order model for the world. (14)

Nowadays, learning foreign languages is highly valued within China. Statistics show that the number of people learning English is as many as 200 million. Chen Jinyu, former vice chair of the Council of the Confucius Institute Headquarters,

commented on this phenomenon: “A large number of Chinese are eager to learn foreign languages, which can enhance their ability to absorb foreign culture, improve their skills to make a living, opens their mind, broadens their global vision, gives them a better understanding of the world and promote friendship and cooperation with other countries. We can see the spread of foreign languages will never ever shake the foundation of Chinese culture. Instead, it nourishes our culture, enabling to flourish.”(15)

From this perspective, in a world witnessing rapid development, Confucius Institutes, as platforms for disseminating Chinese language and culture, are also opportunities for both China and other countries to know the world and reflect on their own cultures: the world can get closer to China more effectively; while China can reach and understand the outside world better. What China is like, as a great culture with a long history, as a country called for by the world? The long history has shaped a dynamic and diverse China that is open to different interpretations and that has a lot to offer to the world. As culture exchanges enrich a culture, Confucius institutes are a gift to both China and other countries, as well as means for introspection, self-discovery and cultural enrichment.

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Huang Zunxian was born in the 28th year of Daoguang emperor (1848， Qing Dynasty), in Jiayingzhou prefecture (Today's Meizhou City) Guangdong province and passed the imperial examinations at the provincial level(Zhongju) in 1877. He visited Japan in 1877. His works include Poems of Japanese Miscellanea, Records of Japan, and Collection of Poems.

Academic records of Records of Japan (1st edition), Guangzhou Fuwenzhai bookshop, the 16th year of Guangxu emperor(1890)

The Cantonese pronunciation "Cha" was disseminated mainly through land; while the pronunciation "Tea" of southern Fujian province was mainly disseminated through sea.

In order to scramble for the interests from tea, Britain started a lot of wars such as the Third Anglo-Dutch War(1672-1674), Boston Tea Party (1773); the Opium War (1840), etc.

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Asian Higher Education Connectivity: Vision, Process and Approach

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ABSTRACT

No one can live alone and be happy. We are constantly in need of parents, teachers, relatives, friends, air, water, food, and many other things to survive. Likewise, to provide quality education requires many and different elements such as human resources, facilities, strategies, equipment, and administration. These elements must be closely working together so that better education can be offered. In addition to vision, process, and approach, I also posit in this paper three more attributes that Bangkok University has earnestly deployed to ensure the quality of education offered. They are creativity, entrepreneurial spirit, and internationalization. When put into practice and with good strategies, all of these elements can collectively become fertile soil and a healthy environment for our Asian higher education connectivity to flourish. Moreover, UNESCO's 4 Pillars of Learning are reiterated here in order to energize and propel us to provide practical and holistic education; that is, our students must be empowered in such a way that they 1) gain theoretical knowledge in their respective fields of study (to know), 2) have ability to make good use of their knowledge (to do), 3) are so critical and self-reflective that they know their strengths and areas for self-improvement (to be), and 4) respect the differences of people, cultures, and beliefs (to live together). As a result, we can reach our goal to enable our faculty, staff, and students to become the best they can and to achieve the extraordinary. Connectivity among our Asian universities is indeed the common destiny we luckily share.

Keywords: Education, Status Quo, Connectivity, Self, Other, Collaboration, Creativity, Entrepreneurial Spirit, Internationalization, UNESCO 4 Pillars of Learning

Introduction

"Education" is life. It was born, is, and will always be with us until we die. Since birth, it has opened our eyes, ears, mouth, and most importantly mind in our process of learning and living. Seen in this light, education means everyone's openness and exposure to the new world. One is, in fact, not educated if he or she has not learnt anything new in life. Being closed-minded, resisting to changes, or maintaining the status quo is therefore impotent, particularly in the present and well-connected world. Opportunities will find it hard to land and yield rewarding results without openness. However, to be just merely open is not enough. In fact, to get the best out of such openness, we need to move forward with a clear and creative vision. As there is no elevator to success but we need to patiently take steps to get it, direction is actually more important than speed. Lao Tzu says it best, "The journey of a thousand miles begins with one step." We simply need strategic planning and leadership in order to move on successfully. For a fruitful result and sustainable development of our education, clear vision, process and approach are, I believe, most needed.

Vision

"Your world is your thinking," say wise men. This statement is powerful in that it basically highlights the significance of our head as the very light that guides us to live and learn successfully. Thinking, either positive or negative, then plays a predominant role in determining our worldview and future direction. Everything, even the so-called "bad" one, will look beautiful and promising to those who choose to see the world in a positive way. Clive Staples Lewis, a British novelist and poet, aptly mentions, "We are what we believe we are." As we know, most (if not all) businessmen, artists, scientists, and many other successful people cannot but agree that failures do bring them many good experiences and/or powerful game-changing strategies in their careers. The ability to see the bright side of things like this is woefully absent in a negative thinker.

Vision obviously presupposes action. As a matter of fact, the interdependence of thinking/vision and action is nicely captured in a Chinese philosophical idea of "*Ben Mo*." According to Wusan and Qizhi in Key Concepts in Chinese Thought and Culture, the fundamental or essential is *Ben* while the minor or incidental is *Mo* (3). To me, vision can be compared to *Ben* and action to *Mo*. That is, vision provides a foundation for actions to flower. I then see that Asian University President Forum (AUPF) is one clear example that exhibits the interrelatedness of *Ben Mo*. As this forum is mainly a platform for presidents and educators from every corner of Asia to meet and exchange their knowledge, expertise, and valuable experiences, it technically witnesses the interchange of ideas which can relatively transform the Asian presidents' visions into practical actions and/or reality. "Vision without action is a daydream. Action without vision is a nightmare," says a Japanese proverb. Amid the many and different visions the presidents employ in their respective universities, one and ultimate mission of all universities is, I believe, to best empower their students in ways that they can live a successful life after graduation, the ones who will bring progress to society in return. Only then can our mission in education be fully completed.

As mentioned, openness entails knowledge and experiences. Once we open our life to other people and cultures, we not only get connected to them but also get to see, for example, new inspiring stories, good practices, and valuable ideas.

International connectivity and experience are worth pursuing in this way. Being a forum for presidents and educators to meet, AUPF then technically serves as a fountain of profound knowledge and international experiences for all fetch and bring back home for the benefit of their students and society. According to Steve Jobs, one's future is largely about connecting the different dots of knowledge and experiences. How much we can make creative use of the dots embedded within each and every participant today largely depends on the process and approach we take on.

Process

1. Enquiry

According to a Chinese proverb, "He who asks a question is a fool for a minute; he who does not remains a fool forever." Socrates shares this belief when he says, "Wisdom begins in wonder." Accordingly, "enquiry" is the very heart and soul of education. It signifies openness and mobility, as opposed to closure or stagnancy. No new discoveries, research findings, innovations, and many other useful things can be possible without it. We should never sit back and let things happen to us if we really want the extraordinary. George Bernard Shaw maintains, "The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them. We should therefore go out to make things happen so that we can better deliver quality and career-focused academic programs for our students and society. As we know, we need a practical curriculum, professional faculty and staff, good facilities and a creative learning environment to fulfill our objectives as educators. To that end, we must always carry with us the spirit of enquiry so as to gain more knowledge and creative strategies to match up with the many and different things in an ever-changing world. Whereas Mark Twain maintained, "The secret of getting ahead is getting started, Albert Einstein believed "You can never fail until you stop trying." Educators then must rest assured that "enquiry" is ever present in their education process.

2. Janus-faced Character

In order for the spirit of enquiry to tactically manifest itself, educators like us must become Janus-faced. That is, we must look both ways, outwardly and inwardly, when seeking for more knowledge and experiences in new and unknown territories. According to Robin Sharma,

Leaders have to live in two places at once. … And one of the things they worked hardest is to develop an ability to be present-based but future-focused. Great leaders have mastered the twin skills of managing the present while, at the same time, inventing the future. (47)

With our mission to provide the best education to the young, we then should always be at a doorway or crossroads in our process of making learning experience extraordinary. Our attempt for international education and connectivity is, in fact, more beautiful when we see nothing exists in isolation but something with Janus-

faced character, embracing both Self (looking inside for "what is") and Other (looking outside for possibilities, new opportunities, or "what should be"). The present and the future coexist and complement each other in this regard.

3. Preparation

Napoleon Hill says, "The world has the habit of making room for the man whose words and actions show that he knows where he is going." Making the right choice is the skill we all need. For one thing, the process of making the best use of international knowledge and experiences can be enhanced by internal improvement and readiness. Self-awareness and self-improvement are, in fact, the ultimate goal of education. James Allen maintains, "Most of us are anxious to improve our circumstances, but are unwilling to improve ourselves—and we therefore remain bound" (qtd. in Butler-Bowdon, 12). A similar idea can be gleaned from Benjamin Franklin's statement, "By failing to prepare, you are preparing to fail." Every unit of a university should then be well tended and prepared for new and unfamiliar things from the outside world. It is of little use to invite, for example, highly distinguished and experienced international experts to give lectures or conduct research in a university where very few people, especially those at a contact unit, can communicate in English or in the language of the invited. This will be like giving a footless man a new pair of brand-name and expensive shoes; it simply makes both the giver and the receiver feel embarrassed and/or even stressed. Therefore, a university's personnel, facilities, services, environment, and many other important units must be well prepared and up to international standard if such and such university really wishes to gain more knowledge and experiences from international collaborations. Indeed, those who are well-prepared can have a better chance to catch the train of connectivity to enjoy the possibilities universities in Asia are offering.

Approach

1) Win-win Approach

With 1) the spirit of enquiry, 2) the ability to look both within and without, and 3) the internal preparation for the extraordinary, we can collectively write a new page of history for our universities throughout Asia. Through our friendships and collaborations, our educational landscapes will keep expanding, yielding results beneficial to all involved. We might not have to be good in everything in order to be successful. Our weakness can be viewed as something nice or a ground for our friends and partners to extend the helping hands. "Friendship doubles our joy and divides our grief," maintains a Swedish proverb. Therefore, it is good that we are imperfect and different in many ways, be they geographies, fields of studies, faculty and student characters, cultures, creeds, and beliefs. Let's celebrate our differences and make the best use of them by offering our strengths to help our fellow educators in the areas they urgently need. To create and maintain a sound relationship, we need to trust our partners and tell them what we are good at so that they can properly use our strengths and expertise to enhance their educational standard. As we know, a sound and sustainable relationship is built on mutual gains; therefore a win-win approach must be at the core of the partnerships among Asian universities.

2) Thai Qualifications Framework for Higher Education

To ensure the quality of education, all accredited universities in Thailand, Bangkok University included, incorporate in all of their programs the Thai Qualifications Framework for Higher Education (TQF: HEd or *TQF* for short), stipulated by the Office of Higher Education Commission (OHEC), Ministry of Education, Thailand. The Framework includes at least five important domains of learning, which are 1) **ethics and morals**, focusing on habits of acting ethically and responsibly in personal and public life in ways that are consistent with high moral standards and on the ability to resolve value conflicts through application of a consistent system of values, 2) **knowledge**, focusing on the ability to understand, recall and present information including knowledge of specific facts, knowledge of concepts, principles and theories, and knowledge of procedures, 3) **cognitive skills**, focusing on the ability to apply knowledge and understanding of concepts, principles, theories and procedures to analyze situations critically and solve problems creatively, 4) **interpersonal skills and responsibility**, focusing on the ability to work effectively in groups, exercise leadership, accept personal and social responsibility, and -plan and take responsibility for their own learning, and 5) **numerical, communication and information technology skills**, focusing on the ability to use basic mathematical and statistical techniques, communicate effectively in oral and written form, and use information and communications technology. As a result, Thai students from accredited universities are expected to have been nicely cultivated and become "whole" and "complete" persons during and after their schooling.

3) BU Identity

As we all know, the ultimate goal of an education institution is to lead and to serve. All of us have tried our best to acquire more knowledge and capacity to propel society in such a way that all can live better and in a desirable environment. We fully realize that society and employers have always expected us to produce graduates who are fully equipped with certain and important competencies such as critical thinking, problem-solving skills, information technology application, teamwork and collaboration skills, creativity, innovation, leadership, communication skills, work ethics, self-direction, life-long learning, and foreign languages. Therefore, each of us needs to use many and different approaches in order to better serve our students and society. We do this in our own way and according to our readiness, strength, and character. Besides the five TQF domains of learning mapped out by the Thailand Ministry of Education, Bangkok University, the so-called "creative university," is made outstanding and unique with what we call BU Identity or BU DNA which consists of three important elements: creativity, entrepreneurial spirit, and internationalization.We enthusiastically deploy these three elements in our curricula, environment, and our personnel's mindset.

3.1 Creativity

Creativity is the first of our first DNA; Bangkok University focuses on creative education, creative environment, and opportunities for creativity. Firstly, our academic units have to make sure that all programs, regardless of the fields of study, manifest creativity in classroom instruction, which mostly rides on problem-based

and student-centered approaches, and the curriculum design, which must also be open for more collaborations with industry and international universities (3+1, 2+2, double degree, and joint degree). Secondly, our supporting units are accountable for making an environment creative enough to foster creativity. Our facilities, building-garden-and- classroom design, as well as the overall atmosphere on campus must be able to stimulate the creativity buds of students, faculty, and staff. Lastly, both academic and supporting units of the university join hands in creating opportunities for creativity. In the classrooms, students can show their creativity through student-centered learning and task-based learning methodologies. Outside classroom, students have many and different extra-curricular activities to show their creativity; for example, community-service activities, communal development projects, and sports events. Of course, we have used those activities and/or projects as a basis to encourage students to lead and run. Moreover, Bangkok University houses many centers and projects that provide students with opportunities for creativity; for example, Excellence Center (with Creative Entrepreneurship Development Institute (CEDI) under its umbrella, Ideas for One Million Baht Project, and BU Scholarships for Creative Students Project.

3.2 Entrepreneurial Spirit

Another BU DNA is *Entrepreneurial Spirit*. In our context, this means having a sense of ownership, dedication, and self-reliance, all of which are much needed for success in the workplace and life. From day one of their student life at BU, all students are told that they must be like entrepreneurs who always look for opportunities to do something creative, which means something new and useful. They must also do their best in any tasks or projects assigned both in and outside class. To fully achieve this end, Bangkok University provides students with opportunities to "own" and develop their projects in different fields; for example, BU Restaurant for Tourism and Hospitality students, Institute for Creative Economy (ICE) with the slogan of "Do It Yourself: DIY" and Bangkok University Creative Center (BUCC) for students in creative arts cluster, and Optoelectronics, Communication and Control Systems (BUCROCC) for science and engineering students to work with professionals. We expect that with such entrepreneurial spirit enthusiastically practiced in both classroom instruction and extra-curricular activities, BU graduates will be welcomed by the workplace as creative, dedicated, responsible, and self-reliant individuals. The University's yearly report shows that 95% of our graduates have got a job within one year after their graduation.

3.3 Internationalization

The last vital strand of DNA that we eagerly instill in our students, faculty, and staff is *Internationalization*, which in turn geminates perspectives on intercultural competence. According to Janet M. Bennet, international educators in different time frames define "cultural competence" differently such as "global competence/global mindset "(Bird & Osland, 2004), "global learning" (Hovland, 2006; McTighe Musil, 2006), "cultural learning" (Paige et al., 2002), "education for democracy" (Cornwell & Stoddard, 2001), "cosmopolitan citizenship" (Stoddard & Cornwell, 2003), and "globalizing knowledge (Cornwell & Stoddard, 1999). Bennet also adds that cultural competence "is most often viewed as a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (16).

In order to gain the most of international linkages and interactions, our university needs to make sure that everyone is culturally sensitive, knows English and other languages, and more importantly has an international mindset. Different kinds of workshops and seminars are provided to make students, faculty, and staff at all levels realize the importance of living peacefully with others who are different in terms of race, culture, and belief. Being open-and-critical-minded as well as seeking for more knowledge and different kinds of experiences from international faculty and students are also expected from this DNA. Then, everyone in the BU family must keep learning from both inside and outside campus (being Janus-faced). To gain more knowledge and practical experiences, we have invited a number of distinguished faculty and researchers from our partner universities and industries to teach and do workshops. Besides gaining knowledge and experiences from our international experts, our BU members can also develop an international mindset; the very thing which I believe will energize them to move forward more successfully in this interconnected world. Once the concept of life-long learning (always on the lookout for more knowledge and experiences) and the famous phrase of "The sky is the limit" are carefully planted, many promising doors for international interactions and collaborations are wide open for Bangkok University and her sister universities in Asia.

CONCLUSION

Education is obviously one of the most powerful forces to crate abilities, nurture opportunities, achieve dreams, and change lives. We, educators, consider it a privilege to infuse our passion, positive energy, commitment to quality and integrity as well as significant resources into this virtuous and essential cause. To best educate one person, we need good strategies which, of course, firstly come from the brains of the presidents and their administrative teams. They are like the North Star that guides others on the course of education. As John C. Maxwell said, "Leaders must be close enough to relate to others, but far enough ahead to motivate them." Therefore, leaders are to design the goal (vision) and make sure that all stakeholders (faculty, staff, students, and partners) align to their dream and passion. This alignment process requires trust, commitment, and integrity from all parties involved. Once everyone agrees to move toward one and the same goal/direction together, they all need to communicate and show to the whole world their strengths so that others can reap and make use of them to make themselves stronger and more competitive. With the spirit of enquiry for extensive and profound knowledge, depth and breadth of experiences from our presidents and their administrations, we are very well positioned to enjoy growth with quality, integrity, and a strong commitment to excellence. This endeavor of ours might sound far from easy. However, "to get through the hardest journey we need to take only one step at a time, but we must keep on stepping" (Chinese Proverb). Finally, for the success of our students and for the progress of our education community in Asia, I would like to see all Asian universities take a serious consideration of UNESCO's 4 Pillars of Learning: to know, to do, to be, and to live together peacefully.

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Toward a Bright University Community

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Introduction

A bright and successful student is depending on the teachers, learning facility and campus neighborhood. Campus environment is the main key factor to measure the quality of a university. The quality itself in general can be determined through a tangible index such as the contribution of teachers in the learning process and also through an intangible index. Nevertheless, every contribution has important role to the improvement of a university. Universities in the Western Countries have always been a role model or sample in a way that they have been through the steps towards improvement compare with developing countries. Most of developing countries were colonized by Western countries which makes the perspective of 'Superiority' towards them has become a measure point and baseline to view all aspects in development. Familiar names such as: University of Oxford and Cambridge in UK as well as Harvard and Yale in US, have always become a barometer for teachers and students all over the world. This phenomenon can be a booster to look for direction towards Brilliancy which can be used as a measure point to become a benchmark to move towards enhancement of teaching system, learning and academic cultural values.

Teachers

Expertise of teachers is needed as an effort to enhance the quality of a university. In one of an education workshop in 1991, expertise of teachers has become one of the important variable towards a bright university. Teachers have to be confident where the level determined by the enhancement of education level of the teachers. A teacher entitled with baccalaureate level will bounded by his owned level. Among teachers in Western Countries with only baccalaurette degree can lead a department in a university of become a supervisor of a PhD students. This is not become a boundary for the teachers however it will reduce the trustworthy of the students. One cannot denied that boundaries reflected from study during

baccalaurette will lead to train students vocationally, such as applied in Architecture, Civil Engineering or other physical fields.

Today, a university started to walk towards research and development, which means expertise of teachers are needed. Most of the time experienced will increase personal ego. Professor H.M. Dahlan (1992) once said: " if we have a year experience we repeat for 20 years, cannot be said that we have 20 years experience". This is means that teachers need to have a firmed knowledge and experienced. In 1980s Malaysian Kingdom introduced SLAB or Academic Training Scheme for Bumiputra. Prospective lectures with cum laude level in bachelor were given the opportunity to continue their learning to the fields chosen by the universities. The fields needed for young lecturers to become assistant for senior lecturers above 50 years old. Those prospective teachers will be given full salary and support based on their level of study and scholarship for 2 years until they received Master of Science and 3 years for PhD. They will be bounded by a contract for 7 years for Ph.D or by each year. As they returned to university, assessment will be made periodically according to the achievement as a control of quality. This is necessary to bear in mind that many are thinking that learning process can be done naturally.

Beside the program, university also given them the opportunity to do research with 3 main grants such as : Research University Grant, Research Creativity and Management Office, IRPA (Intensified Research in Priority Areas), plus a Short Term Grant sourced from the operational cost of the university. Through this grants the lecturers are expected to do research while teaching and dedicating, because the research results can be documented as papers and international journals. This research findings will spread among academicians and become measure point to the enhancement of knowledge. This process is a proper methods among academicians. Even though this activity takes time and heavy responsibility, but this process will help academic sustainability, quality improvement and knowledge enhancement within university environment.

Lecturers are given 30 days off in a year to do research (besides the regular 30 days off). Lecturers are also given the opportunity to get a Sabbatical off for 6 months after 3 years working contribution, and 9 months after 5 years working. Sabbatical is official leave for lecturers to do traveling while doing research. After return from Sabbatical, the lecturers will bring new ideas and at least they came back to work feeling rejuvenate.

The role of faculty dean is very significant to improve faculty, because it is the crucial point for the improvement of university. The lectures with special expertise inaugurate by Dean of faculty as head of research cluster and consultant for community on behalf of university as to promote the public. Senior lecturers are assigned to supervised younger lecturers in academic environment. Group of thinker as think thank in the faculty consists of senior lecturers, so that the knowledge and experience can be distributed to the right base. With this settlement the seniors will feel un-included in academic environment. Flexibility of time is also given by the university for lecturers to develop their intellectual in academic field.

Students

In Malaysia, the procedure to enter public university is determined through centralization system, to keep a transparency and to avoid unhealthy competition. Universities center unit also joins the team to decide the place based on prospective students sequence of choices. Students succeed to pass are decided through final test result and their choices, all of the process can be done to all post offices in each state. The unsuccessful prospective students can chose private university or government institution such as Diploma level such as Polytechnic, Community College, Giat MARA and IKBN. All the choices can give opportunity to prospective to continued their education until Baccalaureate degree, M.Sc and PhD.

A university must have bench mark as a control to make changes and improvement in education quality to reach the better one. The purpose of this act is to promote university to reach eligible level to compete, to raise student trust, academic community and popularity. As an example: Architecture Program in Cooper Union University is started from an evening class where the students status is part time. However, the lecturers who teach them are senior and experienced one. This program has given opportunity to community to continue their study. Most of universities in America do not count on the name image of the university but list of great professors and professional who teach there become a strong magnet and basic for students to join and study. It is also based on their expertise and knowledge. A university can be successful also from the impact of their programs not just names.

Picture 1
Situation in Computer Lab

Picture 2
Situation in Architecture Studio

Evaluation Method

Most of students in higher education always find short cut to pass and finished faster. That is why clear mechanism and regulation are needed in assessment to increase the willingness of undergraduate to follow the lessons. There are several universities in America that applied the regulations as follow:

1. *pop quiz – each ending of the week*
2. *workshop - in groups*
3. *field trip – to give opportunity for outside classroom*
4. *paper assignment – to train paper writing*
5. *exam – 20%*

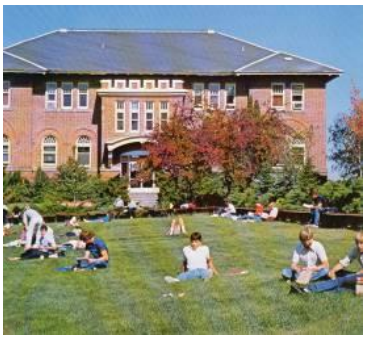
All of the system are appropriate for undergraduate students and able to build spirit of students to like science. Most of students think that to be in university is to get less learning but a mere existence in the classroom. The fact is that second year period will bring students to a more wise phase in the academic aspect and to make them like to be in roomclass and to have 20% of the exam. Writing method is started to be focused on the first year and continued until the end of study. Most university students there are expecting input paced capable, both academically and morally. The question is whether we are looking for students who have "qualifying" a steady and wise or student "mature mind" or a more holistic? All hope is very difficult to be obtained and searched, among prospective students who have only a handful of these criteria. However the results of exams and tests such as GRE, TOEFL, IELTS, TPA, Muet and MUNSI may be a consideration in the process and criteria for the selection of students so that the students input received is not subjective and contain elements of collusion / nepotism. Only candidates eligible and meet the criteria are accepted into. The university also needs to have a basic minimum average value specified so that the calculation of the value for the university entrance becoming more transparent.

The Univerisy Union

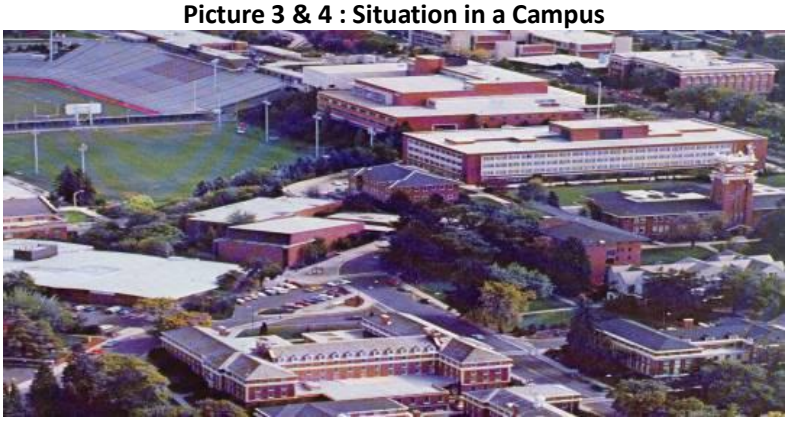
Environment in a campus will become more healthy with ordered and systematic planning. Building shape in a campus is not always in ad-hoc shape, instead it must have a specific characteristic that symbolize local culture. Most of the time we are hoping that the students become healthy, smart, polite and success in their field, however we do not understand what do we need to provide in the environmental aspects.

Most American universities emphasize on the main student union building. The building is the student center to meet, discuss and worship. Management student union run by a cooperative university, where each lecturer has a stake and invest capital to build this building. Return on equity and profit sharing on an annual basis will be enjoyed by lecturers to pension. Student union includes a bookstore, convenience store, retail, retail, bowling alley, cafes, restaurants, meeting rooms, seminar rooms and other ancillary facilities. These amenities may be an attraction for outsiders and promote efforts to do business for the campus community. Positive values of the student union will provide positive benefits also to the university, faculty and students. This will enhance the relationship between students, professors and university employees involved directly or indirectly.

University environment is no longer seen as a specific group and regarded as "ivory tower", contrary campus is part of the society and the city. In the West, particularly in America, the university district is no longer fenced or restricted by "barb wire", but rather becomes part of the environment of the city. Shops in the campus area become crowded public places to visit, tourist attractions visited the university to see the campus buildings, buy souvenirs and take pictures. Therefore, planning a university environment should symbolize a small town that has its own style and pattern. Connectivity between the districts, there are elements that appeal to the university district holiday period is always lively and crowded.



Picture 3 & 4 : Situation in a Campus



Picture 5 : Buildings set in a compact position in a campus

Campus Community

At American Universities, Fraternities and sororities system 40 years ago was considered not appropriate and just be a "party animals". In contrast to the 1980s, this system became hunted companies as stake-holders, because they are looking for students who are capable of independent, live in groups and work with the community and not individualistic. This system can build the spirit of nationalism and society. Sororities and fraternities also can increase the university's good name by doing social work. In the early 1950s this place only a residence for the children of the rich and the present become a bone of contention because the student groups who live in sorority and fraternity considered being more responsible and having a positive moral attitude.

Although in the ASEAN countries are universities provide dormitories for students will but the system of boarding is usually in the form of "conventional dormitory", where students only use the room just to sleep and study after school and instead bound by the community in a residence through a binding promise between students. Bond and promise among students is a "bond" for students to continue to fight for cooperation and activity based hostel earlier. Faculty housing complex in the campus also needs to be improved so that the atmosphere and life of the campus into a healthy community. The presence of lecturers and their families on campus is a "surveillance" for safety. It is believed that the house adjacent to where the work will be able to improve the performance and quality of work.

Picture 6 : Lecturers housing complex

Sylabi

College syllabus should be evaluated periodically every 3-5 years so as not to miss the alumni generated in the field. Comparison of the syllabuses may have a resemblance to the kind of the same faculty, especially with regard to the "applied science". Comparison between the university syllabus in the world or at least among universities in Southeast Asia such as: NUS, USM, ITB, USU, UGM, Chulalongkorn also can show our position in teaching and learning. All the universities mentioned above have a way and system of its own and we compare it from a positive angle. Visit or study is indispensable for all faculties at an early stage to the final stage, to see the comparison between universities. Then it can open the container for further MoU and members opportunities to students and faculty reviewing counterparts elsewhere to continue growing in the same field and establish networking. Internships among students in medicine, civil, architectural and other fields are needed. Only through the MoU and network with other universities can provide opportunities for students doing internships outside the country In this way students can open up horizons and studying outside of their learning environment. It can provide opportunities for students to go ahead and open-minded even where they are located. In the era of globalization and internationalism today is precisely the members' opportunities to students and faculty to gain a broader insight into science. Starting from this point, lecturers and students will continue to be a member of assistance to other students so that this system can be introduced to the general public the name of the university.

CONCLUSION

Each student who entered the university is to pursue science and not just a piece of a diploma. Instead they will be an asset and the backbone of the country. A person who loves science would not expect material from what they received but at the present time science was used as a 'power' and used to seek wealth instead there are also people who pursue the matter begins with the science without any sense of responsibility and mandate. To give birth to a student who is not an absolute mandate and is responsible solely to the lecturers, because in the ranking of the university students are considered able to think for themselves through environmental measurement on campus, education, community, intellectual and

science received. What was delivered by faculty and programs of the university is one of the steps to generate positive thinking students. In America, students who graduate education is not called a 'graduation' but 'commencement' it leads to the beginning of student life wading through the science that has been obtained. So with that, S2 in the US is said to be an expert ratings' master'- where a person who has knowledge in a field rated S1 already added and improved again when S2 and then push a person skilled in the field. A person's belief in themselves as well as the knowledge gained through the issuance proven. Culture of "publish or perish" becomes a recommendation to the success of a person as well as an increase in the rating of the university through the citation index and a reference to the university that pioneered by lecturers. Efforts a lecturer in the success of the publication of the results of this research through a university makes it became famous.

As a professional must have sufficient training and education, and this is where the birth of integrity and ethics that can convince the public about the discipline that show our skills. Through the commitment and responsibility of students who have got education and training during rated this college will ensure the triumph of the country. That will remind someone professional is inseparable from civil laws and should be charged, then the skills and training that we received in college will give us guidance so as not to abuse what we have learned.

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Timeless and Timely: Upholding Relevance and Overcoming Massive-wide eLearning Adoption Challenges for the Oldest University in Asia

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ABSTRACT

This paper chronicles the journey of the oldest university in Asia in upholding relevance for the demands of the connected world that have placed the University of Santo Tomas as a premier catholic institution of learning in the region. With the right combination of robust academic, technical and financial support services to facilitate 21st century digital age teaching and learning, the University of Santo Tomas' eLearning Access Program (eLEAP), has celebrated over 10 years of successful implementation of institution-wide eLearning, from its high school to graduate school academic programs. Faithful to her centuries-old tradition of excellence, the University of Santo Tomas will continue to expand and transform its online learning environment for its students and faculty members, and work towards being globally- recognized institution of higher learning.

Introduction

Founded on April 28, 1611, the University of Santo Tomas is the oldest existing university in Asia. Located at the heart of Manila, it is a private institution of higher education administered by the Dominican Order of Preachers. Four of its historical structures, have been declared as the National Cultural Treasures of the Philippines. This is the first time that an educational institution joins the roster of National Cultural Treasures, with the majority of such structures being churches, and the rest being terrestrial landmarks, intangible cultural property and movable objects. Likewise, the National Historical Commission of the Philippines declared the University of Santo Tomas campus as a National Historical Landmark. Beyond having the prestige of being a national cultural treasure, the University also holds the distinction of being the first and only university in the Philippines that was given a rating of Four Stars by the Quacquarelli Symonds.

What made UST exceptional even in the past, is her ability to maintain its 400-year old academic excellence and yet initiate reforms to address the critical 21st century skills needed by its learners to survive and succeed in a connected world. With the upcoming ASEAN Integration as well as the Philippine educational reforms such as Outcomes-based Education and K-12 implementation, UST is once again at the forefront of these academic changes. The dawn of elearning in the country witnessed how the university made a mark on leadership to stay relevant for the demands of digital society as the first ever university that deployed a massive-wide elearning implementation in the Philippines. On August 9, 2002, the university organized and led its elearning initiatives branded as the eLearning Access Program (eLeAP). Supported by Blackboard ™, the initial objective of eLeAP was to provide enriched eLearning experiences to all UST students by 2006. The partnership between UST and Blackboard has been extremely successful.

Coupled with educational reforms across the years, UST objectively instituted measures, as technology integration has been a major drive for Thomasian educators to comply with digital standards for academic professionals. In the Thomasian academic community, the UST Educational Technology Center is the university's support unit dedicated to the promotion of the innovative approaches to digital teaching and learning integration practices across disciplinary contexts. The center encourages collaborative efforts among administrators, faculty members, students and outside requesting parties in the use of digital broadcast media and elearning services for the implementation of programs that will facilitate quality education, productive research and responsive community service. The focal point of its services centers on opening more opportunities for enabling teachers to advance their ICT Integration skills to facilitate the attainment of student outcomes. Aside from enabling the academic community to deploy self-initiated virtual courses, the UST Edtech Center also supervises the development of online degree programs and delivery of proprietary course programs in collaboration with different college.

Impact and Milestones

UST complemented its academic excellence with equally robust learning management system as the key platform to deliver its teaching and learning, and

support eLeAP's goals with improved faculty adoption of technology across institution. Through Blackboard™ Learn, a world-class learning management system used by top 200 best universities in the world, UST is credited to be the pioneer in the use of this leading LMS in the Philippines. The Blackboard Learning Management System (LMS) has been the foundation for a rich education experience for UST. Designed as a student-centred LMS while providing an easy-to- use and time saving platform for educators, to bring its classrooms online with tools to engage and collaborate. The faculty members thus can deliver access to learning from virtually anywhere, connect communities, deliver targeted information to motivate and keep learners on track, and centrally store and share content anywhere. The ease of user experience from its LMS has enabled UST with integrating technology into its adoption program and to improve the ICT competency across all its faculty members.

From its humble beginnings of having launched 55 unique courses in general education subjects and deployed to 17,000 users, today, the eLearning Access Program has an average deployment of 2,300+ course sites across 178 academic programs and disciplines from twenty-three (23) Faculties, Institutes and Colleges to its 46,000 users annually. All course materials are currently deployed and accessed simultaneously via tablets, smartphones and other mobile devices.

In 2012, the university set another milestone when it embarked on a university-wide faculty development program dubbed as the Rapid eLearning Faculty Development Program to ensure the fast track achievement of key performance indicators and key result areas while ensuring quality of training content. A specialized computer system (known as TRAMS – Teacher Registration, Attendance and Monitoring System) was embedded inside Blackboard to allow faculty members to sign up with the available training schedules, keep track of their actual attendance and include the status of release of their certificates. The university has redefined its training program and took a big leap on its training delivery. A major difference in terms of elearning training done in the past implementation was the application of authentic assessment of learning. Faculty members who were able to finish the training program must show evidence of learning by submitting an exemplary course site to be assessed by eLearning coordinators via blind evaluation. A certificate of completion shall only be issued upon the accomplishment of a checklist in which the faculty must present a course site that has satisfied certain course components. Likewise, all handouts (printed pdf and interactive screencasts) and post-training evaluation are deployed as adaptive release for training participants via the eLEAP Online Faculty Handbook.

In 2013, the UST EdTech Center, took its initiative a notch higher when it undertook research into its portfolio of achievements. The Center realized that research into the quality of technologically-supported learning is essential considering that the rapid developments in information technology in society are mirrored in the use of new learning technologies in universities. Surprisingly, little has been reported about how to best accomplish faculty development in e-learning. Moreover, there has been comparatively little research from a faculty perspective that will allow developers to reflect on the quality of the learning processes in a faculty development initiative.

The phenomenographical study entitled “Rapid eLearning for the Educator in the Professions: A Faculty Development Initiative in a Philippine Comprehensive University” is anchored on Kirpatricks' Model of Training Evaluation as theoretical framework and essayed a faculty-focused perspective to investigate the experience of undergoing a Rapid eLearning Model for faculty development in a comprehensive Philippine University. An online exit survey using the a critical incident questionnaire intended to cull the participants' reflections regarding their reaction, learning, behavior and results of undergoing a faculty development initiative on e-learning was done. All faculty staff who finished the 5 modules were asked to accomplish the exit survey deployed in Blackboard. Of 495 attempts out of 675 (73.33% compliance rate) expected to accomplish the exit survey, 445/495 were successfully accomplished (89.89% success rate) with approximately 99.55% of all questions answered. The summary of results obtained generated a 118-paged, 35,136 word-count document. Vivid and eidetic faculty descriptions of their experiences were encapsulated into thematic clusters. The study was disseminated through an oral presentation during the 2013 International Congress on Elearning last December 7, 2013.

Overall, the Rapid eLearning Course empowered the entire faculty staff of the University of Santo Tomas to integrate educational technology in their teaching and learning through the development of course sites that:

1)supported diverse learners needs and address more diverse learning needs;
2)enabled a wider range of teaching styles and augmenting teachers' instructional style;
3)increased the range of "hard-to-master" e-teaching strategies;
4)created more positive teacher/student relationships;
5)built cooperation between students and encourage peer mentoring;
6) allowed teachers to see and appreciate students' strengths rather than their deficits through e-documentation of student achievement;
7)allowed more precise real-time identification of barriers to student learning;
8)enhanced teachers’ use of data to modify instruction;
9)assisted teachers in expanding their teaching strategies to enable students' appreciation and understanding of other people and cultures - both in class and globally;
10) enabled students to "shine" in the virtual classroom;
11) targeted clearly identified school/classroom improvement goals; and
12) enabled them to teach in the context of core curriculum activities and projects rather than as stand-alone technology skills units.

The said teacher-training for elearning practitioners, Rapid eLearning Course Development Program, earned the Philippines the 2014 Blackboard Catalyst Award Winner for Staff Development during the Blackboard World 2014 in Las Vegas, Nevada. The project was also recognized by the Blackboard Asia Pacific Region (BB-APAC) as the first Asian country to have been awarded in the prestigious competition and likewise the project was recognized for the second time during the Teaching & Learning Asia Conference 2014 in Singapore.

Challenges in Faculty Adoption

The road to increasing faculty adoption and sustaining faculty buy-in interests is not entirely a rosy path to success. Several factors came into play posing challenges throughout UST's massive-wide implementation. Unfazed with these stumbling blocks, UST continued to adapt and rechannel these challenges to opportunities so as not to be enshrined in the realm of irrelevance in today's connected world.

1. Faculty Training for the Development of eLearning Competency

One of the challenges faced by UST was the ICT-based faculty professional development for its 2000+ academic workforce comprising of different age levels, ICT competency skills, diverse disciplines and differing priorities. However, the university stands firm that all current and new faculty members must be trained on a regular basis as they are added to a current pool of instructors. UST EdTech Center's elearning trainors consistently mentor current faculty members for their ICT-based professional development. In addition regular consultation sessions are conducted for constant encouragement of faculty members' use of teaching and learning technology, and for the continuing support of good practice.

2. Supporting Educators Efficiencies

Due to the number of teaching assignments, faculty members find it difficult to dedicate time for course development activities. As there were varying areas of specializations such as Music or Physical Education, some faculty members find it hard to integrate eLearning into their curricular content. Personal characteristics such as age, culture or experience with the computer for educational purpose and attitude towards eLearning can also affect the adoption outlook of some academic personnel in the institution.

Overcoming Challenges in Adoption

1. Standardizing training program

UST standardized their training programs throughout the university, enabling them to uniformly conduct the capacity building across thousands of its faculty members while assuring quality of training outcomes through evidence-based training outputs. The centralised approach to both academic and technical support services to faculty members allowed UST to cover the entire university through their semestral monitoring system of their training, mentoring and consultation services.

2. Instituting centralized and dedicated elearning Support Services

The elearning Access Program (eLeAP) remains the focal program of the UST EdTech Center catering to the eLearning activities of the university. Having a centralized and dedicated unit allowed it to administer faculty support across large number of faculty adopters. Edtech Center's services and support specifically provides opportunities for faculty members across subject areas of specialization to explore a wide range of educational technologies to improve their skills in:

- Designing meaningful eLearning classroom experiences
- Developing customised interactive multimedia content
- Enhancing their productivity and participating in other non-curricular activities related to technology
- Providing faculty members with a secure and reliable alternative learning environment to augment existing face-to-face classes in the form of web-presence, web-enhanced or fully-online course sites.
- Improving lesson delivery by providing anytime/anywhere online learning opportunities through teacher-centered, student-centered and team-centered approaches;
- Mirroring and enhancing the existing classroom delivery lesson cycle (motivation, content delivery, assessment, discussion, and reinforcement of lessons) through a variety of appropriate elearning practices;
- Training and mentoring faculty members continually in their elearning practices and needs;
- Enriching learning experiences of students through well-designed web-based activities; and
- Facilitating community-based projects such as surveys or elections which are non-curricular in nature through the creation of community sites.

3. Expanding LMS capability with Mobility and Cloud technologies

With the proliferation of mobile devices, the university also introduced Blackboard™ Mobile Learn in 2014 where students can access their course materials through mobile devices such as tablets and smart phones. With the Blackboard™ Mobile Learn platform, student and faculty can take interactive teaching and learning mobile, giving them access to their courses, content and organisations on a variety of devices including iOS® and AndroidTM smartphones for a mobile LMS experience. Students and faculty can access the discussion boards, students can find out their grades on Grades tool, receive instant announcements, access content uploaded by faculty members and take tests on the Blackboard Mobile Learn platform. The mobile platform has helped with integrating technology with ease into the delivery of teaching and learning. It has also further improved eLearning experiences through UST 'Bring Your Own Device' movement and Flipped Classroom framework. UST having 46,000 students also holds its record as the largest Catholic university in the world in a single campus. To enhance UST's massive –wide elearning implementation, the university is currently transitioning to cloud hosting services to capitalize on scalability, currency and stability of its elearning system.

4. Establishing institutional linkages

The digital age teaching and learning efforts of the university intends to increase linkages through bilateral agreements and membership in network which will make them more functional and productive. It has inked partnerships and institutional linkages to assume leadership in teacher training on ICT professional development. In 2013, UST forged partnership with UNESCO as a Resource Distribution and Training Center (UNESCO – RDTC). UST joins the Asia Pacific network of Resource Distribution and Training Centres (RDTCs) which aims to serve as the country focal point in localizing and cascading UNESCO-designed/recommended

capacity building training workshops and distributing UNESCO ICT resources to teachers and teacher educators. In addition, attendance of the university to regional summits has provided a venue to cross-fertilize and share relevant cases on ICT integration in education at institutional and national levels. This initiative is in line with UNESCO ICT in Education Bangkok's continuing efforts to reinforce the capacity of Teacher Education Institutions (TEIs) in preparing future teachers and in providing follow-through guidance and coaching to in-service teachers towards effectively designing and implementing innovative ICT-Pedagogy integration. In additon, UST also established partnerships with the Asian University Digital Resource Network for the sharing of resources among Asian universities, particularly in preserving and sharing Asia's Local Knowledge and Cultural Heritage, through digital artifacts curation.

5. Expanding elearning applications beyond the classroom

In January 2015, the coming of Pope Francis to the Philippines particularly in the University of Santo Tomas' campus to send a message to the youth was a momentous event. The university also considered it an opportunity to expand elearning applications beyond the scope of instruction. Using cloud technology services, a dedicated course site was developed to orient 11,000 student volunteers as marshals during the important event. Volunteer applicants who successfully passed the orientation and qualifying online exam eventually were appointed during the visit. Having capitalized on a massive-wide online orientation has enabled UST to prepare its volunteers but also tested its capability to extend its elearning applications beyond the confines of instruction.

CONCLUSION

The partnership between UST and its partner provider has brought with it many positive changes that has eventually impacted student learning. Through the years, UST's elearning initiative has helped faculty members to design, deliver, revise and evaluate their deployed course sites in a secure and reliable learning environment on a reliable platform. Classes in the form of web-presence, web-enhanced or fully online course sites has helped improve lesson delivery by providing anytime anywhere online learning opportunities through teacher-centered, student-centered and team-centered approaches. Through the eLearning Access Program project, UST has also enriched learning experiences of students through well-designed online activities that are conveniently accessible.

The 13-year success of the UST eLearning Access Program (eLeAP) of having an institution-wide elearning implementation from high school to its graduate school levels is a testament that massive wide implementation and scalability can be done in the Philippine setting with the right combination of a robust academic technical and financial support services to facilitate 21st Century digital age teaching and learning. Faithful to her centuries-old tradition of excellence, the University of Santo Tomas will continue to expand and transform its online learning environment for its students and faculty members, and work towards being globally- recognized

institution of higher learning.

Details of UST elearning Adoption can be downloaded in the whitepaper: http://www.ust.edu.ph/wp-content/uploads/2015/10/89bc4340-6d0d-4829-85cc-794cbfbb8dbf_University_of_Santo_Tomas_CaseStudy_Educational_Technology.pdf

Profile of

Dr. Anna Cherylle Ramos

A/Prof. Anna Cherylle Ramos has been in the field of instructional technology for two decades in various capacities and appointments. She is a certified eLearning Specialist through a scholarship granted by the Federal Government of Germany and Global Campus 21 e-Academy - Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In 2015, she was selected as a recipient of the prestigious Australian Awards Fellowship on Fostering Digital Literacy at Queensland University of Technology (QUT). She has been with the University of Santo Tomas – Graduate School since 2005 as an Associate Professorial Lecturer for the Educational Media and Technology Classes. In a concurrent appointment, she served as the Instructional Designer of the UST Educational Technology Center in the production of instructional multimedia projects. At present, she is appointed as the Director of the UST Educational Technology Center in the production of digital instructional media resources, online courses, digital broadcasting and in the management of massive-wide elearning implementation across the university. In this capacity, she has major responsibilities for enhancing the professional development of faculty members and teaching staff in the appropriate use of technology, designing elearning content with the aim of enhancing student learning in a holistic approach and supervising the implementation of UST's Certificate Program in Educational Technology. She is also a private consultant and trainer, working and sharing her expertise in instructional technology, teacher-training consultancy groups and technology-based initiatives of Philippine schools specifically overseeing UST's partnership as a Resource Distribution & Training Center with UNESCO ICT in Education Bangkok initiatives in the Philippines.

The Use of Social Media and Education Technology in Mandarin Language Teaching

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ABSTRACT

Globalization era drives more people to learn foreign language. Opportunities and challenges in high education compete in rapid technology era. Countries in Asia are started taken into account by other countries because of their advanced technologies and emerging economy, especially China as the center of economy and civilization of the world. Therefore, the number of people who learn about China culture and Mandarin language is increasing. The research aims to show that rapidly growing social media network globally, especially in Asia, can be leveraged as a media to learn foreign language, Mandarin in particular. In addition to that, social media can provide more access to knowledge besides text book and learning process inside class room. With social network students will be able to learn to develop their technical and social skills they need to face digital era today. They will find ways to adapt and socialize with their friend on social network as

well as to learn friendship management ability. The research uses qualitative approach with data taking techniques such as conducting survey, interviewing, taking documentation and analysis, and field recording. Data taking was conducted to students of Mandarin Language Education Study Program. The results of the research show that all of the students have more than one social network accounts and only small number use them to get additional knowledge for their foreign language study. The result of the research can be developed to conduct further research on the increase in student's interest to education technology to support their foreign language learning, especially Mandarin.

Keywords: Social media use, education technology, Mandarin language.

Introduction

The coming globalization era drives more people to learn foreign language. Old saying that "language is the window to the world" is right in describing the need to use the right and proper language. It can be imagined if communication stops because of someone's limitation of certain language. Language has significant parts in life. Opportunities and challenges in high education world compete in rapidly growing technology era. Countries in Asia are starting to be taken into consideration by other countries because of their advanced technologies and growing economy. The challenges position language as the world communication tool. Language development as a communication tool is global people's need in technology era. In addition as one aspect of culture, language can provide ease in interacting globally, especially in education world in Asia and other continents. With the advance of technology the world is not limited by distance and time. The emerging social media facilitates people to connect to other, regardless their geographic position. Citing Wikipedia Indonesia, Social Media is online media where users can easily participate, share and create content, covering blog, social network, wikis, forum and virtual world. Blog, social network and wiki are the most common social media used by people globally. Andreas Kaplan and Michael Haenlein in Wikipedia Indonesia define social media as "an internet-based group of application that is built on ideology and Web 2.0 technology, allowing creation and share of user-generated content."

In 2010 Horizon Bisnis published an article on social media classification, which is technology social media that covers many forms including magazine, internet forum, weblog, social blog, microblogging, wiki, podcast, photo or picture, video ranks and social bookmark. By implementing a set of theories in research media field (social presence, media wealth) and social process (self-presentation, self-disclosure) Kaplan and Haenlein in Wikipedia Indonesia explain about a classification scheme for social media types; application that allows users to connect to other user by creating personal information, which can be photos. Social media is characterized as: 1) message is not for one person but to more than one person. For example message through SMS or internet; 2) the message is free; 3)

tend to be faster compared to other media; 4) the recipient of the message decides when to interact.

The use of information technology and communication is indispensable from international languages, especially English, followed by other foreign languages such as Mandarin language that now is the most used language in the world. In digital and technology era today, many students leverage social media to connect with people in the world. Students can spend hours to chat with friends in any part of the world. This can be used for language learning, especially Mandarin language because good communication will be established when both sides can comprehend conveyed meaning. This research shows that students are more active in creating friendship, such as making conversation, but only small numbers of them use the internet and social media to get more information and exchange language they are learning. The researcher tries to provide learning materials that require them to retrieve information from the internet or social media.

Discussion & Results

The rapid growth of social media is triggered by the omnipresence of the media itself. While having traditional media such as television, radio or newspaper requires big capital and human resources, social media users can access their media with the internet, even with slow speed connection, without the need of big capital, without expensive equipment and can be done independently. According to Antony Mayfield from iCrossing (2008), social media is all about regular people who share idea, collaborate and work together to create, think, debate, find good friend, find partner and build a community. The point is using social media makes us to be ourselves. Not only seconds to access information, being yourself is also the reason why social media grows rapidly. Communication between people is also established regardless space and time.

With the help from social media, a teacher can leverage different types of social network and blog for learning process of foreign language. With blog, the teacher and students can interact, in providing learning material or case studies without the need to interact directly. The students can be invited to use the social media and directly practice the knowledge they get to make conversation and discussion in cyber world. The information they receive can motivate them to learn more and to develop their technical and social abilities they need to face the digital era today. They will find ways to adapt and socialize with their friends on social media, as well as to manage their friendship. This will require role model and mentoring from the teacher, who also must create relationship with the students in cyber world and catch up with the advance of technology. Both of them can create a learning community such as learning group with certain topics. Material for the learning group can be posted in the community. Therefore, the students will be motivated to get into cyber world and develop their learning. For teacher, not only it facilitates communication between the teacher and the student, it also supports them to upgrade their expertise as teacher and their subject of teaching.

Based on Government Regulation (PP) No.19 2005 on Education National Standard (verse 28), a teacher as the subject of learning process must have four competencies, which are pedagogic, personal, professionalism, and social. A

teacher must master knowledge in education, have good personality in conducting teaching, be a professional and be present in doing their duty as an educator, as well as continue to develop their technology skill to provide good example for their students. Students in the technology era need active and creative teacher so they can follow the teacher's activity and good roles. Active learning design can be continuously created for the students to get useful knowledge. This atmosphere needs to be sustained for teacher to create active, innovative, creative, effective and exciting learning. Embracing ICT is also highly influenced by habit and culture.

Using social media in learning foreign language is a method that needs perseverance and supportive learning environment. The learning process is definitely influenced by the student's native language. Before a student masters social media use in foreign language, particularly Mandarin, they must have dominant groundwork to learn the language. Mandarin language cannot be mastered in short time. A student will need perseverance to master four language skills; conversation, listening, reading and writing. The four components are not easy to learn, especially since Mandarin language is a tonal language with certain characteristic in alphabet writing.

Since the 1998 reformation, Mandarin language in Indonesia has come to more exposure. During the fourth Indonesia's president administration, KH. Abdulrahman Wahid or Gus Dur, Mandarin language was not only used as native language in family environment but also started to be taught at schools. Many China heritage people use China dialect but what was started to be taught at school is standard Mandarin or Putonghua.

It was during this time social media started to grow popular among students. Some of popular web sites and services in Indonesia were Friendster, Yahoo Messenger, until early 2005. Based on data released by Cyber World Ethics in 2009, cited by Budiargo (2015:29), currently there are 149 million of internet users in the world and it is estimated that the growth reaches 12% per month.

China is also among countries with active internet users. Based on official statistics from VOA Indonesia in China, the country has 600 million internet users and it is estimated social media users reach hundreds of millions and the figure continues to grow. Social media is growing in lightning speed as can be seen from the number of each social network's member. Below is the table of member from each site as cited from August E. Grant:297 on May 1 2010.

Use of popular friendship, data search and entertainment websites in the world and China.

1	Facebook	8	Yahoo
2	Twitter	9	OLX
3	My Space	10	Kaskus
4	Path	11	Youtube

1	QQ	8	Dangdang
2	Wechat	9	Taobao
3	Line	10	Baidu
4	Kakao Talk	11	weibo

5	Instagram	12	Skype
6	Linkedln	13	Wordpress
7	Google		

5	Youku	12	Belajarmandarin
6	Tudou	13	NCIKU
7	Souku	14	Yoyochinese

Social network is where everybody can create their personal web page, then connects with friend to share information and establish communication. The biggest social networks are Facebook, MySpace, Path and Twitter. For news there are Google and Yahoo. While traditional media uses print media and broadcast media, social media leverages the Internet. Social media invites anyone interested to participate by contributing and giving feedback openly, giving comment and sharing information in accelerated time and without limit. When internet and mobile phone technologies are getting advance, social media is following them to develop rapidly. Now accessing Facebook and Twitter can be done anywhere, anytime from a mobile phone. The fast access to social media has triggered a big phenomenon to information flow, not only in developed countries but also in Indonesia. Because of its speed, social media has also started to replace conventional media to spread news.

China with its very progressive economy development also becomes an attractive place for investor to put their capital on. Access to information is wide open with increasing number of social media. Learning material website can take advantage from it; social media can help to provide from simple Mandarin language basic learning to material for listening class such as news broadcast from China, music and TV series. China has very good internet network with speed of bandwidth/mbps. China government has policies that do ban some international sites such as Google, Facebook and other websites. However, the government has provided replacement websites with the same, even better quality. China website that has been known as a search engine is Baidu, which can stand in the same level with Google. From the development of world communication and social media in China, Mandarin language can spread globally. Students can access Mandarin language learning website such as Konfusius Institut's website (Kongzi Xueyuan) or what is known in Indonesia as Pusat Bahasa Mandarin that collaborates with HANBAN in China. The website provides information of Mandarin language learning, culture, HSK examination and current news.

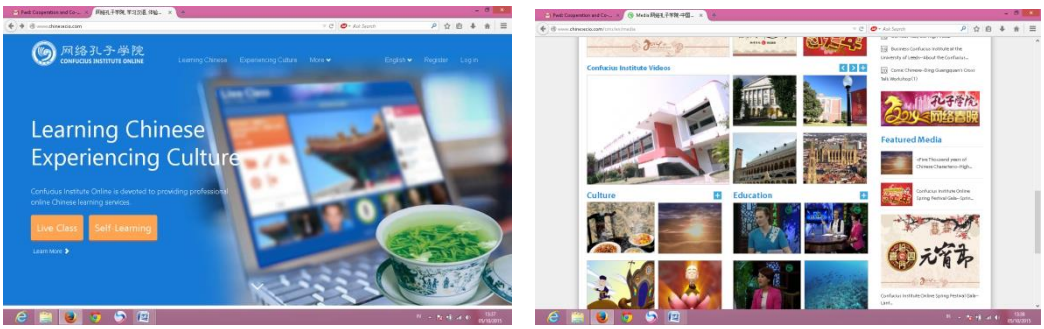
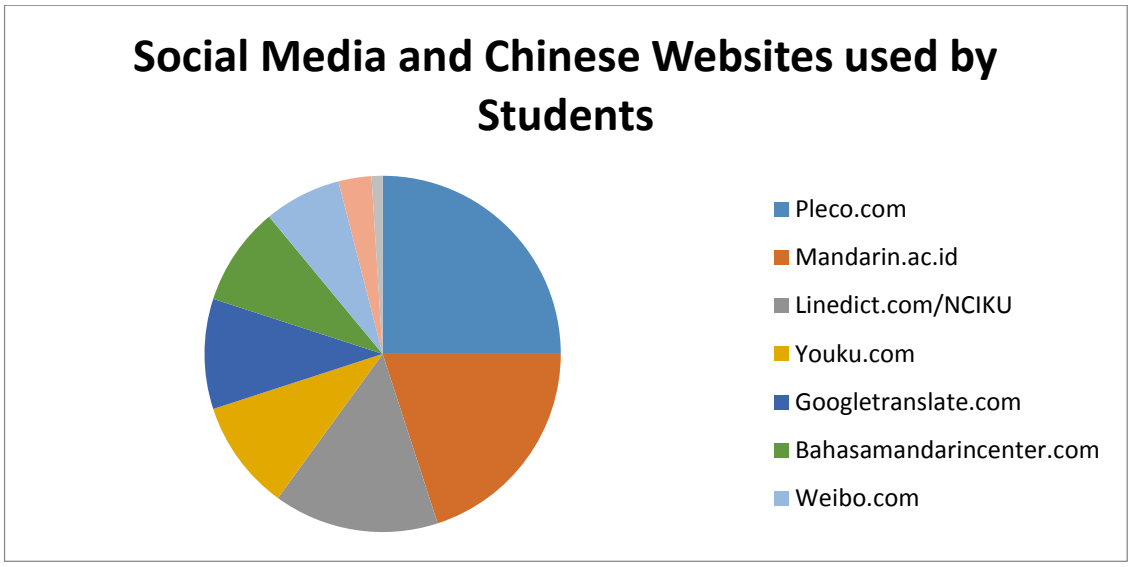


Image : Konfusius Institut website

The website is very easy to navigate, even for entry level student of Mandarin language. Student who does not have yet full understanding of Mandarin in Chinese character can change it to languages they understand with the button on the top right side. The language options provided include Mandarin, English, Spain, Korean, Japanese, French, and Russian. The learning website can be a reference for student to learn Mandarin language independently.

Besides independent learning websites, China also has several comprehensive information websites to support the language learning, eventhough the student is not in China. From a survey conducted to entry level (1st and 3rd semester) of Mandarin Language Education Program (PSPBM) Universitas Negeri Jakarta, the number of students are 50 students, several information and learning websites they often access include www.youku.com (10%), www.weibo.com (7%), www.yoyochinese.com (3%), www.chineseskill.com (1%), www.pleco.com (25%) and mobile application, www.linedict.com (previously www.nciku.com 15%). Other students often open Mandarin language websites with Bahasa Indonesia such as www.mandarin.ac.id (20%), www.bahasamandarincenter.com (9%), and the rest use Google Translate (10%).



Students often use online dictionary websites to help them in their lesson and to train their Chinese character writing. The two above websites on the pictures are often used by PSPBM students because they are easy to use, download and install in their mobile phone. Moreover, Linedict is connected to Line social network, which is very familiar for them. Even though it is beneficial for them, teacher still need to remind them that electronic and online dictionaries only help them in learning process. The teacher should encourage students to use manual dictionary to find Chinese character to train their writing because in manual dictionary every search must follow with the character radical search steps, audio and meaning.

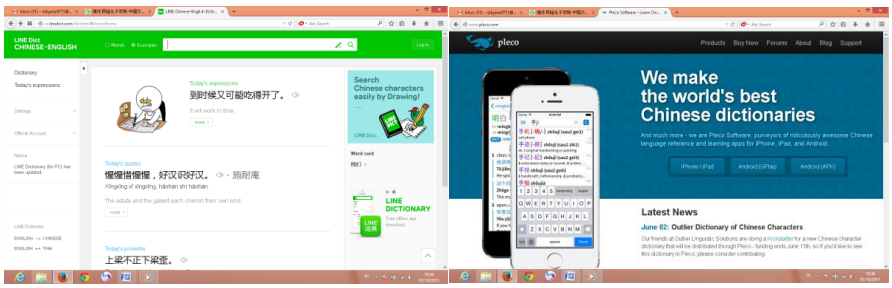
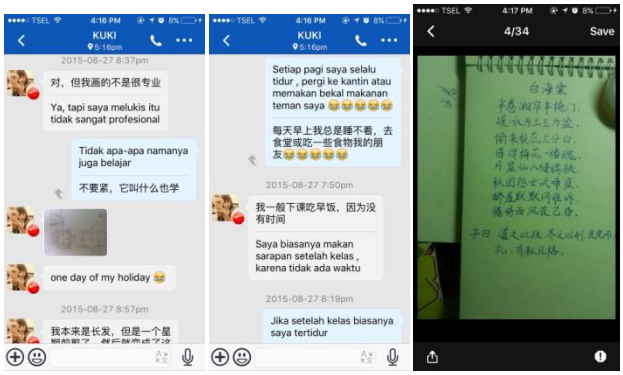


Image: Online dictionary website and Pleco, mobile dictionary application

In Listening Comprehension III lesson at PSPBM, supporting lecturer will provide several references and materials by using information search websites, which are YouTube and Youku. They mostly get material and data in several link shares in social media such as We Chat. In China We Chat is known as 微信 wēixìn that is also connected with QQ website network. Below are examples of learning materials for Listening Listening III.

Image: Interview of Governor of DKI Basuki Tjahya Purnama (Ahok) Jakarta with CCTV 4 TV station from China

We Chat can also invite friends from different countries to share information. Below are examples of chats between a Mandarin Education Program student with a Mandarin language native speaker via We Chat. Initially they talked in English and when the native speaker knew the student is studying Mandarin they changed their subject. If there was difficulty in translation they could easily use translation application.



Both of students had the opportunity to learn two different languages and cultures of each these friendships . Students can also practice learning correspondence

exchanged by sending the postcards about their culture or the image in the country . It can support the students' confidence ability.

CONCLUSION

Social media is very beneficial for a person's life in this digital age . Social media has become part of a private person who is always in touch with the world and science . Social media has shifted the existence of non- internet media such as newspaper media are then transferred the entire information into the internet world . Some people still use the print media to get the up to date information . In addition to social media to get the latest information can also be used for the purposes of socializing, friendship and can be use anywhere without limit and space, but remains constrained on the Internet network , the connection and the amount of the quota. In the world of social media and education technology information obtained from websites can help get a source of knowledge and adding new knowledge. The users should be good at sorting information that really should be absorbed and the truth filtered news, so that not all knowledge comes from social media and websites we can receive. Education can be helped by the presence of this social media . On learning foreign languages, especially in learning the Chinese language is very useful can obtain personal learning environment that supports learning . Friendships in the virtual world can support learning foreign languages in a way that actively use the target language to learn so quickly reach progress in speak Mandarin.

Benefits of social media is very big in life , but its use must be discreet in order not to harm themselves and others . The benefits of the Internet and websites also have to be controlled as well as possible and not to violate the law of information technology .

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2. 针对印尼国民大学综合课的行动研究。(Action Research the Chinese Integration Class at National University of Indonesia) .
3. Learning Method Through Audio CD to Improve The Ability to Speak Mandarin Chinese Language in Elective Courses Basic 1
4. Development of Teaching Book materials Hanyu Tingli Jiaocheng using Media Vocabulary Card - Listening Comprehension Learning Assessment method
5. Language and Arts graduate Searching of the State University of Jakarta 2009-2012 .
6. Improving Chinese Listening Comprehension by Using Cooperative Learning Model in Listening Comprehension course I and II
7. Seminar on the Implementation of the National Curriculum in 2013 and KKNI on Higher Education organized by the State University of Jakarta, Tuesday, June 11, 2013 with the title " Socialization Lesson in the Chinese Language and Vocational High School in Curriculum 2013 "
8. 3rd International Seminar on Quality Affordable and Education (ISQAE 2014) organized by the Faculty of Education , University of Malaya , Wednesday-Thursday , 26 to 27 November 2014 at the University of Malaya , Kuala Lumpur Malaysia titled " Audio CD Learning Method to Enhance the ability to speak Mandarin at Mandarin Integration Class "
9. the Annual Seminar Linguistics (2015) held Linguistics Studies Program SPS Universitas Pendidikan Indonesia cooperate with the Linguistic Society of Indonesia in Bandung , 4-5 June 2015 at the University Education of Indonesia with the title " on Listening Chinese Upgrades by Using Cooperative Learning Model Listening to the subjects I and II "

10. International Seminar "Cultural performances and Literature Indonesia", 21-22 October 2015 at Unversitas Negeri Jakarta. "Needs Analysis : Comic Media Illustrations in Chinese high school level X Textbook to Improve Mandarin Language Skills."

Research Interest

1. Learning Mandarin Language
2. Teaching Mandarin Method and Media Support
3. Educational Technology
4. Mandarin Language Action Research

Diversity in Engineering Education, Interconnectivity and International Cooperation Needs

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ABSTRACT

Important in the development of societies full technical education, technology transfer and innovation in the global meaning will be discussed. Moreover problem focusing for needed a model of the current and future engineer in the context of global change and the possible evolution of technology and lifestyle communities (Szpytko, 2007).

First of all it is necessary to integrate activities in three key areas: economic growth and equitable distribution of benefits, conservation of natural resources and the environment, social development. Demands new ways of investing in the future, the new teaching methods to new methods of use of raw materials and participate in the creation of a sustainable economy, to build a global partnership for development. Level, quality and availability of education determine the social and economic development of countries.

With the beginning of the 21st century, society has become more aware of its rapidly expanding stockpile of information, knowledge and technology. The new technologies require new knowledge of the surrounding world and skills that have not been considered before. Engineering is now practiced in a global, holistic business context, and engineers must design under constraints that reflect that

context. Professionalism relies increasingly on an ability to respond quickly and effectively, and in a global context, to technological and organizational change, as well as to changing market conditions, client requirements, government policies and national and international regulations. The short study on developing global engineers will be also discussed.

Keywords: Engineering Education, Globalization, Innovation, Research, Trends in Engineering

Introduction

Both quality assessment, employability and innovation in engineering is possible express through the professionalism in engineering practice. Developing and assessing the global competence for engineers is an emerging field of inquiry. As a result of fact of life in the globalization period engineers need:

1. a broader multidisciplinary base of knowledge, such as international commerce and world market, environmental systems and research and technological innovation,

2. more refined and diverse interpersonal skills, particularly in global collaborations,

3. the ability to live and work comfortably in a transnational engineering environment and mobility.

Professionals with an engineering and technology orientation form is an important ethic group of knowledge workers in the innovation economy paradigm. Their learning interaction and tacit knowledge transfer are influenced by individual and collective thinking styles, mental dispositions and cognitive science. The cognitive styles of engineering and technical knowledge workers are significant issues for systems of innovation.

With the beginning of the 21st century, society has become more aware of its rapidly expanding stockpile of information, knowledge and technology. The new technologies require new knowledge of the surrounding world and skills that have not been considered before. Engineering is now practiced in a global, holistic business context, and engineers must design under constraints that reflect that context. Professionalism relies increasingly on an ability to respond quickly and effectively, and in a global context, to technological and organizational change, as well as to changing market conditions, client requirements, government policies and national and international regulations. The short study on developing global engineers will be also discussed.
It exists urgent needs to increase effectiveness of practical results utilization of scientific investigations. This is possible as result of stronger industry including to the education process and realization of scientific investigations dedicated into market needs. The engineer fulfilled and will played still in future the stimulus

functions of civilization development and shaping of man prosperity.

Diversity in engineering education

Engineers today are responsible for new technologies promising human the benefits of technology and delivering a better society, are transforming the today world. Also to engineers belong the key resources for future solutions, which guarantee sustainable and safe humanity growth widely world-wide. The today engineer education must embrace technical skills and global interdisciplinary thinking skills that enable him understand their role in transforming the world. The necessary background for the above achievements, are good knowledge, practice and skills in the field of fundamental and advanced science and technology. So why today the interconnectivity and international education cooperation is more and more important.

The today interconnectivity and international education cooperation must be focused on following problems:

1. Attractiveness of engineering profession on labor market in terms of employability, career, earnings, satisfactions, and futures conditions for development and professional engineering education.

2. Ensuring the proper status of the engineer in society and business globally.

3. Education capacity building, to establish the engineering higher education global networking, the staff and student mobility system and joint education and research oriented projects, which help understand technological, surroundings and cultural needs and capabilities for cooperation, and which include also obstacles and local needs and differences.

4. Cooperation capacity building, to establish the joint partnership engineering higher education and business and public global networking, focusing for joint cooperation including financial, technological and general closer cooperation aspects, base on joint both education and research oriented projects.

5. Accreditation aspects of engineer profession worldwide, ensuring proper quality of education engineer for global business, in terms of knowledge, skills, competencies and ability to solve complex technical problems.

6. Implementation to practice a continued engineering education system, an engineer's learning process standard during his life activity cycle, with use a modern educational practices and techniques, including digital learning and teaching supports.
7. Formation among engineers skills, helps them to interpret the real and digital worlds in flexible way, for the purpose of decision-making and taking into account sustainable properties both man and the environment.

The above problems are also included to the UNESCO priorities in engineering education: education for all and education on sustainable development.

The program Education for All is focused on meeting the educational needs of young people and adults needed in everyday life, and also to ensure equal access to basic education and lifelong learning opportunities and improving the quality of education.

Sustainable development is a process designed to meet the developmental aspirations of the present generation, so as to meet their own aspirations to the next generation.

Trend for internationalization of higher engineering education is growing, and is offering great potential for higher education institutions in the world. Lack of available funding, as well as inflexible national legal frameworks may hinder development process in many countries.

Final remarks

The history shows that the underlying foundation of innovation must largely come from the field of engineering. It is the fact that most of what the engineering profession undertakes is for the benefit of other professions and society. The above results with stronger join cooperation and meaningful partnerships the engineering profession with various professions. Moreover, due to the advent of information and communication technologies, the transfer of information and sharing of expertise from one part of the world to another is becoming increasingly possible and effortless. Professionalism in the engineering practice is more and more strongly widely overlooked.

The paper is a starter only for discussion on professionalism in engineering practice, which is important for future innovation and change, as well as for research work.

The higher engineering institutions have come out ahead in defining its role as a catalyst for innovation and change. Engineering are vital actors in the processes of knowledge acquisition, creation, diffusion, transfer and commercialization (Szpytko, 2007). It is possible to conclude that good business needs good engineering and good engineering needs good business.

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Kobe College and Prospects and Barriers to Asian Higher Education Connectivity

Dr. Kaoru Mizoguchi

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ABSTRACT

A history of the international exchange between the Guangdong University of Foreign Studies and Kobe College since 1986 is given in the beginning briefly, followed by a general introduction of Kobe College, a small private liberal arts college in Japan, which has contributed to women's higher education for 140 years. Then her status quo, prospects and barriers to Asian higher education connectivity are given.

As the knowledge-based society has been developing so rapidly along with globalization, the role of the universities will be more important as the center for producing new knowledge and technologies in order to solve social, economic and environmental issues and to create a sustainable society. Furthermore, universities will be more important as a fountainhead to produce human resources to cope with any unusual situations that may arise in unforeseeable ways. Universities so far have been expected to develop highly talented leaders who could provide a better solution for society, but in future the greater expectation of universities will be to train versatile individuals who can work with others effectively to overcome more complicated problems together. Today each university has strived to develop new educational programs with a quality assurance system to meet society's needs, and in cooperation with other universities, overseas and domestic, and sometimes with industry, to expand opportunities to ensure that students to have more meaningful vocational and/or intercultural experiences. Although ICT has enabled us to contact with each other more easily and quickly, these people exchange programs will be still important, for such opportunity enables students to widen the spheres where they can live and work actively and to accumulate experiences of learning and working with people with different backgrounds for mutual benefits.

Kobe College, a private four-year liberal arts college for women located in Western Japan close to Osaka and Kyoto, has long contributed to women's higher education since its foundation in 1875. Since then it has strived to realize its mission to produce women leaders with an enterprising spirit but especially those who will understand their role in the environment, whether it be global or local, and will work actively and effectively with a genuine empathy for others. With this mission in mind, Kobe College has put a greater emphasis on international education. Now we have so far affiliated with over 80 universities all around the world and actively accepted international students and sent students to the U.S.A., Europe, Oceania and Asia. We believe that our educational mission is always a key for creating a sustainable society. Now let me briefly introduce our international exchange program especially that we have affiliated with Guangdong University of Foreign Studies as an example to illustrate our international programs and later to clarify our prospects and barriers to their further development.

The partnership between Guangdong University and Kobe College began in 1986, during the honeymoon period between People's Republic China and Japan, when both nations for the first time tried to break the ice to pursue the mutual economic development. We are proud that we had this partnership with Guangdong University during the time prior to many other women's universities in Japan. But what we are even more proud of is that the partnership has lasted and constantly developed for these thirty years, despite some political strain between the two nations following that period. The partnership started as a sister-college affiliation between Kobe College and Guangdong Foreign Languages Institute, a predecessor of the present Guangdong University of Foreign Studies. Since 1987, Kobe College has received one to four scholars every year, including four who have come back again. Thus, in total, 38 scholars from Guangdong University have visited Kobe College until this year 2015. In 2000, Kobe College renewed the affiliation with Guangdong University of Foreign Studies to begin the student exchange program to improve the imbalance in the exchange. Since then our undergraduate students have been accepted by Guangdong University as one-year exchange students every

year, while Guangdong University have sent the same number of graduate students to Kobe College. In short, the total number of KC students received by Guangdong University has reached 12, and also 12 graduate students have come to Kobe College from Guangdong University. In addition, to our great pleasure, we have welcomed two more undergraduate students this year from Guangdong University, and they have just started a new student life in Japan since this September.

As for the affiliations with universities in Asia other than Guangdong University, we have such partners as Ewha Womans University, Duksung Women's University in South Korea, and Miriam College and Assumption College in the Philippines. Compared with other universities, the exchange students and the programs Kobe College offers are rather limited in number. This is mainly because Kobe College is a small college of 2,600 students. However, we do not believe that the small size is necessarily a barrier to promoting further international exchange and connectivity, for what is more important is the quality of the experience we can offer. This can be defined as diversity and inclusivity.

Kobe College, in fact, has always made much of our small size; for example, we have built a closer community of students, staff and teachers, where everyone comes to know and be familiar with each other more easily. Students and teachers as well as members of staff treat each other equally and respectfully as dignified beings in any pursuit on campus. The liberal, open atmosphere on our small campus helps us to realize our liberal arts education ideals so that students can widen their interests as well as deepen their pursuits of major studies freely and effectively. Also our compact campus works well to implement women's empowerment more consistently. The liberal, open atmosphere of Kobe College is particularly enhanced by the rich nature on campus, with a virgin forest and a cascade, with its unique species and plants carefully preserved, and where we can enjoy each season's beauty throughout the year. And more important is our Christian backbone. The firm and calm Protestantism of the American Christian missionaries who founded Kobe College one hundred and forty years ago under a severe ban on Christianity by the government of the time, has been succeeded by the posterity to seek a way to survive through World War II, and later to refuse the campus premises to be confiscated as a camp by the American Army during the post war occupation. The unbiased backbone, the legacy of Christian-based education, has thus continued and further supported the liberal arts education today, whose various programs now offered by the three schools of Letters, Human Science and Music, with five departments and three graduate school divisions, with various types of supports provisioned by many quarters of the surroundings.

As for the five departments, each has a unique characteristic. The English Department offers all major classes in English, has three different sets of courses, Global Studies, English Language Studies, and English Literature and Culture, with a well-designed interpreting-translating program, which is offered also for all students on campus as a college-wide minor program. The Intercultural Studies Departments consists of eight different fields of study such as Japanese literature and culture, social welfare studies, and philosophy and other humanities, and offers special Japanese language programs for international students. The department also actively implements overseas field work programs in India, China, and Korea to enhance the students' intercultural experiences in Asia. The Music Department's

feature is the one-on-one instruction for their lessons, and some selected students receive special summer lessons in Europe every year. The Department of Psychology and Behavioral Studies takes a holistic approach in the vigorous curriculum, regularly inviting a visiting professor from overseas; the Biosphere Department offers a variety of active studies outside the classroom on our campus full of nature, and also the Regional Development Leadership Program is another college-wide minor program to foster leaders in society in collaboration with business persons and or NGOs.

Kobe College thus implements a variety of higher education programs with active collaboration within and without. And yet honestly, we have not a few barriers and challenges that will take some time to overcome in order to realize more effective international education. For example:

1) Invisibility of the syllabus: we have not yet prepared all the syllabi in English—many courses offered at Kobe College are taught only in Japanese; and the syllabi of the majority of these courses are only available in Japanese.

2) Language barrier: Students today have become more interested in Asian languages than in the past. Since Chinese and Korean language classes opened in 1997 at Kobe College, for example, there has been a great increase in the number of students who take these two language courses. Yet we are very limited in offering other Asian language courses. As for the lingua franca the English language studies, students are expected to learn the communicative skills in English at a high level in Japan. At Kobe College, our revision of the on-campus English language curriculum in 2013 successfully instigates students to learn them and as a result, their English skills have been growing fairly rapidly, but to be honest, not sufficiently. We are now in the process of promoting higher education connectivity in terms of English, by increasing the major courses given in English.

3) Social barrier: the recent fierce competition among universities in acquiring applicants and the governmental excessive control over universities and schools both have been preventing the freer pursuit of the universities' own respective goals. With all these barriers and challenges, however, Kobe College will still continue to strive to devise and implement more invigorating and attractive education programs for the promotion of international exchange education, encouraging students to accumulate meaningful intercultural experiences to realize our mission and educational ideals. For this purpose, we will seek further opportunities to deepen mutual understanding with Asian universities, as well as the possibilities of cooperation with more.

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Predictors of Technology Utilization among Faculty Members of Selected Schools in the Philippines: A Structural Equation Model

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ABSTRACT

Much has been reported about the benefits of technologies across levels of academic programs. Although a number of literatures on the topic related to basic education emerged in the past years, little is known about its applicability in the tertiary level especially to developing nations like the Philippines. This study attempted to test a model on technology use and its acceptance among the 136 faculty members of selected higher educational institutions in the Philippines. Three (3) major variables were tested for fit as prognosticators of technology utilization through Structural Equation Modelling (SEM) using the AMOS software. Based on the correlation and regression analyses of the prognosticators of utilization of technology, the correlation coefficient between attitude and competency is 0.37 with p-value of less than 0.05. The regression results of the prognosticator towards utilization were attitude (0.21), competency (0.51), and profile (0.22). The original r coefficient of personal computer (0.43), task trainer (0.38), multimedia device (0.49), and attitude (0.21) had increased after mediation with the scores of 0.45, 0.39, 0.51 and 0.28, respectively. There are positive

correlation among the prognosticators and utilization of edutainment media. Low correlation had been noted (A) between attitude and competency, (B) attitude towards utilization, (C) task trainer towards utilization, and (D) profile towards utilization. Meanwhile, moderate correlation was seen on (A) competency to utilization, (B) personal computer to utilization, and (C) multimedia device to utilization. Using the Statistical Package for Social Sciences (SPSS) AMOS Software, the model fit's validity was tested. The AMOS results showed that the P-value of the model is 0.107, which is higher than 0.05 alpha levels. This suggested non-rejection of the model.

Keywords: Educational Technology, Technology Utilization, Faculty Development, Higher Education

Introduction

Education at large has been an essential social process even before the historic period. In today's digital world, the use of information and communication technology (ICT)-enabled strategies have increased to foster better learning. Nevertheless, this emerging field of ICT-enabled education inadvertently widens the disparity between the more and under privileged in the community due to a vast swathe of population with limited access to education technologies (Anthony and Padmanabhan, 2010).

Enormous attempts have been done to address the issue of digital divide. Many schools and universities around the globe have attempted to provide technocentric solutions to bridge this gap amidst the massive technological advancement. These are seen through placement of public computing centers (Krebeck, 2010), private company sponsorships, and One-Laptop-Per-Child programs (Yujuico and Gelb, 2007; Kramer and Dedric, 2009; McDonald, 2009 & Warschauer and Ames, 2010). However, technology provision is not a guarantee of effective utilization and technology integration in education Gudsmundsdottir (2010). In most situations, the developer- based theory of technology diffusion neglected the interest of the adopter (Surry and Farquha, 1997). This creates a dynamic uncertainty that limits the ability of the social system to cope with influx of new innovations.

Education leaders worldwide believe in the principle that education processes should take advantage of technology development, which includes the application of ICT in teaching and learning whenever appropriate (Abcede as cited by Magno, 2006). In cases of developing countries, the issue of digital divide continues to be a great barrier in achieving the 21st century skills on information, media and technology. This challenge holds true for both students and faculty in the context of higher education. Thus, this study examined the determinants of technology utilization among faculty members in higher education institutions.

Methods

This study focused on quantitative aspects of technology utilization using a descriptive- correlational design. The faculty participants (n=136) were randomly selected from 4 different accredited colleges in the strategic locations (i.e. North, South, East and West) of Metro Manila, Philippines. The selection criteria are as follows: (a) holds a teaching position in higher education, and (b) willing to participate in the survey. The demographic profile (Table 1) shows that majority of the college faculty are female (68%), who are young adults (69%), with less than 6 years of teaching experience (44%). This reflects teaching as a female dominated profession. Further, the higher education may be experiencing a decline in the number of tenured faculty, which can be attributed to many causes such as migration, resignation and retirement.

Table 1

Profile of the Faculty Participants (n=136) Characteristics Frequency Percentage

Gender		
Male	43	32
Female	93	68
Age Bracket		
20-30	41	30
31-40	53	39
41-50	21	15
>50	21	15
Experience		
<6	60	44
6-10	57	42
>10	19	14

The study made use of validated and pretested tools: (a) Demographic Sheet for assessing the profile of the participants, (b) Computer Ability Survey for Digital Competency (CAS-DC) for evaluating the cognitive factors related to digital skills (Kay, 1993; Bassilier, Benbasat & Reich, 2003), (c) Computer/EdTech Attitude Scale (C/E-AS) to measure the affective constructs towards educational technologies (Taylor and Taylor, 2002), and (d) Educational Technology Utilization Scale (EdTech-US) to assess the frequency of using educational technology. After the approval of the Ethics Committee, the questionnaires were forwarded and administered to the respondents. The collected data were analyzed using regression analysis of IBM SPSS and structural equation modeling (SEM) of AMOS.

Results and Discussion

The educational technology factors (Table 2) shows the general responses of the faculty participants. Although they perceived in having a moderate competency (X=3.77, SD=0.90), their attitude (X=6.28; SD=1.01) towards technology is highly positive with often utilization (X=3.73; SD=1.04). This may reflect basic

competence in utilization that can be reinforced and motivated by their favorable inclination in using these educational technologies for teaching and learning.

Table 2

Respondents' Technological Competency, Attitude and Utilization (n=136)

EdTech	Mea	Standard	Interpretation
Competency	3.77	0.90	Moderate
Attitude	6.28	1.01	Strongly
Utilization	3.73	1.04	Often

In identifying the determinants of technology utilization among faculty, the regression analyses of constructs (Table 3) and its relationships are illustrated as simulacrum (Figure 1). Attitude (r=0.21), competency (r=0.51), and profile (r=0.22) are significant ($p<0.05$) factors that influence faculty in using of educational technology. Further, attitude and competency have a significant correlation (r=0.37; $p<0.05$). These results provide a rational framework in understanding the factors affecting technology utilization. This also suggests the occurrence of the interplay between competency and attitude (or the cognitive and affective components) prior the manifestation of technology adoption. Notably, demographic profile (i.e. age, gender and experience) moderates positively the influence of attitude and competency in the utilization of educational technology.

Relationship	r	Interpretation
Attitude ↔ Competency	0.37*	Low (+)
Attitude → Utilization	0.21*	Low (+)
Competency → Utilization	0.51*	Moderate (+)
Personal Computer	0.43	Moderate (+)
Task Trainer	0.38	Low (+)
Multimedia Device	0.49*	Moderate (+)
Profile → Utilization	0.22	Low (+)
+ Personal Computer	0.45*	Moderate (+)
+ Task Trainer	0.39*	Low (+)
+ Multimedia Device	0.51*	Moderate (+)
+ Attitude	0.28*	Low (+)

*Significant at 0.05 level

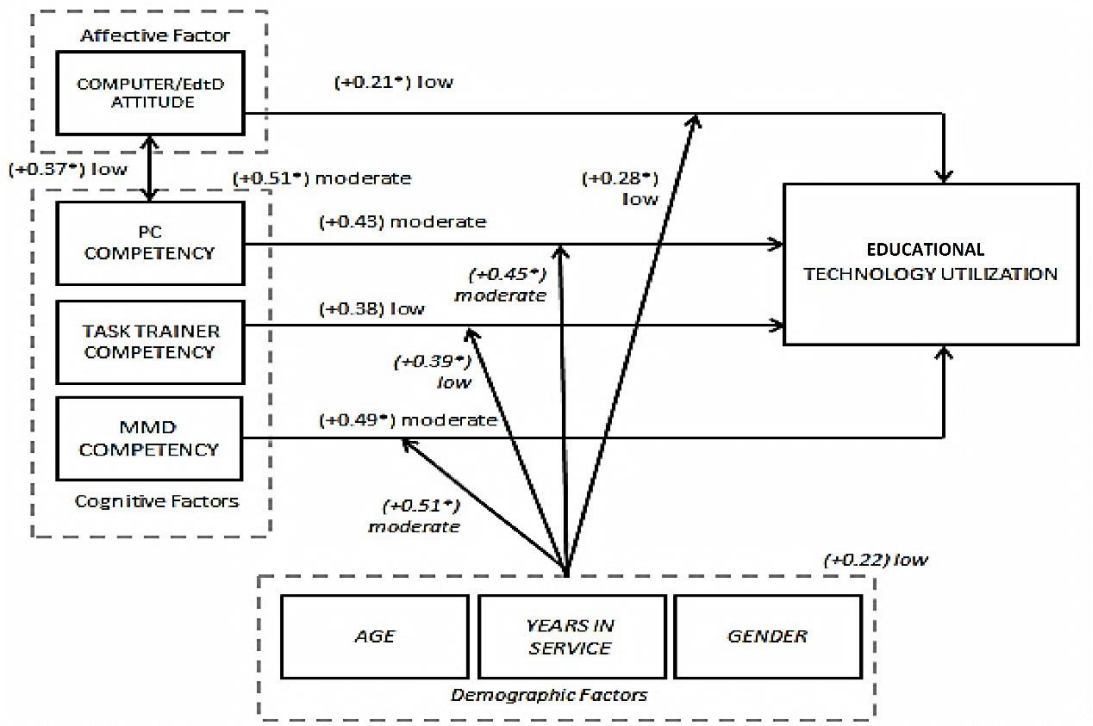
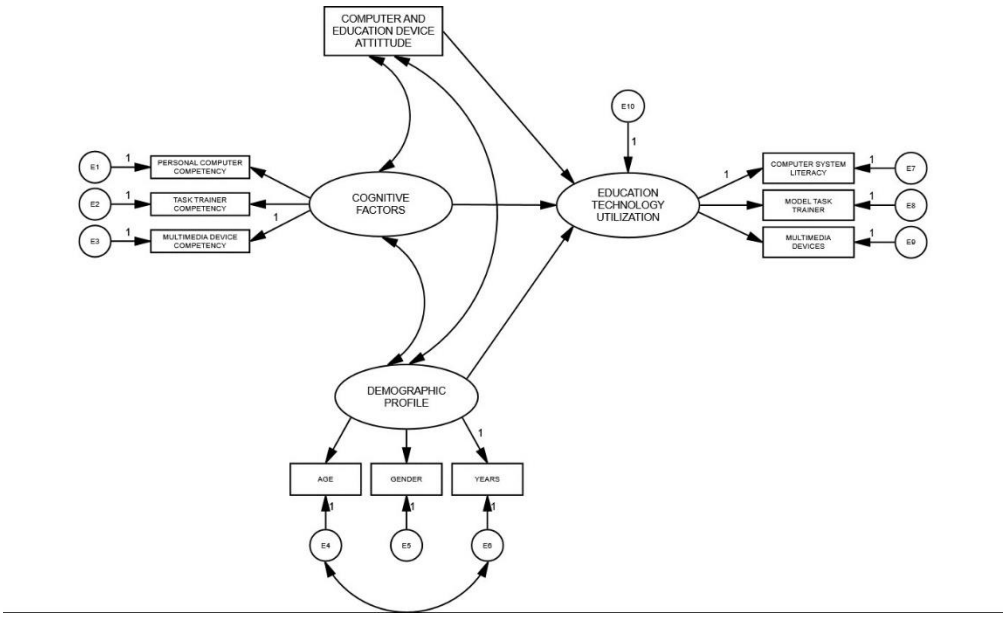


Figure 1 Relational Simulacrum of Factors affecting Technology Utilization

Numerous studies focused on integrating technology to the curriculum as well as transforming educators in becoming competent technological professionals (Baek, Jung and Kim, 2008). Can (2010), Ocak (2004), and Keser (2001) believed that the attitude towards educational devices improves with exposure to computers. Further, several scholars (Barker & Aspray, 2006; Kay, 2009) suggested that there is some evidence that gender discrepancy is slightly reliant on how computers are being used. For instance, pre-service male faculty were observed to utilize computers at a greater extent (Birgin, Coker & Catlioglu, 2010). Although computer competency is increased among men, gender does not influence computer attitudes (Birgin et al., 2010).

The study pursued a structural equation modeling (SEM) to confirm the identified significant predictors of technology utilization from the regression results. Based on the analysis of moment structure (AMOS), the structural model ($x2=38.73$) has achieved acceptable thresholds for several measures ($p>0.05$, $cmin/df<3$, $CFI>0.90$, $AGFI >0.80$; $RMSEA<0.05$, $PCLOSE > 0.47$), which suggest that the data for factors affecting technology utilization modestly fits the model. Further, this also strengthens the non-rejection of the hypothesized determinants of technology use.



Chi-Square = 38.73 ; df = 29 ; p = 0.11 ; CMIN/DF = 1.37 ; CFI = 0.98 ; GFI= 0.94 ; AGFI = .89
RMSEA = 0.05 ; PCLOSE = .47

Figure 2 Structural Model of Educational Technology Utilization

CONCLUSION

This study aimed at discerning relevant antecedents of faculty's technology utilization in higher education. Based on the findings, the college faculty possessed basic competence with positive attitude towards the educational technologies, and their utilization can be significantly influenced by cognitive, affective and demographic factors. These emphasize the importance of having a continuing faculty development program that promotes holistic transformation. As a result, higher education institutions need to consider all stakeholders (e.g. students and faculty) before adopting or implementing any education technology initiatives. Stakeholder partnership and faculty involvement are essential in ensuring better technology integration in higher education.

In this paper, a parsimonious model for faculty utilization of educational technologies has been presented. This offers a framework in understanding critical factors that can influence technology use. Although the fitted model provides a cause and effect relationship, further studies are recommended to validate these constructs and explore other multidimensional factors. A mixed-methods study is seen beneficial to have better understanding of technology utilization through direct interaction of quantitative and qualitative responses from the firsthand experiences of faculty. Lastly, this paper envisions better quality learning with educational technologies through the adoption of this framework.

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Ancient Education and Colonial Education Systems of Bangladesh: Pros and Cons

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ABSTRACT

The power orientation of East and West is always a key influencing factor in the development of education systems where the colonial rulers used to rule in the past. The Indian subcontinent, South East Asia, the Middle East all had its share in the past. The education system of these areas conflicts with the system bestowed by the colonial rulers. Bangladesh sits in Indian Sub-Continent and had a rich history of its education system dating almost back to 2000 years. When the colonials came to this sub-continent they built a new one. This difference has some after effect in the proper development of education systems after independence from the rulers. This paper analyzes the historical development of education in Bangladesh from the ancient times. Then it focuses on the colonial development and later finds both advantages and disadvantages of those systems. The findings of the paper can be used to propose a general guideline of including both eastern and western views in the education systems of the countries around Asia.

Keywords: Eastern vs. Western education, Colonial education systems, Education system in Bangladesh, Higher Education

Introduction

Formal education is a fulcrum of sustainable development. Education plays a critical role in fostering basic intellectual abilities, expanding further educational opportunities that are vital to success in a world where power is closely linked with knowledge. The development of a modern society depends to a large extent on the nature and standard of education. (Rahman et.al. 2010) Thus the role of education is to prepare competent, knowledgeable and far-sighted people for assuming various higher responsibilities. The growing importance of knowledge in the modern world can hardly be overemphasized, especially in the era of globalization and in a global environment which is fiercely competitive. Education has enormous potential to promote prosperity in the developing nations (University Grants Commission, 2006).

In Bangladesh there was a time when education used to be considered a luxury in a society of mass illiteracy. However, towards the turn of the last century the need for highly skilled manpower started to be acutely felt every sphere of the society for self-sustained development and poverty alleviation. Highly trained manpower not only contributes towards human resource development of a society through supplying teachers, instructors, researchers and scholars in the feeder institutions like schools, colleges, technical institutes and universities. They are also instrumental in bringing about technological revolution in the field of agriculture, industry, business and commerce, medicine, engineering, transport and communication etc. (Monem M. & Baniamin H.M., 2010)

The education system in Bangladesh had its ups and downs throughout the history. In ancient times the development of education and individual was different than today. People used to study to a teacher and it was the responsibility of student to find a teacher. People at those times learnt not only occupation related education but also education of ethics, religion, philosophy and other branches which promotes self and spiritual attainment. The colonial era has developed previous ways and was able to make education more commonplace and to mass people. But with time it has also brought in various new features that focus more on occupational need rather than self and spiritual development. This paper tries to identify that difference and focus on both advantages and disadvantages of those systems which in terms have shaped the present system to some extent.

As we unfold the colonialization of the education here in Bangladesh, it had to be reminded that in this paper the term Education is used to refer to all forms of educating, i.e.: Primary, Secondary, and Higher secondary.

Problem Statement

Bangladesh's present system of education is more or less a legacy from the British (Ali, 1986). It is characterized by co-existence of three separate streams running parallel to each other. The mainstream happens to be a vernacular based secular education system carried over from the colonial past. There also exists a separate religious system of education. Finally, based on use of English as the medium of instruction, another stream of education, modeled after the British education system, using the same curriculum, has rapidly grown in the metropolitan cities of

Bangladesh.

Bangladesh is one of the least developed countries of the world today. It is plagued with multifarious problems encompassing its social, political, and economical structures. The three and half decades since the country gained independence have been traumatic. Recurring political upheavals, natural disasters, dramatic social changes and economic convulsions contributed to the gloomy nature of the life of the common man. (Monem M. & Baniamin H.M. 2010) The country is always fighting the ways to recover from as the Constitution of the People's Republic of Bangladesh enjoins upon the Government of Bangladesh the obligation to ensure literacy of all the citizens (GoB, 1972). The Government of Bangladesh made commitments in the World Education Forum (UNESCO, 2000) towards achievement of 'Education for All' goals and targets for every citizen by the year 2015. Pursuant to its constitutional obligations and international commitments, the government was determined to ensure 'Education for All' in the shortest possible time. Active measures were taken for accelerating primary education program in the light of global awareness in the education sector as well as Bangladesh's national goals. As the year 2015 closes nearby Bangladesh were able to meet most of its goals set in the start of the Millennium. Encouraged by those achievements, Bangladesh is very active in the run up to the formulation of the post-2015 sustainable development agenda. Two major inputs forwarded to the UN from Bangladesh are: "Post-2015 Sustainable Development Agenda: Bangladesh Proposal to UN" submitted by the Government of Bangladesh and "Post-2015 Sustainable Development Agenda: Perspectives and Recommendations from Bangladesh Civil Society" submitted by the People's Forum on MDGs (PFM), Bangladesh. (Ahmad Q.K., 2015)

Therefore, Bangladesh hopes to gain from education system by producing more effective citizens who can be productive participants, domestically and abroad, in markets and communities. For that reason education systems are always important. To understand how the education system come this far, we have to look in the past. The colonial education system had put our country in the way towards development, but it is also important to note that those systems had ruined some our glorious education systems which focused more on individual development.

Objective

The objective of this paper is to analyze the history of education system in Bangladesh before the colonial era, the education system of the colonial era, and the advantages and disadvantages of those systems.

Methodology

This paper is a qualitative study of the data that is secondary in nature. This exploratory research looks at the history of the education systems in Bangladesh. The time frame for this study is from ancient times notably; Vedas period to British colonial rule till 1947. The study relies on the information taken from research journals, thesis papers, books, historical evidences and websites.

Limitations

This study relies heavily on secondary data which are taken from journals, books, websites and other sources which is a significant limitation. The study also includes the historical brief of the education systems from the past and tries to make development alternatives for the present and future. In short this study tries to show the timeline and challenges of those systems.

History of Education System (Pre-Colonial era)

Ancient Period – Vedic Period

In the early Vedic period (2000-1000 BC) education was a family responsibility being given by the father to the son. In the later Vedic age (1000-500 BC), the age of Upanisads, education was institutionalized and it took a definite shape. In this period Brahmanic education entered Bengal.

With the formal ceremony of Upanayan, the ritual of investing a minor with holy thread, the guru or the teacher accepted him as one of his disciples. The normal age of upanayan was 8 for a Brahman, 11 for a Ksatriya and 12 for a Vaishya. The guru's home was the school where the pupils lived for the whole period of education as a member of the family. Thus a residential feature was seen in the education imparted in ancient India. No tuition fees were charged but pupils used to render personal manual services. In the early Vedic schools, education was confined to young Brahmans. In the later Vedic period before 500 BC, the education of the Ksatriyas and Vaisyas came under Brahman control.

The purpose of instruction was to inculcate in the minds of the pupils the necessary direction for all their future life according to their position in the caste. The guru's school usually received state support in the form of allotment of rent-free lands. But guru had full autonomy to decide what to teach and how to teach. Generally in guru's school the pupils studied the three main Vedas (Religious book of the Hindus): the Rigveda, the Yajurveda, the Samaveda and sometimes the Atharvaveda and also metaphysics and preliminary course on grammar, logic, ethics, biology, arithmetic, doctrine of prayer, astronomy and also all branches of culture and knowledge as were known then. For Brahman and Ksatriya pupils the courses of studies were similar at the elementary stage. In the advanced stage the curricula differed. The former studied Vedas and other higher subjects relating to their vocation as priests and the latter learnt military tactics, archery and politics. The curricula showed that guru's school provided both general and occupation oriented courses. The period of study usually lasted till the age of 16 and sometimes, till the age of 24. The relationship between the guru and the pupil was cordial and personal. The guru was highly respected in ancient Bengal.

For other sects of the society education was mainly vocational and trade oriented. Traders i.e., the Vaisyas studied grammar and commerce. Their education was organized incorporating a learner as a probationer in a related organization. The sudras were involved in agricultural and related economic activities, different professions in industries and other establishments. Their education was also production and job oriented.

Towards the end of ancient period a strong caste system made access to education restricted. Then two types of schools- the tol or pathsala and the network of indigenous elementary schools were developed. The tols were seats of higher learning including secondary education. The teachers imparted instruction through Sanskrit and provided their students with traditional classical learning. In early Vedic period, boys and girls at the age of eight after upanayan enjoyed equal educational facilities. Girls started their studentship at guru's home. Young maidens completing their education were married to learned persons. In Vedic society a wife was a regular partner in the sacrificial offering of the husband. So she had to acquire Vedic knowledge which was essential for performing religious rites and ceremonies. But later as a result of social changes, women lost their liberal social status as well as opportunity for getting education. In later period, Brahmanic education flourished along with Buddhist education. It also continued throughout Muslim and British periods.

Ancient Period – Buddhist Period

Buddhist education was taught in monasteries or viharas. The primary idea of Buddhism was to provide for proper instruction of the novice in the doctrines of the Buddhist faith and to secure supervision over his conduct while he was becoming habituated to the monastic life.

The first step of admission or initiation in Buddhism is called prabbajja and after admission, the candidate becomes a probationer and is placed under a teacher. After the completion of the probation period he becomes a bhikshu (monk), a full-fledged member of the order. The essence of Buddhist education system arouse from imparting education to the monk. In Buddhist system a pupil does all physical work and renders the services to the spiritual preceptor as per his requirement. In turn, the teacher gives the pupil all possible intellectual and spiritual help and guidance by teaching and instruction. A competent preceptor or senior bhikshu generally supervises two young probationer bhikshus. The group of young bhikshus lived in the viharas. Such residential viharas were developed in various parts of India including the present territory of Bangladesh.

Viharas were seats of higher learning like present day residential universities. But these had a provision for extending of elementary knowledge and education. Actually there was no provision of secondary level institution at that time. But elementary level courses prepared the students for advanced and specialized studies at the viharas. So it is presumable that elementary education covered both primary and secondary levels of education.

Huen Tsang who stayed in India from 629 to 645 AD found that primary course started at the age of 8 and continued up to the age of 15 and subjects like grammar, arts and crafts, ayurvedic medicine, logic and theology were taught. I-Tsing who stayed in India from 673 to 687 AD observed that pupils were taught five major disciplines at elementary level- grammar and lexicography, fine arts, ayurvedic medicine, logic and theology and philosophy. After this stage, the level of specialized or higher studies began. Buddhist monastery primarily prepared the students to learn religious studies. But I-Tsing found that some monasteries also had courses on materialistic disciplines where the students were taught subjects

related to their practical life. Lord Buddha had consented to enroll women already left behind their respective families forever as disciples in the monasteries. Curtain rules were developed to regulate the life of the nuns under complete subjugation of monks. Gradually, a code of conduct and manners were developed for education and training of the nuns. But there is lack of evidence of details of actual training they had received in viharas. One of the remarkable contributions of Buddhist education system was its secular curricula. Admission of laymen and non-Buddhists in viharas were opened and thus Buddhism created awareness about the quest for education among common people.

Ancient Period – Muslim Period

After the establishment of Muslim rule in India (around 1204-1206), Bengal was ruled as a province and sometimes as an independent state by subahdars, and sultans respectively. These rulers and Nawabs established Maktabs and Madrashs as educational institutions in Bangladesh. Maktabs provided primary education and madrasahs were seats of secondary education and higher learning. The madrasahs of Bengal were in a flourishing condition during Muslim rule. These were run with state funds. The nobility and the private individuals were also found to set up and run madrasahs at their own initiative. Many illustrious scholars, administrators and officials were graduates of madrasahs in Muslim Bengal. In the school of Shah Mubarak his sons Faizi and Abul Fazl, historian Badauni and other scholars were students. In the madrasahs run by Sharafuddin Abu Taoama in Sonargaon students studied both secular and religious subjects. During the rule of emperor Shahjahan the madrasahs of Jahangirnagar specialized in teaching science, theology, philosophy and mathematics.

Madrasah education was free and madrasahs teachers enjoyed high status in the society. The courses of madrasahs generally included religious subjects like the Quran, the Hadith, theology and other disciplines of Islamic Studies. Secular subjects such as History, Logic, Geography, Algebra, Astronomy, Medical Science, Chemistry and other technical, vocational, professional subjects were given more importance in some centers. The medium of instruction was Persian but Arabic was compulsory for Muslims students. Teaching of history was one special feature of madrasahs education during Muslim period. As a result, these learning centers could produce some illustrious historians in the subcontinent. Generally Muslim students studied in madrasahs. Mughal Emperor Akbar adopted a policy so that Hindu youths can study at madrasahs.

Women during Muslim rule did not have opportunity for education due to ‘Purda system’. But there are evidences that in Harems (Palace) of kings, nawabs and nobles some ladies, daughters, sisters of kings and nobility received education and some of them attained great distinction. But great mass of Muslim women received no education at all except some domestic training in performance of household duties.

The tradition of madrasahs education continued during the British period but its nature and character of flourishing period changed to a great extent. In early 19th century as reported by Adam (1835-1838) there were various types of madrasahs and wide range of courses such as Grammatical works, Rhetoric, Logic, Law,

Doctrines of Islam, Ptolemy and Astronomy; courses of Natural Philosophy, Science, History and Literature were also taught. During the decline of Muslim power due to lack of state patronage, financial support from the landed aristocracy and nobility and change of official language from Persian to English madrasahs education lost its past glory. Rather it assumed conservative character and used classical language as medium of instruction. Madrasah education with some modifications is continuing in Bangladesh.

History of Education System (Colonial Era)

European trading companies began their commercial activities in India from 1600 AD. Gradually, the Portuguese, the French, the Dutch and the English settled in some important parts and commercial centers. Among them the English East India Company had established their rule in India. Till the early 19th century, they did not evolve any definite educational policy.

The East India Company first recognized their responsibility towards education in British India in the Charter Act of 1813 (clause 43) where they highlighted the need to promote and uplift oriental languages and literature as well as increase the knowledge of western sciences among the Indian population (Kumar, 1991). It was only in the Charter Act of 1813 that education of the Indian people was included within the duties of the East India Company and an annual sum of 10,000 pounds was provided for their educational activities. However, the company mainly spent the money for oriental learning. The progressive reformers of Bengal such as Rammohan Roy protested against this and demanded western education for the people of this country. But the company did not pay any attention to this. However, as per the Charter, missionaries were allowed to work in the country. This had great impact upon the development of modern type of English schools at primary and secondary levels.

One of the important events of this period was the endorsement of Macaulay's Minute in Lord Bentinck's Dispatch of 7 March 1835, which provided that western learning should be spread through English language. Use of English as a medium of instruction in public education was announced by the government formally. As a result, a good network of English high schools and colleges were established in Bengal, mostly due to government initiative and support. (Mukerji, 1957; Seal, 1968) The new high schools demonstrated fairly high standard of instruction in language and literature, but their standard not upto the mark in basic subjects of humanities and social sciences. The syllabus was mainly bookish. Secondary education received a new dimension in Wood's Education Dispatch of 1854. It allowed the provincial government to give grant-in-aid to high schools on fulfillment of some conditions. Specifically, schools should provide secular education. This policy ultimately enabled the government to withdraw from the field of educational activities and transfer the responsibility upon the Indians. However, grant-in-aid system, scholarship scheme for students of all levels and creation of department of Public Instruction resulted in a remarkable expansion of secondary education in Bengal.

In 1882, Lord Ripon appointed the first Indian Education Commission with William Hunter as its Chairman (Nurullah & Naik, 1962). They suggested for

leaving secondary education to private enterprise through a system of grants- in-aid, school-end 'Entrance examination' and appointment of trained teachers at secondary schools. The government accepted the commission's recommendations to transfer all government secondary schools to private bodies and to establish a model government high school in each district headquarters. By the beginning of the 20th century the province of Bengal experienced a spectacular growth of secondary education. There were 3,097 English high schools in India in 1901-1902 and nearly a half of them were in Bengal. At the district level, Bengal had more schools than any other province. There was an English secondary school for every 104.3 square miles. It also had the largest number of unaided schools run privately without any government grant. These schools low tuition fees and easy admission changes fulfilled the growing demand for western education in Bengal.

Secondary education experienced a setback as a result of Lord Curzon's regressive education policy adopted in 1901 on the basis of Simla conference. It imposed strict control over high schools by the universities and the Education Department. However during Curzon's period, the Partition of Bengal in 1905 offered a better opportunity for the development of education in East Bengal. Henry Sharp, the first Director of Public Instruction of East Bengal, initiated an educational improvement program. He arranged a special aid program for Muslim students such as scholarships at every level of education and eight percent places in government aided schools were kept for free education of Muslim students. A Muslim hostel in every government school was established. As a result, there was a substantial increase in the number of Muslim students in primary and secondary schools. The increase was about 35% from 425,800 in 1906-1907 to 575,700 in 1911-1912. The policy of promoting education in eastern Bengal continued under unified government of Bengal throughout the rest of British period. A massive expansion of girls' education in secondary level, introduction of mother tongue as the medium of instruction and some improvement in training and service conditions of teachers were done during the pre-world war II. The World War II reduced the pace of development of secondary education. In the post war period, some efforts were made to introduce vocational courses in high schools and to establish high school with technical, commercial and agriculture education.

In 1849, JED Bethune first established a regular secular girls' high school in Calcutta with six pupils. Bethune's experiment was so successful that it became a model of girls' school in other provinces of India. But the progress of girls' in secondary level education was very slow. The impetus of girls' education came from the Indian Education Commission of 1882. According to the commission's recommendations, the Bengal government took up several steps including introduction of special subjects suitable for the girls were included in the curricula and co-education in general, besides giving higher amount of grants to girls' schools. The District and Municipal Boards also started to allocate a higher amount of grants for girls' education. Education of Muslim girls entered into a new stage with the efforts of Muslim women particularly Nawab Faizunnesa Chowdhurani and Begum Rokeya Sakhawat Hossain . Gradually, with the opening of female training schools, and introduction of concession started and free studentship, prize and scholarship schemes, got a momentum in girls' education in Bengal.

The first university of East Bengal (later East Pakistan, now Bangladesh), Dhaka

University, was established in 1921. Its establishment was considered an imperial concession made to appease the hard feelings of the Muslim middle class of East Bengal following the annulment of the partition of Bengal in 1911, which resulted from the protest movement led by the more privileged Hindu community. Dhaka University opened its doors to students on 1st July 1921with three faculties, 12 departments, 60 teachers (recruited from colleges and Calcutta University) and 877 students. Today, in 2015, Bangladesh has 37 public universities and 84 private universities. The Governor of Bengal was designated as the Chancellor of Dhaka University. He was the Head and Chief Officer of the University and President of its Court and would be responsible for the appointment of the first vice-chancellor. This was done under the Dacca University Act of 1920. The first appointed vice-chancellor, P. J. Hartog, CIE, had been the Academic Registrar of the University of London. He served the University of Dhaka from December 1, 1920 to December 31, 1925. (Mannan A. 2007)

Pros and Cons from the education system of Pre-colonial era

The education system of the pre-colonial era, mainly ancient times is one of the prime aggregators of East in terms of educational development of the world. The focus on individual development was present at that time. The students who learnt education studied a wide range of branches including logic, history, religion, philosophy and ethics. The development of ethical background of those people at that time was really notable. People use to leave their doors of houses opened at night as there was a limited number of robberies and theft noted during that time. People used to obey the king and king took care of them properly. The education of the Buddhists focused on a very high level of education. The Viharas where the Buddhists studied almost 2000 years ago had similarities of modern universities. It can be said that viharas were the popular universities of that time. Bengal flourished greatly due to the proper education of the mass people. The trend continued during the Muslim period as well. Government patronized the schools and Madrashs and people also learnt a lot regarding religion, ethics, and philosophy.

At the same time there were some setbacks that can be noticed of pre-colonial era. The caste system limited the lower levels of the society to study the subjects that higher levels used to study. There are also many incidents particularly one when a lower caste woman recited the verse of hindu Vedas and her tongue had been removed. The lady was one of the intelligent women during that time and still remembered today as Khona. (A person with severed tongue) Besides the caste system, the social changes when the Buddhists used to rule and then came the Hindus who also set their own rules. Finally during the Muslim period there were also notable changes. The Muslims limited the education of the women in homes restricting them to work outside. The institutionalization of the education was not applicable for all the people of the society which is one of the major drawbacks of this era.

Pros and Cons from the education system of colonial era

The British developed the education system of Bengal to a great extent it has to say. When they came in Bengal (present Bangladesh, the country had uniform education system through madrasahs. But the religious beliefs possessed by the both Hindus

and Muslims overshadowed the proper knowledge dissemination for all casts of the society. As the women already under veils during the Muslim period, they lacked the proper education and working opportunity in the society. The British changed that and encouraged the women to study and become aware of the rights. During the colonial rule many religious social norms came to halt such as: sacrificing the wife with husband or started such as: marrying a widow. Both Hindus and Muslims also studied in British colleges and universities and become aware of the politics, power and influence of modernism. The number of educational institutions had increased significantly.

But the colonial period also had its significant drawbacks; particularly with the basic reasoning of education. When the colonial rulers started their ruling in this sub-continent they didn't realized until they faced the difficulty of ruling such a huge area. So they started educating the natives for their own interest. The main goal of educating natives is to make them work under the British monarchy. The education system also holds some basic problems. The basic principle of ruling is never let the ruled be aware or conscious about rights and also downgrade their moral standards. Many historians accepted the fact that devious methods had been devised by the British to make education immoral. They also didn't include the logic, philosophy, religion in the study. They did include science which is one of the positive initiatives but the application of it remained purely theoretical in nature. In 1921 British established Dhaka University in Bangladesh. The main subjects of this university also made in such a way those students who would study here will be prepared for government servants and serve the British. They would get honor of working in Government. Since then, because of that reason Government jobs are considered very prestigious in Bangladesh till date.

CONCLUSION

The education system of Bangladesh is continually undergoing reforms in order to meet the current and future needs and challenges of the socio-economic developments of the country. It has made significant progress in providing more young people with access to education, increased enrolment, especially for girls; increased number of schools, colleges, universities and teachers, reduction of gender inequality in education, revision of curriculum, etc. (Rahman M. et. al. 2010) Of course none can be said which one is the best education system of all: Ancient period, medieval times or the colonial era. But one thing is certain that the development of those times led to the expansion of current education system in the country. It owes its success from those key initiatives in different times under different kings, governors or social reformers. There are certain problems remained in the education policies and the latest one in 2010 where new ways of education including digital education is also a signage of moving forward. Still the quality of education remains a question over time. Where ancient education relied on developing an individual for all aspects of life, the colonial education only focused on service-oriented view. Some say this particular difference is a huge issue of battle between Eastern and Western Education. This is prevalent in many Asian nations as well. Hopefully the analysis of advantages and disadvantages between ancient and colonial era will help distinguish a common platform where all countries can conform to and work together for implementation.

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Profile of

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21st Century Learning Space Classroom Design in Higher Education: 3D Walkthrough

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ABSTRACT

In 21st century, learning space should be able to motivate learners and promote learning as an activity, support collaborative as well as formal practice, provide a personalised and inclusive environment, and be flexible in the face of changing needs. In this environment, the course focus moves from content to application and support the implementation of engaged learning methodologies such as Inquiry Based Learning, Team Based Learning, and Problem Based Learning. To make learning space become more effective and interactive, the tools and equipment's that used must be flexible and moveable so that it can support the changes that happen in the learning space. Learning spaces without knowing the good design layouts would make the arrangement process of the learning space difficult and challenging. Furthermore, by simulating the learning space in 2D environment, it will decrease user attention to participate in collaborative arrangement of the learning space and it also limits the user visualization toward the arrangement of

the suitable learning space that will be used. This paper proposed the design and development process of Learning Space 3D Walkthrough Application which can be one of the tools that can help users to make selection of setting arrangement for suitable learning space based on suitable situation. This paper will explain in details in every stages of the design development process for this application.

Keywords: 3D multimedia walkthrough, collaborative learning technologies, learning environment, learning space

Introduction

Classrooms in the 21st Century must support Collaborative Learning curriculum because it will be the dominant model of education for the foreseeable future. Collaborative Learning is different than traditional methods in two fundamental ways. First, Collaborative Learning is student centered, empowering the student to be an active participant in the learning process. Second, Collaborative Learning revolves around solving open-ended problems or creating some sort of a product which could be anything from a report, a poster or a video. It is necessary to design a classroom that will accommodate a wide variety of learning activities such as lectures, cooperative learning, group activities and learning by teaching in classroom.

Currently, 3D animation is not new techniques that have been implemented for education or entertainment purpose. It has been used widely along with the development of technology that is growing rapidly from time to time. However, in order to make this technique become more interesting and unique, it has been combining with a simulation especially when it involve with information that need further explanations. According to Fogg et al., 2007 the author said that a computer can become a tool that was designed to influence people's in changing their behaviours and attitudes by increasing the people's abilities or by making a task become easier. So by combining these two different techniques which are 3D animation and simulation, surely it can increase user's understanding and at the same time users can reflect their imagination towards the information given by seeing the simulation that has been developed for that purpose. In this paper, the design and development of the Learning Space 3D Walkthrough Application are being discussed in details. In section 2, the basic knowledge of learning space was simply explained. In the section 3, the methodology used during application development was explained in details for every single stage. Finally in the last section, the conclusion of this study and feature work was stated accordingly.

Learning Space

Learning Space is referring to the traditional physical classroom. According to Brown (2003), Learning Space in the context of higher education is focused on the classroom which is physical space that designed to support face to face teaching and learning process. When the technology emerged together with the learning space, it should be able to motivate learners and promote learning as an activity,

support collaborative as well as formal practice, provide a personalized and inclusive environment, and be flexible in the face of changing needs (Jinc., 2006). Basically there are two types of Learning Space which normally used in higher educational level such as Formal and Informal Learning Space. According to MacPhee (2009) formal learning space is the verge of another transformation as traditional teaching methods give way to more group work, student-led presentations, and frequent interaction between instructor and student. While for informal learning space, the author stated that it is now being incorporated into many remodels and new building designs that include study area with comfortable furniture, table, chairs and other modern facilities.

The critical factor is that the people who design and build learning space really listen to the need of the people who will support, teach, and learn in them. The best learning space come from a close partnership between architect, builder, staff and the users. But for the decision makers, who may not be teachers or students, most whom attended college more than twenty years ago, we also need to realize that the campus experience for today's students is radically different.

1. 21st Century Learning Space

A new environment of schooling has been emerging over several decades of the 20th Century, stimulated by a new economy, new technologies and new understanding about learning. In 21st century interconnected, technology driven world, learning typically takes place in physical, virtual and remote places. It is an integrated, highly technical environment in which learners learn. The new learning spaces incorporate technologies, engage the learner, creating new learning possibilities, enhancing achievements and extending interactions with local and global communities. The design of its individual learning space environment needs to be:

- Flexible – to accommodate both current and evolving pedagogies
- Future-proofed – to enable space to be re-allocated and reconfigured
- Bold – to look beyond tried and tested technologies and pedagogies
- Creative – to energise and inspire learners and tutors
- Supportive – to develop the potential of all learners
- Enterprising – to make each space capable of supporting different purposes

A learning space should be able to motivate learners and promote learning as an activity, support collaborative as well as formal practice, provide a personalised and inclusive environment, and be flexible in the face of changing needs. The part technology plays in achieving these aims is the focus of this guide.

2. Learning Space Type

Formal learning spaces are on the verge of another transformation as traditional teaching methods give way to more group work, student-led presentations, and more frequent interaction among students and with the instructor. The ability of the instructor to gather instant feedback from students, share the contents of a smart whiteboard, distribute and mark up digital documents on the fly, or display one student's work to the group has led to a much more interactive and learning-

centered technology classroom. Formal learning space can be divided into:

- Classroom
- Lecture Hall
- Teaching Lab
- Open Lab
- Computer Lab

Informal learning space being incorporated into many remodels and new building designs that include study area with comfortable furniture, table, chairs and other modern facilities. Informal learning spaces are categories by:

- Multipurpose space
- Transition space
- Collaborative space
- Study space

Related Work in 3D Walkthrough Learning Space

3D Simulation is the latest technique which can be combined with the computer based application. Through this technique it can assist user understanding when they are using the application. In this paper, we focused on the design and develop Learning Space 3D Walkthroug Application. There are some of the previous studies and research that has done by other regarding the design and development stage for this application as shows in Table 1:

Table 1. Summaries of previous studies and research on Learning Space 3D Walkthrough Application

No	Author &Publication	Research Title	Significance of Study
1	Mutiawani, V. & Juwita. publish in 2014 International Conference on Information Technology Systems and Innovation (ICITSI)	Developing e-Learning Application Specifically Designed For Learning Introductory Programming	Using interactive multimedia to help Undergraduate students learn introductory programming. The application will provide interactivity between students and application so that students can learn independently
2	Rahman, A.M.H., Yahaya, N. publish I 2014 International Conference on Teaching and Learning in Computing and Engineering	Virtual World For Collaborative Learning: A Review.	Utilizing the capabilities with proper instructional strategies in conducting online learning activities by using virtual world as an important tool in modern education practice, especially for collaborative Learning.
3	Zaini, Z.H., & Ahmad, W.F.W publish in	A Study on Students'	Focus on students' motivation towards learning

	Information Technology (ITSim), 2010 International Symposium in (Volume:1)	Motivation in Learning Mathematics using Multimedia Courseware	mathematics using multimedia courseware.
4	Yahya, F.H. & B.Zaman, H. publish in Information Technology, 2008. ITSim 2008. International Symposium on (Volume:2)	Development of interactive multimedia courseware using Problem Based Learning for mathematics form 4 (PBL MathS-Set)	Focus on I students' attitude towards the usage of interactive multimedia courseware using Problem Based Learning (PBL MathS-Set) approach for Set topic in form Four mathematics syllabus.

For some of the previous researched stated in Table 1 above, its summarizes the concept of the design and development for a good computer based application is basically related to the decision on selecting the authoring tools, the suitable methodology model and also the suitable designing approach which can be implement during the development stages.

Design and Development 3D Walkthrough Learning Space

In order to develop a successful application, development model is a generic and classic process traditionally used by instructional designers and training developers that normally present a dynamic flexible guideline for building effective training and performance support tools (Shen et al., 2005). This model consists of four stages involved i) Analysis; ii) Design; iii) Development and iv) Testing and Evaluation

1. Analysis

This is the first stage where the objective and the problem statements are being clarified so that the project aim and goals can be understand completely. The target audience of this application is being analyzed and academic staffs who participate in learning space arrangement are chosen for this research. In order to obtain specific data requirement for the application, several technique were used such as observation, review by content expert, interview and questionnaire. Through this technique, all the required data are collected especially in functionality and design specification for learning space 3D walkthrough application. On top of that, the content for the application are selected based on three major learning spaces like teaching, meeting and collaborative setting arrangement.

2. Design

In the design phase, the structure and flow of Learning Space 3D Walkthrough Application must be clearly stated in the framework. This framework includes the storyboards of the application. In this stage, two type of storyboard are created which is 3D Walkthrough Simulation and Flash Interface Design. First storyboard is about the arrangement of camera position and simulation time frame (see Figure

1). Meanwhile second storyboard is focus on the flash interface layout of the application (see Figure 1). In this project the 3D walkthrough simulation is content for the application and flash application is a deployment platform which will display the learning space information and simulation. In order to design Learning Space 3D Walkthrough application, this study has focus on the user responsive control perspective. According to Bujang et al., 2012 responsive control are important in order to give user an immersive feeling thus creating an enjoyable experience.

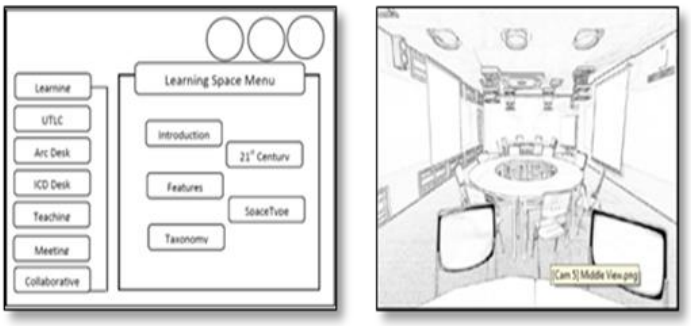

Fig. 1 Learning Space 3D Walkthrough

3. Development

This is an important stage during entire project development. In this phase all the activities in analysis and design stage will be carried out in order to complete the application. There are two major processes that performed in order to complete the application that are 3D Walkthrough Simulation and Flash Application.

All the model that has been listed during analysis stage are modelled by using two type of software which is Google SketchUp Pro and 3Ds Max. The modelling processes are divided into two steps. The first step is model the building structure for the 3D simulation and in this case will be Learning Lab. The second step is to model every component or object that involve in 3D simulation. In this process all the modelled object will be texture by using real texture from the real object. This is crucial process because if the quality of the texture is poor, it will affect the quality of the rendered images later on. 3Ds Max 2009 and Adobe Photoshop are the major software that used to texture the object. This is because the texture object can be easily edited by using Adobe Photoshop and the result is showed directly inside 3Ds Max and it also can be done simultaneously.

After finish with the texturing process, all models will be placed together and combined to become one single learning space environment that will be used as a 3D Walkthrough simulation. Lighting effect is used in order to improve the realistic level of the environment inside the simulation. All the simulation are rendered by using .tif image format that can reduce the rendering time rather that render the model by using video format which requires longer time.Then, the combining 3D rendered images used to combine all rendered images in order to reduce the rendering time for this project development. Adobe After Effect was used to combine rendered images. Once the rendered image was combined, it needs to be published into .avi format. Final step in 3D Walkthrough Simulation is producing 3D Walkthrough Simulation. The publish simulation from Adobe After Effect were

edited by using Adobe Premiere. In this process, the simulation is added with opening/closing montage and also background music which make the simulation become more interesting. Once complete, the simulation was published into new format which is .mpeg4 that produced small file size.

After all 3D Walkthrough simulation process was finished. A simple application was created in order to deploy the simulation into appropriate presentation. Through this application, more information about learning space was included and makes this application become more informative and interactive to the user. This application were developed by using Adobe Flash CS 6 which has integrated with actions script 2.0 that is powerful programming languages that ease the development of interactive and object oriented application (see Figure 2).

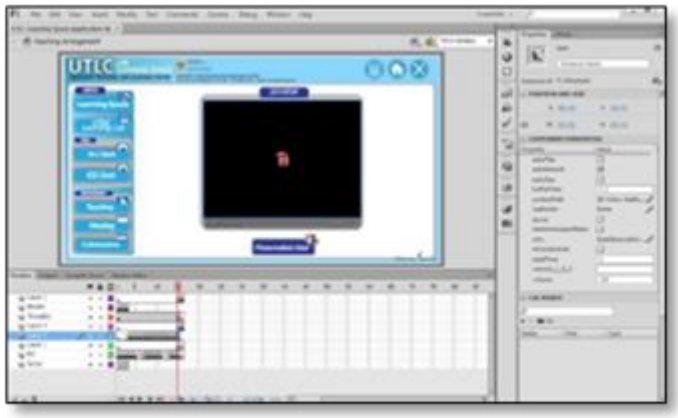

Fig. 2 Application developments by using Adobe Flash

4. Implementation

Upon the completion of Learning Space 3D Walkthrough Application it has been tested and working smoothly. Basically this project is targeted to deploy in two types of operating system which is Windows operating system and Apple operating system. On the startup, the application will display first interface that will introduces the application with background music. Once user press enter, it will display main menu interface that list several categories of information about learning space such as Learning Space, Learning Lab, two type of flexible table and three type of setting arrangement for interesting leaning space.

Each category will display different information. When user press the Learning Space button it will display sub menu interface and all the information details about learning space will be displayed to the user if they press one of the button inside the sub menu interface. When users select one of categories in the table button area, all the information will be displayed and users can choose whether they want to see it in photorealistic view or 3D simulation view. In photorealistic view a series of images are being used to simulate the simulation while 3D simulation are used in 3D view. The examples of 3D Walkthrough simulation and photorealistic view are shows in Figure 3 and Figure 4.

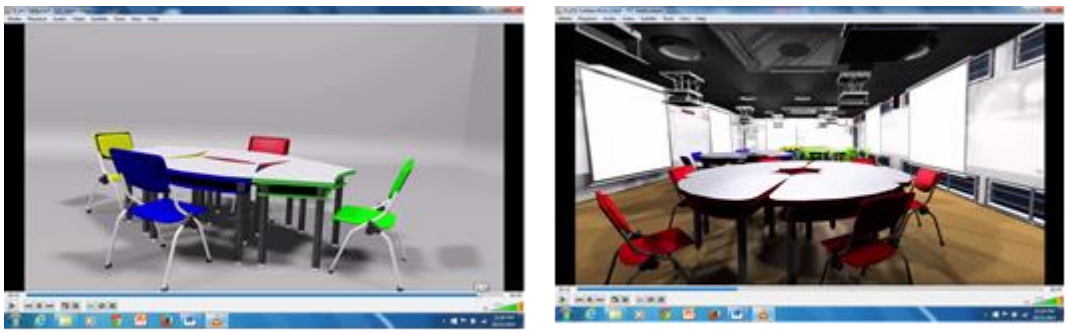

Fig. 4 Arc and Interchange Diamond Table Simulation

Fig. 3 Meeting and Collaborative Table Setup

When one of the three buttons in the Arrangement area is clicked, user will be lead to another sub menu interface that required user to make selection between two type of table in various setting arrangement such as meeting, teaching and collaborative arrangement. All the information in this interface was displayed by using same method that has been described earlier.

5. Testing and Evaluation

This is the last stage for project development process where it will be carried out after the implementation process was finished. The project will be evaluated several times by the expert team in order to ensure the project meets the user's need. The evaluation test was led by expert users in subject matter. The project will be evaluated based on the usability aspect which included the usefulness, ease of use, ease of learning and user satisfaction.

CONCLUSION

As a conclusion, the application of Learning Space 3D Walkthrough Application has provides the details information about learning space to the users. The information also was presented in interactive way with the use of multimedia elements such as images, video, 3D simulation and also integrated with the suitable sound effects. Normally this application can be used as a tool to improve user understanding about learning space by referring to the different settings of arrangement according to the specific activities. This project was developed by adapting development methodology which served as a guideline in order to ensure the project follow the right development process and can be completed on time. This project basically have two major development process which is 3D

Walkthrough Simulation and Flash Application that uses as a deployment for the 3D Simulation. Lastly, the project has met the user's need and has become an informative application that beneficial to the user. For the future work, all the simulations can be replaced with a new technique which is virtual reality simulation that gives the users the authority to navigate the simulation virtually by themselves.

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Interblending of eLearning and eHealth towards Adult Empowerment: Its implications to Asian Higher Education

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ABSTRACT

Adult education and health are almost equally important cornerstone of global development. Respective leaders have often engaged with these as separate social issues. In today's globalized world, it is high time for higher education to have an interdisciplinary and innovative approach in addressing both fields of study. Thus, this paper made an attempt to interblend eLearning and eHealth in empowering the aging population as an alternative opportunity for adult empowerment. In this investigation, the senior participants (n=140) were allocated to interblended (n=82) and independent (n=58) groups. The University in partnership with the local communities have developed an interblended adult program with computer literacy and telehealth sessions. After the implementation, significant improvements in computer attitude and the Health Related Quality of Life (HRQoL) were observed. The key findings affirms the capacity of elderly population in interacting with technology as well as the potential of interblended program (i.e. elearning and ehealth) in promoting gerontologic empowerment. These empirical observations have opened an opportunity for higher education to work collaboratively with different stakeholders. The Asian community through its higher education can optimize this strategy in making meaningful interactions to foster regional, if not global development through lifelong learning interblended with health promotion.

Nevertheless, this paper encourages every higher education institution to work and learn together in addressing the multifaceted social issues of the 21st century.

Keywords: eLearning, eHealth, Adult Education, Higher Education, Elderly Empowerment

Introduction

Population aging remains to be evident in both international (Black, Soltis & Bartlett, 1999; Ingman, Amin, Clarke & Brune, 2010) and national (Ingman et al, 2010; Ogena, 2006) contexts. This worldwide phenomenon inflates the number of senescent population that is 60 years and above (World Health Organization, 2002) and continues to persist in the near future (Milligan, Roberts & Mort, 2011; Cresci, Yarandi & Morrell, 2010). As a result, adult education and health becomes emergent issues of the modern society in achieving global development.

Access to quality education and health services among distant elderly residing most especially in the rural communities (Chanda & Shaw, 2010) poses a great challenge and put various countries in difficult situations. Many initiatives involve the use of technology like eHealth for universal healthcare (Angara, 2011; Ona, 2011; Romulo, 2011) and eLearning in supporting education for all. These instances provide the aging population several opportunities for better personal health and professional development.

In many cases, traditional, fragmented, and siloed efforts have been limited in addressing the multifaceted health challenges (World Health Organization, 2014) coupled with ever-changing development needs (Laal, Laal & Aliramaei, 2014) of the 21st century. The demands are pushing higher education to have interdisciplinary and team-based approaches in enhancing adult education and health as important cornerstones of global development. Thus, this paper investigated a university program on interblending of eLearning and eHealth toward elderly empowerment.

Method

This study used a non-equivalent control group quasi-experimental design. After the Ethics Committee approved the research protocols, a 20-day program for the elderly was developed by Our Lady of Fatima University through its Research Development and Innovation Center with two approaches: (a) interblended approach in which both eLearning and eHealth activities are combined, and (b) independent approach wherein learning and health sessions were given separately. The University in collaboration with the local community organized the strategic locations for the program implementation: (a) university-based provider site for the educators and professionals, and (b) community-based service center for the elderly participants.

The prospect participants from 4 target rural communities were screened by a

certified gerontologist to ensure their optimal health. The selection criteria were as follows: (a) physically and mentally sound with no chronic diseases in the last 5 years, (b) previous experience on traditional healthcare and education, and (c) willingness to participate in the program. Those qualified seniors (n=140) were empowered to choose their preferred program and allocated together as interblended (n=82) and independent (n=58) groups. Their profile (Table 1) shows that majority of the participants in both groups were married, if not widowed women. Surprisingly, many seniors (n=55), who enlisted themselves for the interblended approach, have computers at home, whereas a few (n=26) have personal computers in the independent design. This may indicate interblended preference can be influenced by their ownership of computer.

Table 1
Profile of the Elderly Participants

Characteristics	Interblended (n=82)		Independent (n=58)	
	f	%	f	%
Gender				
Male	23	28	18	22
Female	59	72	40	49
Age				
60 - 66	52	63	23	28
67 - 73	24	29	23	28
<73	6	7	12	15
Civil Status				
Married	51	62	27	33
Single	6	7	5	6
Widowed	25	30	26	32
At home				
With Computer	55	67	21	26
With Internet	34	41	17	21

The pretest-posttest data collection was implemented using the (a) 16-item Computer Attitude Scale (CAS) by Loyd and Loyd (1985) to assess the participants anxiety, confidence, liking and usefulness in using computers, and (b) Short Form Health Survey (SF-8) by QualityMetric in measuring health-related quality of life (i.e. physical and mental component scores) particularly for older people (Garman & Cohen, 2002). These tools are widely used with established reliability. The gathered data were analyzed using paired and 2-sample t-test of the IBM SPSS v.21 for hypothesis testing.

Results

The results of the paired-t test (Table 2) show that the posttests have higher mean scores than their corresponding pretest across all factors in both groups. Significant changes ($p<0.05$) in computer attitude, physical and mental component scores after

the program. Notably, the independent groups have higher consistent postscores in their physical (X=50.64, SD=5.05) and mental (X=53.14, SD=7.47) components than the interblended group. This suggests that the program provided can effect attitudinal changes for learning as well as health improvements for quality of life.

Table 2

Significant Differences in the Pre and Posttest Measures

Factors	Groups	Mean (Standard Deviation)		t
		Before	After	
Computer Attitude	Interblended	6.23 (0.72)	6.39 (0.45)	2.38*
Scale (CAS)	Independent	6.00 (0.94)	6.38 (0.54)	3.32*
Physical Component	Interblended	44.91	47.52 (7.07)	2.58*
Scores (PCS)	Independent	44.40	50.64 (5.05)	6.91*
Mental Component	Interblended	47.87	49.99 (7.53)	2.18*
Scores (MCS)	Independent	49.85	53.14 (7.47)	4.81*

**Significant at 0.05 level*

As shown in Table 3, the baseline measures for the CAS ($t=1.57$, $p<0.05$), PCS ($t=0.37$, $p<0.05$), and MCS ($t=1.59$, $p<0.05$) are statistically similar for both approaches. The group differences are significantly observed in the postscores for the physical ($t=2.88$, $p<0.05$) and mental components ($t=2.45$, $p<0.05$), which may indicate better performance of the seniors in the independent group. It is also important to note that the computer attitude regardless of the program approaches have no significant difference. This perhaps reflects that accustomed nature of the elderly population in the traditional delivery of education and healthcare services.

Table 3

Significant Differences between Interblend and Independent Groups

Factors	Measures	Mean (Standard Deviation)		t
		Interblended	Independent	
Computer Attitude	Before	6.23 (0.72)	6.00 (0.94)	1.57
Scale (CAS)	After	6.39 (0.45)	6.38 (0.54)	0.12
Physical Component	Before	44.91 (8.14)	44.40 (8.20)	0.37
Scores (PCS)	After	47.52 (7.07)	50.64 (5.05)	2.88*
Mental Component	Before	47.87 (7.44)	49.85 (6.89)	1.59
Scores (MCS)	After	49.99 (7.53)	3.14 (7.47)	2.45*

**Significant at 0.05 level*

Discussion

The study findings have provided empirical evidences on the diverse possibilities of integrating technology for gerontologic education and health as well as the capacity of the aging population to interact with technology. Remarkably, older adults were reported to be one of the fastest growing users of technology (Adams, Oye & Parker, 2003; Nahm, Resnick & Mills, 2004), whereas the existing

stereotype on their technology use is becoming an outdated notion (Broady, Chan & Caputi, 2010). This paper advocates the view about elderly on having the potential to be equally effective in using computers in comparison with the younger generations through proper encouragement and clear explanation of potential benefits (Broady et al, 2010).

The foregoing discussion emphasizes the roles of higher education institutions in this advocacy of reaching out to the senior population and provide them access to quality education and health. Through interblending of eLearning and eHealth, universities and colleges can provide alternative solutions towards elderly empowerment. Although the traditional delivery of education and health are the current mainstream, the interblended approach has clearly contributed significant increase in computer attitude, physical and mental health components.

At first glance, interblending looks like a straightforward process of mixing lifelong learning and health promotion activities, which may be accurate for a single social issue. However, the global context have complex learning and health needs for each individual. Interblending reflects interdisciplinary approach that considers the harmony of the clients, providers, institutions and disciplines. This implies the need for a profound partnership and collaboration among the stakeholders in ensuring successful interblended programs. Further, interblended programs can open new opportunities for national, regional, transnational or even international development.

CONCLUSION

This paper was successful in developing an interblended program for elderly population using eLearning and eHealth. Its findings have revealed essential realizations on technology use among elderly and university-led interblended program. First, older adults can adapt and interact with technology that is enhanced with a clear purpose (e.g. health promotion and adult education). Secondly, interblended program offers an alternative system in facilitating lifelong learning and universal health. These critical reflections strengthens the leadership roles of universities and colleges in making meaningful connections with the communities and other institutions of higher education. More importantly, Asian universities can make meaningful innovations through interblending of various fields such as education, health, research, politics, and environment with innumerable combinations to promote social development towards better quality of life. This also fosters information sharing and development collaboration. For instance, Southeast Asian countries can form an alliance in developing online interblended programs for the communities of East Asia. This partnership can go beyond the typical region and form transnational alliance.

Finally, the scientific work has provided a revitalizing view on elderly and a groundwork for interblended programs that requires further investigation. It also encourages participation of higher education institutions in community development. Despite the limitation of the paper, further case studies are needed to give full account of a successful university-led interblending and to leverage the scope of partnership among schools and communities from local to global.

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Profile of

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Position held
ADMINISTRATIVE Dean
1 Lead administrator for all colleges and Program Offerings present in Quezon City Campus.
2 Respected leader of academic teams, and university recognition and accreditation.
3 Conceptualize and orchestrate marketing campaigns that effectively reinforce and build brand images of the university
4 Establishes and/or maintains academic liaisons/linkages with organizations or institutions involving research

Skills
1 Marketing Strategies & Campaigns
2 Corporate Communications
3 Creative Team Leadership
4 Development of Research
5 Writing of Biology Modules

Recent Awards
Second Place in Oral Research Presentation Professional Category, 2014
Outstanding leader in the Formation of the Teacher Educator in the 21st Century, 2014 Service Awardee, 2014

Selected Accomplishments
1 Developed and presented research in a National Research Seminar Workshop and Forum ,2010 (Research Title: "The Effects of Oscillatoria limosa on the Cellular Immunity of the female (Gallus gallus)Chicken")
2 Collaborated with La Mesa Dam Reservoir Management through the research development, 2009
3 Collaboration with the Rotary Club of the University District RI District 3780 in the BINHI project, 2007
4 Wrote books& course guides in General Zoology, 1998
5 Wrote books & course guides in Comparative Anatomy, 1999
6 Wrote laboratory manual in Ecology, 2000.
7 Earned commendations from partner executives for lecture deliverables that targeted desired audiences and articulated the value of hanging vegetable garden in the adapted community
8 Guest speaker of Outcomes-based Education, 2013
9 Guest Speaker of K-12 Curriculum, 2014-15

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FAR EASTER UNIVERSITY
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Assessing the Potential of a "Virtual Classroom" in Facilitating Flexible Learning Activities (FLAs)

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ABSTRACT

In 2014, the Philippine Normal University, as part of their Learning Innovation Delivery for Educational Reforms (PNU-LIDER) program, the Outcomes Based Teacher Education Curriculum (OBTEC) is implemented. An important component of this program is that part of each course is allotted for flexible learning activities (FLAs) such as workshops, field trips, and seminars. Another option for FLA is to use the Learning Management System (LMS) of PNU. Instructors and students were trained on how to use, access, download and upload resources and manage their classes in the said platform. This study is to describe how the 45 faculty members and 600 freshmen students utilize the LMS in their online learning and teaching activities.

Keywords: e-learning, learning management system, flexible learning delivery, flexible learning activity

Introduction

In order to keep up with the educational reforms being carried out in the Philippines, the Philippine Normal University (PNU), awarded as the Philippine National Center for Teacher Education (NCTE), implemented a trimester scheme of education. In this scheme, 20% of the time, or 12 hours/subject/term, are devoted to the conduct of flexible learning activities (FLA). The implementation of FLAs is an innovation introduced by PNU as an important component of their Outcomes-Based Teacher Education Curriculum (OBTEC).

In support of the implementation of FLA is a Flexible Learning Delivery (FLD) mode, a delivery mode that is either web-based, module-based (which may include activity sheets for educational trips), computer-based with interactive materials or a combination. The university uses a moodle-based Learning Management System (LMS) as the e-learning platform for their flexible learning delivery of online related activities.

The use of the LMS is new at PNU. Both the instructors and students were oriented on how to navigate around the platform in conducting their online FLAs. Through a series of capability building workshops, instructors and students were trained to do certain activities in the platform, including uploading and downloading of files, posting news and other announcements in the News Forum, and using asynchronous platforms (mainly chat and discussion boards).

A 3-unit class credit meets face-to-face, twice a week, for 12 weeks. One hour each week is allotted for FLAs. As part of the 21st century learning skills, the use of an online platform is given as one of their options for FLA.

This study describes the potential of the LMS as the virtual classroom used in flexible learning activities at PNU. Specifically, it shows how and in what specific activities professors and freshmen students enrolled in the 1st trimester of SY 2015-2016 opt to use the LMS for their FLAs. This involves looking into the frequency of postings made, kinds of files mostly uploaded and downloaded, and other related activities, such as viewing files and lectures uploaded. The study also assesses whether the features (e.g., discussion board, chat, file submission, etc.) of the LMS were maximized according to its intended function.

Related Literature

Moodle-based e-learning technologies

The use of Moodle-based technologies has been quite popular in universities as an aide to 21st century teaching and learning. Costa, Alvelos and Teixeira (2012) found that in the University of Alvelos, a Portuguese University, the use of Moodle e-learning platform was mainly as a repository of materials. Moodle has also been used as an LMS platform for sharing useful information, documentation, and knowledge management in research projects, yielding important benefits to the researchers (Uribe-Tirado, Melgar-Estrada, & Bornacelly-Castro, 2007).
One of the most frequently used moodle format for a virtual classroom is a Learning Management System (LMS). LMS functions like an online classroom

where professors and students may hold synchronous and asynchronous discussions. It also contains features that enable professors to make announcements, upload readings and supplementary lectures, assess and grade students' work students, and for students to submit assignments. Like any other advances made in Information and Communication Technologies (ICT), the LMS may significantly help in enabling professors and students to use their limited time effectively (Delacey & Leonard, 2002; Radcliffe, 2002; Starr, 1977).

Methodology

The study looks into the kinds of posts as well as the frequency of activities conducted in the LMS (including the number of postings made in asynchronous discussion boards by the professor and the students, uploading and downloading of files, submitting assignments,), as well as the format of information accessed or posted. Specifically, the statistics of the postings made as generated by the LMS is also analyzed in this study.

Results and Discussion

The study analyzes the statistics generated by the LMS platform, particularly the postings made by the professor and the students. These postings include online activities that are either initiated by the professor (instructions on assignments, quizzes, and asynchronous discussion questions via the discussion board, etc.), or by the students (inquiries, answer to assignments, follow up posts in the discussion board, etc.). The general education subjects were clustered as Language and Literature (to cover English and Oral Communication, Filipino, and Literature in the Contemporary World), Mathematics, Science, Social Science (Economics, History, Philippine Constitution), and Music and PE.

Even if the use of the LMS is optional for the conduct of the FLAs, every faculty member handling OBTEC courses were given an account and a "virtual classroom". Of the 45 instructors who were given "virtual classrooms" in the LMS, more than half (26 or 57%) opted to utilize the LMS. The report that follows shows the number of uploaded materials as well as the average number of uploading per professor per cluster.

Professor with accounts in each cluster	No. of Professor who used the LMS	No. of Uploaded Materials	Approximate Average Uploading/Professor
Language& Literature n= 15	12	85	7
Math n= 7	2	43	21
Science n= 9	9	185	20
Social Science n=10	1	1	1
Music and PE n=4	2	41	20
Total n= 45	26	316	

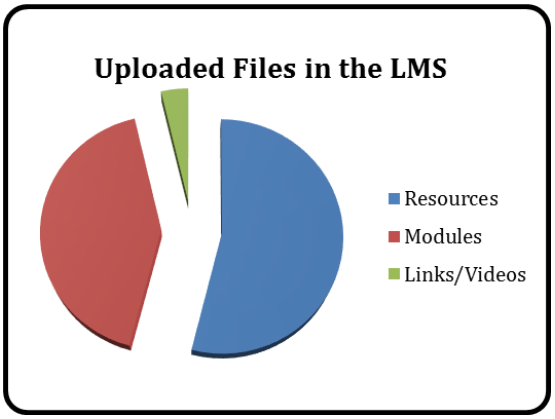
All the 9 faculty members of the Science cluster utilized the LMS, while only 10% (1 out of 10) of the professors from Social Science cluster utilized it, to upload one activity sheet. The faculty members uploaded a minimum of 1 file, and a maximum of 54 files.

The types of uploaded files are categorized based on the discussion of Costa, et al. (2012) and these are "Resources and Modules". "Resources" according to Costa et al. represent instructional materials that are usually created in digital formats and eventually uploaded in the platform. About 54% of the uploaded materials are "Resources". The files are classified into word documents, PowerPoint presentations and pdf files. These are considered as inputs of the professors.

The other set of files, as Costa, et al. (2012) discussed, is called "Modules". According to them, "modules" are created to provide interaction among students and teachers towards manipulation and knowledge transformation. This set of materials normally requires students' responses or outputs. Around 42% of the uploaded files are "Modules" and these are found in the discussion board, exams, work sheets.

The remaining 4% of the uploaded materials come in the form of supplementary materials such as video links and other link pages.

Kinds of Uploaded Materials	f	%
Resources (lectures, notes, professors' input)	188	54
Modules (asynchronous discussions/exams/work sheets/activity sheets)	147	42
Link pages/video links	13	4
Total	348	100



Four (4) faculty members from science (1), communication (2), and PE (1) clusters were among the ones who uploaded supplementary links and videos for their FLAs. This concurs with Rasicot's (2011) report wherein "augmenting videos with technology and mirroring online mastery learning are being used to complement traditional classroom instructions." The data indicates a promising direction towards a more effective integration of the LMS as an option for FLAs.

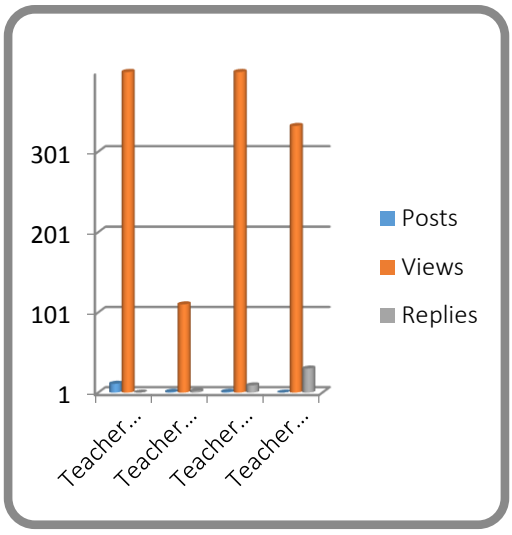
Although optional, the report also shows that there is still a significant number of

files (147) uploaded for the purpose of assessing the students' learning. This is despite the face-to-face class sessions that happen twice a week. Some professors chose to upload files like activity sheets, worksheets, and exams to assess students' learning. This is similar to the findings of Swan (2001) and Arend (2007) that instructors include written assignments, projects, quizzes, and group work to contribute to students' over-all grades in an online course. However, in the case of PNU, these OBTEC classes have yet to be fully online and the LMS for the FLAs can only account for 20% of the total class time.

Another promising feature used in the FLAs is the forum or discussion board. The discussion board in the LMS provides a venue whereby the students and professors can exchange ideas by posting comments/ideas and replying to that idea resulting to a thread. Moreover, this feature allows the students' posts to become part of the "repository of data with potential applications in the assessment of student learning" (Watson, 2002; Costa, Alvelos and Teixeira (2012).

In the case of PNU, 4 of the 26 faculty members used the discussion board asynchronously. They made a total of 17 postings in the discussion board for their 360 students. These postings resulted to a total of 1827 views and only 44 replies (20 of which were from the teachers). Noticeably, the replies are far lower than the initial postings. This is indicative of a laid-back environment similar to a traditional classroom, where students choose not to answer during recitations. They viewed the posts but not all of them who viewed posted a reply. (Views are not 1:1. A student may have viewed more than once, or never at all.) This indicates that the discussion board is not fully utilized.

	Total No. of Students	Posts	Views	Replies
Teacher 1	165	12	931	0
Teacher 2	70	2	111	3
Teacher 3	60	2	452	10
Teacher 4	65	1	333	31
Total	360	17	1827	44



The following diagram shows the exchange of responses between Teacher 3 and students.

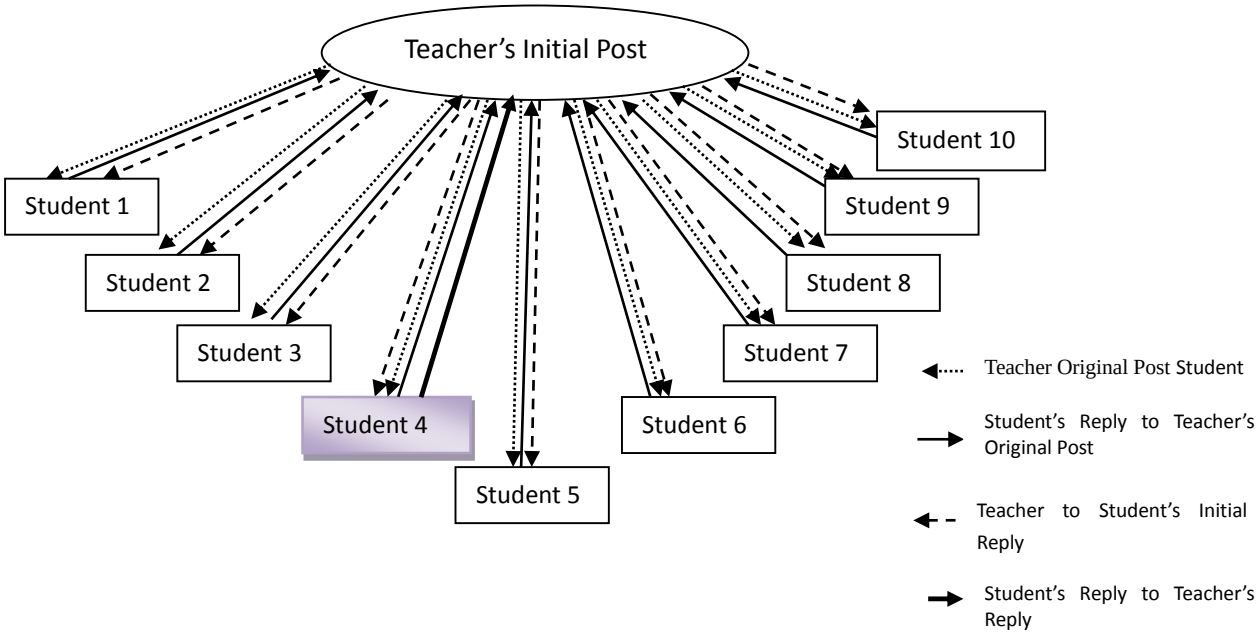


Diagram 1: Teacher and Students' Network of Responses in an Online Post

It may be observed that there seems to be a linear (or uni-directional) exchange of responses between the teacher and the students. This means that a student only replies when it is the teacher's post. No student made any attempt to reply to any of the classmates' post. This concurs with Wang's (2015) findings that "majority of student [sic] made an analysis/ a reflection/ a comment only on the topic **content of the original posts but not on the other learners' viewpoints upon the content**" (emphasis by the authors).

There is, however, one student (Student 4) who made an attempt to reply to the teacher's reply to his/her post. This one attempt is indicative of the LMS' potential to foster a consultative nature of discussion where the teacher remains the source of information and the lead participant in the discussion. The discussion board is

yet another feature that displays a huge potential in facilitating FLAs.

The report further indicates the following findings:

1) Students actively view the postings on the LMS, but they would not always provide their own comments/replies/answers unless really necessary (i.e., initial reply to teacher). This seems to suggest that the students have yet to fully embrace an online culture of learning (as an academic endeavour). While the students' viewing is characteristically passive, their active responses to the original post (by the teacher) may be an area to fully nurture as one distinct form of flexible learning.

2) There is also very little effort from the faculty to encourage students to reply to their classmates' responses. The original post may be reviewed to see whether it truly fosters discussions.

3) Faculty and students are usually active in the LMS during weekends as indicated by their posting dates. This is a positive indication of the future of the institution in facilitating FLAs in a virtual classroom. Faculty and students may use the LMS in the best time of their choosing.

CONCLUSION

This paper analyzed how the LMS, as the e-learning platform of PNU, was used in the freshmen general education subjects of PNU.

1. The LMS is utilized well in areas of language and literature, math, science and less in the social sciences.
2. The LMS is maximized in terms of uploading materials for students' consumption. These materials commonly include resources like lectures, notes and other relevant professor inputs, modules like exams, activity/work sheets and asynchronous discussions. There are also indications of using the LMS for uploading and viewing of videos through submitted links and pages by both the professor and the students.
3. The discussion board holds great potential in sharing and exchanging ideas. Furthermore, it may be a good venue to extend traditional classroom discussions in a more flexible paradigm.
4. As an option for flexible learning activities, the LMS is a platform that may be accessed in the teacher and the learners' time of agreed convenience.

RECOMMENDATIONS

The study makes the following recommendations to further the Institution's utilization of the already available online resource:

1. Sustain the capability building workshops that will lead the teachers and students to adopt and embrace the culture of teaching and learning in a virtual environment, especially as an option for Flexible Learning Activities.
2. Look into the quality of materials posted in the Learning Management System (LMS) to find areas of improvement, particularly in the use of asynchronous discussion boards.

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Profile of

Dr. ROSEMARIEVIC VILLENA-DIAZ

ROSEMARIEVIC VILLENA-DIAZ is the Dean of the College of Flexible Learning and e-PNU of the Philippine Normal University (PNU) Manila. PNU is the country's National Center for Teacher Education.

She obtained her Ph.D. in Science Education (major in Math) and Master of Science in Mathematics at De La Salle University. She also attended Professional Studies in Education at Queensland University of Technology, Brisbane, Australia under the RP-Australian Project in Basic Education.

Currently, she is part of the Research Team of FIRSTMATH, an international study on novice mathematics teachers, which is spearheaded by the Michigan State University.

Improving the Quality of Higher Education in Indonesia through Cooperation for Higher Education in Asia

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Background

Education is an instrument that is capable of providing a change in the mindset of society and the nation to interact with the global world. Therefore, maintaining the quality of education is an obligation that can not be compromised. The quality of education of a nation describe the quality of the nation's mindset. The better the quality, the better the mindset of the nation. Education aims to originating the moral values and cultures that live in the community so that people know what is right and wrong to be carried out. Originating of moral values through education is the right way, because of the moral and cultural values is one that can not be obtained by self-taught, but through a process that can only be achieved through education. If the process of implanting moral values and culture successfully applied through education, then a major change can occur in human life, because the culture that developed at this time is not the culture of the identity of the people of Indonesia, this is because the transfer of moral values and culture is done through media that are not right and do not educate such broadcasts that show the cultural imaginary, but is considered a commonly. Therefore, education keep the purity of the moral and cultural values.

In the modern era of education becomes a fundamental thing, even in its application

has been started since the child's education began to enter the stage of knowing. Family plays an important role as an educator in the early humans to know something (Prayitno, 2009), so the earliest educational capital came from family, environment and experience. Education of the family is how the family is positioning itself as an example that has always been the guidelines and be controlling the activity of family members to remain in the corridors of moral and cultural values.

Education through environmental aims, so that moral values and culture can be practiced in everyday life, so that society as a party that educates and controls so that moral and cultural values remain running in the corridors. While education through experience, be a lesson to all the events that can be learned as a guide tagged.

At the level of formal education, education has a similiar shape, ie school education starting from elementary school to university. Originating moral values and etiquette massively carried out at a basic level, with the aim that later when studying any science, moral and cultural values have been embedded in the human spirit and etiquette. Oriented education in the fields of science, began in junior high school to college. This is done, because at that time man considered proficient in studying various disciplines.

Education is the right of every citizen, this provision is written in Article 31 UUD 1945, and in basic education, the Indonesian government provided financing and allocates at least 20% of the State Budget Expenditure (APBN) for educational purposes, ranging from the financing of teachers, lecturers, research, scholarship until the construction of schools and universities. Dianggarakan amount for education is fairly large, with an estimated when the budget APBN year runs is 1,300 T, then there are about 260 trillion used to finance the education sector.

Higher education plays an important role in efforts to advance the level of education in Indonesia, not just the college became the representative of Indonesia in the international arena, so many universities abroad which became the campus dream of every prospective learners, say Harvard, Oxford and MIT.

Indonesia as a country that has 250 million inhabitants, is also the fourth largest country by population in the world, has a significant number of universities. Number of Universities in Indonesia reached 3,151 College. Of the many universities such as 3,068 or 97% of the Colleges, while state universities amounted to only 83 or 3% (extracted from the data Forlap Higher Education, 2015). This shows that the PTS taking over a large part of the education market in Indonesia. Because of the need to assess the quality of the PT in order to provide quality education to the people of Indonesia, while maintaining quality among universities in Asia and throughout the country.

Issues

From the description of the background described above, the issues to be discussed in this paper include two things items, namely, what the contributing factors in improving the quality of higher education in Indonesia, and how the role of

Indonesia as part of the international community in the face of competition quality colleges Asia.

Discussion

Indonesia ranks 69 of 76 countries that laid out based on the data released by the OECD in 2015 (BBC, 2015). This ranking becomes a bad score journey of education in Indonesia, which has aged 70 years in the year 2015. Compared with Singapore, which is a small country, but the quality of education is number 1 among the countries in asia and europe if you see the number of universities in Singapore then, would be far inversely proportional to the number of universities in Indonesia, but why the quality of education is much better.

Competition among colleges that make Singapore has a good quality higher education. From several universities owned by Indonesia, largely derived from cooperation with other countries, such as MIT, Stanford, Johns Hopkins and others. this makes the climate of college compete in providing quality to potential students, so that students who graduate are expected to contribute to his country.

Indonesia, despite having many universities, which is majority controlled by the private sector also has not been able to form a good quality race, the competition is merely the quantity of learners. So do not be surprised if the main goal of the organization of higher education in Indonesia majority is obtained either yag cost benefit of learners, as well as state aid. And, if speaking of quality, then there would be a row of universities are able to compete with universities in Asia, namely UGM ranked (781) in the world, Bandung Institute of Technology (819), and the University of Indonesia (909) in the world (webomatrics, 2015). Universities are able to compete both in Asia and in the world, comes from universities, colleges Indonesia while others, unable to compete in terms of quality.

To improve the quality of higher education on a massive scale, it is important to reconstruct the paradigm of higher education, of just "looking" students, the "look" of learners. There are several things that must be understood in the concept of education. Among others:

1. Education is not merchandise.

Education is often used as a business-oriented services to the facility, rather than provide quality and the quality of education. This is illustrated when the college facilities complete, while the students' academic ability is low. The low academic ability that gives without that educational orientation is limited to have the learner, not owned by students, universities merely a facilitator that provides facilities to the students, but the function of the college as a motivator that continues to spur the students to perform well has not happened.

Facilities are also provided only limited physical facilities, while facilities that bring quality, not owned by the college, namely human resources (teachers) quality. Category qualified teachers are teachers who are able to run tri dharma college simultaneously encourage learners to be able to do research in the field of science. But look for teachers who are capable of running it is very difficult. The majority

of university lecturers in Indonesia are still difficulties in the economy, so as to provide education up to very not possible, compared with teachers in countries with good quality education, such as Singapore and Malaysia, educators need only think to teaching, research and work in the field , so that the family economic problems not contemplated again.

Indonesia is also looking at the college faculty as a separate component (accomplice component) of the education system, to make workers like teachers who accept work at the college. The logic is as traders college education where the teacher executive sales.

Such as public universities are good, they are able to bring teachers from abroad who came from major universities, with a fee that is certainly not the least, minimally higher than its earnings in the place of origin, so that teachers can focus on doing their responsibilities.

2. Education is an effort to build the civilization

Modern and developed nation is a nation that is superior civilization. Civilization is the highest form of the culture of a community group that is significantly distinguished from other creatures. Civilization reflects the quality of human life in society. Its quality is measured from the tranquility of (human security), peace (peacefull), fairness (justice), welfare (welfare) were evenly. In building a civilization, Indonesia Citizen has committed to forming a government of Indonesia that aims to protect the entire Indonesian nation and the entire country of Indonesia, promote the general welfare, the intellectual life of the nation, and participate in implementing world order based on freedom, lasting peace and social justice. Indonesian nation must increase its civilization, must be constructed of skilled human resources utilizing science and technology, cultural and moral roots of religion that developed in Indonesia.

Besides religion other important factors in building a civilization is the scientific tradition. (Adian Husaini, 2005) explains that the political, economic, science-based information that is high is an important sector in building civilization. One of the efforts to build a high scientific tradition is through quality education. Daulat (Purnama Tampubolon, 2001) explains that the quality education, the younger generation, especially the leaders of the successor, will be able to assume responsibility. They will also be able to maintain and improve the quality of the positive results of the past. Everything was possible, because the human resources available through quality education.

It is very essential in building the civilization of the Indonesian nation is developing Indonesian human resources quality. Nation Indonesian civilization is largely determined by the quality of its human resources work. Efforts to develop the quality of Indonesian human resources namely through quality education. Subsequently (BJ Habibie, 2006) explains that the three pillars of civilization are required and developed to build the Indonesian civilization advanced, prosperous, independent and powerful are humans Indonesia, which has the advantage of "HO2", "Heart" (Faith and God-Fearing), "Brain" (science), and "Muscle" (technology).

One effort to build the civilization of the Indonesian nation is through quality education. Quality education is education that can lead learners to meet their needs, both today and in the future. The needs of learners is an attribute on which the quality standards of education. Attributes needs of the students are listed in the Law of the Republic of Indonesia Number 12 Year 2012, which explains that: Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation, and state.

Attributes needs of learners was confirmed in the function and purpose of National Education explained that the National Education serves to develop the ability and character development as well as the civilization of dignity in the context of the intellectual life of bagsa, aimed at developing students' potentials in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

Linkages with educational quality attributes (Daulat P. Tampubolon 2001) explains that the basic attributes of the quality of education is as follows.

1) Relevance is conformity with the needs of the content of the curriculum, syllabus, learning, and units of grain material according to the needs of learners.

Curriculum development, should first look at the condition of the students, whether it has to have a correlation with the needs of, or deliberately made to be imposed on learners, so that what is taught does not have a maximum contribution to the development of education. Learners in Indonesia, come from various backgrounds heterogeneous, so the complexity often happens, and it is difficult to homogenized. Differences in educational background while at school, and school quality level also affects students who will enter college. Finally classification is imposed. Colleges educate learners who are less able academically, while the Universities educate academic who passed the exams Academic Potential.

Finally, Colleges take steps to change the curriculum level below State University, to be able to accommodate the academic quality of students. In fact, when viewed in terms of ability, then the State Universities have a better capability to educate learners, as greater support from the government. No wonder, if the State Universities monopolize the quality of education, and ironically again, when you see the scores universities that can compete in quality exists only in Java island.

2) Academic policy must fit the needs of learners, governments and society.

It is that form of pragmatic paradigm, in an effort to improve the quality of higher education and students. College only oriented sub-particular field in opening up a course and concentration, in other words, the college only delivers programs required by a group of learners, whereas almost all fields of study has a correlation with aspects of life until the jobs that will be run later by learners.

To be able to compete regionally and globally, academic policies should be restorative and capable of giving impetus to the paradigm shift in the students, the community and the government. College is not customary institutions that should be conservative in view of the dynamics of science, creating boundaries that are destructive to the growing scientific progression.

Academic policy must fit the needs of learners is how universities are able to create those needs, not the college that ensnared to follow the needs of learners.

College is an agent of change and the college became superintendent in any dynamic development of science, so that all the activities that develop both economic, political, and legal and other scientific, must first pass the test of college, this is where the function of the college as a supervisor. While universities should progressively see the opportunities for the advancement of the nation is the duty of universities as agents of change.

In developed countries, universities act as a filter to the development of science, universities assess whether the development has an impact on changes or even hinder change a nation. For the college has a function as a researcher, servant and teacher summarized in the tri dharma college.

3) Book in the library according to the needs or demands of the curriculum.

The book is a way to broaden learners, because education is not only be obtained by listening to lectures. There is a process (cognitive) that occur in the process of transfer of knowledge between teachers and students, and the book is one of the instruments of knowledge transfer.

College as a facilitator and motivator of education is responsible, that each book contained in the library should be able to answer any scientific developments, thereby adding greatly required quantity of books, if you want to improve the quality scholary learners.

As a motivator, universities must be able to create a culture like reading both the teacher and the learner. Reading culture is able to provide additional scientific insights science. In some developed countries,reading cultures be one of the factors of success for education and success for the country to progress and grow, even in all aspects determined by reading. Theories by the drafter of the book is stau results of studies and analyzes, Even if the theory is considered to be no longer viable, there must be a new thesis constructed, thus, whether the latter thesis is built into the antithesis or not, then that is a fortune science.

Universities should be able to provide the needs of the book, a new can plant science learners, and if planting science based only on command, it will not be an accurate source of knowledge gained, moreover of everyday practice away from Scientifics.

For example, teachers who teach are based on daily practice will be stuck in a pragmatic paradigm as described above. Because the practice is not necessarily in accordance with what is in question, but rather the result of the teachers sheer

intuition, in this case the university must respond to every science must be in line with what was intended (PT as supervisor). Through scientific treasures were written in a book, then both learners are trained to read and critically to afford gave the antithesis is expected to be the synthesis of scientific struggle.

4) Expertise of educators in accordance with the needs or demands of the field of study and levels of study.

Universities that have courses also are required to have teaching qualifications in accordance with the scientific field, that no coercion against teachers who do not have capacity science teaching. However, there are many universities that implement this, this is what the authors mean by making the teaching as a component pelangkap not even become a unity within the educational structure.

This is what is referred to education as a commodity, if learners want to be taught by teachers who have the capability, then college thrusts (offer) other options that do not match what was requested by learners. This is due, teachers who have competence not accommodated well by the college, so that colleges are looking for teachers odd jobs just to meet the demands of purely academic.

Then, levels of study have also been associated with the teaching expertise. In the early stages usually curriculum embed the philosophical and theoretical value of science to students, so that students are able to gain a strong scientific foundation. But colleges appoint teachers who do not have the capacity in the field of theoretical and philosophical teaching, so that knowledge transfer is not successful. Finally learner know that not just be a spectator of what the substance of science is taught.

Universities must be able to select teachers with established classification. For example, to the initial level, teachers appointed are working in the field of theoretical and philosophical and usually senior faculty with education level Doctor and Professor, and mid-level Doctor and Professor became speaker early to mid meeting then continued with teachers who have the scientific capacity progressively. And the final stage of the younger teachers can take a position as the main teacher, but the teaching process remains supervised by senior faculty. This concept that makes the process of knowledge transfer is more appropriate and effective.

Classification senior lecturer must be proved with perseverance lecturer in the field of science that was involved, on the basis of research conducted, not only the age factor, since many teachers who just became an educator (teacher, teach only) instead of university lecturers (lecturers with tri dharma).

3. Education is the Future Investment Resources

The most valuable investment instead of cash or physical assets, but education. Still remember Japan after the United States attacked his country known by tragedy of Hiroshima and Nagasaki in World War II, Japan was able to rise with education, because the asset is lost. From this man requires education for life, the material can be spent, but science will continue to exist and continue to grow, because it imparts

a very compulsory education from an early age in order to provide a change on people and the state.

At the end of the century-0, Gary S Becker in 1992 the Nobel Prize for economics, because expand the domain of economic theory to aspects of human behavior that were previously only concern the discipline of the social sciences outside economics, such as sociology , demography and criminology. Becker research in the application of economics have been done long ago, for example, in 1995 he wrote his doctoral dissertation at the University of Chicago about economic discrimination. Since itawal 1960 Becker began to pursue the full issue of Hunam Capital along with Theodore Schultz who later gave birth to the thesis "education as an investment". They found that education was added on Human Capital, as well as generally to the Phisical Capital investment. In 1970-1n them expand his thoughts on the use of time (allocation of time) in the family. Becker applying economic approach in explaining the decision to have children and educate them, in addition to the decision to get married and divorced (LIPI, 2008).

Critics of the theory of human capital is very relevant indeed to Indonesia, and in poor countries in general. Human Capital theory only emphasizes the responsibility of the individual and ignore social factors and politics that actually determine whether an individual has the opportunity to enter a good educational institutions. This problem becomes more serious when the study began to be submitted to the market to compete. And can be ensured only those with strong economic levels are able to enter in good educational institutions.

Higher Education Cooperation

Can no longer be avoided, the Asean Economic Community is already underway, and the majority of universities in Indonesia is not ready to face the asean free market. If not done early preparation, may universities in Indonesia will fail to compete with universities from asean countries. Hence the importance of establishing cooperation to anticipate this.
As a member of the World Trade Organization, Indonesia can not deny the entry of foreign universities in Indonesia, because educational services are also included in the WTO agreement. Thus there are two things that the future challenges of Indonesian education. First, the MEA and the Second WTO, thus preparations are not needed anymore, but real action. Efforts should be made higher education in Indonesia is not a rivalry fight learners again, but an attempt to race to show the quality of education between universities. So the rivalry is open again against fellow universities in Indonesia, but with universities in Asia and even the world.

Reflecting many developed countries, Singapore as the country closest to Indonesia, have proved the existence of foreign universities in the country able to contribute positively and fair competition among universities of origin and the migrants. So it is not a problem if foreign universities to come to Indonesia, only domestic college readiness should be better than now, if you do not want to be left by learners.

How to improve the quality of higher education is no longer just limited to od Memorandum of Understanding (MoU) only, but concrete cooperation. This can be done by:

1. Exchange of Teachers

Teacher exchanges can be done between universities in the country, with reference should be to the college level of higher quality, so as to give change mindset and a culture of learning in college destination. These exchanges besides driven by individual universities, should also be facilitated by the government, both central government for inter-provincial and local governments to inter-district / city. With the implementation of teacher exchange mechanism, it is expected to provide improvements to the quality of the university.

Exchange is then performed between universities in Asia, thus the globalization of education does not aim to impose colleges other countries, but equally establish colleges of quality in Asia, so as to cultivate the power of regional education are strong and able to compete with regional-regional else world.

2. Exchange of Students

Exchange students should also be made between universities, so that the educational atmosphere that is felt by learners can be a comparison with the original college, and later became the correction of education quality improvements. Terms colleges that purpose must be of good quality.

Exchange students can be made between universities in Asia facilitated by fellow college through the MoU formed together, and also through government programs. This has been done by many universities in the world, but minimal done at Indonesian universities.

3. Sharing Problem

The problems of improving the quality of higher education can be solved with the concept of sharing problem between universities in Indonesia and universities in Asia and the world. The concept of sharing the real problem is not a new concept, naun implementation of this concept are still rarely carried out, this is because colleges tend to close themselves against shortages, because it is sensitive to market Indonesian education.

Problem sharing should be a concept that is applied between Indonesian universities in particular, because maintaining domestic quality is considered very urgent to implement, rather than competing individually between universities Indonesia with other countries.

There must be a transfer of responsibility in improving the quality of college education for others, so as to contribute more to the progress of national education that affect the improvement of the quality of education of a country.

CONCLUSION

1. Factors supporting the improvement of the quality of higher education is becoming the university as an educational institution that is in fact, not a science but rather a place for knowledge transfer transaction. Then, the college is a place of establishment of civilization through education is embedded in cognitive learners, and this became the basis of the development of civilization in a country. Furthermore, the college is a place to print future resources.

2. The first thing to do is exchange of university teachers who have a better quality ratings, this can be done at home and abroad. Furthermore, the exchange of students between universities are more qualified. Then universities should be able to build a culture of sharing Problems among fellow college.

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