



# **19 <sup>th</sup> Asian University Presidents' Forum**

November 30<sup>th</sup> ~ December 1<sup>st</sup>, 2020





#### 19 th Asian University Presidents' Forum

#### Hosted by Guangdong University of Foreign Studies Guangzhou, China

#### Dates

November  $30^{th} \sim December 1^{st}$ , 2020

#### Venue

Guangdong University of Foreign Studies: North Campus

#### Main Theme

Cooperation and Development of Asian Higher Education in the New Circumstances

#### Sub-Themes

A. Artificial intelligence: Transformation and development of higher education in Asia

B. Covid-19 and beyond: Opportunities and challenges for higher education

in Asia

C. Universities of the future: A better world

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#### 19<sup>th</sup> Asian University Presidents Forum Programme Nov. 30th -Dec. 1st, 2020

#### Hosted by: Guangdong University of Foreign Studies

Cohosted by: Dongseo University (Korea)

Petra Christian University (Indonesia) Daffodil

International University (Bangladesh)

Theme of the Forum: Cooperation and Development of Asian Higher

#### Education in the New Circumstances.

#### Theme of Panel Discussion:

- A. Artificial intelligence: Transformation and development of higher education in Asia.
- B. Covid-19 and beyond: Opportunities and challenges for higher education in Asia.
- C. Universities of the future: A better world.

#### Meeting Agenda

Nov.30th					
Beijing Time	Event		Zoom Meeting		
11:00-13:00	Opening Ceremony &Keynote Speech		Room Number: 836 5927 4596 Password: 590188		
15:30-17:30	Panel Discussion	A	Room Number:838 7761 5814 Password:357183		
		В	Room Number: 930 8450 3237 Password: 989038		
		С	Room Number:882 1949 8178 Password: aupf		
Dec.1st					
10:30-11:30	Standing Committee Meeting		Will inform the Standing Committee Members later		
11:30-12:30	Closing Ceremony		https://live.photoplus.cn/live/58195001		

#### **Opening Ceremony & Keynote Speech**

#### 10:30-11:00 Warming Video of Guangdong University of Foreign Studies

#### 11:00-11:05 Introduction of Participating Universities and Participants

#### 11:05-11:55 Welcome Address

Prof. SUI Guangjun, Chairman of University Board, Guangdong University of Foreign Studies, China

#### **Congratulatory Speeches**

Mr. ZHU Chaohua, Deputy director of Department of Education of **Guangdong Province** Prof. XU Zhenhua, President, Zhejiang Yuexiu University of Foreign Languages, China Mr. ZHUANG Mingying, Honorary President of Chaoshan Polytechnic College, China Dr. Jekuk Chang, President, Dongseo University, Korea Dr. Djwantoro Hardjito, President, Petra Christian University, Indonesia Dr. Md. Sabur Khan, Founder and Chairman of Daffodil International University, Bangladesh Dr. Mathana Santiwat, Vice Chair of the Board of Trustees, Bangkok University, Thailand Dr. Bert J. Tuga, President, Philippine Normal University Hideko Takeyasu, President, Kyoto Women's University, Japan Prof. Im Sio Kei, President, Macao Polytechnic Institute, Macao, China

#### 11:55-12:00 AUPF Theme Song

#### 12:00-12:05 Launching Ceremony

12:05-12:10 Break

#### 12:10-13:10 Keynote Speeches

#### **Keynote Speech I**

Professor SHI Youqi, President of Guangdong University of Foreign Studies, China

#### Keynote Speech II

Mehri Madarshahi, Member of the Advisory Board of UNESCO's International Centre for Creativity and Sustainable Development

#### **Keynote Speech III**

Osanai Masaru, Vice President, Dean of International Affairs, Professor of

Liberal Arts Faculty, Director of Japan Studies Center

#### **Closing Ceremony**

#### Prelude

11:00-11:27 Warming Video of Guangdong University of Foreign Studies 11:27-11:30 AUPF Theme Song

#### **Closing Ceremony Begins**

#### 11:30-11:40 Closing Speech

Professor SHI Youqi, President of Guangdong University of Foreign Studies

#### 11:40-11:45 Review Video of the 19th AUPF

#### 11:45-11:50 Flag Handover Ceremony

#### 11:50-11:58 Speech by the Host of the 20th AUPF

Prof. WEI Xiaolin, Vice President, Zhejiang Yuexiu University of

Foreign Languages, China

#### 11:58-12:00 Declare the Closing of the 19th AUPF

#### **Keynote Speeches**

#### **Keynote Speech I**

**Keynote Speaker:** Professor SHI Youqi, President of Guangdong University of Foreign Studies, China

**Title:** Integrating High-Quality Higher Education Resources and Promoting the Cooperation among Universities in Asia

#### Content:

Dear presidents, honorable guests,

Ladies and gentlemen,

#### Good morning!

Today's world is undergoing major changes unseen in the past century: The multipolarization and economic globalization, together with the growing informatization of society and the diversification of civilization, gives birth to a new round of sci-tech advancement and industrial revolution. At the same time, today's world is also plagued by such uncertainties as the Covid-19 pandemic, constant international trade frictions, and the rise of counter-globalization. All of these bring more challenges and make higher requirements on the training mode, learning ability, career planning and core competitiveness of global talents. Faced with the changes of the international situations and networks, we should, however, keep the common goal of mutual benefit and win-win situation of Asian countries unchanged, the thought of "rise or fall as one" unchanged and the concept of cooperative development unchanged.

For a majority of countries around the globe, higher education has embarked on a new historical track, where the longing for higher education has changed from the basic needs of schooling to an increasing demands for high-quality education. The internationalization of higher education means the integration and sharing of high-quality education resources among different countries and regions by means of boosting exchanges and cooperation among universities, so as to jointly promote the sustainable development of higher education; it is also one of the key indexes measuring the quality of university education, and of the means improving the presence of universities in general. Take Guangdong University of Foreign Studies (GDUFS). Great importance has been attached to the internationalization of higher education by highlighting the design at top levels. In 2017, GDUFS proposed the "355 Initiatives" on the basis of the new situation, namely, practicing the 3 thoughts of international vision, international philosophy, and international recognition, adhering to the 5 principles of pursuing a development of openness, intensiveness, quality, high-standard and balance, and deepening the construction in 5 aspects (internationalization of students, talents, instruction, research and management). On the new journey of building a high-level university with distinctive international characteristics, GDUFS is committed to

creating outstanding cooperation projects that is more inclusive by seizing opportunities, enhancing our strengths, and integrating internal and external cooperation, with the goal of promoting the intensive internationalization of higher education and its construction as a whole.

As an old Chinese saying goes, "Those who make big plans must observe the general situation at first." It is the same for us to integrate the resources and promote cooperation. At present, the international situation is undergoing profound and complex changes, and peace and development is an irreversible trend; in this case, the internationalization of higher education has shown 3 new norms as follows:

First, great platforms bring bigger opportunities.

With the in-depth promotion of economic globalization and regional cooperation, the Belt and Road Initiative and Regional Comprehensive Economic Partnership Agreement (RCEP) amongst others give rise to bigger platforms, which in turn brings huge opportunities for integrating high-quality higher education resources and promoting cooperation among Asian universities.

The Belt and Road Initiative, built on the idea of "a community of common destiny for all mankind, shared interests and responsibilities" and the global governance view of "wide consultation, joint contribution and shared benefits," has been promoted in a pragmatic manner and made substantial achievements, providing a great platform of growing vitality and for international cooperation. This, together with its significance for the world, has been recognized by an increasing number of countries and international organizations. Responding actively, universities both at home and abroad founded the "New Silk Road University Alliance" and "Strategic Alliance of Universities along the Belt and Road" in 2015, with the aim of jointly building the higher education and of promoting the educational, technological and cultural exchanges as well as communication among countries and regions along the way. In 2016, China issued the Education Action Plan for the Belt and Road that proposed the very concept of "jointly building the higher education community along the Belt and Road", the exchanges in terms of polices, channels, languages and people-to-people as well as the mutual recognition of academic qualifications, which provided talent support, intellectual services and cultural understanding for the Belt and Road Initiative. Initiatives like these provide solid support for us to promote higher education cooperation under the Belt and Road framework.

As for RCEP, it was finally signed in November 2020, after 8 years of unremitting efforts. Its signature is part of the efforts to build the Free Trade Area (FTA) of East Asia that is home to the largest population, the most diversified member network, and of the largest economic and trade scale as well as the greatest potential for development. As such, RCEP will not only inject more momentum into the economic and social development of Asia, but

also provide a new platform of opportunities for the development of higher education cooperation in Asia.

Second, the new mission comes with added momentum.

At a new historical stage, many countries and regions has been moving away from elitization and toward massive higher education, and some counterparts have marched into the popularization of higher education. Take China for example. China has already constructed the world's largest higher education system, with a gross enrollment rate of higher education reaching 48.1%, and this means China is stepping into massive higher education. Besides, the Chinese's demand for higher education is no longer to go to "a university" but "a desired one." For this end, it is a new mission of significance for universities in China to integrate high-quality education resources and to improve its quality.

With the general internationalization of education worldwide, all countries and regions are conducting educational exchanges and cooperation in greater depth and width, and this will exert profound influence on their social and economic development. Besides, under the framework of WTO, the General Agreement on Trade in Services (GATS) proposes 4 kinds of trade in education services, namely, cross-border delivery, outbound consumption, commercial activities and movements of natural persons; at present, around one third of WTO members, including China, have signed Educational Services Trade Concession Table. After the entry into WTO, China has further opened up its education, achieving a joyful boom of cooperation, inbound and outbound studies; China has not only introduced high-quality foreign educational resources for cooperation, but also witnessed the founding of branches and campuses abroad. In 2015, China promulgated the General Plan for Coordinated Construction of World-Class Universities and First-Class Disciplines, which clearly states "Promoting international exchanges and cooperation, especially closely with world-class universities and institutions, and innovating international collaboration, with the goal of enhancing the international competitiveness and discourse power of China's higher education." The development of many top universities proves that international cooperation plays a vital role in constructing world-class universities. This might point out the way for many high-level universities in China to reach the goal, and becomes the research topic and drive of promoting cooperation among Asian universities.

Third, the fresh goal leads to new directions.

On the United Nations Development Summit held in September 2015, leaders of Asian countries and beyond reached a consensus on the development of education in the 21st century, and unanimously adopted the epoch-making 2030 Agenda for Sustainable Development, which puts forward the education goal of "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all." Two months later,

UNESCO passed the Education 2030 Framework for Action, which outlines a blueprint for the global education and mobilizes all countries and partners (including Asia) to answer the call for the sustainable development of education. To this end, each and every country could develop specific plans and strategies based on its own realities, capacities, policies and development priorities.

In China, for example, China Education Modernization 2035 was released in February 2019, which proposes the overall goal of education modernization: by 2035, China will achieve education modernization as a whole, join the rank of educational powers, and strive to become a great country of learning, human resources and/or talents. To reach this goal, Chinese universities and institutions would take these steps: to improve international exchanges and cooperation in a all-round way, realize the mutual recognition of academic degrees and standards as well as the sharing of experience, enhance the quality of cooperative education, optimize services for overseas studies and carry out the Programs of Study in China, construct a mechanism for high-level cross-cultural exchanges, and expand the fields of humanistic exchanges so as to accelerate people-to-people and civilization exchanges.

Higher education in Asia enjoys geographical advantages for the combination of distinctive characteristics with high complementaries. So, we need to further integrate high-quality higher education resources, upgrade the transformation and improve the quality of running universities with the final goal of advancing the sustainable development of Asian economies. For this goal, I have the five-point proposals as follows:

(1) Jointly construct an Asian higher education community. The 21st century has seen revolutionary changes in the development of education: the international community, oriented by the philosophy of sustainable development, has initiated the revolution of education and learning modes; with the new round of technological and industrial revolution hallmarked by the Internet, big data, cloud computing and AI, education and learning is being reshaped in terms of environment and business models. These changes bring both opportunities and challenges for the majority of emerging markets and developing countries in general and for Asian countries in particular. Drawing on the consensus of building the community of common destiny for all mankind and on the success of the "Bologna Process" in Europe, Asian universities should work together to break through the restrictions of education systems, and integrate science and technology into higher education so as to jointly construct a higher education community in the region.

(2) Advocate the spirit of Silk Road. By upholding the principle of "wide consultation, joint contribution and shared benefits" and the "Silk Road" spirit of "openness and inclusiveness, mutual learning and mutual appreciation," Asian universities, in the course of "Belt and Road" efforts, should accelerate the interconnectivity and intercommunication of higher education in terms of talent training, scientific research and humanistic exchanges, and

unblock the "Silk Road" of higher education cooperation by removing the barriers in languages, funding and policies along the way. By doing so, we can share the high-quality higher education resources and make common progress in higher education; we can develop Asian universities to be a bridge for people-to-people communication, a messenger for cultural exchange, a platform for academic talks and a base for talent training.

(3) Innovate the mode of higher education cooperation. Conventional cooperation does not meet the current needs of internationalizing higher education any more. In addition to such schemes as student exchange program, mutual recognition of credits and awarding of joint degrees, Asian universities could forge regional discipline alliances, co-found universities or institutions, get involved in the researches of partners and/or set up teaching centers in the host universities on both bilateral and multilateral levels, as long as the quality is ensured and the procedures are legal. At present, GDUFS is applying its successful "Asia Campus Progress," and fully committed to constructing "Bay Area Campus", "Eurasia Campus" and "ASEAN Campus." It is hoped that universities in Asia strengthen bilateral and multilateral cooperation within the framework of AUPF in order to innovate the mode of cooperation in higher education and explore a way of development with Asian characteristics.

(4) Expand cooperation in higher education. On the basis of equality, consultation, collaboration and solidarity, universities in Asia could further carry out cooperation with each other and expand its range in higher education. Talent training and research cooperation aside, we can also cooperate and collaborate in discipline development, social service, cultural heritage and innovation, teacher exchange, distance education and management. Also, we can co-educate not only language majors, but also talents of economics, management, law, science, engineering, agriculture and medical studies.

(5) Improve the quality and effectiveness of higher education cooperation. Under the premise of excellence and win-win cooperation, universities in Asia can gradually push forward the cooperation in scale, strengthen the docking of disciplines, and jointly develop academic standards and quality assessments so as to support the training of higher education talents and ensure the quality and effectiveness of cooperation. Also, our universities could spend effort setting up the working system, requirements and evaluation system of education internationalization, establish an international exchange and cooperation mechanism in the (post-)epidemic era, and improve the working and procedures of international exchanges.

As we know, my colleagues and friends, humanistic exchange with education as its carrier is the bridge for people to communicate emotions and ideas, and a link for countries to deepen their understanding and trust. Thus, it is more long-lasting and far-reaching than political or economic exchanges. As the biggest enemy of mankind since World War II, Covid-19 has left no countries unscathed, but brought challenges to the development of global higher education, slowing down the internationalization of education and people's mobility, and severely affecting graduates' employment and ways of learning. In this situation, we need to think rationally for the intensive development of higher education and find opportunities to explore new paths for the internationalization of education.

AUPF has been nearly 20 years old since the first session was held in 2002. Each session has provided an effective platform for members to learn, communicate and cooperate with each other, promoted the exchanges among schools, teaching staff and students, and has put Asian universities on the fast track to internationalization of education. Let's join our hands, dig opportunities out of this crisis and open up new horizons in the changes. We can further integrate high-quality higher education resources, jointly build an Asian higher education community, and upgrade the transformation of higher education. We can innovate the mechanism and mode of cooperation and boost the quality and effectiveness of education in Asia and even worldwide.

Thank you.

#### Keynote Speech II

**Keynote Speaker:** Mehri Madarshahi, Member of the Advisory Board of UNESCO's International Centre for Creativity and Sustainable Development **Title:** Universities of the Future: A Better World **Content:** 

Thank you for inviting me to this prestigious meeting. I was asked to speak about Universities of the Future and a Better World.

In doing so, I tried to imagine how our world today would transform to a place where learning and knowledge can play a more important role than many other preoccupations in our daily life. Given the fact that universities and institutions of higher learning are in existence since a few thousands years and have survived in various forms through wars, famine, natural disasters, dark ages, renaissance, industrial revolutions, the technological innovation era, the current pandemic (COVID 19) and more, one thing is clear: they will survive unforeseen future events and challenges too.

Having said that, we must admit that challenges facing institutional learning in this century may be complex since the nature of the world and its expectations from universities as agents of change, have shifted from predictable to unpredictable.

From among all challenges in these days and age, let me pick just three outstanding elements and review their impacts on today and on the future of universities. These are: COVID 19, ECONOMIC RECESSION AND CLIMATE CHANGE.

#### I - COVID Pandemic

COVID 19 is considered as the biggest crisis the world has confronted since the Second World War.

COVID19 has put life in reverse gear and erased what was achieved in the past four decades, i.e.. through a broadening of multilateralism, respect for cultural diversity, increasing world trade, the fight against poverty and all other trends that had been defining geo-political collaboration and exchange. Prolonged impact of this virus will cause a deep economic recession and tighter restrictions on cross-border movements of goods, people and all means of inter-connections. It changes patterns of personal consumption; work patterns by reverting to work from home and digitally based meetings. It changes leisure, recreation, travel and increased use of smartphone-based personal health management. It may even give rise to a trend towards localization, de-urbanization and ultimately anti-globalization.

The health of the economy will be dictated by the trajectory of the virus. If the pandemic persists beyond 2020, the global contraction could be twice as severe, causing a sharp rise in unemployment and impacting any hoped-for rebound in 2021.

We still do not know how to stop this pandemic but we know that we must spend whatever is needed to protect both our people and our economic potential from its negative consequences.

Without proper government responses, the virus's broader victim will be globalization. This will be a daunting task for any institution of higher learning to provide a direction for containing the fallout. We need an effective coordination of efforts to restore growth, protect jobs and reinforce the global financial, economic and social systems.

#### II - Recession

All predictions point at the prospect that we will pass through this tragedy sooner or later, but the main question remains: toward what?

The International Monetary Fund starkly warned about the coronavirus's economic toll, stating that the world is facing its worst downturn since the Great Depression: Shuttered factories, quarantines and national lockdowns are bound to cause economic output to collapse.

This grim forecast underscores the magnitude of the shock that the pandemic has inflicted on both advanced and developing economies and the daunting task that policy-makers face in containing the fallout.

According to World Bank forecasts (June 2020), economic activity among advanced economies is anticipated to shrink by 7% in 2020 as domestic demand and supply, trade, and finance are being severely disrupted. Emerging markets and developing economies are expected to shrink by 2.5% this year, leading to a GDP decline of 3.6%, and accelerating extreme poverty, interruptions in schooling and primary healthcare access in 2020.

While the magnitude of disruption will vary from region to region, it is expected that ninety per cent of all countries will experience negative growth in real GDP this year.

With the world reverting to protectionism, most collaborative efforts are either not being pursued or have run into stumbling blocks. The pandemic may not itself transform the world, but it can well accelerate changes already under way.

In his message to the opening of the 75th anniversary session of the UN, the Secretary-General warned that while "The world has a surplus of multilateral challenges,

{it suffers} from a deficit of multilateral solutions, while no one wants a world government, we must work together to improve global governance."

Former British Prime Minister Gordon Brown argued: "Out of this crisis must come reforms to the international architecture and a whole new level of global co-operation." If this is to happen, some states must lead. Any global order rests on co-operation among powerful states."

To establish a new model of global governance, intellectuals and visionaries must draw the map. As the Greek Philosopher Plato once said: "in our world, either the Kings should be Philosophers or the Philosophers must be the Kings". To carry this task forward, If not universities then, who? And if not now, when?

#### III - Climate change

Despite the clean air and the cleaner waters in rivers and canals, which we are observing over the past three or four months, the coronavirus has continued, causing disastrous consequences for the climate.

Despite laudable attempts, we have not reduced our greenhouse gas emissions in line with scientific advice. Since the beginning of the Industrial Revolution, humans have boosted the concentration of heat-trapping carbon dioxide in the atmosphere by an incredible 47 percent. Even if countries around the world rapidly reduced their emissions, we would still have to deal with the consequences of the carbon we have already spewed — and the warming that is already taking place.

Larissa Basso, a postdoctoral fellow at Stockholm University, says that is because CO2 molecules can persist in the atmosphere for up to 200 years. And, regardless, she says, the drop in emissions will only be temporary unless we address the root causes by changing the way we live.

The news of a drop in oil prices was welcome among the advocates of a green economy, but a global recession as a result of coronavirus shutdowns and cheaper energy, slowed or stalled the shift to clean energy.

The clean energy analyst Bloomberg NEF has already downgraded its 2020 expectations for the solar, battery and electric-vehicle markets.

The International Energy Agency has called for a global investment of US\$1 trillion to accelerate the move to zero-carbon energy. Its plan would create 9 million jobs a year, reduce emissions by 4.5 billion tons globally and deliver a sustainable recovery.

If by 2030 we have not cut greenhouse gas emissions by half globally, we will not be able to avoid devastating tipping points in global economy and its existential human threats.

What a difference wills the passage of 5 years make? In 2015, the Sustainable Development Goals under the mantra of "our common vision for a better future" – and built on the success of the MDGs, which helped more than 700 million people escape poverty - were approved by the UN /GA.

The 17 Goals encompass water, energy, health, poverty alleviation, climate change, education, food and others, along with 165 objectives to be achieved.

Goal 14 referred to Climate Change. The timetable for implementations of these lofty goals was set in the decade between 2020 and 2030.

In the same year, 2015, the Paris Agreement on Climate Change was adopted to ensure holding the increase in the global average temperature to well below  $2^{\circ}$ C.

Support for the implementation of the Paris Agreement was partially weakened by the withdrawal of the United States, but the Agreement received broad-based global endorsements particularly from youth and university students.

illustrates the interactive nature of the SDGs where people are becoming part of nature and act in partnership peace and prosperity.

Five years later, while the ambition and momentum to tackle the SDGs has grown steadily - some say progress has been too gradual. The Earth is suffering from biodiversity loss and experiences mass extinction rates. One in five species on Earth now face extinction, and scientists warn that this may be far more by the end of the century. Current deforestation rates and uncontrolled fires in the Amazon Basin could lead to an 8% drop in regional rainfall by 2050, triggering a shift to a "savannah state", with wider consequences for the Earth's atmospheric circulatory systems.

The chemistry of the oceans is changing more rapidly than at any time, as the water absorbs anthropogenic greenhouse gases. The resulting ocean acidification and warming are leading to unprecedented damage to fish stocks and corals.

Despite these raging disasters, the most significant accomplishment of the UN at its 75th anniversary coinciding with the implementation decade for SDGs (2020-2030). Was adoption of a Declaration of Principles recommitting to uphold the principles of multilateralism? They agreed that multilateralism is not an option but a necessity in order to build back a more sustainable world.

The good news is that necessity breed's innovation .New technologies are rapidly transforming all aspects of our society, sectors and markets. An estimated 70% of new value created in the economy over the next decade will be based on digitally enabled platforms – and leading innovators are re-imagining how we innovate, create, distribute and capture value in the new systems that are emerging.

Rapid technological advancements in artificial intelligence (AI) – as well as other evolving technologies such as robotics, big data analytics, and the Internet of Things – are changing the way we learn, work and live together. This transformation affects all aspects of our lives and sustainable development.

We may be in the early days of the digital age, but we stand at a critical juncture to make decisions and put in place a policy and governance architecture with profound and lasting impacts on our educational systems. Collaboration and coordination internationally and across multi-stakeholder groups will be critical.

The positive scenario of a technology-enabled sustainable future for all won't emerge unguided. There will be trade-offs and challenges, including the importance of education and training for new skill, and labor market reforms.

#### Conclusion

The fact that the world has the highest number of "educated" people in its history and yet is nearest to an ecological breakdown is a stark reminder that 'more of the same kind of education will only compound our problems' The COVID-19 pandemic has laid bare the world's fragilities. It is not far from truth to say that this pandemic shook the foundations of our world and our principles to the core.

Today, for the first time in 30 years, poverty is rising. Human development indicators are declining and we are careening off track in achieving the Sustainable Development Goals.

1558{Slide 16} COVID-19 was not only a wake-up call but it seems a dress rehearsal for the world of challenges to come.

These dramatic changes, however, require dramatic shifts in our aspirations, behavioral patterns, prosperities, cultural affinity, harmonious dialogues and a call for a new world order and diplomacy.

The require ement for a new world order s about the "rebalancing" or "convergence" between the developed and developing nations. In other words, global governance may be undergoing a historical change from "Western governance" to "co-governance by East and West" in order to make re-globalization work.

Future Role of Universities

The strategists for a better world at universities must engage in dreaming or imagining "what could be", proceed to design of "what should be", create "what will be" and appreciate the best of "what is".

Future education must promote a Green COVID Recovery Plan – and we must deliver new jobs and businesses through a clean, green and non-carbon transition.

Such a path exists. Faith is the key role of education so as to ensure that sustainable development will be instilled in our life and aspirations.

In the face of the multiple existential threats we have brought upon ourselves, business as usual is no longer an option. It is time to step up to the challenge and fundamentally reconfigure the role of education and schooling in order to radically reimagine and relearn our place and agency in the world

We require a complete paradigm shift, from learning about the world in order to act upon it, to learning to become part of the world around us. Our future survival depends on our capacity to make this shift.

#### PHYSICAL SPACE

THE PHYSICAL ATTRACTIONS AND ITS ADJUSTMENTS TO THE UPCOMING NEEDS OF UNIIVERSITIES ON SCIENCE AND TECHNOLOGY, HAVE CREATED A COMPETITION AMONG VARIOUS COLLEGES AND HIGHER INSTITUTIONS OF LEARNING AS A MEANS OF ATTRACTING BETTER FINANCING AND MORE OF ELITE STUDENTS. THE Nanyang Technological UNIVERSITY in SINGAPORE EARNED A TOP RANKING AMONG MANY ASIAN COUNTRIES.

The virus, nevertheless, has cast a harsh light on the habitual way of learning. As a result, universities today and in the future may have to adapt to a new normal. In general, studies will likely be carried out without physical presence of students and professors in lecture halls. Lectures and seminars will be delivered and held via interactive zoom or other digital links. Digital links can be complemented by MOOCs from specialized or world-famous lecturers and teachers and input from other universities. Studies and literature research, which hitherto required recourse to libraries, will in future be based on a fully digitized collection.

All this will significantly reduce the space requirements of universities in terms of lecture halls, reading and study space, libraries and dormitories.

Budgets of universities will have to be reworked and recalibrated, as will the fees and tuitions, Likewise, the salaries of teaching personnel may have to be revisited and adapted.

Universities will also have to reconsider how the previous vibrancy of interaction among students from different countries and cultures can be maintained and restored. And how will exams be conducted and graded?

How commencements and graduation ceremonies as well as curricula have to go through remaking's?

We must live with technologies and adopt them as partners to guide us through a maze of difficulties. We have to create more modern, practical and smaller campuses, which are environmental friendly. We must prepare our generation and those of the future to be better prepared to deal with upcoming pandemics and conflicts and economic crashes. Covid has destroyed what we built for centuries but also given us a blank page to restart again.

#### TOWARD A NEW ERA

These dramatic changes require dramatic shifts in aspirations, strategic orientations, cultural affinity, harmonious dialogues and a call for a new world order and diplomacy.

A closer cooperation with emerging and different types of supranational institutions such as the European Union, the World Trade Organization, the Group of 7 or 8, the International Criminal Court, OPEC, the Group of 77 (consisting of 134 countries +China), ASEAN, the Small Islands and Landlocked Countries (SIDS), and other multilateral grouping and organizations who are to facilitate international agreements and integrations among States and may assist the global outreach of universities in the future.

To that effect, creating new mechanisms for international and global cooperation and interaction is called for.

Thank you for your attention!

By Mehri Madarshahi president@cultureisglobal.org

#### **Keynote Speech III**

**Keynote Speaker:** Osanai Masaru, Vice President, Dean of International Affairs, Professor of Liberal Arts Faculty, Director of Japan Studies Center **Content:** Congratulations!

This's from Soka University. I am Masaru Osanai, vice president, and dean of International Affairs, and professor of Liberal Arts Faculty, and I am also director of Japan Studies Center.

Today, I would like to talk about global perspectives of Soka University, and a little bit of introduction about Soka University. Soka University was founded in 1971 and next year we will have the 50<sup>th</sup> anniversary. We were founded by Dr. Daisaku Ikeda, the buddhist. We have 8 faculties and also some graduate schools, of course founding to these faculties.

According to its number of students, Soka University is a middle-sized university with 7500 students. Most of them are undergraduate. Our founder said three principles, founding principles. Be the highest seat of learning for humanistic education. Secondly, be the cradle of a new culture. And third one, be a fortress for the peace of humankind.

Let me talk about history of our international exchange. Please allow me to use the photo of our Royal Highness Princess of Thailand. We have more than 200 partners in 62 countries and areas. Among them 127 universities are in Asia. We have lots of partner universities in China. We make students exchanges with more than half of them. We have also many partners in Africa and Latin America. And currently, our president Yoshihisa Baba, is the vice president of the Association of Southeast Asian Institutions of Higher Learning. There is a general meeting twice a year. We are not in the southeast Asia, but he is the vice president.

Our history of international exchange is basically with China. We were the first Japanese university that accepted PRC students as regular students. On this photo are our honorable Zhou En'lai and our founder. These are the first group of students from China. Two of them became diplomats later on. He is the former Chinese ambassador to Japan.

We are designated among the "Top Global Universities Initiative" by Japanese Ministry of Education. Mext means the Ministry of Education, Culture, Sports, Science and Technology. In 2014, we became among 37 Japanese universities as the top global universities. This project continues until 2023 Academic Year.

Among 37, 13 universities like University of Tokyo, or Tokyo University, they are called researching universities. We are among 24, another type. We are expected to show good examples of education in globalization. In this project, there was the mid-term evaluation. Two years ago, the mid-term evaluation results were announced. We received a grade of "S", the highest grade, which was given to 6 universities out of 37. We have made tremendous efforts to achieve the goals of this

#### project.

Why we were successful in international exchange so far? I think there are five reasons. Firstly, we have Japan Studies Center offering Japanese language education program. Secondly, we have large capacity of international dormitories. It is very rare that universities in Tokyo have large capacity of international dormitories. Thirdly, we have more than 100 courses offered in English and we have some English tracks that students can graduate only with the courses given in English. And No. 4, we have our own scholarship system for international students. Lastly, our Japanese students are very outgoing. They are eager to visit or study abroad, especially in developing countries, even in Africa or Latin America. They are willing to go.

Anyway, Let's look back. In recent five years, we received 46 students from Guangdong University of Foreign Studies. They ended up Soka university after learning in your university. They are under "2+2" program. So finally, they can get both of undergraduate degrees in Guangdong University of Foreign Studies and Soka University. We have very successful program. So I hope this friendship will continue forever. Thank you very much. Thank you for your listening.



#### Sub Forum A of 19th Asian University Presidents Forum Agenda

Time: 15:30-17:30 (Beijing Time), November 30, 2020 (Monday) Form: Online Conference, ZOOM App Conference ID: 838 7761 5814 Conference Password: 357183 Theme: Artificial Intelligent: Transformation and Development of Higher Education in Asia Host University: Dongseo University, Korea Host: Dr. Jekuk Chang, President, Dongseo University, Korea

#### Agenda:

#### **I.Keynote Speech**

1.Address by Prof. Dr. Nazrul Islam, Northern University Bangladesh(10 minutes) Theme: Emotional Intelligence and higher education

2.Address by Prof. Jinbo Lin, Chaoshan Polytechnic College (10 minutes) Theme: Intelligent Operation and Practical Teaching of Cross-border E-commerce

3.Address by Prof. Noriko Hanakawa, Hannan University (10 minutes) Theme: AI Technology for students in social science research fields

4.Address by Prof. Joanna Radwańska-Williams, Macao Polytechnic Institute (10 minutes) Theme: Artificial intelligence: Transformation and development of higher education in Asia.

5.Address by Prof. Ke Xiaohua, Guangdong University of Foreign Studies (10 minutes) Theme: Artificial intelligence: Transformation and development of higher education in Asia.

# II.Group Discussion Participants: From Dongseo University, Korea (Host of Sub Forum A) Dr. Jekuk Chang, President Dr. Kyongho Hahn, Dean for International Affairs

#### From Northern University Bangladesh, Bangladesh

Prof. Dr. Nazrul Islam, Pro-Vice Chancellor Commodore M. Monirul Islam (Rtd), Registrar

#### From Chaoshan Polytechnic College, China

Dr. Shaoyou Ji, President Prof. Zhiqin Wu, Vice Director Prof. Jinbo Lin, Assistant Director

#### From Dongguan University of Technology, China

Professor Ziqi Zhu

**From Guangdong Technion-Israel Institute of Technology, China** Dr. Danming Lin, Pro-Vice Chancellor

#### From Guangdong University of Foreign Studies, China

Prof. Ke Xiaohua, Director of International Office

**From Yangtze University, China,** Dr. Zeng Yajun, Director

From Zhejiang Yuexiu University of Foreign Languages, China

Prof. Yuanjin Chen, Deputy Director of the President's Office

#### From Universitas Atma Jaya Yogyakarta (UAJY), Indonesia

Dr. Sushardjanti Felasari, VR for Academic Affairs

#### From Petra Christian University, Indonesia

Prof. Dr.(H.C.) Rolly Intan, Executive Director of PCU Board of Trustees

**From Hannan University, Japan** Professor Noriko Hanakawa

#### From Mykolas Romeris University, Lithuania

Assoc.Prof.Dr. Saulius Spurga, Deputy Rector Mr. Ričardas Servetka, Director of IT Center

#### From Macao Polytechnic Institute, Macao

Professor Joanna Radwańska-Williams

#### From Philippine Normal University, Philippines

Dr. Celia Ilanan, Dean, College of Flexible Learning Dr. Londinio A. Vergara, Vice President for University Relations and Advancement

#### **Online Attendees:**

Jinbo Lin, Assistant Director, Chaoshan Polytechnic College (China)
Noriko Hanakawa, Dean of the Graduate School of Management & Information Technology, Hannon University (Japan)
Joanna Radwańska-Williams, Professor, Macao Polytechnic Institute (Macao)
Ke Xiaohua, Director of International Office, Guangdong University of Foreign Studies (China) Nazrul Islam, Pro-Vice Chancellor, Northern University Bangladesh (Bangladesh)
Rolly Intan, Executive Director of PCU Board of Trustees, Petra Christian University (Indonesia)
Saulius Spura, Deputy Rector, Mykolas Romeris University (Lithuania)
Sushardjanti Felasar, Dr/VR for Academic Affairs, Universitas Atma Jaya Yogyakarta (Indonesia)
Socorro Rodriguez, Professor, Saint Michael's College of Laguna (Philippines)
M. Lutfar Rahman, Vice Chancellor, Daffodil International University (Bangladesh)

#### Attendees at site:

Jekuk Chang, President, Dongseo University (Korea) Kyongho Hanh, Dean of International Affairs, Dongseo University (Korea) Jeonghee Kim, Director of International Exchange Center, Dongseo University (Korea)

#### Theme

Artificial Intelligence: Transformation and Development of Higher Education in Asia

#### **Opening Remarks**

Jekuk Chang emphasized the increasing importance of artificial intelligence for institutions of higher education. He noted how universities in the United States are rapidly developing and implementing new AI systems, helping them to gain a larger share of the global market for online education. Relatedly, he suggested that leaders of Asian university should also adapt quickly to ongoing changes relating to AI.

#### I. Keynote Speech

**Keynote Speaker 1**: Nazrul Islam, Pro-Vice Chancellor, Northern University Bangladesh (Bangladesh) [Presentation delivered via pre-recorded video] **Title**: Emotional Intelligence and Higher Education

#### Abstract

[Full speech sent rather an abstract: concluding excerpt included below] As we know, it is not the smartest people who are the most successful or the most fulfilled in life. You probably know people who were academically brilliant and now unsuccessful at work or in their personal relationships. Their intellectual ability or intelligence quotient (IQ) isn't enough on its own to achieve success in their lives. Your higher level of IQ can help you to get into college or to start a good job, but it's your EQ that helps you to manage your stresses and emotions when you face problems at work.

Hence, both IQ and EQ or EI are important for being effective at work. IQ and EQ exist in tandem (cycle) and are most effective when they build off one another. So, the success is the function of IQ & EQ, not only IQ.

### **Keynote Speaker 2**: Jinbo Lin, Assistant Director, Chaoshan Polytechnic College (China)

**Title**: Artificial intelligence: Transformation and Development of Higher Education in Asia: Intelligent Operation and Practical Teaching of Cross-border E-commerce **Abstract** 

# At present, a new generation of artificial intelligence is developing and advancing as a whole, leading to a chain breakthrough and accelerating all areas of the economic society to jump from digitalization onto intelligentization. From Year 2019 till now, the application cases of "artificial intelligence plus education" in higher education will be more extensive and intensive. Artificial intelligence will bring huge challenges and great opportunities to higher education, and will endue higher education with extremely profound changes. It is a new situation and a novel subject for higher education to strive to be an experiencer, co-creator and innovator in the era of artificial intelligence. Hereby, the cross-border E-commerce education is the focus. How to develop the corresponding

practical teaching mode for the intelligent operation of cross-border E-commerce brought by artificial intelligence? The intelligent operation of cross-border E- commerce includes selection, publishing, optimization and matching of pictures, titles, descriptions, prices, logistics and delivery, etc. These repetitive tasks can be completely replaced by machines, and the operation efficiency can be improved through intelligent systems.

Meanwhile, talent shortage has been one of the most intractable problems in the cross-border E-commerce industry. How to cultivate high-quality cross-border E-commerce talents in the era of artificial intelligence? This article will conduct an in-depth discussion and research on the above questions.

Keynote Speaker 3: Noriko Hanakawa, Dean of the Graduate School of Management & Information Technology, Hannon University (Japan) Title: AI Technology for Students in Social Science Research Fields Abstract

AI technology is an indispensable element in modern society. People unknowingly use AI technology when eating and shopping and people are benefiting from it. AI technologies and their knowledge are important not only to AI engineers but also to general people. In higher education in university, AI education is also required for students in social human science research fields. AI education does not mean AI literacy education. Students in social human science fields need deep understanding of AI and high abilities to control AI. That is, a humans who are not an AI specialist should make life plans with AI technologies and AI benefits. Of course, various social activities such as business, life work, and education are already supported by AI technologies. Therefore, we propose a higher education plan and practice with AI technologies for students in social human research fields in our graduate school at Hannan University in Japan. High education with AI technologies is not literacy education. The goal of the education makes human resources who can propose business plans and lifestyle plans with AI technologies and controlling AI. For instance, social science study AI programming. AI programming does not mean machine learning programming that is a kernel technique. The AI programming uses AI API (Application Programming Interface) in various cloud service such as Google Clouds, Amazon AWS, and Microsoft AI. Students use the kernel of AI on the various cloud services through easy programing techniques such as Python Programing language. What is important is the planning ability with AI technologies.

For instance, the subject "Project" for social human science students is prepared in our university. Students learn AI knowledge and AI easy programming with AI API on cloud services. Then, students propose business and life plans with AI technologies in order to improve modern society. Typical AI technologies with cloud API are "recommend listing", "Image

influence", "Text classification", "Text suggest", "Proofreading", "Talk", "Image generate", Image search", and "Text summarization". Students propose new plans

with these AI technologies in order to join together AI technologies and social human science research.

Finally, we aim that all students can control AI technologies and can propose new business and life plans with AI technologies for AI society in the future.

**Keynote Speaker 4**: Joanna Radwańska-Williams, Macao Polytechnic (Macao) **Title**: Changing campus culture: IT adoption and implications for the internationalisation of education

#### Abstract

Under the evolutionary pressure of the pandemic, there has been an accelerated shift in campus culture, characterised by students' expectations of online provision of teaching content. An economically conditioned gap in IT has also been revealed between Chinese and international students. This paper auto ethnographically explores the author's reflections on her own teaching and learning experience, then zooms out to implications for IT adoption, the internationalisation of education, and user-friendly AI design.

**Keynote Speaker 5**: Ke Xiaohua, Director of International Office, Guangdong University of Foreign Studies (China)

**Title**: Promoting International Exchanges and Innovative Cooperation by Integrating AI and MT

#### Abstract

This research starts with the metrics and optimization of Machine Translation (MT) quality evaluation, and introduces the application of Speech Translation (ST), AI+ Machine Translation, as well as the researches on Image Recognition, Automated Speech Recognition (ASR) and Knowledge Graph. Upon this basis, this research proposes an in-depth integration between AI and MT to promote international exchanges and cooperation and cultivate professionals in synergy.

#### **II.Group Discussion**

**Jekuk Chang** summarized key aspects of each speech, referencing 1) uses of AI in fostering cross-border entrepreneurship, 2) need for AI literacy across all majors, 3) challenges and opportunities of online education in response to COVID-19, 4) advances in machine translation and application for internationalization in higher education, and 5) the importance of fostering emotional intelligence in university students.

**Rolly Intan** asked what speakers thought the future of universities would look like? For example, would AI replace the role of teachers? Would campuses still be

#### necessary?

**Joanna Radwańska-Williams** referred to Microsoft report including mention of a virtual teaching assistant allowing students to upload assignments and receive AI support. She emphasized the importance of IT access and recognition of credentials, noting India's development of an academic bank for university credits.

**Jinbo Lin** asked whether teachers and translators might ultimately be replaced by machines.

**Jekuk Chang** noted that in Korea there is a shortage of AI specialists, due partly to a "brain drain" whereby students who study at US colleges choose to take higher paying jobs in Silicon Valley than return to their home country. He also noted the difficulties involved with regulations over online education for international students, suggesting that these will need to be resolved as we move into the post-covid era and the "new normal."

**Socorro Rodriguez** explained that in the Philippines there are currently no AI courses for students in the social sciences, adding that she is considering making a related proposal.

**Sushardjanti Felasar** emphasized the importance of providing all students with social, technological, and human literacy. She wondered whether AI courses for social science students at Hannan University were compulsory or elective. Additionally, she wondered whether engineering students should also be required to take courses aimed at improving social and human literacy.

**Jekuk Chang** noted that Dongseo University implemented a policy in March of 2020 that all students, regardless of major, must take one course in AI.

**Saulius Spura** wondered about new requirements for students given that an era of AI is coming. For example, should universities promote teamwork, creativity, communication, cooperation, etc?

**Joanna Radwańska-Williams** that the current era is not characterized only by the knowledge economy but also by the need for human and social literacy. She added that micro-credentials are gaining importance and that if they could be certified they could prove beneficial.

**Kyongho Hanh** explained that AI was developed in the industrial sector, not in academia. As a result, universities have a lot of catching up to do if they hope to be competitive in this area. Part of this catching up is likely to involve training to

develop a competitive edge in blockchain and smart technologies.

**Jekuk Chang** raised the question of what is being done at other universities, asking especially what has changed due to the increased prominence of AI.

**Rolly Intan** explained how Petra Christian University has established an Informatic Engineering department and opened a computer division for non-computer science majors. Also, he noted a shift within higher education in Indonesia whereby students have more "freedom" with respect to their own education. Students now begin by taking courses in their major for 8 semesters, then take courses outside their major for a year, and finally become involved with internships or exchanges.

**Jekuk Chang** noted how Dongseo University is trying to make up for the shortage of AI specialists through industry-academia cooperation. Currently, programs at DSU bring in experts in industry to give lectures on campus and provide students with internships at AI-related companies.

**Joanna Radwańska-Williams** noted how the computer department at Macao University has developed a successful machine translation program operating between Chinese and Portuguese, which has allowed her university access to a wide range of students. She also noted how her university has an active tracking system for graduates along with a pro-active job placement system that enabled a 90% placement rate.

**M. Lutfar Rahman** explained that neither his university nor any of which he is aware in Bangladesh offers a bachelor's program in AI.

**Jekuk Chang** said that nearly all Korean universities have programs in computing that cover AI, though most serious research and development is done at the graduate level.

**Noriko Hanakawa** added that a new program has been established at Hannan University that enables students in non-AI related fields, particularly ones in graphic design, to take AI-related courses.

With no further comments raised, and with time running out, Jekuk Chang thanked all attendees for their participation and concluded Sub-Forum A of the 19th Asian Universities Presidents Forum.

## Artificial intelligence: Transformation and development of higher education in Asia:

**Intelligent Operation and Practical Teaching of Cross-border E-commerce** 

Lin Jinbo Assistant Director Office of International Exchange & Cooperation Chaoshan College, Guangdong, China E-mail: 172968250@qq.com

#### Abstract:

At present, a new generation of artificial intelligence is developing and advancing as a whole, leading to a chain breakthrough and accelerating all areas of the economic society to jump from digitalization onto intelligentization. From Year 2019 till now, the application cases of "artificial intelligence plus education" in higher education will be more extensive and intensive. Artificial intelligence will bring huge challenges and great opportunities to higher education, and will endue higher education with extremely profound changes. It is a new situation and a novel subject for higher education to strive to be an experiencer, co-creator and innovator in the era of artificial intelligence. Hereby, the cross-border E-commerce education is the focus. How to develop the corresponding practical teaching mode for the intelligent operation of cross-border E-commerce brought by artificial intelligence? The intelligent operation of cross-border E-commerce includes selection, publishing, optimization and matching of pictures, titles, descriptions, prices, logistics and delivery, etc. These repetitive tasks can be completely replaced by machines, and the operation efficiency can be improved through intelligent systems. Meanwhile, talent shortage has been one of the most intractable problems in the cross-border E-commerce industry. How to cultivate high-quality cross-border E-commerce talents in the era of artificial intelligence? This article will conduct an in-depth discussion and research on the above questions.

#### Key words:

Industry-university-research cooperation, Intelligent operation, Practical teaching

#### **Chapter 1 Background**

The Regional Comprehensive Economic Partnership (RCEP), initiated by the ten ASEAN countries, invites China, Japan, Korea, Australia and New Zealand to join in the "10+5" to establish a free trade agreement with a single 15-country market by reducing tariff and non-tariff barriers. On 4th Nov. 2019, India announced that it would not join the ASEAN RCEP Agreement.

On 15th Nov. 2020, the ten ASEAN countries, together with China, Japan, Korea, Australia

and New Zealand formally signed the RCEP, marking the formal conclusion of the world's largest free trade agreement.

Once signed, the 15 countries will comply with common tariffs, rules of origin, investment access, intellectual property rights, competition policy and E-commerce.

According to the agreements reached so far, the RCEP's main achievements are reflected in the below 4 aspects.

First, provides that 90 percent of trade in goods between participating countries will be tariff-free.

Second, implement uniform rules of origin to allow the calculation of added value of products within the RCEP scope.

Third, expanding access to service trade and transnational investment.

Fourth, new rules have been added to facilitate E-commerce.

Compared with the existing regional free trade agreements, the RCEP has the following 3 characteristics.

NO.1, it will be the world's largest free trade agreement.

NO.2, the RCEP agreement adheres to the principle of inclusiveness and openness.

NO.3, the RCEP is the only regional trade agreement centered on developing economies.

#### Chapter 2 New Retail

In the context of RCEP, new retail is the future trend. So what is new retail? New retail is data-driven and reconstructs the roles and relationships of people, goods and fields. In the Internet age, fragmented consumption has made traditional retail unsustainable. On the other hand, based on data analysis, artificial intelligence can realize marketing prediction and assist decision-making in retail scenarios by comprehensively using data from various dimensions, including historical transaction data, social network relations, shopping habits, online browsing records, cyclical consumption habits, etc. Today, smart warehouses, unmanned delivery vehicles, precision marketing, etc., are all products of the combination of artificial intelligence and new retail.

Among them, artificial intelligence (AI) technology is a bridge connecting online and offline scenes. It can bridge the gap between online E-commerce and physical stores, realize the complementation of online and offline data, and create a new shopping experience. Next, we illustrate from 3 dimensions inclusive of human, goods and fields.

NO.1 Intelligent recommendation from the human dimension.

The recommendation of personalized, customized service in the retail industry can be a very good customer experience, with the continuous upgrading of consumption, people tend to focus on quality and individuality. Meanwhile, more and more retail enterprises began to launch personal customized services, for instance, clothes can be customized according to your size in the clothing store while cakes can customized according to your taste in the grocery store etc.

For online scenes, such as online shopping malls, each user's page browsing data can be obtained through event tracking. According to these data, users can be counted where they enter the page, redirect history and which pages they view, the time and behavior of each page, such as browsing, clicking or collecting, and which page they end up on. Based on such data, browsing analysis can be carried out to calculate the conversion rate of the critical path of the website, so as to understand the rationality of the entire website design and to optimize the space, etc., which provide a basis for optimizing the page design, and improve the effect of online precision marketing.

NO.2. Intelligent shelf management from the goods dimension.

The development direction of the new retail will be the intelligent shelf management, to effectively improve the user experience. For example, through the face recognition function of the camera, new and old customers can be identified when they enter the store. For old customers, shopping routes can be recommended according to shopping history, cycle and habits. For new customers, customer portraits could be made and precision marketing can be carried out. After the customer enters the store, the camera can record the customer's moving track and optimize the shelving setting. In addition, pressure sensors can also be used to monitor the situation of goods being picked up and put down, as well as the amount of inventory, to carry out automatic real-time monitoring management of the shelves.

NO.3 Intelligent logistics management from the field dimension.

Specifically, the application scenarios of intelligent supply chain can be seen at present mainly include,

1st, Automatic inventory forecast, through historical records, holidays, promotions, cyclical factors, commodity characteristics and other data to effectively reduce inventory.

2nd, Intelligent selection, through intelligent diagnosis of the current category structure, optimization of category resource allocation, to realize intelligent management of the full life cycle of goods.

3rd, Intelligent warehouse allocation, goods are matched to the warehouse nearest to consumers in advance to minimize inter-regional allocation and intra-regional warehouse allocation to improve timeliness. Meanwhile, the warehouse allocation scheme during allocation is optimized to minimize allocation cost.

#### **Chapter 3 Cross-border E-commerce**

After Google's AlphaGo defeated human in the man-machine game of go, artificial intelligence almost became the pronoun of the future, and the atmosphere of "whoever controls AI will control the future" was formed in many industries. In the new retail era, AI also brings a huge impact on cross-border E-commerce. Thus, under the impact, what changes will cross-border E-commerce have?

For businesses, the rapid development of artificial intelligence makes them understand consumers better. Consumers' purchasing habits, purchasing ability and purchasing desire can be presented to merchants through the analysis of artificial intelligence, so as to help merchants make sales plans, determine the optimal price and reduce their operating costs. Additionally, with the advent of big data era and the update of all kinds of tools and hardware, the development of cross-border E-commerce also tends to be automated and intelligent. For example, the customer service system of various platforms has adopted robot customer service to solve users' doubts. The intelligent customer service system enables

users to get feedback more quickly and greatly reduces the labor cost of merchants.

For operators of cross-border E-commerce, machines have already replaced workers on assembly lines, and more work will be replaced by machines. Therefore, the development of artificial intelligence requires higher and higher threshold for operation personnel. Operators in the future will be more concerned with decision-making. People can use these intelligence to make decisions more quickly and make more kinds of decisions. The higher the degree of automation, the more important the judgment of people will be. With the transparency of cross-border E-commerce market and the popularity of various software, everyone can use intelligent technology, but not everyone who uses intelligent technology will succeed. In many cases, the key depends on who is using it and how to use it. Whether you could make good use of it or not, is the key to success.

For users, artificial intelligence brings better consumption experience for users. Users' living habits and consumption habits will be digitized. Through artificial intelligence, users' potential consumption willingness and demand can be explored to help them find what they want most. Big data can tap into the real needs of consumers, and artificial intelligence will probably understand people better than they do.

#### **Chapter 4 Intelligent Operation**

AI will transform the operation of cross-border E-commerce. And this chapter focuses on the analysis of intelligent operation of cross-border E-commerce.

In recent years, the intelligent development of cross-border E-commerce industry has been witnessed by all "cross-border people". With the popularization of various kinds of software and artificial intelligence in the market, cross-border E-commerce operation is also becoming simpler. Therefore, it seems that the threshold for "operation technology" is constantly falling. However, does it mean that the role of "people" will gradually fade in the cross-border E-commerce industry? Even though the system is becoming more and more intelligent, meanwhile the team size of sellers is still constantly expanding, so what these technologies have changed is that cross-border E-commerce has a more high-end demand for talents. People's consciousness of leading is vital as a seller, but what makes the seller succeed is that you can accurately seize the opportunity, which other people haven't notice, while others get started you have already operated on scale, this kind of "difference", is the key to help you stand out.

After more than a decade of brutal growth, cross-border E-commerce is now entering a new stage of development. At this stage, compliance will be the main theme, and the work of compliance requires the in-depth combination of online and offline cross-border E-commerce. The E-commerce industry focuses on operational efficiency, which determines the survival of the fittest. The development of information technology plays a crucial role in the operation efficiency of enterprises. The Internet, big data, new technology and artificial intelligence are used to connect IT and operation efficiency, so as to promote the development of cross-border E-commerce industry.

Intelligent operation of cross-border E-commerce includes selection, publishing, optimization and matching of pictures, titles, descriptions, prices, logistics and delivery, etc.

These repetitive work can be completely replaced by machines, and the operation efficiency can be improved through intelligent system. Talent shortage has always been one of the most intractable problems in the cross-border E-commerce industry. With the development of economic society, the competition for talent resources among cross-border E-commerce enterprises will only become more and more fierce in the future, and the cost of talent training and labor cost will also become higher and higher. Although the initial investment of artificial intelligence may be relatively large, it can work 24 hours a day and is absolutely loyal to the enterprise. While helping the enterprise to improve work efficiency, it also reduces a lot of losses caused by human problems.

#### **Chapter 5 Chaoshan College**

The continuous development of AI technology cannot be separated from the efforts and dedications of artificial intelligence talents. Similarly, the cultivation of operation talents is also indispensable for the realization of intelligent operation in the field of cross-border E-commerce.

Founded in August 1999, Chaoshan Vocational & Technical College ("College") is a regular institution of higher learning approved by the Ministry of Education and issues the diploma of national regular institutions of higher learning. There are 6 secondary schools inside the College, including School of Entrepreneurship, School of Information Engineering, School of Design Engineering, School of Accounting Finance, School of Economics & Management and School of Humanities. In order to deepen the integration of production and education, also improve students' practical ability, the College established Institute of Cross-Border E-Commerce, Institute of Logistic Industry and Institute of Clothing Industry to meet the requirements of different industries. The facilities and amenities include Maker Space etc., providing sufficient training and practice conditions for students to fully stimulate their creativity and innovation. Hereby Maker Space will be highlighted in this chapter.

Initially, an area of 775  $m^2$  was freed up by the School of Entrepreneurship, where business incubator, we chat business studio, elite studio, boss studio, enterprise studio and entrepreneurship training room were established. At the same time the college public services are used for entrepreneurial activities. It connects closely with the superior resources of garment, shirts, pajamas and underwear in the local city, grasp the timing to develop E-commerce and organize students to take part in the E-commerce business education.

In September 2017, it was recognized as the "Guangdong Province Maker Space Pilot Unit" by the Department of Science and Technology of Guangdong Province. On April 23, 2020, it was recognized as the national archival maker space by the Torch Center of the Ministry of Science and Technology.

#### **Chapter 6 Practical Teaching**

WitSeller, a system jointly developed by Chaoshan College and excellent alumni, currently supports simultaneous access to mobile phones, tablets and computers, so as to quickly
solve problems in operation information learning, supply chain resource services, finance, taxation and logistics of cross-border E-commerce sellers. The system focuses on serving for cross-border export enterprises on Amazon, eBay, Shopee, Lazada, Walmart and other platforms, providing one-stop support from knowledge, resources to services. The system features are as follows.

No.1, Multilingual presentation, including English, French, Japanese, Spanish, Russian, German, Chinese and so on.

NO.2, Integrate supply chain services, from product selection, procurement, customer service till logistics.

NO.3, Sell globally, it can help the seller to sell products to different countries and regions in America, Australia, Europe, Africa and Southeast Asia.

NO.4, Spot stock of multiple categories. The categories include office supplies, household appliances, cosmetics, electronics, clothes, shoes, bags, etc.

NO.5, Packet service, which includes product titles, product pictures, detailed descriptions and keyword settings.

NO.6, Multiple warehouses. It has warehouses in many countries and regions around the world, including the United States, Russia, Europe and China.

NO.7, Drop shipping, from receiving orders on the platform, to online processing, and finally to the warehouse service by providing the whole service.

We are calling on teachers and students in colleges and universities within southeast Asia, by sharing cross-border E-commerce teaching courseware to co-construct WitSeller system platform, meanwhile sharing the supply chain, jobs and overseas resources, to let every student, whether in Amazon, Lazada or Shopee business, can solve problems they meet during their operation of E-shops only by a mobile phone under our common efforts. On the basis of practical teaching and training, students can start their own business online in the Internet era, realize economic freedom and achieve their dreams in life.

# **Chapter 7 Conclusion**

In artificial intelligence era, if the universities and colleges in southeast Asia work together, opening up cross-border E-commerce in major settings, establishing E-commerce offline schools, releasing talent standard and shortage of E-commerce, writing and publishing teaching materials on cross-border E-commerce, and team up to build some effective service system like Witseller into a world-class platform, meanwhile speed up the resource integration of enterprise and college, then the higher education in Asia will experience a new round of reform and development. Under the background of the current global epidemic, southeast Asian universities should make joint efforts, to contribute one's strength, to fight against the virus, to create a better tomorrow!

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# **Changing campus culture:**

#### IT adoption and implications for the internationalization of education

Joanna Radwańska-Williams Macao Polytechnic Institute

Abstract: Under the evolutionary pressure of the pandemic, there has been an accelerated shift in campus culture, characterized by students' expectations of online provision of teaching content. An economically conditioned gap in IT has also been revealed between Chinese and international students. This paper auto-ethnographically explores the author's reflections on her own teaching and learning experience, then zooms out to implications for IT adoption, the internationalization of education, and user-friendly AI design.

**Keywords:** AI design, campus culture, internationalization of education, IT adoption, online provision, student expectations, teaching and learning

#### 1. Introduction

# 1.1. The evolutionary pressure of the pandemic

The Covid-19 pandemic started unexpectedly in China in the last days of December, 2019. By early February, after the Chinese New Year, the educational system of the entire country was in lockdown, with a rapid switch to online provision of teaching content. At Macao Polytechnic Institute in the Macao Special Administrative Region of China, the full provision of online teaching lasted from the Chinese New Year until June. The transition to online teaching was facilitated by the IT Department and from the technological point of view went quite smoothly. However, teachers and students experienced subtle challenges in the teaching and learning culture.

These challenges can be characterized as the result of the evolutionary pressure of the pandemic. For teachers who may have had a lifetime of face-to-face delivery, the challenges are predominantly technological. For students who are not used to the greater degree of freedom that online delivery allows, the challenges may involve self-regulation, which is the adoption of appropriate self-discipline and time management. For administrators, the challenges have to do mainly with the task of facilitation of teaching and learning in a changing, increasingly digital environment.

# **1.2.** Gap in IT accessibility

An additional challenge that we observed was a gap in IT accessibility between Chinese and international students. Due to the strategic positioning of Macao as a platform to Portuguese-speaking countries, Macao Polytechnic Institute welcomes students from the

Lusophone world, which includes Angola, Brazil, Cape Verde, East Timor, Equatorial Guinea, Guinea-Bissau, Mozambique, Portugal, and São Tomé and Principe. These students are enrolled in several of our Bachelor's degree programmes, such as Chinese-Portuguese Translation and Interpretation, International Chinese Language Education, Portuguese Language, and Sino-Lusophone Trade Relations. During the semester of online teaching, when most of these students were experiencing distance learning because they had gone back to their home countries, some teachers reported difficulties communicating with the students through the online Canvas platform. This was due to a combination of factors, including a significant difference in time zones and, for some students, a lack of accessibility of IT in their home countries.

#### 2. Personal reflections on teaching and learning

My own experience reveals another challenge, to me as a professor. In the fall semester, when the students returned to face-to-face learning, I experienced a shift in the campus culture of teaching and learning. The students were much more assertive in negotiating with me the extent of their compliance with the assignments of the course. For example, I asked them to do written exercises in a pen-and-paper notebook and to submit them to me for checking, but they said that they preferred to do their homework on the computer and print it out. They also asked me to upload the course handouts to the Canvas platform, and some students did not bring a paper copy of the handouts to class, but instead read the virtual copy on their mobile phone. I think that this indicates a shift in the culture of learning, because the online culture entails equality among participants. Increasingly, the students are in the driver's seat and are making their preferences known.

#### 3. Implications for the development of education

#### 3.1. Implications for IT adoption

During this period of a rapid shift to an online culture, how should universities respond? First, they should move towards the construction of a smart, fully technologized campus. I am happy to be working at Macao Polytechnic Institute, where there is a computer in every classroom, with full audiovisual facilities, and sometimes with an interactive screen; many computer labs and specialized language labs; computer workstations in the library and even in the cafeteria; and campus-wide WiFi. There is a spirit of innovation, because we have the Engineering Research Centre of Applied Technology on Machine Translation and Artificial Intelligence, established by the Ministry of Education, which conducts application development in the fields of artificial intelligence, machine translation, natural language processing, and applied computer technology. Also very importantly, a smart campus needs to have very good staff support. At MPI we have an e-service platform where we can request support and receive help in a very timely manner, and we have good esprit de corps among staff to help each other.

In addition, the development of IT-based pedagogies requires interdisciplinary cooperation between various university departments, such as the IT Department, the Teaching and Learning Centre, and the Library. Both teachers and students need to be

fully empowered to achieve their best potential. This applies not only to the digital literacy of teachers and students, but also to the content of education itself. According to the UNESCO Education Strategy for 2014-2021<sup>1</sup> (p. 51),

"The current conceptualization of education is still largely rooted in the industrial model of the 19<sup>th</sup> century. This, however, is increasingly being challenged by accelerating factors of change, [...] and by unforeseen crises and shocks. [...] It will be important to consider how the information, knowledge and communication revolution is transforming people's understandings of time and space, and of individual roles and relationships in societal development. [...] [There is a] need for more flexible and adaptable skills to address new and unforeseen changes in science, technology and production. Analysing emerging development trends and understanding their potential implications for education constitute a first step in rethinking education for the future."

# **3.2.** Implications for the internationalization of education

One of the areas where flexibility is needed is the internationalization of education. There is a technology gap between countries in terms of accessibility of the internet and speed of download. Also, there is a trend among young people to use smartphones rather than laptop or desktop computers. These things need to be taken into consideration when designing online learning. Another consideration is termed the "portability of credentials", which is the capacity for transfer of academic credit between universities worldwide. This process can be accredited by international quality assurance agencies. The mutual international recognition of academic qualifications can also be facilitated by appropriate big data and blockchain technologies.<sup>2</sup>

#### 3.3. Implications for user-friendly AI design

When designing innovative pedagogies and new educational content, IT professionals should keep in mind that the most successful designs are those that are maximally interactive and beneficial for the users.

In the Microsoft report on AI in Higher Education: Opportunities and Considerations<sup>3</sup>, Alexandros Papaspyridis says,

"Artificial intelligence (AI) brings the promise of important benefits for education, such as learning that is personalized to the preferences of each student, helping him/her to adapt the pace and control iterations to improve the mastery of the topic."

<sup>&</sup>lt;sup>1</sup> UNESCO Education Strategy for 2014-2021, https://unesdoc.unesco.org/ark:/48223/pf0000231288, accessed on 27 November 2020.

<sup>&</sup>lt;sup>2</sup> Viggo Stacey, "Blockchain set to revolutionise academic credentials and portability", The Pie News (25 April 2018), https://thepienews.com/news/blockchain-set-to-revolutionise-academic-credentials-and-portability/, accessed on 27 November 2020.

<sup>&</sup>lt;sup>3</sup> Alexandros Papaspyridis, "Al in Higher Education: opportunities and considerations", Microsoft Stories Asia (26 March 2020),

https://news.microsoft.com/apac/2020/03/26/ai-in-higher-education-opportunities-and-considerations/, accessed on 27 November 2020.

In terms of the assurance of student success, the application of AI has the capacity to "[a]ttract students, drive student outcomes, and connect with students in lifelong relationships". To give just one example, Microsoft has developed FLEXA, "a new digital platform powered by Microsoft Azure and AI which will enable students to assess their professional skills and provide them with personalized content to help fill skills gaps between their career goals and their existing studies".<sup>4</sup>

#### 4. Conclusion

In conclusion, I have expressed my opinion as an educator with many years of teaching experience. The digital revolution has been accelerated by the evolutionary pressure of the global pandemic. Universities should play a leading role in the evolution of digital applications. Ultimately, whatever the future evolution of technology may be, in the context of the university as an institution, its role is the facilitation of the provision of education for generations to come.

<sup>&</sup>lt;sup>4</sup> Alexandros Papaspyridis, "Al in Higher Education: opportunities and considerations", Microsoft Stories Asia (26 March 2020),

https://news.microsoft.com/apac/2020/03/26/ai-in-higher-education-opportunities-and-considerations/, accessed on 27 November 2020;

<sup>&</sup>quot;Microsoft and MIP Politecnico di Milano's new digital AI platform is the ultimate career-path mentor", Microsoft News Centre Europe (16 March 2018),

https://news.microsoft.com/europe/2018/03/16/microsoft-and-mip-politecnico-di-milanos-ai-powered-digit al-platform-is-the-ultimate-career-path-mentor/, accessed on 27 November 2020.

# Promoting International Exchanges and Innovative Cooperation by Integrating AI and MT

# Prof. KE Xiaohua Guangdong University of Foreign Studies

**Abstract:** This research starts with the metrics and optimization of Machine Translation (MT) quality evaluation, and introduces the application of Speech Translation (ST), AI+ Machine Translation, as well as the researches on Image Recognition, Automated Speech Recognition (ASR) and Knowledge Graph. Upon this basis, this research proposes an in-depth integration between AI and MT to promote international exchanges and cooperation and cultivate professionals in synergy.

# 1. How to Evaluate the Quality of Machine Translation

Quality of Machine Translation (MT) is normally measured in two ways, human and automatic evaluation. Despite being the most effective approach, human evaluation is subjective, time-consuming and expensive. Therefore, standard and automatic metrics have been introduced by scholars for MT performance evaluation. Many studies have shown that, the output of these metrics is more or less the same with human evaluation, especially with the emergence of Neural Machine Translation (NMT). Given that MT quality evaluation is crucial to MT quality improvement, what would be the best metrics to measure MT quality?

#### 1) BLEU

BLEU is the first commonly used metrics in the industry. Its working principle is to compare a machine's translation and that of a human. The score of BLUE is calculated by working out the proportion of same words appearing simultaneously in a machine's output and a translator's output.

When BLEU became popular 10 to 15 years ago, it was considered the closest evaluation to human evaluation. Even though it has been widely used, its limitations have been known by many as well, for example, it wasn't capable of handling synonyms or grammar-related word changes properly, nor was it able to support two-way comparisons in addition to the current one-directional comparison from a machine translation to a human translation.

2) Automatic Evaluation Metrics of Post-Editing Quality:

An important part of post-editing evaluation is to compare the difference between a machine translation and a post-editing translation. It is based on the amount of changes such as

deletions, substitutions and additions of words. The score on amount of changes is then calculated through a formula. So what are the most widely used post-editing evaluation approaches?

# TER (Translation Edit Rate)

The TER method is based on the number of edits rather than the amount of character changes to calculate the type of changes made to the translations. In the example of "the cat is barking" and "the dog is barking", "Levenshtein Distance Algorithm" calculates both the deleted 3 characters and the inserted 3 characters while TER recognizes only one substitution from one string to another which comprises 3 characters. Accordingly, TER is more reliable for one-time lengthy editing, because its logic complies more with actual post-editing.

According to Levenshtein, the shortcoming of TER is that it may actually overestimate the scale of post-editing, for example, in case of replacement of one or two characters in a long sentence, the Levenshtein Algorithm couldn't recognize the difference between editing and rewriting.

3) Evaluation Based on Specific Detection Points.

Do you have any different thoughts on MT evaluation? For me, If I could make a wish come true, I would like to develop a system that knows exactly what the translations are for. In fact I have found a very good example and would like to show you the video.

2. AI and MT + Voice Intelligence + Knowledge Management

This is a video on NMT, which is capable of both self-evaluation and self-diagnosis. Let me put it this way, it is a machine smart enough to not only evaluate the quality of its own translation that is machine-generated, but also to advise the translator: The translation is not perfect, but I can point out the possible errors and provide suggestions for correction.

As time goes by, the system will gain sufficient experiences, and can even modify the errors in subsequent parts based on the previous choices. The key point for MT to replace the translation memory in some cases would be that MT will be fully aware of the errors in the translation and can provide editors with a variety of feasible modification suggestions.

It still remains a great challenge to apply AI technology for translation of text from a source language to a target language. Nevertheless, some progresses have been made recently in this field, such as:

1) Speech-to-speech translation (ST) has become a key domain of MT researches in recent

years, in particular in the past few months when many companies have tried to keep businesses on track and thus generated a soaring demand for virtual conference rooms, due to isolations and lockdowns caused by the Covid-19 pandemic.

2) Following iFLYTEK, Google and Amazon, Apple has made new progresses on speech translation, which has been a complex issue. Firstly, in April 2020, two Apple researchers published a report entitled "Speech Translation and the End-to-End Promise: Taking Stock of Where We Are" on the renowned e-prints archive arXiv (Reference 01). Secondly, Thomas Zenkel, Joern Wuebker, and John DeNero have published a paper entitled "End-to-End Neural Word Alignment Outperforms GIZA++" on Lilt, in which they describe their purely neural word alignment system, which provides a 13.8% relative improvement in Alignment Error Rate (Reference 02).

Time is so limited for us to discuss more recent papers, but what have been shown in the previous video is the latest progress we have.

# **3.**The future of translation quality evaluation: in-depth integration between AI and MT

We are still very confident that machines can't replace human translators, just that computer-aided translation may be transformed into human-assisted machine translation. In other words, machines will do the translations from scratch, at least for translations of contents with lower emotional weight, and eventually for text with higher emotional weight. Afterwards, a human-being will evaluate and process the machine-translated texts.

Obviously, under such circumstance, we need to consider what does this change mean to the translators. When machines have done the translations, humans no longer need to translate but to do post-editing. However, when MT goes so far as and can even comprehend the meaning and nuance behind the text, understand the sentence flow and identify different authors and their voice-prints of different languages, where shall MT lead us?

That's all for my speech. Thank you.

# Sub Forum B of 19th Asian University Presidents Forum Agenda

Time: 15:30-17:30 (Beijing Time), November 30, 2020 (Monday)

Platform: Online Conference, ZOOM App (Link: petra.id/B\_SubForum\_AUPF2020)

Conference Number: 930 8450 3237

**Conference Password:** 989038

**Theme: Covid-19 and beyond:** Opportunities and challenges for higher education in Asia **Host University:** Petra Christian University, Indonesia

Host: Prof. Dr. Djwantoro Hardjito, Rector, Petra Christian University

# **Hosting Team:**

- 1. Mr. Aditya Nugraha, Ph.D /Liauw Toong Tjiek
- 2. Mrs. Maria Natalia Maer, Ph.D moderator
- 3. Mr. Daniel Budiana, M.A. (MC & co-host)

# Agenda:

# I. Presenters Sharing – 1st session (40 mins)

- Address by Aditya Nugraha, Ph.D of Petra Christian University, INDONESIA (8 minutes)
- Theme: COVID-19 as Necessity that Drives New Ways in Learning and Teaching
- 2. Address by **Prof. Dr. Abu Yousuf Md. Abdullah** of Northern University BANGLADESH (8 minutes)

Theme: World Under COVID-19 & After

3. Address by **Prof. Yu, Haifeng** of Guangdong University of Finance and Economics, CHINA (8 minutes)

Theme: "To Open A New Chapter of Higher Educational Collaboration in Asia in the Post-COVID-19 Era by Improving Collaborative Models and Enhancing Academic Quality and Effectiveness"

 Address by Dr. LIU Xiaojun of Kyoto Women's University, JAPAN (8 minutes)

Theme: Study Abroad Program after COVID-19

5. Address by **Dr. Jennie Jocson** of Philippine Normal University, PHILIPPINES (8 minutes)

Theme: Kaway-Aralan sa Bagong Kadawyan: PNU Flexible Learning

Group Discussion – Session 1 (20 mins)

## II. Presenters Sharing – 2nd session (40 mins)

- 1. Address by **Dr. LIU Ying** of Kunming University of Science and Technology, CHINA (8 minutes) Theme: Sino-Thai education development goes hand in hand in the post epidemic Era.
- Address by Dr. Lidia Sandra, S.Psi, S.Kom, M.Comp.Eng.Sc of Krida Wacana Christian University, INDONESIA (8 minutes) Theme: Agile Learning in Pandemic: "Merdeka Belajar-Kampus Merdeka movement, opportunities and challenges for higher education in Indonesia.
- Address by Dr. Rhodora C. Mendoza of Eastern Samar State University, PHILIPPINES (8 minutes) Theme: Flexible Learning Initiatives in Eastern Samar State University, Borongan City, Philippines
- Address by Dr. Siriwan Ratanakarn, Mr. Atthasith Chuanpipatpong, and Dr. Panadda Unyapho of Bangkok University, THAILAND (8 minutes) Theme: Bangkok University Experience: Lessons Learned & Practices for Being (Post COVID-19) Ready
- 5. Address by **Dr. Ribut Basuki** of Petra Christian University, INDONESIA (8 minutes) Theme: COP (Community Outreach Program): An Option for Education 5.0.

# Group Discussion – 2<sup>nd</sup> session (20 minutes)

## **Keynote Speeches**

# I. Presenters Sharing – 1st session (40 mins)

#### Speech 1

**Speaker:** Aditya Nugraha, Ph.D of Petra Christian University, INDONESIA (8 minutes) **Theme:** COVID-19 as Necessity that Drives New Ways in Learning and Teaching

#### Speech 2

Speaker: Professor Abu Yousuf Md Abdullah, PhD Chairman, Northern University Bangladesh Trust Bangladesh.Theme: The World Under Covid-19 & After Abstract:

Thank you very much for giving me the opportunity to share my thoughts regarding the future of education after this ongoing pandemic situation.

Yes, everything in the world will never be the same as before. COVID-19 has significantly affected global harmony, but at the same time, it has taught us the true essence of togetherness. It has shown us how vulnerable we are in front of the actions of nature. We have learned that unplanned and unsustainable civilization may only bring so-called economic growth, but at the same time, we are creating an unstable future for our next generation. Perhaps, COVID has allowed us to realize all our wrongdoings from a vantage point so that we can correct ourselves accordingly.

Due to the pandemic, the academic persuasion of millions of students is now at a standstill. To ensure social distancing, the majority of educational institutions have shut down their physical classes. Although a few have introduced online classes within limited facilities, lower internet penetration rates and difficulties in technology adoption have significantly jeopardized the adoption of virtual classrooms in most of the Asian countries. Apparently, we have to wait for an effective vaccine before we go back to our normal physical activities. But I believe, our learning behavior has been impacted by the pandemic, which will prevail even after the oblivion of COVID-19.

To me, the situation is not all bleak. Instead, I can sense technology-driven academia is transforming gradually all over the world. In this connection, I want to mention the interesting vibration I am experiencing in the global higher education sector due to the pandemic. As an academician, I have the privilege to closely witness how education is getting universal gradually, thanks to the ubiquity of internet and online learning platforms. Now you don't have to rely on institutional education anymore, the unlimited source of knowledge is open online for all. On a broader perspective, knowledge sharing can be done from a much bigger classroom via internet with millions of students and teachers, which we have finally realized during this pandemic period.

The first wave of remote learning had started in the early 2000s when tech giants like Apple, Google, or Microsoft wanted to introduce virtual classrooms in educational institutions. At first, the concept was limited to an experimental level, but remote learning has never been a necessity in academia. COVID-19 has, in fact, transmuted that experimental concept into basic necessity all over the world. Eventually, people have discovered that they can learn their required skills in the comfort of their homes. Moreover, education is now being accepted as a lifelong process. The age-old

concept of 'Getting a Master's degree is the end of institutional learning' is now invalid. That's why professional training and certification programs are getting popular day by day. I think this wind of change will prevail and sustain in the future. Educational institutions should get prepared for this change if they want to endure the transformation. As the Chairman of Northern University Trust, I have initiated remote learning and training programs through our in-house 'Learning Management System.' I think, if traditional educational institutions want to prove them relevant in the 21st century, especially in the post-COVID world, they have got no choice but to adopt remote learning facilities as soon as possible. In this process, academic learning should be a mixture of physical and digital presence. You don't need to conduct each and every class physically, where the topic is recurring. Teaching the same thing over and over again by the same educator is wastage of human capital, and that's quite big. Instead, we should carefully draw the line between the necessity of physical presence in the classroom and remote digital learning.

However, as I mentioned earlier, I am quite optimistic about the positive changes instigated by the COVID-19. Today, I dream of a cooperative 'tomorrow,' when the global resources will be prudently utilized by the nations for the collective betterment of this world. In the past, academicians were bounded by the geographic horizon in terms of sharing knowledge. A student from a remote village of Africa was not entitled to receive top-quality education from a European or North American university. The Internet has truly freed us from that geographical limitation. The pandemic situation has motivated thousands of academicians to record their classes and disseminate knowledge via an online platform. This is indeed a positive revolution in world history, which will eventually redefine the concept of self-learning to a great extent. I afraid, our orthodox academia and business centric educational institutions may force academic curriculum back to go all physical. We must understand the positive impacts of online education: like the huge savings in time, money, and human capital, less mobility by teachers and students - which is also environment friendly, savings in energy sources, etc. Overall, we should be open-minded while adopting online education in academia, and arrange academic curriculum accordingly for our future generation.

Thank you all for having me here!

#### Speech 3

**Speaker:** Prof. Yu, Haifeng of Guangdong University of Finance and Economics, CHINA (8 minutes)

**Theme:** "To Open A New Chapter of Higher Educational Collaboration in Asia in the Post-COVID-19 Era by Improving Collaborative Models and Enhancing Academic Quality and Effectiveness"

#### Abstract:

Guangdong University of Finance & Economics (GDUFE) was founded in 1983 with the approval from China State Council. This paper aims to propose how to improve collaborative models for international education from two dimensions and thus to enhance academic quality and effectiveness in the post- Covid-19 Era. GDUFE looks forward to working with Asian universities in in-depth exchanges and cooperation for student education and collaborative researches.

#### Speech 4

**Speaker:** Liu Xiaojun, Director of International Center of Kyoto-women's University **Title:** International Student Exchange After COVID-19

#### Abstract:

Due to the spread of COVID-19, universities around the world have transformed their way of teaching from face to face to online. In Japan, there is an opinion that hybridized online and face-to-face lessons will continue to develop in a post-Covid-19 era. However, hybridized online and face-to-face lessons is not valuable for overseas student. It will be necessary to address whether online classes can be useful for studying abroad after COVID-19. This presentation discusses the possibility of studying abroad online and will provide examples from the university at which I work.

#### Speech 5

**Speaker:** Dr. Jennie Jocson of Philippine Normal University, PHILIPPINES (8 minutes) **Theme:** Kaway-Aralan sa Bagong Kadawyan: PNU Flexible Learning

#### Abstract:

The pandemic ushered in a redefinition of new normal to address the concerns on health and safety in all areas of governance. Academic institutions, in particular, faced challenges in grasping appropriate steps in the academic delivery. There was also a hastened need to adapt to new approaches that aligns teaching with the expectations of Educ 4.0.

The shift to flexible learning comes in three (3) phases with monitoring and evaluation (M&E) present in all stages. Phase one focuses on the response to the pandemic and planning for the shift/migration to flexible learning. Existing curriculum, teaching-learning materials, assessment design, and institutional support were revisited to plan for the flexible learning delivery. Phases two and three centers on the re-focusing of PNU's teacher education framework through conversations, retooling of faculty on flexible teaching modalities, design and development of new pedagogical directions, and linking of all

relevant systems for institutional support. Ultimately, these preparations are intended towards the implementation of the flexible learning program with adequate support system for all stakeholders.

The shift to the new paradigm is anchored on the principles of outcome-based learning (PNU's outcome-based teacher education curriculum) and the standards set for professional teachers. It uses an evidence-based approach to determine a progressive direction to set up an institutional direction on distance education. Finally, PNU being the National Center for Teacher Education (NCTE) aims to share on the rethinking of teacher education space which must be responsive to the current challenges through the learnings on the shift to Kaway-Aralan sa Bagong Kadawyan.

# **COVID-19** as Necessity that Drives New Ways

# in Learning and Teaching

**Toong Tjiek LIAUW, Ph.D. (Aditya Nugraha)** – <u>anugraha@petra.ac.id</u> Director of Excellence in Learning and Teaching Center (ELTC) Petra Christian University - INDONESIA

As COVID-19 spreads all over the world, we are left scrambling in survival mode to adjust to new ways of living our lives with working from home, learning and teaching from home, and myriads of other adjustments that have been taking place ever since. Social and physical distancing mandates and/or restrictions have caused many people to live in isolation, at least in the confine of their immediate families. The higher education sector has not escaped the same challenges.

Petra Christian University (PCU) has also faced similar challenges since the end of March 2020, when all learning and teaching activities on campus had to be ceased and everything needed to move to the online environment. All these changes happened so abruptly with no proper preparation; a situation that Indonesians like to call "Mendadak Daring," which literally means "Suddenly Online." Amidst this situation the Excellence in Learning and Teaching Center (ELTC) at PCU, which has just been established in mid-2019, needed to move fast to organize emergency workshops for lecturers to help them transitioning their teaching activities online. Right after its establishment, ELTC has originally had some plans to organize various workshops for lecturers to help them enhance their teaching competencies. Among the planned topics were enhancing the lecturers' skills in an online learning and teaching environment. However, the original plans needed to be expedited and adjusted to respond to the COVID-19 crisis.

The various workshops that the ELTC had provided to the lecturers at PCU in the context of COVID-19 could only serve as starting points. Each lecturer would then need to improvise according to the situation in the classes that they were teaching at the time. Due to the sudden nature of the transition of learning and teaching from offline (physical) to online environment, many lecturers and students had to struggle in terms of their learning and teaching practices. Many lecturers conducted their teaching activities the same way they did in a physical classroom; they simply moved them into an online environment using various software and/or digital platforms. Many students struggled in adjusting their learning 'habit' from physical classrooms to remote learning settings, which often involved online classrooms facilitated by video conferencing software. Since it had been expected that some problems would likely arise from this situation, ELTC had set up an online survey as a means of detecting problems in the learning and teaching experience in the online environment. Information gained from the survey was expected to inform university

administrators and lecturers to adjust policies and practices relating to learning and teaching to accommodate the new ways of learning and teaching in the online environment amidst the global pandemic.

#### Learning and teaching survey

The survey was first opened in 19 March 2020, on the first week of the transition of learning and teaching into a fully-online environment. The survey was very limited in scope, meaning that it was not well prepared due to the sudden nature of the transition. It was administered using Google Form, with the link to the survey distributed to the Deans and Heads of Departments with a request to further distribute it to lecturers in the respective Faculties or Departments. Lecturers were requested to encourage students in their respective classes to respond to the survey after each class session. Thus, each student could give multiple responses based on their experience in the class that they had just attended. This setting was important to capture as much unique experience as possible since students' experience would presumably vary from class to class.

By the closing of the survey on 24 April 2020, the survey had managed to collect 1,958 responses, with 96.8% of responses were from Undergraduate students. With the help of several students from the Industrial Engineering Department, who had made this data processing as part of their class project, the survey data was then analyzed and presented to the relevant stakeholder on campus. In general, the survey data was representative to the number of students in each Faculty at PCU. Due to space limitation, this paper only discusses two main results of the survey, namely the student perception toward online learning at PCU and problems faced by students in online learning environment.

#### Students' perception toward online learning

In general students' perspective toward online learning at PCU was positive (37.8%) or very positive (14.3%) regardless of the lack of preparation and planning by the university and lecturers. It can be speculated that this positive perception could be influenced by the 'novelty' of the online learning for most of the students giving their responses. Figure 1 show the 'cumulative' students' perception toward online learning at PCU.



Figure 1. Students' perception toward online learning at Petra Christian University (n= 1,958).

Besides the 'cumulative' perception across five weeks period of the survey, the data had also been processed to provide insights into the weekly changes of students' perception toward online learning. The result is interesting since it shows declining perception from week one to week three which was then followed by an increasing perception in week four and week five, where it reached back almost to its original value for the first week. Figure 2 shows the weekly changes in students' perception toward online learning at PCU. It could be speculated that the fact that there was a mid-term exam during week three of the survey might help explaining the decreasing perception of online learning among PCU students. This speculation arose from the second part of the survey that discusses about problems faced by students in online learning environment, especially the part relating to test-taking in online environment.



Figure 2. Weekly changes in students' perception toward online learning at Petra Christian University (n= 1,958), where: 4 = very positive, 3 = positive, 2 = neutral, 1 = negative, and 0 = very negative

#### Problems faced by students in online learning environment

Besides quantitative data, the survey also asked students to give their opinions and inputs, as well as their unique experience in their online learning. These qualitative data had been categorized based on the 5M Method (Man, Machine, Method, Material, Money). Figure 3 shows the breakdown of the students' response on problems that they had faced during the first five weeks of the transition to fully online learning environment.



Figure 3. Problems faced by students in fully online learning environment, categorized based on the 5M Method (Man, Machine, Method, Material, Money).

Due to space limitation, this paper only covers the first two categories with the biggest percentage, namely the Method (50.4%) and Machine (25%).

#### METHOD category of problems faced by students in online learning environment

There are various problems that belong to the Method category, with the following major aspects: (in descending order)

- Assignments-related;
- Scheduling-related;
- Test-related; and
- New environment-related.

Problems relating to assignments arose from the amount of assignments that lecturers gave to their students during this transition to online learning environment. Out of fear that the online environment will reduce the effectiveness of learning and teaching, many lecturers gave additional assignments to their students. They might have expected that the assignments could compensate for the new learning environment. Some students even complained that some lecturers have *completely* substituted interactive (synchronous) teaching with assignments. This situation had created a stressful learning environment for students. A student even complained that even though he was always at home during the online learning period, he rarely had time for his family due to the mounting amount of assignments from the classes that he took that semester. This assignment-related problem was overwhelmingly mentioned by so many responses collected by the survey.

Problems relating to scheduling arose from the tendency of some lecturers to change the schedule for their interactive (synchronous) teaching/lecturing. It can be speculated that the perception of online learning and teaching environment – that can be done anywhere and anytime – might have contributed to this problem. Most students in Asia tend to regard their lecturers in high regard and very rarely that they would express their disagreements to their lecturers. As a result, many students had complained that they were caught between several competing and conflicting class schedules.

Problems relating to tests were caused mainly by the lecturers' mindset that students would cheat in tests if left on their own without proper proctoring. The issue of proctoring might not be a big issue in physical classrooms. It is, however, difficult to do in online test environment. Thus, some lecturers had strived to employ some techniques in their efforts to limit the possibility of cheating by students. These techniques had included breaking down test questions into smaller chunks and applying very limited time to work on each of these chunks of question. This technique had proven to contribute to additional stress to students in doing their tests online. The stress had arisen from the various potential and real problem that could arise in online environment, which relates to the problem described below.

The new online learning environment that students had been 'thrown into' without any proper preparation and/or trainings, had created a lot of stress to them. Firstly, as with lecturers, students also needed time to adjust to this new learning environment. Secondly, various technical problems could happen in online learning environment, which relies heavily on information and communication technology (ICT). A student's computer/laptop or smartphone could freeze, the Internet connection could slow down or cut off completely, battery for their equipment(s) could run low, etc. These situations had added to the stress that students have been experiencing in their online learning environment, especially when these situations occurred during online tests. Thirdly, other non-technical problems, which wouldn't have happened in offline (physical) learning environment, had also contributed to students' stress. Some students might find it difficult to find a quiet room, where they could

learn and take tests online properly. Family members and pets could distract them from their online learning and test-taking. Distractions could also come from other sources such as smartphones, televisions, surrounding noises, etc. Lecturers should take all these stress-inducing factor into consideration during their interactions with their students.

#### MACHINE category of problems faced by students in online learning environment

Problems that belong to the Machine category, can be summarized into two major aspects:

- Internet- or data-related; and
- Hardware- and software-related.

The Internet- or data-related problems faced by students have consisted of two main types. Firstly, the technical type problem, which has related to Internet or data connection. Data connection has been a factor; impacted by signal coverage, signal reliability, and bandwidth (speed). All these three aspects might not be a problem for big cities, but they are still major problems in many parts of Indonesia, especially on Indonesia's remote islands. With no more physical classes allowed, most students had returned to their hometowns (localities). Many of these students are currently living in areas with limited or very limited Internet coverage. Secondly, the non-technical type-problem, which has related to the financial situation of the students or their family. A fully-online learning environment has translated into significant costs relating to Internet data consumption. Many students have had to struggle in this area, especially students whose parents have been impacted financially by this COVID-19 crisis.

Another problem in the Machine category has related to hardware and software issues. Many students have complained that there have been so many software and/or digital platforms being used for online learning. They had to install and/or learn various software. They have expressed the need for the use of more standardized software and/or digital platforms. Many students have also expressed that their equipment (computers, laptops, smartphones, etc.) have been lacking in specification to be used for online learning. Some have had problems with their cameras, microphones, etc. Not all students could afford to purchase new equipment for online learning, which have also included headsets, portable WiFi modem, etc.).

#### New ways of learning and teaching

Based on the survey data presented above, it's clear that what works in offline (physical) environment does *not necessarily* work in online environment. In the past a lecturer might be able to deliver his/her lecture for one to two hours in front of the class. This practice is not recommended to be 'imported' into an online learning environment. Students have tended to tune out and done something else since the lecturer cannot monitor each student in his/her online class sessions. It's recommended that learning is divided into an independent learning activities in an asynchronous session and a group learning in a synchronous (interactive) session. The online learning environment has also made the need of implementing Active Learning techniques to be more crucial to engage students during the synchronous class session. The topics on Active Learning, unfortunately, are outside the scope of this paper.

There is also no one size fits all approach in online learning environment when it comes to policies, and teaching practices and techniques. What works for 'regular' classes (lecture only) might not be feasible to be implemented to classes that involve practicum- or

studio-based learning activities. Different learning and teaching activities, as well as equipment and online tools might be needed by these different types of learning activities.

#### **Dual-Mode Classes**

The online learning environment has required university administrators, lecturers, and students to adapt and adjust their learning and teaching practices. With the end in sight for COVID-19, there will be a transition back to offline (physical classroom) learning, either fully or in part. Either way the transition will involve gradual changes from fully-online classrooms to fully-offline classrooms, or a combination of both. This transition will need the implementation of dual-mode classes, where a lecturer will teach in a physical classroom with some students attending in person and some other students attending the class remotely. These dual-mode classes will introduce more challenges and will require other adjustments, especially in the part of the lecturers.

In a dual-mode class, a lecturer will face two separate groups of students: offline and online. It will take more efforts by the lecturer to 'integrate' both groups of students so they can interact with each other as well as with the lecturer. There might arise the need for new or additional equipment in a physical classroom to help a lecturer to 'integrate' these two different groups of students in a dual-mode class setting. More technical discussions are outside the scope of this paper. This paper, however, will discuss briefly the students' opinion on dual-mode classes at PCU.

The ELTC had conducted another university-wide survey to students at PCU to gauge their opinions on dual-mode classes. The survey was started on 23 November 2020 and as of 17 December 2020 the survey has collected 3,783 responses from students. In this anonymous survey each student could only submit one response. As shown in Figure 4 below, a majority of PCU students (54%) said that they prefer to attend offline classes over online classes given the choice. The other 46% said that they still prefer to attend classes remotely (online). The survey also asked more questions to students, such as their reason(s) for their preference, whether they have the same preference for practicum- or studio-based classrooms, and their opinions on some aspects of online learning environment. Some questions asked in the survey are the same as in the previous survey that has been discussed earlier in this paper. This is by design to see what perceptions and opinions have changed and how they have changed. However further discussions on this survey on dual-mode classes are, again, out of the scope of this paper. Suffice it to say that based on this survey there is a majority of students at PCU, who prefer to attend offline classes when given the option (after COVID-19 has subsided).



Figure 4. PCU students' preference on the choice to attend offline (physical) classes over online classes (n=2,738).

#### Summary and Recommendations

Based on the discussions in this paper thus far, the following summary and recommendations can be offered for online learning environment in the context of COVID-19:

- We are all experiencing a new situation globally. There needs to be adjustment in our mindset. We need to adopt digital mindset in responding to this new situation where so many aspects of our lives need to be conducted remotely or online. In this situation it's crucial to remind ourselves to be empathetic to oneself, colleagues, students, and classmates. That it is okay to not being able to achieve our usual goals in learning and teaching, and to make mistakes along the way;
- Although it has been many months since the early 2020 when COVID-19 started, online learning and teaching environment is practically still something novel to many students and lecturers. There needs to be innovation in learning and teaching methods, including appropriate student assessments that should take into account this new environment; and
- With so many changes happening at the same time, it can be very stressful for students, lecturers, and university staff in general. We need to be kind and taking care of oneself, physically and mentally. Universities need to start addressing the physical and mental health issues that might arise during this learn-from-home and work-from-home settings.

#### Acknowledgement:

Data processing of the survey data in Figure 1, Figure 2, and Figure 3 was conducted by Erica Geovany Sugianto, Rudy Darmawan & Sharon Natashya Sutanto (students of Industrial Engineering Department, Petra Christian University)

# To Open A New Chapter of Higher Educational Collaboration in Asia in the Post-Covid-19 Era by Improving Collaborative Models and Enhancing Academic Quality and Effectiveness

Dr. Yu Haifeng, President, Guangdong University of Finance & Economics

Honorable Rector Hardjito, all university leaders and experts who participate in today's Asian University Presidents Forum, ladies and gentlemen:

Good afternoon. Let me first introduce myself, my name is Yu Haifeng, president of Guangdong University of Finance & Economics. I am honored to attend this year's Asian University Presidents Forum.

Guangdong University of Finance & Economics (GDUFE) is a public university, founded in 1983 with the approval from China State Council. It consists of two campuses with a total enrollment of 27,000 full-time undergraduate and postgraduate students and it boasts 1,600 full-time faculty. GDUFE has developed a multi-disciplinary education system in economics, management, law, humanities, science, engineering and arts. Applied Economics, Business Administration and Law are listed as provincial key disciplines and Theoretical Economics is listed as a special provincial key discipline. Over 40 academic master programs and 13 professional master programs are offered by our university, and since 2017, GDUFE has been approved and listed in a provincial project as a candidate institute to offer doctoral degrees. Now GDUFE offers 59 bachelor programs, among which, Public Finance, Finance, Marketing, Accounting and Law are categorized as outstanding programs of national level. Taxation, Finance, International Economics and Trade, Business Administration, Marketing, Accounting, Auditing, Law and E-commerce are listed as "First-class" key national undergraduate programs. Our university has become an important base for talents cultivation in economy, law and management, scientific research and social service in Guangdong Province and South China, and GDUFE is striving to build a first-class university of finance and economics in the Greater Bay Area.

GDUFE stays committed to the strategy of education internalization, and has established partnerships with more than 70 universities and educational agencies abroad. It's a member of the Association of Belt & Road Universities, the University Alliance of Guangdong, Hong Kong and Macao, the Association of Universities of Finance and Economics for Belt & Road Education Internationalization of Industry–University Collaboration and the Association of China-Russia Economic Universities. International exchange and cooperation of GDUFE is undertaken in three aspects: 3 overseas research and training bases have been established at Pace University, USA, Marquette University, UK and at the University of Western Australia; 9 international innovative platforms for joint scientific research have been developed; an international education platform for highly trained young specialists in the applied sciences has been developed, implementing 10 articulation programs, and 4 overseas bases have been set up for practical teaching in Germany, New Zealand, Argentina and Italy.

Dear colleagues, Covid-19 has brought unprecedented challenges to international exchanges and cooperation in higher education. In order to open a new chapter of higher educational collaboration in Asia in the post Covice-19 era, I would like to suggest we improve models of international collaboration between universities from the following two dimensions and thus to achieve the goals of enhancing academic quality and effectiveness:

1. Innovate joint-education mechanisms and improve quality of international programs.

In response to the challenges of cross-border personnel mobility after Covid-19, I propose Asian universities to work together and utilize quality educational resources, explore new models for international online education, management and services. These initiatives include: developing smart teaching tools; building an internet-based teaching platform; improving quality of online joint education by internet+ blending teaching methodologies; improving the stability of information environment and service flexibility; establishing an effective online communication and emergency management mechanism to ensure sustainability and quality of the international programs.

2. Innovate new research collaboration models with the aid of modern information technology to achieve quality academic exchanges. Advanced information technologies, such as 5G, AI, instant messaging, big data and cloud computing have provided powerful technical support for us to deepen scientific research cooperation in the post-COVID-19era. I propose that Asian universities work together to build online platforms for sharing academic resources and holding international seminars, focusing on global issues in the post-epidemic era, the Belt and Road Initiative and the construction of the Guangdong-Hong Kong-Macao Greater Bay Area, and carry out academic researches and think tank construction on topics such as higher education, cultural exchanges, economy and trade, modern service industry and legal protection.

Dear colleagues, the global outbreak of COVID-19 has strengthened our belief that collaboration is the only way for all countries to achieve win-win results. Guangdong University of Finance and Economics sincerely hopes to carry out in-depth exchanges and cooperation with Asian universities participating in this forum to promote cultural exchanges in the post-epidemic era and provide international platforms and intellectual support for the building of a community with a shared future for mankind.

I look forward to your visit to GDUFE and wish this forum a complete success with fruitful achievements.

Thank you!

# **Study Abroad Program After COVID-19**

Liu Xiaojun Director of International Center Kyoto Women's University, Japan

Good afternoon, I am Liu Xiaojun from Kyoto Women's University, Japan. Kyoto is now in the season of beautiful autumn leaves. There were many foreign tourists around this time in the past years, But this year is different. Because the epidemic restricts people's movement.

Due to the spread of COVID-19, universities around the world have transformed their way of teaching from face-to-face lessons in classrooms to online sessions. In Japan, some people argue that hybridized courses utilizing both online and face-to-face lessons will continue to develop in a post-COVID-19 era. However, such hybrid lessons are not ideal for overseas student. It will be necessary to consider whether online classes can serve a virtual study abroad programs after COVID-19.

As we all know, study abroad programs were, or I have to say are much affected by COVID-19. Taking our university as an example, this year we had to cancel the 4-weeks summer program. The spring semester Japanese language program was postponed to the fall semester. On the other hand the students of our university who were planning to study abroad had to cancel their schedules. Some of our partner universities offered online study abroad programs, but no student applied for it. The reason is simple: study abroad is not just about learning a language or acquiring knowledges, but also about experiencing the culture of the country and interacting directly with people there. Being physically there is very important for the students, so they are simply not satisfied with just taking online lessons. So, are online study abroad programs not necessary?

Here I would like to share an example of our Japanese language program. Due to the epidemic, we transformed our fall semester Japanese program to online. Therefore only one of 24 students chose to participate. But we did not cancel the program. Currently one student is taking online lessons from China. Under normal conditions, our Japanese language program offers several activities other than studying Japanese language, such as exchange activities with Japanese students and local people, cultural experience, field trips etc. To make up for the activities that this student can't join in from China, our International Center created videos with the help of the group of student volunteers form our university called International student supporters. The videos contain campus tours, introduction of the faculties, interviews with professors and international students, a Kyoto sightseeing tour, demonstration of Japanese flower arrangement and tea ceremony, an online party etc. Further student volunteers offer online lessons for her, so that she can have partners with whom she can practice Japanese. Through these efforts, our online Japanese language program has been successful even though there is only 1 student. Online lessons are a big

challenge for institutions that offer study abroad programs, but our example demonstrated that they were not impossible.

If everything returns to normal after the epidemic, is the online study abroad program unnecessary? On the contrary, I believe online programs have their own advantages. Students who cannot study abroad due to different reasons like health or financial conditions, can study online. My point is that online study abroad programs will be needed and continue to develop after COVID-19.

To conclude my speech, I would like to say that our university, which has a history of 100 years, will continue to develop international exchanges. If you are interested in starting partnerships with our university, you are very welcome to contact me.

Thank you for your attention.

# **Keynote Speeches**

# **II.Presenters Sharing – 2nd session (40 mins)**

#### Speech 1

**Speaker:** Dr. LIU Ying of Kunming University of Science and Technology, CHINA (8 minutes)

Theme: Sino-Thai education development goes hand in hand in the post epidemic Era.

#### Abstract:

The global epidemic situation has brought serious challenges to international education, which has impacted educational institutions at home and abroad for more than half a year. The epidemic has led to a global economic recession, a sharp decrease in international mobile personnel, and a significant reduction in international education cooperation and exchange. We should think about how to carry out international cooperation in Higher Education in the post epidemic era. We believe that with the joint efforts of China and Thailand, the education cooperation between the two countries will open a new chapter after the epidemic, which will better benefit the two countries and their people.

#### Speech 2

**Speaker:** Dr. Lidia Sandra, S.Psi, S.Kom, M.Comp.Eng.Sc of Krida Wacana Christian University, INDONESIA (8 minutes)

**Theme:** Agile Learning in Pandemic: "Merdeka Belajar-Kampus Merdeka movement, opportunities and challenges for higher education in Indonesia.

#### Abstract:

One of the government policy from more than 180 countries is a school closures as the imposition of restrictions on social distancing due to the Corona Virus Disease (COVID-19) pandemic. This has affected 1.6 billion leaners worldwide and school shutdowns until October 2020. In Indonesia itself, schools have been closed since March 2020, so that approximately 60 million students are given the alternative learning through online processes and remotely throughout the region. It is more than six months by now, students from Kindergarten in Indonesia experience learning from home during this pandemic. We experience lots of challenges, yet also opportunities arise. Big transformations are happening in our higher education area as well as in our lower levels of education in Indonesia. It is a big transformations within a very short time after the Decree from Indonesian Education Minister is released, that everyone has to shift from conventional offline learning to online learning. Since then, a huge transformation happening in a relatively short period of time.

Actually, right before the Pandemic, Higher education Department of Education in Indonesia has released a movement in higher education called "Merdeka Belajar-Kampus Merdeka" movement or can be translated as "Independent Learning-Independent Campus" movement. This movement aims to foster 21st century skills in our university students and to bridge the gap of university and the workforce. The movement was ruled by Indonesian Education Minister Decree, i.e. Permendikbud No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi. One of its policy highlight that higher education must provide the right for students to take credits outside of university for 2 (two) semesters which is equivalent to 40 credits and at the same time it needs to provide the opportunity for student to take credits from different study programs at the same university for one semester (equivalent to 20 credits). This will leave the total credits that must be taken at the origin study program are only 5 (five) semesters of the total semester.

Lecturers need to play function as activator (dosen penggerak) that facilitate the learning of their students independently. There are 8 (eight) programs for Independent Learning, Independent Campus namely internship, projects in the village, teaching in schools, students exchange, research, entrepreneurial activities, independent studies and humanitarian project.

Internship / work practice: Internship activities at a company, non-profit foundation, multilateral organization, government institution, or start-up company. Project in the village is social projects to help people in rural or remote areas develop the people's economy, infrastructure, and others Teaching in schools program might include teaching activities in elementary, middle and high schools for several months. Schools can be located in city or remote locations. Student exchange can take form as taking classes or semesters in foreign and domestic tertiary institutions, based on institutions' agreements. Academic research activities can be performed in both scientific and social humanities, which are carried out under the supervision of a lecturer or researcher. For entrepreneurial activitie, students can develop entrepreneurial activities independently evidenced by explanations / proposals of entrepreneurial activities and evidence of consumer transactions

or employee salary slips while Independent studies / projects can be developed by students based on particular social topics or can be done together with other students. Humanitarian project include social activities for a foundation or humanitarian organization approved by the University, both at home country and abroad.

This policy is proven to boost agility in learning during the pandemic. Best practices in Indonesia with this policy have shown a significant improvement in students' mobility, exposure and performance even during this hard time of pandemic. Thousands of innovations, inventions and prototypes comes out as results from universities and more than 20.000 university students are involved in teaching in remote areas, community services as well as doing the student mobility program. This policy has been proven to be very effective solution for bridging the gap with workforce, promote agility in learning during this pandemic as well as boosting students' mental resilience, learning motivation and performance during this pandemic.

"It is not the strongest of the species that survive is wrong, but the most adaptable to change who will survive", Charles Darwin once said. Independent Learning for Independent Campus Program in Indonesia might be a good practise to be shared and applied by other countries' to adapt and to get through this fast changing era and this pandemic season.

Keywords : Independent Learning, pandemic, 21st century skills, agile learning, resilience.

#### Speech 3

**Speaker:** Dr. Rhodora C. Mendoza of Eastern Samar State University, PHILIPPINES (8 minutes)

**Theme:** Flexible Learning Initiatives in Eastern Samar State University, Borongan City, Philippines

#### Abstract:

The pandemic ushered in a redefinition of new normal to address the concerns on health and safety in all areas of governance. Academic institutions, in particular, faced challenges in grasping appropriate steps in the academic delivery. There was also a hastened need to adapt to new approaches that aligns teaching with the expectations of Educ 4.0.

The shift to flexible learning comes in three (3) phases with monitoring and evaluation (M&E) present in all stages. Phase one focuses on the response to the pandemic and planning for the shift/migration to flexible learning. Existing curriculum, teaching-learning materials, assessment design, and institutional support were revisited to plan for the flexible learning delivery. Phases two and three centers on the re-focusing of PNU's teacher education framework through conversations, retooling of faculty on flexible teaching modalities, design and development of new pedagogical directions, and linking of all relevant systems for institutional support. Ultimately, these preparations are intended towards the implementation of the flexible learning program with adequate support system for all stakeholders.

The shift to the new paradigm is anchored on the principles of outcome-based learning (PNU's outcome-based teacher education curriculum) and the standards set for professional teachers. It uses an evidence-based approach to determine a progressive direction to set up an institutional direction on distance education. Finally, PNU being the National Center for Teacher Education (NCTE) aims to share on the rethinking of teacher education space which must be responsive to the current challenges through the learnings on the shift to Kaway-Aralan sa Bagong Kadawyan.

#### Speech 4

**Speaker:** Dr. Siriwan Ratanakarn, Mr. Atthasith Chuanpipatpong, and Dr. Panadda Unyapho of Bangkok University, THAILAND (8 minutes)

**Theme:** Bangkok University Experience: Lessons Learned & Practices for Being (Post COVID-19) Ready

#### Abstract:

Since the onset of the Coronavirus 2019 (COVI-19) Infection reported in early January 2020, people in countries around the world of all walks of life have been gravely affected. The impact of the COVID-19 pandemic on education institutions around the world has also been apparent. According to UNESCO (2020), more than 1.5 billion students and youth

across the planet are affected by school and university closures due to the COVID-19 outbreaks. This paper highlights how Bangkok University has responded to the pandemic in 3 avenues: academic planning and continuity, provision of student assistance, support and engagement, New Normal campus preparation. The authors also offer information on the challenges/limitations felt as a result of the COVID-19 and recommendations for the way forward and being post-pandemic ready.

## Keywords

COVID-19, academic continuity, New Normal campus, domestic and international student support

## Speech 5

**Speaker:** Dr. Ribut Basuki of Petra Christian University, INDONESIA (8 minutes) **Theme:** COP (Community Outreach Program): An Option for Education 5.0.

# Sub Forum-C of 19th Asian University Presidents Forum

Time: 15:30-17:30 (Beijing Time), November 30, 2020 (Monday)

Form: Online Conference, ZOOM App

Conference Number: 882 1949 8178

Conference Password: aupf

Theme: Universities of the future: A better world

Host University: Daffodil International University, Bangladesh

Session Chair: **Dr. Md. Sabur Khan,** Founder & Chairman, Daffodil International University **Program Host: Ms. Tahsina Yasmin**, Associate Professor, Daffodil International University

#### Agenda

#### **Keynote Speech**

1. Address by **Dr. Md. Sabur Khan**, Founder & Chairman, Daffodil International University, Bangladesh (10 minutes)

Theme: Virtual Mobility & Online Education for the Sustainability: DIU in Action

- Address by Prof. MAO Yinhui, Vice Dean of Faculty of European Languages and Cultures, Guangdong University of Foreign Studies, China (10 minutes) Theme: The Exploration on Cultivation Model of Fostering Diversified Talents in Faculty of European Languages & Cultures, GDUFS
- Address by Albert Wolfe, Associate Professor, Guangdong University of Foreign Studies, China (10 minutes)

Theme: The 3 Ms of Future Universities: Multi-contributions, Micro-skills, and Mentorship

4. Address by **Will Hickey**, Professor of Management, Guangdong University of Foreign Studies, China (10 minutes)

Theme: Educational Massification: Meeting World Demand

- 5. Address by **Prof. Dr. Inga Zaleniene**, Rector, Mykolas Romeris University, Lithuania (5 Minutes)) Theme: Universities of the future: A better world
- 6. Address by **Prof. Dr hab. C. Eng. Janusz Szpytko,** AGH University of Science and Technology Krakow, Poland (10 minutes)

Theme: Challenges to the Universities in the Future

- Address by Fred Parker, Coventry University, UK (10 minutes) Theme: Using COIL projects to equip students on a Sino-UK programme with a global perspective. A case study of the Coventry University and GDUFS programme.
- 8. Address **by Fredrik Marcowitz**, Lecturer of English Language and Business, Coventry University, UK (10 minutes)

Theme: A "New Normal" in Sino-UK Teaching Support - A Case Study of Coventry University and GDUFS' Transnational Programmes during COVID-19

#### **Group Discussion**

#### **Participants:**

- 1. Dr. Md. Sabur Khan, Founder & Chairman, Daffodil International University, Bangladesh
- 2. Mr. Mohamed Emran Hossain, Director (Administration), Daffodil International University
- 3. Mr. Syed Raihan-Ul-Islam, Assistant Director, Int'l Affairs, Daffodil International University
- 4. Mr. Kazi Mesbah Ur Rahman, Administrative Officer, Int'l Affairs, Daffodil International University
- 5. Mr. Saad-Al-Zabir Abdullah, Director, IT and Development, Northern University Bangladesh
- 6. Mr. Sk. Mahbub Rahaman, Joint Director, In-Charge, PRD, Northern University Bangladesh
- 7. Minling Yang, President, Dongguan University of Technology
- 8. Jihui Wang, Director, Dongguan University of Technology
- 9. Qian Wang, Deputy Director, Dongguan University of Technology
- 10. Professor Dr. Huang Daqian, President, Guangdong Baiyun University
- 11. Prof. Dr hab. C. Eng. Janusz Szpytko, AGH University of Science and Technology Krakow, Poland
- 12. Dr. Jenny Mochtar, Vice Rector for Academic Affairs, Petra Christian University, Indonesia
- 13. Liu YiDr., Dean, Guangdong Baiyun University
- 14. Xie Yuanxia, Deputy Director, Guangdong Baiyun University
- 15. Liu Jin, Associate Dean, Guangdong Baiyun University
- 16. Yang Baoli, Deputy Director, Guangdong Baiyun University
- Mao Yinhui, Vice Dean of Faculty of European Languages and Cultures, Guangdong University of Foreign Studies
- 18. Will Hickey, Professor of Management, Guangdong University of Foreign Studies
- 19. Albert Wolfe, Associate Professor, Guangdong University of Foreign Studies
- **20. Guo Leting,** Section Chief of Office of international Cooperation and Exchanges, Hainan Tropical Ocean University
- 21. BAI Yang, Deputy Director of Office of Global Affairs, Harbin Institute of Technology
- 22. ZHAI Ning, Regional Chief, Harbin Institute of Technology
- 23. FENG Yang, Regional Chief, Harbin Institute of Technology
- 24. Zhang Yi, Lanzhou University of Technology
- 25. Prof. ZHOU Sizhu, Vice President Yangtze University
- **26. Yong Kong,** Deputy Director of Publicity Department, Zhejiang Yuexiu University of Foreign Languages
- 27. Fred Parker, Coventry University UK
- 28. Fredrik Marcowitz, Lecturer of English Language and Business, Coventry University UK
- **29. Heribertus Andre Purwanugraha**, Head of Partnership and Promotion, Universitas Atma Jaya Yogyakarta, Indonesia
- 30. Hideko Takeyasu, President of Kyoto Women's University

- 31. Prof. Dr. Inga Žalėnienė, Rector, Mykolas Romeris University, Lithuania
- **32. Mrs. Audra Dargytė Burokienė**, Head of International Office, Mykolas Romeris University, Lithuania
- **33. Mrs. Jurga Strimaitienė,** head of Communication and Marketing Centre, Mykolas Romeris University, Lithuania
- 34. Joselito B. Guetierrez, Ed. D., President, Marikina Polytechnic College, Philippines
- **35. Ronald Allan Mabunga**, Vice President for Research, Planning & Quality Assurance, Philippine Normal University
- 36. Maria Elvira A. Asuan, Director, Linkages & International Office, Philippine Normal University

# 广外西语学院多元化特色人才培养模式的探索

#### The Exploration on Cultivation Model of Fostering Diversified Talents in Faculty of

#### **European Languages & Cultures, GDUFS**

发言人: 茅银辉 Speaker: Mao Yinhui

发言摘要:

自2017年,国务院印发《国家教育事业发展"十三五"规划》,提出要深化本科教 育教学改革,推行"以学生为中心"的启发式、合作式、参与式和研讨式学习方式,加 强个性化培养以来,高等教育的思路不断调整进化。

Speech Abstract:

Since publishing *the 13th Five-Year Plan for the Development of National Education* in 2017, the State Council has rolled out educational reform for undergraduate education, advancing a student-oriented learning model featuring enlightenment, cooperation, participation, and discussion. The idea of higher education continues to evolve as we strengthen individualized cultivation.

未来,高等教育的发展或将出现以下三大趋势,第一,全球化背景下高等教育国际化的进一步深化拓展;第二,高等教育从"以教师为中心"向"以学生为中心"转变;第三,借助互联网和人工智能技术,实现**本土化阶段式教育**向利用全球资源实现终身教育的转变。

The higher education may evolve in three orientations. First, the internationalization of higher education would deepen further. Second, higher education would transform into a model of student-oriented from teacher-oriented. Third, with the assistance of the Internet and Artificial Intelligence, **localized and level-based education** would transform into life-long education by utilizing global resources.

在此大趋势下,西方语言文化学院的人才培养思路也在不断升级,首先,作为广 外成立最早的学院之一,西语学院多年来一直积极参与学校的国际化办学,是推进学 校国际交流工作的重要力量。尤其在"一带一路"倡议提出以来,学院积极响应了"广外 小语种服务国家大战略"的思想,新建了多个"一带一路"沿线的小语种专业。

In this sense, Faculty of European Languages & Cultures upgrades its philosophy of talent cultivation. First, as one of the Faculties established in the earliest days of GDUFS, it has always been a major driving force in advancing international exchanges of the University by being part of the international educational programs. Especially since the introduction of Belt and Road Initiative, the Faculty has set up multiple majors of minority languages for the countries along the Belt and Road.

同时,以学生为中心,以全面发展和可持续教育为指导思想,在国际化人才培养 上做出了如 "3+1"、"2+2"中外双学位培养项目、中外硕士联合培养项目、"欧亚校园" 项目、粤港澳"万人计划"项目等多种创新尝试,为学生"走出去"、港澳学生"走进来" 以及学生实现复合型全面发展创造了多元化的解决方案。

In the meanwhile, the Faculty pursues a student-oriented approach, and adheres to the guiding principles of holistic development and sustainable education. It has introduced a series of innovative programs including cultivation modes of "3+1" and "2+2" programs for undergraduates, joint cultivation programs for postgraduates, such as Euro-Asia Campus, Ten Thousand Talents Programs. By doing so, the Faculty provides diversified solutions for mainland students to study abroad, while attracting Hong Kong and Macao students to study in the Mainland, and helping students in GDUFS to become compound talents.

2020年新冠疫情给高等教育带来了巨大冲击,也进一步凸显出远程教学网路在未 来高等教育中的重要性,在后疫情时代,面临国际关系的复杂变化,国内外高校间的 国际合作亟需探索新的合作模式,化危为机,以大规模在线教育的应急之举为基础, 共建线上全球教育合作和资源共享平台,共同探索国际化背景下高等教育发展的新思 路。

The Covid-19 Pandemic started in the first quarter of 2020 has taken a heavy toll on higher education, which has further shown the important role that remote education has played in future higher education. In the post-pandemic era, complex and volatile international relations would force universities from home and abroad to explore new models of international cooperation. This would enable us to turn crisis into opportunities, and take massive online educational courses as contingency plans, in an effort to build a global platform of educational cooperation and resource sharing, and explore new ways for higher education in a global landscape.

今年恰逢广外建校55周年,国际合作交流将进入到一个新的阶段,在未来,西语 学院必将继续为广外的国际化贡献西语力量,顺应高等教育发展的大趋势,进一步推 动在科研、师资交换、课程建设等方面的国际合作,为我校的国际多学科交叉研究搭 建平台。

The year of 2020 marks the 55th anniversary of the founding of GDUFS, bringing international cooperation and exchanges into a new level. The Faculty of European Languages & Cultures stands ready to contribute itself in terms of European languages to service higher education in China. It will also build an international platform for interdisciplinary research by deepening international cooperation in various areas including scientific research, faculty exchange, and course design.
