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# Welcome Message

by

**Dr. Ho Thanh My Phuong, Director,  
SEAMEO Regional Training Center (SEAMEO RETRAC)**

Distinguished Guests,

Ladies and Gentlemen,

I am very honored and delighted to welcome you to the Annual International Conference on Leadership and Management in Higher Education in a Globalized World: Innovations and Best Practices. The Conference is jointly organized by the SEAMEO Regional Training Centre in Vietnam (SEAMEO RETRAC) and the British Columbia Council for International Education (BCCIE) in Canada and under the sponsor of the Queens College, CUNY in the US and The HEAD Foundation in Singapore, on July 5-6, 2018, at SEAMEO RETRAC's premises in Ho Chi Minh City, Vietnam.

Following the success of previous conferences on higher education leadership and management and targeting at crucial needs of different higher education institutions, the 2018 international conference thematically focuses on addressing opportunities and identifying challenges faced by higher education institutions, whereas identifying solutions for these challenges towards the future leadership and management. In the meantime, it aims at providing the participants, including educational administrators and practitioners, researchers and professionals, with opportunities for sharing expertise and experience in such areas which are categorized into different sub-themes of the conference: leadership in policy innovation in higher education; technology for innovative teaching and learning; university-industry partnership development in higher education; curriculum innovation and teaching development in higher education; 21st century skills development in higher education; and, teacher education and satisfaction improvement. I really hope that all these selected sub-themes will help better enhance the quality and effectiveness of leadership and management in higher education in a globalized world.

I believe that the Conference can create an environment for professional discussion and further network and linkage development; specifically, more new collaborations will be initiated and developed after the Conference.

I look forward to welcoming you to the Conference and wish you a productive conference and a great time in this beautiful city of Vietnam.

I would like to extend my sincere thanks to the Conference's co-organizers and sponsor – British Columbia Council for International Education (BCCIE) in Canada, Queens College, CUNY in the USA, and The HEAD Foundation in Singapore, the keynote speakers, featured speakers, moderators, presenters and all the participants who will definitely contribute to the success of the Conference this year. My final thanks go to the organizing committee members and SEAMEO RETRAC's staff who have taken time out for this special event.

Warm regards,

**Ho Thanh My Phuong, Ed.D.**

SEAMEO RETRAC Director  
Conference Organizing Committee Chair



ISO 9001:2015

# Introduction to SEAMEO and SEAMEO RETRAC

**Southeast Asian Ministers of Education Organization  
(SEAMEO)**

**SEAMEO Regional Training Center in Vietnam  
(SEAMEO RETRAC)**

## **BACKGROUND**

On 30 November 1965, the Ministers of Education of Southeast Asian countries established the Southeast Asian Ministers of Education Organization (SEAMEO) for the development of the region through regional co-operation in education, science and culture.

## **SEAMEO**

Eleven Member Countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste and Vietnam

Eight Associate Member Countries: Australia, Canada, France, Germany, New Zealand, the Netherlands, Spain and United Kingdom.

Four Affiliate Members: the International Council for Open and Distance Education (ICDE) and University of Tsukuba (Japan); and the British Council, China Education Association for International Exchange (CEAIE).

## **SEAMEO RETRAC**

Vietnam, readmitted as a SEAMEO Member State on February 10, 1992 by the SEAMEO Council, hosts the SEAMEO Regional Training Centre (SEAMEO RETRAC) in Ho Chi Minh City, as one of the 21 SEAMEO Centers in the Region.

## **VISION**

To be a center of excellence in education in Southeast Asia and beyond.

## **MISSION**

To assist SEAMEO Member Countries in identifying and addressing issues of education.

## **ORGANIZATIONAL PROFILE**

The SEAMEO RETRAC Governing Board is the main policy making body of the Centre. The Governing Board comprises one representative from each of the 11 SEAMEO Member Countries. The Centre is headed by a Vietnamese Director who is nominated by the Ministry of Education and Training of Vietnam, approved by the Governing Board, and officially appointed by the SEAMEO Council President.

The Centre is staffed by qualified professional, administrative and service personnel working in the following divisions and departments:

- Division of Education;
- Division of Foreign Studies;
- Department of International Development;
- Department of Research and Project Development;
- Department of Personnel and Legal Affairs;
- Department of Planning and Finance;
- Department of Administration;
- Department of Quality Assurance and Branding.

In addition, experts from different partners, governments, international organizations and exchange programs from affiliated countries complement the permanent staff under partnership agreements.

## **OPERATIONS**

SEAMEO RETRAC assists SEAMEO Member Countries, especially Cambodia, Lao PDR and Vietnam, to identify and tackle problems of leadership and management in education at all levels. SEAMEO RETRAC directs its efforts on educational issues by undertaking innovative, relevant programs through research, training, consultancy, staff exchange and fostering of regional and international partnership, and engaging in other related activities within and outside the region. In addition, SEAMEO RETRAC offers language training, teacher training and other training programs in education.

## **FUNCTIONS**

In cooperation with local, foreign and international organizations, SEAMEO RETRAC conducts:

- ❖ Training courses, workshops and conferences;
- ❖ Research, consultancy, project development and information dissemination; and,



- ❖ Study tours, internship, student recruitment & student & staff exchange for educational, scientific and cultural purposes.

**TRAINING APPROACHES**

- ❖ Critical thinking and creative problem solving;
- ❖ Interactive, informal and based on experience sharing and practical learning;
- ❖ Innovative learner-centered; and,
- ❖ Flexible and cost effective.

For more information on SEAMEO RETRAC and its activities, please visit <http://www.vnseameo.org/>



# Introduction to British Columbia Council for International Education (BCCIE)

## About BCCIE

BCCIE is a provincial Crown Corporation committed to supporting the internationalization efforts of the Province of British Columbia's public and independent K-12, public and private post-secondary and language schools.

## Mandate

BCCIE's purpose is to promote International Education in and for the Province of British Columbia, to promote and enhance BC's international reputation for education, and to support the International Education activities of the Government of British Columbia.

In support of this mandate, BCCIE serves the needs of all International Education sectors of British Columbia – public and independent K-12, public and private post-secondary, and language schools – in three core service areas:

- Internationalization – Working with the Province and BC's public and private post-secondary and K-12 sectors and language schools to internationalize the BC education system. This is accomplished by the provision of a leadership role and includes sharing best practices, fostering positive relationships for the benefit of BC's diverse International Education sectors, and by promoting a culture of quality and excellence in internationalization.
- Market Support – Supporting BC's International Education sector in positioning BC as the leading quality destination for international learners from around the globe. This is accomplished by creating and maintaining international networks and providing a coordinating function for a variety of activities that support the sector and Province.
- Communication and Professional Development – Enhancing expertise in the International Education sector by providing services

including effective professional development offerings and communications to and for BC's international education stakeholders.

### **Vision**

To profile British Columbia as the education destination of choice for learners from around the globe and to promote global citizenry and internationalization at all levels in BC's education system.

### **Organizational structure**

- Board of Directors – BCCIE is overseen by an 11-member Board of Directors who ensures our operations reflect our mandate, direction and the interests of all stakeholders. Our Board reflects BC's diverse International Education sector, with representatives from public and private post-secondary universities and colleges, public and private K-12 schools, private English language and career training institutions, and the Ministries of Education, Advanced Education and International Trade.
- BCCIE staff – BCCIE is staffed by a small team of subject matter experts in fields related to International Education, government relations, programs and events, marketing and communications, finance, administration and human resources.

For more information on BCCIE and its activities, visit <http://bccie.bc.ca/>.



# Introduction to The HEAD Foundation

## About Us

The HEAD Foundation (THF) is a charitable organisation set up in 2013 in Singapore to contribute to the sustainable development of Asia.

The HEAD Foundation provides a collaborative and inclusive platform for a multidisciplinary approach to scholarship, policy reform and programme development. We study the adaptation of models and best practices in light of the contexts and priorities of the Asian communities we serve and promote public awareness of issues in our fields of expertise. We partner with like-minded global and regional experts and institutions to advance our common goal of empowering Asia's development through education and human capital development.

With a new generation set to lead and shape our societies, The HEAD Foundation believes that providing them a quality education and leadership opportunities will empower Asia's development. Therefore, as a think-tank, we focus on issues around human capital development, education and leadership.

We support research initiatives and social projects related to the above issues. We also run workshops and training programmes with scholars, researchers and experts from around the world. To share our knowledge, we publish books, produce research reports and host public events on a regular basis. In the long-run, we aim to influence policies and create positive social impact which will contribute to the sustainable development of Asia.



# Introduction to Queens College

## About Us

Founded in 1937, Queens College of the City University of New York (CUNY) offers a rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to both teaching and research. Students graduate with the ability to think critically, address complex problems, explore various cultures, and use modern technologies and information resources.

Located in a residential area of Flushing in the borough of Queens—America’s most ethnically diverse county—the college’s more than 20,000 students hail from more than 150 nations. A member of Phi Beta Kappa, the oldest and most prestigious academic honor society in the United States, Queens College is consistently ranked among the nation’s leading colleges for the quality of its academic programs and student achievement. Also recognized as one of the most affordable public colleges in the United States, Queens College offers a first-rate education to talented people of all backgrounds and financial means.

The beautiful campus consists of 80 acres lined with trees surrounding grassy open spaces and a traditional quad. The college boasts state-of-the-art computer and science laboratories, a spectacular music building, and the six-story Rosenthal Library. The major classroom building, Powdermaker Hall, has the latest technology throughout. Queens College is also recognized for its extensive commitment to sustainability.



## CONFERENCE PROGRAM

(\* As of July 2, 2018)

THURSDAY – JULY 5, 2018	
08:00– 08:30	<b>Registration</b>
08:30– 09:00	<p><b>OPENING CEREMONY</b></p> <p><b>Welcome Remarks</b></p> <ul style="list-style-type: none"> <li>❖ <b>Dr. Ho Thanh My Phuong</b>, Director, SEAMEO Regional Training Center (SEAMEO RETRAC), Vietnam</li> <li>❖ <b>Dr. Randall Martin</b>, Executive Director, British Columbia Council for International Education (BCCIE), Canada</li> <li>❖ <b>Mr. Alex George</b>, Consul and Senior Trade Commissioner, Consulate General of Canada in Ho Chi Minh City, Vietnam</li> </ul>
09:00– 10:15	<p><b>Moderator: Dr. Randall Martin</b>, Executive Director, British Columbia Council for International Education (BCCIE), Canada</p> <ul style="list-style-type: none"> <li>❖ <b>Keynote Speech (International Hall):</b> <b>Leadership in Higher Education: The Challenges We Face</b> <b>Prof. Dr. Allan Cahoon</b>, President and Vice Chancellor, Royal Roads University, Victoria, British Columbia, Canada</li> <li>❖ <b>Featured Speech (International Hall):</b> <b>Developing Responsible Leaders in Asia: a Challenge for Policy Makers in Higher Education</b> <b>Prof. Henri-Claude de Bettighies</b>, Emeritus Professor of Asian Business and the Aviva Chair in Leadership and Responsibility at INSEAD, and Advisor to the Board of The HEAD Foundation</li> </ul>
10:15– 10:45	<b>Tea-break</b>

<p>10:45– 12:00</p>	<p><b>Session I: Leadership in Policy Innovation in Higher Education</b>  <b>Plenary Session I</b> (International Hall)</p> <p><b>Moderator: Dr. Ethel Agnes P Valenzuela</b>, Deputy Director, SEAMEO Secretariat</p> <p><b>1. University Governance in the Age of Block Chain Technology</b>  <b>Dr. Rossitsa Yalamova</b>, Associate Professor of Finance Dhillon School of Business, University of Lethbridge, Canada</p> <p><b>2. The Gift of Innovation and Creativity Literacy: The Seed of Success for Future Institution</b>  <b>Dr. Adam Goh</b>, Chief Education Technologist of Academy of Certified Professional Practitioners, Singapore</p> <p><b>Q&amp;A</b></p>
<p>12:00– 13:30</p>	<p><b>Lunch break</b></p>
<p>13:30– 15:00</p>	<p>❖ <b>Keynote Speech</b> (International Hall):  <b>Putting Student Success Front and Center: Institutional Strategies to Close Achievement Gaps</b>  <b>Prof. Dr. Elizabeth Field Hendrey</b>, Provost and Vice-President for Academic Affairs, Queens College, CUNY, USA</p> <p><b>Session II: Technology for Innovative Teaching and Learning</b>  <b>Plenary Session II</b> (International Hall)</p> <p><b>Moderator: Prof. Dr. Doug Hamilton</b>, Royal Road University</p> <p><b>1. A Basic Study on the Improvement of Safety Education for Construction Workers Using Virtual Reality Simulation</b>  <b>Mr. Junho Jang, Mr. Sun-Geun Ha, Prof. Dr. Kiyoung Son</b>, University of Ulsan, South Korea  <b>Prof. Dr. Dong-Hoon Lee</b>, Hanbat National University, South Korea</p> <p><b>2. The Effects of Self-generated Offline Study Groups Affect Teaching and Learning in Large Online Classes</b>  <b>Dr. Jamie Costley</b>, Kongju National University, Kongju, South Korea</p> <p><b>Q&amp;A</b></p>

15:00– 15:30	<b>Tea-break</b>
15:30– 17:00	<p data-bbox="387 277 1126 335"><b>Session III: University-Industry Partnership Development in Higher Education</b></p> <p data-bbox="424 373 848 401">Plenary Session III: (International Hall)</p> <p data-bbox="424 416 1083 445"><b>Moderator: Dr. Thanh Pham</b>, Monash University, Australia</p> <ol data-bbox="387 477 1150 1024" style="list-style-type: none"> <li data-bbox="387 477 1106 639"> <p data-bbox="387 477 1106 535"><b>1. An Innovative Approach for Universities to Fulfill their Social Responsibilities: Empirical Case Study in Taiwan</b></p> <p data-bbox="434 554 1132 639"><b>Prof. Dr. Ming Chang Wu</b>, Assis. <b>Prof. Chenju Ko</b> &amp; <b>Ms. Ya Chun Tang</b>, National Taichung University of Science and Technology, Taiwan</p> </li> <li data-bbox="387 658 1150 820"> <p data-bbox="387 658 1150 715"><b>2. Defining and Developing Synergistic Partnerships between Universities and School Systems: A Case Example</b></p> <p data-bbox="434 734 1150 820"><b>Prof. Dr. Doug Hamilton</b>, School of Education and Technology, Royal Roads University, Canada &amp; <b>Ms. Sunnie Liang</b>, Maple Leaf Educational Systems, Canada</p> </li> <li data-bbox="387 839 1150 1024"> <p data-bbox="387 839 1150 925"><b>3. A Study on the Personality Facilitating the Success of Cross-National Entrepreneurs in Viet Nam through the Life Story Approach</b></p> <p data-bbox="434 944 1110 1024"><b>Ms. Thu Trang Ho</b>, Graduated School of Technological and Vocational Education, National Yunlin University of Science and Technology, Taiwan</p> </li> </ol> <p data-bbox="387 1058 440 1087"><b>Q&amp;A</b></p>



FRIDAY – JULY 6, 2018			
08:30– 09:30	<p>❖ <b>Keynote Speech (International Hall):</b></p> <p><b>Leadership and Management in Higher Education: Innovation and Best Practices</b></p> <p><b>Prof. Paul Dangerfield</b>, President, Capilano University, Canada</p>		
09:30– 10:30	<p><b>Session IV: Curriculum Innovation and Teaching Development in Higher Education</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Parallel Session I_A:</b> (International Hall)</p> <p><b>Moderator: Dr. N Varaprasad</b>, Partner Singapore Education Consulting Group</p> <p><b>1. Too Perfect to Be Coached: Investigating the Effect of Cognitive Behavioral Coaching on Reducing Irrational Career Beliefs for Perfectionists</b></p> <p><b>Assoc. Prof. Dr. Yuhsuan Elisha Chang &amp; Yi-Yen Chen</b>, Yuan Ze University, Taiwan</p> <p><b>2. Building Capacity for a Sustainable Future in Vietnamese Education</b></p> <p><b>Dr. Malcolm H. Field</b>, Kyorin University &amp; <b>Dr. Ian H. Frank</b>, Future University Hakodate, Japan</p> <p style="text-align: right; color: red;"><b>Q&amp;A</b></p> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Parallel Session I_B:</b> (Room A101)</p> <p><b>Moderator: Dr. Ray Webster</b>, International School of Management and Economics, National Economics University, Vietnam</p> <p><b>1. Effectiveness of Safety Training System Using BIM in Construction Workplace - Focused on the Case of South Korea</b></p> <p><b>Mr. Sun-Geun Ha</b>, University of Ulsan, South Korea &amp; <b>Prof. Dr. TaeHui Kim</b>, Mokpo National University, South Korea</p> <p><b>2. A Quest for International Curriculum Innovation and Change in Vietnam Higher Education Institutions</b></p> <p><b>Ms. Nguyen Thi My Ngoc</b>, Vietnam National University Ho Chi Minh City, Vietnam</p> <p style="text-align: right; color: red;"><b>Q&amp;A</b></p> </td> </tr> </table>	<p><b>Parallel Session I_A:</b> (International Hall)</p> <p><b>Moderator: Dr. N Varaprasad</b>, Partner Singapore Education Consulting Group</p> <p><b>1. Too Perfect to Be Coached: Investigating the Effect of Cognitive Behavioral Coaching on Reducing Irrational Career Beliefs for Perfectionists</b></p> <p><b>Assoc. Prof. Dr. Yuhsuan Elisha Chang &amp; Yi-Yen Chen</b>, Yuan Ze University, Taiwan</p> <p><b>2. Building Capacity for a Sustainable Future in Vietnamese Education</b></p> <p><b>Dr. Malcolm H. Field</b>, Kyorin University &amp; <b>Dr. Ian H. Frank</b>, Future University Hakodate, Japan</p> <p style="text-align: right; color: red;"><b>Q&amp;A</b></p>	<p><b>Parallel Session I_B:</b> (Room A101)</p> <p><b>Moderator: Dr. Ray Webster</b>, International School of Management and Economics, National Economics University, Vietnam</p> <p><b>1. Effectiveness of Safety Training System Using BIM in Construction Workplace - Focused on the Case of South Korea</b></p> <p><b>Mr. Sun-Geun Ha</b>, University of Ulsan, South Korea &amp; <b>Prof. Dr. TaeHui Kim</b>, Mokpo National University, South Korea</p> <p><b>2. A Quest for International Curriculum Innovation and Change in Vietnam Higher Education Institutions</b></p> <p><b>Ms. Nguyen Thi My Ngoc</b>, Vietnam National University Ho Chi Minh City, Vietnam</p> <p style="text-align: right; color: red;"><b>Q&amp;A</b></p>
<p><b>Parallel Session I_A:</b> (International Hall)</p> <p><b>Moderator: Dr. N Varaprasad</b>, Partner Singapore Education Consulting Group</p> <p><b>1. Too Perfect to Be Coached: Investigating the Effect of Cognitive Behavioral Coaching on Reducing Irrational Career Beliefs for Perfectionists</b></p> <p><b>Assoc. Prof. Dr. Yuhsuan Elisha Chang &amp; Yi-Yen Chen</b>, Yuan Ze University, Taiwan</p> <p><b>2. Building Capacity for a Sustainable Future in Vietnamese Education</b></p> <p><b>Dr. Malcolm H. Field</b>, Kyorin University &amp; <b>Dr. Ian H. Frank</b>, Future University Hakodate, Japan</p> <p style="text-align: right; color: red;"><b>Q&amp;A</b></p>	<p><b>Parallel Session I_B:</b> (Room A101)</p> <p><b>Moderator: Dr. Ray Webster</b>, International School of Management and Economics, National Economics University, Vietnam</p> <p><b>1. Effectiveness of Safety Training System Using BIM in Construction Workplace - Focused on the Case of South Korea</b></p> <p><b>Mr. Sun-Geun Ha</b>, University of Ulsan, South Korea &amp; <b>Prof. Dr. TaeHui Kim</b>, Mokpo National University, South Korea</p> <p><b>2. A Quest for International Curriculum Innovation and Change in Vietnam Higher Education Institutions</b></p> <p><b>Ms. Nguyen Thi My Ngoc</b>, Vietnam National University Ho Chi Minh City, Vietnam</p> <p style="text-align: right; color: red;"><b>Q&amp;A</b></p>		
10:30– 11:00	<p><b>Tea-break</b></p>		

11:00 - 12:00	<b>Session V: 21<sup>st</sup> Century Skills Development in Higher Education</b>		
	<p><b>Parallel Session II_A: International Hall</b></p> <p><b>Moderator: Prof. Dr. Elizabeth Field Hendrey</b>, Provost and Vice-President for Academic Affairs, Queens College, CUNY, USA</p> <p><b>1. Comparative Institutional Analysis on Strategies for Graduates to Show Themselves 'Employable': Critical Discussions on Cases of Australia, Japan and Vietnam</b></p> <p><b>Dr. Eisuke Saito</b>, Faculty of Education, Monash University, Australia</p> <p><b>2. Getting Comfortable with Being Uncomfortable: Pedagogical Challenges to Global Learning in the College Classroom</b></p> <p><b>Dr. Mari A. DeWees</b>,</p>	<p><b>Parallel Session II_B: Room A101</b></p> <p><b>Moderator: Dr. Yuhsuan Elisha Chang</b>, Yuan Ze University, Taiwan</p> <p><b>1. Udayana One Health Student Club: Developing Students' Self-Efficacy and Cultural Competence in the Context of Health Professional Education</b></p> <p><b>dr. I Made Subagiarta M &amp; Mr. Ngakan Putu Anom Harjana</b>, Udayana University, Indonesia</p> <p><b>2. On Campus Internationalization: Best Practice for 21<sup>st</sup> Century Skills Development in Higher Education</b></p> <p><b>Ms. Thuy Bich Le, Ms. Trang Dieu Mac</b>,</p>	<p><b>Parallel Session II_C: Room A301</b></p> <p><b>Moderator: Dr. Malcolm H. Field</b>, Kyorin University, Japan</p> <p><b>1. Flexible Student Alignment for Self-Directed Learning and 21<sup>st</sup> Century Skills Development</b></p> <p><b>Dr. Ray Webster &amp; Mr. John Andre</b>, International School of Management and Economics, National Economics University, Vietnam</p> <p><b>2. Embedding Core Values of Creativity and Teamwork in Higher Education, Lessons Learned from Japanese Universities</b></p> <p><b>Dr. Nguyen</b></p>

## Program

	<p>Department of Social Sciences/Sociology Program, Florida Gulf Coast University, USA</p> <p><b>Q&amp;A</b></p>	<p>University of Economics and Law</p> <p>Vietnam National University Ho Chi Minh City, Vietnam &amp; <b>Mr. David Arriyavat</b>, Passage to ASEAN Association, Thailand</p> <p><b>Q&amp;A</b></p>	<p><b>Duy Mong Ha</b>, University of Social Sciences and Humanities - Vietnam National University Ho Chi Minh City, Vietnam</p> <p><b>Q&amp;A</b></p>
12:00–13:30	<b>Lunch break</b>		
13:30–14:00	<p>❖ <b>Featured Speech</b> (International Hall):</p> <p><b>Quality Assurance in Higher Education</b></p> <p><b>Dr. N. Varaprasad</b>, Partner Singapore Education Consulting Group</p>		
14:00–14:45	<p><b>Session VI: Quality Assurance in Higher Education</b></p> <p>Plenary Session IV: (International Hall)</p> <p><b>Moderator: Dr. Mari A. DeWees, Florida Gulf Coast University, USA</b></p> <p><b>1. Quality Assurance (QA) in Higher Education: The IHE-Delft Experience with MSc and PhD Programs</b></p> <p><b>Dr. Eldon R. Rene, Dr. Piet N. L. Lens &amp; Dr. Erick de Jong</b>, IHE-Delft Institute for Water Education, The Netherlands</p> <p><b>2. Quality Assurance and Disruption in Our Sectors – What Should Change?</b></p> <p><b>Dr. Chris Bottrill</b>, Faculty of Fine and Applied Arts, Capilano University, Canada</p> <p><b>Q&amp;A</b></p>		
14:45–	<b>Tea-break</b>		

15:15	
15:15– 16:15	<p><b>Session VII: Teacher Education and Satisfaction Improvement</b></p> <p>Plenary Session V: (International Hall)</p> <p><b>Moderator: Dr. Jamie Costley</b>, Kongju National University, South Korea</p> <p><b>1. The Appointment Process of Public Polytechnic Directors in Indonesia: Analysis of Strengths and Weaknesses</b></p> <p><b>dr. Ardi Marwan, Mr. Endang Kusmana &amp; Mr. Muhammad Toasin Asha</b>, Politeknik Negeri Pontianak, Indonesia</p> <p><b>2. Curriculum Design for Preparing Pre-service Teachers to Be Creative and Critical Practitioners</b></p> <p><b>Assoc. Prof. Toshitaka Fukami</b>, Shimane University, Japan</p> <p><b>Q&amp;A</b></p>
16:15– 16:45	<b>CONFERENCE CLOSING</b>



# **KEYNOTE SPEECHES**

**Prof. Dr. Allan Cahoon**

President and Vice Chancellor, Royal Roads University, Victoria,  
British Columbia, Canada

Allan Cahoon, PhD, became President and Vice-Chancellor of Royal Roads University in 2007. He is the University's third President and was re-appointed as President in 2012 and in 2017.

**Academic Background**

Cahoon started his undergraduate education at the University of Calgary before transferring to the United States to complete his BA in history and political science, an MSc in International Administration, and eventually completed his PhD at Syracuse University. As president, Cahoon has attended executive education programs at Harvard University and Oxford.

**Experience**

Cahoon started his career at the University of Saskatchewan teaching Commerce and Political Science and after completing his PhD joined the University of Calgary and in 1985 was promoted to a full professor. He served in various administrative positions within the Faculty and University including: Assistant Dean, Chair, Management of Organizations and Human Resources, Director of International Business, Director of the OLADE Project and President of the Faculty Association.

As a professor, he specialized in executive development, human resources, team building and international education. His research has focused on high performance teams, international and cross cultural understanding and conducted a longitudinal research project on the experience of women and men in organizations. In addition he has consulted and published on that topic as well as in areas of organizational stress and burnout, and cross cultural negotiations. He has consulted with a number of major Canadian organizations including the Red Cross, the YMCA, the Governments of Alberta and Saskatchewan, Trans Canada Pipeline, Trans Alta and the Calgary Board of Education. He currently serves on the Board of the International Chair Academy.

**International**

He has had a strong interest in internationalization since he started as an undergraduate and while at the University of Calgary, participated as the Canadian director of the European Summer School for Advanced Management and established the North American Summer School of Advanced Management and the and the Canadian/Mexican and Canadian/Chilean Consortium of Schools of Administration and Business.

From 1996 to 1998, as director of the International Business Division at the University of Calgary, Cahoon was successful in developing a number of

international business initiatives on behalf of the university and until 2001, led an \$8-million cross-disciplinary MSc program in energy and the environment offered at the Latin American Energy Organization's headquarters in Quito, Ecuador.

In 2002, Cahoon moved to the University of Regina, where he held the position of Vice-President, Research and International. In 2006, Cahoon was appointed Acting President and served in that role until 2007, when he moved to Royal Roads University.

At Royal Roads University, Cahoon has served on the Campaign Cabinet of the United Way Victoria, the Advisory Council of the Order of BC, and as President of University Public Sector Employers' Association (UPSEA) and as a member of the judge's panel for the Premier's Innovation and Excellence Awards for BC Public Services 2015 to present. He is currently a member of the Research Universities Council of BC (RUCBC); LGBTQ President's in Higher Ed; and a member of Universities Canada and serves as a member of its the international Relations Committee. He has been an advocate for establishing and supporting the Vancouver Island Presidents Post-Secondary Alliance and in establishing and supporting the South Island Prosperity Project (SIPP).

Cahoon served as VP (Canada) for the Inter-American Organization for Higher Education (IOHE) and was elected President in 2014 through 2107.

Cahoon – whose second language is Spanish – has been a visiting professor at the National Autonomous University of Mexico UNAM, Monash University (Mount Eliza Management School) in Australia, Yamaguchi University in Japan and the International Management Center (Central Europe University) in Hungary. As well, Cahoon has held teaching appointments at the University of Saskatchewan, Simon Fraser University and Syracuse University. He is adjunct professor at the Tianjin Open, Hunan University and Nankai Universities in China and emeritus professor at the University of Calgary.

### **Publications and Awards**

Cahoon has served on the editorial boards of four journals, authored or co-authored more than 40 articles and edited or contributed chapters to numerous books on organizational development. He has presented more than 85 adjudicated conference papers throughout his academic career. He was named an outstanding academic by the Inter-American Organization of Higher Education in and is a successful federal research grant recipient. In May 2015, Maple Leaf Educational Systems awarded him its highest recognition, the Medal of Excellence and Honour.

Cahoon is an expert on international and cross cultural negotiations, leadership and post-secondary education. He recently provided the key note presentation to the China Education Association for International



Education (CEAIE) on international education and student mobility, and Chaired the Institute on the Future of Leadership in the Post-Secondary Sector.

Cahoon has recently published the following Op-Eds and Editorial Opinions:

### Times Columnist

- "The Future of Post-secondary Education in Canada"
- "University and the Federal Government – Sunny Days?"
- "Hallowed Halls Changing with the Times"
- "Changing Focus on an Evolving Workforce and Regenerative Culture: An antidote to Change and Uncertainty"

### Globe and Mail

- "Pride Events Remind us that Intolerance of the LGBTQ2 Community is not Acceptable"

### Vancouver Business

- "Doctoral Education = Oxygen for Productivity and Innovation"

### International Talent, published by SAFEA (China)

- "Working with China for over 30 Years"

## **LEADERSHIP IN HIGHER EDUCATION: THE CHALLENGES WE FACE**

*Keynote Speaker:*  
Prof. Dr. Allan Cahoon

### **ABSTRACT**

This presentation will focus on the challenges and opportunities post-secondary institutions face globally. Reference will be made to the specific challenges universities and colleges face in Canada particularly with respect to globalization. Emerging trends and disruptive innovation will be identified with Royal Roads University used as an example of how its innovative practices respond to the global challenges faced by post-secondary institutions. Finally some observations on university leadership resulting from nearly 12 years as a university president of Canada's most innovative, public, special purpose university will be made by this presenter.

**Prof. Dr. Elizabeth Field Hendrey**

Provost and Vice-President for Academic Affairs, Queens College,  
CUNY, USA

Elizabeth (Betsy) Hendrey is the Provost and Vice President for Academic Affairs at Queens College, City University of New York (CUNY). She oversees all academic departments and programs, the Office of Research and Sponsored Programs, Experiential Education, the Center for Teaching and Learning, the Center for Ethnic, Racial and Religious Understanding, the Center for Career Engagement, as well as the College's global initiatives, including Study Abroad and International Students and Scholars, and the College's current effort to bring an international student success program to campus. She was recently named to the American Council on Education's Commission for Internationalization and Global Engagement. She leads the College's accreditation efforts, most recently its successful reaccreditation as part of a select group of 15 colleges and universities which piloted the new MSCHE standards. Her office oversees a variety of strategic initiatives, including a \$5m, 5 year HSI-STEM grant from the US Department of Education, and the current CUNY Academic Momentum Campaign. In 2012-3 she served as Chief Operating Officer and Vice President for Strategic Planning and Enrollment Management, overseeing Finance and Budget, Human Resources, Public Safety as well as all of the enrollment management areas and international programs. Prior to this, she was the Dean of Social Sciences at Queens College from 2005-2012, after serving for three years as chair of the Economics Department. Under her leadership, the college developed degrees in finance, international business and actuarial studies, and an interdisciplinary graduate program in risk management. Hendrey attended Princeton University as an undergraduate, majoring in economics, and earned her Ph.D. in economics at Duke University in 1985. She joined the faculty at Queens in 1989, rising to full professor in 2001, and is also a member of the doctoral faculty at the CUNY Graduate Center. Her research interests are in economic history and labor economics. In 2010 she was named one of the Queens Top Ten Women in Business. She was an American Council on Education Fellow at Lehigh University in 2010-11, where she focused on strategic planning and plan implementation.

**PUTTING STUDENT SUCCESS FRONT AND CENTER:  
INSTITUTIONAL STRATEGIES TO CLOSE ACHIEVEMENT  
GAPS**

*Keynote Speaker:*

Prof. Dr. Elizabeth Field Hendrey

**ABSTRACT**

As Provost and Vice President for Academic Affairs at Queens College, City University of New York (CUNY), I have put in place structures and processes to support student success. CUNY and Queens provide access to needy students on a large scale (CUNY: ~275,000, Queens, ~20,000). Founded in 1937, Queens College's mission is to provide affordable access to a high-quality education. Our students have always been immigrants and first-generation college students, but their countries of origin change as immigration flows evolve. Today, we are both Hispanic- and Asian-serving. Queens College students come from over 150 countries and speak over 100 languages, but students from underrepresented groups, notably Hispanics and African Americans, have significantly lower success rates. This paper presents our strategies to close those achievement gaps, through changes in organizational structure to facilitate cross division and cross institution communication, through making data widely accessible to drive decision making, and through targeted interventions based on the findings from the data. (1) We created a cabinet level division of enrollment management and student retention and reorganized to bring key areas together, e.g. experiential education, career education, and service learning, along with traditional academic disciplines. (2) We created an Office of Institutional Effectiveness to oversee data collection and dissemination and to create data dashboards to drill down to student level data. (3) We initiated key interventions: redesign of high failure STEM courses, evaluation and redesign of writing programs and courses, and a four-year graduation guarantee. We have plans to introduce further high impact practices: a first-year course for all students, both freshmen and transfers; an Innovation Commons in the library which will contain a maker space, trading floor, and data visualization lab; and a new focus on cross-cultural competence, both through internationalization and a greater focus on diversity across the curriculum.

**Prof. Paul Dangerfield**

President, Capilano University, Canada

Paul Dangerfield assumed the role of Capilano University's third president and vice-chancellor on October 1, 2016.

Prior to his role with Capilano University, Paul was the executive director and Vancouver campus dean of the New York Institute of Technology. He was the vice-president of Education, Research and International with British Columbia Institute of Technology from 2009 to 2014, and was dean of Capilano University's faculty of business and professional studies from 2006 to 2009.

Leadership was Paul's specialization when he completed a master's degree in Business Administration at Royal Roads University. He completed a bachelor of Science in Chemistry at Carleton University in 1986.

From 1985, Paul spent 20 years with the Canadian Forces in a variety of increasingly senior roles that included chief of staff, commanding officer and vice-president of human resources.

Paul has served on a wide variety of boards including West Vancouver Chamber of Commerce; B.C. Council on Admissions and Transfer and the B.C. Technology Education Careers Council.

## **LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION: INNOVATION AND BEST PRACTICES**

*Keynote Speaker:*  
Prof. Paul Dangerfield

### **ABSTRACT**

Innovation and adopting best practices are not just about identifying what needs to change, but, possibly more importantly, who do you have on your team? Do they have the right talent, expertise and experience and what are they doing about leading your innovation strategies? In my experience, it is always about the people in your organization, not the systems or technology. Innovation in leadership and people development in organizations is one of the key success.



## **FEATURED SPEECHES**



**Prof. Henri-Claude de BETTIGNIES**

Emeritus Professor of Asian Business, The Aviva Chair in Leadership and Responsibility, Emeritus, INSEAD

Henri-Claude de BETTIGNIES, Emeritus Professor of Asian Business & the Aviva Chair in Leadership and Responsibility at INSEAD, did create (1980) in Fontainebleau, the Euro-Asia Centre which led to the opening (2000) of the INSEAD campus in Asia in Singapore. He spent 5 years (2005-2010) at the China Europe International Business School (CEIBS) in Shanghai where he was the Founder of the Euro-China Centre for Leadership and Responsibility (ECCLAR). Since 1988 he is Visiting Professor at the Stanford Graduate School of Business. Educated at the Sorbonne, the Catholic University of Paris (EPP), the University of California (Berkeley) and the Harvard Business School he has been spending his life about equally between Europe, Asia and United States to contribute to the development of "responsible" leaders and of managers committed to sustainable development. Currently senior adviser to the board of The HEAD Foundation, he has published 6 books on the management of change, on leadership and responsibility and on China.

## **DEVELOPING RESPONSIBLE LEADERS IN ASIA: A CHALLENGE FOR POLICY MAKERS IN HIGHER EDUCATION<sup>1</sup>**

*Author:*

Prof. Henri-Claude de BETTIGNIES

### **ABSTRACT**

Higher education today should aim at developing the leaders, entrepreneurs, professionals, educators, responsible citizens that the world of tomorrow, the ASEAN region will need. What will be that world? At a time when the benefits of globalization are questioned, when the ubiquitous digitalization transforms our relationships and ways of life, when the financialization makes the value of everything measured in terms of money, when extreme events bring climate change at our doors, when power is redistributed not only in Asia but on the planet, we realize how "complexity" and the pace of change do – and will continue to - nurture much uncertainty. In such uncertain context, higher education will be expected to produce leaders with vision and imagination able to drive (and to thrive in) a society experiencing not a "revolution" but a "metamorphosis", in fact a new "civilization". The responsible leaders – part of the human capital produced by higher education – will be men and women, professionals able to reduce uncertainty, who value lifelong learning, care for the others and/or the Common Good. How policy makers in their Higher Education Ministry can develop the vision, the necessary strategic courage, the required skills – along with the needed budgets – to induce disruptive innovations to transform their country's higher education system? Will the review and acceleration of the current change processes taking place in the ASEAN's higher education systems produce the needed results in the absence of disruptive innovations? Examples from Asia, particularly from business schools, will be given to illustrate how challenging, but promising, such a path could be.

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<sup>1</sup>Invited keynote speech for the SEAMEO RETRAC 2018 International Conference "Leadership and Management in Higher Education in a Globalized World: Innovations and Best Practices", Ho Chi Minh City, July 5-6, 2018.

## **Dr. N. Varaprasad**

Partner Singapore Education Consulting Group

Dr. N Varaprasad has been dedicated to the field of education and leadership for 40 years and has made many significant contributions to public service and education in Singapore.

He started his career as a lecturer in Industrial and Systems Engineering, with his PhD in Urban Transport modeling.

From 1985, he served 16 years in the polytechnic sector, 11 of which were as founding Principal/CEO of Temasek Polytechnic which he founded and built to a leading institution of 13,000 students, with a strong reputation for innovative teaching and progressive educational methods.

Upon leaving the polytechnic, Dr Varaprasad was appointed as Deputy President of the National University of Singapore in Dec 2001, overseeing the corporate cluster of departments, such as information services, computer centre, student affairs, university health centre, occupational safety, quality management, and arts and culture.

In Sep 2004, he joined the National Library Board as its Chief Executive. NLB Singapore is recognised world-wide for its innovations in delivering a world-class library system for Singapore. Within nine months he published the Library 2010 strategic plan for the NLB, laying out the directions for the following five years.

Dr Varaprasad is best known for his visionary and pioneering work as Founding Principal of Temasek Polytechnic, Singapore's 3rd polytechnic. As Principal of Temasek, he moved the polytechnic sector from an engineering bias to a more diverse range of programmes such as Design, Tourism, Hospitality, Retail, Law and Security Studies. He also introduced Character Education into the curriculum and made Problem-based Learning (PBL) pedagogy the standard to future-proof his graduates.

He has also served overseas as Senior Director, Academic Programs and Senior Advisor to the Managing Director at the Institute of Applied Technology, Abu Dhabi, UAE. He has contributed to education study projects in the Sultanate of Oman, Mauritius and Rwanda.

Among his contributions to society, he was Chairman of the National Council Against Drug Abuse; he still serves as Life Trustee of SINDA and Trustee of Singapore Indian Fine Arts Society.

His book on Technical Education was published in April 2016 and launched by the Minister of Education with a foreword by the Minister of Finance.

## **QUALITY ASSURANCE IN HIGHER EDUCATION**

*Author:*  
Dr. N Varaprasad

### **ABSTRACT**

This presentation will examine the forces driving Quality Assurance in Higher Education (HE) and the responses of the sector. The nature of Quality in HE is explored, starting with the multiple purposes of higher education. From this, the benefits and pitfalls of quality assurance are enumerated and strategies developed for universities to develop quality assurance to build their reputation and a virtuous cycle of better students, higher standards and higher sustainability.



## **OTHER SPEAKERS' BIOGRAPHIES AND ABSTRACTS**

**Dr. Rossitsa Yalamova**

Associate Professor of Finance Dhillon School of Business, University of Lethbridge, Canada

ROSSITSA YALAMOVA is an associate professor of Finance at the University of Lethbridge in Alberta, Canada. She holds a Ph.D. in finance from Kent State University and MD from Saint Petersburg State Medical Academy, Russia. She was a visiting professor in the Facolta di Scienze Economiche, Universita della Svizzera Italiana, Lugano, Switzerland in 2009/10; in the Faculty of Business and Law, University of Canterbury, Christchurch, New Zealand in 2016. Dr. Yalamova's research interests related to Sustainability and Resilience of socio-economic systems were recently extended into the area of blockchain technology and its promise for participatory democracy in University Governance. Her previous work includes recommendations for design and regulations of academic institutions in the context of complex adaptive systems. In such complex organization a leader has to possess expertise in building resilience through co-operation and open communication. Implementation of change is a difficult process that may endanger stability of system's dynamics when the push comes from the top in a hierarchical system with central control. Complexity leader is successful in incorporating innovative ideas of members from all levels in the organization in their strategic plan. Strategic Planning theory and practices are also built-in her collaborative research with Bill McKelvey – Professor Emeritus of Strategic Organizing at UCLA.

Expertise in complex networks structure and dynamics facilitates Dr. Yalamova's quest for internationalization of higher education utilizing her cultural awareness towards transformation of society through cultural diplomacy.

## **UNIVERSITY GOVERNANCE IN THE AGE OF BLOCK CHAIN TECHNOLOGY**

*Author:*

Dr. Rossitsa Yalamova

### **ABSTRACT**

1) What are the institutional characteristics that attract highly qualified staff and students, encourage academic excellence and free enquiry, alongside with social and economic responsibilities?

- Inspire and support student potential
  - Develop and Implement Student Retention Strategies
  - Ensure the Health, Safety, and Security of Students
  - Maintain/update Internationalization Strategy
- Promote access to quality, affordable post-secondary education
  - Evolve Student Recruitment Strategies
  - Quality Programming and Financial Support for Students
- Build internal community and enhance relationships with external communities
  - Continue to build a healthy, supportive, and collaborative environment and culture that promotes students, faculty, staff, and alumni success and satisfaction
  - Strengthen links to regional centres of excellence in research and development
- Enhance the sustainability of the university
  - Economic Sustainability
  - Social Sustainability
  - Environmental Sustainability

2) What are the main autonomy-related factors that have affected these settings and institutional characteristics?

Centralization, formalization, standardization, legitimization and flexibility in the organizational design allow for enhanced autonomy through reforms of the internal governance structure. Interactions between the academic staff and the executive structure may experience various degrees of tension. The level of tension should be monitored and adjusted to maintain positive collegial atmosphere, stimulate creativity and high productivity.

The answer to the above questions shapes the dynamic framework of the leadership opportunities, it is competition for resources (funding, attention,



dominance, space, legitimacy, people, ideas, etc.) that provides the adaptive tension and drives the system forward.

Expertise in Complex Adaptive Systems structure and dynamics enables me to provide analysis and strategic direction for academic, economic and cultural leadership. I am going to develop a decentralized model of governance based on the principles participatory decision making, transparency and smart contract based on my expertise in block chain technology.

Strategic change is one of the big challenges for a leader. Change is difficult to implement, moreover strategic change pays off in the long run. It is hard to motivate people when they do not see immediate positive results. Undertaking the challenge of sustainability I have proven that I am committed to maintain and improve my organization for the long run. I understand complex systems dynamics and the interrelated parts impact on the integrity of the system. I know what it takes to position an organization for a success in the long run. I have been working on strategic planning committees, I've been involved in the process of creating organizational roadmap, mission and vision. Outside of my work I am a member of the Canadian Association for the Club of Rome, where I presented my work Multilevel Governance in a Complex Socio-Economic System.

I worked and studied in many different countries, I develop good cultural awareness, respect and ability to adapt. I consider diversity as a primary source of value for any organization, increasing organizational learning, creativity and resilience. I suppose my strengths are rooted in my vast knowledge, experience, analytical skills, political acumen and eagerness to extend my research horizons, forging connections across disciplines enabling talented people to reach their full potential. I will continue promoting and explaining complexity aspects of organizational development in order to overcome resistance to change.



**Professor Dr. Adam Goh**

Academy of Certified Professional Practitioners, Singapore

Dr. Adam Goh has more than 30 years in education, training and consultancy experiences. He is the President/Founder of Southeast Asia Community, Education, Arts & Culture Exchange, and concurrently the Chief Education Technologist of Academy of Certified Professional Practitioners, a CEO Coach, an Author and an adjunct Professor to a number of universities in Southeast Asian countries, United Kingdom, Australia, USA, and China. Prior to this, he had various former key positions both in public service and private sectors which includes key positions as Academics Advisor, National Business Excellence Assessor, Chief Learning Officer, Foreign Expert, Chief Innovgineer, Technopreneur and Principal of International Business School of Higher Learning.

His research and consulting interests include: Global Business Collaboration, Organizational Excellence; Inter-modal transportation and Integrated Logistics & Supply Chain Management; Marine Life Sciences and Healthcare Product Development Research; Operations & Technology Road Mapping development, Robotics Innovation, Productivity & Performance Management; Crisis & Emergency Management, Strategic Business Continuity Planning, Teaching and Education Leadership Development.

## **THE GIFT OF INNOVATION AND CREATIVITY LITERACY: THE SEED OF SUCCESS FOR FUTURE INSTITUTION**

*Authors:*  
Dr. Adam Goh

### **ABSTRACT**

Education, being a social institution serving the needs of society, is indispensable for society to survive and thrive. It should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. For an individual, a nation, and humankind to survive and progress, innovation and evolution are essential. Innovations in education leadership are of particular importance because education plays a crucial role in creating a sustainable future. "Innovation and creativity resembles mutation, the biological process that keeps species evolving so they can better compete for survival" (Hoffman and Holzhtuter, 2012, p. 3). Innovation, therefore, is to be regarded as an instrument of necessary and positive change. Any human activity for industrial, business, or educational needs constant innovation to remain sustainable. Lack of innovation can have profound economic and social repercussions. This evolution must be systemic, consistent, and scalable; therefore, school teachers, university professors, administrators, researchers, and policy makers are expected to innovate the theory and practice of teaching and learning, what educational innovation is, how innovations are being integrated in higher institution of learning, why innovations do not always produce the desired effect, and what should be done to increase the scale and rate of innovation-based transformations in our education system as well as in all aspects to ensure quality preparation of all students' life skills in life and at work. The attributes of this paper present a systemic discussion of innovative educational leadership that impact major higher education institution changes on the traditional campus-based learning institutions in both the public and private sectors, also identify the barriers to innovation, and the potential directions for effective educational innovations has become acute. "It is widely believed that countries' social and economic well-being will depend to an ever greater extent on the quality of their citizens' education: the emergence of the so-called 'knowledge society', the transformation of information and the media, and increasing specialization on the part of organizations all call for high skill profiles and levels of knowledge. Today's education systems are required to be both effective and efficient, or in other words, to reach the goals set for them while making the best use of available resources" (Cornali, 2012, p. 255).

**Keywords:** Innovation, Innovative Educational Leadership, Teaching and Learning Technology.

**Junho Jang**

M.S student, School of Architectural Engineering, University of Ulsan, Republic of Korea

He is a M.S student at University of Ulsan, Republic of Korea. His area is construction management and technology.

**Sun-Geun Ha**

M.S student, School of Architectural Engineering, University of Ulsan, Republic of Korea

He is a M.S student at University of Ulsan, Republic of Korea. His area is construction management and technology.

**Kiyoung Son**

Assistant Professor, School of Architectural Engineering, University of Ulsan, Republic of Korea

He is an assistant professor at School of Architectural Engineering in University of Ulsan, Republic of Korea. As an editorial member of Korean Institute of Educational Facilities, he published over 40 research papers regarding construction management and technology area during five years. He received his Ph. D. from Texas A&M University.

**Dong-hoon Lee**

Assistant Professor, Department of Architectural Engineering, Hanbat National University, Republic of Korea

Professor Lee majored in construction engineering and management. Lee has concentrated on various areas of research such as free form building construction technology, project management, simulation and optimization for decision making, construction information technology.

**A BASIC STUDY ON THE IMPROVEMENT  
OF SAFETY EDUCATION FOR CONSTRUCTION WORKERS  
USING VIRTUAL REALITY SIMULATION**

*Authors:*

Junho Jang, Sun-Geun Ha, Assis. Prof. Kiyoung Son,  
and Assis. Prof. Dong-hoon Lee

**ABSTRACT**

In the past, the construction project aimed at a rate of return through reduction of cost and schedule while safety management has been neglected. However, recently, safety management has been emphasized as a variety of accidents are increased. In this respect, although safety management education is important, current construction safety education depends on traditional teaching methods such as one-way lecture class. To resolve this issue, the objective is to suggest a basic study on the improvement of safety education for construction workers using virtual reality simulation. To achieve the objective, first, the previous studies are investigated. Second, the content of the education is made by using the summary list that occurred in the South Korea. Third, the main factors were deducted by using Delphi technique. In the future, this study can serve as helpful comprehensive content for safety education in connection with education methods through web-based systems or smart devices.

**Dr. Jamie Costley**

Kongju National University, Kongju, South Korea;  
Christopher Lange, Joongbu University, Geumsan, South Korea;  
Mik Fanguy, KAIST, Daejeon, South Korea

Presently, I work as a Visiting Professor in the College of Education at Kongju National University. My main areas of interest are the areas of either educational technology, or instructional design. My primary areas of university teaching experience relate to improving the students' abilities to take the Korean teachers entrance exam. I completed my Ph.D. in education from the Graduate School of Education at Kongju National University in February, 2015. My research has focused on understanding online learning in varied contexts and how instructional context impacts learning. Currently I am doing research into the ways cyber universities can best improve the structure of their curricula.

While my PhD focused on learner-to-learner dialogue and interaction in online contexts, I am actively working on expanding my research into the area of flipped and/or fully online cyber lecture design. To this end, I am currently involved in two main research projects, one of which looks at how variation in instructional factors affects students' levels of cognitive load, and the other is a study of how differing types of lesson structure affect students' understanding of contents in flipped learning situations. The cognitive load research has focused on instruction varied classes at the Open Cyber University of Korea, and the research into flipped learning has looked at scientific writing classes at KAIST. These areas of research have already attracted attention, as I have been invited to speak on these issues at conferences in Korea, and around Asia. Furthermore, I have published multiple articles related to these areas of research in a variety of journals including *The Journal of Computer Assisted Learning* and *The International Review of Research in Open and Distributed Learning*.

At my current workplace, our role is to help the students develop skills as part of their preparation for the Korean teachers' entrance exam for middle and high school teachers. Also, we help prepare them for their future jobs as teachers. I teach, develop lesson plans and curricula for students majoring in education. In this capacity I teach introductory freshmen classes related to curriculum design, instructional methods, and education technology. Furthermore I teach an advanced English for teaching purposes class, which deals with how students can apply English education theories to the practice all education students in Korea do in their junior year.

As a teacher of pre-service teachers, I introduce students to basic education theories and give them opportunities to engage meaningfully with those theories. For this reason, I strive to balance my courses

between delivering content to students and trying to engage them in discovery learning. While I expect students to master a specific body of knowledge, I am more in favor of students producing some type of learning artifact like a portfolio of their own lesson plans, than quizzes or exams. I believe that instruction should be flexible, and as I lecture in English, and my students do not speak English as a first language, calibration of contents is particularly important.

In addition to my research and work interests, I have also been active in the Korean community. Along these lines, I have conducted research in multicultural families in Korea, as well as working with public servants as part of their education programs. While I am not Korean, I have lived here for 10 years and hold Korean residency. I welcome contact on any of the topics discussed above.

### **THE EFFECTS OF SELF-GENERATED OFFLINE STUDY GROUPS AFFECT TEACHING AND LEARNING IN LARGE ONLINE CLASSES**

*Author:*

Dr. Jamie Costley

#### **ABSTRACT**

With the growth of the use of fully online classes by traditional brick-and-mortar universities, understanding how this change may affect student-to-student interaction is important. In many online environments students may feel some distance from, or challenge in dealing with the class over and above what they would feel in an offline class. This study investigates how students create and use self-generated semi-formal offline student groups to help with their otherwise totally online classes.

This research took cyber university students ( $n = 2042$ ) in order to understand what role semi-formal learning groups play in increasing student learning. More specifically, it looked at the moderating effect semi-formal learning groups have on the relationship between motivation and germane cognitive load. The results showed that group work outside of class was a benefit to all students involved in the study; however, these benefits were even greater for the students with lower levels of motivation. In other words, students who were part of self-generated offline study groups learnt more than those who were not, but the benefits were even greater for students who might otherwise be struggling. The value of this research is that it emphasizes the importance of informal student-to-student interaction on learning in a relatively new educational environment, and it shows that institutions can improve their online classes by encouraging this type of informal group learning.



**Prof. Dr. Mingchang Wu**

Professor and Dean, School of Humanity and Applied Science  
National Yunlin University of Science and Technology, Taiwan

Dr. Mingchang Wu, Dean of School of Humanistic and Applied Science at National Yunlin University of Science and Technology, received his doctor degree at Purdue University, 1995, majoring Vocational and Technical Education. His academic interests focus on Higher Education, Occupational Psychology and Sociology, and Educational Development and Quality Evaluation. He undertook a series of educational improvement projects at the positions of Chairperson of Graduate School of Vocational Education, Coordinator of Teaching Resource Center for 20 institutes in Central Taiwan, and CEO of Program Evaluation in Taiwan. He is recently administering several research projects on the collaboration among universities for educational quality improvement and revitalization; his research articles are published in international journals and presented in some international conferences.

**Dr. Chenju Ko**

Assistant Professor, Nursing Department  
National Taichung University of Science and Technology, Taiwan

Dr. Chen-Ju Ko, currently an Assistant Professor at National Taichung University of Science and Technology, received her Ph. D. from National YangMing Medical University in Taiwan. Her research interest focuses on Schizophrenia and related nursing therapies.

**AN INNOVATIVE APPROACH FOR UNIVERSITIES  
TO FULFILL THEIR SOCIAL RESPONSIBILITIES  
EMPIRICAL CASE STUDY IN TAIWAN**

*Authors:*

Prof. Dr. Mingchang Wu & Assoc. Prof. Dr. Chenju Ko

**ABSTRACT**

Universities have been established for thousand years to pursue knowledge, facilitate social development, and cultivate citizens in order for better lives with well-being, harmony, and civilization. In the last decades, it seems to become a global trend that universities generally emphasize the academic research under the international competition in the fields of academic ranking, economy, and technology advancement. Their social responsibilities consequently receive relatively limited attention; students without academic talents, even possessing multifaceted aptitudes, are inevitably ignored. Those youngsters are unfortunately underdeveloped and even unfairly recognized as social burden. It is so important for universities to bring back their social responsibilities on campus.

This study addresses an empirical approach undertaken by a university of science and technology to initiate innovative programs for underdeveloped youngsters, with special aptitudes but dropout from schools, to revitalize their learning enthusiasm and reach impressive achievement in various fields. As its social responsibilities equivalently alongside the ones to superlative research and industry services, this university commits these pioneering programs including Prospective Program for aptitude students, Talented Pilotage Program for spillover creativity, Elite Program for accelerated achievement, and that like. Each program recruits 15 students with special talents and demands to receive individual educational plan which is designed under the intensive cooperation among student, faculty members, consultant, and even employer to develop each student's utmost potential. Synthetically, this paper will focus on the following issues:

1. The general phenomena occurring in current university settings;
2. The major missions of innovative programs in Taiwan;
3. The administrative strategies and instructional contents of these programs;
4. The retrospection on these pioneering approaches.

**Prof. Dr. Doug Hamilton**

Royal Roads University & Sunnie Liang,  
Maple Leaf Educational Systems

Doug Hamilton is Professor and Head of the MA in Educational Leadership and Management (International) program. He is a highly-respected scholar, program developer, international speaker, and workshop facilitator. One of his most recent achievements has been to lead a team of colleagues in the development of a highly-innovative dual language version of the MA in Educational Leadership for Chinese and Canadian school administrators. Also, he was instrumental in spearheading a university-wide initiative to develop an institutional framework for learning and teaching that has resulted in the highly-acclaimed Royal Roads University Learning and Teaching Model.

As the former Chair of Faculty Development at Royal Roads University, he is a passionate supporter of lifelong learning and academic development. His scholarly interests include research into various kinds of learning innovations that bridge the gap between academic study and the professional work place. He is particularly interested in the role that technology, collaborative forms of engagement, action research, and reflective practice can play to enhance and support professional learning. As well, he is actively involved in research on school improvement and transformative change processes. He was the 2014 recipient of the Gerry Kelly Outstanding Teaching Award at Royal Roads. He has also received recent awards from the Canadian Bureau of International Education and the International Council for Open and Distance Education.

Over the last ten years, one of his key areas of research interest has focused on the Scholarship of Teaching and Learning (SOTL). In his role as Chair of Faculty Development, he was actively engaged in his own SOTL studies as well as acting as a "midwife" to a number of other SOTL research studies conducted by his colleagues and students on such topics as problem-based learning, integrative learning, online course facilitation and others. He developed the "RRU SOTL Scholars" program – a cohort-based program for faculty members interested in actively engaging in SOTL-related studies. As well, he has served as a facilitator for Mount Royal University's Institute of the Scholarship of Teaching and Learning as well as a consultant to a number of other universities and colleges in Canada. He has taken an active role in such professional networks as the Educational Developers' Caucus, the BC University, College and Institutes Professional Developers' (UCIPD) group, the Vancouver Island Educational Developers Alliance (VIEDA) and the International Society for the Scholarship of Teaching and Learning (ISSOTL).

Since joining Royal Roads in 2000, Hamilton has served as associate dean of the Organizational Leadership and Learning Division and head of the MA in Leadership and Training program, the MA in Distributed Learning program, and more recently, the MA in Higher Educational Administration and Leadership program. Before joining Royal Roads, Hamilton was director of research and evaluation services for a large K-12 school system, the York Region District School Board, in Ontario for 10 years.

Hamilton received his PhD in educational administration and leadership studies from the University of Toronto/OISE, his MA in applied social psychology from the University of Saskatchewan and his BA in environmental psychology from the University of Waterloo.

### **DEFINING AND DEVELOPING SYNERGISTIC PARTNERSHIPS BETWEEN UNIVERSITIES AND SCHOOL SYSTEMS: A CASE EXAMPLE**

*Authors:*

Prof. Dr. Doug Hamilton & Ms. Sunnie Liang,

#### **ABSTRACT**

A laudable goal in developing formal partnerships between universities and school systems is to produce outcomes that are more substantial and better than those that could be achieved by either partner alone. In the world of business, this kind of partnership is referred to as "synergistic". In this paper, we explore how the concept of synergistic partnerships applies in the public sector--specifically to formal collaborations between school districts and universities. We review the relevant research on partnerships and identify the key characteristics of synergistic partnerships and propose formal definition that appropriately fits educational contexts. We will examine the common and unique benefits that can be achieved for both partners. Then, based on the literature review, we offer a robust framework and articulate key principles that support synergistic partnerships in action.

To 'test-fit' the framework, we apply the synergistic partnership principles to a case example involving a current partnership between the respective organizations represented by the paper's authors. The case example features a collaborative partnership between the school system and the university to deliver a dual language (English and Chinese) MA in Educational Leadership program to school system staff and educators. A close examination of the partnership's benefits, challenges, outcomes, and aspirations enables us to assess the practical applications of the synergistic partnership framework from both the university and school system perspectives. We conclude by exploring the next steps in the framework's evolution.

### **Ms. Thu Trang Ho**

Graduated School of Technological and Vocational Education,  
National Yunlin University of Science and Technology, Taiwan

Ms.Thu Trang Ho became a student of Graduate School of Vocational and Technological Education in National Yun Lin University of Science and Technology last September. She received her B.A degree at University of Social Science and Humanities Ho Chi Minh city in 2004, majored in the Chinese Linguistic and Culture. She is interested in Vietnamese linguistics and culture, teaching Vietnamese as a second foreign language and qualitative research. Ms. Ho worked as a Chinese teacher at the Center for Foreign Affairs and Languages Training (CEFALT) for one year, while she was working as a secretary at the Union of Friendship Organization, Ho Chi Minh City (HUFO). After HUFO and CEFALT, she spent almost two years at Trien Trieu Ltd. Co (Binh Duong Province) with the position as Director Assistant. Before moving to Taiwan in 2014, she had spent three years at OIA Global Viet Nam Ltd. Co (HCMC), working as a customer service representative. While studying in Yun Tech, Ms. Ho is also a Vietnamese language tutor at the College of Foreign Languages of National Cheng Chi University (NCCU R.O.C, Taiwan). So far, she has had her first research paper presented at the Foreign Language and Culture Conference in Dayeh University (R.O.C Taiwan) this May.

**A STUDY ON THE PERSONALITY FACILITATING THE  
SUCCESS OF CROSS-NATIONAL ENTREPRENEURS IN VIET  
NAM THROUGH THE LIFE STORY APPROACH**

*Author:*

Ms. Thu Trang Ho

**ABSTRACT**

It is a challenging adventure to pioneer a business in any other country; even it has become a global trend in this era. People who succeed in cross-national entrepreneurship should experience some crucial struggles and overcome countless difficulties to reach this point. Their experiences and retrospectives behind their successes could be more important to youngsters than their entrepreneur achievement.

This study consequently purports to gain insights into their successful experiences and some dominant factors facilitating their pioneer achievement. Qualitative research methods were employed to interview some participants, who have successful business with over 2,000 employees in Viet Nam, to investigate their career experiences and inner ideologies. In addition, participatory observation was taken to further validate their cultural adjustment and even fusion into alien countries after analyzing their related stories. These qualitative data were systematically analyzed and retrospectively interpreted on the foci of their personalities, inspired events, cultural infusion approaches, and administrative strategies.

This study on the factors for successful cross-national entrepreneurs finally reached impressive understanding and inspiration which might encourage ambitious entrepreneurs to pioneer business oversea. This understanding of cultural adjustment and infusion experiences is also crucial issue in the business world, educational fields, and policy-making government.

**Keywords:** cross-national entrepreneur, success factors, Vietnam, leadership

**Assoc. Prof. Dr. Yuhsuan Elisha Chang**

Yuan Ze University, Taiwan

YUHSUAN CHANG received her PhD in counseling psychology from the Purdue University and finished APA-accredited internship at University of South Florida in the U.S. She is currently an Associate Professor and Director of English Bachelor Business Administration Program in the College of Management (AACSB accredited) at Yuan Ze University in Taiwan. She is a Licensed Counseling Psychologist in Taiwan as well as a management consultant in industry. Dr. Chang integrates her expertise in the development and application of assessment in organization with her experience in career psychology. She has helped Intelligent Electronics Institute in Taiwan's government to establish online personality competency test for employees in IC design industry. The developed test can be used in personnel selection, job training, leadership development, team building, and organizational culture evaluation.

Her research and professional interests include personality assessment, perfectionism, stress and coping, career management, and interview method, and workplace mental health promotion issues. She has published papers in the journal of Career Assessment, Personality and Individual Differences, Journal of Nursing Management, Health Policy, Psychological Reports, and etc. She has strong interest in developing personality and career-related measures that can be used for data-driven decision in combination of psychology knowledge. Also, she has examined the effect of personality of perfectionism relation to a variety aspect of job outcomes (e.g., burnout, job satisfaction). Recently, she has conducted studies related to assessment center as an interview method and investigated the impact of personality factors on personnel decision.

**Yi-Yen Chen**

Yuan Ze University, Taiwan

**TOO PERFECT TO BE COACHED: INVESTIGATING THE  
EFFECT OF COGNITIVE BEHAVIORAL COACHING ON  
REDUCING IRRATIONAL CAREER BELIEFS  
FOR PERFECTIONISTS**

*Authors:*

Assoc. Prof. Dr. Yuhsuan Elisha Chang & Yi-Yen Chen

**ABSTRACT**

This study aims to evaluate the effects of cognitive behavioral coaching (CBC) intervention on reducing irrational career beliefs in perfectionists. Cognitive behavioral intervention is one of the most investigated psychological approaches and has been used to address a substantial number of concerns, however, applying the CBC to investigate career concerns has been relatively lacking. This study used a quasi-experimental design and allows researchers to compare the CBC intervention with control groups without random sampling. Participants included 60 undergraduate students who were allocated to a CBC intervention group or to a control group. Those in the CBC group received CBC intervention consisting of three 2.5-hour training sessions. Students in the control group were not provided with any form of career intervention. Both groups of students were also informed about career counseling opportunities and referrals were offered if students indicated their interest in pursuing career counseling during the process of research. This study found that CBC is an effective intervention to reduce irrational beliefs during the career decision-making process. However, CBC intervention was most effective for nonperfectionist groups. Moreover, highly maladaptive perfectionism showed the least improvement after intervention. This study has implications for career coaching suggestions and training directions for psychologists and related professionals. The results of this study were in accord with those of previous studies and indicated that CBC can be applied in the general population for career coaching purposes. CBC intervention can assist reducing students' irrational beliefs and prepare them for better decision making to career management and leadership in the future.

**Keywords:** cognitive behavioral coaching, perfectionism, perfectionists, career intervention



**Dr. Malcolm H. Field**  
Kyorin University, Japan

Malcolm Field read Education at the University of Cambridge. Understanding how individuals make sense of their worlds has always driven his interest in learning and how people learn. He has published several edited works on education. He has also published on technology's influence in education and on learning outcomes. He is currently investigating and comparing learning outcomes in science-based programs in collaboration with one of the best universities in Thailand.

Dr. Field currently works at Kyorin University in Tokyo, Japan where he is involved in the Global Career Program. He has worked in Japan's higher education sector for nearly twenty years. He has been involved with Vietnam's education sector for more than seven years. He is passionate about developing educational opportunities in developing economies that are based on sound advice and are evidence-led.

**Dr. Ian H. Frank**  
Future University Hakodate, Japan

Ian Frank holds a Ph.D. from the University of Edinburgh (Artificial Intelligence) for which he won a doctoral dissertation of the year award. He has been working in Japan's higher education sector for many years, with a broad CV both in teaching and in administration. He has researched and published extensively in areas including computing, game theory, cognitive science, psychology, education and the performing arts. He has facilitated numerous workshops in countries including Japan, Australia, England and Vietnam.

He is also the founding and current Festival Director of the "World Music and Dance Festival (WMDF), which has brought over 1750 artists from 46 countries to Japan. By co-incidence, in 2018 WMDF is reflecting on ten completed years and planning the future decade under a theme of "New Beginnings".

## **BUILDING CAPACITY FOR A SUSTAINABLE FUTURE IN VIETNAMESE EDUCATION**

*Authors:*

Dr. Malcolm H. Field & Dr. Ian H. Frank

### **ABSTRACT**

For governments, capacity is measured in potential or realized economic development. In Vietnam, educational training seminars abound, but what evidence is there of transfer: operationalized knowledge in real-world contexts?

Vietnam's recent progress is a South East Asian success story. Between 1990 and 2016, GDP grew by more than 3000% (WENR, 2017), and the 2015 PISA results - 8<sup>th</sup> in science, 17<sup>th</sup> in math and 19<sup>th</sup> in reading - outstripped countries with much higher GDP output and wealth (Vietnamnet, 2017, Pfeiffer, 2016). The incredible rise is not guaranteed into the future. Much is dependent upon a combination of complex factors, including government policy, sustained foreign direct investment, infrastructure development, and the modernizing of systems and services.

Some, notably including the World Bank, have attempted to attribute Vietnam's performance to factors related to education, both cultural (focus on school work, time studying outside classrooms) and systemic (centralized education, school resources, connectivity, more children in early and primary education). Continued growth would then require the expansion and development of the education and vocational training sectors.

We believe that quality of teaching is a reflection of the quality of the teacher training and the institutional support that teachers receive. Further, we believe that capacity development goes beyond practice and policy implementation: it extends to the changing of mindsets and of attitudes that lead to quality of life, and to the empowerment of individuals, leaders, organizations and society. "The training of educators is a pillar of sustainable development and national capacity building" (AIAI, 2018).

This paper reflects on our many years (well over a decade combined) of working with educators and of leading seminars in Vietnam. Using theoretical understandings of capacity development, we reconcile our participant observations and experiences against the literature, and draw conclusions about building sustainable future capacity in the Vietnamese education sector.

**Sun-Geun Ha**

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He is an assistant professor at School of Architectural Engineering in University of Ulsan, Republic of Korea. As an editorial member of Korean Institute of Educational Facilities, he published over 40 research papers regarding construction management and technology area during five years. He received his Ph. D. from Texas A&M University.

**Seunghyun Son**

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He is a M.S student at Kyung Hee University, Republic of Korea. His area is construction management and technology.

## **EFFECTIVENESS OF SAFETY TRAINING SYSTEM USING BIM IN CONSTRUCTION WORKPLACE**

*Authors:*

Sun-Geun Ha, TaeHui Kim, YoungJu Na, Kiyoung Son, and Seunghyun Son

### **ABSTRACT**

Construction safety training is comprised of the safety regulations and safety accident cases in South Korea. However, this education could not attract voluntary participation from trainees because it neglects individual characteristics and work type, the training contents are not related to work, and the teaching method is instructor-led. Therefore, the objective of this study is to develop innovative safety training tool that effectively visualize risks on construction site utilizing BIM simulation. In order to prove effectiveness, understanding of safety training was compared, after one group had received an education by applying traditional method and the other group had received the BIM simulation. As a result, it was found that developing an innovative instructional delivery method, the Building Information Modeling (BIM) simulation, could improve trainees' understanding. In the future, this study can be used as a reference for analyzing the correlation between safety training via BIM simulation and a measure to decrease accident rates at construction sites.

**Ms. Nguyen Thi My Ngoc**

National University Ho Chi Minh City, Vietnam

Ms. Nguyen Thi My Ngoc is the lecturer of Faculty of Education, University of Social Sciences and Humanities, Vietnam National University – Ho Chi Minh city (VNU-HCM). She is the former Vice Director of Center for Education Accreditation, VNU-HCM and former Vice Director of Center for Educational Testing and Quality Assessment, VNU-HCM. She also used to be the Secretary of VNU-HCM Quality Assurance Council, key contact person of important international quality assurance organizations such as INQAAHE, APQN, and VNU-HCM Chief Quality Officer of AUN-QA. She is now a Vietnam accreditator and an AUN-QA assessor.

She holds her Master Degree on Educational Management from University of Education, Ho Chi Minh city and she is now the PhD candidate of Department of Educational Policy, Leadership and Management, Faculty of Education, Chulalongkorn University, Thailand. Her studying major is on Higher Education, which focusses on three important aspects: Leadership and Management, Curriculum and Instruction, and Student Development.

## **A QUEST FOR INTERNATIONAL CURRICULUM INNOVATION AND CHANGE IN VIETNAM HIGHER EDUCATION INSTITUTIONS**

*Author:*

Ms. Nguyen Thi My Ngoc

### **ABSTRACT**

Internationalization of curriculum has become an essential component of higher education rather than an exception in a globalized world. One of the key driving forces of internationalization in higher education is undoubtedly to respond to the national, regional and international labor market demands, and the changing needs of the society.

Under this pressure, higher education institutions (HEIs) need to improve their academic and professional capacity to produce high quality human resources to meet the needs of the society and the demands of the labor markets. It embraces the improvement of knowledge, skills and attitudes of graduates, and students' preparedness by enhancing the academic curriculum. To help students living and working in a globalized world, HEIs need to consider developing their students' lifelong learning skills with international perspectives where the curriculum is seen as the "backbone of the internationalization process".

The Vietnam higher education renovation project for 2006 – 2020 calls for universities and colleges to develop international strategies and enhance the quality of education to produce highly qualified human resources to meet the competitiveness of both local and international markets. How can Vietnamese higher education institutions change or reform to meet the Government's goals? And what should the key strategy be for this resolution?

This paper focuses on (1) the context and the needs of internationalization of Vietnam higher education institutions by analyzing the government and institutional documents and practices; (2) theories on curriculum development and management; (3) good practices from other international curriculum innovation and (4) suggestions for internationalization of curriculum in Vietnam Higher Education Institutions.

**Keyword:** internationalization, international curriculum, curriculum innovation, good practices.

**Dr. Eisuke Saito**

Faculty of Education, Monash University

Eisuke Saito is a lecturer for Monash University, VIC, Australia. Eisuke served as a consultant for educational development in Bangladesh, Indonesia and Vietnam for a decade after his training in postgraduate studies. Eisuke then worked for National Institute of Education, Singapore from 2008 to 2016 and joined Monash from Jan 2016. Eisuke's research interests are: comparative institutional analysis, school reform, professional development of teachers and pedagogical reform.

**COMPARATIVE INSTITUTIONAL ANALYSIS ON STRATEGIES  
FOR GRADUATES TO SHOW THEMSELVES 'EMPLOYABLE':  
CRITICAL DISCUSSIONS ON CASES OF AUSTRALIA, JAPAN  
AND VIETNAM**

*Author:*

Dr. Eisuke Saito

**ABSTRACT**

Employability has become a key concept attracting attention of scholars and industries in many countries. At the same time, its concept is highly fluid and vague due to its nature not evidenced by real employment and difference in the nature of labour market from country to country. It would be more critical and evidenced, rather, to discuss strategies for graduates to utilise in their job-hunting in order to show how employable they are and to compare them across the countries. In this study, therefore, the aim is to compare tendencies in strategies that graduates utilise in transiting into the labour markets in three countries, namely: Australia, Japan and Vietnam. In discussions, comparative institutional analysis (CIA) is utilised. From the investigation, three types of strategies have been identified. As in Australia, if the market tends to consist of various competitors with different experiences, graduates have to differentiate themselves from others. As in Japan, if the market would consist of competitors from the same academic year cohort and the employment tends to be more long-term as life-long one and personnel vacancies are filled within the same companies, employment would mean more as membership based on the match with corporate culture. As in Vietnam, if the trust against universities is low in terms of their training programmes and few supports extended by them then the university students would utilise their human networks for entries and demonstrate their capacities for growth throughout probation.



**Assis. Prof. Dr. Mari A. DeWees**

Department of Social Sciences/Sociology  
Program Florida Gulf Coast University

Mari A. DeWees is an Assistant Professor of Sociology at Florida Gulf Coast University in Fort Myers, Florida. Her research and teaching interests include global learning, the internationalized classroom, martial arts and culture of Southeast Asia, and crime. She currently is taking part in a Faculty Learning Community on the Scholarship of Teaching and Learning (SOTL) as part of her increasing interest in this area.

**GETTING COMFORTABLE WITH BEING UNCOMFORTABLE:  
PEDAGOGICAL CHALLENGES TO GLOBAL LEARNING  
IN THE COLLEGE CLASSROOM**

*Author:*  
Dr. Mari A. DeWees

**ABSTRACT**

Global learning skills are becoming increasingly valued in contemporary institutions of higher education and in the labor market. The ability to critically assess and relate to "complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for peoples lives and the earths sustainability" is tantamount to future success for students both professionally and personally (AACU). Graduates engaging in global learning are able to understand and conscientiously consider diverse populations and perspectives, relate individual actions to larger global phenomena, and address increasingly urgent challenges surrounding topics such as the environment, politics, the economy, poverty, development, exploitation, and inequality. At the same time, organized sport provides an ideal platform for global learning and exploration across borders and cultures. It touts intense competition. lucrative outcomes, global popularity, and economic and political underpinnings. Furthermore, within organized sport, martial arts-based combat styles are experiencing rapid growth in number and size of contests, promotion, participation, media coverage, investment, and fandom across the world. This paper explores the pedagogical challenges of teaching an upper division honors course on martial arts and culture in Southeast Asia to U.S. university students. The issues which arise with implementing global learning strategies and internationalization of the curriculum in the college classroom are discussed as a result of the development of this course. Drawing on qualitative data gathered during the course, observations, and student feedback, insight into the utility of organized sport as a platform for teaching global learning in the classroom, student engagement with material and subsequent global learning outcomes, and emotional and ethical issues which arise for students when considering alternative cultural perspectives are gleaned.

**dr. I Made Subagiarta M**  
Udayana University, Indonesia

The delivery of quality medical education, in both the classroom and the clinical setting, is essential for preparing physicians of the future. I Made Subagiarta is a medical graduate who is keen to begin a career in medical science and health professional education. He lives his life from the tenant of the third law of Newton, which says, for every action there is an equal and opposite reaction, if we do right things, the dawn will come.

Doctor Arta graduated from Medical Faculty Udayana University, Bali, Indonesia on May 2014. While completing his study, he received an exchange student scholarship to Kobe, Japan from Health Professional Education Quality (HPEQ) program Ministry of Education, Republic of Indonesia and ASEAN Youth Exchange Program to Chulalongkorn University from the Royal Government of Thailand. In 2016, he was awarded two year funded International Fellowship in Medical Education by The Foundation for Advancement of International Medical Education and Research Institute to further the knowledge within the area.

Aside with the academic activities in medical education field, he actively contributes in agendas beyond medicine. Recently he was selected as the Goodwill Ambassador of Republic of Indonesia and was given the opportunity to travel to Japan and South East Asian nations in promoting friendship and mutual understandings across the region. Moreover, his leadership and management skills have brought him to be the Chairman of 44th Ship for South East Asian and Japanese Youth Program DG Steering committee 2017.

He's currently working as the Project Coordinator of One Health Student Club in Udayana University and clinically serving as general practitioner (GP). Arta is also appointed the board commissary of Bali, Lombok and East Indonesia at Indonesian Association of Medical Education. He will pursue his master degree in Medical Education at Harvard Medical School in 2018 under the full support of Indonesia Endowment Fund for Education. As Global Health True Leaders 2016 and Mc Kinsey & Company Young Leaders for Indonesia, he is shaping the future of Indonesia's health status through the implementation of collaboration and partnership across disciplines to help smiling up the frown.

**UDAYANA ONE HEALTH STUDENT CLUB:  
DEVELOPING STUDENTS' SELF-EFFICACY AND CULTURAL  
COMPETENCE IN THE CONTEXT OF HEALTH PROFESSIONAL  
EDUCATION**

*Authors:*

dr. I Made Subagiarta M, Ridoi R, Raharja A, Budayanti S

**ABSTRACT**

One Health is an approach that aims to bring together human, animal, and environmental health in tackling the emerging and re – emerging infectious diseases. The pilot project is designed to expose student on the collaborative works through One Health concept and to understand the authentic learning experience in trans – professional setting. This study explored influences in self-efficacy and cultural competence among students of Udayana One Health Student Club.

Seventy Udayana University students from six majors including medicine, nursing, veterinary, physical therapist, public health, and dentistry were included in the pilot project of Udayana One Health Student Club. Each course was a one day trans – professional course incorporating the entire One Health core competencies domain. After a facilitated debriefing took place, mixed methods approach utilized pre and post training questionnaires measuring cultural competency and self-efficacy in managing healthcare delivery situations, leadership, management, team work and communication. We also performed an exploratory case study with interviews of two groups of students. The interviews were transcribed and analyzed using systematic text condensation.

Thematic analysis of qualitative data showed improvements in self – efficacy and cultural competence among the participants. These findings were confirmed by statistical analysis showing that confidence ratings improved in participants overall ( $p < 0.001$ ). Post training ratings showed that One Health approach was significantly associated with better final outcomes for self – efficacy and cultural competency dimension.

This study provides evidence that trans – professional education through One Health concept enhances participants' self-efficacy in real situations. It leads to increases in their perceived abilities relating to inter – personal communication, collaborative work in a team, leadership and management of healthcare scenarios. The training also showed increased positive effects on cultural competency among the students.

**Keywords:** One Health, Collaboration, Self efficacy, Cultural competence

**Ms. Le Bich Thuy**

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**Ms. Mac Dieu Trang**

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**Mr. David Arriyavat**

P2A Secretariat

Passage to ASEAN (P2A) Association, Thailand

David is working as P2A Secretariat managing the Passage to ASEAN Association a not-for-profit network of 80 ASEAN Universities and Institutions of Higher Education that collectively offer students ASEAN preparation programs (student mobility program). With focus on preparation for the ASEAN community in learning, experiencing, most importantly understanding people, culture and society. P2A believe that preparation for the ASEAN Community means learning, experiencing, and most importantly understanding people, culture and society. In addition, he is also part-time lecturing P2A general education course at Rangsit University, Thailand.

By teaching cross-cultural subject, collaborating with universities, practitioners and practicing lecturer in developing internationalize curricular, subject and mobility program help David's realized the need to bring research into internationalization efforts of higher education to enhanced teaching, curriculum development of academics and learning of students both domestic and international by using diversity as a resource for learning in higher education.

Previously he was in HR and Recruitment consulting sector provide consultation on human resource planning & talents acquisition to local Multinational companies. With his experience, he is keen to improve internationalization practices in higher education by bridging the gap between research and practice

## **ON CAMPUS INTERNATIONALIZATION: BEST PRACTICE FOR 21<sup>ST</sup> CENTURY SKILLS DEVELOPMENT IN HIGHER EDUCATION**

*Authors:*

Le Bich Thuy, Mac Dieu Trang, & David Arriyavat

### **ABSTRACT**

ASEAN Higher Education is witnessing an ever increasing wave of student mobility both in the region and among regions. This new context not only places higher education in a pivotal role in developing human resources with global competency but also provides HEIs a great opportunity for the enhancement of student learning both domestically and internationally by using diversity as a resource for learning. Yet, recent student surveys and research clearly indicate that there is very little interaction occurring between domestic and international students.

By using an innovative video-analysis methodology & focus group interview, this research paper aims to investigate the extent to which a public university in VN and a private university in Thailand can promote interaction between ASEAN students with diverse cultural and linguistic background as well as to identify variety of activities to encourage such interaction. This study also aims to develop a 'Framework for ASEAN student interaction' with key dimensions for curriculum design that can be used by academics to enhance interaction between diverse ASEAN student groups within teaching and learning contexts.

**Key Words:** Enhancing interaction; student diversity; internationalizing activities & teaching;

**Dr. Ray Webster**

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Ray Webster is Head of Professional Development at the International School of Management and Economics, National Economics University, Hanoi. He received his BA (Hons) in Economics and Geography from Middlesex Polytechnic, London, a master's degree in Intelligent Systems/Cognitive Science from Brunel University, UK and a Ph.D. program in Educational Research from Lancaster University, UK. His main research interests are self-directed learning, metacognition and technology-based learning in higher education.

**John Andre**

International School of Management and Economics, National Economics University, Vietnam

John Andre is Faculty Development Coordinator at the International School of Management and Economics, National Economics University, Hanoi. He received his Associate of Arts from Indian Hills, Ottumwa, Iowa, USA and an MBA from the University of Gloucestershire, UK. His main research interests are education and entrepreneurship.

## **FLEXIBLE STUDENT ALIGNMENT FOR SELF-DIRECTED LEARNING AND 21<sup>ST</sup> CENTURY SKILLS DEVELOPMENT**

*Authors:*

Dr. Ray Webster & John Andre

### **ABSTRACT**

This paper describes the process of using student self-directed learning to develop Flexible Student Alignment (FSA) and enhance 21<sup>st</sup> Century Skills Development in Higher Education. An innovative approach and methodology for self-directed learning (RAPAL – a Reflective and Participative Approach to Learning) is used to help students to develop their self-understanding, creativity, flexibility and collaborative learning skills. Students develop individual metacognitive awareness and an understanding of their personal learning preferences and practices by reflecting on elements of their personal learning profiles and creating a digital artefact. The artefact can be an e-portfolio or individual learning environment developed using a series learning activities involving individual and team based presentations and role plays. The concept of flexible student alignment is discussed as a model and a method for assisting students in Vietnam to develop and use 21CL skills to adjust to the different demands of learning at university after high school graduation. Flexible student Alignment (Webster, 2009) is a product of the use of RAPAL for the creation of the digital learning environment. FSA can be seen as a development of Biggs' (2003) concept of constructive alignment. Flexible student alignment differs from constructive alignment in that it aims to facilitate alignment from the perspective of the student rather than the organisation or teacher. The flexibility developed is a product of the individual student's ability to adapt to the demands of different learning tasks, structures and environments. The use of the methodology and process for professional development and teacher training is also discussed. Student and staff feedback and comments on the process are reported.



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Dr. Ha Nguyen Duy Mong is the Head of the Office of Educational Testing and Quality Assurance, University of Social Sciences and Humanities, Vietnam National University of HCMC (USSH, VNU-HCM). She is also a lecturer and a researcher in Educational Management and Leadership, Cultural Studies as well as in English Linguistics and Literature at USSH, VNU-HCM. She obtained her B.A. in English Linguistics and Literature from the University of HCM City in 1994, her M.A. in TESOL from USSH, VNU-HCM in 2000, her M.Sc. in Adult and Vocational Education from the Technical University of Dresden, Germany in 2002 and her PhD in Culture Studies from USSH, VNU-HCM in 2016.

**EMBEDDING CORE VALUES OF CREATIVITY AND  
TEAMWORK IN HIGHER EDUCATION, LESSONS LEARNED  
FROM JAPANESE UNIVERSITIES**

*Author:*

Dr. Nguyen Duy Mong Ha

**ABSTRACT**

The era of globalization and integration requires a lot of important 21st century skills in training human resources, including critical thinking, problem-solving and teamwork skills. In terms of organizational culture, many higher education institutions (HEIs) today, being faced with competition, also try to build up a set of core values for their reputation and prestige as a tool for improving their quality and accountability. The paper first gives an overview of organizational culture and university culture, then analyzes creativity and teamwork as important core values of HEIs in the 21st century with the case studies of 2 Japanese universities, and finally gives some recommendations for embedding these 2 core values or educational philosophy in the higher education curricula in the globalization era with lifelong learning opportunities.

**Key words:** creativity, teamwork, core values, higher education, 21st century

## **Eldon R. Rene**

IHE-Delft Institute for Water Education

Eldon R. Rene is currently working as a Senior Lecturer at IHE-Delft, Institute of Water Education, The Netherlands. He has a PhD in Chemical Engineering from IIT Madras (India). Eldon's broad research interests are related to the development of biological treatment processes for wastewater and waste-gas treatment, resource recovery, and the use of artificial intelligence tools for environmental monitoring and environmental process control. He is the Managing Editor of the journal "Reviews in Environmental Science and Bio/Technology", the Associate Editor of the "Journal of Environmental Engineering (ASCE)" and editorial board of "Bioresource Technology Reports". Eldon is the two time recipient of the "Young Scientist Award" conferred by the Challenges in Environmental Science and Engineering Conference (CESE) organizers in Sydney (Australia) and Kaohsiung (Taiwan), respectively. Previously, for his post-doctoral research stays, he was awarded the "Juan de la Cierva" fellowship by the Ministry of Science and Innovation (Spain), and the "Brain Korea 20 (BK20) Fellowship" from the South Korean government. For the years 2018 and 2019, he has recently been awarded Research Fund for International Young Scientists by the National Natural Science Foundation of China (NSFC). As a part of his educational campaign and capacity building activities on improving scientific writing skills for non-English speaking researchers, he regularly conducts scientific writing workshop at all the major conferences. Since 2016, he has taught more than 700 MS, PhD students and young staff members during specialized events/workshops. He is also affiliated as a life member at the International Forum on Industrial Bioprocesses (IFIBiop).

## **Piet N. L. Lens**

IHE-Delft Institute for Water Education

Piet N. L. Lens is Professor of Environmental Biotechnology at IHE-Delft, Institute for Water Education (The Netherlands), Professor of New Energy Technologies at National University of Ireland (NUI Galway, Ireland) and Professor of Bioengineering at Tampere University of Technology (TUT, Finland). Prof. Lens obtained his Ph.D in Environmental Engineering from Ghent University (Belgium). He is the founding Editor-in-Chief of the review journal "Reviews in Environmental Science and Bio/Technology" and founding editor of the IWA Publishing series "Integrated Environmental Technology". He is the initiator of the Marie Curie Training Site "Sulfur and

Metals - HEMEP”, the Erasmus Mundus Joint Doctoral programme “Environmental Technologies for Contaminated Soils, Sediments and Solid Waste (ETeCoS<sup>3</sup>)”, the Marie Skłodowska-Curie Innovative Training Networks (ITN-EJD) PhD programme on Advanced Biological Waste-to-Energy Technologies (ABWET) and the Erasmus Mundus Master Course on “International Master of Science in Environmental Technology (IMETE)”. His research focuses on biofilms, sulfur biotechnology, metal speciation, bioavailability and removal, natural treatment systems, anaerobic wastewater and waste gas treatment for resource recovery and reuse.

### **Erick de Jong**

IHE-Delft Institute for Water Education

Erick de Jong holds a M.A degree in Educational and Organisational Psychology (1985) and he is working as an Educational Policy Advisor of IHE-Delft. His main responsibilities concern the development and implementation of educational policies and academic quality assurance (QA). He is co-author of various Strategic Plans of the Institute and advises the rectorate and programme committees of IHE-Delft on all academic matters. He has thorough knowledge about many educational systems used in the world, and the accreditation of education programmes. Mr. De Jong has intensively dealt with the renewal of IHE-Delft’s Master programmes and the development of joint programmes with international partners. In the framework of these partnership programmes, Mr. De Jong assists institutes throughout the world in curriculum development, course design, and reviewing didactical concepts. He carries out curriculum development and didactic training programmes for IHE-Delft staff as well as for academic staff from partner institutes. These courses focus on curriculum development and didactical skills, and organizational and institutional concepts. These course are organized both at the partner institutes and IHE-Delft.

## **QUALITY ASSURANCE (QA) IN HIGHER EDUCATION: THE IHE-DELFT EXPERIENCE WITH MSc AND PHD PROGRAMS**

*Author:*

Eldon R. Rene, Piet N. L. Lens and Erick de Jong

### **ABSTRACT**

IHE Delft Institute for Water Education is the largest international graduate water education facility in the world and is based in Delft, the Netherlands. The Institute confers fully accredited MSc degrees, and PhD degrees in collaboration with partner universities. Since 1957, the Institute has provided graduate education to more than 15,000 water professionals from over 162 countries, the vast majority from the developing world. The Institute offers a unique combination of applied, scientific and participatory research in water engineering combined with natural sciences, social sciences and management and governance. The institute has played an instrumental role in developing the capacities of water sector organizations in the Global South, not least by strengthening the efforts of other universities and research centres to increase the knowledge and skills of professionals working in the water sector.

In this presentation, the quality assurance (QA) system of the institute will be described with regard to education. Examples of many years of good practice and experience in educational activities related to course coordination and management, MSc degree programs and PhD programs will be highlighted. The presentation will focus on three examples where QA is being practiced: (i) Short course on Industrial Resource Management and Cleaner Production, (ii) MSc in Environmental Science with specialization in Environmental Science and Technology, and (iii) the Advanced Biological Waste-to-Energy Technologies (ABWET) PhD program, an Marie Skłodowska-Curie Innovative Training Networks - Early Joint Doctorate (ITN-EJD) offered with partner institutes from Italy, France and Finland.

The QA system of IHE-Delft consists of the following parts: a vision on education and the quality of education, education concept, policies governing the QA procedure, the QA framework and the QA calendar and plan-do-check-act (PDCA) cycles. Concerning the ABWET PhD program, the delivery of a joint doctoral degree and quality control is facilitated by the Finnish partner, Tampere University of Technology (TUT). Two joint boards have been set up for joint monitoring and assessment, i.e. the supervisory board and the QA committee. The presentation will facilitate a lot of discussions, share the best QA practices, resources and experiences from IHE-Delft and its partner institutes.



**Dr. Chris Bottrill**

Director for International and Acting Dean of Fine and Applied Arts  
Capilano University, Canada

Dr. Chris Bottrill is the Director, International and Acting Dean of Fine and Applied Arts and Capilano University. Dr. Bottrill is also the elected Chair of the Pacific Asia Travel Association (PATA), a global organization based in Bangkok with a network of over 7,000 members including governments, airlines and airports, universities, and hundreds of private sector operations. He has a background of academic and applied experiences having taught a wide array business, tourism, and adventure management fields in universities in Canada, New Zealand, USA and Austria, and completing over 50 applied business and community projects around the globe. His current and recent activities include directing the acclaimed Capilano University and Hanoi Open University Vietnam Community Tourism project aimed at protecting ethnic hill tribe cultures through tourism, leading a Pacific Asia study on Indigenous Tourism and Human Rights, and designing and facilitating seven youth symposiums with over 20 universities in the Asia Pacific over the past four years. Chris has presented on tourism related topics at conferences and forums in China, Canada, USA, Russia, Finland, New Zealand, Vietnam, Malaysia, India, and Cambodia.

## **QUALITY ASSURANCE AND DISRUPTION IN OUR SECTORS – WHAT SHOULD CHANGE?**

*Author:*

Dr. Chris Bottrill

### **ABSTRACT**

Quality assurance is an essential component of institutional management and the scope and design of quality assurance varies depending on jurisdiction, legislation, evolution, governance, programming content and a variety of other factors. Strong quality assurance involves transparency and accountability and effectively tells the story of how well an institution is run and to what extent it delivers on its promise to provide a quality education. One challenge is that traditional methods of quality assurance are aligned with traditional university practices of research and credential completion however there are various disruptive elements occurring in the sectors and society we serve and this may change the type of education that we need to provide. Quality assurance may require different measures and approaches in certain sectors to assess teaching excellence, student success and institutional effectiveness. This presentation explores the various disruptive elements at play and how traditional quality assurance measures that evaluate and rank performance may benefit from additional and alternative approaches that align with evolution in the sectors we serve.



**Ms. Tran Thi Hieu Thuy**

Lecturer, Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi, Vietnam

Ms. Tran Thi Hieu Thuy holds a TEFL M.A. degree and is a lecturer and teacher trainer of English language teaching methodology at University of Languages and International Studies – Vietnam National University. She is certified by the Educational Testing Service (ETS) as its master trainer of Propell TOEIC Workshops. She is also an active teacher trainer and course designer for the National Foreign Languages 2020 Project (Vietnam). Her research interests include teacher education, integrated teaching, project-based learning and multimodalities instruction. She can be contacted via [thuytth@vnu.edu.vn](mailto:thuytth@vnu.edu.vn) & [thuytran.ulis.vnu@gmail.com](mailto:thuytran.ulis.vnu@gmail.com).

**PROMPTING AND SUPPORTING REFLECTIVE THINKING –  
PREPARING PRE-SERVICE TEACHERS FOR 21<sup>ST</sup> CENTURY  
CLASSROOM**

*Author:*

Ms. Tran Thi Hieu Thuy

**ABSTRACT**

This action research highlights reflecting, an essential evidence of critical thinking skills, as one important practice that students of teacher education programs (*also known as pre-service teachers*) need to adopt in order to succeed their study and career prospects in the 21<sup>st</sup> century and how post-microteaching reflective essays have helped them to develop this competence.

Two questions are raised when it comes to the discussion of building reflective habits in preservice-teachers: (1) how to guide reflection; and (2) how to evaluate the quality of reflection. This action research is conducted to seek answers to these questions by examining the attitudes of a group of pre-service teachers (PSTs) towards the adoption of Gibbs' reflective cycle (1988) into writing their reflective essays on their micro-teaching performance and studying the quality of their reflection essays, using Jay & Johnson's three dimensions of reflection (2002) as rubrics for giving feedback. The findings of the study suggest that PSTs were positive about the application of a theoretical framework to write reflections and the supervisor's support in instructing them through the stages of reflecting. The quality of reflection saw certain improvement, though more would need to be done to place these essays at critical reflection level. These results imply that reflective practice should not be treated as a "trendy" approach to teacher training and education. Rather, PSTs as well as teacher educators need to remain committed to reflection as one way to enhance teacher quality, foster their own professional growth and development.

Adopting theoretical models such as Gibbs' reflective cycle (1988) to sharpen pre-service teachers' reflection competence and using rubrics like the one developed by Jay & Johnson (2002) to evaluate and provide them with suggestions for improvement would help to keep pre-service teachers on track while constantly reviewing and studying from their performance. Later on, they can transfer the habit of reflection practiced at school to workplace, raise teaching quality, and stand a high chance to become successful teachers. Besides, since teachers matter more to student achievements than any other aspects of schooling, a teacher who reflects constantly is likely to train their students to be reflective. This, in turn, contributes to the preparation of a generation of students with the essential 21st century knowledge and skills necessary to succeed in life, career and citizenship.

### **Dr. Ardi Marwan**

Ardi Marwan is a senior lecturer in applied linguistics in the Centre for English Language Teaching and Learning of Politeknik Negeri Pontianak, Indonesia. He has been the head of the centre since 2011. Dr Marwan has a Masters in Education (TESOL) from Monash University, Australia and a Doctorate of Education from Flinders University, South Australia. He has been working for Politeknik Negeri Pontianak for nearly 20 years and has held a number of important positions such as the secretary of the English Language Centre and head of the Staff Development Unit. He was also the consultant for a British Council project which investigated the quality of English teaching and learning in West Kalimantan Province, along with Ms Coralyn Bradshaw of England. His research interests and publications are in the areas of ICT for English teaching and learning, assessment in foreign language and English for specific purposes.

### **Endang Kusmana**

Endang Kusmana is currently holding a leadership position as the Vice Director of Polnep in charge for Human Resources and Financial Affairs. He has been in this position for the last 8 years and will soon resume his position by the end of this year. Mr. Kusmana holds a bachelor degree in accounting and a masters in management.

### **Muhammad Toasin Asha**

Muhammad Toasin Asha is currently the Director of Politeknik Negeri Pontianak (Polnep). Prior to this, he was the Vice Director of Polnep in charge for Academic Affairs. Mr. Asha started his career in this institution as a lecturer in mechanical engineering department and was then appointed as the head of this department. After completing his Masters study in environmental engineering, Mr. Asha undertook a leadership position as the head of Technological and Professional Skills Development Sector Project (*TPSDP- Asian Development Bank funded project*). Mr. Asha has a first degree in Mechanical engineering from University of Hasanuddin of South Sulawesi, Indonesia.

## **THE APPOINTMENT PROCESS OF PUBLIC POLYTECHNIC DIRECTORS IN INDONESIA: ANALYSIS OF STRENGTHS AND WEAKNESSES**

*Authors:*

Dr. Ardi Marwan, Endang Kusmana, & Muhammad Toasin Asha

### **ABSTRACT**

In an Indonesian educational system, a person leading a polytechnic is called a director. It is a very prestigious position but like other similar positions (e.g. rector or vice-chancellor in a university) it carries a huge responsibility. That is, the future of a particular polytechnic lies very much in the hand of its director. If a less capable person is assigned this role, the polytechnic he/she is managing may not develop as expected. However, a polytechnic is likely to be one of the world best vocational higher institutions if it is managed by a visionary and intelligent director. This later statement implies that the process involved in appointing a director plays a very significant role. Each educational system has its own ways to appoint a person to be a polytechnic (or alike institution) director. The current presentation will review the process of director appointment within an Indonesian educational system. The regulation issued by The Ministry of Research, Technology and Higher Education which underpins this process will first be reviewed. It is then followed with the discussions of its strengths and weaknesses in light of leadership theories. It will also seek to compare this process with the ones employed by other educational systems known for their world class polytechnics.

**Assoc. Prof. Dr. Toshitaka Fukami**

Shimane University, Japan

Toshitaka Fukami is an Associate Professor of the Faculty of Education at Shimane University. His research interests include teacher education and professional development, curriculum design and teaching with ICT, and assessment literacy. He is a Vice President of Japan Association for Educational Technology (JAET) and a councilor of Japan Society of Educational Technology (JSET).

## **CURRICULUM DESIGN FOR PREPARING PRE-SERVICE TEACHERS TO BE CREATIVE AND CRITICAL PRACTITIONERS**

*Author:*

Assoc. Prof. Dr. Toshitaka Fukami

### **ABSTRACT**

Preparing pre-service teachers to be creative and critical practitioners is vitally important in today's changing society. Especially 21st century skills are required for learners to be successful in this trend, then teachers are also required to solve problems creatively. Based on the fundamental idea of what should be aimed at in education, teachers have to revise and reconstruct their practices toward a desirable future along with researching the socio-cultural background of learners.

In this research, the author presents the whole curriculum design to prepare pre-service teachers to be creative and critical practitioners in the Course of Primary Education at Shimane University Faculty of Education. First of all, the author confirms the idea and contents of subjects set from freshmen to seniors. In particular, "Readings in Primary Education" for sophomore is focusing on literature of Critical Pedagogy and in "Practical Research on Teaching" for junior, pre-service teachers design the curriculum beyond the status quo and practice in trial lessons each other.

The challenges we face are student teaching and preparing for teacher employment examination. It is difficult for them to maintain creative and critical mind in the school context without the discourse.

**Dr. Le Ngoc Thach**

Institute of Educational Managers Ho Chi Minh City

Dr. Le Ngoc Thach - Senior lecturer, Institute of Educational Managers Ho Chi Minh City - Ministry of Education and Training.

Dr. Le Ngoc Thach received the Master of Art in Regional Development Planning from the University of Dortmund – Federal Republic of Germany and UP. Diliman – The Philippines in 1998. He has been teaching and doing many researches at Can Tho University for nearly 30 years. He is a head of Technology-Science and International Cooperation Department from 2012 to present.

Dr. Thach has been teaching undergraduate and postgraduate courses in a number of fields for a number of universities. He also participated in a number of programs and projects on regional development. Currently, he is studying Educational Management, Continuing Education and Adult Learning.

**RESEARCH CAPABILITY OF UNIVERSITY LECTURERS:  
CURRENT SITUATION AND SOLUTIONS IN HO CHI MINH  
CITY**

*Author:*

Dr. Le Ngoc Thach

**ABSTRACT**

Scientific research that is always associated with the quality of training in higher education. Improving the capacity of scientific research for university lecturers is to maximize the potential of the lecturers. This paper focuses on two main issues: Are the academic capabilities of university lecturers responding to the need for scientific research development in the current context? Most lecturers have limited research capacities because of many reasons: insufficient research training, heavy teaching loads and little time for research, have not paid enough attention to using research-led and research - informed teaching modes in training and research activities. The next issue is to mention some measures to improve scientific research capability of the lecturers in universities in Ho Chi Minh city. The solutions to improve knowledge, skills and attitude of scientific research for lecturers; the solutions for building and developing scientific and technological potential; the solutions of the organization, management and investment of fund, university equipments; the solutions to expand domestic and international cooperation; the solutions for publishing scientific research papers; the solutions to organize scientific seminars and conferences.

**Keywords:** Higher education, scientific research capacity, methods to improve scientific research capability.



## **BENEFITS OF EXPANDING ASSESSMENT OPTIONS FOR EDUCATORS IN VIETNAM**

*Authors:*

John Andre & Dr. Ray Webster

### **ABSTRACT**

This paper reports on the successful use of alternative summative assessment techniques on an international undergraduate degree program in Hanoi, Vietnam. Comparative results are presented and analyzed and the implications for the wider use of the techniques are discussed. Currently, the Ministry of Education and Training (MOET) in Vietnam requires a domestic program student's final grade to be assessed at least 50% by written exam. While there are clear benefits to this traditional assessment method (such as ensuring authenticity), there are also well-accepted drawbacks. While test anxiety is one example, a greater concern is that exams do not give students the opportunity to participate in team-based work, one of the skills most desired by Vietnamese employers.

As Vietnam is still early in its massive economic growth curve, it is suggested that MOET could use its unique position to not only support but also to drive use of alternative assessment techniques, which in turn would lead educators to focus on developing in the future workforce those skills that Vietnamese firms need.

By loosening regulations and allowing university lecturers additional freedom, for example avoiding exams altogether, new assessments could be designed which accomplish the current goals (e.g., ensuring authenticity) while also building additional employer-demanded skills like teamwork, persuasion in presentation, and complex problem-solving.

It is proposed that MOET modifies the existing "50% exam" regulation to become a "50% assessment that can ensure authenticity" rule allowing university lecturers to use their knowledge of their domain as well as assessment design to help develop the skills employers need from the people of Vietnam. An example of the successful use of this approach is presented, analyzed and discussed.

## **BLOCKCHAIN – TECHNOLOGY FOR CHANGES OF FUTURE EDUCATION**

*Author:*

Nguyen Quoc Khanh

### **ABSTRACT**

Blockchain, the underlying technology behind the crypto currency Bitcoin, is becoming a prominent topic for application in various fields, including education. However, comparing to other fields, the interest of educators remain low, reluctant is still the dominant attitude of the majority of researchers and administrators. Therefore, if educators want to explore the possibilities of blockchain, what should they know? This paper is based on the results and opinions of numerous researchers, to motivate and evaluate the potential of blockchain to be implemented into the field of education.

**Dr. Huynh Cam Thanh**

Manager of Inspection Department  
Dong Thap Community College

Since 2008, he has been in charge of inspection, quality accreditation and quality management system of ISO 9001:2008 and 9001:2015 in Dong Thap Community College.

He is also the part-time lecturer in Dong Thap University teaching on evaluation and quality accreditation and quality assurance.

His article on building quality culture and quality accreditation, integrating quality accreditation and quality management system of ISO on International Conference and ASEAN quality assurance network "Quality Culture building and national frameworks"; Vietnamese-English version; pages 152 - 156, Proceedings of the Scientific Conference on Evaluating and Ranking Vietnamese Universities and Colleges; VUN, pp. 239 - 249 ...

## **QUALITY ACCREDITATION PROBLEMS IN VIET NAM HIGHER EDUCATION INSTITUTIONS**

*Author:*

Dr. Huynh Cam Thanh

### **ABSTRACT**

The issue of accreditation in higher education institutions in Vietnam is being implemented in a coordinated and positive manner. According to statistics of the Quality Management Department, as of April 15, 2018, there were 113 universities and institutes evaluated by external auditing organizations, in which there were 80 schools recognized as quality standards<sup>2</sup>. At present, the Ministry of Education and Training has issued Circular No. 12/2017 / TT-BGDĐT dated on May 19<sup>th</sup>, 2017 on quality accreditation of higher education institutions in replacement of previous regulations on quality evaluation standards and the process of accreditation of universities, colleges and professional secondary schools. The article analyzes the current state of quality accreditation, advantages and disadvantages of higher education institutions when implementing this activity.

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<sup>2</sup>Cục Quản lý chất lượng (2018) – Danh sách các cơ sở giáo dục đại học; các trường cao đẳng, trung cấp sư phạm đã hoàn thành báo cáo tự đánh giá, được kiểm định - <https://www.moet.gov.vn>.

**Dr. Eunice Mareth Q. Areola, HSG**

Dr. Eunice Mareth Q. Areola, HSG (*Switzerland*) was named *Pioneer Professor of Sustainability* in the AIM2Flourish initiative of the Fowler Center for Business as Agent of World Benefit and the Asia Ambassador of L.E.A.P. for Sustainability Mindset, a UN PRME Working Group. Her national accolades include recognition as *Diplomate in Business Education*, given by the Philippine Academy of Professionals in Business Education, as an *Outstanding Educator in Management* by the Philippine Council of Deans and Educators in Business and the Philippine Commission on Higher Education, a *Luis I. Ablaza, Jr. Distinguished Professorial Chair in Entrepreneurship* by the San Beda College Alumni Foundation, the *Outstanding Entrepreneurship Educator Award* by the Entrepreneurship Educators Association of the Philippines, Inc. and one of the *40 Outstanding Alumni Awardee* of Pamantasan ng Lungsod ng Maynila. Eunice is an international author, a global speaker, a cross-cultural researcher, an innovation coach, a sustainability mentor, a life-long education advocate and a consultancy entrepreneur. Dr. Areola earned her Doctor of Philosophy in Management from the University of St. Gallen, Switzerland (Ph.D. HSG) and rose from the ranks in the Philippine academic scene until becoming Dean of a Graduate School. She left her academic administration appointment in the summer of 2018 to start a global, innovative and sustainable learning and development enterprise called *BIG Beyond Individual Good Institute*.

**Dr. Grace Najera-Hilario**

Dr. Grace Najera-Hilario received her Doctor of Technology degree from the Technological University of the Philippines in 2007, her Masters of Science in Computer Science from AMA Computer College in 2002 and her Bachelors degree in Political Science from the Polytechnic University of the Philippines in 1991. She was the Director of Information Technology and Media Service from 2015 - 2018, Officer in Charge of the College of Engineering and Information Technology and Director of the Institute of Information Technology in 2013-2015 and full-time faculty member with the rank of Associate Professor for the last 20 years at Colegio de San Juan de Letran. She was appointed as Deputy Quality Assurance of the AMA Educational Systems in the summer of academic year 2018.

## **CULTURAL DIVERSITY, JOB SATISFACTION AND WORK PERFORMANCE IN THE HOTEL INDUSTRY: A STRUCTURAL EQUATION MODEL**

*Authors:*

Dr. Eunice Mareth Querol-Areola & Dr. Grace Najera-Hilario

### **ABSTRACT**

The volatility of the labor market in the hospitality industry, particularly in the hotel companies continues. This situation puts a strain on the hiring and retention efforts of employers. In an industry where effectively performing service providers are key to company sustainability, work performance is no longer solely dependent on traditional job satisfaction drivers of hygiene and motivation. In this day and age of strong workforce mobility and attraction to global employment opportunities, it is noteworthy to consider the cultural diversity profile of the job market. This appreciation of cultural diversity by both employees and employers can help create better workspace that steers job satisfaction to better levels and at the same time propels work performance to its optimum.

This study has explored the role of cultural diversity as mediating factors in the job satisfaction and work performance of hoteliers. It aims to build and test a theoretical model to identify the mediating factors in the linkage between job satisfaction and work performance. Structural Equation modeling was employed to test the data on cultural diversity, job satisfaction and work performance dimensions from over four hundred hospitality practitioners. A Confirmatory Factor Analysis (CFA) was initially performed and was then followed by Structural Equation Modeling to test the model. The influence of cultural diversity to job satisfaction and work performance is a contribution to the literature. The study shows that cultural diversity appreciation enhances employees' job satisfaction, which converts to better work performance in the hotel industry. This may help to explore the black box in the relationship of cultural diversity appreciation in enhancing job satisfaction and in sustaining positive work performance in similarly characterized industries.

**Keywords:** Cultural Diversity, Job Satisfaction, Work Performance, Structural Equation Model, and Sustainability of Quality Service Provision