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International Conference 2022

INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION: GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC



July 07-08, 2022

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Welcome Message

Distinguished Guests,
Ladies and Gentlemen,

I am very honored and delighted to warmly welcome you to the Annual International Conference on ***Innovative Leadership and Management in Higher Education: Global Trends and Practices in the Post COVID-19 Pandemic***. The Conference is again 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 gold sponsor of Capilano University in Canada, on July 07-08, 2022. The Conference is conducted virtually on the Zoom platform and concurrently streamed on SEAMEO RETRAC's YouTube Channel.



Dr. Ho Thanh My Phuong
*Director
SEAMEO Regional Training
Center (SEAMEO RETRAC)
Chair, Conference's Organizing
Committee*

This year Conference will highlight the rich diversity of practices and models of leadership and management in higher education, thematically focusing on issues related to educational leadership innovation, quality assurance and accreditation, curriculum and research development, teaching and learning in the post-pandemic, digital technologies in teaching and learning, and global partnership and transnational education. While bringing together leaders, academics, researchers and professionals from different institutions in the world to discussions and explorations of these sub-themes, the Conference will hopefully help the participants update current trends and better understand the ways in which theories and practices in leadership and management interact and inform each other at different institutions in different countries.

Following the success of previous conferences on higher education leadership and management and targeting at crucial needs of different higher education institutions, I really hope that all these selected

sub-themes will help better enhance the quality and effectiveness of leadership and management in higher education.

I believe that you all will enjoy this stimulating Conference, and that your expertise and experience will help enrich the discussion around the Conference's sub-themes. Above all, I really hope that the Conference will help create a good platform for professional exchange of knowledge, insights and collaborations as well as expand network and linkage development.

I look forward to welcoming you to the Conference and wish you a productive conference.

I would like to extend my sincere thanks to the Conference's co-organizers and sponsors – British Columbia Council for International Education (BCCIE) and Capilano University in Canada, the keynote 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



Introduction to SEAMEO and SEAMEO RETRAC

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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, please visit <http://bccie.bc.ca/>





Introduction to Capilano University

For 50 years, Capilano University students have turned their aspirations into reality. The beauty of CapU's campuses and the quality of education offered attract students from around the world. More than 9,000 students – 2,500 of which are international – call CapU home. With 80 countries represented, CapU's student population is diverse and global.

CapU is a dynamic, innovative and teaching-focused university based in North Vancouver, with programming serving the Sunshine Coast and the Sea-to-Sky corridor. Offering 95 programs, CapU's areas of study include bachelor's degrees in areas as diverse as film, early childhood education, visual design and tourism management. CapU is also a public university and accredited by the Government of British Columbia in Canada and the Northwest Commission on Colleges and Universities in the United States.

Our campuses are inspiring, collaborative and experiential places to learn. CapU's main campus features spaces such as a student learning hub, multiple computer and science laboratories, music and rehearsal

studios, a 380-seat theatre, athletics and recreational facilities and BOSA Centre for Film and Animation (BOSA). BOSA is CapU's state-of-the-art, high-performance green facility and home to motion picture arts programs. It gives students everything they need to make a feature film and access to the latest production technologies, including 4K and 3D camera systems, a 200-seat surround sound screening theatre, sound recording and mixing suites, an 8,000 square foot sound stage, picture and sound editing labs, and visual effects, animation and costuming studios.

CapU Residence is only minutes away from campus and provides a community-focused accommodation option for students. Complete with all-you-can-eat meal plans and supported by live-in residence advisors, this is where students build lasting relationships to help them succeed at school. Minutes from the main North Vancouver campus, students find hiking trails, spectacular views, and beautiful beaches, encouraging the active West Coast lifestyle. CapU's neighbourhoods are lively, safe, and walkable.

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Skwxwú7mesh) Nation of the Coast Salish people. Our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish and Tsleil-Waututh Nations.

Co-organizer

BCCIE
BC COUNCIL FOR INTERNATIONAL EDUCATION



**BRITISH COLUMBIA COUNCIL FOR
INTERNATIONAL EDUCATION**



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Dr. Colin Doerr

Director

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Keynote Speakers



Dr. Joyce Teo Siew Yeon
Assistant Vice Chancellor and Vice
President (Global Affairs)
Universiti Brunei Darussalam
Brunei Darussalam



Dr. Michel Tarko
President & CEO
Justice Institute of British Columbia (JIBC)
Canada



Dr. Colin Doerr
Director
External Relations
British Columbia Council for International Education
Canada



Mr. Johnson Ong Chee Bin
Founder
Principal Consultant, Education Quality
International (EQI)
Singapore



Guest of honor



Assst. Prof. Dr. Xayapheth Chaphichith
Deputy Director for Programme and
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Presenters



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2022 International Conference

INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION: GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC

SEAMEO RETRAC, July 07-08, 2022

PROGRAM

THURSDAY – JULY 07, 2022

08:15–08:30

WELCOMING

08:30–09:00

OPENING CEREMONY

◆ Introduction of Delegates and Participants

◆ Introduction of Conference's Program

◆ Welcome and Opening Remarks

Dr. Ho Thanh My Phuong

Director, SEAMEO Regional Training Center (SEAMEO RETRAC), Vietnam

Dr. Randall Martin

Executive Director, British Columbia Council for International Education (BCCIE), Canada

Assist. Prof. Dr. Xayapheth Chaphichith

Deputy Director for Programme and Development, SEAMEO Secretariat, Thailand

◆ Group photo

09:00–09:30

Keynote Speech:

**Finding our New Normal in Higher Education
Leadership and Governance**

Dr. Michel Tarko, *President & CEO, Justice
Institute of British Columbia, Canada*

Moderator: Dr. Randall Martin

*Executive Director, British Columbia Council for
International Education (BCCIE), Canada (TBC)*

Q&A

09:30–09:40

BREAK

09:40–10:20

PLENARY SESSION I

Subtheme: Educational leadership innovation

Moderator: Assoc. Prof. Dr. Le Van Hao, *Head,
Academic Excellence Unit - Eastern International
University, Vietnam (TBC)*

**1. Fostering Transformational Instructional
Leadership vis-à-vis Recalibrated Hamline
Plan through Assimilated Habermasian
Public Spheres**

Mr. Rodriguez Jr Roberto, *STEM Academic
Coordinator, Far Eastern University, Cavite,
Philippines*

**2. Women in Academia, East and West:
Navigating Institutional and Cultural
Challenges and Leadership Styles**

Dr. Dang Thi Ngoc Lan, *Director, Language
Center and Foundation Year, Vietnamese-
German University, Vietnam*

Q&A

10:20– 11:00 **PLENARY SESSION II**

Subtheme: Teaching and learning in the post pandemic

Moderator: Dr. Dang Thi Ngoc Lan, Director, Language Center and Foundation Year, Vietnamese-German University, Vietnam (TBC)

1. Christian Faculty Perspectives on Academic Integrity in an Online Learning Environment

Dr. Eva Javier, Research Consultant, FEBIAS College of Bible, Philippines

2. A Quantitative Content Analysis of Post-COVID-19 Higher Education Trends

Dr. Lilibeth F. Taa, Graduate School Professor, New Era University (NEU); Consultant, SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), Philippines

Q&A

11:30 – 13:30

LUNCH BREAK

13:30 – 14:00 **Keynote Speech:**

The Ecosystem of Curriculum Redesign

Mr. Johnson Ong Chee Bin, Founder, Principal Consultant, Education Quality International (EQI), Singapore

Moderator: Assoc. Prof. Dr. Nguyen Thanh Lam, Vice Rector, Lac Hong University, Vietnam

Q&A

14:00 – 15:00 **Plenary Session III**

Subtheme: Curriculum and research development

Moderator: Mr. Johnson Ong Chee Bin, Founder, Principal Consultant, Education Quality International (EQI), Singapore

1. Researchers' Perspectives in Conducting Action Research

Dr. Shammy-Rose Santiago, Researcher, Department of Education, Philippines

2. Alternative Learning System Delivery Services: Basis for Capacity Building Program in Post Pandemic Period

Dr. Angelica O. Cortez, Dean, College of Education, Nueva Ecija University of Science and Technology, Philippines

3. Enhancing research support to improve scholarly performance of state university graduate students

Dr. Gerry S. Digo, Professor and EdDLM Program Chair, Sorsogon State College, Philippines

15:00–15:15

BREAK

15:15-16:15

Plenary Session IV

Subtheme: Digital technology in teaching and learning

Moderator: Dr. Lilibeth F. Taa, Graduate School Professor, New Era University (NEU); Consultant, SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), Philippines

1. Using Cryptocurrency to Motivate Students: Teachers' Willingness to Innovate

Mr. John Andre, Senior Lecturer, National Economics University, Vietnam

2. Tweaking Pedagogical Strategies in a Virtual Learning Environment

Mr. Cyr Jae E. Lomeda, Research Assistant, FEBIAS College of Bible, Philippines

3. Digital transformation in teaching and learning at university in Vietnam

Mrs. Tran Thi Mo, Lecturer, University of Finance - Marketing, Vietnam

Q&A

16:15-17:00

Plenary Session V

Subtheme: Global partnership and transnational education

Moderator: Dr. Sheena Mai. A. Galman, Program Head, College of Education of Nueva Ecija University of Science and Technology, Philippines

16:15-17:00

**1. Learning Ecosystem for Education 4.0:
Results from EMVITET Project**

Assoc. Prof. Dr. Nguyen Thanh Lam, Vice
Rector, Lac Hong University, Vietnam

Mr. Le Hoang Anh, Vice-Dean, Faculty of
Mechatronics and Electronics, Lac Hong
University, Vietnam

**2. Facing Diverse and Dynamic Rationales:
Is Internationalization Inadequate for
Higher Education across Contexts**

Ms. Mai Thi Nhu Hang, PhD Student, The
University of Queensland, Australia

Q&A

END OF DAY 1

FRIDAY – JULY 08, 2022

08:30–09:45

Subtheme: Educational leadership innovation

Moderator: Dr. Cristina M. Signo, Associate Professor V and Campus Administrator, Cavite State University, Philippines

1. Keynote Speech:

Leading Innovation through Global Collaboration

Dr. Colin Doerr, Director, External Relations, British Columbia Council for International Education, Canada

2. Developing Vietnamese higher education administration in the globalization era

Dr. Nguyen Duy Mong Ha, Quality Assurance Head, University of Social Sciences & Humanities, Vietnam National University of HCMC, Vietnam

3. Out with the old and in with the new: A grounded theory study of change facilitation among academic department chairs in higher education

Dr. Agnes Valencia-Raymundo, Professor 4, Manila Central University - College of Nursing, Philippines

Q&A

09:45– 10:00

BREAK

10:00–10:30

Keynote Speech:

Internationalization of Higher Education at the Crossroads: Impact of Fourth Industrial Revolution, COVID-19 and Demography

Dr. Joyce Teo Siew Yeap, Assistant Vice Chancellor and Vice President (Global Affairs),
Universiti Brunei Darussalam, Brunei Darussalam

Moderator: Dr. Dang Thi Ngoc Lan, Director,
Language Center and Foundation Year, Vietnamese-German University, Vietnam

Q&A

10:30–11:15

Plenary Session VI

Subtheme: Quality assurance and accreditation

Moderator: Dr. Joyce Teo Siew Yeap, Assistant Vice Chancellor and Vice President (Global Affairs),
Universiti Brunei Darussalam, Brunei Darussalam

1. Exemplary Practices in Program Accreditation: A Shared Culture Model in Quality Assurance Management

Dr. Cristina M. Signo, Associate Professor
V and Campus Administrator, Cavite State University, Philippines

10:30–11:15

2. Proposing standards for managing internal quality assurance activities in Vietnamese universities

Assoc. Prof. Dr. Le Van Hao, Head,
Academic Excellence Unit - Eastern
International University, Vietnam

Ms. Tran Hoai Bao, Director of Quality
Assurance, Eastern International University,
Vietnam

Q&A

11:20-11:30

CLOSING CEREMONY

Keynote Speeches

BIOGRAPHY

Dr. Michel Tarko

*President & CEO
Justice Institute of British
Columbia
Canada*



Dr Tarko has been involved in higher education for 35 years serving as a Faculty member, Curriculum Coordinator, Associate Dean and Dean of Health Sciences, and as Vice President Academic/ Provost prior to being appointed President and CEO of the Justice Institute of British Columbia (JIBC) in 2012, now in his third term until 2027.

As President and CEO, Dr. Tarko has led the development of three consecutive JIBC Strategic Plans and the most recent Strategic Plan being launched last month entitled “For the Greater Good” looking forward to 2027. He has facilitated partnerships between JIBC and other public post-secondary educational institutions in B.C., across Canada and internationally. He aims to create pathways for student and faculty exchanges and applied research initiatives in the context of social justice and public safety. He is also continuing to build relationships and partnerships with business and industry where JIBC can be a solution to priority issues related to community safety and public safety training, education, and applied research.

Dr. Tarko concluded his six-year term in June on the Board of Directors with Colleges and Institutes Canada (CICan) serving as a member of the Board and holding the positions of both Vice Chair and Chair for four consecutive years. CICan is the national association representing Canada’s public community colleges, institutes, CEGEPs and polytechnic teaching universities. Dr. Tarko is currently serving as Chair of the Board of Directors for the BC Council for International Education (BCCIE).

Dr. Tarko earned the Institute of Corporate Directors designation of (ICD.D.) having completed the Directors Education Program through the Rotman School of Management, University of Toronto in 2021. Dr.

Tarko completed his Doctor of Philosophy degree (PhD) in Education (Curriculum & Instruction) from the University of British Columbia and he holds a Bachelor of Arts degree in Criminology from the University of Manitoba, as well as a Diploma in Psychiatric Nursing from the Manitoba School for Psychiatric Nursing.

Finding our New Normal in Higher Education Leadership and Governance

ABSTRACT

This presentation will explore emerging trends in higher education and governance as higher education institutions find their way forward transitioning into our “new normal” in both virtual and in-person learning environments. Salient trends will be highlighted reflecting on the intersections of global forces associated with the United Nations’ Sustainable Development Goals (SDGs), Calls to Action related to the Canadian Truth and Reconciliation Commission report, Indigenization, Internationalization, and leading practices in Governance.

BIOGRAPHY

Dr. Joyce Teo Siew Yeap

*Assistant Vice Chancellor and
Vice President (Global Affairs)
Universiti Brunei Darussalam
Brunei Darussalam*



Dr Joyce Teo is the Assistant Vice Chancellor and Vice President (Global Affairs) at Universiti Brunei Darussalam since March 2014. Her office oversees the international relations, internationalization development and international activities of the university. This also includes mobility, international programs as well as international partnership. Dr Teo joined UBD in 1996, and has worked with UBD for 26 years. Her previous appointments at the university include the Dean of School of Business and Economics, Director of International Office as well as the Director of the Institute of Policy Studies. She has also held the role of Inaugural Coordinator of APEC Studies Centre at UBD besides serving as advisory role as well as Project Lead on several international projects involving economics and econometrics. At the moment, she is also one of the Competition Commission Members of Competition Commission Brunei Darussalam (CCBD) at the national level. Under her existing economics portfolio, she is also working with Think-Tanks in the region on matters related to labour economics and skills foresight. She received her PhD Economics from the University of Queensland where she majored in Labour Economics and Econometrics. She is a regular Invited Speaker by overseas universities and international institutions on topics related to internationalization, international partnership, international trade and global skills development.

Internationalization of Higher Education at the Crossroads: Impact of Fourth Industrial Revolution, COVID-19 and Demography

ABSTRACT

The impact of Fourth Industrial Revolution, pandemic and the changing demography on the global higher education industry determines the future roadmap to a sustainable internationalization strategy. First, the pandemic has hastened the adoption of digital transformation at universities globally. Universities globally had to convert their curriculum into online mode almost overnight in March 2020 to ensure the disruption to students learning was kept to the minimum. Second, Innovative pedagogies were developed to bring up “internationalization at home” and this includes internationalization of campus, curriculum and activities (including the short-term programs). Third, some students have delayed their entrance to universities due to the pandemic and this has an effect on the average demography of university students. As a result, this paper will discuss on how best we can decide and implement internationalization strategy that balances students’ interest for a flexible and shorter degree program, while we endeavor to close the gap between the supply and demand for skills.

BIOGRAPHY

Dr. Colin Doerr

*Director
External Relations, British
Columbia Council for
International Education
Canada*



Colin has worked in International Education and programming for over 18 years, managing both university as well as community-based International Education initiatives. He has worked to advance international mobility programs at Simon Fraser University (SFU) and has contributed to the support of community-based international development education programs through his tenure with Canada World Youth. Colin was also one of BCCIE's early recipients of the Asia Pacific Award that enabled him to pursue language and cultural studies in Beijing, China. He has since finished graduate studies in Education at SFU and is now completing his doctorate in Educational Leadership and Policy at the University of British Columbia.

Leading Innovation through Global Collaboration

ABSTRACT

This presentation will consider intercultural values that underpin global academic collaboration as evident within the Canadian context but resonate at a universal level. Learnings drawn from Indigenous engagement are laddered into the United Nations' Sustainable Development Goals (SDGs) where institutions are finding platforms for renewed cooperation and a common ground of shared interests where joint projects and programs are increasingly emerging. Recent examples academic partnership and collaboration are explored and shared.

BIOGRAPHY

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Johnson is the founder and principal consultant of Education Quality International (EQI). He is also an AUN-QA Expert, AUN-QA's "Green Jacket" Assessor and was the founding member of the AUN-QA Council (February 2013 – March 2015) and Technical Team (April 2015 and March 2022). He is actively involved in the AUN-QA assessment and training of Chief Quality Officers (CQOs), AUN-QA assessors and QA professionals at the AUN-QA Network. He is instrumental in the development, training and documentation of AUN-QA Framework and Guidelines at both programme and institutional levels. Johnson was also appointed as a QA expert in the ASEAN-QA Project Phase I and II; and at the East African Quality Assurance Forum organised by HRK and DAAD in 2012. He is currently a member of the QA expert group in the EU-SHARE project.

Johnson has been providing QA training, consulting and assessment to many universities in Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam. He has trained more than 2,000 QA practitioners, professionals and assessors since 2008. He has been invited to deliver keynote speeches in national, regional and international conferences including ASEAN Young Quality Officers Forum, BAN-PT Annual Meeting, Asian Network for Quality (ANQ) Congress, EU-SHARE QA Workshop and AUN-QA International Conferences.

He has more than 40 years of operational, quality and human resource management experiences in manufacturing, telecommunications, postal services, logistics, training and education, and has held key management and leadership positions in his career. His expertise has evolved from

specialising in quality of product and service to the quality of life.

Johnson holds a Master Degree in Business Administration from the University of Leicester and a Bachelor of Science (Honours) in Economics and Management Studies from the University of London. He also holds a Specialist Diploma in Applied Learning and Teaching (SDALT) from Republic Polytechnic and an Advanced Certificate in Training and Assessment (ACTA) from the Institute of Adult Learning, Singapore.

BIOGRAPHY

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Dr. Nguyen Thi My Ngoc is the Deputy Director of the Center for Educational Testing and Quality Assessment, Vietnam National University - Ho Chi Minh City. Her key roles are to oversee the internal quality assurance system and accreditation of VNU-HCM and its member universities. She coordinates and provides QA training and consulting services within VNU-HCM and universities in Vietnam. She is also appointed as accreditor in Vietnam and an AUN-QA assessor.

Dr. My Ngoc holds a Ph.D. Degree in Higher Education from Chulalongkorn University (Thailand) which focusses on three important aspects: Leadership and Management, Curriculum and Instruction, and Student Development. She also holds a Master Degree in Educational Management from the University of Education, Ho Chi Minh city. She has published a variety of national and international papers on education 4.0, teaching and learning in the 21st century, massification in higher education, internationalization of curriculum in Vietnam higher education institutions etc.

In her work capacity, Dr. My Ngoc serves as a facilitator in many training workshops relating to developing the capacity of quality assurance managers and officers. She also works closely with Mr. Johnson Ong Chee Bin, AUN-QA expert as the co – facilitator to train educational managers, lecturers and quality officers in ASEAN universities. Among the training topics are AUN-QA Programme Framework (Tier 1) and Applied Approach to Designing and Implementing Outcome – Based Education (OBE) Framework Workshops organised by AUN-QA Network

and Education Quality International (EQI) in Myanmar, Thailand and Vietnam.

In addition, Dr. My Ngoc also provides training and consulting in internal quality assurance (IQA) system and self-assessment report (SAR) writing to support the Vietnamese universities in both national and international quality accreditation.

Dr My Ngoc was the former Vice Director of Center for Education Accreditation, Vietnam National University - Ho Chi Minh City and the Secretary of VNU-HCM Quality Assurance Council. In her capacity, she has been the key contact person of important national and international quality assurance organizations such as INQAAHE, APQN, Institute of Quality Assurance – Vietnam National University Hanoi and VNU-HCM Chief Quality Officer of AUN-QA. Dr. My Ngoc's current and previous employment has provided her with extensive experience with national and global mindsets in quality assurance in higher education.

The Ecosystem of Curriculum (Re)design in Higher Education Institutions

ABSTRACT

The world today is disrupted by volatility, uncertainty, complexity and ambiguity or better known as the VUCA world in every aspect of the economies, industries and businesses, and higher education is no exception.

How can higher education institutions (re)design their curricula and what kind of skills, knowledge, attitudes are necessary to support students' learning and well-being in responding to the unpredictable and rapid changes in the VUCA world?

To overcome the key challenges face in the VUCA world, higher education institutions need to re(design) their curricula from an ecosystem perspective or outside-in approach and be agile in changing them swiftly. According to McKinsey, ecosystem perspective is one of the nine imperatives that separate top performing future-ready companies from the rest. Besides, a systematic and innovative curriculum design enables students to develop and reflect on their own perspectives, which are important for their effective learning, with a sense of purpose in a constantly changing world.

This presentation shares the key challenges in the VUCA world, their impacts on higher education and how higher education institutions can ride above the wave of disruption by (re)design their curricula from a multidirectional or ecosystem perspective.

Keywords: Ecosystem, VUCA world, Curriculum (re)design

Speakers' Biographies and Abstracts

BIOGRAPHY

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Mr. Roberto L. Rodriguez Jr. is a full-time Senior High School Physics teacher and STEM Academic Coordinator at FEU Cavite. He graduated Top 8 Magna Cum Laude with the course Bachelor of Science in Physics for Teachers from Philippine Normal University-Manila under DOST-SEI Scholarship in 2016. He finished Master of Science in Physical Science from De La Salle University- Dasmariñas where he graduated with High Distinction and as an Outstanding Research and Virtus et Excelentia awardee in 2019. He has published works in various journals focusing on Pure Physics and Physics Education. He has presented his works in various regional, national, and international conferences in which he is a recipient of Best Research Paper, Best Paper Presenter, and Grand Champion in Creative Lesson Planning. At present, he is pursuing the degree Doctor of Philosophy in Science Education at the Philippine Normal University-Manila

Fostering Transformational Instructional Leadership vis-à-vis Recalibrated Hamline Plan through Assimilated Habermasian Public Spheres

ABSTRACT

Instructional leaders' mental model of leadership and its implementation are of such importance in augmenting the quality teaching and learning process. Assessing and monitoring teacher development are embedded in their practices. Yet less is proposed on resolving the usually passive role of teachers in their performance assessment using common standards that can limit the consultative skills of both parties. Hence, the current study aims to contextualize the Hamline Plan originally used in teaching the liberal arts with integrated Habermasian Public Spheres to exemplify discursive action between teachers and instructional leaders in the assessment process using an auto ethnographic research design. Thus, this proposed solution is recommended to be rolled out and to undergo cycles of implementation to possibly promote transformational instructional leadership in the country.

BIOGRAPHY

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Ngoc Lan Thi Dang, Ph.D., is Director of the Language Center and Foundation Year of Vietnamese-German University (VGU) in Viet Nam. Dr. Dang earned her Master's degree in Educational Management and Human Resource Development at the University of Sydney in Australia in 2002, and her doctoral degree in Higher, Adult, and Lifelong Education at Michigan State University (MSU) in the U.S. in 2012. Her research interests are in gender equality, women and leadership in academia, transcultural women's leadership, global citizenship, female students in STEM (science, technology, engineering and math), transnational higher education, and EMI (English as a medium of instruction).

Women in Academia, East and West: Navigating Institutional and Cultural Challenges and Leadership Styles

ABSTRACT

How do women in academia in the East and the West lead and attain their leadership positions? Existing literature on women in academia addressing this critical question is really scarce. Accordingly, this paper, which is part of a longitudinal empirical study exploring and comparing lived experiences of academic women leaders in Viet Nam, Malaysia and the United States, focuses on investigating challenges that female academics in the three countries face as they advance to mid-level leadership positions in their career. Particularly, the paper explores and describes the challenges they confront at their universities, how they navigate these challenges to move forward in their career, and their leadership styles. In-depth, face-to-face, and one-on-one interviews through Zoom platform were conducted with five women leaders at the middle level in each country. Moreover, documents related to national and institutional gender equality, institutional structures, and staff promotion in higher education were analyzed to shed more light on the participants' professional experiences and to triangulate the trustworthiness of the data collected from the interviews. Major findings show that there are both similarities and differences among the women leaders in the three countries and between the two countries in the East (Malaysia and Viet Nam) as well. The differences primarily result from distinct institutional policies, norms, and values as well as traditional and institutional cultures of Eastern and Western countries, which at times adversely affect women's professional and personal performances, decisions, and choices. Further, these differences, especially those in traditional and institutional cultures, cause academic women in the two continents of the globe (America and Asia) to develop diverse personal traits or attributes and various leadership styles. In this regard, although

the women academics in the three countries in the East and the West apply adaptive and participative leadership, those in the East exercise more servant leadership.

Keywords: women in academia, women's leadership, institutional norms, cultures, East, West

BIOGRAPHY

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A well-experienced academician both as a faculty member and as a school administrator as College Dean adept in practically all facets of college operations from student enrolment to accreditation, quality assurance efforts, documentation, and preparation for program offering. Equipped with sound convictions that gracefully blend leadership and management to keep the team on board towards the realization of the learning institution's aspiration. An advocate of the continuing education program towards professional growth and development.

Christian Faculty Perspectives on Academic Integrity in an Online Learning Environment

ABSTRACT

While the online learning modality has made education accessible to students and faculty, its mainstream delivery has reportedly increased the challenges to academic integrity. Forms of academic integrity breaches such as cheating, contract cheating, and plagiarism, to mention a few, have occupied the interests of quite a several scientific investigations. These studies have viewed academic integrity to be primarily the responsibility of the students. Academic integrity, seen from the perspectives of faculty from a Christian College, has not been provided enough space in literature so far. This study thus aimed to describe the perspectives of faculty from a Christian private institution of higher learning. Following Colaizzi's seven steps of phenomenological analysis, audio-recorded interviews with the faculty participants were transcribed and explicated. Themes arising from the data analysis described the faculty's perspectives that academic integrity is a moral code, a standard of ethics that governs the school organization; that academic integrity is synonymous with spiritual integrity. Moreover, monitoring virtual class attendance, cheating in examinations, and authenticity of assessment outputs were reported to have challenged academic integrity. To monitor online class attendance, the question-and-answer assessment method and articulated feedback were used by the faculty. Other strategies to manage academic integrity were identified as follows: time-pressured/time-sensitive written tests to address cheating in exams; simulation teaching techniques and classroom projects to ascertain the authenticity of outputs; course syllabus used as a communication tool for classroom policies; and the institutionalization of a student accountability program.

BIOGRAPHY

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Dr. Lilibeth F. Taa is a consultant at SEAMEO INNOTECH and a Professor at the New Era University. She topped the Philippines' Board Examinations for Teachers in 1992, besting 142,333 examinees nationwide. She is an accomplished teacher who has taught learners across academic levels from the Philippines, Southeast Asia, and the USA. She has traveled to 19 countries around the world familiarizing herself with various educational systems and diverse cultures. She graduated from the University of the Philippines in 2000 with a Doctor of Philosophy in Education degree, from New Era University with a Master's in Education in 1996, and a Bachelor's degree in Psychology in 1983.

BIOGRAPHY

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Dr. Sunday S. Sibul is a Psychology Professor at the New Era University and currently the Principal of New Era University Integrated School (NEU IS). He graduated in 1997 with a Bachelor of Science in Counseling (B.S. Counseling) at NEU. He completed his master's degree in Educational Management (M.A. Educat'l Mgt.) in 2006 and finished his Doctor of Education (Ed.D.) degree in 2009 at NEU.

He was the Coordinator in the Elementary Department in the NEU Lipa branch from 2003-2009. He rose from the ranks and became Director of the Office of the Student Discipline at the NEU Main Campus for more than seven years. He also served as former Director of the Center for Community Extension and Linkages (CCEL) in 2017. In 2019, he served as the Dean of the College of Arts. He has been holding leadership positions at NEU and focusing more on research endeavors to upgrade himself.

BIOGRAPHY

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Dr. Joseph Asuncion earned his Bachelor's degree in Political Science at the Baguio Colleges Foundation (now the University of the Cordilleras). He obtained his doctorate in Educational Management at the New Era University, Quezon City, and Doctor of Public Administration at the Lyceum of the Philippines. He has served as a research adviser, consultant, and coordinator for AB Political Science, Public Administration, MA Education, Doctor of Education, and Doctor of Philosophy programs at the New Era University. He is currently the Subject Coordinator of the course, The Contemporary World.

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Mr. Bernard H. Mosca is a faculty member of the New Era University (NEU) Integrated School Senior High School Department. He graduated from NEU in 2002 with the degree Bachelor of Arts in Economics. Bernard worked as a full-time office staff in the College of Arts & Sciences, Office of the President, and Office of the Vice-President from 2002 to 2016. He earned his Professional License for Teachers in 2004. He is currently enrolled in the Master of Arts in Social Sciences program at NEU.

A Quantitative Content Analysis of Post-COVID-19 Higher Education Trends

ABSTRACT

This study intended to quantify and analyze the global trends in higher education in the post-COVID-19 pandemic scenario that educators and researchers forecasted. Articles from Google Scholar and the education domain were analyzed using the quantitative content analysis research method. Based on the results, the prevalent trend themes in the post-COVID-19 higher education scenario are (1) student-centered IT-driven learning modalities, (2) institutional survival and sustainability, and (3) sustainable development and resilience.

The research articles' recommendations were analyzed and classified into the same trend themes. However, none were prevalent recommendation trends.

Keywords: quantitative content analysis, global trends, higher education, post-COVID-19 pandemic, trends, recommendations

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The presenter is a teacher for more than 15 years both in high school and tertiary level. She achieved her Doctor of Philosophy major in Educational Administration at Manila Central University last April 2018. She is the research and innovation focal person in the senior high school department where she teaches and considers herself a research enthusiast. She has already written a qualitative research about bullying last 2017 which she considers a fruitful one because she was able to explore the experiences of those students who experienced bullying inside the classroom.

Researchers' Perspectives in Conducting Action Research

ABSTRACT

This study was conducted to describe the researchers' lived experiences in engaging in action research. In addition, it also explored the perspectives and challenges of researchers in conducting action research. Hence, qualitative method of research, particularly phenomenological approach was employed to study an in-depth examination of the participants' engagement in research. Nine researchers in the locale, either as teachers or administrative personnel, participated in the study. Colaizzi's seven steps in phenomenological analysis was used to explicate the field texts for the data analysis. The themes that emerged were stated in the acronym SOFIA – Skills in getting reliable sources is important, Obstruct the scheduled time-frame due to suspensions of classes and other related activities, Finding solutions to the problem inside the classroom and giving remediations and interventions to the learners, Improved teaching strategies and approaches, and Additional paper works and stress to the teachers. Consequently, professional growth was the primary gain in conducting action research. Specifically, self-improvement and reflection are achieved after doing research-related activities. Improved teaching strategies and approaches facilitating the students' performance were also an important research contribution. Faculty and personnel engaged in research, must be extended the corresponding rewards through job promotion. Moreover, researchers also encountered challenges along the way namely, insufficiency of time to do research and the unavailability of the respondents due to the pandemic. Conducting action research is a important facet of teaching-learning activities.

Key words: Action research, researcher's perspective, research benefits and challenges

BIOGRAPHY

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Dr. Angelica O. Cortez obtained her Bachelor and Master's degrees in teaching Physics from Central Luzon Polytechnic College while her Doctorate degree in Vocational-Technological Education was obtained from Nueva Ecija University of Science and Technology where she is serving now as Dean of the College of Education. In her 29 years of teaching, Dr. Cortez obtained 9 product patents, published 15 researches in various indexed journals, now an Editorial Board of Member of 1 National and 2 International Research Journals, and presently a member of the National Research Council of the Philippines.

Dr. Marlon V. Rufino is presently the Chairman of the BSIE and BTLEd Programs of the College of Education in NEUST since 2018. He is a graduate of BSIE major in Mathematics and Master of Arts in Teaching Mathematics. His Doctor of Philosophy in Education Management was obtained about a year ago and now he is serving NEUST for 24 years. He is an author of various researches published in local and international journals.

Mr. Bernard Emil O. Cortez is a part-time faculty member of the College of Education teaching Social Studies since 2020. Mr. Cortez finished his Bachelor of Secondary Education major in Social Studies in 2018 and at present, he is writing his thesis to obtain a degree in Master of Arts major in History from the Pontifical University of Santo Thomas.

Alternative Learning System Delivery Services: Basis for Capacity Building Program in Post Pandemic Period

ABSTRACT

The study described the service delivery and challenges encountered by Alternative Learning System (ALS) implementers, teachers, and facilitators in four SDO of the Department of Education situated in Nueva Ecija, Baler Aurora and Occidental Mindoro for School Years 2018-2019, 2019-2020 and 2020-2021. Descriptive survey method was utilized in the study. Gathered data were treated utilizing frequency count, percentage, and ratio and proportion and were presented using graphs and tables. Results showed that the number of enrollees in ALS for elementary and secondary levels are increasing every year before the pandemic and decreasing in this time of pandemic while the rate of graduates before and during the pandemic was critically low. Each ALS teacher is dealing with more than 100 ALS students. These teachers were hired despite being inexperienced in handling ALS programs being not a graduate of any ALS related program as there was no Higher Education Institution in Region III and Mimaropa Region that is offering ALS related program. Research likewise revealed the need for the provision of instructional materials intended for ALS students and capability building program for ALS teachers. The need for Higher Education Institution to offer curriculum aligned with Alternative Learning System, thereby producing pedagogically trained ALS teachers highlighted the recommendation addressing Sustainable Development Goal number 4.

BIOGRAPHY

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Dr. Gerry S. Digo is a full-fledged professor and Program Chair of Doctor of Education in Educational Leadership and Management at the School of Graduate Studies of Sorsogon State University, Philippines. He earned his doctorate degree of Doctor of Education in Educational Management at Bicol University. Prof. Digo is also a Career Executive Service Eligible (CESE) and was recognized as the Top 6 in the March 14, 2018 Career Executive Service Written Examination (CESWE). His leadership and managerial experience at Sorsogon State University includes designations as Campus Administrator, Dean, Program Chair, Laboratory High School Principal, and as Student Teaching Supervisor.

Enhancing research support to improve scholarly performance of state university graduate students

ABSTRACT

It is important to establish a culture of research in the graduate school of state universities to stay relevant and competitive in the knowledge-based economy. This paper attempted to enhance the graduate school research support for the improvement of the scholarly performance of graduate students in a state university. The mixed-methods sequential explanatory design was used. An online survey was conducted using a researcher-made questionnaire developed through Google form and was participated by 106 respondents. Likewise, interviews were participated by 11 interviewees. Furthermore, some of the findings were triangulated using document analysis. Average and rank were used to analyze the survey data. Findings reveal that the scholarly performance of the graduate students “does not meet expectations at all”. However, the extent of institutional support of the graduate school “fully meets expectation”. The scholarly performances needing improvement were research presentation and publication which were attributed to the need to attune the informational, mentoring, administrative, and resource supports of the institution along with the national standards for graduate research. Hence, opportunities for improvements were identified on the enhancement of the graduate school research support which may help establish research and innovation culture that is comparable to the national and global standards.

BIOGRAPHY

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John Andre is an American entrepreneur and educator with a strong track record of success in both fields. He founded several companies, including Montgomery Software, which made its name in training and consulting for corporate clients around the world. He is currently a senior lecturer for National Economics University in Hanoi, Vietnam and teaches business management and finance. Mr. Andre's current research areas include the intersection of technology and student learning. His recent consulting and training clients include the Vietnamese government, state-owned enterprises, and private firms across the country. He can be reached at john.andre@isneu.org.

Using Cryptocurrency to Motivate Students: Teachers' Willingness to Innovate

ABSTRACT

Literature on technology adoption by educators shows that attitude is of critical importance and that what motivates changes in attitude is how useful the technology is in helping the individuals to do their job. The purpose of this exploratory research is to discover what teachers would like to see in a new education-focused cryptocurrency for it to be useful for them. Lecturers in both public and private universities in Vietnam were consulted to better understand their preferences on this topic. The findings indicate that most lecturers define their level of interest as either interested or very interested in using this new coin as a way to motivate certain student behaviors. The most popular two student behaviors that teachers would like to motivate are in-class participation and attendance. The lecturers' focus on in-class behavior highlights the fact that educators currently struggle to change student learning behavior. As reported in previous research, students indicated they would change their behavior in order to earn these coins. This implies that this new cryptocurrency may be exactly what both the teachers and students need in order to improve the overall learning process. The implications for practice include that a new coin, such as the one described herein, could significantly improve one of university lecturers' challenges: Motivating student in-class participation.

Keywords: technology acceptance, teacher motivation, student motivation, cryptocurrency, higher education, Vietnam

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Cyr Jae E. Lomeda is a faculty researcher active in mobilizing college and graduate students for novel research undertakings through the administration of the research department and personalized coaching.

Dr. Eva M. Javier A well-experienced academician both as a faculty member and as a school administrator as College Dean adept in practically all facets of college operations from student enrolment to accreditation, quality assurance efforts, documentation, and preparation for program offering. Equipped with sound convictions that gracefully blend leadership and management to keep the team on board towards the realization of the learning institution's aspiration. An advocate of the continuing education program towards professional growth and development.

Tweaking Pedagogical Strategies in a Virtual Learning Environment

ABSTRACT

The surge of the COVID-19 pandemic has affected all institutions of societies worldwide including the education sector. The pursuit of education activities despite the crisis suddenly required teachers to contextualize old teaching methodologies around the new virtual learning environment (VLE). Hence, the purpose of this study was to explore and describe the experience of faculty in tweaking pedagogical strategies in a VLE. Using the descriptive phenomenological design, teachers in a college in Valenzuela who had previously taught at the college level were invited to participate in in-depth interviews. The participants' tweaking experience was described through a thorough analysis of field texts. Using Colaizzi's seven steps of phenomenological analysis, the field texts were read and re-read. Significant statements reflective of the participants' lived experience were identified, extracted, and categorized. The themes that emerged during the data analysis were identified using the acronym T-W-E-A-K - Technology-supported Design of Lesson Plans, Wellness-sensitive and flexible class expectations, Efficient selection of activities and assessment tasks, Attention-keeping strategies in student participation, and Knowledge acquisition through creative visuals and demonstrations.

Implications for technology integration in the faculty instructional delivery, faculty and student development programs, and curriculum enhancement and policy formulation were drawn based on the findings of the study.

Keywords: tweaking pedagogical strategies, virtual learning environment, instructional delivery

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Tran Thi Mo has worked for over 20 years in the education industry and is currently a lecturer in Taxation, University of Finance - Marketing

Digital transformation in teaching and learning at university in Vietnam

ABSTRACT

Digital transformation in education is a process of replacing traditional educational methods with modern educational methods, including facilities and educational methods, teaching methods, management methods, etc. It makes full use of technology to aim for high quality education. For education in general and higher education in particular, digital transformation offers the opportunity to apply technology to create rapid changes in models, organization and teaching and learning methods. Accurate understanding of digital transformation and proper assessment of the current situation to build a reasonable digital transformation roadmap to quickly improve the quality and effectiveness of training are critical to the University in the current period.

The article focuses on researching and analyzing higher education trends in the digital age, thereby confirming the function and significance of digital transformation in university teaching and learning in Vietnam.

Keywords: digital transformation in education, education 4.0, technology application, teaching and learning at university.

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Assoc. Prof. Thanh-Lam Nguyen is now working as the Vice Rector of Lac Hong University (LHU) located in Bien Hoa City, Dong Nai Province, Vietnam. He is also the key contact point and coordinator of international projects that LHU joins as a HEI partner. He was awarded with Taiwan Government Scholarship for his Ph.D. study at National Kaohsiung University of Applied Sciences (which is now NKUST) during 2011-2014. His research interests include: statistics, fuzzy statistics, quality management, manufacturing process monitoring, performance evaluation, business administration, and education quality assessment.

BIOGRAPHY

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Le Hoang Anh received the B.E. degree in Electronics and Telecommunication from Lac Hong University in 2005 and the M.S. degree in Electronic Engineering from Ho Chi Minh City University of Technology and Education in 2012. His research interests include Robotic and Automation. He is currently working at Faculty of Mechatronics and Electronics, Lac Hong University. He is now the head of Lac Hong Design Factory.

Learning Ecosystem for Education 4.0: Results from EMVITET Project

ABSTRACT

Education 4.0 is a new concept in Vietnam that has been mostly mentioned and discussed recently in relation to the Industry 4.0 revolution with the prominence of digital technology applications in all fields. Rapid changes in the working environment caused by this revolution are enlarging the gap between graduates' competences and the requirements of work life. Traditional teaching and learning methods are insufficient in supporting students to effectively handle the significant increase in the study-load within the limited learning period in formal education. More importantly, these traditional methods do not put enough emphasis on developing students' life-long self-learning ability. Thus, the competences of teachers and vocational/higher education institutions need to be upskilled and new learning ecosystems need to be established where all aspects of education support Education 4.0 principles. Teachers need to learn to collaborate with their colleagues and other networks in order to create new competences and expertise. Furthermore, in Education 4.0, all stakeholders, especially students and work life representatives, need to be engaged. Thus, as a Capacity Building for Higher Education project funded by ERASMUS+, the Empowering Vietnamese Teachers for Transformation towards Education 4.0 (EMVITET) claims that "Education 4.0 shifts mindsets and approaches in learning and teaching. Digitalisation enables learning to occur anywhere which makes learners key actors of their own learning. Teachers change their role to facilitators of learning. Instead of focusing so much on degrees, learning concentrates on relevant competences. Education 4.0 refers also to ecosystems of educational institutions and the world of work, which produce innovations and evolve in the change. It means that in education we do not just adapt to changes, but we actively build our own meaningful future. In Education 4.0, the

traditional ways of implementing education are not enough, but we need to rethink learning and education to match the needs of the changing world”.

BIOGRAPHY

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Mrs. Hang Mai obtained her Masters' degree in Applied Linguistics (advanced), specialised in TESOL at The University of Queensland, Australia in 2016. She is undertaking the Ph.D. program in Education at The University of Queensland. She has been working as a lecturer at the Faculty of Foreign Languages in Quang Binh University, Vietnam for over 10 years. Her research interests are in intercultural competence, internationalisation of higher education, teaching English as an international language, and glocalisation of English language teaching.

Facing Diverse and Dynamic Rationales: Internationalisation Is Inadequate For Higher Education Across Contexts

ABSTRACT

Internationalisation has been considered an initiative for higher education development in several countries for decades. Due to the apparent remarkable success of its application in western countries, other developing or non-Anglophone nations tend to mimic and attempt to deliver the model in their institutions. However, given that internationalisation of higher education (IoHE) was primarily born and evolved in western contexts, the values and philosophy underpinning the model inevitably failed to harmonize with the local, regional, and national aspects. The purpose of this paper is to critically review the literature to highlight the interrogation of the appropriateness of conceptualising internationalisation for higher education and its application status across contexts. Thirty-two articles were searched and chosen based on key terms including IoHE understandings, global and local challenges to IoHE, negative impacts, and its implementation in non-English speaking countries. The data were, then, synthesized and main themes distinguished for further analysis. The results indicated that IoHE was facing diverse and dynamic rationales to make its primary values including collaboration, partnership, cultural exchange, and mutual benefits happen in varying contexts. Rather than that, there appeared unanticipated consequences concerning commercialisation, brain drain, and cultural loss, causing the ongoing IoHE identity crisis. Moreover, owing to its western production context, the model showed its deficiency in meeting diverse learners' needs and local demands. On this basis, it is recommended that the educational strategic plans not only take into account international and global dimensions but also contextual ones. Further research is needed to investigate the what and the how-to to develop the curriculum and learning outcomes for particular learners in a particular circumstance,

contributing to the sustainable future for the local and global community.

Keywords: Internationalisation of higher education, unintended consequences, IoHE implementation, non-English speaking countries, critical review

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Developing Vietnamese higher education administration in the globalization era

ABSTRACT

The pressure for quality improvement and innovations in higher education in Vietnam is getting greater as universities are coping with more competition while they can gain more autonomy in various aspects nowadays as long as they are at least institutionally accredited. Higher education administration should be developed first so that it can lead to further innovations and reforms in educational curricula and activities as well as research and community service activities. The paper first aims to introduce the new context of the requirements for innovations in higher education administration. Then, the 3 main qualities or criteria for the higher education administrators will be analyzed, which are vision, commitment and competences for a visionary, whole-hearted and talented leaders. Finally, it gives some implications for improving these 3 qualities of the higher education administrators in the globalized modern world.

BIOGRAPHY

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Prof. Agnes Valencia-Raymundo, Ph.D., RN is a faculty member, Professor 4, of the Manila Central University (MCU) College of Nursing. She has been the research coordinator of the college for more than a decade. She is likewise the vice-chairperson of the Ethics Review Board of MCU. She is the facilitator of the courses Nursing Research I and II for 14 years. She chairs the annual research colloquia conducted in the college. She is a member of several national and international research organizations. She presents papers she solely and collaboratively authored in institutional, national, and international research fora. Moreover, she published several research articles in indexed journals. She is a peer reviewer of international and national research journals. She is as well a recipient of several awards and recognitions in the field of research. Furthermore, she mentors baccalaureate and postgraduate students as well as her colleagues. Her research interests include topics with social and educational relevance in the nursing and education practices. She hopes to cultivate the culture of curiosity and inquiry to all her mentees.

BIOGRAPHY

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Prof. Allan B. de Guzman, Ph.D. handles pedagogy and research courses at both graduate and undergraduate levels in the University of Santo Tomas. As a prolific writer in educational policy studies and adult learning, he has extensively published a total of 168 articles in various ISI-listed journals and at the same time serves as editor, board member and reviewer in international journals. He has received various prestigious awards that included the 2007 SEAMEO-JASPER Research Award given by the Government of Canada and the Southeast Asian Ministers of Education Organization (SEAMEO), the 2006 National Research Council of the Philippines (NRCP)-Achievement Award, the 2011 Metrobank Foundation Outstanding Teacher award and the 2019 Award for Continuing Excellence in Service (ACES).

Out with the old and in with the new: A grounded theory study of change facilitation among academic department chairs in higher education

ABSTRACT

There is a shift in focus on leading change in recent times - from change itself to the impact of leadership behaviors in a change context. The intensity of change has challenged higher education and the role of the department chairs as facilitators of change is critical. This study, conducted in the context of Philippine higher education, employed a sensemaking framework to explore how a select group of Filipino department chairs (n=25) engage in strategies that facilitate change in higher education. Analysis of data from in-depth interviews using systematic design for grounded theory generated the Buoyancy Model of Change Facilitation comprising of the four phases, namely: unpacking phase, harmonizing phase, deepening phase, and buoying phase. The initial phase of unpacking necessitates the understanding of the need for change and/or continuity. Balancing relationships and future direction in the harmonizing phase ensues once understanding is established. The dynamics of connections and shared vision advances through the nurturance of training and teaming in the deepening phase. Finally, the buoying phase entails embracing timeliness and timelessness to keep the initiative afloat and enduring. The model indicates that change facilitation is an iterative dynamic process occurring in such a flux operating higher education context that goes through a series of stages. The findings support leadership effectiveness and change management in the realms of practice, theory, policy, and research. Making sense of the change facilitation process could inform education practitioners, policymakers, and researchers to translate into leadership practice and organizational reality the theoretical model herein engendered and on the potential of chairs to accomplish greater influence as agents of change in higher education sector.

Keywords: department chairs, change facilitation, sensemaking, grounded theory

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Cristina M. Signo is a graduate of Bachelor of Arts and Master of Arts in Communication Arts from the University of the Philippines, Los Baños. She is PhD candidate in Communication at University of the Philippines-Diliman and completed her PhD in Educational Management at De La Salle University- Dasmariñas.

She is on her 10th year as Campus Dean/Administrator and currently assigned at the CvSU-Carmona Campus. She takes pride in making CvSU- Carmona, the number 1 Delivery Unit in 2020.

Last year, she completed her AACUP Training on Outcomes-Based Quality Assurance and Online Accreditation qualifying her as AACUP's Virtual Accreditor and member of CvSU's Internal Assessment Board. Likewise, she also finished the Specialist Course (Level 1) on Professionalizing Public Procurement given by Government Procurement Policy Board or GPPB.

Prof. Signo has been given the Graduate Scholar Award in the Technology, Knowledge and Society Conference at the University of California Berkeley, USA. She also chaired two sessions in the same conference. Likewise, she was also selected to Chair in the London Film and Media, University of London, United Kingdom.

Her work, ICT and SOCIETY: Examining the Impact of Technology among Filipino Families in Diaspora was selected to be published by the ieeexplore.ieee.org after her paper presentation in the International Conference on Technology and Society in Asia at Singapore Polytechnic Singapore. Her other publications include a paper on Communication Perspective on M-Government in Philippine Context submitted in

CPRSOUTH and was presented in Chennai, India.

She has presented various papers in areas of Communication, Media, Technology and Society, and Education both locally and internationally. Her first international research venture was in the Asia Culture Forum at Gwangju, South Korea.

At present, she is involved in a locally funded research - Academic Transitions Amid and Beyond the Pandemic: Assessments and Interventions Towards the Safe Reopening of Classes and the Lead Researcher/ Program Leader of CvSU-Carmona-LINK (Learning Inquiry Network Kiosk) with P5M approved funding from CHED-IDIG.

Exemplary Practices in Program Accreditation: A Shared Culture Model in Quality Assurance Management

ABSTRACT

The study was conducted to determine the exemplary practices in program accreditation as inputs to the development of a quality assurance model for higher education branch campuses. It was anchored on the provisions of Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, series of 2012. The descriptive-evaluative method was used in this study.

The participants of the study were officials and permanent faculty members of a state university from the main and branch campuses. The data gathering instruments used were survey questionnaire, focus group discussion and key informant interview guides. Respondents identified not only the best practices but so with the problems encountered before, during, and after accreditation. Results revealed that the top most problems encountered by administrators in accreditation are: 1) lacks personnel in the quality assurance office; 2) limited faculty members to handle accreditation tasks; 3) limited schedule to consolidate voluminous accreditation documents. On the other hand, faculty members identified the top most problems encountered by faculty members namely: 1) delivery of supplies needed in accreditation; 2) lack of personnel in the quality assurance office; 3) facilities required in accreditation.

On the other hand, the exemplary practices in accreditation are best characterised by crucial components such as strategic leadership, management support through the provision of human, financial, material, and information resources, attitude of accreditation task force members, records/file storage management, and communication. The quality assurance management system model is about shared culture of quality powered by shared mandate

and a collegial, collaborative, and inclusive management. It is about shared culture of quality of the entire academic community. Key words: Exemplary Practices, Program Accreditation, Quality Assurance, Quality Management System, Shared Culture

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Proposing standards for managing internal quality assurance activities in Vietnamese universities

ABSTRACT

Internal quality assurance (IQA) consists of two main components: building a quality assurance system and effective implementation of quality assurance activities. Universities rely on their own strengths to establish a system to manage core activities related to quality and to ensure that quality is continuously improved. There are many methods to operate an IQA system of a university and its activities, which normally base on standards and regulations established by educational organizations. Standardization is one of the common trends of education reform in the global integration process. Vietnam is undergoing a radical and comprehensive change in the education system, therefore standardizing the activities and quality of educational institutions can be considered as crucial and necessary. Based on document and research analyses together with practical experiences, the authors suggest the standards for managing internal quality assurance activities in the Vietnamese universities. These standards reflect core requirements and activities required by Vietnamese government and also by several international quality assurance organizations.



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