



INTERNATIONAL CONFERENCE 2017

Leadership and Management in Higher Education: Challenges, Opportunities and Ways Forward

Ho Chi Minh City, Vietnam, July 27-28, 2017



BCCIE

BC COUNCIL FOR INTERNATIONAL EDUCATION



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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: Challenges, Opportunities and Ways Forward, which is jointly organized by the SEAMEO Regional Training Centre in Vietnam (SEAMEO RETRAC) and the British Columbia Council for International Education, on July 27-28, 2017, 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 2017 international conference thematically focuses on identifying opportunities and 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 leaders, administrators and practitioners, researchers and professionals of higher education institutions with opportunities for sharing expertise and experience in such areas which are categorized into different sub-themes of the conference: challenges and preparations; curriculum innovations and experiential learning opportunities for students; applications of information communication technology (ICT) in teaching and management; quality assurance in education; teacher education; and, 21st century skills development.

I really hope 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-organizer – British Columbia Council for International Education, 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
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 consists of:

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).

One Partner Country: Japan

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 to identify and address issues of educational leadership and management by providing such services as research, training, consultancy, information dissemination, community service, networking and partnership

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;
- Annex 2;
- Library and Information Center; and,
- Department of Quality Assurance and Branding.

In addition, experts from donors, 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, personnel and student recruitment & 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, visit 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 bccie.bc.ca.



CONFERENCE PROGRAM

(*) As of July 24, 2017

THURSDAY – JULY 27, 2017	
08:00 – 08:30	Registration
08:30 – 09:15	<p>OPENING CEREMONY</p> <p>Welcome Remarks</p> <p>Dr. Do Thi Hoai Thu, Dean, Division of Education, SEAMEO Regional Training Center (SEAMEO RETRAC), Vietnam</p> <p>Dr. Randall Martin, Executive Director, British Columbia Council for International Education (BCCIE), Canada</p>
09:15 – 10:00	<p>Keynote Speech (International Hall)</p> <p>Taking the Pulse of Higher Education: Challenges, Opportunities, and Ways Forward</p> <p>Prof. Dr. Noreen Golfman, Provost and Vice-President (Academic), Memorial University of Newfoundland (MUN), Canada</p> <p>Group Photo</p>
10:00 – 10:15	Tea-break
10:15 – 11:15	<p>Session I: 21st Century Leaders: Challenges and Preparations</p> <p>Plenary Session I-A (International Hall)</p> <p>Moderator: Dr. Randall Martin, Executive Director, British Columbia Council for International Education (BCCIE), Canada</p> <ol style="list-style-type: none"> Change Leadership and the Development of Institutional Educational Frameworks Prof. Dr. Doug Hamilton, Professor, School of Education and Technology, Royal Roads University, Canada Understanding Regionalisation in Philippine Higher Education against the Backdrop of the ASEAN Integration Ms. Joclarisse E. Albia, Educational Leadership and Management Development, National Chung Cheng

	<p>University, Taiwan</p> <p>3. Risk Identification and Evaluation in Higher Education Institutions in Vietnam Dr. Nguyen Tien Thanh and Dr. Tran Duc Nga, Hai Phong Private University, Vietnam</p> <p>Q&A</p>
<p>11:15 – 12:15</p>	<p>Session I: 21st Century Leaders: Challenges and Preparations (cont'd)</p> <p>Plenary Session I-B (International Hall)</p> <p>Moderator: Prof. Dr. James Paulson, Associate Faculty, School of Education and Technology, Royal Roads University, Canada</p> <p>1. Riding the OBOR Wave: Building World-class Private Universities in Malaysia Prof. Dr. Yu Sing Ong, Professor and Dean, Faculty of Business and Management, Southern University College, Malaysia</p> <p>2. The Impact of Vietnamese National Culture on the Effectiveness of Quality Management in Higher Education Institutions Ms. Loan T.K. Phan, Ph.D. Candidate, Melbourne Centre for the Study of Higher Education, the University of Melbourne, Australia</p> <p>3. Vietnamese Women Faculty Attaining Higher Educational Leadership Positions at An Giang University, Vietnam: Opportunities, Barriers and Trends for Future Leadership Capacity Development Ms. Chau Soryaly, Lecturer, An Giang University, Vietnam</p> <p>Q&A</p>
<p>12:15 – 13:30</p>	<p>Lunch break</p>
<p>13:30 – 14:15</p>	<p>Session II: Curriculum Innovations and Experiential Learning Opportunities for Students</p> <p>Plenary Session (International Hall)</p> <p>Moderator: Prof. Dr. Doug Hamilton, Professor, School of Education and Technology, Royal Roads University, Canada</p> <p>1. Teaching Educational Leadership in the Post-Truth Era Prof. Dr. James Paulson, Associate Faculty, School of Education and Technology, Royal Roads University,</p>

	<p>Canada</p> <p>2. Towards Excellence in Leadership and Management in Higher Education: The College, the Economy and Economic Development – Inextricably Linked to the Region’s Future</p> <p>Ms. Patricia Bowron, Executive Director, International and Regional Development, College of the Rockies, Canada</p> <p>Q&A</p>	
<p>14:15 – 15:30</p>	<p>Session II: Curriculum Innovations and Experiential Learning Opportunities for Students (cont’d)</p>	
	<p>Parallel Session II-A (International Hall)</p> <p>Moderator: Prof. Dr. Adam Goh, Professor, Chief Education Technologist, Academy of Certified Professional Practitioners, Singapore</p> <p>1. Constructing an Effective Model of Blended Learning: A Case of GENGEO in ULIS, VNU Hanoi</p> <p>Ms. Hoang Thi Thanh Hoa, University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam</p> <p>2. Authentic Assessment to Prepare Students for Employability Skills</p> <p>Ms. Le Thi Viet Ha, Academic Developer,</p> <p>Ms. Frederique Bouilheres, Senior Academic Developer, RMIT University, Vietnam</p>	<p>Parallel Session II-B (Room A101)</p> <p>Moderator: Prof. Dr. Malcolm H. Field, Professor, Faculty of Social Sciences, Kyorin University, Japan</p> <p>1. How Can We Internationalise Higher Education Curriculum in a Vietnamese Way?</p> <p>Ms. Trinh Ngoc Anh, Doctoral Student, University of Canterbury, New Zealand</p> <p>2. The Applicability of the Dimensions of Learning Organizations in Philippine Universities: The Case of the University of Perpetual Help System</p> <p>Dr. Josephine Dasig, Faculty, College of Education, University of Perpetual Help System DALTA Las Piñas, Manila, Philippines</p> <p>3. Students’ Experiences with English Medium Instruction (EMI) Tertiary Programs in Vietnamese Context: Implications to</p>

	<p>3. The Implementation of Outcome-Based Education at a Philippine Institution of Higher Learning</p> <p>Dr. Perlita C. Custodio, Faculty, College of Education,</p> <p>Dr. Gina N. Espita, Document Specialist, DEAC,</p> <p>Dr. Loureli C. Siy, Faculty, College of Education, University of Perpetual Help System DALTA Las Piñas, Manila, Philippines</p> <p>Q&A</p>	<p>Curriculum Developers</p> <p>Ms. Vo Phuong Quyen, Lecturer, Department of English Language and Culture, School of Foreign Languages, Can Tho University, Vietnam</p> <p>Q&A</p>
<p>15:30 – 15:45</p>	<p>Tea-break</p>	
<p>15:45 – 17:00</p>	<p>Session III: ICT for Teaching and Management</p>	
	<p>Parallel Session III-A (International Hall)</p> <p>Moderator: Prof. Dr. Elenita N. Que, Assistant Professor, College of Education, University of the Philippines, Philippines</p> <p>1. The Transformational Promise of Quality On-line Distance Education of the 21st Century Higher Education: The Globalization Perspectives</p> <p>Prof. Dr. Adam Goh, Professor, Chief Education Technologist, Academy of Certified Professional Practitioners, Singapore</p>	<p>Parallel Session III-B (Room A101)</p> <p>Moderator: Ms. Sonja Knutson, Director, Internationalization Office, Memorial University of Newfoundland (MUN), Canada</p> <p>1. Does Online Learning Reflect on Traditional Class Performance?</p> <p>Dr. Hanas A. Cader & Mr. Ali Aljamal, College of Business and Economics, American University of Kuwait, Kuwait</p> <p>2. Integrating Technology for Collaborative Learning and Knowledge Sharing: Its Implications for Undergraduate Education</p> <p>Dr. Cecilia Titiek Murniati, Faculty of Language and</p>

	<p>2. Game Making as a Collaborative Learning Method</p> <p>Dr. Ridwan Sanjaya, Faculty of Computer Science, Soegijapranata Catholic University, Semarang, Indonesia</p> <p>Dr. Cecilia Titiek Murniati, Faculty of Language and Arts, Soegijapranata Catholic University, Semarang, Indonesia</p> <p>Q&A</p>	<p>Arts, Soegijapranata Catholic University, Semarang, Indonesia</p> <p>Dr. Ridwan Sanjaya, Faculty of Computer Science, Soegijapranata Catholic University, Semarang, Indonesia</p> <p>Q&A</p>
FRIDAY – JULY 28, 2017		
<p>08:30 – 09:45</p>	<p>Keynote Speech (International Hall)</p> <p>Growing Economies and the Critical Need for a Skilled Workforce</p> <p>Prof. Dr. David Ross, President and CEO, The Southern Alberta Institute of Technology (SAIT), Canada</p>	
<p>09:45 – 10:45</p>	<p>Session IV: Quality Assurance in Education</p> <p>Plenary Session (International Hall)</p> <p>Moderator: Prof. Dr. Noreen Golfman, Provost and Vice-President (Academic), Memorial University of Newfoundland (MUN), Canada</p> <p>1. Developing Quality Culture at Vietnam National University of Ho Chi Minh City through the IQA System</p> <p>Dr. Nguyen Duy Mong Ha, Head, Office of Educational Testing and Quality Assurance, University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City, Vietnam</p> <p>2. Priorities of Vietnamese Higher Education Leaders towards MOET’s Educational Development Strategies</p> <p>Dr. Pham Dinh Xuan Thu, Research Officer, Office of Cooperation and Research Development, Can Tho Medical College, Vietnam</p> <p>Q&A</p>	
<p>10:45 –</p>	<p>Tea-break</p>	

11:00		
11:00 - 12:00	Session V: Teacher Education	
	<p>Parallel Session V-A (International Hall)</p> <p>Moderator: Mr. Ajay Patel, Vice President, External Development, Langara College, Canada</p> <p>1. A Lens on the Assessment Practices of Classroom Teachers in Two Asian Countries: International Perspectives for the Design of Teacher Professional Development Program</p> <p>Prof. Dr. Elenita N. Que, Assistant Professor, College of Education, University of the Philippines, Philippines</p> <p>Waqas A. Khan, Doctoral Student, Educational Assessment, University of Management and Technology, Lahore, Pakistan</p> <p>2. The Value of Teaching Practicum</p> <p>Ms. Tran Thi Hieu Thuy & Ms. Nguyen Thi Kim Phuong, Lecturers, Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi, Vietnam</p> <p>Q&A</p>	<p>Parallel Session V-B (Room A101)</p> <p>Moderator: Ms. Patricia Bowron, Executive Director, International and Regional Development, College of the Rockies, Canada</p> <p>1. Seeking Alpha in Educational Systems</p> <p>Mr. Peter McDowell, Lecturer in Education, Law Education Business & Arts, Charles Darwin University, Australia</p> <p>2. Teaching Capacity of the Novice Teacher - Current Status</p> <p>Dr. Pham Thi Thanh Hai, Head, Research and International Relations Department, University of Education - Vietnam National University Hanoi, Vietnam</p> <p>Q&A</p>
12:00 - 13:30	Lunch break	

<p>13:30 – 15:00</p>	<p>Session VI: 21st Century Skills Development Plenary Session (International Hall)</p> <p>Moderator: Dr. Alex Zahavich, Vice President of Corporate Development and Applied Research, Southern Alberta Institute of Technology (SAIT), Canada</p> <ol style="list-style-type: none"> 1. Higher Education’s Dew Point and the Art of Kintsugi Prof. Dr. Malcolm H. Field, Professor, Faculty of Social Sciences, Kyorin University, Japan 2. Project-based Learning and the Development of the 21st Century Skills: Perspectives from Students of Ethnic Minority Groups at Tay Bac University Ms. Nguyen Duc An, Tay Bac University, Vietnam 3. Students’ Attitudes toward Peer Assessment: Some Implications for Forstering 21st Century Learning Ms. Pham Thuy Dung, Lecturer at Faculty of Business English, Foreign Trade University, Hanoi, Vietnam 4. Development Practice for Managerial Insights from Parables in Daily Life Situations Dr. Song-Kyoo Kim, Faculty of Business, Al Hosn University, United Arab Emirates <p>Q&A</p>
<p>15:00 – 15:15</p>	<p>Tea-break</p>
<p>15:15 – 16:15</p>	<p>NETWORKING SESSION</p>
<p>16:15 – 16:45</p>	<p>Conference Closing</p>

KEYNOTE SPEECHES

Professor Noreen Golfman, Ph.D.

Provost and Vice-President (Academic), Memorial University of Newfoundland (MUN), Canada

Dr. Noreen Golfman is Provost and Vice-president (academic) of Memorial University. She served as Dean of the School of Graduate Studies at Memorial from June 2008 to September 2014 when she was appointed Provost and Vice-President (academic) pro tempore. Under Dr. Golfman's leadership, the School of Graduate Studies experienced tremendous growth. In the last decade, the number of graduate students has doubled to a total of 3,565 graduate students.

Dr. Golfman is a professor of English and holds a PhD from the University of Western Ontario. She recently served two terms as President of the Canadian Federation of Social Sciences and Humanities, a national education advocacy group, and she is Past President of both the Canadian Association of Graduate Studies and the Northeastern Association of Graduate Schools. She is currently a member of the advisory committee to the Canadian studies program at the Hebrew University of Jerusalem.

Active in Canadian cultural issues and experienced with the media, Dr. Golfman is the Founding Director and Chair of the St. John's International Women's Film Festival, Vice-Chair of the Newfoundland and Labrador Film Development Corporation and Chair of the Board of the Friends of Canadian Broadcasting. Since 2011 she has co-chaired the Board of Directors of Business and the Arts NL, an organization that brokers relationships and funding between the arts and the corporate/private sectors. In addition to publications in scholarly journals, Dr. Golfman writes on the arts and culture in popular venues, and she has worked as a commentator, reviewer and performer for CBC radio and television.

**TAKING THE PULSE OF HIGHER EDUCATION: CHALLENGES,
OPPORTUNITIES, AND WAYS FORWARD**

*Keynote Speaker:
Professor Noreen Golfman, Ph.D.*

As a prominent figure in Canadian higher education, Dr. Golfman draws on a wide range of experience in senior administration at Memorial University, leadership on national and international boards and foundations, and service to various arts and culture organizations. Dr. Golfman will present her thoughts, ideas and perspectives on current challenges, opportunities, and ways forward for 21st century leadership in higher education.

Professor David Ross, Ph.D.

President and CEO, the Southern Alberta Institute of Technology (SAIT), Canada

Dr. David Ross is SAIT's 16th President.

Under Dr. Ross' leadership SAIT has become Alberta's third largest institution. SAIT is known internationally for its applied education, solution-focused research and enterprising collaborations with people and partners from around the globe.

Prior to joining SAIT, Dr. Ross was President and CEO of Langara College where he transformed the institution through extensive growth and strategic market development.

A life-long educator, Dr. Ross has held academic appointments in Business at both the University of New Brunswick and Kwantlen Polytechnic University.

Active in his community and on the national and international levels in post-secondary education, Dr. Ross is a Member of the Board of several foundations, and associations including the Calgary Homeless Foundation, and the Business Research Advisory Council for the National Sciences and Engineering Research Council. He is also Chair of the Canadian Bureau of International Education, Chair of the International Committee for Colleges and Institutes Canada, and is a member of the Business Council of Canada's Higher Education – Business Roundtable.

Dr. Ross holds a PhD from the University of Nebraska, Master of Aquaculture (MAq) from Simon Fraser University, a Master of Business Administration (MBA) from Dalhousie University and a Bachelor of Science (BSc) from Dalhousie University. David lives in Calgary, Canada with his wife Ewa and son, Aleksander.

**GROWING ECONOMIES AND THE CRITICAL NEED
FOR A SKILLED WORKFORCE**

*Keynote Speaker:
Professor David Ross, Ph.D.*

Drawing on his vast personal experience of senior administration in Canada's colleges, polytechnics and universities, in both Alberta and British Columbia -- as well as in leadership roles on prominent provincial and national bodies -- Dr. Ross will delineate in clear terms some of the key existing challenges and great opportunities inherent in overseeing and inspiring quality leadership and management in the public post secondary system, and chart out innovative new directions for consideration.

BIOGRAPHIES AND ABSTRACTS

Doug Hamilton, Ph.D.

Professor, Head of the MA in Educational Leadership and Management (International), School of Education and Technology, Royal Roads University, Canada

Doug Hamilton has joined Royal Road University since 2000 and 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.

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 was the 2014 recipient of the Gerry Kelly Outstanding Teaching Award at Royal Roads, and received recent awards from the Canadian Bureau of International Education and the International Council for Open and Distance Education. 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. He has served as a facilitator for Mount Royal University's Institute of the Scholarship of Teaching and Learning and a consultant to a number of other universities and colleges in Canada. As well, Dr. Hamilton 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).

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.

CHANGE LEADERSHIP AND THE DEVELOPMENT OF INSTITUTIONAL EDUCATIONAL FRAMEWORKS¹

Authors:

Doug Hamilton², Ph.D., Steve Grundy, Niels Agger-Gupta, George Veletsianos and Pedro Marquez

ABSTRACT

An institutional educational framework defines and communicates the academic qualities that help give a university or college its unique identity. Most institutional frameworks combine research from the current literature on learning, teaching, and pedagogical innovation with an inductively-generated description of the educational principles and characteristics that guide learning and teaching within the specific institution. The development of these frameworks is becoming more prevalent worldwide as universities and colleges strive to define and preserve a unique institutional identity amidst the broader post-secondary landscape (Hamilton, Marquez & Agger-Gupta, 2013a; Hamilton, Marquez, & Agger-Gupta, 2013b). This paper begins with an exploration of the rationale for creating an institutional educational framework for teaching and learning as well as an overview of the potential benefits and challenges. Several examples of different approaches to articulating a framework will be described. Next, a case study will be presented describing the “Learning and Teaching Model (LTM)” that has recently been developed at Royal Roads University. The case study will explore why the LTM was created, how the process unfolded, what activities are currently being carried out to support its implementation as well as the future plans for LTM 2.0. The paper concludes with a discussion of the key change leadership skills and competencies that are helpful in the development and implementation of institutional educational frameworks.

¹ An earlier version of this paper was delivered in a keynote presentation at the Third World Congress of Distance Education in Higher Education, Bogota, Colombia on May 19, 2017.

² The first author acknowledges that some text in this paper has been published in the following publications and used with permission from the publisher: Hamilton, Grundy, & Veletsianos (2016) and Hamilton, Marquez, & Agger-Gupta (2016). Therefore, the authors of these publications have been listed as contributing authors of this paper.

Joclarisse E. Albia

Master in Educational Leadership and Management Development,
National Chung Cheng University, Taiwan

A researcher, educator and development worker, Clarisse is keen to explore the intersections of education, communication and policy. With an undergraduate and a first master's degree in Development Communication, Clarisse worked as a faculty member at the College of Development Communication, University of the Philippines Los Baños, Philippines. She grounds the practice of communication in the development and education contexts, having been engaged in a range of learning and communication activities including training, instructional design and production, learning systems design, and programme/project planning and management. Her other professional engagements included serving as communications specialist, training officer and project manager for the country's government sector and local and regional/international organisations such as the Mekong Institute and the Mobilisation Lab of Greenpeace; and working with a diverse group of stakeholders from grassroots, academics and policymakers. Her research and teaching interests are higher education, educational policy, learning systems, instructional design, programme planning, and development studies.

**UNDERSTANDING REGIONALISATION IN PHILIPPINE HIGHER
EDUCATION AGAINST THE BACKDROP OF THE ASEAN
INTEGRATION**

Authors:

Joclarisse E. Albia and Sheng-Ju Chan, Ph.D.

ABSTRACT

Regionalisation in education is not new or uncommon, but it has gained increased interest and importance as a result of the ever-increasing collaborations, interactions and cooperation among neighbouring nation-states and even between regions. Conceptions and definitions of the term vary, and more so its operationalisation in universities and educational institutions. In the Philippines, the emphasis on regionalisation in higher education has become even more pronounced with the ASEAN Integration Vision. The paper explores the constructions and understanding of regionalisation and how it is manifested and made evident in three selected higher education institutions in the Philippines. The study found that the notion of regionalisation is closely intertwined and highly interchanged with internationalization, and it is viewed as a tool for national and institutional capacity building as much as it is envisioned as a mechanism for regional development. Most of the institutions' regionalisation efforts are reflective of soft and open collaborations particularly designed to enhance the programmatic and curricular focus of the institutions. Besides enhancing academic mobility and exchange, regionalisation initiatives were geared at developing and enhancing the academic niches of the institutions. As a push factor, the ASEAN integration serves as both an opportunity for the institutions to legitimise and rationalise their regionalisation and, by association, internationalisation initiatives; and a "consciousness" that fosters heightened positional awareness of the institutions and an increased Asian/Southeast Asian bias.

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Dr. Tran, Duc Nga currently holds the position of Director of International Relations Office. After pursuing her PhD from University of Tasmania, Australia, she continues her research interest in exploring senior managers' perspectives on the rewarding system and teacher's performance.

RISK IDENTIFICATION AND EVALUATION IN HIGHER EDUCATION INSTITUTIONS IN VIETNAM

Authors:

Nguyen Tien Thanh, Ph.D., Tran Thi Thuy Duong and Tran Duc Nga, Ph.D.

ABSTRACT

Risk management is now increasingly used in organizations in order to reduce losses and increase opportunities in a world of uncertainty. In the sector of higher education, risk management has become a requirement of many quality standards, such as the ISO 9001:2015, the Australian Higher Education Standards Framework, and the AUN-QA Framework for Institutional Level. In Vietnam, risk management has been recently embedded in The Standard of Quality for Higher Education Institutions (HEIs). However, the selection of methods used to identify risks proves to be challenging for HEIs not only in Vietnam, but also in other countries. Employing Delphi technique, this study has identified eight extreme risks in human resource management (HRM) in one of the universities in Vietnam. The study exemplified the application of Delphi technique in risk identification and evaluation in Vietnamese higher education institutions.

Key words: Risk management, quality assurance, Higher education, Delphi technique, Vietnam.

Yu Sing Ong, Ph.D.

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Prof. Yu has over 30 years of senior management experience in banking, research, consulting and education. He has provided advisory services to over five hundred private and public companies in Singapore, Philippines, Thailand, Malaysia, Vietnam and Indonesia. He has also managed universities and education institutions in Vietnam, Malaysia and Singapore. Prof. Yu taught many undergraduate and postgraduate programs of partner universities in the fields of Management, Tourism and Arts. He graduated with a Doctorate in Business, Doctorate in Arts Management, Masters in Business Administration, Masters in Design Management and Bachelor of Science. He is also a Certified Financial Planner in Malaysia. Prof. Yu is the author of two highly popular books: "Dao of Managing Higher Education in Asia" and "Art of Modern Oriental Management".

RIDING THE OBOR WAVE: BUILDING WORLD-CLASS PRIVATE UNIVERSITIES IN MALAYSIA

Author:
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ABSTRACT

This article explores the key issues and challenges of building world-class private universities in South East Asia. China's One Belt, One Road initiative is an important milestone for South East Asia as it seeks closer economic and political ties with the region. While the education sector will benefit from this initiative due to increases in student and faculty exchanges, the private university segment will face stiffer competition as Chinese universities establish branch campuses in Malaysia and Laos. Private universities in South East Asia need to re-strategise their operations to tap on the opportunities offered by their Chinese counterparts. They will be able to leverage gains if they cooperate with Chinese universities. The article has both theoretical and practical significance for private university leaders to follow.

Key words: OBOR, world-class universities, university leadership, China, Malaysia

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**THE IMPACT OF VIETNAMESE NATIONAL CULTURE ON
THE EFFECTIVENESS OF QUALITY MANAGEMENT
IN HIGHER EDUCATION INSTITUTIONS**

Author:
Loan T. K. Phan

ABSTRACT

Vietnam has witnessed major changes in all aspects in the twenty-first century. The adaptation and absorption of new technologies and management concepts have been surprisingly fast. Organizations continuously look for new practices to gain competitive advantages including higher education institutions. Quality Management (QM) has been used in many local universities with the expectation of performance and outcome improvement. However, how to obtain substantial benefits from implementing QM practices is a challenging question that needs to be answered by both practitioners and researchers. Relatively few studies have explored the interface between national culture and QM especially between Vietnamese culture and QM in Vietnamese higher education institutions. The study critically examines the impact of national culture on the implementation of QM in Vietnamese tertiary institutions based on the in-depth review of QM in higher education and the Vietnamese culture through the lens of Hofstede's framework of national culture. The paper argues that QM practices at higher education institutions be adopted selectively based on the national culture profile. It advances the understanding of QM in higher education from the context bound perspective and provides guidelines for leaders on implementing quality practices successfully in specific cultural environments. The study's findings will facilitate ongoing dialogue aimed at supporting current attempts to implement systematic reform in universities.

Key words: quality in higher education, quality management, national culture profile, institutional culture, Vietnamese universities.

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Chau Soryaly is a lecturer at An Giang University (AGU). She earned BAs in TESOL in Can Tho University, Vietnam and MAs in Educational Administration at the University of Hawaii at Manoa, USA. She received scholarships and presented at Women Leadership in Higher Education Conference in Hawaii, AGU's qualitative research, Mekong TESOL, CamTESOL, Language Education International Conference and ASEAN Education Conference-Thailand. She has published articles on TESOL, language education, vocational education, educational administration, and education assessment. She has just received a PhD scholarship for studying Curriculum Studies in New Zealand in 2017-2018.

Chau Khon

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Chau Khon is a lecturer at An Giang University (AGU). He received his MAs in Physical Education from the University of Physical Education Ho Chi Minh City. He has published articles on physical education, vocational education, and education in general. He is also interested in the fields of TESOL, language education, educational leadership, and education assessment.

**VIETNAMESE WOMEN FACULTY ATTAINING HIGHER
EDUCATIONAL LEADERSHIP POSITIONS AT AN GIANG
UNIVERSITY, VIETNAM: OPPORTUNITIES, BARRIERS AND
TRENDS FOR FUTURE LEADERSHIP CAPACITY DEVELOPMENT**

Authors:

Chau Soryaly and Chau Khon

ABSTRACT

A 2012 An Giang University (AGU) Report revealed a population breakdown of 48 percent men and 52 percent women working in various roles at the university. The number of women engaged in administrative positions at AGU continued to increase over the last ten years. However, only a small number of women (32 percent) has achieved key leadership positions such as Dean, Vice Dean, Chairman, and Vice Chairman of colleges and departments at the university. The principal board and higher level education administration positions are still viewed as masculine-dominated occupations (68 percent men). A qualitative phenomenological study was deployed to explore the lived experiences of women faculty attaining leadership positions. Three main themes emerged include (1) the availability of opportunities (institutional motivation and personal motivation), (2) barriers and challenges to leadership attainment (cultural norms, institutional obstacles, and personal obstacles), and (3) lack of preparation programs (mentoring and networking, women leadership training programs and workshops, and leadership skill development programs) for women. The findings of this study would be beneficial for educators, administrators, and policymakers from AGU and other Vietnamese institutions to determine policies, programs, and practices to support women in their advancement to leadership roles.

James Paulson, Ph.D.

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Dr. James Paulson teaches in the post graduate program in Higher Education Administration and Leadership at Royal Roads University in Victoria, Canada. In addition to developing and teaching post-graduate courses in educational administration, teacher education, and international education, he works with public and private sector organizations to design and develop educational programming and educational leadership initiatives in K-12, TVET, and higher education.

Dr. Paulson's experience and achievements in higher education include leadership in the design, implementation, and delivery of international development projects, short and long-term education programs, and teaching at the undergraduate and graduate levels. Dr. Paulson's experience and achievements in higher education include leadership in the design, implementation, and delivery of education development projects in Southeast Asia, South Asia, sub-Saharan Africa, and the Middle East & North Africa. His research and development practice serves to increase appreciation of the incredibly complicated nature of education by exploring learning, teaching, and educational administration in diverse communities and circumstances in vastly different settings. His long association with SEAMEO RETRAC began in 1998 when he assisted in the refocusing of the Center's mandate toward educational leadership and management and the implementation of a cost recovery model for many of its educational programs. Most recently, he was the international consultant for the Education Leaders Innovation Forum of SEAMEO College.

Dr. Paulson holds a PhD and a Master's degree from the University of Victoria Canada, and a Bachelor of Arts and post degree professional diploma in education from the University of British Columbia Canada.

TEACHING EDUCATIONAL LEADERSHIP IN THE POST-TRUTH ERA

Author:
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ABSTRACT

In November of last year, the Oxford Dictionary announced that their word of the year for 2016 would be Post -Truth. Recent events in America, with the unexpected election of Donald Trump, in the UK, with its vote to leave the European Union, and in continental Europe with the rise of far-right political parties such as France's National Front, have given rise to new terms in popular culture and commentary to describe or explain these events. Terms such as alternative facts, fake news, and post-truth have entered everyday discourse at an astonishing level.

While serious examinations of the concept of Post-Truth have begun to appear in the literature and in courses and seminars at some universities, what has not been explored is its effect on educational leaders and on those who teach educational leadership. Indeed, as educators, what post-truth represents are things we do not want to see in our students or colleagues - intemperate behavior, a lack of interest in accuracy or facts, including making up one's own facts, and a willful and proud lack of intellectual curiosity; all being rewarded with power and influence. As teachers of educational leadership, our job is to encourage our students to be the most thoughtful, self-aware, insightful, and courageous leaders possible, while all around us those attributes are constantly and consistently being devalued.

This paper examines the implications of this so-called post-truth era on educational leaders and those that teach them. I address the charge leveled by some commentators that a preoccupation with post-structural and postmodern thought in western faculties of education has made us unintentionally complicit in the rise of falsehoods being disguised as truth. Finally, I explore ways that we can refute the misinformation that leads to inaccurate beliefs, and mitigate their consequences.

Patricia Bowron

Executive Director, International and Regional Development,
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College of the Rockies is a globally-engaged public post-secondary institution located in the Rocky Mountains of British Columbia, Canada. The College was founded in 1975 and has grown to serve over 10,000 students every year. With seven campuses in its region, the College offers government-approved post-secondary certificates, undergraduate diplomas, bachelor's degrees, and graduate certificates and diplomas in a variety of programs.

The College is noted for its commitment to students and the quality of local, national and international partnerships. The College currently welcomes approximately 12% of its students from outside Canada. Their commitment to students was recognized in 2013, 2014 and 2016 when COTR was ranked the #1 college in the world for international student satisfaction by the i-graduate International Student Barometer. The College's excellence in international projects was recognised in 2014 when they received Colleges and Institutes Canada's Gold Internationalization Excellence Award for their innovative international programs and partnerships. In 2014, COTR was also awarded the World Federation of Colleges and Polytechnics' silver award for social development for their health work in Kenya.

Patricia Bowron has a deep knowledge of the Canadian college system combined with more than 30 years of strategic leadership and operational management experience. Her diverse roles have included academic, international and community development leadership, and she has worked in a variety of sectors including extractives, health, tourism, agriculture, community development, business and finance. As a member of the senior leadership team at the college, Patricia is responsible for strategic business and partnership development initiatives at home and abroad.

**TOWARDS EXCELLENCE IN LEADERSHIP AND MANAGEMENT IN
HIGHER EDUCATION: THE COLLEGE, THE ECONOMY AND
ECONOMIC DEVELOPMENT – INEXTRICABLY LINKED TO THE
REGION'S FUTURE**

Author:
Patricia Bowron

ABSTRACT

According to the Conference Board of Canada (2016), the province of British Columbia's economy is foregoing up to \$7.9 billion in GDP and over \$1.8 billion in lost taxes annually because too few people have the education and skills needed to help businesses innovate and grow. Additionally, "B.C. employers have strong concerns about the future availability of highly educated workers in the face of an aging population and rising retirement rates" (Conference Board of Canada, 2016, p.i). The British Columbia 2025 Labour Market Outlook (2017) states that 78% of jobs will require a trade, college or university education.

College of the Rockies is a globally engaged Canadian public post secondary institution that offers trades, college and university programs are located in a region where only 57% of the population has a post secondary certificate, diploma or degree (Columbia Basin Rural Development Institute, 2016). As part of a network of over one hundred colleges across Canada, College of the Rockies has been at the forefront of regional economic development, producing many of the skilled workers that the Canadian economy needs and successfully linking graduates to the workforce through their education programs.

Ms. Patricia Bowron of College of the Rockies will provide a practical approach on how Colleges can link to industry and the broader community, creating a skilled workforce for a stronger economy. She will explore the approaches used by College of the Rockies to enhance economic competitiveness in the region and will provide an overview of how the College supports the industry with job-ready graduates. Innovations in program development, creative program delivery strategies and applied learning opportunities to extend both program reach and relevance will be outlined utilizing case studies in diverse sectors including tourism and hospitality, driver and equipment operator training and nursing and health.

Hoang Thi Thanh Hoa

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Hoa HOANG has been teaching English for over 10 years in ULIS, VNU Hanoi. She has participated in a number of national and international conferences publishing her research, which is mainly in educational innovation, action research and technologies in language teaching.

CONSTRUCTING AN EFFECTIVE MODEL OF BLENDED LEARNING: A CASE OF GEN GEO IN ULIS, VNU HANOI

Author:
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ABSTRACT

For the last 10 years, blended learning has been of dominant discussions concerning educational innovation and training in general, and language teaching and learning in particular. A great deal of research has been conducted to prove its efficiency; and many institutions have adopted this new trend in their formal training. However, very few have been done to reveal about an effective blended model of learning and teaching, such as how much course time is allocated for online learning, and how much is for face-to-face. University of Languages and International Studies (ULIS) has put blended learning into practice in several courses, among which is General Geography of the United States and the United Kingdom (GEN GEO). Observations of the blended courses show two extremes of blending: on one spectrum, the majority of the content in a course is learned online, and face-to-face time is merely regarded as Q&A session; on the other spectrum, learning is mainly carried out in class and online learning is considered supplementary. Based on the result achieved from the blended GEN GEO pilot course in ULIS, this study aims at designing a more effective model of blended GEN GEO course in particular, and content subjects in general, which also suggests a better frame of time and content allocation between face-to-face and online learning and teaching.

Key words: blended learning, effective model, content subject, allocation

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Ms. Le Thi Viet Ha is an Academic Developer in Learning and Teaching at RMIT Vietnam and also a lecturer in Business Statistics in School of Business and Management. She has a Master degree in Applied Economics and Statistics from Clemson University, SC, US. Before joining RMIT Vietnam, she worked in the US for several years with great concentration on data analysis, data management, economic analysis, and research in different areas such as education, public policy, international relations, labor and employment policy. Her research interests are statistics, and the scholarship of learning and teaching.

Frederique Bouilheres

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Frederique Bouilheres is a Senior Academic Developer in Learning and Teaching at RMIT Vietnam. Prior to that, she has taught various courses in the Bachelor of Accounting as well as the MBA Program (Accounting course). Frederique holds a Masters Degree in Accounting and Finance, a Graduate Certificate in Tertiary Teaching and Learning, and a MBA; and has just submitted her PhD in Accounting. Before venturing into academia, Frederique was a manager in a French accounting firm, Mazars where she spent more than 7 years (5 in France and 2 in Vietnam) practicing accounting, auditing and tax. Her research interests are accounting education and the scholarship of learning and teaching.

AUTHENTIC ASSESSMENT TO PREPARE STUDENTS FOR EMPLOYABILITY SKILLS

Authors:

Le Thi Viet Ha and Frederique Bouilheres

ABSTRACT

Employability has become one of the biggest concerns of higher education institutions (Osborne, Dunne & Farrand, 2013). Some authors believe that there should be a focus on bridging the gap between real world and higher education through changing the curriculum towards a more practical, work-related emphasis (Gulikers, Bastiaens & Kirschner, 2004; Wilson, 2012). Essential to this process is assessment as it influences what is taught and measures and supports students' learning (Griffith University n.d.). However, traditional forms of assessment such as examinations with multiple-choice questions which test students on rote learning are not suitable to foster deep surface learning.

An authentic assessment as defined by Gulikers, Bastiaens and Kirschner (2004, p. 69), is 'an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes, that they need to apply in the criterion situation on professional life'. Changing the assessment setting to a more "authentic" one is introduced as an improved way to embed elements of employability into the curriculum.

Despite its current high graduate employability rate, RMIT Vietnam has started the process of following this trend. This paper introduces the implementation of RMIT Vietnam's institution wide initiative to move towards more authentic assessments and in particular to remove all final examinations for all courses by the end of 2018. Aiming to provide students with an enhanced learning experience, RMIT Vietnam is going through a structured process of collecting and analyzing data about current issues with assessments for existing programs; developing supplemental resources for designing authentic assessments; organizing a community of practice for academic staff to share their experiences and collaborating between teaching teams and academic developers to redesign specific courses' assessments. Although very much a work in progress, positive feedback from academic staffs is proving encouraging.

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Dr. Perlita C. Custodio is an educator, speaker and researcher. She has had experiences in working with students, facilitating various seminars, conferences and workshops and had published a large number of research papers on education and faculty development.

She holds a Bachelor's degree in Science, major in Chemistry, a Master's degree in Education major in Science Education and a Doctorate degree in Philosophy major in Educational Management. She has served in the academe in various capacities such as a secondary teacher in the High School Department of St. Louise de Marillac, Pili Camarines Sur and the Business High School of the University of Perpetual Help System DALTA Las Piñas City, Philippines. She is currently the Assistant Director of the Quality Assurance Office called the DALTA Executive Academic, Accreditation and Audit Center (DEAC) and Coordinator for Faculty Development of the University. She is also Professor 1 of the College of Education.

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THE IMPLEMENTATION OF OUTCOME-BASED EDUCATION AT A PHILIPPINE INSTITUTION OF HIGHER LEARNING

Author:

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ABSTRACT

The study examined the extent of implementation of outcome-based education at the University of Perpetual Help System DALTA Las Piñas campus, Manila, Philippines in terms of attainment of the intended student outcomes, relevance of the intended student outcomes, course organization, instructional process, and support for instruction and assessment. A survey questionnaire was developed to gather information; and the data were analyzed using mean, frequency, percentage, rank, standard deviation and t-test. The faculty and the students were utilized as respondents in the study. Significant differences were observed on attainment and relevance of the intended student outcomes, instructional process and assessment. Recommendations are put forward to improve the implementation of OBE in the university. These include clarifying student outcomes and potential career paths prior to students' admission into the program, revisiting the curriculum and curriculum map to remove redundancies, ensuring the progressive development of competencies, integrating TLAs that enhance students' information management and entrepreneurial skills, incorporating in the instructional process more opportunities for collaborative and independent learning as well as the practical application of competencies and work skills, improving library and laboratory resources, and ensuring the adequacy of various types of assessment with feedback consistently provided to all students.

Key words: higher education, outcome-based education, Philippines

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Ms. Anh Ngoc Trinh is a lecturer at Banking Academy of Vietnam. She is currently doing a PhD in Education with a focus on internationalisation of higher education curriculum at School of Educational Studies and Leadership, College of Education, University of Canterbury, New Zealand. She has actively engaged in teacher professional development through numerous exploratory and action research studies and practical projects related to ELT and education. Her research expertise and interests include internationalisation of the curriculum, intercultural competence, curriculum and materials development, blended learning, flipped learning, project-based learning and ELT methodology.

HOW CAN WE INTERNATIONALISE HIGHER EDUCATION CURRICULUM IN A VIETNAMESE WAY?

Author:
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ABSTRACT

As the spotlight in international education over the past few years, internationalisation of the curriculum (IoC) has been well documented in literature; and its significance has boldly presented in mission statements of countless universities around the world. Nonetheless, its concept has still existed as rhetoric due to being poorly understood and underdeveloped in practice (Green & Whithed, 2015; Leask, 2015; Rizvi & Lingard, 2010; Shiel & Takeda, 2008). In Vietnam, on national and institutional scales, along with student and staff mobility, cross-border higher education, IoC is a significant initiative towards internationalisation of higher education agenda. However, it is merely an act of curriculum borrowing from developed countries, especially Westernised ones; and internationalised curricula are conventionally characterised as EMI programmes. This paper first outlines key transformations of curriculum internationalisation in terms of policy and practice in Vietnam, discussing opportunities offered for and challenges facing diverse stakeholders such as policy makers at national level, administrators, academic staff and students at institutional level. Next, it introduces conceptual frameworks of IoC at policy and practice levels constructed by theoretical perspectives of globalization and curriculum fields and notably Fullan's "three stories of education innovation" (Fullan, 2000). It ends with a recommendation of intercultural training and global learning for academic staff and students to achieve internationalisation of the curriculum in a Vietnamese way. The paper is expected to shed some fresh light on the concept of IoC and offer significant implications about curriculum policy and leaderships not only in Vietnam, but also in other SEAMEO member countries.

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THE APPLICABILITY OF THE DIMENSIONS OF LEARNING ORGANIZATIONS IN PHILIPPINE UNIVERSITIES: THE CASE OF THE UNIVERSITY OF PERPETUAL HELP SYSTEM

Author:
Lourel C. Siy, Ph.D.

ABSTRACT

This study explored seven (7) dimensions of learning organizations to Philippine universities and colleges, and their applicability to the case of the University of Perpetual Help Systems Dalta Las Piñas campus. Anchoring on the model and theory advanced by Watkins and Marsick (1996, 1997, 2003), the study answered four (4) research questions which are: (1) What is the profile of respondents classified as managerial employees and faculty members, (2) To what extent do employees apply the seven (7) learning organization dimensions in the management of work-related responsibilities in both individual and team levels,(3) To what extent is UPHS operating as a learning organization University as perceived by its Managerial employees and Faculty, and (4) What framework for learning organizational development can be designed and applied to UPHSD?

The Dimension of Learning Organization Questionnaire (DOLQ) was used as the instrument to gather data. Results reveal that participants' profile were substantial enough to be able to provide data needed to formulate a general perception of the practices of the University, and that their responses are indicative of the status of the University as a learning organization. It shows that all of the learning organization dimensions are interpreted as often practiced or experienced by employees, in the individual, team or organizational levels; and that empowerment at the organizational level are less felt, practiced or experienced by the employees; the organization is linked to its communities; and how people are helped to see the effect of their work on the entire organization. While the University's systems and procedures are in place, the data likewise indicate that there is less involvement across the organization on direction setting and implementation of a shared vision to motivate employees.

Based on the results, a framework for the development of a learning organization that could be made applicable to the case of UPHS was formulated anchoring on Garvin's (2003) theory and model. Five (5) imperatives are emphasized on the model, which capture the essence of becoming a learning organization coupled with actions at the individual, team and organization that make their systems and procedures aligned and matched with continuous learning and improvement.

Key words: learning organization, university

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Vo Phuong Quyen is currently a Lecturer at School of Foreign Languages, Can Tho University, Vietnam. She obtained her Master Degree in Education in New Zealand in 2008. She teaches English Language Skills and ESP Courses. She also works as a researcher in some research projects related to action research in EFL Classes, ELT Program Development, and Program Evaluation. Ms. Vo is concerned about research issues on internationalization in higher Education, learner-centred approaches, English as a medium instruction, intercultural competence, and language learning strategies.

**STUDENTS' EXPERIENCES WITH ENGLISH MEDIUM
INSTRUCTION (EMI) TERTIARY PROGRAMS IN VIETNAMESE
CONTEXT: IMPLICATIONS TO CURRICULUM DEVELOPERS**

Author:
Vo Phuong Quyen

ABSTRACT

Along with globalization, the increasing demand for high quality human resources to meet national socio-economic development and the orientation development of Ministry of Education and Training of Vietnam have had significant impacts on the emergence of Vietnamese English-medium instruction (EMI) tertiary programs in various fields of study such as Information Technology, Economics, Biotechnology, Aquaculture, International Business. In reality, however, the implementation of these programs has been still a debatable concern among educationalists and educational administrators with respect to its curriculum compatibility with the local context and expected learning outcomes. As a result, this pilot study aims to investigate how students have experienced with EMI tertiary programs in Vietnamese context. Data were collected by in-depth interviews with 20 final-year students of two EMI programs. Findings from the study shed some light for the implementation of EMI tertiary programs in Vietnam. From then, possible implications are proposed to EMI curriculum developers for future effective development of EMI tertiary program in this context.

Key words: English-medium instruction (EMI), students' experiences, higher education

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Dr. Adam Goh has more than 30 years in education, training and consultancy experiences. He is currently the Chief Education Technologist of Academy of Certified Professional Practitioners, CEO Coach and a Visiting Professor to a number of universities in Southeast Asian countries, United Kingdom, Australia, U.S.A. and China. Prior to this, he had various key positions both in public service and private sectors which includes key positions as Academics Advisor, National Business Excellence Assessor, Chief Learning Officer, Chinese Universities' Foreign Expert and Chief Innovgineer Officer and Principal of International Business Institution 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 TRANSFORMATIONAL PROMISE OF QUALITY ON-LINE
DISTANCE EDUCATION OF THE 21ST CENTURY HIGHER
EDUCATION: THE GLOBALIZATION PERSPECTIVES**

Author:
Adam Goh, Ph.D.

ABSTRACT

The trillion dollar global education and training industry had undergone a radical change; and the fully on-line distance learning market is a rapidly growing opportunity that generated billion in tuition revenues for institutions. Market forces are providing a catalyst to alter the traditional ways education delivered. The mega trends such as demographics, the internet, and the globalization, the advent of new cyber technologies and solutions, the changing times and outsourcing strategies, all play major roles in the transformation towards the higher education landscape of 21st Century professionals and learners.

The impact of the technological changes and specifically the cyber environment will play a vital role in this transformation by reducing the cost deployment, and increasing education's accessibility. For example, digital resource libraries, smart virtual classroom, hybrid distributed learning, interactive multimedia together have the capacity to convey voice, data and video to almost any location that have cyber connectivity. The result of these technology innovations was the emergence of a new knowledge-based economy that driven by knowledge and information.

The attributes of this paper present the arguments that the new innovative information technologies were forcing major changes on the traditional campus-based learning institutions in both the public and private sectors. The policy makers are still relied heavily on high-stakes testing as the mainstay in their education reforms. In fact, it is necessary for education to empower learner to become thinkers, learner communicators, and social beings as well as to be good citizens of tomorrow. It also addresses the growing consensus from professional practitioners, parental and public opinion that the obsession with tests and league tables has had its day.

Key words: Innovation, Education Technology, Quality On-line Distance Learning

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GAME MAKING AS A COLLABORATIVE LEARNING METHOD

Authors:

*Ridwan Sanjaya, Ph.D., Cecilia Titiék Murniati, Ph.D.
and Kristine Lisa Blair, Ph.D.*

ABSTRACT

Many game developers provide solutions for learning any topics by creating games for the students. The game products as the solution help the student to learn some topics. However, the students are the consumers of game products; and they have a big dependency on the game developer to decide the game contents. They should able to make their own game while they learn some topics. Using several tools, the game making will be easy for any students even though they do not study at computer department. Their friends could be invited to join the game making and also learn the selective topics together. It will help them to increase their passion to learn by selecting their own topics. This paper will describe the possibility of game making to be used as a collaborative learning method in the class.

Key words: collaborative learning, game making, learning method, own topic, passion to learn

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DOES ONLINE LEARNING REFLECT ON TRADITIONAL CLASS PERFORMANCE?

Authors:

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ABSTRACT

Variety of online learning platforms is available for academic practitioners. As the educators embrace different methods of online learning methods, the technological developments continue to improve and have been shaping the modern day education. The end result of the learning-technology interaction should be reflected on student learning outcomes. In this paper, we examine the student learning outcome resulting from online homework setup on a traditional classroom performance. A regression model is used to assess the impact of online homework scores on standardized test performance. The results show that online homework scores tend to have a significant but negligible impact on student final exam while CGPA has a greater positive impact final exam.

Key word: Online Learning, Economic Education, Ordinary Least Square (OLS)

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INTEGRATING TECHNOLOGY FOR COLLABORATIVE LEARNING AND KNOWLEDGE SHARING: ITS IMPLICATIONS FOR UNDERGRADUATE EDUCATION

Authors:

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and Kristine Lisa Blair, Ph.D.*

ABSTRACT

Digital technology has been changing the landscape of higher education teaching and learning. Existing literature on students' attitude on technology in the classroom shows that students are highly adaptable in using sophisticated technology for communication and for educational purposes. However, in order to be able to make the most of technology, students need guidance. Research on technology-based projects for knowledge sharing indicates that students have highly favorable opinions toward active learning strategies where students can contribute significantly to the collective knowledge. While the impact of technology on the academic achievement shows mixed results, numerous studies highlight the benefits of the use of technology on students' retention rate, class engagement, teamwork skill, and students' undergraduate education satisfaction. This paper discusses the results of a collaborative technology-based project and its implications on undergraduate educational policies. We examined students' perception of the group-based game-making in a language classroom. The participants showed interests in creating a game because it allowed them to share their language skills knowledge with their classmates. Classroom is viewed as a community of practice because students are mutually engaged. They work together to achieve a common goal and to establish their identity and membership. In the classroom, every student has equal status. Through group-based game-making, they were able to contribute significantly to the development of self-authorship. The more students interact, the stronger the membership become, and the more information they can share. The results of the interviews underscored the power of collaboration on students' learning experience and self-authorship. It will elaborate on the transformative values of technology in higher education, institutional policies, administrative support, and the infrastructure needed to encourage the creation of more technology-based projects, supports state-of the art education technologies. The challenges and the opportunities of technology for undergraduate learning experience will also be discussed.

Key words: digital technology, game, collaborative learning, self-authorship, community of practice

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DEVELOPING QUALITY CULTURE AT VIETNAM NATIONAL UNIVERSITY OF HO CHI MINH CITY THROUGH THE IQA SYSTEM

Author:

Nguyen Duy Mong Ha, Ph.D.

ABSTRACT

Quality assurance (QA) system has become an issue of great concern in the Vietnamese higher education since it is considered an important tool and an integral part of quality culture. As one of the 2 National Universities of Vietnam as well as a full member of ASEAN University Network, VNU-HCM with its 6 member universities has put great efforts in developing its quality culture in the last decade. The paper first summarizes the theoretical background as well as briefly describes the national, regional and international contexts affecting the development of QA system in VNU-HCM, then analyzes the internal and external quality assurance (IQA and EQA) in the Vietnamese higher education with the case study of IQA at VNU-HCM (SWOT analysis), and finally gives some implications and recommendations for further development of quality culture at VNU-HCM and in the Vietnamese higher education through the IQA system, especially in terms of setting up a new value system for the synergy strength as well as policies, tools and procedures for PDCA-based continuous improvement.

Key words: quality culture; Internal quality assurance (IQA); PDCA; HEIs

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PRIORITIES OF VIETNAMESE HIGHER EDUCATION LEADERS TOWARDS MOET'S EDUCATIONAL DEVELOPMENT STRATEGIES

Author:

Pham Dinh Xuan Thu, Ph.D. and Hitendra Pillay, Ph.D.

ABSTRACT

The impetus for the study reported in this paper is the Higher Education (HE) reform agenda outlined by the Vietnamese Ministry of Education and Training (MOET). The paper reports on phase two of a multi-method research; a qualitative approach using ranking scales and descriptive statistics to study how the Vietnamese HE leaders prioritise the quality improvement principles outlined by MOET. The ranking/order scale was administered to 190 senior managers in the nine State colleges and universities in the Mekong Delta region. The qualitative ranking scale results show that Vietnamese HE leaders prioritise MOET's principles at high, moderate, and low levels. Non-significant differences were found in the ranking priorities of Vietnamese HE leaders based on demographic data. Further studies to investigate Vietnamese HE leaders in the private sector and comparative priorities between the State and private institutions are recommended to determine what lessons can be applied to improve quality in both types of institutions.

Key words: Higher Education, Leadership, Quality Improvement, Reform, Priority, State, Vietnam

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**A LENS ON THE ASSESSMENT PRACTICES OF CLASSROOM
TEACHERS IN TWO ASIAN COUNTRIES: INTERNATIONAL
PERSPECTIVES FOR THE DESIGN OF TEACHER PROFESSIONAL
DEVELOPMENT PROGRAM**

Authors:

Elenita N. Que, Ph.D. and Waqas A. Khan

ABSTRACT

The internationalization of education brings to fore the integration of an international/intercultural dimension into the teaching, research and service functions of higher education institutions. In view of this growing trend in higher education, this study looks into the assessment standards and system in HEIs that influence assessment system at the school level. Specifically, this study examines the assessment practices of public school teachers in two Asian countries – Pakistan and Philippines. It looks into the similarities and differences in the classroom assessment practices of 103 middle school teachers, teaching in selected public schools in the two countries. It determines relationships between assessment practices and content area, teaching experience and trainings on educational measurement of each country. Evaluative comparisons on the assessment practices of the schoolteachers in both countries were also done using the comparative education analysis framework developed by Bray and Thomas (1995). Units of comparisons include classroom assessment practices, formats (traditional and digital), the extent of use, and perceptions on effectiveness of assessment strategies. The results show that the assessment policies and practices of teachers in the two countries vary and are influenced by socio-cultural and political factors. The study provides fresh perspectives on the design and implementation of teacher professional development program in the light of the internationalization of higher education. Recommendations for both governments, HEIs, ministries of education and teacher education institutes are proposed.

Key words: classroom assessment practices, teacher professional development, internationalization of education, comparative education

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THE VALUE OF TEACHING PRACTICUM

Authors:

Tran Thi Hieu Thuy and Nguyen Thi Kim Phuong

ABSTRACT

The significant role of teachers to the success of any educational reform is undeniable (Darling-Hammond & Berry, 1998, cited in Tuli & File, 2009) in the sense that they can help bringing about changes in the society. This was well-addressed a long time ago by Ho Chi Minh (1958) as "For one year's benefit, plant trees. For 100 years' benefit, grow humans". An effective teacher training program, therefore, contributes a great deal to the high quality of any education system. As for pre-service teacher training, there are several suggested models of professional education, such as "the craft model", "the applied science model" and "the reflective model" (Wallace, 1991, p.6), to name but a few. Although there are certain differences among these models, they all share a common stage – Teaching Practice. Among different ways of organizing teaching practice, apprenticeship, also known as teaching practicum, is a significant aspect since it provides pre-service teachers with practical experience of how the real teaching job actually goes on (Slick, 1998, cited in Gan, 2013).

Teaching practicum is an essential component in the teacher education program of University of Languages and International Studies – Vietnam National University (ULIS - VNU). This multiple-case study aims to seek evidences of the value of teaching practicum as perceived by pre-service teachers of English in two aspects: (1) developing teaching competence and (2) promoting professional working skills. By investigating their six-week teaching practicum experience in a high school in Hanoi, the study reveals that trainees learn a lot of skills to survive their future teaching career. It also shows how they struggle to translate theories of teaching learnt at university into practical teaching techniques in the high school context.

The researchers hope to contribute insights of how an essential component of a teacher education program is being conducted from the perspective of those who are directly involved. Findings from this research suggest certain adaptations to be made to current teaching practicum instructions by the University so that pre-service teachers' experience of the apprenticeship period can be enhanced.

Key words: teaching practicum, professional development, disciplines, teacher trainees (also student teachers, or trainees, pre-service teachers), mentors.

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SEEKING ALPHA IN EDUCATIONAL SYSTEMS

Author:
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ABSTRACT

Drawing on contested explanations of the systemic underperformance in financial markets of 'active' versus 'passive' asset management, the paper develops an analogous framework for understanding the protracted difficulties many educational systems experience in improving performance relative to international benchmarks (such as the OECD's PISA surveys).

Consequently, the financially-derived framework can be applied to educational performance; and two of the primary variables from modern portfolio theory, alpha and beta, are semantically 'overloaded' to designate, respectively, the elements of relative performance attributable to non-systematic interventions (such as idiosyncratic instructional techniques), and those elements attributable to systematic delivery (such as mandated curriculum and pedagogical norms).

By invoking recent critical appraisals of 'active' asset management (*vis-à-vis* 'passive'), the paper argues (subject to further warranting) that it is statistically improbable for educational systems (e.g., portfolios of schools) to achieve sustained outperformance relative to comparable peers when considered over increasing time horizons. Furthermore, given that the different systematic contributions to performance (i.e., the different beta values) are commensurable only in relation to the aggregate performance of the entire collection of participating systems (i.e., the beta of the relevant educational 'market'), systemic change within a particular educational system can only (at best) skew temporarily—i.e., briefly amplify or attenuate—the collection's aggregate performance. Or, to state this another way, material difference in performance relative to peers depends largely on idiosyncratic interventions (alpha), for which the most probable outcome over time is reduced performance.

The paper concludes with some recommendations for teacher education, particularly in relation to potential applications for alternate constructions of beta (e.g., the prioritisation of certain 'cross-sectoral' factors), as well as promoting an appreciation of 'hidden' variables as a possible means of accounting for demonstrable outperformance (other than as statistical anomaly).

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TEACHING CAPACITY OF THE NOVICE TEACHER - CURRENT STATUS

Author:

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ABSTRACT

Teacher identity has been an increasingly burning topic for educators in understanding and promoting the teaching professionalism. In the very first few years of teaching, it is very important for new teachers to shape the academic identity. The novice teachers (1-3 years) have to face difficulties in teaching and monitoring daily classes.

This paper evaluates the career of novice teachers when presenting several reasons for choosing teaching profession, sharing personal experience and describing the effects of school pre-training knowledge on professional practice in the early years of working.

Key words: Novice teacher, the teaching career, teaching method, community, parent.

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Malcolm Field has a Doctorate from the University of Cambridge where he considered the role technology would have on cultural learning repertoire. Through his interest in learning, he moved to considering the cognitive influences that also influence the quality of learning and heuristics. Field has worked at all levels of education in Japan, with nearly 20 years in higher education. He currently is a tenured professor at Kyorin University in Tokyo, Japan. To add to his eclectic interests, Field has also been considering higher education, both in terms of its global value, where he has edited several publications on international education, and in recent years, on the value of higher education from a student's perspective and in relation to technology's impact on future societies.

HIGHER EDUCATION'S DEW POINT AND THE ART OF *KINTSUGI*

Author:
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ABSTRACT

Publications focused on technology's impact on future society, especially from artificial intelligence (AI), have become almost ubiquitous, appearing in newsprint, panel discussions and on best-seller book lists. In particular, much of the discussion has focused on technology's effect on future jobs. For example, an author of the 2017 International Bar Association report claimed that "Jobs at all levels in society presently undertaken by humans are at risk of being reassigned to robots or AI..." Added to the discussion we need to include the reality that wage stagnation and minimal wage increases have been witnessed in several of the traditional powerhouse economies, from the United States to Japan. The McKinsey Global Institute reported that up to 70% of people in advanced economies had seen no real increase in their earnings for ten years since 2005. The slump has been particularly unkind on those without higher qualifications and toward those not of the Science Technology Engineering and Math (STEM) disciplines.

Conversely, the pressure to obtain a higher education degree has increased. But, higher education fees have followed an upward spiral trend in most countries, with some reports highlighting that the U.S. public university fees have increased dramatically more than private fees. The British Government has recently announced the possibility of a further rise in university fees, capped presently at £9000 (US\$11,000) per year. The increase will be allowed to those institutions that score highly on scales that measure time students spend in class, jobs offered and average graduate earnings. Given the British directive to focus on graduate earnings, the return on investment (ROI) of the degree should be commensurate and needs discussion. The evidence demonstrates that students graduating with professional STEM-related degrees will earn vastly more, not only over their lifetime, but also within the short term than nearly all Humanities graduates, raising serious concerns for those who choose non-STEM degrees.

Higher education is not immune to the changing paradigms in our contemporary society. This paper will discuss some oversights from higher education in adequately preparing futures for their clients by addressing these impacts above. The paper will conclude that higher education needs to consider a Japanese cultural artistic process, *kintsugi*. The futures present many unknowns. We in the academy must not merely let the futures be created for us: we must be a part of the creative process.

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PROJECT-BASED LEARNING AND THE DEVELOPMENT OF THE 21ST CENTURY SKILLS: PERSPECTIVES FROM STUDENTS OF ETHNIC MINORITY GROUPS AT TAY BAC UNIVERSITY

*Author:
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ABSTRACT

The growing economic shifts from agrarian to multifunctional economies in Asia generally; and Vietnam particularly requires labor force to be well equipped with both academic and life skills (Erling, 2014). However, there is a social consensus that a significant gap exists between the knowledge and skills gained from primary to tertiary levels and those needed for a successful future. Project-based Learning (PBL) has been viewed as an effective methodology for closing this gap by equipping learners with knowledge in depth and skills of critical thinking, communication, collaboration and creativity (hereafter referred to as the 21st-century skills) to successfully compete in the twenty-first century. Building on this educational trend, this study explored the application of PBL in teaching English for 120 students of different ethnic minority groups in order to understand its effects on the development of both their academic and life skills to better their futures. A mixed method was employed to collect both quantitative and qualitative data in a mountainous regional university in North Vietnam. The findings reveal that although PBL was innovative and unfamiliar with the participants, they started to feel elated, motivated and confident. Students had their first time to drive their own learning and work collaboratively to create projects, which has greatly activated their motivation of learning English and equipped them with essential skills. I discuss in the conclusion some recommendations for improving pedagogies and practices to promote PBL in English education to equip ethnic minority learners with 4Cs skills to 'survive' in a competitive global job market. Especially, the role of local educators in adopting and adapting PBL in teaching is highly emphasized.

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STUDENTS' ATTITUDES TOWARD PEER ASSESSMENT: SOME IMPLICATIONS FOR FORSTERING 21ST CENTURY LEARNING

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ABSTRACT

This research explores attitudes toward peer assessment (PA) of 116 second year students of English major at Foreign Trade University using two sets of 5-point Likert scale questionnaires adapted from Cheng and Warren (1997) and Cornelius and Kinghorn (2014) with a view to forecasting opportunities and challenges of employing PA in future courses for this group of students. Among the participants, 95 students who have already made PA in their previous learning courses fill set 1 questionnaire while the rest of participants fill set 2. The reliability of the questionnaires is first assessed (Cronbach's Alpha: 0.720 and 0.801 for set 1 and set 2 respectively) using SPSS software version 19; subsequently, the collected data is computed for mean scores. The mean values indicate that students generally attach importance to PA yet mainly as supplementation rather than substitution of teacher assessment. Students' lack of confidence about their peers' expertise and responsibility concerning PA is to explain for their response. The students, although they are well aware of their responsibilities in giving fair assessment of peers' work, still face challenges in maintaining objectivity and accuracy of the assessment. These results entail reinforcing students' self-confidence and increasing their confidence about peers in PA by providing them with adequate detailed guidance, modeling and training prior to PA.

Key words: peer assessment, students' attitudes, formative assessment, summative assessment, 21st century learning

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DEVELOPMENT PRACTICE FOR MANAGERIAL INSIGHTS FROM PARABLES IN DAILY LIFE SITUATIONS

Author:
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ABSTRACT

This paper describes couple of the daily life situations to explain the managerial cases and their insights to deliver proper recommendations. Finding certain insights by observing something typical is one of most important ability for being a critical thinker. It is also one of important skills for a management majored student who wants to be a true leader. Real life situations are the parables that help common people for better understanding for better managerial decisions. This paper demonstrates the guideline how the idea from a daily life situation could be adopted into solving real managerial issues. The management cases in the paper are based on the real companies which make this paper more tractable and instructors could use this material of a case discussion session for their class.

Key words: Managerial cases; decision making; daily life situations; parables; management insight

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Currently, he is working as School Academic Adviser at Asean Bridge International School, Ratanakiri Cambodia. His works include General English Program Team Leader, Early Childhood Education Adviser and International Relation Officer.

His research work was the first academic research done for Krou Yeung School, a private school catering to kindergarten, general English program, regular primary and secondary school.

With his experiences, he continues to learn and mature to his chosen field of profession. His passion to teach and serve brought him to join to different training and seminars and seek attendance for international conferences around the world.

**LEADERSHIP STYLES OF THE MANAGEMENT TEAM AND THE
PERFORMANCE OF TEACHERS AT KROU YEUNG SCHOOL,
RATANAKIRI, CAMBODIA**

Author:
Cecilio Jr. Requentel Fedelino

ABSTRACT

The main objective of this research study is to investigate the relationship and influence of leadership styles of the administrators to faculty's performance at Krou Yeung School, Banlung, Ratanakiri, Cambodia. A total of 53 faculty and administrator respondent participated in the study. This number represents the 76.4% of the total population of faculty and administrator. The questionnaires are divided into three parts; profile of the respondents, leadership styles and teacher performance: personal and professional.

Findings reveal that 64.3% of faculty at Krou Yeung School were female and young and have 0-3 years teaching experience while the administrators have 4-6 years teaching experience. Majority of the faculty member and administrator only completed grade 12 in secondary school; the management team of Krou Yeung School are democratic leaders; no significant difference of the management team's leadership style as rated by both faculty and administrator respondents is democratic and laissez-faire while in autocratic the hypothesis is rejected; no significant difference in the leadership style of the management team when grouped according to their profile; teacher has high regard in honesty and integrity yet low in initiative and resourcefulness and has poor professional performance in lesson planning and communication and working relationship; there is a significant difference between the personal characteristics and lesson planning and involvement in school activities while no significant difference was noted between personal characteristics and communication and working relationship; there is a positive and significant relationship between autocratic and professional characteristic in terms communication and working relationship and involvement in school activities while democratic and laissez-faire rejected the hypotheses. Furthermore, a formal communication at Krou Yeung School about the proposed teacher development training should be the next endeavor of the researcher.

Key words: Autocratic, Democratic, Laissez-faire/Delegative Leadership, Personal and Professional Performance

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Chau Soryaly is a lecturer at An Giang University (AGU). She earned BAs in TESOL in Can Tho University, Vietnam and MAs in Educational Administration at the University of Hawaii at Manoa, USA. She received scholarships and presented at Women Leadership in Higher Education Conference in Hawaii, AGU's qualitative research, Mekong TESOL, CamTESOL, Language Education International Conference and ASEAN Education Conference-Thailand. She has published articles on TESOL, language education, vocational education, educational administration, and education assessment. She has just received a PhD scholarship for studying Curriculum Studies in New Zealand in 2017-2018.

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Chau Khon is a lecturer at An Giang University (AGU). He received his MAs in Physical Education from the University of Physical Education Ho Chi Minh City. He has published articles on physical education, vocational education, and education in general. He is also interested in the fields of TESOL, language education, educational leadership, and education assessment.

**A SURVEY ON THE QUALITY OF CURRICULUM THROUGH THE
EVALUATION OF ENGLISH-MAJOR ALUMNI AT AN GIANG
UNIVERSITY TO MEET THE EMPLOYERS' NEEDS**

*Authors:
Chau Soryaly and Chau Khon*

ABSTRACT

The study aims to explore how the alumni students who studied at An Giang University (AGU), Vietnam from 2010 to 2015 and graduated from the two majors of English Teacher Education and English Linguistics have met the needs of employers. The study was conducted on 172 AGU alumni students. The mixed-method of qualitative and quantitative research was employed in this study. The quality of training program of the two above majors has been evaluated regarding the capacity of undergraduate students, including specialized knowledge and professional capacity. The validity of training program or curriculum was also examined to measure satisfaction of AGU alumni students in meeting job's requirements and employers' needs. The finding points out 55.1% of AGU's alumni students agreed that they were much satisfied with curriculum of the two majors since they could apply what they learned at the university into their current jobs while 25.7% of others said that they were less satisfied, and only 6.6% of them totally agreed that what they learned was invaluable to them. The finding of this study also addresses that the AGU's Foreign Language Department should set up a considerable plan to review and adjust the curriculum to satisfy different demands of employers during the process of educating and training students at AGU.

Key words: alumni students, curriculum, job's satisfaction, employers' needs

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POLICY SOLUTIONS FOR VIETNAM'S PRIVATE SECTOR ENROLLMENT TARGETS

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ABSTRACT

This presentation provides recommendations to assist Vietnamese policy makers to reach their goal of 40% private sector enrollment. The presentation explains Vietnam's rationale for expanding higher education enrollment within the private sector. The presentation notes how concerns regarding academic quality, financial stability, and low reputation hinder private sector enrollments. The presentation offers recommendations that encourage policy makers to view private sector students as higher education consumers in need of quality assurances, financial stability, and a strong reputation before they can confidently enroll within the private sector. The presentation will then start a brief dialogue with the audience to their proposed solutions and feedback.

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**AGRIBUSINESS MANAGEMENT GRADUATE TRACER:
A COMPETENCY ASSESSMENT**

Authors:

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ABSTRACT

A study graduate tracer: a competency assessment conducted specifically to: 1) update the whereabouts of the graduates from 2008-2013, 2) to determine the problems encountered of graduates in taking the course, 3) to determine the employability of Bachelor of Science in Agribusiness Management graduates of school year 2008-2013; and determine to level of competence of the graduates.

Findings reveal that the respondents were mostly female and single. Most of the respondents were graduates of the year 2013 and seven of them received an award, which is the Student Agribusiness of the Year. Three of them took up professional examinations and most of them did not attend any training/seminars.

Majority of the respondents were presently employed, permanent and belongs to a business organization. All of them worked locally. Based on the results gathered, reasons for hiring agribusiness management graduates must possess marketing capabilities and should be an expert in making business plans or business proposals.

The graduates and employers claimed that the graduates were highly competent in organizational, leadership, managerial, entrepreneurial, interpersonal and intellectual aspects. Among the entrepreneurial competencies, the graduates were at their best in organizational and lowest in intellectual aspects. As to values, the graduates were outstanding in work ethics and very satisfactorily in assuming responsibility, honesty, ability and positive attitude.

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THE ROLE OF WORLD BANK IN HIGHER EDUCATION REFORMS IN VIETNAM

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ABSTRACT

In the middle of 1990s, the World Bank (WB) also began its first higher education program or project in Vietnam to assist the country's steady transition to a market economy and to alleviate poverty through human resource development. Therefore, WB has a substantial role in order to develop and reform the education system as well as higher education in Vietnam. This paper, first, traces an empirical research of the role of WB in term of higher education reform that it based on using data collected among WB programs or project which concerned in higher education in Vietnam from 1990 to present. Second, this study will indicate that WB's education policy which related between WB and Vietnam in higher education policy marking. Finally, it analyzes and discusses the relationship between the WB and Vietnam in order to demonstrate the WB's influence in shaping policies through giving ideas and recommendations so as to make certain higher education reforms.

Key words: World Bank, higher education reform, higher education policy.

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**THE QUALITY OF THE LECTURER – MASTERS STUDENT
RELATIONSHIP IN POSTGRADUATE: HO CHI MINH CITY**

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ABSTRACT

This paper was aimed to identify the factors impact of satisfaction on masters student in postgraduate, which is viewed as intermediaries of the lecturer-master's student relationship quality. This paper proposes a combined qualitative and quantitative research method. The qualitative was conducted in a group discussion with 5 lecturers and 15 master's students in Ho Chi Minh city. A questionnaire was distributed to 388 master's students in Hochiminh city by using the convenience sampling method. The reliability and validity of the instruments were fit and had shown high values to be used in the actual study. Analysis of structural equation modeling (SEM) was conducted to identify the impact of the relationship between concepts. The results of the study show that relationship quality between lecturer and masters student play a mediator role in the impact of lecturers' competency, lecturers' motivation, interaction, and courses in satisfaction. The findings of this study would provide the recommendation for the education managers in designing courses for the purpose of improving the teaching quality and helping lecturers to establish the relationship with their master's student.

Key words: Relationship quality; Master's student; Lecturer; Satisfaction; Postgraduate

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**LESSONS OF FEMALE EDUCATIONAL LEADERS IN VIETNAM
NATIONAL UNIVERSITY**

Authors:

Nguyen Duc Huy, Nguyen Huu Chung and Nguyen Trung Kien

ABSTRACT

The aim of this research is to investigate better understanding of the increasing number of women leaders in Vietnamese higher education. The research was a qualitative study using a narrative inquiry research design as a means to elicit the lived experience of some respected female educational leaders. However, a higher number of male leaders than females still fills senior management roles in Vietnamese higher education.

This study explores perspectives on the leadership styles of women leaders who want to position at leadership in higher education. Most of the female leaders have not leadership training at any school; so their leadership and management is practiced by experiences. The identification of important factors affecting the educational leadership of these figures will provide insight into the nature of leadership in relation to teaching and learning in Vietnamese higher education.

Research will focus on interview as method for exploring the stories of female educational leaders in Vietnam National University, Hanoi (VNU) and the role of female leaders in changing, developing and perfecting valuable structures. Exploring these stories will demonstrate and can be understood the leadership styles of female leader in at VNU.

Key word: leadership; female education leader; higher education

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DIFFICULTIES AND CHALLENGES OF THE CURRENT SYSTEM OF COMMUNITY COLLEGES AND LOCAL UNIVERSITIES

Author:

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ABSTRACT

The community colleges and local universities are two models of community schools under the higher education of the national education system. The local university model appeared in 1997, and the community college model was established in 2000.

The birth of these two community school models has contributed to the success of reforming and developing higher education system policy under the Party and State's philosophy of community education in the 20-year-period of renovation and integration. However, nowadays, there are several difficulties and challenges that have risen in the operation and development of these two models.

The article focuses on analyzing the difficulties and challenges encountered at present, and proposing directions and solutions for the community colleges and local universities in order to develop according to the philosophy of higher education, and contribute to building a successful learning society in Vietnam.

Key words: community college, local university, community university, higher education, learning society

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**TRAINING PEDAGOGICAL LECTURER UNDER THE COMPETENCY
FRAMEWORK FOR CAREER ACTIVITIES**

Author:

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ABSTRACT

Pedagogical lecturers, with the characteristic of their job, are "teacher of teacher". They teach how to teach, how to learn, transmit the inspiration and teach how to transmit the inspiration, both teaching and practicing; they are an example, a "model" for students and the younger generations. In the context of fundamental and comprehensive reform of education in the direction of capacity development, the training of pedagogical lecturer within the framework of professional capacity is an indispensable, objective and urgent requirement.

Determining the competency framework for career activities suitable with the particularities of job position and job titles of pedagogical lecturers is a mandatory requirement in universities. Building a standard professional capacity framework for pedagogical lecturer is considered one of the most important steps for the planning, recruitment, use, training, retraining and treatment policies for pedagogical lecturer.

Nowadays, there are some researches on the capacity framework of university lecturers in general, or pedagogical lecturer in particular, but they haven't provided a way to determine the level of each competence or each group of competence for career activities of pedagogical lecturers according to their job position and job titles, and associated with the characteristics of pedagogical universities or the universities with pedagogical training; It hasn't yet shown how to manage these officers in the framework for career activities.

This article proposes some solutions for the training of pedagogical lecturer according to the framework for career activities, which is built on the pedagogical characteristics, suitable with the school's mission and with the criteria in levels corresponding to the job titles of pedagogical lecturer.

Key words: Career Competency, Competency Framework, Job Position, Job Titles, Training Pedagogical Lecturer

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POLICIES AND PROBLEMS OF PERSONNEL ADMINISTRATION IN HIGHER EDUCATION

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ABSTRACT

In line with the trend of economic integration in the region, the world and current globalization, the Vietnam government has implemented many policies to reform the national education. One of the most important policies is the Resolution No. 29 - NQ / TW dated 11/04/2013 on Basic and Comprehensive Innovation in Education and Training.

In correlation with the government policies, the management board of most Higher Education Institutes (HEIs) in Vietnam has been strongly focusing on increasing the quality of leadership and management as priority objective in order to upgrade their operation model to ensure sustainable success for all concerned stakeholders including the HEI itself. This paper aims to discuss some policies for both academics and administrators in HEIs.

Key words: HEIs, Leadership, management

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USING PERFORMANCE INDICATORS IN MEASURING AND MONITORING THE QUALITY OF TEACHING AND LEARNING IN HIGHER EDUCATION: OVERVIEW AND IMPLICATIONS FOR VIETNAMESE UNIVERSITIES

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ABSTRACT

The increasing emphasis placed on quality management within universities and the growing trends of quality accreditation and assurance in Vietnam have led to the development of a series of performance indicators to aid the quality management process. However, the current practices of using performance indications in measuring and monitoring the quality of teaching and learning at Vietnamese universities are not well established. In this paper, the author will (1) provide an overview of the use of teaching and learning indicators at the national and institutional levels in some countries, (2) examine the impacts of performance indicators on monitoring and assuring the quality of teaching and learning; (3) figure out the implications of the quality framework proposed by the MOET of Vietnam, the AUN-QA of ASEAN University Network to current practices of performance enhancement within Vietnamese universities; (4) figure out the implications for Vietnamese universities on developing performance indicators as one of effective tools to measure and monitor teaching and learning quality.

Key words: performance indicators, teaching and learning quality, quality monitoring

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LAW AND POLICY ON PROMOTION OF LIFELONG EDUCATION IN THE DIGITAL ERA

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ABSTRACT

Promoting education in the digital era is an important part of education. Changes of digital technology affect people in different dimensions, such as education, economy, society and politics. In Thailand, The National Education Act, B.E. 2542 stipulating the management model of the formal education, non-formal education system promotes non-formal education and informal education. The problem in the education system of the past, including equality of access, fairness and quality of people, decentralization of education, has been studied thoroughly. In the Act, delays in budget of academic administration and the general administration are also streamlined to encourage and support the participation of partners. The Act sets a mechanism and tool to drive the educational development in line with the social development and works on the integration between public and private agencies in the non-formal education and informal education, leading to a system of education and low-cost operation. Efficient and modern service anyway for too many people.

Key words: non-formal education/ informal education/ laws and policies related to the promotion of non-formal and informal education/ promotion and support non-formal and informal education in the digital era.



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