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education demand in United Arab Emirates.

Paper Title: Enhancing Graduates' Employability Skills: A Malaysian Case (ID #3): [Rafikul Islam \(rifikul@iium.edu.my\)](mailto:rifikul@iium.edu.my), International Islamic University (Malaysia) - Full Professor; Mohd Shukri Abdul Hamid (mohdshukri@uum.edu.my), Universiti Utara Malaysia (Malaysia) - Instructor/Lecturer/Adjunct; Noor Hazilah Abd Manaf (hazilah@iium.edu.my), International Islamic University (Malaysia) - Associate Professor

Abstract: In an era of globalization and competitiveness, employers are looking for versatile graduates who are able to drive their organizations to compete successfully in the market. Now-a-days, obtaining a good degree is no longer sufficient for getting a job. Graduates should equip themselves, not only with technical skills, but more importantly with soft skills. The main objectives of this study are to identify Malaysian graduates' employability skills, to identify the priority of each skill and to highlight the gap between the importance of graduates' employability skills to employers and their satisfaction on that skill. In general, the results of the gap analysis showed that employers perceive graduates' employability skills performance as being lower than the importance assigned to those skills. The widest gap was found in communication skills, especially the skill of the English language usage. Using the Importance-Performance Analysis (IPA), 13 attributes fell into the improvement quadrant (concentrated here). This means that improvement efforts and corrective actions must be taken to improve employers' overall satisfaction.

Paper Title: The 3A Approach as a Case of Knowledge Spillover: Implementing Practice-Based Interactive Learning Methods in the Middle East (ID #4); [Marina Apaydin \(ma266@aub.edu.lb\)](mailto:ma266@aub.edu.lb), AUB (Lebanon) - Assistant Professor;

Abstract: According to the majority of the theorists, the most effective learning model is an integrative one which encompasses cognitive and behavioral change (Inkpen & Crossan, 1995). In this paper, I develop a practice-based approach to learning grounded in this integrative model. My 3A approach consists of the following parts: • Awareness refers to pro-active scanning of the environment, identifying, recognizing and registering potentially beneficial opportunities in it; • Analysis refers to evaluation of identified opportunities in terms of their expected benefits and drawbacks using a systematic and logical problem solving approach; and • Action refers to pro-active implementation of the decisions and solutions developed. The Middle East represents a fertile ground for transition to such student-centered instruction. Unlike western countries characterized by high individualism (Hofstede, 1980) and low contextual grounding (Hall & Hall, 1990), this region is more collectivistic and contextual and thus necessitates interactive teaching methods and local materials (Apaydin, 2008). I first discuss the spillover literature as a context for my further theorizing. I then offer a theoretical background for the 3A approach and discuss the results of its implementation at the American University in Cairo during the academic years 2009-11.

Paper Title: Higher Education in Emerging Markets: A Sustainability and Global Competitiveness Comparison in MENA, Asia, and South America (ID #35): [F. Robert Buchanan \(dr.bob.edu@gmail.com\)](mailto:dr.bob.edu@gmail.com), Abu Dhabi University (United Arab Emirates) - Associate Professor

Abstract: Higher education is vital to sustainability and global competitiveness of emerging market nations. Value has traditionally been placed in credentials earned from Western institutions. Numerous rationales exist pertaining to the desirability of staying close to home for studies. Ideally, students of