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International Conference 2021

GLOBAL LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION: INNOVATIONS AND BEST PRACTICES

Ho Chi Minh City, October 28-29, 2021

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Welcome Message

by

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

Distinguished Guests,

Ladies and Gentlemen,

I am very honored and delighted to warmly welcome you to the Annual International Conference on ***Global Leadership and Management in Higher Education: Innovations and Best Practices***. The Conference is again jointly organized by the SEAMEO Regional Training Centre in Vietnam (SEAMEO RETRAC) and the British Columbia Council for International Education (BCCIE) in Canada and under the sponsor of Capilano University in Canada, on October 28-29, 2021. The Conference is conducted virtually on the Zoom platform and concurrently streamed on SEAMEO RETRAC's YouTube Channel.

This year Conference will highlight the rich diversity of practices and models of leadership and management in higher education, thematically focusing on issues related to leadership and management strategies for thriving through the crisis, quality assurance and accreditation in higher education, the industry and university partnership, technology applications for advancing leadership and management practices, and global citizenship education in the post COVID-19 pandemic. While bringing together leaders, academics, researchers and professionals from different institutions in the world to discussions and explorations of these sub-themes, the Conference will hopefully help the participants update current trends and better understand the ways in which theories and practices in leadership and management interact and inform each other at different institutions in different countries.

Following the success of previous conferences on higher education leadership and management and targeting at crucial needs of

different higher education institutions, I really hope that all these selected sub-themes will help better enhance the quality and effectiveness of leadership and management in higher education.

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

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

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

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

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

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

SEAMEO RETRAC

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

VISION

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

MISSION

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

ORGANIZATIONAL PROFILE

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

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

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

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

OPERATIONS

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

FUNCTIONS

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

- ❖ Training courses, workshops and conferences;
- ❖ Research, consultancy, project development and information dissemination; and,
- ❖ Study tours, internship, student recruitment & student & staff exchange for educational, scientific and cultural purposes.

TRAINING APPROACHES

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

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



Introduction to British Columbia Council for International Education (BCCIE)

ABOUT BCCIE

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

MANDATE

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

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

- ❖ Internationalization – Working with the Province and BC's public and private post-secondary and K-12 sectors and language schools to internationalize the BC education system. This is accomplished by the provision of a leadership role and includes sharing best practices, fostering positive relationships for the benefit of BC's diverse International Education sectors, and by promoting a culture of quality and excellence in internationalization.
- ❖ Market Support – Supporting BC's International Education sector in positioning BC as the leading quality destination for

international learners from around the globe. This is accomplished by creating and maintaining international networks and providing a coordinating function for a variety of activities that support the sector and Province.

- ❖ Communication and Professional Development – Enhancing expertise in the International Education sector by providing services including effective professional development offerings and communications to and for BC’s international education stakeholders.

VISION

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

ORGANIZATIONAL STRUCTURE

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

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



Introduction to Capilano University

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

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

Our campuses are inspiring, collaborative and experiential places to learn. CapU's main campus features spaces such as a student learning hub, multiple computer and science laboratories, music and rehearsal studios, a 380-seat theatre, athletics and recreational facilities and BOSA Centre for Film and Animation (BOSA). BOSA is CapU's state-of-the-art, high-performance green facility and home to motion picture arts programs. It gives students everything they need to make a feature film and access to the latest production technologies, including 4K and 3D camera systems, a 200-seat surround sound screening theatre, sound recording and mixing suites, an 8,000 square foot sound stage, picture and sound editing labs, and visual effects, animation and costuming studios.

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

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Sk̓wx̓wú7mesh) Nation of the Coast Salish people. Our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish and Tsleil-Waututh Nations.

CO-ORGANIZER



British Columbia Council for International Education

Dr. Randall Martin

Executive Director

British Columbia Council for International Education (BCCIE)

Suite 603–409 Granville Street, Vancouver, BC Canada

☎: (+1) 604 637 6752

✉: martin@bccie.bc.ca

SPONSORS



Capilano University

Prof. Paul Dangerfield

President

Capilano University

2055 Purcell Way

North Vancouver, BC V7J 3H5, Canada

✉: pdangerfield@capilanou.ca

Dr. Chris Bottrill

Director, Internationals

Dean, Faculty of Global and Community Studies

Capilano University

2055 Purcell Way

North Vancouver, BC V7J 3H5, Canada

✉: cbottrill@capilanou.ca

KEYNOTE SPEAKERS



Canada

Prof. Paul Dangerfield

President

Capilano University

2055 Purcell Way

North Vancouver, BC V7J 3H5, Canada

✉: pdangerfield@capilanou.ca



New Zealand

Dr. Howard Youngs

Senior Lecturer, Educational Leadership

Leader, International

School of Education

Auckland University of Technology

New Zealand

✉: howard.youngs@aut.ac.nz

GUEST OF HONOR



Thailand

Dr. Ethel Agnes-Pascua Valenzuela

Director

SEAMEO Secretariat

Thailand

PRESENTERS



Canada

Dr. Doug Hamilton

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

✉: Doug.Hamilton@royalroads.ca

Dr. Lilach Marom

Faculty
Department of Education Studies
Kwantlen Polytechnic University
Canada

✉: lilach.marom@kpu.ca

Dr. Lori De Frias

Associate Director
International Training Centre
Thompson Rivers University
Canada

✉: defrias@tru.ca

Ms. Myrissa Krenzler

Supervisor
International Training Centre
Thompson Rivers University
Canada

✉: mkrenzler@tru.ca

Dr. Ralf St. Clair

Professor and Dean

Presenters

Faculty of Education
University of Victoria
Canada
✉: rstclair@uvic.ca



Finland

Dr. Irma Kunnari

Principal Research Scientist & Teacher Educator
Häme University of Applied Sciences (HAMK)
Finland
✉: irma.kunnari@hamk.fi



Indonesia

Dr. Jarot Wahyudi

Chair
Center for Higher Education Management (CHEM)
UIN Sunan Kalijaga
Indonesia
✉: jarot.wahyudi@uin-suka.ac.id

Ms. Siti Fatimah

Senior Lecturer
UIN Sunan Kalijaga, Yogyakarta, Indonesia



Malaysia

Dr. Faizah Idrus

Deputy Dean
Student Development and Community Engagement
The International Islamic University of Malaysia
Malaysia
✉: ifaizah@iium.edu.my

Dr. Zurina Abd Ghani

Deputy Director

Office for Strategy and Institutional Change

The International Islamic University of Malaysia

Malaysia

✉: zag@iium.edu.my



The Philippines

Dr. Maria Margarita M. Lota

Assistant Professor and Chair

Department of Medical Microbiology

College of Public Health

University of the Philippines-Manila

Philippines

✉: mmlota@up.edu.ph

Dr. Emely D. Dicolon

Associate Professor

National Teacher Training Center for the Health Professions

University of the Philippines-Manila

Philippines

Dr. Maria Jane Bañaga-Mascariñas

Professor VI

Bicol University Open University

Philippines

✉: mjbmascarinas@bicol-u.edu.ph

Dr. Ramon T. De Leon

Assistant Professor IV, Program Adviser

Bicol University Open University

Philippines

Prof. Rollie N. Montealegre

Faculty, Academic Support Coordinator
Bicol University Open University
Philippines

Prof. Roldan C. Cabiles

Faculty, Program Adviser
Master of Arts in English Education
Bicol University Open University
Philippines

Dr. Ramesis M. Lorino

Dean, Program Adviser
Master of Public Administration (MPA)
Bicol University Open University
Philippines

Dr. Emily M. Agonos

Associate Professor II
Faculty, Program Adviser
Master in Management
Bicol University Open University
Philippines

Dr. Melinda D. De Guzman

Professor VI, Program Adviser
Bicol University Open University
Philippines

Dr. Shawn Dacles

Research Coordinator
Capiz State University
Philippines

✉: shawncadacles@gmail.com

Dr. Urdujah G. Alvarado

President

Cagayan State University

Philippines

✉: aldrinjohnabad@csu.edu.ph

Dr. Ana Marie Cristina C. Cauilan

University Information Officer

Cagayan State University

Philippines

✉: maricauilan2@gmail.com



Singapore

Mr. Johnson Ong Chee Bin

Founder

Principal Consultant

Education Quality International (EQI)

Singapore

✉: livingbetter.johnson@gmail.com



Taiwan

Prof. Angela Yung Chi Hou

Professor and Associate Dean

College of Education

National Chengchi University

Taiwan

✉: yungchi@nccu.edu.tw



Timor-Leste

Mr. Jose da Silva Monteiro

Governing Board Member
SEAMEO SEN
Head of Inclusive Education Department
Ministry of Education, Youth and Sport
Timor-Leste
✉: jdasilvamonteiro23@gmail.com



Vietnam

Dr. Ray Webster

Head, Professional Development
International School of Management and Economics
National Economics University
207 Giai Phong St, Hai Ba Trung District, Hanoi, Vietnam
✉: raywebster@isneu.org

Mr. John Andre

Senior Lecturer
International School of Management and Economics
National Economics University
207 Giai Phong Street, Hai Ba Trung District, Hanoi, Vietnam
✉: john.andre@isneu.org

Assoc. Prof. Dr. Nguyen Quang Minh

Senior Lecturer & Researcher
Faculty of Architecture and Planning
Hanoi University of Civil Engineering
Vietnam
✉: minhnq@nuce.edu.vn

Dr. Vu Thi Hang

Lecturer & Researcher
Faculty of Political Science
Hanoi University of Civil Engineering
Vietnam
✉: hangvudhxd@gmail.com

Dr. Nguyen Van Bao

Senior Lecturer & Researcher
Faculty of Construction Economics
Hanoi University of Civil Engineering
Vietnam
✉: baonv@nuce.edu.vn

Dr. Nguyen Viet Phuong

Senior Lecturer & Researcher
Head, Department of Science and Technology
Hanoi University of Civil Engineering
Vietnam
✉: phuongnv@nuce.edu.vn

Dr. Tran Quang Dung

Senior Lecturer & Researcher
Hanoi University of Civil Engineering
Vietnam
✉: dungtq@nuce.edu.vn

Ms. Hoang Thi Sinh Vien

Researcher
Student Management Specialist
Hanoi University of Civil Engineering
Vietnam
✉: hoangsinhvien@gmail.com

Ms. Le Bich Thuy

Head

Presenters

Office of External Relations
University of Economics and Law
HCMC Vietnam National University
Vietnam

✉: thuylb@uel.edu.vn

Dr. Nguyen Thi My Ngoc

Deputy Director
Center for Educational Testing & Quality Assessment
Vietnam National University - Ho Chi Minh City
Vietnam

✉: ntmngoc@vnuhcm.edu.vn

Dr. Tieu Thanh Thuy

Director
Teaching and Learning Center
Tra Vinh University
Vietnam

✉: tieuthuy@tvu.edu.vn

Dr. Le Quoc Thanh

Lecturer
University of Finance-Marketing
Vietnam

✉: lehaiduong68@gmail.com

Ms. Duong Thi Thu Huyen

Lecturer of English
Foundation Department, International School
Vietnam National University, Hanoi
Vietnam

✉: duongthithuhuyen@gmail.com

Dr. Dang Thi Ngoc Lan

Director
Language Center and Foundation Year

Vietnamese-German University
Vietnam

✉: lan.dtn@vgu.edu.vn

Assoc. Prof. Dr. Le Van Hao

Education Quality Assurance Consultant
Secretary of The Accreditation Committee
Centre for Education Accreditation Thang Long
Vietnam

✉: haolv@ntu.edu.vn

Ms. Pham Thi Thuy Trang

Lecturer
Van Lang University
Vietnam

✉: phamthithuytrang@vanlanguni.edu.vn

Ms. Do Thi Hong Lien

Lecturer cum Deputy Head
Department of Academic Foundations
Foundation Department, International School
Vietnam National University, Hanoi, Vietnam

✉: liendth@isvnu.vn

Assoc. Prof. Dr. Ngo Van Thuyen

Chairman of University Council
HCMC University of Technology and Education
Vietnam

✉: thuyen.ngo@hcmute.edu.vn



2021 International Conference

Global Leadership and Management in Higher Education: Innovations and Best Practices

SEAMEO RETRAC, October 28-29, 2021

CONFERENCE PROGRAM

THURSDAY – OCTOBER 28, 2021

08:15– 08:30	Welcoming
08:30– 09:00	OPENING CEREMONY <ul style="list-style-type: none">❖ Introduction of Delegates and Participants❖ Introduction of Conference’s Program❖ Welcome and Opening Remarks<ul style="list-style-type: none">▪ Dr. Ho Thanh My Phuong Director, SEAMEO Regional Training Center (SEAMEO RETRAC), Vietnam▪ Dr. Randall Martin Executive Director, British Columbia Council for International Education (BCCIE), Canada▪ Dr. Ethel Agnes-Pascua Valenzuela Director, SEAMEO Secretariat, Thailand ❖ Group photo

THURSDAY – OCTOBER 28, 2021			
09:00– 09:30	<p>Keynote Speech:</p> <p>Title of Presentation (TBC)</p> <p>Prof. Paul Dangerfield, President, Capilano University</p> <p>Moderator: Dr. Howard Youngs, Senior Lecturer - Educational Leadership; Leader, International (School of Education), Auckland University of Technology, New Zealand</p> <p>Q&A</p>		
09:30– 09:40	BREAK		
09:40– 10:40	<p style="text-align: center;">Concurrent Plenary Session I</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Room A: Leadership and management strategies for thriving through the crisis</p> <p>Moderator: Dr. Chris Bottrill, Director, International; Dean, Faculty of Fine and Applied Arts, Capilano University, Canada</p> <p>1. Learning-centred leadership: Rebuilding collegiality and mission</p> <p>Dr. Ralf St. Clair, Professor and Dean, Faculty of Education, University of Victoria, Canada</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Room B: University Governance and University Autonomy</p> <p>Moderator: Prof. Angela Yung Chi Hou, Professor and Associate Dean, College of Education, National Chengchi University, Taiwan</p> <p>1. University Autonomy in Indonesian Higher Education</p> <p>Dr. Jarot Wahyudi, Chair, Center for Higher Education Management (CHEM), UIN Sunan Kalijaga, Indonesia</p> </td> </tr> </table>	<p>Room A: Leadership and management strategies for thriving through the crisis</p> <p>Moderator: Dr. Chris Bottrill, Director, International; Dean, Faculty of Fine and Applied Arts, Capilano University, Canada</p> <p>1. Learning-centred leadership: Rebuilding collegiality and mission</p> <p>Dr. Ralf St. Clair, Professor and Dean, Faculty of Education, University of Victoria, Canada</p>	<p>Room B: University Governance and University Autonomy</p> <p>Moderator: Prof. Angela Yung Chi Hou, Professor and Associate Dean, College of Education, National Chengchi University, Taiwan</p> <p>1. University Autonomy in Indonesian Higher Education</p> <p>Dr. Jarot Wahyudi, Chair, Center for Higher Education Management (CHEM), UIN Sunan Kalijaga, Indonesia</p>
<p>Room A: Leadership and management strategies for thriving through the crisis</p> <p>Moderator: Dr. Chris Bottrill, Director, International; Dean, Faculty of Fine and Applied Arts, Capilano University, Canada</p> <p>1. Learning-centred leadership: Rebuilding collegiality and mission</p> <p>Dr. Ralf St. Clair, Professor and Dean, Faculty of Education, University of Victoria, Canada</p>	<p>Room B: University Governance and University Autonomy</p> <p>Moderator: Prof. Angela Yung Chi Hou, Professor and Associate Dean, College of Education, National Chengchi University, Taiwan</p> <p>1. University Autonomy in Indonesian Higher Education</p> <p>Dr. Jarot Wahyudi, Chair, Center for Higher Education Management (CHEM), UIN Sunan Kalijaga, Indonesia</p>		

THURSDAY – OCTOBER 28, 2021

09:40–
10:40

Concurrent Plenary Session I (Cont'd)

Room A: **Leadership and management strategies for thriving through the crisis (Cont')**

Moderator: **Dr. Chris Bottrill**, Director, International; Dean, Faculty of Fine and Applied Arts, Capilano University, Canada

2. Online learning strategies: Increasing student success during a pandemic and beyond

Ms. Myrissa Krenzler, Supervisor, International Training Centre, Thompson Rivers University, Canada
Dr. Lori De Frias, Associate Director, International Training Centre, Thompson Rivers University, Canada

3. Evidence-Based Inquiry in a Post-Pandemic World: Lessons Learned about Implementing Scholarship of Teaching and Learning Initiatives

Dr. Doug Hamilton, Professor and Program Head, MA in Educational Leadership (International), School of Education and Technology, Royal Roads University, Canada

Q&A

Room B: **University Governance and University Autonomy (Cont')**

Moderator: **Prof. Angela Yung Chi Hou**, Professor and Associate Dean, College of Education, National Chengchi University, Taiwan

2. International experience in higher education autonomy and roadmap for universities in Vietnam

Assoc. Prof. Dr. Nguyen Quang Minh, Senior Lecturer & Researcher, Faculty of Architecture and Planning, Hanoi University of Civil Engineering, Vietnam

3. Digital Universities for Vietnam: Government Strategy, Institutional Autonomy and Departmental Implementation

Mr. John Andre, Senior Lecturer, International School of Management and Economics, National Economics University, Vietnam

4. Vietnamese university governance in the age of digital transformation

Ms. Le Bich Thuy, Head, Office of External Relations, University of Economics and Law, HCMC Vietnam National University, Vietnam

Q&A

THURSDAY – OCTOBER 28, 2021	
<p>10:40 – 11:50</p>	<p>Plenary Session II: Strengthening the industry and university partnership</p> <p>Moderator: Dr. Irma Kunnari, Principal Research Scientist & Teacher Educator, Häme University of Applied Sciences (HAMK), Finland</p> <ol style="list-style-type: none"> 1. Co-operative education model at Tra Vinh University, Vietnam Dr. Tieu Thanh Thuy, Director, Teaching and Learning Center, Tra Vinh University, Vietnam 2. Vietnam Industry links for higher education in Vietnam: Discussion for solutions Dr. Le Quoc Thanh, Lecturer, University of Finance-Marketing, Vietnam 3. Partnership Strategies of Cagayan State University Dr. Urdujah G. Alvarado, President, Cagayan State University, Philippines Dr. Ana Marie Cristina C. Cauilan, University Information Officer, Cagayan State University, Philippines <p>Q&A</p>
<p>11:50–13:30</p>	<p>LUNCH BREAK</p>

THURSDAY – OCTOBER 28, 2021	
13:30–14:30	<p>Plenary Session III: Quality assurance and accreditation in higher education</p> <p>Moderator: Assoc. Prof. Dr. Nguyen Quang Minh, Senior Lecturer & Researcher, Faculty of Architecture and Planning, National University of Civil Engineering, Vietnam</p> <ol style="list-style-type: none"> The Way Forward to Enhance Quality Assurance of Higher Education in Vietnam in the disruptive era Dr. Nguyen Thi My Ngoc, Deputy Director, Center for Educational Testing & Quality Assessment, Vietnam National University - Ho Chi Minh City, Vietnam The Battle for Legitimacy of “Student Engagement” in External Quality Assurance of Higher Education from Asian QA Perspectives – A Rhetoric in Practice or Just a Cultural Reflection? Mr. Johnson Ong Chee Bin, Founder, Principal Consultant, Education Quality International (EQI), Singapore <p>Prof. Angela Yung Chi Hou, Professor and Associate Dean, College of Education, National Chengchi University, Taiwan</p> <p>Q&A</p>
14:30–14:45	<p>Break</p>
14:45–15:45	<p>Plenary Session IV-A: Technology applications for advancing leadership and management practices</p> <p>Moderator: Mr. Johnson Ong Chee Bin, Founder, Principal Consultant, Education Quality International (EQI), Singapore</p> <ol style="list-style-type: none"> Factors Influencing the Coping Experience of Health Science Students in Remote Learning During the COVID-19 Pandemic in the Philippines Dr. Maria Margarita M. Lota, Assistant Professor and Chair, Department of Medical Microbiology, College of Public Health, University of the Philippines-Manila, Philippines Leading the change by empowerment – EMVITET-project’s implications Dr. Irma Kunnari, Principal Research Scientist & Teacher Educator, Häme University of Applied Sciences (HAMK), Finland <p>Assoc. Prof. Dr. Ngo Van Thuyen, Chairman of University Council, HCMC University of Technology and Education, Vietnam</p> <p>Q&A</p>

THURSDAY – OCTOBER 28, 2021

**15:45-
16:30**

Plenary Session IV-B: Technology applications for advancing leadership and management practices (Cont'd)

Moderator: Dr. Zurina Abd Ghani, Deputy Director, Office for Strategy and Institutional Change, The International Islamic University of Malaysia, Malaysia

1. Readiness of Bicol University in the Flexible Learning Mode of Delivery in a Disruptive Environment

Dr. Maria Jane Bañaga-Mascariñas et al., Professor VI, Bicol University Open University, Philippines

2. Community Database Management Intervention for Barangay Workers

Dr. Shawn Dacles, Research Coordinator, Capiz State University, Philippines

Q&A

FRIDAY – OCTOBER 29, 2021

08:30–09:00

Keynote Speech:

The importance of engagement, transparency, and critical thinking in unknown times: Leadership practices for journeying through paradox and crisis

Dr. Howard Youngs, Senior Lecturer - Educational Leadership; Leader International (School of Education), Auckland University of Technology, New Zealand

Moderator: Dr. Ralf St. Clair, Professor and Dean, Faculty of Education, University of Victoria, Canada

Q&A

09:00–10:15

Plenary Session V: Leadership and management strategies for thriving through the crisis

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

1. Market mechanisms distort Education: Punjabi international students in Canadian higher education

Dr. Lilach Marom, Faculty, Department of Education Studies, Kwantlen Polytechnic University, Canada

2. Solutions towards Educational Leadership in a time of pandemic crisis

Ms. Duong Thi Thu Huyen, Lecturer of English, Foundation Department, International School, Vietnam National University, Hanoi, Vietnam

3. Women and Leadership in Crisis Period: Lived Experiences of Academic Women Leaders in North America and Southeast Asia

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

Q&A

FRIDAY – OCTOBER 29, 2021	
10:15–10:30	Break
10:30–11:30	Concurrent Plenary Session VI
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Room A: Global citizenship education in the post COVID-19 pandemic</p> <p>Moderator: Dr. Nguyen Thi My Ngoc, Deputy Director, Center for Educational Testing & Quality Assessment, Vietnam National University - Ho Chi Minh City, Vietnam</p> <p>1. Integrating Sustainable Development Goals into Strategic Planning at Vietnamese Higher Education Institutions</p> <p>Assoc. Prof. Dr. Le Van Hao, Head, Academic Excellence Unit - Eastern International University, Vietnam</p> <p>2. Initiating Cultural Intelligence towards Promoting Sejahtera Institutional Excellence</p> <p>Dr. Faizah Idrus, Deputy Dean, Student Development and Community Engagement, The International Islamic University of Malaysia, Malaysia</p> </div> <div style="width: 45%;"> <p>Room B: Global citizenship education in the post COVID-19 pandemic</p> <p>Moderator: Dr. Dang Thi Ngoc Lan, Director, Language Center and Foundation Year, Vietnamese-German University, Vietnam</p> <p>1. The Role of Higher Education Institution (HEI) Leaders towards Education for Sustainable Development (ESD) through Cultural Intelligence (CQ)</p> <p>Dr. Zurina Abd Ghani, Deputy Director, Office for Strategy and Institutional Change, The International Islamic University of Malaysia, Malaysia</p> <p>2. Incorporating global citizenship education into ELT courses: Perceptions of pre-service teachers</p> <p>Ms. Do Thi Hong Lien, Lecturer, Deputy Head, Department of Academic Foundations, Foundation Department, International School, Vietnam National University, Hanoi, Vietnam</p> </div> </div>

FRIDAY – OCTOBER 29, 2021			
10:30– 11:30	<p style="text-align: center;">Concurrent Plenary Session VI (Cont’d)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Room A: Global citizenship education in the post COVID-19 pandemic (Cont’d)</p> <p>Moderator: Dr. Nguyen Thi My Ngoc, Deputy Director, Center for Educational Testing & Quality Assessment, Vietnam National University - Ho Chi Minh City, Vietnam</p> <p>3. Transforming ELT Curriculum to Integrate Global Citizenship Education: A Landscape in Vietnam</p> <p>Ms. Pham Thi Thuy Trang, Lecturer, Van Lang University, Vietnam</p> <p>Q&A</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Room B: Global citizenship education in the post COVID-19 pandemic (Cont’d)</p> <p>Moderator: Dr. Dang Thi Ngoc Lan, Director, Language Center and Foundation Year, Vietnamese-German University, Vietnam</p> <p>3. Global Leadership and Management in Higher Education: Innovations and Best Practices on Inclusive Education in Timor-Leste</p> <p>Mr. Jose da Silva Monteiro, Governing Board Member of SEAMEO SEN; Head of Inclusive Education Department, Ministry of Education, Youth and Sport, Timor-Leste</p> <p>Q&A</p> </td> </tr> </table>	<p>Room A: Global citizenship education in the post COVID-19 pandemic (Cont’d)</p> <p>Moderator: Dr. Nguyen Thi My Ngoc, Deputy Director, Center for Educational Testing & Quality Assessment, Vietnam National University - Ho Chi Minh City, Vietnam</p> <p>3. Transforming ELT Curriculum to Integrate Global Citizenship Education: A Landscape in Vietnam</p> <p>Ms. Pham Thi Thuy Trang, Lecturer, Van Lang University, Vietnam</p> <p>Q&A</p>	<p>Room B: Global citizenship education in the post COVID-19 pandemic (Cont’d)</p> <p>Moderator: Dr. Dang Thi Ngoc Lan, Director, Language Center and Foundation Year, Vietnamese-German University, Vietnam</p> <p>3. Global Leadership and Management in Higher Education: Innovations and Best Practices on Inclusive Education in Timor-Leste</p> <p>Mr. Jose da Silva Monteiro, Governing Board Member of SEAMEO SEN; Head of Inclusive Education Department, Ministry of Education, Youth and Sport, Timor-Leste</p> <p>Q&A</p>
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11:30– 11:45	CONFERENCE CLOSING		

KEYNOTE SPEECHES

Prof. Paul Dangerfield

President

Capilano University

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

In his role, Dangerfield is leading Capilano University forward in pursuit of its vision and mission as a regional university that promotes student success, career preparation and life readiness for graduates to contribute as responsible citizens in a rapidly changing world.

Previously, Dangerfield was the executive director and Vancouver campus dean of the New York Institute of Technology, and was dean of Capilano University's faculty of business and professional studies from 2006 to 2009. Prior to his role with the New York Institute of Technology, Dangerfield was the vice-president of Education, Research and International with British Columbia Institute of Technology from 2009 to 2014. From 1985, Dangerfield spent 20 years with the Canadian Forces in a variety of increasingly senior roles that included chief of staff, commanding officer and vice-president of human resources.

Dangerfield has served on a wide variety of boards including West Vancouver Chamber of Commerce; B.C. Council on Admissions and Transfer and the B.C. Technology Education Careers Council. Dangerfield is also a volunteer community leader with the United Way of the Lower Mainland Campaign Cabinet, an executive committee member with the Business Council of British Columbia and a board member with Economic Partnership North Vancouver.

Leadership was Dangerfield's specialization when he completed a Master of Business Administration at Royal Roads University. He also holds a Bachelor of Science in chemistry from Carleton University.

WALKING IN THE GREY

Author:
Prof. Paul Dangerfield

ABSTRACT

For more than a year now we have been “walking in the grey”—an in-between place where old ways have shattered and a new state has not yet solidified. In these transitional times, we need to thoughtfully acknowledge those things we truly can control or influence, along with the many things we can’t. This approach can be referred to as liminal leadership.

Dr. Howard Youngs

Senior Lecturer, Educational Leadership
Leader, International
School of Education
Auckland University of Technology
New Zealand

Dr. Howard Youngs is a Senior Lecturer in educational leadership, researcher, and writer of educational leadership and management as well as the Leader for International in the School of Education at Auckland University of Technology (AUT). He has had the privilege to spend time in Southeast Asian nations, facilitating leadership development for school and higher education leaders, managers and teachers. Howard's teaching and research often focuses on distributed leadership, collaborative practices and learning for all. Learning for all, reflects a lot of his work in New Zealand, where a key aspect of leadership inquiry work is related to the learning spaces not just between teachers and students, but also between teachers, and leaders/managers and teachers, in the hope of enhancing conditions for student learning and how organisations can learn, especially through complex situations. An example of his writing in higher education can be seen in:

Youngs, H. (2017). A critical exploration of collaborative and distributed leadership in higher education: Developing an alternative ontology through leadership-as-practice. *Journal of Higher Education Policy and Management*, 39(2), 140-154.

<https://doi.org/10.1080/1360080X.2017.1276662>

**THE IMPORTANCE OF ENGAGEMENT, TRANSPARENCY, AND
CRITICAL THINKING IN UNKNOWN TIMES: LEADERSHIP
PRACTICES FOR JOURNEYING THROUGH PARADOX AND
CRISIS**

*Author:
Dr. Howard Youngs*

ABSTRACT

The global Covid-19 pandemic has created for higher education institutions (HEI) what Rittel and Webber (1973) call wicked problems. Wicked problems are problems that no matter which decision is made to address the problem, the actual decision made will in turn create other problems that need to be addressed. This perpetual state means we cannot use decision-making practices and assumptions used for past solvable problems. In times of the unknown and of crisis, critical thinking is required, particularly approaches that embrace paradox. In this presentation and paper, I combine two approaches of critical thinking to inform leadership practices and strategies, so that managers and employees are more likely to experience engagement and transparency in challenging times. These two approaches are double-loop learning (Argyris, 2010), and dialectic thinking. To fully engage with these approaches managers in particular are called to walk a path of humility and wisdom, where deep assumptions are surfaced, tested and at times changed. These approaches may help a HEI shift more towards practicing organisational learning as a foundational principle for leadership practice. After all, all HEIs are supposed to be centres of learning, not just for their students, but for all employees and managers as they go about their day-to-day practices.

OTHER SPEAKERS' BIOGRAPHIES AND ABSTRACTS

Dr. Ralf St. Clair

Professor and Dean
Faculty of Education
University of Victoria
Canada

Dr. Ralf St. Clair is Professor and Dean of Education at the University of Victoria. He is past-Chair of the Association of BC Deans of Education, member of BC Teachers; Council and the Association of Canadian Deans of Education. Dr. St. Clair is an active teacher, focusing on the education of adults, literacy, research methods, curriculum studies, and international education.

Dr. St. Clair has been an active researcher for several decades, having studied adult education and literacy, educational aspirations, and Indigenous education. The common thread running through his work is a concern with equity and accessibility in education. His most recent book was "Learning-centred leadership in Higher Education," published by Palgrave-Macmillan in 2020.

**LEARNING-CENTRED LEADERSHIP: REBUILDING
COLLEGIALITY AND MISSION**

*Authors:
Dr. Ralf St. Clair*

ABSTRACT

Higher Education has faced considerable challenges over the period of COVID, but many of these simply amplified existing questions. Massification and increasing access undermined the perception of universities as elite institutions, while the emergence of the World-Class university pulled in the opposite direction. Institutions have struggled to work out how to bring together collegial governance with consistent institutional strategy. This discussion will critically examine the principles of learning-centred leadership (LCL) to understand their potential and implications for contemporary universities, as demonstrated during the pandemic period.

Dr. Lori De Frias

Associate Director
International Training Centre
Thompson Rivers University
Canada

I am currently the Associate Director, International Training, TRU World, Thompson Rivers University, Kamloops, BC, Canada. I hold a Master of Arts in Leadership from Royal Roads University, an Intercultural Studies Certificate from University of British Columbia and a Resident Home Support worker certificate from Thompson Rivers University. My education is diverse, but my passion is with developing and delivering customized educational programs.

I have been at TRU for over 30 years working as a continuing studies coordinator for the Faculty of Science, School of Trades and Technology and Faculty of Education and Social Work and currently with the International Training Centre.

My experience at TRU is diverse. I facilitated the creation of the current Teaching English as a Second Language certificate. In my continuing studies role, I was responsible for forestry programming, professional driving training, floral design and a variety of health and safety programs. While at TRU World, I have been instrumental in growing program offerings such as, language and culture programs, teacher training and many customized English for specific purposes programs. I have served as President, Vice President and Treasurer for the Association of Professional Administrators.

With the support of my husband Bobby, we have raised three boys. I am always proud to share that all three have graduated from university. I am an avid hockey and curling fan and enjoy spending time with family and friends at home or sharing my love of camping at North Barriere Lake.

Ms. Myrissa Krenzler

Supervisor

International Training Centre

Thompson Rivers University

Canada

Myrissa Krenzler is the supervisor of the International Training Centre at Thompson Rivers University in Kamloops, British Columbia, Canada. Myrissa has worked in the higher education field for 10 years and has had the opportunity to help and support students in a variety of ways throughout their educational journey. She has worked as an ESL instructor, both overseas in South Korea and in Canada, a marketing coordinator at Thompson Rivers University's satellite campus in Williams Lake, BC and now as a program coordinator and supervisor with the International Training Centre.

During her time at TRU, Myrissa has focused her career on supporting students in their education journey, no matter their background. She enjoys sharing her knowledge with others and is always looking for new ways of doing things. As supervisor, Myrissa assists and supports creating program proposals and budgets for customized language programming for internal agents and partners.

When she's not at work, Myrissa enjoys travelling, reading and exploring the beautiful province of British Columbia. She holds a Bachelor of Journalism and Teaching English as a Second Language Post Baccalaureate Certificate from Thompson Rivers University and a Master of Arts in Applied Linguistics from the University of New England in Armidale, Australia.

**INDUSTRY 4.0 AND HIGHER EDUCATION: COMBINING
LEARNING ANALYTICS AND LEARNING SCIENCE TO
TRANSFORM THE UNDERGRADUATE LEARNING
EXPERIENCE IN VIETNAM**

Authors:

Dr. Lori De Frias & Ms. Myrissa Krenzler

ABSTRACT

In spring 2020, it became clear online delivery would be the only option for many post-secondary institutions. Supporting international students to achieve their goal of studying abroad while borders were still closed and travel was impossible was of the utmost importance. Through institutional collaboration, ingenuity and teamwork, the staff and faculty at Thompson Rivers University (TRU) in Kamloops, British Columbia, Canada, were able to adapt and create a virtual learning success workshop for all new international students. The workshops were offered six times over the course of summer 2020 to address student questions and concerns about online learning. The week-long workshop was offered live at different times of the day to accommodate students in different time zones. It allowed students to get a personal connection to TRU even if they were not going to be physically on campus anytime soon. Sessions included: how to use Moodle, how to use the library while studying off campus, how to create a productive study space at home, how to write a professional email and various Q&A sessions from academic and student advisors to answer important questions. The result was an 80% conversion rate of participating students to registered students for the Fall 2021 semester and a drastic change to how we will offer orientations in the future.

Dr. Doug Hamilton

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

Doug Hamilton is Professor and Head of the MA in Educational Leadership and Management (International) program at Royal Roads University. He is a scholar, program developer, international speaker, and workshop facilitator. His scholarly interests include research into various kinds of learning innovations that bridge the gap between academic study and the professional work place. He is particularly interested in the role that technology, collaborative forms of engagement, action research, and reflective practice can play to enhance and support professional learning. As well, he is actively involved in research on school improvement and transformative change processes. He is formerly a district administrator for a large school system in Southern Ontario. 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.

**EVIDENCE-BASED INQUIRY IN A POST-PANDEMIC WORLD:
LESSONS LEARNED ABOUT IMPLEMENTING SCHOLARSHIP
OF TEACHING AND LEARNING INITIATIVES**

Author:

Dr. Doug Hamilton

ABSTRACT

This paper provides an argument for why the post-pandemic timing is right for universities to support and encourage faculty members who wish to engage in systematically investigating their own teaching practice in the hopes of improving outcomes for students and enhancing teaching quality. Faculty members in many universities have had to significantly adjust their teaching approaches over the last 18 months to incorporate emergency remote teaching (ERT) strategies into their practices (Hodges et al. 2020; Ferri et al. 2020; Romera, 2021). Despite the challenges of adjustment, many instructors have adopted innovative and creative teaching approaches via online and blended learning to better address the needs of students during the pandemic (Bates, 2020; Cowell, 2021; Iglesias-Pradas, 2021; McMurtrie, 2021; Nworie, 2021). As a result, it is an appropriate time for more faculty members to systematically reflect on and investigate their own ERT experiences and to share their insights with colleagues and institutional leaders. The scholarship of teaching and learning (SOTL) can provide these faculty members with frameworks, tools, and models for helping them engage in evidence-based inquiry into their own teaching approaches. SOTL can be defined as the “process of intentional inquiry into one’s own learning, teaching and assessment practices with a view to enhancing those practices and improving the learning of our students” (University of Edinburgh, 2020). Adequately supporting individual faculty members in researching their own teaching practices, however, requires institutional leadership to create the conditions of success required for SOTL inquiries to be initiated and sustained (Hutchings et al. 2011). This paper examines the institutional benefits of engaging in SOTL

and how universities can begin to develop an infrastructure of support that enables faculty to engage and learn from their SOTL-based inquiries. Barriers to successful SOTL implementation will be explored and a typology of support structures developed by Hamilton (2014) will be introduced as a means of helping university administrators consider the best strategies for moving forward. Finally, lessons learned in implementing university-wide SOTL programs will be examined based on recent research in various parts of the world.

Dr. Jarot Wahyudi

Chair

Center for Higher Education Management (CHEM)

UIN Sunan Kalijaga

Indonesia

Jarot Wahyudi is a senior lecturer at the faculty of Adab and Cultural Studies UIN Sunan Kalijaga, Yogyakarta, Indonesia. He has been teaching Civic Education and other related subjects since 1994. Currently he is appointed as the Chair of the Center for Higher Education Management (CHEM) at the same university. He completed his BA in Language (IAIN Sunan Kalijaga 1991), Law (UII Yogyakarta 1993) and MA in Arts (McGill University Montreal 1998). His main research is on higher education leadership and management. Through this center, he trained many university leaders and managers around Indonesia, particularly universities under the Ministry of Religious Affairs. Beside teaching and chair of the center, he is also a freelance consultant for institutional development of education.

Ms. Siti Fatimah

Senior Lecturer

UIN Sunan Kalijaga, Yogyakarta, Indonesia

Ms. Siti Fatimah is a senior lecturer at the faculty of Syari'ah and Law at UIN Sunan Kalijaga, Yogyakarta, Indonesia. She has been teaching Constitutional Law and other related subjects since 1993. Her main research is on public Law and working very close to the state administrative court where she supervised many law students in the internship program with the court and office of Law and Human Right. She is also a reviewer of some academic journals focusing on law.

UNIVERSITY AUTONOMY IN INDONESIAN HIGHER EDUCATION

Authors:

Dr. Jarot Wahyudi & Ms. Siti Fatimah

ABSTRACT

Leading universities in Indonesia have enjoyed far-reaching autonomy. In the past 10 years, the issue of university autonomy has been widely discussed by experts in higher education in Indonesia, especially after the cancellation of the law on educational legal entities by the Indonesian Constitutional Court, namely Law Number 9 of 2009 concerning the Educational Legal Entity (BHP). They consider it important to discuss the issue of autonomy because without autonomy, Indonesian universities will never be able to become a world class research university (WCRU). Academic autonomy which has been enjoyed by academics so far is meaningless if it is not accompanied by the provision of non-academic autonomy, namely institutions, organizations, human resources, finance, and facilities. All universities in developed countries that are ranked as the best in the world have extensive university autonomy, both academic and non-academic. Therefore, if Indonesia wants its tertiary institutions to progress, enter the world's best ranking, then there is no other choice, our universities must be autonomous, the government must have the courage to give extensive autonomy to universities. This paper is intended to present the results of an in-depth study of the importance of academic and non-academic autonomy for tertiary institutions in Indonesia in the context of developing tertiary institutions globally.

Assoc. Prof. Dr. Nguyen Quang Minh

Senior Lecturer & Researcher
Faculty of Architecture and Planning
Hanoi University of Civil Engineering
Vietnam

Assoc. Prof. Dr. Nguyen Quang Minh obtained his BArch and March in Architecture from the National University of Civil Engineering (NUCE) in 2000 and 2004, respectively. He holds a PhD degree in Architecture (specialization in Ecological/Sustainable Building) awarded by Bauhaus University Weimar (Germany) in 2010 and currently works as a senior lecturer and researcher at the Faculty of Architecture and Planning, NUCE. His main research interests cover a wide range: sustainable urban development, green/energy-efficient building, urban ecology, affordable housing and conservation of French colonial architecture. He is also keen on university autonomy and a member of university autonomy preparatory team at the NUCE.

Dr. Vu Thi Hang

Lecturer & Researcher
Faculty of Political Science
Hanoi University of Civil Engineering
Vietnam

Dr. Vu Thi Hang is a lecturer and researcher at the National University of Civil Engineering (NUCE). She studied Philosophy and Education Science at the University of Social Sciences and Humanities in Hanoi, and completed her PhD program in Education Management at the Institute of Socialist Studies based at the University of Social Sciences and Humanities. Since 2005 she has been working as a lecturer and researcher at the Faculty of Political Science, NUCE. She is particularly interested in tertiary education reform and management and has many publications on this topic.

Dr. Nguyen Van Bao

Senior Lecturer & Researcher
Faculty of Construction Economics
Hanoi University of Civil Engineering, Vietnam

Dr. Nguyen Van Bao is a senior lecturer and researcher working at the Faculty of Construction Economics, the National University of Civil Engineering (NUCE). He graduated from the NUCE with a Bachelor degree in Construction Economics in 1985 and earned a PhD degree in the same domain in 2002. His key research scope is financial management towards university autonomy. He has been the director or team leader on various research projects on this topic at the University and Ministry levels.

Dr. Nguyen Viet Phuong

Senior Lecturer & Researcher
Head, Department of Science and Technology
Hanoi University of Civil Engineering
Vietnam

Dr. Nguyen Viet Phuong is a senior lecturer and researcher at the National University of Civil Engineering (NUCE). He holds a BEng from the PFIEV (French Program of Excellence in Engineering in Vietnam), an MEng from the School of Bridge Construction and Engineering (University of Paris 12) and a PhD degree in Logistics and Optimization of Industrial Systems from the University of Technology of Troyes. He specializes in operational research, traffic and logistic planning and organization, transport infrastructure and sustainable transport development. He is also Head of the Department of Science and Technology at the NUCE.

Dr. Tran Quang Dung

Senior Lecturer & Researcher
Hanoi University of Civil Engineering
Vietnam

Dr. Tran Quang Dung is a senior lecturer and researcher at the National University of Civil Engineering (NUCE). He received his Bachelor in Civil Construction Engineering from the NUCE in 2007, and gained his Master's and PhD degrees in Economics and Management from Hohai University in 2009 and 2014, respectively. He was a scholar under the Australian Endeavour Research Fellowship Program at Griffith University in 2014 – 2015. His research activities focus

mainly on Engineering Design, Green Construction Management, Construction Project Management, Innovation Management, and Education Management. He has published over 30 articles in peer-reviewed journals and book chapters so far. Apart from Civil Construction Engineering, he is interested in education management and a key staff in the CDIO group based at the NUCE.

Ms. Hoang Thi Sinh Vien

Researcher
Student Management Specialist
Hanoi University of Civil Engineering
Vietnam

Ms. Hoang Thi Sinh Vien is a researcher at the National University of Civil Engineering (NUCE). She graduated in 2011 with a BA in Psychology in Education, and holds an MA in Psychology. She has been working since 2016 at the NUCE as a specialist in Student Management. Her main research interests include university culture and teaching/training quality enhancement and assurance.

CHALLENGES AND PRACTICAL LESSONS FROM THE FIRST SIX YEARS OF UNIVERSITY AUTONOMY APPLICATION IN VIETNAM (2014 - 2020) AND AN APPROPRIATE ROADMAP FOR UNIVERSITY AUTONOMY IN 2020 - 2030 TO ASSURE THE QUALITY OF HIGHER EDUCATION TOWARDS THE ASEAN STANDARDS

Authors:

Dr. Vu Thi Hang, Assoc. Prof. Dr. Nguyen Quang Minh, Dr. Nguyen Van Bao, Dr. Nguyen Viet Phuong, Dr. Tran Quang Dung, Ms. Hoang Thi Sinh Vien

ABSTRACT

This article presents the results of a two-year study assessing the challenges and practical lessons of higher education institutions (HEIs) in the pilot implementation of university autonomy in Vietnam over the past six years (2014 - 2020). The authors analyzed data from in-depth interviews with 25 experts conducted through two large-scale seminars organized in 2019 and 2020, and pointed out a total of 32 challenges and barriers in the process of implementing university autonomy which can be divided into six groups as follows: (1) Legal barriers; (2) Limits on the state management and monitoring capacity of the state governing body; (3) Difficulties in the establishment and operation of the University Council; (4) Limited management capacity of HEIs; (5) Limited financial capacity and facilities of HEIs; (6) Inadequate understanding of HEIs' social accountability. The study also draws lessons from the practical experience of several HEIs in the implementation and application of university autonomy, thereby proposing an appropriate roadmap including three stages and six steps for a more efficient implementation of university autonomy based on the specific conditions of Vietnamese universities, as far as the assurance of higher education quality is considered in view of the ASEAN standards. The research results will then provide an important argument and make a contribution to the improvement of state policies and quality control mechanisms, the management capacity of the governing body

as well as the development of a plan for successful implementation of university autonomy at the grassroots level.

Keywords: University autonomy, Vietnam, challenges, obstructions, practical experience, roadmap for implementation and application

Dr. Ray Webster

Head, Professional Development
International School of Management and Economics
National Economics University
207 Giai Phong St, Hai Ba Trung District, Hanoi, Vietnam

Dr. Ray Webster is Head of Professional Development at the International School of Management and Economics, National Economics University, Hanoi. He is active in research, consultancy, and teaching in the field of student learning and professional development. His main research interests are self-directed learning, metacognition and technology-based learning in higher education, especially the combined uses of learning analytics and learning science methodologies to enhance student and professional learning. He received an MSc in Artificial Intelligence from Brunel University, UK and a Ph.D. in Educational Research from the University of Lancaster, UK.

Mr. John Andre

Senior Lecturer
International School of Management and Economics
National Economics University
207 Giai Phong Street, Hai Ba Trung District, Hanoi, Vietnam

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

**DIGITAL UNIVERSITIES FOR VIETNAM: GOVERNMENT
STRATEGY, INSTITUTIONAL AUTONOMY AND
DEPARTMENTAL IMPLEMENTATION**

Authors:

Dr. Ray Webster & Mr. John Andre

ABSTRACT

This paper considers ongoing research concerning the development of strategies, techniques, and tools for implementing institutional learning technology developments. A process is presented that can be scaled up and adopted by other institutions, locally and nationally. The paper also explores the challenges for leadership and management in developing systems and solutions to the problem of forging closer university-industry partnerships in the area of industry related graduate learning outcomes. The first section presents and comments on recent research on the implementation of learning analytics and learning science strategies within the university. Methodologies to enable the integration of both approaches at the module level are presented. Techniques for changing students' conceptions of learning in a practical and implementable way are discussed. While the contrasting natures of learning analytics and learning science approaches can lead to different impacts on learning behaviour, a strategy for integrating the two approaches is outlined. The goal of enabling the approach to be successfully taken up at a wider level is then discussed. A model and methodology are presented which can be scaled up and adopted by other institutions nationally. The use of learning analytics enabled learning management systems (LMS) like Canvas, Blackboard, Moodle and Google Classroom is crucial to the success of this approach. By using these technologies to implement this strategy, institutional resource efficiency can be increased, and student learning outcomes improved. The integrated use of these systems in this way is not yet widespread in Vietnam or several of its neighbours. However, the framework presented provides

Biographies and Abstracts

concrete suggestions of how this goal can be achieved, especially with the support of institutional and regulatory bodies.

Keywords: digital university, learning management systems, learning analytics, learning science

Ms. Le Bich Thuy

Head

Office of External Relations

University of Economics and Law

HCMC Vietnam National University

Vietnam

The author's research interests lie in the area of university governance, language teaching methodology, professional development and civil law. She has successfully submitted a number of papers both for national and international conferences as well as played the key role in different scientific projects.

**VIETNAMESE UNIVERSITY GOVERNANCE IN THE AGE OF
DIGITAL TRANSFORMATION**

Author:
Ms. Le Bich Thuy

ABSTRACT

Education is fundamental to the development and growth of any nation. It is widely acknowledged that the current age of global digital transformation requires tertiary education in Vietnam to change accordingly for the purpose of equipping the Vietnamese with essential knowledge and skills to become global and digital citizens. However, it is not a simple task of applying digital technology but demands a more strategic approach to the issue of university governance. This paper presents some major essential factors which shape a Vietnamese university in this new era including its new roles, new mission as well as a demand for movements toward digital transformation in organizational culture, workforce and technology.

Dr. Tieu Thanh Thuy

Director
Teaching and Learning Center
Tra Vinh University
Vietnam

Thuy Tieu has been the Director of Teaching and Learning Centre of Tra Vinh University since 2006, and worked as an academic developer for more than fifteen years. Her experiences of and passion for supporting academics in enhancing their teaching capability motivated her to finish her doctoral research on academic professional development at Monash University, Australia. Her professional interests include academic professional development, curriculum development, industry collaboration, and soft skill training.

**CO-OPERATIVE EDUCATION MODEL AT TRA VINH
UNIVERSITY, VIETNAM**

Author:
Dr. Tieu Thanh Thuy

ABSTRACT

In the global integration context, employers in Vietnam (hereafter called the industry) have imposed stricter requirements on employees' capacities. This requires universities to continuously improve curricula to enhance graduates' professional skills to meet the industry's demands. For doing that, universities need to establish successful partnerships with the industry in different ways and in the process of both curriculum development and training delivery. Tra Vinh University (TVU), a public university in the South of Vietnam, has implemented the Co-operative Education Model (hereafter called Co-op programs) as an effective way to strengthen the industry and university partnership since 2007. This model has made significant impacts on the training quality of the university as well as greatly contributed to the development of the university. This paper presents how the Co-op model is adapted from Canadian universities in the context of Vietnam and how Co-op programs are developed and delivered at TVU.

Key words: industry partnership, co-operative education, co-op programs, Tra Vinh University

Dr. Le Quoc Thanh

Lecturer, Graduate School
University of Finance-Marketing, Vietnam
PhD Candidate in EPEE, Univ Evry
Universite Paris-Saclay
91025, Evry, France

Dr. Le Quoc Thanh had been working for a long time in the business environment, for large corporations such as Mitsui & Company, before joining the university as lecturer in the University of Finance-Marketing where he is in charge of the international cooperation program for master level. He graduated from Maritime University as engineer (1994) and Foreign Trade University (1999). He also obtained an MA in development economics (2004) and PhD in Finance (2020). He currently finalizes his second PhD in management science at University of Evry-Paris Saclay in France. Besides teaching, he has consultant work for several companies in the field of logistics, port operation, project management, etc. His expectation is to bring the training programs in the university closer to practical requirements from the business community.

**INDUSTRY LINKS FOR HIGHER EDUCATION IN VIETNAM:
DISCUSSION FOR SOLUTIONS**

*Author:
Dr. Le Quoc Thanh*

ABSTRACT

Industry links or university-industry cooperation is a must for university's education in general and particularly for higher education due to mutual benefits for both universities and industry/companies. In recent years, industry link is considered as one of criteria to evaluate a training program in university. Vietnam, as a less developed country with a low level of university education needs to innovate university training, especially higher education to shorten the distance with regional countries. Fostering industry links between university and industry is a strategic way to boost up the effective development of Vietnam's university education. This discussion paper is designed to discuss several issues and possible solutions to develop industry links in university's higher education.

Key word: Industry link, higher education, university-industry cooperation, technology management

Dr. Urdujah G. Alvarado

President
Cagayan State University
Philippines

Dr. Urdujah G. Alvarado is an advocate of Science, Technology and Education. She served as the Department of Science and Technology Region II's Director from 2006 to 2015. Under her 9-year directorship, DOST was accorded an "Outstanding" Performance Rating from 2011 to 2015. She also served as DOST's Assistant Secretary and Program Manager for Countryside Development from 2015 to 2016. Her impeccable performance has garnered her the distinguished Career Executive Service Officer II. At present, Dr. Alvarado is the President of Cagayan State University, making her the first woman president of the largest State University in Cagayan Valley, Philippines.

Prof. Ana Marie Cristina C. Cauilan

Associate Professor
University Information Officer
Cagayan State University
Philippines

Prof. Ana Marie Cristina C. Cauilan is an Associate Professor of Cagayan State University and is presently designated as University Information Officer. Her diverse background in Communication allowed her to bolster the university's brand in local and international events through the production of printed and broadcast materials in academics, research, extension and production programs and projects. Before her stint as University Information Officer, she became the University focal person for Internationalization, University Tourism Officer and the Head of the Communication Program.

PARTNERSHIP STRATEGIES OF CAGAYAN STATE UNIVERSITY

Authors:

Dr. Urdujah G. Alvarado & Prof. Ana Marie Cristina C. Cauilan

ABSTRACT

Revolving around the “Me to We” Principle, this paper discusses the strategies for strengthening university and industry partnerships. Based on the principle that leadership is shifting the structure of collective attention at all levels- from the individual and the group to the institutional and global system, Cagayan State University relies greatly on an “eco-system” structure instead of an “ego-system” framework. The application of informal and structured goal oriented and opportunity driven collaboration and cooperation between the university and its stakeholders are also used as partnership strategies.

Moreover, transforming power relationships and the exchange of roles between leaders of an institution and the citizenry are also shown in the best practices of the university in cooperating and collaborating with its stakeholders. Stakeholder engagement is a key factor in every CSU project. Interaction with them using various communication strategies, information disclosure, consultation and eventually negotiation and partnerships that will catapult projects to significant heights is always a necessity. They are empowered to develop in them a sense of ownership to the project so that even without the university in the picture, they have been imbued the ability to transform their lives and their communities for the better.

As leaders for change in this new normal world, the university has moved towards the WE Impact as it aligned multiple efforts around a shared vision for change for the citizenry from where its stakeholders come from.

The synergic relationship between and among stakeholders is evident in the best practices of its programs and projects with its partner institutions.

Following the Me to We Perspective, the university has been successful in the implementation of its projects based on tangible evidence in the community, positive feedback of beneficiaries and acquisitions of local, national and international recognitions.

Dr. Nguyen Thi My Ngoc

Deputy Director

Center for Educational Testing & Quality Assessment

Vietnam National University - Ho Chi Minh City

Vietnam

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

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

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

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

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

Mr. Johnson Ong Chee Bin

Founder

Principal Consultant

Education Quality International (EQI)

Singapore

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

Johnson has been providing QA training, consulting and assessment to many universities in Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam. He has

trained more than 2,000 QA practitioners, professionals and assessors since 2008. He has been invited to deliver keynote speeches in national, regional and international conferences including ASEAN Young Quality Officers Forum, BAN-PT Annual Meeting, Asian Network for Quality (ANQ) Congress, EU-SHARE QA Workshop and AUN-QA International Conferences.

He has more than 38 years of operational, quality and human resource management experiences in manufacturing, telecommunications, postal services, logistics, training and education, and has held key management and leadership positions in his career. His expertise has evolved from specialising in quality of product and service to the quality of life.

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

THE WAY FORWARD TO ENHANCE QUALITY ASSURANCE OF HIGHER EDUCATION IN VIETNAM IN THE DISRUPTIVE ERA

Authors:

Dr. Nguyen Thi My Ngoc & Mr. Johnson Ong Chee Bin

ABSTRACT

Recognizing the importance and development of Industry 4.0, ASEAN at the 35th ASEAN Summit in Bangkok, Thailand on 2 November 2019, reaffirmed its commitments to advance Industry 4.0 by promoting innovation and technology-driven industries with the desire to create a prosperous and equitable ASEAN community and to accelerate economic growth and social advancement. The declaration aims to enhance human resource development and capacity building to catch up on frontier technologies and innovation in relation to smart factories, digital value chains and digital literacy emphasizing the need to up-skilling and re-skilling their workforce.

Aligning with the ASEAN's declaration and Vietnam's economic strategy, Vietnam has invested to build a network of smart cities across its Northern, Southern, Central and Mekong Delta regions under its Smart Urban Development plan (2016-2030). Skilling, re-skilling and up-skilling its workforce to meet the needs of Industry 4.0 will be vital for Vietnamese higher education institutions which are the key providers of quality human resources.

Producing high quality human resources requires Vietnam and its higher education institutions to implement robust and holistic internal and external quality assurance systems.

This paper attempts to carry out a SWOT analysis of the internal and external quality assurance in Vietnam and to offer suggestions to develop and enhance the quality assurance of higher education in Vietnam as a way forward.

Biographies and Abstracts

Key words: Industry 4.0, quality assurance, SWOT analysis, smart cities

Prof. Angela Yung Chi Hou

Professor and Associate Dean
College of Education
National Chengchi University
Taiwan

Angela Yung-chi Hou, is Professor of Higher Education and Associate Dean of College of Education, National Chengchi University, Taiwan. She served as Executive Director of Higher Education Evaluation & Accreditation Council of Taiwan from 2016 to 2021, Jan. She has been actively committed to quality assurance practices and international research for more than 15 years, including serving as Vice President & Board member of International Network of Quality Assurance in Higher Education (INQAAHE), Vice President & Board member of Asia Pacific Quality Network (APQN). She specializes in higher education policy, quality management, internationalization, faculty development, and quality assurance of cross border higher education.

**A COMPARATIVE STUDY OF "STUDENT ENGAGEMENT" IN
EXTERNAL QUALITY ASSURANCE AND ACCREDITATION IN
HIGHER EDUCATION FROM ASIAN QA PERSPECTIVES:
GOVERNANCE, EMERGING MODELS AND CULTURAL
IMPLICATION**

Author:
Prof. Angela Yung Chi Hou

ABSTRACT

Over the past decade, student voice and student-centered education have been the rapidly growing research topics and trends in higher education. Since the European Network for Quality Assurance in Higher Education (ENQA) first published "Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG" in 2005, student engagement has been adopted legally, even included in the governance of quality assurance agencies. Thus, student engagement has been considered as one of the key concerns in the quality assurance community around the world. Yet, their participation in the external review process was recognized in European nations widely, but not in Asia. The main purpose of the presentation is to explore the developmental model of "Student engagement in external quality assurance" in Asian context from the perspectives of external quality assurance agencies. Three policy discourses by Stensaker and 4-W Student Engagement Framework will be applied as a basis of analysis over the emerging models of student engagement in QA governance and review procedures in Asian QA agencies. The data from more than 21 quality assurance agencies from 16 Asian countries collected will be presented in a systematic manner in order to perceive this trend and the challenges encountered by Asian QA agencies.

Key words: student engagement, quality assurance, higher education

Dr. Maria Margarita M. Lota

Assistant Professor and Chair
Department of Medical Microbiology
College of Public Health
University of the Philippines-Manila
Philippines

Maria Margarita M. Lota, MD is the Chair and Assistant Professor at the Department of Medical Microbiology, College of Public Health, University of the Philippines Manila. She is a medical doctor with specialization in General Pediatrics. Dr. Lota is the program chair of the Bachelor of Science in Public Health and spearheaded the revision of the current curriculum. She has recently completed her Masters in Health Professions Education at the National Teacher Training Center for the Health Professions of the University of the Philippines Manila.

Dr. Emely D. Dicolen

Associate Professor
National Teacher Training Center for the Health Professions
University of the Philippines-Manila
Philippines

Emely D. Dicolen, PhD is an Associate Professor of the National Teacher Training Center for the Health Professions of the University of the Philippines Manila. She is also the concurrent Program Chair of the Diploma/Master of Social Work and Diploma in Women Development of the University of the Philippines Open University. She is also an Affiliate Professor of the College of Public Affairs and Development of the University of the Philippines Los Banos, Laguna

**FACTORS INFLUENCING THE COPING EXPERIENCE OF
HEALTH SCIENCE STUDENTS IN REMOTE LEARNING
DURING THE COVID-19 PANDEMIC IN THE PHILIPPINES**

Authors:

Dr. Maria Margarita M. Lota & Dr. Emely D. Dicolon

ABSTRACT

As a response to the COVID19 pandemic, many countries resorted to alternative learning activities to continue the conduct of education. Educational institutions are in need of evidence-based solutions to bridge the different gaps present in remote learning itself, the stakeholder's concerns and the resources at hand. The need for a balanced solution is even more magnified in the context of resource-limited countries and their state-funded institutions, such as in the Philippines. The general objective of the research is to determine the factors influencing students in coping with remote learning in the health science college during the COVID-19 pandemic.

A descriptive, quantitative, cross-sectional study design was employed for this study. There were 167 undergraduate students, 18 years old above, enrolled in a health science college who consented and completed the self-administered online survey.

Among the technological factors, the availability and access to a stable internet and resources such as computers and learning management systems were essential in the learning. Human factors influenced the learning experience particularly the teaching methods and course handling. Most students agreed that their study habits and attitudes particularly in following a work schedule, regularly checking for announcements, and accomplishing assigned tasks resulted in more time spent for schoolwork. Majority disagreed to continue the implementation of remote learning after the COVID19 pandemic. The identified psychosocial factors that contributed to the stress and anxiety of the students include a combination of concerns on health,

schoolwork, connectivity, deadlines, school delay and being isolated. Overall, the respondents wanted the pandemic to end soon and were prepared to go back to the traditional face – to – face mode of learning.

The realization gained from these findings, leads to the importance of preparing a resilient education system that also considers the learning capacity and mental health of students to cope with a new instructional strategy.

Keywords: Remote Learning, COVID19 pandemic, undergraduate students, health science, learning experience

Dr. Irma Kunnari

Principal Research Scientist & Teacher Educator
Häme University of Applied Sciences (HAMK)
Finland

Dr. Irma Kunnari, PhD in Education, Principal Research Scientist, teacher educator and pedagogical developer works at HAMK Edu Research Unit, at Häme University of Applied Sciences (HAMK), in Finland. She has coordinated and facilitated numerous national and international pedagogical development projects related to competence-based education, pedagogical innovations and Education 4.0. Her research interests include teacher learning, pedagogical wellbeing, job crafting and transformation of higher education. She is currently leading Erasmus + Capacity Building Higher Education project called EMVITET- Empowering Vietnamese VET Teachers for Transformation towards Education 4.0 (www.emvitet.org)

Assoc. Prof. Dr. Ngo Van Thuyen

Chairman of University Council
HCMC University of Technology and Education
Vietnam

Assoc. Prof. Dr. Ngo Van Thuyen is the chairman of the University council of Ho Chi Minh City University of Technology and Education. Prior to this position, he served as a vice president in charge of quality assurance, research management and external relations. He has been involved in various projects (including the Erasmus + Capacity Building Higher Education project called EMVITET- Empowering Vietnamese VET Teachers for Transformation towards Education 4.0 (www.emvitet.org)) and activities in faculty development, especially in teaching and learning, student assessment and quality assurance. He is currently a lead assessor at programme level for ASEAN University Network – Quality Assurance as well as an assessor for Center of Education Accreditation of Ho Chi Minh City National University.

LEADING THE CHANGE BY EMPOWERMENT – EMVITET-PROJECT'S IMPLICATIONS

Authors:

Dr. Irma Kunnari & Assoc. Prof. Dr. Ngo Van Thuyen

ABSTRACT

The aim of the Erasmus+ Capacity Building Higher Education (CBHE) project called "Empowering Vietnamese VET teachers for transformation towards Education 4.0" (EMVITET) is to create a new learning ecosystem for Education 4.0 in Vietnam. The focus is on empowering teachers to develop the Education 4.0 competencies, which require a deep level understanding of human learning processes and the ability to build them in practice in online and real-world learning environments. The EMVITET project relies strongly on a dynamic and participatory approach in building solutions for innovative student-centered and competence-based education. Digital technologies and environments are core elements in forming platforms and spaces for authentic learning, collaboration, sharing and networking.

The EMVITET-project started at the beginning of 2019 with six Vietnamese institutions and three European universities. During this first year of implementation, both managers and five teachers from each institution visited Finland and experienced what Education 4.0 means in practice. Vietnamese managers built a common vision on how to support the development process and teachers were facilitated to design and implement inspiring Education 4.0 practices. Teachers also formed institutional teams, called homegroups, to support collaboration and ecosystem building in development. After the visit, the teachers continued experimenting and disseminating new practices in their own work context together with their homegroups. When Covid-19 pandemic dramatically changed the situation in all Vietnamese schools early 2020, institutions were able to quickly offer

online classes to students. EMVITET teacher participants also helped their colleagues to apply new online learning methods.

In this presentation, we want to describe more in detail what were the success factors of EMVITET- project in confronting the changes and how the investment in teachers' professional learning can be the key element in building sustainable higher education.

Dr. Maria Jane Bañaga-Mascariñas

Professor VI
Bicol University Open University
Philippines

Maria Jane Bañaga-Mascariñas is Professor and formerly managed the delivery of selected graduate programs via distance education of Bicol University Graduate School. She is a scholar, a researcher, project analyst, conference speaker, facilitator and evaluator. Her scholarly interests include research, environment, management, and extension. She advises students in their researches from baccalaureate, masters and doctorate. She is actively involved in eLearning, distance education and a member and Board of Trustee of Philippine eLearning Society (Pels). Mascarinas received her PhD in Extension Education minor in Environmental Studies, her Master of Management from the University of the Philippines Los Baños and her BS Agribusiness from Bicol University.

Prof. Rollie N. Montealegre

Faculty, Academic Support Coordinator
Bicol University Open University
Philippines

Prof. Rollie N. Montealegre is a core faculty and the Academic Support Coordinator of Bicol University Open University. He performs the IT support function of the Open University in delivering distance education through the use and implementation of various online systems and technology. Currently, he is also actively involved in running key information systems in the University as a System Administrator, Database Administrator, and IT officer. His practice in the field of IT and teaching started with Informatics Computer Institute as a specialist and professional lecturer, handling customized training and short-term courses in networking and programming for professionals. Soon after, he joined Bicol University College of Science and the Information Management Office as IT personnel, responsible for the operation of its network and administration of the University's first e-registration system. He also became an integral part of the

University Library System and initiated the automation efforts and updating of the University Library to adapt technology-assisted management of resources, archiving, and digitization. As part of the teaching personnel of the University, he has been handling courses in IT and related fields, under the College of Science (CS), College of Business Economics & Management (CBEM), College of Education (CE), College of Industrial Technology (CIT). Similarly, he was also an affiliate faculty with the College of Engineering (CENG) and College of Arts and Letters (CAL). He was also a Trainer for the nationwide roll-out of the Computer and Internet Literacy Course (CILC) under the Commission of ICT (CICT/NCC) to train secondary schools teachers in the Bicol region. He is a registered professional teacher under PRC and a certified national TVET trainer and holding several National Certificate skills with TESDA.

Prof. Roldan C. Cabiles

Faculty, Program Adviser
Master of Arts in English Education
Bicol University Open University
Philippines

Prof. Roldan C. Cabiles obtained a master's degree of Master of Arts in English Education (MAEngEd) in Bicol University Graduate School (BUGS) where he was blessed to have awarded as one of the Outstanding Graduates, and waiting to be conferred with the degree Doctor of Philosophy in Educational Foundations (PhDEF). He likewise earned a Bachelor of Secondary Education (BSEd) major in English in Bicol University College of Education (BUCE) as *Cum Laude*. At present, he is a core faculty member of BU Open University (BUOU) and the Program Adviser of the Master of Arts in English Education (MAEngEd) for distance education modality, teaching in the master's programs and undergraduate courses. Before he joined BU, he worked as an English, Literature, and Research Teacher in the basic education, particularly in the Department of Education (DepED), Schools Division Office of Albay, and St. Agnes Academy, Legazpi City, where he joined in many curricular developments and endeavors with

best professionals in the field. He was able to publish several researches such as *Collaborative Games in Teaching English to Grade 9 Students (2019)*, *The Effectiveness of Leadership Style to the Employee Performance (The Study on Employees in English Language Education Department) (2020)*, and *Google Meet App as a Learning Media in increasing students' Writing Skills during Pandemic (2021)*, published in Ascendens Asia Journal of Multidisciplinary Research, Dinasti International Journal of Digital Business Management, and UNNES-TEFLIN National Seminar, respectively.

Dr. Ramesis M. Lorino

Dean, Program Adviser
Master of Public Administration (MPA)
Bicol University Open University
Philippines

Dr. Ramesis M. Lorino finished a Doctor of Philosophy in Public Administration (PhDPA) in BU Graduate School (BUGS). He holds an academic rank of Professor IV and formerly the Dean of the BU College of Business, Economics and Management (BUCBEM), and the Associate Director of the BU Jesse M. Robredo Institute of Governance and Development (BUJMRIGD). Presently, he is designated as the Dean of the BU Open University (BUOU) and the Program Adviser of the Master of Public Administration (MPA) program. He authored the approval of the five (5) specializations of the Bachelor of Science in Business Administration (BSBA) program, and affiliated with Ninoy and Cory Aquino Foundation (NCAF), and Hans Seidel Foundation Germany as Industrial Coordinator for Microfinance. Furthermore, he is one of the authors and prime-movers to confer Doctor of Humanities *Honoris Causa* to former President Corazon Cojuangco Aquino, and Dr. Emilio Yap. Dr. Lorino has served Bicol University for 31 years and still actively serving the University.

Dr. Emily M. Agonos

Associate Professor II
Faculty, Program Adviser

Master in Management
Bicol University Open University
Philippines

Dr. Emily M. Agonos is an Associate Professor II and is currently deployed at the Bicol University Open University as a core faculty and program adviser of Master in Management. She is also teaching business and management courses for undergraduate students in BU CBEM and the Graduate School. The author is a graduate of Master in Management and PhD in Development Management. She has been actively involved in research works in partnership with private organization like the conduct of an externally funded marketability study and impact assessment of livelihood projects in Albay, Ragay (Bicol Side) and Asid Gulfs in Bicol Region, Philippines, which is funded by a government agency. She received multiple awards for paper presentation in national and international research conferences. She also loves to do extension activities because of her previous work experience in non-government organizations and voluntary involvement in a local government unit and different associations that cater to the marginalized sectors in the community like her present involvement as extension worker in the implementation of a government funded financial literacy program for farmers and fisherfolks in one municipality in the province of Albay. These undertakings will likewise create research opportunities in the local government units and the region. She has served BU for 10 years now and counting.

Dr. Melinda D. De Guzman

Professor VI, Program Adviser
Bicol University Open University
Philippines

Dr. Melinda D. de Guzman is a Professor VI, Core Faculty of BU Open University and currently designated as the Gender and Development (GAD) Coordinator. She is the Program Adviser of the Master of Arts in Educational Leadership and Management (MAELM) and Doctor of

Education in Educational Leadership and Management (EdDELM). She was also a program adviser in the College of Business, Economics, and Management (CBEM) prior to her deployment in BU Open University. She has served BU for 27 years teaching and a thesis adviser, panel member in both the undergraduate and the graduate level. As a professor, she performs the functions of research and extension. She is actively involved in various committee works for the University and has represented the University in local and, regional and national fora.

Dr. Ramon T. De Leon

Assistant Professor IV, Program Adviser

Bicol University Open University

Philippines

Dr. Ramon T. De Leon is a permanent and full-time faculty of Bicol University with the rank of Assistant Professor IV. He is currently a Core Faculty of the Bicol University Open University and is designated as the Program Adviser of the Master in Local Government Management (MLGM) program of the unit, and at the same time, the Research and Extension coordinator of the Open University. Prior to his designation to BU Open University, he holds the position as the Associate Dean of the BU Graduate School. His undergraduate degree is Bachelor of Arts in Economics and holding also a Master in Business Administration (MBA) degree. He is a candidate for PhD in Industrial Counseling Psychology and a holder of PhD in Counselor Education degree. His recent research undertaking includes: Hana Land Bicol Marketability Study, an externally-funded research as Project leader (2017); The BU-CBEM BSBA Work Integrated Learning Program Towards BSBA Program Enhancement Strategies as a single author (2019); and the Impact Assessment of Dangit Processing Livelihood Enterprise in Prieto Diaz, Sorsogon as Study Leader. The study is a component study of the externally funded research on the Rapid Project Impact Assessment (RPIA) for Albay, Ragay – Bicol Side and Asid Gulfs of Bicol Region, Philippines (2021).

READINESS OF BICOL UNIVERSITY IN THE FLEXIBLE LEARNING DELIVERY IN A DISRUPTIVE ENVIRONMENT

Author:

Dr. Maria Jane Bañaga-Mascariñas et al.

ABSTRACT

The year 2020 was a year of extraordinary change due to COVID-19. In the Philippines, all schools went into “emergency” remote teaching and learning so as education can continue.

This research attempted to assess the readiness of Bicol University in shifting to flexible learning as an urgent need. Specifically, it aimed to: (1) Determine the readiness of the teaching personnel on flexible learning; (2) Assess their attitudes towards flexible learning (3) Assess their technology skills in flexible learning; and (4) Determine the readiness of the institution in delivering courses via flexible learning.

Online survey using the google form was used and the instrument was adapted from the study of Mercado on “Readiness Assessment Tool for an e-Learning Environment Implementation”. In this study, assessment for faculty focused on the readiness of teaching personnel along access to technology, skills in using the technology, and attitude towards e-learning.

While the study showed high results on the readiness on computer skills and literacy on technology, issues on the cost of educational technology, choosing the platform/technology, and the need for LMS still confronted the university. Due to the challenges of the “classroom of the future”, a cost free and effective workspace for remote teaching and learning was resorted to by Bicol University to address its immediate need. It also provided “emergency” flexible learning enhancement to all faculty of the school via the integration of technology for the teaching and learning and investing on LMS. According to CHED commissioner, the education of the future in the Philippines will not anymore go back to the traditional mode but it will be flexible learning (blended, hybrid, or full online adaptation of delivery system).

Mr. Shawn Dacles

Research Coordinator
Capiz State University
Philippines

Mr. Shawn Dacles is currently positioned as Instructor I and Researcher Coordinator at Capiz State University, Philippines. In 2016, he graduated from the Western Institute of Technology with a Master degree in Engineering. He is now taking a doctoral degree in Educational Leadership at Filamer Christian University, Roxas City, Philippines.

COMMUNITY DATABASE MANAGEMENT INTERVENTION FOR BARANGAY WORKERS

*Author:
Mr. Shawn Dacles*

ABSTRACT

This study was conducted to extend services to the nearby community and to measure the proficiency of the respondents in terms of Database Management Systems. The researchers were motivated to conduct a training, through their extension program entitled "CapSU TechnoEdnovation – A Computer Literacy Training Workshop: Database Management Training for Barangay Workers" to the selected barangay workers to answer their needs when it comes to records keeping.

This study used convenience sampling attended by Barangay Secretaries, Barangay Health Workers, Barangay Treasurers and Barangay Service Point Officers. Community-Based Participatory Action Research Process Model was used to guide the researchers to conduct this study. Wilcoxon Signed Rank Test was used to measure the improvement on the skills and proficiency of the participants in regards with their knowledge in database management. Data were gathered through the use of researcher-made questionnaire validated by a panel of experts and were subjected to reliability testing.

Results showed that ICTs are not commonly used by the respondents nor do they have personal internet connections at home. Likewise, they do not use the computer programme/software to do other works; Performing routine tasks using ICT, and doing internet tasks in the respondents' daily activities are not evident and they are not knowledgeable in performing high level tasks using ICT; Positive attitude among respondents were found on the different uses of the computer as a tool in their everyday tasks; and there is an improvement on the skills and proficiency of the participants in

regards with their knowledge in database management as a result of the training conducted.

Dr. Lilach Marom

Faculty
Department of Education Studies
Kwantlen Polytechnic University
Canada

Lilach Marom is a department chair and a faculty member in the Department of Educational Studies at Kwantlen Polytechnic University. Her research is focused on questions of diversity, equity, and social justice in education. It aims to highlight structural and institutional barriers to the access and success of students of marginalized backgrounds in higher education. Lilach's research has appeared in publications such as, *Review of Education, Pedagogy, and Cultural Studies* (2017), *Teaching and Teacher Education* (2019/2020), *Race Ethnicity and Education* (2019), *Critical Studies in Education* (2019), and *Globalisation, Societies and Education* (2021). Her most recent project explores the experiences of Punjabi international students in Canadian higher education.

**MARKET MECHANISMS DISTORT EDUCATION: PUNJABI
INTERNATIONAL STUDENTS IN CANADIAN HIGHER
EDUCATION**

Author:
Dr. Lilach Marom

ABSTRACT

This presentation explores the experiences of Punjabi (i.e., from the Punjab region in India) international undergraduate students (hereafter PS) attending Canadian higher education through a case study of a university in British Columbia. Since 2015, the proportion of international students from India has grown considerably, from 16% to 27% in total, with 67% growth at the college level (Canadian Bureau for International Education, 2018). Key factors underlying this growth include the expedited visa procedures for international students from India under the Student Direct Stream (SDS; Government of Canada, 2019), expansion of the global higher education market, Canada's relatively easy route to immigration post-graduation, and the changing political climate in other countries.

In the complex context of the neoliberal global education arena, international students are often seen as "money makers" by Canadian universities (Todd, 2019). According to Statistics Canada (2020), in the last decade Canada's 147 public universities have increasingly relied on tuition as a revenue source. An important element of this reliance "is the growing number of international students, who pay substantially higher tuition than domestic students and account for an increasing share of postsecondary students in Canada" (para. 6).

The primary focus is on unpacking how PS' experiences were underlined by the reality of an international higher education market. In order to recruit international students, many Canadian universities rely heavily on agents; thus, educational considerations do not necessarily play a central role in the academic admission process. The findings in this study identify the complicity of Canadian higher education with international student agents and the negative

Biographies and Abstracts

educational experiences and outcomes for PS that result from this complicity. The study highlights PS' voices and experiences that may go overlooked in the context of market-driven higher education.

Ms. Duong Thi Thu Huyen

Lecturer of English

Foundation Department, International School

Vietnam National University, Hanoi

Vietnam

Ms. Duong Thi Thu Huyen is a lecturer of English at International School, Vietnam National University, Hanoi. She has been teaching English for 13 years. Besides, as the head of the General English Program, she is in charge of writing syllabi and designing tests. Her research interests include computer assisted language learning, course design and assessment.

SOLUTIONS TOWARDS EDUCATIONAL LEADERSHIP IN A TIME OF PANDEMIC CRISIS

Author:

Ms. Duong Thi Thu Huyen

ABSTRACT

COVID-19, a coronavirus that causes diseases, is one of the most unpredictable global public health catastrophes in recent times. As a sense of immediacy took over the world, academic leaders responded by bringing their educational and related operations online. The decision to shift to a digital platform was taken quickly, especially by institutions that use a shared leadership model, which allows for more flexibility, innovation, and collaboration. The study identifies three leadership best practices for dealing with unforeseen adaptive problems such as the coronavirus pandemic. To begin with, academic leaders with emotional intelligence and emotional stability should prioritize the interests of others over their own by employing a servant leadership style that emphasizes empowerment, involvement, and collaboration. Second, to improve the quality of crisis resolution decisions, academic leaders should disperse leadership duties to a network of teams within the institution. Finally, through a range of communication methods, leaders should communicate effectively and frequently with all stakeholders. The advent of the flexible "allosteric leader" with the adaptive potential to learn and evolve in crisis is explained in order to emerge better ready to confront future crises.

Dr. Dang Thi Ngoc Lan

Director

Language Center and Foundation Year

Vietnamese-German University

Vietnam

Dr. Dang Thi Ngoc Lan is currently Acting Head of the Language Center and Foundation Year of the Vietnamese-German University (VGU) in Vietnam. She is also an adjunct English instructor and researcher for VGU and two educational research institutes in Ho Chi Minh City in southern Vietnam. She earned her Master's degree in Educational Management and Human Resource Development at the University of Sydney in Australia in 2002, and her doctoral degree in Higher, Adult, and Lifelong Education at Michigan State University in the U.S. in 2012.

WOMEN AND LEADERSHIP IN CRISIS PERIOD: LIVED EXPERIENCES OF ACADEMIC WOMEN LEADERS IN NORTH AMERICA AND SOUTHEAST ASIA

Author:
Dr. Dang Thi Ngoc Lan

ABSTRACT

This empirical study explores and compares lived experiences of academic women leaders in the United States, Malaysia and Viet Nam as they advanced to leadership positions in their careers. Particularly, the study looks at and describes their performance and leading activities during the Covid-19 period. In-depth, face-to-face, and one-on-one interviews through the Zoom platform were conducted with three women leaders at the middle and top levels in each country. Moreover, documents related to national and institutional gender equality and institutional structures and staff promotion were analyzed to shed more light on the participants' professional experiences and to triangulate the trustworthiness of the data collected from the interviews. Preliminary findings show that while their superiors nominate and appoint academic women in Malaysia and Viet Nam to leadership positions, women in higher education in the United States can apply for positions of power and influence at all levels which are all the time widely advertised in their institutions. In addition, unlike the case in the two Southeast Asian nations, the culture of gender does not exist and the cultural aspects do not come into work on an American campus. As a result, female American leaders do not see the differences in male and female interactions and expectations in their institutions. Along the same lines, American universities do not have to set up the quota on female academics in key leadership positions, but there is a quota (30% female staff in key leadership positions) in both Malaysian and Vietnamese higher education institutions as part of the two governments' gender equality policies. In this regard, the ways Malaysian and Vietnamese women leaders advance in their careers and the cultures of gender in both

countries have a number of commonalities. Last but not least, the women leaders in the three countries are undergoing some stress in their work and have no certain ideas for their upcoming career advancement due to the extensive adverse effects of the Covid-19 pandemic.

Key words: Women, leadership, higher education, career advancement, gender equality, the U.S., Malaysia, Viet Nam

Assoc. Prof. Dr. Le Van Hao

Head of the Academic Excellence Unit
Eastern International University
Vietnam

Assoc. Prof. Hao graduated in physics in 1981, followed by a Masters' in education at Simon Fraser University, BC, Canada in 1996, and then earned his PhD in higher education at the University of Melbourne, Australia in 2001. His areas of higher education expertise include educational research, teaching and assessment methodology, quality assurance and accreditation, and university management. Since 1981, he has been a physics lecturer at Nha Trang University, Vietnam where he became Vice-director of the Academic Affairs in 2001, then Director of Quality Assurance and Testing during 2007 - 2019. Dr. Hao was a visiting scholar at Washington State University, US during 2008 - 2009, and at University of Melbourne, Australia in 2017. At present, Dr. Hao works as Head of the Academic Excellence Unit – Eastern International University (Binh Duong Province, Vietnam) and as an assessor of Vietnam higher education accreditation.

**INTEGRATING SUSTAINABLE DEVELOPMENT GOALS INTO
STRATEGIC PLANNING AT VIETNAMESE HIGHER
EDUCATION INSTITUTIONS**

Author:
Assoc. Prof. Dr. Le Van Hao

ABSTRACT

On January 1st 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development, adopted by world leaders in September 2015 at a United Nations summit, officially came into force. These goals aim to mobilize globally efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind. Based on the document analysis method, this study aims to reflect the important role of higher education in supporting countries to achieve the SDGs, to identify which goals within the SDGs are popularly related to higher education missions and common activities adapted to SDGs from higher education institutions around the world, and then to suggest which SDGs should be integrated into strategic planning at Vietnamese higher education institutions in order to reflect the government current priorities in implementing the United Nations SDGs.

Keywords: Sustainable Development Goals (SDGs), Vietnam's Sustainable Development Goals (VSDGs), Higher education, Strategic planning.

Assoc. Prof. Dr. Faizah Idrus

Deputy Dean

Student Development and Community Engagement

International Islamic University Malaysia

Malaysia

Assoc. Prof. Dr. Faizah Idrus is a faculty member at Kulliyah of Education, International Islamic University Malaysia. She has been teaching for more than 30 years in the areas of English Language Teaching, Language, Identity and the community, Language Education, Teacher Education and Technology in Language Teaching. Her areas of interest include but not confined to Culture and Society, Culturally Responsive Teaching, Cultural Intelligence, English Language Teaching and Learning. Currently she is the Deputy Dean, Student Development and Community Engagement, Kulliyah of Education, International Islamic University Malaysia.

Dr. Zurina Abd Ghani

Deputy Director

Office for Strategy and Institutional Change

International Islamic University Malaysia

Malaysia

Dr. Zurina Abd Ghani is a Deputy Director at the Office for Strategy and Institutional Change, International Islamic University Malaysia. She is also affiliated with the Higher Education Leadership Academy, Ministry of Higher Education Malaysia as one of the Subject Matter Experts in the areas of Competency Based Talent Management and Values-based Leadership. Her areas of interest include but are not confined to Human Resource Development, Values-based Leadership, Cultural Intelligence, Humanising Leadership. Currently she is working on Leadership Competency towards Education for Sustainable Development imbued with Cultural Intelligence.

INITIATING CULTURAL INTELLIGENCE TOWARDS PROMOTING SEJAHTERA INSTITUTIONAL EXCELLENCE

Authors:

Assoc. Prof. Dr. Faizah Idrus & Dr. Zurina Abd Ghani

ABSTRACT

Developing successful global leaders is a competitive advantage for organisations. In addition to essential leadership competencies, global leaders face special challenges that require additional competencies. AKEPT (Higher Education Leadership Academy Malaysia) being the heart of the Higher Education Institutions (HEIs) particularly on Human Resource in Malaysia, must support the aspiration of the Ministry of Education. To ensure the sustainability of HEIs in the short term and long-term period, it is vital to have leaders who are thorough, meticulous and well-equipped with knowledge to surge forward with confidence and versatility at the international arena especially in times of crises such as the current COVID-19 pandemic that has draped the world for more than a year and a half. This study explores the values and importance of Cultural Intelligence (CQ) in line with the leadership competencies developed by Akademi Kepimpinan Pengajian Tinggi (AKEPT) for the national top talent pool. Most importantly, it seeks to identify strategies in which CQ can be initiated at selected Higher Education Institutions, as a start. Thus, the objectives of this paper are threefold:

- To examine HEIs administrators' perceptions on CQ skills and their values and benefits to become more effective leaders in times of crisis.
- To identify selected administrators CQ skills based on the CQ Test.
- To describe the constraints of applying CQ skills in administrators' everyday duties.

A concurrent mixed method design will be applied in which a self-administered survey will be used. In addition, semi-structured interview questions will be administered to selected respondents,

administrators in HEIs. The administrative leaders who have the right CQ skills will be able to respond towards the cultures of themselves and the involved parties such as the stakeholders and global community. This in turn ensures a strong interplay between all the layers. Furthermore, with specific cultural-based elements such as indignity, international, cultural and experiential learning, and global relevance and citizenship, it is timely for IIUM to lead cultural intelligence towards promoting sejahtera institutional excellence and propagate it to other HEIs.

Ms. Pham Thi Thuy Trang

Lecturer

Van Lang University

Vietnam

Pham Thi Thuy Trang has been working for varied private and public universities in Ho Chi Minh City, Vietnam, for the last fifteen years, where she has gained precious teaching experience in ELT, TESOL methodology, research methods, and linguistics. She has also acquired skills and competencies in ELT curriculum development and testing and assessment thanks to her roles as Curriculum Developer and Program Manager in diverse Higher Education contexts. She is now a tenured lecturer at Van Lang University, and a PhD candidate of University of Nottingham under the program of Educational Sciences and Teacher Training. Her research interests involve Internationalization of Higher Education, Global Citizenship Education, Curriculum development, and Teacher Professional development. She embraces the philosophy of transformative education and believes education is an effective tool to bring about socio-political transformation and promote social justice.

TRANSFORMING ELT CURRICULUM TO INTEGRATE GLOBAL CITIZENSHIP EDUCATION: A LANDSCAPE IN VIETNAM

Author:

Ms. Pham Thi Thuy Trang

ABSTRACT

Global citizenship education (GCE) has been integrated into Vietnam's educational objectives and agenda since 2017 across various educational levels: primary education, secondary education, and Higher Education (HE). While most HE institutes in Vietnam have considered global citizenship as an immediate product of internationalization initiatives such as international exchange, foreign travel, or sandwich programs, it is argued in this paper that global awareness and competencies should be purposefully cultivated via curricular transformations. The urge for GCE integration into curriculum is further justified in this Covid-19 pandemic situation, as disruptions have been witnessed in global mobility and patterns of educational cooperation. While GCE can be situated as a standalone subject in the formal curriculum at Higher Education, most educational practitioners would prioritize its integration into existing disciplinary courses such as Geography, Environment studies, or International Business. Among these, English language (ESL/EFL) curriculum is considered to be a natural space to foster global citizenship in many non-Western contexts, given its dominant status in international arena and its ability to expose students to different cultures, cultivate multiple identities, and trigger reflections on 'self' and 'Others'. Therefore, this paper aims to (1) extrapolate how different dimensions of global citizenship can blend well into English language education, (2) what pedagogies can be adopted for GCE, and (3) the implications for ELT curriculum reforms. This paper calls for transformations in curriculum leadership for English Language Teaching and pre-service and in-service teacher development.

Dr. Zurina Abd Ghani

Deputy Director
Office for Strategy and Institutional Change
International Islamic University Malaysia
Malaysia

Dr. Zurina Abd Ghani is a Deputy Director at the Office for Strategy and Institutional Change, International Islamic University Malaysia. She is also affiliated with the Higher Education Leadership Academy, Ministry of Higher Education Malaysia as one of the Subject Matter Experts in the areas of Competency Based Talent Management and Values-based Leadership. Her areas of interest include but are not confined to Human Resource Development, Values-based Leadership, Cultural Intelligence, Humanising Leadership. Currently she is working on Leadership Competency towards Education for Sustainable Development imbued with Cultural Intelligence.

Assoc. Prof. Dr. Faizah Idrus

Deputy Dean
Student Development and Community Engagement
International Islamic University Malaysia
Malaysia

Assoc. Prof. Dr. Faizah Idrus is a faculty member at Kulliyah of Education, International Islamic University Malaysia. She has been teaching for more than 30 years in the areas of English Language Teaching, Language, Identity and the community, Language Education, Teacher Education and Technology in Language Teaching. Her areas of interest include but not confined to Culture and Society, Culturally Responsive Teaching, Cultural Intelligence, English Language Teaching and Learning. Currently she is the Deputy Dean, Student Development and Community Engagement, Kulliyah of Education, International Islamic University Malaysia.

**THE ROLE OF HIGHER EDUCATION INSTITUTION (HEI)
LEADERS TOWARDS EDUCATION FOR SUSTAINABLE
DEVELOPMENT (ESD) THROUGH CULTURAL INTELLIGENCE
(CQ)**

Authors:

Dr. Zurina Abd Ghani, Dzulkifli Abdul Razak & Assoc. Prof. Dr. Faizah Idrus

ABSTRACT

Sustainability is a holistic (culturally-bond) concept in terms of “balance” between human and environment. Although sustainability could be defined in many ways, balance is one of the key components in ‘Shared Human Heritage’ that goes beyond various cultures globally. It must be based on a ‘Value-based’ framework that is culturally related to the content in the UNESCO 4 Pillars. CQ simply means the ability to understand others. Some CQ misconceptions include such as an example International experience equals CQ or High Emotional Quotient equals high CQ.

HEI are centers where people of different backgrounds converge for higher purpose of education. Their interactions create achievable outputs and outcomes institutionally to further sensitize HEI toward ESD. Though culture is not foreign in the HEI landscape, the conceptualization of cultural intelligence (CQ) at institutional level can be more explicitly exercised to fill in the gaps and solve issues related to similarities and differences for better cultural dialogue and understanding. Some of the best ways to instill CQ in HEI are through experiential learning, unlearning and relearning with a deep sense of humility among the institutional community members. CQ is the model that HEI should adopt in order to ensure balanced personality towards peace and harmony. HEI leaders must be culturally intelligent among other leadership competencies and propagate CQ as an on-going agenda for societal transformation. HEI leaders should perform “cultural mapping” at the institutional level and lead the global society

to be holistically intelligent as CQ is the multi-dimensions that ties all the other (conventional) intelligences.

Key Words: Leadership competencies, CQ, Education for Sustainable Development, Value-based, cultural mapping

Ms. Do Thi Hong Lien

Lecturer

Deputy Head

Department of Academic Foundations

Foundation Department, International School

Vietnam National University, Hanoi

Vietnam

Do Thi Hong Lien is a lecturer and Deputy Head of Department of Academic Foundations at Vietnam National University, Hanoi-International School with 13-year experience. She received her BA in English language teaching from VNU-University of Language and International Studies, Ms. Ed in educational studies from KU Leuven University. Currently, she is a PhD candidate in educational management at VNU-University of Education. Her primary academic interests and publications include English language teaching, curriculum development and internationalisation of education.

INCORPORATING GLOBAL CITIZENSHIP EDUCATION INTO ELT COURSES: PERCEPTIONS OF PRE-SERVICE TEACHERS

Author:
Ms. Do Thi Hong Lien

ABSTRACT

As a response to the strong globalization process, educating students to be global citizens has become an essential task of educators. In spite of rich literature on global citizenship education (GCE) from various perspectives, however, thoughts and voices of pre-service teachers who will be the main agents in implementing GCE was under-examined. Aiming to gain insights into the perception of a group of pre-service teachers toward the incorporation of GCE into English language teaching courses, especially after experiencing Covid 19-pandemic, this study applied phenomenological design method with a semi-structured interview as a main tool of data collection. Analysis from interviews with 9 student teachers revealed that participants mostly referred to the “value” dimension of global citizenship. Despite limited understanding, prior experience and training about GCE, most participants believed in the potential of integrating GCE into ELT courses by selecting content and creating relevant learning experiences. They saw their role and responsibility in teaching GCE as guiders and inspirers. Furthermore, aligning learning outcomes with teaching materials and assessment, providing teachers with proper training and dealing with learners’ reluctance were three most prominent perceived challenges. Finally, judging the impact of Covid-19 pandemic on GCE, the majority of participants perceived the experience to be conducive to GCE in term of raising individuals’ awareness of their responsibility for global issues and promoting active learning skills. Implications for integrating GCE into ELT courses were then suggested.

Mr. Jose da Silva Monteiro

Governing Board Member

SEAMEO SEN

Head of Inclusive Education Department

Ministry of Education, Youth and Sport

Timor-Leste

Mr. Jose da Silva Monteiro – as Head of Inclusive Education Department at Ministry of Education Youth and Sports. I am working as full responsible of Inclusive Education area since 2008 until present. I am also as Governing Board Member of SEAMEO SEN Regional Centre Malaysia since 2015 until present. I am actively involved in the international presentation of Inclusive education Development in various countries including Australia, Indonesia, Malaysia, Thailand, South Korea, Viet Nam, Cambodia and Brunei Darussalam. I am formerly as translator and Governing Information Office for Minister of Transport and Telecommunication during four years 2004 – 2007. I was graduated of Master Degree in Human Resources Management at University of Gajayana Malang – Indonesia.

**GLOBAL LEADERSHIP AND MANAGEMENT IN HIGHER
EDUCATION: INNOVATIONS AND BEST PRACTICES ON
INCLUSIVE EDUCATION IN TIMOR-LESTE**

Author:

Mr. Jose da Silva Monteiro

ABSTRACT

Inclusive Education was in order to facilitate the children with especial needs and to fill the gap that Ministry of Education can do beyond their capacities in order to provide access to education for all school-age-children.

Inclusive Education (IE) is the alternative unit in order to guarantee educational access to all children particularly those who needs especial help such deficient, drop-out, abandoned children with various factors.

IE in the middle of strengthening its office by networking, consultation, and collaboration with relevant partners in order to improve its service to the people of Timor-Leste.

The overall focus must be on strategies to remove barriers to learning participation for all children. All children have right to education as stated on RDTL constitution in order to meet the SDG's and EFA goals Inclusive Education was in order to facilitate the children with especial needs and to fill the gap that ME can do beyond their capacities in order to provide access to education for all school-age-children.



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**Southeast Asian Ministers of Education Organization (SEAMEO)
SEAMEO Regional Training Center**

35 Le Thanh Ton Street, District 1, Ho Chi Minh City, Vietnam

Tel: (84-28) 38245618 - Fax: (84-28) 38232175

Website: <http://www.vnseameo.org> - Email: contact@vnseameo.org