

2020s – Transnational Education and the Option for Malaysia

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This presentation...



✓ **about internationalisation** in Malaysia in 2021 and beyond

X **NOT about definitive solutions** to our HE (internationalisation) as a result of Covid-19.



There are **more questions than answers**

✓ a **platform to begin the discussions** on possible option for Malaysia (on the basis of some **facts, assumptions** and **scenario**) the notion of Malaysia's "**Distance Transnational Education**".



Transnational Education (TNE)

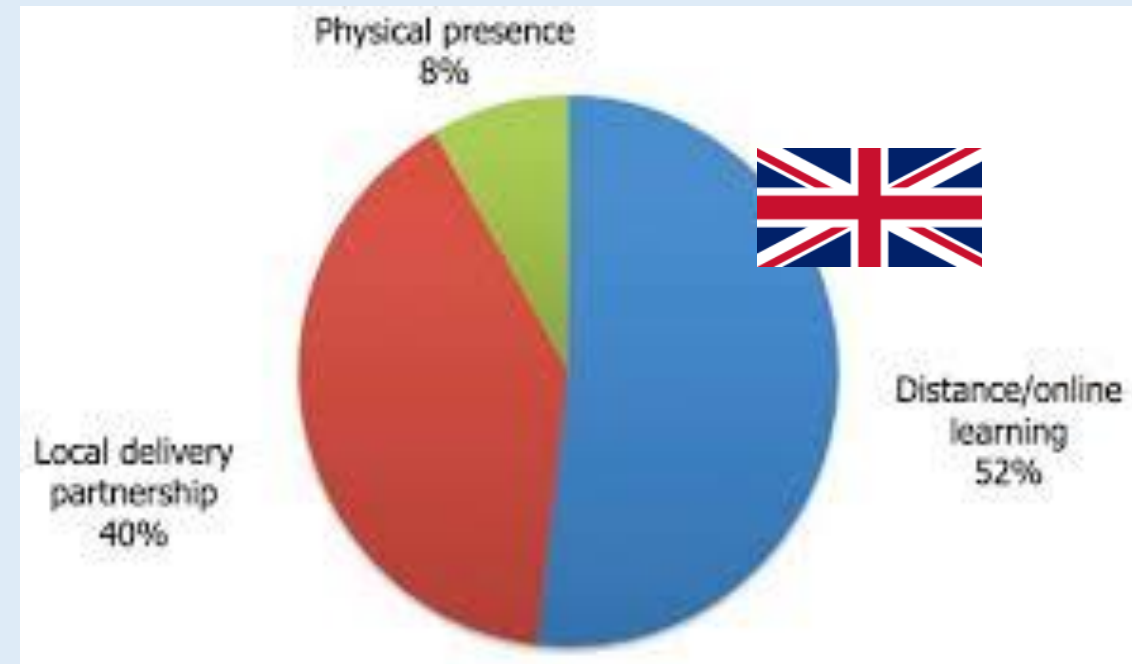
- refers to an arrangement in which a **student studies for an award granted by a university based in a country other than the country in which the student is studying** (Global Alliance for Transnational Education, 1997, p.1).
- generally interpreted as the **mobility of education programmes and providers** between countries (Knight, 2016)
 - Cross Border Higher Education (CBHE) is a more explicit and perhaps a stronger and more descriptive term than TNE (Knight, 2016) but **with border restrictions in place now, TNE reflects better our current situation.**

Transnational Education (TNE) - Types

- Franchises
- Branch-campuses,
- Programme articulations/Twinning degrees
- International institutions
- Large corporations
- Off-shore institutions,
- Distance, and virtual universities

✓ study programmes or educational services in which the learners are located in a country different from the one where the awarding institution is based (UNESCO/Council of Europe 2001)

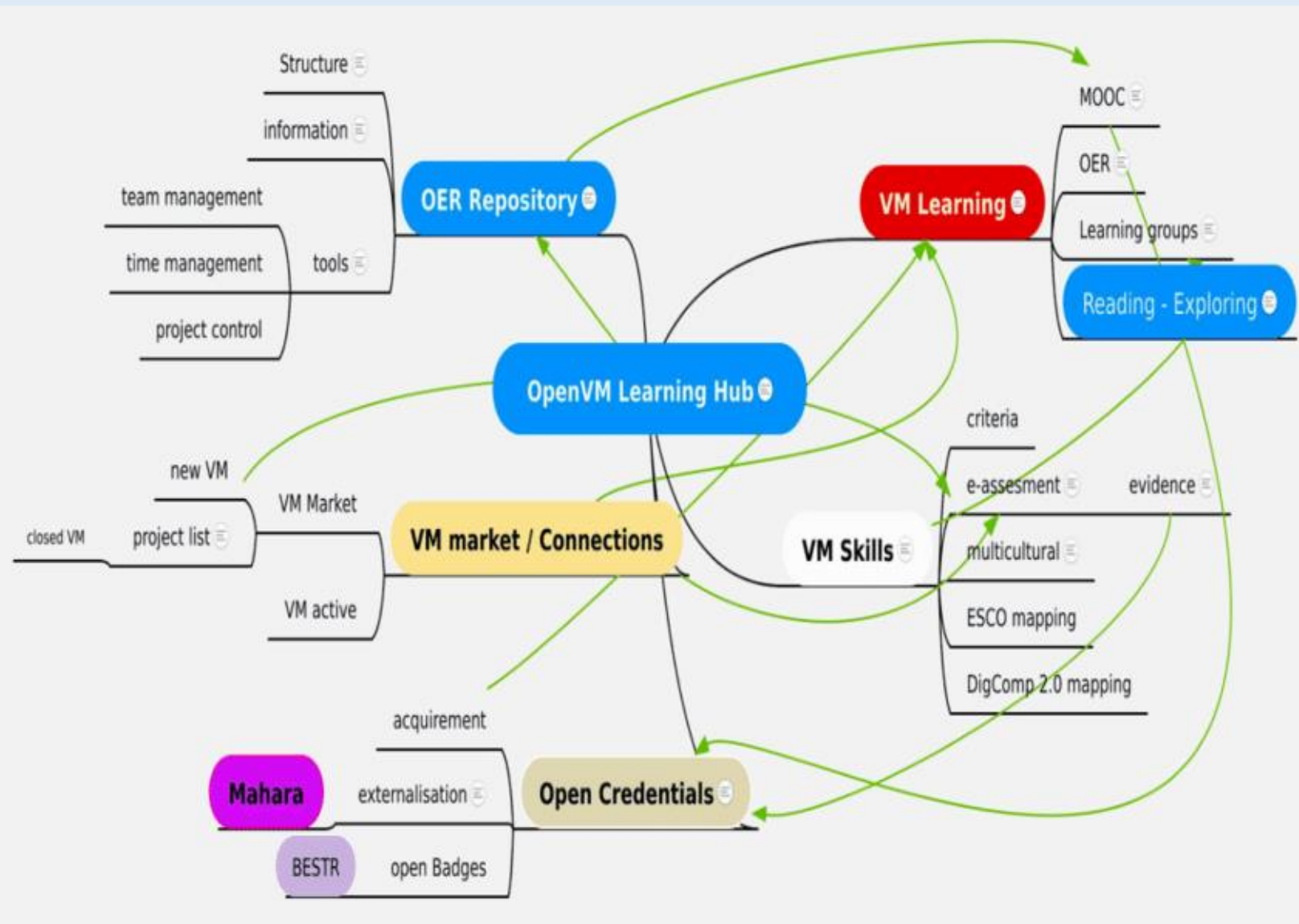
- with technology and online delivery (immediate past and current focus) we can begin to reconceptualise TNE as full-fledged “**Distance TNE**” (Xiaojie and Haupt, 2021) offering all levels of qualifications



<https://monitor.icef.com/2016/07/uk-providers-increasing-focus-transnational-education/>

TNE – Evolving Concept, Approach and Arrangement

- Is a **dynamic and increasingly complex** part of HE internationalisation (Knight, 2016)
- In this new era of restrictions on physical mobility, we need **new model** (new concepts, approach to T&L, degree offerings, facilitated by technology, guided by SDG 4 Quality Education) – consider **“Malaysia’s Distance TNE”**
- As **stand alone Independent** rather than Collaborative TNE Provision
- **Open Virtual instead of physical Education Hub** – with HEIs developing their own Virtual Mobility (VM) learning set up



Developing the Open Virtual Mobility Learning Hub

OVM has a great potential to contribute to the internationalisation, innovation and inclusion in higher education

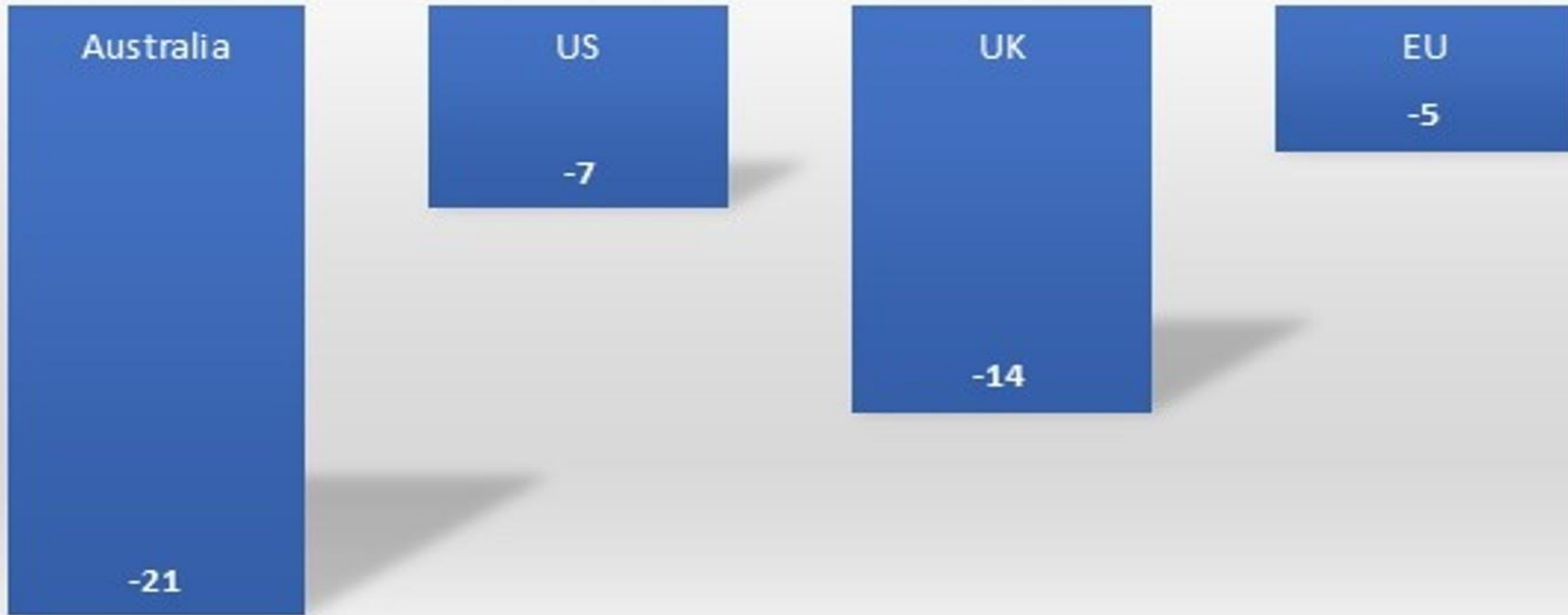
Some relevant facts

- **border closure** (on-off), **restrictions** to international student mobility – past closures by some countries not as severe as what we are experiencing now – **biggest disruption to international student mobility**
- **diminishing student capacity and preference for travel** to undertake international education (socio-political factors at home and abroad)
- **international students** numbers **critical for sustainability** of many private HEIs and for that matter national revenue

Yojana Sharma (02 December 2020) University World News

IAU – COVID-19 Global Impact Survey

Potential loss of total income (%) as a result of decline of international fee paying students



At the same time, the forced move to distance teaching and learning offers **important opportunities** to propose more flexible learning possibilities, explore blended or hybrid learning and to mix synchronous learning with asynchronous learning.

IAU – COVID-19 Global Impact Survey

What are some characteristics of flexible learning environments?

- Reduction in traditional F2F time in learning environment
- Offers flexibility in choice of delivery mode for learning
- Offers equivalence in learning despite delivery mode
- Offers convenience of fitting learning into personal schedule
- Designed for student-centered and collaborative learning
- Requires self-regulation and motivation for learning
- Relies on technology in meeting learning outcomes to include assessment



(PennState Lehigh Valley, 2015; Cybinski & Selvanathan, 2005).



<https://slideplayer.com/slide/12892721/>

<https://rochelyntechnology.blogspot.com/2019/10/module-4-flexible-learning-environment.html>

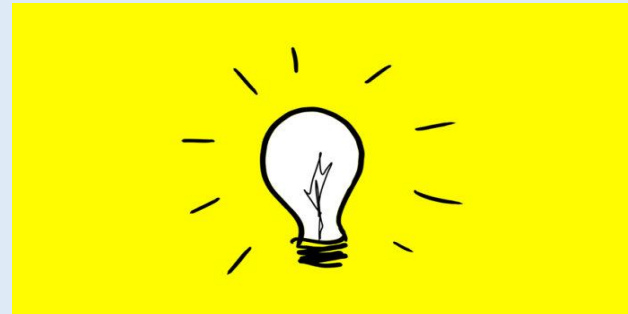
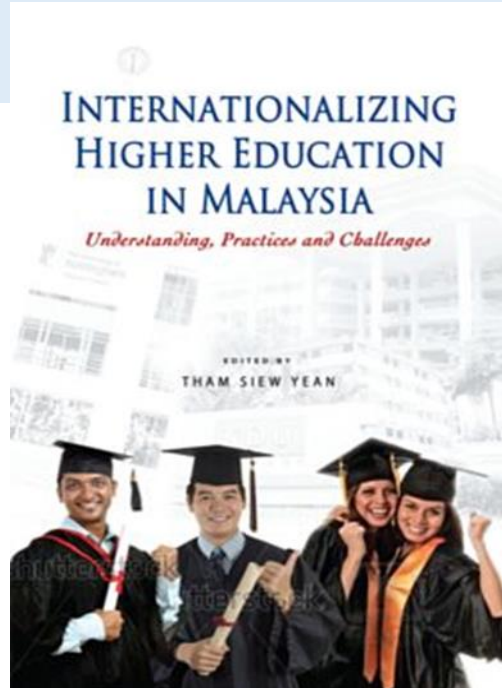
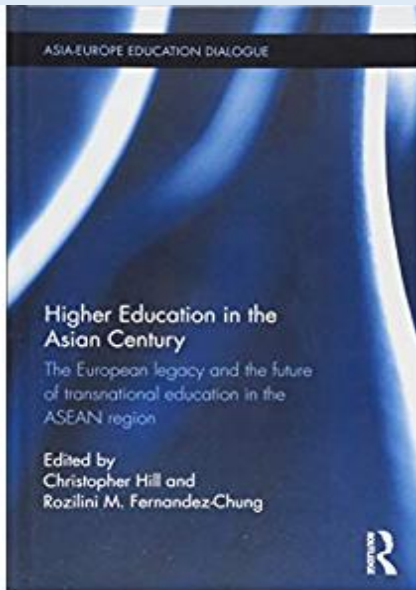
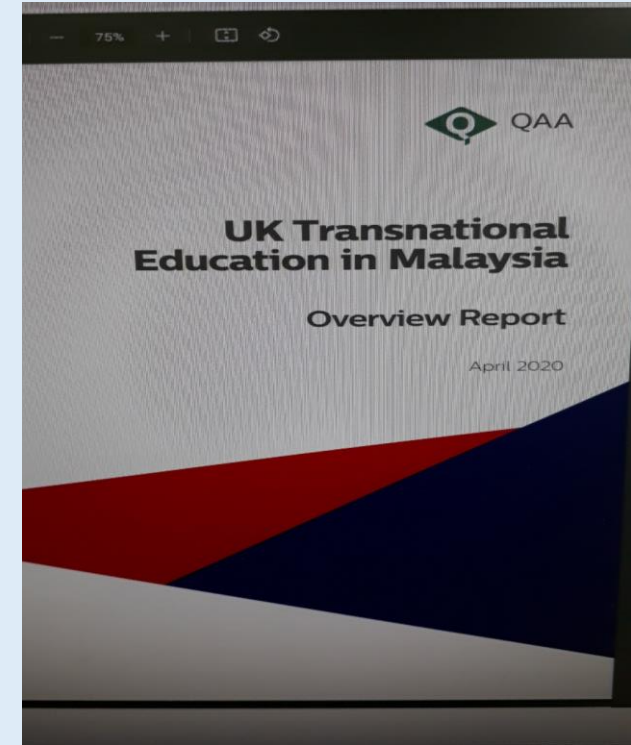
TNE in Malaysia

- Long history of UK's TNE in the Malaysian HE landscape - franchise, branch campuses

UK's Quality Assurance Agency for Higher Education reported:

UK TNE a “success story” in Malaysia,

“UK branch campuses offer degrees that are equivalent to those offered in the UK, with the same academic standards and the same content with appropriate contextualisation”



LESSONS
LEARNT

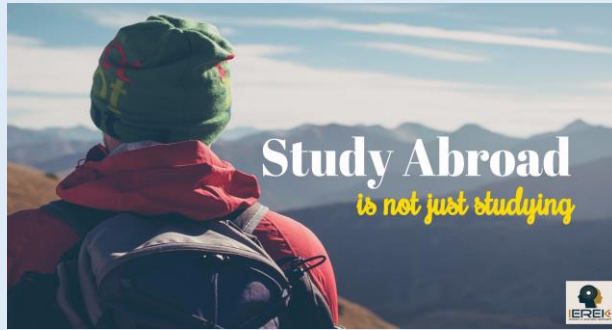
Assumptions for Malaysia's "Distance TNE"

1. Based on **reputation** of Malaysian HE system (U21) and HEIs (various rankings) we can hypothesize the outcome of these reputation and positive images in the past were substantial inflow of international students (✓) and talent to Malaysia (?); substantial inflow not possible now; but potential students and talents are out there in Africa, MENA, SEA etc.

- Assuming that reputation and image sell
- If Top 50, Top 100, "Top Best Private University" failed to create interest among international students then DTNE will not work



2. While students still want to study abroad and to live and learn alongside people of different cultures and backgrounds for various reasons,



<https://www.ierek.com/news/index.php/2017/08/10/studying-abroad-not-just-studying/>



<https://www.europelanguagejobs.com/blog/Why-you-should-study-abroad-and-how-to-get-started.php>

(so internationalisation as we have known it will certainly continue), but **a new and greatly expanded repertoire of strategies and methodologies that do not rely solely on physical mobility has emerged** and begun to move into mainstream programming.

- Anthony C Ogden and Anne Hulse 17 April 2021
<https://www.universityworldnews.com/post.php?story=20210416132345956>
Making international education about more than mobility

3. Educations.com did a survey to find out exactly how students feel about taking classes online (involving over 7,400 current and prospective international university students) and the findings are:

- International students are **willing to pursue online qualifications** based on distance and online mode of delivery. Willingness to study online reflects COVID-19 realities.
- **But there are concern re T&L effectiveness.**



After T&L, next concern is on **recognition and quality assurance**



What are you concerned about with studying online?

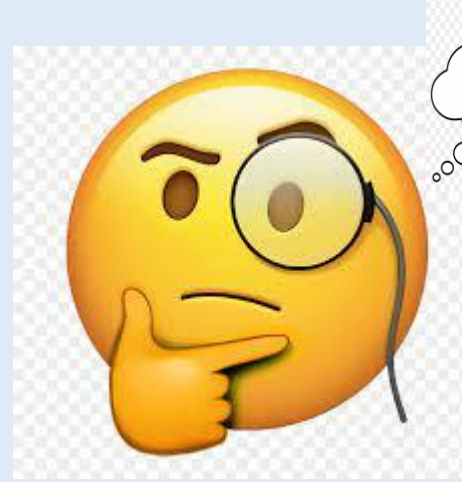


<https://institutions.educations.com/insights/demand-for-online-studies-skyrockets-but-here-are-students-biggest-concerns>

7,400 respondents

4. Assuming the findings can be extended to Malaysia, then there is potential for Malaysia's TNE.

5. We assume the MQA is with us on this Malaysia's Distance TNE



TNE code of Good Practice already in place to add credibility to TNE provision via online and distance education.

Transnational Education: A Good Practice Guide

Produced by:
the Higher Education
Academy's *Transnational
Education research and
practice network*

CODE OF GOOD PRACTICE IN THE PROVISION OF TRANSNATIONAL EDUCATION

- Covers a Preamble and two sections (Terminology, Principles), in addition to an Explanatory Memorandum.
- Is specific to Higher Education in the European Region and is subsumed within the ESG and UNESCO-OECD Guidelines
- Bears some relevance to other major Guidelines



Code of Good Practice in the Provision of Transnational Education (adopted by the Lisbon Recognition Convention Committee at its second meeting, Riga, 6 June 2001)

PREAMBLE
The Parties to the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (the Lisbon Recognition Convention),

Conscious of the rapid development of transnational education, characterised by close arrangements and partnerships between institutions and organisations in which the students are located in a different country to the one where the institution providing the education is based, and of its impact on higher education globally, but also specifically in the Europe Region;

Concerned in particular of the challenges posed by transnational education institutions and programmes operating outside of the framework of any national education system;

Being aware of the fact that transnational higher education is rapidly expanding, due mainly to the growing and seemingly limitless uses of the new information technologies in providing educational services in a world of borderless higher education;

Convinced that national systems of higher education are, and will continue to be, entrusted inter alia to preserve the cultural, social, philosophical, and religious diversity of the European Region while also being expected to promote various forms of international and global co-operation;

Attaching great importance to the academic quality of study programmes and degrees awarded by higher education institutions engaged in transnational education;

Considering that, regardless of the procedures adopted for establishing and providing educational services, higher education institutions should comply with those standards of performance in teaching and learning that are required by the present and future development of knowledge, technology and the labour market;

Acknowledging that facilitating the recognition of qualifications awarded through transnational arrangements will contribute to promoting both the mobility of students and that of study programmes between higher education institutions and systems;

Having regard to the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region that provides an overall normative framework for dealing with academic recognition matters;

Having regard also to the Codes of good practice developed and monitored by some of the major providers, such as:

- Code of Ethical Practice in the Provision of Education to International Students by Australian Universities, Australian Vice-Chancellors' Committee;
- Quality Assurance Code of Practice: Collaborative Provision, United Kingdom Quality Assurance Agency for Higher Education;
- Principles of Good Practice for Educational Programs for Non-U.S. Nationals;

Mindful that such Codes provide working frameworks from the perspective of the sending institutions/systems of higher education, and that they have to be complemented by the perspectives of the receiving institutions/systems;

Having regard also to the Diploma Supplement developed jointly by the European Commission, the Council of Europe and UNESCO and aiming to provide supplementary information facilitating the assessment of qualifications;

Confident that ethical principles and values should closely guide the international and global cooperation between higher education systems and institutions;

Convinced of the need to find commonly agreed solutions to practical recognition problems in the European Region, and between the States of this Region, and those of other regions of the world, in an ever more global space of higher education;

Conscious of the need to permanently update the implementation mechanisms of the principles and provisions of the Lisbon Recognition Convention, thus keeping up with the pace of new developments in higher education cooperation;

<https://www.yumpu.com/en/document/read/44971731/code-of-good-practice-in-the-provision-of-transnational-education>

Systems Learning – positive outcomes of Malaysia HE Plans that can be leveraged on

- UK TNE a “success story” in Malaysia (UK’s Quality Assurance Agency for Higher Education's review on TNE in Malaysia)
- Malaysian’s exposure to TNE operations in Malaysia (arrangements with partners from developed countries in joint-curriculum development, governance, quality assurance)



<https://www.slideserve.com/iren/quality-assuring-transnational-education-the-malaysian-experience-powerpoint-ppt-presentation>

- Leverage on **technology** and **experience in online and distance learning** (before the pandemic the primary purpose of distance and online education was **providing access** to instruction for those otherwise unable to participate in a traditional, place-based academic programme such as adult students)

THE STAR, TUESDAY 21 JULY 2020 Postgraduate 5

VC COLUMN

By PROF DATUK DR MANSOR FADZIL

Flexibility is the way of the future



SINCE the start of the Covid-19 pandemic, online learning has become the standard approach in education institutions around the world. American public policy outfit The Brookings Institution reported that close to 90% of high-income countries have begun providing remote learning opportunities, nearly all of which are online.

Moskowitz, Unesco shared hundreds of links to free online resources for students, educators and administrators to cope with teaching and learning at home. In the United Kingdom, recent surveys have revealed that online learning is growing in popularity as students appreciate the flexibility and financial benefits it offers.

In Malaysia, both public and private universities have adopted some form of remote or online learning with varying degrees of success. One student in Sabah caught people's attention after climbing a tree to get better internet access so she could sit for her online exam.

As a response to the new normal, Open University Malaysia (OUM) is leveraging our 20-year experience in online learning provision to give our best to the learners. As an open and distance learning institution, we have been delivering programmes online, when learners can access the university's learning management system, myINSPIRE, for learning resources.

With the current pandemic, the university is switching to its fully online mode for most programmes. It has launched other initiatives as well, such as online examinations, presentations, viva voce sessions and thesis submission.

Live tutorials are replacing face-to-face classes, in which learners need to participate in eight to 10 of such tutorials for all courses each semester. Learners who miss the examinations need not worry as they can view the recordings on myINSPIRE. These are complemented with e-lessons and various other multimedia learning materials.

Meanwhile, exams will continue to take place online, involving take-home essays and timed multiple-choice formats.

Soon, learners can expect a personalised semester concept, which will allow enrolment to occur at any time rather than based on the current fixed-semester system. The university also hopes to offer on-demand assessment to allow learners to sit for exams whenever they are ready. In tandem, both initiatives may pave the way to an open certificate structure, which has been implemented successfully in several institutions in the UK, Canada and Australia.

What is great about online learning is that

Along with offering online programmes, the university has introduced online examinations, presentations, viva voce sessions and thesis submission to enable students to better learn during this new normal.

It has proven effective across different educational contexts, including professional development courses. For example, tech giant IBM reports that participants learn five times more material in online learning courses using multimedia content than in traditional face-to-face courses.

It helps them move through a course more effectively.

Clearly, the world that best describes online learning is flexibility. If you choose OUM, our commitment to flexibility will let you study comfortably at your own time and without giving up on work or other commitments. Flexibility will definitely provide you with a meaningful study experience.

■ Prof Datuk Dr Mansor Fadzil is president and vice-chancellor of OUM.

<https://www.oum.edu.my/flexibility-is-the-way-of-the-future/>



FLEXIBLE LEARNING PATHWAYS IN MALAYSIAN HIGHER EDUCATION: BALANCING HUMAN RESOURCE DEVELOPMENT AND EQUITY POLICIES

REPORT FOR THE IIEP-UNESCO RESEARCH 'SDG4: PLANNING FOR FLEXIBLE LEARNING PATHWAYS IN HIGHER EDUCATION'

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ABDUL KARIM ALIAS
HAZRI JAMIL
WAN ZUHAINIS SAAD
MUHAMAD SAIFUL BAHRI YUSOFF
MUNIR SHUIB
MAHISWARAN SELVANATHAN
MUHAMMAD MUFTAHU
MAJID GHASEMY
MAZLINAWATI MOHAMED

Why “Malaysia’s Distance TNE”?



- Existing and potential markets
 - If international students could not come to Malaysia then Malaysia (HEIs) have to reach out to these students and offer them options to secure internationally recognised qualifications offered in Malaysia
- Mobility
 - Not through mobility of institutions (many impediments for physical institutional mobility among UA; private HEIs will require heavy initial investment)
 - But, through mobility of programmes delivered to students overseas via technology (to Malaysia’s traditional market segments or new ones among emerging economies)

- Set-up and governance?

- As “stand alone” not in partnership with institutions abroad

- Which HEIs?

- Top rated HEIs should be involved, reputation sells (if it does not, then why ranking!)

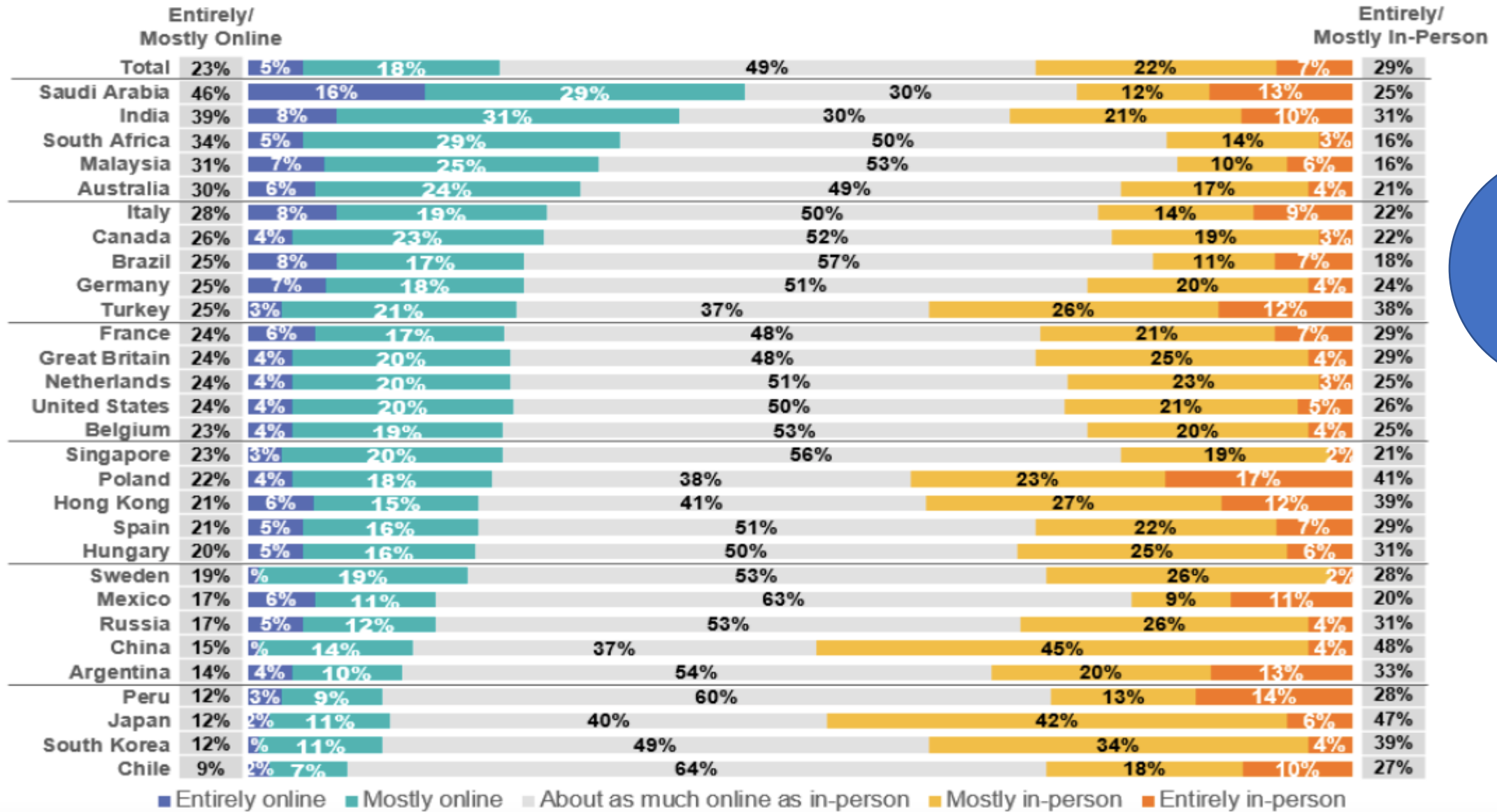
- Quality assurance ?

- MQA is internationally known, then it is not difficult for them to work out quality assurance and qualifications recognition mechanism for university degrees offered by Malaysian TNE to international students abroad via non f2f delivery mode

Opportunities

- Fast forward to 2025, various **further educational innovations** would have occurred to make the universal adoption of remote learning, distance learning, online learning a reality.
- UA are not likely get **govt approval** to set up branches overseas, and physical **institutional mobility overseas for many IPTS may not be financially feasible**, so “Distance TNE” is worth looking into.

HOW WILL HIGHER EDUCATION BE CONDUCTED IN FIVE YEARS?



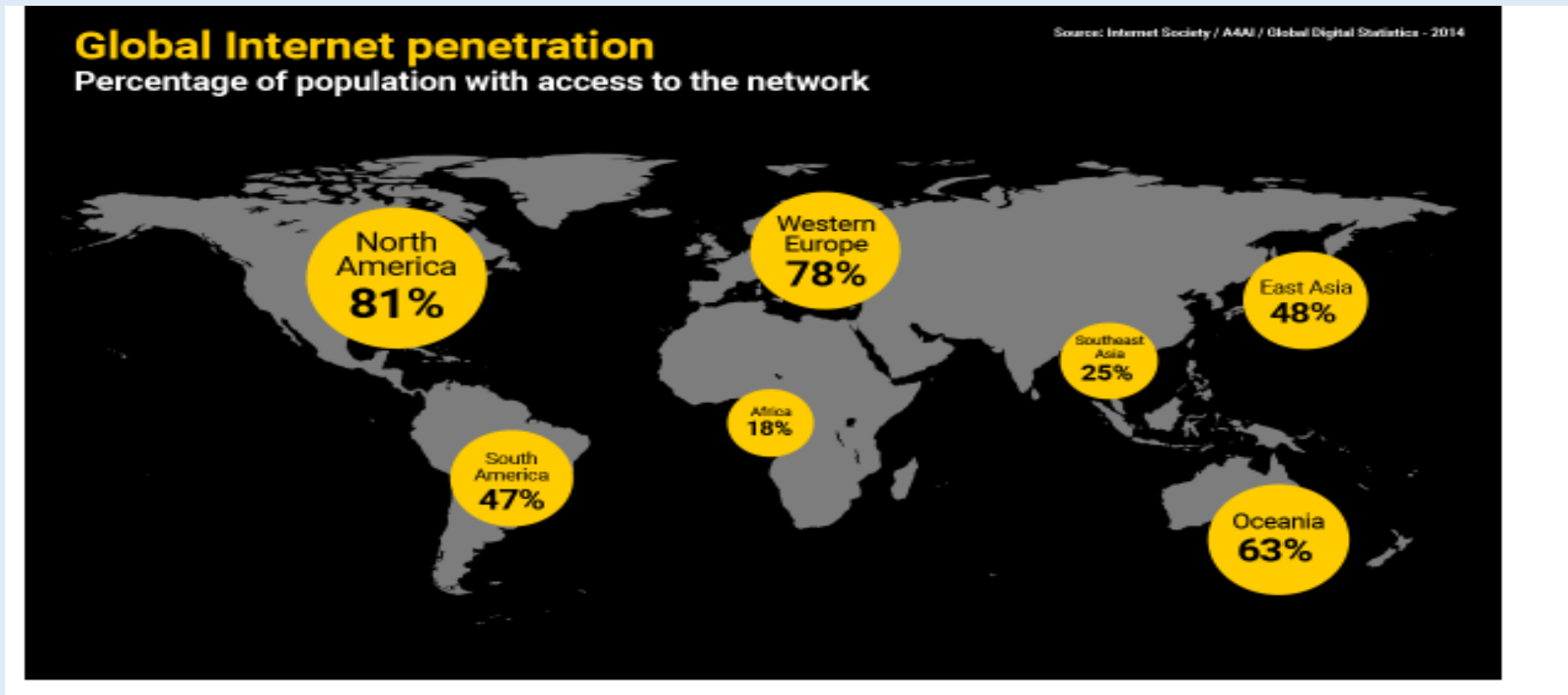
- Availability of technology and platforms to support wholly online programme delivery
 - ✓ MOOC (Massive Open Online Courses) platforms (e.g. Coursera, EdX, FutureLearn)
 - ✓ dedicated online programme managers (e.g. 2U, Wiley, Pearson, Keypath Education)
 - ✓ New platforms

Supportive ecosystems

- Requires different levels of new norms, regulations, governance
 - ✓ **policy support from the government**, infrastructure development and upgrading, institutional capacity-building, professional development of faculty, as well as working in partnership and networking.
 - ✓ In terms of policy support, it is essential that **robust quality assurance mechanisms for online** are developed and implemented so that credits and qualifications obtained from online modalities can be mainstreamed into the regional and international qualifications systems (virtual courses offered by TNE have their problems in terms of recognition)
 - ✓ prejudice against foreign online degrees (before COVID-19) need to be addressed with **clear distinction between legitimate providers and online degree mills**

Challenges

- One key challenge is internet penetration in countries where Malaysia's online degrees will be offered



- Virtual higher education hub; impracticality of physical education hub; Malaysia's HE positioning; contribution to national economy of virtual education hub (?)

The average expenditure of a foreign student in Malaysia is about RM46,000 per annum, and will increase to RM88,000 per annum if family members come along too.

From the data, Malaysia has made an average of RM7.2 billion per year from revenue sources like tuition fees, living expenses and other services during a student's course of study here.

"Given the rising cost of education and other related costs at 10 per cent per annum, this sector is expected to generate RM15.6 billion when we hit our target of 200,000 international students by the year 2020" (Source: <https://www.malaysiakini.com/news/491678>)

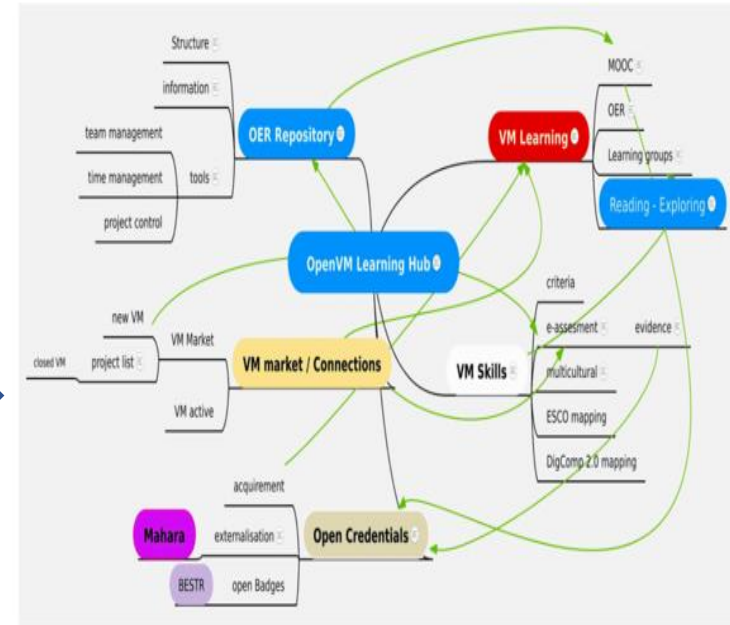


**Before
COVID-19**

The Private Sector Plan



Some HEIs have to work on Virtual Mobility and contribute to Virtual International Education Hub



Source: Andone, Ternauciu, Mihaescu, and Vert (2019)

Contribution to GDP?

Done well, online degrees tend to be more expensive



Source: Ziguras (2017).

- A shared time zone with Asia but not with other potential markets in Africa, MENA in terms of enabling synchronous communication, service and support



Source: <http://blog.idonethis.com/tools-for-managing-time-zone-differences/>

Recognition of Qualifications

- Statement on COVID-19 by Parties to the **Tokyo Convention**, 11 Nov 2020

“The COVID-19 pandemic has caused unprecedented, wide-ranging and significant disruption to education, training and international mobility. Addressing these concerns, the State Parties to the Tokyo Convention on recognition confirmed that the **2020s must not become a decade of lost opportunity for cross-border higher education.**”

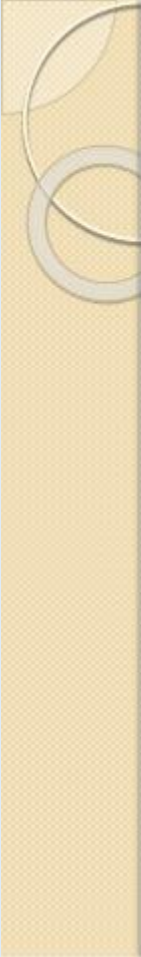
- “The **Tokyo Convention** itself plays a key role to minimize further disruption to education by **facilitating fair and transparent recognition of diverse modes of learning**. Fully respecting the autonomy of domestic decision-makers, Parties to the Tokyo Convention shared a commitment to **protecting the rights of an individual to have their studies and qualifications recognized and/or assessed fairly and transparently**, including those using non-traditional modes such as online and blended learning.”

- Many countries simply do not recognise blended or online education, especially if it comes from overseas.
- The Tokyo Convention statement could be a trigger for countries to move or change.

- The current Tokyo Convention signatories are Australia, China, Japan, Mongolia, New Zealand, the Republic of Korea, Turkey and the Holy See. Fiji joined in August 2020.
- **Malaysia is still not a signatory country** even though engagement and consultation with UNESCO began in 2010 (this is beyond MOHE with AG and KLN also involved)
- In 2018 there were already five signatory countries; so this Convention came into force.

What's next?

- Stand-alone Distance TNE provision – accepted in the context of the TNE conceptual framework (?)
- Malaysian universities transnational expansion: acceptance of the idea and level of readiness (?)
- Student acceptance and foreign governments recognition of online degrees from Malaysia in the context of the spirit of the Tokyo Convention (?)
- Wholly online delivery mode (technology) (?)
- Quality Assurance in Transnational Higher Education provision (?)
- Governance and regulatory framework involving TNE provision by Malaysian HEIs (?)



Thank you, for your
patience and precious
time.