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".
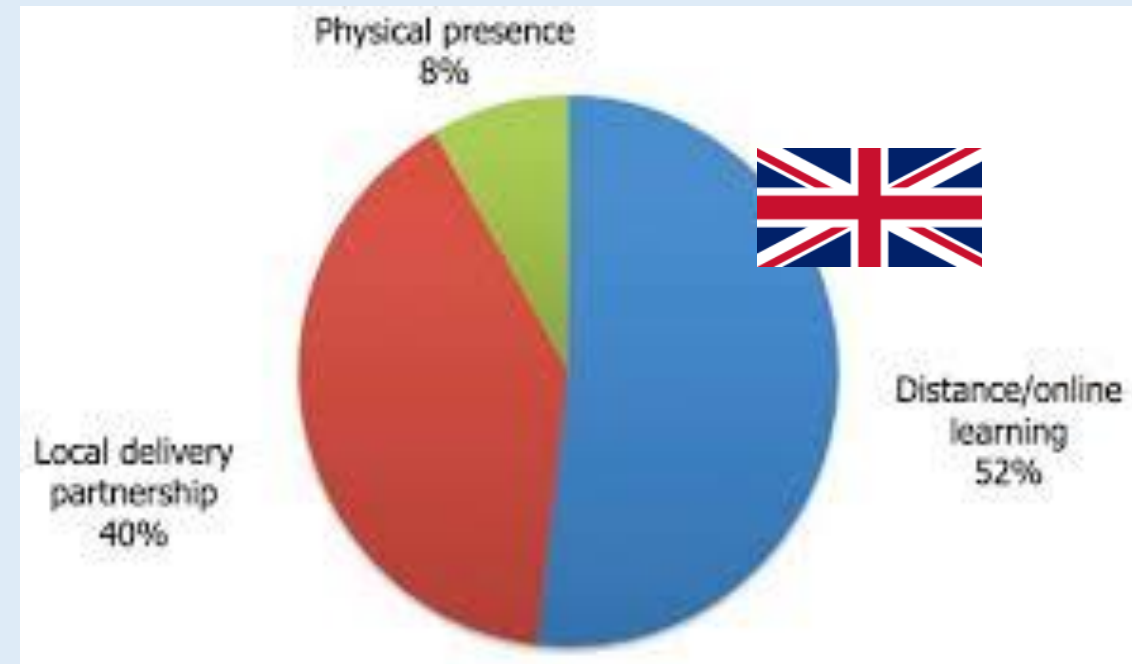
Transnational Education (TNE)

- 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 placed 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

https://slideplayer.com/slide/17848501/

✓ 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

Physical presence 8%

Distance/online learning 52%

Local delivery partnership 40%

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
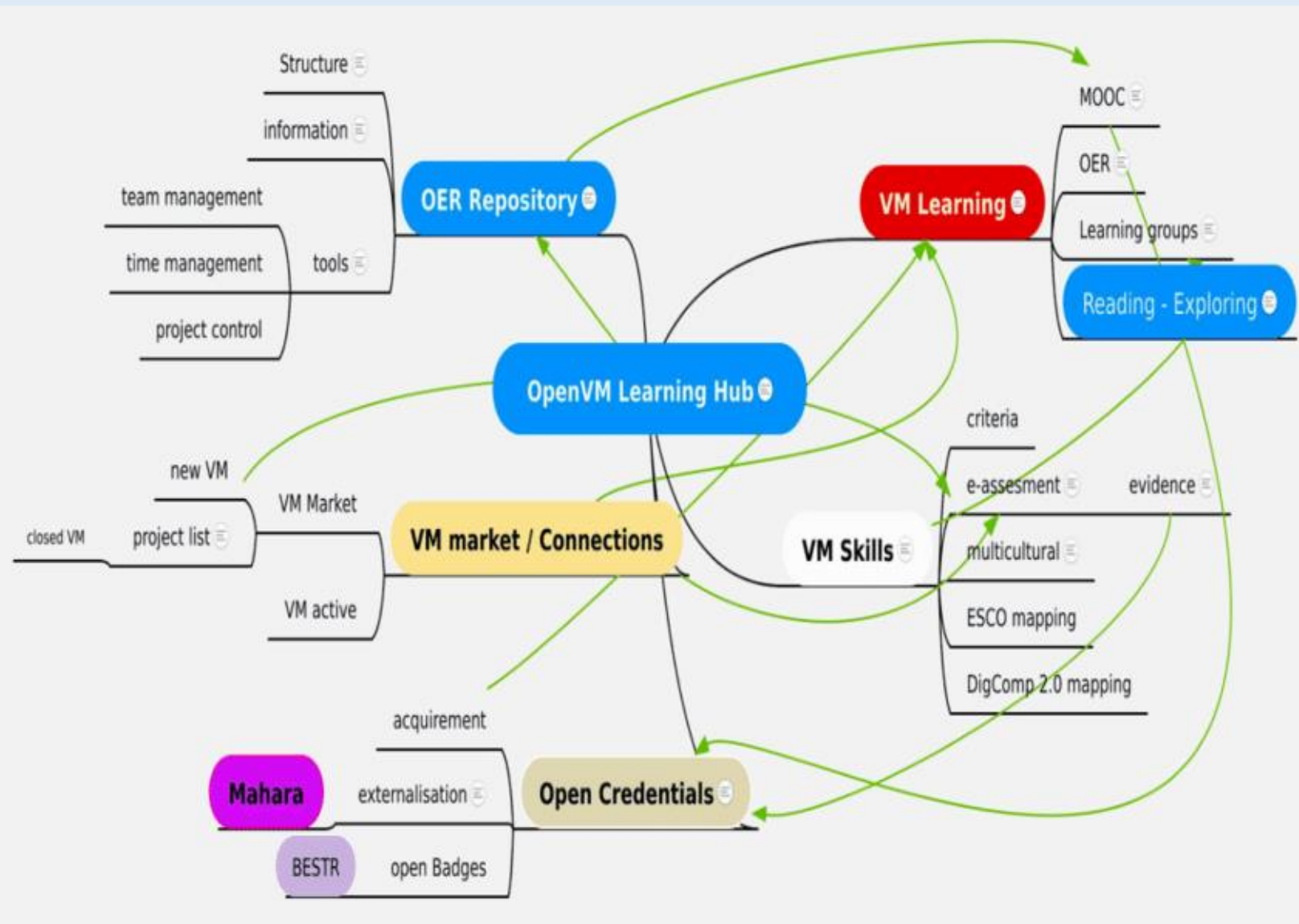
Developing the Open Virtual Mobility Learning Hub

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

Australia -21
US -7
UK -14
EU -5
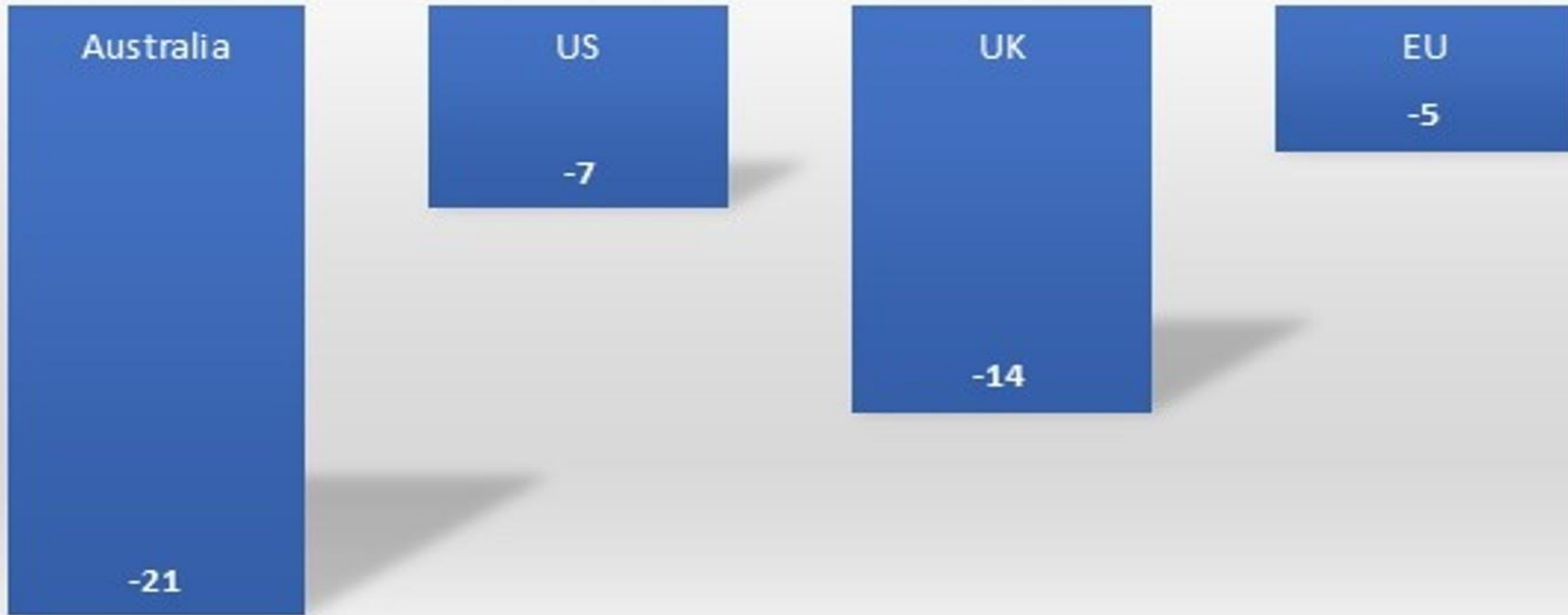
At the same time, the forced move to distance teaching and learning offers **important opportunities** to propose more flexible learning possibilities, explore blended or hybrid learning and to mix synchronous learning with asynchronous learning. IAU – COVID-19 Global Impact Survey

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).

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"
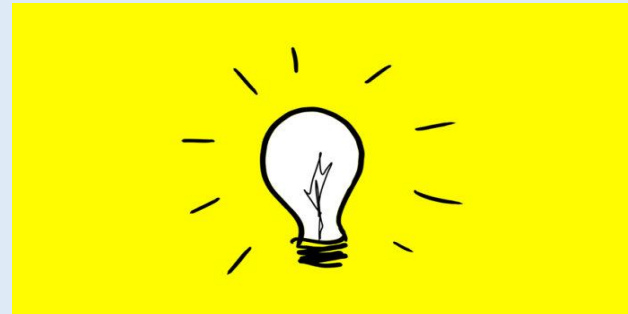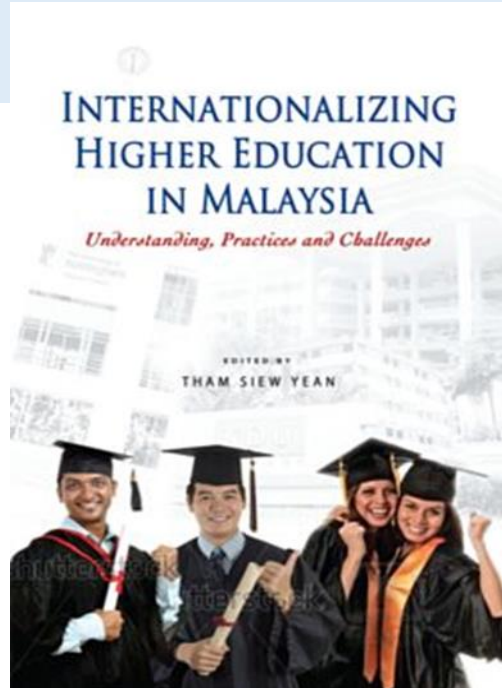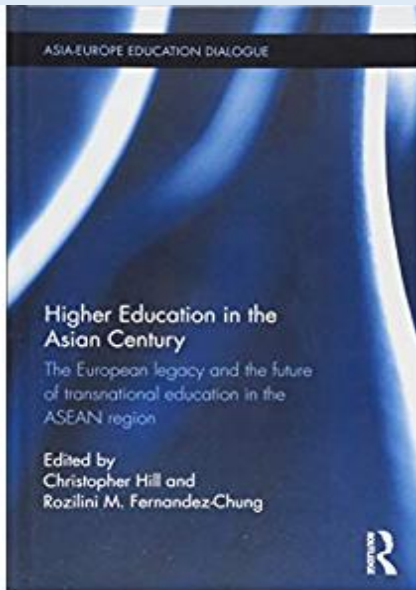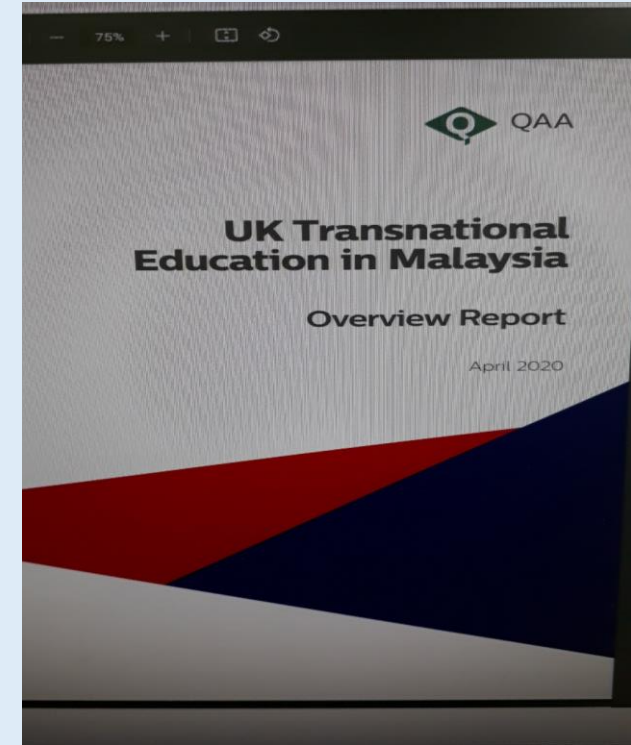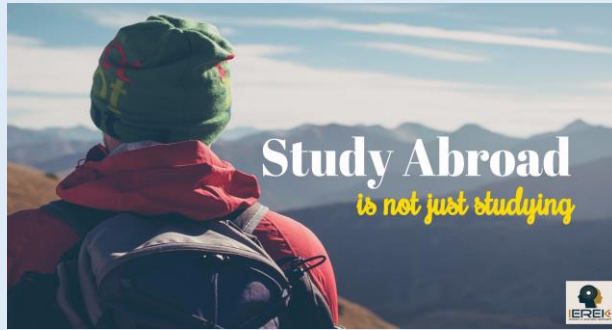
Assumptions for Malaysia's "Distance TNE"

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

WORLD UNIVERSITY RANKINGS
- QS World University Rankings
- Times Higher Education (THE)
- Academic Ranking of World Universities (ARWU)

MALAYSIA UNIVERSITY RANKINGS
- SETARA
- MyQUEST

https://eduadvisor.my/articles/what-are-university-rankings-and-do-they-matter/

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.

educations.com

UNIBUDDY

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

What are you concerned about with studying online?

Legend:
- Current international students
- Prospective international students

Categories (x-axis): Staying focused and self-motivated; Lack of social interactions; Lecturers untrained to teach online; Internet speed/availability; Understanding material in online format; Limited access to lecturers/tutors; Organizing group study sessions; Recognition of completed qualification; Not having a proper graduation; Security of online tests/exams; Access to computers/technology; Learning to use online tools; Other

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

educations.com

UNIBUDDY

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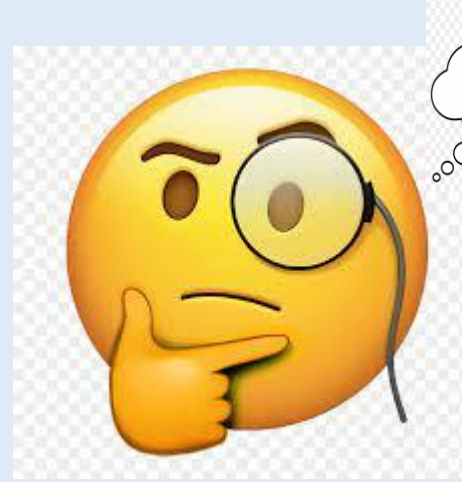
TNE code of Good Practice already in place to add credibility to TNE provision via online and distance education.

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

UNESCO CEPES

COUNCIL CONSEIL
OF EUROPE DE L'EUROPE

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)

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)

SUB THEME 2
DIFFERENT APPROACHES TO QA AND THEIR IMPACT ON EFFICIENCY, EFFECTIVENESS AND SUSTAINABILITY

QUALITY ASSURING TRANSNATIONAL EDUCATION: THE MALAYSIAN EXPERIENCE

R M FERNANDEZ – CHUNG
Malaysian Qualifications Agency

- 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)

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

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?

Entirely/Mostly Online (left) — **Entirely/Mostly In-Person** (right)

Country	Entirely/Mostly Online	Entirely online	Mostly online	About as much online as in-person	Mostly in-person	Entirely in-person	Entirely/Mostly In-Person
Total	23%	5%	18%	49%	22%	7%	29%
Saudi Arabia	46%	16%	29%	30%	12%	13%	25%
India	39%	8%	31%	30%	21%	10%	31%
South Africa	34%	5%	29%	50%	14%	3%	16%
Malaysia	31%	7%	25%	53%	10%	6%	16%
Australia	30%	6%	24%	49%	17%	4%	21%
Italy	28%	8%	19%	50%	14%	9%	22%
Canada	26%	4%	23%	52%	19%	3%	22%
Brazil	25%	8%	17%	57%	11%	7%	18%
Germany	25%	7%	18%	51%	20%	4%	24%
Turkey	25%	3%	21%	37%	26%	12%	38%
France	24%	6%	17%	48%	21%	7%	29%
Great Britain	24%	4%	20%	48%	25%	4%	29%
Netherlands	24%	4%	20%	51%	23%	3%	25%
United States	24%	4%	20%	50%	21%	5%	26%
Belgium	23%	4%	19%	53%	20%	4%	25%
Singapore	23%	3%	20%	56%	19%	2%	21%
Poland	22%	4%	18%	38%	23%	17%	41%
Hong Kong	21%	6%	15%	41%	27%	12%	39%
Spain	21%	5%	16%	51%	22%	7%	29%
Hungary	20%	5%	16%	50%	25%	6%	31%
Sweden	19%		19%	53%	26%	2%	28%
Mexico	17%	6%	11%	63%	9%	11%	20%
Russia	17%	5%	12%	53%	26%	4%	31%
China	15%		14%	37%	45%	4%	48%
Argentina	14%	4%	10%	54%	20%	13%	33%
Peru	12%	3%	9%	60%	13%	14%	28%
Japan	12%	2%	11%	40%	42%	6%	47%
South Korea	12%		11%	49%	34%	4%	39%
Chile	9%	2%	7%	64%	18%	10%	27%

Legend: ■ Entirely online ■ Mostly online ▢ About as much online as in-person ■ Mostly in-person ■ Entirely in-person

2025

https://www.weforum.org/agenda/2020/11/higher-education-online-change-cost-covid-19/

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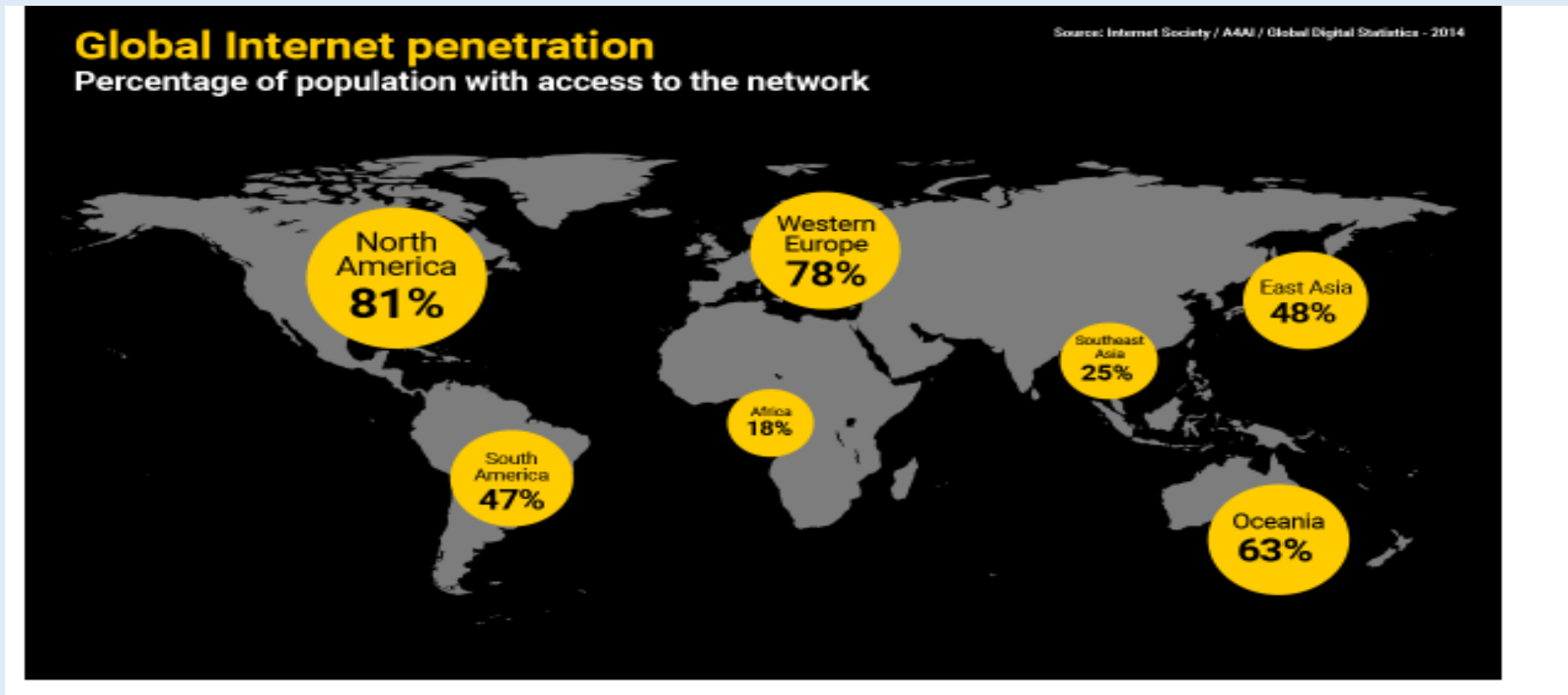
- Virtual higher education hub; impracticality of physical education hub; Malaysia's HE positioning; contribution to national economy of virtual education hub (?)

Before COVID-19

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)

The Private Sector Plan

Where we are now and where we want to be

Indicators and status

NOW ...

Current Status:
Private Education is a growing industry

Indicators:
RM31.5bil to GDP

Number of international students:
133,000

2025

Medium-term goal:
Private education as a high impact industry

Target indicators:
RM65bil to GDP

Number of international students:
305,000

2030

Long-term goal:
Malaysia as a preferred international education hub

Target indicators:
RM84bil to GDP

Number of international students:
408,000

Source: Higher Education Department, Education Ministry

TheStar graphics

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

Developing the Open Virtual Mobility Learning Hub
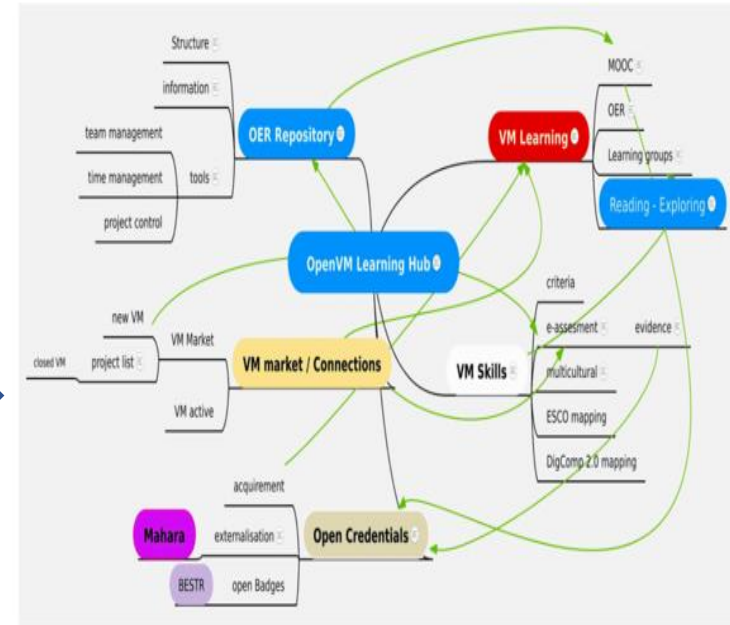
Source: Andone, Ternauciuc, Mihaescu, and Vert (2019)

Contribution to GDP?

Done well, online degrees tend to be more expensive

https://www.thestar.com.my/news/education/2020/04/26/road-to-success

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

What Time Is It Around The World Right Now?

Current Local Time - World Clock - Summer/Winter Time 2019

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."
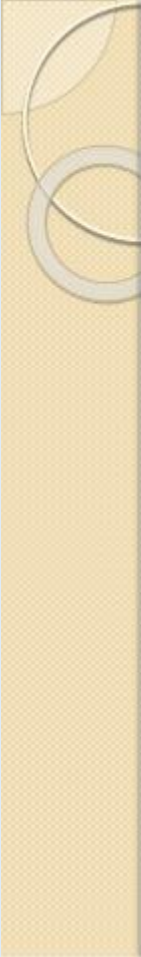
- "The Tokyo Convention itself plays a key role to minimize further disruption to education by facilitating fair and transparent recognition of diverse modes of learning. Fully respecting the autonomy of domestic decision-makers, Parties to the Tokyo Convention shared a commitment to protecting the rights 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.