

TRANSNATIONAL EDUCATION 2.0

the Next Generation

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SCOPE

- To outline (some of) the challenges ahead for TNE policy-makers, managers, and academics
- To introduce three ideas/topics:
 - **Technology and use of Virtual Reality**
 - **Differentiation via Curriculum Development**
 - **Prospective Management for the alignment of Educational and Service quality in TNE**

THE CURRENT CONTEXT OF GLOBAL HE

Students

Changing expectations
Told to “shop around” for best value for their money
Influence from high unemployment to higher demands for employability

Universities

Increased competition
Emergence of non-traditional players
Corporatisation
Rankings and indicators as means to differentiate

Current policy and practice discourse in higher education

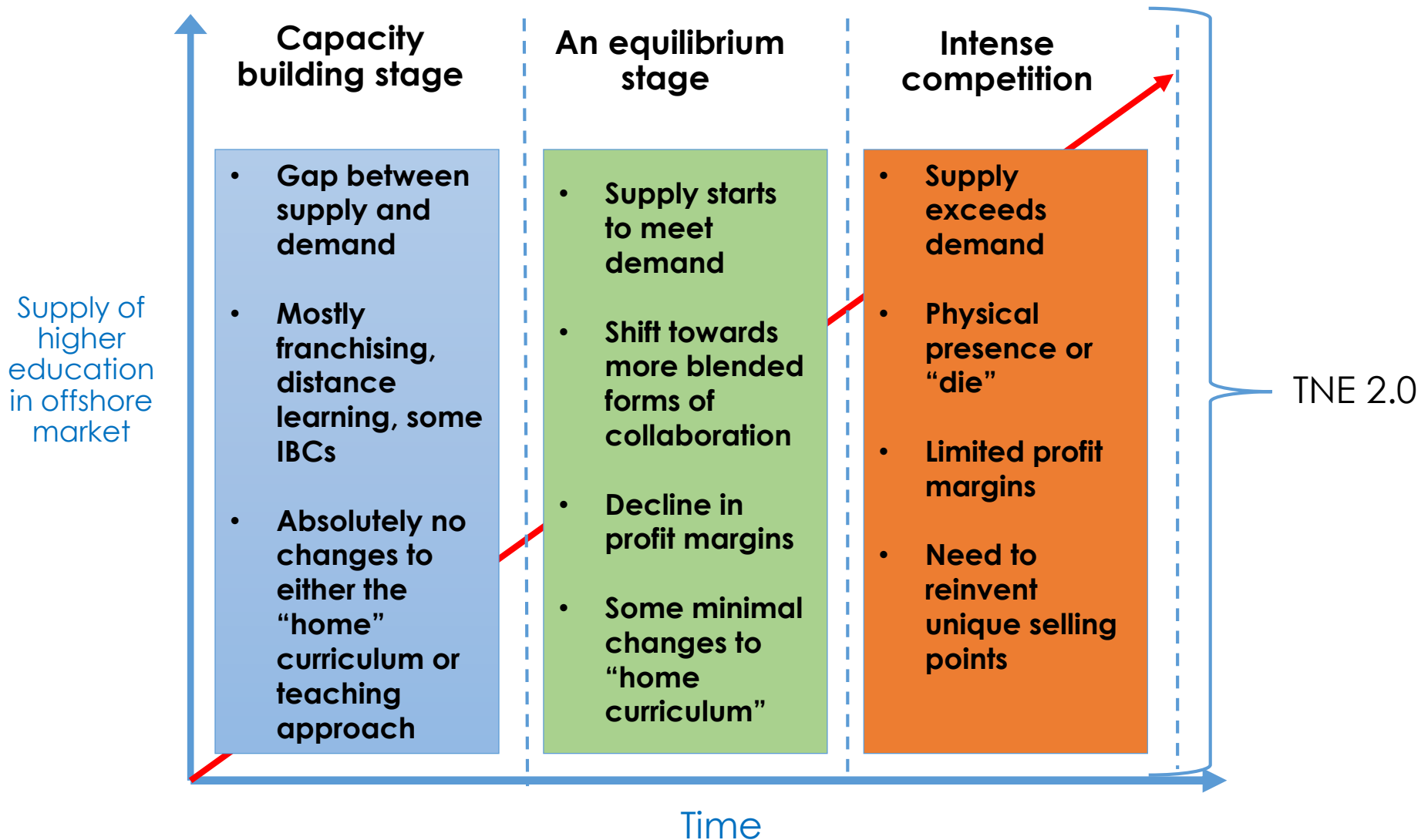
Quality concept

Flux of definitions and models for quality management
Failure to take a realistic stance in the debate “student as customer” and quality as “top-down”

Quality Management

Primarily focusing on risk-mitigation
Students framed as customers
Overconcentration on student satisfaction
Reactive rather than proactive

A LIFE-CYCLE MODEL OF TNE 1.0



KEY CHALLENGES AHEAD: IN TRANSITION TO TNE 2.0

Cost and models of delivery

- Manage financial cost and re-think of the pricing model

How technology can help

Ensure “value for money” for students in mature TNE markets

- Employability
- Return on investment (for students)
- Reinvent unique selling points

Curriculum responsiveness/localisation

Quality management for educational outcomes and student experience

- Balance between Educational quality (outcomes, attainment) and Service quality (student satisfaction)

A prospective management model

**HOW TECHNOLOGY (AND THE ROLE OF
VIRTUAL REALITY) CAN FACILITATE NEW
MODELS OF TNE?**

HOW TECHNOLOGY CAN FACILITATE NEW MODELS OF TNE ?

- Widespread use of new technology in academic practice, research and administration
- But, we still do many things the way we did them 20 years ago
- For example we spend substantial amount of time and money in travel

Extract from financial statements of a UK university

	Year To 31 July 2015	Year To 31 July 2014
	£'000	£'000
Books & Periodicals	1,418	1,540
Staff & Student Development	1,230	1,295
Travel & Subsistence	1,296	1,514
Education Contracts	6,984	7,329

VIRTUAL REALITY

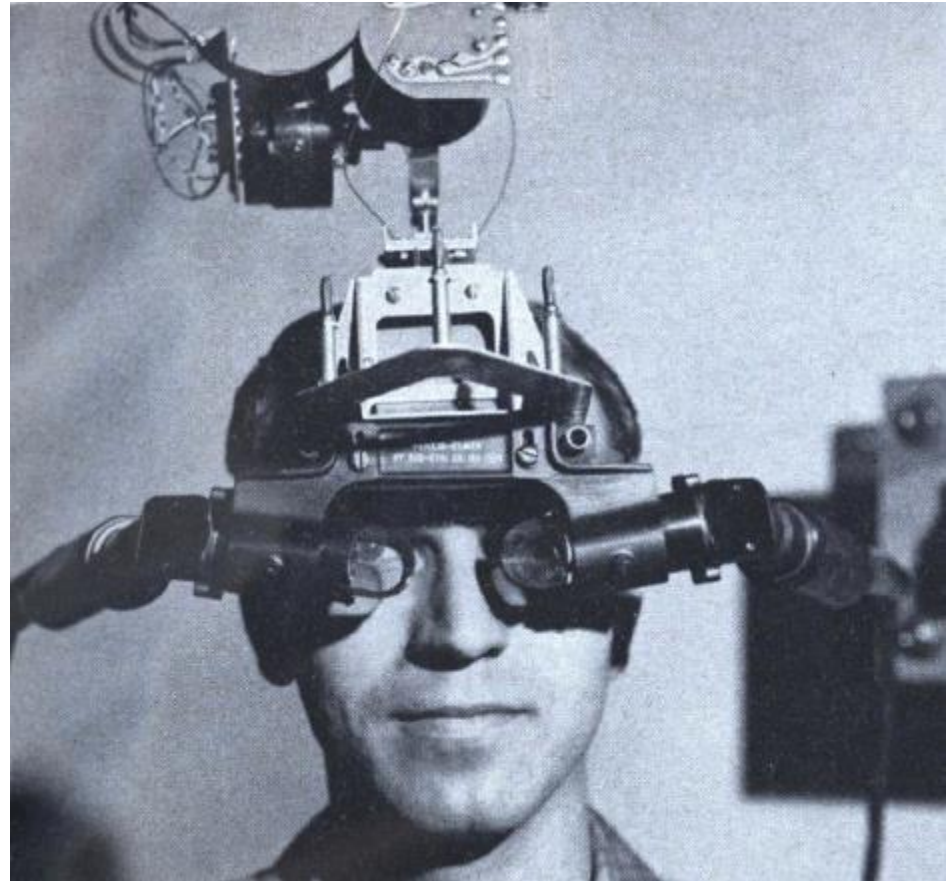
“the use of computer technology to create the effect of an interactive three-dimensional world in which the objects have a sense of spatial presence”.

And...

“the effect of concrete existence without actually having concrete existence”.

VIRTUAL REALITY

An early example
(1968)



VIRTUAL REALITY : DEVELOPMENTS

- Lighter devices
- Standalone
- Cost effective
- Integrative (e.g. build on platforms like android, windows)
- Breakthrough technologies : Holographic computing

OCULUS RIFT



- High cost (~800 AUD)
- Requires dedicated software
- High quality experience

GOOGLE CARDBOARD

- Leverages android
- Lower quality experience
- Precursor of Google's VR device



SAMSUNG/OCULUS

SAMSUNG Gear VR

Powered by  **oculus**

Your Samsung GALAXY smartphone can
take you to another world with the Gear VR.
It's virtual reality, anytime, anywhere.

[Buy Now for \\$99](#)





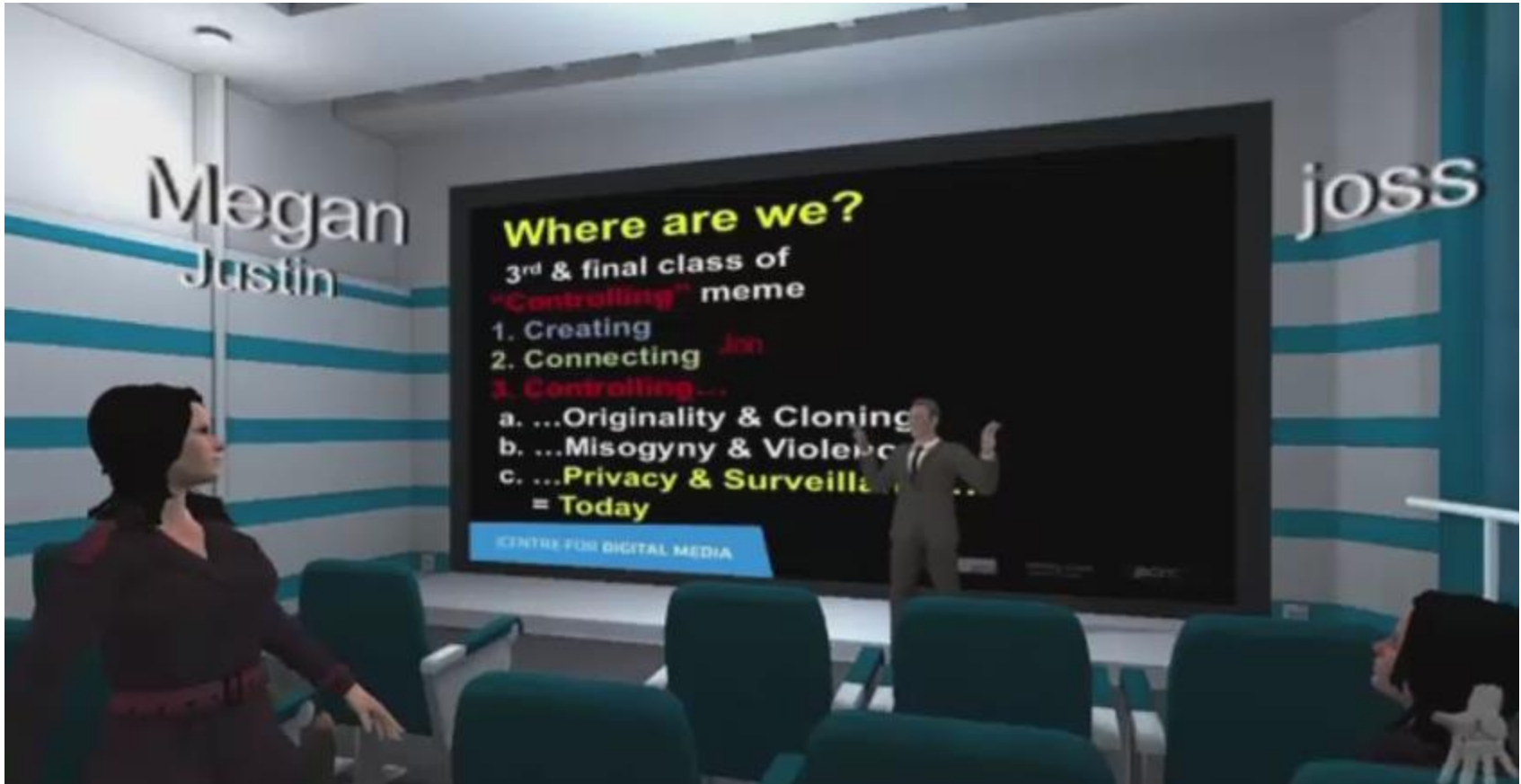
VIRTUAL REALITY POSTGRADUATE DELIVERY



More here: <http://www.gsb.stanford.edu/exed/lead/#!prettyPhoto>
<http://www.gsb.stanford.edu/exed/lead/article-virtual-reality.html>

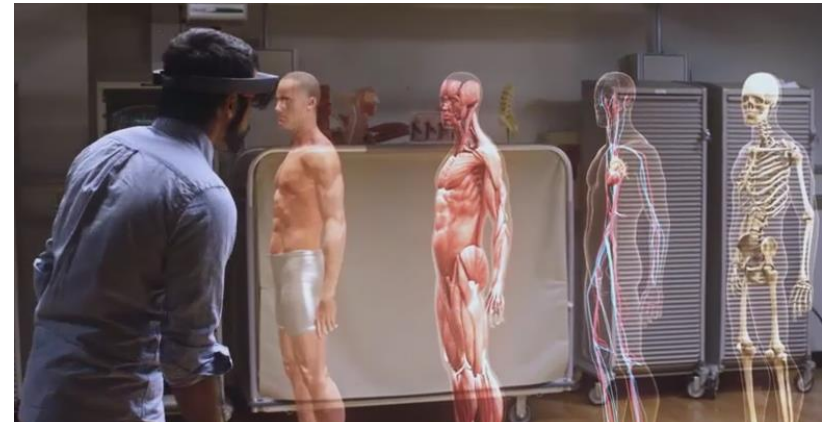
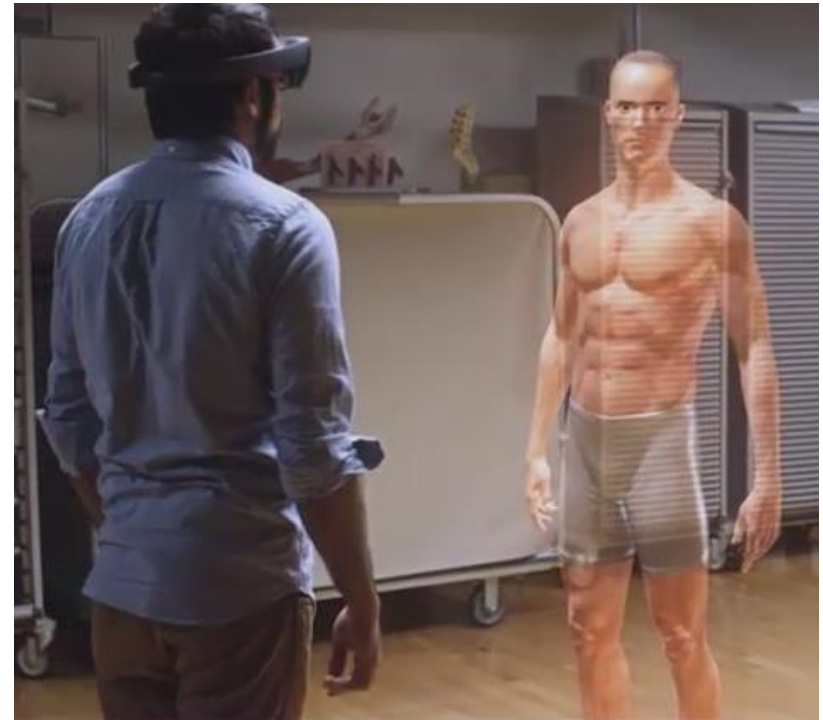


UNIVERSITY OF BRITISH COLUMBIA FULLY IMMERSED LECTURE



More here: <http://videogame.law.ubc.ca/2014/11/12/oculus-alternate-classroom-is-114/>

HOLOGRAPHIC COMPUTING: HOLOLENS



POSSIBLE APPLICATIONS IN TNE

- Replace audit visits (especially, revalidation events)
- Gradually introduce VR lectures delivered by home campus academics to TNE provision
- Involve TNE students in home student seminar groups
- Enhance teaching with VR and holographic elements
- Enrich learning content with VR and interactive expeditions, simulations
- Reduce face-to-face visits for regular admin matters or/and staff development

NEW TECHNOLOGY AND TNE 2.0

Short-term (0-1 years)

Blend offshore delivery with elements of “home” campus; replace physical visits to offshore locations

More extensive use of existing platforms (i.e. adobe connect, GoToMeeting, etc.) and, for early adopters, VR

Introductions of VR elements like expeditions via Google Cardboard

Medium term (1-3 years)

Formalise the existence of VR “home” elements in TNE teaching and delivery

Introduction, at large scale, of VR devices for staff and students

Lectures at the “home campus” can be attended by TNE students via VR platforms and apps

Long-term (3-5 years)

Blurring of the boundaries between home and offshore delivery

TNE students, home academics, administrators are able to “be there”; “there” can be either home or offshore

Holographic computing, VR and augmented reality are used extensively as the basis of the teaching and learning approach

INFRASTRUCTURE

INTERNET CONNECTION SPEED - ASIA PACIFIC			
	Average Connection Speed (Mbps)	Peak Connection Speed (Mbps)	% Above 4 Mbps
South Korea	23.6	79.0	96%
Hong Kong	16.7	92.6	92%
Japan	15.2	70.1	89%
Singapore	12.9	98.5	84%
Taiwan	10.5	71.5	89%
New Zealand	8.4	36.7	86%
Australia	7.6	40.8	71%
Thailand	7.4	50.6	86%
Sri Lanka	4.8	30.8	65%
Malaysia	4.3	31.5	43%
China	3.7	19.4	32%
Vietnam	3.2	21.3	25%
Philippines	2.8	20.3	10%
India	2.3	17.4	10%
Indonesia	2.2	17.5	6%

SOURCE : <https://www.akamai.com/us/en/our-thinking/state-of-the-internet-report/>

SOURCES TO EXPLORE MORE

- **Immersive Education Initiative**
<http://immersivededucation.org/>
- **HoloLens Microsoft**
<https://www.microsoft.com/microsoft-hololens/en-us>
- **Google Jump**
<https://www.google.com/get/cardboard/jump/>
- **Google Expeditions**
<https://www.google.com/edu/expeditions/>



**HOW EXPORTING INSTITUTIONS CAN
DIFFERENTIATE THEIR TNE PROVISION VIA
CURRICULUM DEVELOPMENT ?**

KEY CHALLENGES

- Too many institutions are competing to attract students on programmes with, more or less, the same content, delivery, and employability prospects
- In most offshore markets there is concern about the employability of TNE graduates
- Increase in supply of HE creates a pressing need for differentiation

SOME INSIGHTS: INTERVIEW* WITH PROF. JONES



ELSPETH JONES

Emerita Professor of
the Internationalisation
of Higher Education
and International
Education Consultant

<http://www.elspethjones.com/Home.html>

TNE curriculum

"I have the impression from a recent literature review that it is still a question of simply exporting the UK curriculum. Nor does there seem to be much attention paid to internationalisation of TNE curricula"

Australia vs. others

"If you're taking a wider view then I think Australian universities are already localising to a greater extent than those in the UK. In general, the Australians are way ahead of the rest of the world on TNE, largely because they have such volume and so they have learned a lot."

*Interview conducted via email communication (Feb, 2016)

Language
element



Experiential
learning
dimension



**Differentiation
via curriculum
development**



Relevant and
customised
content

LANGUAGE, LANGUAGE, LANGUAGE....

Think whether...

- by imposing strict restrictions on using English as the language of delivery of TNE, we may jeopardize quality ?
- we offer enough opportunities for every individual involved in TNE (e.g. students and staff) to demonstrate fully her/his abilities ?
- **Explore ways through which TNE programmes can be delivered in the local language**
 - Partial delivery in local language
 - Allow parts of assessment in local language
- **Integrate the study of other languages, which are relevant to local context and TNE graduate employability**
 - Arabic ?
 - Russian ?
 - Hindu ?

EXPERIENTIAL LEARNING

"learning through reflection on doing"

Seek to blend working experience snapshots in TNE programmes

Example: one week "real-world" observation

Rethink assessment to allow "reflection on doing" in local context

Example: consultancy project; local community engagement

Rethink programme structure to create employability velocity

Example: sandwich programme with one year placement

RELEVANT AND CUSTOMISED CONTENT

Review TNE programmes in the context of local developments and trends

i.e. China and the shift from production to service economy

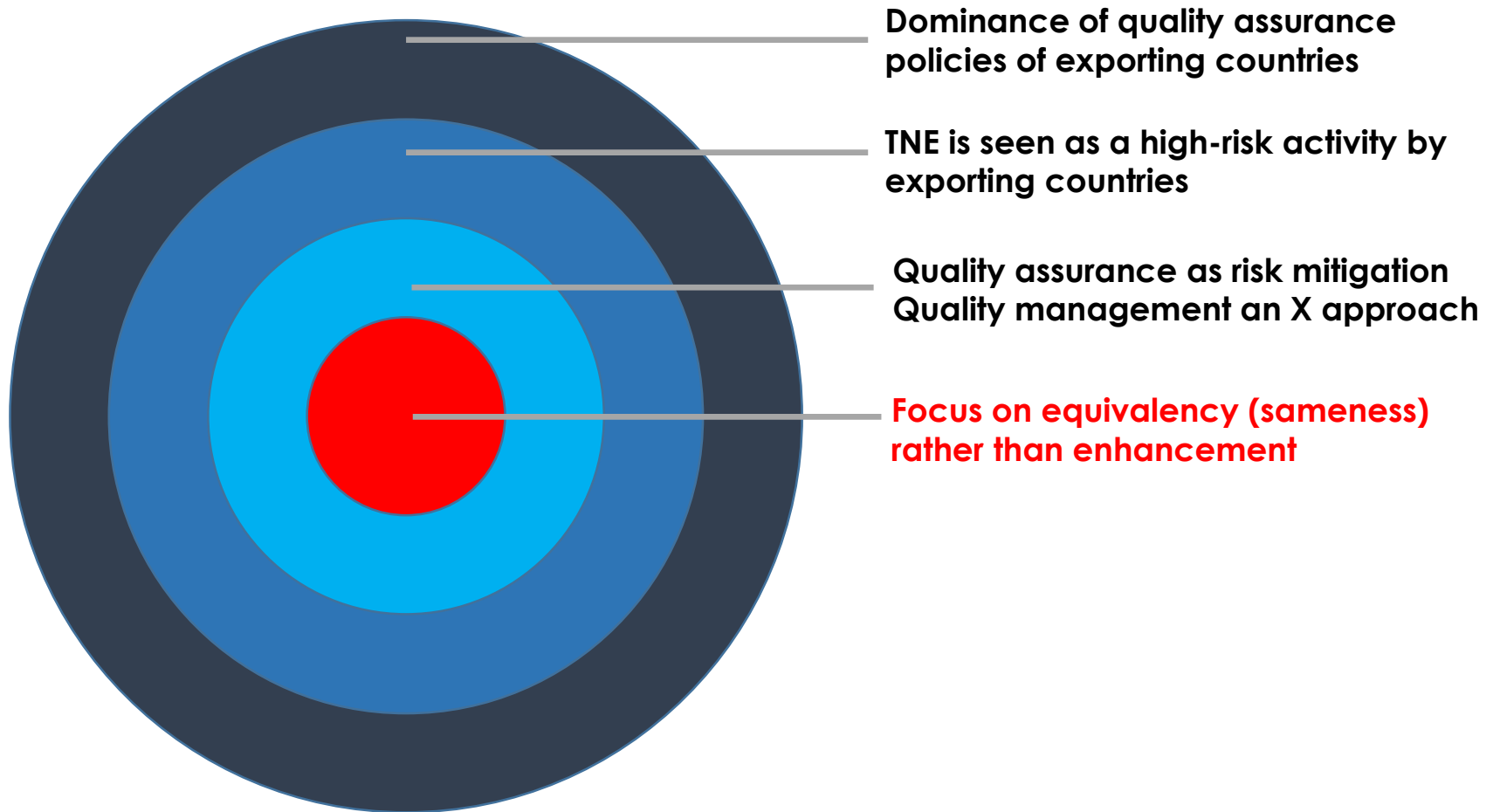
Involve TNE partners and stakeholders in programme review

- Academic staff
- Students
- Alumni
- Local businesses
- Government
- NGOs



**HOW TO ALIGN
EDUCATIONAL QUALITY
AND
SERVICE QUALITY
IN
CROSS-BORDER CONTEXT?**

CURRENT APPROACH IN TNE QUALITY MANAGEMENT



SOME INSIGHTS: INTERVIEW* WITH FABRIZIO TRIFIRO (QAA)



Dr FABRIZIO TRIFIRO

International Adviser –
The Quality Assurance
Agency (UK)

Review focus

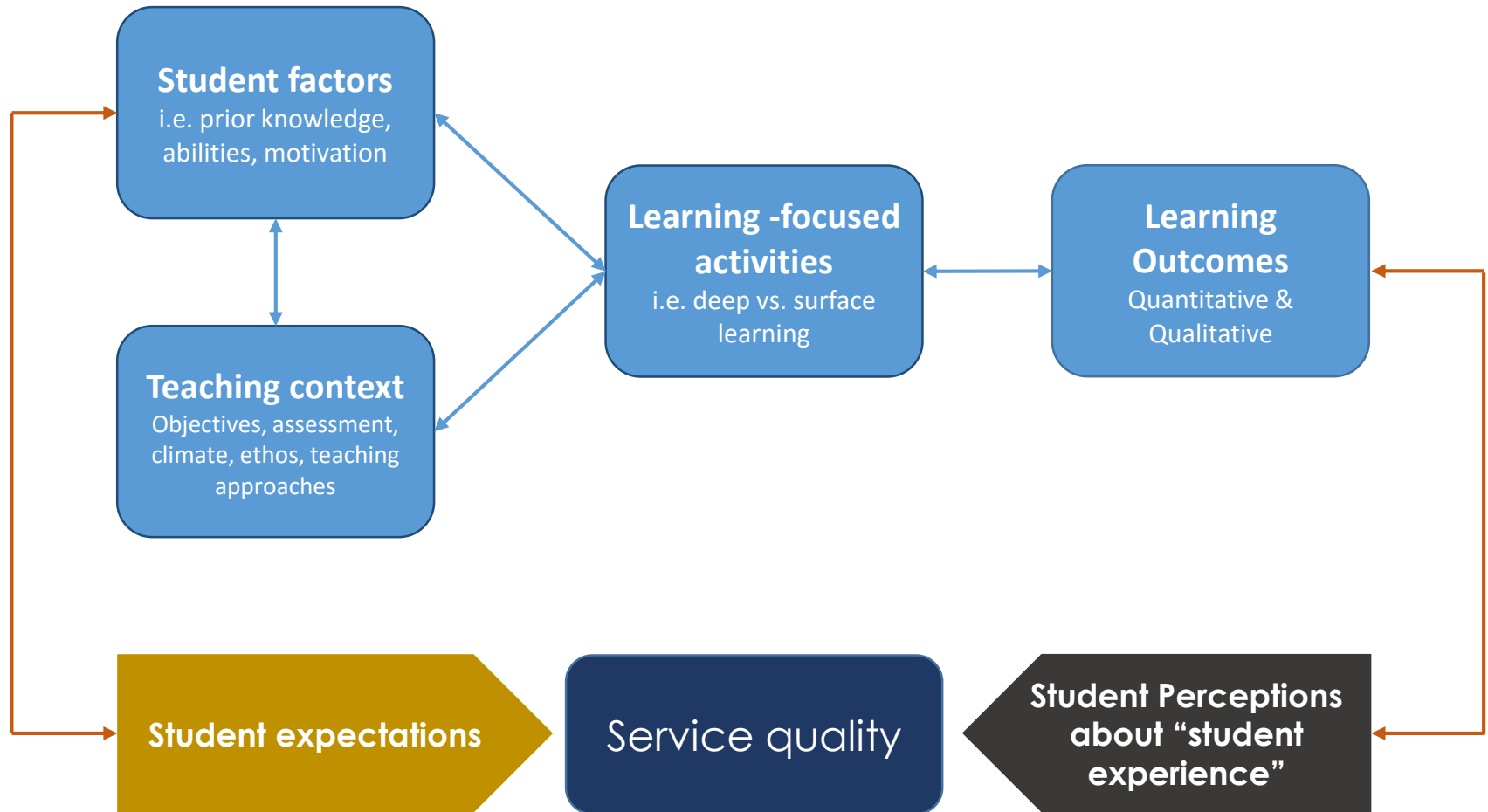
“Our reviewers will also check that UK degree awarding bodies ensure themselves to recruit only students who will be able to succeed in their studies and that apply the same admission criteria at home as abroad.”

Proactive vs. Reactive

“In the way I see it, QAA over the years has been both reactive and proactive in its TNE review activity, e.g. responding to concerns by part of host countries' agencies and to explore new approaches to TNE review, with a specific view to enhancing efficacy, effectiveness, and identify and disseminate good practice.”

*Interview conducted via email communication (Feb, 2016)

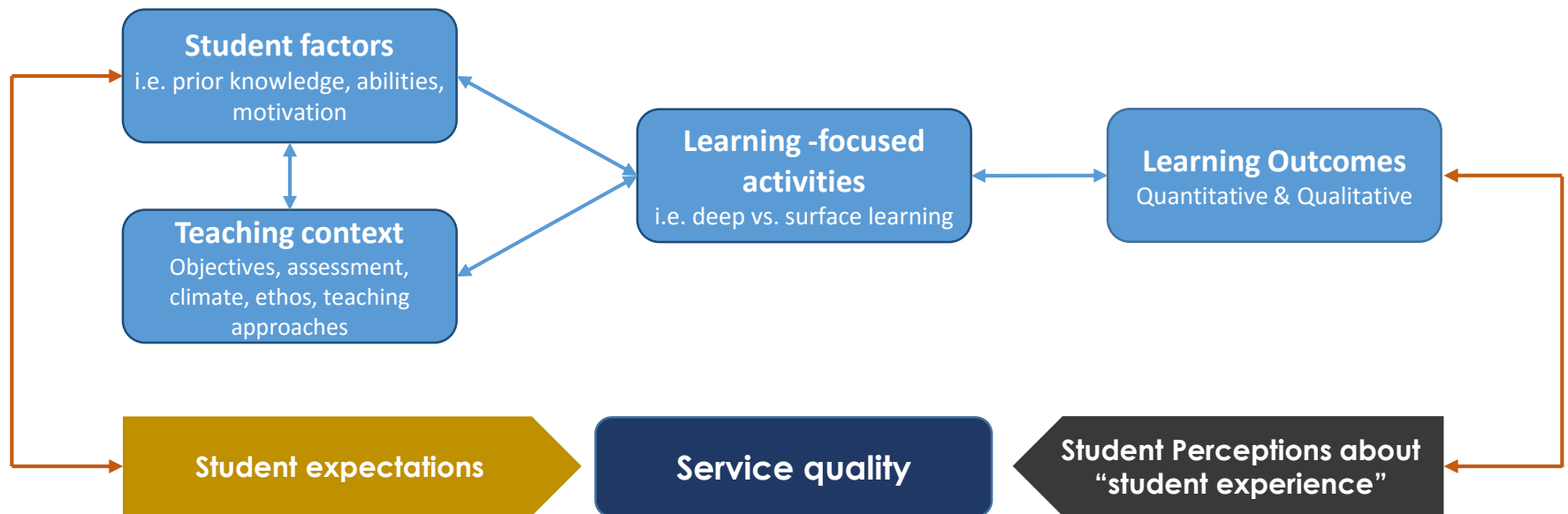
Educational and Service quality are closely linked



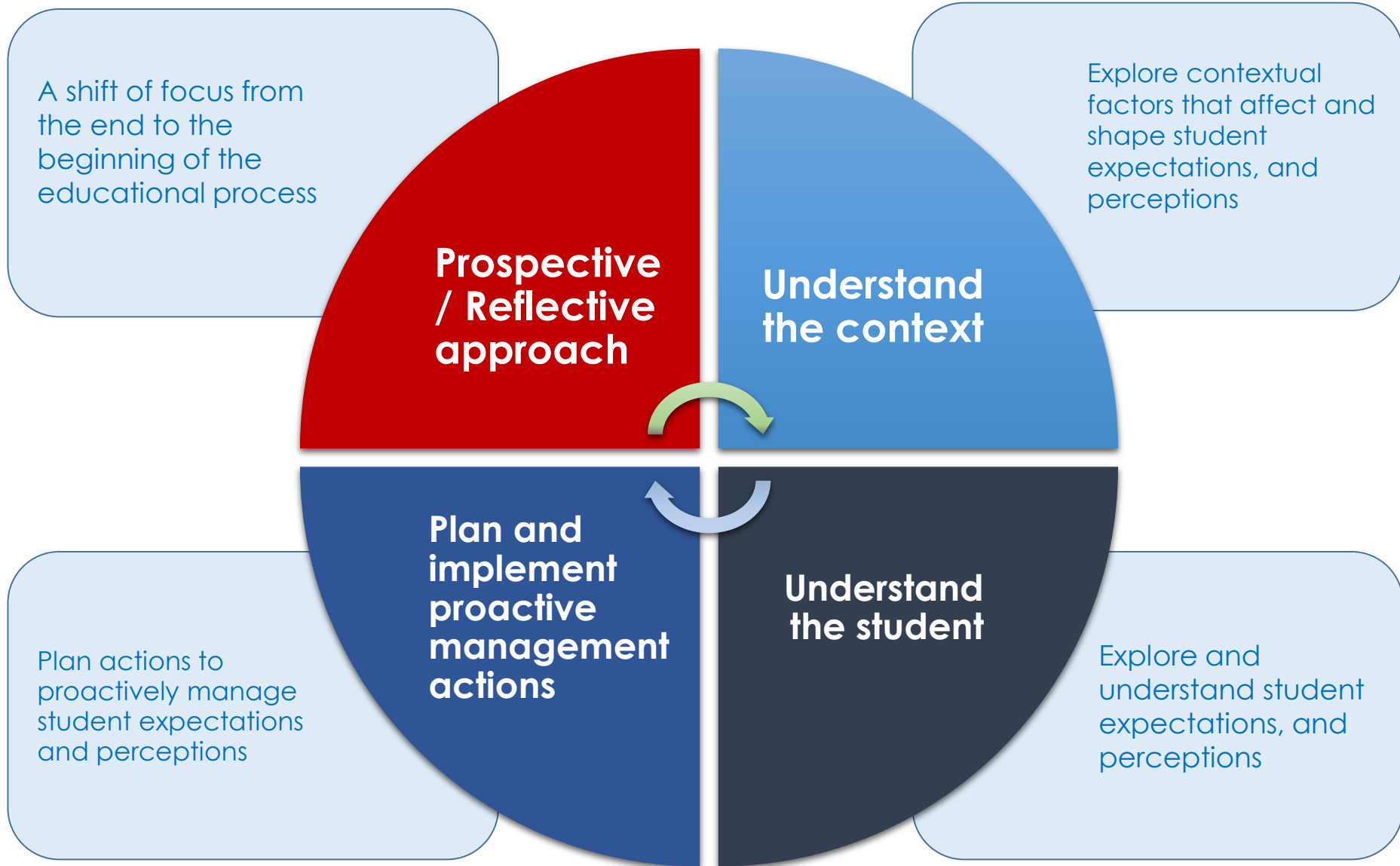
RAMIFICATIONS OF THE CURRENT APPROACH IN THE QUALITY MANAGEMENT

Student factors and expectations are ignored or assumed to be the same across different locations of delivery

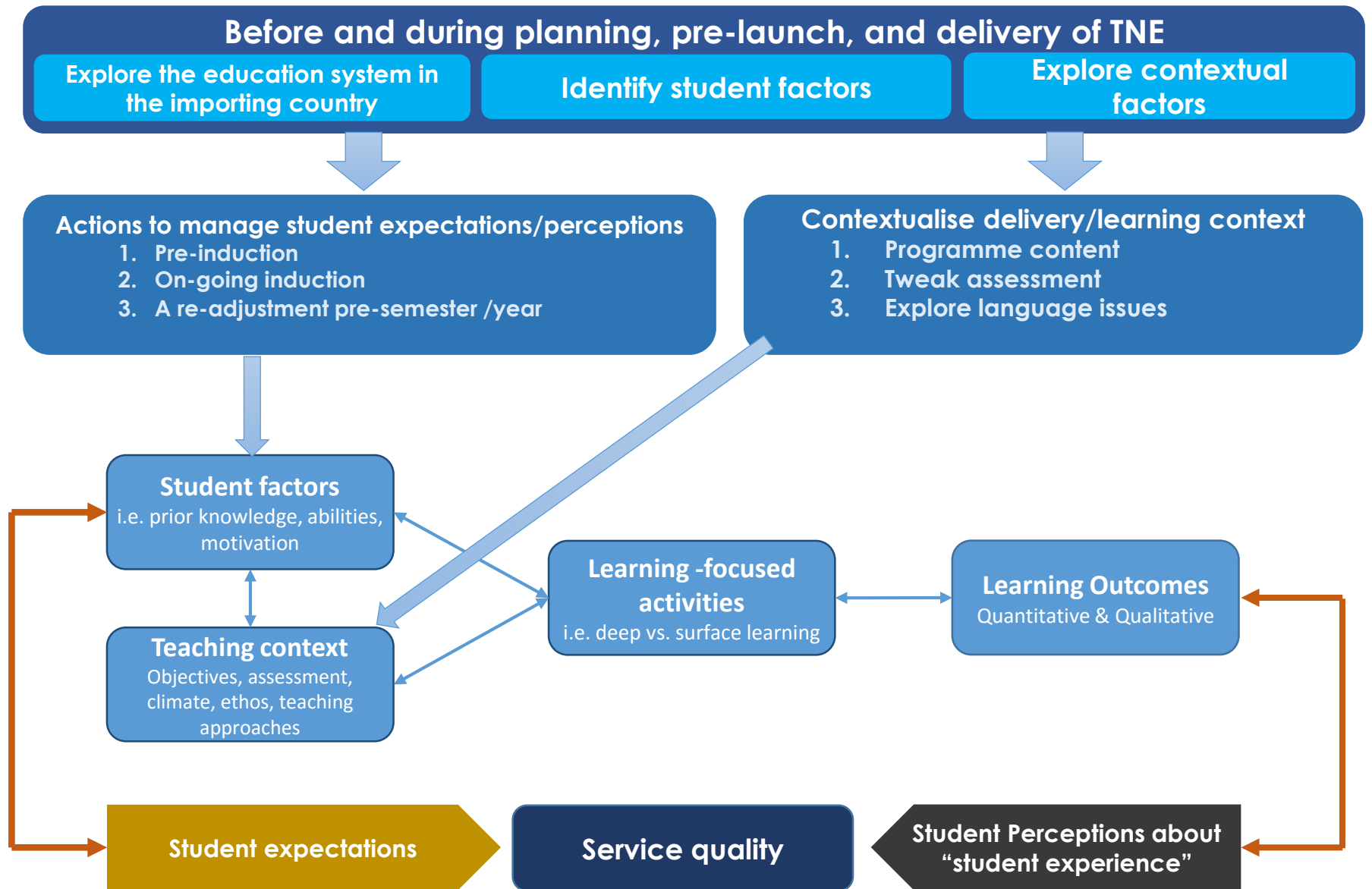
Student perceptions about quality in higher education, both as term and as set of desired outcomes, are ignored or assumed to be the same across different locations of delivery



A prospective and reflective model



AN EXAMPLE





THANKS !

Stay in touch

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[Academia](#)

Twitter: [@tsiligiris](#)

Linkedin : join the group Transnational Education