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Consultant in Transnational Education

cite as:
SCOPE

• To outline (some of) the challenges ahead for TNE policy-makers, managers, and academics

• To introduce three ideas/topics:
  o Technology and use of Virtual Reality
  o Differentiation via Curriculum Development
  o 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

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

Current policy and practice discourse in higher education
A LIFE-CYCLE MODEL OF TNE 1.0

Capacity building stage:
- Gap between supply and demand
- Mostly franchising, distance learning, some IBCs
- Absolutely no changes to either the “home” curriculum or teaching approach

An equilibrium stage:
- Supply starts to meet demand
- Shift towards more blended forms of collaboration
- Decline in profit margins
- Some minimal changes to “home curriculum”

Intense competition:
- Supply exceeds demand
- Physical presence or “die”
- Limited profit margins
- Need to reinvent unique selling points

Supply of higher education in offshore market

TNE 2.0
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?
• 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

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

Buy Now for $99
Where are we?

3rd & final class of "Controlling" meme

1. Creating
2. Connecting
3. Controlling...
   a. ...Originality & Cloning
   b. ...Misogyny & Violence
   c. ...Privacy & Surveillance
   = Today

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

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SOURCES TO EXPLORE MORE

• Immersive Education Initiative
  http://immersiveeducation.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

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)
Differentiation via curriculum development

Language element

Experiential learning dimension

Relevant and customised content
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

- Dominance of quality assurance policies of exporting countries
- TNE is seen as a high-risk activity by exporting countries
- Quality assurance as risk mitigation
- Quality management an X approach
- Focus on equivalency (sameness) rather than enhancement
SOME INSIGHTS: INTERVIEW* WITH FABRIZIO TRIFIRO (QAA)

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

- **Student factors**
  - i.e. prior knowledge, abilities, motivation

- **Teaching context**
  - Objectives, assessment, climate, ethos, teaching approaches

- **Learning -focused activities**
  - i.e. deep vs. surface learning

- **Learning Outcomes**
  - Quantitative & Qualitative

- **Student expectations**

- **Student Perceptions about “student experience”**

- **Service quality**
**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.

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- **Student factors**
  - i.e. prior knowledge, abilities, motivation

- **Teaching context**
  - Objectives, assessment, climate, ethos, teaching approaches

- **Learning-focused activities**
  - i.e. deep vs. surface learning

- **Learning Outcomes**
  - Quantitative & Qualitative

- **Student expectations**

- **Service quality**

- **Student Perceptions about “student experience”**
A shift of focus from the end to the beginning of the educational process

Explore contextual factors that affect and shape student expectations, and perceptions

Explore and understand student expectations, and perceptions

Plan actions to proactively manage student expectations and perceptions

A prospective and reflective model

Prospective / Reflective approach

Plan and implement proactive management actions

Understand the context

Understand the student
AN EXAMPLE

Before and during planning, pre-launch, and delivery of TNE

- Explore the education system in the importing country
- Identify student factors
- Explore contextual factors

Actions to manage student expectations/perceptions
1. Pre-induction
2. On-going induction
3. A re-adjustment pre-semester/year

Contextualise delivery/learning context
1. Programme content
2. Tweak assessment
3. Explore language issues

- Student factors: i.e. prior knowledge, abilities, motivation
- Teaching context: Objectives, assessment, climate, ethos, teaching approaches
- Learning-focused activities: i.e. deep vs. surface learning
- Learning Outcomes: Quantitative & Qualitative

- Student expectations
- Service quality
- Student Perceptions about “student experience”
THANKS!

Stay in touch

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