

AU 16th
PF Asian
University
Presidents
Forum
2017 PHILIPPINES

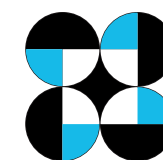
THEME: INNOVATIONS & FORESIGHT:
EDUCATION SOLUTIONS FOR A BETTER WORLD

Hosted by:



November 21-23, 2017
Dusit Thani Manila Makati City, Philippines

In cooperation with:



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Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

Message



Warm greetings to Philippine Normal University (PNU) as it hosts the 16th Asian University Presidents Forum (AUPF) on November 21-23, 2017.

The world actively promotes moves toward connectivity and closer ties in areas of politics, economy, and culture. Such global endeavors have resulted in the formation of inter-state unions and organizations that not only maintain international order but work toward common aspirations for the future. In Southeast Asia, the ASEAN was launched to sustain and develop the lives of millions of people in the region through the formation of a community of opportunity, connectivity, and political security.

Since its onset, the ASEAN has dramatically affected various areas of society including education. It has posed great challenges and opportunities to education leaders, policy-makers, and other educational stakeholders in terms of effecting strategies that will strengthen education networking and enhance professional interaction among the ASEAN universities and colleges.

This forum is an opportune venue for university leaders and administrators to engage in a regional discussion centered on innovative solutions to education problems, research in various disciplines, current innovations, and plans and programs in response to international standards and policies relevant to the ASEAN.

The Commission on Higher Education commends the PNU for hosting this year's AUPF and actively helping our region's education leaders meet the needs and demands of the globalized world.

Mabuhay!


PATRICIA B. LICUANAN, Ph.D.
Chairperson



REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAMANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURO
The National Center for Teacher Education
Maynila
Manila

Message



My warmest greetings to the organizers and participants of the 16th Asian Presidents' Forum (AUPF) 2017. We are honored to host this year's event that brings together the University Presidents in Asia.

This forum is another milestone as it coincides with the significant challenges and opportunities that the countries must respond to given changing global standards. With the theme, Innovations and Foresight: Education Solutions for a Better World, it provides an opportunity for partnership to foster educational dialogue and reinforce cooperation as well as collaboration in various other areas to develop new ideas and products as an excellent shift in the current state of the Education in Asia. As different countries in Asia move towards building a harmonious relationship with one another, the promotion of sustainable development and the encouragement of solution-focused perspective will go hand in hand to enhance for the betterment of the academe, industry, and other sectors of the Asian countries. This activity is timely and provides an appropriate platform for education leaders, researchers and policy makers for sharing their current research outputs and innovations, as well as updates on emerging technologies and international issues that impact on sustainable development.

I believe that this 16th Asian University Presidents' Forum (AUPF) 2017 will inspire collaborative thinking to enhance social responsibility and global strategic partnership from various leaders in Asia. To the co-organizers, support organizations and sponsors of the 16th Asian Presidents' Forum (AUPF) 2017, I thank you for your important contributions and efforts for the success of this activity. To all the speakers and participants, I wish you all the best for your respective involvements. I hope that you will have pleasant and enjoyable learning experiences in the forum. Finally, I wish that the participants will board to new journeys of learning, sharing, and growing for a common vision- "To make our world, a better one".

Thank you and *Mabuhay!*


ESTER B. OGENA, Ph.D.
President
Philippine Normal University

AUPF 2017 PROGRAM

Day 1 <i>(November 21)</i>	9:00 – 14:00	REGISTRATION Two sites for registration: 1. Dusit Thani Hotel, Makati 2. Philippine Normal University
	14:00 – 14:30	HOTEL CHECK-IN
	14:30 – 18:00	COMPLIMENTARY TOUR National Museum and Intramuros, Manila
	18:00 – 20:00	WELCOME DINNER AND CULTURAL NIGHT AT PHILIPPINE NORMAL UNIVERSITY Special Performances from PNU Chorale, PNU Rondalla, and PNU Kislap Sining Dance Troupe
Day 2 <i>(November 22)</i>	09:00 – 10:30	OPENING CEREMONY AUPF Hymn PNU Chorale <i>Welcome Remarks</i> Dr. Ester B. Ogena President, Philippine Normal University <i>Messages</i> Dr. Lilian A. De Las Llagas Commissioner, <i>Commission on Higher Education</i> Mr. Alfred Kristoffer Guiang Principal Assistant, Office of ASEAN Affairs, <i>Department of Foreign Affairs</i> Prof. Mingying Zhuang Honorary President, <i>Chaoshan College</i> <i>Founder of AUPF</i>

Day 2 <i>(November 22)</i>	09:00 – 10:30	A Glimpse of AUPF (Video Presentation) Musical Offering PNU Chorale
	10:30 – 12:00	PLENARY <i>Keynote Speaker 1</i> Dr. Annabelle Duncan <i>Vice Chancellor, University of New England</i> <i>Keynote Speaker 2</i> Prof. Sui Guangjun <i>Chairman of the University Board, President Guangdong University of Foreign Studies Founding Member and Permanent Secretariat of AUPF</i> Photo Opportunity Emcee: Mr. Alpheus Eugenio V. Ferreras
	12:00 – 13:00	LUNCH
	13:00 – 15:00	PARALLEL SESSIONS Parallel Session 1: Technology Solutions Session Chair: Fr. Marcelo V. Manimtim, CM <i>President, Adamson University</i> - Dr. Jekuk Chang Dongseo University, South Korea <i>Paper Title: Assembly-Type University and Global Access Asia</i> - Dr. Panadda Unyapho Bangkok University, Thailand <i>Paper Title: Engaging in Education 4.0: Fostering Graduates of 21st Century</i> - Dr. Filomena Dayagbil Cebu Normal University, Philippines <i>Paper Title: Flipped Classroom: Maximizing Face Time in Teaching and Learning</i>

Day 2 (November 22)	13:00 – 15:00	- Ms. Michelle Tapia Globe Telecom Inc., Philippines <i>Paper Title: Tech Empowered Trends in Education</i> - Mr. Christian Schweigler BTG Corporation <i>Paper Title: Bridging the Gap in Tertiary Education</i> - Prof. Janusz Szpytko AGH University of Science and Technology, Poland <i>Paper Title: The Role of Innovative Technologies and Tools for Engineering Education Transformation</i> Parallel Session 2: Teaching and Learning Solutions Session Chair: Dr. Caroline Marian S. Enriquez <i>President, Our Lady of Fatima University</i> - Dr. Ayuddin Paramata Gorontalo State University, Indonesia <i>Paper Title: Testing of Laboratory-Based Concrete Columns for Vocational Technology Education</i> - Prof. Dr. Hasanuddin, M.Hum Universitas Negeri Gorontalo Indonesia <i>Paper Title: Commitment of Teachers in Achieving Competitive Students at Boarding School</i> - Dr. Anis Malik Thoha Sultan Agung Islamic University, Indonesia <i>Paper Title: Discourses of the Relation of Science and Religion: An Islamic Paradigm of Education</i> - Mr. Manshruddin Pembangunan Panca Budi University Medan, Indonesia <i>Paper Title: Character Education in Modern Islamic Boarding Schools: A Model from Indonesia</i> - Dr. Akhmad Taufik Pembangunan Panca Budi University Medan, Indonesia <i>Paper Title: Student Extracurricular Activities as the Effort to Upgrade the Quality of the Higher Education</i>
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Day 2 (November 22)	13:00 – 15:00	- Dr. Dulce F. Atian Camarines Sur Polytechnic College, Philippines <i>Paper Title: Awareness and Utilization of Classroom Assessment Techniques at Camarines Sur Polytechnic Colleges</i> Parallel Session 3: Governance and Policy Solutions Session Chair: Dr. Arnulfo M. Mascariñas <i>President, Bicol University</i> - Prof. Kamaruddin Hussin Ubudiyah University of Indonesia <i>Paper Title: Adopting a Sustainable Campus Model (Case Study in Ubudiyah University of Indonesia)</i> - Prof. Ji Shaoyou Chaoshan College, China <i>Paper Title: Development of Opportunities of International Education under “The Belt and Road Initiative”</i> - Mr. MD Sabur Khan Daffodil International University, Bangladesh <i>Paper Title: Employability 360 Degrees for Ensuring Employment: A Case Study of Daffodil International University</i> - Prof. Abu Yousuf Md. Abdullah, Ph.D. Northern University Bangladesh <i>Paper Title: Government Facilitation of Private Higher Education in Bangladesh: The Partnership Approach</i> - Dr. Arnulfo M. Mascariñas President, Bicol University <i>Paper Title: Managing Land Squatting and Informal Settlers in State Universities and Colleges in the Philippines</i> - Dr. Ricardo E. Rotoras President, University of Science and Technology of Southern Philippines President, Philippine Association of State Universities and Colleges <i>Paper Title: Re-defining the Role of State Universities and Colleges in the Philippine Higher Education System</i>
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Day 2 (November 22)	15:00 – 17:00	ROUND TABLE DISCUSSION Resource Person Atty. Danilo I. Concepcion <i>President, University of the Philippines</i> RTD Session 1: Technology Solutions Session Chair: Dr. Ester B. Ogena <i>President, Philippine Normal University</i> RTD Question: How are the demands for technology solutions for education issues changing the management and operations of the university? RTD Session 2: Teaching and Learning Solutions Session Chair: Rev. Fr. Herminio V. Dagohoy, O.P. <i>Rector, University of Santo Tomas</i> RTD Question: How will teaching and learning solutions address social issues? RTD Session 3: Governance and Policy Solutions Session Chair: Dr. Jose Francisco B. Benitez <i>President, Philippine Women's University</i> RTD Question: What governance and policy solutions can be pursued to innovate and develop foresight for the education sector?
	18:00 – 20:00	FELLOWSHIP DINNER & EXCHANGE OF TOKENS Special Performance from the UST Singers Emcee: Prof. Ruth A. Alido
Day 3 (November 23)	09:00 – 10:00	STANDING COMMITTEE MEETING <i>To be presided by Dr. Ester Ogena, President, Philippine Normal University</i>
	09:00 – 11:00	MOU SIGNING

Day 3 (November 23)	11:00 – 12:00	CLOSING PROGRAM AND TURN OVER CEREMONY Musical Offering Our Lady of Fatima University Chorale <i>Messages</i> Dr. Fortunato T. Dela Peña <i>Secretary, Department of Science and Technology (DOST)</i> Dr. Jekuk Chang Host of ASP 2018 <i>President, Dongseo University</i> <i>Turn over ceremony and Acceptance Message</i> Prof. Tan Rolly Intan <i>Rector, Petra Christian University</i> Closing Remarks Dr. Ester B. Ogena <i>President, Philippine Normal University</i> Finale Performance Bayanihan Philippine National Folk Dance Company, Philippine Women's University Emcee: Prof. Marla A. Papango
	12:00 – 13:00	FAREWELL LUNCH

Dress Codes:

- Day 1 – AUPF polo shirt and any colored pants
- Day 2 – Business or National Attire
- Day 3 – Business or National Attire

ABSTRACTS

Innovations and Foresight: Education Solutions for a Better World

Dr. Annabelle Duncan

Vice Chancellor, University of New England, Armidale, Australia

The global economy is transforming. Augmented intelligence, artificial intelligence and robotics are changing the workplace with a resultant need to change the way the workforce of the future is educated.

With estimates that 65% of children starting school now will work in jobs that do not yet exist, comes the need to rethink how we educate future students. The Fourth industrial revolution has brought a need for development of higher order competencies which requires longer periods of education. Furthermore, as workplaces transform, jobs are being transformed, or eliminated and different jobs are being created, creating an increasing need for life-long learning.

Educating a greater percentage of the population to tertiary level and then constantly re-educating them via life-long learning brings numerous challenges. How do we provide for the educational needs of so many people, how do we reach them? How do we enable them to balance work, life and study simultaneously? How do we fund the increased education and how do we, as educators ensure our pedagogies deliver the competencies that are required?

While previous Industrial revolutions have unfolded relatively slowly this one is rapid and society is having trouble keeping up. If we do not deal well with the disruptions caused, we will see an exacerbation of societal problems.

Traditional face to face education in bricks and mortar institutions is unlikely to be the complete answer, but nor are Massive Open Online Courses (MOOCs). We need to look at innovative solutions if we are to transform our offerings rapidly enough to equip people for the new work environment.

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Assembly-Type University and Global Access Asia

Dr. Jekuk Chang

President, Dongseo University, Korea

The current era is undergoing a 4th Industrial Revolution wherein the world is changing at an unprecedentedly rapid rate through technological innovation. In this era, universities can no longer rely on prior strategies and tempos to keep pace; instead, new models are needed to meet the challenges presented by demographic shifts and emerging social trends. Faced

with such circumstances, institutions of higher education might benefit by implementing the concept of an assembly-type university. Apple's iPhones provide a parallel example. According to their inscription, they are "Designed by Apple in California Assembled in China." Likewise, universities should strive to innovate at home in their areas of specialization and form partnerships with other leading institutions abroad. This can obviate the need for overlapping investments, enable sharing of educational contents and facilities, and create international opportunities for students. This paper presents a case study of Dongseo University's recent efforts toward becoming an assembly-type university, with specific emphasis devoted to Global Access Asia, the online courseware platform it has operated since 2015 in affiliation with the Asian University Presidents Forum.

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Engaging in Education 4.0: Fostering Graduates of the 21st Century

Panadda Unyapho, Ph.D.

Bangkok University, Thailand

Global Citizenship Education (GCED) is one of the strategic areas of UNESCO's Education Sector program for the period 2014-2021. GCED, for learners of all ages, aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world (UNESCO, 2017). This paper highlights Thailand's new economic model and how it has been widely adopted across all sectors, including educational institutions, and how Thailand is preparing the graduates of the 21st century for the digital economy. Specifically, in response to the new education policy known as Education 4.0., the author provides examples of how, at one university, creativity, entrepreneurship and internationalization are used as platforms to foster quality attributes of the workforce of the 21st century. Details of current educational landscape and development, institutional activities, including opportunities and challenges are also reported.

Keywords: Thailand 4.0, Global Citizenship Education, Internationalization, Higher Education

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Flipped Classroom: Maximizing Face Time in Teaching and Learning

Lead researchers: Filomena T. Dayagbil(CTE)and Angeline M. Pogoy (CTE)

Co-researchers: Emiliano Ian B. Suson II (CN), Carmel Vip Derasin (CAS)

Cebu Normal University

The focus of this experimental study was to assess the effectiveness of flipped classroom as a pedagogical strategy in teaching courses across disciplines. Specifically, the study looked into the performance of students in the conventional and flipped classes in the different courses such as Literature of the Philippines, Nursing Informatics and Field Study1. Furthermore, it also examined the students' motivation and engagement level in the different groups, the challenges and the best practices in the implementation of flipped classroom. Quan-Qual

model was used in analyzing the data gathered using the validated questionnaires and interviews with focus group discussion (FGD). T-test and thematic analyses were utilized to analyze the data. Results revealed that students performed better in their flipped classes across disciplines. They were highly motivated and engaged in their respective classes for they can study the lessons at their own pace, time and place. Scaffolding for instructional delivery through technology like videos, online modules and authentic tasks prepared by the professors provided students the avenue to maximize learning. Internet access and slow connectivity were identified as challenges in the implementation of flipped classrooms. Despite the limitation, flipped classroom as pedagogical approach was effective in maximizing face time in teaching and learning across disciplines. Thus, flipping classes as innovative, technology enabling instructional delivery can be utilized to engage learners in the 21st century.

Keywords: flipped classroom, student performance, motivation, engagement, Quan-Qual model

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Tech-Empowered Trends in Education

Michelle Tapia

Globe Telecom Inc.

There is a steadily widening gap between skills young people learn and skills they need, according to the World Economic Forum. Traditional learning falls short of skilling students with knowledge needed to thrive in the future. Hence, 21st century skills are needed to be prepared to the future; these skills include creativity, critical thinking, and collaboration as well as character qualities such as curiosity and grit. A digitally enabled teaching is what helps develop these 21st century skills.

There are 3 central components to digitally enabled teaching and learning, including instructional design (pedagogy), digital learning objects or resources (content), and digital tools (technology).

To further enable innovation, there are six (6) prescribed themes that can be applied inside the classroom. This includes: education delivery at a massive scale (e.g. MOOCs); connecting learners globally (e.g. crossover learning); fostering reflection and contemplation, extending traditional teaching methods & settings (e.g. learning by doing real science); embodied learning (e.g. maker culture); and creative a personalized path (e.g. adaptive learning).

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Bridging the Gap in Tertiary Education

Christian Schweigler, MBA,

Bentley University

Gonzalo Gimenez, MBA,

Bentley University

Massachusetts Institute of Technology

Using technological innovations to further augment inclusion in College Education and cement talent to compete in the Information Age.

We are living in a world of accelerated change, constantly disrupted by the speed and force of a tremendous technological revolution. As it has happened before, the job market is taking a big toll due to this pressure. Jobs that account for millions of people, are being or will be obliterated due to the increasing use of automation and artificial intelligence. Jobs in industries such as Agriculture, Manufacturing and Services are needed no more, as they are being swiftly being replaced with robots and arrays of smart devices powered with IoT. This change is heavily impacting developing countries, as one of their key advantages, lower labor costs, is being destroyed.

Countries' governments, International bodies and regional associations are aware of this change. They all know that the most effective solution is increasing the level of education of their citizens that make them ready to compete in the Information Age.

As College Education comes with a huge cost, due to the long length of the investment, countries are taking different approaches to lower such price and augment inclusion, especially for disadvantaged segments.

Giving Free Education has been one of the options to solve the challenge. Nevertheless, due to the high cost of sustaining free tuition to large and increasing number of students, such solution has a limited reach. Also, Governments are always confronted with investing in immediate requirements of their population or long-term needs such Education. Dilemmas that bring questions such as: Should we increase the healthcare capacity and build more hospitals so we lower the mortality rate or should we build more universities to increase the reach and enrollment? bring difficult ethical solutions and that are further complicated by the ever-changing political scenario.

Other solution has lowering the upfront cost of education, by increasing the access to students to financial solutions that allow them to pay their education once they finish their education and find a job. Such solution has helped to an uptick in the offer, as Private Universities are keen to work under such scenario. Nevertheless, this solution leaves heavily indebted students, who have a hard time reaping the benefits of a higher salary, as they must cover a debt that will take decades to pay off completely.

No matter what option the nations take, one thing is true. The increase in capacity brings a well-known problem, unused capacity. Due to the huge impact of Education in the future of

people, allowing us such mistake brings a maddening reality. The mismanagement of capacity brings the side-effect of leaving in the table millions of spaces unused, that can transform the lives and future of the people and nations.

Exploring the use of models that other industries have successfully used to deal with unused capacity and increasing their occupation rate, earnings, and profits, we will present a technological solution that will increase college enrollment, prepare people for a new job market, and embrace a prosperous life.

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The Role of Innovative Technologies and Tools for Engineering Education Transformation

Arun K. Yadav ¹, Janusz Szpytko ²

AGH University of Science and Technology, Krakow, Poland

The main objective of this paper is showing the traditional methods of engineering education system in teaching, as well as presenting some useful suggestions for improving these methods with digital multimedia teaching for imparting the knowledge of the students. Any teaching method must include two major components sending and receiving the information in an appropriate way so that students can easily grasp that knowledge. Teacher always tries to share his/ her knowledge, in a way that he/ she understood. Sometimes the communication gap creates problems to understand the things clearly. Innovative engineering educational technologies might represent a completely new way of teaching or it can reflect us a better way to use an existing engineering tools. Most of countries at the same time face a crisis of productivity and efficiency in engineering education system. Case study of Indian engineering education will be also discussed. Innovation of new technologies could help improve the quality of engineering education. The use of innovative technologies methods in educational institutions will not only improve education but also empower and strengthen government to achieve some development goals for the country. In this innovative technologies in engineering education system use of smart gadgets for different tasks like teaching, designing question paper, computer aided instructions, and others.

Keywords: Digital books, Internet, Smart boards, Social media, Software, Tools for improving education.

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Testing of Laboratory-Based Concrete Columns for Vocational Technology Education

Dr. Ayuddin Paramata

Goronatlo State University-Indonesia

Jl. Jenderal Sudirman No. 6

Vocational education will be effective if individuals are trained directly and specifically to get used to working and thinking regularly. The learning patterns in the laboratory for vocational education are considered relevant and systematic because the work is done in accordance with the procedural work. Testing of concrete columns in the laboratory is preceded by a systematic work of composing a concrete composition consisting of cement, water, fine aggregate, and coarse aggregates and then compiling the desired concrete column model and given internal reinforcement. The size of the specimen selected in the strength test in the concrete column is 600 mm for the column height and the selected diameter is 140 mm. The experimental results in the laboratory using a concentric loading model are for a non-steel reinforced concrete column specimen having a load capacity of 120 kN, while the concrete column specimens given reinforcing steel provide a high strength value with a load capacity of 220 kN. In this test it provides important information that a combination of concrete and reinforcing steel provides significant strength. This happens because the concrete has a high compressive strength and reinforcing steel has a high tensile strength.

Keywords: laboratory, vocational technology, column capacity



Commitment of Teachers in Achieving Competitive Students at Boarding School

Sitti Roskina Mas

Education Management Faculty of Education, Universitas Negeri Gorontalo

Hasanuddin

English Language, Faculty of Letters and Culture, Universitas Negeri Gorontalo

The research objectives are to describe (1) learning planning to achieve competitive students, (2) learning implementation to achieve competitive students, and (3) learning assessment to achieve competitive students. The research used a qualitative approach with case study design. Data were collected by using interview, observation, and documentation. Data were analyzed qualitatively descriptively by using collection, reduction, display, and conclusion. Data validation used credibility and confirmability. The research findings indicated that (1) planning of learning process according to syllabus development in 2013 curriculum based on vision and mission of MAN Cendekia Gorontalo, and then were developed in lesson plan in accordance with students' condition, standard operational procedure of lesson plan based national education standard, (2) Implementation of learning process is done according to lesson plan, material

development referred to Cambridge International Standard in MAFIKIBI plus Economy and Geography, current information, and expanded additional tasks, used media, and learning strategies are according to teaching materials to be taught, and (3) assessed learning achievement according to minimal standard of achievement based on cognitive, affective, and psychomotor aspects.

Keywords: teachers' commitment, learning management, competitive students, senior Islamic high school, boarding school

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Discourses of the Relation of Science and Religion: An Islamic Paradigm of Education

Anis Malik Thoha

Sultan Agung Islamic University (Unissula), Semarang, Indonesia

It is an observable fact that modern education has brought forth magnificent advancements in human life but not without problems. Many scholars and practitioners of education have lamented the byproduct, if not the direct result, of the modern education. Pitirim Aleksandrovich Sorokin of Harvard University terms this byproduct as "crisis" in his *The Crisis of Our Age* (1941). Likewise, Rene Guenon in his *Crisis of the Modern World* (1942). Seyyed Hossein Nasr conceives it as "plight" in his *Islam and the Plight of Modern Man* (1975). Whilst another Harvard scholar, Harry R. Lewis, former dean of Harvard College, in his *Excellence without a Soul* (2006), astonishingly questions the future of liberal education: "Does liberal education have a future?" Hence, this paper attempts, firstly, to address the very issue of liberalism and secularism as the *raison d'être* of modern education, which has ended up in the dichotomy of knowledge, i.e. scientific and dogmatic. Secondly, it shall highlight the discourses among the scholars on the relation of science and religion. And, finally, it shall discuss an Islamic paradigm of education proposed by Muslim scholars as an alternative solution.

Keywords: education, liberal education, science and religion, integration of knowledge, Islamization of knowledge.

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Character Education in Modern Islamic Boarding Schools: A Model from Indonesia

Manshuruddin and Samrin

Pembangunan Panca Budi University Medan, Indonesia

This paper aims to paint a picture of character education in modern Islamic boarding schools in Indonesia. More specifically, it pursues the way such a boarding university educates its students in a total life integrated in the campus. This system is in line with

the decree No. 23/2017 launched by the Minister of Education and Culture of Republic of Indonesia aiming at promoting full-day school system that requires both teachers and students to be at schools in eight hours. Instead of this situation, Darussalam Islamic University has been promoting a system, boarding campus system, as a way to integrate both the teachers and students in one milieu. It educates the students to totally actively involved in every single activity in the campus.

Keywords: Boarding Campus, Character, Education, Milieu, System

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Student Extracurricular Activities as the Effort to Upgrade the Quality of the Higher Education

Akhmad Taufik and Irma Fatmawati

Pembangunan Panca Budi University Medan, Indonesia

One of the most important aspects in entering the Free Market Era of Asia Pacific 2020 is improving the ability of the Nation to compete in the field of services. Fact shows that the quality of the Indonesian Human Resources in the Global Market is still relatively left behind compared to Malaysia, Thailand, and Singapore. Among the developing countries, the education in Indonesia is still lagging behind, due to the fact that the students of the other ASEAN countries use English as their everyday language and so they are able to absorb knowledge from the developed countries. In the effort to improve the competitiveness of the Nation, the students need to be equipped with scientific extracurricular activities.

Keywords: Effort, Extracurricular, Quality

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Awareness and Utilization of Classroom Assessment Techniques at Camarines Sur Polytechnic Colleges

Dr. Dulce F. Atian, SUC President II

Engr. Seth B. Barandon, Assoc. Professor V

This study determined the level of awareness and extent of utilization of the classroom assessment techniques by the faculty of the Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur. Moreover, it focused on the profile of the faculty; level of awareness and extent of utilization of the faculty on the different classroom assessment techniques and measures on how to enhance the utilization of CAT adopted the faculty was proposed. Furthermore, test of significance was used to determine if a difference exist on the level of awareness and extent of utilization of the faculty when grouped according to profile, and whether relationship exists between the level of level of awareness and extent of utilization of CAT by the faculty.

A three-part 41-item researcher-made survey-questionnaire with Cronbach $\alpha = 0.889$ made by the researchers was used to gather relevant information from the 76 permanent and COS respondent-teaching personnel of the College randomly chosen for the study during the 2nd Semester, SY 2009-2010.

The study revealed that 35.5% belong to the 30-39 age brackets, 61.8% are female, 31.5% are engineering-related graduates, 38.2 % are master's degree holders, 59.2% are with an academic rank of Instructor, 72.4 are permanent/ temporary, 38.1% have been in the teaching profession from 1-5 years, and 26.3% have not attended trainings or seminars related to teaching for the last two years. Moderately aware was the level of awareness on both the formative assessment technique (3.79) and summative assessment technique (4.12). On the other hand, the extent of utilization is often for both the formative assessment technique (3.67) and summative assessment technique (4.00).

Test of relationship between the level of awareness and extent of utilization of the classroom assessment technique revealed that the computed "*r*" for both the formative assessment ($r=0.9873$) and summative assessment ($r=0.9716$) were greater than the tabular value of 0.7067 at 0.05 level of significance with 6 degrees of freedom, hence, both hypotheses were rejected.

Keywords: Classroom Assessment Techniques, Awareness, Utilization



Adopting a Sustainable Campus Model (Case Study in Ubudiyah University of Indonesia)

Kamaruddin Hussin, Iwan Budhiarta, Marniati

Ubudiyah University of Indonesia

The driving forces behind the implementation of sustainability campus models are economic unfairness and imbalances, growing limitation on non-renewable energy sources, and environmental destructions and pollutions and its effect on climate change and ecological health. Sustainable development, when deeply embraced by higher education institutions, means essentially that these values are reflected in each of the core areas of university life: research, teaching, outreach, and operations. In Singapore and Malaysia, many universities and colleges have just adopted the sustainable development principles in various stages. In fact, the issue has not yet become the main focus in some of the best universities in Indonesia. There are many obstacles in implementing the model of sustainable campus in Indonesia. An understanding of the obstacles to attaining a sustainable campus is critical to a successful planning and implementation process. Based on that reason, Ubudiyah University of Indonesia (UUI) has a lot of concerns to maintain this issue. UUI has a strong commitment to develop sustainable campus models tailored to local characteristics and conditions in Indonesia, especially in Aceh. That will be a role model for other universities in terms of sustainable campus implementation in Indonesia.

Keywords: Ubudiyah University of Indonesia, Sustainable development, Sustainable campus scorecards

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Development Opportunities of International Education under “The Belt and Road Initiative”

Speaker: Ji Shaoyou

Chaoshan College of China

The Belt and Road Initiative gets the attention and response from the countries all over the world. In this paper, the new opportunities of the international Education in Asia on the Belt and Road Initiative were discussed. At the same time, the general aspects of Chaoshan College and characteristics of innovation and entrepreneurship as well as the Belt and Road education development plans were briefly introduced.

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Employability 360 Degree for Ensuring Employment: A Case Study of Daffodil International University

Mr. MD. Sabur Khan

Daffodil International University

Employability of any student means the character or quality of the student for being employable which plays a significant role in meeting the gap between the expectations of demand side and resources provided by supply side. The concept of Employability 360 degree reflects a holistic and participatory approach of enhancing the employability of students with a collaborative way. This paper strives to define the concept, initiatives taken nationally and internationally, effective procedure/approach for implementation, advantages, impact on education sector. The paper attempts to trace the development of the concept along with the role of higher education institutions in facilitating and to identify as well as develop an approach for implementing the concept with a view to enhancing employability of students both at home and abroad. The study also addresses the industry-academia alliance and innovative teaching pedagogies which are considered to be one of the core criteria for enhancing the employability of students. This research paper also strives to highlight the present employability situation of the graduates of Daffodil International University and its planning as well as initiatives to reflect a 360 degree perspective of enhancing the employability of students which include a collaborative approach of key stakeholders like: students, alumni, faculty members, corporate/employers, parents, Innovation and Incubation Centre (IIC) Directorate of Students' Affairs (DSA), Career Development Centre (CDC), Human Resource Development Institute (HRDI) etc. The need for curriculum revision/development to accommodate and ensure the enhance employability of students is also analyzed for further research reference in this arena. It tries to identify the required skills which need to be achieved by a student throughout the cycle of an educational program.

Keywords: Employability 360 degree, participatory approach, skills, Industry-academia alliance, pedagogy, curriculum development

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Government Facilitation of Private Higher Education in Bangladesh: The Partnership Approach

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This study aimed to identify challenges in private tertiary education in Bangladesh and discuss policy interventions and government initiatives for facilitating sectoral progress. A review of pertinent literature, including government sources, indicated toward an increasingly important role for private institutions in the current decade. Since the average age of a private university in 2017 is approximately 13 years, the time is optimal for centrally imposed standardization in course design, content delivery and quality evaluation. Low budgetary allocation, undue political interference and restrictive measures are hampering proper governance in tertiary education. Ensuring accountability and quality control through a central accreditation council, taking facilitative measures like building a strong base of qualified teachers and adopting a long-term policy vision for nurturing the sector through multidimensional government support is fundamental to the growth of quality private universities.

Keywords: private university, Bangladesh, standardization, government, facilitation

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Managing Land Squatting and Informal Settlers in State Universities and Colleges in the Philippines: The Case of Bicol University

Dr. Arnulfo M. Mascariñas

Bicol University

State universities and colleges (SUC) are public higher education institutions created by law passed by the Congress of the Philippines. They are fully subsidized by the national government and are considered as corporate bodies. The governance of the SUCs is vested on their Governing Board as per RA 8292 while the SUC Presidents act as chief executive officer who are also members of the board.

Following the land-grant scheme of the United States, the national government appropriated huge tracts of land to the SUCs aside from the annual subsidy for personal services, maintenance and other operating expenses, and capital outlay for equipment procurement and land improvement and development. The SUCs' land asset enabled them to expand their program and venture into income-generating projects. However, many of the SUCs failed to mobilize and develop their land assets leaving them attractive

to informal settlers and co-sharing with other national government agencies and local government units.

Back in 2015, there were policy proposals from some sectors urging the national government to re-claim unutilized land assets of SUCs. Part of their proposal was to re-distribute available land assets of SUCs, especially those which are still untitled, agrarian beneficiaries and indigenous people.

Bicol University (BU), the leading state institution of higher education in the Bicol Region, has a fair share of the problem of land squatting and informal settler. It was established in 1969 by virtue of RA 5521 to “give professional and technical training and provide advanced and specialized instruction in literature, philosophy, the science and the arts, besides providing for the promotion of scientific and technological researches”. RA 5521 put under the stewardship of BU, in support of its plans and programs, more or less 200 hectares. Inability of BU to utilize and develop its land assets has resulted to encroachment by informal settlers and co-sharing with government agencies and local government units. The university is currently addressing this land problem employing a variety of strategies.

Keywords: state universities and colleges, land squatting, informal settlers, and land asset

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