Fast forwarding Higher Education Institutions for Global Challenges

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Editors

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Perspectives and Approaches

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Preface

If there ever was a time for an educational institution to hasten to accommodate global demands, be fast-paced to cope with the challenges of the new era and outperform to meet the social expectations, it is absolutely now. It is a great honour and privilege for me and my review team to present a timely book on *Educational Institutions Fast-Forward for Global Challenges* to the global readers. This book embarks on a journey of answering various questions and challenges posed by the twenty-first century, especially the role of technology in upgrading teaching and learning in our societies and the role of higher institutions in uplifting the standard of living, society and sustainability. In addition, it covers a wide and broad spectrum of selected authors across the globe and diverse topics across the disciplines.

Part I presents the role of technology in education, especially in improving teaching and learning. As learning is the core business of educational institutions, this part calls authors, academicians and researchers in the field of instructional technology for their academic contributions on how to further uplift the standard of teaching and learning with technology. We are living in the digital age driven by computer technology, where learning and technology are indispensable to each other. Today learners are different compared to yester years as technology has played a big role in reshaping their minds and thinking. Therefore, Chap. 1 of this book titled 'Fast-Tracking Technology Integration Toward Global Education in Oman' explored the process for planning and integrating technology in an Arab University. The author argues for the urgency of fast-tracking of technology in an Omani-only public university (SQU) and the readiness to meet the global education mandate.

Chapter 2, titled 'Rich Text, Rich Teach Expanding Educational Horizons with New Technology', calls for the expansion of educational horizons through latest technology. The authors argue that, in modern learning to take place, to meet global challenges and to expand educational horizons, systematic changes should be implemented within a contextual relevant framework of education, and a virtual and digital environment should be created. This proposition is supported by the author in Chap. 3, titled 'Open-Source Pathways to Educational Development', stating that, for educational institutions to remain frontier, it needs to consistently expand substantial resources such as hardware, software and emerging open-source programs.

Hence, the chapter explores the challenges and opportunities associated with open-source software solution to address particular pedagogical challenges.

Chapter 4, titled 'Managing and Evaluating ICTs in Higher Education: A Reassurance Measure of Sustainable Investment', brought to our attention some issues in evaluation and management of ICT deployment in higher education, analysing the positive effects, incentives, level of integration of ICT appraisal and the challenges of ICT in teaching and learning. Chapter 5 titled 'Digital Technologies and Emerging Educational Objectives: The Need for Transformational Changes in Teacher Education and Training' asserts the emergence of new educational goals and objectives in the twenty-first century in order to institutionalise information technology in human society. The chapter introduces four models to develop a new teaching instruction and pedagogy in higher education for teacher training and education.

Part II deals with teaching and learning for social development. It looks at education as the impetus for social transformation and mobility plus teaching and learning as support mechanisms in the workplace. Higher educational institutions around the world are expected to undergo rapid transformation due to the changing learning demands by introducing new concepts of teaching and learning. Moreover, since higher education institutions are traditionally seen as places where advanced knowledge is produced and transferred, then improving instruction should be an ultimate goal for higher education institutions in contributing to the educational development in the country and improving institutions' climates. Therefore, Chap. 6, titled 'The Transforming Nature of Teaching and Learning in Higher Education: A University of the South Pacific Experience', proposes a new shift focus for Pacific Island countries (PICs) from teaching to learning in meeting global demands. They foresee adherence to change is a permanent feature of learning and teaching. In coping with what the twenty-first century has brought into the classroom, Chap. 7 'Multiculturalism: The Value of Every Individual in the Higher Education Institutions' argues that, in a multicultural classroom, students in South Africa will be empowered through opening more discussions and debates on aspects that are relevant to multiculturalism. They eventually hoped thus to contribute to the formulation of new approaches in teaching students and create classroom atmospheres, free from prejudice and discrimination at higher institutions.

Adherent to the changes in teaching and learning, Chap. 8 'Counselling Ethics Education: Teaching and Learning Development Reformation' disseminates wider comprehension on the current trend in teaching and learning counselling ethics education in more effective ways based on the literature about research conducted on a global scale. The authors arguably claimed that counselling ethics education goes beyond textbooks as it comprises other important elements. In a similar advocacy, Chap. 9, titled 'E-counselling Modality: Following the Changing Learning Needs of Young People in Higher Education Institutions of Malaysia', further advanced the claim that counselling helps to remove obstacles to learning and thus improve academic success and maximise human development. This chapter adopts a holistic approach to address the preventative and remedial dimensions to counselling incorporating computer technology to develop counselling modalities.

Part III addresses the role that the higher education institutions play in nation building and sustainability. It is now the time for higher education institution leaders and government in the developing countries to seize the opportunity created by today's global development by unanimously saying 'enough is enough' and saying goodbye to poverty, corruptions, academic malpractices and anomalies. Putting things in order in society, Chap. 10 'Transforming BRICS to BRINCS for Faster Economic Growth in Nigeria: The Role of Tertiary Educational Institutions' talks about fighting corruption generally in the educational sector in Africa. Thus, it highlights the role that stakeholders can play in curbing corruption in educational sectors in order to produce world-class accountants. With changes and challenges facing higher education, especially in the Island States of the Pacific, Chap. 11 'Capacity Building of Educational Leaders in an Era of Change: The Role of Higher Education Providers' argues that one of the best ways for educational systems to respond effectively to these changes is by providing opportunities for ongoing capacity building of educational leaders. Chapter 12, titled 'Caring: A Useful Tool for Embedding Sustainability into Nursing Education', advocates that caring in nursing is associated with sustainable development and highlights the importance of environmental sustainability agenda in nursing curricula.

Part IV embarks on globalisation, leadership and management. As the educational landscape is changing due to the interjection of globalisation in education, there are some implications on training needs and additional responsibilities of educational institutions' leadership and management, such as equipping individuals with skills and training to meet the challenges at the workplace. Thus, in order to change the status quo of our education and finding ways to prepare our schools for the challenges and opportunities of the twenty-first century, educators and school leaders are expected to go beyond instructional leadership to tackle the contemporary issues brought by the contemporary world. This has made the job of these educational leaders daunting and complex. Chapter 13, titled 'Branding Higher Education Institutions: What It Takes to be Branded', proposes a way forward for higher institutions through trademarking. It emphasises the necessity of branding higher education for global recognition and reputation as well as marketability.

In relation to leadership and management, Chap. 14 'Implementation of Strategic Education Policy Plan at Micro-level Contexts: Management and Leadership Challenges' focuses on analysing the critical role of major departmental players and organisational stakeholders in the strategy of implementing the latest macro-level education policy plan of Malaysia, which is labelled as 'Malaysia Education Blueprint' 2013–2025 (preschool to post-secondary education), while Chap. 15 titled 'Moral Sensitivity Practice in Academic Deanship: Does It Really Matter?' addresses the issue of leadership and morality amongst Filipino college deans. The chapter concluded on the importance of moral sensitivity practice in real life. Chapter 16, titled 'Improving the Quality of Technical Education Through International Standard: The Case of Coast Institute of Technology, Kenya', argues that when ISO 9001: 2008 standards documented on curriculum implementation policy manual are followed by teachers, they may cause a positive change in student academic performance.

As a summary, technology no doubt plays important roles in accelerating higher education performance, especially in improving teaching instruction and methods of learning. Living in the era of globalisation, changes are suggested in the higher education institutions' model and their functions by proposing new teaching and learning approaches as well as leadership that paves the way for critical, creative thinking development as well as rethinking the role of educational leadership that is relevant for the twenty-first-century educational institutions. With the high social expectations and responsibilities mountained on education, higher education institutions are expected to be the impetus for social change and development. Therefore, this book has called upon academics, scholars, educators and researchers from different disciplines to use it as a platform for sharing knowledge and views concerning how to move academic institutions fast-forward in meeting the social demands and global challenges.

Thus, this book looks out for different perspectives and approaches from researchers around the world concerning the further development of higher institutions. This book calls for chapters from authors of different specialisations under education (educational management, instructional technology, psychology, counselling, curriculum, sociology, etc.) to share their knowledge with the world, especially developing countries, in order to improve the performance of higher education institutions and usher in a new era. In the process of sharing, this book aims to shed light on the areas and aspects in academic institutions that need to be strengthened and improved in making higher education institutions key players for innovation, modern nation building, social change and human development. I believe this book will be indeed of great interest and highly useful for a vast array of readers across fields. Master and doctorate students will find it valuable for their course readings and research references.

As an appreciation, this book came into completion with the active participation of many reviewers and various supports from individuals. First of all, I acknowledge with deep appreciation all types of support provided by the review team and colleagues to make this book a reality. Thanks are due to the School of Education and Modern Languages, especially the Department of Educational Management as well as the Institute for Advanced Research in Education, Universiti Utara Malaysia, for their collaboration since it has culminated in publishing this book. I and my team owe an immense debt of gratitude to Springer for working with us and making this book project come to fruition in a most professional manner. Last but not least, I and the review team owe special thanks to the authors of this book for their global contributions and the great lengths they have gone to get this book published. We are truly honoured to know all of you and hope to confirm your participation in our next book project.

Sintok, Malaysia   Ismail Hussein Amzat

Acknowledgements

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Hussein Ahmad is a current professor and lecturer at Faculty of Education, University Malaya. His initial tertiary education began at Brinsford Lodge, Wolverhampton, England (1961–1963). Subsequently, he obtained his B.A. (Hons) from the University of Malaya (1969). At the postgraduate level, he has an M.A. (Education, 1975), M.A. (Sociology, 1977) and a Ph.D. (Education, 1979), all of them are from Stanford University, California, USA. His professional area of specialization covers the broad field of education, specifically in policy studies and evaluation, research in the sociology of educational development, educational planning and management. He also has vast teaching experience from primary, secondary, university to postgraduate level. He taught for several years as Associate Professor and was Deputy Dean at the Centre of Educational Studies, Science University of Malaysia, Penang (1985). He has also held various leadership positions, including social status "Dato", Senior Assistant Director in the Curriculum Development Center, Director in the Aminuddin Baki Institute of Educational Leadership and Management; Director in the Department of National Unity (1986–1988) and Deputy Director-General in the National Civic Bureau (1992–1994) in the Prime Minister's Department before being appointed as Director of Educational Policy, Planning and Research Division (EPRD), Ministry of Education (1994–1997). After his retirement in 1997, Hussein was nominated by the government to represent Malaysia as Permanent Representative/Ambassador to UNESCO, Paris (1997–2000). He also serves as Associate academic staff of the International Institute of Public Policy and Management (INPUMA), University of Malaya, Kuala Lumpur.

Ismail Hussein Amzat obtained his bachelor's degree from Al-Azhar University, Cairo Egypt, master's degree from International Islamic University Malaysia and doctoral degree from University Malaysia. He is a current senior visiting lecturer of Educational Management at the Universiti Utara Malaysia (Malaysian Northern University) and previously a lecturer at UCSI, Twintech, Taj College and a teacher at the Islamic and International schools in Malaysia. He was also a visiting Assistant Professor at Sultan Qaboos University, Oman. He has vast experience in research on educational leadership and management and has published quite reasonable papers in many reputable journals indexed in Scopus and ISI on university management, school leadership, job satisfaction and decision-making.

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Kabiru Isa Dandago Prof. Dandago holds B.Sc., M.Sc. (Accounting), MBA and Ph.D. (Economics) degrees. He is a Fellow of the Institute of Chartered Accountants of Nigeria (ICAN), Fellow of the Nigerian Institute of Management (NIM), Life Member of the Nigerian Economic Society (NES), Associate Member, Chartered Institute of Taxation of Nigeria (CITN) and Full Member of the Institute of Management Consultants (IMC). He has attended over 50 conferences, nationally and internationally. He has authored, coauthored and edited 26 books in the areas of Accounting, Finance, Management and Economics. He has published 67 articles in national and international journals and books of readings. He has visited 20 countries of the world, mainly for academic and professional conferences and interactions. He was a Visiting Professor of Accounting at the Universiti Utara Malaysia (UUM), for the period August 2012 to August 2014. He served as the Chair, Bayero University Consultancy Services Unit (July 2008 to July 2012); as the Dean, Faculty of Social and Management Sciences (June 2004 to June 2008); and as the Head, Department of Accounting of the same university (April 2002 to April 2006).

Sani Alhaji Garba was born in Nigeria on the 10th day of August 1973. He holds a doctoral degree (Ph.D.) in Multimedia Education and IT with specialization in Computer Assisted Instruction from Universiti Sains Malaysia in 2013; a master's and bachelor's degrees (M.ED and B.ED) in Social Studies Education (2009 and

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Martha R. Green, Ph.D. serves as Program Coordinator for Public Partnerships & Outreach, Office of the Provost, Texas A&M University. Dr. Green holds a BA in English and History from the University of Texas at Austin, a M.Ed. in Educational Technology and a Ph.D. in Educational Psychology from Texas A&M University. She is responsible for development and implementation of continuing professional education programmes for K-12 teachers focusing on digital technology, world culture, global issues and cultural awareness. Martha Green has conducted workshops on digital storytelling and documentary development since 2006. She implemented a global issues conference for high school students in 2008–2013, Zooming Out for a Global View, in collaboration with the Academy for Future International Leaders at Texas A&M University. Dr. Green's research focus is effective implementation of digital technology to teach the writing process and develop critical thinking and problem-solving in mathematics.

Allan B. de Guzman handles pedagogy, management and research courses at both graduate and undergraduate levels in the University of Santo Tomas. He has extensively published more than 100 articles in various ISI-listed journals and has won national and international awards including the SEAMEO-JASPER Research Award and the 2011 Metrobank Foundation Outstanding Teacher in higher education.

Jin Kuan Kok is an Assistant Professor at the Department of Psychology and Counselling, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman (UTAR). She has extensive counselling experience with young people and family. Her research interests include narrative inquiry, teenage suicide, adolescence depression and counselling.

Mary Lane-Kelso is an Assistant Professor and faculty member of the Instructional and Learning Technologies Department in the College of Education at Sultan Qaboos University located in the Sultanate of Oman, where she is also part of the team for preparing the college for NCATE/CAEP accreditation. She has a range of active research interests and publications to date including innovative pedagogy, professional development models, global digital citizenship, gaming and mobile

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Lau Hooi Lin is a Senior Lecturer at the Institute of Teacher Education, Penang Campus, Malaysia. She obtained her Bachelor's Degree in Arts 1981 and Diploma of Education 1983 from the University of Malaya; Postgraduate Diploma in Computer Education 1991 from Aichi University of Education, Japan; and Masters of Science in Educational Leadership 1995 from University of Pennsylvania, USA.

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Narsamma Lingam is a Teaching Assistant in the Oceania Centre for Pacific Studies at the University of the South Pacific. Prior to joining the university, she served in the Ministry of Education in different capacities such as a curriculum writer, careers coordinator, professional counsellor and teacher. She holds a Certificate in Counselling and Guidance, Diploma in Education, Bachelor of Education and a Postgraduate Diploma in Psychology from the University of the South Pacific. Recently, she obtained her Master's Degree in Educational Leadership (with distinction) from the University of Otago. She is currently studying towards a Doctor of Philosophy degree in Education.

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Jennifer Loke has keen research and scholarship interests in the vicarious learning and nurturing of caring behaviours in higher education for nursing students; she is particularly interested in the application of nurse caring behaviours in interprofessional learning and working. This has resulted in the collaborative work of this chapter with Bryant Lee, Deborah Lim and Dr. Mary Laurenson, all of whom have special interest in medical, nursing and interprofessional education. Together, the authors have published papers in peer-reviewed journals and book chapters on caring behaviours and the related pedagogic issues. Doctors Loke and Laurenson are

Senior Fellows of the Higher Education Academy (HEA) in the United Kingdom. Jennifer is also an award holder of the prestigious 2012 Professor Sir Ron Cooke International Scholarship; this was awarded by the HEA in recognition of her commitment and capacity to engage a broader sector in building pedagogic practice and policy.

Joseph Malechwanzi is a lecturer at the Coast Institute of Technology where he teaches electrical and electronics engineering courses. He obtained his B.Ed. (Technology) degree from Moi University in 2006 and later a Master's Degree in Educational Planning from the University of Nairobi in 2013. In addition, he holds a Class T2 license for solar installation technology and is in charge of solar coordination in the college where he has trained students on competency-based solar installation. In the 2013 academic year he produced 100 % pass in analogue electronics and solar installation technology both theory and practice. As a member of implementation of the service delivery charter indicator of the performance contract for the institution, he sensitized all departments to develop service delivery charters, and through such efforts the institution scored a good performance index in the last 3 years.

Joel D. Moore has served as the Deputy Head of School for Education for the School of Arts and Social Sciences since 2013. He has instituted a number of teaching and learning innovations in the classroom including a multidisciplinary unit based around a multi-week crisis simulation. He has also utilized a variety of open-source technologies to enhance student learning in and out of the classroom. He received his Ph.D. in Political Science at Emory University in 2011. His dissertation, The Varieties of Capitalist Development: The Political Determinants of Economic Governance Systems, focused on the impact that structural and institutional factors had in constraining policymakers and shaping economic governance systems in Thailand, Malaysia and Singapore.

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Byabazaire Yusuf, Ph.D. is currently a senior faculty member at the School of Education and Modern Languages (SEML), College of Arts and Sciences (CAS), Universiti Utara Malaysia (UUM), Kedah, Malaysia. He has worked in various school settings and higher education institutions for more than 15 years. He handles fundamentals of instructional technology, ICT in education and multimedia for education and training at graduate level. Areas of keen research interest include ICT integration in education, special needs education and library and information science. He completed his Ph.D. in Instructional Technology at the University of Malaya in 2010.

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