Future of Higher Education in Jordan

Conference Paper · July 2021

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Project   Jordanian Fragments in all Aspects.   View project

FUTURE OF HIGHER EDUCATION IN AN ONLINE ENVIRONMENT

CONFERENCE PROCEEDINGS OF NORTH AMERICAN UNIVERSITY'S

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Future of Higher Education
in an Online Environment

Conference Proceedings of
North American University's Annual International Conference 2021

July 20, 2021

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Preface

North American University (NAU) is hosting its first Annual International Conference with the theme of **"Future of Higher Education in an Online Environment."** This theme is so apt in today's situation of uncertainty mainly because of the impact of global pandemic, which has forced higher education institutions to not only transition to online teaching and learning, but also has brought up new issues in the context of an online environment like, access, faculty readiness, course redesign, affordability, retention and success of students, etc.

The aim of this international conference is to share experiences, learn about how higher education in different countries has been transforming and what is perceived as a future of higher education in an online environment. It is educational in nature and is intended to encompass and engage university administrators, scholars, educators, professionals and interested community members from various countries.

This one-day conference is held on the North American University's campus on Tuesday, July 20, 2021, with three sessions during the day and a networking event in the evening. It is also broadcasted live from the NAU's website to benefit the audiences that would not be able to attend the conference in person.

The potential audience for this conference is vast and encompasses participation from across the globe. Such an event first and foremost provides with an educational opportunity to learn about the impacts of global pandemic on higher education to not only students, faculty and administrators at NAU, but also of various universities from several countries. The participants will also benefit professionally by the opportunity to interact and network with educational leaders from various countries. There lies an opportunity to stir a vigorous and constructive conversation that is sure to be a learning experience for all involved.

This conference is an invitation only event where the administrators from universities around the world will present their ideas and share their experiences. The Conference will take place on Tuesday, July 20, 2021, at the North American University Houston Campus, 11929 W. Airport Blvd. Stafford, TX 77477, but will be streamed online for global participation. The official language of the Conference is English.

We are indeed grateful to all the speakers for their contributions toward making this conference a well-rounded and enlightening. Our heart-felt thanks are also due to all NAU staff and faculty who have helped the NAU Conference Committee for the success of this conference.

NAU Conference Committee

North American University
Building a Tradition of Excellence

Founded in 2010, North American University (NAU) is one of the newest universities located in Stafford, Texas, near the diverse metropolitan city of Houston which is full of opportunities. Our talented faculty and staff compose a dedicated team committed to the mission of the University. The diversity of the university's faculty, staff, and students influences our strength, productivity, and intellectual personality. Our student body comes from across the United States of America and around the world.

North American University is a private, non-profit full-service college offering baccalaureate and graduate degree programs in three disciplines with several concentrations. North American University works hard to ensure a low student-to-faculty ratio that promotes plenty of personal attention and mentoring opportunities.

As an institution of higher learning committed to global cultural competency, North American University offers a unique educational experience to our diverse student body, and our custom-designed learning programs provide excellent opportunities to prepare for a globalized professional world where cultural competency is a great asset.

NAU ranked #5 among the Best Master's in Computer Science Degree Programs in 2021 by Intelligent.com (https://www.intelligent.com/best-masters-in-computer-science-degree-programs/).

NAU ranked #7 among the Best 15 Criminal Justice Colleges in Texas in 2021 by BestValueSchool.org (https://www.bestvalueschools.org/criminal-justice-colleges-in-texas/).

NAU ranked #7 among the Top 20 Online Counseling Degree Programs in 2021 by BestValueSchools.org (https://www.bestvalueschools.org/online-counseling-degree/).

OPENING REMARKS

Future of Higher Education in an Online Environment

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Abstract

As a North American University, we organized an Annual International Conference on "Future of Higher Education in an Online Environment." As we all know the global pandemic of COVID-19 has forced higher education institutions to not only transition to online teaching and learning, but also has brought up new issues in the context of an online environment like, access, faculty readiness, course redesign, affordability, retention and success of students, etc. The aim of this international conference is to both share experiences, learn about how higher education institutions in different countries have been transforming what is perceived as a future of higher education in the online environment and collaborations in every subject concerning higher education among our universities.

At the beginning of my article, I would like to share with you our university experience during pandemic. Normally, in our university, master programs were implemented online, and undergraduate programs were implemented face-to-face. In the 2020-2021 academic year, it has completely switched to online education due to Covid-19. Since our infrastructure was suitable for online education and our instructors and students had online education experience, no serious problems were encountered in the transition period. However, some students had difficulties in making payments. Contrary to expectations, the number of students has also increased. At the beginning of the academic year, academicians were informed about "effective online education." All online lessons were recorded on video, and students were able to benefit from it after the lesson. Although the active participation of all students was aimed in the online courses, it has been understood that this is not entirely possible in the feedback received from the instructors. Different solutions have been tried to overcome this deficiency, which is one of the biggest handicaps of online education. Our faculty give weekly assignments, discussions, and projects to students, and making quizzes to handle this problem. A survey was conducted with students regarding the impact of Covid-19 and online education, and as a result of the survey, it was seen that the students were satisfied with this education method.

 After summarizing the overall experience of our university, I would like to explain some of my views on the future of higher education in all over the world. It seems that Covid-19 will lose its effect over time and most universities will start teaching face-to-face again in the 2021-2022 academic year. However, after these Covid-19 experiences, we can guess that most things about education will not be the same as before. As you know, in online education, travel - accommodation - visa aren`t required and there are many alternative universities. For example, a student in the Asian continent can study online from different universities in a different continent. Because of this kind of the demand for online education, many students and universities may prefer online education instead of face-to-face in some areas.

Main difficulty in online education is quality and reliability. It is difficult to achieve the quality of face-to-face education in online education in many courses especially in Science and Computer Science courses

that require laboratory practice. Therefore, to increase the quality in online education, some actions need to be taken. For example, in some courses, a hybrid approach can be considered. It means some part of the course can be online and other parts can be face-to-face. The other most important difficulty encountered in online education is reliability of the exam. It is not possible to claim that an online exam is 100% reliable. Likewise, when the student attends the online course, it is a question mark to what extent he or she is interested in the course.

It seems that, despite some disadvantages and difficulties, it is almost impossible to avoid online education in the upcoming school year. Therefore, methods such as thinking on issues that compensate for the deficiencies of online education, creating hybrid models, and working together should be considered. They need to offer more diverse services to their students. To be more attractive, Universities should be open-minded, flexible, and adaptive. Also, cooperation between universities is much more important in this environment. Universities that offer more flexible services to students by making agreements with each other will come to the fore.

KEYNOTE

Future of Higher Education in Jordan

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Abstract

COVID-19 pandemic opens a new era in higher education in Jordan. The higher education council who is leading new strategic vision for higher education polices took numerous decisions to adapt the current situation. The most important and urgent one was to teach through online system and consider it as equivalent to face-to-face teaching methodology. Moreover, their decision of using the protocol of blinded and hybrid teaching system was timely and crucial. The online teaching methodology is recent in Jordan; even though some universities launched online teaching platforms before. Moreover, the Commission for Accreditation of Higher Education Institutions and Quality Assurance took the lead to standardize these decisions in order to control these decisions and their future impact on quality assurance and universities out product control. These decisions amidst the independence of universities governance decisions were very synchronized in order not to affect the reputation of higher educational system in Jordan.

The purpose of this paper is to investigate the platforms, teaching methodologies, challenges, and advantages of the experience of online teaching in Jordanian universities. Moreover, the decisions took by the governance councils' effect on quality of graduates and output will be highlighted. The experience of Jadara University, Jordan to adapt the online teaching system will be presented as a case study. The developed platform for teaching and evaluation will be tackled. The protocol of training of students and academic staff members will also be highlighted. The online working methodology for employees will be presented. A successful story of online teaching will be presented taking into consideration all its aspects of pros and cos.

The future of higher education system in Jordan will also be discussed in terms of using it regularly as an option to face-to-face teaching and not only for emergency or pandemic situations. Of course, new legislations are required to coop with the online teaching system and develop an online infrastructure and superstructure environment suitable for future polices including network, warless environment, protocols, legislations, training programs, teaching protocols, evaluation models, and more.

PART I: ABSTRACTS

Online Teaching and Learning in Higher Education During the Coronavirus Pandemic: Administrators' Perspective

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Abstract

The research focuses on identifying the way in which Kyrgyz Republic universities manage to provide online education when the Coronavirus pandemic started. As one of the universities, Ala-Too International University decided on March 18 to start online education for students. But in May 2021 AIU decided to stop looking at Covid-19 as a terrible problem, which it is, of course; instead, we decided to view ourselves as being given an opportunity to reconsider how we connect students to education, and what success would mean during, but far more importantly after Covid-19.

The Covid-19 experience is typically reported by university administrators from the perspective of the administrators – the impact on quality, impact on students, impact on operating budgets. At Ala-Too International University, in Bishkek, Kyrgyzstan, we have done the same. But in the midst of the coronavirus long trauma, assuming May 2021 is indeed the mid-point in Central Asia, we attempted to re-evaluate who we are and what we do, not on how Covid-19 is affecting us, but in comparison with our ideal or at least our preferred position.

We identified the usual stakeholders – students, faculty, staff, administrators, parents, community, Ministry of Education and Science, and foreign funders and foreign cooperating universities. Our default setting was to speak of the importance or even primacy of students, but we realized that we ourselves too often missed honoring by action our words of commitment to students. Clearly, we needed to ask students in a professional, bias-free, disciplined manner and then to assess the results in an objective manner.

We also considered our commitment to our other stakeholders – and our commitment to them was as deeply sincere as our commitment to our students. But, again, we had to question ourselves on how well we had honored those commitments with actions and how satisfied our stakeholders were and are.

Accordingly, we decided to stop assessing how we were doing in response to Covid-19, and instead to use the stress and strain of Covid-19 as an impetus to change towards a deeper, more action-oriented focus on our stakeholders.

As good academics and consistent with good marketing practice also, we decided to decide research methodologies to elicit insights about what our stakeholders thought about us and what we should be doing in the future.

We determined that research about students, faculty, staff, administrators, parents, and community would be by in person and online surveys. The surveys would need to be carefully designed to avoid

creating unintentional bias and to gain the most meaningful insights. We further decided that research about the Ministry of Education and Science, and foreign funders and foreign cooperating universities would be by in person interviews – a qualitative approach rather than a quantitative approach as with students, for example. Next, we decided that we would reserve the possibility of emotive research via focus groups and panels until we had first gained considerably more information that we currently had.

Our next step was to review all the research that we currently have on how our stakeholders view quality and their level of satisfaction with Ala-Too International University. Our conclusion was that we had too little research of too limited scope and quality. But we sought to harvest as much insight as possible so that we could design effective survey methodologies and content.

Online Learning and Teaching Approaches During the Coronavirus Pandemic

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The global pandemic of COVID-19 has generated the widest disturbance of education systems in human history. All over the world, the impact of this crisis is across the board and has affected learning process and teaching during the current academic year or even more in the coming days. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning. Actually, around the world, the pandemic of COVID-19 has forced universities to make full use of a variety of emerging online communication platform technologies. In response to the pandemic, many online distance learning programs and new educational applications were recommended to be used. In fact, higher education institutions require to innovate and perform alternative educational system and assessment strategies. IT business school is among the organizations that have invited teachers, students, tutors, and lecturers to make various online communication platforms to ensure the education process remains unbroken, including G-Suite platform for Education and Microsoft team platform.

This paper aims to focus on identifying the way in which IT business School managed to provide knowledge and limit the disruption of education during the Coronavirus pandemic. Several efficient teaching strategies and relevant pedagogy were recommended by our university such as, Blended learning; Blend appropriate approaches; Blend tools or media that are available for most students, both for synchronous communication and lessons, and for asynchronous learning; Develop distance learning rules and monitor students' learning process; self-regulation skills; Quizzes Active pedagogy; Mind Mapping; Brainstorming; Student Self-correcting; Progressive Group Task; Business Games; Role Games; Massive Open Online Courses (MOOCs); Online certification Platform; Online course platform; Video lessons; Case study; Project-based learning (PBL); Online hackathon, Online Challenge. All these ideas will be explained, discussed and illustrated by some examples in this paper. As a matter of fact, further exploration and investigation on effective pedagogy for online teaching and learning is an area for research. Some suggestions for future issues will also be included in the context of our online environment in order to build an effective educational system. Furthermore, a set of motivational factors will be introduced, and a conceptual motivational model will be even developed for sustainable and healthy online learning.

Internationalization of Higher Education: Virtual Mobilities & Challenges on a Digital Transformation Moment

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Abstract

The COVID-19 pandemic has revealed what the author Antonio Machado taught us long ago:¨There is no way. The way is made by walking.¨ Large institutional strategic plans, institutional development plans, etc. were interrupted by the confinement product of the pandemic. With this, a need for universities to digitally transform in times never seen before.

In this digital transformation, internationalization was not alien and the mobility of students (in addition to professors, researchers, academic authorities), a fundamental pillar of the internationalization of institutions, was one of the first aspects that were affected by the restrictions of the international travel, affecting the students' projects, but also the institutional commitments assumed between partner universities, with all that this implies.

Collaborative networking, common problems at the national, regional and global levels, the rapid reaction of the University System with training workshops, capacity building, acquisition of platforms (with the constant adjustments required by them), contributions from the states, etc., have allowed that, with the beginning of the pandemic. For the following semester, a large part of the universities at the local, regional and global levels resolved the possibility of carrying out the exchanges virtually.

This paper will give an account of these steps and how in Argentina the University System is working on the virtual mobility of students, and we will share some examples of the cases of the Universidad de la Marina Mercante and the Universidad Abierta Interamericana.

Why Higher Education Still Needs Offline Learning While Doing Online Learning: Sociological Reflection

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Abstract

Online learning helps to keep education running during the pandemic in higher education institutions. However, online learning cannot wholly replace offline learning, which providing better academic achievement than online learning and providing moral and ethical education, especially in Islamic universities. Offline learning during the pandemic needs to be carried out to improve competencies and train non-academic capabilities, such as ethics, morals and soft skills. This can be done with the support of several prerequisite conditions: all lecturers and students who attend have been vaccinated, good sanitation, access to health service facilities, mandatory masks, availability of thermo-gun, and maps of the community with comorbidities. Offline learning can be combined with online with a hybrid classroom concept. The number of students attending is limited to 30% of total students, with the remainder attending online lectures simultaneously. Research and guidance to students can be carried out in a combination online and offline. In addition, universities in Indonesia are transitioning towards implementing curriculum transformation into an independent curriculum and independent campuses. This must be supported by a strong understanding of curriculum policies, infrastructure and collaboration support, high digital literacy from students and lecturers, and the support of lecturers who are professional, responsive, and capable of conducting research breakthroughs.

Growth Hacking in Higher Ed in Emerging Technologies

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Abstract

The education industry, Higher Ed outlets in specific, has embarked on a mission to create "Emerging Technologists" to address the current demand and thus helping regional economies and societies. We also need some agency to play the fiduciary role to certify the resources independently, focusing on Role-based education to cater to the demand of professionals in all fields of Emerging Technologies.

In essence, we need to be addressing the social and economic issues arising from "employability" problem for the new resources entering the job market. In collaboration with non-traditional online outlets such as University of Emerging Technologies, the current universities and colleges need to bring a revolution in teaching methods and in preparing resources to be "experiential and job-ready". The students are to be prepared with project-based learning and should be certified whenever possible.

To meet the demand and the speed at which we need to train people, we need to focus on short certificate courses and executive education using online education. Online Education or E-Learning is here to stay! While keeping up with the demand for short certificate courses and delivering partners' curriculum, we will also increase revenues and lower costs for the universities / colleges using the economies of scale. Let us discuss about not only about reducing costs for the educational institutions, but also increasing the revenue opportunities as well. We need to focus in Emerging Tech and Management. Korn Ferry conducted a study and found that by 2030, there will be a shortage of 85.2 million employees. Please see this video to appreciate the issue.

I'd like to present you an exciting opportunity with University of Emerging Technologies (UET) which is expected to thrive today's demanding market for virtual and international education. We provide Online Education or E-Learning. We are The Foundation of Emerging Tech and the University of Emerging Technologies **(UET)**

We need to focus on the following:
Some of the advantages we present to our partner universities:
1. **Increase revenues** by attracting more international students who could potentially pay full fees.
2. **Increase revenues** by "democratizing the Academic Calendar" to start more cohort courses pretty much any time of the year.
3. **Increase revenues** by improving Marketing and Sales efforts to grow demand especially in Asia and Africa.
4. **Increase revenues** by providing more programs powered by and white-labeled by global outlets such as UET; more offerings of courses yield more revenues. Also quick to market means more revenues.
5. **Reduce costs** by partial / full offerings of programs through online platforms; offering international students "learn-in-place" options.
6. **Reduce Costs** of online live-education and round-the-clock live lab support by working with UET and delivering quality education for the students.

Managing Higher Education Under Pandemic: El Salvador's Experience

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Abstract

El Salvador is a developing country with a territory of 8,124 miles, the population of 6.7 million is mostly young in which 51.4% is under 30 years of age. Access to Higher Education is limited to 15.8%, graduates with master's degree represent 28%, and 2.28% have reached a PhD. As a result of the Covid-19 pandemic, access to higher education was even more limited because education continued through internet only; by 2019, 46% of Salvadorans had access to internet, increasing 10 points for 2021, 56%.

Universidad Evangélica de El Salvador (UEES) is a private university which began to operate during the Civil War. It is located in northern part of the city of San Salvador, there are 5,500 students distributed in 29 programs which include diploma courses/associate degrees, bachelor´s degrees, two medical programs, engineering, master´s degrees and medical specializations.

After identifying the need for stronger teaching competencies for University staff a program was created and financed to train in teaching and evaluating methods as well as in skills to teach in virtual environments throughout a process of certification (3 certifications); this program has strengthened abilities by reaching over 70% of the staff for the last ten years and represents today one of the strongest key points that helped the University to adapt quickly to a "emergent remote education" installed globally with quarantine dictated by El Salvador´s government in march 11th, 2020.

That same week we had to activate 684 virtual classrooms using the Moodle platform already in use adding online classes on a weekly basis in order to keep social interaction with peers and professors, the programs designed to be offered face-to-face became virtual instantly. Education did not stop in the Schools of Medicine, Dentistry, Engineering, Business, Social Sciences and Law School in addition to the Graduate School, temporary technicians were needed to monitor and support the process in order to facilitate and warranty this emergency transition, they were key to train in the day to day needs of professors while they developed their own skills using new platforms such as Zoom, Teams, uploading classes to YouTube and others streaming platforms, as essential and complementary skills which are now an additional value for their performance in virtual environments.

UEES assesses student´s experience through the data obtained from the Students Satisfaction Survey (ESE) which is administered and supervised by the Education Quality Control Director. In order follow up/monitor student´s perception and the impact of changes due to pandemic in the educational process, we share the scores obtained before the pandemic and through pandemic applied to students in Master´s Degrees. It is interesting to find that there was a score of 77 in satisfaction by the end of 2019, a score of 70 by the end of 2020 after a year of high impact and changes and a score of 92.5 from the recent results in February 2021 demonstrating that all the factors managed from the administration, the teaching process, monitoring, technical needs and resources have gradually improved and have been adequately controlled and supervised, in addition, teachers and students have developed unplanned but necessary learning skills in virtual environments and the use of technology to manage their student/teacher life and

have taken for good all the advantages that virtual learning has offered them for the past year and finally adapted to it.

The key points to consider as factors of success in our experience facing the recent remote education and as a vision to continue to build strategic projects in blended or online learning are summarized as follows:

1. Hiring and retaining qualified professionals as members of the staff who are open to change and willing to constantly unlearn and learn new processes and are oriented for innovation.
2. Investing in training programs, technical and pedagogical personnel and prioritize in virtual tools that are most useful according to each program.
3. Selecting and applying the ideal virtual education model for your university and include it in the strategies of a general strategic plan, then socialize the plan to all levels.
4. Communicating effectively with the staff members as well as with students using all virtual resources available this will reduce anxiety and will improve better attitudes for change.
5. Monitoring and evaluating constantly, active immediate improvements with these results to maintain quality at all times.

Online Teaching and the Economics of Knowledge and Wisdom

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Abstract

The Covid-19 pandemic changed the world in many ways. Adoption of the online mode of teaching is a major change which can impact the future even after the pandemic recedes.

The Offline Scene-Smiles and Looks-Beyond the Books: The offline mode gave many opportunities to easily understand each other. For both, teachers and students, academic preparation for the class was the most important thing, but how one dressed up was also of quite a consequence. There was a lot of non-verbal communication. For example, the look on the students' faces was in itself an indicator of how the lecture was progressing. The teacher usually enjoyed the physical vantage position from where she/he could see the class clearly. Some students seriously listened and copied every word, remark and even jokes! Some instantly processed the lecture in their minds and noted the main points. Some sat in the last row so that they could check telephonic messages, exchange glances-smiles and maybe even exchange a word or two. Their look of the day was a giveaway of the day's flavor-carefully dressed or messed up, happy or sad; a lot was said without saying and the teacher could intervene in so many ways to be with them, for them beyond the books.

The Online Scene-Colorful Screen-But no body language: In online teaching the precious physical human connection is lost. Things not said verbally are difficult to covey. The facial reactions are not easily visible. Even if the students are asked to keep their cameras on in a class, they are but miniatures on a small screen. Intra-students teaching/learning has diminished.

In higher education, orientation and enthusiasm to know more than the usual is the key to eventual generation and expansion of knowledge. Research is not about content generation for a lecture, it goes far deeper than that. Thus, it is important to ensure the availability of online research material for both, teachers and students. Data banks of research materials and directories of experts should be made available for quick and easy reference. Keeping the students happy and enthusiastic towards learning is of cardinal importance. Classes should be as interactive as possible. Students could be allotted a time slot to share their readings about the subject. A day could be fixed for non-academic interactions as well. Debates could be organized to keep a healthy spirit of competition alive. Curiosity, enthusiasm and hard work are essential for progress in the field of higher education. Tools to nurture them and keep students self-motivated are of primary importance.

Technology and human intelligence should be combined in such a way that all disadvantages of online teaching may be turned into opportunities of betterment. The screen has to be brought to life.

Computer Vision Cellular-Phone-based System for Transportation Engineering Studies

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Abstract

Cellular phone usage as a hand-held communication and measurement tool is booming among adults and youth of experts or non-experts all over the world. This research work investigates the potential of Computer Vision Cellular-Phone-based system in some Transportation Engineering Studies. These studies include, but not limited to, traffic engineering, traffic safety, micro and macro studies, and road surface measures.

The developed investigated system utilizes any regular cellular phone camera using a normal-based configuration optical axle in order to assure uniform scale mapped images. The field work mapping could be done using a hand-held procedure by any non-expert holder of the cellular phones. Control object in the domain of the mapped scene must appear in the images for purpose of scale. Image processing techniques could also be utilized for the purpose of quantitative or qualitative image measurements. Statistical modeling, 3-D mapping, traffic patrol or documentation techniques then could be developed for the purpose of refinement or deployment of the extracted data.

The potential of the developed system in surface measurement was investigated through studying camera characteristics included resolution, sensor size and image depth. Different traffic parameters were extracted including vehicle spot speed and three vehicle speed profiles (steady, acceleration and deceleration), vehicle speed and time headway relation, vehicle classifications, roadway level of service, as well as pedestrian walking and crossing speed in light and congested traffic areas. The relationship between the errors of actual and measured parameters and camera characteristics were investigated. Results showed that, there was a high correlation between camera characteristics and the accuracy of measured parameters. In fact, increasing camera resolution and sensor size, and decreasing image depth would give high accuracy results for all studied parameters. The percentage of error was consistently ranged for vehicle speeds between (1.4% - 10%), for pedestrian speeds between (0.5% - 9%).

The effectiveness of the Automated Speed Enforcement Cameras Program (ASECP) at urban and rural roads was also investigated through vehicles tracking and speed profiles. Results show that drivers reduced their speeds about 208m upstream fixed-speed cameras, and then they recovered their speeds about 221m downstream. The existence of traffic calming measure upstream fixed-speed camera increased the deceleration distance, and the existence of traffic calming measure downstream decreased the maximum speed downstream fixed-speed camera. The study opens the door for installation of continuous ASECP systems.

The system was also investigated to measure surface road geometrical and structural parameters such as road rutting. It was found that measurements extracted through cellular-phone were accurate and

reliable results compared with the manual method based on root-mean-square (RMSE) which was 0.577 cm.

It was also used in micro level measurements in order to determine the shape properties (Flatness Index, Elongation Index and Roundness Index) of coarse aggregate particles. Coarse aggregate particles were collected, and their shape properties were measured manually (using caliper and AutoCAD) then computed using image processing procedure. To compute these shape properties using image processing, special data acquisition method was designed and implemented. The aggregate particles were arranged on a grid of an apparatus designed specifically for this task, and mapped by the cellular phone from two views; top view and side view. Then cellular phones images were analyzed with ImageJ software. Moreover, a new methodology and scheme was developed for faster and accurate procedure to compute volumetric design parameters; Voids in Mineral Aggregate (VMA), Voids in Total Mix (VTM) and Voids Filled with Asphalt (VFA) using Cellular Phone Images (CPI) and Image Processing Techniques (IPT) instead of the conventional methods. Results showed that the best cellular phone for micro-analysis of the bituminous mixture isn't dependent on highest resolution, but on the height of capturing the image, i.e., the suitable height was 35 cm.

However, the potential of the system in geometrical and motion surface measurements was investigated through spatial mapping and behavioral responses of pedestrians' using cellular phones while crossing roadways were mapped using cellular phones. Pedestrian Speed's profile was used as indicator for this response. The potential usage of cellular phones as a tool for digital imaging surface measurement was successfully investigated to extract speed profiles for vehicles along the roadways with the presence of bumps, pedestrians crossing perpendicular to roadway or at inclined angles patterns, and pedestrians' pathway on horizontal plane. Different spatial patterns of pedestrian crossing of roadways were also successfully extracted using digital images mapped using cellular phones.

The developed system is also investigated to construct as-built drawings of roadway intersections scenes. Results revealed that using 20MP cameras, root mean square error RMSE in the x, y and z directions was 0.472m, 0.514m and 0.462m, respectively, which shows the feasibility of using such method for extracting road network intersection drawings. Results also show that as the cell phone's resolution increased, the potential accuracy of the as-build drawings increased.

This work will open the door for cellular phones usage in research work of transportation engineering and is anticipated to have wide applications in traffic parameters measurements for vehicles and pedestrians, traffic safety and enforcement control, assessment of the spatial trend of risk potential on traffic safety of using cellular phones while driving and performing pedestrians' roadway crossing, and other Civil Engineering applications.

Future of Higher Education in an Online Environment

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Abstract

The main purpose of this text is to discuss the future of Higher Education in the online environment. We understand that the theme needs to be contextualized, especially taking into account the historical moment lived by humanity when facing, since the first semester of 2020, the serious health crisis caused by the COVID-19 pandemic, with impacts in all sectors of life in society and with marked consequences for Higher Education worldwide. Our approach takes into account that the different socioeconomic and political contexts reacted and found diverse alternatives for the catastrophe caused by the pandemic. In addition, in the context of Higher Education, responses to the crisis occurred at different rates and with distinct capacities to meet the demands of the academic environment, especially those related to undergraduate students. With regard to teaching, it is possible to observe that while some Higher Education Institutions quickly adapted their classes to the virtual format, it took months for other institutions to readjust to this modality. In this context, it is duly noted that millions of students around the world do not have the minimum conditions to face this new reality. Without quality access to the Internet access and adequate equipment, with the loss of jobs, and the need to support their families, many were forced to abandon or postpone the dream of a Higher Education diploma. All of this expresses the urgency to reinvent these institutions and restructure them to adapt them to the new social demands. Furthermore, other dimensions that underlie Higher Education, such as research, relationship with society, management, internships, and international cooperation, have not yet received the necessary changes in their action plans and strategies to ensure relatively normal continuity, or closer to what was known before the COVID-19 pandemic. Thinking about the future of Higher Education in the online environment implies considering all these dimensions, not just teaching. In addition, there is an urgent need to review policies that guarantee quality with equal rights and opportunities in Higher Education. For this, an effort to serve the most vulnerable groups in all institutional segments will be needed. In turn, ensuring the quality of future actions developed by Higher Education institutions, especially in the virtual environment, will require investments in technologies, qualification of all its professionals (faculty and staff), and students of all levels. The planning capacity to adapt to future crisis contexts will become imperative. In this text, we have adopted as a reference studies and documents carried out by specialists from different countries on the challenges of Higher Education during and after the COVID-19 pandemic and, in particular, how the perspectives for this sector are presented with regard to academic activities in the virtual environment.

Future of Higher Education in Jordan

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Objectives

- **Challenges of COVID19 on Higher Education in Jordan**
- **Experience of Jordanian Universities**
- **Jadara University as a Successful Story**
- **Statistics about e-Learning and Future trends**
- **Higher Education Council Polices**
- **Future of higher education system in Jordan**

Statistical Facts about Higher Education System in Jordan

Statistics – Institutions

Number of institutions

Public Universities:	10
Private Universities:	19
Colleges:	45

Prof. Moh'd Taleb Obaidat- Jadara University President 7/23/2021

Statistics – Specializations offered in universities

Number of Programs

PhD:	89
Master:	544
Bachelor:	1043
Diploma:	28

Prof. Moh'd Taleb Obaidat- Jadara University President 7/23/2021

Statistics – Faculty members

Number of academic staff members based on their holding certificates

PhD: 9,199

Master: 2,075
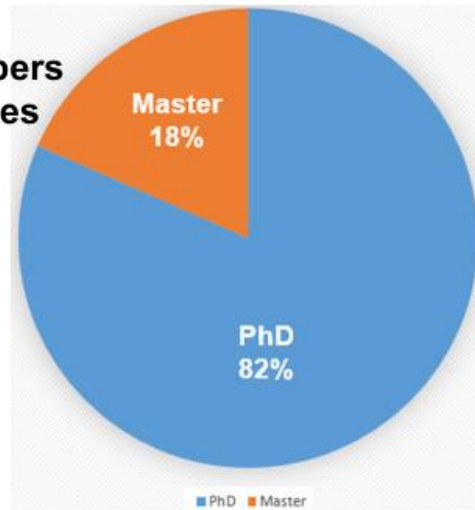
Statistics – Students

Number of Students

Postgraduate: 29,999

Bachelor: 287,681

Diploma: 33,750
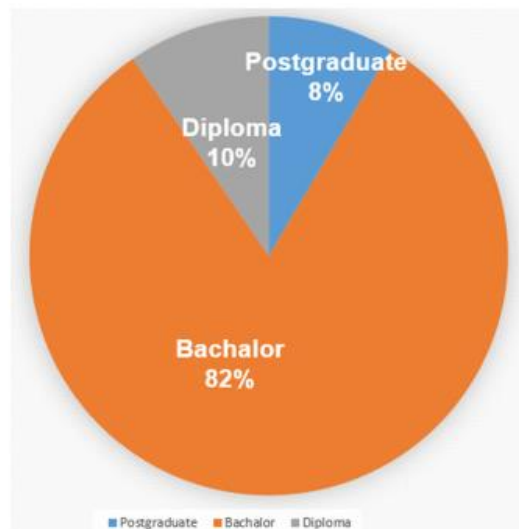
Statistics – International Students

Number of international students

Postgraduate : 3,080

Bachelor: 31,636
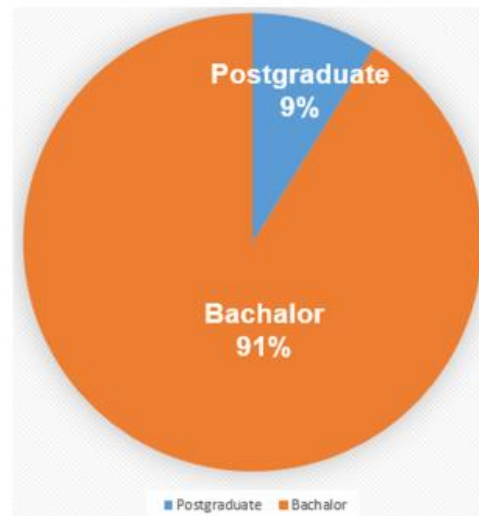
Acreditation and Quality Assurance

❑ **International bodys: THE, QS, SHANGHAI**
❑ **Local Commission**

✓ Public Universities: THE and QS less than 500; but some don't submit QA applications.

✓ Private Universities: ALL Local QA accredited and some have THE and QS.

JADARA UNIVERSITY HIGHLIGHTS

Prof. Moh'd Taleb Obaidat- Jadara University President 7/23/2021

Jadara University

- Irbid
- Ajloun
- JaU
- Amman
- Mafraq
- Aqaba
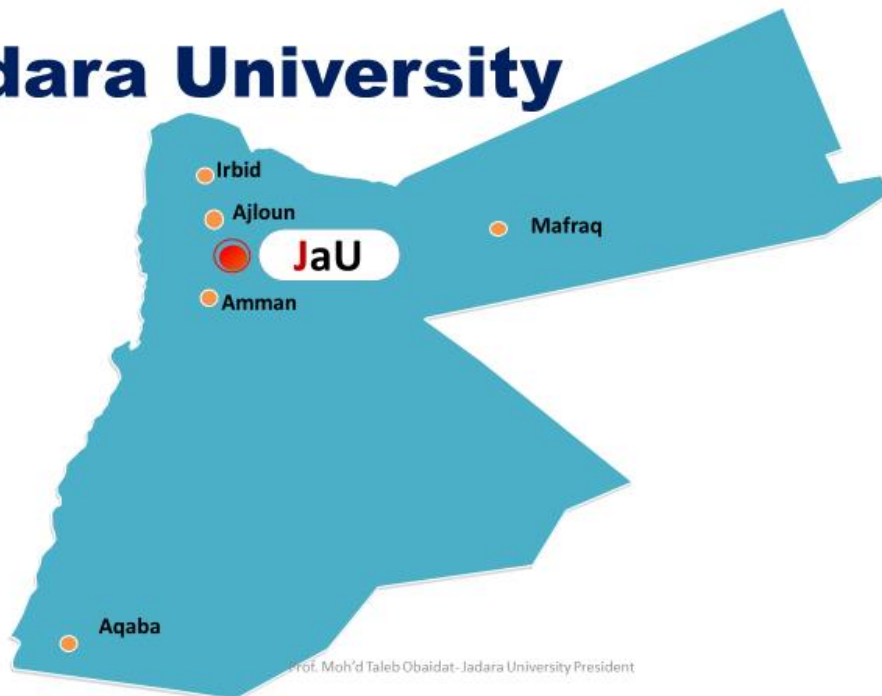
Prof. Moh'd Taleb Obaidat- Jadara University President 7/23/2021

Jadara University

Jadara University

Building (D) (9235.5) m2

Building (A) Where Presidency is, (6663) m2

Building (C) (12478) m2

Building (B) (5423) m2

Gym (Arena) Building (6203.4) m2

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Jadara University

VISION

MISSION

Jadara University proceeds to Internationalization and becomes nationally a success story.

To pursue Internationalization through Accreditation by International well-recognized Accreditation bodies; all while meeting global standards of Excellence in Teaching, Research, Creativity, Community Service and Leadership.

COVID-19 Challenges

➢Timing
➢Training skills
➢Network Environment
➢Platforms
➢Teaching and Evaluation
➢Quality Assurance
➢Campus out product
➢Working Environment
➢Student Counselling
➢Etc.

Challenges

- Coronavirus pandemic Challenges:
    1. Legislations.
    2. Teaching and learning environment.
    2. Interaction between Instructors and Students.
    3. On-line environment and Suitable Platform.
    5. Teaching methodologies and Quality of graduates.
    7. Training students, academic and staff members.
    8. Interaction between university elements.

Covid-19 and Jadara University

❖ Coronavirus crisis challenged world wide higher education institutes.
❖ In Jordan: Ministry of Higher Education & Scientific Research's and Highe Education Counsel took the lead according to defense law
❖ Jadara University:
   ❖ Remedial Measures for education and health.
   ❖ Teaching e-learning Platform
   ❖ Training materials.
   ❖ Courses Portfolios.
   ❖ Awareness Campaign (Social distancing, Sanitization, etc.).
   ❖ Counselling Center.
   ❖ Remote Working Environment.
   ❖ Virtual Environment and Networking.

Challenges for the scientific and humanities majors

Scientific disciplines 39%
Humanities 61%
■ Scientific disciplines ■ Humanities

Female 50%
Male 50%
■ Male ■ Female
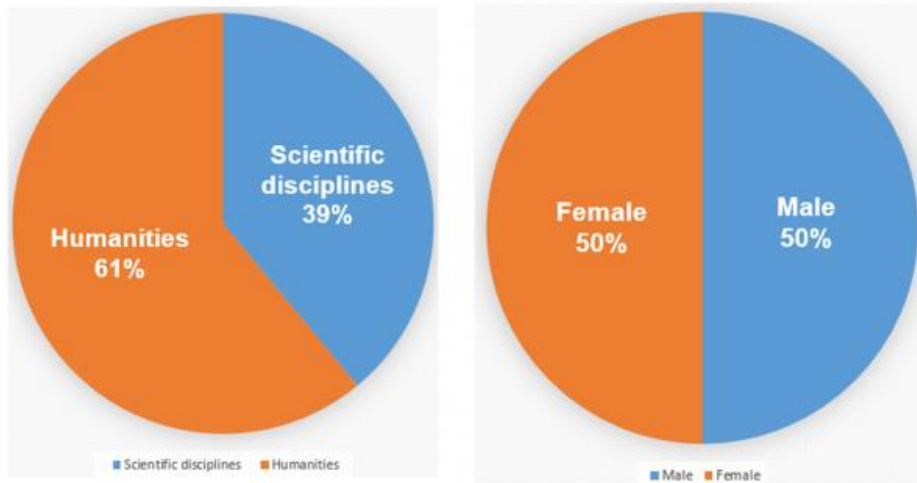
The e-learning challenges facing faculty members in Jordanian universities according to the academic rank
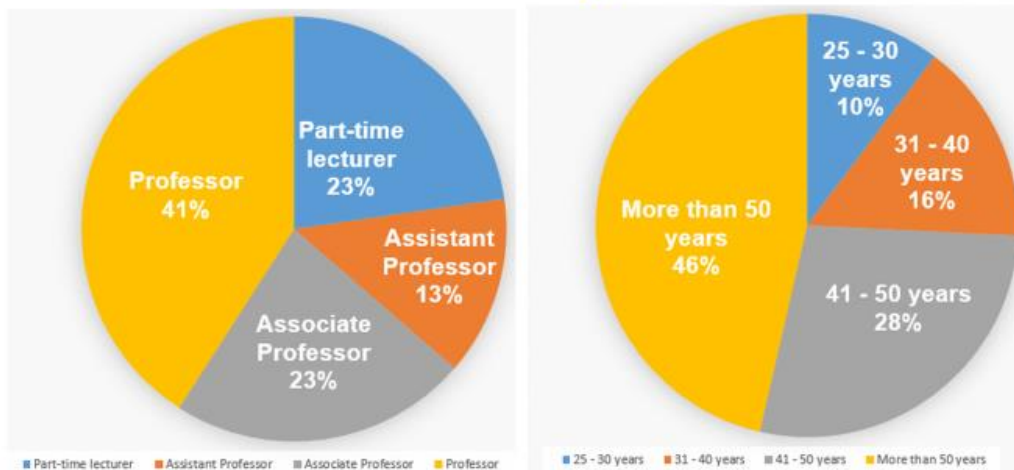
Professor 41%
Part-time lecturer 23%
Assistant Professor 13%
Associate Professor 23%
■ Part-time lecturer ■ Assistant Professor ■ Associate Professor ■ Professor

25 - 30 years 10%
31 - 40 years 16%
More than 50 years 46%
41 - 50 years 28%
■ 25 - 30 years ■ 31 - 40 years ■ 41 - 50 years ■ More than 50 years

MOVING FORWARD

Actions and Remedial Measures

- MOHE formed a committee to propose a plan.
- A workable and viable model includes SIX main axes applied to all universities.
- Facilitate cooperation, networking, exchange of experiences, and successful experiences between higher education institutions.
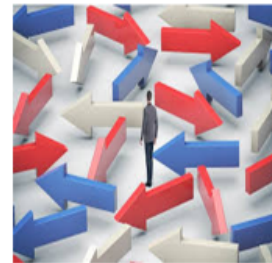
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Actions

- Integrating modern technology into teaching and learning processes
- Encourage the interaction learning based on the student's pivotal role
- Promoting the principle of lifelong and self-sustaining learning
- Considering the special needs of learners with disabilities

The axes of the proposed implementation of the action plan

1 • Suggested technical institutional capacity.

2 • Focus on suggested training.

3 • The focus on the academic programs and proposed study plans.

4 • The pedagogical axis: types of E-learning and suggested structural formulas.

5 • Proposed funding hub

6 • Suggested Quality Assurance Axis
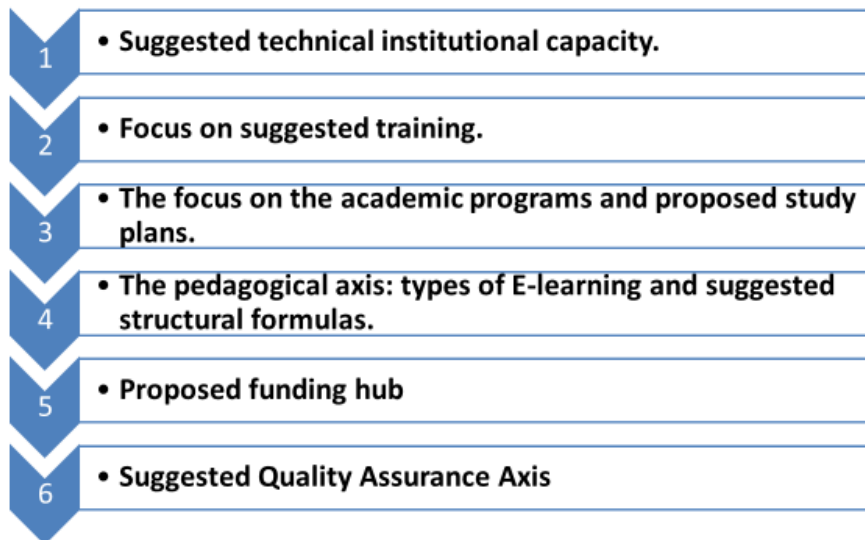
The First Pedagogical Axis
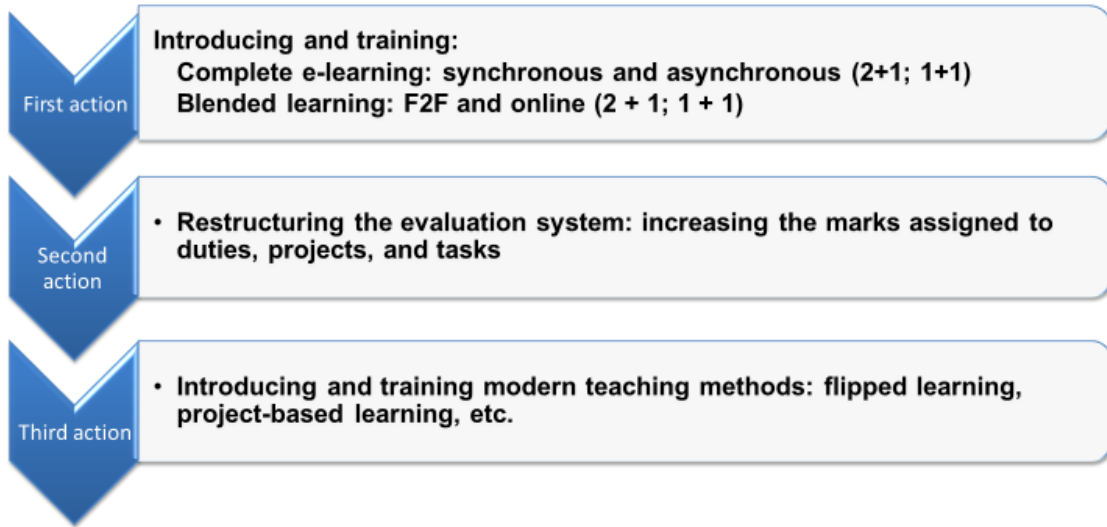
First action

Introducing and training:
Complete e-learning: synchronous and asynchronous (2+1; 1+1)
Blended learning: F2F and online (2 + 1; 1 + 1)

Second action

- Restructuring the evaluation system: increasing the marks assigned to duties, projects, and tasks

Third action

- Introducing and training modern teaching methods: flipped learning, project-based learning, etc.

Complete e-learning via Distance learning

Full distance e-learning

Synchronous e-learning

Asynchronous e-learning
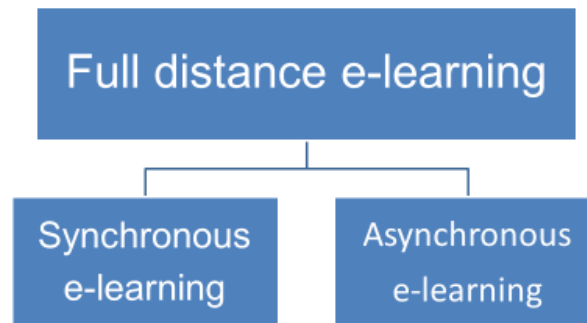
The two forms are usually used together in one course
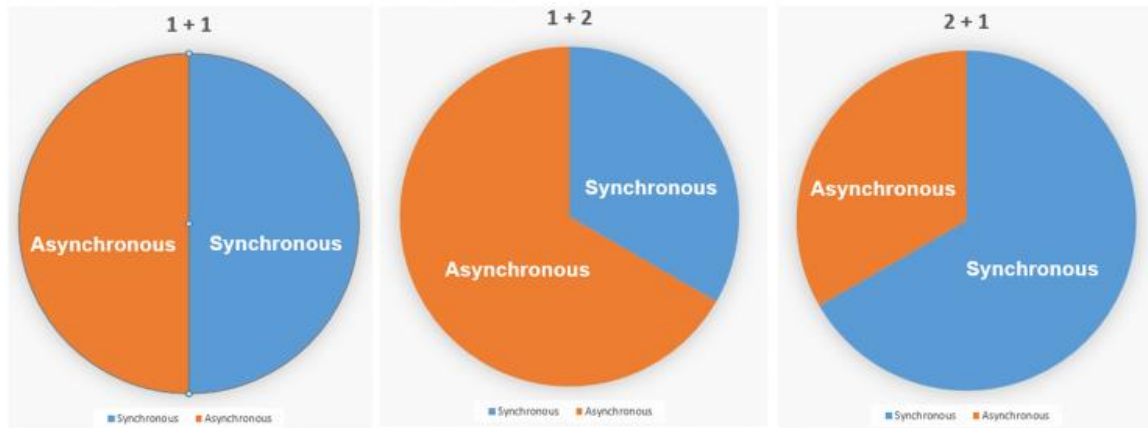
Complete e-learning via Distance learning

Complete e-learning via distance learning serves four purposes

1	Supporting students and lecturers when not being able to present on campus.
2	Developing skills and abilities of students and lecturers.
3	Relieving students of the hardship of accessing the university campus.
4	Helping learners who want to study remotely

Blended Education

There are three models of this formula (1+1), (2+1), and (1+2)

1 + 1

Online | Face-to-Face

■ Face-to-Face ■ Online

2 + 1

Face-to-Face

Online

■ Face-to-Face ■ Online

1 + 2

Online

Face-to-Face

■ Face-to-Face ■ Online

The Second Axis

The academic programs and proposed study plans

First action — Reviewing and amending study plans for all academic programs and courses

Second action — • Designing educational course pages and asynchronous interactive activities (applicable to electronic and blended courses).

Third action — • Simultaneous meeting design (applied to electronic and blended courses)
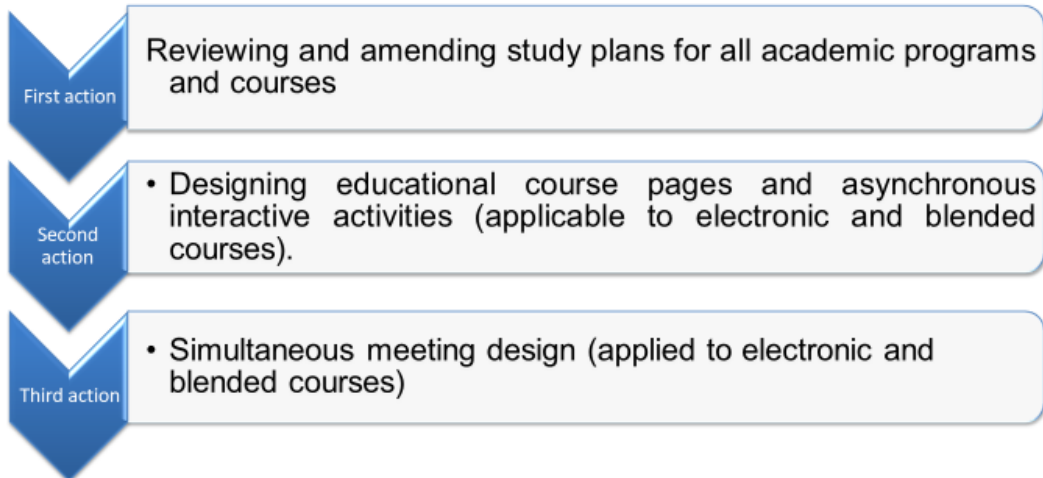
The Third Axis

The proposed training axis: (faculty members, students, & specialized staff)

First action	Training a team of trainers from each institution by the National Center for e-Learning in the MOHE
Second action	• Training of faculty and specialized staff by the institution itself
Third action	• Student training: Guidance, empowerment and training of students by the educational institution
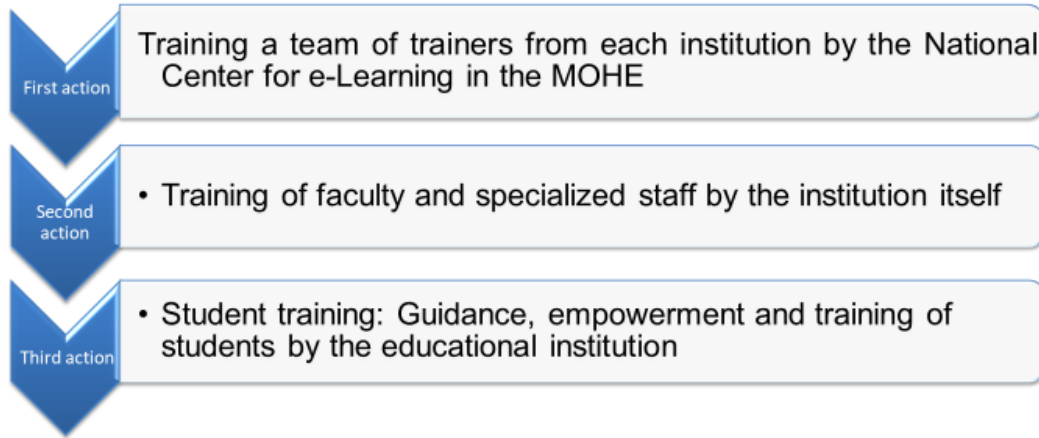
The Fourth Axis

The proposed e-governance:
- Legislation,
- Administrative structure
- Responsible for learning

Resources
Technology
e-Governance
Process
People

36
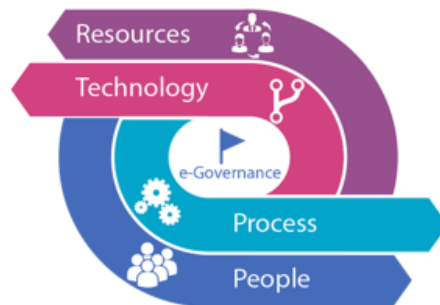
The Fifth Axis

The proposed technical institutional capacity, it contains 12 procedures

P1 Having a complete IT capability in every organization

P2 • Availability of PCs and technological tools for faculty, staff & students.

P3 • Providing an integrated system for managing e-learning.
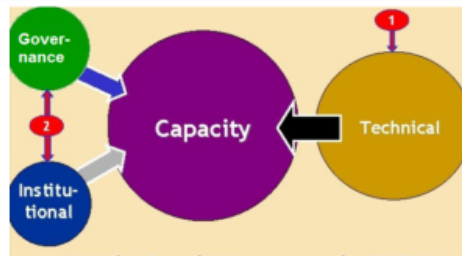
The Fifth Axis

P4 Providing a synchronized communication system between faculty members and students

P5 • Provide a video production system that can be used for synchronous and asynchronous learning..

P6 • Providing an evaluation management system for the software used in e-learning.

P7 • An electronic library and resources for open learning.

P8 • Electronic security system

The Fifth Axis

P9 — Providing Wi-Fi and high-speed internet.

P10 — • Learning system by virtual labs.

P11 — • Integrating systems related to e-learning with the LMS.

P12 — • Electronic Exam Monitoring System.

The Sixth Pedagogical Axis

The Proposed Quality Assurances

Full e-learning → Implemented Measured Evaluated

Blended learning → Implemented Measured Evaluated

Face-to-Face learning → Implemented Measured Evaluated

DQAC

38
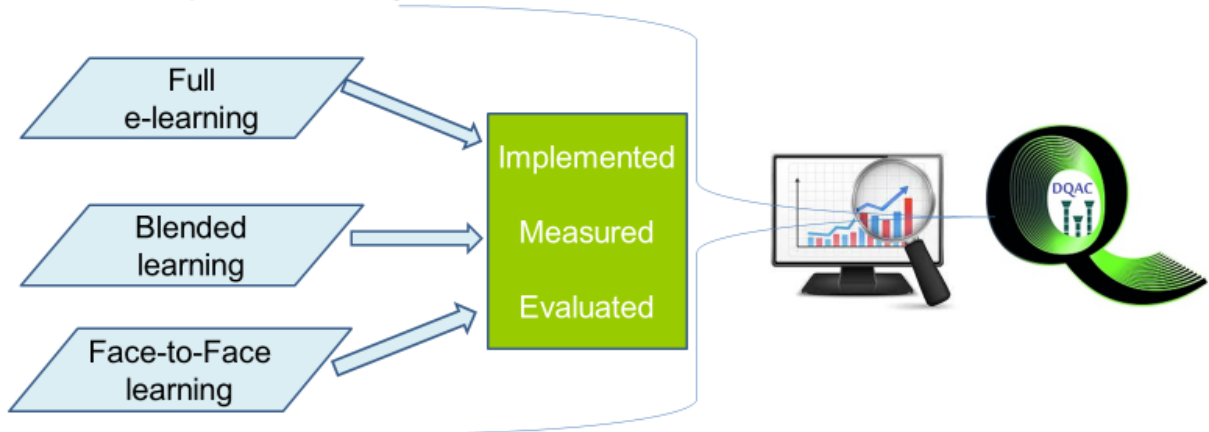
Cronbach's Alpha Internal Consistency Coefficient for Tool Domains

#	Domain	Homogeneity constancy
1	Planning and Design Challenges for E-Learning	0.7849
2	Technical challenges of using e-learning technologies	0.9207
3	Challenges of E-Learning Management	0.8203
4	The challenges of scientific research via the Internet	0.8676
5	University Financial and Administrative Challenges for e-learning	0.8368
6	general professional challenges for a faculty member in the field of e-learning	0.7253
7	Challenges of E-Learning Assessment	0.8323
	Overall stability factor	0.9499

Ex. First Domain: Planning and Design Challenges for e-Learning

#	Paragraph	Average
1	The ability to create, publish, store and update pages and websites using the latest programming techniques	2.52
2	The ability to use the hyperlink between the components of the electronic course	2.46
3	The ability to design the software so that it enables the student to quickly display it and to suit his desires and capabilities	2.42
4	The ability to prepare the educational scenario for the electronic course	2.41
5	Ability to select Multimedia that uses audio, image, text and graphics from video clips, etc., which will appear in the lesson view	2.39
6	The ability to use artistic design elements such as graphics, shapes, images and colors in proportion to the topic of the lesson	2.19
7	The ability to use some ready-made design and authoring programs such as PhotoShop, Flash, Front page, Authorware	2.16
8	The ability to identify the teaching strategies necessary to achieve the objectives of the electronic course	2.04
9	The ability to determine the educational objectives of the lessons and units of the electronic course	2.02
10	The ability to determine the material and human requirements necessary to prepare the electronic course	1.99

Summary of all domains

#	Domain	AVG	STD
1	Online research challenges	2.78	1.198
2	Technical challenges of using e-learning technologies	2.72	1.12
3	University financial and administrative challenges for e-learning	2.38	0.841
4	General professional challenges for a faculty member in the field of e-learning	2.37	0.717
5	e-Learning assessment challenges	2.27	0.882
6	e-learning management challenges	2.27	0.882
7	Planning and design challenges for e-learning	2.26	0.788
	Challenges as a whole	2.047	0.693

e-Learning Training Workshops

The MOHE has given e-Learning Training Workshops that includes the following:
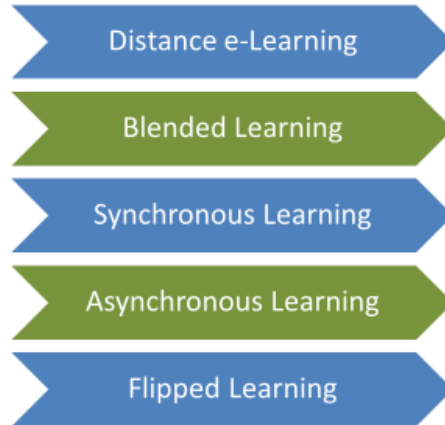
- Distance e-Learning
- Blended Learning
- Synchronous Learning
- Asynchronous Learning
- Flipped Learning

e-Learning Training Workshops

- Mobile Learning
- Project-based Learning
- Problem-based Learning
- Collaborative Learning
- Connected Learning
- Virtual Learning

- Virtual Reality
- Augmented Reality
- Multimedia
- Learning Management Systems (LMS)
- Open Educational Resources (OER)
- Computer Skills
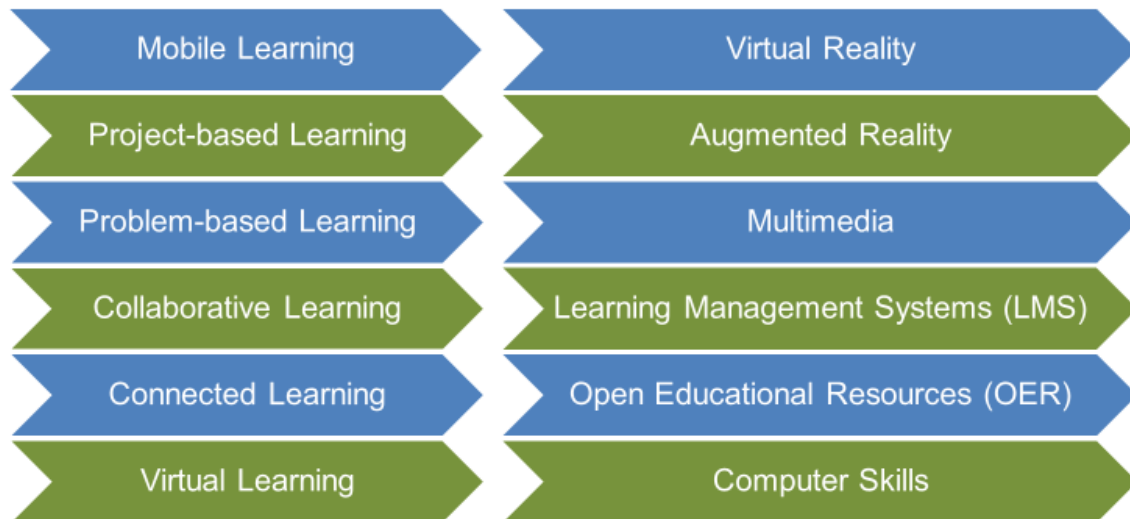
The most important means - In the distance education process

The suspension of in-person teaching in various countries

Legend:
- Online and broadcast (TV and/or radio)
- TV and radio
- Radio only
- TV only
- Online only
- Average share of population connected to internet
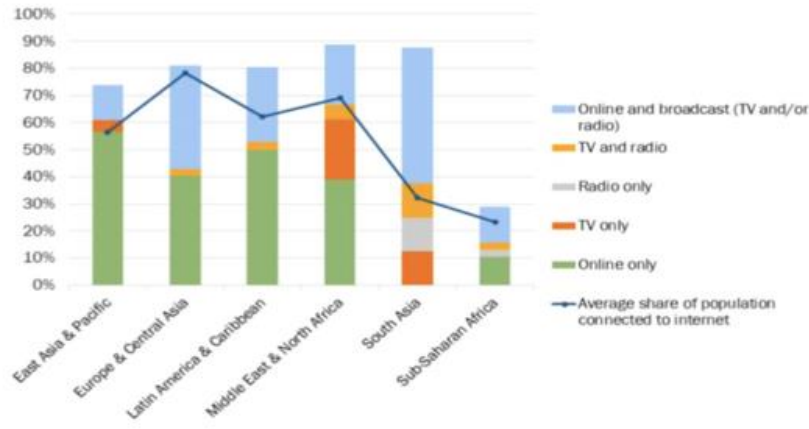
Simultaneous Education

Distance learning styles: Synchronous Learning and Asynchronous Learning

Percentage of e-learning facilitators using each tool
Source: E-learning facilitators: analyses of their different roles/ Académie Clermont-Ferrand
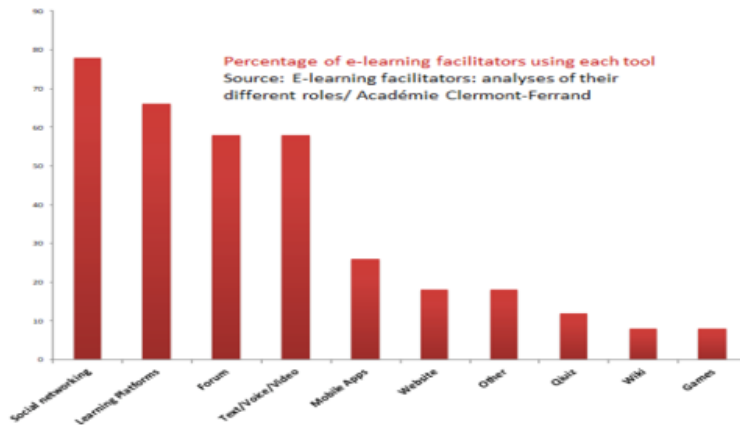
The teacher and the learner meet simultaneously in a real learning environment.

Asynchronous Education

Percentages in which the learners use the various asynchronous teaching techniques

Percentage of e-learning facilitators using each tool
Source: E-learning facilitators: analyses of their different roles/ Académie Clermont-Ferrand
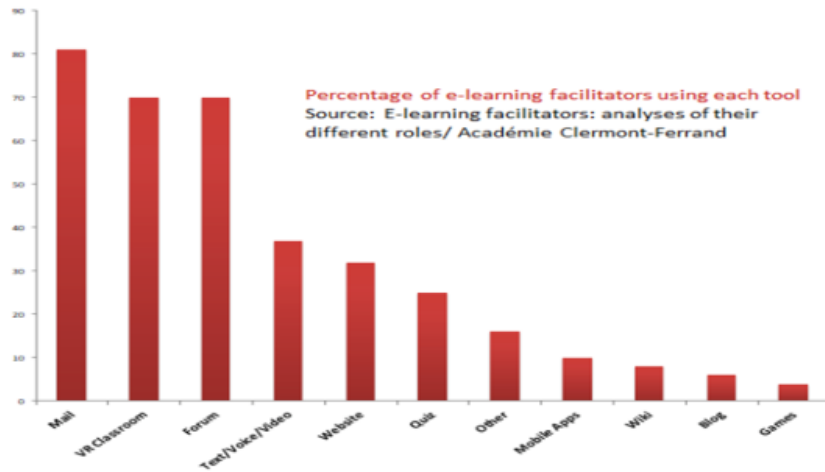
Distance Learning Tools
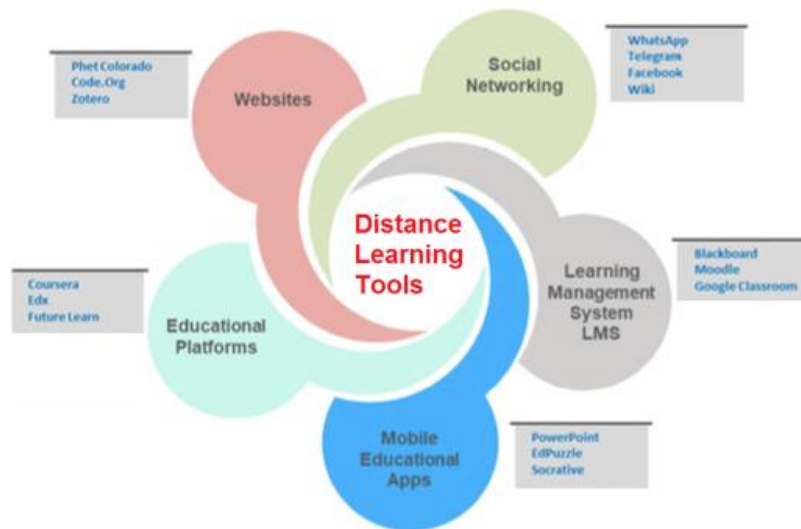
Standing at the future of the higher education system in Jordan

Visionary, strategic, legislative and field support

First	Second	Third	Fourth
• The plan is based on the royal vision for the development of higher education, represented in IT campaign that is launched by His Majesty King Abdullah II at the beginning of the millennium.	• Raising the level of teaching and learning in the higher education sector in a way that keeps pace with the best methods used in modern universities.	• The digital transformation in higher education in Jordan in line with global developments in this field.	• The online learning standards measurement guide" issued by the Higher Education Accreditation Commission 2020.

Jadara University Experience during COVID19 Pandemic

Monitor and evaluate platform activities

1

Introducing students and lecturers to e-learning system

2

Spreading the culture of e-learning among faculty members and students

3

Support creating curriculum & course content

4

Continuous technical support

5

Support implementation of evaluation tools.

6

Activating Faculty members

7

Promote effective use of E-learning platform

8

Training Lecturers on how to use e-learning platform

9

Solve problems facing students and teachers

10

Monitoring educational process & electronic exams

11

2020 - 2021

Developing the Organizational Structure to Suit E-learning

- Establishing the E-Learning Center, adopting its instructions and forming a council
- Creating an E-learning unit for teaching distance programs
- Appointment of director of E-learning center
- Creation of the post of Assistant to the President for E-Learning
- Restructuring the Computer Center to support E-learning.
- Restructuring of colleges and departments.

E-learning Infrastructure

- Developing the university's website.
- An integrated electronic system for remote student admission.
- An electronic system on mobile phones (Mobile App).
- Develop an integrated e-learning system.
- A system for evaluating faculty members electronically by students.
- Electronic HR system for monitoring and appointments.
- Design electronic systems for many administrative departments.
- Infrastructure development
  - ✓ Central device to incubate the database
  - ✓ Two central devices for applications
  - ✓ Load balancer
  - ✓ Wireless network (Wi-Fi) and increase internet speed.

Computerized Examination Mechanism on the E-learning System

1. **The instructions for Students**

2. **The instructions for the faculty members**
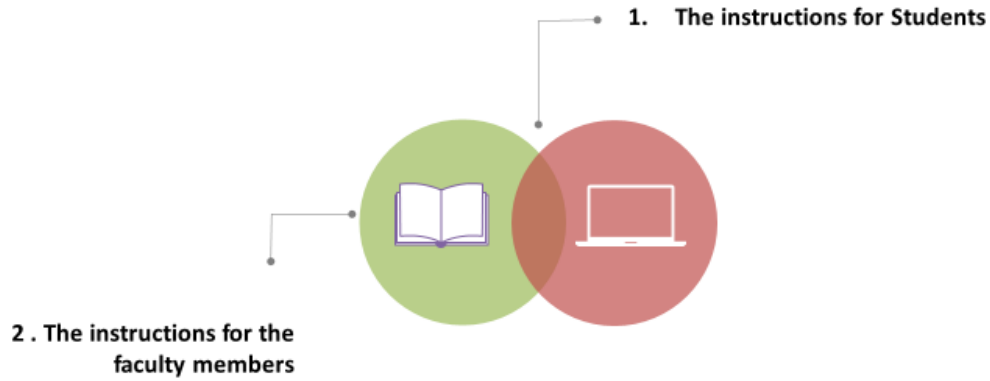
Statistical Analysis E-learning system
(Login By Year)

Year	Logins
2018	6839
2019	66738
2020	1179701
2021	41312

46
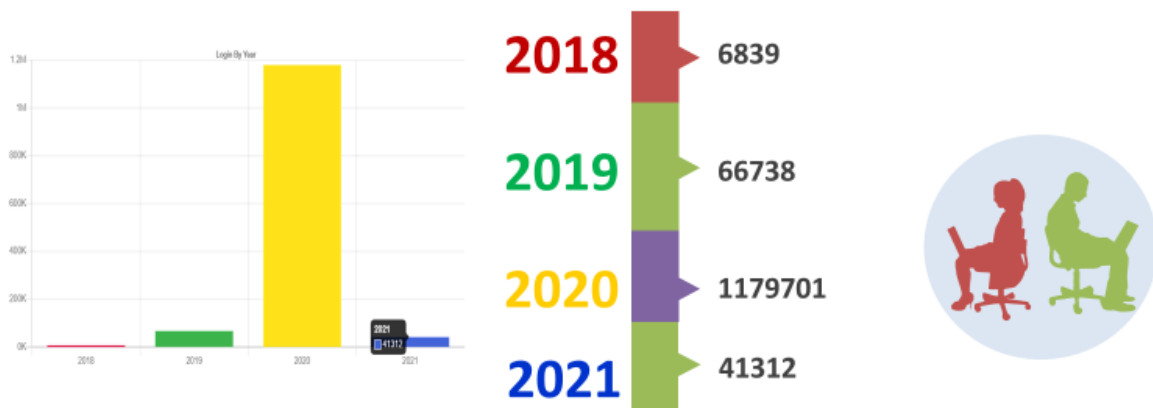
Statistical Analysis of the E-learning system
(Operating System)
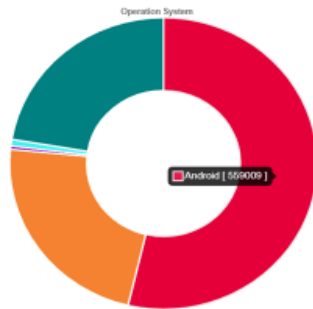
Android	701969
Windows	284756
iOS	293511
Ubuntu	70
Mac	9443
Linux	4542

Statistical Analysis of the E-learning System
(Last 30 Days and 12 Months)
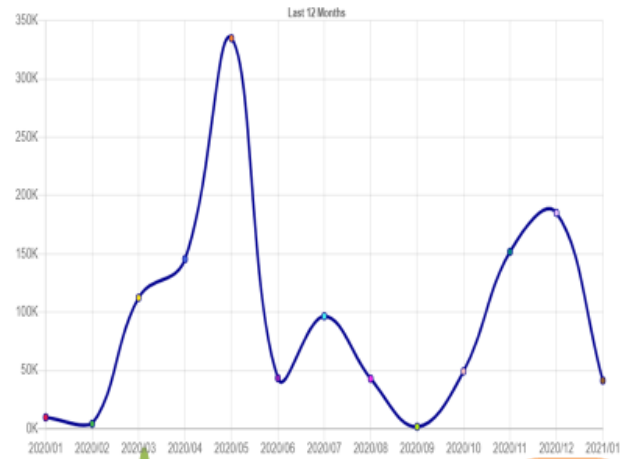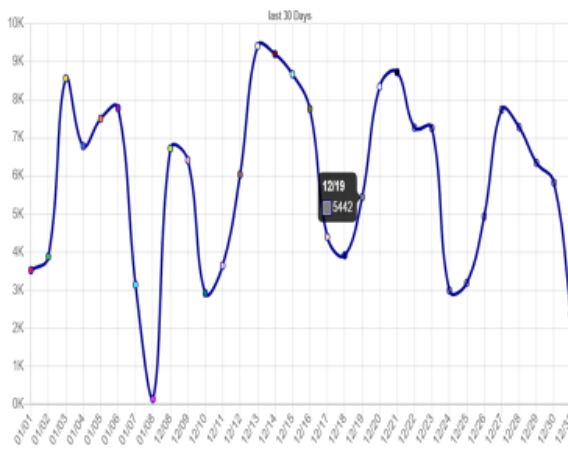
Statistical Analysis of the E-learning System
(College)
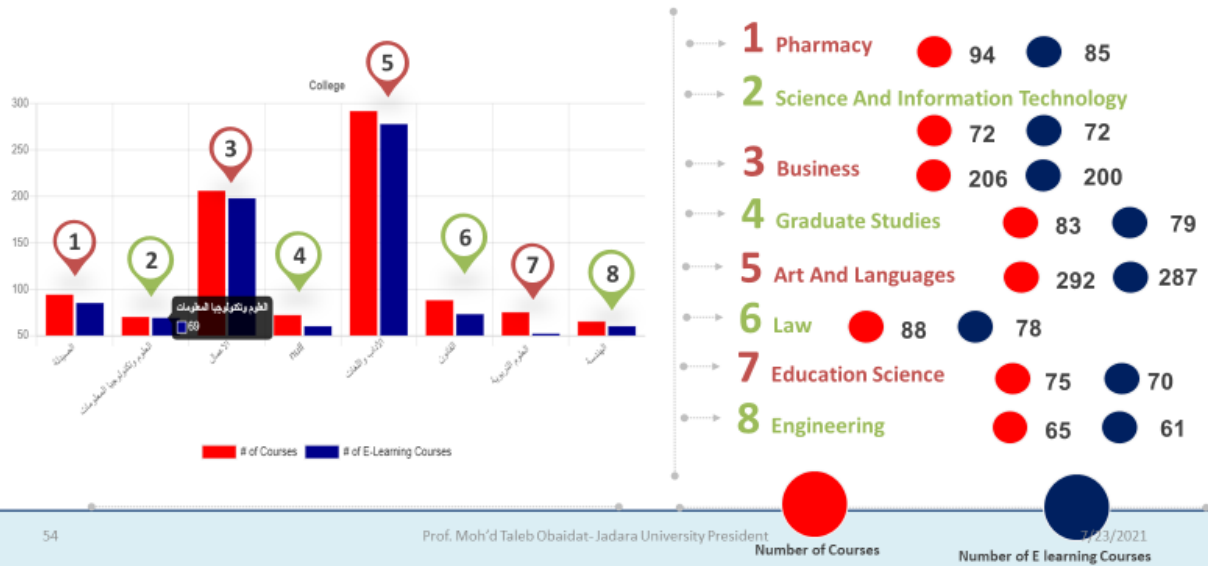
	College	# of Courses	# of E-Learning Courses
1	Pharmacy	94	85
2	Science And Information Technology	72	72
3	Business	206	200
4	Graduate Studies	83	79
5	Art And Languages	292	287
6	Law	88	78
7	Education Science	75	70
8	Engineering	65	61

Number of Courses   Number of E learning Courses

Statistical Analysis of the E-learning System
(30 Days for each College)
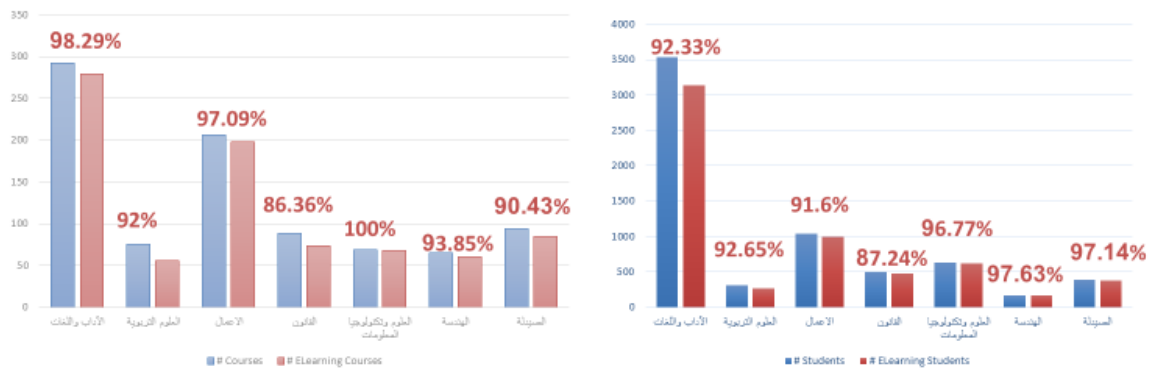
Distance Teaching

Developing E-learning system

Contracting with Microsoft for the purposes of using their systems for distance learning and examinations.

Complete the distance education files for all university materials.
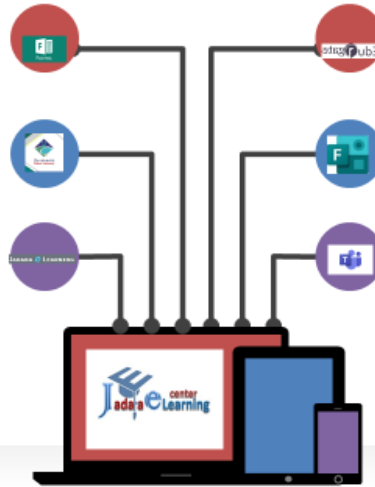
Complete the e-learning infrastructure for distance education.

Training teachers and students on distance learning and education software (MS-Teams; MS-Forms, Google-Meet; E-learning)

Implementing the instructions and decisions of the Higher Education Council during the Corona pandemic.

Microsoft Teams and Microsoft Stream

https://www.microsoft.com/

https://web.microsoftstream.com/

Prof. Moh'd Taleb Obaidat- Jadara University President

Jadara E-Learning System

JADARA e LEARNING

Prof. Moh'd Taleb Obaidat- Jadara University President

Microsoft Forms

Forms

Prof. Moh'd Taleb Obaidat- Jadara University President

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Jadara Edugate and Electronic Services

Edu gate

https://edugate.jadara.edu.jo/

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Jadara Mobile Application

activities on the E-learning Platform / Events

Board of trustees meetings

Deans' meetings

Faculties' meetings

Department meetings

Master and Bachelor Viva

Local and international conferences

Lectures

Prof. Moh'd Taleb Obaidat- Jadara University President

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Mechanisms and Procedures for Continuous Improvement of E-learning Process

1. Implementing the decisions of the Higher Education Council
2. Using the E-learning system, Microsoft Team, Microsoft Forms, ..etc.
3. Providing an electronic portal to register students and pay fees online.
4. Teaching students through university offices or laboratories.
5. Control the attendance and absence process electronically.
6. Activate student activities remotely.

LEARNING

Procedures Used for Designing and Presenting the E-learning Content

2. Providing specialized laboratories for developing the content of academic materials

1. Preparing laboratories to keep up with new developments.

4. Producing all high-quality electronic educational materials, and uploading them to the E-learning system.

3. Training lectures on how to use software development programs.

6. Providing the necessary equipment, devices and software for the material development process at the university.

5. Follow up recording, storing and saving backup copies of lectures.

8. Buying electronic writing devices and using some software for writing mathematical equations

7. Provide technical support to the lecturers.

Prof. Moh'd Taleb Obaidat- Jadara University President

7/23/2021

E-learning Workshops:

How to designing the teaching material electronically.

How to teach electronic material and interact with students.

How to use E-learning platforms

How to do electronic exams

How to write Questions and link them to Course Outcomes

Jadara University

Online Workshops

Jadara e Learning center

Prof. Moh'd

Procedures used to evaluate E-learning outcomes

- Design Intended Learning Outcomes Assessment Program (ILOsAP).

- Use the statistics of the E-learning system as well Microsoft Teams, and Microsoft Forms.

- Reports from colleges

Procedures used to Measure Students' Performance in E-learning

Forming committees to supervise electronic exams

1

Short exams, homework and projects

2

Electronic Exams

3

Research and application projects

4

Graduation Projects and field training

5

LEARNING

Prof. Moh'd Taleb Obaidat- Jadara University President

7/23/2021

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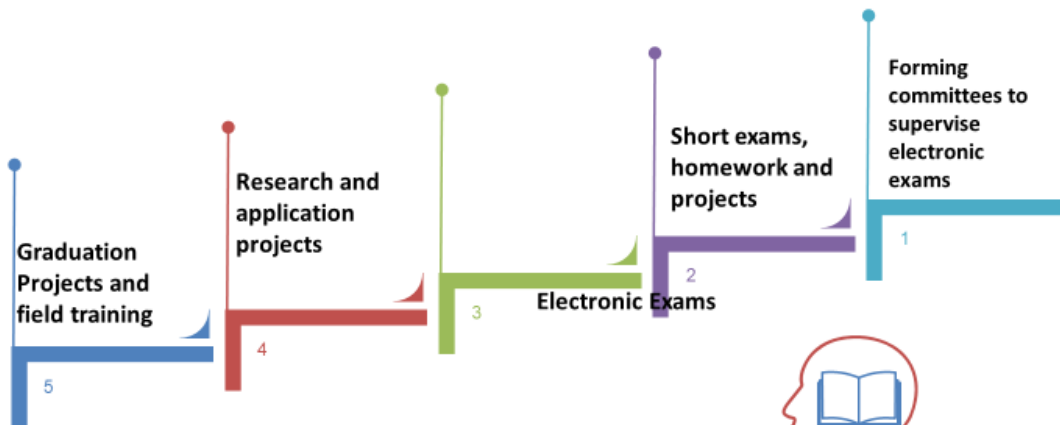
Questionnaires to Evaluate E-learning

- Postgraduate student Questionnaire
- Researchers' Questionnaire at the university
- Questionnaire on the level of student satisfaction

Average student satisfaction level calculation during the second and summer semester **90.2%**

Average student satisfaction level calculation during the first semester **94.7%**

90.2%   **94.7%**
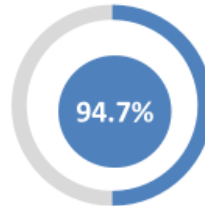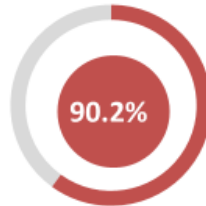
Microsoft

Agreement with Microsoft Corporation

Contract (50) agreements

An agreement with the Swedish-Iraqi Network at the Center for Middle Eastern Studies, Lund University, Sweden

SWEDISH IRAQI STUDIES NETwork

Local and international partnerships and agreements in the field of E-learning

Videos and illustrations of all processes performed on educational platforms.

For faculty members.
a. Video – How to Run and use MS-Teams:
B. Video – adjust students' powers during interactive lectures
C. Video – Upload and download recorded lectures and share them with students
E. Video – automatic lecture scheduling
F. Video – How to create a new working group in order to communicate with students (office hours)
G . Video – How to prepare attendance and absence, exams and assignments /HW and how to Correct the exams using:

- Ms Forms.
- E-Learning system.

For students.
A. Video - How to Use
   -Microsoft Forms
   - Microsoft Teams
   - E-Learning System.
B. Video - How to access the recorded lectures on the university platform and download them to the student's device.
C. Video - How to communicate with faculty members during office hours.
 D. Video - How to deal with exams and assignments using:
   - Microsoft Forms.
   - E-Learning system
 E. Video of solving students' problems when using a mobile phone

Follow up the Educational Process

- Deans and the head of the departments enter Microsoft Teams software and the E-learning system to follow-up lectures and exams.

- Preparing a set of forms:

1) Attendance and absence form for daily faculty members /students
2) Follow-up form for educational content
3) A follow-up question bank form for all courses (e-learning).
4) Follow-up report on the question bank on the electronic platform (E-learning).
5) Provide an excuse for the absence of a teacher for lectures
6) Report of the Mid and Final exams of the course
7) Summary of final grades analysis in each college

Estimated share of workers at risk of unemployment, by sub-industry

Sub-industry	Percentage
Accommodation and Food Services	47%
Wholesale and Retail Trade	15%
Transportation	15%
Education	15%
Construction	15%
Manufacturing	14%
Health Care and Social Assistance	14%
Professional Services, Administrative and Support	9%
Government and Public Sector	8%
Financial Services and Insurance	7%
Mining	4%
Agriculture	3%
Utilities	2%
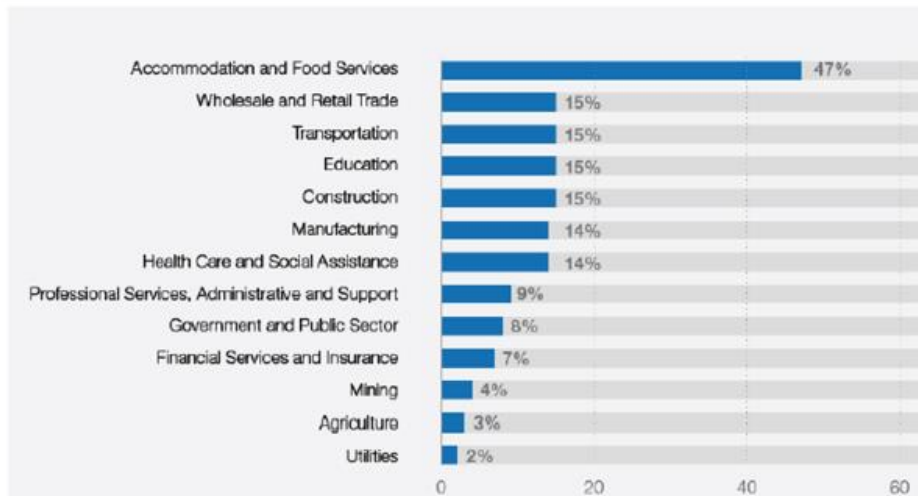
Top 15 Skills

	skills
1	Analytical thinking and innovation
2	Active learning and learning strategies
3	Complex problem-solving
4	Critical thinking and analysis
5	Creativity, originality and initiative
6	Leadership and social influence
7	Technology use, monitoring and control
8	Technology design and programming
9	Resilience, stress tolerance and flexibility
10	Reasoning, problem-solving and ideation
11	Emotional intelligence
12	Troubleshooting and user experience
13	Service orientation
14	Systems analysis and evaluation
15	Persuasion and negotiation

Recommendations

1- Investing in electronic educational platforms.

2- Activating the role of electronic educational platforms.

3-Working on the development of digital educational curricula.

4- Conducting more studies that specifically look at the types of electronic educational platforms and their effectiveness.

5- Holding introductory courses and making special guides and brochures to raise awareness of the importance and effectiveness of electronic educational platforms.

Conclusions

- E-Learning seems to be the forthcoming trend
- The online method of learning is best suited for everyone.
- Many people choose to learn at a convenient time.
- E-Learning has become quite popular among students across the world
- E-learning transformation during the pandemic prevented the continuation of the educational process in its traditional face-to-face form in all educational institutions at all levels.
- Many educational institutions adopted the e-Learning system, whether completely or partially towards achieving its goals during COVID-19 pandemic crisis.

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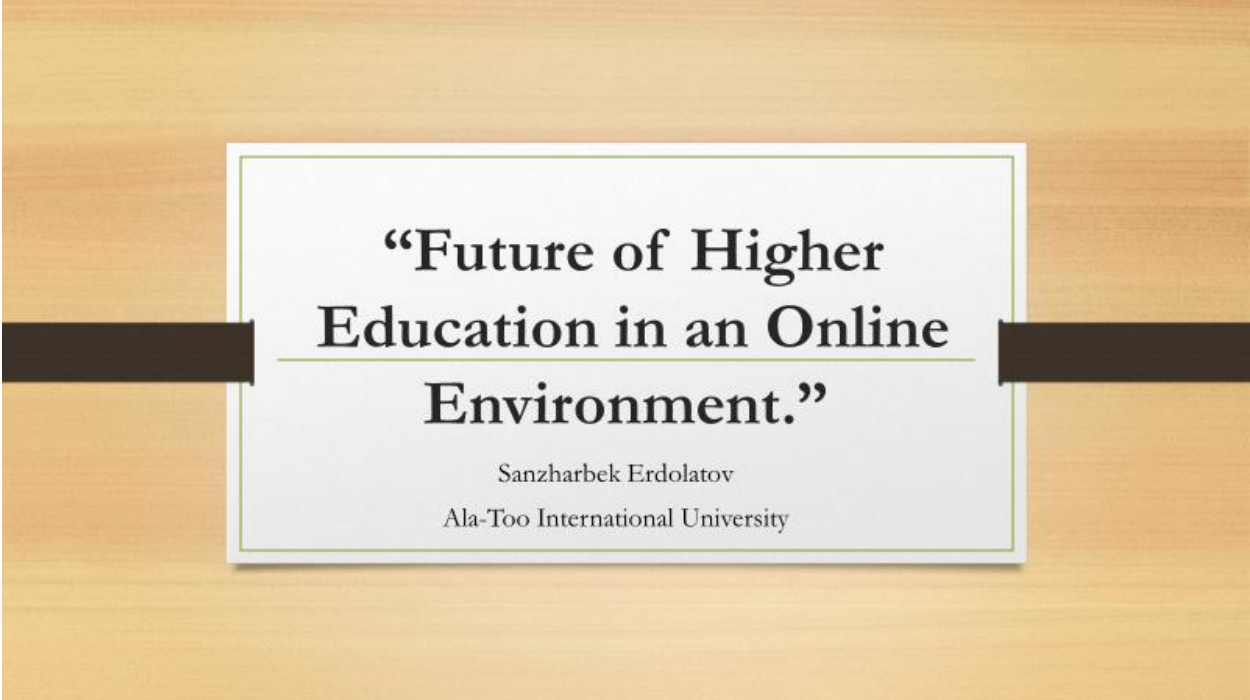
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Online Teaching and Learning in Higher Education During the Coronavirus Pandemic: Administrators' Perspective

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As we all know the global pandemic of COVID-19 has forced higher education institutions to not only transition to online teaching and learning, but also has brought up new issues in the context of an online environment like, access, faculty readiness, course redesign, affordability, retention and success of students, etc.

- Ala-To International University decided in May 2021 to stop looking at Covid-19 as a terrible problem, which it is, of course; instead, we decided to view ourselves as being given an opportunity to reconsider how we connect students to education, and what success would mean during but far more importantly after Covid-19.

The Covid-19 experience is typically reported by university administrators from the perspective of the administrators

- The impact on quality, impact on students, impact on operating budgets. At Ala-Too International University, in Bishkek, Kyrgyzstan, we have done the same.
- But in the midst of the coronavirus long trauma, assuming May 2021 is indeed the mid-point in Central Asia, we attempted to re-evaluate who we are and what we do, not on how Covid-19 is affecting us, but in comparison with our ideal or at least our preferred position.

- We identified the usual stakeholders – students, faculty, staff, administrators, parents, community, Ministry of Education and Science, and foreign funders and foreign cooperating universities.

- Our default setting was to speak of the importance or even primacy of students, but we realized that we ourselves too often missed honoring by action our words of commitment to students. Clearly, we needed to ask students in a professional, bias-free, disciplined manner and then to assess the results in an objective manner.

We also considered our commitment to our other stakeholders – and our commitment to them was as deeply sincere as our commitment to our students. But, again, we had to question ourselves on how well we had honored those commitments with actions and how satisfied our stakeholders were and are.

- Accordingly, we decided to stop assessing how we were doing in response to Covid-19, and instead to use the stress and strain of

  Covid-19 as an impetus to change towards a deeper, more action oriented focus on our stakeholders.

- As good academics and consistent with good marketing practice also, we decided to decide research methodologies to elicit insights about what our stakeholders thought about us and what we should be doing in the future.

- We determined that research about students, faculty, staff, administrators, parents, and community would be by in person and online surveys. The surveys would need to be carefully designed to avoid creating unintentional bias and to gain the most meaningful insights.

- We further decided that research about the Ministry of Education and Science, and foreign funders and foreign cooperating universities would be by in person interviews – a qualitative approach rather than a quantitative approach as with students, for example. Next, we decided that we would reserve the possibility of emotive research via focus groups and panels until we had first gained considerably more information that we currently had.

- Our next step was to review all the research that we currently have on how our stakeholders view quality and their level of satisfaction with Ala-Too International University.

- Our conclusion was that we had too little research of too limited scope and quality. But, we sought to harvest as much insight as possible so that we could design effective survey methodologies and content.

During the pandemic period

- Kyrgyz universities managed to provide knowledge during the Coronavirus pandemic, when, in a very short time, universities had to adapt the educational process for exclusively online teaching and learning.

- In this regard, we analyzed students' perception regarding online learning, their capacity to assimilate information, and the use of E-learning platforms. An online survey based on a semi-structured questionnaire was conducted. Data was collected from 762 students from two of the largest Kyrgyz universities.

- The results of the research revealed that higher education institutions in Kyrgyz Republic were not prepared for exclusively online learning. Thus, the advantages of online learning identified in other studies seem to diminish in value, while disadvantages become more prominent. The hierarchy of problems that arise in online learning changes in the context of the crisis caused by the pandemic.

- Technical issues are the most important, followed by teachers' lack of technical skills and their teaching style improperly adapted to the online environment. However, the last place was assigned by students to the lack of interaction with teachers or poor communication with them. Based on these findings, research implications for universities and researchers are discussed.

Ala-Too International University one of the educational organization which has quickly decided to start online education while pandemic period started in March 16, 2020.

MOODLE (OCS-Online Course System, Zoom, BigBlue Button, Google Meet)
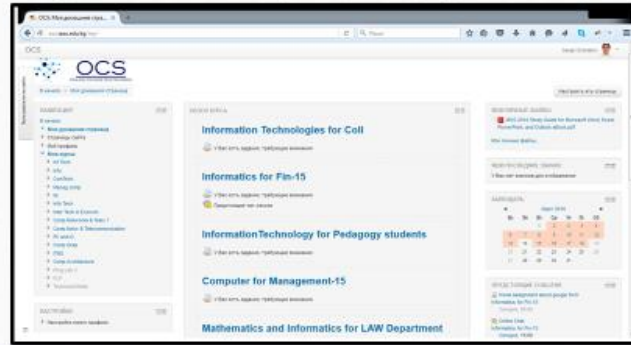
Ala-Too International University has become one of the university that able to contribute to prepare teachers and lecturers of the country for online learning in this difficult time. On receiving well-deserved awards from ex Ministry of Education of Kyrgyz Republic

Students of Ala-Too International University highly appreciate the quality of online education at the University

- Students of Ala-Too International University took part in the survey **"Quality of Online Education"**. The questionnaire consisted of questions related to the quality of online education, teachers' preparedness for online training, as well as methods of online teaching.

- According to the results of the questionnaire, students rated online instruction at the university as the highest.

- Ala-Too International University provided each teacher with every necessary thing for the learning process - technical support, continuous technical training, and practice. (**Zoom program, equipment's like headphone, speaker, camera etc..**)

Questionnaires
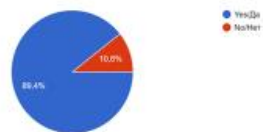
Ala-Too International University has officially received international accreditation in 27 of May 2021

International accreditation is a procedure for assessing the compliance of educational programs with international and European quality standards. It is implemented by accreditation agencies that are members of the European Association for Quality Assurance in Higher Education. ENQA and EQAR are registered in the European Register of Quality Assurance Agencies.

Opening of the Center for Innovative Educational Technologies at the AIU.

On March 26, 2021, the Center for Innovative Educational Technologies was opened at the Ala-Too International University. The creation of the Center is one of the results of the project "Modernization of Higher Educational Institutions Using New Technologies" under the Erasmus + program. The aim of the IET Center is to adapt the educational system to the digital generation through the active and effective use of innovative educational technologies, thereby contributing to the digital transformation of education; ensuring the position of AIU in the national, European and world educational space; stimulation of scientific, technical and research activity of the teaching staff of the AIU.

National webinar "Online methods of the Kyrgyz language teaching in a pandemic period" held at Ala-Too International University.

DECEMBER 22, 2020

At the national webinar "Online methods of the Kyrgyz language teaching in a pandemic period" held at Ala-Too International University, made a presentation on the use of the "Concept of Adaptation of Education to the Digital Generation" on teaching Kyrgyz language which was developed on the frame of the HiEdTec project. Participants of the webinar, teachers of the Kyrgyz language in higher education institutions of the Kyrgyz Republic, noted the interesting and relevant nature of the report.

Report on the scientific and practical conference in a hybrid format entitled: **"TEACHING FOREIGN LANGUAGES IN THE CONDITIONS OF MODERN INNOVATIVE TECHNOLOGIES"**

On November 26, 2020, a scientific and practical conference in a hybrid format entitled "Teaching foreign languages in the context of modern innovative technologies" was held at the Faculty of Humanities of the AIU. The working languages of the conference were English, Kyrgyz, Russian.

Law departments students successfully participated in the Foreign Direct Investment International Arbitration Moot

On 4,6,7 -November senior students Elmira Usenova, Nursultan Temikeev and junior student Gulnura Erkebaeva took part in the annual FDI Moot Court Competition, which this year was held online.

Foreign Direct Investment International Arbitration Moot ("Foreign Direct Investment Moot") is the first competition in the field of investments among law students around the world. FDI Moot is an annual international student competition on investment protection and regulation that provides future lawyers with a unique opportunity to address issues arising from the obligations between the host country and foreign investors.
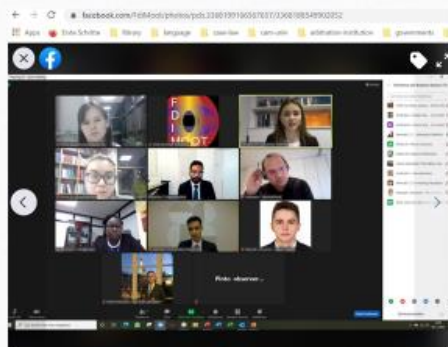
2nd International Conference on Central Asia conducted by Silk Road International Center and the OSCE Academy

On 2-3 October the Silk Road Research Center of Ala-Too International University together with OSCE Academy in Bishkek conducted 2nd International Conference on Central Asia : Between Europe and Asia -Emerging Central Asia and its Multifaceted Role in the Era of Connectivity.

Participants from Kyrgyzstan, Kazakhstan, India, Italy, Poland, Spain, Russia, Thailand, and the UK presented their works and discussed relations between Central Asia and Europe.

Parents' meetings

On 14-18 December, the Department of English Language Teaching held successful online meetings with parents. The supervisors presented the outcomes of two separate evaluations on online education process, conducted through surveys among the students. Additionally, parents were informed about the students' progress and received answers to their questions.
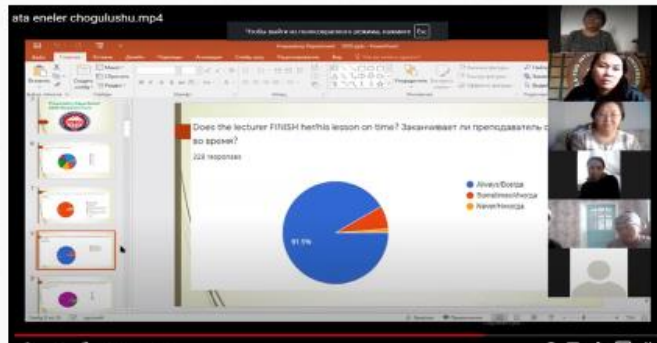
5 Reasons Why Online Learning is the Future of Education

- The concept of traditional education has changed radically within the last couple of years. Being physically present in a classroom isn't the only learning option anymore — not with the rise of the internet and new technologies, at least.

- Nowadays, you have access to a quality education whenever and wherever you want, as long as you have access to a computer. We are now entering a new era — the revolution of online education.

1. It's flexible.

Online education enables the teacher and the student to set their own learning pace, and there's the added flexibility of setting a schedule that fits everyone's agenda. As a result, using an online educational platform allows for a better balance of work and studies, so there's no need to give anything up.

2. It offers a wide selection of programs.

- In a space as vast and wide as the internet, there are infinite skills and subjects to teach and learn. A growing number of universities and higher education schools are offering online versions of their programs for various levels and disciplines

- Studying your program online is also a great option for getting an official certificate, diploma, or degree without physically setting foot on a university campus.

3. It's accessible.

- Online education enables you to study or teach from anywhere in the world. This means there's no need to commute from one place to another, or follow a rigid schedule. On top of that, not only do you save time, but you also save money, which can be spent on other priorities. The virtual classroom is also available anywhere there's an internet connection, and a good way to take advantage of this is to travel. For example, if you're studying abroad and want to get a job, online education is a great choice. There's no reason to give up on working or studying while exploring new and exotic places.

4. It allows for a customized learning experience.

- We've mentioned before how flexibility can help you to set your own study pace. But online education is also flexible for each student's individual requirements and level of ability.

- Online classes tend to be smaller than conventional class size. Most of the time, online learning platforms only allow one student at a time, and in almost all cases, this allows for greater interaction and more feedback between you and your tutor.

- There's often access to very diverse material such as videos, photos, and eBooks online as well, and tutors can also integrate other formats like forums or discussions to improve their lessons. And this extra content is available at any moment from anywhere, which will offer you a more dynamic and tailor-made education.

5. It's more cost-effective than traditional education.

- Unlike in-person education methods, online education tends to be more affordable. There's also often a wide range of payment options let you pay in installments or per class. This allows for better budget management. Many of you may also be subject to discounts or scholarships, so the price is rarely high. You can also save money from the commute and class materials, which are often available for free. In other words, the monetary investment is less, but the results can be better than other options.

Conclusion

- These are only a few reasons to choose an online education, and why 90 percent of students today think that online learning is the same or better than the traditional classroom experience. Every student must assess their unique situation and decide according to their needs and goals, and while this alternative to traditional education is not for everyone, it's still a convenient option with virtually endless options for international students all over the world.

References:

- https://www.educations.com/articles-and-advice/5-reasons-online-learning-is-future-of-education-17146

Internationalization of Higher Education: Virtual Mobilities & Challenges on a Digital Transformation Moment

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Stabilize where we teach to focus on how we teach

Presential classroom versus Virtual classroom

The teachers, use to the face-to-face teaching, had to adapt their classes to an unknown modality and in a few days

The dimension of teaching practice related to "where we teach" became the priority item on teacher's agenda

---

Stabilizing the virtual classroom space became a necessary strategy for teachers to focus on how to teach

ONE OF THE BIGGEST DIFFICULTIES DETECTED

USING THE VIRTUAL CLASSROOM AS A MIRROR OF THE PRESENTIAL CLASSROOM

The "how we teach" was the second topic of analysis in this unforeseen context, which was the beginning of a process of relearning the way to plan and manage the teaching process

ANNUAL INTERNATIONAL CONFERENCE 2021

UdeMM
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Marina Mercante

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Interamericana

PEDAGOGICAL MODALITY → **INVERTED CLASSROOM**

↓

DIDACTIC SEQUENCE

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In this way…

…the educational intentionality of the class focuses on the experience of the student and not on the teacher, the result of learning becomes the educational purpose or object.

ASYNCHRONOUS ACTIVITIES   **SYNCHRONOUS ACTIVITIES**

ANNUAL INTERNATIONAL CONFERENCE 2021

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DIDACTIC ORIENTATIONS FOR THE PLANNING OF CLASSES ACCORDING TO THE MODALITY OF THE INVERTED CLASSROOM

1- The design of the self-managing activities that the student must solve under the supervision of the teacher.

2- The design and coordination of the group communication space moderated by the teacher.

3- The design of self-assessment activities for the student to reflect on the achievements, achieved in the class.

When do the difficulties become apparent?
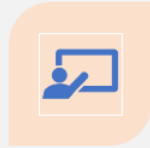
IN CLASS PLANNING

IN CLASS MANGMEMENT
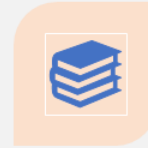
IN CLASS ENDING

Quality criteria in virtual spaces

- Promote collaborative work between teachers
- Improve the evaluation modality of learning process and outcomes

Five steps to plan classes according to the inverted classroom modality

1
Step 1: Identify what you intend students to learn

2
Step 2: Plan the class structure

3
Step 3: Design activities and incorporate resources and slogans

4
Step 4: Design mode and timing of communication with the class group

5
Step 5: Define a student self-reflection closing activity about the class

A great challenge to build

It aspires to an organization of the contents through a multimedia narrative, managed through a learning sequence that hierarchizes the collaborative work and the formation of a learning community

unesco iesalc — Educación super...

LA TRANSFORMACIÓN DIGITAL DURANTE LA PANDEMIA DE LA COVID-19 Y LOS EFECTOS SOBRE LA DOCENCIA

I am declaring a public health emergency of international concern

NATIONAL / EDUCATION

Universities and colleges to remain closed under Covid-19 level 4 lockdown

The decision is based on the need to prevent the spread of the infection and save lives

BL PREMIUM
30 APRIL 2020 - 19:37 by LINDA ENSOR

EDUCACIÓN

Aulas híbridas: cómo es el plan del Gobierno para que las universidades recuperen la presencialidad en el segundo cuatrimestre

La propuesta, que combina clases presenciales y virtuales, apunta a todas las universidades públicas del país. A través de encuestas, midieron cómo fue la respuesta de las instituciones frente a la pandemia

Por **Maximiliano Fernández**
7 de Junio de 2020

1) DIGITAL TRANSFORMATION DURING THE COVID-19 PANDEMIC AND THE EFFECTS ON TEACHING.
2) Hybrid classrooms: what is the Government's plan for universities to regain presence in the second semester. The proposal, which combines face-to-face and virtual classes, aims at all public universities in the country. Through surveys, they measured how the institutions responded to the pandemic.

Webinario
Movilidad virtual de alumnos en contexto de pandemia

Training workshops (I):
With CIN, CRUP and the ME develop a cycle of webinars. One of them talking about the ¨Virtual mobility of students in the context of a pandemic¨

Acquisition of platforms:
The universities acquired new tools to develop their own activities and provide all the educational, teaching, research, services.

Blackboard collaborate — zoom

Capacity building (II):
Local and regional seminars with international networks and organizations like REALCUP, IESALC-UNESCO, etc.

Estrategia de apoyo, salida y transformación

Contributions from the states:
Support to strengthen their virtualization strategies during the context of a pandemic and in the long term.

I) Available on: Capacitación | Argentina.gob.ar
II) Available on: FIESA ARGENTINA – YouTube ; Educación universitaria y cultura digital: transformaciones educativas y nuevos modelos formativos – YouTube

Future…?

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Why Higher Education Still Needs Offline Learning While Doing Online Learning: Sociological Reflection

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I.   Introduction

More and more colleges and universities are closing their doors to reduce the spread of COVID-19. In turn, educators have had to respond by opening their courses online in a matter of days. Many of them lack online teaching experience and are now confused about making remote classes work for their lectures (Read, 2020). Furthermore, (Ahluwalia, 2020), e-learning has become the necessary norm; many lecturers find it challenging to do distance learning without proper guidelines. In Indonesia (Azzahra, 2020), the rapid spread of COVID-19 has forced the government to close schools and enforce distance learning at home. Various initiatives are underway to ensure that learning continues even when there is no face-to-face school. Schools and universities are closing their campuses, many indefinitely, and suddenly being forced to transfer their learning online using free services like Google Classrooms and Zoom and burdening their students with heavy workloads, with dubious results (Simamora, 2020).

We are amid the fourth wave of technological progress: the emergence of a new digital industrial technology known as Industry 4.0. These connected systems (also referred to as physical, cyber systems) can interact with each other using standard Internet-based protocols and analyze data to predict failures, self-configure, and adapt to changes. This allows for a faster, more flexible, and more efficient process to produce higher-quality goods at lower costs. However, this contrasts Indonesia's infrastructure, which is not yet fully supported and adequate for the online learning process.

When online education first appeared, one of the hopes was that teaching with technology would be more efficient and effective than today's conventional methods. Perhaps the faculty could teach more students with better quality by leveraging new technology. This has not proven to be the case. Academic leaders continue to report that it takes more time and effort for teaching staff to teach online courses than teaching appropriate face-to-face courses (Allen & Seaman, 2015). It is undeniable that online learning requires more faculty efforts to encourage increased use of online learning media than just face-to-face teaching. The biggest problem lies in inadequate infrastructure, which means that not everyone can access the internet. This is an obstacle in the implementation of online learning. Previous research (Kisanga & Ireson, 2015) found five significant barriers: poor infrastructure, financial constraints; inadequate support; lack of e-learning knowledge, and teacher resistance to change.

Another previous study (Dunlap & Lowenthal, 2018) recommended general categories (e.g., learning, teaching, design, support). There are four themes related to the design and facilities of effective online lectures: 1. Supporting student success 2. Providing clarity and relevance through content structure and presentation 3. Building a presence to foster a supportive learning community 4. Becoming more prepared and agile as educators. Also, (Martin et al., 2019), the implications of their study are 1. instructors who teach online or prepare to teach online, 2. instructional designers who assist faculty in their preparation for online teaching, and 3. administrators who can provide support for faculty to prepare for online teaching. Faculty need to be prepared in all four areas of online teaching: course design, course

communication, time management, and technical. Reflecting on previous research, (Schlenz et al., 2020) show that student and faculty perspectives on online learning are dominated by positive perspectives, providing opportunities to use online learning even after COVID-19 in the future in the curriculum, which will come.

II.   Discussion

The COVID-19 pandemic has impacted all lines of life in Indonesia. Not only health, the economic, social, and political sectors have also experienced severe impacts from this COVID-19 pandemic. Socially, this pandemic has changed people's behavior patterns, as seen from changes in the learning process at universities, the prohibition of gathering in public areas, to the recommendation to carry out worship activities from home.

The implementation of social distancing recommended by the government to prevent the spread of COVID-19 has resulted in the temporary suspension of large numbers of gatherings in the world of education. This policy affects implementing the learning process in higher education, which is usually face-to-face in class, turning into Distance Education in a network (online) with an online system.

After the suggestion from the Ministry of Education and Culture for universities to implement learning at home, the application of online learning methods has resulted in many private universities that are still not ready to implement them so that they respond by utilizing social media applications and other free applications. For some universities that already have an e-learning website, of course, it will not be an obstacle to the call for learning from home or online learning methods.

The COVID-19 pandemic has forced all lecturers and students to carry out teaching and learning activities through online learning. This online learning requires creativity and innovation from the lecturers so that coaching, transfer of knowledge, and skills can run well. All educators must master communication in the network, namely, how to communicate and deliver and receive messages via the internet. The emergence of the COVID-19 pandemic has caused learning activities that are usually held on campus to be shifted to online learning from home. Online learning is done by adjusting to the capabilities of each university. Online learning can take advantage of digital technology such as zoom, google classroom, video conferencing, study houses, telephone, or live chat, etc.

Responding to the COVID-19 pandemic that has hit almost the entire world, all universities in Indonesia have responded by conducting online lectures by the appeal from the Indonesian Minister of Education and Culture, which encourages the implementation of the teaching and learning process to be carried out online. Based on the Circular of the Director-General of Higher Education of the Republic of Indonesia No. 1 of 2020 concerning Prevention of the Spread of Coronavirus Disease (COVID-19) in Higher Education, in point 5, it is explained that the implementation of distance learning is per the conditions of their respective universities, and advises students to do learning from home with online learning both synchronously and asynchronously, through platforms: Google Classroom / Edmodo / Schoology / ClassDojo (for kids), to record video material via Camtasia / Screencast-O-Matic / Seesaw / Xrecorder, and for practice via Quizlet (flashcards and diagrams), Quizizz (homework) or Kahoot.

Various information technology platforms could be used to support online learning activities and at the same time could force lecturers to be information technology literate. Some of them are as follows: (Astini, 2020)

a. E-learning is information and communication technology to enable students to learn anytime and anywhere (Hartanto, 2016). E-learning has two types: first, Synchronous. Synchronous means at the same time. The learning process occurs at the same time between lecturers and students. This allows direct interaction between lecturers and students online. Synchronous training is a picture of an actual class, but it is virtual (virtual), and all students are connected via the internet. Synchronous training is often also referred to as a virtual classroom. Second, Asynchronous means not at the same time. Learners can take different learning times with educators providing material. Asynchronous training is prevalent in e-learning because students can access learning materials anywhere and anytime. Students can carry out learning and complete it at any time according to a predetermined schedule. Learning can take the form of reading, animation, simulation, educational games, tests, quizzes, and assignment collection.
b. Edmodo is a safe application to be used by both teachers/lecturers and students/students.
c. EdLink is an android-based application devoted to the world of education to help lecturers and students in the lecture process. Some of the benefits of Edlink for lecturers are saving time, maintaining class order, and improving communication with students. In addition, it is also beneficial for students, where students can find campus information and provide convenience in the lecture process.
d. Moodle is a learning platform specifically designed for educational purposes for educators, admins, and students. Moodle stands for Modular Object-Oriented Dynamic Learning Environment.
e. Google Classroom is used to maximize the process of delivering material to students online so that the material can be delivered. Google Classroom is an internet-based service provided by Google as an e-learning system.
f. Schoology is a school-based social network intended for use by teachers, students, and parents of students. Schoology view is almost the same as the Facebook social network.
g. Zoom is an accessible communication app using video and screen sharing with up to 100 people. This application can be used on a variety of mobile devices to desktops.
h. WhatsApp is an application used to carry out conversations using text, voice, and video. WhatsApp is free and offers a simple, secure, reliable messaging and calling experience, available on phones worldwide.

Technology and science that are developing rapidly affect changes in the teaching and learning process in universities. The implementation of online learning allows lecturers and students to carry out their respective homes' teaching and learning processes. Students can get lecture materials and submit assignments without having to meet physically. This online learning can prevent mass gatherings like what happens in face-to-face lectures in class, as WHO (2020) recommended that the prevention of COVID-19 transmission can be done by keeping a distance.

Since the outbreak of the COVID-19 pandemic in Indonesia, many lecturers have changed their teaching methods from face-to-face teaching in class to online lectures so that lecturers and students can be in different locations. The teaching and learning process is carried out using learning applications and web services both synchronously and asynchronously. Synchronous teaching and learning processes can be carried out by video conferencing through the Google Meet or Zoom application, allowing lecturers and students to communicate and meet in real-time. Furthermore, asynchronous learning can be carried out using WhatsApp, Google Classroom, Edmodo, and Email. Lecturers can provide questions and materials through existing applications, and then students can do assignments from the lecturer or provide feedback using WhatsApp.

Increased Use of Technology in Online Learning

The state of the COVID-19 pandemic is like urging private universities to move from conventional forms of learning to more modern learning methods. The implementation of online learning requires lecturers and students to have the skills to use Personal Computer (PC) devices or laptops and smartphones in learning. In addition, it is also required to be able to master this online learning technology.

If the teaching carried out by lecturers so far only teaches using PowerPoint slides and projectors, then the lecturer must develop other learning media relevant to the context of online learning during the COVID-19 pandemic. For example, lecturers can prepare teaching materials in the form of content in the form of creative videos to trigger students to be more interested in and understand the material explained by the lecturer. Lecturers also must adapt to the use of various Learning Management Systems (LMS) so that the delivery of material to students can take place well and create an assessment mechanism to measure student study results.

From the side of students, they are also required to use their own technological devices as a means of learning. Suppose so far smartphones are only used as entertainment and communication, then during this pandemic. In that case, students must be proficient in using their smartphones for learning purposes, for example, communicating with lecturers or collecting assignments using email or other applications such as WhatsApp. Students are also expected to use smartphones to participate in virtual classes that can be followed in online learning applications.

Learning during the COVID-19 pandemic brought changes to traditional learning media and optimizing the use of more modern technological devices. Lecturers and students in learning activities can use a smartphone or laptop with an internet connection.

Online learning

(Smart & Cappel, 2006) argues that the basis of effective online learning is comparable to the basis of effective learning in general. (Means et al., 2009) argue that online learning is defined as learning that occurs partially or entirely through the Internet. This definition excludes purely print-based correspondence education, television or radio broadcasts, video conferencing, videotapes, and stand-alone educational software programs.

Most authors describe online learning as access to experiential learning through some technology (Conrad, 2002). Therefore, (Coogle et al., 2015) argue that online learning can be presented in a synchronous, asynchronous, or hybrid learning environment. The asynchronous learning environment is a setting in which learning occurs in real-time and may incorporate instructor lectures, collaborative activities, and student questions. All course members log in at the same time as each class meeting. An asynchronous environment is a setting in which students engage in activities independently of the instructor or other peers. An asynchronous environment may include reviewing pre-built learning modules, threaded discussion boards, and e-mail conversations with instructors or classmates. Hybrid courses can take many forms. Some course meetings are synchronous, while other activities are completed independently or asynchronously.

In addition, (Simamora, 2020) argues that online learning can expand the range of courses available to students, especially for students who live in rural areas or cities. Online learning provides flexibility for students who face conflicting subject schedules, enhances the teaching of technology skills by embedding

technological literacy in academic learning content, and provides professional development opportunities for lecturers, including mentoring and learning in scientific community universities.

Teaching in an Online Learning Environment

The current situation is very relevant to (Santos et al., 2019) argue that online courses are increasing worldwide, perhaps due to the convenience of location, and are touted as student-centric because instructors are facilitators in online teaching. However, instructors have severe concerns about the integrity of online teaching regarding cheating and technology limitations for instructor-student interactions. (Choi, 2016) argues that learning strategies can vary according to learners' subject matter, learning environment, and preferences. It may seem apparent that learning strategies are the most appropriate attributes that explain the endogenous characteristics of learners in learning and those that explain how learners learn in certain learning situations.

(Oliver, 2001) found that online teaching is a very different process from conventional teaching. Usually involves changes to pedagogy and teaching practice. For online teaching to become mainstream, institutions need to ensure that their teachers have the appropriate skills and expertise in delivering online courses and programs and their design and development. Most of the literature describing online learning provides evidence of a lack of teacher readiness for a large-scale move to online learning. For example, online teaching, using technology in teaching, technology currency, and teacher training.

According to (Albrahim, 2020), online teaching competencies and talents should be determined to help format an expert improvement package for online instructors. These abilities and competencies are classified into six categories: (a) pedagogic skills, (b) content skills, (c) planning skills, (d) technological skills, (e) management and institutional skills, and (f) social and conversational skills. Online colleges can use this set of competencies to self-evaluate their ability to educate online and determine their educational needs.

Character Education in Hybrid Learning

Character education is not instant. It takes a process and time in its formation, so habituation is essential for forming student character (Hidayat, 2015). Even with all the limitations and the current COVID-19 pandemic, character-building must still be implemented and become a habit. The COVID-19 pandemic requires campuses to learn using technology such as cellphones or laptops and must use internet quotas. However, something cannot be easily achieved when technology grows and develops in education, namely character. The fundamental question is how character development can be done by relying on technology. During the COVID-19 pandemic, online learning currently relies on both synchronous and asynchronous. Entering the era of the industrial revolution 4.0, technological advances have a significant impact on educational institutions, especially lecturers and students. This will also impact character building, so cooperation and commitment from all elements of education are needed to create unique characters. in the 21st century (Nurohman, 2014), (Zidniyati, 2019).

Hybrid learning is one of the crucial applications during the COVID-19 pandemic by integrating learning using platforms. Anthony offers from his research that hybrids that can be done with the 5i model include initiative, interaction, independence, incentives, and improvements in this way are seen as more effective, (Bubas et al., 2006). Based on the results of Estrada's research, it was revealed that with the hybrid learning model, students were able to be more creative, collaborative in solving a problem (Bozkurt et al., 2020). Another study revealed that constructivism-based hybrid learning could increase the

representation of Multiple Core Integrity in the good category. This shows that students can construct their understanding of the learning received (Asyrofi & Junaedi, 2016). However, many students experience stress with different levels of pressure, so that with online learning, students become more bored, and their character becomes weaker than learning at school. Such research revealed that hybrid flipped classroom type learning by considering learning styles and academic culture can minimize stress with a prototype model (Mucshini & Siswandari, 2020). Hybrid learning should be fun learning and increase students' creativity and independence, but with the COVID-19 pandemic, many people are not ready with technological literacy. From several research findings that previous researchers have carried out, hybrid learning can be carried out in all situations, especially during the COVID-19 pandemic, so that the planned learning can run well.

Hybrid learning offers E-learning in general four primary modalities that provide various opportunities for users. Some of the modalities are self-paced online e-learning: referring to situations where individual learners access learning resources such as databases or online content, or e-course lessons via an Intranet or the Internet. Synchronous group-based e-learning refers to a situation where groups of learners work together in real-time via an Intranet or the Internet. Asynchronous group-based e-learning refers to a situation in which groups of learners work via an Intranet or the Internet where exchanges between participants occur with a time delay with typical examples of this type of activity including online discussions via electronic mailing lists text-based conferencing with in-house management systems learning. Moreover, individualized self-paced e-learning offline: refers to a situation where an individual learner uses learning (Woldab, 2014).

One of the hybrids learning applications is a study conducted by Macia which shows the results of the analysis of the implementation of training to develop the pedagogical and professional skills of teachers in using mobile phones by utilizing the Wikipedia feature, the email group feature, social media features such as Twitter, Facebook, live journal, email feature. -learning and LMS features such as Moodle and Sakai 2.0 (Macià & García, 2016).

4.0 era colleges

Universities in the Covid-19 pandemic face complex dynamics. In the context of industrial revolution 4.0, higher education is expected to be the main instrument for advancing the digital-based nation's potential to encourage Indonesian human resources to meet technological competence qualifications in all academic fields. In line with that, new challenges arise when the Covid-19 outbreak becomes a trial and an instrument for testing big ideas on technology systems launched by higher education institutions such as the Cyber University mission and online learning models with distance learning.

Sociologically it can be understood that all digital-based learning systems that are currently relied upon have many unexpected weaknesses. The fact that the tragedy of the death of students struggling to find network access in remote villages for online lectures shows the weakness of the telecommunication network system is not evenly distributed. So that the big concept of Cyber University, which is expected to offer online learning with a distance learning system for students in remote areas, is still far from reality. Another weakness comes from the culture of lecturers and students. Many lecturers switch to the assignment method so that online learning, which is expected to transmit knowledge according to the curriculum, is not optimal. In addition, the culture of students (students) also does not have an independent learning mentality, so it is more impressive that they want an easy learning process.

Despite these weaknesses, higher education amid a pandemic shows some positive dynamics, such as renewable digital technology. This process creates a virtual academic space for lecturers and students to actualize through webinars (online seminars) and discussions via online platforms. This shows a massive increase in digital literacy during the Covid-19 pandemic.

III.   Conclusion

Online learning has long been used as a practical learning tool in universities, but its use is not too massive because it is more dominant in face-to-face learning. Online learning feels sudden due to the emergence of the COVID-19 pandemic. Like it or not, face-to-face learning must be replaced with online learning and soon realized by all universities. However, online learning abandons every problem and encounters obstacles. Problems such as infrastructure and support for smooth learning are not fully adequate. Some lecturers even suddenly use online learning applications that are not yet familiar.

Based on the lecturer's perspective, online learning applications are helpful for some lecturers to deliver lecture material without face to face, although there are some obstacles such as inadequate internet access. Some campuses provide self-developed applications to make it easier for lecturers to teach and provide access for students to study lecture material. Some teachers even use online learning service providers or third parties such as YouTube, Zoom, Google Meet, Google Classroom, and other online applications. Overall, lecturers in universities can use existing learning applications. Further development efforts, training, and infrastructure improvements are needed to support online learning in the future.

Online learning has high prospects and potential to be applied because it is closely related to technological developments and constantly changing anywhere, fast and economical. Several major faculties and campuses have developed their platforms to implement online learning systems fully. Creating a dynamic learning system that continuously interacts with students and modifies the online learning content offered according to their needs at any given time, and which in turn, so that by integrating students with heterogeneous student groups, even though everyone has unique needs, they can meet at specific points to do daily tasks.

Online learning is a form of learning that continues to grow from time to time, and the student population continues to grow. Therefore, to anticipate the unpredictable impact of the pandemic and its impact on the learning process in higher education, further research needs to continue exploring alternative learning environments to ensure the continuity of an effective student learning process, efficient, accessible, and high-quality learning. In addition, for further studies involving more universities to provide views and various fields exploring the effectiveness of online learning in universities, higher education must create a learning environment that supports and challenges students in the classroom or outside the classroom.

Higher education in the 4.0 era is transforming the higher education system into a digitalization system supported by a sophisticated virtual technology system. Universities that are adaptive to changes in the industrial revolution 4.0 carry out systematization of academic curricula, design policies for the development of disciplines, and study programs towards Cyber universities with the support of lecturer resources who are professional, responsive, and able to conduct research breakthroughs.

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Presentation of Prof. Dr. Amany Lubis

Why Higher Education Still Needs Offline Learning While Doing Online Learning: Sociological Reflection

Prof. Dr. Amany Lubis

Rector of Syarif Hidayatullah State Islamic Unicersity Jakarta, Indonesia

North American University's Annual International Confrernce on "Future of Higher Education in an Online Environment" July 20, 2012 at virtusl platform and the NAU Houston Campus, 11929W Airport Boulevard, Sttaford, Texas 77477.

Introduction

- COVID-19 has transformed life sectors to be digitally ready. Many, including the education sector, have shifted their operational activities to digital forms relying on the use of the internet. In the Indonesian context, where its collective movement has made it become the top users of social media has indicated two things; well established digital penetration and potential use for education purposes.

- Schools and universities are closing their campuses, many indefinitely, and suddenly being forced to transfer their learning online using free services like Google Classrooms and Zoom and burdening their students with heavy workloads, with dubious results (Simamora, 2020).

- Five significant barriers for online learning: poor infrastructure, financial constraints; inadequate support; lack of e-learning knowledge; and teacher resistance to change (Kisanga & Ireson, 2015).

Design and Facilities of Effective Online Lectures

- There are four themes related to the design and facilities of effective online lectures:
  1. Supporting student success
  2. Providing clarity and relevance through content structure and presentation
  3. Building a presence to foster a supportive learning community
  4. Becoming more prepared and agile as educators.

- Faculties need to be prepared in all four areas of online teaching: course design, course communication, time management and technical.

Discussion

- With the sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market.

- All universities and schools in Indonesia have responded by conducting online lectures by the appeal from the Indonesian Minister of Education, Culture, Research and Technology which encourages the implementation of the teaching and learning processes to be carried out online.

- This online learning can prevent mass gatherings like what happens in face-to-face lectures in classrooms, as WHO (2020) recommended that the prevention of COVID-19 transmission can be done by keeping a distance.

Increased Use of Technology in Online Learning

The implementation of online learning requires lecturers and students to have the skills to use Personal Computer (PC) devices or laptops and smartphones in learning.

Lecturers also must adapt to the use of various Learning Management Systems (LMS).

Students required to use their own technological devices as a means of learning.

Platform used in Syarif Hidayatullah State Islamic Unicersity (UIN Jakarta), Indonesia, as for Study from Home Program, Number of Students and Online Classes
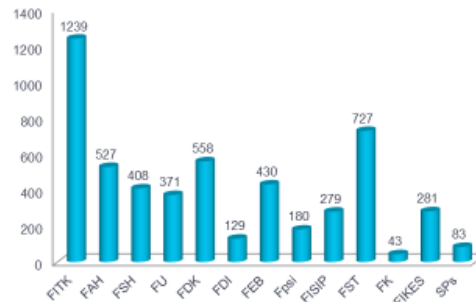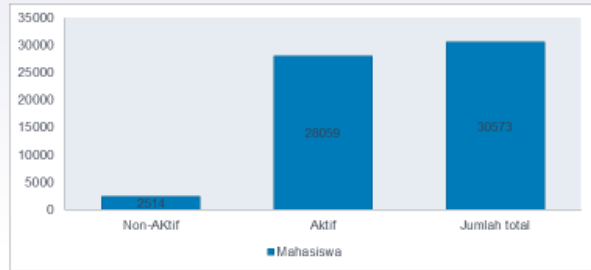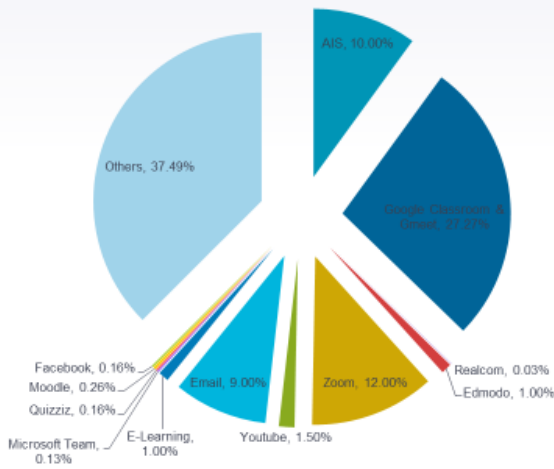
Online learning Conditions

Teaching in an Online Learning Environment

instructors are facilitators in online teaching and learning

There is a change to pedagogy and teaching practices

- These abilities and competencies are classified into six categories: (a) pedagogic skills, (b) content skills, (c) planning skills, (d) technological skills, (e) management and institutional skills, and (f) social and conversational skills
- Example of hybrid education: the use of Edmodo-based E-learning in the bended learning process has been implemented by teachers of Islamic Religious Education at Public Vocational High Schools in Jakarta. The Edmodo-based e-learning in the blended Learning process succeeded in facilitating student participation in online discussions and assignments and could increase student interest and motivation in improving their learning outcomes.

Character Education in Hybrid Learning to Ensure Moral Development

The fundamental question is how character development can be done by relying on technology.

Hybrid learning can be done with the 5i model include initiative, interaction, independence, incentives, and improvements in this way are seen as more effective.

Hybrid education could increase the representation of Multiple Core Integrity in the good category.

4.0 Era Colleges

Covid-19 outbreak becomes a trial and an instrument for testing big ideas on technology systems launched by higher education institutions such as the Cyber University mission and online learning models with distance learning.

Sociologically it can be understood that all digital-based learning systems that are currently relied upon have many unexpected weaknesses.

- Tragedy of the death of students struggling to find network access in remote villages for online lectures
- The culture of students also does not have an independent learning mentality

Despite these weaknesses, higher education amid a pandemic shows some positive dynamics, such as renewable digital technology.

Impact of Online Learning

Online learning feels sudden due to the emergence of the COVID-19 pandemic. Problems such as infrastructure and support for smooth learning are not fully adequate. Some lecturers even suddenly use online learning applications that are not yet familiar.

online learning applications are helpful for some lecturers to deliver lecture material without face to face, although there are some obstacles such as inadequate internet access. Further development efforts, training, and infrastructure improvements are needed to support online learning in the future.

Impact of Online Learning (Cont.)

Online learning has high prospects and potential to be applied because it is closely related to technological developments and constantly changing anywhere, fast and economical.

Universities that are adaptive to changes in the industrial revolution 4.0 carry out systematization of academic curricula, design policies for the development of disciplines, and study programs towards cyber universities with the support of lecturer resources who are professional, responsive, and able to conduct research breakthroughs.

Conclusion

- Technology-based education is an absolute necessity for success in the academic world in the twenty first century. Technology-based education is very important and has some social implications for individuals, societies and nations.

- The positive social impact of technology-based learning includes development of employable individuals, collaborative learning, improvement in research process, globalization, non-geographical limitations and increase in the population of educated people.

- The negative consequences for societies are among others proliferation of individuals involved in online fraud, insensitivity to human feelings, cyber bullying, digital divide and declining writing skills.

- Some efforts must be done to enhance the positive social impact of technology-driven education and to mitigate the negative impact of technology-driven education.

Thank you
for your attention

Growth Hacking in Higher Ed in Emerging Technologies

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The University of Emerging Technologies

Table of Contents

Current Challenges in Higher Ed
(focused on Technical Education)

Challenges - Affordability of College

- College Education is becoming more of a luxury and a privilege for the wealthy as the cost of attendance is ever increasing by the year.
- Hence Schools are missing their mission to take education to the masses

Average Cost of Attendance
Average Cost for 4 year College - $200,000

$54,880

$43,280

$26,820

Cost ($1,000)

Private Colleges   Public Colleges (in-state) (out-of-state)

Source: College Board, Collegedata.com

Avg. Cost of Attendance – Private & Public Schools

260% increase in 40 years
Total Student debt ~ 2 T

Source: nces.ed.gov
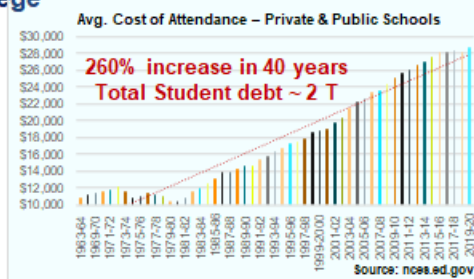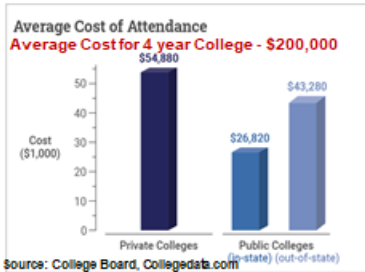
All the costs are going up!

- **Real Estate**
- **Faculty**
- **Administration**
- **Compliance**
- **Sales & Marketing**

Sources of higher revenue

- **Out-of-State Students**
- **Wealthy Students**
- **International Students**

Challenges – Schedules, Resources & Scaling

- Keeping educators up-to-date is very challenging and hence education is becoming "stagnant". Curriculum updates are not happening at the same rate the technology is changing

- Traditional college education is often theoretical and not "applied" education. When entering job markets, students need more training from the employers

- Finding quality resources to teach is being difficult as the emerging technologies are advancing exponentially

- Students who are currently working would find it difficult to attend college as the academic calendar and the schedules are very "inflexible

- Bringing new offerings by traditional colleges is a very slow process and involves a lot of process to be compliant

- Mismatch of production from the colleges vs. demand of the job markets
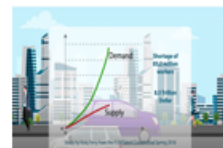
Job – Skill gap Video

Do we need 4 years to get my BS?

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of EMERGING
TECHNOLOGIES

Challenges – Online Education

- Very few colleges have BS / MS programs online! Colleges are still stuck in the traditional approach to venture into online education. Pioneering examples – Georgia Tech (MS in CS at $7K, 10,000 students), University of Illinois (MBA at $22K, 134,000 students) etc.

- Short courses are not given as much importance and many colleges are not able to justify the cost of running the program when the enrolments go down. Hence more cost cuts thus suffering on quality.

- Many colleges are struggling to create effective experiential learning for courses and thus, in tech fields, not able to create more "applied technologists"

- Education is very effective if schools can provide personalized support both in long and short forms of online education.

- There is a dire need for group interaction live / real-time through an online whiteboard that could promote collaboration and enable "lateral learning"

- In Technical education, Executive education is vastly missing

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Summary of the Challenges

- ❖ Courses
- ❖ Promotion
- ❖ Enrollment
- ❖ Engagement
- ❖ Scaling
- ❖ Pricing
- ❖ Revenue
- ❖ Costs
- ❖ Resources

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Solutions and Opportunities for Higher Ed
(focused on Technical Education)

Solutions

- Industry-relevant Curriculum
- Democratization of Curriculum
- Scalable and Reactive Curriculum
- Certification by an independent organization like The Emerging Tech Foundation
- Democratization of Academic Calendar
- Hybrid Learning (Online and On-Site)
- Stackable Courses
- Role-based learning
- Practical experience
- Real-time Support
- Collaborative Tools
- Personal Skills
- Industry Orientation
- Effective Sales & Marketing of offerings

Opportunities for the Schools

More sources of revenue	Reduce operating costs
Scaling (more enrollments & more courses)	International Students and More Students
Continuing and Executive Education (including Tech)	Edutainment
Micro Campuses	Exchange Students

Growth Hacking for Higher Ed with UET
(focused on Technical Education)

Offerings from University of Emerging Technologies

1 Short Certificate Courses for Students / Employees
- Internships
- Practical Training
- Nano degrees
- Bundled as Micro degrees
- Role-based & Deployable

A la carte Model
Subscription Model

2 Upskilling & Executive Education
- Short Courses
- Continuing Education
- Edutainment
- Possibly Diploma Courses
- Specialized & Deployable

3 We-Deliver-Your-Degree-Globally
- White-Labeled Course delivery for partners (Learn-in-Place)
- Help on scaling with more offerings for partners
- Help on scaling with democratized Calendar

4 Sales & Marketing Student Enablement Micro-Campuses
- Extensive Sales & Marketing in Asia, Africa, and South America
- Immigration, Application, Financial Aid – Help on processes

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Unique Selling Points of UET

Our Promise : Experiential Learning

The **University of Emerging Technologies** shall deliver education in the form of micro and nano degrees (**short certificate courses**) that are **role-based with experiential learning**. These micro-degrees can be bundled towards a **job-oriented** full masters degree and be deployed to a quality job!

The approach is to use **real-life project** examples for learning by experiencing!

Project by Top-Down Approach
01 Peel the entire Project
02 Penetrate Layer by Layer
03 Point out the fundamentals
04 Ponder on the Residual theory

Experiential Learning

04 Prepare to step up to the next Level
03 Practice your learning
02 Practical Experiences
01 Pile up layer by layer

Project by Bottom-Up Approach

Unique Selling Points	UET	Others
Role based Education	✔	✘
Experiential Learning	✔	✘
Learn by doing	✔	✘
Practitioner-level skills	✔	✘
Live Classes	✔	✘
24 X 7 Live Labs	✔	✘
Personalized Machines	✔	✘
Real human help	✔	✘
Real-life projects	✔	✘
Industry Orientation	✔	✘
Job-focused Content	✔	✘
People Skills (in each course)	✔	✘
Career Prep Support	✔	✘
Bundling into Micro-Degrees	✔	✘

Collaborative Tool from UET – Real-time Whiteboard

One Stop for Collaborating across the globe

A virtual whiteboard to bring teams together anytime, anywhere!

Tool tip
Annotate

- Infinite Canvas
- Real-time Collaboration
- Enterprise-grade Security

- Savable Boards
- Integration with major LMS
- Integration with major Meetings

- Integrations w/ productivity tools: Slack / Jira / SharePoint / Salesforce / ServiceNow

Enjoy the benefits of partnering with University of Emerging Technologies!

1. **Marketing and sales program**
Attract **more international students** and increase revenue

02 Democratized academic calendar
By **starting cohorts every month,** Increase number of students thus more revenue.

03 Scale faster
Using UET-made **ready-to-deploy courses More offerings** more revenue

Revenues

04 Competitive Advantage in market
Avoid running own departments, staff, & infra. Use UET-made Emerging Technologies courses and reduce costs

05 Reduce costs of teaching by hybrid model
Offer Online / on(or off)-campus using our platform, people and infrastructure

06 Process Assistance: Establish Micro-Campuses Admission, Financing, Visa & Immigration assistance

07 Make education entertaining
Off-Campus & Destination education with intensive educational camps

Costs

Our Hybrid Model for Higher Ed

Online + OnCampus

We want to create an environment of education which is **optimal** in terms of **learning and affordability** by analysing what can be taught online and what needs to be on campus contact classes or in an intensive Educational workshop format.

Partial / full program by online learning through us (Learn-at-place)

+

On-Campus at Partner University / College

AND / OR

Intensive Off-Campus Edu-camps at exotic Locations (Extended Campus or *Edutainment* at Maldives or Morrocco etc.)
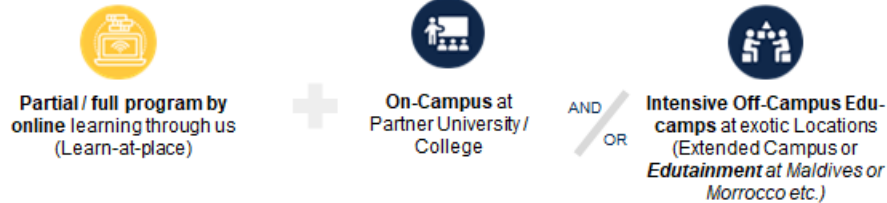
Student enjoy the benefits too !

Join your course anytime of the year
By **Democratizing the academic calendar,**
New program every month
No more restrictions of semesters / quarters.
Have more options for **colleges and universities,**
More programs lead to more choices

Reduced costs & Educational loans
Decrease cost of attendance for international students

Entertaining education system
Destination education with **intensive** educational camps at exotic locations (**Maldives, Morocco etc.**)

Reduced hassle
24X7 Live Lab Support Reduce Hassles

01 02 03 04 05

Process Assistance
Admission, Financing, Visa & Immigration assistance

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Certification by The Emerging Tech Foundation

UNIVERSITY *of* **EMERGING TECHNOLOGIES**

Certification where and if required

THE **EMERGING TECH** FOUNDATION

Our Partnership with the Emerging tech foundation helps us with an authentic system where Industry thought leaders and pioneers lead the way in setting the curriculums and certification.

Curriculum and Quality

Curriculum

➢ **If you are a direct student of UET**
Curriculum is approved by The Emerging Tech Foundation for all courses – micro, nano (short courses) and other long-term courses

➢ **If you are a partner university / institution and use UET courses**
Curriculum is approved by The Emerging Tech Foundation AND Partner University

➢ **If you are a partner university / institution and bring your OWN courses**
Curriculum is approved by Partner University only

➢ **UET has a big roster of educators who are verified and proven.**

➢ **Partners can vet the educators from UET and also use their own educators**

Educators & Quality

THE **EMERGING TECH** FOUNDATION
www.emergetech.org

Mission - E⁵
Evangelize, Educate, Empower, Enlighten, and Engage about "emerging technologies"

- **Non-profit Thought Leadership Organization run by an Executive Board**
- **Advocate of Role-based education & Experiential Learning**
- **Fiduciary body consists of Mentor Board & Advisory Boards (Industry Experts) for University of Emerging Technologies**
- **Approves and audits programs at University of Emerging Technologies**
- **Independent Certification – Micro & Nano degrees**

- **Knowledge Center – Collection of whitepapers / videos / articles etc. on Emerging Tech**
- **Original Whitepapers & Reports – Strong Research Community**
- **Job Portal for all Emerging Tech Aspirants**
- **Industrial Community – talks, papers, tips, tricks, and jobs**
- **First Tech Radio in the world!**

Thank You

USA:	7573 Hollanderry Pl, Cupertino CA 95014
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	Praça das Indústrias - Sala 6, Piso 2
	1300-307 Lisboa Portugal
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Management in Higher Education Under Pandemic: El Salvador's Experience

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El Salvador, Central America

Territory	8, 124 miles
Population	6.7 million
Population under 30 years	51.4%
Access to Higher Education	15.8%
Master Degree´s graduates	28%
Access to Internet 2019	46%
Access to Internet 2021	56%

VALORES • INTEGRIDAD • EXCELENCIA • COMPROMISO • SOLIDARIDAD • SERVICIO

Universidad Evangélica de El Salvador

Located in the City of San Salvador

UEES

Private non-profit University, 40 years and 6,000 students

Undergraduate degrees		Graduate degrees	
technicians	5	Masters (health, law, human resources and research)	5
Bachelor, medical and engineering programs	17	Medical specializations	2
total	22		7

13% **Undergraduate** degrees were operating as blended learning before pandemic.

28% **Graduate degrees** were operating as blended learning before pandemic

UEES before pandemic

Proffesional Teaching Development Program

Virtual Tutor Certification
5 months

Higher Education Teaching Program
8 months

Virtual Content Design
3 months

PANDEMIC

March 12th, 2020

680 face to face classes → 680 Virtual classrooms

STUDENT SATISFACTION RESULTS PER MASTER PROGRAM 2020-2021

☐ Semester 1-2020   ☐ Semester 2-2020   ☐ Semester 1-2021

Program	Semester 1-2020	Semester 2-2020	Semester 1-2021
PUBLIC HEALTH	67.8	61.3	95.74
FAMILY LAW	70.9	60.2	92.8
RESEARCH METHODOLOGIES	68.4	73.4	98
HUMAN RESOURCES	64	64.1	83.4
EPIDEMIOLOGY	81.5	71.38	95
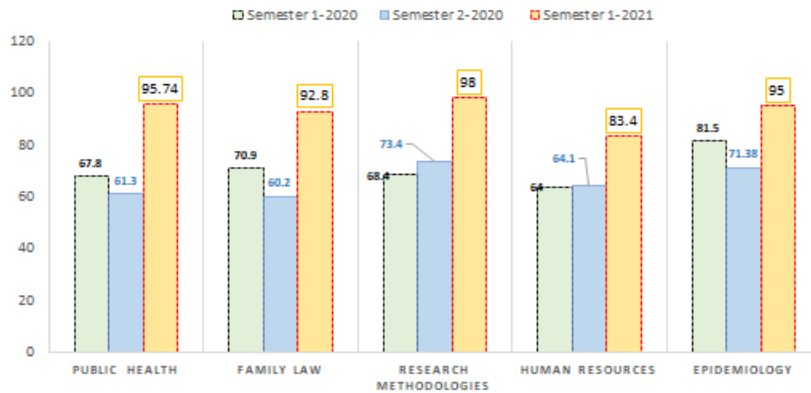
La satisfacción ha incrementado del año 2020 al 2021 en modalidad virtual en todas las maestrías

- 100% virtual
- Semipresencial
- 100% Presencial

17,6%

76,2%

93.7% prefer to continue in blended or virtual learning

Key Points

1. Hiring and retaining qualified professionals
2. Investment in training programs
3. Selecting and applying virtual education model
4. Effective Comunication
5. Monitoring and evaluation

Online Teaching and the Economics of Knowledge and Wisdom

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In March 2020 when the fear of Covid-19 infections had just begun to spread in India, I was teaching the Political History of the Mughal Empire to my M.A. IInd semester students. We were planning to visit the tomb of the second of the Great Mughals: Humayun. The latter's birthday fell in March, and it seemed appropriate that we visit the ruins of the city that he had commissioned and his tomb, in this month to understand his times better. The students were very enthusiastic about the trip, they collected money to buy a cake in memory of the Emperor and it was proposed that we cut it on the day of our outing. However, as the scare around the disease built up, the plan was scrapped. What had initially seemed like a postponement turned out to be a cancellation. In May 2021, this batch of students passed their M.A. IVth semester Open Book Online Examinations and they were done with not just the History of the Mughals, but the whole duration of their current admission in the University. It is unfortunate that despite being enrolled in a University which stands in a city full of important historical monuments of the times that they were studying, they could not visit a single one of them in an academic trip with experts of Architecture and History. Such trips, I recall were also opportunities when students interacted with each-other and their teachers in an out of classroom setting. Arrangement of the buses and eatables etc. gave them some exposure of organizing events and working on a tight budget.

Indeed, the offline mode gave many opportunities to teachers and students to easily understand each other. For both, academic preparation for the class was the most important thing, but how one dressed up was also of quite a consequence. There was a lot of non-verbal communication. For example, the look on the students' faces was in itself an indicator of how the lecture was progressing. The teacher usually enjoyed the physical vantage position from where she/he could see the class clearly. Some students seriously listened and copied every word, remark and even jokes! Some instantly processed the lecture in their minds and noted only the main points. Some sat in the last row so that they could check telephonic messages, exchange glances-smiles and maybe even a word or two. Often people's look of the day was a giveaway of how the day was turning out for them-carefully dressed or messed up, happy or sad; a lot was said without saying. Both, the teachers and students could intervene in so many ways to be with and for each other.

In late March 2020 we finally reconciled to the fact that the days of face-to-face lectures are over; and then the struggle for connecting online began. The Vice Chancellor of the University was kind enough to organize tutorial sessions for the teachers to understand the various tools that they could use to make online teaching a success. Students who had come to Delhi, the capital of India from remote areas had hoped to have a life changing experience on the campus, but now they were left with no option but to return to their hometowns. Some of these towns had issues of their own: Erratic electric supply, poor internet connectivity, utterly small living spaces where it was difficult to listen to a lecture with concentration. Some students were not comfortable with opening their cameras because they were shy of showing their residences to their classmates. Sometimes people had to shut off their cameras to grapple with poor connectivity or dying-discharged batteries of their devices. Even if the students kept their cameras on in a class, they were but miniatures on a small screen. Intra-students teaching/learning

diminished substantially. The comfort of an equalised existence which the clean-green campus of the University or the well-kept rooms of its hostels offered to all students alike was snatched away from them. This change didn't matter to most, but for some it became a nightmare. The precious physical human connection was lost. As days passed and the economic impact of the lock downs began manifesting itself. The number of students who were attending the classes began fluctuating. Some had to pitch in to earn money at home since their parents had lost their jobs due to the economic slowdown. Others had to step in the shoes of their old parents because it was believed that the older-weaker population was most vulnerable to the infection of Covid-19. Some students who used to take help from their class fellows in understanding English; The language, in which some of the best secondary sources of History are available, now found it difficult to cope up with the challenge. Enthusiasts of academic presentations felt let down and unenthusiastic in the online scenario. The Pandemic impacted everyone's output in one way or another.

As we entered into 2021 there was a kind of reconciliation and readjustment in accordance with the situation. After the deadly wave of Covid-19 that hit across India in April 2021, the students have turned back to being serious about their studies. Even though the Covid-19 protocols continue, and the teaching goes on in online mode the students want to live it up within the limitations of these times. They are making use of the online scenario by inviting scholars of foreign Universities to give talks via Google Meet or Zoom. Those who were shy of stating their problems and constraints in 2020 have become more confident and open about their problems and personal challenges as well. In fact, some who were too conscious about their bodies or voice or were shy of speaking out in a face to face situation have become more vocal and surer of themselves.

In higher education, orientation and enthusiasm to know more than the usual is the key to eventual generation and expansion of knowledge. Research is not about content generation for a lecture, it goes far deeper than that. Thus, it is important to ensure the availability of online research material for both, teachers and students. Data banks of research materials and directories of experts should be made available for quick and easy reference. Keeping the students happy and enthusiastic towards learning is of cardinal importance. Classes should be as interactive as possible. Students could be allotted a time slot to share their readings about the subject. A day could be fixed for non-academic interactions as well. Debates could be organized to keep a healthy spirit of competition alive. Curiosity, enthusiasm and hard work are essential for progress in the field of higher education. Tools to nurture them and keep students self-motivated are of primary importance. Technology and human intelligence should be combined in such a way that all disadvantages of online teaching may be turned into opportunities of betterment. The screen has to be brought to life.

However, the above suggestions can be implemented only when the basic requirements of a good electronic device and uninterrupted connectivity are fulfilled. In the Indian scenario where a large portion of the higher education thrives on subsidies from the Government or is Government owned, it was easy for students of even lesser economic means to receive higher education and prestigious degrees at a very nominal cost. Some of the students in the Universities come from humble background and are first generation learners. Some get merit scholarships, and some earn money by doing part time jobs to sustain themselves through their college days. This situation was challenged by the Pandemic. While they continued to be enrolled in Government's subsidized institutions but the requirements to actually continue class became more demanding. Advanced devices became a necessity. A smart phone is the least that a student had to have. Charging it regularly in terms of data top up was the second challenge which would follow automatically.

Following are the observations of the M.A. (Master of Arts) IInd semester students (names changed for privacy) about the problems that they faced in writing and presenting an assignment in the online mode:

1. Zebunnisa - Problem: Doing research online was good because I did not have to go to various libraries for material collection, but unfortunately all books are not available online. Students like me, who are not too good in technology were not able to collect books online and had to seek help from class-fellows for the same. The repeated calls for help annoyed some of them and it was embarrassing to call them repeatedly. Poor network connectivity was another problem.

   Suggestion: It could be helpful if teachers provided soft copies or links of the required books to the students.

2. Abdullah Qadeer - Problem: Reading a lot of material online strains the eyes. It is difficult to make notes of a comparative analysis since the hard copies are unavailable. Earlier I used to use a pen/pencil to note down points in the margins of books. It is difficult to retain complex arguments in the mind and then note them later. Poor network connectivity makes it difficult to connect with the subject teacher.

   Suggestion: Seniors students must be deputed to help their juniors. PhD scholars should be roped in for this work.

3. Arpit - Problem: There were many hurdles which I faced while writing an assignment online. The major was the absence of the teacher in person. The kind of continuity which seems to be present in the atmosphere of a classroom remains missing.

   Suggestion: I think a separate session should be conducted once in two weeks (probably) where all the queries of the students could be addressed.

4. Divyansh - Problems: Online learning is a challenge for every student and particularly a student like me. I am facing a lot of problem like we have limited number of online sources. Network problem is also a big issue. I have a lot of questions which I could have asked the teacher even outside the classroom; in a personal interaction.

   Suggestion: I would like to suggest that the classes should be designed to answer the queries of the students as and when they crop up.

5. Allen - Problems: Writing a research paper requires a lot of thinking. There is an abundance of resources online and we can also be connected with our fellow authors 24/7, because of this we have information overdose without enough experience of how to sift through it. Secondly, because everyone is working from home, it is quite difficult to make all people in your research group work at the same pace. Thus meeting deadlines becomes difficult in online group activities. Sometimes we also waste time in scrolling irrelevant sites on the computer. This was usually not case when working with hard copies of books in the libraries.

   Suggestion: A software could be developed to keep a track of your and your team-mates' progress.

6. Farz: Although online research poses some benefit to students, it has its own problems as well. All research material isn't readily available online. There are many books and material whose soft

copies are really hard to procure. Not all students are rich enough to afford subscriptions of websites like JSTOR. A good internet connection can also be a big problem for students coming from poverty stricken and developing areas. The online material cannot match the libraries of universities. Talking about paper presentation, one of the biggest issues that can arise is regarding language impasse. Breakdown of communication is another problem that may arise due to inability to convey thoughts properly, which may itself be due to an unstable connection. These issues may also affect the nerves of the presenter.

Suggestion: There are some ways that these issues can be effectively tackled. One of these is providing students with the proper sources for procurement of material. The University may try and prepare soft copies for private use of material which isn't easily procurable. It can help make content from websites such as JSTOR available to students. University teachers can groom students and prepare them thoroughly for online paper presentations. Mock presentations can help students manage nervousness and be well prepared for the real deal. This will help them identify any language or communication related issues as well, which can be resolved in advance.

7. Shubh: The online sort of things are very distracting due to the challenges of artificial intelligence, which is causing a huge number of problems, providing us all the distracting things while we are working on some key lengthy tasks. The phone and computer are themselves full of distractions. Many of my classmates who are very open in real classes have to face nervousness around while presenting the same paper virtually.

8. Chinmaya - Problems The most serious problem I faced during online research is of reading text on screen. First thing, there are many word in scanned copy text that are blurred or slightly omitted and now there is sort of confusion in mind to relate it with whole narrative as there is constant fear that I should not assume a wrong interpretation otherwise my whole effort would be in vain. Secondly it really strains the eyes. In hardcopy I could read at least 50 pages but in softcopy cannot go beyond 25 pages. Sometimes when we are reading a very important narrative and by mistake some keys are pressed the whole page is turned and now to it takes more time to find that narrative again.

In online presentation the major problem I face is that I cannot see anyone. I get no facial feed-back. Therefore, I wanted to finish my presentation as soon as possible. In this confusion and hurry I miss many important points.

9. Naila – Problems: Research work is a meticulous task, and the constraints imposed by COVID restrictions have only added to the pains of the task. The first of which is obviously a dearth of research material. Much of the material isn't available free online and requires added cost to access. The offline mode allows the research supervisors to guide their students better. Students can also feel mentally strained, stuck at their home; an environment that isn't exactly suitable for such a strenuous exercise. Online Paper presentation poses many problems of their own such as possible communication disruptions. Internet access is another problematic issue that faces researchers with lesser means at their disposal.

Suggestions: While not all of these problems can be tackled, some of these can be dealt with. Universities can make efforts to provide more research material to scholars. Supervisors can make efforts to establish better back and forth communication with them, while at the same time providing them proper mental counselling and guidance to help them cope with the workload.

Mock presentation is another way to deal with the challenges. that the online mode presents to researchers.

10. Garv – Problems: In Antonio Guterres' estimation COVID-19 is like an x-ray, revealing fractures in the fragile skeleton of the societies we have built. It is exposing fallacies and falsehoods everywhere: The lie that free markets can deliver healthcare for all- The fiction that unpaid care work is not work- The delusion that we live in a post-racist world; The myth that we all are in the same boat. While we are floating on the same sea, it's clear that some are in the super yachts, while others are clinging to the drifting debris. COVID-19 has opened the faults in the society and economy we have built, the poor continue to become poor and despite the Pandemic the rich find a way to make money. While the covid-19 forced us to be inside our houses and closed the nation for months, for the big multinational it was seamless to switch to the online mode but for the educational institution switching to the online mode is not so smooth, while few fortunate ones have access to digital -learning through the high speed internet and easy access to smartphone or laptops, on the other hand, most of the students and research scholars are struggling to adopt the online learning. The digital divide is clearly visible among the rural and urban and the rich and poor, male and female etc. Due to covid-19 most of the seminars were online and lack of training to use these platforms is also a serious cause of concern. While giving the presentation speaker cannot see his listener and cannot see how his audience is responding to his argument, this makes the presentation less interactive. As one required the internet connection to attend these online seminars, lack of internet access or slow internet connection also restricted the participation of the many. While everything is happening online, protecting individual's privacy and providing data protection to an individual is also a major challenge. Many companies collect the users' data.

Suggestion: The government needs to take some speedy decision and pass a personal data protection bill as soon as possible to protect the privacy of the user online and regulate the usage, collection, transfer of data to any third party.

The above inputs give us a lot of hope that online teaching and research will be managed better in future. After all, the clear understanding and statement of a problem has seeds of a solution in itself. The Government of India had taken very strong measures to help the academic sector to cope with the pandemic. A student-friendly approach has been adopted in all matters. M. Phil and PhD students have been granted more time by the Government to submit their dissertation and thesis. Financial aid and scholarships are being given to help the economically weaker section deal with the changes. Traces of gender-based discrimination are being tracked by data and will be resolved accordingly. The human species is at the top of the food chain for a reason; and that is its intelligence. The human mind has been endowed with the wisdom and power which can be used to readjust to changes in the best possible way. The academic world actually engages some of the best minds. However, the physical presence and human visibility will be missed until a medical solution is found to the distancing factor. There is hope that very soon the students and teacher will together turn the situation in their favour. Indeed, there is day after every night!

PART III: CLOSING REMARKS

Future of Higher Education in an Online Environment

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Greetings and welcome to all of the presidents and administrators from around the world to this 2021 International Education Conference sponsored by North American University.

As we close this year's conference, we acknowledge that the global COVID-19 pandemic has forced higher education institutions not only to transition to online teaching and learning, but also has brought up new issues in the context of an online environment, such as technological capability, access, faculty readiness, course redesign, affordability, retention and success of students, etc. The aim of this international conference has been to share experiences, learn about how higher education in different countries has been transforming, and what is perceived as a future of higher education in an online environment.

The COVID-19 pandemic that closed institutions, blocked international travel, and locked down cities throughout the world threatened the very core of many of our institutions.

Over 40,000 universities worldwide found themselves faced with a critical existential question: How do we continue in a state of a global pandemic? For a few universities, online education was already in their modality; however, for most, online education was only a small portion of their course and program offerings. The challenges were critical- safety assurance, access, technology, faculty readiness, course redesign, affordability, retention, and success of students.

The existential question for institutions of higher education (as well as K-12 schools) required an answer.

This 2021 conference has provided an arena in which to share experiences, innovations, best practices, and new visions of higher education as we move forward in the 21st century. This new environment is full of possibilities and expansion. The new visions are expansive.

On a local level, online higher education can be a greater gateway to ensure access for all students, regardless of physical capability, geography, time constraints. This new environment can also be an equalizer to ensure equitable and inclusive access for so many people.

According to the Brookings Institute report, to successfully transform to online education, "Institutions need to plan…and start developing … high-quality, student-centered online programs...IHEs need to quickly stand up robust systems of support in areas such as academic advising, administrative functions, IT, tutoring, and more. Faculty need to be trained … making their training materials available for free…. IT staff need to not only get on top of their technology stack, starting with the learning management systems (LMS), but also develop a good customer relationship management platform to support advising functions and the suite of other necessary tools" (Brookings Institute).

On the global level, they include intersecting with the Sustainable Development Goals (or SDGs). Education is stated under Goal 4 of the SDGs: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." According to a report from the U.N. Secretary-General on "Progress towards the Sustainable Development Goals" (2018), education is a core aspect of the SDGs, and considered essential to their success. The global efforts, also enumerated in the *Incheon Declaration* and the *Education 2030 Framework for Action,* include the following:

1. Achieving effective and inclusive partnership
2. Improving education policies and the way they work together
3. Ensuring highly equitable, inclusive, and quality education systems for all (unesco.org)

The elements of partnerships, policies, pro-active innovative educational systems are what we have discussed today in these sessions. Together we can continue to work together to share technologies and programs, increase international experiences for our students and researchers.

In addition, and a unique element in this new vision, is the expansion of international education. The American Council on Education (ACE) in 2010 convened a panel of experts from a variety of countries to discuss the changing role and priorities of higher education in an increasingly globalized world. The panel, composed of presidents and other leaders of higher education institutions, observed:

> *Higher education exists in, and is very much affected by, a world that increasingly operates across sovereign borders. Just as countries have become more interconnected worldwide, so, too, have colleges and universities. This new reality is much more than just a phenomenon; rather, it embodies a wholly new way of thinking and working. In the 21st century, higher education is explicitly, and fundamentally, a global enterprise* (American Council on Education).

Globally, we have more than 207 million students in higher education at over 40,000 institutions. As international institutions, the new vision includes expanding the opportunities for our students to study abroad through the opportunities generated by our institutions' partnerships and interconnectedness.

Many of institutions participating at this conference have already begun meeting these challenges, and the successes have been noted. The successes have also been reflected in number of students in higher education. Internationally, more students than ever are attending college. We know that between 2000 and 2014, the number of students in higher education globally more than doubled to 207 million (UNESCO). Although some universities experienced decreases last year at the height of the pandemic, with the transitions and technological developments by universities, we anticipate the numbers to continue to increase.

As our institutions enter this newly developing environment, we enter with anticipation of the many possibilities and innovations that can arise. We have all experienced change and transitions in these last 18 months. As one theorist put it, "Change is impossible without learning, just as learning is impossible without change" (Granados).

Our institutions are moving forward, expanding technologies, courses, structures to meet the needs of students and our societies. Our institutions, as evidenced in the presentations at this conference, are affecting changes in knowledge creation and changes in technological developments to advance online education.

North American University joins you in this effort and welcomes the opportunity to develop and expand opportunities and partnerships in this great movement.

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Future of Higher Education in an Online Environment

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After the pandemic, most of the countries agreed upon implementing online education across their countries keeping in mind the need of the hour. So, it is necessary for all the universities to do research.

1. To reveal the various forms of online teaching-learning modes adopted during Covid-19 pandemic.
2. To study the perceptions of teachers and students on online teaching-learning during Covid-19 pandemic.
3. To examine the challenges faced by the teachers and students in adopting to the online teaching-learning process during Covid-19 pandemic.

For better or worse, traditional education is on its last legs when it comes to standardized curriculums which have remained unchanged for decades. With Covid-19 crisis underway, now is the time to innovate and break new ground in regard to the future of higher education.

A shift toward digital know-how which has become mandatory on the modern job market. Enable the students to learn at their own pace, constantly, and in creative ways with digital technologies. While results of such an initiative would not be visible for years to come, now is the time to get the ball rolling toward the future.

As the Covid-19 pandemic spreads, there has been an increasing move towards teaching online because of shutting down of schools, colleges, and universities for an indefinite time as the only option left. Therefore, this is the time to gravely rethink, revamp and redesign our education system in much demanding need of unprecedented current situation.

The transition from face-to-face to online removed the opportunity to learn from other students and breaking into smaller groups or commenting on each other's writing was no substitute for the real thing in traditional classroom. There is this level of intimacy that just cannot develop in an online setting. The college experience is truly about making human connections.

COVID-19: A Disruptive Game Changer for Online Learning

Prof. Dr. Javaid Laghari
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COVID was a disruptive game-changer for online learning. As a result of COVID, virtual, remote and online education, trainings and meetings have become the global norm today and are expected to grow further in the foreseeable future.

The pandemic has significantly changed the SOPs of regular learning in educational institutes worldwide. It has forced universities to deliver its courses online, while faculty and staff have worked virtually and remained in regular contact with students. Remote and Virtual have become the keywords: remote and virtual courses, remote and virtual services, remote and virtual meetings, remote and virtual commencements, and remote and virtual campus tours. The student and faculty have become remote and virtual as well.

Even those universities, programs, and regulatory and accreditation agencies, who were reluctant in the past to accept remote, virtual or online education as equal to face-to-face or in-person have succumbed to pressure and caved in. The standards for online are now almost comparable to in-person and the learning outcomes and degrees are equated as equal as a result of COVID.

COVID also revealed the digital divide between haves and have-nots. There were students living in remote or rural areas, with low bandwidth, or economically deprived, who did not have equal access to all opportunities and therefore could not receive the same level of learning. It is therefore important that this digital divide be reduced in the future with both state and federal funding.

Once life returns to normal post-pandemic, there are lessons to be learnt, which both the universities and the governments must build on. One, every university can, and should offer online programs at all levels from Associate to Doctoral Programs. Two, the Students must devote as much attention, time and effort to online as they do to in-person learning. Three, faculty must develop newer and innovative methods of teaching assessment so that learning outcomes and ensure quality is not compromised. Four, innovative learning resources must be further developed to improve on online gains and make them sustainable. Various videoconferencing platforms like Zoom, Webex, Skype, Blue Jeans, Blackboard, Adobe Connect, Google Drive, Microsoft Teams, Google Workspace and others must be reassessed both by the developers and the universities together so that they become the new classroom. They must also be scaled for wider applications. Five, means must be adopted for extra-curricular activities, like student clubs and tours, so that life experiences of a student attending online are not secondary to in-person. Lastly, the regulatory and accreditation agencies must revise their standards to ensure there is only one standard of recognition of programs and universities rather than categorizing them separately as online and in-person.

What are the lessons for the post pandemic world? It is essential that faculty, staff and regulatory agencies must revert back to the drawing board, reassess the lessons learnt to harness what worked best during the pandemic, build on strength, adopt the best practices for access, faculty readiness, course design, affordability, retention and success of students, and use them to improve the quality of education for all future offerings.

Education | *The Greatest Gift*

Ramiz Tafilaj
Albanian-American businessman, philanthropist, activist, and publisher
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What a pleasure to be among so many scholars!

Standing before you today I think about how proud my father would have been to see me share his thoughts, and mine, about the importance of education.

This is a conversation that, as a young boy growing up in a tiny village in Kosova, was beyond my wildest dreams—across an ocean and thousands of miles away, in a land with resources I never imagined.

I have 9 brothers and sisters—and school was the thing we did between plowing the fields, tending to our livestock and helping to run the household. We studied by candlelight and my father, Rexhep—a man well before his time—was one of the first and only men in our community devoted to educating, not just his boys but also my sisters.

Going to school for me and my siblings was a daily challenge of walking for miles to the classroom—no matter the weather. Often, we didn't even know where our next meal was coming from. I'll never forget the time when three of my brothers and sisters and I were walking to school and had only been able to afford one pencil. So, my brother had the idea to cut the pencil into four pieces so we could each have something to write with.

My parents sacrificed everything they had to ensure we were all educated and in turn we all promised that we would continue this tradition.

When it was time for me to attend the university, I didn't have the resources—but I had grit and the resourcefulness that comes with growing up the way I did.

I made fast friends, slept on their couches, shared meals with them and took every opportunity to learn as I pursued my degree in engineering.

That's where I met a student from Madison, Wisconsin who was also studying in Zagreb on a study-abroad program.

Fast forwarding through the good parts, she agreed to marry, which I believe makes her pretty smart. Soon we were living in the United States of America.

I came here with nothing but love, a dream and a hunger for learning.

When I had the means, I wanted to fulfill the promise I made to my father—to educate our family. But as I grew to really understand the value and impact this education had on my life, I then wanted to educate others and afford them the opportunities I did not grow up having.

Thus began a steady stream of students living with us in Houston, Texas.

Although most of the students came from my home country of Kosova and Albania, we also had students from Russian Siberia, Egypt, the former Yugoslavia, Turkey, France, Mexico and many others, including the United States.

If you ask my kids, they'll tell you I was hard on them when it came to their education. They will tell you how anything less than an A was not tolerated or how many weekends they spent starting a textbook from the beginning because they didn't understand a concept in math.

I pushed a lot.

But then one day I saw each of them pushing themselves.

My son, Besim, flying from Houston to Chicago every weekend to get his MBA from Northwestern while maintaining a job and family in Texas.

My daughter, Besa, getting her master's degree taking classes on a military base while balancing her job as a news anchor and her growing young family.

My son, Durim, who was helping me grow my petrochemical business while attending college at the University of Houston.

We all cheered each other on, together, as they graduated.

Perhaps my greatest pleasure is seeing my children pass on this torch to their children.

Education is unique for every student. It's not a linear path. And it's not something that starts on one day and ends on another… whether it's a student at "Shkolla Drita" in a small village in Kosova or a student who took classes virtually through a pandemic or one graduating in 2021 from North American University.

As the great minds in this room continue to pave the way for our future, I know we're in good hands.

We are all lifelong learners.

I know my father is smiling down at us now as we chart the path forward for generations ahead.

Although this all started as a quest to fulfill my parents' wishes, it became a shared purpose with my wife, Diane, to make education the focus of our lives and the lives of those around us. Even after 47 years together, we are still learning from each other and benefiting from one another's cultural perspectives. Our lives have been enriched by the children we educated and in turn educated us. We visit them and their families in Turkey, the Middle East and Russia. We celebrate their successes, and our hearts are filled with joy and elation as they accomplish great things and have become leaders in their fields. These students have gone on to become chemical engineers, lawyers, doctors, computer engineers, professors, accountants, and even one a top reporter in Afghanistan.

These foreign students having had the opportunity to be educated in the absence of ideology, have become more tolerant, understanding and compassionate. In fact, witnessing the complete shift in

paradigm of one of my most prejudiced students was truly inspirational. I saw him change from hating anyone that wasn't from his home country, to forging close relationships and even becoming roommates and best friends with other students in college-all from different countries.

Education involves great sacrifice and perseverance, not only from ourselves, but from those who support us. Those of us who have been fortunate enough to have others sacrifice for us, have a duty to also sacrifice for others so that this, the greatest gift, can be continued in future generations making the world we live in, better.

May God bless this institution, the professors and staff of North American University, everyone who seeks an education here and in these United States of America. And for you, Dr. Serif Ali Takalan, I pray that God gives you the strength and life to continue leading this outstanding University.

Thank you.

SHORT BIOGRAPHIES OF SPEAKERS

Teta V. Banks

Hon. Dr. Teta V. Banks is the Director of University Advancement and Development at North American University. She is responsible for outreach to foundations, government agencies, corporations, alumni and private supporters to expand the resources and opportunities at the university. She also serves on the Advisory Board of North American University.

Prior to joining NAU, Dr. Banks served in faculty and administration positions at several institutions and agencies. Positions held include Director of the Mellon Foundation Program at Spelman College, member of the Advisory Board of the Honors College at Texas Southern University, liaison for the White House Initiative on HBCUs, Director of the M.L.King Association for Nonviolence, and Program Director at Rutgers University. Her academic disciplines include literature, communications, teacher education, humanities, African American studies, and educational management. She also works with diplomatic and human rights organizations, having served as the Honorary Consul of the Republic of Liberia, Chair of the United Nations Association of the USA, and President of the Consular Corps of Philadelphia.

She has developed and/or presented at international conferences on global education, impact of COVID-19 on education, breaking barriers of inequality in education, gender violence, human trafficking, multilateralism in international relations, truth and reconciliation commissions, and the United Nations' Sustainable Development Goals (global goals).

Dr. Banks is the recipient of awards, including "Distinguished Daughter of Liberia", Global Goodwill Ambassador, Human Relations Commission's Chairman's Award, and "Top 30 Influential Women of Houston." She attended Wellesley College, Howard University, Wayne State University and Oxford University. She holds an Ed.D. in Leadership and Management. She has also received certifications in Human Rights Education Training from US Institute of Diplomacy, the Sustainable Development Goals from University of Copenhagen, and Global Diplomacy from University of London.

Mosleh Duhoky

Prof. Dr. Mosleh M.S. Salih Duhoky is the President of the University of Duhok since 2012 till now. He is leading the university to implement its mission and achieve its vision. He also currently serves as a Member of Board of Trustees at the American University in Kurdistan (AUK).

Basically, he is a Biologist (Cytologist). He earned his BSc from University of Sulaimani, College of Agriculture in 1976, and his MSc is on Plant Physiology from the same university in 1978. His PhD degree was earned from the Faculty of Biology and Environmental Protection/University of Silesia, Poland in 2000 on Cytology. His entire career is in Academia, he served in different universities in Kurdistan Region under different academic titles. He earned the professorship in 2000. He was a consultant and a team leader at FAO representation in Iraq.

Prof. Duhoky was the Dean of the College of Agriculture at the University of Duhok during the period from 2001 to 2010. He published more than 40 academic articles that have been published in different journals in Iraq and outside Iraq. He supervised 22 PhD and MSc thesis in his specialization. He wrote several articles in Higher education and he is a member of the Ministry board at the Ministry of Higher Education and Scientific Research in Kurdistan Region. Prof. Duhoky was elected in 2016 to be a member of the Board of Directors of the International Association Universities (IAU) during the International Conference of IAU, Bangkok, Thailand, he is serving in this position till now.

Prof. Duhoky participated in several conferences, workshops, seminars in his specialization or in higher education in Kurdistan and outside Kurdistan including NAFSA and IUC (International Universities Council, in Turkey), annual conferences. He is also a member of the Board of Directors of the IUC. He paid a visit to several universities worldwide including Harvard University, New York University, York University, Sienna University, Lund University, Glasgow University, Bridge Water State University, as well as many other Universities. Prof. Duhoky was invited as a distinguished speaker or keynote speaker in different event regarding, Higher Education, Refugees, University Ranking, Agriculture, and Urban Economy.

Sanzharbek Erdolatov

Prof. Dr. Sanzharbek Erdolatov received his bachelor's degree in Computer Science from International Ala-Too University, Bishkek, Kyrgyzstan. He got his master's degrees in Computer Education and Applied Mathematics and Computer Science from Gazi University, Ankara, Turkey and Kyrgyz National University, Bishkek, Kyrgyzstan respectively. He received PhD degree in Computer Engineering (Certificate from Zurich Technological University) from International Ala-Too University, Bishkek, Kyrgyzstan.

Dr. Erdolatov held several positions including Computer Engineering Lecturer, Director of Information Center, Library Director, Pedagogy Teacher in International Ala-Too University and currently, he is serving as the Rector of Ala-Too International University, Bishkek, Kyrgyzstan.

Safa Fennia

Head of Computer Science Department at IT Business School (ITBS), Tunisia, Nabeul; Phd on Computer Science applied to Management from the Higher Institute of Management of Tunis (ISG); Data Scientist; Researcher at Applied Research in Business Relationships & Economics LAB at Higher Institute of Management of Tunis (ISG); Author of several papers in international scientific conferences, such as International Conference on Business Research (ICBR), International Symposium on Statistics and Econometrics (CISEM); Fully Certified Instructor in Artificial Intelligence from Huawei; Instructor on Oracle Academy.

Luis Ernesto Franchi

By profession a Mechanical Engineer, Luis Ernesto Franchi currently works as Rector of the Universidad de la Marina Mercante (UdeMM). He was Secretary of Extension and Vice-Rector of Extension of the Universudad Abierta Interamericana (UAI). Specialist in University Teaching (UTN). Specialist in Environmental Diagnosis and Assessment (UBA). He served as Dean of the School of Engineering at UdeMM. He is a member of the INNOVARED Advisory Council of the Ministry of Science and Technology of Argentina. He is an Evaluator of the National Commission for University Evaluation and Accreditation of Argentina. Speaker at important academic and scientific meetings in matters of Education, Higher Education, University Management, in Bolivia, Chile, Portugal, Indonesia, among other countries.

Javaid Laghari

Dr Javaid Laghari is former Chairperson of the Higher Education Commission (HEC) of Pakistan. He has also served previously as President of a private university SZABIST, Coordinator General COMSTECH, Director of Space Power Institute and Tenured Full Professor of Electrical and Computer Engineering at SUNY Buffalo, and Commissioner of Accreditation at the Ministry of Education in UAE. Dr Laghari was also an elected Senator in the Pakistan Parliament. He is the author of 42 refereed journal papers, 73 international conference proceedings, and five books.

Amany Lubis

Professor Amany Lubis got her undergraduate degree from English Department at Al-Azhar University Cairo. She obtained her master's degree and doctorate from Syarif Hidayatullah State Islamic University Jakarta.

Major Field of interest: Islamic History and Civilization, Middle Eastern Studies, Islamic Political Thoughts.

Sub-field of interest: Religious Studies, Islamic History in Southeast Asia, Islamic Education, Social and Gender Studies. She is a sworn translator since 1997 and a simultaneous interpreter for Arabic-English-Indonesian languages.

Positions: 2019-2023, Rector of Syarif Hidayatullah State Islamic University Jakarta; 2003-2009, Vice Dean of General Administration of Faculty of Islamic Studies at UIN Sharif Hidayatullah Jakarta; 2003-up till now, Lecturer of UIN Sharif Hidayatullah Graduate School, Lecturer of Graduate Programs at University of Indonesia and University of Defence; 2011-2013, Deputy Director of Institutional Development of UIN Sharif Hidayatullah Graduate School; 2009-2012, External Examiner for M.A thesis and Ph.Ds dissertations in University of Malaya, Malaysia; Internal Accreditation Reviewer of UIN Sharif Hidayatullah and Assessor of Indonesian National Accreditation Board for Higher Education since 2005; Visiting Professor at Ibn Tofail University of Kenitra, Morocco, October-December 2015.

Recipient of Fellowship on Women's Studies at McGill University, Montreal, Canada, 1997. In 2006, she nationally won the Prize as the Second Best Researcher and Author of Ph.D. Dissertation by the Ministry of Religious Affairs of the Republic of Indonesia; graduated from the National Resilience Institute of the Republic of Indonesia, October 2012.

Author of many books and articles.

Member of many organizations, including Center for Women's Studies (PSW) of Sharif Hidayatullah State Islamic University Jakarta; Association of Middle East Graduates; Board Member of Association of Indonesian Muslim Intellectuals (ICMI); Council Member of Asian Muslim Action Network (AMAN) Bangkok; Chairperson of Indonesian Ulama Council (MUI) for Women, Youth and Family Affairs; Chairperson of International Council of Muslim Women's Scholars (MAAI) Indonesian Chapter and Member of Civil Society Network for Human Security, The Hague, Holland; Member of Board of Trustees of Forum for Promoting Peace in Muslim Societies, Abu Dhabi, UEA.

Jihed Majdoub

President of IT for all, Professor at Higher Institute of management (University of Tunis, Tunisia) and IT Business School, researcher at Laboratory for Research on Quantitative Development Economics, Faculty of Economics and Management of Tunis). Author of several papers in international scientific reviews, such as Managerial Finance, Journal of Risk, Emerging Markets review, Economic modelling, North American Journal of Economics and Finance, International Journal of Economics and Finance.

Ezequiel Mateo Martinich

Born in the city of Arrecifes, Province of Buenos Aires in 1979, he lived in that city until he was 18 years old when he decided to move to the city of Rosario, Province of Santa Fé and study a degree in Physical Therapy at the Universidad Abierta Interamericana, where he began his academic and professional development. His first positions were the Assistant Director, then Administrative Secretary of the Bachelor in Physical Therapy and the Bachelor in Physical Education and Sports, where he was venturing into and developing internationalization proposals that led him to move to the Autonomous City of Buenos Aires, where he currently resides with his family, and create the project of the Department of International Cooperation at the Universidad Abierta Interamericana in 2008.

The internationalization of higher education turned out to be his horizon to follow, which later motivated him to carry out his postgraduate training in the Specialization in International Cooperation and then the Master in International Cooperation, both at the Universidad Nacional de San Martín.

In a complementary way, it has been trained (and continues to do so) in national and international spaces, such as the Latin American Education Conference (in Brazil, Chile, Paraguay, etc.); the World Education Congresses (in Indonesia; Portugal; Spain, etc.); the annual conference of the European Association for International Education (Denmark, Ireland, Scotland, etc.); the annual conference of the Association of International Educators (United States of America and Canada), to name a few, and has twice been a fellow of the International Visitor Leadership Program (IVLP), the main professional exchange program of the United States Department of State United States of America, which seeks to foster mutual understanding with other nations through training visits to the United States at universities, organizations, etc., carefully designed for foreign leaders in different fields of knowledge. It should be noted that scholarship recipients for this program are nominated and elected annually by the staff of US embassies around the world.

Author of several articles from 2007 to the present, he actively collaborates with several universities; educational institutions; NGO; governing bodies; Embassies; Consulates, etc., in matters of internationalization of higher education, among them are his role as a Member of the Team of External Advisors of the Advisory Council of Universities of the Argentine Foreign Ministry; Member of the Technical Team of the International Relations Commission of the Consejo de Rectores de Universidades Privadas (CRUP); he is a member of the Federation of Educational Associations of Latin America and the Caribbean (FAELA); Director of International Cooperation of the World Confederation of Education (NGO with permanent cooperation relationship with UNESCO); Among other spaces, where he develops, collaborates and provides technical assistance in projects related to the internationalization of higher education.

Prasad Mavuduri

Prasad Mavuduri is the Chairman and Managing Director of University of Emerging Technologies.

Senior business leader, entrepreneur working for the past twenty-three years in the fields of business process re-engineering, Business Transformations, enterprise resource planning systems, business intelligence, business accounting systems, Governance & compliance, strategic enterprise management, Enterprise performance Management, Big Data, AI / ML and familiarity in other emerging technologies.

Extensive experience at plant level and business process level in Oil and Gas sector. Worked in full life cycle of O&G starting from exploration fields, O&G collection, refineries, and downstream petrochemical plants. In addition, worked in the process of supporting industry of power generation, utilities for Oil & Gas sector.

Total Thirty-two years of business experience in a broad spectrum of industry sectors including telecommunications, hi-tech, steel, mines, power generation and distribution, petroleum & Petro-chemicals, healthcare, finance, banking, insurance, and public sector higher education. He has lived and worked many countries with a lot of diversity under his belt.

Prasad Mavuduri holds a Masters in Instrumentation Engineering (Andhra Univ, India) and Masters in Business Administration (Northwestern – Kellogg)

Nadia Menjívar Moran

Doctor in Dental Surgery & Master in Public Health; 19 years working at Universidad Evangelica in management of undergraduate dental programs and graduate Master programs in health, law, human resources and other disciplines; General Director (Dean) of the Graduate School at Universidad Evangélica de El Salvador, UEES since 2015 to date; Assistant Dean for the Dental School, Assistant Director for the Graduate Dental School and Dental Clinics Director (**2005-2015**); Independent consultant for the design of educational or research programs in health.

Farhat Nasreen

Dr. Farhat Nasreen is a Full Professor of History at Jamia Millia Islamia, New Delhi, India. She is also the Director of the Centre for Jawaharlal Nehru Studies of the University.

Her writings have been published by national and international publication houses of repute like Rupa, Primus, Sage and Bloomsbury etc. She has published six books and edited one. Her published papers and reviews are 25 in number. Her book *If History has Taught Us Anything* is highly acclaimed and has also been converted into an audiobook by the Audible. She has delivered 150 papers and invited talks in national and international seminars/conferences and other prestigious forums.

Presently she is researching the following themes: To study History as a life coach, using History for Inter-faith Dialogue and Peace Building Strategies.

Mohammed Taleb Obaidat

Prof. Dr. Mohammed Taleb Obaidat is the President of Jadara University in Jordan from Sept. 2019-present; former minister of Public Works and Housing in Jordan for Dec. 2009 to Feb. 2011. He is a professor of Civil Engineering at Jordan University of Science and Technology (J.U.S.T.), Jordan, from 1993 till present time, where he is teaching courses in geomatics, photogrammetry, surveying, GIS, remote sensing, transportation engineering, and computer vision. He received the B.Sc. in Civil Engineering with honors from Yarmouk University, Jordan in 1983. He received the first M.Sc. with honors in Transportation Engineering from J.U.S.T. in 1988. He joined the University of Illinois at Urbana-Champaign, U.S.A., in 1990 where he received both M.Sc. and Ph.D. with honors in geomatics and computer vision in 1994. He was awarded the Leica Inc. Fellowship from the American Society for Photogrammetry and Remote Sensing in 1992; the medal of research and academic achievement from his majesty late King Husein Ben Talal of Jordan, 1997; and the Scientific Foundation of Hisham Hijjawi for applied science award, 1998. His research interests include computer vision, GIS, transportation engineering, geomatics, and new technologies applicable to Civil Engineering.

Prof. Obaidat published about 87 scientific articles in refereed, specialized, and indexed international journals and proceedings of international conferences. He was the dean of student affairs at J.U.S.T. (1999-2004). He was also an advisor to the minister of higher education and research for student affairs, Ministry of Higher Education and Research-Jordan (2004-2008).

He was the Chairman of the Board of Irbid District Electricity Company (IDECO) since April 10, 2016- July 31, 2016. Currently, the Chairman of the Board of Directors of Irbid Development Area (IDA) since August 1, 2016- Present. Currently: in leave as a President of Jadara University. He was also a member of Higher Youth Council, the chairman of youth committee and a member of Olympic Committee in Jordan during the years 2003 through 2004. Currently, the chairman of consultative committee of Al-Hassan Youth Award since August 2020. He was the Chairman of Jordanian Universities Sport Federation during the years 2001-2004.

Rossana Valéria de Souza e Silva

Holds a Doctorate in Education from the University of Campinas - UNICAMP (1997). She has completed her Postdoctoral studies in Education Sciences at the *Université Paris 8*, France. She retired as a Professor at the University of Brasilia-UnB in 2016. Since 2008 she is Executive Director of the International Cooperation Group of Brazilian Universities - GCUB. She is an associate researcher at the Faculty of Psychology and Educational Sciences of the University of Geneva-Switzerland, and Ex-President of the Governing Council of the UNESCO International Institute for Higher Education in Latin America and the Caribbean – IESALC/UNESCO. She is Visiting Professor at the Ethics Program at the *Universidad del Azuay* (Ecuador) and at the *Red Universitaria y Ciudadana de Ética y Bioética* - RUCEB (Ecuador). She is also a member of the Directing Council of the Union of Universities of Latin America and the Caribbean – UDUAL. Professor Rossana has been working in the area of International University Cooperation for almost 20 years. She was a consultant to the Department of Human Development, Education and Employment of the Organization of American States (OAS). She received from the French government the decoration of *l'Ordre des Palmes Académiques* for her services in favor of the University Cooperation Brazil-France. She was a member of the National Commission for the Evaluation of Higher Education in Brazil - CONAES for her knowledge in the area of recognition of studies, degrees and diplomas; and member of the Committee of Experts of *L'Agence Universitaire de la Francophonie* for Latin America and the Caribbean.

For her work in favor of international university cooperation, she received in 2018 the Annual Award of the Brazil-Turkey Cultural Center and in 2019 she was declared an illustrious guest of the city of Ambato-Ecuador, by the Autonomous Decentralized Government Municipality of Ambato. She is the author of articles and book chapters on higher education. She is a member of the Scientific Committee of the Scientific Journal Kaznu, from Kazakhstan. She is also a member of the Editorial Advisory Board of *the Revista Educação Superior e Sociedade* of UNESCO-IESALC. Besides that, she is a Member of the Advisory Council of the Institute for Intercultural Dialogue. Professor Rossana was also a speaker at various international events on the subject of the internationalization of Higher Education in more than 20 countries. In addition, she participated, as a member of the jury, in the public defenses of doctoral thesis and also she teaches courses on the subject of Higher Education in universities in different countries. Since 1997, she has managed funds from public and private institutions and international organizations to carry out programs that involve a large number of participants and managers.

Ramiz Tafilaj

Ramiz Tafilaj is an Albanian-American businessman, philanthropist, activist, and publisher. He attended the University of Zagreb before immigrating to the United States in 1974 and continued his higher education in Houston.

After starting his career as a computer programmer, Tafilaj became a successful entrepreneur in the high-tech and petrochemical industries. He founded Superior Computer Services and Progressive Chemical Technology, where he serves as the Chairman of the Board, and also owns the Jalifat Publishing Company.

Tafilaj served as President of the Northwest Chamber of Commerce International Division where he promoted Texas businesses internationally, through delegations in countries throughout Europe and Asia. He is Vice President of the Albanian American Business Association of Greater Texas.

Tafilaj is a visionary for freedom and democracy in Albania and Kosova and published the successful Kosova book series, the first-of-its-kind comprehensive history of Kosova.

A staunch advocate for education, Tafilaj sponsored more than 100 students from around the world in their pursuit of learning, including students from Kosovo, Russia, Turkey, Egypt, Europe and the Middle East.

In 2018, Tafilaj was honored with the President's Lifetime Achievement Award, the highest distinction given to civilians who model the American spirit. In 2019, in his hometown of Decan, he received recognition from by his peers for his contributions in promoting democracy through his work in publishing. And in 2020 Tafilaj received Idriz Seferi Freedom Certificate for his contributions in educating the community's youth in Gjilan.

Tafilaj has been married to his wife, Diane, for 47 years and they have three adult children—an entrepreneur, a VP in the banking industry, and a nonprofit executive—and nine grandchildren.

Serif Ali Tekalan

Prof. Dr. Serif Ali Tekalan is the President of the North American University since 2016. He received his M.D. from School of Medicine, Ege University in 1976. He completed his residency in Otolaryngology (Ear, Nose, & Throat) from the same university and worked as Clinical Fellow and Professor in several other universities for more than 30 years.

Dr. Serif Ali Tekalan comes to NAU with a wealth of experience in higher education. He was the Chairman of the International Association of Universities and the former President of Fatih University and Professor at their Medical School. He also served as a member of the Higher Education Executive Committee overseeing all the universities in Turkey between 1992 and 1996 and the head of the Board of Trustees of Fatih University between 2000 and 2005.

Dr. Tekalan received many scholarships from prestigious European universities. He also worked as a Visiting Research Scholar in some other American and European universities and hospitals including Hospital Cantonal de Geneve in Switzerland and Harvard Medical School in U.S. Dr. Tekalan has more than 80 scholarly publications and several books to his credit.