

**IADIS INTERNATIONAL CONFERENCE**  
**on**  
**INTERNATIONAL HIGHER**  
**EDUCATION**  
**(IHE 2012)**



**PROCEEDINGS OF THE  
IADIS INTERNATIONAL CONFERENCE  
on  
INTERNATIONAL HIGHER  
EDUCATION  
(IHE 2012)**

**PERTH, AUSTRALIA**

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# FOREWORD

These proceedings contain the papers of the IADIS International Conference on International Higher Education 2012 (IHE 2012), which has been organised by the International Association for Development of the Information Society and co-organised by the School of Information Systems, Curtin University of Perth, Australia, 28 - 30 November 2012.

The IADIS International Higher Education 2012 conference (IHE 2012) aims at the scientific, pragmatic and policy awareness among scholars who face the direct need to make their curricula more culturally fair. European exchange programs like the Erasmus Mundus, the U.S. Council on International Educational Student Exchange, and the Euro-American “Atlantis” program, they all envisage an urgent agenda on how to balance local with the more global criteria in higher education.

This conference helps to build networks and international consortia on how to be a key player in this emergent trend.

The following seventeen areas have been object of paper and poster submissions. However innovative contributes that do not fit into these areas have also be considered since they might be of benefit to conference attendees.

- Technologies for spreading learning around the world
- Higher Education and International student exchange
- Learning far away from home and close to your future colleagues
- Learning in multicultural contexts
- Virtual presence as option for extending the students’ learning space
- Formal and pragmatic obstacles and opportunities in student exchange programs
- Double- versus joint degrees
- Funding resources for staff and student exchange
- How to establish campuses as multicultural communities
- Coping with incompatibility in semester-, trimester and quarter year course periods
- Trade-offs between student exchange in the bachelor- versus the master stage?
- Will English be the default language for master courses around the globe?
- Does studying abroad imply “living together with local students”, or prefer “international student houses”?
- How to recruit highly talented students abroad?
- How to defend the yielded higher criterion to the access of regional- and local students?

- How to evaluate students' readiness for studying abroad?
- Acculturation: what preliminary intercultural need to be trained before been sent to a study abroad?

The IADIS International Higher Education 2012 conference (IHE 2012) received 76 submissions from more than 18 countries. Each submission was reviewed in a double-blind review process by an average of four independent reviewers to ensure quality and maintain high standards. Out of the papers submitted, 20 papers have been published, which means that the acceptance rate was 27%. These submissions include full papers, short papers, reflection papers and doctoral consortium.

Best papers will be selected for publishing as extended versions in the IADIS International Journal on WWW/Internet (IJWI) and/or in other selected journals. Some of the best papers will also be eligible to be extended and enhanced as book chapters for inclusion in a book to be published by IGI Global.

In addition to the presentation of full papers, short papers, reflection papers and doctoral consortium, the conference also includes two keynote presentations from internationally distinguished researchers. We would therefore like to express our gratitude to Professor Carmel McNaught, Professor of Learning Enhancement, CLEAR - Centre for Learning Enhancement and Research, The Chinese University of Hong Kong, China and Dr. Theodora Issa, Curtin University, Perth, Australia.

A successful conference requires the effort of many individuals. We would like to thank the members of the Program Committee for their hard work in reviewing and selecting the papers that appear in this book. We are especially grateful to the authors who submitted their papers to this conference and to the presenters who provided the substance of the meeting. We wish to thank all members of our organizing committee.

Last but not least, we hope that participants enjoyed Perth and their time with colleagues from all over the world.

Piet Kommers, University of Twente, The Netherlands  
 Tomayess Issa, Curtin University, Perth, Australia  
 Pedro Isaías, Universidade Aberta (Portuguese Open University), Portugal  
*Conference and Program Co-Chairs*

Perth, Australia  
 28 November 2012

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# KEYNOTE LECTURES

## DESIGNING TECHNOLOGY-ENHANCED UNIVERSITY PROGRAMMES AND COURSES IN THE 21ST CENTURY

**By Professor Carmel McNaught**  
**Professor of Learning Enhancement, CLEAR - Centre for Learning Enhancement**  
**and Research, The Chinese University of Hong Kong, China**

### Abstract

In most universities worldwide the use of e-Learning is now almost ubiquitous; and this is certainly true at The Chinese University of Hong Kong (CUHK) where I have worked for over a decade. However, while the challenge of supporting teachers to naturally include technology when planning their courses has been met, we must acknowledge that many teachers use technology in a didactic fashion; our learning-management systems (LMSs) are full of notes and PowerPoints, and we have sub-optimal use of interactive functions such as discussion forums, quizzes, online tutorials, role-plays, simulations, etc. We also are underutilizing the potential of student-generated content that can be shared and become educational resources for all students in the course. In the presentation, I will emphasize the potential of the web for the enhancement of learning communities and provide examples that can assist teachers to revitalize their course learning designs in order to make them more learner-centred, more engaging and, hopefully, more likely to support students in achieving desired learning outcomes.

# **A REVOLUTION IN INTERNATIONAL HIGHER EDUCATION: AIMING FOR THE CLOUD – WHAT NEXT?**

**By Dr. Theodora Issa,  
Curtin University, Perth, Australia**

## **Abstract**

We all think about the increasing challenges that we face in the International Higher Education, but take them for granted and always thinking as if these are ‘part of the overall package’ in higher education. But, what if what is happening now in the world of higher education is really revolutionary, and will change the face of academia forever. What if the concepts or ‘lecture’, seminar’, ‘tutorial’, ‘lab demonstration’, ‘distance learning’ or even ‘online learning’ are substituted by ‘MOOC’ (Massive Open Online Course). Some scholars would argue that recent changes in technologies including the cloud-based computing are taking over, especially with computer savvy students. Other scholars argue that cloud computing is an excellent alternative for educational institutions which are especially under budget shortage in order to operate their information systems effectively without spending any more capital for the computers and network devices.

Certainly, change is in the air – and it is dramatic, but what does this mean to the traditional lecture theatre and the ‘talking heads’ which seem to be faltering, and the tech-savvy lecturers might survive? Is it an individual crusade or is it a pre-determined strategy by governments and universities? What are the consequences for our graduates? What would be the impact on the quality of teaching and learning at an international level?

Indeed, there are several questions that need to be answered. I do not claim here that I have the answers to all these questions, but rather, I might trigger some discussions about what are the pros and cons of such a drastic change or rather ‘revolution’ in the international higher education, trying to establish a debate on what can a new international higher education model look like, and what growth do we anticipate or is it only speculation, not only for the developed countries but would be the benefits for the developing countries. I hope through this, my humble contribution to the debate, we would be urged to have more discussions and some of us might go further to take necessary and urgent action for the benefit of students, academics, community and the society.