



BCCIE
BC COUNCIL FOR INTERNATIONAL EDUCATION



Canadian Bureau for
International Education



COLLEGES &
INSTITUTES
CANADA

**INTERNATIONAL
CONFERENCE
2024**

**LEADERSHIP AND MANAGEMENT
IN HIGHER EDUCATION:
INNOVATIONS AND STRATEGIES
IN A GLOBAL CONTEXT**

SEAMEO RETRAC, October 15-16, 2024



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B.C. COUNCIL FOR INTERNATIONAL EDUCATION



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SEAMEO RETRAC, October 15-16, 2024

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WELCOME MESSAGE



Distinguished Guests,
Ladies and Gentlemen,

I am very honored and delighted to warmly welcome you to the Annual International Conference on **"Leadership and Management in Higher Education: Innovations and Strategies in a Global Context"**. The Conference is jointly organized by the SEAMEO Regional Training Centre in Vietnam (SEAMEO RETRAC), the British Columbia Council for International Education (BCCIE), the Canadian Bureau for International Education (CBIE), and the Colleges and Institutes Canada (CICan) in Canada, on October 15-16, 2024.

This year Conference will highlight the diversity of practices and models of leadership and management in higher education, thematically focusing on issues related to educational leadership entrepreneurship, quality assurance and accreditation, teaching, research and professional development, digital technologies and artificial intelligence applications in teaching and learning, and industry and university global partnership and collaboration. While bringing together leaders, academics, researchers and professionals from different institutions in the world to discussion and exploration of these sub-themes, the Conference will hopefully help the participants update current trends and better understand the ways in which theories and practices in leadership and management interact and inform each other at different institutions in different countries.

Following the success of previous conferences on higher education leadership and management and targeting at crucial needs of different higher education institutions, I really hope that all these selected sub-themes will help better enhance the quality and effectiveness of leadership and management in higher education.

I believe that you all will enjoy this stimulating Conference, and that your expertise and experience will help enrich the discussion around the Conference's sub-themes. Above all, I really hope that the Conference will help create a good platform for professional exchange of knowledge, insights and collaborations as well as expand network and linkage development.

I look forward to welcoming you to the Conference and wish you a productive conference.

I would like to extend my sincere thanks to the Conference's co-organizers – the British Columbia Council for International Education (BCCIE), the Canadian Bureau for International Education (CBIE), and the Colleges and Institutes Canada (CICan) in Canada, our respective keynote speakers, moderators, presenters and all the participants who will definitely contribute to the success of the Conference this year. My final thanks go to the organizing committee members and SEAMEO RETRAC's staff who have taken time out for this special event.

Warm regards,

Le Thi Thuy Duong

SEAMEO RETRAC Director

Conference Organizing Committee Chair



Southeast Asian Ministers of Education Organization (SEAMEO)

On 30 November 1965, the Ministers of Education of Southeast Asian countries established the Southeast Asian Ministers of Education Organization (SEAMEO) for the development of the region through regional co-operation in education, science and culture.

The organization's highest policy-making body is the SEAMEO Council, which comprises the 11 Southeast Asian education ministers, including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste, and Vietnam. The SEAMEO Secretariat is located in Bangkok, Thailand.

Associate Member Countries: Australia, Canada, France, Germany, Kingdom of Morocco, Netherlands, New Zealand, Spain, United Kingdom (UK).

Affiliate Members: International Council for Open and Distance Education (ICDE), Norway; University of Tsukuba, Japan; British Council (UK), UK; China Education Association for International Exchange (CEAIE), China; Asia-Pacific Centre of Education for International Understanding (APCEIU), Republic of Korea; British Columbia Council for International Education (BCCIE), Canada; Southeast Asia One Health University Network (SEAOHUN), Thailand; and Education University of Hong Kong (EdUHK), Hong Kong.

MEMBER COUNTRIES

- Brunei
- Cambodia
- Indonesia
- Lao PDR
- Malaysia
- Myanmar
- Philippines
- Singapore
- Thailand
- Timor-Leste
- Vietnam

ASSOCIATE, AFFILIATE & PARTNER MEMBERS

- Australia
- Canada
- France
- Germany
- Netherlands
- New Zealand
- Spain
- United Kingdom
- Kingdom of Morocco
- BRITISH COUNCIL
- ICDE
- APCEIU
- BCCIE
- EdUHK
- SEAOHUN

SEAMEO
SOUTHEAST ASIAN MINISTERS OF
EDUCATION ORGANIZATION
www.seameo.org



SEAMEO Regional Training Center in Vietnam (SEAMEO RETRAC)

Vietnam, readmitted as a SEAMEO Member State on February 10, 1992 by the SEAMEO Council, hosts the SEAMEO Regional Training Centre (SEAMEO RETRAC) in Ho Chi Minh City, as one of the 26 SEAMEO Centers in the Region.



VISION

To be a center of excellence in education in Southeast Asia and beyond.



MISSION

To assist SEAMEO Member Countries in identifying and addressing issues of education.

ORGANIZATIONAL PROFILE

The SEAMEO RETRAC Governing Board is the main policy making body of the Centre. The Governing Board comprises one representative from each of the 11 SEAMEO Member Countries. The Centre is headed by a Vietnamese Director who is nominated by the Ministry of Education and Training of Vietnam, approved by the Governing Board, and officially appointed by the SEAMEO Council President.

The Centre is staffed by qualified professional, administrative and service personnel working in the following divisions and departments:

- Division of Education;
- Division of Foreign Studies;
- Department of International Development;
- Department of Research and Project Development;
- Department of Personnel and Legal Affairs;
- Department of Planning and Finance; and,
- Department of Administration.

In addition, experts from different partners, governments, international organizations and exchange programs from affiliated countries complement the permanent staff under partnership agreements.

OPERATIONS

SEAMEO RETRAC assists SEAMEO Member Countries, especially Cambodia, Lao PDR and Vietnam, to identify and tackle problems of leadership and management in education at all levels. SEAMEO RETRAC directs its efforts on educational issues by undertaking innovative, relevant programs through research, training, consultancy, staff exchange and fostering of regional and international partnership, and engaging in other related activities within and outside the region. In addition, SEAMEO RETRAC offers language training, teacher training and other training programs in education.

FUNCTIONS

In cooperation with local, foreign and international organizations, SEAMEO RETRAC conducts:

- Training, seminars and conferences
- Research and project development
- Accreditation and quality assurance
- Language testing and assessment
- Development and promotion of models and best practices in education
- National and international cooperation development
- Personnel, faculty and student exchange for educational, scientific and cultural purposes
- Community outreach and development

TRAINING APPROACHES

- Critical thinking and creative problem solving;
- Interactive, informal and based on experience sharing and practical learning;
- Innovative learner-centered; and,
- Flexible and cost effective.

For more information on SEAMEO RETRAC and its activities, please visit

<https://www.vnseameo.org/>





INTRODUCTION TO BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION (BCCIE)

ABOUT BCCIE

BCCIE is a provincial Crown Corporation committed to supporting the internationalization efforts of the Province of British Columbia's public and independent K-12, public and private post-secondary and language schools.

MANDATE

BCCIE's purpose is to promote International Education in and for the Province of British Columbia, to promote and enhance BC's international reputation for education, and to support the International Education activities of the Government of British Columbia.

In support of this mandate, BCCIE serves the needs of all International Education sectors of British Columbia – public and independent K-12, public and private post-secondary, and language schools – in three core service areas:

- ▶ Internationalization – Working with the Province and BC's public and private post-secondary and K-12 sectors and language schools to internationalize the BC education system. This is accomplished by the provision of a leadership role and includes sharing best practices, fostering positive relationships for the benefit of BC's diverse International Education sectors, and by promoting a culture of quality and excellence in internationalization.
- ▶ Market Support – Supporting BC's International Education sector in positioning BC as the leading quality destination for international learners from around the globe. This is accomplished by creating and maintaining international networks and providing a coordinating function for a variety of activities that support the sector and Province.
- ▶ Communication and Professional Development – Enhancing expertise in the International Education sector by providing services including effective professional development offerings and communications to and for BC's international education stakeholders.

VISION

To profile British Columbia as the education destination of choice for learners from around the globe and to promote global citizenry and internationalization at all levels in BC's education system.

ORGANIZATIONAL STRUCTURE

- ▶ Board of Directors – BCCIE is overseen by an 11-member Board of Directors who ensures our operations reflect our mandate, direction and the interests of all stakeholders. Our Board reflects BC's diverse International Education sector, with representatives from public and private post-secondary universities and colleges, public and private K-12 schools, private English language and career training institutions, and the Ministries of Education, Advanced Education and International Trade.
- ▶ BCCIE staff – BCCIE is staffed by a small team of subject matter experts in fields related to International Education, government relations, programs and events, marketing and communications, finance, administration and human resources.

For more information on BCCIE and its activities, please visit <http://bccie.bc.ca/>



CANADIAN BUREAU FOR INTERNATIONAL EDUCATION (CBIE)

ABOUT CBIE

CBIE is the national voice of Canada's international education sector. CBIE's pan-Canadian membership comprises more than 155 institutions and represents Canada's full spectrum of education. Members are Anglophone and Francophone, including colleges, cégeps, institutes, polytechnics, universities, school boards, and language schools. Since 1966, CBIE has managed over 100 Canadian and global capacity-building projects spanning 60 countries, with a value worth over CAD \$2.5 billion. CBIE has extensive experience designing and delivering customized programs in partnership with the Government of Canada, regulatory agencies, foreign governments, and institutions. These programs currently include several flagship scholarship programs of the Government of Canada. CBIE also offers professional development training, conducts research, and undertakes advocacy efforts within the international education space, and also mounts Canada's international education conference on an annual basis.



COLLEGES AND INSTITUTES CANADA (CICan)

ABOUT CICan

Founded in 1972, Colleges and Institutes Canada (CICan) serves as the national and international voice of Canada's largest post-secondary education network, representing 138 publicly funded community colleges, technical universities, Cégeps, institutes of technology, polytechnics, and specialized institutes. Globally, we lead workforce development initiatives, with a particular focus on empowering women and marginalized communities. Partnering with governments and the private sector, we drive innovation, upskill workforces, and champion the shift to a green economy for progress and prosperity.



CO-ORGANIZERS



BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION



Dr. Randall Martin

Executive Director
British Columbia Council for International Education (BCCIE)
Suite 603–409 Granville Street, Vancouver, BC Canada



CANADIAN BUREAU FOR INTERNATIONAL EDUCATION (CBIE)



Ms. Karen Dalkie

Vice President, Development and Partnerships
Canadian Bureau for International Education (CBIE)
220 Laurier Avenue West, Suite 1550, Ottawa, ON, Canada



COLLEGES AND INSTITUTES CANADA (CICan)



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LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION: INNOVATIONS AND STRATEGIES IN A GLOBAL CONTEXT

SEAMEO RETRAC, October 15-16, 2024

INTRODUCTION

The Southeast Asian Ministers of Education, Regional Training Center in Vietnam (SEAMEO RETRAC), in collaboration with the British Columbia Council for International Education (BCCIE), the Canadian Bureau for International Education (CBIE) and the Colleges and Institutes Canada (CICan), Canada, is delighted to announce the International Conference 2024 focusing on "Leadership and Management in Higher Education: Innovations and Strategies in a Global Context" which will be convened on October 15-16, 2024 at SEAMEO RETRAC's premises – 35 Le Thanh Ton Street, District 1, Ho Chi Minh City, Vietnam.

This Conference is conducted with the aim of creating a global platform to bring together educational leaders, professionals, experts, researchers and educational practitioners to share and exchange different perspectives and information; explore innovative ideas, strategies and trends in the field of higher education leadership and management.

OBJECTIVES

Particularly, specific objectives of the Conference include:

- To create an educational platform for educational researchers, professionals and practitioners to share information, update knowledge, exchange up-to-date research-based results and embed innovations and strategies into the leadership and management of higher education.
- To explore top-issues and concerns related to challenges affecting leadership and management practices as well as to identify solutions for coping with these issues.
- To promote and facilitate global networks and linkages among policy makers, educators, leaders and researchers as well as professionals in the field of international and higher education for future development.

KEY THEME

LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION: INNOVATIONS AND STRATEGIES IN A GLOBAL CONTEXT

SUBTHEMES

- Leadership and entrepreneurship in higher education: Strategic approaches and best practices
- Quality assurance and accreditation in higher education
- Academician professional training and development in higher education
- Research, development and innovation in higher education
- Design, implementation and assessment of innovative technologies in higher education: Artificial intelligence and emerging technologies
- Industry and university partnership for sustainable development: Strategies, programs, services and funding

PARTICIPANTS

We welcome participation from local, regional and international individuals including:

- Educational practitioners;
- Educational leaders;
- Educational administrators/ managers;
- University professors, researchers; and,
- Others with an interest in education and training.



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CONFERENCE PROGRAM

TUESDAY - OCTOBER 15, 2024

08:00–08:30	REGISTRATION
08:30–09:15	<p>OPENING CEREMONY</p> <ul style="list-style-type: none"> ◇ Introduction of Delegates and Participants ◇ Introduction of the Opening Ceremony ◇ Welcome Remarks <ul style="list-style-type: none"> ◇ Ms. Le Thi Thuy Duong Director, SEAMEO Regional Training Center (SEAMEO RETRAC), Vietnam ◇ Datuk Dr Habibah Abdul Rahim Director, SEAMEO Secretariat ◇ Dr. Randall Martin Executive Director, British Columbia Council for International Education (BCCIE), Canada ◇ Ms. Karen Dalkie Vice-President, Canadian Bureau for International Education (CBIE), Canada ◇ Mr. Camille Joseph Houry Manager of Partnerships Development, Colleges and Institutes Canada (CICan), Canada <p>Group photo</p>

08:30–09:15	<p>Moderator: Dr. Randall Martin Executive Director, British Columbia Council for International Education (BCCIE), Canada</p> <p>Keynote Speech</p> <p>Navigating New Horizons: The Impact of Changing International Student Regulations on Canadian Universities</p> <p>Dr. Deborah Saucier, President & Vice-Chancellor, Vancouver Island University, Canada</p> <p>Q&A</p>
08:30–09:15	<p>Refreshment</p> <hr/> <p>Plenary Session 1</p> <p>LEADERSHIP AND ENTREPRENEURSHIP IN HIGHER EDUCATION: STRATEGIC APPROACHES AND BEST PRACTICES</p> <p>Moderator: Dr. Patrick Sullivan Southern Alberta Institute of Technology (SAIT), Canada</p> <p>1. Academic Entrepreneurial Leadership in Action: Globalizing Knowledge and Building Communities</p> <p>Dr. Oleg Komlik, College of Management, Israel</p> <p>2. Internationalization Rationales and Strategies of Private Higher Education Institutions in Indonesia and The Philippines</p> <p>Assoc. Prof. Paul Anthony Balagtas, National University-Clark, Philippines</p> <p>3. Exploring the Impact of Organizational Culture on Higher Education Internationalization</p> <p>Dr. Christopher Busch, University of Windsor, Canada</p> <p>Q&A</p>
11:15– 12:30	<p>Plenary Session 2</p> <p>LEADERSHIP AND ENTREPRENEURSHIP IN HIGHER EDUCATION: STRATEGIC APPROACHES AND BEST PRACTICES (Cont'd)</p> <p>Moderator: Dr. Oleg Komlik College of Management, Israel</p> <p>1. A School Improvement Journey: Optimizing Domain Organization Structure</p> <p>Dr. Gin Hin Loh & Dr. Lay Beng Goh, Temasek Polytechnic, Singapore</p> <p>2. Developing Leadership Skills through International Exchange Programs: Best Practices from NSCC and TVU</p>

Ms. Nguyen Thi Mai Khanh & Ms. Diep Bao Anh, Tra Vinh University, Vietnam

3. Management Status towards the Strategic Direction of Local Government-Funded College

Dr. Ersyl Biray, Aklan State University, Philippines

Dr. Felix G. Delos Santos, Malay Municipal Tourism Office Malay, Philippines

Q&A

12:30 – 14:00

Lunch Break

Plenary Session 3

QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Moderator: Dr. Gin Hin Loh

Temasek Polytechnic, Singapore

1. Work Readiness, Authentic Assessment and Rubrics. A Survey of Australian Business Schools and Implications for Better Practice

Dr. Michael Segon, Central Queensland University Adjunct Faculty, Australian Catholic University, Australia

Dr. Chris Booth, Australian Catholic University, Peter Faber Business School, Australia

Dr. Andrew Roberts, Roberts & Associates Consulting: Corporate & Governance Advisory Services, Australia

14:00 – 15:00

2. Quality Assurance Research Synthesis in Thai Higher Education: Towards Enhanced Educational Development

Asst. Prof. Dr. Taviga Tungprapa, Srinakharinwirot University, Thailand

3. The Development of a Competitive Advantage Scale in Higher Education

Dr. Ngo Hoai Son, Thu Dau Mot University, Vietnam

Q&A

15:00–15:30

Refreshment

Plenary Session 4

DESIGN, IMPLEMENTATION AND ASSESSMENT OF INNOVATIVE TECHNOLOGIES IN HIGHER EDUCATION: ARTIFICIAL INTELLIGENCE AND EMERGING TECHNOLOGIES

Moderator: Dr. Steven Bickley

ARC Training Centre for Behavioural Insights for
Technology Adoption, Australia

1. Shifting from a First-In, First-Out to a First-In, Best-Out Admission Model through a Points-Based Ranking System and Using of AI to Assess and Validate Application for Admission Eligibility

Dr. Patrick Sullivan, Southern Alberta Institute of Technology (SAIT),
Canada

Mr. Suresh Sundaram, Stive Technologies Limited, Canada

2. Introducing COIL, VR and AR into Vocational and Technical Training Opportunities for Enhancing International Partnerships and Projects

Dr. Jennifer Gossen, Vancouver Community College, Canada

Dr. Chelsey Laird, UMAP International Secretariat, Canada

3. Impact of AI Tools in Higher Education and Ethical Consideration

Dr. Tran Hong Ngoc, Vietnamese-German University (VGU), Vietnam

4. Impact of AI Technology Integration in Enhancing Learners' Motivation and Critical Thinking: Evidence from Foreign Trade University – Ho Chi Minh City

Ms. Dang Thi My Dung, Foreign Trade University - Ho Chi Minh City
Campus, Vietnam

Q&A

15:30 – 17:00

END OF DAY 1

WEDNESDAY - OCTOBER 16, 2024

08:30–09:15	<p>Moderator: Dr. Randall Martin Executive Director, British Columbia Council for International Education (BCCIE), Canada</p> <p>Keynote Speech</p> <p>Post-secondary Education, Industry and Talent: Who is responsible for what?</p> <p>Prof. Dr. David Ross, President & CEO, Southern Alberta Institute of Technology (SAIT), Canada</p> <p>Q&A</p>
09:15–10:30	<p>Plenary Session 5</p> <p>QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION</p> <p>Moderator: Dr. Chelsey Laird University Mobility in Asia and the Pacific, Vancouver Community College, Canada</p> <p>1. Virtual Credit Transferability: Opportunities for Local and Foreign Higher Education Institutions</p> <p>Dr. Le Hoang Dung, University of Social Sciences and Humanities -Viet Nam National University Ho Chi Minh City, Vietnam</p> <p>2. Perspectives on Program Accreditation: Lived Experiences of Faculty from State University External Campuses</p> <p>Dr. Celia R. Ignacio, Palawan State University, Philippines</p> <p>3. A Practical Guide in Accreditation: An Assessment Tool for Higher Education Institutions' Program Accreditation Survey Visits</p> <p>Dr. Cristina Signo, Cavite State University - Carmona Campus, Philippines</p> <p>Q&A</p>
10:30 – 10:45	Refreshment

Plenary Session 6

INNOVATIONS IN CURRICULUM DESIGN, TEACHING AND LEARNING

Moderator: Ms. Ethel Joan Atienza

SEAMEO INNOTECH, Philippines

1. Exploring Academic Competitions: A Phenomenological Study of Foreign Teachers Coaching Students for Local and International Competitions

Dr. Vivian Buhain & Dr. Ligaya Del Rosario, New Era University, Philippines

Ms. Anna Marie Villa Alfante, Nay Pyi Taw Science Academy in Myanmar

2. Transformative Leadership and Management in Higher Education for Sustainable Development: A Case of HUTECH and UEF

Dr. Ly Thien Trang, Ho Chi Minh City University of Technology (HUTECH), Vietnam

Q&A

10:45 – 11:30

11:30 – 13:30

Lunch Break

Plenary Session 7

INDUSTRY AND UNIVERSITY PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT: STRATEGIES, PROGRAMS, SERVICES AND FUNDING

Moderator: Dr. Jennifer Gossen

Vancouver Community College, Canada

1. Leading Change Creating the First Transnational Education Hub in the Philippines

Mr. Christiaan Bernard, Camosun College, Canada

Dr. Trixie Sison, Miriam College, Philippines

2. The Triple-Halix Model in Research-Enterprise Modernization, University Modernization for Enhanced Training Quality

Prof. Dr. Vo Quang Hien & Mr. Mang Tan Hai, Gia Dinh University, Vietnam

3. Bringing the World to the Classroom: An Industry-University Partnership Story

Mr. Andy Duenas, National Geographic Learning Vietnam

4. Nha Trang University (NTU) and the Partners: A Close Relationship for the Students' Best Practices

Dr. Vo Nguyen Hong Lam, Nha Trang University, Vietnam

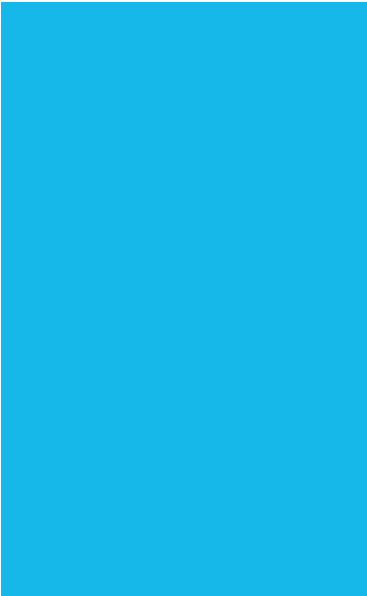
Q&A

13:30 – 14:30

<p>14:30 – 15:15</p>	<p>Plenary Session 8</p> <p>ACADEMICIAN PROFESSIONAL TRAINING AND DEVELOPMENT IN HIGHER EDUCATION</p> <p>Moderator: Dr. Le Hoang Dung University of Social Sciences and Humanities - Viet Nam National University Ho Chi Minh City, Vietnam</p> <p>1. How to Use Action Learning and 4H (Head, Heart, Hand and Habit) as a Tool to Achieve Knowledge Creation: Case Participants of The New You Institute</p> <p>Dr. Hary Febriansyah, School of Business and Management, Institut Teknologi Bandung, Indonesia</p> <p>2. Empowering Operational Excellence through Professional Development for Non-Teaching Staff: Now and the Future</p> <p>Ms. Nguyen Thi Thanh Hang, Buon Ma Thuot Medical University, Vietnam</p> <p>Q&A</p>
<p>15:15 – 15:45</p>	<p>Refreshment</p>
<p>15:45 – 16:15</p>	<p>Plenary Session 9</p> <p>RESEARCH, DEVELOPMENT AND INNOVATION IN HIGHER EDUCATION</p> <p>Moderator: Dr. Hary Febriansyah School of Business and Management, Institut Teknologi Bandung, Indonesia</p> <p>1. Social Media in Education: Global Perspectives and Practices</p> <p>Dr. Gianne Rensen Antonio, Patronage of Mary Development School in Cebu, Philippines</p> <p>2. Enhancing Transferable Skills through Service Learning: A Study of Undergraduate Students in the Mekong Delta, Vietnam</p> <p>Mr. Mai Phuc Thinh & Mr. Nguyen Thanh Do, Can Tho University, Vietnam</p> <p>3. Student Services in Higher Education: Impact on Academic Success Before, Amid, and After the Pandemic</p> <p>Dr. Wendelyn A. Samarita & Assoc. Prof. Ella D. Aragon & Ms. Salvacion J. Pachejo, Rizal Technological University, Philippines</p> <p>Q&A</p>
<p>16:15 – 16:45</p>	<p>CLOSING CEREMONY</p>



KEYNOTE SPEAKERS



BIOGRAPHY

DR. DEBORAH SAUCIER

President and Vice-Chancellor
Vancouver Island University, Canada



Dr. Deborah Saucier was appointed President and Vice-Chancellor of Vancouver Island University (VIU) in July 2019. Dr. Saucier holds a PhD in Psychology from the University of Western Ontario and a BA and MSc in Psychology from the University of Victoria. She received her International Baccalaureate Diploma from the Lester B. Pearson College of the Pacific in Metchosin, near Victoria.

Prior to joining VIU, Dr. Saucier was President of MacEwan University in Edmonton and Provost and Academic Vice-President of the University of Ontario Institute of Technology. Dr. Saucier is a distinguished researcher in both psychology and neuroscience. She was the Canadian Research Chair in Behavioural Neuroscience at the University of Lethbridge and Dean of Science at the University of Ontario Institute of Technology and has garnered numerous grants to support her research, including awards from Natural Science and Engineering Research Council (NSERC) and the Canadian Foundation for Innovation.

Dr. Saucier is also the author of two books in psychology and an advocate for women in science, technology, engineering and mathematics (STEM).

At Vancouver Island University, Dr. Saucier has guided the development and implementation of the institution's first strategic plan. The plan includes three core values – People, Place and Potential – and six commitments for the next five years. Following the guidance of the plan, Dr. Saucier is working to build on the institution's strengths and fostering the unique educational experience at VIU to be more accessible, more inclusive, and more deeply rooted in community.

Born in Saskatoon, Dr. Saucier is a member of the Métis Nation of Alberta. In 2020, she was awarded the Indigenous Women in Leadership Award from the Canadian Council for Aboriginal Business. As president of Vancouver Island University, Dr. Saucier is focused on helping to close the education gap for Indigenous youth and working to incorporate the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), BC Declaration on the Rights of Indigenous Peoples Act (DRIPA), and the TRC Calls to Action into institutional decision making by implementing both policy and physical changes on campus to ensure that Indigenous cultures and knowledges are reflected in campus spaces.

Dr. Saucier is married to curator and contemporary artist Chai Duncan and has a teenage daughter.

NAVIGATING NEW HORIZONS: THE IMPACT OF CHANGING INTERNATIONAL STUDENT REGULATIONS ON CANADIAN UNIVERSITIES

Author: Dr. Deborah Saucier
Designation: President and Vice-Chancellor
Affiliation: Vancouver Island University, Canada

Abstract

In an era marked by rapid regulatory transformations and increasing global interconnectivity, Canadian universities stand at the forefront of a significant paradigm shift in international education. This keynote address explores the multifaceted impacts of recent changes to international student regulations in Canada, drawing on current research, policy analyses, and institutional experiences to offer a comprehensive overview of the evolving landscape.

The presentation will first outline the specific regulatory changes, focusing on their implications for visa processes, work rights, and pathways to permanent residency. An evaluation of these changes will provide insights into how they aim to enhance Canada's competitiveness in the global education market while also addressing domestic economic and demographic goals.

Following this, the address will delve into the strategic responses by Canadian universities to these regulatory adjustments. It will highlight innovative practices in international student recruitment, integration, and support services that align with these new norms. Particular attention will be given to the ways in which institutions are adapting their marketing strategies and academic offerings to attract and retain a diverse international student body in a highly competitive environment.

Additionally, the keynote will discuss the broader socio-economic and cultural impacts of these regulatory changes on university communities and Canadian society at large. It will explore the challenges and opportunities that lie ahead, such as the integration of international students into the local workforce and their role in fostering a culturally enriched campus environment.

In conclusion, the presentation will offer strategic recommendations for university administrators and policymakers to optimize the benefits of these regulatory changes. It will underscore the importance of proactive leadership and collaboration across sectors to ensure that Canada remains a preferred destination for international education.

This session aims not only to inform but also to engage leaders in a dialogue about forging sustainable pathways forward in the ever-evolving domain of international higher education.

BIOGRAPHY



DR. DAVID ROSS

President & CEO, Southern Alberta
Institute of Technology (SAIT)
Canada

Dr David Ross is the 16th President of the Southern Alberta Institute of Technology since its founding in 1916. During his 35 years in post-secondary education he has been part of the evolution of new delivery models and programs targeted at economic development and labor force needs.

Dr Ross has held Board positions with both national and international organizations involving post-secondary innovation, international education and applied research. He is currently Chair of Polytechnics Canada, the League for Innovation and the Alberta Bureau for International Education. and past chair of the Canadian Bureau International Education, British Columbia Colleges and the National Council for Marketing and Public Relations.

In 2019/2020, Dr Ross co-chaired the Skills to Jobs Task Force in Alberta to examine ways to improve post-secondary to career pathways through better alignment with industry skill needs and graduate outcomes.

POST-SECONDARY EDUCATION, INDUSTRY AND TALENT: WHO IS RESPONSIBLE FOR WHAT?

Abstract

Dr Ross's talk will focus on the current opportunity for post-secondary institutions to work with industry to develop strategic partnerships that can help shape programs, focus research and better align with labor market needs. Do our current models work? What change is required?



SPEAKERS' BIOGRAPHIES AND ABSTRACTS

ACADEMIC ENTREPRENEURIAL LEADERSHIP IN ACTION: GLOBALIZING KNOWLEDGE AND BUILDING COMMUNITIES

Author: Dr. Oleg Komlik
Designation: Head, Undergraduate Program in Behavioral Sciences
Lecturer, Organizational and Economic Sociology
Affiliation: College of Management, Israel

Abstract

The essential premise of this paper is twofold. First, the potential of knowledge is enormous; the main challenge lies in effectively facilitating its dissemination in our age of globalization. Second, globalizing knowledge does not, however, simply involve a top-down dissemination from the 'West' to the 'Rest of the World'; rather, it entails fostering local scholarly and professional communities to achieve a strong position in the global knowledge production institutional landscape. To reflect on and realize this premise, this paper elaborates on two case studies of entrepreneurial leadership in academia on a global scale. Drawing on a decade of ethnographic and netnographic experiences, it examines two successful ventures that have connected tens of thousands of researchers, educators, students, professionals and policy makers worldwide: the International Sociological Association's Junior Sociologists Network and the Economic Sociology and Political Economy online community. Both case studies present a rich empirical foundation to understand the dynamics of initiating, building, sustaining, and leading global knowledge networks. The paper delves into the practical aspects of creating and promoting such networks, including the strategies for engaging diverse international participants. It explores the role of digital platforms and social media in propelling knowledge exchange and community building. It also addresses the structural and intercultural barriers encountered and the innovative solutions developed to overcome them. Theoretically, the paper is based within the broader scholarship on global virtual teams and the literature on collective identity and (online) communities. It examines how the principles of virtual team management apply to academic communities, with particular attention to the role of leadership and identity building in virtual spaces. Ultimately, the paper offers insights into the unique role of academic entrepreneurial leadership to cultivate global knowledge networks to accelerate scholarly collaboration and scientific activities globally and locally. It also provides practical recommendations for academics and institutions looking to harness the power of global networks for research, teaching, and professional development.

Biography



Dr. Oleg Komlik is a scholar, academic entrepreneur, and management consultant. Oleg Komlik is a founder and editor-in-chief of the Economic Sociology and Political Economy global academic community. The ES/PE community was established in June 2011 and since then has become a unique source of knowledge and widely recognized virtual venue for interaction among more than 80,000 members – academics, students, professionals, and others – from approximately 170 countries. Between 2014-2023 Dr. Komlik served as the Chairman of the Junior Sociologists Network of the International Sociological Association. During his tenure, he revitalized this global network and led a variety of online and offline activities to promote junior sociologists' careers and facilitate worldwide collaborations. In recognition of Dr. Komlik's extensive contribution to the global academic arena, the G20's Research and Policy Advice Network selected him in 2017 as Young Global Changer. In recent years, he also has been ranked among the Top 5 Sociology social media influencers in the world. Dr. Komlik is Head of the Undergraduate Program in Behavioral Sciences and Lecturer in Organizational and Economic Sociology at the College of Management. The study of the influence of power, interests, and ideas on policy making, institutions and organizations shapes his professional journey. He has been awarded numerous fellowships and research grants. He currently focuses on the dynamics and workings of global virtual teams from various perspectives.

INTERNATIONALIZATION RATIONALES AND STRATEGIES OF PRIVATE HIGHER EDUCATION INSTITUTIONS IN INDONESIA AND THE PHILIPPINES

Author: Assoc. Prof. Paul Anthony Balagtas
Designation: Associate Professor
Affiliation: National University-Clark, Philippines

Abstract

The internationalization of higher education is a complex concept with various rationales, strategies, and outcomes. Its unstructured nature is captured in this multisite case study of the internationalization of two private ASEAN institutions from Indonesia and the Philippines. The study identified the rationales on why the selected HEIs internationalize their campuses. It also documented and analyzed their existing strategies and their intended outcomes. Moreover, the research process was guided by within-case and cross-case analyses towards framework building. Based upon the framework of internationalization, rationales and the institutional level program and organizational strategies of Knight (2004), the researcher utilized qualitative evidence from case studies, interviews, and document analysis. Anchored on the identified variables, a framework for internationalization at the selected private HEIs in the ASEAN context was established. The study revealed that academic rationales are prominently the major motivations on why the selected HEIs internationalize their institutions. In the study, the participants gave high priority on rationales that can produce academic quality outcomes and consequently provide positive results and benefits from internationalizing their campuses. Given the results, the study proposed a framework in the creation of a global campus applicable to ASEAN private HEIs, especially in Indonesia and the Philippines. A space that will facilitate active interaction between external factors, the national government, and the HEI as an active participant in the international arena. Utilizing this framework as a benchmark, academic leaders can determine their trajectory when judging their institution's position towards internationalization. While this study primarily focused on internationalization at the institutional level, the recommendations alluded to the significant roles of key people at the ASEAN and its networks, and the national government. Further studies include an in-depth investigation of the rationales and strategies on the national level and the identification of the rationales and strategies of private HEIs on all ASEAN member states.

Biography



Assoc. Prof. Paul Anthony S. Balagtas is an Associate Professor of National University-Clark and a former instructor at Angeles University Foundation-Angeles City. He is also the former assistant to the director of the Office of International Affairs at the same university. His background in international relations and foreign student management was the reason he graduated with a Masters of ASEAN Studies at the University of the Philippines Open University and now pursuing his PhD in Southeast Asian Studies at Centro Escolar University. He is also a member of the Internationalization Core Group of the Commission on Higher Education Regional Office III, in which he assists in the preparation of the Regional Internationalization Plan aligned with the National Internationalization Roadmap for Higher Education Institutions. He was also accepted with full scholarship in the Community and Technological Camp Insight 2020 at the Sepuluh Nopember Institute of Technology (ITS) in Surabaya, Indonesia where he took the short course, 'Sociopreneurship in Action'.

EXPLORING THE IMPACT OF ORGANIZATIONAL CULTURE ON HIGHER EDUCATION INTERNATIONALIZATION

Author: Dr. Christopher Busch

Designation: Associate Vice-President and Senior International Officer

Affiliation: University of Windsor, Windsor, Ontario, Canada

Abstract

The integration of international, intercultural, or global dimensions into the core activities of educational institutions varies significantly. This presentation addresses a study aimed at uncovering the impact of organizational culture on the internationalization efforts within higher education. By thoroughly investigating select institutions, the study probes into the differences in implementation, acceptance, recognition, and understanding related to internationalization initiatives. Employing a mixed-methods strategy, incorporating interviews and document analysis, the research identifies six key themes crucial for effectively incorporating internationalization into the institutional ethos. These themes underscore the necessity of acknowledging the institution's historical and cultural context, perceiving internationalization as a comprehensive and multi-layered concept, the influence of organizational structures, the pivotal role of faculty experiences, and the obstacles to internationalization.

Crucially, this investigation underscores the importance of practitioners and senior leadership in higher education in grasping the nuances of their institution's culture. Understanding this cultural backdrop is pivotal for initiating transformative action and embedding internationalization deeply within the institution's ethos. The study's insights and recommendations serve as a valuable resource, offering guidance on fostering a more inclusive and thorough integration of global perspectives at the institutional level. This understanding empowers leaders to drive meaningful change, ensuring that internationalization becomes an integral part of their university's identity and operational philosophy, thereby enhancing their academic community's global readiness and intercultural competence.

Biography



As the current Senior International Officer (SIO) and Associate Vice-President of Enrolment Management for the University of Windsor, Dr. Busch works closely with Executive and Academic Leadership to provide strategic leadership around the University's international programs, global presence, relationships, and reputation, along with fostering enrolment (all degree levels), mobility, and international learning opportunities across the institution.

He completed his doctorate at the University of Calgary, focusing on investigating current trends and issues within the post-secondary context encompassing higher education. His scholarly and research pursuits center on how organizational culture influences internationalization, or the integration of an international, intercultural or global dimension into higher education's purpose, function, or delivery. In addition to his doctoral studies, his academic background includes master's degrees in science (MSc. Molecular Biology) and Business Administration (MBA), a Baccalaureate degree in Biology (BSc.), publication of scholarly works, and over twenty years of experience in the post-secondary sector, including academic instruction, planning, program review, development, and renewal. Outside of the office, he is an avid boater and CrossFit enthusiast.

Biography in brief

Dr. Busch is the University of Windsor's Associate Vice-President of Enrolment and Senior International Officer. He leads the institution's enrollment and internationalization activities in collaboration with other senior institutional leaders. His scholarship focuses on organizational culture's role in internationalization or integrating an international, intercultural or global dimension into higher education.

A SCHOOL IMPROVEMENT JOURNEY: OPTIMIZING DOMAIN ORGANIZATION STRUCTURE

Author: Dr. Lay Beng Goh

Designation: School Director

Affiliation: School of Applied Science (ASC),
Temasek Polytechnic, Singapore

Co-Author: Dr. Gin Hin Loh

Designation: Deputy Director

Affiliation: School of Applied Science (ASC),
Temasek Polytechnic, Singapore

Abstract

The paper describes the school improvement journey undertaken by the School of Applied Science in Temasek Polytechnic (ASC) since 2017 to upskill and reskill its staff members for education, applied research and service in Singapore. The paper discusses on what works and what does not for optimizing domain organization structure in the context of ASC.

Results from key output indicators, namely teaching effective feedback from students (TESSy), number of staff involved in applied research and consultancy services revealed that TESSy remained strong as more staff are engaged in applied research and consultancy services has increased since 2017. Factors for school improvement, namely polytechnic and school leadership, on-going alignment of direction and operation, (re)balancing of school's priorities, as well as faculty development for skills mastery are key success factors in ASC's school improvement journey.

The school improvement journey has led to staff development and increased industry engagement while teaching effective feedback (TESSy) has been maintained at a high level since 2017. While the paper from ASC cannot be generalized for other school contexts, it could serve as fruits for thoughts for school leaders/ management who are considering or about to embark on school improvement projects.

Biography



Dr. Goh's career started in research, covering areas of cancer biology (nucleoside transport and multidrug resistance), drug discovery, topical formulation and GMP scale-up of health supplements (transdermal delivery), as well as in feed additives (enzyme chemistry and carotenoid nanotechnology delivery). She also set up her own consultancy in Regulatory Affairs, GMP and GCP, and lectured under the University of Bradford's Bachelor of Science (Hons) programme. Dr Goh previously held senior management positions in biotech, chemical and consultancy firms, including Lynk Biotech, MediLynk, DynaLynk Pharma, Ben Apex, Rhapsody Biologics and Kemin Industries. She was on the School Advisory Committee for Nanyang Polytechnic's School of Chemical and Life Sciences from 2007-2014, before joining Temasek Polytechnic (TP).

Dr Goh oversaw 13 domains within the School of Applied Science at TP before assuming the role of School Director in Jan 2019.



Gin Hin has about 20 years of tertiary teaching and educational research experience in Temasek Polytechnic and has a Doctorate in Educational Studies at the University of Sheffield (2021). His current educational interests include educational innovation, quality assurance and enhancement. As a trained microbiologist, Gin Hin is also interested in applying microbiology to ensure food safety. He also won several awards including 6 for Educational Innovation with ASC staff teams, namely "Academic Apprenticeship in Hospitals" (2008), "Teaching, learning and Assessing at the TP Animal Clinic" (2013), "Enhancing Lab Demos using 3D VR Technology" (2019), "Creating a 2-ways communication learning environment using ClassPoint" (2021), "Hybrid Learning in ASC" (2021), and "A Seriously Fun IDL-ConSus X INNOVA (2023).

DEVELOPING LEADERSHIP SKILLS THROUGH INTERNATIONAL EXCHANGE PROGRAMS: THE BEST PRACTICE FROM NSCC AND TVU

Author: Ms. Nguyen Thi Mai Khanh
Designation: Director, International Affairs
Affiliation: Tra Vinh University (TVU),
Vietnam

Co-Author: Ms. Diep Bao Anh
Designation: Department of International
Collaboration and Project
Promotion
Affiliation: Tra Vinh University (TVU),
Vietnam

Abstract

This paper explores the transformative partnership between the Nova Scotia Community College (NSCC) and Tra Vinh University (TVU) through their Social Entrepreneurship Student Exchange Program. Focusing on the theme of building leadership skills, the program facilitates comprehensive development for both students and employees. By engaging in cross-cultural networking, delivering presentations, and sharing cultural experiences, participants gain invaluable insights into global social entrepreneurship practices. The exchange program not only enhances academic knowledge, but also fosters leadership capabilities, equipping individuals with the skills needed to navigate and innovate in an interconnected world. Through detailed analysis and participant interviews, we will demonstrate the impact of international collaboration on personal and professional growth, highlighting the significance of cultural exchange in shaping effective and empathetic leaders.

Biography



Mai Khanh Nguyen is the Director, International Affairs, Tra Vinh University (TVU) in Vietnam. She has developed a broad portfolio of international partnerships and innovative exchanges with partners in Canada, Europe, Asia and Australia. Formed in 2001, TVU has continued to prioritize international partnerships with colleges and universities across Canada

MANAGEMENT STATUS TOWARDS THE STRATEGIC DIRECTION OF A LOCAL GOVERNMENT-FUNDED COLLEGE

Author: Dr. Ersyl T. Biray
Designation: Senior Accreditor
Affiliation: Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCU), Inc.

Co-Author: Dr. Felix A. Delos Santos, Jr.
Designation: Chief Tourism Operations Officer
Affiliation: Municipality of Malay, Aklan, Philippines

Abstract

This descriptive-correlational research was conducted to determine the management status and propose a strategic direction for a local government-funded college in central Philippines. Data on the internal and external factors of the college were gathered from internal and external stakeholders using a researcher-made questionnaire guided by the principles of SWOT analysis. Results revealed that the highest strength of the local college is its creation through a municipal ordinance, with a clear vision, mission, and goals. Its strategic location, recognized and certified curricular programs and approved development plan were also among its strengths. Its weaknesses are the difficulty in recruitment and retention of faculty, integration of sustainable practices, limited space for expansion, inadequate funding and resources, and weak embrace of cultural diversity. However, opportunities are feasible expansion of academic programs, unique marketing and branding strategy, strong attraction of diverse students, broad internship and job placement opportunities in a top tourism island, robust drive for research and innovation, and sufficient resources for student services allocation. The identified threats include competition from other academic institutions, unpredictable natural disasters and global health crises, economic fluctuations and budget cuts, changes in government funding regulations, and demographic shifts and changes in the labor market. A proposed strategic direction on the area of instruction, research, community engagement, production, internationalization, and administration for the local college was created following the SWOT analysis framework where the goals, objectives, strategies, programs, projects, and activities were determined. This study's results are used by the local government funded college, its stakeholders, and LGU officials for consideration in its annual development plan.

Biography



Dr. Felix G. Delos Santos, Jr. is a Doctor of Philosophy in educational management graduate of the College of Teacher Education, Aklan State University, Banga, Aklan, and a licensed professional teacher in the Philippines. He works as a part-time college instructor at Malay College, and currently the Chief Tourism Operations Officer of the Municipality of Malay, Aklan, Philippines who handles the promotion and marketing of the island of Boracay that is among the top beaches in the world to date. He is results-oriented and primarily focused on ensuring the delivery of quality service for the common good of the local government, the stakeholders, and island visitors for sustainable tourism. His leadership and supervisory expertise are the results of training from top-notch institutions and organizations in the country, particularly in public management, tourism service delivery, design and development of sustainable tourism, crisis management, and other related tourism management interventions.



Dr. Ersyl T. Biray holds a doctorate degree in educational management from a Philippine state university. He was a recipient of the Netherlands Fellowship Program at Maastricht, The Netherlands in 2009 and Bandung, Indonesia in 2016; the Commission on Higher Education (CHED) Executive Development Course in 2010; and the US Department of State RELO in 2017. He has served the Philippine government for 34 years with outstanding performance as professor for baccalaureate and graduate students, entrusted with designations in various administrative capacities. He is involved in journal reviews and has extended consultancies and conducted research in education, the social sciences, and the humanities. He was commissioned by the Philippine Department of Education (DepEd) as a learning resource editor for its mother tongue-based program, and the Commission on Higher Education (CHED) as an institutional sustainability assessor. To this day, he is an active Senior Accreditor of the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP), Inc. that evaluates the quality of academic delivery in state-run educational institutions in the country.

WORK READINESS, AUTHENTIC ASSESSMENT AND RUBRICS. A SURVEY OF AUSTRALIAN BUSINESS SCHOOLS AND IMPLICATIONS FOR BETTER PRACTICE

Author:

Adj. Prof. Michael Segon

Designation:

Adjunct Professor

Affiliation:

CQUniversity School of
Business and Law, Australia

Co-Author:

Dr. Chris Booth

Designation:

Adjunct Faculty

Affiliation:

Australian Catholic University
Peter Faber Business School,
Australia

Co-Author:

Dr. Andrew Roberts

Affiliation: Roberts &

Associates Consulting:

Corporate & Governance

Advisory Services, Australia

Abstract

Authentic assessment requires students to demonstrate the same knowledge, skills, attitudes and tasks as those used in their future professions (Guilikers, Baestianens & Kirscher, 2004; Frey, 2014; Klenowski, 2009; Aitken & Pungler, 2005). In business qualifications, these include written and oral reports, market analysis, sourcing data to support strategies or recommendations. Many universities claim their graduates are "work ready!", with these developed capabilities; however, the business community contends that many fall short of the requisite foundation skills, evidenced by studies of Australian, Asian, European, and American employer expectations. Employer groups identify leadership and influence, effective verbal and written communication, teamwork and the ability to act with integrity as clearly lacking in graduates (EFMD, 2022; Segon & Booth, 2012, 2014; OECD, 2014; Humburg, de Grip, & Van der Velden, 2015; Scholarios et al., 2008; Pang, Chua, & Chu, 2008; Ren, Zhu, & Warner, 2011; Horwitz, 2013).

The results of a detailed study of Australian Business Schools, predominantly at MBA level, highlight a poor understanding and application of authentic assessment and rubrics. The later, a scoring tool intended to minimise examiner bias by identifying an assessment's components, criteria, and standards (Dawson, 2017; Jonsson & Svingby, 2007; Andrade, 2005; Wolf, 2007; Panadero & Jonsson, 2013; Reddy & Andrade, 2010), is now mandatory in almost all business schools and increasingly provided to students in addition to assessment criteria and task descriptions. The study also highlights an incomplete scoring application of rubrics allowing students to pass assessments, despite unsatisfactory ratings for these key foundational aspects.

This paper provides a comprehensive literature review of authentic assessment, rubrics to and studies of work readiness. The results of the survey of Australian Business Schools (97% response rate from 43 Australian Universities) are presented addressing several research questions including:

- What do business schools understand authentic assessment to mean?
- What do business schools understand rubrics to be and how do they use them?
- What are the common allocations to critical skills including report writing, structure and ability to present coherently?

A conclusion based on the findings and literature will be provided identifying how the quality assurance and accreditation practices in higher education business schools could improve the use of rubrics as part of an effective authentic assessment strategy.

Biography

Adj. Prof. Michael Segon's biographies

Qualifications:

PhD, MBA, Grad Dip Bus AD, B. Comm, Dip Ed

Roles and Positions:

- Corporate Ethos Consulting: Principal & Director 1999-present
- KPMG & McGrath Nicol: Senior Consultant Ethics and Integrity 2005-2012
- Central Queensland University: MBA Director and Head of Post Graduate Programs: 2014-2021
- RMIT University. Graduate School of Business: Director/Deputy
- Director MBA programs Melbourne and Malaysia 2005-2010
- Montagne Ski International: Director and Tour guide: 1985-1989



Dr Michael Segon has had a long and successful career across public and private sector management, academe and consulting fields. He held the positions of MBA Director at RMIT's Graduate School of Business and CQU's Business School guiding both to top 10 MBA ranking results.

As an educator, he developed amongst the first business ethics courses at undergraduate and postgraduate business courses in Australian University. Michael has extensive overseas teaching background at postgraduate and undergraduate levels, in areas including management and leadership, CSR and Ethics, HRM and has facilitated programs in Australia, Vietnam, Malaysia, Singapore, Thailand, China, Hong Kong & Macau, New Zealand and France. His ethics expertise led to appointments as Senior Consultant with major advisory firms KPMG and McGrath Nicol as their Ethics and Integrity Specialist. He has worked with major public and private sector Australian and International firms, most recently including a weeklong management program for the Ho Chi Minh City Party Committee in Ho Chi Minh, executive training for the Vietnam Government's Department of Finance from Hanoi.

As a researcher and author, he has published over 40 articles in academic journals on different subjects including ethical leadership, ethical culture and csr, the sources of bribery and corruption and enhancing management and professional practice through adult learning and the use of authentic assessment strategies.

Dr. Chris Booth's biographies

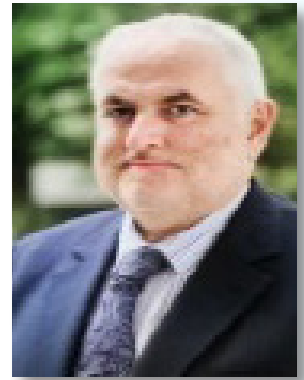
Qualifications:

PhD, MBA, Grad. Dip. Tertiary Teaching, B. Bus. (Bus.Admin.)

Also qualified with psychometric instruments – MBTI & EIR, DISC profile, BELBIN Team Roles, ECI Emotional Intelligence assessment.

Roles and Positions:

- Senior Consultant RBV Consulting Group, 2021-present.
- Australian Catholic University: Course Coordinator Adjunct Faculty, 2023-present.
- Course Coordinator MBA and EMBA, RMIT University. Graduate School of Business:



Dr Chris Booth is a consultant in the areas of strategy development, strategic change and leadership development. He has undertaken successful consulting projects in these areas and published applied research insights on the processes, practices and theoretical bases of successful strategy, leadership and organisational change initiatives, across major public and private sectors. He has a strong interest in business ethics particularly applied to leadership practice and has researched and published in this area.

Chris has a commitment to participative adult learning, tapping into individual and group experiences and prevailing perceptions. This informed much of his academic career that included key roles in the MBA and as Academic Curriculum Director at the Graduate School of Business at the RMIT University, along with international teaching in Singapore, Malaysia and Hong Kong. Chris continues to engage with business education and research and is a current adjunct faculty at the Australian Catholic University in Melbourne Australia.

He has presented applied research at academic and industry conferences on issues of strategy development in organisations, ethics practices in industry, leadership performance, as well as impacts of climate change on tourism.



Dr. Andrew Roberts's biographies

Qualifications:

PhD, MComm, Grad Dip Bus Admin, Grad Cert Learning & Teaching (Higher Education),

BSc Mathematics

Roles and Positions:

Roberts & Associates Consulting: Corporate & Governance Advisory Services: Principle & Director 2010-present

Empire Limited: General Manager New Business (ANZ): 2009-2010.

KPMG Consulting: Managing Director ASEAN: 2003-2006.

IBM: APAC Executive and Associate Partner: 2002-2004.

PwC Consulting: Associate Partner: 1999-2002.

Pre: 1999- Several executive positions at DMR Consulting (UK), The Pensions Trust (UK): Executive & CIO and Alexander & Alexander (AON): Global CIO

Texila College Australia: Bachelor of Business Coordinator: 2020-Present.

Central Queensland University: Academic & Researcher: 2019-2020.

Central Queensland University: Adjunct Professor: 2020-Present.

Corporate:

Dr. Andrew Roberts has an extensive overseas consulting and teaching background facilitating business transformation, change and training and development programs across APAC (in Vietnam, Malaysia, Singapore, Thailand, China & Hong Kong), New Zealand and in Europe and North and South America.

As a former Managing Director of KPMG, and PwC he engaged with public and private sector clients as well as Government at the highest levels in Australia and much of South East Asia including Malaysia, Singapore, Thailand Korea and Viet Nam.

His expertise includes Leadership, management (including ethical decision making), change and business transformation, corporate culture development, Corporate Social Responsibility, Corporate Strategy and implementation, Stakeholder management, smart cities and community design and implementation, entrepreneurship and social entrepreneurship and innovation. His research is currently focused on the emergence and management of smart cities and education practice for leaders and managers.

Andrew advocates the use of experiential and adult learning methodologies, interaction, participation and reflection in and on action to generate meaningful insights leading to enhanced management and leadership capabilities, including the design of practical cases and roleplays relevant to participants.

QUALITY ASSURANCE RESEARCH SYNTHESIS IN THAI HIGHER EDUCATION: TOWARDS ENHANCED EDUCATIONAL DEVELOPMENT

Author: Asst. Prof. Dr. Taviga Tungprapa
Designation: Assistant Professor, Faculty of Education
Affiliation: Srinakharinwirot University, Thailand

Abstract

Research synthesis is a methodological approach that facilitates the summarization of existing knowledge and the generation of actionable proposals that promote more effective development. This research aimed to synthesize research in the field of quality assurance in higher education and proposed guidelines for driving educational development in Thailand. The research employed a two-phase methodology: synthesis and proposal development. Synthesis Phase: This phase involved document research using research synthesis techniques. Proposal Development Phase: This phase employed focus group discussion techniques. The research instruments included: Research quality assessment forms, Research data recording forms and Focus group discussion topic guides. Data analysis involved quantitative analysis using descriptive statistics and qualitative analysis using content analysis.

Research Findings:

1. Content Analysis of Synthesized Research: The research synthesis identified four main categories of research: 1) Quality Assurance System Development 2) Information System Development 3) Quality Assurance Implementation and 4) Quality Assurance Performance Evaluation.
2. Proposed Educational Development Model: The research proposed an educational development model that utilizes the Deming Cycle (Plan-Do-Check-Act) as its underlying framework. This cyclical and interconnected model comprises seven sub-steps, each equipped with components and strategies to effectively drive goal attainment.

Biography



Taviga Tungprapa (Ph.D.) is an Assistant Professor in the Department of Educational Measurement and Research at the Faculty of Education, Srinakharinwirot University, Thailand. Her expertise spans a wide range of academic disciplines, including: Measurement and evaluation, research and statistics, administration, human resource management, educational quality assurance.

In her work experience, she teaches in undergraduate and graduate programs in education and social sciences in the course of measurement and evaluation research and statistics and management and quality assurance. In addition, she is a member of different professional academic committees such as internal and external quality auditors for basic education and higher education level, digital testing system evaluators of the national testing office, experts in evaluating research, etc. Additionally, she is a former Department Head and Director of the University's Educational Quality Assurance Office.

THE DEVELOPMENT OF A COMPETITIVE ADVANTAGE SCALE IN HIGHER EDUCATION

Author: Dr. Ngo Hoai Son

Designation: Director, Public Administration Management Program

Affiliation: Thu Dau Mot University

Abstract

The aim of this research is to determine the components of competitive advantage in higher education and to create a valid and trustworthy measurement instrument. The processes underlying scale development are subsequently outlined, after a clarification of the concept of a competitive advantage construct. There are five main elements which constitute a competitive advantage: leadership, competence, resource ownership, strategic planning/competitive strategy, and quality service. The empirical data has been used to verify the reliability and validity of this five-factor scale. Lastly, practical implications of the research findings are examined.

Biography



Dr. Ngo Hoai Son graduated with a specialization in Public Administration from the Australian National University. From 2005 to 2016, he was a lecturer at the National Academy of Public Administration. From 2016 to 2022, he was a lecturer at the International University, Vietnam National University Ho Chi Minh City. Since 2022, he has been the Director of the Public Administration Program at Thu Dau Mot University.

His main research areas include public policy, citizen participation in policymaking, public services, quality management in the public sector, human resource management in the public sector, leadership and organizational culture in the public sector. He has published several books on public policy and human resource development. He has also published research articles in domestic and international journals on topics such as leadership, civil servant management, and organizational culture in the public sector. In addition to his academic work, he has conducted hundreds of short-term training courses for provincial, district, and commune-level civil servants across numerous provinces in Vietnam from 2006 to the present.

SHIFTING FROM A FIRST-IN, FIRST-OUT TO A FIRST-IN, BEST-OUT ADMISSION MODEL THROUGH A POINTS-BASED RANKING SYSTEM AND USING OF AI TO ASSESS AND VALIDATE APPLICATION FOR ADMISSION ELIGIBILITY

Author: Dr. Patrick Sullivan
Designation: Associate Vice President
Affiliation: International Centre, Southern Alberta Institute of Technology (SAIT), Canada

Co-Author: Mr. Suresh Sundaram
Designation: Director
Affiliation: Stive Technologies Limited, Gibraltar

Abstract

This presentation explores a pilot AI project by SAIT and Stive Technologies Limited aimed at transforming admission processes. The project's primary goals are to enhance student quality, automate admission decisions, and improve key performance indicators using a points-based ranking system and Artificial Intelligence (AI). In response to recent Immigration, Refugees and Citizenship Canada (IRCC) policy changes, Canadian institutions face significant challenges. These changes reduce international student numbers and increase bureaucratic constraints, which has reshaped international education in Canada, necessitating innovative strategies to maintain admission quality and reputation. SAIT's International Centre responded by developing a points-based admission rubric to filter and prioritize applicants based on study permit approval likelihood, academic performance, and future labor market success. This shift from a first-in, first-out to a first-in, best-out model marks a significant change in SAIT's recruitment and admissions philosophy. The rubric uses human capital variables from academic literature and reports from IRCC and Statistics Canada, ensuring a data-driven approach. The new strategy was refined through discussions in strategic enrollment management (SEM) and academic leadership meetings, receiving unanimous support. This facilitated the re-engineering of SAIT's admission systems to integrate the points-based rubric and AI: Phase 1: Integrated the points-based system into the VAS in March 2024, involving technical adjustments, comprehensive testing, and a new admission governance model. Phase 2: Scheduled for October 2024, this phase will incorporate AI to rank applicants, verify documents, assess transcripts, and automatically verify test scores. AI will generate detailed applicant profiles and match them with program requirements, enabling automated decisions and recommendations. Future enhancements aim to predict visa permit approval chances based on applicant profiles and rank applicants using alumni success criteria. This innovative project sets a new standard for AI-driven, high-quality admissions, ensuring institutions like SAIT continue to attract top-tier international students in a rapidly evolving regulatory environment.

Biography



Dr. Patrick Sullivan is a seasoned leader in international education, currently enriching Southern Alberta Institute of Technology (SAIT) with the expertise honed over 8 years as the head of Northern Alberta Institute of Technology (NAIT)'s International Centre. There, he developed comprehensive student programs and services covering the full student lifecycle, managed international academic partnerships, and implemented an intercultural training program for instructors. An active participant in Canada's International Education system, Patrick served on national committees, including CBIE's Immigration Advisory Committee, and is a vocal advocate for applied education. With over 12 years of experience in international education and development, and as a Regulated Canadian Immigration Consultant (RCIC) with a MA in Immigration and Settlement Studies, he has also completed a certificate in Intercultural Studies from University of British Columbia (UBC), strategically situating him at the confluence of international education and immigration. Patrick's multicultural upbringing in Colombia, Peru, and Brazil has shaped him into a "third-culture kid," fluent in Spanish and Portuguese, and deeply committed to the global opportunities in education.

As the Associate Vice President of the International Centre, Patrick plays a pivotal role in shaping and executing SAIT's Global Strategy. He collaborates with academic and other administrative departments to design, develop, plan, implement, and periodically assess a range of campus-wide programs and services. These include comprehensive recruitment, immigration, cultural, social, and outreach initiatives specifically tailored for all international students at SAIT.



Suresh Sundaram has been driving Edu Tech to a new zenith, one time zone and one solution at a time. With over 20 years of experience in the education industry, his entrepreneurial instinct, combined with his engineering qualification from the Indian Institute of Technology, has led him to interpret technology and intelligent innovation into real-world change.

He has worked with educational institutions in over 12 countries and has been involved in various education-related technology projects. He is a founding member of the team that created the Virtual Admission System (VAS), which is used by institutions worldwide to manage application processing. His current project is a ground-breaking and pioneering Artificial Intelligence and Machine Learning product that aims to revolutionize the admissions process.

INTRODUCING COIL, VR, AND AR INTO VOCATIONAL AND TECHNICAL TRAINING: OPPORTUNITIES FOR ENHANCING INTERNATIONAL PARTNERSHIPS AND PROJECTS

Author: Dr. Jennifer Gossen
Designation: Director, International Education
Affiliation: Vancouver Community College, Canada

Co-Author: Dr. Chelsey Laird
Designation: Director, UMAP International Secretariat
Affiliation: Vancouver Community College, Canada

Abstract

In the evolving landscape of higher education, the integration of innovative technologies into vocational and technical training is pivotal for equipping students with the skills required in a globalized workforce. Vancouver Community College (VCC) is at the forefront of this transformation, particularly within its Culinary Arts program, where the introduction of Collaborative Online International Learning (COIL), Virtual Reality (VR), and Augmented Reality (AR) is reshaping the educational experience and enhancing international partnerships and projects.

This presentation explores the practical implementation of these technologies at VCC, through the curriculum, partnership development, and international project offerings. By introducing COIL opportunities with new international, institutional partners, students and faculty engage in meaningful intercultural exchanges building the relationship between institutions.

The incorporation of VR and AR in culinary training offers immersive learning experiences that transcend traditional classroom boundaries. Students in Vancouver and around the world at partner institutions can practice complex culinary techniques in a virtual environment, allowing them to refine their skills in a risk-free setting. AR technology, on the other hand, provides real-time guidance and feedback during practical sessions, bridging the gap between theory and practice.

VCC's approach to integrating these technologies is characterized by close collaboration between the International Education department and faculty members. This partnership ensures that the technological innovations align with curricular goals and industry standards, making the learning experience both relevant and impactful.

The presentation will detail the steps taken to implement these technologies, the challenges encountered, and the outcomes observed. It will also discuss the potential for scaling these practices across other vocational disciplines and the broader implications for leadership and management in higher education. By sharing VCC's journey, this presentation aims to inspire other institutions to embrace similar innovations, fostering a globalized and technologically advanced approach to vocational training and internationalization.

Biography



Jennifer Gossen is the Director of International Education at Vancouver Community College where she leads the strategic direction of internationalization at the College. As a leader in her field, Jennifer provides overall guidance and management of strategy and business development in International Education, including international partnerships and collaboration. In her role as Director, Jennifer leads a team of international managers and staff to support the College's internationalization and strategic innovation priorities. She has established positive partnerships with business, industry, government, and academic communities to develop mutually beneficial approaches to increase partner involvement and collaboration and meet the needs of students and partners.



Chelsey Laird is the Director for the UMAP International Secretariat currently hosted at Vancouver Community College. She has over a decade of experience working in the Canadian higher education context, contributing to internationalization initiatives at several public post-secondary institutions. She has led and supported programs such in education abroad, international student engagement and retention, intercultural competency development and international relations management. Chelsey holds a Bachelor of Arts from Wilfrid Laurier University, a Master of Arts from the University of Gothenburg and is currently pursuing her Doctor of Education from Simon Fraser University.

IMPACT OF AI TOOLS IN HIGHER EDUCATION AND ETHICAL CONSIDERATIONS

Author: Dr. Tran Hong Ngoc
Designation: Lecturer
Affiliation: Vietnam-German
University (VGU), Vietnam

Co-Author: Dr. Dinh Hai Dung
Dr. Deo Dang Quang
Dr. Tran Quang Minh
Designation: Lecturer
Affiliation: Vietnam-German University (VGU),
Vietnam

Abstract

Artificial Intelligence (AI) tools are increasingly influencing higher education, providing essential support in tasks such as data analysis, content creation, and administrative functions. Their rapid integration into educational environments has made them invaluable for enhancing efficiency by automating repetitive tasks. However, the ethical implications of AI usage, particularly regarding academic integrity and the potential for misuse, have become critical concerns. In this study, we surveyed 262 individuals from diverse educational backgrounds to assess the impact of AI tools in higher education and to explore related ethical considerations. Our research focuses on how AI tools are being utilized by students and educators, their perceived effectiveness, and the challenges they pose to traditional educational practices. Additionally, we examine the broader ethical issues associated with AI in academia, including concerns about transparency, fairness, and the preservation of human oversight. The findings provide important insights into the role of AI in higher education, highlighting both its benefits and potential ethical pitfalls, and offering valuable directions for future research in this evolving field.

Biography



Dr. Tran Hong Ngoc is lecturer in security, privacy and data science in the computer science program (CSE), Vietnamese German University (VGU). She received a Ph.D. diploma in Computer Science from the University of Insubria, Italy in 2016.

Her research interests include:

- Privacy-preserving and applied cryptography in a variety of applications (as reputation systems, social networks, mobile networks, data mining, healthcare, and smart cities), and blockchain-based models.
- Data analytics in healthcare systems, smart cities, and anomaly detection, higher education.
- Education Digitalization.



Dr. Dinh Hai Dung is lecturer of business administration, data analytics and decision making, business information systems at the BIS program, Vietnamese-German University (VGU). He holds a Ph.D. in Operations Research and Business Informatics from the Saarland University, Germany.

His research interests include:

- Data mining in diverse fields of applications: education, financial planning, production and logistics.
- Simulation and optimization of business problems.
- Quantitative methods and multi-criteria decision making.

Mr. Quang and Mr. Minh are senior CSE bachelor from the SEA Lab at Vietnamese-German University

IMPACT OF AI TECHNOLOGY INTEGRATION IN ENHANCING LEARNERS' MOTIVATION AND CRITICAL THINKING: EVIDENCE FROM FOREIGN TRADE UNIVERSITY - HCMC

Author: Ms. Dang Thi My Dung

Designation: Lecturer

Affiliation: Faculty of Foreign Languages
Foreign Trade University - Ho Chi Minh City Campus, Vietnam

Abstract

Higher education institutions have deployed various AI capabilities for intelligent campuses and modernized the teaching and learning approach. However, how to fully utilize AI capabilities to promote learners' thinking awareness on learning effectiveness is still not clear, as critical thinking is an essential skill set holding significant implications for college students' development. This study applies the resource-based theory (RBT) to conceptualize the university as a unified entity of artificial intelligence (AI) resources. It aims to investigate whether AI capabilities can foster critical thinking awareness among students by improving their general self-efficacy and learning motivation. Primary data were collected through a questionnaire administered to 637 college students. Structural equation modeling was employed to test hypotheses pertaining to causality. The results showed AI capabilities could indirectly enhance students' critical thinking awareness by strengthening their general self-efficacy and learning motivation, but the effect on critical thinking awareness was not dramatically significant. They pointed out that AI capabilities are able to reshape the cognitive learning process, but their direct influence on students' thinking awareness needs to be viewed with caution. The research findings also explain the inherent connections among the mechanism links. The study provides a comprehensive theoretical explanation, guiding the practice and application of AI in higher education. It is of positive implications for understanding the need for the future development of the cultivation of critical thinking awareness talents needed for future development through AI capabilities in higher education institutions.

Biography



Dang Thi My Dung (M.A. in TESOL, Australia) & (MBA, UK) has been an English lecturer of the Department of Foreign Languages, Foreign Trade University, HCMC Campus for seventeen years. She has been actively involved in teaching the courses of Business Communication, English language skills, English for Specific Purposes (International Business Correspondence, International Business Contracts, English for Banking and Finance, English for Accounting, English for Business Administration, etc.). Her research focuses on ELT, Human Resources Management, and Credit Risk Management. Recently, she has received a Certificate of Recognition as a qualified lecturer teaching in the Bachelor of International Business and Trade (IBT) Program, the joint degree program between Mingchuan University and Foreign Trade University.

VIRTUAL CREDIT TRANSFERABILITY - OPPORTUNITIES FOR LOCAL AND FOREIGN HIGHER EDUCATION INSTITUTIONS

Author: Dr. Le Hoang Dung

Designation: Vice President

Affiliation: University of Social Sciences and Humanities - Viet Nam National University Ho Chi Minh City, Vietnam

Abstract

Great efforts have been made by both local and international higher education institutions for staff and student mobility; however, the pandemic and post-pandemic consequences have caused tremendous changes to human beings all over the world, yet opened up even more opportunities for higher education institutions around the world. It can be said that the typical traditional exchange programs and people mobility programs have been changed accordingly. In this regard, this paper aims to (re)conceptualize key theoretical background for credit transferability among institutions, to provide a critical analysis of difficulties in practices and procedural dilemmas in realization of credit transfer in the case of selected public universities in Vietnam, as well as to argue that virtual credit transfer as one feasible solution for both local and international institutions in the disruptive time and uncertainty. Among the suggestions, key issues are argued and proposed in terms of (i) improvement of policies regarding virtual transferability efforts, (ii) opening up opportunities for both local and international institutions to apply virtual credit transfer, (iii) officially accept the virtual credit transfer as a replacement of traditional typical credit transfer whenever and wherever possible, (iv) ensuring qualification quality and mutual recognition of credit accumulated by virtual learning; (v) promoting understanding among the students, teachers and society the value of virtual credit transfer as part of the international exposure, (vi) both local and international program managers should be able to figure out the niche of their programs before introducing to credit transfer; acknowledging the virtual learning and credit transfer credit among the local and international partners.

Biography



Dr. Le Hoang Dung is currently Vice President of University of Social Sciences and Humanities (USSH, Vietnam National University – Ho Chi Minh City (VNUHCM)) for research, student affairs and internationalization. Dr. Le used to be a UBCHEA scholar and leadership fellow. During his 25 years of teaching and working at USSH, including 12 years of deanship at the Faculty of English Linguistics and Literature and four years as Director of Center for Foreign Languages, he has substantial experience in ELT program development and implementation, quality assurance as well as internationalizing academic programs. Le's publications primarily focus on language assessment, program and institutional internationalization, as well as initiatives in quality assurance, credit transferability, among others. He is the author of an English textbook series for grade levels and other books on education quality management and institutional culture. Dr. Le has actively organized and presented at conferences and provided training at workshops and on English language education, quality assurance and internationalization of higher education.

PERSPECTIVES ON PROGRAM ACCREDITATION: LIVED EXPERIENCES OF FACULTY FROM STATE UNIVERSITY EXTERNAL CAMPUSES

Author: Dr. Celia R. Ignacio

Designation: Faculty member

Affiliation: Narra Campus, Palawan State University, Philippines

Author: Niclie L. Tiratira
Luningning B. De Castro

Vivian I. Buhain

Luzale D. Henson

Ronnie G. Cainglet

Ligaya Z. Del Rosario

Affiliation: New Era University, Philippines.

Abstract

The paper aimed to determine the perspectives on program accreditation of faculty from state university external campuses. The lived experiences of the faculty were drawn by getting their responses to the three research questions that delved into the program accreditation experiences, challenges encountered, and the participant's views on how to prepare their respective campuses for the next program accreditation. This qualitative research used the hermeneutic phenomenological design. Data were gathered through in-depth interviews. Triangulation was made to validate the data using field notes, reflexive journals, documentary analysis, and validation from other data sources. The data collection procedures were meticulously performed. The data gathered were analyzed using the thematic analysis procedures by Moustakas (1994) and QDA miner software. From the analyses, six themes emerged: Experience-based Definitions and Impressions on Program Accreditation; Work in Accreditation: The Overkill, Challenges Encountered in Program Accreditation, Causes of Program Accreditation Issues, Applied Strategies in Overcoming Accreditation Challenges, and Towards a Successful Program Accreditation: Bolman and Deal's Four-Frame Model. From these themes and the theoretical underpinnings of the study, it was found that faculty perspectives on program accreditation differ based on their experiences. The faculty had clear ideas on how difficult the work in accreditation is, the problems they encountered, the reasons why the challenges were met, the strategies they applied to overcome the challenges, and their set of recommendations that were classified by the researcher using the Bolman and Deal's Four-Frame Model.

Biography



Dr. Celia Reyes-Ignacio, licensed professional teacher, is a professor at Palawan State University (PSU) - Narra Campus. She served at Western Philippines University (WPU) for over 2 years before joining PSU. Celia earned her PhD in education major in educational management degree in New Era University last May 2024. She has a doctoral degree in development education units from Central Luzon State University (CLSU). Her Master in educational management degree was taken from WPU and her Bachelor of secondary education major in English from San Francisco Javier College (SFJC). She also acquired Preparatory Dentistry units at Centro Escolar University.

She has previously held different positions such as Bachelor of Elementary Education Program Head, Campus Research Coordinator, Campus Extension Coordinator, Instructional Materials Coordinator, Quality Assurance Campus Coordinator, and has served as an adviser for various organizations including Christian Brotherhood International (CBI), Edtelligent Guild, Amity Band, MusicEd, AE United, Tribo Agrikasyon, PSU Agila First Aid and Rescue Auxiliary, among others. Currently, she is the PSU BIMP-EAGA Journal Editor-in-Chief and assigned as the school paper adviser in PSU Narra Campus.

She is a Cultural Mapper and a Technical Writer in the Municipal Culture and Arts Unit in Narra, Palawan and maintains an active connection with the Municipal Risk Reduction Office in Narra as a trained volunteer, project leader, researcher, and advisor for the auxiliary unit. Additionally, she teaches as a volunteer teacher in the School For Ministers, assisting in the English Enhancement Program of the institution.

For the two decades of service at PSU Narra, she has taught various subjects in education, research, and language. She continues to be dedicated to teaching, conducting research through writing, presenting at local, national, and international conferences; publishing papers; and participating in various projects, programs, and services of the university in the fields of research and extension.



Niclie L. Tiratira, the paper adviser, is the Director for Research Development at the University of Rizal System and a Graduate School Lecturer at New Era University.

Luningning B. De Castro, chair of the Panel of Examinees, is the School of Graduate Studies Program Head at New Era University.





Vivian I. Buhain, the paper editor and panel member, is a School of Graduate Studies lecturer at New Era University.



Luzale D. Henson, a panel member, is a School of Graduate Studies lecturer at New Era University.



Ronnie G. Cainglet, a panel member, is a School of Graduate Studies lecturer and unit head at New Era University.



Ligaya Z. Del Rosario, a panel member, is a School of Graduate Studies lecturer and unit head at New Era University.

A PRACTICAL GUIDE IN ACCREDITATION: AN ASSESSMENT TOOL FOR HIGHER EDUCATION INSTITUTIONS' PROGRAM ACCREDITATION SURVEY VISITS

Author: Dr. Cristina Signo
Designation: Campus Dean/Administrator
Affiliation: Cavite State University, Philippines

Abstract

Program accreditation, a quality assurance process, certifies the provision of quality services provided to stakeholders. It verifies that the institution meets or exceeds customers' satisfaction. Thus, this study explores the development of a practical guide in accreditation to assess the level of implementation of accreditation procedures in a university. It works within the provisions of Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, series of 2012. The descriptive-evaluative method was used in this study. The participants of the study were university officials and permanent faculty members of a state university from the main and branch campuses. Nine key informants were also interviewed. The data collection instruments used were survey questionnaire and focus group discussion, with a key informant interview guide. Results revealed the common procedures and the good practices conducted before, during, and after accreditation survey visits. Using the guide as an assessment tool, the extent of implementation of identified procedures was rated highly implemented by the participants. The study also indicated a strong link between program accreditation and quality conditions, specifically on areas related to learning environment, teaching-learning system, assessment system, and outcomes. While all indicators got highly satisfied remarks, participants rated the teaching-learning system as the lowest. The learning environment got the highest satisfaction score. The high implementation of accreditation procedures, the identified quality conditions, the problems encountered, and the good practices in program accreditation along with other identified components such as strategic leadership, resource management, and communication provide a future-ready quality assurance framework for higher education institutions. The framework is a shared culture model of quality assurance system that is about collegial, collaborative, and inclusive management. It serves the purpose of an educational institution moving towards a single direction-a sustained positive vision for learning, growth, and development.

Biography



Dr. Cristina M. Signo is a graduate of Bachelor of Arts and Master of Arts in Communication Arts from the University of the Philippines, Los Baños. She is a PhD candidate in Communication at University of the Philippines-Diliman and finished her PhD in Educational Management at De La Salle University- Dasmariñas.

She is in her 13th year as Campus Dean/Administrator and currently assigned at the CvSU-Carmona Campus. She was awarded as an Outstanding Administrator in March 2024 and also, her campus was recognized as the Best Organizational Unit.

In 2021, she completed her AACUP Training on Outcomes-Based Quality Assurance and Online Accreditation qualifying her as AACUP's Virtual Accreditor and member of CvSU's Internal Assessment Board. Likewise, she also finished the Specialist Course (Level 1) on Professionalizing Public Procurement given by the Government Procurement Policy Board or GPPB.

Dr. Signo has been given the Graduate Scholar Award in the Technology, Knowledge and Society Conference at the University of California Berkeley, USA. She also chaired two sessions in the same conference. Likewise, she was also selected to Chair in the London Film and Media, University of London, United Kingdom.

Her work, ICT and SOCIETY: Examining the Impact of Technology among Filipino Families in Diaspora was selected to be published by the ieeexplore.ieee.org after her paper presentation in the International Conference on Technology and Society in Asia at Singapore Polytechnic Singapore. Her other publications include a paper on Communication Perspective on M-Government in Philippine Context submitted in CPRSouth and was presented in Chennai, India.

She has presented various papers in areas of Communication, Media, Technology and Society, and Education both locally and internationally. Her first international research venture was in the Asia Culture Forum at Gwangju, South Korea.

In 2023, Dr. Signo completed the ASEAN-QA Training on Internal Quality Assurance conducted by the University of Potsdam with the German Academic Exchange Service (DAAD), the German's Rectors' Conference (HRK) and also in partnership with the ASEAN Quality Assurance Network (AQAN), the ASEAN University Network (AUN) and the SEAMEO Regional Centre for Higher Education and Development in Southeast Asia (SEAMEO RIHED)

Currently, she is the Country Representative to the ASEAN-QAA, an association involved in the development of Quality Assurance in the South East Asia Higher Education Institutions.

EXPLORING ACADEMIC COMPETITIONS: A PHENOMENOLOGICAL STUDY OF FOREIGN TEACHERS COACHING STUDENTS FOR LOCAL AND INTERNATIONAL COMPETITIONS

Author:

Dr. Vivian Buhain

Designation:

College Professor

Affiliation:

New Era University, Philippines

Co-Author:

Dr. Ligaya Z. Del Rosario

Designation:

Professor

Affiliation:

New Era University, Philippines

Co-Author:

Ms. Anna Marie V. Alfante

Designation: Teacher

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Abstract

Academic competition is an important aspect of education. Aside from the core curriculum that every educational institution provides, competition inside or between schools, within the region, nationwide or internationally, presents challenges that can put students' capacity to go beyond the boundaries of typical educational environments. These competitions serve a purpose beyond the desire to win. They intend to stimulate people's interest in the subject, foster collaboration and teamwork and increase participation. The study sought to explore the experiences of foreign teachers coaching for academic competitions. Applying transcendental phenomenological research. Following Moustaka's four main processes in conducting phenomenological research, the researchers transcribed the interview material, then developed codes and classified them into categories and themes. The researchers determined six themes from the interview recordings by considering the Conservation of Resources Theory by Hobfoll (1989) as the basis, which were then thoroughly evaluated. The data analysis revealed that foreign teachers' experiences in coaching for academic competitions could be described using the following themes: Teacher educational career, remarkable experience, support, strategies in coaching, challenges in coaching and teacher reflection. Coaching experiences might inspire teachers to continue developing and coaching students. However, not all cases are the same due to the circumstances they face. The results revealed that teachers who received support from the school and other stakeholders were content with their experience, which gave them a positive attitude toward academic competition. The findings suggested that students, teachers, and schools should be adequately prepared before participating in a competition, whether local or international. Teachers and students must be willing to confront any problems that may arise throughout the preparation process. The school can provide assistance to teachers by offering training, materials, and emotional support, as well as other support such as time, money, or tokens of appreciation.

Biography



Vivian I. Buhain is a CAS regular full time Faculty with a Bachelor's Degree in Education major in English, Masteral degrees in the following field: Language Education, Special Education, and Educational Management. She has finished Doctor of Education major in Educational Management from New Era University and earned units in Ph.D. Applied Linguistics from the Philippine Normal University. She has written books for Mutya, Sunshine, Suatengco, and REX publishing houses. She also became a PPST Research package writer and editor, a research officer for Research Center for Teacher Quality (RCTQ) housed at PNU. She was the Language Department Head and the Director of the Center for Language Studies of New Era University from 2006-2018. She has been a Speech coach and currently a trainer of Philippine Positive Education Network, an English trainer of Foundation of Upgrading the Standards of Education (FUSE), and the Training Director of the Center for the Professional Advancement of Educators.



Dr. Ligaya Del Rosario is an esteemed educator with a doctorate degree and a remarkable career in education and research. She has significantly contributed to the field through the authorship and co-authorship of various textbooks for both tertiary and secondary education, as well as developing comprehensive modules for major subjects. Her work exemplifies a strong commitment to advancing educational resources.

She has also presented her research at international conferences and co-authored several influential studies, demonstrating her active role in the global academic community. As a dedicated undergraduate and graduate professor at New Era University, she has profoundly influenced her students, earning her the title of College Outstanding Professor in recognition of her exceptional teaching and mentorship.

In her current roles as Accreditation Chair of NEU College of Arts and Sciences and Program Head of the School of Graduate Studies' MAEd and PhD programs, she plays a pivotal role in shaping curriculum and enhancing the quality of graduate education. Her leadership and expertise continue to drive academic excellence and innovation within her institutions.



Ms. Anna Marie Villa Alfante has been involved in education since 2010. She earned her Bachelor of Secondary Education, majoring in Mathematics, from the University of Rizal System, Antipolo City, and became a licensed professional teacher in the Philippines in the same year.

From 2011 to 2015, she worked as an assistant instructor at various institutions, including ICCT Colleges, STI Colleges, and Our Lady of Fatima University while also pursuing a Master's degree in Education, majoring in Mathematics, at the National Teachers College. However, due to unforeseen circumstances, she was unable to complete her degree at that time.

After a brief career break in 2015, during which she traveled abroad, Ms. Alfante resumed teaching in 2016 at international schools in Indonesia and Vietnam. Currently, she teaches at Nay Pyi Taw Science Academy in Myanmar. During her time in Vietnam, the COVID-19 pandemic prompted her to revisit her academic goals. With the extra time spent working from home, she enrolled in a Master's program at New Era University, successfully earning her Master of Arts in Education, majoring in Mathematics Education, in June 2024.

TRANSFORMATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT – A CASE AT HUTECH AND UEF

Author: Dr. Ly Thien Trang

Designation: Vice President

Affiliation: HCMC University of Technology (HUTECH), Vietnam

Abstract

Based on the increasing need from industry and the necessity for sustainable economic growth, the author will discuss the topic “Transformative leadership and management in Higher Education for sustainable development – a case at HUTECH and UEF.” The topic will focus on transforming leadership and management from the strategic level to the functional level of operation, education, and research to address social, environmental, and economic challenges related to the United Nations Sustainable Development Goals for a Better World. HUTECH and UEF have integrated SDGs using a systematic approach from the strategic level with the mission, vision, and strategic plan to functional practices in operation, education, and research. For instance, from the mission, vision, and strategies formulated in a series of policies related to SGDs and how to review and update curriculum with hands-on pedagogical methodologies at HUTECH (Ho Chi Minh City University of Technology) and UEF (Ho Chi Minh City University of Economics and Finance), such as problem-based learning, project-based learning, community-engaged learning, work-based learning, etc., will be discussed. Through these pedagogical methods, knowledge and skills, especially skills most needed for sustainable development, will be highlighted: design thinking, analytical thinking, problem solving, teamwork, digital skills, and innovation. In addition, the outcome-based education approach will ensure that students can achieve SDG learning outcomes. Additionally, the universities have also promoted SDGs in research. Finally, some challenges and possible solutions will also be found.

Biography



Dr. Ly Thien Trang is Vice President of HCMC University of Technology (HUTECH), Vietnam. She is in charge of Internationalisation, Quality Assurance, International Accreditation, Ratings and Rankings, and International Projects. She is also the Director of Accreditation and Quality Assurance at HCMC University of Economics and Finance (UEF). Both Universities are in the same HUTECH Education System – one of Vietnam’s leading private education systems. She has over 25 years of experience in higher education management, especially in internationalization, quality assurance, and international projects. She has been certified by USAID as an Instructional expert and coaching expert. She has provided training courses in Project-Based Learning, new instructional approaches, outcome-based education, and coaching

for instructors in some institutions in Vietnam and the Lower Mekong Countries. Before working for HUTECH, Dr. Ly Thien Trang worked for HCMC City University of Technology and Education (HCMUTE) in different positions: administrator for GTZ Project – TVET German Project funded by German Government to HCMUTE in the field of Electrical & Electronic Engineering and Mechanical Engineering, Vice Dean of High Quality Center, Deputy Director of International Education Exchange Center, Deputy Head of Office of International Relations, and Director of International Education Exchange Center of HCMUTE. She also participated in several TVET projects with ADB, USAID COMET (Connecting the Mekong through Education and Training), and Internationalisation for Higher Education in Vietnam, British Council Digi.Do project (Digital Transformation in HE). She obtained her BA in German Language, BA in English Language, MA in TESOL, MBA, and PhD. in Contrastive Linguistics.

LEADING CHANGE CREATING THE FIRST TRANSNATIONAL EDUCATION HUB IN THE PHILIPPINES

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International
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Co-Author: Dr. Trixie Sison
Designation: Vice President of Academic Affairs
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Abstract

In 2019, the Philippines passed legislation establishing Transnational Higher Education. Through the guidance of the Commission on Higher Education, Camosun College and Miriam College embarked on pursuing the partnership using each of the institution's strengths to come up with quality and innovative programs for Filipino and international students. Guided by the Implementing Rules and Regulations of the Transnational Higher Education law, Camosun College and Miriam College embarked on a study focused on determining various modalities of collaboration and considerations for a successful partnership. Through focus group discussions, actual observations, and interviews of administrators, faculty, and students, the best applicable modalities were identified which include the development and offering of double degree programs, validation, and articulation in the areas of business, education, family studies, and tourism. Various measures were identified to ensure the sustainability of the programs developed. Furthermore, key considerations were made to provide quality Transnational Higher Education programs in the Philippines. The Camosun College and Miriam College partnership provided a significant step in advancing transnational higher education in the Philippines combining academic excellence and applied learning to provide access to contextualized, quality, and globally recognized programs.

Biography



Christiaan began his international education career upon completing an academic year abroad in Hanoi Vietnam (1992- 1993), through an Asia Pacific scholarship and as part of a program called young Canadians in international development. This was in partnership with a Hanoi Foreign language university.

Upon returning to Canada, he completed further studies to become a qualified EFL instructor in what was at the time, Malaspina University College, in Nanaimo BC, Canada, now known as Vancouver Island University (VIU). In 1997 after working for 3 years at the VIU Campus in Nanaimo, Christiaan took on a role supporting a VIU partnership in Saitama Japan for 3 years before returning to Nanaimo in the role of the

Manager, International student Services at VIU.

Over the course of 32 years since his experience in Hanoi Vietnam, he has worked for several public and private companies, all in the post-secondary international education sector, in Canada and other countries.

In his current position at Camosun College, he manages the International department which involves inbound and outbound student exchanges, faculty exchanges, Institutional partnerships, partnership development, international student recruitment, international student support and foreign funded capacity building projects in Asia, Africa, the Americas and Middle East.

In his free time, you can find him enjoying the fruits and vegetables of his labour at his hobby farm on the Saanich Peninsula of Vancouver Island or walking his dog Bella on one of the many beautiful beaches nearby.



Dr. Trixie Marie Sison is an educator with over 30 years of experience, primarily focusing on Early Childhood Education. Her career has spanned various roles at Miriam College Quezon City, where she has significantly contributed to tertiary and postgraduate education. Beyond teaching, Dr. Sison has made substantial contributions to curriculum development, instructional materials, and module creation. She is also a sought-after resource speaker, both within Miriam College and externally, on topics within her areas of expertise.

Dr. Sison earned her Bachelor of Arts in Child Development and Education (CUMLAUDE) from Maryknoll College, followed by a Master of Family Life and Child Development from the University of the Philippines, and a PhD in Educational Management from De La Salle Araneta University, graduating with highest distinction. She further honed her skills with a Postgraduate Certificate in Academic Practice from the University of Liverpool and is recognized as a Fellow of the UK's Biography Higher Education Academy.

Her career at Miriam College began at the Child Study Center where she progressed from a Nursery Teacher to Principal. Within the Higher Education Unit, she held roles as an Instructor, Lecturer, and Chairperson of the Department of Child Development and Education in the College of Education. Dr. Sison also served as Program Director of the Child Development Daycare Center, Dean of the College of Education, and Academic Dean of the School of Arts, Sciences, and

Education. Currently, she holds the position of Vice-President for Academic Affairs at Miriam College.

Outside Miriam College, Dr. Sison has been actively involved with various government and private organizations. Notably, she is a member of the Commission on Higher Education's Technical Committee on Early Childhood Education and has contributed to the development of regulations for transnational education. She has also participated in technical working committees of the Department of Education, the Early Childhood Care and Development Council and leads programs focusing on Indigenous Peoples, Out of School Youth, and Daycare workers.

THE TRIPLE-HELIX MODEL IN RESEARCH - ENTERPRISE MODERNIZATION, UNIVERSITY MODERNIZATION FOR ENHANCED TRAINING QUALITY

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Abstract

Does university quality assurance truly modernize and enhance the quality of higher education? When the school system is not part of the planning structure, it is tasked with addressing the economy and socio-economic issues. Enterprises still do not rely on universities as a means for competition. Universities have not yet received funding from businesses for scientific research and training activities. Meanwhile, investment in the country's scientific research is stuck in a vicious cycle: limited investment capacity makes it difficult to modernize enterprises, leading to poor competitiveness, and challenges in modernizing training programs, which means the quality of education cannot be maintained, resulting in slow development, and continued limited investment. This is a difficult problem. The presentation raises this challenge in scientific research in Vietnam as well as the modernization of the training program to improve the quality of education and related existing issues. The solution to this difficult problem at the micro level is to build a model of scientific research organization within universities. At the macro level, it involves a research model that connects three entities: the university (research organization), the enterprises (industry associations), and the government, in order to achieve maximum efficiency in investment in science and technology, transition from underdevelopment to development, and promote the modernization of enterprises and universities to enhance the quality of education.

Biography



Quang Hien Vo, Prof., is a Lecturer in the Faculty of social sciences and international languages at Gia Dinh University, Vietnam. His expertise spans a wide range of academic disciplines, including Culture and Literature, Linguistics, Religions studies, Tourism management, and English for special purposes. In his work experience, he teaches in undergraduate and graduate programs in linguistics and social sciences in the course of Culture and Anglo-American Culture and Literature, Morphology, Syntax, Buddhism history, and Tourism management, etc. In addition, he is a member of the Buddhist Translation Board of Vietnam Buddhist University. Besides, he is also the former head of the Language Department of Hung Vuong University HCMC.



Mang Tan Hai (MBA) is a Director in Entrepreneurship training Center at Gia Dinh University, Vietnam. His expertise spans a wide range of academic disciplines, including Marketing Management and International Business Administration, General Business Administration, etc. In his work experience, he teaches in graduate programs in Business Administration in the course of Marketing Management and International Business Administration, General Business Administration, etc. In addition, he is the former Vice Dean of Law and Commerce at the Faculty; Deputy Head of Marketing department of Hung Vuong University HCMC.

BRINGING THE WORLD TO THE CLASSROOM: AN INDUSTRY-UNIVERSITY PARTNERSHIP STORY

Author: Mr. Andy Duenas
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Abstract

In the 1800s, the National Geographic Society was founded with the goal of sharing and disseminating information about the world we live in and the people who populate it. National Geographic Learning, the exclusive English language education partner of the National Geographic Society, is still working to carry forward that mission in Vietnam more than 100 years later. In this session, academic consultant Andy Duenas will share some of the ways that National Geographic Learning has partnered with local universities to help their teachers and students experience the world in meaningful ways along their English language education journey. These partnerships include learning materials, teacher training and professional development, and events for students. These dynamic partnerships will show the support that can be provided by the materials and publishing industry and the benefits they have for the education sector.

Biography



Andy Duenas, in MA Applied Linguistics and English Language Teaching Andy is the Senior ELT Consultant for Academic and Training at National Geographic Learning Vietnam. He has been teaching English language to children and adults since 2008 and has worked in teacher training and development since 2017. Andy has an MA in Applied Linguistics from the University of Nottingham and has worked with hundreds of teachers in language centers, K-12 schools, and universities across Vietnam.

NHA TRANG UNIVERSITY (NTU) AND THE PARTNERS: A CLOSE RELATIONSHIP FOR THE STUDENTS' BEST PRACTICES

Author: Dr. Vo Nguyen Hong Lam
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Abstract

On January 24, 2022 the University Council – NTU announced the decision number 02/ NQ- NTU on development cooperation policy between the NTU and the partners. The formal partnership agreement is based on the foundation of mutual trust for the common benefits and development of the two parties and the reciprocal promotion of understanding and goodwill. This presentation describes how the author has implemented some strategic approaches into the curriculum design in order to equip undergraduates with some integral skills in order to meet the employers' needs in the modern era. When developing and editing the curriculum, the faculty leaders and department heads all agree to supplement realistic contents so that students have as many opportunities to practise at various institutions as possible. It is essential for university students to obtain practical knowledge and soft skills to better meet the competitive human resources in the twenty-first century. In the context of increasing challenges, vigorous knowledge from textbooks is not enough, learners need the real working environment to experience in order to accumulate some fundamental skills. As a consequence, the role of entrepreneurs is extremely vital for students at tertiary education. It is entrepreneurs that can help university students to narrow the gaps between academic knowledge and practical knowledge. Employers from different institutions are able to bring the real context into the classroom. They can also help take the students to their affiliation to do practicum or they are invited as guest speakers to share valuable lessons from the real working environment. Educational leaders and managers must go hand in hand with the entrepreneurs for mutual support and for the students' best practices.

Biography



Vo Nguyen Hong Lam is an instructor of English at Nha Trang University (NTU), Vietnam. She possessed a Diploma in EFL for International English Teachers at Carleton University, Canada in 2003. She received her MA in Applied Linguistics in 2009, gained her PhD in English Language Education in 2018. She is now the Dean of Foreign Languages Faculty at NTU, Vietnam.

HOW TO USE ACTION LEARNING AND 4H (HEAD, HEART, HAND AND HABIT) AS A TOOL TO ACHIEVE KNOWLEDGE CREATION: CASE PARTICIPANTS OF THE NEW YOU INSTITUTE

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Abstract

This paper discusses action learning and 4H (Head, Heart, Hand, and Habit) as a tool for knowledge learning. The collaboration of learning methodologies is needed to encourage the comprehensive growth of a company. Innovation of a company is important to maximize the knowledge of employees. The purpose of this study is to express participant opinions after they get training and to know how effective 4H is viewed as a framework for The New You Institute. This research uses qualitative methodology by conducting semi-structured interviews with 4 samples of participants of Jasa Raharja. The results show that participants can link their material at work and use 4H to help them understand the material given by the speaker which facilitates knowledge creation.

Biography



Hary Febriansyah, PhD, is an Assistant Professor at the School of Business and Management Institut Teknologi Bandung (SBM-ITB) under the Ministry of Research and Higher Education, Republic of Indonesia, since 2006. Hary is the Director of Centre of Knowledge for Business Competitiveness in SBM-ITB (since 2016) and the Vice President for Program on Knowledge Management Society Indonesia (KMSI). He works with a number of stakeholders in coordinating talent management across these institutions and leads a combination of business practitioners and academicians plus sometimes government agencies on joint-researches, training development and business consultancies. His work focuses on Strategic Human Capital Management and Change Management within the context of small and medium enterprises (SMEs) across diverse

regional and national economies including Indonesia, South East Asia, Europe and the United Kingdom.

EMPOWERING OPERATIONAL EXCELLENCE THROUGH PROFESSIONAL DEVELOPMENT FOR NON-TEACHING STAFF: NOW AND THE FUTURE

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Abstract

In the rapidly evolving landscape of higher education, non-teaching staff play a critical role in maintaining operational excellence. Yet, their professional development (PD) needs are often overlooked. This paper explores the current research and practices surrounding professional development for non-teaching staff, aiming to highlight the importance of these programs in enhancing efficiency, service quality, and overall institutional success. By examining the specific needs of non-teaching staff within the contemporary context, this study draws on data from the author's institution to gain insights into how their roles and responsibilities have shifted, necessitating new approaches to PD. Furthermore, it investigates the attitudes and behaviours of non-teaching staff toward professional development, identifying barriers and motivators that influence their engagement, based on institutional results. Through a comprehensive analysis of current trends and challenges, this paper offers insights and lessons that can inform the future of PD initiatives. It envisions a future where professional development for non-teaching staff is not only more relevant and inclusive but also strategically aligned with the dynamic needs of higher education institutions in Vietnam.

Biography



Hang Nguyen, M.Ed. in training and development, has held various administrative and leadership roles in education since 2013 and also worked as an Instructional Designer in Australia for over three years. Currently, she's the Director of Centre of Foreign Languages and Informatics at Buon Ma Thuot Medical University, managing its strategic planning and overall operation. Hang is dedicated to fostering professional development, lifelong learning, and value-based education, with a strong commitment to improving educational standards and people capacity. Embarking on her research journey, Hang's research interests encompass teacher development, teaching and learning, curriculum development, co-construction and co-design and competency-based training.

SOCIAL MEDIA EDUCATION: GLOBAL PERSPECTIVES AND PRACTICES

Author: Dr. Gianne Rensen Antonio

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Abstract

The Internet and social media have revolutionized the world, including the domain of education. While there are several studies that delved into the impact of technology utilization in the academe, there is still a limited resource of literature on how school leaders perceive, experience and gain insight from this contemporary phenomenon.

This qualitative research explores the perspectives and practices on social media as tools for student learning, teacher development, research practices and scholarship networking of topnotch educators worldwide. Aiming to discuss the role and influence of social media through the lens of school leaders, this study provides a novel perspective into the digital and online attitudes and behaviors of high-caliber teachers from different geographic and cultural considerations.

An integrated thematic content analysis based on the data provided via interviews and artifacts yielded themes that verify the pedagogical challenges and professional benefits of social media utilization in the academe. Specifically, this study proves that most academics utilize social media for instructional purposes, research dissemination and personal reasons, specifically for career and professional networking.

Moreover, the study corroborates that social media render apparent and various advantages for personal development, pedagogical innovations and research engagement, which include improved communication with various stakeholders, and increased student achievement and satisfaction. The article concludes with implications for education policy and offered recommendations for educators' improved utilization and management of social media.

Biography



Dr. Antonio is an educator, trainer, writer and researcher. He holds a Bachelor's degree in English and a master's in Teaching English. He pursued a Doctor of Philosophy in English, and recently finished his doctorate in Education.

He was a campus journalist, a former university professor and an editor of scholarly publications in the Philippines and abroad. He had teaching stints in Thailand, Japan, India, Sri Lanka, Malaysia, Morocco and the United Arab Emirates. As a Toastmaster and a corporate communication trainer, he conducts various lectures and workshops to professionals, students and the out-of-school youth.

Presently, he is the college program head of the Patronage of Mary Development School in Cebu, and a graduate school professor at the Philippine Christian University in Manila. Dr. Antonio is the project manager of the International Teachers Association representing the Philippines.

ENHANCING TRANSFERABLE SKILLS THROUGH SERVICE LEARNING: A STUDY OF UNDERGRADUATE STUDENTS IN THE MEKONG DELTA, VIETNAM

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Abstract

Service learning, an educational approach integrating community service with instruction and reflection, has gained prominence in fostering essential skills among students. This study explores the development of transferable skills—communication, teamwork, problem-solving, leadership, and adaptability—among undergraduate students in the Mekong Delta, Vietnam, through active participation in service-learning community activities.

Using a qualitative research methodology, we conducted semi-structured interviews with 20 students from universities in the Mekong Delta. These students engaged in service-learning projects during the summer, including helping local communities organized by youth unions and visiting orphanages. The findings reveal significant improvements in the identified transferable skills, highlighting the transformative impact of these service-learning experiences on students' personal and professional development.

The results underscore the value of service learning in higher education, offering insights into effective strategies for integrating community engagement into curricula to enhance students' readiness for the global workforce. This study contributes to the ongoing discourse on educational innovations and underscores the importance of experiential learning in developing holistic skill sets essential for leadership and management in a global context.

Biography



Mai Phuc Thinh is currently a researcher at the School of Education, Can Tho University. His research interests include internationalization in higher education, education for sustainable development, and migration studies. He is passionate about preparing students with skills for global engagement and intercultural understanding, ensuring they are equipped for leadership roles in an increasingly interconnected world.



Nguyen Thanh Do is a lecturer in the School of Political Science at Can Tho University, specializing in scientific socialism and philosophy. He holds a Master's degree in Philosophy and has a deep interest in environmental sustainability, policy communication, and higher education. Formerly a broadcaster at Vinh Long Radio and Television, Do is dedicated to fostering academic exchanges and inspiring students through his research and teaching.

STUDENT SERVICES IN HIGHER EDUCATION: IMPACT ON ACADEMIC SUCCESS BEFORE, AMID, AND AFTER THE PANDEMIC

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Abstract

The influence of student support services on academic success cannot be overstated as they play a pivotal role in shaping student performance and overall well-being. In response, educational institutions have established dedicated student affairs offices to cater to the diverse needs of students and ensure their welfare and holistic development. In particular, during the unprecedented challenges posed by the pandemic, these support services have emerged as even more vital, prompting adaptation and innovation within student affairs offices to uphold students' well-being and academic progress.

This study delved into the experiences of students from the College of Education at Rizal Technological University, specializing in various fields such as a bachelor's degree in secondary education and a bachelor's degree in technical vocational teacher education. These students, who hailed from campuses in Mandaluyong City and Pasig City, were selected based on their exposure to student support services before, during, and after the pandemic. Having completed the requisite coursework, they have provided valuable insights into their competencies and experiences with support services.

Utilizing a descriptive quantitative approach, this study explored students' perspectives on support services before the pandemic, shedding light on the challenges encountered and the issues faced during their utilization. Furthermore, it assessed the students' satisfaction levels regarding the efficacy of support services in addressing their welfare and development needs. Finally, this study examined post-pandemic changes and enhancements in student support services, offering valuable insights for ongoing improvement and adaptation in the face of evolving circumstances.

Biography



Wendelyn A. Samarita has been a faculty member of the College of Education at Rizal Technological University for the past 20 years, teaching Technology courses. She also served as staff head at the Office of the Vice President for Academic Affairs. She currently serves as the Dean of the College of Education at the institution.

Ella D. Aragon is a faculty member at the Rizal Technological University, College of Education, teaching mathematics courses. She has served as staff at the Office of the Vice President for Academic Affairs and is currently the Planning Officer of the said institution.



Salvacion J. Pachejo is a faculty member at the Rizal Technological University's College of Education, Graduate Programs. She had previously served as the Vice President for Academic Affairs for six years and as the Vice President for Student Services for three years. Currently, she holds the position of Vice President for Quality Assurance Services at the university.

CAMBODIAN HIGHER EDUCATION INTERNAL QUALITY ASSURANCE: CHALLENGES IN IMPLEMENTING AND OPPORTUNITIES

Author: Assoc. Prof. Dr. Kaing Sopheap
Affiliation: University of Fribourg, Switzerland

Abstract

There are nine standards of Cambodian quality assurance based on the ACC. Those standards are the following:

- Standard 1: Vision, Mission and Goals
- Standard 2: Governance and Management
- Standard 3: Faculty members
- Standard 4: Academic programs
- Standard 5: Student services
- Standard 6: Study resources
- Standard 7: Physical resources
- Standard 8: Financial resources
- Standard 9: Internal quality assurance

This research article aims to explore the challenges in implementing internal quality assurance of Cambodian higher education based on the Cambodian national standard, Accreditation Committee of Cambodia (ACC)—standard number 9 internal quality assurance. It also aims to identify potential opportunities to expand the quality of higher education via an effective quality assurance mechanism.

This research article applied the CIPP (context, Input, Process, and Product) model by Daniel L. Stufflebeam in a practical manner to delve into evaluating and implementing internal quality assurance in Cambodian Higher Education.

Biography



Sopheap Kaing, PhD, is currently a Director of Quality, Learning and Teaching, and Students at the University of Puthisastra, Cambodia. Dr. Sopheap obtained a PhD in Educational Sciences from the University of Fribourg, Switzerland. He was a recipient of the Swiss Government Excellence Scholarships 2019-2022. Since 2011, Dr. Sopheap has been dedicated to the field of higher education with a focus on curriculum development, teaching methodology, teacher education, teaching quality, and blended learning and teaching. His academic pursuits have taken him to around 20 countries in Europe, enhancing his understanding of global education systems.

INNOVATION READINESS FOR CAMBODIAN HIGHER EDUCATION

Author: Assoc. Prof. Chandarin Chum

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Abstract

The main question explored in this paper is whether or not Cambodian higher education is ready for innovation. This study was conducted through an employment of a scoping review technique and preferred reporting items for a systematic review and meta-analysis (PRISMA) checklist focusing on Cambodian higher education readiness. The academic databases such as Google Scholar, Tylor & Francis Online, Jstor, SpringerLink, Willey Online Library, and Emerald Insight will be used to obtain key insight on key terms including but not limited to “innovation in higher education”, “Cambodian readiness for innovation”, “challenges for innovation”, and “Cambodian higher education”. It is envisaged that the paper will shed light on how ready it is for Cambodian higher education to evolve and adapt to the current trend of innovation.

Biography



Assoc. Prof. Chandarin Chum is the Education Consultant for ILERN Cambodia. He was previously a Director of Research, Associate Professor, at the University of Puthisastra (UP), Cambodia. He was also a Chair of the Academic Board and Chair of the Research Committee, playing a part of the leadership role in coordinating and facilitating relevant research and academic activities, ensuring quality teaching and learning are delivered effectively and efficiently.

Graduated with a Doctor of Philosophy in Public Administration Sciences from the National University of Public Service in Budapest, Dr. Chandarin also completed his Master’s degree in Education, focusing on leadership and management at higher education, from the State University of Yogyakarta. He earned his Bachelor’s degree in Education, specializing in teaching English as a foreign language, from the Institute of Foreign Languages, Royal University of Phnom Penh.

Dr. Chandarin has been an educator and mentor since 1998 as he started his teaching career with an English Institution in Takhmao, Kandal Province. He continued to develop this profession with various national and international organizations as a headteacher, senior lecturer, research consultant, project promoter, and education advisor. He was also a visiting scholar at the Free University of Berlin and a Research Fellow at the German Institute for International and Security Affairs.

With more than two decades of diverse experience in teaching and learning, Dr. Chandarin’s illustrious career paints the picture of a dedicated individual deeply committed to advancing education through research, policy development, and training.

IMPLICATIONS OF CHINA'S NEW QUALITY PRODUCTIVITY FOR LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION IN VIETNAM

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Co-Author: Ms. Shushu Hu
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Abstract

China's New Quality Productivity Initiative has rapidly influenced higher education since its inception. This initiative has reformed the entire system by introducing applicable policies, programmes, and professions aimed at optimising universities' educational offerings for learners. The success of China's New Quality Productivity in higher education serves as a compelling case that could inform leadership and management practices in Vietnamese higher education, given the similar context between these two countries. This study outlines how to enhance leadership and management in Vietnamese higher education by drawing on the implications of China's New Quality Productivity, including strategic approaches and best practices that have led to success in China.

Biography



Shuyang Li, 18 July, 1983, who has more than seven years of experience in academia and three years as a manager in a commercial organisation. His experience covers strategic and policy formulation in academia management with director/chairman roles within universities in China. He has taught management subjects in English, and supervision of award winning research thesis. He is suitably qualified with a degree in pedagogy (Guizhou Normal University), M.Sc (Asia Pacific University), and PhD in management (Asia Pacific University). He is knowledgeable in qualitative (phenomenology & case study) research method and also has participated as conference/seminar speaker, contribution to book chapters and journal articles.

ESTABLISHING AN ENTREPRENEURIAL CULTURE FOR STUDENTS THROUGH SITUATED LEARNING AT BUSINESS INCUBATORS

Author: Prof. Vo Quang Hien
Designation: Professor
Affiliation: Gia Dinh University, Vietnam

Co-Author: Mr. Ha Minh Tiep
Designation: Deputy Head, Department of Scientific Management
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Abstract

This article emphasizes the significance of teaching entrepreneurship in shaping aspiring entrepreneurs, particularly in universities that prioritize innovation and business development. The study seeks to pinpoint and evaluate a fundamental framework for entrepreneurship education by examining current research and gathering information from surveys, interviews, and real-life examples.

The findings indicate that a successful framework comprises a carefully crafted curriculum, hands-on learning experiences, robust mentorship, and a nurturing environment, all of which are essential for nurturing entrepreneurial skills and attitudes. The research also explores the influence of this educational approach on students' entrepreneurial capabilities, business establishment, and professional achievements, and wraps up by analyzing the consequences for both academia and real-world application.

Biography



Mr. Ha Minh Tiep serves as the Deputy Head of the Department of Scientific Management and Deputy Director of the Center for Overseas Study Consulting and Supply of Overseas Human Resources at Hung Vuong University in Ho Chi Minh City from 2017 to present. In this role, he acts as an academic advisor, providing guidance to students on academic and career matters. His extensive experience in higher education is evident through his additional positions as a guest lecturer at various institutions between 2011 and 2017.

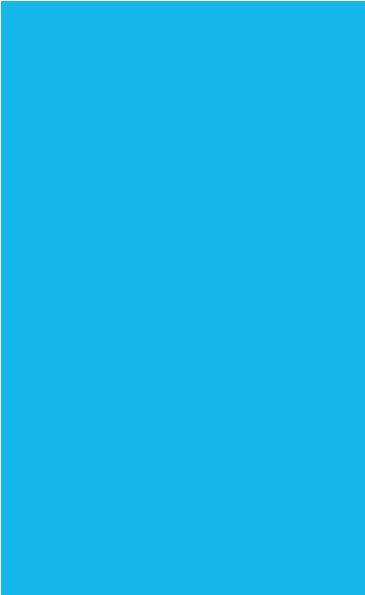
These institutions include the Ho Chi Minh City University of Economics, Binh Duong University, Bach Viet College, Vien Dong College, Gia Dinh University of Information Technology, Dong Nai University of Technology, and his home institution, Hung Vuong University. From 2011 to 2017, Mr. Tiep held teaching roles at several prominent universities and institutes in Ho Chi Minh City, such as the Ho Chi Minh City University of Technology (HUTECH), the Vietnam-Korea Institute of Technology, the Vietnam-Japan Institute of Technology (both under HUTECH), and the Ho Chi Minh City University of Economics and Finance (UEF).

His academic career is complemented by his practical experience in the business sector along with his Master of Art in Business Administration that he took from 2008. From 2005 to 2011, he was the Head of the Import-Export Business Department at HAI Agrochem Joint Stock Company, part of the Ministry of Agriculture and Rural Development's Government Capital Trading Corporation.

Furthermore, Mr. Tiep is actively involved in professional training and development, teaching and conducting training sessions for companies like DTL, X-men, and Vietnam Brewery during this time in this time also. He has also collaborated with the Institute of Accounting & Management and the International Business Management Institute (IBM), further establishing his expertise in the fields of business and human resource development.



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USEFUL INFORMATION



CONFERENCE VENUE



SEAMEO Regional Training Center (SEAMEO RETRAC)

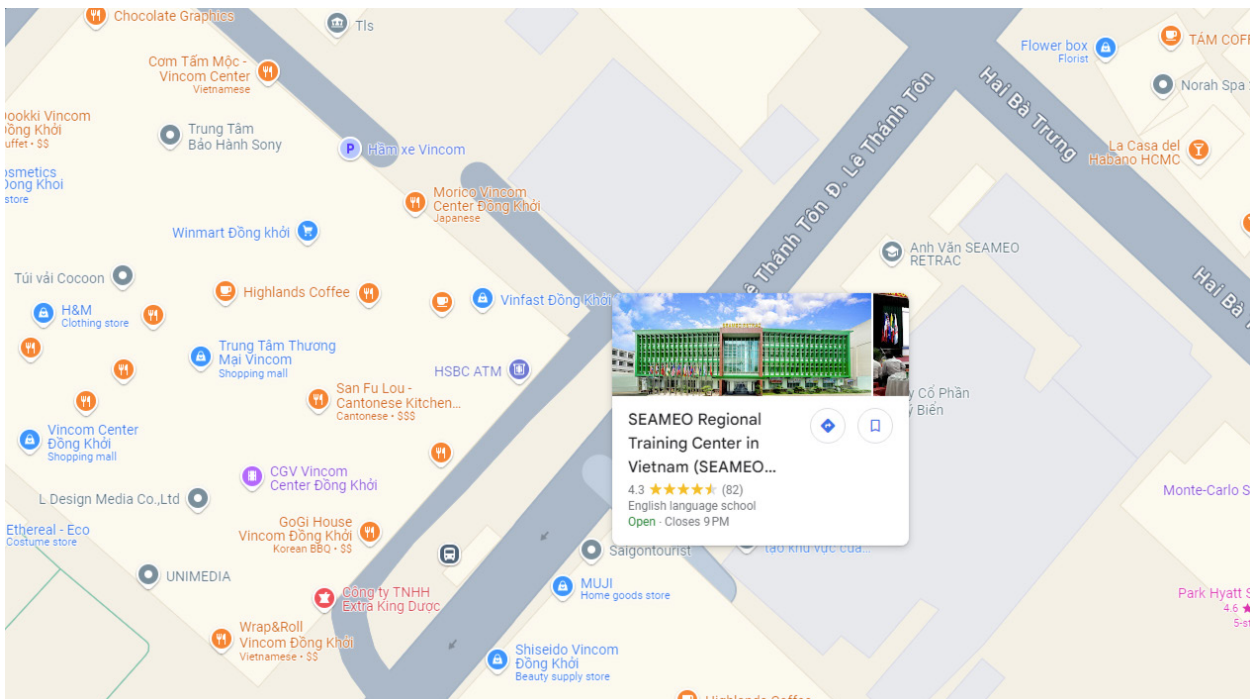
35 Le Thanh Ton Street, District 1, Ho Chi Minh City, Vietnam

☎: (+84-28) 3824-5618

📠: (+84-28) 3823-2175

✉: internationalconference@vnseameo.org

🌐: www.vnseameo.org



HOUSE KEEPING INFORMATION

- ☛ Please wear your name badge at all times
- ☛ Please be punctual (bell will ring 5 minutes before each session starts)
- ☛ Turn off or set your mobile phones on silent mode
- ☛ Smoking is prohibited in the whole campus
- ☛ Photographing and filming in process. Please inform us if you have any objections.
- ☛ Please complete your feedback form and return it to the reception area at the end of the conference.
- ☛ For any assistance, please ask SEAMEO RETRAC's staff or enquire at our Registration Desk

PUBLIC TRANSPORTATION

From the airport: There are two means of transportation for you to commute from the airport: (1) taxi companies and technology cars (Grab, Be, etc.); and (2) private taxi services.

(1) After you arrive, you will go out of the arrivals hall and go across the street. There is a hub for you to catch a taxi or a technology car

(2) The private taxi services are available right in the arrivals hall. Please be advised that the fares might be around US\$ 5 higher than option (1).

The trip costs around US\$ 10. It takes up to 30 minutes to reach the heart of Ho Chi Minh City, depending on the traffic.

For personal trips, please refer to the following options of transportation:



- ◆ **Taxi/Grab-car:** (Strongly recommended) There is a variety of taxi companies operating in Ho Chi Minh City. Vinasun Taxi can be contacted at (84-28) 3827 2727, Mai Linh Taxi at (84-28) 3838 3838.
- ◆ **Grab:** This is the most common form of transport. Grab provides faster transportation during traffic jams. Many Grab drivers speak basic English. It is likely to cost 40,000 – 50,000 VND from city hotels to the conference venue. You can download the app to your smartphone and connect it with your credit card as a payment method.
- ◆ **Buses:** There are a lot of public buses operating within the city of Ho Chi Minh. Buses that go to the forum venue are 44, 03 and 19. However, this transportation might be a bit inconvenient.

EXCHANGE RATE

Foreign currencies are not accepted at most shops, so it is best for you to change your foreign currency to the local currency, which is the Vietnamese Dong.

The current foreign exchange rate is approximately US\$ 1.00 = VND 24,800 (referred to October 2, 2024 at <http://vietcombank.com.vn/>). These rates are subject to market fluctuations so please check them again prior to your departure date. If you come to Vietnam with some foreign cash, you can exchange it for VND upon arrival at the international airport, banks or currency exchange establishments. You may get a slightly better rate of return at banks, but you will always lose a little bit in the exchange agencies. The disadvantage of going to a bank to exchange money is that you need to show a passport for identification, and you need to fill out a form first. Alternatively, at currency exchange booths you can exchange money instantly. The currency exchange booths around tourist locations such as Ben Thanh Market may charge a higher transaction fee so it is best to avoid them unless you are in a hurry. Also please note that many exchange places will not accept old or torn bills. Bring new and crisp bills in order to get the best exchange rate. If you happen to have damaged bills that no one else will accept, simply go to a bank and exchange it for a new note for a nominal fee.

Credit cards are accepted by hotels and some shops; however, cash is also necessary. There are now a number of ATMs accepting international cards. Please note that most ATMs charge a fee of approximately US\$ 4 for use of international cards. Most HSBC and TechCom ATMs allow a per transaction maximum withdrawal of 5 million to 6 million dong. Other ATMs allow around 3 million dong. For large withdrawals, the ATM will dispense 500,000 dong notes which you will then have to exchange for smaller bills for small purchases.

If you really need large sums of cash, Western Union is the best way to go. It is less expensive and more hassle-free than bank wire transfers, and there are hundreds of locations within Ho Chi Minh City alone. Depending on the amount, you may pay less in a Western Union transaction fee than on international cash advance fees through your bank or credit card. Simply get a friend or family member to go to a Western Union branch back home and fill out the appropriate paperwork. Be sure that the spelling of the name of the recipient matches exactly as it is shown on the passport – even one letter off is ground for refusal.

CLIMATE AND ATTIRE

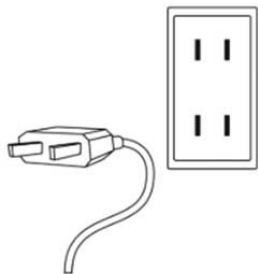
The weather in Ho Chi Minh City, Vietnam at the time of the Conference should be warm and humid in the daily temperature range of 25-34°C. Light clothing will be necessary for the outdoors, but it is worth noting that the Conference's venue is fully air-conditioned. It is advised that you pack appropriate clothing for your attendance. You may wear your national dress or formal attire (suit) during the Conference. Though this is optional for all participants, speakers, and guests, attendees are requested to dress professionally for the event. Please also note that rain is expected at this time in Vietnam and an umbrella will be useful.

Ho Chi Minh City Weather for October 2024

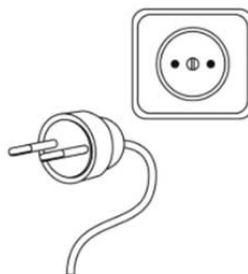
13	14	15	16	17	18	19
32° 25°	31° 25°	30° 24°	30° 25°	31° 25°	31° 25°	30° 25°

ELECTRICITY

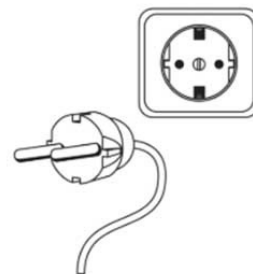
The electricity supply in Vietnam is 220 Volts at 50 Hz. Plugs type A (two flat vertical pins), type C and type F (two round pins) fit most Vietnam electrical outlets.



Type A



Type C



Type F

SHOPPING

Ho Chi Minh City is truly a hub for shopping enthusiasts. Everything from handicrafts to imitation brand name clothes and shoes are available at a fraction of what it would cost overseas. As tourism has increased over time in Ho Chi Minh City, so has the establishment of trendy boutiques that cater to the tourist crowd. However, you can find the same treasures within the many shopping areas throughout the city. Our aim in providing these pieces of information is to guide you in your shopping adventures and help you find what you're looking for at bargain prices.



CLOTHES

Vietnam manufactures many of the world's clothes, and as such, clothing items are generally cheaper than the suggested retail price. You can find high-end and international clothing brands like American Eagle Outfitters, Gap, Old Navy and more. Many local clothing shops are located along **Nguyen Trai Street**.



SHOES

Ho Chi Minh City has a specific street for everything, and shoes are no exception. In fact, the city has two streets dedicated entirely to shoes. They are **Ly Chinh Thang Street** and **Luu Van Lang Street**. As is the case with clothes, you will find great imitations of brand name shoes. Be careful with the quality of these imitations as the heel or main body of the shoe may show wear and tear very quickly.

Ly Chinh Thang Street is lined with shoe shops which carry shoes in a variety of sizes and styles. The other shoe street, Luu Van Lang Street, is just outside of Ben Thanh Market and one block away from Le Loi Street. The shops on this street have more sports shoes and sandals whereas the shops on Ly Chinh Thang Street carry more fashion shoes.



HANDBAGS AND LUGGAGE

If you need to buy luggage to transport your newly purchased goods, visit **Le Lai Street** between New World Hotel and Ben Thanh Market. You will see an entire street of luggage shops with the most well-known brands such as North Face, Samsonite, and more. Alternatively, if you need a fashionable handbag or wallet, visit Saigon Square or Binh Tay Market in Cho Lon. If you plan on using the handbag around the city, make sure the straps are secure enough so that you are not a victim of petty theft.



HANDICRAFTS

Vietnamese handicrafts are unique and intricate. Vietnam is especially famous for lacquerware and coconut dinnerware. Bowls, plates, spoons and chopsticks make great gifts and decoration. You can also find fabulous fabric creations with path-work and threadwork embroidery. Or, if you prefer wood items, you might like the handcrafted wooden boats and figurines that are often sold at the markets.

The best place to find a huge variety of lacquerware at the best bargain prices is **An Dong Plaza**, near Cho Lon in District 5. You can find that the choices for fabric and wood crafts are the best at **Ben Thanh Market**.



ANTIQUES

Try antiques street (otherwise known as **Le Cong Kieu Street**) just outside Ben Thanh Market. People have commented that the stores are riddled by imitations, but you may find a diamond in the rough. Items include old money, stamps, war memorabilia, figurines made of ivory or bone and more. Be careful when buying "antiques" in Vietnam as it is illegal to export real antiques

out of the country.



PAINTINGS

Ho Chi Minh City is home to many art galleries which host the most talented local artists. However, for copies of famous pieces of art or for original paintings by lesser-known artists, visit the “painting street”. Like shoes, there are not one but two streets that are chock-a-block full of painting shops! More locals shop at the painting stores in **Tran Phu Street** (District 5) than **Bui Vien Street** (District 1), but you will surely find a great selection wherever you choose to go.



FABRIC

If you have time to tailor custom outfits, we strongly recommend that you visit ‘fabric street’ to find an excellent selection of cloth for your tailored creations. Fabric street is located directly across from **Tan Dinh Market**. You will find even better deals on fabric inside the market, although the stores across the street have a wider selection of fabric types. You can also visit **Soai Kinh Lam Material Market** in Cho Lon (District 5). This is a wholesale market, so the prices are cheaper and the choices are more abundant. Tailors will charge less if you come with your own fabric but make sure you check with the tailor first regarding how much material is needed for your garments.

It is advised that you should bargain for the goods you wish to purchase. Remember that, in a market, there will be several stores that carry the items that you want. Therefore, the best strategy in getting things at an appropriate price is not getting attached very quickly to what you want to buy. In many cases, the owner will call you back if you walk away and agree on a reasonable price. Use the following phrases to help you with your negotiations.

Useful Shopping Phrases in Vietnamese

- Where is the market? Chợ ở đâu?
- How much is it? Bao nhiêu tiền?
- This is too expensive! Mắc quá.
- Ok, I’ll buy it. OK, tôi lấy.
- Cheaper. Rẻ hơn.
- I don’t want this. Tôi không muốn.
- Can you ship overseas? Bạn có gửi hàng ra nước ngoài không?

If you are in Ho Chi Minh City for a limited amount of time, you can visit **Ben Thanh Market**, **Saigon Square** or **An Dong Plaza** for a one-stop shop experience. Keep in mind that Ben Thanh Market, albeit convenient, can be much more expensive than the other markets due to its central location and frequency of tourist shoppers. When shopping at Ben Thanh Market you should start with 40-50% of the original asking price and negotiate from there. If the store owner does not lower the price, you can just as easily go to the next stall. In comparison, you should expect to get no more than 10-20% discount on goods that you purchase at Saigon Square 1 & 2. You will see more locals shopping at Saigon Square or An Dong Plaza. Wherever you choose to shop, we are confident that you will be thoroughly impressed with what Vietnam has to offer.

FOOD AND DRINKS

The Conference's venue is in the downtown area so it is easy to find good restaurants nearby the Center. There are many restaurants serving a variety of food from Vietnam, China, Japan, Thailand, France, etc. You can also find the food courts available in basement floor no. 3 in **Vincom Shopping Mall** (opposite to the Center).

Following are some suggestions:



Com Tam-Broken Rice

Vietnamese Com Tam (broken rice) is a popular dish in the South of Vietnam, especially in Saigon. It was served as breakfast, lunch or dinner. A dish of broken rice includes grilled pork chops, shredded pork skin, steamed egg patty placed over cooked broken rice. Then sliced spring onions fried in hot oil will be sprinkled on top of the dish. Pickled carrot and white radish, sliced cucumber are also served on the dish. Another essential part that makes up the dish is dipping sauce which is a mixture of fish sauce, sugar, lime and chili.

Com Tam Cali

- Add 1: 48 Nguyen Hue Street, District 1
- Add 2: 236 Le Thanh Ton Street, District 1

Com Tam Moc

- Add 1: 85 Ly Tu Trong Street, District 1
- Add 2: 72 Le Thanh Ton Street, District 1 (Floor B3, Vincom Dong Khoi)

Com Tam Thuan Kieu

- Add 1: 26 Ton That Tung Street, District 1
- Add 2: 114 Yersin Street, District 1



Pho

Pho is a quintessential Vietnamese dish, consisting of an aromatic beef or chicken broth simmered with spices, served with rice noodles, thinly sliced meat, and an array of fresh herbs and garnishes. The combination of the rich, lightly sweet broth, chewy noodles, tender protein, and crisp, fragrant vegetables creates a harmonious blend of flavors and textures. Pho is a beloved comfort food in Vietnam, often enjoyed for breakfast, lunch, or dinner, and is now popular worldwide as a delicious and nourishing meal.

Pho 24

- Add: 158D Pasteur Street, District 1

Pho Hai Trieu

- Add: 31 Hai Trieu Street, District 1

Pho Hung

- Add: 243 Nguyen Trai, District 1

Pho Le

- Add: 415 Nguyen Trai, Ward 7, District 5



Bun Bo Hue

Bun Bo Hue is a signature dish from the city of Hue in central Vietnam. It features a spicy, aromatic broth made by simmering beef bones and shank with a blend of fragrant lemongrass, shrimp paste, and chili peppers. The soup is then topped with tender slices of beef and pork,

as well as thick, chewy rice vermicelli noodles. A variety of fresh herbs, lime, and chili sauce are added as garnishes, creating a vibrant and flavorful dish that showcases the rich culinary heritage of the Hue region.

Bun Bo Hue Duyen Mai

Add: 4A Tran Hung Dao Street, District 1

Bun Bo Hue 175

Add: 175, Co Giang Street, District 1

Bun Bo Hue - Food by K

Add: 17A Nguyen Thi Minh Khai Street, District 1



Decent Restaurants

This restaurant offers an authentic taste of Hue, the cultural capital of Vietnam. The menu features regional specialties like the iconic Bun Bo Hue, a spicy lemongrass-infused noodle soup, as well as other local delicacies. The cozy, intimate atmosphere transports diners to the historic streets of Hue.

Nam Giao Restaurant

Add: 136/15 Le Thanh Ton Street, District 1

Nestled in the heart of the city, this restaurant boasts an unparalleled dining experience. The menu features a tantalizing array of locally-sourced, expertly-prepared dishes that delight the senses. But the real showstopper is the stunning panoramic view, offering diners a breathtaking outlook over the bustling urban center. Whether enjoying a leisurely lunch or an elegant dinner, this establishment effortlessly combines exceptional cuisine with a magnificent vista, creating an unforgettable culinary journey.

Ngon Restaurant

Add: 160 Pasteur Street, District 1

Di Mai Restaurant in Ho Chi Minh City offers a captivating fusion of traditional Vietnamese countryside cuisine and contemporary design. The restaurant's façade features a dual-room dining area that subtly blends the essence of street food and time-honored cooking techniques. Inside, the harmonious blend of rustic and modern elements creates a refined, yet nostalgic ambiance. The menu showcases a diverse array of regional Vietnamese dishes, each crafted with meticulous attention to detail and high-quality, locally-sourced ingredients. Di Mai Restaurant transcends the boundaries of conventional Vietnamese cuisine, providing diners with an elevated experience that celebrates the country's rich gastronomic heritage in a sophisticated, modern setting.

Di Mai Restaurant

Add: 138 Le Thi Hong Gam Street, District 1

Banh Xeo is a beloved Vietnamese savory crepe that originated in the central region. The paper-thin, golden-fried crepe is made from a batter of rice flour, turmeric, and coconut milk, then stuffed with sautéed shrimp, pork, and crunchy bean sprouts. It's served with fresh herbs, lettuce leaves, and a tangy, sweet-and-sour dipping sauce. Banh Xeo's combination of crispy exterior, tender fillings, and bright, vibrant flavors makes it a truly delightful and authentic Vietnamese street food experience.

Banh Xeo Dinh Cong Trang

Add: 46A Dinh Cong Trang Street, District 1

In the heart of Ho Chi Minh City, this Thai restaurant transports diners to the vibrant streets of Bangkok. The menu features a symphony of authentic Thai flavors, from rich curries to refreshing

salads, crafted with the freshest local ingredients. The warm, inviting atmosphere complements the exceptional cuisine, promising an unforgettable culinary journey.

Lac Thai Restaurant

Add: 71/2 Mac Thi Bui Street, District 1

Thiên Lý's clay pot rice showcases the essence of Vietnamese cuisine with its distinctive aroma, sticky texture, and robust flavors. Complemented by a diverse selection of fresh, expertly-prepared dishes, this dining experience promises to delight even the most discerning palates. From the sizzling, golden-brown rice to the harmonious blend of savory, sour, and sweet components, every bite delivers an unforgettable taste of Vietnamese culinary mastery that leaves a lasting impression on all who partake.

Com Nieu Thien Ly

Add 1: 16 Nguyen Dinh Chieu Street, District 1

Add 2: 114-116 Ham Nghi Street, District 1

Pizza 4Ps is a renowned pizza chain in Ho Chi Minh City, renowned for its commitment to quality and innovation. Serving authentic Neapolitan-style pizzas crafted with the finest, locally-sourced ingredients, the restaurant offers a unique fusion of Italian tradition and Vietnamese flair. Complemented by a warm, inviting ambiance, the 4Ps dining experience is further elevated by a thoughtful selection of pastas, salads, and desserts. With its dedication to the art of pizza-making and exceptional service, Pizza 4Ps has firmly established itself as a culinary icon in the vibrant culinary landscape of Ho Chi Minh City.

Pizza 4Ps

Add 1: 151B Hai Ba Trung Street, District 3

Add 2: 8/15 Le Thanh Ton Street, District 1

Add 3: 8 Thu Khoa Huan Street, District 1



Vegetarian Restaurant

In the heart of the city, this vibrant vegetarian restaurant offers a delightful sanctuary for those seeking a plant-based culinary journey. The menu celebrates the bounty of fresh, locally-sourced produce, with creative dishes that combine bold flavors and stunning presentations. From hearty vegetable curries to innovative plant-based burgers, each plate is a testament to the boundless potential of vegetarian cuisine. The warm, inviting atmosphere complements the exceptional food, making this establishment a beloved destination for health-conscious diners and vegetarian enthusiasts alike. Discover a new appreciation for the power of vegetables at this exceptional eatery.

Buddha Chay Phi Nhung

Add: 31 Dang Tat Street, District 1

Tue Restaurant

Add 1: 76 Mai Thi Luu Street, District 1

Add 2: 162 Tran Hung Dao, District 1

Phuong Mai Restaurant

Add: 82/86F Vo Thi Sau Street, District 1

Loving Hut Hoa Dang Vegetarian Restaurant

Add: 63 Mai Thi Luu Street, District 1

Santi Veggie Restaurant

Add: 8 Luong Huu Street, District 1



Halal Restaurant

In the heart of Ho Chi Minh City, this halal restaurant offers a culinary journey through the flavors of the Middle East and Vietnam. The menu features authentic dishes that blend aromatic spices and traditional cooking methods with fresh, local ingredients. From succulent lamb kebabs to fragrant vegetable curries, each plate is a harmonious symphony of flavors that cater to discerning palates. The warm, inviting ambiance complements the meticulously prepared halal fare, creating an unforgettable dining experience for locals and visitors alike. This restaurant is a must-visit for those seeking a taste of halal indulgence in the city center.

The Daun Restaurant

Add: 48 Le Lai Street, District 1

Kedai Muslim Al-Amin Restaurant

Add: 31 Nguyen An Ninh Street, District 1

Taj Mahal Restaurant

Add: 31 Bui Vien Street, District 1

Halal@Saigon Restaurant

Add: 31 Dong Du Street, District 1

Al Sham SaiGon Restaurant

Add: 314 Vo Van Kiet Street, District 1



Coffee shop

In the lively center of Ho Chi Minh City, a diverse array of coffee shops cater to a wide range of tastes. While some establishments showcase the country's renowned coffee culture with meticulously crafted brews, others offer an eclectic menu of creative beverages and light bites. Housed in charming, modern settings, these coffee shops provide a welcoming escape from the city's vibrant streets. Patrons can sip on innovative specialty drinks, indulge in delectable pastries, and immerse themselves in the vibrant atmosphere that embodies the spirit of Ho Chi Minh City's thriving cafe culture.

Trung Nguyen Legend Café

Add 1: 80 Dong Khoi Street, District 1

Add 2: 240-242 Ly Tu Trong Street, District 1

Add 3: 35 Bui Thi Xuan Street, District 1

Add 4: 19 Nguyen Van Trang Street, District 1

Highlands Coffee

Add 1: 28 Le Duan Street, District 1

Add 2: 27 Nguyen Dinh Chieu Street, District 1

Add 3: 135A Tran Quang Khai Street, District 1

Cafe Amazon

Add 1: 97 Hai Ba Trung Street, District 1

Add 2: 5 Nguyen Trai Street, District 1

Cong Ca Phe

Add 1: 26/15 Ly Tu Trong Street, District 1

Add 2: 274 Hai Ba Trung Street, District 1

The Coffee Bean & Leaf Tea Coffee

Add: 27 Han Thuyen Street, District 1

Egg Coffee 3T

Add: 1A Ton Duc Thang Street, District 1

The Running Bean

Add 1: 33 Mac Thi Buo Street, District 1

Add 2: 115 Ho Tung Mau Street, District 1

**Milktea shop**

In the bustling district center of Ho Chi Minh City, a tea and milk tea shop offers a tranquil oasis, serving exceptional brews at reasonable prices. Showcasing Vietnam's rich tea heritage, the menu features signature milk tea creations with robust flavor and velvety texture, alongside an impressive selection of premium loose-leaf teas. Stepping into the warm, inviting space, patrons can savor the comforting aromas and flavors, all while enjoying a moment of calm amidst the city's vibrant energy. Whether seeking an indulgent treat or a soothing respite, this specialized establishment delivers an exceptional tea-drinking experience at prices that cater to all budgets.

Cheese Coffee

Add 1: 45 Dinh Tien Hoang Street, District 1

Add 2: 15 Pauster Street, District 1

Add 3: 32 Bui Vien Street, District 1

Phuc Long Coffee & Tea

Add 1: 26 Huynh Thuc Khang Street, District 1

Add 2: 1A Nguyen Van Thu Street, District 1

Add 3: 159 Nguyen Thai Hoc Street, District 1

Phe La

Add 1: 1-3 Phan Chu Trinh Street, District 1

Add 2: 125 Ho Tung Mau Street, District 1

Add 3: 60-62 Cach Mang Thang 8 Street, District 1

ATTRACTIONS AND POINTS OF INTEREST

For those who find some time outside of Conference hours to see the sights of this fantastic city, here are a few of the points of interest and attractions which Ho Chi Minh City has to offer.



Bến Thành Market

Le Loi street, Ben Thanh Ward, District 1

As we have already mentioned throughout the shopping section of this document, Bến Thành Market is an exciting chance to see a historic market in the center of Ho Chi Minh City. Many restaurants and stores surround the market itself, along with a lively shopping environment within the market. This neighbourhood offers everything from custom-made clothing to budget-friendly luxury replicas for those hoping to get some shopping done whilst in Vietnam.



The War Remnants Museum

28 Vo Van Tan street, Ward 6, District 3

For those interested in learning about the rich history of Vietnam, the War Remnants Museum may be of interest to you. Located in District 3, the War Remnants Museum displays exhibits relating to the First Indochina War and the American War in Vietnam. The museum has many powerful exhibitions portraying the cost of war on this country and its people. Exhibits are in Vietnamese and English, and tickets for adults start at 40,000 VND.



Historic District 1

Surrounding SEAMEO RETRAC here in Ho Chi Minh City is the historic District 1, an area of the city with a mixture of French colonial and modern architecture. Renowned 19th Century buildings such as the Ho Chi Minh City Opera House, Notre Dame Cathedral of Saigon, and the Sai Gon Central Post Office are all viewable within a 10-minute walk from the Conference. District 1 is also filled with other museums and cultural sites like the Reunification Palace, the Ho Chi Minh City Museum of Fine Arts, and Nguyen Hue Walking Street.



Ho Chi Minh City Tour

If you wish to discover Ho Chi Minh City by bus, Hop-on-Hop-off tours are suggested as one of the most fantastic activities. You can explore 11 exciting tour stops, and experience the best views of the City on the open top deck. The tour route will cover the key landmarks of Ho Chi Minh City, including Notre Dame Cathedral, Independence Palace, Saigon Zoo – History Museum, Opera House, War Remnants Museum, Ben Thanh Market. For further information, you can visit the website <https://hopon-hopoff.vn/>

USEFUL WEBSITES

General Information:

<https://hochiminhcity.gov.vn/>

The Ministry of Culture, Sports, and Tourism of Vietnam:

<http://english.bvhttdl.gov.vn/>

Other useful websites for tourists are:

<http://hochiminhcitytravel.net/>

<http://www.viator.com/Ho-Chi-Minh-City/d352-ttd>

<https://www.vietnamonline.com/destination/ho-chi-minh-city.html>



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