

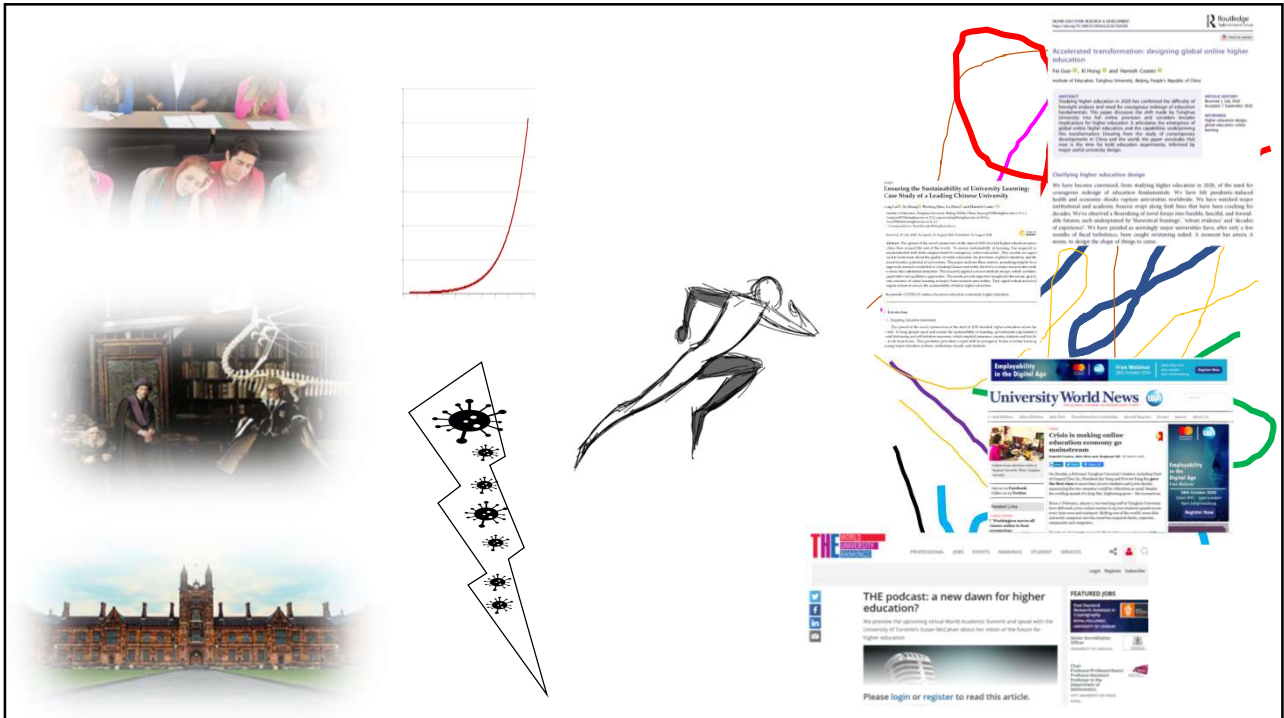


清华大学教育研究院
Institute of Education Tsinghua University

Regulating quality for global hybrid higher education

Hamish Coates
Tsinghua University

1



Accelerated transformation: designing global online higher education
For Guo H., Xi Peng H. and Hamish Coates H.
Journal of Education, Taylor & Francis, Series: Higher Education of China

Ensuring the Sustainability of University Learning: Case Study of a Leading Chinese University
Journal of Education, Taylor & Francis, Series: Higher Education of China

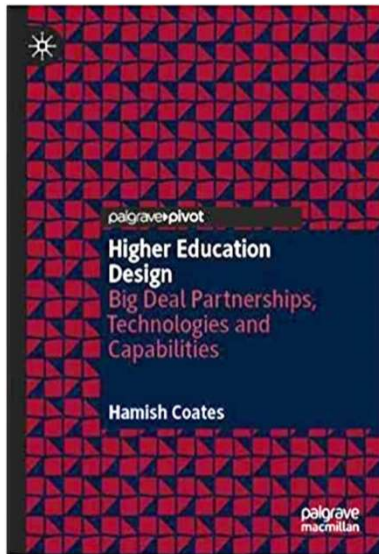
Identifying higher education design
We have become convinced, from studying higher education in 2020, of the need for a complete redesign of education. Institutions, we have felt, produce reduced health and economic shocks regionally worldwide. We have watched major universities and academic leaders emerge from their shells and have been looking for models. We have identified a handful of models that are worth studying, including the model of hybrid learning, the model of blended learning, and the model of flipped learning. We have found that the most successful models have often only a few models of best practices, have sought commonality, and a common base among a series of design elements.

Employability in the Digital Age
University World News

Circle to making online education necessary for students
The World Economic Forum's Future of Jobs Report 2020 has highlighted the need for higher education to adapt to the changing demands of the labor market. This report is a key resource for higher education leaders looking to ensure their institutions are prepared for the future of work.

THE podcast: a new dawn for higher education?
We present the upcoming World Academic Summit and speak with the Chair of the World Academic Summit about their vision of the future for higher education.

2



This book advances new views on higher education design, steps beyond prevailing problems and perspectives, and stimulates broader contributions.

The 2020 pandemic has shocked already fragile business and academic models, and the time is ripe for innovating global online education, shifting towards Asia and lifelong learning, and investing in 21st century institutions and partnerships.

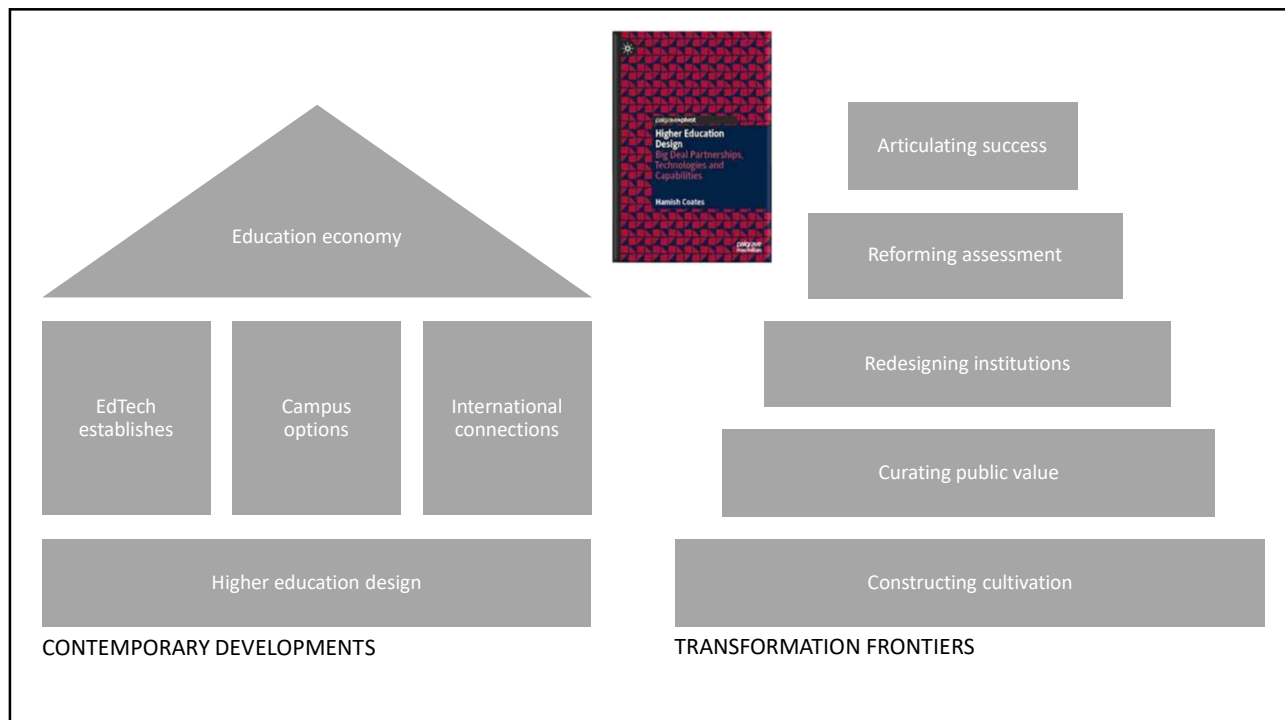
Rather than dwell on dystopian discontents, the book charts narratives for developing the industry and the field.

It is written for commercial, governmental and collegial communities to inject major research-driven insights into contemporary transformations and research.

- Explores the design of future higher education
- Anticipates how digital and online technologies are transforming education
- Showcases how Asian universities are shaping global higher education

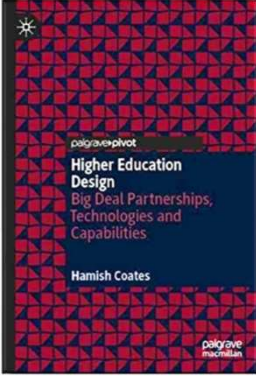
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3



4

Higher education design

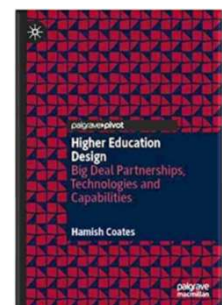


The field of higher education design charts a emerging frontier in sector-specific research and development, creating future systems, institutions and resources

5

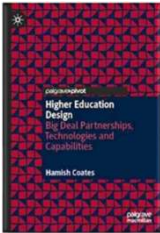
New field for future higher education

- Universities are creating substantial educational and commercial innovation, forging novel partnerships, generating broader contributions, and serving broader missions
 - The distribution and flow of talent development is changing, flowing across the lifespan, rebalancing globally, and embracing larger populations
 - Now is a critical time for higher education leaders to invest in inventing productive narratives to create future higher education
 - Must look beyond near-term problems, constraints and complexities
 - Must create narratives for developing the industry and the field
 - Must innovate next-generation higher education
- Ideas for people who benefit from investing in higher education




6

EdTech establishes



University partnerships with service firms are blending commercial with academic capability into constellations which are creating and expanding educational value



7

EDtech matures and positions

Distinct

Education

Technology

Unavoidable

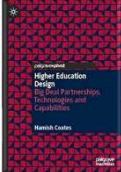
Technology

Education

Distributed

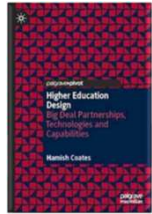
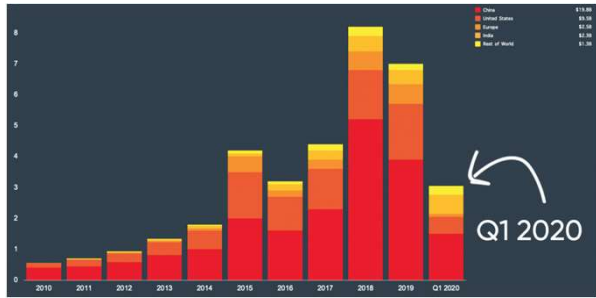
Technology

Education



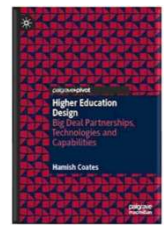
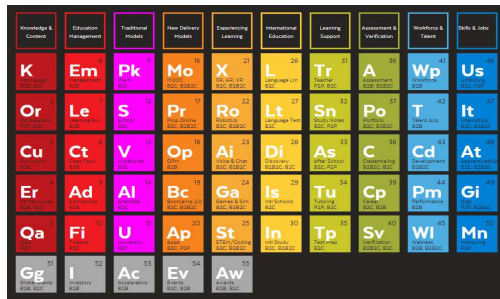
8

The money scene



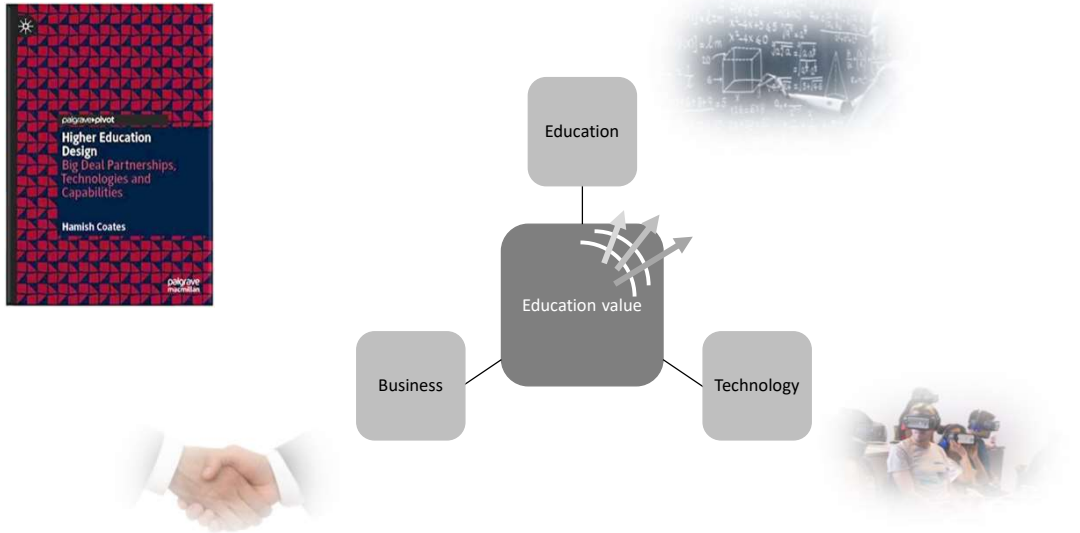
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Platform ecosystem



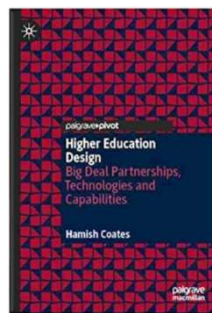
10

Value-creating constellation



11

Campus options



Tectonic shifts are shaping the future of the campus, spurring more hybrid futures for even the most traditional universities, giving rise to reconfigured bionic institutions

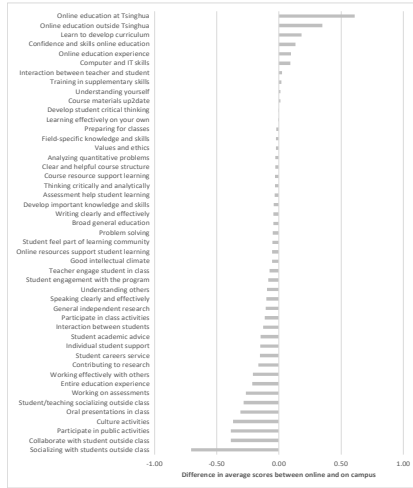


12

The conditional campus

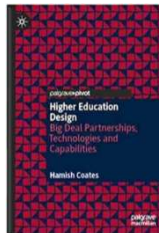


| Parameters | Pre-dock | During dock |
|----------------------------|----------|-------------|
| Program and course mix | | |
| Human resources | | |
| Enrolled students | | |
| Prestigious and high touch | | |
| Teaching campus | | |
| Student and apartments | | |
| Learning in teaching | | |
| Formal online presence | | |
| Global campus location | | |
| Students in residence | | |
| Social partnerships | | |
| Learning spread globally | | |



| Phase | Activity | Oncampus | Online | BLR |
|---|--|---------------------------|--------|-----|
| Preparations | Application | 1 | 1 | 1 |
| | Admissions | 4 | 1 | 4 |
| | Induction and orientation | 1 | 2 | 1 |
| | Academic support and advice | 2 | 1 | 2 |
| | Personal support and advice | 1 | 3 | 0 |
| Experiences | Health and medical services | 1 | 1 | 1 |
| | Core learning and curriculum resources | 2 | 1 | 2 |
| | Supplementary materials and readings | 1 | 3 | 0 |
| | Big classes like lectures | 2 | 1 | 2 |
| | Small classes | 1 | 1 | 1 |
| | Laboratories, fieldwork and studios | 2 | 1 | 2 |
| | Managing your study | 1 | 1 | 1 |
| | Studying alone | 1 | 1 | 1 |
| | Studying with other students | 1 | 3 | 0 |
| | Getting advice from faculty | 2 | 1 | 2 |
| | Ongoing assessment | 1 | 1 | 1 |
| | Formal assessment | 1 | 4 | 0 |
| | Oral defense | 2 | 3 | 1 |
| | Graduation | 4 | 1 | 4 |
| | Successes | Networking with employers | 3 | 1 |
| Careers advice | | 1 | 2 | 1 |
| Socializing with other students | | 1 | 1 | 1 |
| Supplementary academic learning | | 1 | 3 | 0 |
| Contributing to social interest groups | | 2 | 1 | 2 |
| Interacting with communities outside campus | 1 | 2 | 1 | |

13

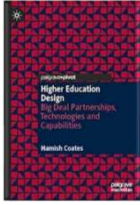


We have to look beneath the flux of contemporary contextual contingencies to grasp the pervasive and enduring continuities which shape academic collaborations

International connections

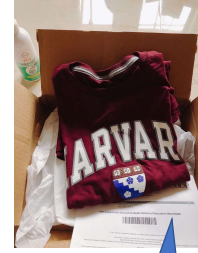
14

International design framework



| Dimension | Parameter | Sponsored | Collegial | Open |
|------------|-----------------|------------------------|------------------------|------------------------|
| Cultural | Ethos | Mission orientation | Civic feminism | Capacity building |
| | Rationality | Status affirmation | Expansion | Upgrading |
| | Facilitators | Sponsorship | International travel | Internet |
| | Stance | Leaders | Expatriates | Tablers |
| Economic | Power | Patrons | University | Student |
| | Finance | Host nation | Non-financial / swap | Industrious |
| | Price | Nothing | Nothing | Nothing |
| | Information | Hot reach | Hot reach | Marketing |
| Political | Politics | Soft power | Academic | Capacity development |
| | Policy | Government | University | Institution |
| | Accreditation | Nation | University | University |
| | Quality | Nation | Nation | International business |
| Content | Field focus | Anything | Anything | Anything |
| | Curriculum | Batch supply | Batch supply | Batch supply |
| | Experience | Enrichment | Enrichment | Enrichment |
| | Teachers | Home scholars | Home scholars | Home scholars |
| Delivery | Infrastructure | Campus | Campus | Internet |
| | Location | Host country | Host country | Home country |
| | Assessment | University | University | University |
| | Students | Selected elite | Selected from mass | Anyone |
| Management | Admission | Personal | Already awarded | Completely open |
| | Student success | Individually supported | Individually supported | Self-supported |
| | Accomplishment | Social status | Credit transfer | No recognition |

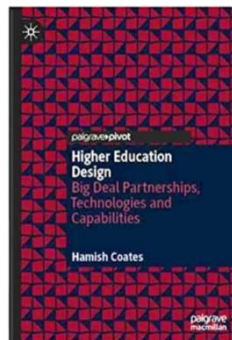
| Dimension | Parameter | Commercial | Connected |
|------------|-----------------|----------------------|---------------------------|
| Cultural | Ethos | Profit | Connected |
| | Rationality | Cashflow | Capability development |
| | Facilitators | International travel | Artificial intelligence |
| | Stance | Consumers | Connoisseurs |
| Economic | Power | Student | Student |
| | Finance | Student | Potential-dependent |
| | Price | Market dependent | Market dependent |
| | Information | Adoption | Full transparency |
| Political | Politics | Capability growth | Global citizens |
| | Policy | Institution | No policy steering |
| | Accreditation | Nation | Market |
| | Regulation | Quality | Nation |
| Content | Field focus | Anything | Multifield competencies |
| | Curriculum | Batch supply | Customised and co-created |
| | Experience | Enrichment | Enrichment |
| | Teachers | Home scholars | Anyone and computers |
| Delivery | Infrastructure | Campus | Hybrid |
| | Location | Host country | Many countries |
| | Assessment | University | Education service firm |
| | Students | Selected from mass | People who value returns |
| Management | Admission | Segmented | Differentiated |
| | Student success | Institution | Mentors and computers |
| | Accomplishment | Qualification | Interoperable blockchain |



"TNE2.0"
 New balances
 New flows
 New alignments
 New partnerships
 New regulations
 New methods
 New outcomes

15

Education economy



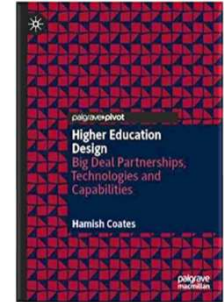
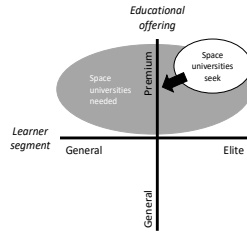
Reconfigurations of education supply and diversification in demand are turbocharging new education economies, driving new university engagements and market arrangements

16

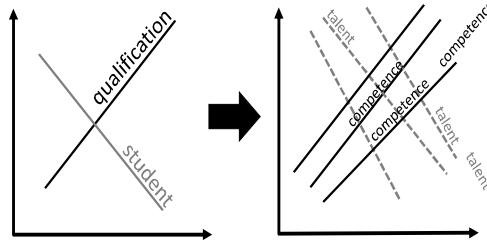
Emerging education economies

globonop.conn.edu.eco

| Dimension | Prevailing situation | Transformed arrangement |
|---------------|---|--|
| Vision | Progress world-class research | Advance the population's talent |
| Promotion | University and program information | About small parcels of learning |
| Product | Multi-year accredited qualifications | Atomised learning parcels |
| Market | Premium individual students | Anyone with talent needs |
| Accreditation | National regulatory mechanisms | National regulatory mechanisms |
| Quality | Governmental and professional authorities | Trust network using multisource review |
| Teachers | Regular academic faculty | Specialised education engineers |
| Assessment | Examinations and assignments | Authentic assessment tasks |
| Certification | Formal university transcript | Talent development certificate |
| Timeframe | One to four years | Hours, days or weeks |
| Affiliation | Linked with university | Linked with learning pathway |
| Funding | Payment for qualification | Payment for learning parcel |
| Admissions | Prior qualifications and experience | Capability and readiness to learn |
| Support | Responding to reported needs | Proactively identifying learner needs |
| Advice | Product-oriented branding | Predicting individual potential and growth |
| Rationale | Obtain formal credential | Augment vocational capability |
| Focus | Framed by conventional disciplines | Shaped by industry and social problems |
| Location | Campus, online or blended | Campus, online, in community or blended |



| | | |
|---------------------------|-----------------------------------|---------------------------|
| Shock and disruption | Virally accelerated and sustained | Reconfigured fundamentals |
| Online into academic core | Campus sustainability | Human portability |
| Lifelong reskilling | Smaller bundling | Hybrid flexing |

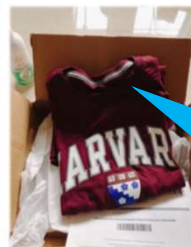
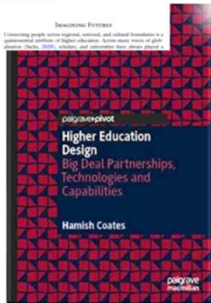
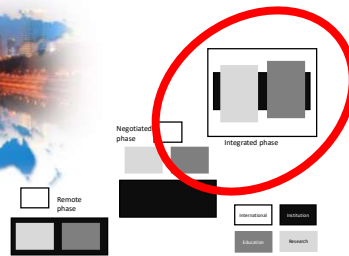


17

Into the globally connected era



CHAPTER 4
International Connections



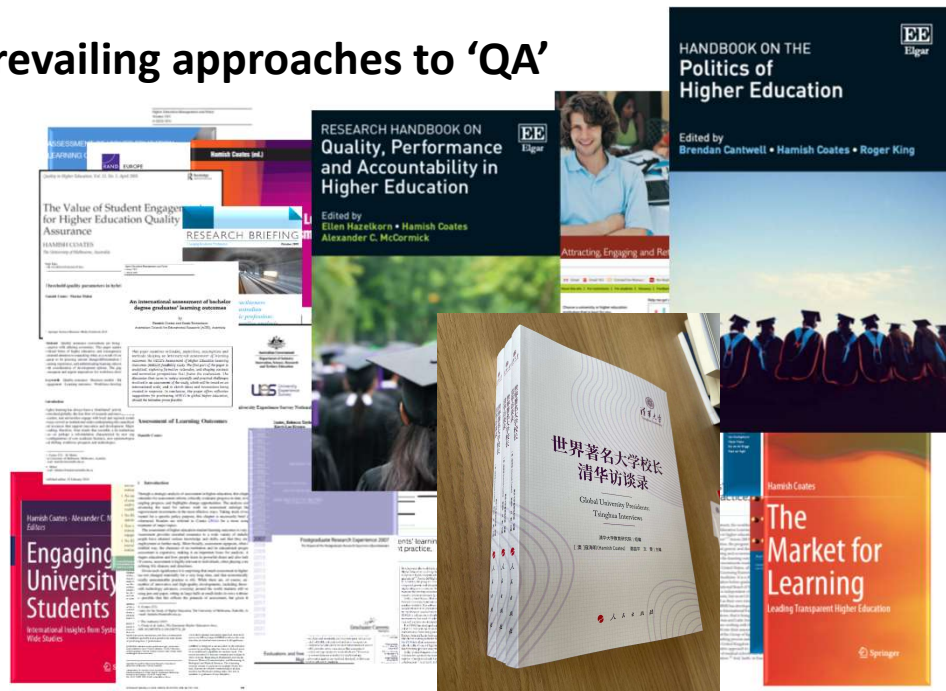
"TNE4.0"
 New balances
 New alignments
 New regulations
 New outcomes
 New flows
 New partnerships
 New methods
 New...

| Dimension | Parameter | Connected |
|----------------|--------------------------|---------------------------|
| Cultural | Ethos | Connected |
| | Rationale | Capability development |
| | Facilitators | Artificial intelligence |
| | Stance | Connoisseurs |
| Economic | Power | Student |
| | Finance | Potential-dependent |
| | Price | Market dependent |
| Political | Information | Full transparency |
| | Politics | Global citizens |
| | Policy | No policy steering |
| Regulation | Accreditation | Market |
| | Quality | Student |
| Content | Field focus | Multifield competencies |
| | Curriculum | Customized and co-created |
| | Experience | Enrichment |
| | Teachers | Anyone and computers |
| Delivery | Infrastructure | Hybrid |
| | Location | Many countries |
| | Assessment | Education service firm |
| | Students | People who value returns |
| Management | Admission | Differentiated |
| | Student success | Mentors and computers |
| Accomplishment | Interoperable/blockchain | |

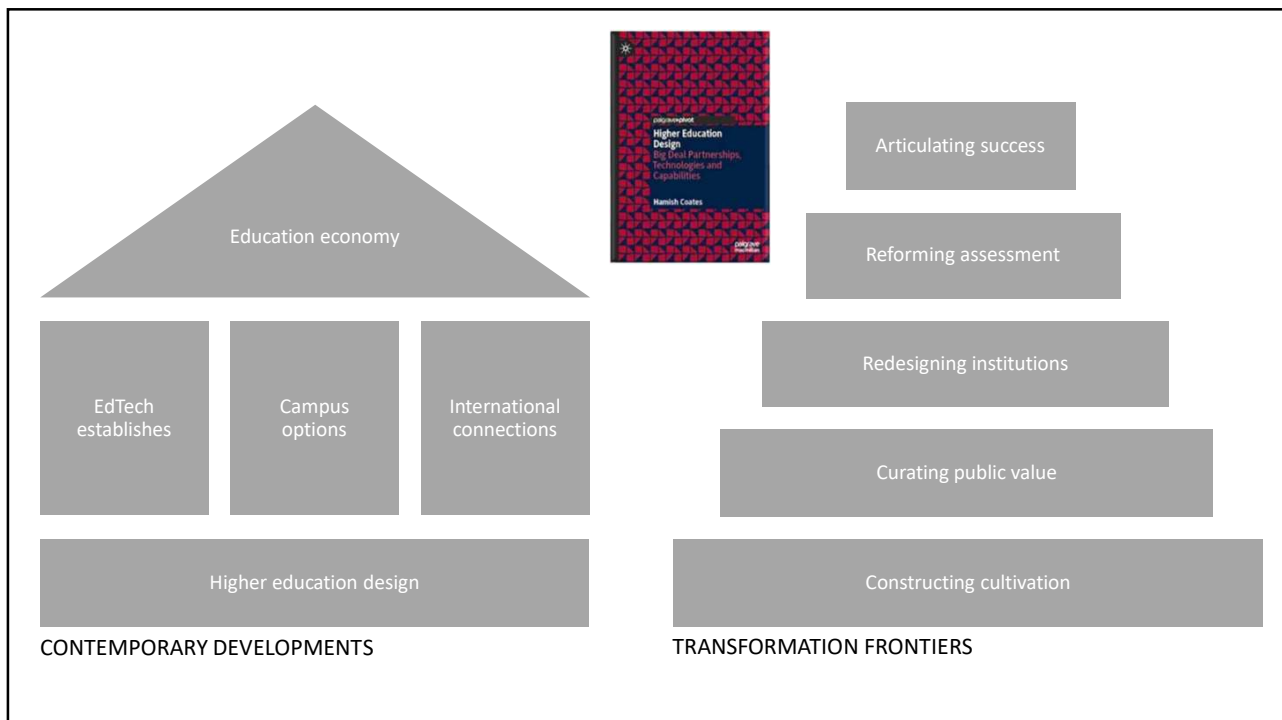
18

Threats to prevailing approaches to 'QA'

- New club
- Hybrid online
- New generation
- New regions
- Scale
- New partnerships
- Academic integrity
- Public confidence
- Inconsistency
- Lack of clarity
- Transparency!

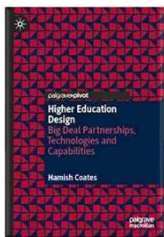


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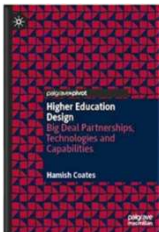
Articulating success



Post-secondary punters need better information to make better investments, spurring a need to create and report data on value

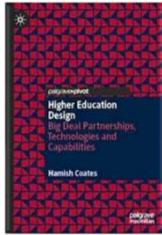
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Reforming assessment



Today's primary school students will experience next-generation assessment which is woven invisibly into education experiences

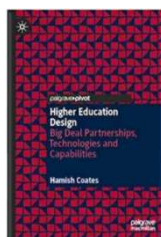
22



Institutional design is creating novel academic, political and commercial capabilities, and provoking novel leadership frontiers

Redesigning institutions

23

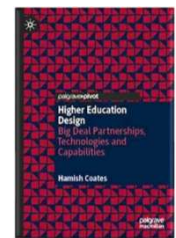
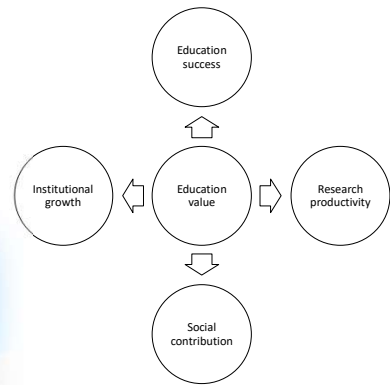


There is a need to understand hence boost the public value created and contributed to a diverse range of communities, demanding new platforms, indicators and instruments

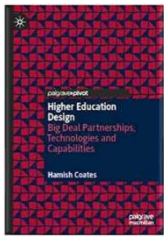
Curating public value

24

Proving public value



25

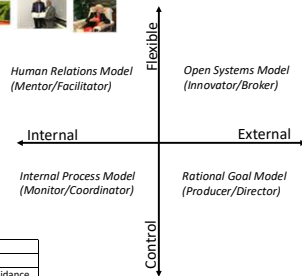
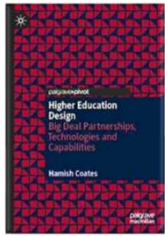


Reforming doctorates and leadership training, understanding Asia, and advancing global governance is critical for the future of higher education

Constructing cultivation

26

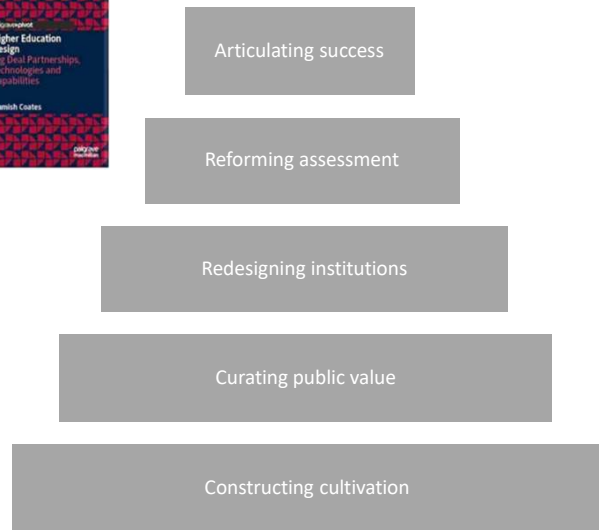
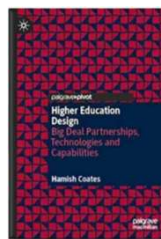
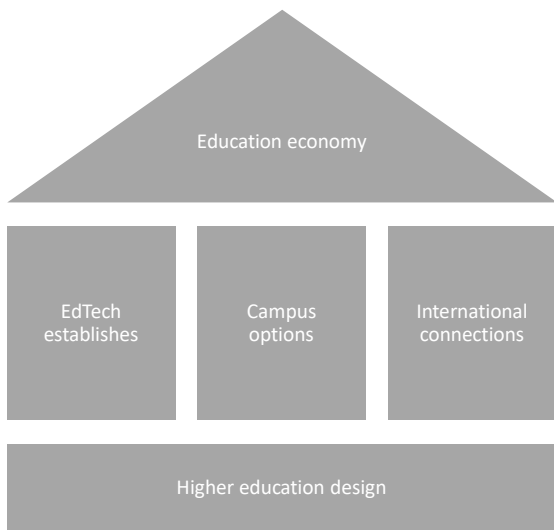
Constructing cultivation



| Phase | Structure | | Function | |
|--------------|--------------|---|---|------------|
| | Focus | Student | University | University |
| Successes | Academic | Produce outputs and outcomes | Provide assessment and guidance | |
| | Professional | Engage in job and build career | Guide, support and engage through graduate activities | |
| | Personal | Personal and social experiences | Engage and enrich through alumni activities | |
| Experiences | Development | Build generic research, education and leadership capabilities | Provide development courses and guidance | |
| | Research | Engage in research training and experiences | Provide support, advisors and opportunities | |
| | Foundation | Study discipline foundations | Provide education and guidance | |
| Preparations | Onboarding | Identify readiness and needs | Design services and infrastructure | |
| | Application | Provide education and demographic profile | Articulate programs and infrastructure | |
| | Awareness | Explore futures and opportunities | Market programs, experiences and outcomes | |

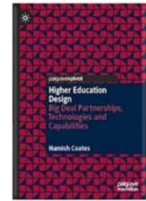
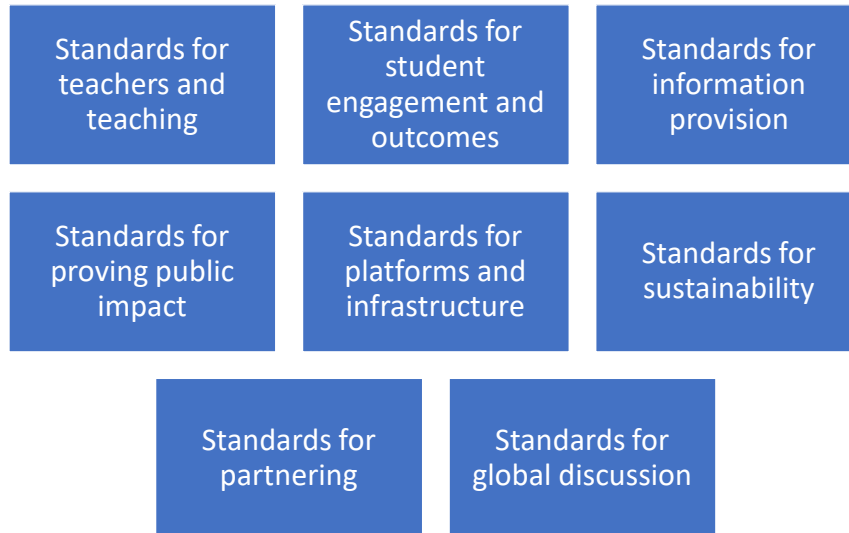
FUTURE RESEARCHER

27

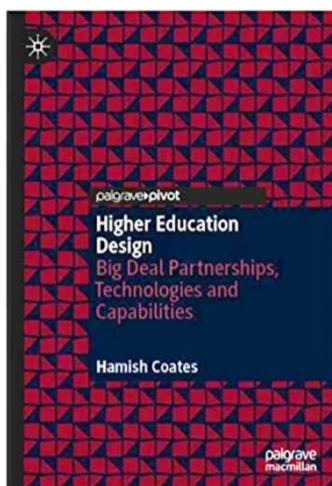


28

Designing regulatory standards



29



New views on higher education design, stepping beyond prevailing problems and perspectives, and stimulating broader contributions.

Written for commercial, governmental and collegial communities to inject major research-driven insights into contemporary transformations and research.

- Explores the design of future higher education
- Anticipates how digital and online technologies are transforming education
- Showcases how Asian universities are shaping global higher education

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30



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学术定位： 经验研究(特别是中国教育热点问题)、政策研究、理论研究
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32