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Panel Session on "Promoting tools for balanced mobility"

The Importance of "Permeable" Framework in Asian **Higher Education: Introduction of** ACC¹ (Asian common credit) and three new challenges

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All opinions in this presentation are solely my own view and do not represent any policy of the Japanese government



Why need a Permeable Framework for Mobility?

1. Globalization = <u>More Mobility</u> of people in the world

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- 2. However, <u>many differences</u> among nations which are good, but also problematic in some cases
- 3. <u>Unfair/wrong judgment about student's credentials</u> acquired from different system/nation
- 4. This is largely due to <u>the lack of readable</u>, <u>comparable</u> <u>and compatible information (Permeability) on</u> <u>education among different institutions</u>
- 5. Thus, a *permeable framework of higher education* is needed for Europe and Asia to promote balanced mobility

Development of common educational frameworks

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1

2

3

ERASMUS²→Bologna Process in Europe: Promotion of student mobility in the region with ECTS³, learning outcomes, 2 cycle system, diploma supplement etc.

Development of UMAP⁴ since 2000 with UCTS⁵ -the USCO⁶ Exchange program in Asia and Pacific

Development of AUN⁷ & M-I-T⁸ Project with ACTS⁹ -Two exchange programs among the ASEAN nations

4

Development of ACTS¹⁰ under ACD¹¹ since 2008 -Regional in East, Southeast, South, Central and Middle East nations

5

Development of "Campus Asia"¹² in East Asia -China, Korea and Japan's student exchanges with QA

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Background of recent researches & Presentation

- 1. "A study on ACTS and credit transfer systems of ASEAN+3 nations" (a mission research of the Ministry of Education, Japan) was conducted during February-March, 2010
- 2. Initial findings of this research was presented at the "ASEM Seminar on Credits and Learning Outcomes", Berlin, in 2010
- 3. "A Comparative Table of 13 Asian Countries" & 7 country reports were posted at;

http://ir.lib.hiroshima-u.ac.jp/00030722 in early 2011

- 4. Four proposals for further discussion in Asian region were presented at the "International Symposium on Exchange among Universities with Quality Assurance in East Asian Region", Tokyo, in September 2011
- 5. Now, applying a grant for the research of 25 Asian nations' comparative study



Common Tendencies in Asia (Part 1)



1 credit = 13-17 hours of teaching

The number of teaching hours is more commonly used for counting credits than the amount of student workload.



4 year bachelor's programs

Except Malaysia and Laos. Medicine and engineering require 5-6 years



120 to 150 credits for a (4 years) bachelor's degree.

4

Estimated student workload is 40-50 hours/credit (Based on # of hours/credit in internship, lab work and field work)

China (40-45), Japan (45), Cambodia (45), Indonesia (46), Malaysia (40), the Philippines (51), NTU in Singapore (39), Thailand (45)



Common Tendencies in Asia (Part 2)

Two semester system and 13-17 weeks of instruction per semester.

However, the majority are between 14-16 weeks to teach per semester



More use of absolute grading than relative grading However, grading policies vary from institution to institution and even from department to department

Two general patterns of academic calendar

However, academic calendar greatly varies from institution to institution and from nation to nation (See next chart)



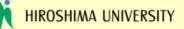
 Brunei Darussalam, China, Japan, South Korea, Indonesia. Laos, Singapore and Vietnam

② Cambodia, Malaysia, Myanmar, the Philippines, and Thailand



A comparative chart of academic calendars in Asia

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Japan												
South Korea												
China												
Indonesia												
Laos												
Vietnam												
Brunei- Darussalam												
Singapore												
Thailand												
The Philippines												
Cambodia												
Myanmar												
Malaysia												



Possible Future Challenges for Asian Institutions

1

Credit Transfer: *Utilization of ECTS, UCTS, or AUN-ACTS? Or the Development of ACC (Asian Common Credit) [1ACC = 1.6 ECTS]*

2

Quality of Education: *Indication of <u>learning</u>* <u>outcomes</u> in course catalogue, syllabus and transcript

Grade Transfer: *Development of a grading* system by utilizing both <u>absolute & relative</u> grading_methods_to <u>select a group of excellent</u> <u>students</u>



3

Academic Calendar: *Creation of a half*semester courses by teaching 7-8 weeks courses instead of 13-17weeks.

Future Choice of Credit Transfer Scheme in Asia

1

UCTS & AUN-ACTS have modeled ECTS in Europe. But ACD-ACTS (1 credit=40 h of SW)

2

ECTS is a very systematic and permeable credit transfer system: 60 ECTS/ year (consists of the largest numbers of common measures, i.e., 1,2,3,4,5,6,10,12, 15, 20, 30, 60) for the world

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3

However, student workload for ECTS does not reflect to Asian workload (1500-1800 h/year in Europe vs. 1800-2100+(???) h/year in Asia)

4

Asia already has a similar tendency (One credit \Rightarrow 40-50 hours in their regional credit systems)



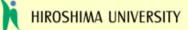
1. Development of Asian Common Credit

A common framework of credit system among 13 Asian nations is;

One "Asian Common Credit" (ACC) =40-50 hours of student workload =1.6 ECTS/UCTS/AUN-ACTS 1 ACC in Asia =1 US credit =1.6 ECTS

If we agree upon the concept of ACC, we DO NOT NEED credit conversion scheme among Asian universities. 1 Asian credit =1 another Asian credit

2



Possible way of understanding two credit systems

General Trends in Asia and Europe										
	ASIA	EUROPE								
Total # of years for an undergraduate program	4 years	3 years								
Total # of credits towards graduation	120-140	180 ECTS								
Average # of credits per year	30-35	60 ECTS								
Hours of student workload per credit	40-50 hours	25-30 hours								
Total hours of workload per year	1200-1750 h	1500-1800 h								
Total hours of workload necessary for graduation	4800-7000 h	4500-5400 h								
Proposed transfer scheme	1 ACC	1.6 ECTS								
Proposed workload concept	40-50 hours	40-48 hours								
This chart has been developed based upon research done by Hotta (2010). The proposed numbers <u>do not</u> represent the opinion of the Japanese government.										



2. Indication of Learning Outcomes

2

Promote the creation of syllabus, course catalogue & a "Diploma Supplement" type of <u>detailed transcript</u> with ACC and learning outcomes

Use the concept of the *TUNING*¹³ project in Europe, especially how to define *generic* and *subject-specific competences* for each class and degree program

**<u>Generic Competences</u>: Interpersonal skills, analytical skills, work autonomously, etc

** <u>Subject-specific Competences</u>: specifically required skills in each field of study

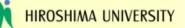
3. Development of a grading policy to select the top

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Rationale: A relative grading type of model may be more useful than an absolute grading model for Asian mobility to select "excellent" students from all institutions despite knowing the actual quality of education in each institution.

Roughly ranged and pre-decided proportions of students' grading to mainly select excellent students for mobility

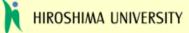
** For example, the top 5~10% for "A" and the next 20~25% for "B" and the rest in somewhere between C and F (Fail). This will select at least the top 25 ~ 35% of students from all institutions.



4. Development of 4 terms in one academic year

Allow institutions to offer a half semester courses (7-8 week sessions) with credits and create 4 divisions in one academic year (See next chart)

This creation of 4 divisions in one academic year will create more flexibility for students to study in different educational institutions among Asian and European nations.



4. Development of 4 terms in one academic year

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Japan												
South Korea												
China												
Indonesia												
Laos												
Vietnam												
Brunei-												
Darussalam												
Singapore												
Thailand												
The Philippines												
Cambodia												
Myanmar												
Malaysia												

Conclusion (for a balanced mobility in Asia and Europe)

1

Develop a permeable framework for mobility between Asian and European higher education

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Discuss the possible implementation of <u>ACC</u>, <u>learning outcomes</u>, a grading system to screen a top group, and <u>4 divisions of the academic year</u> in Asian region

3

Develop a joint study curricula by each group of Asian & European partner universities

4

These promotions will bring more "mutual trust" and better conditions for quality assurance among Asian and European higher education institutions



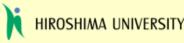


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Glossary

- 1. ACC: Asian Common Credit
- 2. ERASMUS: European Community Action Scheme for the Mobility of University Students
- 3. ECTS: European Credit Transfer System
- 4. UMAP: University Mobility in Asia and Pacific
- 5. UCTS: UMAP Credit Transfer Scheme
- 6. USCO: UMAP Student Connection Online
- 7. AUN: ASEAN University Network
- 8. M-I-T: Malaysia, Indonesia and Thailand
- 9. AUN's ACTS: ASEAN Credit Transfer System
- 10. ACD's ACTS: Asian Credit Transfer System
- **11. ACD : Asian Cooperation Dialogue**
- 12. CAMPUS-ASIA: the Collective Action for Mobility Program of University Students in Asia
- 13. TUNING project: Tuning Educational Structures in Europe