The IADIS International Conference on International Higher Education 2011 was held in Shanghai, China, 8-10 December, 2011.

The IADIS International Higher Education 2011 conference (IHE 2011) aims at the scientific, pragmatic and policy awareness among scholars who face the direct need to make their curricula more culturally fair. European exchange programs like the Erasmus Mundus, the U.S. Council on International Educational Student Exchange, and the Euro-American “Atlantis” program, they all envisage an urgent agenda on how to balance local with the more global criteria in higher education.

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

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

The topics for the conference submissions included the following:

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

The IADIS International Higher Education 2011 conference (IHE 2011) received 96 submissions from more than 21 countries. Each submission was reviewed in a double-blind review process by an average of five independent reviewers to ensure quality and maintain high standards. Out of the papers submitted, 23 got blind referee ratings that published them as full papers, which means that the acceptance rate was below 24%. These submissions include full papers, short papers, reflection papers, doctoral consortia and poster/demonstration format.

Best papers will be selected for publishing as extended versions in the IADIS International Journal on WWW/Internet (IJWI) and in other selected journals.

In addition to the presentation of full papers, short papers, reflection papers, consortia doctoral and a poster demonstration, the conference also includes two keynote presentations from internationally distinguished researchers. We would therefore like to express our gratitude to George Siemens, Technology Enhanced Knowledge Research Institute, Athabasca University, Canada, Professor Pen Bing, President of Hong He College in Yun Nan Province, China and Professor Piet Kommers, University of Twente, The Netherlands. In addition, Higher Education 2011 features a tutorial by Professor Professor Paul Nieuwenhuyzen, Vrije Universiteit Brussel, Belgium. Also special thanks to Dr. Madhumita Bhattacharya for being session chair & coordinator of the panel “Newer approaches in Learning: Cross border collaborations - Research, Teaching an Publication”.
Keynote Presentation:

K1 - ENVISIONING A SYSTEM-WIDE LEARNING ANALYTICS PLATFORM by George Siemens Technology Enhanced Knowledge Research Institute, Athabasca University, Canada

Abstract

Schools and universities around the world are beginning to recognize the value of institutional and learner-produced data as a means of improving learner success and as a means toward more effective decision making by educators and institutional leaders. Learning management systems, student information systems, and related system-wide platforms are introducing analytics functionality to their suites. Educators have an important opportunity to engage in the learning analytics discussion in order to develop tools that serve the learning process and are informed by the latest research in learning sciences. Two criteria are important in the development of learning analytics: 1) Open tools and algorithms, 2) An architecture for extending functionality through additional tools with detailed dashboards for visualization. This presentation will introduce the Learning Analytics Open Architecture - an international project focused on creating the "Wordpress or Moodle of learning analytics". The vision behind the project, the need for an open architecture extensible through widgets, and intended collaborative research projects will be detailed.

K2 - SOCIAL MEDIA FOR INTERNATIONAL HIGHER EDUCATION by Professor Piet Kommers, University of Twente, The Netherlands

Abstract

What are students' motives for studying abroad?

What is the benefit for local students to have international co-students around?

What makes a teacher a good international teacher?

These are all questions that we meet at the beginning of the trend towards International universities. This presentation demonstrates that students tend to invest more and more in social networks. Does it exemplify "social intelligence"?

How does social acculturation help the academic achievement? Recent projects have shown that a large proportion of international students are interested in its cultural dimension, and that this attitude indeed helps them to achieve in the sense of study progress. Social media have the potential to let students orient both the study climate and the social characteristics even before departure. The idea is that similar to the transition secondary-tertiary education, students anticipate by participation in the target country university (ies). Video interviews are strong conveyors for this attitudinal change.

Conference Tutorial:

ORGANIZING POSTGRADUATE INTERNATIONAL TRAINING PROGRAMS ON INFORMATION MANAGEMENT by Professor Paul Nieuwenhuysen, Vrije Universiteit Brussel, 2B114, Pleinlaan 2, B-1050 Brussel, Belgium

How to organize postgraduate international training programs is the topic of this tutorial workshop. This contribution is based on experience gained with the organization / management / co-ordination of a series of 15 international training programs.

The following questions can be interesting for the audience of this conference:
1. How to obtain financial support to organize the training programs?
2. How to organize the management, evaluation and improvement of the program?
3. How to exploit the fast evolution of information and communication technology and services in the announcement of each new program, and to communicate with participants?
4. How to improve the practical use of computers and Internet by the participants, in view of the fast evolution of hardware and internet access services?
5. How to cope with the significant differences in background and aims of the participants?
6. Which types of learning methods and experiences are the most efficient and effective in this kind of program?
7. It is now widely recognized that in an international educational program, the teachers should adapt their mode of delivery and the contents of their teaching to the students and their local environment, needs and priorities. How to realize this in practice? Here we face the difficulty that many experts who are potential
teachers have no clear view on the needs of the participants and their organizations, and have no time to adapt and extend their expertise to meet the expectations of visiting students.

8. How to assist the participants in converting their intense, concentrated and slightly confusing experience into some structured framework that can serve hopefully in future applications?

9. How to motivate the participants to translate the experience gained during the program into concrete implementations in their home institute?

10. How to deal with the reality that there is not just one solution for each professional challenge, while participants want to take home concrete and affordable solutions for one or several local needs in their home organization?

11. Assessing the progress made by each student can be valuable for the student and also for the organizers of an educational program. What can be the function of assessment of a heterogeneous group of participants in an informal, short and international training program?

12. How to stimulate interaction among the participants and to provide a basis for future professional and social-cultural contacts?

13. How to exploit the program not only for professional development, but also as an eye opener to other cultures (culture of other participants; culture of the region where the program is organized; culture of various experts who contribute to the program)?

14. Follow-up of progress made by participants in their home organization after their return is desirable, but how to realize this?

The following gives some information about the programs that allowed us or even forced us to experiment continuously to improve the organization and the management:

The subject area of the programs is information science and technology and applications in scientific library and information management. Courses, practical work and study visits are organised mainly in Brussels, which is the internationally oriented capital of Belgium. Duration is about three months. The entry level is bachelor or master. Most of the participants are already professionally active in developing countries, about 1/2 in Africa, 1/2 in Asia and occasionally in Latin America and Europe. One program has been organized each year, on average.

Up-to-date information about the aims and contents of the programs can be found on the WWW site http://www.vub.ac.be/BIBLIO/itp/

Conference Panel Session:

NEWER APPROACHES IN LEARNING: CROSS BORDER COLLABORATIONS
“RESEARCH, TEACHING AND PUBLICATION” Session Chair & Coordinator: Dr. Madhumita Bhattacharya

Abstract

International research collaboration and publication is a rapidly growing field with globalisation and accessibility of knowledge across geographical boundaries. In higher education collaboration at policy level and development of curriculum for dispersed students are encouraged. Current technologies allow learning through trans-institutional collaborations and provide the opportunity to participate in networks of cutting-edge and innovative activities which were not possible ever before. In this session main emphasis will be given to innovative and newer approaches in learning involving students and senior faculty members equally in joint studies. This session will explore the possibilities of cross border collaborations for newer and non-traditional approaches in learning.

People from different institutions across geographical borders will come together to discuss different possibilities, issues and concerns of conducting studies involving participants and researchers from different countries. Presenters will share experiences and put forward plans for implementing innovative approaches to learning design and conducting collaborative research studies. Proposals for international collaborative research and opportunities for publications will be considered.

Program Committee:

Program Chair:
- Heling Huai, Foundation of New Silk Route and Dragon Travel Service, The Netherlands

Conference Co-Chairs:
- Piet Kommers, University of Twente, The Netherlands
- Ji-ping Zhang, East China Normal University, Shanghai, China
- Pedro Isaías, Universidade Aberta (Portuguese Open University), Portugal

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