

Universities and Global Talent Development: Global Networks, Information, Knowledge, and Openness

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Global Networks

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Globalization of Higher Education



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Globalization of Higher Education

- National borders are less relevant
- Students and faculty mobility has exploded
- Cross-national research collaboration is more common than ever
- International college rankings proliferate

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Into Global Brain Circulation



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Into Global Brain Circulation

"Meanwhile, many universities in other countries have become more open to the world, thereby becoming cores of the global community.

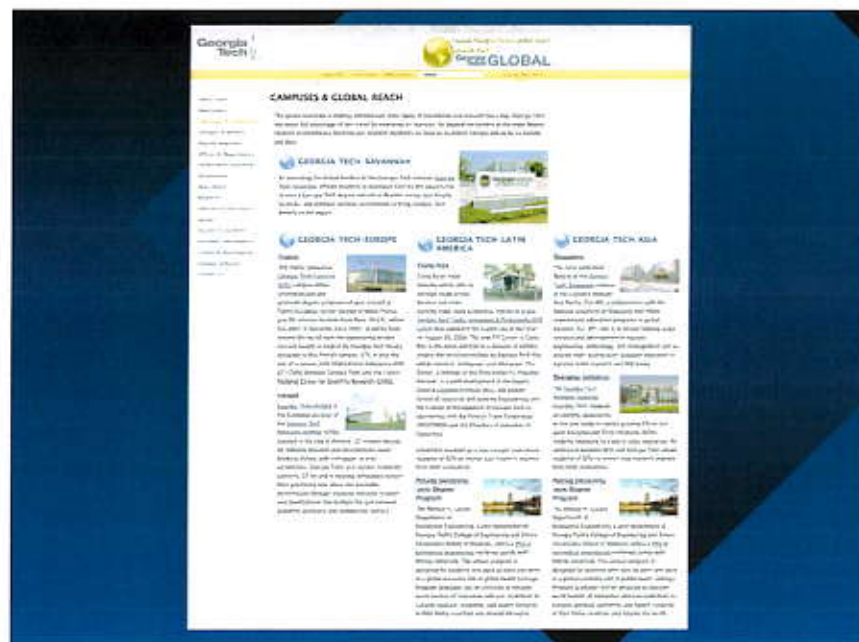
They are creating programs that attract students from around the world and address global challenges in areas such as health, energy, climate change, and the environment.

The international student-faculty-alumni network that these efforts forge is a powerful tool that is crucial for any nation's future success.

In contrast, only a few universities in Japan are truly international."

- Kiyoshi Kurokawa (2008). Opening Japan Up to the World, *Science*.

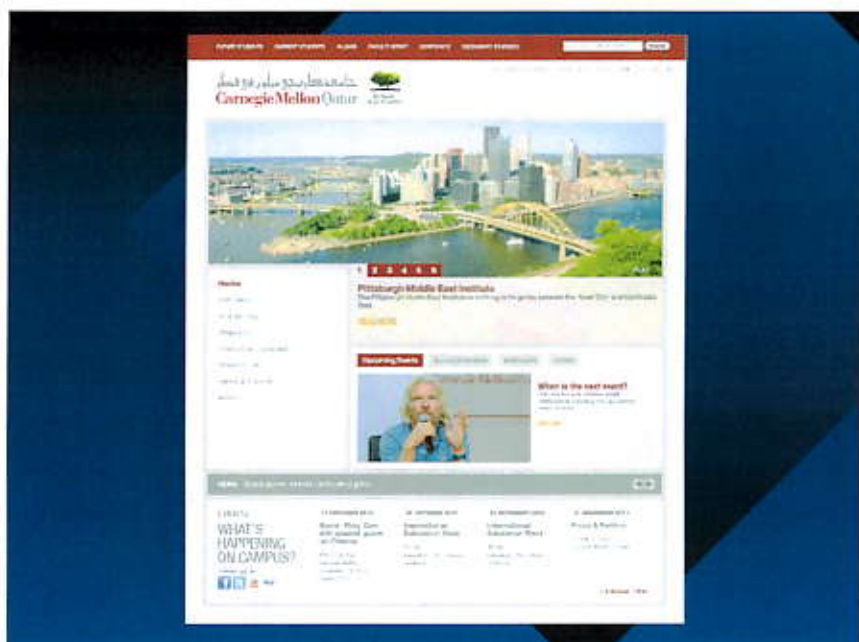
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Managing Internationalization of Universities

- **Develop on-campus internationalization**
 - Encourage TEIs (tertiary education institutions) to deliver part of their programs in foreign languages
 - Develop the language and cross-cultural skills of domestic students directly on-campus
 - Consider recruiting foreign academics in TEIs
 - Develop joint degree programs in cooperation with foreign TEIs
- **Encourage the mobility of domestic academic staff and students**
 - Encourage TEIs to integrate short-term exchanges as regular parts of their programs
 - Develop twinning programs with foreign TEIs
 - Consider including international activities and mobility among criteria for promotion and career advancement

(OECD, 2011)

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Global Education

go go go global

Home

- Student Exchange Programs
- Public Service
- Economics & Work
- Research
- Learning abroad
- Develop your own

How You Can Global

- Learn from abroad
- How You Can Global
- Get started at MIT
- Student Exchange Office
- MIT Handbook

Global Education Office

MIT

where are you going?

Get started at MIT

Global Education Office

Research

Public Service

Economics & Work

Learning abroad

Develop your own

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Needs for Effective International Collaborations

As future researchers, educators, and leaders, graduate students must be prepared to address research issues that are global in scope and to participate in research endeavors that will continue to develop across national and cultural borders.

International research and educational collaborations, such as joint and dual degree programs and formal and informal research collaborations and exchanges, are key to this preparation, enabling graduate students to directly experience the challenges and opportunities of international research and education.

- 2009 Strategic Global Summit on Graduate Education, CGS (2010)

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NEW YORK UNIVERSITY

ABOUT NYU ADMISSIONS ACADEMICS UNIVERSITY LIFE RESEARCH GLOBAL

NYU Law in Singapore

NYU/NUS - A Dual Master's Program for Global Business Lawyers

NYU School of Law and one of Asia's leading law schools, the National University of Singapore (NUS), offer an unparalleled legal education for students who want to become leaders in international business and gain a foothold in Asia. In one year, students earn two LL.M. degrees from these world-renowned institutions and qualify to sit the New York Bar exam while studying in three cities at the center of the global economy: Singapore, Shanghai and New York City.

Combining the rigorous training of an NYU Law LL.M. with NYU's expertise in Asian legal institutions and corporate law, NYU/NUS students develop skills that position them for careers at prominent law firms, governments, or NGOs in Asia.

About the Program

Sit the New York Bar Exam

Apply to the Program

In order to successfully complete the NYU LL.M. in Global Business Law and qualify to sit the New York Bar Exam, students must complete 24 credits, 20 of which must be taken with NYU faculty in residence in Singapore. The National University of Singapore recognizes coursework taken in pursuit of the NYU master's degree, and students complete about an additional 4 credits of average credit in order to graduate from the NYU LL.M. program. Students may also complete the NYU master's degree by specializing in areas such as Corporate & Financial Services Law or Intellectual Property & Technology Law, among others. Students may complete these requirements by research, by taking additional courses in Singapore, or by traveling to Singapore with NYU professors to teach classes at the Law Clinic University of Political Science and Law.

For more information, visit the [NYU Law in Singapore Website](#).

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Can you make a cellphone change the world?

nextlab I

Designing Mobile Technologies
for the Next Billion Users

6.976, MAS.965, SP.716

<http://nextlab.mit.edu>

Instructors
Jhonatan Rotberg
jrotberg@mit.edu
Luis Sarmenta
lsarmenta@mit.edu



MIT Media Lab



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Information & Knowledge

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Technology-Driven Change in Higher Education

1. The exponential place of the evolution of information technology.
2. The Ubiquitous/pervasive character of the Internet.
3. The relaxation of the conventional constraints of space, time, and monopoly.
4. The democratizing character of information technology (universal access to information, education, and research).
5. The changing ways that we handle digital data, information, and knowledge.
6. The growing importance of intellectual capital relative to physical or financial capital in the "new economy."

- Duderstadt, J., Atkins, D., & Van Houweling, D. (2002).
Higher Education in the Digital Age.

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Pedagogical Knowledge Sharing for Helping Students Develop Various Communication Skills

MIT Mathematics CI Space

[HOME](#)
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[COURSE ARCHIVE](#)
[DISCUSSIONS](#)
[SITE HELP](#)

TEACHING PRESENTATION SKILLS

HOW TO TEACH PRESENTATIONS SKILLS

Before any student presentations

After an initial round of student presentations

Useful tricks

- Ask class to generate list of features of a good presentation. Refer to this list when giving feedback on later student presentations.
- You may be able to obtain video equipment to film some student presentations. Seeing a video of yourself or one of an audience can be extremely informative (though often painful and awkward). To save the pain, it could be useful to watch or discuss the video with the student, emphasizing the positive aspects of the presentation.
- If you have students comment on each others' presentations, each presenter is likely to receive the same feedback from multiple people and so is more likely to hear the feedback. To ensure that peer feedback is constructive, consider the first few rounds and give guidance to individual peer reviewers as needed.

DISCUSSIONS RELATED TO TEACHING PRESENTATIONS:

This page displays all discussions tagged "Presentations" or "Assessment".

RELATED FILES

[Class Talk Comments \(10x\)](#)
[Download checked!](#)

Student presentations in lecture

November 4, 2011 by Jhonatan Rotberg / Tag: Presentations, Topic: 12 Comments >

How to handle students with varying backgrounds/ability

December 21st, 2009 by sarmenta / Tag: Course structure, Presentations, Topic: 12 Comments >

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LINKS

- Home
- Background
- Information
- Feedback
- Contact

ONLINE SUBJECT EVALUATION WHO'S TEACHING WHAT

Online Subject Evaluation/Who's Teaching What Project

From 2007-2010, MIT gradually moved its central subject evaluation system online and away from paper-based forms. During the same period, a new "Who's Teaching What" web-based application was developed to improve the quality of teaching data and the ease with which it is collected. As of Fall 2010, MIT's subject evaluation system is entirely online and the new Who's Teaching What application has replaced the previous version. Development of new features will be completed in December 2010.

This website chronicles the history of the project. If you are looking for current information, please visit the active sites below:

Who's Teaching What: web.mit.edu/whw
For department administrators to enter teaching data for sections of subjects and to prepare subjects and teachers for evaluation using MIT's online subject evaluation system. MIT certificates and authorization required.

Online Subject Evaluation at MIT: web.mit.edu/subjectevaluation
Where students go to take evaluations. Contains schedules and guidelines for students and instructors. MIT certificates required to take evaluations.

Subject Evaluation Results: web.mit.edu/subjectevaluation/results
Results of both online and paper evaluations. MIT certificates required.

This is a multi-year joint project of the Office of the Dean for Undergraduate Education and Information Services and Technology, OUE's Office of Faculty Support administers the Institute subject evaluation process. Contributing expertise and leadership for this project are additional staff from the Office of Educational Innovation and Technology (OEIT) and Education Systems (ES&T).

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Subject Evaluation Report Search
Find and view Institute- and department-run subject evaluation results.

Search Subjects

Term:

Department:

Subject Number:

Instructor:

Subject Search Results

Below is a list of subjects that match your criteria. Click on a link to view an evaluation report, if there is a semester listed beside the subject, the link will take you to a report from the Institute's online evaluation system. If not, the report is from the Institute's paper-based evaluation system. If the search cannot find a paper-based report, it will default to the paper-based system's list of evaluations for that department.

- Fall Term 2009-2010
Course 3
[3.06 Biomaterials: Tissue Interactions](#)
- Fall Term 2008-2009
Course 3
[3.06 Biomaterials: Tissue Interactions](#)
- Fall Term 2007-2008
Course 3
[3.06 Biomaterials: Tissue Interactions](#)
- Fall Term 2006-2007
Course 3
[3.06 Biomaterials: Tissue Interactions](#)
- Fall Term 2005-2006
Course 3
[3.06 Biomaterials: Tissue Interactions](#)
- Fall Term 2004-2005
Course 3
[3.06 Biomaterials: Tissue Interactions](#)
- Fall Term 2003-2004
Course 3
[3.06 Biomaterials: Tissue Interactions](#)

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Subject Evaluation Report Search
Find and view Institute- and department-run subject

[<< Back to Search Results](#)

3.96 : Biomaterials: Tissue Interact

Term: Fall Term 2009 - 2010 Description: [Catalog Entry](#) Responses: 30 out of 40 Overall Rating: 5.4

Rating Scale: 1=Strongly Disagree to 7=Strongly Agree

Instructors	stimulated interest	defined goals	well-organized presentations	encouraged role in learning	encouraged participation	used good examples	used media well	evaluation	Overall rating
Prof. Michael Spector	5.9 (20)	5.7 (20)	5.8 (20)	5.3 (20)	5.5 (20)	6.2 (20)	5.9 (20)	5.1 (20)	5.8 (20)
Prof. Michael Spector	5.2 (20)	4.5 (20)	4.7 (20)	5.5 (20)	6.2 (20)	6.7 (20)	5.1 (20)	4.8 (18)	5.2 (20)
Prof. Michael Spector	5.9 (20)	5.9 (20)	5.8 (20)	6.0 (20)	6.3 (19)	6.2 (21)	6.0 (19)	5.8 (20)	6.3 (20)

Lectures contributed to my learning 5.8 (20)

Readings contributed to my learning 5.5 (7)

Electronic materials accessible 6.4 (20)

Electronic materials effective 6.0 (20)

Textbooks & other readings accessible 4.6 (20)

Textbooks & other readings effective 4.3 (20)

Exams measured what I learned 6.3 (20)

Problems sets helped me learn 5.9 (20)

Feedback on assignments was helpful 5.8 (20)

I have a good understanding of the concepts 5.7 (20)

I can apply the concepts 5.6 (20)

I learned a great deal 5.2 (20)

Subject was graded fairly 5.7 (20)

Overall rating 5.4 (20)

Pace Slow...Fast 3.8 (20)

Workload Light...Heavy 3.4 (20)

Hours

In Class 3.1 (20)

In Lab 0.0 (19)

Homework 2.2 (20)

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MIT OPEN COURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

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- Syllabus
- Readings
- Lecture Notes
- Assignments
- Exams

Download Course Materials

- Send us your feedback
- Cite this source
- Email this page
- Anonymous sign-up
- Donate

20.441J / 2.79J / 3.96J / HST.522J
Biomaterials-Tissue Interactions
As taught by: Prof. Spector

Level: Graduate
Prerequisites: Prof. Michael Spector
Co-requisites: None
Course Description: None

Course Features

Lecture Notes Assignments (not available)

Course Description

This course covers the principles of materials science and cell biology underlying the design of medical implants, artificial organs, and materials for tissue engineering. Methods for biomaterials surface characterization and analysis of cellular adhesion on biomaterials. Molecular and cellular interactions with biomaterials are analyzed in terms of cell-cell processes, such as matrix attachment, migration, and proliferation. Materials underlying wound healing and tissue remodeling following implantation in various systems. Clinical and animal experiments. Sources of materials and components.

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Openness

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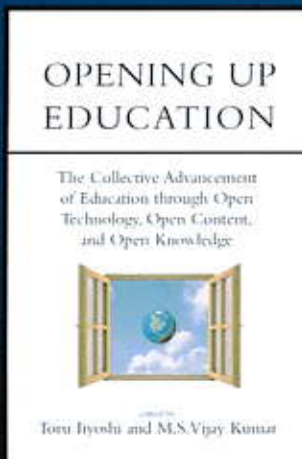
Open Research & Open Science



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A Collaborative Publication Project

- "How can we advance teaching and learning by taking full advantage of open education?"
- A hardcover book + free online distribution with Creative Commons
- 30 chapters by 38 prominent leaders and visionaries (Foreword by John Seely Brown)
- Lessons learned and visions of the future from: OKI, IMS, CNI, Sakai, Moodle, ETUDES, iCampus, VUE, Mellon Foundation, OCW, Connexions, OLI, MERLOT, OpenLearn, SOFIA, Creative Commons, LAMS, Hewlett Foundation, CASTL, VKP, ISSOTL, Open University, Educause, Carnegie Foundation, and more



<http://mitpress.mit.edu>
Search: "opening up education"

Carnegie Foundation's Book on
Open Education (August 2008, MIT Press)

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Opening Up Education: A Collaborative Publication Project

- Identify the educational value proposition and implications of open education initiatives
- Help illuminate the micro and macro factors that would move these initiatives from their current stage to their "golden" state
- Explore, as a community of practice and reflection, how we can effectively share educational innovations, pedagogical experience, and knowledge to continuously improve the quality of education

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MIT OPEN COURSEWARE
HOLBROOK INSTITUTE OF TECHNOLOGY

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Home > Courses > Electrical Engineering and Computer Science > Circuits and Electronics

Circuits and Electronics
As taught in Spring 2007

DONATE NOW

PLEASE NOTE:
This is NOT the MITx version of 6.002 as it is available in Spring 2011. To enroll in this course, please visit the MITx site.

MIT Course Number: 6.002
Level: Undergraduate

Course Features:
Lecture Notes, Assignments, Exams, Exams (the solutions), Exams (the solutions)

Course Description:
6.002 is designed to serve as a first course in an undergraduate electrical engineering (EE) or electrical engineering and computer science (EECS) curriculum. AC, DC, and signal processing are covered. The course includes: resistive elements and networks, independent and dependent sources, and MOS transistors, digital abstraction: amplifiers, energy storage elements, domains of time- and state-domain analysis, design in the time and frequency domains, and analog and digital synthesis and applications. Design and lab exercises are also significant components of the course. 6.002 is worth 4 Engineering Design Points. The 6.002 content was created collaboratively by Prof. Anant Agarwal and Prof. D. K. D. K.

Download Course Materials:
Lecture Notes, Assignments, Exams, Exams (the solutions), Exams (the solutions)

Archived Versions:
Fall 2003

Join Study Groups

Live Study Group
Joining the Live Study Group will allow you to ask questions of the course staff, and receive help from other students. The group will meet on Wednesdays at 7 PM EST. The group will be held on Zoom. The group will be held on Zoom. The group will be held on Zoom.

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open study

Get free help instantly from over 100,000 students just like you.

Tutoring Redefined

Get Started

Simple, Fast, and Free.

Get live help
Need help with a question, and get answers from a student just like you.

Meet students
Find out if you're a student just like you.

Become a hero
Help students who need it most and achieve legendary status among learners worldwide.

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open study

Join More Groups

MIT 6.002 Circuits and Electronics, Spring 2007

Sign up to start asking questions. It's free!

Helpers are online right now
75% of questions are answered within 5 minutes.

3 Members Online

Members:
- **neeraj** (neeraj) is asking a question about the course.
- **neeraj** (neeraj) is asking a question about the course.
- **neeraj** (neeraj) is asking a question about the course.

Questions:
- **neeraj** (neeraj) is asking a question about the course.
- **neeraj** (neeraj) is asking a question about the course.
- **neeraj** (neeraj) is asking a question about the course.

MIT 6.002 Circuits and Electronics, Spring 2007

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Massive Open Online Course

Over 100,000 people registered
Built-in learning assessment
Certificates (not credits)

COLLEGE DEGREES

Stanford to Experiment with Massive Open Online Course

Since the advent of online learning, technologists in the realm of higher education have been experimenting with its possibilities. Right now, one of the newer applications of online education has been massive open online courses, or MOOCs. MOOCs allow one or more faculty members and/or educators to host a course that can be accessed by an unlimited number of people at any location, provided they have Internet access. The MOOC can be a one-day or week-long course, or a full-fledged, semester-long course. MOOCs are "open" in the sense that participants do not have to pay for the course, and are usually only required to register.

Stanford University will be experimenting with a MOOC this fall by allowing open online access to a course titled Introduction to Artificial Intelligence taught by computer science professor Sebastian Thrun and Google research director Peter Norvig, according to the Chronicle of Higher Education. The course on artificial intelligence is already a popular one at Stanford, drawing in about 200 students for the class-room-based course. Thrun is hoping that by bringing the class online, he and Norvig can create the largest course on artificial intelligence ever taught, according to his [open-learning.com](#) site.

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Massive Open Online Course: MITx

MIT launches online learning initiative

MITx will offer courses online and make online learning tools freely available.

Source: MITx

MIT today announced the launch of an online learning initiative internally called "MITx". MITx will offer a portfolio of MIT courses through an online interactive learning platform that will:

- organize and present course materials to enable students to learn at their own pace
- feature interactive online laboratories and student-to-student communication
- allow for the individual assessment of every student's work and allow students who demonstrate their mastery of subjects to earn a certificate of completion awarded by MIT
- operate on an open-source, available software infrastructure in order to make it continuously improving and readily available to other educational institutions.



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UK Open University



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UK Open University

OpenLearn Project



- Open course materials (partial)
- Online learning communities
- Open-source LMS

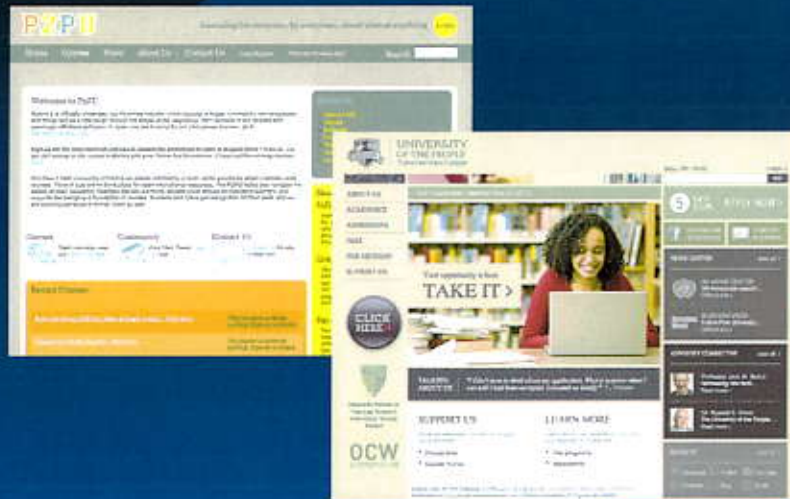
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Western Governors University



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Peer-To-Peer U & U of The People



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Where Do We Go From Here?



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Global Talent development: Air Way or Jeep Way?

I must say your draft was more than a little short to them. Dr. Matsumoto was quite a socialist in his younger days and still in a whole-hearted liberal. Notwithstanding the doctor's qualifications (none could survive his term of a law professorship), the leading one at that, if really shocked not surprised if your draft came as a great surprise. He realizes that the object of your draft and his "revision" is one and the same in spirit. He is as anxious as you are, if not more so after all this in his country, that this country should be placed on a constitutional and democratic basis once for all. He has always deplored the unconstitutionality of the nation. He and his colleagues feel that yours and theirs aim at the same destination but there is this great difference in the routes chosen. Your way is as American in the way that it is straight and direct. Their way must be Japanese in the way that it is round about, twisted and uncrowded. Your way may be called an airway and their way Jeep way over bumpy roads. (I know the roads are bumpy!) Dr. Matsumoto described his impressions as under:-



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Why Global? (and Why Not Global?)

- Society**
 - ▶ Higher Education
- Organizations/Communities**
 - ▶ Universities, Colleges, Departments, Programs, Communities of Practice
- Individuals**
 - ▶ Students, Faculty, Staff, Administrators, Alumni, Supporters, etc.

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Making Global Talent Visible



- Performance-based
- Process-oriented
- Peer-supported

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Some Personal Thoughts About Global Talent

- Being passionate is critical!
- It's a mode of life (no blueprints, no manuals)...
- Keep self-expanding, challenging unknowns
- Being global talent is much easier than developing global talent...
- Learn and work positively and optimistically
- Being able to self-explore, solve problems collaboratively, share the processes and outcomes effectively, and continuously expand own global networks
- Being able to be both independent/self-supportive and collaborative/mutually supportive

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