

**ASEM Seminar on Credits and Learning Outcomes
Berlin, 15 – 16 April 2010**

“Developing a common understanding of credit systems and learning outcomes between Asia and Europe”

**The Importance of “Permeability” with ECTS/ACTS/UCTS,
and Learning Outcomes for the Internationalization of
Higher Education in Asia and the Pacific**

Taiji Hotta, Ph.D
Hiroshima University, Japan
hotta@hiroshima-u.ac.jp

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

Background of recent ad hoc research project

**“A study on ACTS and credit transfer systems of ASEAN+3 nations”
(Contract based research project with the Ministry of Education, Japan)
[February 1 ~March 31, 2010]**

- 1.Motivation: The recent development of discussions among ASEAN+3 nations regarding the promotion of student mobility in the region (esp. the speech of Prime Minister Hatoyama at the Trilateral Summit of China-Japan-ROK, October 2009)**
- 2. Purpose: To study current credit and grading (transfer) systems of all 13 “ASEAN+3” nations**
- 3.Research team: Nearly 30 researchers in the Asian region joined this research project and conducted field research in most of 13 nations.**
- 4.Findings: At this stage, it is too early to show a comparative chart. However, there were some general tendencies.**

Similarities and Differences in Asia

1. Hours of Student Workload (including internship, lab work, field work, etc): China (40-45), Japan (45), Cambodia (45), Indonesia (46), Malaysia (40), the Philippines (51), NTU in Singapore (39), Thailand (45)

2. Most Asian countries require 4 years to earn a B.A, except in Malaysia (3 years) and Laos (5 years but planning to change it into 4 years)

3. Two patterns of academic calendar in case of 2 semester system

China (9-1, 3-7); ROK (9-2, 3-8); Brunei (8-12, 1-5); Indonesia (9-1, 2-6); Laos (9-1, 2-6); Singapore (8-12, 1-5); Vietnam (9-1, 2-5/6)

Cambodia (11-5, 5-10); Myanmar (12-5, 6-11); Thailand (11-2, 6-9); the Philippines (11-3, 6-10)

Key concepts, key issues, & some proposals

1. “Convergence” in the Bologna Process, but “Permeability” in Asian harmonization process
2. One Asian Credit = 1.6 ECTS
(40-50h of workload) (40-48h of workload)
3. Asia needs a “RANGE” (i.e., 48-56 ECTS) , but not a single “60” of ECTS/ACTS points per year.
4. Learning outcomes are very important !

However, one standard of qualification framework may not be applicable to higher education institutions in Asia due to the vast differences among institutions (academic excellence, financial disparity, etc)

1. Importance of “Permeability” in Asia

1. “Convergence” as a key concept of the Bologna Process, but a major restructuring of the system in Europe
2. “Harmonization” process in Asian higher education and the development of ACTS by SEAMEO and AUN
3. “Globalization” for international competition, but also for “Lifelong Learning” (acceptance of different educational backgrounds)
4. Improvement of “Permeability” in Asia: Establishment of educational recognition system which allows students to transfer their educational experiences from one institution to another without any biased judgment

2. Proposal: one Asian credit = 1.6 ECTS

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 credit	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 do not represent the opinion of the Japanese government.

3. Proposal: **48-56** ECTS/ACTS points per year

1. If one Asian credit = 1.6 ECTS, the following are appropriate estimates

Estimate of ECTS for Asian credits		
Conversion from Asian credit to ECTS	Asian credit	ECTS (equivalence)
# of credits	1 credit	1.6 ECTS
Estimate of ECTS per year	30-35	48-56
Estimate of hours of workload per year		1200-1680hours

This chart has been made based upon research done by Hotta (2010). The estimated numbers do not represent the opinion of the Japanese government.

4. Importance of learning outcomes for syllabus

1. **Combined use of ECTS/ACTS and Learning Outcomes in syllabus to describe what each class offers (Utilize experiences of TUNING project) [See the example]**
2. **However, Asian higher education institutions are vastly different from each other in terms of academic excellence, administrative capacity, institutional leadership, financial conditions, etc.**
3. **Thus, one standard of qualification framework may not be successfully implemented in an actual setting**

Future collaboration between Asia and Europe

- 1. Focus on the development of “Permeable framework ” for the internationalization of higher education in Asia and the Pacific**
- 2. Promote ECTS/ACTS/UCTS types of tools based on student’s workload, not contact hours**
- 3. Promote the creation of a syllabus & “Diploma Supplement” type of transcript with ECTS/ACTS /UCTS and learning outcomes (generic and subject competencies) for each class and program**
- 4. Develop joint study curriculums for student mobility in Asia and Europe**
- 5. Those promotions will bring more “mutual trust” and better quality assurance among Asian and European higher education institutions**

Part 2

Introduction of UMAP ¹⁾, UCTS ²⁾, & USCO ³⁾ Development and Operation

-
- 1) **UMAP = University Mobility in Asia and Pacific**
 - 2) **UCTS = UMAP Credit Transfer System**
 - 3) **USCO = UMAP Student Connection Online**

UMAP-UCTS objectives

- 1. To facilitate greater student mobility in the region by providing a framework for establishing credit transfer arrangements**
- 2. To increase student mobility by overcoming impediments to credit transfer**
- 3. To ensure that credit is received by students for quality and achievement of the study undertaken when on exchange with other universities**

Development and organization of UMAP?

1. **UMAP (University Mobility in Asia and Pacific) was proposed by Australia in 1991**
2. **Voluntary association of governmental and non-governmental organizations for student mobility in Asia and Pacific**
3. **20 full member states, i.e., Australia, Bangladesh, Brunei Darussalam, Ecuador, Fiji, India, Indonesia, Japan, South Korea, Macao, Malaysia, Mexico, Mongolia, New Zealand, Papua New Guinea, the Philippines, the Reunion, Taiwan, Thailand, and Vietnam as of June 2009**
4. **UMAP has developed UCTS (UMAP Credit Transfer Scheme) which modeled after ECTS for student mobility**

Promotion of UMAP and UCTS in Japan

- 1. Actual promotion started in 1998 with the establishment of “International Secretariat office” in Tokyo**
- 2. In 2000, Japan started UMAP scholarships for exchange students (see Next Table)**
- 3. From 2000, UMAP National Committee started to organize various workshops to promote UMAP and UCTS in Japan as well as other Asian nations**
- 4. In 2001, summer “UMAP Leaders’ Programs” started. However, it lasted only until 2003**
- 5. Also, the government developed “UMAP Fund in Trust” for UMAP Scholarship Program**

Example of Japan UMAP scholarship

Number of scholarships

Year	2000	2001	2002	2003	2004	2005	Sub-Total
Receiving	55	108	77	110	99	61	510
Sending	8	27	30	37	31	21	154

Year	2006	2007	2002	2008	2009	Total
Receiving	63	63	126	110	119	991
Sending*	N/A	N/A	N/A	N/A	N/A	N/A

*UMAP scholarship for sending students has been combined with other type of scholarship since 2006.

Key activities of UMAP

1. **UMAP has promoted the following three activities using UCTS to all higher education institutions in Asian and the Pacific :**

1. **Exchange of UMAP Information Package**
2. **Exchange of UMAP Study Plan**
3. **Exchange of the UMAP Transcript.**

2. **Recently, UMAP has also developed and implemented one unique student exchange program, called USCO (UMAP Student Connection Online)**



What kinds of programs in USCO?

- **Program A (Multilateral Student Exchanges)**
 - Multilateral student exchanges
 - Tuition and fee waivers
 - Special “consideration” for accommodation
 - UCTS for credit transfer
- **Program B (Bilateral Exchanges)**
 - Bilateral exchanges between two institutions
 - Tuition & fee waivers depend on MOU
 - UCTS for credit transfer
- **Program C (UMAP Short Programs)**
 - For short (e.g. summer) programs, especially culture, language, and area studies
 - No restriction regarding tuition fee and credit transfer

Possible promotion of UCTS with ECTS

- 1. Utilize the student mobility between UMAP and ERASMUS (e.g., ERASMUS MUNDUS)**
- 2. Recognize UCTS and ECTS as an equivalent scheme for UMAP members and European universities, but no workload concept in UCTS**
- 3. Future Improvement of the quality assurance of Asian and Pacific higher education with workload based UCTS and learning outcomes**

**ASEM Seminar on Credits and Learning Outcomes
Berlin, 15 – 16 April 2010**

***“Developing a common understanding of credit systems and
learning outcomes between Asia and Europe”***

THANK YOU

Taiji Hotta, Ph.D
International Center
hotta@hiroshima-u.ac.jp

Glossary

- **ERASMUS-** European Region Action Scheme for the Mobility of University Students
- **ECTS-** European Credit Transfer System
- **UMAP-** University Mobility in Asia and Pacific
- **UCTS-** UMAP Credit Transfer Scheme
- **USCO-UMAP** Student Connection Online
- **SEAMEO-** Southeast Asian Ministers of Education Organization
- **ACTS-** ASEAN Credit Transfer System
- **AUN-** ASEAN University Network
- **TUNING project-** TUNING Educational Structures in Europe

[For more detail information]

- **ERASMUS-MUNDUS**
http://eacea.ec.europa.eu/erasmus_mundus/index_en.php

授業科目名：高等教育開発論 (Development of Higher Education)

使用する言語： 英語/ どうしても必要な場合は、日本語も使用 (English, but Japanese will be used only when it is needed)

開設期・単語数・週時数： 前期、2単位 (2 credits)、2時間(2hours)

担当教官：堀田泰司 (HOTTA, Taiji) (Tel: 424-6284 ; e-mail: hotta@hiroshima-u.ac.jp)

Class Hours: 火曜日(Tuesday、10:30~12:00)

Class Room: IDEC 201

Office Hour: 水曜日 (Monday)の 15 時 00 分~16 時 00 分 (または予約 Or by appointment)

I. Course Objective: This course focuses on the current issues in the development of higher education both in industrialized and less-industrialized nations. Although the instructor will provide a series of lectures on this subject, students are encouraged to discuss the issues this class introduces.

本科目の目的は、現在、世界の高等教育が抱える種々の問題を先進国、開発途上国両方の視点から分析し、講義、ディスカッションすることにある。

II. Learning Outcomes: 学習成果 (本科目履修後、履修者は、以下のことができるようになる。)

1. Students will be able to demonstrate general knowledge regarding some key issues in the field of development of higher education in the world. 高等教育開発論における重要課題について一般的な知識について説明することができる。
2. Students will be able to describe the educational system and crucial issues of one's own higher education. 履修者の母国の高等教育制度、重要課題について説明できるようになる。
3. Students will gain some experience to analyze and provide some alternative choices of approaches to solve various issues in the development of education. 教育開発に関する諸問題を分析し、問題を解決する経験を持つことができる。

III. Course Contents: 授業内容

1. **Textbook:** Xeroxed materials will be distributed by the instructor prior to class. All students are expected to read the assigned material prior to the lecture. コピーされた資料が授業前に配付される。配付資料は授業前に学生は読んでこななければならない。

2. **Workload 就学時間:** (2 Credit hours in IDEC=4 Credits in ECTS/UCTS= 100 ~120 hours of workload)

Estimated total workload: 120hours

A. Lectures and reading assignments [65 hours] (2 hours X 14 times=28 hours and 4 hours X 9 articles=36) 講義と授業準備時間 (教科書の読解)

B. Assignments [22hours] (Preparation for two presentations: 10 hours x 2 times= 20 hours, and preparation for two debate classes: 1 hours x 2 times=2): All participants are required to present two country reports with appropriate handouts based upon the reading materials and some additional information acquired independently from other materials. 教材や個人で収集したデータを基に配布資料を作成し、学期中に2回、カンントリーレポートを発表してもらう。

C. Mid-Term Exam [12 hours] (2 hours in class and 10 hours for preparation at home): There will be one mid-term exam in class. The examination will be an essay test. In the first half of the exam, students have to describe some of the key issues in the development of higher education. The second half, students will write an analytical essay related to the topics discussed in this class. 中間筆記試験が1回ある。試験は、エッセーテスト (記述試験) で、前半は、高等教育開発論の重要課題についての説明で、後半は、授業で扱われたテーマに関する分析的なエッセー (小論文) である。

D. Final Paper [About 22 hours+]: As a final report of this class, a paper around 6-8 pages long with appropriate references is required (A4 size paper, 10-12 point font size, double spaced). The paper should be written in the format/style of an academic paper in English or Japanese and include a formal citation style. (If a student is planning to write a paper in Japanese, the student has to get approval from the instructor.) 期末試験としてレポートがある。レポートは、参考文献を正しい形式で引用した6～8ページ程度のものである。(用紙サイズA4、文字サイズ10・12ポイント、ダブルスペース) また、レポートは、英語、または、日本語で作成された学術的な論文形式でなければならない。

3. Grading:

Proportion of evaluation (成績評価の配分)

1 Attendance (出席)	10%
2 Presentations and Homework (発表と課題)	20%
3 Mid-Term Exam (中間試験)	30%
4 Final Paper (期末レポート)	40%

[Expected performance for evaluation] 評価基準

1 Attendance: Students are expected to attend all classes. If a student does not attend a class, the student will lose 3% out of 10%. If the student misses more than three classes, he/she will lose the entire 10%. This policy applies to any sick leave as well. However, if a very serious problem arises, which unfairly causes the student to miss class, I will decide the final treatment regarding this matter based upon the situation.

2 Presentations and homework: Students are expected to present two country reports mainly using the reading materials, which are provided in class. The presentation should be based upon a summarized outline, typed and distributed to the class. At the end of the outline, one discussion question should be raised, which class participants can use to open discussion. The presentation and handout have to be in English. However, it is possible for the instructor to translate some parts of the presentation(s) if necessary for the presenter's sake. Homework is a substitute for the class on May 2nd. Students will be required to search some reading materials and write a brief summary of the key issues.

3. Mid-Term Exam: For the entire test, students are expected to write all answers in the form of sentences. Outlines (only words, or phrases of some key concepts) will not be considered as answers. Students must be concise and write analytically to achieve the highest marks.

4. Final Paper: Students are expected to demonstrate their academic writing skill on the issue. Thus, the paper has to have a main thesis statement and the entire paper must be devoted to proving the argument with appropriate citations. A descriptive paper will receive a lower grade.

[Allocation of points in grades] 配点

Scores	Letter Grade in IDEC	Grade in UCTS & New Undergraduates (2006~)	
100-90%	A(優)	S(秀)	Excellent
89-80%		A(優)	Very Good
79-70%	B(良)	B(良)	Good
69-60%	C(可)	C(可)	Fair
BELOW 59%	D(不可)	D(不可)	Fail

IV. Tentative Schedule: (There will be a description of what students will learn and do in each session)

V. Reference List: (All articles and books used as textbooks for this class will be listed here)