

ACADEMIC CONSORTIUM 21 ONLINE INTERNATIONAL FORUM 2020

THEME: NEW PATHWAYS IN HIGHER EDUCATION TO MEET CHALLENGES OF GLOBAL CHANGE

8-9 DECEMBER 2020 (BANGKOK TIME)

Day 1 (Tuesday, 8 December 2020)	
18:00 – 18:10	<p><b>Opening Session</b></p> <p>Greeting by <i>Associate Professor Kampanat Pensupar, Vice President for International Affairs, Kasetsart University, Thailand</i></p> <p>Welcoming Remarks by <i>Dr. Chongrak Wachrinrat, President of Kasetsart University, Thailand</i></p> <p>Opening Remarks by <i>Professor Hideki Kasuya, AC21 General Secretariat Director, Vice-Presidential Advisor</i></p>
18:10 – 18:50	<p><b>Plenary Address: How University's Innovative Education, Research, Entrepreneurship can Impact Global Challenges and Economic Development with Q&amp;A</b></p> <p><i>Professor Bailian Li, Senior Vice Provost for Global Engagement, North Carolina State University, USA</i></p>
18:50 – 19: 30	<p><b>Keynote 1: Establishing Core Mental Skills in University Degree Programs vs. Providing Vocational and Tailor-made Training to Fill Future Employment Gaps</b></p> <p><i>Clinical Professor Udom Kachintorn, Deputy Minister of Education, Thailand</i></p> <p>It is generally expected that universities need to prepare students for competitive jobs. The global changing workforce, caused by the aging population and disruptions, has led to increased demands for vocational and specified qualifications, e.g. in agricultural, construction industries, healthcare services, to name just a few. To what extent should universities respond by offering vocational training and tailor-made courses within their areas of strength while maintaining their major focus on academic degree programs and research?</p>
19:30 – 19: 40	<p><b>Break</b></p>
19: 40 – 20:20	<p><b>Keynote 2: Technology in Education Today and Tomorrow: A Case of Precision Agriculture Learning through Artificial Intelligence</b></p> <p><i>Professor Naoshi Kondo, Graduate School of Agriculture, Kyoto University, Japan</i></p> <p>Technology in education comes in various forms, for example, online courses, mobile devices, flipped classrooms, cloud-based technology, virtual and augmented reality, and involves technology-focus subjects, namely STEM (science, technology, engineering and math), STEAM (STEM and art), and the Internet of Things. All of these are embraced to improve student engagement, to enhance authentic learning, and to cope with unprecedented situations (e.g. disasters and pandemics). What educational technology trends should universities look out for to encourage dynamic learning and motivate students . . . before, during, and after classroom hours?</p>
20:20- 21:00	<p><b>Panel Session 1: Perspectives and Voices from AC21 Members (with Q&amp;A)</b></p> <ul style="list-style-type: none"> <li>- “The Role of Technology in Education Today and into the Future” by <i>Associate Professor Itzel Bustos, International Affairs Office, Cancer Immune Therapy Research Center, Nagoya University, Japan</i></li> <li>- “Practice of Emerging Engineering Education of Tongji University: From Ideas to Actions” by <i>Professor Yiru Huang, Dean of the Undergraduate School, Tongji University, China</i></li> </ul>
<b>Closing of Forum Day 1</b>	

**Day 2 (Wednesday, 9 December 2020)**

18:00 – 18:40	<p><b>Keynote 3: Balancing between Liberal Arts Education and Professional Education</b></p> <p style="text-align: center;"><i>Dr. Greg Watkins, Associate Director of The Structured Liberal Education, Stanford University, USA</i></p> <p>Liberal arts education has been proven to help develop cognitive skills, namely critical thinking, problem solving and creative thinking, which are the core skills needed throughout students’ future careers. To what extent should universities provide liberal arts education: only in the first year or throughout students’ professional degree programs?</p>
18:40 – 19:40	<p><b>Panel Session 2: Perspectives and Voices from AC21 Members (with Q&amp;A)</b></p> <ul style="list-style-type: none"><li>- “Integrating Liberal and Professional Education – The Example of University College Freiburg” by <i>Mr. Paul Sterzel and Dr. Ursula Glunk, Managing Director and Academic Directors of University College Freiburg, University of Freiburg, Germany</i></li><li>- “Liberal Arts Education at Nagoya University” by <i>Professor Kato Kumiko, Graduate School of Humanities, Nagoya University, Japan</i></li></ul> <p>“Troubling Compulsory Heterosexuality in South African Higher Education” by <i>Professor Dennis A. Francis, Department of Social Anthropology and Sociology, Stellenbosch University, South Africa</i></p>
19:40 – 19:50	<p><b>Break</b></p>
19:50 – 20:30	<p><b>Keynote 4: Responding to Current Values and Goals of Higher Education Students</b></p> <p style="text-align: center;"><i>Professor Hannele Niemi, Faculty of Behavioural Sciences, University of Helsinki, Finland</i></p> <p>Due to economic problems, particularly the 2020 economic downturn due to the COVID-19 pandemic, an increasing number of students have not been able to afford the high fees for degree courses and have chosen to drop out or to opt for online programs, many of which are available through accredited and respected institutions of higher learning. This has turned into a popular trend in recent years. Indeed, some students have been inspired by famous university dropouts who have become successful entrepreneurs. In light of the predictions that higher education will experience massive university closures in the near future: what can universities do to survive this modern trend and crisis.</p>
20:30 – 20:40	<p><b>Wrapping up and Closing</b> by <i>Professor Hideki Kasuya, AC21 General Secretariat Director, Vice-Presidential Advisor</i></p>