

# *A Borderless and Creative Education*

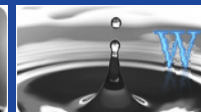
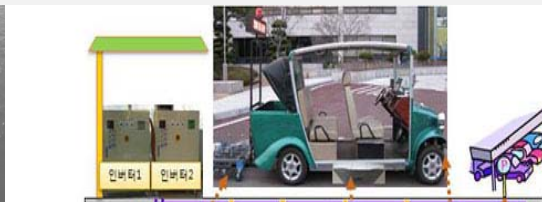
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*Kyoto, Japan*



# “The World is Flat” (Thomas Friedman) <sup>KAIST</sup>



- *Global competition getting tense than ever*
- *Demographic changes in most countries*
- *Knowledge Industry*



# *How to Improve Quality Education?*

- *E-Learning*
- *Branch Campus*
- *Dual Degree with Partner Institutions*
- *Etc.*



*“Learning who communicates thru different instruments (video, sound, text), who contains a certain degree of interactivity, and who is available thru the Internet.”*

*(The Norwegian Research & Educational Network)*



## - *Challenges & Opportunities:*

**(from the provider's perspective)**

- Greater flexibility in administration

- Cost Efficiency:

*“The greater the number of learners, the greater the probability that economies of scale will make e-learning an attractive proposition from a cost perspective (Bassi Weller, 2000).”*



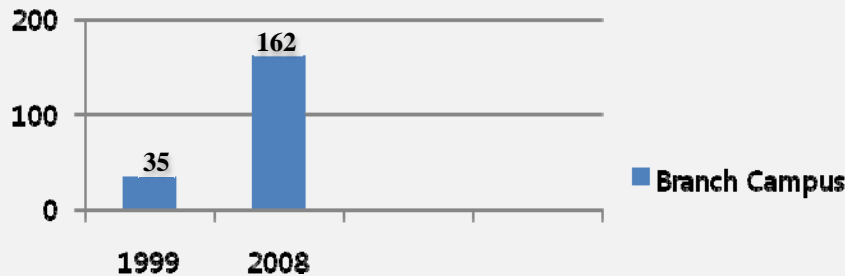
- *Challenges & Opportunities :*  
(from the student's perspective)
- A borderless access to knowledge
- Language issue: Hiring **bilingual/bicultural instructors** for better delivery of knowledge from a foreign language to native languages of students



# Branch Campuses:

- Worldwide branch campuses

35 branch campuses in 1999 → 162 branch campuses in 2008



- **US universities** clearly lead in establishing branch campuses abroad with **78**
- **The UAE** hosts **40 out of 162 branch campuses** worldwide  
(By OBHE, Observatory on Borderless Higher Education, UK)



## - *Challenges & Opportunities*

- Doubts on Sustainability of int'l branch campuses
- The UAE case (Close down)
- Limited, specialized programs focused on a potential market location
- Difficulties in attracting qualified students and faculty (Philip Altbach, Boston College)





# Dual Degree Program:

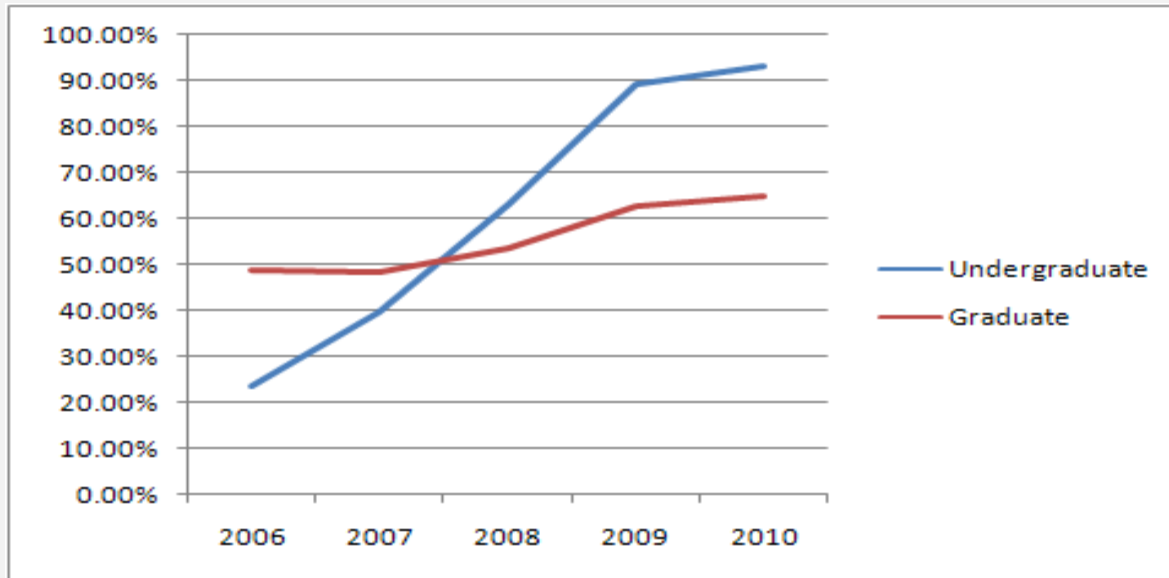
- Alternative for globally competitive higher education market
- Sustainable transfer of knowledge to students worldwide
- Sharing physical entity of world prestigious higher institutions



# Case Study of KAIST:

- The ratio of the courses taught in English for 5 years

	2006	2007	2008	2009	2010
Undergraduate	23.50%	39.70%	63.20%	89.10%	93.00%
Graduate	48.70%	48.20%	53.40%	63.00%	65.00%



- Number of Dual Degree Programs
  - Total 38 dual degree agreements (As of Dec. 2010)  
(8 countries, 29 institutions,  
Georgia Institute of Technology, Technical University of Berlin, etc.)
- Number of students that participated in the dual degree program in 2010
  - Total 6 incoming students
  - Total 30 outgoing students

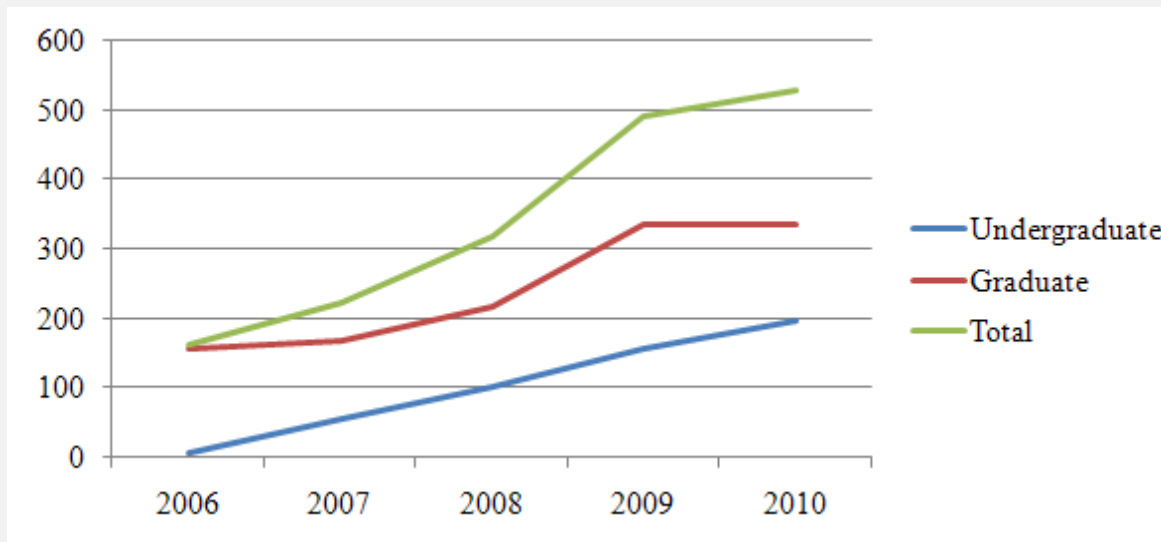


# Case Study of KAIST:

## - Changes of Number of International Students for 5 years

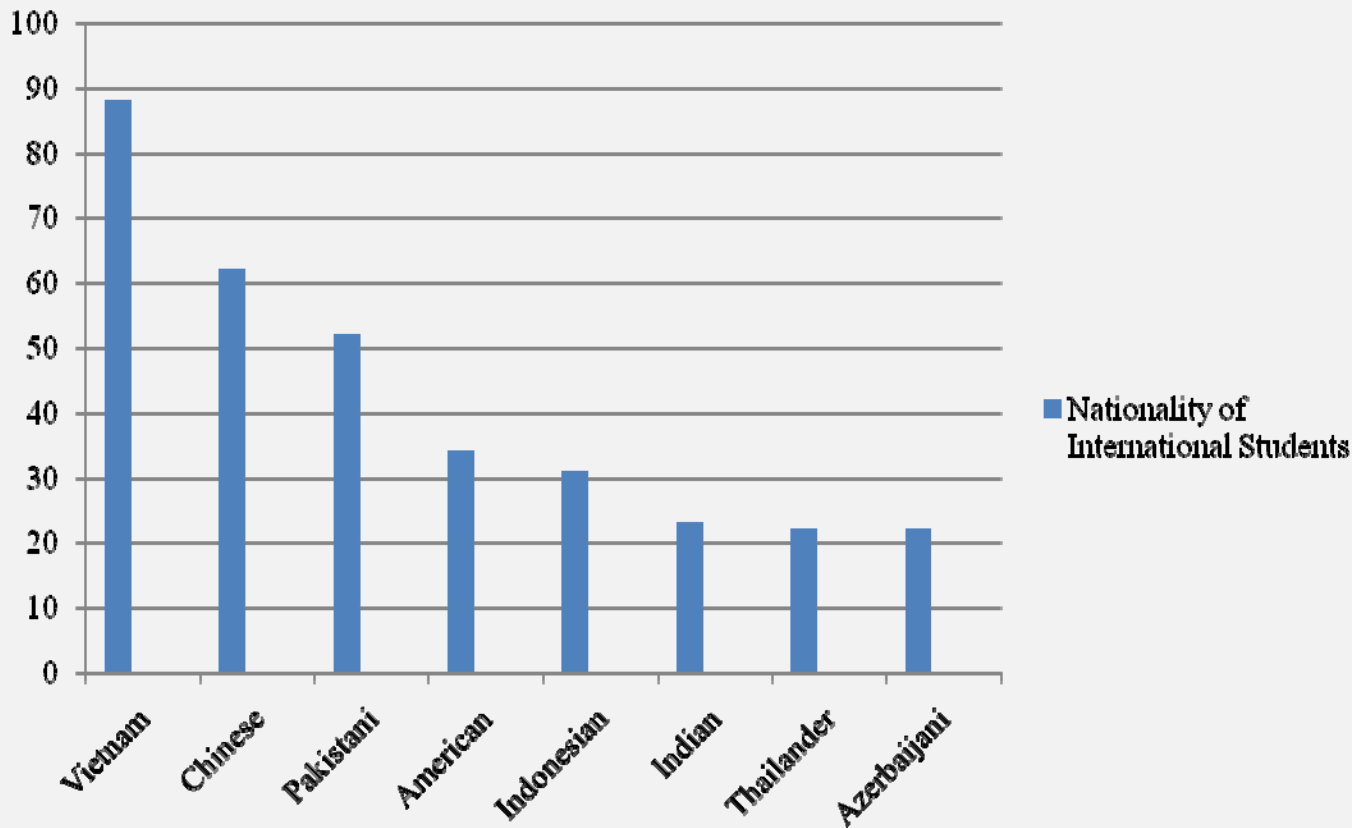
(As of every Oct.)

	2006	2007	2008	2009	2010
Total	162	222	318	490	542
Undergraduate	5	55	100	156	200
Graduate	157	167	218	334	342



# Case Study of KAIST:

- Number of International Students
- Total 542 students from 68 countries (As of Oct. 2010)



# Conclusions:

The reputation and tradition of an entity is also a great merit to add to its physical presence. Dual degree programs can substitute branch campuses by developing reciprocal curricula, providing various cultural and educational experiences. Also hiring well-trained bilingual/bicultural personnel will be a feasible solution to provide the proper transfer of knowledge in E-learning. The socio-cultural issue in addition to language might be the most difficult barrier for a borderless and creative education after all.



**KAIST**  
**Congratulates**  
**Kyoto University's 113<sup>th</sup> Anniversary**



*Thank you very much for your attentio*

