

Chapter 17

Professional Development and Transnational Education in the Post-COVID-19 Era

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ABSTRACT

This chapter will consider the impact the Covid-19 pandemic has brought on transnational education and focus on the “new normality” following the epidemic. Moreover, it will concentrate on the development of technology-enhanced education after the pandemic along with the crucial role that professional development performs in TNE. On that note, distance education and work-related challenges will be discussed, and solutions and suggestions put forward to TNE educators, with professional development providing the central focal point.

INTRODUCTION

COVID-19 pandemic has become a global health crisis in the middle of the 2019-2020 academic year, significantly impacting the education delivery mode in countless ways. Social distance as well as border closure have been emphasised as efficient measures to contain the spread of Covid-19 (TEQSA, 2021). Taking the benefits of the movement restrictions, transnational education (TNE), which differs from the traditional education delivery mode, highlights the modality of education programs that have demonstrated successful development (Wilson & Vlasceanu, 2000). Furthermore, remote learning that involves lots of technologies has been strongly encouraged by the national education sector in a number of countries for continuous student learning processing in order to replace the traditional face-to-face learning mode. The astonishing scale of education digitalising transition has become the “new normality” in higher education (Tesar, 2020). Meanwhile, the precipitate changes put a lot of strain on educators, learners, and institutions as everyone is expected to assume the new education delivery mode with technological applications (Li & Morris, 2021). Given restrictions imposed by COVID-19, educators and institutions must advance professionally so as to deliver a high standard of education. New models

DOI: 10.4018/978-1-6684-5226-4.ch017

of teacher professional development and support for teachers to acquire new skills and knowledge are indispensable (Hartshorne et al., 2020). This chapter takes into account evolving and existing TNE challenges and needs, and technology-enhanced developments draw attention to the need for professional development to help education practitioners and other providers better comprehending the challenges that would arise following the Covid pandemic.

TRANSNATIONAL EDUCATION

Transnational education (TNE) has been identified as any education delivered by an institution situated in a country other than the student's country of origin (Hussain, 2007; Kesper-Biermann, 2019; McBurnie & Ziguras, 2006). In contrast to traditional education modes in which students cross borders for their education programmes, TNE places a prime focus on the international movement of institutions and programmes (Knight, 2016). These institutions may have developed international higher education programs by franchising their degrees to the local universities, distance education provision, and/or establishing branch campuses. Franchising or partnership – the source country's institution authorises and grants permission to the partner in the host country to deliver their education programs, and the source university awards the qualification. Over 90% of programs are provided under this mode of delivery (Alam et al., 2013). Even though franchising is thought to be the most extensive mode, the quality assurance, curriculum regulation, and moderation of examinations have been queried (McBurnie & Ziguras, 2006). Distance learning is when the provider delivers the online course or digital resources through technology (computers, internet, video conferencing, etc.). The course can be accessed from any place around the world. As a result, this can aid in saving money and time on transportation. Data from UK Higher Education Statistics Agency (HESA) reveals a 16% increment of 2016/22 oversea learners in the UK TNE program with distance learning (HESA, 2022). Branch campus refers to universities that establish other campuses in order to provide education locally. The authority of education quality of provider has been placed as an obvious advantage. Take the UK as an instance, the biggest group of students (39%) in the UK TNE program were British that took programs at a branch campus (Janet et al., 2021). Moreover, Garrett et al. (2017) claimed that cooperating with the local investor as a partner to acquire financial and local resource support became increasingly popular. The contradiction between academic standards and commercial success, however, needs to be taken into consideration given the unbreakable close relationship between universities and local investors. The various modes of education delivery of TNE programs have been identified as a significant development in educational accessibility. Furthermore, in the face of the curtailed revenue by the shortage of international students in the universities in the host country, delivered TNE programmes to maintain enrolment growth have been eclipsed as a means to moderate the deficiency of finances (Alam et al., 2013; Healey, 2020).

Advantages of TNE

To set the scene, transnational education (TNE) has thrived on an unprecedented scale in the past decade. The adaptability of TNE programmes makes them well-suited to assist countries with a lack of educational resources, students who have global/bicultural learning expectations, and aspirational workers who have additional educational needs. The majority of the cross-border institutions believe TNE has become a 'mature educational market', and the developing countries with low rates (3-4%) of higher

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