



มหาวิทยาลัยมหิดล

ปัญญาของแผ่นดิน

ข่าวสภาคณาจารย์มหาวิทยาลัยมหิดล

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Wisdom of the Land Wisdom of the Land Wisdom of the Land

รองประธานสภาคณาจารย์มหาวิทยาลัยมหิดล และสมาชิก ร่วมทำบุญตักบาตร พระสงฆ์ จำนวน 62 รูป เนื่องในวาระดิถีขึ้นปีใหม่ ปีพุทธศักราช 2562 เมื่อวันที่ 26 ธันวาคม 2561 ณ บริเวณหน้าอาคารสำนักงานอธิการบดี มหาวิทยาลัยมหิดล ศาลายา

Wisdom of the Land Wisdom of the Land Wisca Land



สารจากประธานสภาคณาจารย์

โดย ศาสตราจารย์คลินิก นพ.วิรุณ บุญบุช



สวัสดีปีใหม่ 2562

ขออำนาจคุณพระศรีรัตนตรัยและสิ่งศักดิ์สิทธิ์ทั้งปวง
จงดลบันดาล

ให้คณาจารย์ และบุคลากรในมหาวิทยาลัยมหิดลทุกท่าน
ประสบแต่ความสุข ความเจริญในทุก ๆ ด้าน
มีสุขภาพกายแข็งแรง สุขภาพจิตแจ่มใส ตลอดไป

สวัสดีครับท่านบุคลากรมหาวิทยาลัยมหิดล ข่าวสภาคณาจารย์ฉบับนี้ขอประชาสัมพันธ์
เกี่ยวกับกิจกรรม “หนึ่งวันแห่งการเรียนรู้ ศิลปการฝึกจิตเพื่อชีวิตอันประเสริฐ” ซึ่งจะจัดขึ้น
ในวันอาทิตย์ที่ 13 มกราคม 2562 เวลา 8.00-16.00 น. ณ อาคารโพธิญาณมหาวิชชาลัย
พุทธมณฑล โดย พระภาวนาเกษมคุณ วิ (หลวงพ่อดุสิต เกษมรังสี) เจ้าอาวาสวัดมเหยงคณ์
จังหวัดพระนครศรีอยุธยา เป็นพระวิปัสณาจารย์ ขอเชิญประชาคมผู้สนใจทุกท่านสมัครเข้าร่วม
กิจกรรมดังกล่าวได้ตามรายละเอียดในเล่มครับ

และบทความเรื่อง Universities and Internationalization โดย Dr.Aung Win Tun
จากบัณฑิตวิทยาลัย ครับ

พบกันใหม่ปีหน้า 2562

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Internationalization Universities and Universities

บทความโดย
Dr.Aung Win Tun
บัณฑิตวิทยาลัย



It is frequently mentioned that the world has shrunk to the size of keyboard. In fact, it's reduced to the size of your palm. From smart phone to tablet, we can connect to any part of the world, thanks to internet and digital technology. In addition to digital connection, air-travel covers almost all places on earth and help people to work and to explore to other parts of the world to have better education, to have better live or to have experience in other culture, tradition, and values. This globalization has an effect on all aspects of our lives, and education is not an exception.

Study abroad

Over the last half of the millennium, together with the growth of number of persons studying in higher education, the number of international students enrolling in institutions across world-wide also increased. In early 1980s, just over one million students were studying outside of their home countries, the number reached triple in 2005. In 2015, the number of foreign students enrolling in tertiary education worldwide has reached 4.6 millions (1) (Figure 1). The largest number of students studying abroad are coming from China (17%), followed by India (6%), Germany (3%), France (2%), and Russia (2%) (2). Most of the international students go to the United States (19.6%), United Kingdom (9%), Australia (7%), Germany (5%), France (5% each), Canada (4%), Japan (3%), Russia (5%), and China (2.7%), Malaysia (2.5%) (3). In the last decade, there is a new choice of

destination for student mobility particularly in ASEAN and East Asia region.

Students select the destination closer to home; for instance, students from ASEAN countries choose to study in Japan, Korea or China or vice vasa. For example, almost 14,000 Indonesians are currently studying in China. In the meantime, the percentage of East Asian students studying in ASEAN countries increased from 26% in 1999 to 42% in 2007 (4). For example, of 134,000 international students enrolled in Malaysia on 2017, 9.6% of them are coming from China (5). Therefore, one of the obvious trends in international student mobility is distribution of study abroad to more and more destinations, including non-English speaking countries.

Several countries understand the importance of internationalization of higher education, with benefits of getting revenue from international students through their tuition fees and general living expenses, and addition to the domestic pool of highly-skilled workers. Hence, these countries develop and adopt policies to foster the process of internationalization of universities. According to the survey by the British council on Global Higher education, Thailand is one of the top countries of having "sustainable development policies" especially student and academic mobility support for outward student mobility, government assistance for international research and foreign language competencies (6). It was ranked 5th among 38 countries, which included several Asians and western countries, and among southeast Asian

nations, it performed better than Indonesia, Malaysia and Vietnam in this context. The report also describes another indicator, “openness of higher education”, which considers promotion of infrastructure which facilitates mobility of students and researchers, ability of higher educational institution to offer transnational education, and student and academic visa. Australia is ranked as the highest in openness of higher education systems among the 38 countries. In this regard, Thailand is ranked after Malaysia and Vietnam.

Globalization and internationalization of Universities

In harmony with the globalization and to get the best benefit from it, many universities respond to globalization by internationalization of universities. Internationalization is defined as a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected (7). In line with this definition, universities and higher education institutions adopt new strategies to implement the policy of internationalization. Traditionally, it includes study abroad programs or setting up branch campuses in another countries. However, internationalization strategy expands to conducting collaborative research with institutions from other countries, providing more research fund for international topics, offering joint degree or double degree, promotion of foreign languages, and fostering cross-cultural understanding among host students and international students.

Then how could the strength of internationalization of a particular institution be measured? In fact, there is limited information for this, as the strategy and area of internationalization can be diverse. The two major university ranking bodies incorporate the institutions internationalization as one of the

ranking criteria. Times Higher Education ranking uses “International outlook” to contribute 7.5% of total score in overall ranking (8). It considers obvious measurable, but somewhat rigid, factors such as proportion of international students, proportion of international staffs and international collaboration (each contributes 2.5% to the total score). QS World ranking also scores international outlook as 10% of total score in their calculation for ranking, and uses similar measurable factors of international faculty ratio and international student ratio of an institution. Their rationale for incorporating international outlook as a criteria in ranking methodology is that “a highly international university acquires and confers a number of advantages. It demonstrates an ability to attract faculty and students from across the world, which in turn suggests that it possesses a strong international brand. It implies a highly global outlook: essentially for institutions operating in an internationalized higher education sector. It also provides both students and staff alike with a multinational environment, facilitating exchange of best practices and beliefs. In doing so, it provides students with international sympathies and global awareness: soft skills increasingly valuable to employers”(9).

Though the above argument is valid for some extent, internationalization of university must have far more dimensions than having the number of international students or staffs in a university.

Area of internationalization

Having international programs does not mean that the university is well on the track to internationalize; it would be just the beginning. Internationalization covers a broad spectrum of activities including, but not limited to, internationalization of program, curriculum, research, students, extracurricular activities, etc. The following activities are frequently used for internationalization process in many universities.

- *Student*

In this highly connected world today, graduates will become a global labor force where they will be working in multinational corporations where people from several countries are working. To deal and work comfortably with people of diverse cultural background, students require appreciation and understanding of different cultures, values, and religions and to have a global view. Immersing together with international students and creating international atmosphere in the campus would be the first step to groom students for this matter.

- *Extra-Curricular Initiatives*

In addition to classroom activity, engagement of both local and international students participating in extracurricular or community based project or service learning project will enhance the internationalization process. This can be either in host country or in abroad. Students who come back after immersion in other culture improve the maturity, and increase confidence of using foreign language, demonstrate a greater awareness of culture and begin to develop intercultural communication skills (10).

- *Arranging campus events to represent various countries*

Planning the campus events to showcase their own culture or annual international festival increases the cross cultural understanding among students.

- *Program - Creating online program and online short courses*

Offering degree programs and short courses via online platform will cut the cost of study, which is attractive for students. In addition, MOOC and other online degree programs increase the visibility of the university for audience worldwide. Though MOOC is attractive mode for learning in term of student perspective and global outreach, it has less chance for student to engage in other culture.

- *Program – Setting up partnership for dual academic program, dual degree or joint degree in the same or different disciplines, or joint research and supervision.*

- *Curriculum – Introducing the curriculum on global perspectives and global study, particularly in arts and business study programs, integrating international experience with knowledge of their disciplines.*

However, different subjects require different approach for introduction of global perspectives in curriculum. For example, some area of studies, particularly in science subjects, will be less persuaded to engage in curriculum internationalization. In this case, instilling students of global mindset will help them to be a global employability after graduation.

- *Staffs*

Training staffs to be able to use international languages and to communicate across cultures would help the language barrier and communication breakdown with students. Sensitizing the staffs for the particular needs and concerns shared by the international students would smooth the arrival experience and adaptation of international students. This is also beneficial for the university as reputation of having “welcoming and warm atmosphere” for international students.

- *Language promotion – This includes training of host language for international students and training English or other languages such as Chinese, Japanese to local students and staffs.*

- *Constructing international partnership, faculty exchange and student exchange*

- *Setting up branch campus or satellite campus*

All of the above measures for internationalization of university and campuses would cost several resources. It also demands comprehensive and effective strategy based on available resources. Mahidol University, as it stands as one of the global universities, has several of internationalization initiatives mentioned above. According to the Times Higher Education Ranking data for 2019, Mahidol University got a score of 45.6 (out of 100) for “international outlook”, the highest among the universities in Thailand (Table 1). Though the measuring parameter for scoring is inadequate, as stated above, this score can be used as comparative purposes, and the score will improve in coming years. Eventually, internationalization will be beneficial for all stakeholders, and more importantly, for the student learning process.

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Table 1. Comparison of international outlook of the universities according to the data from World University Rankings, 2019 by Times Higher Education. (Methodology of score for “international outlook” considers only proportion of international students, proportion of international staffs and international collaboration.) (8)

	Philippines		Malaysia		Thailand		Indonesia	
	University of Philippines	De La Salle University	University Malaya	UKM	Mahidol University	Chulalongkorn University	Universitas Indonesia	Bandung Institute of Technology
Score for International Outlook	39.5	33.7	85	43.3	45.6	38.4	52.9	38.3
Percent of International students	1	3	23	14	4	2	4	2
Ranking	501 - 600	801 - 1000	301 - 350	601 - 800	601 - 800	801 - 1000	601 - 800	801 - 1000

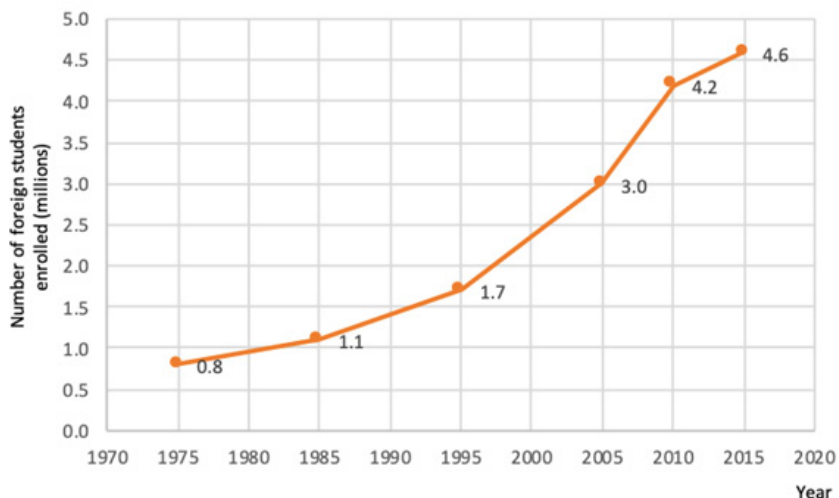
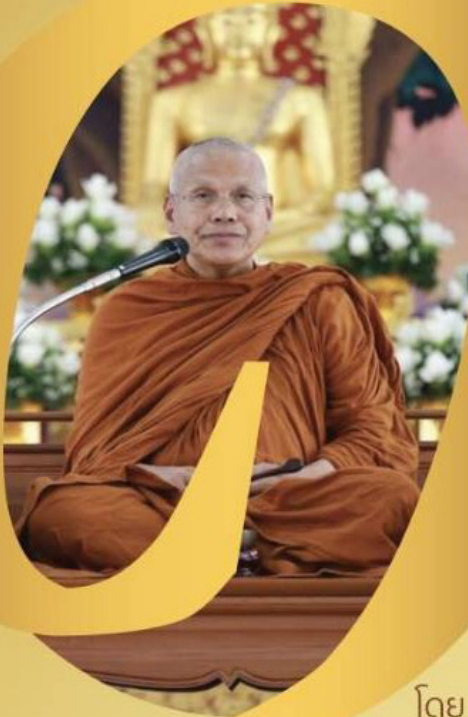


Figure 1. Number of foreign students enrolled in tertiary education worldwide (1)

ขอเชิญ ร่วมศึกษาธรรมะ ปฏิบัติธรรม



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หนึ่งวันแห่งการเรียนรู้
ศิลปการฝึกจิตเพื่อชีวิตอันประเสริฐ
วันอาทิตย์ที่ 13 มกราคม 2562 เวลา 8.00-16.00 น.
ณ อาคารโพธิญาณมหาวิชชาลัย พุทธมณฑล

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บรรณาธิการกลาง

โดย Dr.Aung Win Tun

Wisdom of the East



Sawasdee Khrub

Dear readers,

We have one article on “Universities and Internationalization”. The article discusses about current trend of student mobility and internationalization of universities in globalized era. It highlights the area of internationalization, and also outlines the various approaches of internationalization processes currently employed by various institutions around the world.

We hope you enjoy reading the newsletter. Thanks!

Happy and prosperous new year to you all!

ข่าวสภาคณาจารย์

เป็นหนังสือใบมหาวิทยาลัย และเป็นสื่อระหว่างคณาจารย์ในการรับฟังแลกเปลี่ยนทัศนคติ ข้อคิดเห็น ทั้งด้านการบริหาร ด้านวิชาการ ด้านสวัสดิการ และอื่น ๆ ของมหาวิทยาลัย บทความ ข้อคิด จดหมาย เป็นความเห็นของผู้เขียนเท่านั้น มิใช่ความเห็นของสภาคณาจารย์ เกณฑ์การพิจารณา บทความเป็นไปตาม www.senate.mahidol.ac.th/th/regulation.html

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