

IEASA Workshop 5

“Concrete Approaches of Internationalisation of Higher Education The YEBO! Case Study”

Stellenbosch, 23 August 2019



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY



European University Association



UNIVERSITY of the
WESTERN CAPE



Central University of
Technology, Free State



GHENT
UNIVERSITY



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YUNIBESITHI YA PRETORIA



Cape
Peninsula
University
of Technology



Tshwane University
of Technology



UPPSALA
UNIVERSITET

Structure of workshop

- 13:00 - 14:15 Speeches: Refilwe, Lidia, Anish, Anthony, Xolani, Reon.
- 14:30 - 14:45 Body break
- 14:45 - 15:15 Break-out sessions Approx. 6-8 people
- 15:15 - 15:30 *Moderator and breakout chairs debrief*
- 15:30 - 15:40 Report back to the audience
- 15:40 - 15:45 Oral reports by group moderators, 3-5 min each
- 15:45 - 16:00 Summary of outcomes bringing together the issues raised by participants

Workshop Structure/Questions

- What are the purposes of international doctoral collaborations?
- What are the factors enabling or hindering international doctoral collaboration?
- How do these factors relate to the 4th Industrial Revolution?



Development of the internationalization of PhD studies in South Africa

WHAT IS YEBO!

IEASA ANNUAL CONFERENCE WORKSHOP 5

Cape Town, 21 – 23 August 2019



Co-funded by the
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PRESENTATION OF THE PROJECT

Erasmus+ « Capacity Building for Higher Education »

15/10/2017 → 14/10/2020

939 755€

Europe

Université de Montpellier
Technische Universität Berlin
Ghent University
Vilnius Gediminas Technical University
Uppsala University
Coimbra Group
European Universities Association
CIRAD

South Africa

Cape Peninsula University of Technology
Central University of Technology
Stellenbosch University
Tshwane University of Technology
University of Cape Town
University of Pretoria
University of Western Cape



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PRESENTATION OF THE PROJECT // ITS OBJECTIVES

Strengthen the
internationalization of PhD studies



1

Analyze the internationalization PhD activity and publish a Report

2

Develop a Web Platform with dedicated services for PhD students

3

Organize conferences to raise awareness about internationalization in PhD studies

4

Organize 4 Training sessions targeting HEIs staff and PhD students



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YEBO!



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PRESENTATION OF THE PROJECT // PLATFORM OBJECTIVES



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PRESENTATION OF THE PROJECT // CONFERENCES

Conferences

1

EUA-CDE Annual Conference

12-14 June 2019
Brescia, Italy

2

IEASA Annual Conference

21-23 August 2019
Cape Town, South Africa

3

EAIE Annual Conference

24-27 September 2019
Helsinki, Finland

4

Coimbra Group Annual Meeting

10-12 June 2020
Montpellier, France

5

Final YEBO! Conference

September 2020
Cape Town, South Africa



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PRESENTATION OF THE PROJECT TRAININGS

YEBO! Training sessions

1

“Reinforcing Intercultural Competencies”: hosted by CUT;
23-26 October 2018

2

“Towards structures/services to support PhD Lifecycle”:
hosted by UP;
26-29 March 2019

3

“Developing a Toolbox for Managing International Collaborative PhD programmes”:
hosted by Stellenbosch/UCT;
25-27 June 2019

4

“Strengthening Research Visibility & Capacity of PhD candidates”:
hosted by UWC/CPUT;
March 2020



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PRESENTATION OF THE PROJECT \\ HIGHLIGHTS

Achieved in
June 2019



1

The Report on the state of art of the internationalization PhD activity has been published

2

Three training sessions have been organised

3

A YEBO Special Event within EUA-CDE Conference successfully organised

4

The Web Platform & its Funding Tool for PhD candidates are available



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An Academic's View of the Advantages/Disadvantages of Collaborative PhD programmes

Anish Kurien (TUT)



Introduction (1)

- Internationalisation strategies should be a tool in increasing the quality in doctoral education and in developing institutional research capacity¹.
- International doctoral students offer a “cost-effective” way for institutions to build international links².

Introduction (2)

- As a result of the expansion of communication methods and the ease of international travel, academics and researchers are finding it easier to collaborate with foreign counterparts.
- The ability to scrutinize, debate and share experiences is essential for academic and scientific accomplishment.
- Such partnerships have contributed to academic and scientific progress³.

Joint Degrees in the South African Context

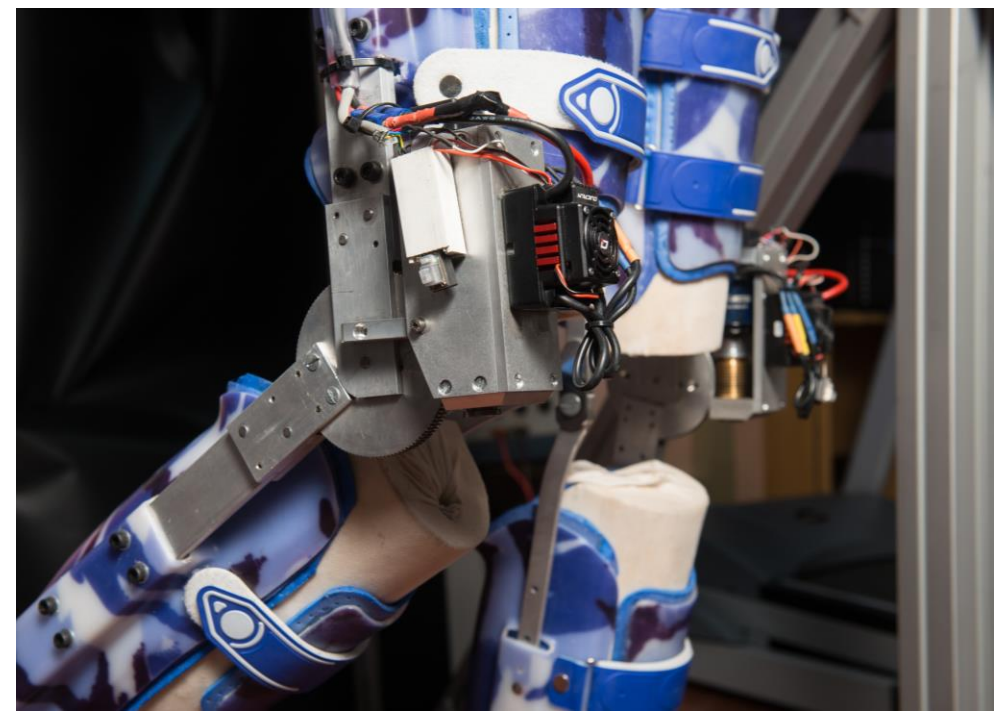
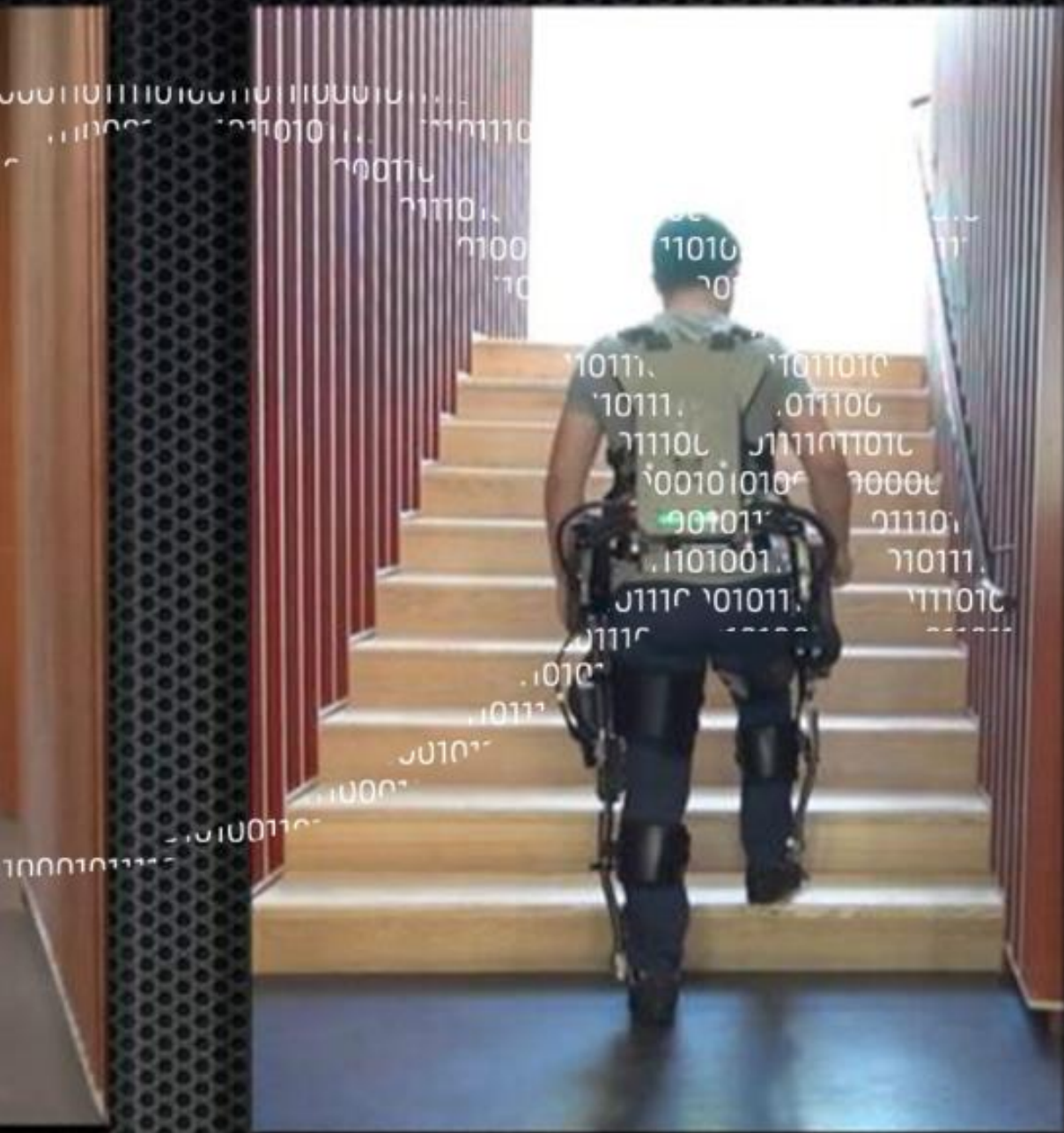
- A joint degree is awarded by the joint decision of partner institutions after the successful completion of *a jointly offered* programme *offered collaboratively* by two (or more) higher education institutions.

Benefits

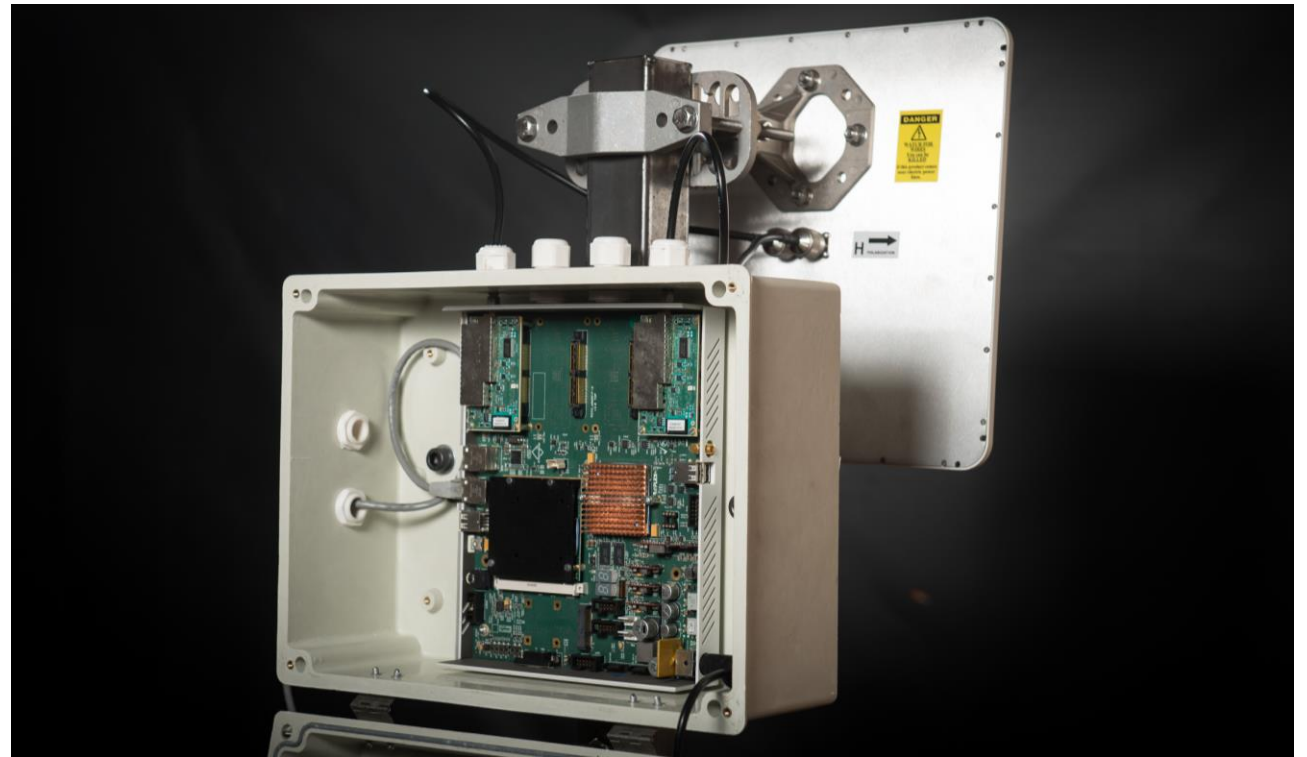
- The benefits in running collaborative/partnership programmes with international partner universities is the ability of the arrangements to *enhance quality* and *contribute to knowledge production* by
 - provides access to the *strengths of strong teams* and groups in the area of research in the partner university;
 - *enhances the student's experience* through a well-structured international programme;
 - Offers *access to research facilities* not available at his or her home institution;

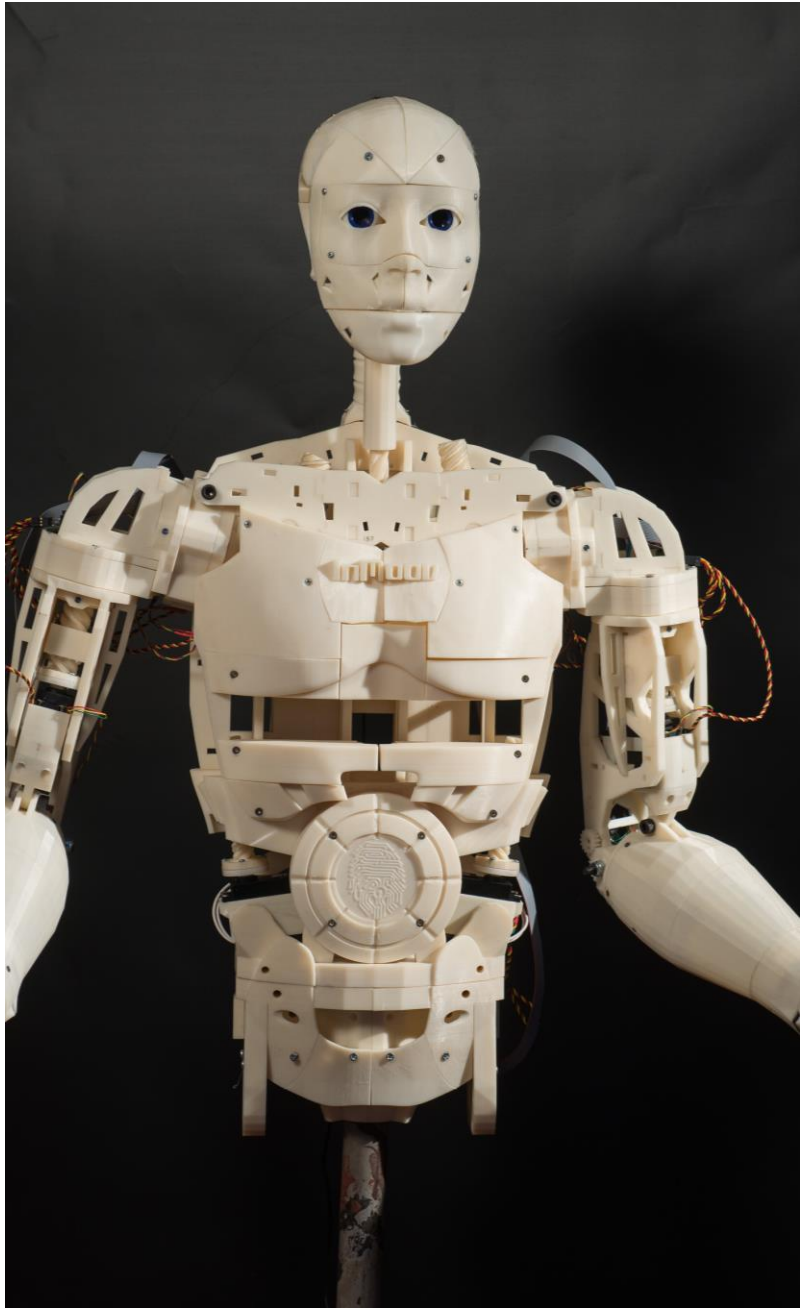
Benefits of Joint-Doctorates in the Context of 4IR

- F'SATI (The French-South African Institute of Technology) at TUT runs a Joint-Doctorate programme based on the French Co-tutelle arrangement.
- The focus of these research activities forms part of joint research activities that are presently taking place between TUT, the University of Paris-Est, Creteil, the University of Versailles Yvelines-en-Saint-Quentin, and ESIEE in France.
- Considering the focus on the 4IR and the relevance of such programmes, the programme presently supports research activities in the domains of the *Robotics, Artificial Intelligence, Machine Learning, IoT, ...*











Students in France...



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Economics and Management Sciences



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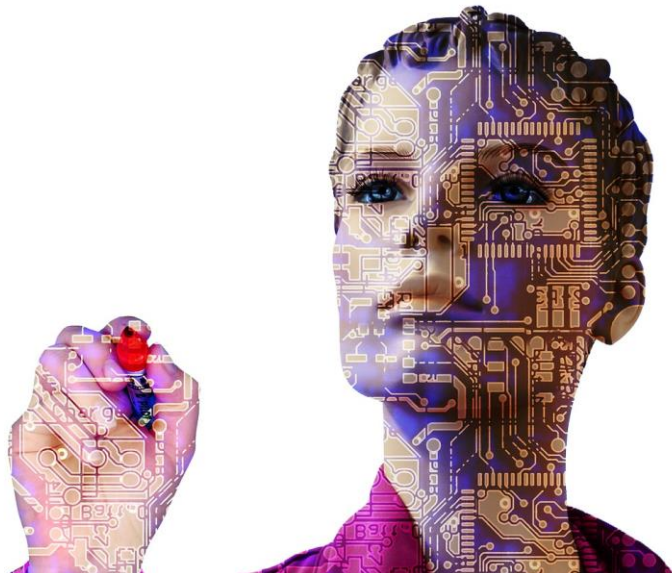
Postgraduate Supervision and 4IR



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Postgraduate Degrees Offered in FM

BComHons
(Financial Management Sciences)

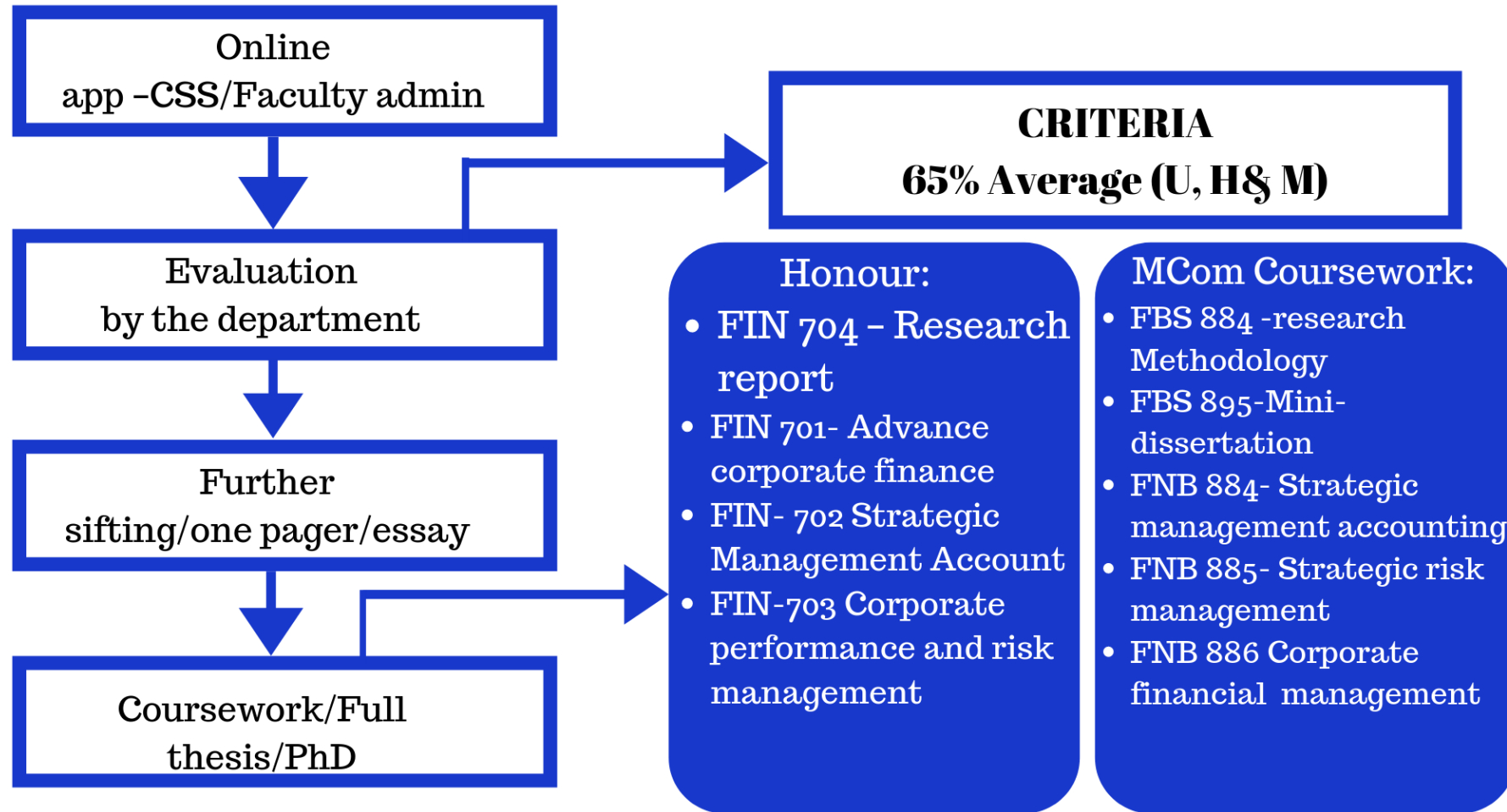
BComHons
(Investment Management Sciences)

MCom
(Financial Management Sciences)
Coursework

MPhil
(Financial Sciences)
Dissertation

PhD (Financial Management Sciences)

Workflow for Postgraduate Studies



Personal supervision experience



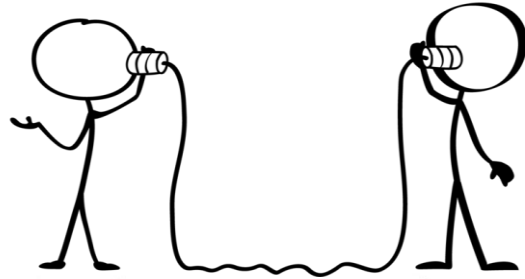
- First generation students
- Mentor/No mentor
- 2016 deep end

Personal supervision experience..cont

- Teaching Load
- Post graduate supervision
- Research output
- Own studies



Character trade-supervisor



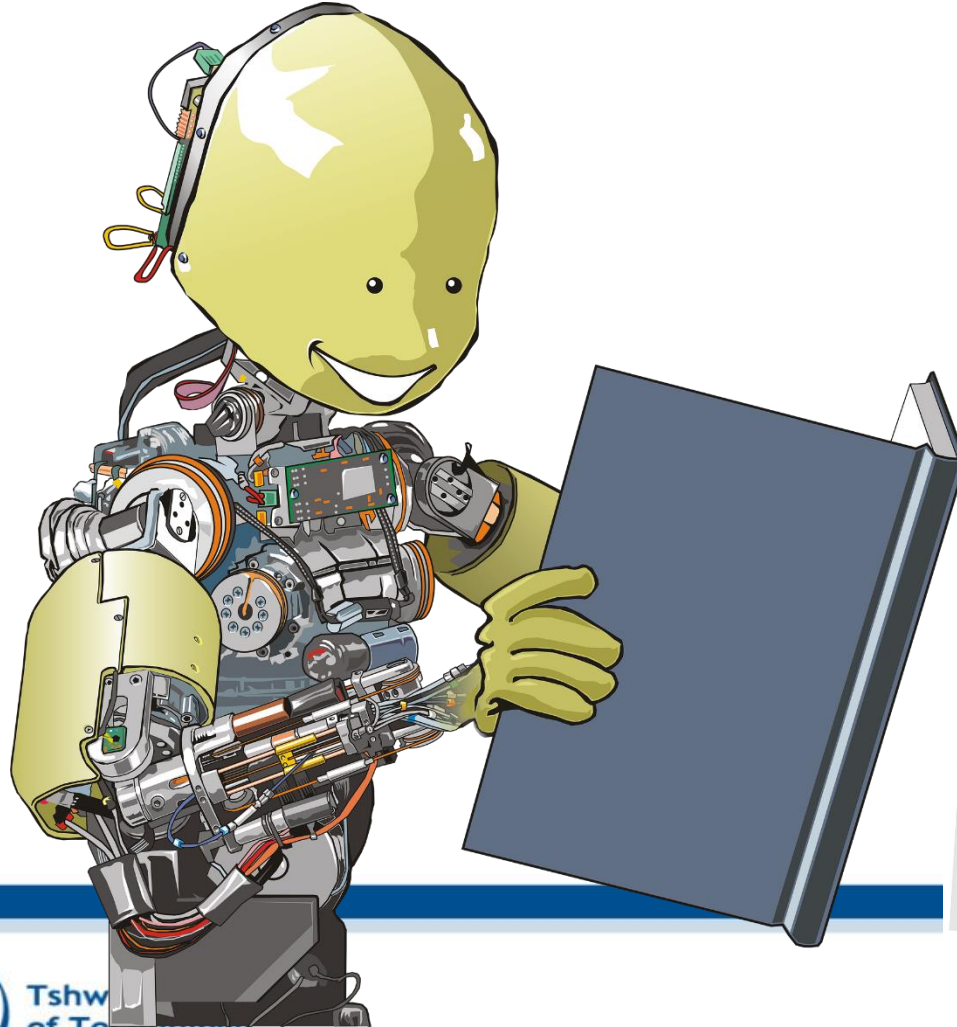
- Resourceful
- Knowledgeable
- Effective Communication
- Technologically inclined
- Digitally fluently

Character trade-student



- Teachable
- Desire to learn
- Effective Communication
- Digitally fluently
- Energy
- Focus

How does 4IR enhances or inhibit the process of communication



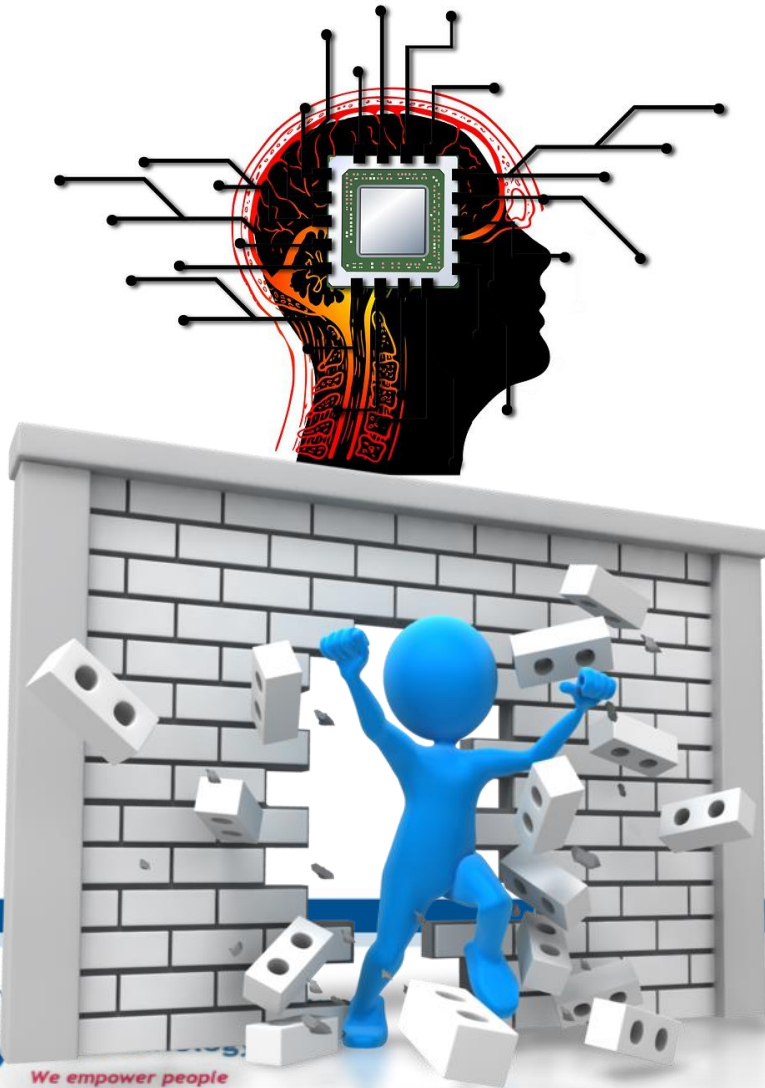
Blackboard
collaborate™



How does 4IR enhances or inhibit the process of- Research tools



How does 4IR enhances or inhibit the process – Limitations



Learning

- YouTube videos
- Workshops
- Books- Pallant fields etc.

Funding

- Lot of funding
- Up website
- Fellow students
- Embassies

Knowledge transmission

- Active knowledge vs Passive



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References

- Butler-Adam, J. (2018). The fourth industrial revolution and education. *South African Journal of Science*, 114(5-6), 1-1.
- Eri, R., Gudimetla, P., & Vemuri, R. (2019). Beyond the Technical Skills: A Case for Internationalization of Graduate Attributes in PhD Programs. *Universal Journal of Educational Research*, 7(3), 766-771.
- Jones, E., & Killick, D. (2013). Graduate attributes and the internationalized curriculum: Embedding a global outlook in disciplinary learning outcomes. *Journal of Studies in International Education*, 17(2), 165-182



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Internationalisation of Higher Education: A case study of University of Pretoria, challenges, successes with 4th IR in mind

Dr Xolani Makhoba, University of Pretoria



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Collaboration, dual programs promote internationalization

UP-work with various local and international institutions

Close to 4000 international students.

The use of technology in research and classroom

Introduction of robots in library as part of 4IR

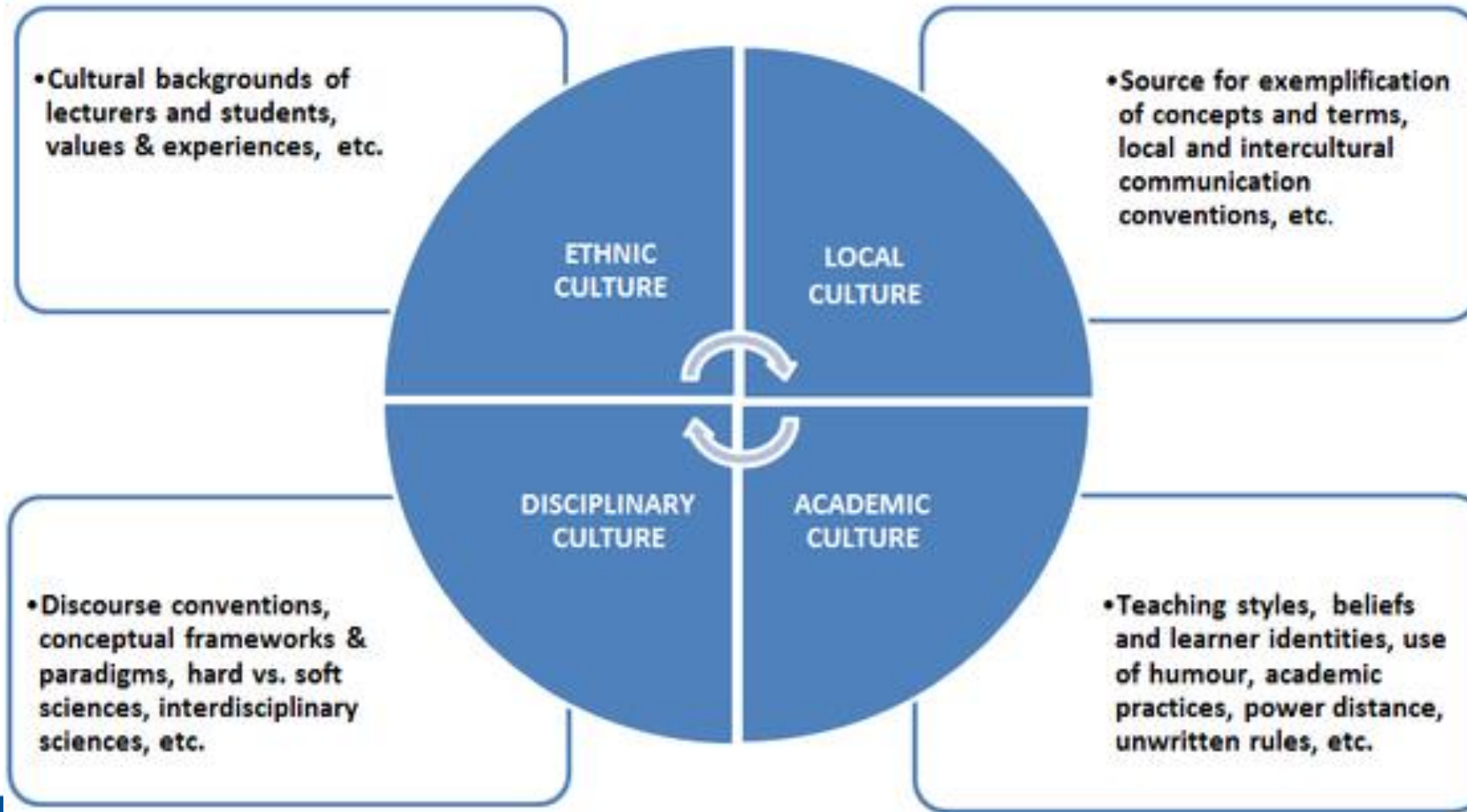
Scientific research promote 4IR

Training of PI and support staff

Produce global competitive graduates with strong background in 4IR



Culture in the internationalisation of higher education



PART 2 - Open Questions to develop a Toolkit

What are the purposes of international doctoral collaborations?

What are the factors enabling or hindering international doctoral collaboration?

How do these factors relate to the 4th Industrial Revolution?



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Thank You..
More info at:
<https://yebo.cut.ac.za/>