

Transnational higher education programs for facilitating inter-university knowledge transfer: University of Indonesia's experience

Agustian Sutrisno (QUT)
Djoko Hartanto (UI)
Hitendra Pillay (QUT)



Overview

- Global trends, bilateral context
- Inter-university knowledge transfer (KT) framework
- Case dual degree program
- Methodology
- Findings & Discussion
- Implications

Global trends, bilateral context

- Globalisation
- Higher Education (HE) as a commodity
- Free Trade Agreements



- Australian-Indonesian transnational HE programs
- Dual degree programs (DDPs)
 “allow students to obtain degrees from both Australian and Indonesian universities for a single program of study”
- KT through transnational HE programs

Knowledge?

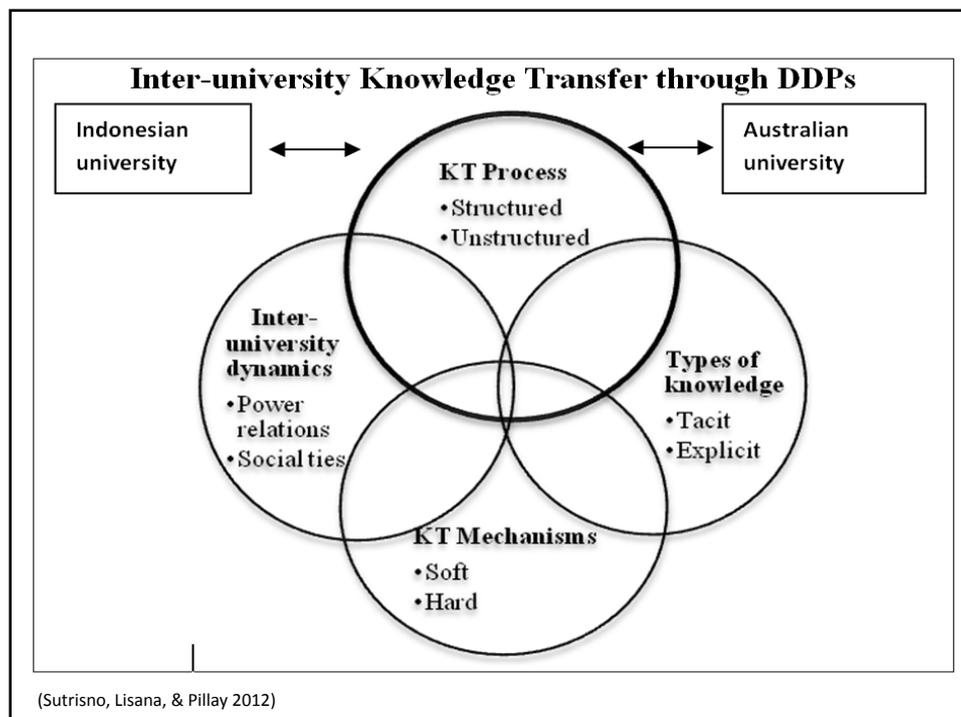
a justified personal belief which is a result of a combination of experiences, personal values, personal characteristics and interactions with others (Alavi & Leidner, 2001; Courtney & Anderson, 2009).

- to interpret, evaluate and incorporate new experiences and interaction in improving an organisation’s capacity to take informed action
- a crucial resource in the global competition (Alavi & Leidner, 2001; Bauman, 2005; Gupta, Sharma, & Hsu, 2004).

Knowledge transfer

“the process through which one unit is affected by the experience of another” (Argote & Ingram, 2000, p. 151)

- entails modification of the existing knowledge to a new organisational context to solve specific problems (Bauman, 2005; Foss & Pedersen, 2002)
- does not preclude a university’s capabilities to generate its own knowledge (Kumar & Ganesh, 2009)
- For a university that forms a partnership with another university, KT improves its capacity by acquiring new knowledge from the partner university (Khamseh & Jolly, 2008)



UI-QUT DDP

Architecture, Civil, Mechanical, and Electrical
Engineering Undergraduate DDP

2+2 Arrangement

Began in 1998 after the Asian Financial Crisis

First in Indonesia

±20 students per intake

Methodology

Case study (Yin 2009)	Narrative approach (Creswell 2012; Rushton 2001)	Interviews	Thematic analysis (Braun & Clarke 2006)
Thick description of processes and potential causal relationship	Detailed personal accounts from a key source person about a particular process	Second author as key informant One current lecturer and one former lecturer (E-mail and face-to-face)	Based on the theoretical framework Identification of themes

Research Questions

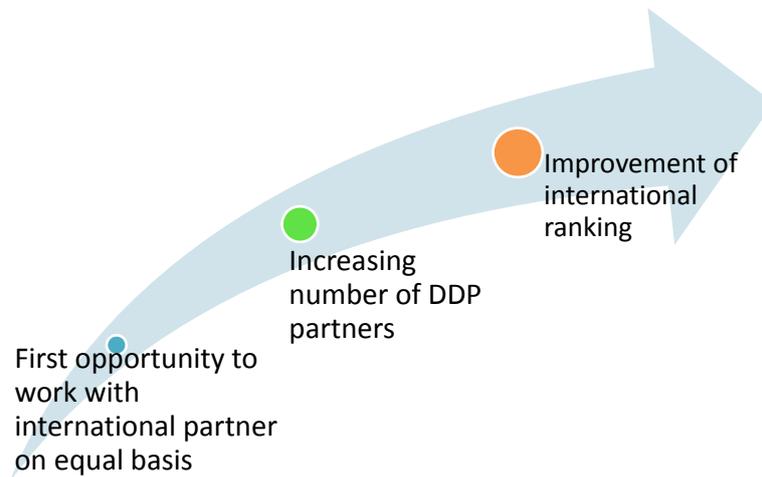
1. What are the indications that KT has taken place in the DDP?
2. How has KT from the Australian university impacted the Indonesian university?
3. What factors influence the inter-university KT process?

Findings (1): Indications of KT

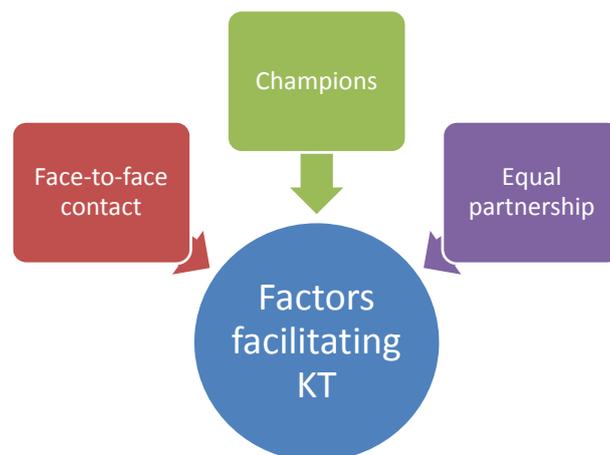
“Knowledge transfer between UI’s Faculty of Engineering and QUT automatically happened through educational processes... and also research cooperation and visits from UI-QUT lecturers... as well as joint supervision for research students [translated].”—UI lecturer

- Curriculum mapping process for the DDPs led to improvement of UI’s curriculum
- Joint research project for UI-QUT students in architecture
- Joint supervision for two UI PhD students in Industrial Engineering

Findings (2): Improved perception of quality as world-class university



Findings (3): Factors in KT



Discussion

- Ubiquity of KT and unstructured KT process (Li-Hua 2007; Courtney & Anderson 2009)
- Importance of champions for maintaining partnership and facilitating KT (Heffernan & Poole 2005; Napier & Mai 2004)
- Transnational HE for international profile and academic capacity development (Akiba 2008; Brolley 2009)
- Long-term sustainable partnership vs. short-term profit oriented (Fang 2011; Fielden 2011)

