

Internationalization in the Global Pandemic Era 2020-21 Challenges, Innovations and Way Forward

Editors:

Chan Chee Ming¹, Dr. Yong Zulina Zubairi²

Email:

chan@uthm.edu.my¹, tmyong@uthm.edu.my²

Abstract: During the height of the challenging times of COVID-19 pandemic, I was devastated as my plans in driving internationalization university-wide was heavily disrupted. Student exchanges and international travel came to a complete halt and in most a total chaos. Things suddenly brightened up when the International Office of UTHM, reached out to us and came up with a brilliant idea to pen our thoughts and personal reflections as we experienced tectonic shifts in our social and personal lives. It was a powerful time of healing, of deep personal reflection on who we are, where we have been, and where we are heading. Living amid these challenging times, has made us deeply aware and grateful for things that we have taken for granted, appreciating friends and support we have and mindful of the reality unfolding before us. Together we began to collaborate and actively look for solutions. The collections of essays are evidence of how we have found the inner strength to be able to adapt, to innovate, to reinvent and imagine how internationalization will look like in the future.

Keywords: Innovation, collaborate, pandemic, global

**A joint effort by International Office, UTHM
and Jawatankuasa Pengarah Antarabangsa (JKPA)**



**INTERNATIONALIZATION IN THE
GLOBAL PANDEMIC ERA 2020-21:**

CHALLENGES, INNOVATIONS AND WAY FORWARD

EDITORS
CHEE-MING CHAN
YONG ZULINA ZUBAIRI



**A joint effort by International Office, UTHM
and Jawatankuasa Pengarah Antarabangsa (JKPA)**

**INTERNATIONALIZATION IN THE
GLOBAL PANDEMIC ERA 2020-21:**

**CHALLENGES,
INNOVATIONS
AND WAY FORWARD**

**A joint effort by International Office, UTHM
and Jawatankuasa Pengarah Antarabangsa (JKPA)**

**INTERNATIONALIZATION IN THE
GLOBAL PANDEMIC ERA 2020-21:**

CHALLENGES, INNOVATIONS AND WAY FORWARD

**EDITORS
CHEE-MING CHAN
YONG ZULINA ZUBAIRI**



2023

© Penerbit UTHM
First Published 2023

Copyright reserved. Reproduction of any articles, illustrations and content of this book in any form be it electronic, mechanical photocopy, recording or any other form without any prior written permission from The Publisher's Office of Universiti Tun Hussein Onn Malaysia, Parit Raja, Batu Pahat, Johor is prohibited. Any negotiations are subjected to calculations of royalty.

Editors:
Chee-Ming Chan
Yong Zulina Zubairi

Published by:
Penerbit UTHM
Universiti Tun Hussein Onn Malaysia
86400 Parit Raja,
Batu Pahat, Johor
Tel: 07-453 7051
Fax: 07-453 6145

Website: <http://penerbit.uthm.edu.my>
E-mail: pt@uthm.edu.my
<http://e-bookstore.uthm.edu.my>

Penerbit UTHM is a member of
Majlis Penerbitan Ilmiah Malaysia
(MAPIM)



Cataloguing-in-Publication Data

Perpustakaan Negara Malaysia

A catalogue record for this book is available
from the National Library of Malaysia

ISBN 978-629-7566-22-1

CONTENTS

<i>Foreword by Chair, Jawatankuasa Pengarah Antarabangsa (JKPA)</i>	<i>ix</i>
<i>Foreword by Vive Chancellor, Universiti Tun Hussein Onn Malaysia (UTHM)</i>	<i>xi</i>
<i>Foreword by Director of aInternational Office, Universiti Tun Hussein Onn Malaysia (UTHM)</i>	<i>xiii</i>
<i>Preface</i>	<i>xv</i>

UNIVERSITI TUN HUSSEIN ONN MALAYSIA (UTHM)

Bringing University Home: What the COVID-19 Pandemic Force-Taught Us <i>Chan Chee-Ming, Shamir Hayyan Sanusi</i>	1
---	---

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA (IIUM)

Post COVID-19 Workforce in Service Organizations: Singing a Brand-New Song <i>Nor Amirah Kostor, Jamaludin Said</i>	5
--	---

MULTIMEDIA UNIVERSITY (MMU)

Strengthening the Future of Education by Leveraging the Pandemic Outcome <i>Lim Way-Soong</i>	13
--	----

UNIVERSITI TEKNOLOGI MARA (UiTM)

Managing International Students' Resiliency During the Movement Control Order Directive the UiTM Way <i>Zainab Mohd Noor, Rozzana Mohd Said, Idaya Husna Mohd, Masria Mustafa</i>	17
--	----

UNIVERSITI KEBANGSAAN MALAYSIA (UKM)

The UKM Global Webinar Series in Collaboration with 31
Toshiba International Foundation
*Abdul Latiff Ahmad, Nur Haiqal Rawlins Abdullah,
Nuraderrah Hasnul Hafidzan, Tanot Unjah, Harfiz Rasul
Mohamed*

UNIVERSITI MALAYA (UM)

Reimagine Internationalization of Higher Education 35
Yong Zulina Zubairi, Dian Ekowati Chin-Boon

The New Frontier of Higher Education Reimagination in 39
The Post Pandemic Era
Collins Chong Yew-Keat

UNIVERSITI MALAYSIA KELANTAN (UMK)

Post-Pandemic Era: UMK Experience 41
Ng Siew-Foen, Mohammad Affiq Kamarul Azlan

UNIVERSITI MALAYSIA PAHANG (UMP)

Use of Social Media for Vocabulary Learning During 43
Pandemic
Zuraina Ali

UNIVERSITI MALAYSIA SABAH (UMS)

Preparing Students for the Post COVID-19 Graduates Labour 45
Market
*Centre for Internationalisation and Global Engagement,
UMS*

UNIVERSITI MALAYSIA TERENGGANU (UMT)

UMT's Strategy to Manage Internationalization During and 49
After COVID-19
*Syarifah Noormaisarah Tuan Besar, Ahmad Faisal
Mohammad Ayob, Amalina Zulkifli*

UNIVERSITI MALAYSIA Perlis (UniMAP)

- UniMAP's Proactive and Preventative Measures During the First MCO Period (18 March 2020-31 March 2020) 53
Tunku Salha Tunku Ahmad, Hoo Peng-Yong
- University Mission in the Post-COVID Era 55
Tunku Salha Tunku Ahmad, Hoo Peng-Yong

UNIVERSITI MALAYSIA SARAWAK (UNIMAS)

- Terraforming Internationalisation 57
Shanti Faridah Salleh, Ernisa Marzuki, Lidyana Roslan, Ramen Saroja
- Taking Stock of COVID-19 Disruptions on the UNIMAS International Student Community 59
Ramen Saroja, Shanti Faridah Salleh, Ernisa Marzuki, Florianna Lendai ak Michael Mulok, Thian Foong-Fat

UNIVERSITI SULTAN ZAINAL ABIDIN (UniSZA)

- Community Heroes: A Global Programme for International Students and Alumni 63
Cornelius Anuar Abdullah McAfee, Ahmad Taufik Hidayah Abdullah, Alia Nabila Alias, Nur Ayuni Amirah Nordin
- A New Direction for Post-Pandemic International Student Mobility 67
Cornelius Anuar Abdullah McAfee, Ahmad Taufik Hidayah Abdullah, Alia Nabila Alias, Nur Ayuni Amirah Nordin
- Support for International Students at Universiti Sultan Zainal Abidin During the Pandemic Era 2020-2021 71
Ahmad Taufik Hidayah Abdullah, Cornelius Anuar Abdullah McAfee, Alia Nabila Alias, Nur Ayuni Amirah Nordin
- Mobility Barometer in the Wake of COVID-19: UniSZA Experience 75
Alia Nabila Alias, Ahmad Taufik Hidayah Abdullah, Cornelius Anuar Abdullah McAfee, Nur Ayuni Amirah Nordin

UNIVERSITI TENAGA NASIONAL (UNITEN)

- COVID-19 Pandemic Experience and Moving Forward 81
Yunus Yusoff, Lim Kok-Cheong

UNIVERSITI PUTRA MALAYSIA

- Student Mobility Program During Pandemic: The Case of 85
Universiti Putra Malaysia
Suhaimi Ab. Rahman, Nadia Zawani Hussin

UNIVERSITI PERTAHANAN NASIONAL MALAYSIA (UPNM)

- The Hind Side View of COVID-19's Impact on the Education 89
Sector
Akhtar Zainuddin

UNIVERSITI SAINS ISLAM MALAYSIA (USIM)

- COVID-19 Pandemic: USIM Experience 91
Mohd. Saupi Pauzi

UNIVERSITI SAINS MALAYSIA (USM)

- Internationalisation In the Global Pandemic Era 2020-21: A 93
Compilation of Experience, Views and Thoughts
Aizat Hisham Ahmad, Sowmya Ramachandran
- A Newly Discovered Window: Views on the Experience of 97
Universiti Sains Malaysia
Aizat Hisham Ahmad, Abdullah Bameyeir

UNIVERSITI TEKNIKAL MALAYSIA MELAKA (UTeM)

- Post COVID-19: Way Forward in UTeM 99
Burhanuddin Aboobaidar, Chew Boon-Cheong

UNIVERSITI TEKNOLOGI MALAYSIA (UTM)

- Internationalisation Reimagined via Humanistic Approach 101
in Higher Education
Norhayati Abdullah, Mohd. Ismid Md. Said

FOREWORD by Chair, Jawatankuasa Pengarah Antarabangsa (JKPA)

During the height of the challenging times of COVID-19 pandemic, I was devastated as my plans in driving internationalization university-wide was heavily disrupted. Student exchanges and international travel came to a complete halt and in most a total chaos.

Things suddenly brightened up when the International Office of UTHM, reached out to us and came up with a brilliant idea to pen our thoughts and personal reflections as we experienced tectonic shifts in our social and personal lives. It was a powerful time of healing, of deep personal reflection on who we are, where we have been, and where we are heading. Living amid these challenging times, has made us deeply aware and grateful for things that we have taken for granted, appreciating friends and support we have and mindful of the reality unfolding before us. Together we began to collaborate and actively look for solutions. The collections of essays are evidence of how we have found the inner strength to be able to adapt, to innovate, to reinvent and imagine how internationalization will look like in the future.

I hope the book will motivate readers and unleash the strength within us to reshape our future towards a caring and sustainable future.

Prof. Dr. Yong Zulina bt. Zubairi
Chair,
Jawatankuasa Pengarah Antarabangsa (JKPA), Oct 2022
Assistant Vice-Chancellor (Global Network),
Universiti Malaya (UM)

FOREWORD by Vice Chancellor, Universiti Tun Hussein Onn Malaysia (UTHM)

The global COVID-19 pandemic spanning over 2 years from 2020 is unprecedented in the modern history of advanced medical technology and healthcare. Rapid spread of the viral infection worldwide impacted all in the society, where universities have not been spared too.

The interrupted physical academic activities, especially among international scholars, have led to various creative solutions of engagement. The contribution of International Offices in the respective universities are undeniably instrumental in keeping the literary borders and scientific boundaries, though virtually, open throughout the lockdown period.

This is their story: A compendium of accounts on the resilience, good will and often out-of-the-box thinking outcomes that have reshaped the trans-border international higher education landscape.

A big thank you and congratulations to all International Offices of universities in Malaysia for the most remarkable efforts, raising the bar of our performance, service delivery and international standing to commendable heights.

Special thanks to UTHM and UM for making this memorable book possible. With God's willing, it would serve as a mirror to the future generation for beneficial hindsights, in driving the nation's aspiration towards internationalised higher education.

Prof. Ts. Dr. Ruzairi bin Abdul Rahim
Vice Chancellor,
Universiti Tun Hussein Onn Malaysia (UTHM)

FOREWORD by Director of International Office, Universiti Tun Hussein Onn Malaysia (UTHM)

Everyone must have agreed with me that the internationalization activities have been evolved to either in a better way or another since the COVID-19 that has shocked the entire world sometime in 2020. On the other hand, the pandemic also offered some benefits and opportunities that have been taken positively from various institutions, industries, and sectors. For instance, this book edited by Professor Chan is amazing and interesting as she compiled all the various ideas, method and implementation that have been applied and executed by most of the Malaysian universities to support the disruption and disturbance in education particularly due to the pandemic. Splendidly that all initiatives proposed and applied have proved the agility and sustainability in progressing and continuing the internationalisation activities. Therefore, it is worth and accomplished collections although it is not conclusive but still can be worthwhile as a guidance to the better improvement in the future that could be so appealing and attentive for a new-normal internationalization prospects and initiatives.

Assoc. Prof. Dr. Muhammad Ramlee bin Kamarudin
Director of International Office,
Universiti Tun Hussein Onn Malaysia (UTHM)

PREFACE

This is a book that tells the courageous stories of International Office from the universities in Malaysia, on the ups and downs, responses and countermeasures, resilience and transition to the post-pandemic world. The book initiative as led by Universiti Tun Hussein Onn Malaysia (UTHM) in collaboration with Jawatankuasa Pengarah Antarabangsa Universiti Awam (JKPA), resulting in this compelling compilation of entries from the universities have indeed archived the invaluable experiences, views and thoughts coming out of the 2020-21 pandemic lockdown era for future reference. The book serves as a repository and testimonial for the facilitation of internationalization efforts in critical times of constraints and challenges like the global COVID-19 pandemic. With the world changing at an ever-hastening speed, with climatic uncertainties and health risks looming with increased pace and frequencies, International Offices need to be well prepared to make ease the mobilisation of the new age global scholars: Transgressing international boundaries, cultural backgrounds and languages, while exploring new territories and frontiers of knowledge. The unprecedented internationalisation of tertiary education means dissolution of the previously distinct national dividing lines and expansion of the infinite virtual world where knowledge and scholars bind and multiply exponentially. International Offices, here we go!

Prof. Dr. Chee-Ming Chan
Chief Editor

UNIVERSITI TUN HUSSEIN ONN MALAYSIA (UTHM)

BRINGING UNIVERSITY HOME: WHAT THE COVID-19 PANDEMIC FORCE-TAUGHT US

Chan Chee-Ming, Shamir Hayyan Sanusi

International Office,
Universiti Tun Hussein Onn Malaysia, Parit Raja, Batu Pahat,
86400 Johor, Malaysia.

In December 2019, a novel Severe Acute Respiratory Syndrome Coronavirus 2 (SAR-CoV-2) was first isolated from three pneumonia patients at Wuhan, China. By 30th January 2020, the World Health Organisation (WHO) has pronounced the deadly virus a Public Health Emergency of International Concern, and the now ubiquitous term for the virus, COVID-19, was officially named subsequently on 11th February 2020. Indeed, the first human coronavirus was discovered in 1965 with patients showing symptoms of a common cold, where the virus was so named due to its crownlike appearance. Also, COVID-19 has since been reported as the 5th documented pandemic since the 1918 flu pandemic or Spanish Flu, the most severe in history thus far with 1/3 of the world population infected. As of 5th February 2022, WHO recorded 3.86 million confirmed cases of COVID-19 globally and 5.7 million confirmed deaths, as well as 10 billion vaccines administered.

Two years down the road, the global pandemic situation has greatly improved albeit amidst incessant predictions, speculations and premonitions rebounding in the social media. Lives have gradually taken on new norms and progressed, with a number of countries lifting the COVID restrictions by stages as we speak. One sector that has emerged from the pandemic with commendable dynamic and resilience is higher education: While staff and students are abiding by the movement control orders and staying home, the universities have taken bold and decisive steps towards continuing their education, at home.

Bibliography

Coronavirus disease (COVID-19). (2022, November 9). <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

COVID-19 and Your Health. (2020, February 11). Centers for Disease Control and Prevention. <https://HTTPS://WWW.CDC.GOV/CORONAVIRUS/2019-NCOV/YOUR-HEALTH/ABOUT-COVID-19/BASICS-COVID-19.HTML>

Moore, S. (2021, September 28). History of COVID-19. News-Medical.net. <https://www.news-medical.net/health/History-of-COVID-19.aspx>

Rath, L. (2020, March 24). Coronavirus History. WebMD. <https://www.webmd.com/lung/coronavirus-history>

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA (IIUM)

POST COVID-19 WORKFORCE IN SERVICE ORGANISATIONS: SINGING A BRAND-NEW SONG

Nor Amirah Kostor¹, Jamaludin Said²

¹Research Management Centre, IIUM,

²Office of International Affairs, IIUM,
Jalan Gombak, 53100, Selangor, Malaysia

COVID-19 Pandemic had struck us with a shock when the world seems not ready to face the consequences. Service organisations have to think of hybrid changes in delivering their services. The most affected area is; what is the future Human Resources (HR) will be, how leaders will shift or change the operation of the organisations and what will be the business looks like. These questions need to be considered and rethought since the HR trends and the ways the organisations do things will not be the same anymore.

In the normal working environment, organisations consider that employees' critical skills and specialised skills are very important in driving the organisation's objectives and outputs. The organisation's goals are more of fulfilling the employees' fundamental needs and requirements i.e. having sufficient budget allocation to pay staff salary and running the business to cater to essential outputs. However, post COVID environment shows that employers need more essential standard operating procedures (SoPs) rather than critical skills. COVID-19 has taught people, especially employers that sufficient budget and outputs are not the only important matters. There are other things that organisations and employers need to rethink in fulfilling the employees' well-being, needs and requirements.

MULTIMEDIA UNIVERSITY (MMU)

STRENGTHENING THE FUTURE OF EDUCATION BY LEVERAGING THE PANDEMIC OUTCOME

Lim Way-Soong

International Relations Unit, Multimedia University,
63100 Cyberjaya, Selangor, Malaysia

Although we are still months away from returning to complete normal, the COVID-19 vaccine has indicated an end to this crisis. COVID-19 has led to challenging times in every sphere of human endeavors be it social, economic and educational and has also coincidentally led to rapid adoption and integration of ICT as a means of survival.

Various levels of teaching and learning have been severely affected to the extent that some countries considered cancelling the 2020 academic year. For example, BBC News quoted Kenya's Education Minister that "The 2020 school calendar year will be considered lost due to COVID-19 restrictions". However, schools are reopening and, in most places social distancing guidelines have been relaxed. Education sectors have been pushed to improvise and innovate faster than ever before. While many of our solutions were developed in response to the pandemic, the lessons learned are critical to building more equitable education systems.

In a wink of an eye, we observe human beings are virtually connected in almost all corners of the world. This is considered extraordinary in humankind, however the sudden advancement in communication technology has forced the higher education system to make drastic changes to both content and pedagogic delivery. Modification to the higher to the education system would most certainly give greater influence to remote learning. This is no easy task, replacing face-to-face with virtual learning consequently requires teaching staff to change and provide educational methodologies and resources that optimize virtual classes.

2. Experimentation and iterative learning shouldn't stop when students return to the classroom—they should continue with a focus on universal access to post-primary education

While we are all eager to get back to the classroom, the return to normal doesn't mean we should settle back into old habits. We need to think critically about how the strategies, approaches, and initiatives we've tested during the pandemic can blend back into existing education systems. Overall, there are a number of innovations and learnings from across the sector that have the potential to contribute meaningfully to progress toward equity goals that have long eluded us.

Bibliography

Adelowota, M. (2021) Educational Innovations for Coping Up with Covid-19 Situation in South African Universities, *Eurasian Journal of Educational Research* 95, pp.139-155.

Johal, W., Castellano, G., Tanaka, F., & Okita, S. (2018). Robots for Learning. *International Journal of Social Robotics*, 10(3), pp.293-294.

Kayondo, H.N.A.S. (2022, March 9). *How COVID-era innovation can build more equitable education systems*. Brookings. <https://www.brookings.edu/blog/education-plus-development/2021/02/09/how-covid-era-innovation-can-build-more-equitable-education-systems/>

Lee, M., Yun, J. J., Pyka, A., Won, D., Kodama, F., Schiuma, G. Zhao, X. (2018). How to Respond to the Fourth Industrial Revolution, or the Second Information Technology Revolution? Dynamic New Combinations Between Technology, Market, and Society Through Open Innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 4(3), 21, <https://doi.org/10.3390/joitmc4030021>.

Plancher, K. D., Shanmugam, J. P., & Petterson, S. C. (2020). The Changing Face of Orthopaedic Education: Searching for the New Reality After COVID-19. *Arthroscopy, Sports Medicine, and Rehabilitation*, 2(4), e295-e298. <https://doi.org/10.1016/j.asmr.2020.04.007>

UNIVERSITI TEKNOLOGI MARA (UiTM)

MANAGING INTERNATIONAL STUDENTS’ RESILIENCY DURING THE MOVEMENT CONTROL ORDER DIRECTIVE THE UiTM WAY

*Zainab Mohd Noor, Rozzana Mohd Said, Idaya Husna Mohd, Masria
Mustafa*

Universiti Teknologi MARA (UiTM),
40450, Shah Alam, Selangor, Malaysia

INTRODUCTION

Following the commencement of the first movement control order (MCO) on 18 March 2020, the Office of International Affairs (OIA) UiTM identified 13 initiatives to curb the impact of the COVID-19 pandemic on international students (Figure 1). The initiatives covered aspects ranging from basic needs (food supply 3 times a day) to ensuring mental health among the students. The initiatives are described as the following.



Figure 1: OIA initiatives during COVID-19

UNIVERSITI KEBANGSAAN MALAYSIA (UKM)

THE UKM GLOBAL WEBINAR SERIES IN COLLABORATION WITH TOSHIBA INTERNATIONAL FOUNDATION

*Abdul Latiff Ahmad, Nur Haiqal Rawlins Abdullah, Nuraderrah
Hasnul Hafidzan, Tanot Unjah, Harfiz Rasul Mohamed*

Universiti Kebangsaan Malaysia (UKM),
43600, Bangi, Selangor, Malaysia

The global pandemic has required many international universities to embrace the new norm and makes changes to the common routines and practices of internationalization. For UKM Global, The International Relations Centre of Universiti Kebangsaan Malaysia, we felt the importance of maintaining strong partnership and to adapt to the new technology. The key focus for UKM was to maintain visibility and relationship through offering a series of Webinars related to topics on internationalization, leadership and dealing with the global pandemic. We took the opportunity to collaborate with our strategic partners to ensure that we are able to deliver high quality webinars, with interesting topics and subject matters and accessible to the global community.

We were privileged to have had the opportunity to partner up with the Higher Education Leadership Academy (AKEPT), received funding with Toshiba International Foundation and collaborated with the National Cheng Kung University Overseas Hub in preparing line ups of world class webinars focusing on internationalization.

The UKM Global Webinar Series supported by the Toshiba International Foundation was among the most well-received Webinars that were articulately planned for a special six series events. The aim of the series was to bring scholars, leaders and even students from Malaysia and Japan to discuss current issues on internationalization of international higher education. The titles for the Webinars organized were The Internationalization

UNIVERSITI MALAYA (UM)

REIMAGINE INTERNATIONALIZATION OF HIGHER EDUCATION

Yong Zulina Zubairi¹, Dian Ekowati Chin-Boo²

¹Office of Associate Vice-Chancellor (Global Engagement)
Universiti Malaya (UM), 50603, Kuala Lumpur, Malaysia

²Head, Planning and Development Board, Universitas Airlangga,
Surabaya, Indonesia

For most of us at the international office, the year 2022 brings a promise to start making plans to increase international students' enrolment figures from dismal figures in the last two years and a rapid rebound of physical exchanges to pre-pandemic numbers; yet the setback caused by latest threat of the soaring cases of the Omicron variant has forced us to adopt to a slow recovery approach with moderate growth plan instead.

If we reflect back on how we have managed the internationalization agenda at our institutions in the last past two years, we will be amazed as to how we have responded to these extraordinary set of challenges with creativity, innovations and compassion. Pushing the limits and boundaries, amazing things have been achieved from virtual mobility, offering different models of remote learning, and digitalization of international activities among others. The impact of these is far reaching as it has made us relook our institutional strategies and policy, becoming aware of the importance of building equitable global partnerships for a sustainable future, become bolder for a green internationalization that is environmentally sustainable, inclusive and protecting the planet. These responses have given a new spectrum of internationalization activities and a call for us to enhance our collective effort to advance internationalization in times of recovery and renewal. Moving forward, it is worthwhile to note that while there are some areas of concern that needs to be addressed, there are some emergent and promising initiatives the fundamentally change the landscape of internationalization as we navigate in the immediate recovery

THE NEW FRONTIER OF HIGHER EDUCATION REIMAGINATION IN THE POST PANDEMIC ERA

Collins Chong Yew-Keat

Universiti Malaya (UM), 50603, Kuala Lumpur, Malaysia

Inevitable changes in the socio-economic, political and environmental spectrum bring inevitable impact to the higher education industry in these two regions. Goalposts are shifting in the key direction of global sustainability and progress of human development. More comprehensive human development index, global education and research breakthroughs require the strategic and targeted boost in ensuring a universally compatible application of preventive and intervention policies.

Multilateral and cross-regional amalgamation of knowledge and resources in the post pandemic sphere are defined by collective settings of both vulnerability to challenges and avenues of strategic collaborations.

Systemic inter-regional synergy of diversity in expertise, resources and command of knowledge creation provides a holistic, humanistic and realistic solution with greater depth and speed to regional and global challenges that affect the future existence of humanity. Enhanced people-to-people connections and resonance in a new wave of common global activism, connectivity and purpose lead the new strategic cross-regional cooperation. It is crucial in setting clear and forward-looking missions and agenda in creating new visions and objectives and moving away from stagnation and complacency in crafting unified and across the board understanding on transformation goals and justifications.

In enhancing unity and common support, galvanising full resources and consolidating joint spirit and drive in a whole of campus community and all of university approach paves the way in oiling the path towards being the leader and pioneer in leading global drive. It is imperative for the focus on the retention of talent and revamping governance system of higher education to reflect on long term needs and strategies. This creates opening in closing the gap and in funneling the hybrid fusion and strategic

UNIVERSITI MALAYSIA KELANTAN (UMK)

POST-PANDEMIC ERA: UMK EXPERIENCE

Ng Siew-Foen, Mohammad Affiq Kamarul Azlan

UMK International Office (UMKI), 16100, Pengkalan Chepa,
Kelantan, Malaysia

The economic recession due to the COVID-19 crisis has influenced the affordability of most international students to further their studies overseas. The fear of the global health crisis and the lockdowns has affected the demand for international education, including international student recruitment and mobility programs.

As for international student recruitment, Universiti Malaysia Kelantan (UMK) is less affected by the development as it has benefitted from the increasing number of registered international students. Malaysia has become a choice of international students from China and Indonesia, where in the past they may have chosen the USA, Australian or European universities. Due to the seriousness of the pandemic in these countries and the lockdowns, they resorted to choosing Southeast Asian countries to further their studies, including Malaysia. UMK, having offering programs such as business and entrepreneurship, humanities and creative technology, became a choice of these students as these are among the popular subjects in China or Indonesia. During the pandemic, UMK saw a five-fold increase in its international students.

Nevertheless, UMK might do better in recruiting more international students should there be no restrictions in doing physical promotions. The office of UMK International had to utilize the dominance of the internet, where we took the opportunity to reach prospective students via the online platform. It was somewhat challenging for us as we had to spend the time to explore which is the most effective online platform that would ensure we get the students and promise the return of investment. Knowing that UMK is the 19th public university and not well ranked is a great challenge. We have to compete with the rest of the giants to get

UNIVERSITI MALAYSIA PAHANG (UMP)

USE OF SOCIAL MEDIA FOR VOCABULARY LEARNING DURING PANDEMIC

Zuraina Ali

Centre of Modern Languages, Universiti Malaysia Pahang (UPM),
26600, Pekan, Pahang, Malaysia.

Learning vocabulary is essential to ensure language learners can be efficient in spoken and written communication. Social media can be one of the sources that can help learners improve and enhance their mastery of vocabulary. Facebook, for instance, provides a platform that can help learners communicate with one another without being threatened. Current research found that chatting on Facebook hindered learners from feeling of hesitated about their spelling mistakes. This is because they can use short-form when responding to their friends' status. Students may learn vocabulary by picking up new vocabulary from the responses made by others or from their friends' status. As an initiative to enhance the vocabulary they learned, they can use it in their English writing classes or their everyday use. If used more often, this implicit vocabulary learning enables them to increase their vocabulary knowledge. Moreover, the implicit learning of vocabulary in which learners learn a target vocabulary in context does not require them to pay attention to the vocabulary. Learning occurs when they know how to use the target vocabulary relevant to the sentences they write or speak.

During the pandemic, learners are 24/7 learning and entertaining themselves by connecting to the Internet. If choices were given to them - to read book/ text materials versus reading posts in social media, their choices would be the latter. A study found that teachers need not be worried should the option be the latter since it can assist language learners in developing their communicative vocabulary. He suggested that teachers set up a private Facebook group to help group members chat openly without worrying about

UNIVERSITI MALAYSIA SABAH (UMS)

PREPARING STUDENTS FOR THE POST COVID 19 GRADUATES LABOUR MARKET

Centre for Internationalisation and Global Engagement,
Universiti Malaysia Sabah (UMS), 88400, Kota Kinabalu, Sabah,
Malaysia.

What does employability mean post 2021 and future forward? What are the skills and competencies required after the pandemic? How should universities prepare students for the world of work post- pandemic and how should that be reflected in their delivery models and course offerings? These are some of the key challenges graduates are currently facing when it comes to the world of work.

The world is predicted to experience a corona virus induced recession and millions of people are expected to be furloughed and unemployed through 2021 and 2022. Even before the current pandemic, changing technologies and new ways of working were disrupting jobs and the skills needed to do them because of the rapid development of automation and artificial intelligence. The corona virus pandemic has made this question more urgent. To meet this challenge, we universities should craft a talent strategy that develops students' critical digital and cognitive capabilities, their social and emotional skills, and their adaptability and resilience. Developing these muscles will also strengthen our students for future disruptions. Therefore, it's not about acquiring new knowledge, but how to learn and more about the way humans decide to use that technology. There are too much knowledge and new things out there for us to learn.

At the university, besides providing academic education and preparing students for employability, preparation for a lifetime of learning is also essential. There are a few steps that we should take in preparing our future graduates' employability.

The first would be making the idea of remote working or learning as a norm. Although many of us "learned by doing" during the first phase of the pandemic or received "quick and forced" training,

UNIVERSITI MALAYSIA TERENGGANU (UMT)

UMT'S STRATEGY TO MANAGE INTERNATIONALIZATION DURING AND AFTER COVID-19

*Syarifah Noormaisarah Tuan Besar, Ahmad Faisal Mohamad Ayob,
Amalina Zulkifli*

International Centre, Universiti Malaysia Terengganu (UMT),
21030, Terengganu, Malaysia.

The internationalization agenda is one of the components outlined in the Strategic Plan of the Ministry of Higher Education. Such an agenda is an important component in highlighting the global visibility of higher education institutions as well as contributing to the institution's position in the world list of excellence through the QS Ranking.

To enable an institution to compete and be recognized at the global level requires that each member move away from orthodox thinking and towards strategic and creative thinking. Industrial Revolution 4.0 and dynamic globalization have compelled institutions to focus on highlighting their academic programs and academic staff who have the potential to breakthrough at the international level and become well-known. The aspect of internationalization is measured through 3 aspects, which are international networking, mobility program, and international student.

Beginning in 2020, the world has faced a COVID 19 pandemic crisis that has impacted the nation's education agenda. The institutions have shifted 360 degrees in utilizing technology as a new normal methodology. As before, the technology components are not the main equipment in working daily use. At this time without realizing it, we have shifted automatically towards the smooth transitions to the use of the latest technologies in teaching and learning. In its early stages, it seemed daunting and was seen as a form of challenge. Yet those challenges have been handled very well by the institutions which contributed to positive impacts.

UNIVERSITI MALAYSIA PERLIS (UniMAP)

UNIMAP'S PROACTIVE AND PREVENTIVE MEASURES DURING THE FIRST MCO PERIOD (18-31 MARCH 2020)

Tunku Salha Tunku Ahmad, Hoo Peng-Yong

Centre for International Engagement, Universiti Malaysia Perlis
(UniMAP), 26600 Pekan, Pahang, Malaysia.

In light of the alarming COVID-19 pandemic and the pursuant of the Movement Control Order (MCO), UniMAP has taken proactive and preventive measures to ensure the safety and welfare of the students, staff and faculty members. UniMAP started the preparedness plan well ahead of time to address any eventuality that might occur. To that affect, the Critical Preparedness and Response Team has been meeting daily during the first phase of the MCO period to amplify safety, providing access to accurate information and funds, supporting relief efforts, addressing issues and keeping everyone connected, informed and protected.

Since 18th March 2020, all UniMAP students, staff and faculty members are prohibited from using their thumbprints on biometric scanners to record their attendance. Staff, students and faculty members are given three options of signing in - using GPS coordinates, Wi-Fi log-in, or using their staff card at biometric systems.

From 6th April 2020 until 3rd May 2020, all classes were conducted online instead of face-to-face, and all students were also prohibited from returning home or leaving the campus. Students were placed at campus hostels throughout the MCO period. Those students who need to leave campus were required to seek permission from the hostel management. Revision week has been postponed to 5th May 2020 until 10th May 2020, while the exam weeks have been rescheduled from 11th May 2020 until 24th May 2020. Final exams were replaced with Continuous Assessments.

UNIVERSITY MISSION IN THE POST-COVID ERA

Tunku Salha Tunku Ahmad, Hoo Peng-Yong

Centre for International Engagement, Universiti Malaysia Perlis
(UniMAP), 26600 Pekan, Pahang, Malaysia.

Higher education institutions have faced numerous obstacles as a result of the exceptional COVID-19 issue. Attributable to the pandemic, a drop in student numbers has resulted in billions in lost tuition fees, the majority of which is due to a decrease in international student recruitment. It is projected that student recruitment would decline over the following two to three years due to the pandemic. This article focuses on UniMAP's recruitment efforts in light of the current situation, with the goal of making higher education more accessible and affordable to a wider range of individuals.

One of the immediate actions taken by UniMAP is to actively promote its academic programmes through virtual programmes and education exhibitions. UniMAP has also make full use of social media to disseminate and update information from time to time. The promotion and marketing budget has been adjusted to support more online marketing programmes and to explore new markets for international students. The next step is to adopt and adapt the curriculum and delivery methods to meet the current demands in higher education. Since digital learning has become an unavoidable part in education, proactive steps have been taken to convert the teaching and learning method into an online dominated service, to ensure continuity in the teaching and learning process. Regardless of the pandemic, lecturers should continue to speed change in teaching and learning methods and delivery to respond to education system shocks by grabbing the chance to create new approaches to handle the learning problem and bring about a set of new learning outcomes. Hence, UniMAP has adopted proactive efforts, such as virtual workshops and training to improve the abilities and competencies of the academic staff for online teaching and learning. Pedagogical, content, design, technology, and communication abilities are among the skills and competencies taught in the virtual workshops and online training.

UNIVERSITI MALAYSIA SARAWAK (UNIMAS)

TERRAFORMING INTERNATIONALISATION

Shanti Faridah Salleh, Ernisa Marzuki, Lidyana Roslan, Ramen Saroja

Universiti Malaysia Sarawak (UNIMAS), 94300, Kota Samarahan,
Sarawak, Malaysia.

Internationalisation is an essential component for UNIMAS and a part of our recently re-established vision and mission. Via our International Student Mobility Programme (ISMP), University Malaysia Sarawak (UNIMAS) has always encouraged students to broaden their learning experiences and develop global partnerships through active exchanges spanning culture, economy, politics, education, and environment.

We believe that empathy and mutual understanding are key to the quest to preserve our culture and build an inclusive environment. As such, we devise strategic community-driven mobility programmes with local communities as our partners. By assimilating our students with authentic experience, our international community lives the local experience as much as possible. Our international students learned directly from the locals in Annah Rais, a Bidayuh settlement; visited our world-renowned living museum, the Sarawak Cultural Village; ethnic communities in rural areas, CSR in rural schools.

At the same time, this cultural exchange enables the development of the local communities. The international students promoted the activities through their social media - thus bringing our remote communities on to the global stage. We were very active in getting our international students to live the experience of how unique Sarawak is. This was our strength. Then the pandemic arrived on our shore.

Whilst the beauty and diversity of Sarawak do not change, we can no longer bring these physically into our global community's experience. Hence, we applied another approach to optimise

TAKING STOCK OF COVID-19 DISRUPTIONS ON THE UNIMAS INTERNATIONAL STUDENT COMMUNITY

Ramen Saroja, Shanti Faridah Salleh, Ernisa Marzuki, Florianna Lendai ak Micheal Mulok, Thian Foong Fat

Universiti Malaysia Sarawak (UNIMAS), 94300, Kota Samarahan, Sarawak, Malaysia.

Since its emergence in 2019, the pandemic COVID-19 has posed a significant risk to humanity. It greatly impacts our way of life and has resulted in a significant change in our lifestyle.

In an attempt to capture the fluid changes during the pandemic era, UNIMAS researchers observed the development taking place during COVID-19 restrictions. Amongst the challenges to international students were alterations to their classes and exams, financial and tuition fee issues, inability to continue with studies, emotional or physical health issues, and inability to continue with data collection and internships. Despite the difficult situation, the students remained motivated to continue their studies because they recognize that the condition should not prevent them from accomplishing their goals.

The most immediate impact felt by the students due to COVID-19 was the shift towards full online teaching and learning. This appeared to affect final year students and the first-year students the most. The short-term impact was identified to be the psychomotor adjustment and practical session and redefining the communication protocol with the lecturers and peers. Financial burden to some extent has also been identified as the short-term impact. Most international students highlighted the learning continuity, their mobility, and their employment as the long-term impact that they would be facing due to the pandemic restrictions.

In its commitment to assist impacted students, particularly international students stranded inside and outside of the campus, UNIMAS introduced the Food Aid programme during the first phase of Movement Control Order dated 18th March 2020. The programme also included a Ramadhan package to help students feel at ease during this unusual time. In July 2021, UNIMAS was

Bibliography

Michael, F. L., Salleh, S. F., & Marzuki, E. (2021). The Impact of COVID-19 Amongst International Students in UNIMAS. *International Journal of Business and Society*, 22(2), 607-617. <https://doi.org/10.33736/ijbs.3746.2021>

UNIMAS Global. (2021). UNIMAS Strategic Plan 2021-2025.

UNIVERSITI SULTAN ZAINAL ABIDIN (UniSZA)

COMMUNITY HEROES: A GLOBAL PROGRAMME FOR INTERNATIONAL STUDENTS AND ALUMNI

*Cornelius Anuar Abdullah McAfee^{1&3}, Ahmad Taufik Hidayah
Abdullah^{1&2}, Alia Nabila Alias³, Nur Ayuni Amirah Nordin¹*

¹International Centre, Universiti Sultan Zainal Abidin (UniSZA),
21300, Gong Badak Terengganu, Malaysia.

²Faculty of Languages and Communication, Universiti Sultan
Zainal Abidin, 21300, Gong Badak Campus, Terengganu, Malaysia.

³Centre for Fundamental Studies, Universiti Sultan Zainal Abidin,
21300, Gong Badak Campus, Terengganu, Malaysia.

‘Think Different’, Apple’s turn of the century advertising campaign slogan still resonates strong today. With all the challenges resulting from COVID-19, the whole world has begun to ‘Think Different’ about the way things can and must be done. For higher education, this has meant a shift from traditional approaches of teaching in the classroom, to the new approach of meeting with students online. While the use of technology to teach online has been strongly encouraged at Universiti Sultan Zainal Abidin (UniSZA) for many years, not all teachers have taken advantage of it in the past. That all changed when in late March 2020 we adapted to the new restrictions on travel and meeting in groups. Our teaching went online, as did most of the other activities we do such as meetings, discussions, and even workshops to name but a few. When education switched to being strictly online in early 2020, a world of opportunities opened up for us.

Suddenly it was much easier to reach out to distant and diverse groups in our university’s international community. UniSZA has maintained its focus as a community university for many years. Our students and staff are involved with the local community in sharing our expertise far and wide for the benefit of others. Our motto for over 40 years has been ‘Knowledge for the Benefit

A NEW DIRECTION FOR POST PANDEMIC INTERNATIONAL STUDENT MOBILITY

Cornelius Anuar Abdullah McAfee^{1&3}, Ahmad Taufik Hidayah Abdullah^{1&2}, Alia Nabila Alias³, Nur Ayuni Amirah Nordin¹

¹International Centre, Universiti Sultan Zainal Abidin (UniSZA), 21300, Gong Badak Terengganu, Malaysia.

²Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, 21300, Gong Badak Campus, Terengganu, Malaysia.

³Centre for Fundamental Studies, Universiti Sultan Zainal Abidin, 21300, Gong Badak Campus, Terengganu, Malaysia.

The pandemic has brought unexpected challenges affecting us all. For Universiti Sultan Zainal Abidin (UniSZA), one of Malaysia's youngest public universities, it seemed like international student mobility would halt completely in 2020 when international travel became impossible, and face to face interaction in the classroom became unpractical. To work around these challenges, UniSZA formalised its own 'Virtual Mobility' policy that allowed us to work with our partners quickly and efficiently to ensure our student mobility activities would continue. To this end we have seen the number of inbound and outbound mobility students grow over the past two years, despite all the challenges.

Virtual mobility has brought many benefits. From the university's perspective virtual mobility is relatively easy and quick to organize. Most, if not all of our partners have been teaching online for the past two years allowing us to seamlessly incorporate virtual mobility. And because the environment is virtual, more students are able to participate. From the student's perspective, physical travel is no longer required, leading to a significant savings in terms of costs related to flights, visas and overseas living expenses. In addition, students who are concerned about graduating on time with their classmates can continue with their local studies while taking a course or two overseas without worrying about timetable conflicts or falling behind at their home university.

SUPPORT FOR INTERNATIONAL STUDENTS AT UNIVERSITI SULTAN ZAINAL ABIDIN DURING THE PANDEMIC ERA 2020-2021

*Ahmad Taufik Hidayah Abdullah^{1&2}, Cornelius Anuar Abdullah
McAfee^{1&3}, Alia Nabila Alias³, Nur Ayuni Amirah Nordin¹*

¹International Centre, Universiti Sultan Zainal Abidin (UniSZA),
21300, Gong Badak Terengganu, Malaysia.

²Faculty of Languages and Communication, Universiti Sultan
Zainal Abidin, 21300, Gong Badak Campus, Terengganu, Malaysia.

³Centre for Fundamental Studies, Universiti Sultan Zainal Abidin,
21300, Gong Badak Campus, Terengganu, Malaysia.

The COVID-19 pandemic outbreak, which began in early 2020, has dramatically affected higher education development in various aspects, including the shift of face-to-face teaching to online teaching and learning, the cancellation of physical events and activities, and the formation of a new normality in higher education. This pandemic has also put the entire world in a state of abrupt confusion and panic thus affecting different sectors in various walks of life inclusive of education. Similarly, the pandemic has also had a significant impact on college students, including international students. It is found that the psychological distress experienced by international students include the lockdown measures, social distancing, and social support.

Faced with this unprecedented situation, Universiti Sultan Zainal Abidin (UniSZA), a public university with over 1,170 international students, has taken swift action through the office of the International Centre (IC) to assist those who are staying on campus, off campus, and those who are staying abroad by sharing updated information from the university. The IC office took certain steps to interact with all UniSZA international students online when the Movement Control Order (MCO) went into effect nationwide in March 2020. The overseas students were updated on the newest Malaysian MCO and UniSZA standard operating procedures through online meetings held once a week for four weeks. Simultaneously, the IC office listened to foreign students' concerns about their issues.

MOBILITY BAROMETER IN THE WAKE OF COVID-19: UniSZA EXPERIENCE

Alia Nabila Alias³, Ahmad Taufik Hidayah Abdullah^{1&2}, Cornelius Anuar Abdullah McAfee^{1&3}, Nur Ayuni Amirah Nordin¹

¹International Centre, Universiti Sultan Zainal Abidin (UniSZA), 21300, Gong Badak Terengganu, Malaysia.

²Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, 21300, Gong Badak Campus, Terengganu, Malaysia.

³Centre for Fundamental Studies, Universiti Sultan Zainal Abidin, 21300, Gong Badak Campus, Terengganu, Malaysia.

Universiti Sultan Zainal Abidin (UniSZA) started creating and having its first official mobility programme in 2014, where 62 Turkish students participated in inbound non-credited mobility. The programme was initiated and organised by the International Centre (IC) UniSZA, which focused on enriching English language skills and culture. Since then, the number of students for both inbound and outbound mobility has increased steadily even during the coronavirus outbreak, which hit the world in early 2020.

Malaysia had then introduced its first Movement Control Order (MCO) on 18th-31st March 2020, and the MCO continued until early June 2020. This had specifically affected UniSZA and all other higher education institutions (HEIs) locally and internationally. The restrictions in physical student mobility (inbound and outbound) were observed as the biggest challenge among HEIs during COVID-19. All ongoing and upcoming physical mobility programmes were postponed or cancelled. Still, the teaching and learning process continued where remote learning was implemented as an emergency response from the traditional face-to-face classes. As the COVID-19 pandemic became a global health issue, we relied heavily on online platforms such as Webex, ZOOM and Google Meet. This method could then be duplicated for a mobility programme, which is called virtual mobility (VM).

UNIVERSITI TENAGA NASIONAL (UNITEN)

COVID-19 PANDEMIC EXPERIENCE AND MOVING FORWARD

Yunus Yusoff, Lim Kok-Cheng

International Office, Universiti Tenaga Nasional (UNITEN), Jalan
IKRAM-UNITEN, 43000, Kajang, Selangor, Malaysia.

Many of us were looking forward to a great and fruitful 2020. None can ever expect what the year 2020 actually presented to us. COVID-19, come upon us without much warning and suddenly the entire world almost came to a stop in 2020. Universities were not spared from the negative side-effects of the unfortunate COVID-19 pandemic.

Malaysia detected its first COVID-19 cases in January 2020 and went into Movement Control Order (MCO) in March 2020. Many of us, including the students and lecturers, were caught by surprise and rather unprepared. It was a challenging process to quickly turn our current physical face-to-face method of teaching to online mode. Lecturers need to equip themselves with the tools and techniques to teach online. The quick action by the relevant authorities in the university has managed to standardize the tools and techniques of online teaching, relieving the burden of lectures & students from having to deal with the plethora of online tools.

Likewise, students do need to make themselves ready to receive education via online too. Lack of up-to-date virtual learning devices, unstable internet facilities in remote areas and rapid learning curves requirement of the new e-learning interfaces, doubled up the challenges leading to initial discouraging educational performances among students. With such reported cases, a holistic survey was done to identify those affected and necessary assistance were given to those in need.

UNIVERSITI PUTRA MALAYSIA (UPM)

STUDENT MOBILITY PROGRAM DURING PANDEMIC: THE CASE OF UNIVERSITI PUTRA MALAYSIA (UPM)

Suhaimi Ab Rahman, Nadia Zawani Hussin

PUTRA International Centre, Universiti Putra Malaysia (UPM),
43400, Serdang, Selangor, Malaysia.

INTRODUCTION

Internationalization is the main agenda of UPM in its pursuit to become a renowned university. In 2020, UPM targets 1700 student mobility, both inbound and outbound. However, when the government imposed the Movement Control Order (MCO) to curb the spread of Covid-19 disease, the international borders were also closed, and this occurred almost globally. This has severely affected the face-to-face student mobility programs. But when the going gets tough, the tough gets going. UPM, through the PUTRA International Center (i-PUTRA) has designed and implemented several new initiatives to ensure that student mobility programs continue despite the pandemic.

INBOUND MOBILITY PROGRAM DURING PANDEMIC

A series of meetings with student mobility coordinators were held. All faculties/schools were asked to submit proposals for activities to be implemented throughout 2020 and 2021 and monitored by i-PUTRA. Faculty/school that successfully brings in a designated number of mobility students will be given financial incentives. They must design new programs that will be offered virtually to prospective mobility students. i-PUTRA has also enhanced cooperation with UPM's strategic partners such as Kyushu Institute of Technology (Kyutech) Japan, Jeonbuk National University (JBNU) Korea and several Indonesian universities.

UNIVERSITI PERTAHANAN NASIONAL MALAYSIA (UPNM)

THE HIND SIDE VIEW OF COVID-19's IMPACT ON THE EDUCATION SECTOR

Akhtar Zainuddin

Academic and International Network, Universiti Pertahanan
Negara Malaysia (UPNM), 57000, Sungai Besi, Selangor, Malaysia.

Surely it would be unanimously agreed that this pandemic caught the entire systems within our nation off-guard. We could not prepare for it. We didn't have time to evaluate possible outcomes. The nation made rules and regulations as we moved along and as we learned more about the COVID-19 virus. Time was indeed the mother of all Paradoxes. The world community needed Time to gather data on the impact of disease. Yet with Time, many citizens were affected and many died. Time was indeed a double-edged sword.

Two years ago, we thought the best way to quell this was to initiate a total 'Lock-down'. Again, with Time, we learned that whilst the pandemic could be subdued, the economies of all sectors collapsed. The tireless effort to find the obscure and delicate balance between Public Health and Economic Health became a daunting task for Governments whilst scientists scrambled to learn more about the virus. The race against time was chaotic and hazardous, to say the least.

The education sector is not exempted from these paradoxical outcomes. First, we sent students home and emptied campuses. With time, we asked them to return, but remain separated in campus. We came up with impromptu mechanisms like "On-line" teaching, "Hybrid", and "Virtual" programmes (to name a few). These remain buzz-words within the education sector to this day even if the so-called S.O.P's has been loosened, as the nation is supposedly transiting into an endemic phase.

UNIVERSITI SAINS ISLAM MALAYSIA (USIM)

COVID-19 PANDEMIC: USIM EXPERIENCE

Mohd Saupi Pauzi

USIM Alamiyyah (International Centre), Universiti Sains Islam
Malaysia (USIM), 71800, Bandar Baru Nilai, Nilai, Negeri
Sembilan, Malaysia.

Since 30th January 2020 when the World Health Organisation (WHO) pronounced COVID-19, more than 532 million confirmed cases with more than 6.3 million deaths were registered worldwide. In Malaysia alone, more than 4.53 million confirmed cases with more than 35.7 thousand deaths happened. Indeed, it was a terrible blow to Malaysia, bringing all social and economic activities including educational services to a screeching halt. Lockdown was executed by the government to prevent the spread of the COVID-19 virus, forcing people to stay at home within their own boundary. Schools and higher education institutions were closed. No physical classes were held. No one knows when the pandemic will end.

But two years down the road, the global pandemic situation has greatly improved. As of 6 June 2022, WHO has reported that more than 11.8 billion COVID-19 vaccines have been administered globally. Lives have gradually taken on new norms and progressed, with large number of countries declaring moving into endemics, lifting most of the COVID restrictions today. After going through a tough transformation of delivery platform into full online classes, Education Sector reopen with physical classes commenced in stages.

Since the first lockdown in Malaysia on 18 March 2020, USIM has moved made a quick move by ensuring Teaching and Learning (T&L) continue as usual via E-learning mode. E-learning infrastructure planned upgrade were carried out in stages to ensure students have full accessibility to the learning materials and classes. Clouddesk, Microsoft hubs and Adobe Creative cloud platform were made available for the students to have access to the

UNIVERSITI SAINS MALAYSIA (USM)

INTERNATIONALISATION IN THE GLOBAL PANDEMIC ERA 2020-21: A COMPILATION OF EXPERIENCE, VIEWS AND THOUGHTS

Aizat Hisham Ahmad, Sowmya Ramachandran

International Mobility and Collaboration Centre, Universiti Sains Malaysia (USM), 11800, Penang, Malaysia.

History is rife with episodes of epidemics, pandemics, and other calamities, even if the Covid-19 pandemic was in many respects unique. Covid-19 pandemic should not be seen as an end-all-be-all for future pandemics, nor can we presume there will be no need for future generations (or our own) to learn from it. There will never be another universe like it. In terms of Covid-19's long-term repercussions, this is one of the safest bets. All social institutions will be affected by this crisis. At this point, it's impossible to say exactly how things will alter.

It was imperative for higher education to respond swiftly and make difficult decisions about how to reorganise teaching, learning, and other activities. As a result, institutions had to consider the health and safety of their students and staff, together with the structure developed by the public sector to deal with the sudden health catastrophe. Institutions also had to think about how they could best support students in their studies and tests, even if their health was a primary priority at the time. Student time and money would be wasted if classes and tests were put on hold. Many students might not have been able to return to school after an absence. Thousands of people's lives and the futures of entire societies rested on the response of the academic community and its leaders to the Covid-19 problem.

Democracy, human rights, and the rule of law, as well as social justice, inclusion, and equity, must be the cornerstones of the post-Covid-19 world. Academic freedom, institutional autonomy, and student and faculty involvement may give impetus to higher education by reaffirming our commitment to academic freedom, institutional autonomy, and student and faculty participation.

A NEWLY DISCOVERED WINDOW: VIEWS ON THE EXPERIENCE OF UNIVERSITI SAINS MALAYSIA

Aizat Hisham Ahmad, Abdullah Bameyir

International Mobility and Collaboration Centre, Universiti Sains Malaysia (USM), 11800, Penang, Malaysia.

Initially, prior to Covid-19 era, it had been strange for individuals to picture the concept of working and studying remotely. It was even hard to think that someday, the way of teaching and studying will be completely different from what it was before. However, this thought was surreal the moment Covid-19 outbreak invaded the entire world. The shifting process from face-to-face classes to a virtual education was challenging as this new normal was unexceptionally new to all of us. Yet, none of us has anticipated that this would be somehow a turning point of Higher Education Institutions' Internationalisation in general and USM in particular. The beginning in March 2020 was all about the adaptability to the situation that roughly took the family of University Sains Malaysia (USM) a one semester to cope with. Afterwards, the second online semester was easier to conduct than the first and the third was easier than the second, so on and so forth.

The global pandemic era 2020/21, nearly one year of processing the adaptability to the new normal induced by the Covid-19. Coping with the situation was needed from all parties, Countries, Companies, Universities, etc. Speaking of prestigious Higher Education Institutions (HEIs), Universiti Sains Malaysia (USM) has aptly expanded its horizons to cope and thrive during Covid-19. In fact, this era shall be deemed as a newly discovered window. The reason behind this claim is that the Academic Year 2020/2021 in USM was such an exceptional year in terms of Internationalisation. Surprisingly, USM has become the number one Malaysian university that has the highest number of International Students enrolled in the year 2020/2021 among all Malaysian Universities. It was shocking that despite the closure of Malaysian borders, the number of enrolments of international students in USM has unexpectedly increased. This might be due to having the opportunity to study at such a prestigious university like USM without having to travel.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA (UTeM)

POST COVID-19: WAY FORWARD IN UTeM

Burhanuddin Aboobaidar, Chew Boon-Cheong

UTeM International Centre, Universiti Teknikal Malaysia Melaka (UTeM), 76100, Jalan Hang Tuah Jaya, Durian Tunggal, Melaka, Malaysia.

Today, the imbalance of the global economy caused by pandemic era 2020-2021 is critical. Thus, we should say thanks to education sectors who have kept their staff on by ensuring that they have income security and a sense of job security. Nevertheless, many education sectors have to lay off staff. In some cases, they are taking government support to maintain their businesses.

In Malaysia, *Pelan Pembangunan Pendidikan Malaysia Pengajian Tinggi 2015-2025*, is utilized to transform and improve the quality of local higher education towards international level. Thus, Information and Communication Technology (ICT) literacy is one of the mediums that is important during pandemic era, used to support this plan. Microsoft Corp, reported that they helped more than 30 million people across 249 countries and territories gaining digital skills during the pandemic and 110,000 of them are Malaysian, Malaysian Digital Economy Corporation mission to obtain 20% growth in the contribution of E-commerce to the digital economy due to the pandemic situation in Malaysia. This is the evidence on how COVID-19 situation changed the ICT skills environment in our nation.

During the pandemic era, it is a great challenge for UTeM International Centre to ensure that the internationalization collaboration stays in place. Face-to-face visits from the international institutions or companies are put on halt. However, the relationships among us need to be maintained and strengthened. We have to maintain existing collaboration, as well as to establish new relationships virtually. We cannot deny that the fact of this epidemic spread quickly from Wuhan, when the first case was reported on 31st

UNIVERSITI TEKNOLOGI MALAYSIA (UTM)

INTERNATIONALISATION REIMAGINED VIA HUMANISTIC APPROACH IN HIGHER EDUCATION

Norhayati Abdullah, Mohd Ismid Md Said

UTM International, Aras 8, Menara Razak, Universiti Teknologi Malaysia, 54100, Jalan Hang Tuah Jaya, Durian Tunggal, Melaka, Malaysia.

The pandemic has forced universities to redefine themselves or change their priorities through several pandemic-altering approaches to higher education facing uncertainties in the global world. Declines in internationalisation indicators such as international enrolment, international faculty, financial cuts and austerity is globally remarked. UNESCO in March 2020 launched the COVID-18 Global Education Coalition, to protect the access to continued learning. Appropriate distance education is made possible via virtual platforms forcing international community to accept the reality of the new normal. While institutional access and mobility were made possible through international visits and physical attendance, the pandemic has an alarming impact of depriving human touch resulting from unfamiliar terrains of social distancing, continuous lockdown and dramatic digital transformation whereby higher education is no exception. Services commonly provided to international academic society which involves scholarly communication, intellectual capital development, mobility etc., are fast experiencing an uberised transformation to which the universities had to evolve toward online teaching in record time, implementing and adapting to technological resources at a time of risk and uncertainty.

Every misfortune is a blessing, says an African proverb. The pandemic is discussed as a phenomenon that simultaneously reaffirms the internationalization of higher education reimagined via humanistic approach as it has disrupted the operation of universities in multiple unprecedented ways. Focusing on both

Bibliography

Amina Osman and James Keevy (2021). The Impact of COVID-19 on Education Systems in the Commonwealth. The Commonwealth ISBN (E-BOOK): 978-1-84859-998-7.

Garcia-Morales, V.J., Garrido-Moreno, A. and Martin-Rojas, R. (2021). The transformation of higher education after the COVID Disruption: Emerging challenges in an online learningscenario. *Frontiers in Psychology*. Vol. 12, 1-6.

World Health Organisation (WHO) (2022). Retrieved via <https://covid19.who.int/region/wpro/country/my> on 18th March 2022

Biografi Editors



I am Chee-Ming, the professor who had the great honour to guide these girls and their coursemates in their adventure of the Soil Story Wonderland. It was a challenging time for any university student post-pandemic, in transition from virtual to physical classes which undoubtedly are as different as an apple is to a pineapple! Nonetheless these kids made it, with style and valour, humour amid tears, and most importantly, true camaraderie and togetherness. Well done too to Tasnim, Darshinii, Asyiqin and Josline: The true heroes behind the scene for this book, without whose tireless efforts this book would remain unpublished and unseen. Kudos too to all contributors to the book, whose uniquely individual stories would forever be recorded in these pages for all to read, memories that would inspire even as the pages turn yellow with age...



Dr. Yong Zulina Zubairi is at the forefront of strategic talent management, policy governance, and university-wide services in her current role as the Registrar of Universiti Malaya. Her dynamic expertise in her current role is matched only by her remarkable achievements as the former Associate Vice-Chancellor (Global Engagement), where she spearheaded the university's global strategy for impactful partnerships and collaborations. With an unwavering commitment to fostering international relationships, she has played a pivotal role in nurturing collaborative initiatives with esteemed international partners and networks. Her focus on managing

talent, addressing workforce skills, empowering women leaders, promoting student mobility, enhancing STEM education, and improving graduate employability has brought about transformative changes on a global scale. Her exceptional academic background as a former statistics professor include numerous publications, mentoring postgraduates and securing grants. A Commonwealth Fellowship alumnus, she actively engages in community works with ACU and local NGOs, leveraging on education for positive change. Her visionary leadership and unwavering dedication continue to shape academia and drive progress in shaping the nation.