Synopsis of a KeyNote Presentation on:

**"Strategies for Education Survival in a Disruptive Era of Infodemic,
Post-Truth C-19, and Misinformation:
Ideas for New Biz-Models, Curricula Changes, and Learning Management."**

By: Dr. Ronny Adhikarya *)

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In 2019 and 2018, I made three presentations in Europe, at the International Conferences in Portorož, **Slovenia**, in Szczecin, **Poland**, and in Napoli, **Italy**. There, I discussed various issues of Reinvention and Local Successes for Global Adoption (**Locus4GlobOption**) in the AI-Disruption Era, based on **lessons learned** from **Best Practices of Asian Communipreneurs**. I contrasted these issues with the **Sharing Economy's** business models & its human resources need in light of innovative "niche" offerings of technology applications by **Global Disruptors** (e.g., Google, FaceBook, Netflix, Instagram, TikTok, WhatsApp, Apple, Amazon, etc.) which are now among the world's largest companies.

At this conference, I will share some **disturbing** phenomena facing **public education** in the **use of such technologies**, especially in the midst of the **Covid-19 Pandemic**, and the deteriorating **Post-Truth**'s quality of information & communication, especially in the **social-media space**. I will focus my presentation on the **Challenges of Public Education in Competing with DISINFORMATION and Post-Truth INFODEMIC.**

Never before, the **rate of diffusion of innovation** or technology adoption **is faster** than today, in the **use of online/virtual communication** tools/process in **public education**. The slow **process of adoption** of such technologies in the **last 20 years was transformed almost overnight,** mainly due to Covid-19 (C-19). Just one illustrated case, the use of Zoom's virtual audio/video communication technologies increased in **3 months** (Jan. - Apr. 2020) from **20 million to 300 million users** globally, not only by educators but by the public at large.

The **"business-as-usual"** in education has changed forever. The era of virtual, cyber/cloud-based, mobile public education is here to stay. There is **no turning back** to the pre-Covid-19 public education regime.

However, **wider-adoption of such technologies** in public education is still a **human-resource challenge**, due to inadequate qualitative mastery of optimal communication technology application & usage, learning strategies & methods, and operational management, by most educators world-wide.

Furthermore, **democratization** of information & communication gives rise to **Crowd-Sourcing**. Open-source education has become the **"New-Normal".** It provides the **netizens' rights** to information access, production, and distribution - **with, or without credibility, validity and responsibilities**. And here lies the more difficult problem!

1. **THREATS TO EDUCATIONAL INSTITUTIONS??**
One of the most **THREATENING CHALLENGES** to EDUCATORS (at all levels) now is the **COMPETITION POSED BY HOAX/FAKE INFORMATION**. Most people, not only students and teachers/professors, are now getting more info. from social media (WA, FB, IG, YouTube, TikTok, etc.), and many of them are not able or willing to **verify and fact-check the validity and credibility** of such **"new knowledge"**.

Unless the **public is educated** to become **critical & astute** communicators and learners, **education institutions will lose their importance, relevance, practical utility.** Educators at all levels must offer programs and teach **competencies to the Public** on how to deal and **counter-attack DISINFORMATION** in the era of **Post-Truth INFODEMIC**!!

2. **PEERS/FRIENDS ARE (Mis)PERCEIVED AS MORE BELIEVABLE THAN EDUCATORS?**
Most of the public now seem to obtain significant amount info & knowledge through their friends/peers, who are often (mis?)perceived as **more INFLUENTIAL, TRUSTED, and CREDIBLE** than formal educators or formal sources. Most of such information is forwarded or **"viral" (Post-Truth?) information**, with unknown or dubious authors/sources or invalid/false information. Almost daily we are now getting many **Free Invitations** through WApp, FBook, e-mail, etc. to participate in so many **WEBINARs** or **Virtual Learning** activities on all kinds of topics, speakers, and from various countries.

However, often the information or "knowledge" obtained through these online/virtual communication and learning activities (often **fee-based** and offering **e-Certificates**), is **fake, hoax or half-truth information**, at best. One of the reasons is the **LACK of CRITICAL ABILITY to fact-check, verify and validate the info.,** or simply too **"lazy"** to do so. Hence, the important **priority task of educators** to address and solve this problem, **before their role and function become irrelevant**.

3. **POLITICIZATION of EDUCATION???**
Conceptually the wide utilization of virtual communication tools allows for **more and better GLOBAL COLLABORATION and INTERNATIONALIZATION in EDUCATION**. However, the practical **implementation depends on each country's POLITICAL-BIASES** that may permeate **university policies and strategies**.

Examples of such **"politics-in-education"** as a reflection of **"POPULISM"** movements, and/or **"Trade & Technology War",** for instance, can be seen in the rapidly **decreasing number of foreign students & scholars, especially from China, in US** university campuses during the last few years.

Anti "Beyond Nationalism" movements may have also **negatively affected** the **regional & international collaboration of European educational institutions** with other countries, even **within** Europe, or with other countries as well.

In addition, the **impact of Covid-19 will perpetuate such a trend** due to **travel restrictions and/or F2F/direct-group meetings limitation**. It may further hamper international collaboration and exchange of experiences. In some cases, there are also indications of **politicization in opening a country's borders** for certain nationalities.

4. **MONETIZATION of NEW VIRTUAL EDUCATION BUSINESS MODEL**
As many students may not spend much time on campus, and not using many university's facilities & services, a **new, demand-driven, and efficient business model for education management** must be developed and marketed anew. Few examples and lessons learned from **leading global MOOC-oriented virtual learning programs**, such as Coursera, Chegg, Pearson, edX, Udemy, etc. **may be examined for its financial strategies**.

Educational institutions' **FINANCIAL ADJUSTMENT** is also an important issue due to the **UNDER-UTILIZED university FACILITIES & RESOURCES.** Such **inefficiency** may need **rationalization and optimization** in the use and management of **ASSETS and available resources**, as a result of the shift toward predominantly **virtual learning modalities**, with more online courses offered **off-campus**.

The **synergic** collaboration and win-win partnership between **educational institutions and relevant businesses** need to be forged by providing opportunities for students' internship, mentorship, coaching, incubation, etc. If planned and implemented properly, it can **ADD-VALUE to the costs of education**, and make it a mutually-beneficial **business partnership** between universities and business companies.

In view of the above, the **cost of education** may also need to be **readjusted** accordingly, as learning processes, modalities, activities, and services are changing.

5. **QUANTITY versus QUALITY of EDUCATION**
The above are only few problems faced by most educational institutions, esp. those migrating to virtual learning operations. However, the main problems and challenges are the **controversies of the QUANTITY vs. QUALITY EDUCATION** issues.

We now find a proliferation and mushrooming of **virtual learning activities**, including online classes, Webinars, video-based learning modules, etc. and **offered by anyone**, **with** or **without "educator" credentials, competencies, or experiences**.

The majority of its learning contents are of **sub-standard quality,** delivered usually through video-recordings/streaming of **"talking-heads",** or Zoom-based presentation and interactions, **without incorporating** appropriate cost-effective **pedagogical methods, learning processes and management.**

Serious learning organizations or institutions will, therefore, need to address and **ensure**, at least, the following **prerequisites for offering responsible and quality education** are met and taken care of:

a. **Cultivating** the **psychological confidence** and **"Growth" Mind-Set** of teaching staff in transitioning from "**old-school" attitude of learning** to a more **democratic, needs-based, and collaborative tacit knowledge sharing** educational system.

b. **Preparing the readiness and competency** of most educators on the **use of appropriate online/virtual and mobile learning process & methods.**

c. Continually **revising curricula** according to changing **market needs**, with adequate portions devoted to **character, ethical, integrity and civic education, business & social entrepreneurship, futuristic visioning & forecasting, and cyber-law & responsibilities.**

d. Developing relevant and practical ways to **ensure and measure/assess learning standards and quality** achievements.

e. Applying **cost effectiveness & efficiency of learning management and operations system**.

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For more clarifications and/or comments, please contact Ronny Adhikarya at:
Ronny@RAdhikarya.com
or WhatsApp: +1-650-969-1023

*) Dr. Ronny Adhikarya had a 45-year career in international development assistance, serving for the World Bank, United Nations, and other international organizations. He was also associated with educ. & research institutions such as Stanford Univ., the East-West Center, and had conducted training in many learning institutions worldwide. He retired from the World Bank in 2003, and was then reappointed as the Food & Agriculture Organization (FAO)/United Nations Representative & Country Director (w/Ambassador-level credentials) in Pakistan.

He now provides consultancy/advisory services, part-time, through R-Adhikarya International's "Tacit Knowledge Sharing Service". He is often invited a KeyNote Speaker at international conferences, and gives public lectures in at least 28 countries.

At the World Bank, he directed the Knowledge Utilization through Learning Technologies (KULT) Program, which included franchising, & marketing demand-driven educational/training services to ensure financial health & sustainability as part of institutional/staff capacity development programs. He promoted the improvement of training quality and effectiveness through excellence in customer service and appropriate uses of interactive & distance or mobile learning technologies, cyber-marketing, quality assurance, peer-based & participatory knowledge management, sharing and utilization.

Originally from Indonesia, Dr. Adhikarya since 1972 has undertaken professional assignments & official missions in 52 countries, and travelled to a total of 103 countries. He has written 8 books (two are also available in electronic/CD-ROM version) on communication, extension, training and education subjects published in Germany, Italy, England, USA, Singapore and Malaysia as well as numerous book-chapters, journal articles, and consulting reports.

Dr. Adhikarya has served various international advisory boards/committees of several leading development organizations and/or educational or training institutions in Singapore, Thailand, England, Switzerland, etc. He obtained his Masters from Cornell Univ. and his Ph.D. from Stanford Univ. He now lives in the "Silicon Valley" of California and Honolulu, Hawaii, where he also serves as a member of the Board of Directors of the Hawaii-Indonesia Chamber of Commerce (HICHAM), and the Executive Board of the East-West Center Association (EWCA).

E-mail: **Ronny@RAdhikarya.com**
Web: **http://www.linkedin.com/in/ronnyadhikarya**
Books: **Google**: "**Ronny Adhikarya**", and see **Books Section**
WApp: **+1-650-969-1023**