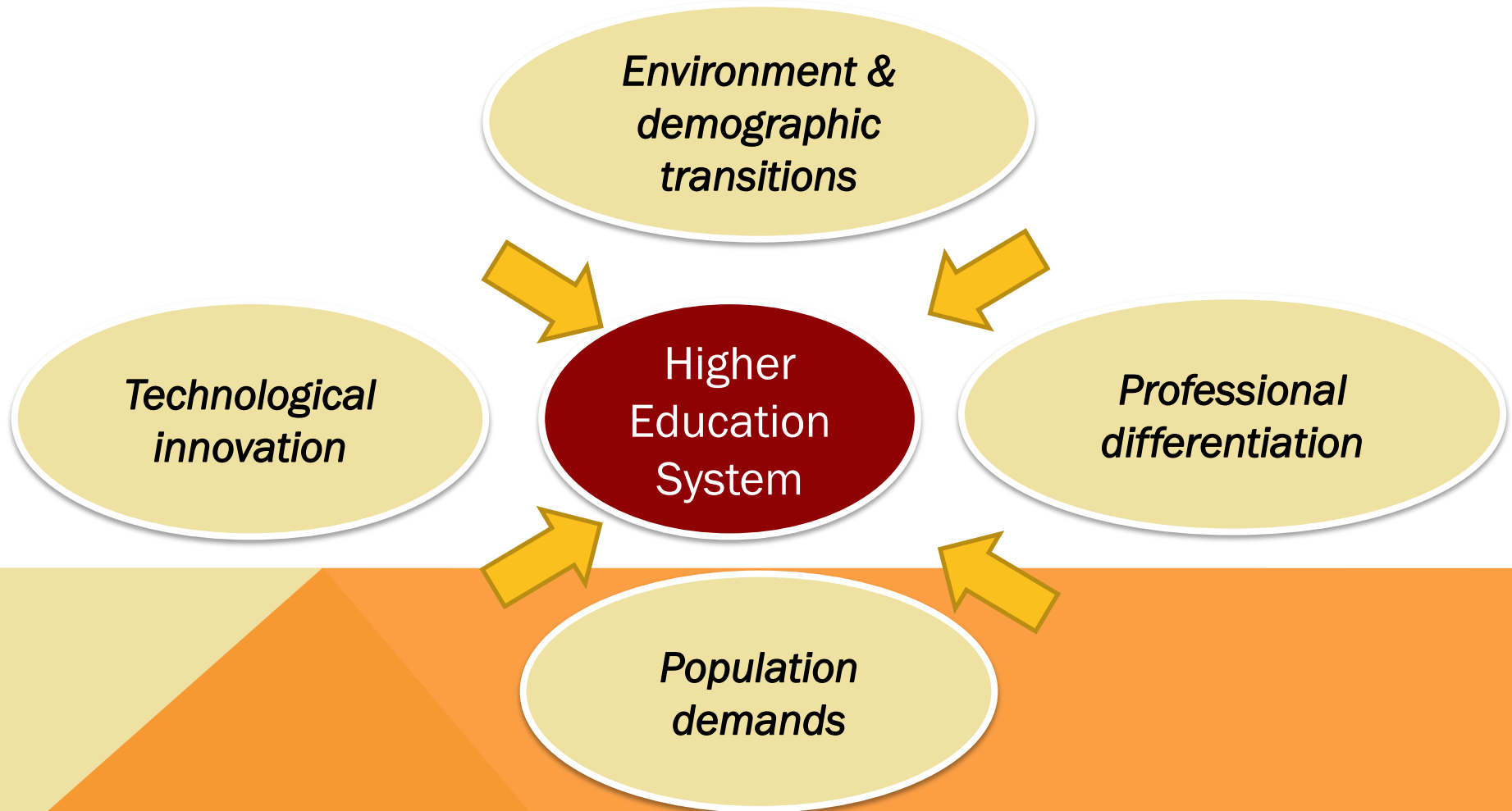



# TRANSFORMATIVE LEARNING

PRESENTED AT SNA XIX  
LAMPUNG

# EMERGING CHALLENGES TO HIGHER EDUCATION SYSTEM

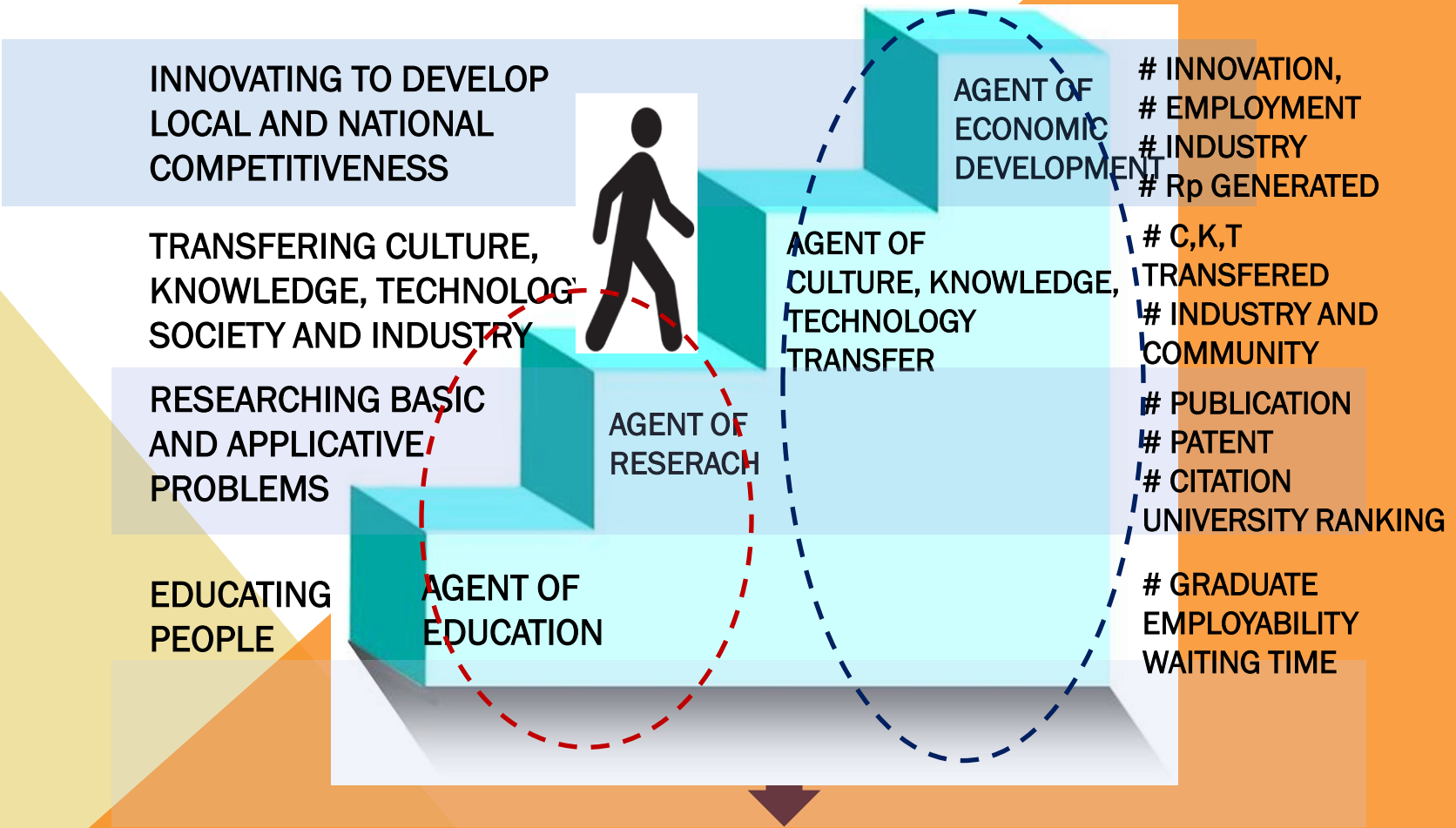


Higher education has not kept pace  
with these challenges,  
largely because of fragmented, outdated,  
and static curricula  
that produce ill-equipped graduates.



“ ....university encompasses a ‘third-mission’ of economic development in addition to research and teaching.” Readings (1996)

ULTIMATE CONTRIBUTION	PEOPLE EXPECTATION	MAIN PERFORM. INDICATOR
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# MAJOR ITEMS ON THE HIGHER EDUCATION AGENDA

## Rebuilding the national system

- Expansion of higher education
- Establishing elite institutions

## Internationalizing higher education

- Globalizing the institutions
- Cross-border trades of education services

## Enhancing private participation

- Re-positioning the private sector

Fostering the philanthropic culture


# UNIVERSITY IN POST INDUSTRIAL ERA :

Transformative for sustainable prosperity



- 1. World reputation**
- 2. Research performance**
- 3. Prominent graduates**
- 4. International participation**

Realization of this vision will require  
a series of instructional and institutional reforms,  
which should be guided by two proposed outcomes:  
transformative learning  
and interdependence in education.



Transformative learning :

the highest of three successive levels,  
moving from informative learning to transformative learning.

Informative learning is about acquiring knowledge and skills;  
its purpose is to produce experts.

Formative learning is about socialising students around values;  
its purpose is to produce professionals.

Transformative learning is about developing leadership attributes;  
its purpose is to produce enlightened change agents.



Interdependence is a key element in a systems approach because it underscores the ways in which various components interact with each other.


As a desirable outcome,

interdependence in education also involves three fundamental shifts:

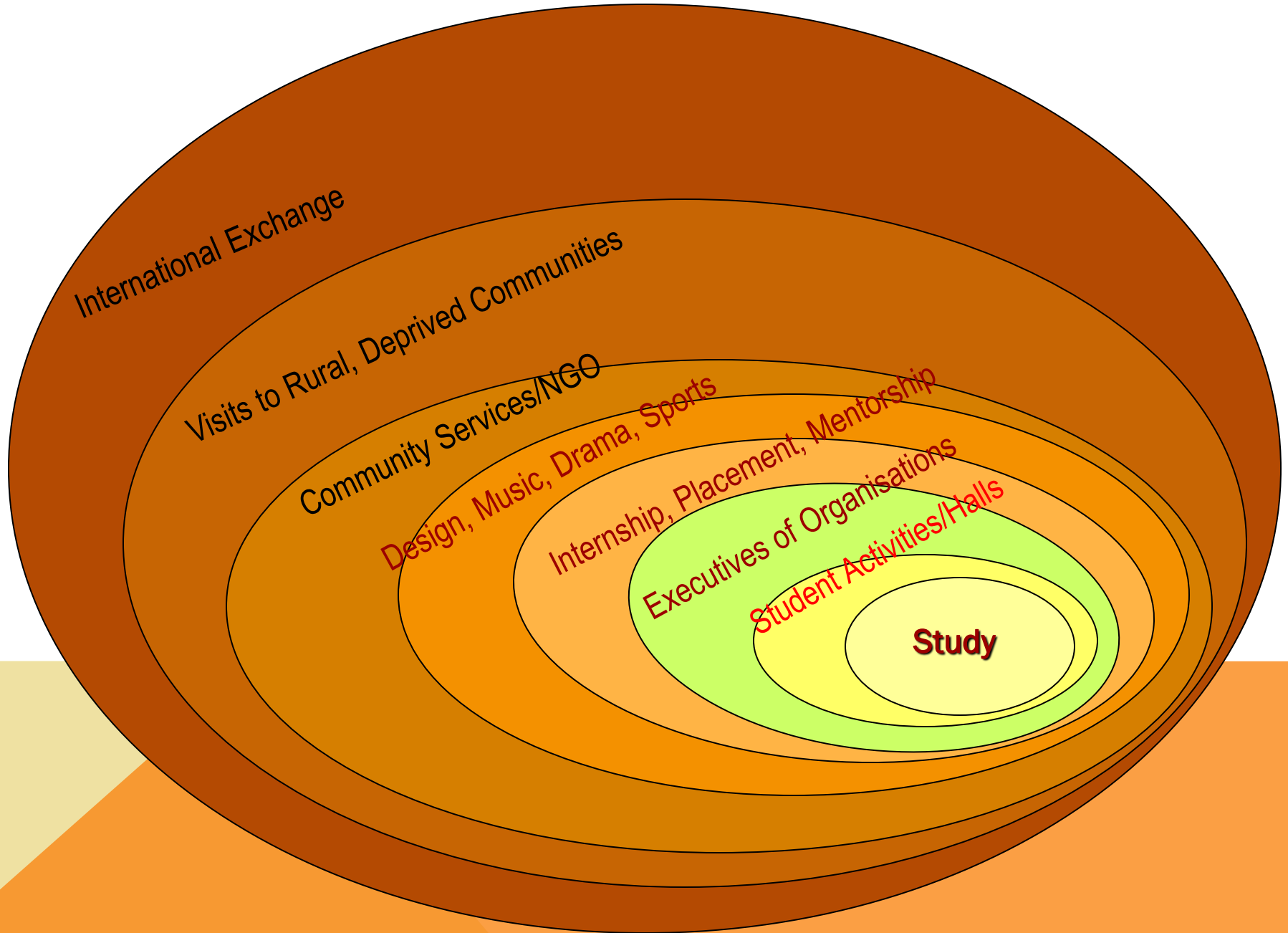
- \* from isolated to harmonised education and society systems;
- \* from standalone institutions to networks, alliances, and consortia;
- \* from inward-looking institutional preoccupations to harnessing global flows of educational content, teaching resources, and innovations.

Transformative learning  
is the proposed outcome of instructional reforms.

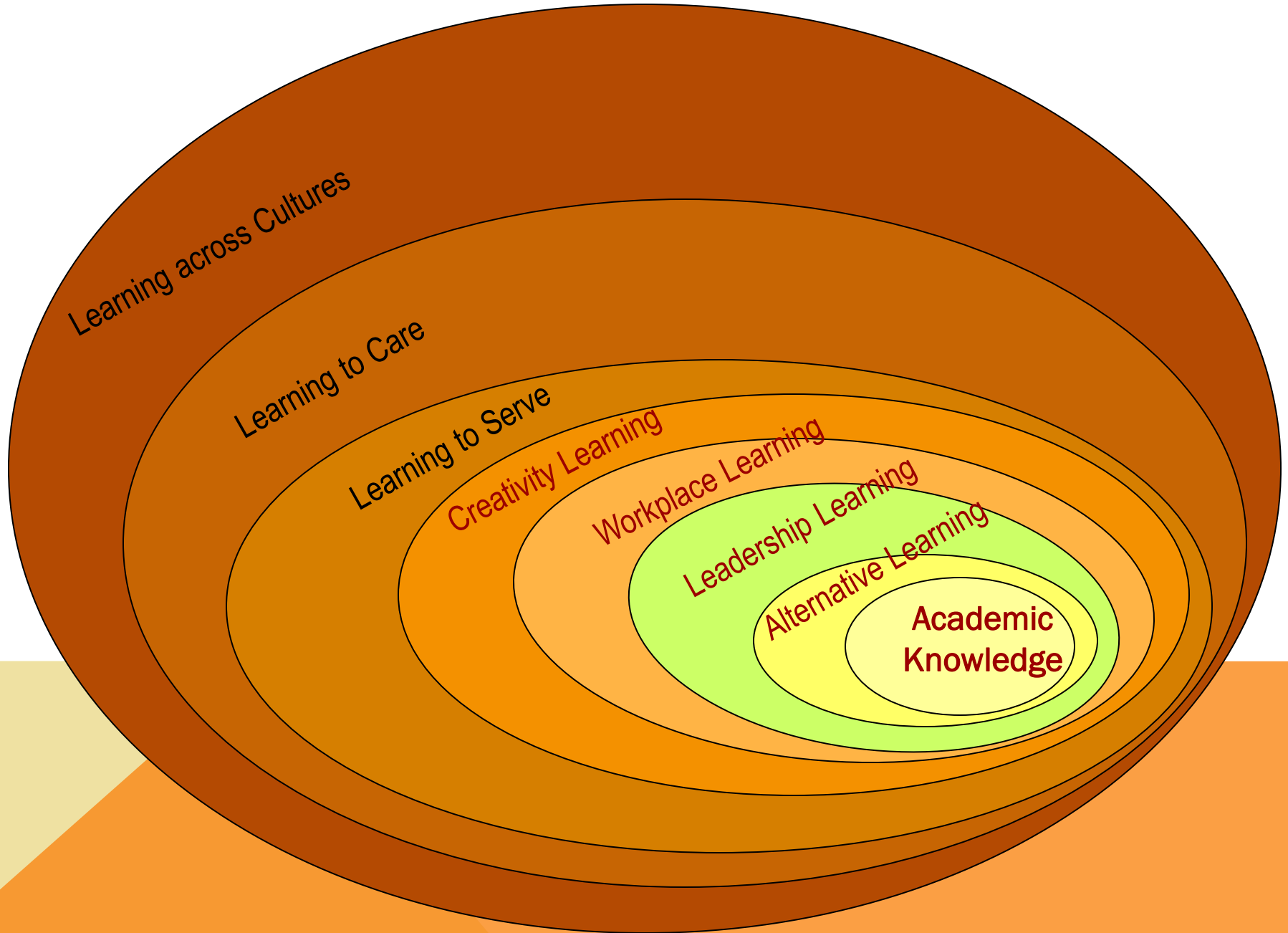
Interdependence in education  
should result from institutional reforms.



# LIVES IN EDUCATION



# LEARNING EXPERIENCES



**THANK YOU**