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Urgency of Managing Digitalization in Higher Education

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Received : February 7, 2023

Revised : April 14, 2023

Accepted : April 27, 2023

Online : May 4, 2023

Abstract

The digital transformation of higher education institutions has become one of the most significant trends in recent years. Unfortunately, this change is facing many challenges and pitfalls. Therefore, understanding how to manage digitalization amid continuous change should be a top priority for leaders of higher education institutions. This article reviews previous research focused on digitalization in higher education. Using non-systematic literature methods, it starts by summarizing the main driving forces, barriers, and pitfalls of digitalization in higher education. The selected papers were chosen based on their relevance to the article's purpose. The findings discuss the four main elements of managing digitalization in higher education. These four elements should be a priority in universities' strategy. Finally, the proposed framework in this article is expected to contribute to developing theory and practice in managing digitalization in higher education.

Keywords: Digitalization; Higher Education; Education; Digital Transformation

INTRODUCTION

Digitalization in higher education has been an essential frontline to transform education systems and services in the era of the industrial revolution 4.0. Digitalization in higher education is not just switching face-to-face learning to distance learning but also aims to enhance and transform the learning experience, enabling open and more responsive education systems (Bangun et al., 2021). For instance, digital technology can be used to deliver learning material and administration work, such as monitoring absenteeism and students' and teachers' performance. (Kilag et al., 2022; Underwood, 2009). Pu et al. (2022) even highlighted that digital transformation is a way for higher education institutions to promote sustainable development. The transition to digital education must be viewed as a long-term strategy influenced by institutional development and government policies. This strategy should include preparing the educators' knowledge and skills to meet the new challenges faced in an educational environment. Being digitally trained helps educators improve their research, communication, and assessment skills (Kilag et al., 2022). Thus, managing digitalization in higher education institutions should involve various internal and external aspects. The internal aspects are organizational culture, technological infrastructure, employee competency, and business processes (Bates, 2015). Technology implementation requires an innovative organizational culture and encourages people to take risks and learn from failures. In contrast, external aspects are government policies, industry standards, and the global market situation. For example, implementing technology into education systems involves substantial funding from the government, and in most cases, most developing countries cannot provide this funding.

In practice, one indicator that digital technology in education is becoming increasingly important and widely accepted is the increasing number of MOOC courses. A report by Class Central showed that in 2021, 40 million new learners signed up for at least one MOOC, compared to 60 million in 2020. The presence of MOOCs provides an opportunity for many people to learn in a new way. The use of technology has proven flexibility in the learning process and the opportunity to interact with trainers, educators, and classmates worldwide. The ease of the learning process also

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Managing Special Programs In Higher Education

Daniel F McAuley



Managing Special Programs In Higher Education:

Managing Special Programs in Higher Education Ron Simmons, 1980 **Managing Special Programs in Higher Education** Ronald Simmons, 1980-11-01 **Higher Education Aid for Minority Business** United States. Office of Minority Business Enterprise, 1970 **Higher Education** , 1958 Management of Accessibility for Handicapped Students in Higher Education United States. Department of Education, National Association of College and University Business Officers, 1981 This compendium of four mini projects carried out by a special task force of the National Association of College and University Business Officers NACUBO addresses policy and management issues related to providing accessibility to handicapped students in higher education Topics range from executive policy decisions on compliance with federal accessibility mandates to operational procedures for responding to specific accommodation requests The compendium is comprised of four sections Section 1 was developed from a series of site visit interviews with senior level decision makers faculty staff and handicapped students at six colleges and universities It contains an overview of accessibility issues and problems that require attention a discussion of how accessibility considerations can be incorporated into a planning and budgeting process and a set of guidelines for assessing specific accommodation requests Section 2 reviews 16 national data bases that describe the handicapped population in the United States and contains summary charts of the characteristics revealed Section 3 describes the results of a survey that NACUBO mailed to a stratified sample of 944 of its member institutions concerning trends in accessibility expenditures and number and types of handicapped students served and Section 4 lists adaptive education equipment by impairment such as hearing or mobility and then by function such as writing or speaking The document contains an index equipment source list and lists of information resources and services available to handicapped students GLR Research in Education , 1974 **International Encyclopedia of Business Management** , 2025-09-01 The Encyclopedia of Business Management Four Volume Set is a comprehensive resource that covers over 200 topics across various areas of business management Each entry is written in an accessible manner making complex concepts easy to understand The encyclopedia addresses interdisciplinary subjects such as cultural entrepreneurship tourism innovation and marketing promotions By emphasizing definitions and practical applications the entries help readers grasp the relevance of each topic Expert editors lead each section ensuring that the contributions are authoritative and well rounded The encyclopedia is divided into seven broad themes including business entrepreneurship human resource management innovation management international business organizational behavior project management supply chain management and sport and tourism management Each section s articles begin with a technical analysis of key definitional issues followed by an exploration of the topic s broader context This structured approach provides a holistic examination of the subjects allowing readers to gain a comprehensive understanding of vital business management concepts Provides a comprehensive overview of the main business management topics Focuses specifically on business management from a range

of perspectives Includes new and emerging business management topics Presents an interdisciplinary focus in terms of business management practices Features templates across all chapters for ease of navigation and use Department of health, education, and welfare (exclusive of Public health service) United States. Congress. House. Committee on Appropriations,1965 *Departments of Labor and Health, Education and Welfare Appropriations for 1966* United States. Congress. House. Committee on Appropriations. Subcommittee on Departments of Labor and Health, Education, and Welfare, and Related Agencies Appropriations,1965 **Industrial Management** John Robertson Dunlap,Arthur Van Vlissingen,John Michael Carmody,1918 **Report of the Committee of Council on Education in Scotland...[without Appendix]** ,1901 Industrial Management ,1926 A Symposium on Scientific Management and Efficiency in College Administration ,1913 **Financial Aids for Higher Education** Oreon Keeslar,1993 **Outlook** ,1897 **Hospital Management** ,1921 Management and Administration ,1923 The Massachusetts register ,2012 *General Management Series* ,1922 *Progress of Education in India* ,1914

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