

Environmental Design and Transnational Education In Egypt

Dr.Waleed Mohamed Elghamry Barakat

Professor Assistant,environmental design

“Decoration” Department -Faculty of Applied Arts

Helwan University-Egypt

Abstract:

Transnational education typically uses a combination of face-to-face instruction delivered by local teaching staff and teaching materials produced in the offering institution’s home country. The paper is designed to respond to the question of whether this Kind of Education fits the environmental Design learning, considering that the design of transnational courses needs to be culturally responsive and tailored to the learning styles and social context of students in a foreign locale. It also answers the question of, what is the benefits of the transnational education in Egypt as a developing country seeking the adoption of international quality?

Features of transnational education and its importance to the Egyptian higher education system as a developing country seeking for progress and growth in various field were explains, especially the higher education, and what is preventing the spread of this type of education in our country, even though we are in need most. Also the-already existed- professional practices in higher education and transmission of knowledge, like “Scholarship” experiences in the field of environmental design, as a broad category of work that demonstrates great learning in our country are critically reviewed. The paper has also investigated Environmental design concepts in order to measure the possibility of being customized into transnational way of education. There fore, the objectives of the present study included; developing the higher education system in Egypt according to the available possibilities, searching the successful experiences in transnational education across the world, and finding new alternatives to the environmental design learning in Egypt . The major results of the present study has been; there is a great possibility of introducing transnational education in post graduate stages dealing with environmental design as a research subject. This is an area where direct contact with the global scientific expertise in the fields of design may exist.

Keywords: Transnational education, Environmental Design, Transmission

Introduction:

A lot of decisive political changes is going through Egypt right now, everything is under comprehensive change. The education file is one of the most difficult tests for the current government, because of accumulations and administrative corruption for years ago.

Egypt as a developing country seeking the adoption of international quality should try several educational method in order to raise her educational qualities, It is indeed a travesty of monumental proportions that not a single Egyptian university made it into the list of the world’s top five hundred universities recently released by the Times Higher Education Supplement, real critical situation.

Different solutions are here, one of them is the transnational education systems, which already exist in Egypt with different models and forms.

It is a true now we are living in a globalized world marked by the rapid flows of commodities and capital, ideas and institutions, practices and people. The need for redefining the role and defending the importance of universities has never been greater. Questions abound: How are Egyptian universities trying to balance the demands of autonomy and accountability, expansion and excellence, equity and efficiency, diversification and differentiation, community service and consultancy? What innovative approaches can we adopt to facilitate our own renewal from at least three decades of debilitating crisis and contribute to the sustainable development of Egyptian economies, societies, and politics?

This paper studys the effect of the transnational education in the field of environmental design education, measuring the possibility of customized it into transnational way, explains

the features of transnational education and its importance to the Egyptian higher education system as a developing country seeking for progress and growth in various fields, and what is preventing the spread of this type of education in our country,

Environmental design

It refers to the applied arts and sciences dealing with creating the human-designed environment. These fields include architecture, urban planning, landscape architecture, and interior design [wikipedia.org accessed on 11-2-2013)

Studying Environmental Design is To learn how to select sites that are appropriate for structures and gardens, how to choose materials that will endure, and how to design buildings, gardens, or interiors, to study ways to use natural materials and create designs that benefit the environment. The use of land and water in a specific climate is an integral element of the design of structures and places. [iseek.org accessed on 13-12-2012)

Environmental design programs prepare people to design public and private spaces that are in harmony with their surroundings. Students learn principles of architecture and landscape design. They learn to complete projects in the design of indoor or outdoor settings.

Design & environmental design:

The term design is used in the environmental design fields to denote at least two distinctive types of activities. In its narrow sense, it refers to the artistic process of creating new forms and the artistic quality of those forms. This is typically the definition of design judged in design awards, particularly in architecture. In the broader sense, design may encompass a wider range of activities to do with creating the designed environment - technical, social, environmental - and not just the artistic aspects. In both definitions, design is essentially creative, [Crewe K, Forsyth A 2003]. design is "a generative production of figural schemas that lead to built forms." [Groat L, Wang D (2002)]

It clear now that the environmental design fields are not uniquely burdened with having creative

and professional work valued in the university. Programs in drama, musical performance and composition, creative writing, and studio art all deal with having creative work and performance evaluated. On the other hand, fields as diverse as business, law, education, engineering, and medicine deal with work that is practice oriented.

Here is a totally different world very far from other studies where the designers aim for a distinctive and unique product, solving a site-specific problem for a particular client, often a product that cannot be replicated easily.

In general, creative work need not be systematic at all and can be purely a personal expression that responds to unique circumstances, unrelated to new facts or theories.

Through this survey, it is clear now that the environmental design studying is different in terms of: methodology-teaching-styles-research operations associated with it-...etc which raise the importance need of studying Features of transnational education To choose what fits with this differences.

Transnational Education:

"Transnational Education" is a termed phenomenon that provides opportunities of higher education across the borders of a country at global level. It has been coined to project the recent activities of higher education institutions throughout the world. It encompasses to present worldwide mobility in academia in the field of research and training.

In context of education transnational education is regarded as the service of education on global scale or on a cross border level involving educational institutions or students and academicians of more than a single nation. It involves cross border mobility of students, academicians, programme of study and/or institutions.

According to the Council of Europe and UNESCO (2000) transnational education includes:

All types of higher education study programme, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based.

The benefits of transnational education:

Transnational higher education serves different

purposes in different countries. The benefits of transnational delivery include domestic capacity building, broader student choice in education systems facing resource constraints, minimizing the resources flowing out of the country, reducing brain drain, and enhancing innovation and competitiveness in the sector.

Globalization has prompted many governments to rethink how their citizens are educated and trained. Transnational education is the educational manifestation of this globalization process and strategies to adjust to it and therefore it must fit with other national educational goals.

Transnational education is not a temporary phenomenon but it is a reality that would develop more and more in future. In the long-term student mobility will be eclipsed by study programme mobility as more transnational programmes are offered. It is becoming cheaper relatively to move courses rather than students.

FORMS OF TRANSNATIONAL EDUCATION

Delivery Mechanism-Based Form

It relates to the actual delivery process and arrangements and includes the following forms: Franchising-Programme articulations-Branch campus-Off-shore institution-Corporate universities-International institutions-Distance-learning And Virtual universities¹

Institutional Arrangements-Based Form

It relates to the institutional and organisational arrangements that result from the specific delivery mechanisms chosen. This can be a new institution, a branch, or a franchised programme or course of study offering an award within an existing institution or other organization. It may, or may not, belong to a national higher education system.

Qualification-Based Form

It refers to the nature and quality of qualifications awarded through transnational education (degrees, certificates, study credits, etc.). Transnational education can be viewed in all its permutations through its forms discussed above. [Wilson, L and Vlăsceanu, L. (2000)]

Regularity MODELS OF

¹ Virtual university is a new concept in developing countries. It also uses the distance education approach using information and communication technologies for teaching learning process.

TRANSNATIONAL EDUCATION

No regulations

This model describes that there are no special regulations or control over foreign providers, which are free to operate without seeking permission from the host country.

Liberal-Flexible

It is flexible in terms that the foreign provider and host country both are flexible in providing education.

Moderately Liberal²

It is less flexible and the host (importing) country is actively involved in licensing and (in some cases) accrediting transnational providers. The host country forms rules & regulations of registration and requires that foreign institutions to gain accreditation or other formal permission by the host country. [Verbik, L. and Jokivirta, L (2012)]

Old Patterns of

Internationalization in Egypt

Academic mobility and networking across variously constituted borders—political, cultural, or geographical—is as old as the first Islamic universities established in northern Africa between the eighth and tenth centuries and those founded later in medieval Western Europe. It could in fact be argued that the ancient universities were transnational communities of scholars far more than the modern national universities founded in many parts of the world in the twentieth century. Almost everywhere universities in their mission statements have defined themselves in terms of the triple mandate of teaching, research, and public service.

Egyptian 's modern history contains different stories about the globalization in education, since the 18th century while Mohammed Ali Pasha's governing period, he started his Renaissance by sending a lot of Egyptian students in different educational areas to complete their studies in France, as an initial model of what is now called transnational education

Now, Egyptian universities have signed hundreds of academic cooperation agreements involving student and faculty exchanges, joint

² Egypt is considered as a good example to this model "Moderately Liberal"

degrees, and curricula, research and technical collaboration with universities in North Africa and the Arab world more generally. Cairo University and Al-Azhar University also attract many students from West and East Africa.

Egypt as a developing country may benefit much more from the Transnational Education as Egypt now(Do not offer higher education programs in certain disciplines-Cannot provide real opportunities of skill based learning-Have less expertise and resources.)

Challenges and chances:

Many new institutional arrangements of transitional or “borderless education” are quite evident across Africa and Egypt although they vary in their specific configuration not only from patterns in the other world regions, but also among the African countries themselves.

We can recognize three trends and challenges centered round the expansion of distance education, the growth of academic networks, and changes in the contexts and composition of knowledge production.

Transnational higher education is here to stay. For Egypt and all developing countries, the challenge is to minimize its costs and maximize its benefits. It is imperative that Egypt and other developing countries participate actively in constructing its legal, conceptual and operational architecture in order to take advantage of any opportunities it holds and limit its perils. At the global level this requires the creation of an international quality assurance and accreditation agency and regulatory instruments negotiated jointly by both the developing and developed countries that can promote and monitor transnational provision to ensure the development of networks of collaboration among the world’s universities that are more equitable.

But What systems and structures of transnational higher education must be created for Egypt that meet the imperatives of national development, the interests of regional integration?

To what extent are Egyptian universities still replicas of western universities when it comes to their theories, themes, and terms of knowledge production?

The financial sources ,needless to say, this requires expensive investments in retooling all of the Educational system and establishing information and communication technology infrastructures.

Conclusion:

- Through the current reality of the educational process in Egypt, we can find great possibility of introducing transnational education in post graduate stages dealing with environmental design as a research subject.. Where direct contact with the global scientific expertise in the fields of design.
- Egyptian institutions of higher education must play a more active role in international higher education forums and agencies from GATS and UNESCO to associations such as the Association of Commonwealth Universities and they must seek to establish new linkages, where none exist, with universities in the global South and especially Asia, the emerging frontier of global economic power in the twenty-first century.
- For Egypt the keys to productive and progressive internationalization in higher education lie in a renewed and reconfigured Pan-Africanism, historically the anchor of Africa’s globalization and the Africanization of globalization
- The design of transnational environmental design courses needs to be culturally responsive and tailored to the learning styles and social context of students in a foreign locale. To this end, the students’ educational assumptions and expectations, as well as educational practices need to be considered.
- Although some environmental design criticism may be classed as research, much of it would fall into the category of scholarship because it demonstrates learning through a personal response to a work of design, rather than systematic research into its character.

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