

Transnational Engineering Education during the COVID-19 Pandemic Disruption

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Abstract

Transnational education is defined as education provided in a country other than the country where the awarding institution is located. The demand for transnational education has grown exponentially in different geographical locations such as Asia and the Middle East. This is mostly due to the advancement of today's technology and the quest for better quality higher education. With this growth and potential opportunities, a host of operational and academic challenges have risen. Some examples of academic issues included the shift from traditional to online or flipped classroom models. Some of the operational problems included the articulation of courses and records management between institutions. To that extent, the current COVID-19 pandemic has exacerbated these issues with positive and negative effects on transactional engineering education. We explored one of the transactional engineering models in Asia, before and during the COVID-19 pandemic, from both students and faculty perspectives.

Biography

Dr. Aamer is a Professor and Operations & Supply Chain Management Consultant. He recently served as the Dean of the Faculty of Engineering and Technology at Sampoerna University in Jakarta, Indonesia, before moving to Canada. He is currently a Designated Campus Colleague at the University of Arizona and an Adjunct Professor at Sampoerna University. He received his B.S., M.S., and Ph.D. in Industrial Engineering from the University of Tennessee, USA.

Dr. Aamer is an experienced professional with more than 22 years of experience. He provided consulting services to more than 30 international organizations in Lean Manufacturing, Supply Chain Management, Six Sigma, Process and Quality Improvement, and Simulation Modeling. Prior to his academic and administrative roles, he worked as a Senior Industrial Engineer at Gap Inc. Global Supply Chain and Product Operations. His current research is in the area of Digital Supply Chain.