



Excellence Towards Global Competitiveness: A View on Cultural Integration

Wang Ke

Jose Rizal University, Philippines

Received: 20/08/2021

Accepted: 26/12/2021

Published: 15/03/2022

Representative e-Mail: ke.wang@my.jru.edu

ABSTRACT

This paper is a personal note of cultural transmission, which introduces the main conceptual issues which are of relevance to the study of the cultural integration patterns of foreign students studying in another country and of their interaction with others. More specifically, this paper briefly discusses the different patterns of cultural integration in a university environment.

Keywords: *Global Competitiveness, Assimilation, Cultural Identity, Cultural Integration, Virtual Learning*

I. INTRODUCTION

1.1 Cultural Integration in a University

From the perspective coming from a Chinese student like me who is currently enrolled in a Philippine University of Higher Learning, it can be said with certainty that students coming from another culture are virtually ignorant of the traditions and unique customs and culture of country. It is along this perspective that the university is playing a vital role in accelerating the assimilation of values and traditions of foreign students into the mainstream of university life. This paper focuses on how a Jose Rizal University has molded the author's cultural integration on campus.

José Rizal University (JRU) (formerly José Rizal College / JRC) is a non-sectarian, non-stock private educational institution. It is located at Shaw Boulevard, Mandaluyong City, Philippines.

The first experience on my cultural integration at Jose Rizal University starts with my understanding of the MVG (Mission-Vision-Goal) of the organization as explained by its University President during the height of the pandemic. (Source Pres Fabella of the Jose Rizal University May 2021)

The cultural I dynamics learned are as follows:

1. JRU is clear on its relevance to the University mission and vision. The University's grand aspiration it revolves around its mission and vision.
2. At JRU, the mission covers our reason for being NOW - the vision covers where we would like to see ourselves 10-15-20 years from the present time.
3. The University aims to develop its students to become useful and responsible citizens through the effective transfer of relevant knowledge and desirable values. The essence remains the same - that university exists to develop students towards being of value to the development of the country." (President Vicente F. Fabella, 2020)

From the vision of the JRU president, the thing, above all else, that would make Jose Rizal University make a difference would be its students.

II. RESEARCH METHODS

This paper is a qualitative study. By introducing the concept of knowledge management, this paper analyzes the current teaching situation of jru students, determines the technical progress of using database and its direct impact on students, and expects to change at the same time. Focusing on Internet technology teaching will focus on the transformation of educational standards from no longer paying attention to the memory of knowledge, but paying more attention to how to discover and evaluate knowledge. At the same time, technological innovation is also a series of problems, such as the cultivation of teachers' teaching ability and teaching cost.

III. DISCUSSION

3.1 A Paradigm of a University Culture on Integration

A welcoming, inclusive school culture is a critical component of an integrated, equitable school. Culture is a key vehicle for supporting integrated schools as students are more likely to succeed academically when they feel valued and a sense of belonging within the school setting. The paradigm can be referred below:



Fig 1 shows the distinct elements of a culture, but help two cultures understand one another better. It introduces new elements to one culture while making the historic values of a culture indistinct and less important to new generations that is happening in the classroom.

3.2 Impact of Global Competitiveness as A Key Factor for Cultural Integration

Technology and its use in Education is very much alive at Jose Rizal University. At present, the role of virtual learning and its future prospects are present in this University in order to pursue higher education and certification. This trend towards online classes and educational opportunities has even become so prevalent at present but in all other universities which consist only synchronous or asynchronous online classes, allowing a teacher to complete an entire course of study through distance learning (Dempsey & Van Eck, 2007).

However, the use of distance learning is not limited to the university setting in the Philippines, but also found in other school sites, districts and local governments, with the emergence of web-based conferences and seminars. In addition, internet-based technology allows for teachers to form their own learning communities that are not confined to the local school site. Even more exciting, is the premise that teachers can not only receive information and training from a central authority, such as district or state personnel, but that teachers may develop content and share their information amongst their peers. This leads to situations of reciprocal teaching and mentorship that are part of a larger informal learning community. In terms of design, online learning communities allow for a multitude discussions and socialization that adhere to a constructivist learning principle, in which people effectively learn information when experiencing and defining knowledge through social contexts (Dempsey & Van Eck, 2007).

Impact No. 1 Technology can be used for classes to communicate with other school sites and/or allow multiple Technology and its use in Education:

Thus, by removing physical barriers such as financial costs and geographical restraints, technology can allow more opportunities for both teachers and students to participate in learning scenarios or to explore content on a level that is inaccessible within their immediate environment. By not only increasing the amount of learning opportunities, but by providing even more enriching learning opportunities through simulation and multimedia we can increase the assimilation of knowledge.

Impact No.2. The second impact of technology is one with long lasting effects on the future of education. Technology, through the development of searchable databases that are now even accessible on remote handheld devices, will change the way we define learning objectives. Specifically, there is a transition from the memorizing and recitation of facts and information to the utilization of skills and the development of skills that allow for improved research and the evaluation of other sources, such as online databases.

Impact NO. 3 Students also benefit from the removal of physical barriers through distance learning technology. In contrast with their teachers, who are focused on professional development related to their job performance, students are often learning new content and that content is often removed from their daily lives. Besides the visualization of content in which they have low prior knowledge, students can also benefit from distance learning, much like their counterparts in the teaching profession.

IV. CONCLUSION

The mass collection of knowledge leads to an evolving technological field known as knowledge management is a product of cultural integration in education. Knowledge management as “the creation, archiving, and sharing of valued information, expertise, and insight within and across communities of people and organizations with similar interests and needs, the goal of which is to build competitive advantage”. Knowledge management is the basis for an instructional method known as blended learning, where individuals are taught within traditional means such as the classroom, but

also through technological means (Rosenberg, 2007). Cultural Integration in a University is about developing a greater reliance on technology and the advantages that come with its usage in Education: learning for both students and teachers, to achieve a blended status, with increased reliance on technological repositories of knowledge.

In terms of technological advances using databases and their direct impact on students, changes can be expected, as educational standards begin to focus less on the memorization of knowledge, but more on how to find and evaluate knowledge. Thus in regards to the effect of technology on universities will continue to have an impact, in terms of both how we train our teachers and how those teachers instruct their students.

Excellence in global competitiveness now rely on the use of technology which can remove physical barriers to learning, such as geographic proximity and financial costs, through technology that facilitates distance learning. In addition, the increasing prevalence of databases can be used for job performance assistance as well as changing the way we teach students, giving a new focus on skill-based performance over knowledge retention.

REFERENCES

- Bratton-Jeffery, M.F., Hoffman, S.Q., Jeffery, A.B. (2007). *Trends and Issues in Instructional Design and Technology* Reiser, R.A. & Dempsey, J.V. (Eds.). Upper Saddle River, NJ: Pearson.
- Dempsey, J.V. & Van Eck, R.N. (2007). *Trends and Issues in Instructional Design and Technology* Reiser, R.A. & Dempsey, J.V. (Eds.). Upper Saddle River, NJ: Pearson.
- Driscoll, M.P. (2007). *Trends and Issues in Instructional Design and Technology* Reiser, R.A. & Dempsey, J.V. (Eds.). Upper Saddle River, NJ: Pearson.
- Locatis, C. (2007). *Trends and Issues in Instructional Design and Technology* Reiser, R.A. & Dempsey, J.V. (Eds.). Upper Saddle River, NJ: Pearson.
- McKay, J. & Wager, W.W. (2007). *Trends and Issues in Instructional Design and Technology* Reiser, R.A. & Dempsey, J.V. (Eds.). Upper Saddle River, NJ: Pearson.