Smart university is a key indicator of the development of smart and innovative cities

Prof. Narantsetseg Yadmaa,
Graduate School of Engineering, MUST

Planning **education**, building THE FUTURE

United Nations
Educational, Scientific and
Cultural Organization

International Institute
for Educational Planning

THE INSTITUTE   /   OUR MISSION   /   OUR EXPERTISE   /   LIBRARY & RESOURCES

← PUBLICATION HOMEPAGE

IIEP Publications

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ADVANCED SEARCH →

Higher education reforms: institutional restructuring in Asia

http://www.iiep.unesco.org/en/publication/higher-education-reforms-institutional-restructuring-asia

Higher education reforms: institutional restructuring in Asia

Author(s)

Varghese, N.V.

Languages

English

Series

New trends in higher education

Year

2009

Pages

201 p.

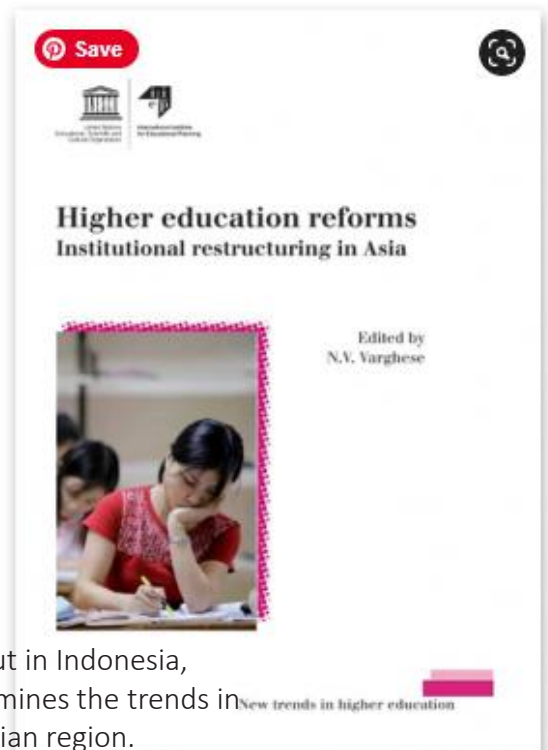**ISBN**

978-92-803-1335-2

Theme

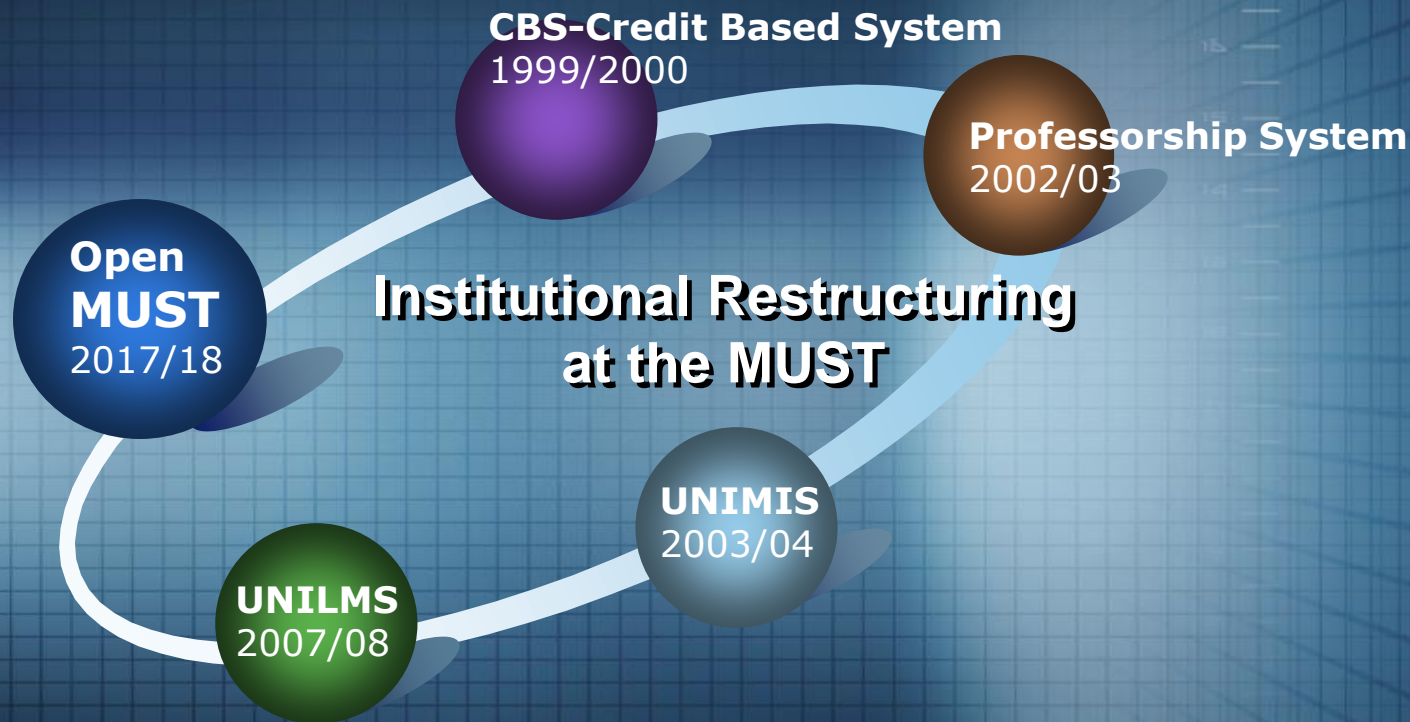Governance, transparency, and accountability

Online version

⬇ ENGLISH

This book, based on the IIEP research carried out in Indonesia, Malaysia, Mongolia, Thailand and Vietnam, examines the trends in institutional restructuring in countries of the Asian region.

ACTIVITY#1: **CREDIT BASED SYSTEM**

FEATURES OF ACADEMIC CREDIT SYSTEM

FLEXIBLE LEARNING PLANNING

- Selection of Courses
- Selection of Teachers and Own Schedule
- Planning the Learning Circles
- Life Long Education

CREDIT CLEARING, CREDIT TRANSFER

- Tuition Fee based on Work Load
- Teachers Credit Evaluation
- Inter University Credit Transfer
- Double and Dual Degree Programs

LEARNING PROCESS MANAGEMENT

- Syllabus
- Curriculum
- Short and Long term education
- Statistics and Reporting

QUALITY ASSESSMENT

- Graduation Diploma
- Certification of Skills
- Feedback Management
- Credit Mobility

ACCREDITATION

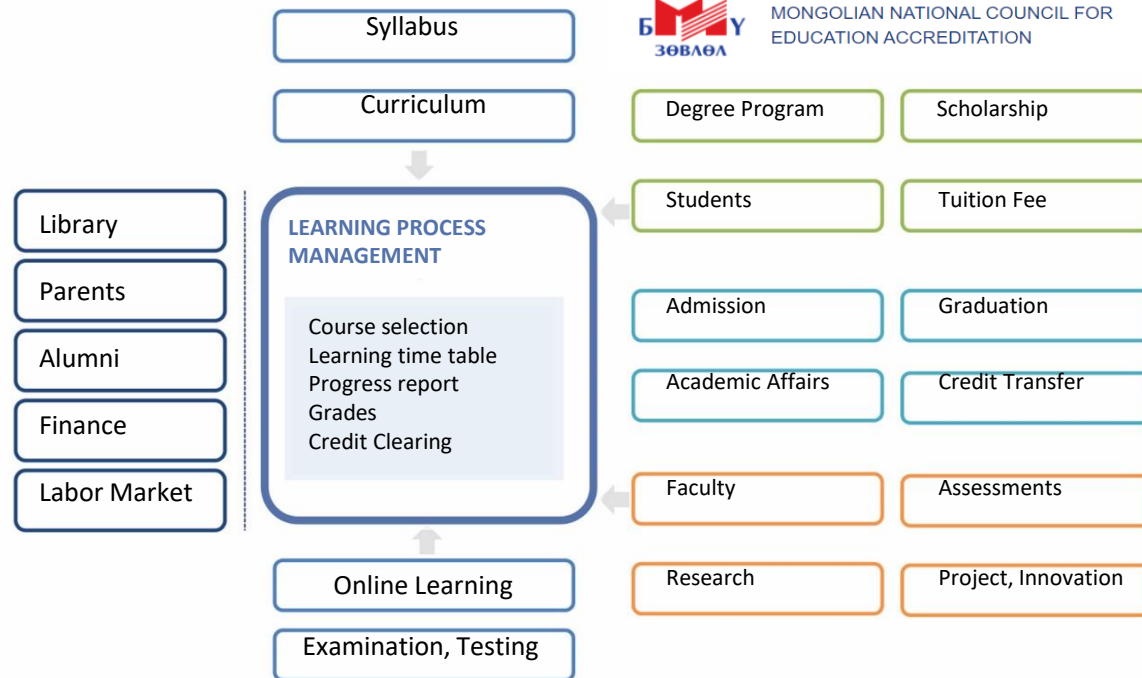- Evaluation of Program and Institution
- Certification of Learning Outcome
- International Accreditation
- University, program ranking

Syllabus

Curriculum

MONGOLIAN NATIONAL COUNCIL FOR EDUCATION ACCREDITATION

Library

Parents

Alumni

Finance

Labor Market

LEARNING PROCESS MANAGEMENT

- Course selection
- Learning time table
- Progress report
- Grades
- Credit Clearing

Online Learning

Examination, Testing

Degree Program | Scholarship

Students | Tuition Fee

Admission | Graduation

Academic Affairs | Credit Transfer

Faculty | Assessments

Research | Project, Innovation

International accreditation organizations:

ACBSP GLOBAL BUSINESS ACCREDITATION

ASIIN Accreditation in Engineering Computer Sciences Natural Sciences Mathematics

ABET Engineering Technology Accreditation Commission

BAC BRITISH ACCREDITATION COUNCIL

ASIA PACIFIC ACCREDITATION AND CERTIFICATION COMMISSION
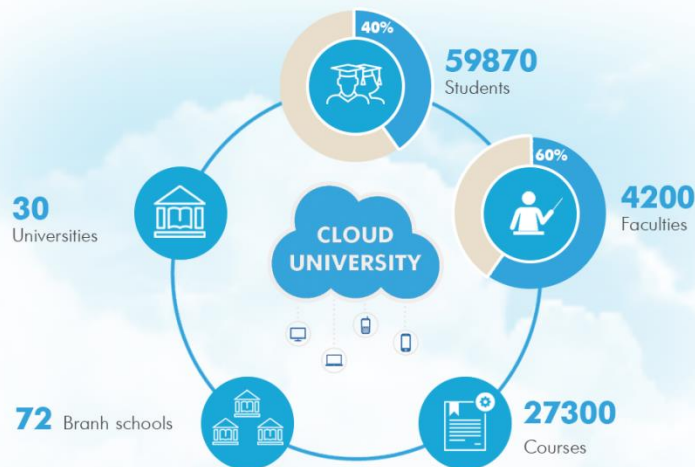
CLOUD UNIVERSITY CONSORTIUM /CUC/

UNIVERSITY INFORMATION MANAGEMENT SYSTEM

This Background Report of the Global High-Level Policy Forum "Online, Open, and Flexible Higher Education for the Future We Want: Policy challenges" in Paris noted down:

Example of Good Practice in Accreditation: "In Mongolia, work in progressing on a Cloud University project which will Integrate academic credit systems with online and distance learning, create online collaboration among all Mongolian universities, and set up social networking of university, students, professors, graduates, parents, and employers"

International Accreditation Organizations

UNESCO

ASIIN

ACBSP
GLOBAL BUSINESS
ACCREDITATION

40% **59870** Students

30 Universities

CLOUD UNIVERSITY

60% **4200** Faculties

72 Branh schools

27300 Courses

CLOUD UNIVERSITY system is adopted to use for different universities such as technical, medical, financial and etc.

Universities that use Cloud University:

МОНГОЛ УЛСЫН ШИНЖЛЭХ УХААН ТЕХНОЛОГИЙН ИХ СУРГУУЛЬ
MONGOLIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY

ДОРНОД ИХ СУРГУУЛЬ

УНДЭСНИЙ БАТЛАН ХАМГААЛАХЫН ИХ СУРГУУЛЬ

ИХ ЗАСАГ ОЛОН УЛСЫН ИХ СУРГУУЛЬ

ХУУЛЬ САХИУЛАХЫН ИХ СУРГУУЛЬ

ОЛОН УЛСЫН ЭДИЙН ЗАСАГ БИЗНЭСИЙН ДЭЭД СУРГУУЛЬ

АШУУИС

ТЕХНИК ТЕХНОЛОГИЙН ДЭЭД СУРГУУЛЬ

МОНГОЛ УЛСЫН СОЁЛ УРЛАГИЙН ИХ СУРГУУЛЬ

САН ДЭЭД СУРГУУЛЬ

ТЭЭВРИЙН ДЭЭД СУРГУУЛЬ

МАНДАХ БҮРТГЭЛ дээд сургууль

CLOUD COMPUTING

Student ▾   Professor ▾   Study activity ▾   Online learning   Graphic ▾   Statistic information ▾   ХАБЭА ▾   MN   EN

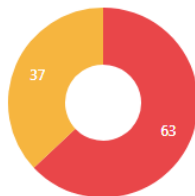## Study   Home / Main section

QS зэрэглэлийн үндсэн үзүүлэлтүүд
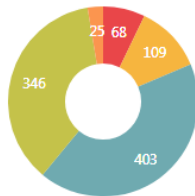
БАГШ | ОЮУТАН | ТӨЛБӨР

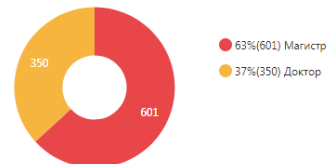### Нийт багш - 951

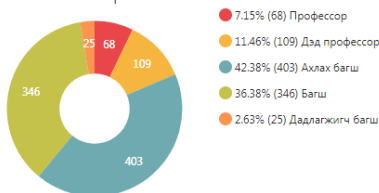- 37% (350) Доктор
- 63% (601) Магистр

Багшийн албан тушаал

- 7.15% (68) Профессор
- 11.46% (109) Дэд профессор
- 42.38% (403) Ахлах багш
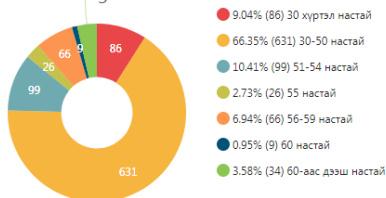- 36.38% (346) Багш
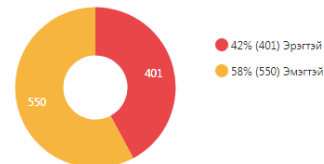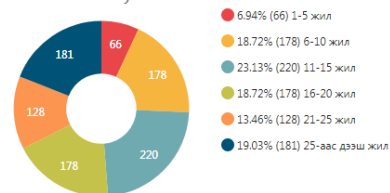- 2.63% (25) Дадлагажигч багш

Total professors - 951

- 63%(601) Магистр
- 37%(350) Доктор

Teachers sex ratio

- 42% (401) Эрэгтэй
- 58% (550) Эмэгтэй

Professor's position

- 7.15% (68) Профессор
- 11.46% (109) Дэд профессор
- 42.38% (403) Ахлах багш
- 36.38% (346) Багш
- 2.63% (25) Дадлагжигч багш

Worked year

- 6.94% (66) 1-5 жил
- 18.72% (178) 6-10 жил
- 23.13% (220) 11-15 жил
- 18.72% (178) 16-20 жил
- 13.46% (128) 21-25 жил
- 19.03% (181) 25-аас дээш жил

Age

- 9.04% (86) 30 хүртэл настай
- 66.35% (631) 30-50 настай
- 10.41% (99) 51-54 настай
- 2.73% (26) 55 настай
- 6.94% (66) 56-59 настай
- 0.95% (9) 60 настай
- 3.58% (34) 60-аас дээш настай

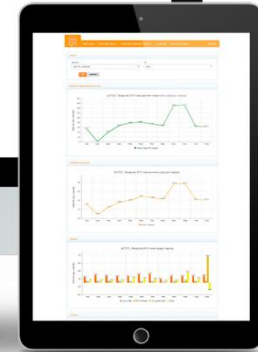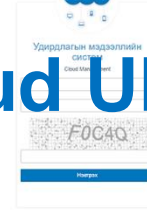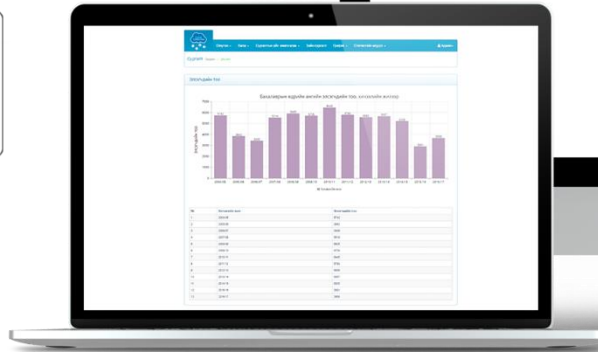**Quality Management System
Top Universities
Ranking**
/expert evaluation/

Cloud UNiMIS

Open University MUST

Self evaluation
system

UNIMIS
2003

Transnational
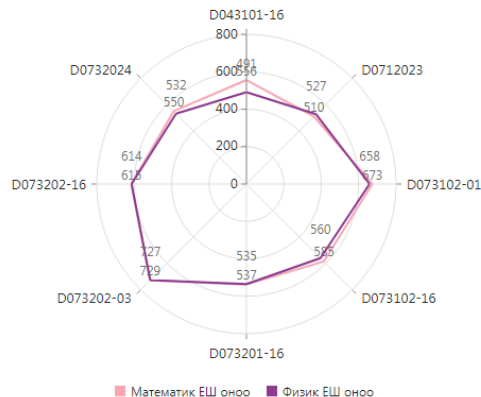Research Ecosystem
/2015/

**U-FINANCE
/2005/**

E-Library
2004/12

HRD /2008/

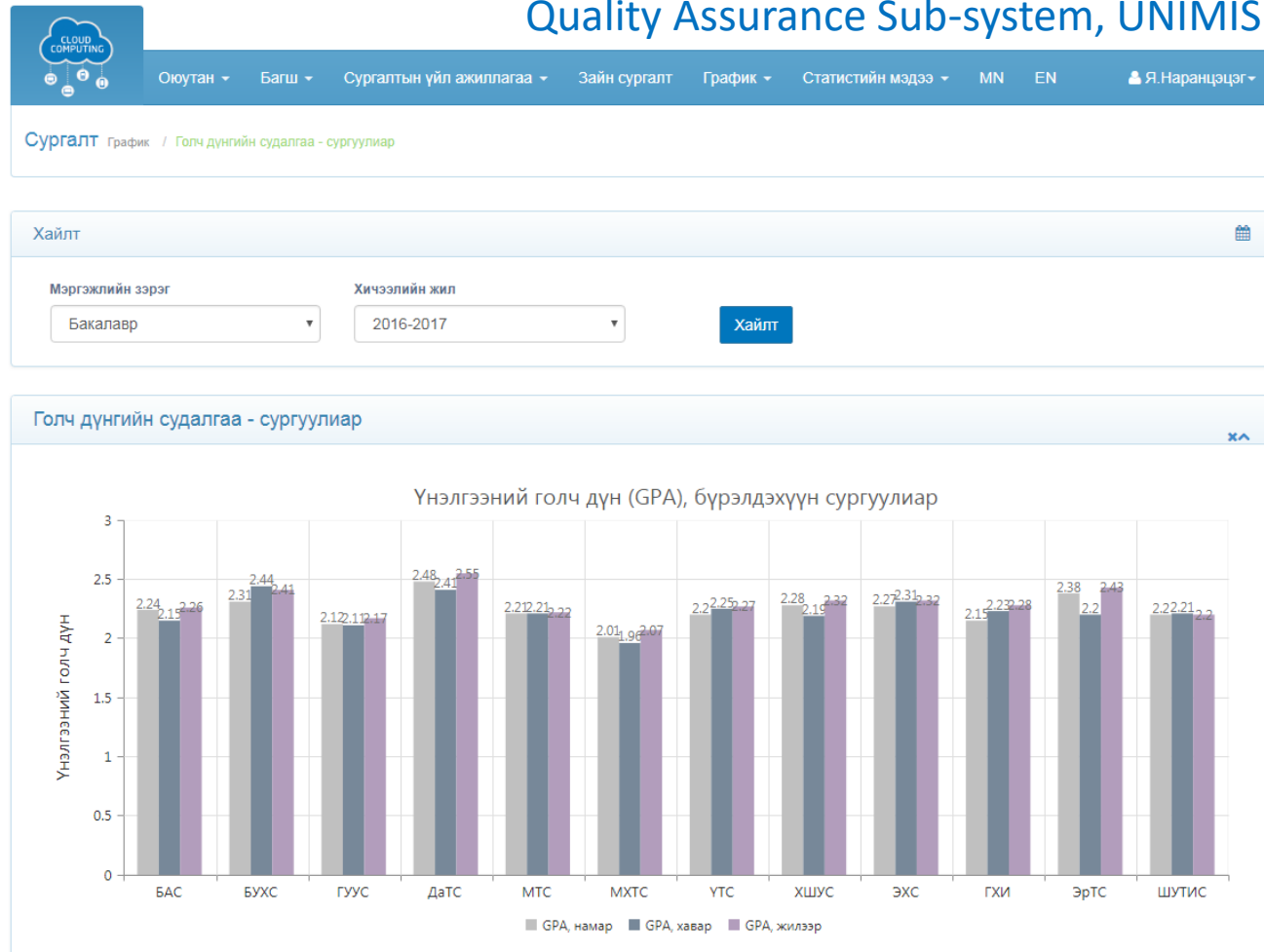# Average general entrance examination /БАС/
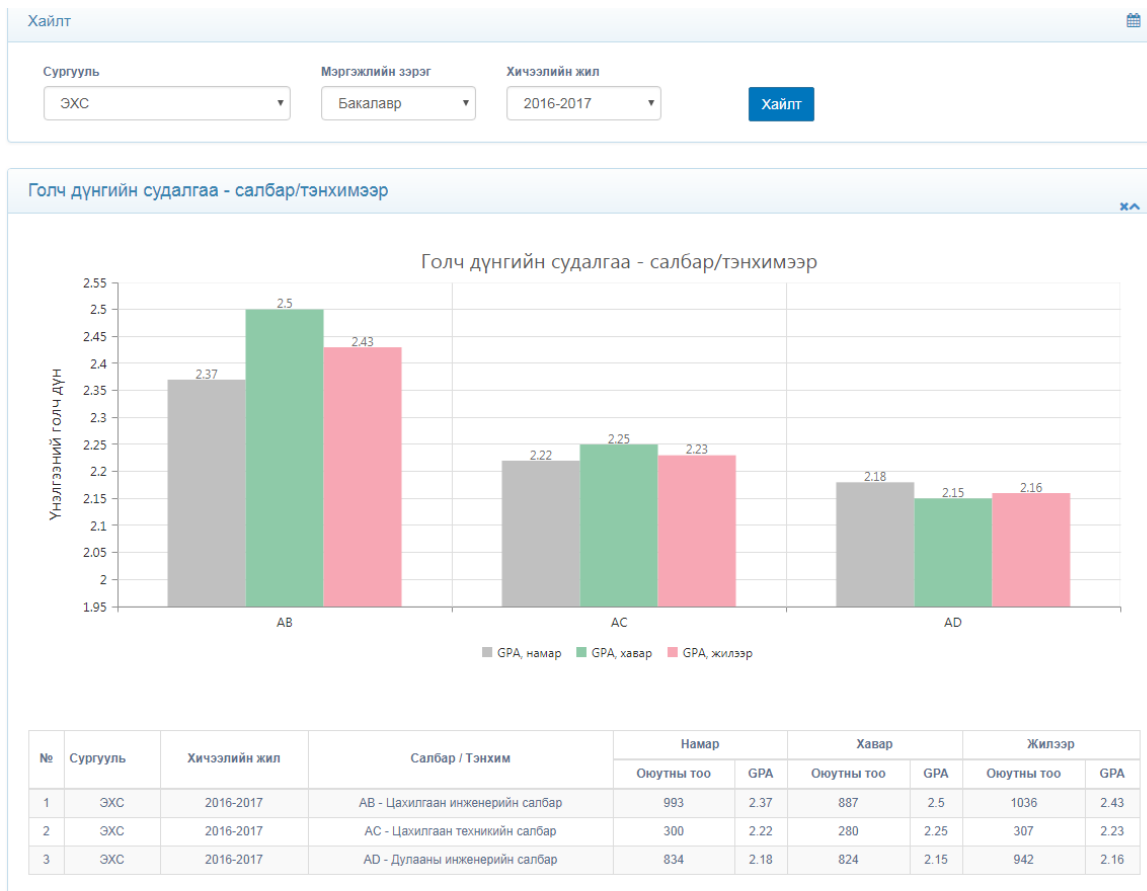
Элсэгчдийн ерөнхий шалгалтын онооны дундаж /мэргэжлээр/

■ Математик ЕШ оноо   ■ Физик ЕШ оноо

№	Мэргэжлийн индекс	Мэргэжил	Элсэгчдийн тоо	Математик		Физик		Англи хэл		Орос хэл		Химки		Хар зураг		Нийгэм	
				Дундаж	О.тоо	Дундаж	О.тоо	Дундаж	О.тоо	Дундаж	О.тоо	Дундаж	О.тоо	Дундаж	О.тоо	Дундаж	О.тоо
1	D043101-16	БАРИЛГЫН МЕНЕЖМЕНТ	23	556	23	491	12	553	23	503	2	0	0	483	13	516	19
2	D0712023	УСНЫ НӨӨЦ ЭКОЛОГИ	30	510	30	527	30	463	20	0	0	498	3	512	21	492	18
3	D073102-01	АРХИТЕКТУР /ЯПОН 2+2/	22	673	22	658	19	587	19	579	1	604	3	654	20	568	3
4	D073102-16	Архитектур	149	585	148	560	113	573	116	641	4	452	8	620	146	518	52
5	D073201-16	ХҮРЭЭЛЭН БУЙ ОРЧНЫ ИНЖЕНЕР	87	537	87	535	85	507	60	0	0	487	6	505	54	510	50
6	D073202-03	БАРИЛГЫН ИНЖЕНЕР / ЯПОН 2+2/	35	729	35	727	35	592	32	547	1	578	11	620	28	578	13
7	D073202-16	БАРИЛГЫН ИНЖЕНЕР	241	615	237	614	235	534	161	474	4	528	18	528	168	534	102
8	D0732024	УСНЫ БАРИЛГА БАЙГУУЛАМЖ	1	550	1	532	1	226	1	0	0	0	0	0	0	0	0

GPA analysis
/by school and semester, academic year/

Quality Assurance Sub-system, UNIMIS

Оюутан · Багш · Сургалтын үйл ажиллагаа · Зайн сургалт · График · Статистийн мэдээ · MN EN · Я.Наранцэцэг ·

Сургалт График / Голч дүнгийн судалгаа - сургуулиар

Хайлт

Мэргэжлийн зэрэг
Бакалавр

Хичээлийн жил
2016-2017

Хайлт

Голч дүнгийн судалгаа - сургуулиар

Үнэлгээний голч дүн (GPA), бүрэлдэхүүн сургуулиар

GPA, намар · GPA, хавар · GPA, жилээр

GPA analysis
/by school and semester, academic year/

Lecturer Analysis No1

Хичээлийн жил:	Улирал:	Салбар/Тэнхим:	Багш:	Хичээл:
2016-2017	Намар	Виртуал технологийн тэнхим	Д.ЦОГТБАЯР /U.VT14/	S.CS101 - Компьютерийн хэрэглээ I

Дүнгийн дэлгэрэнгүй судалгаа   Хайх

S.CS101 хичээлийн үсгэн үнэлгээний эзлэх хувь, стандарт /2016-2017 - 1/

Дүнгийн шинжилгээ - S.CS101 /2016-2017 - Намар/

Багшийн үнэлгээ   Доод хязгаар   Дээд хязгаар

S.CS101 хичээлийн үсгэн үнэлгээний эзлэх хувь, стандарт /2016-2017 - 1/

№	Хичээлийн код	Багшийн код	Хичээлийн жил	Улирал	Үнэлгээ	Үнэлгээний эзлэх хувь	Оюутны тоо
1	S.CS101	U.VT14	2016-2017	1	A	0 %	0
2	S.CS101	U.VT14	2016-2017	1	B	16.46 %	13
3	S.CS101	U.VT14	2016-2017	1	C	44.3 %	35
4	S.CS101	U.VT14	2016-2017	1	D	25.32 %	20
5	S.CS101	U.VT14	2016-2017	1	E	%	13
6	S.CS101	U.VT14	2016-2017	1	F	12.66 %	10
7	S.CS101	U.VT14	2016-2017	1	W	%	19
					НИЙТ:	98.74 %	110

Жич: Дүнгийн шинжилгээ хийхэд E, W үнэлгээ ороогүй болохыг анхаарна уу.

Lecturer Analysis No2

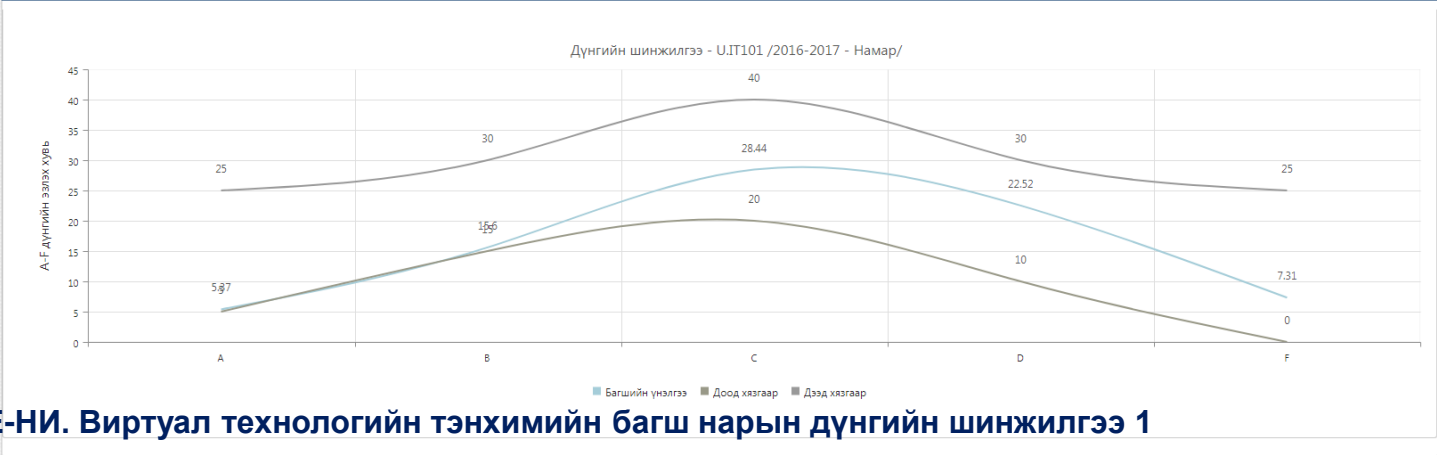Хичээлийн жил: 2016-2017

Улирал: Намар

Салбар/Тэнхим: Виртуал технологийн тэнхим

Хичээл: U.IT101 - Мэдээллийн технологийн хэр

Дүнгийн дэлгэрэнгүй судалгаа   Хайх

U.IT101 хичээлийн үсгэн үнэлгээний эзлэх хувь, стандарт /2016-2017 - 1/

Дүнгийн шинжилгээ - U.IT101 /2016-2017 - Намар/

■ Багшийн үнэлгээ   ■ Доод хязгаар   ■ Дээд хязгаар

Е-НИ. Виртуал технологийн тэнхимийн багш нарын дүнгийн шинжилгээ 1

U.IT101 хичээлийн үсгэн үнэлгээний эзлэх хувь, стандарт /2016-2017 - 1/

№	Хичээлийн код	Хичээлийн жил	Улирал	Үнэлгээ	Үнэлгээний эзлэх хувь	Оюутны тоо
1	U.IT101	2016-2017	1	A	5.37 %	49
2	U.IT101	2016-2017	1	B	15.6 %	163
3	U.IT101	2016-2017	1	C	28.44 %	309
4	U.IT101	2016-2017	1	D	22.52 %	244
5	U.IT101	2016-2017	1	E	%	151
6	U.IT101	2016-2017	1	F	7.31 %	86
7	U.IT101	2016-2017	1	W	%	206
				НИЙТ:		**1208**

Жич: Дүнгийн шинжилгээ хийхэд E, W үнэлгээ ороогүй болохыг анхаарна уу.

Е-НИ. Виртуал технологийн тэнхимийн багш нарын дүнгийн шинжилгээ 2

**Average of 70:30 points
Subject code:
U.IT101**

STUDENT'S WEB

Student Satisfaction Surveys

KNOU is the Only National Open University in Korea

1	**47**	**1972**	**1,191**	**19,563**	**105,668**
The First Open University in Korea	Number of Regional Campuses and Learning Centers	Year of Establishment	Number of Educational Courses	Number of Graduates who hold Multiple Degrees	Number of Enrollment

Why KNOU?

Optimal Flexibility for Work and Study

U-KNOU Campus, a mobile-optimized learning platform of KNOU, allows students to learn anytime and anywhere, giving them increased opportunities to work and study simultaneously. Ninety percent of KNOU students work while attending KNOU.

Reasonable Cost

KNOU's tuition is approximately one-tenth of other conventional universities's average tuition which minimizes the burden for students.

High-quality Education

Based on 50 years of distance education experience and KNOU's own broadcasting infrastructure, the university is providing high-quality educational lectures.

Leading a Lifelong Learning Society

KNOU serves as a platform for lifelong learning where students at all ages, from teenagers to those in their 90s, can learn anytime and anywhere.

https://ustat. https://ustat.knou.ac.kr/spotfire/wp/render/MKgRo1wJy_uLKW0-0T/analysis?file=/datahub/MUST_1020&waid=jzXewx-tqE2NYj5_29gOv-08023468e9oCNI&wavid=0knou.ac.kr/spotfire/wp/startPage

View more

ACTIVITY#2

UNIVERSITY'S MANAGEMENT INFORMATION SYSTEM

Open University MUST

Professor's Web

Student's
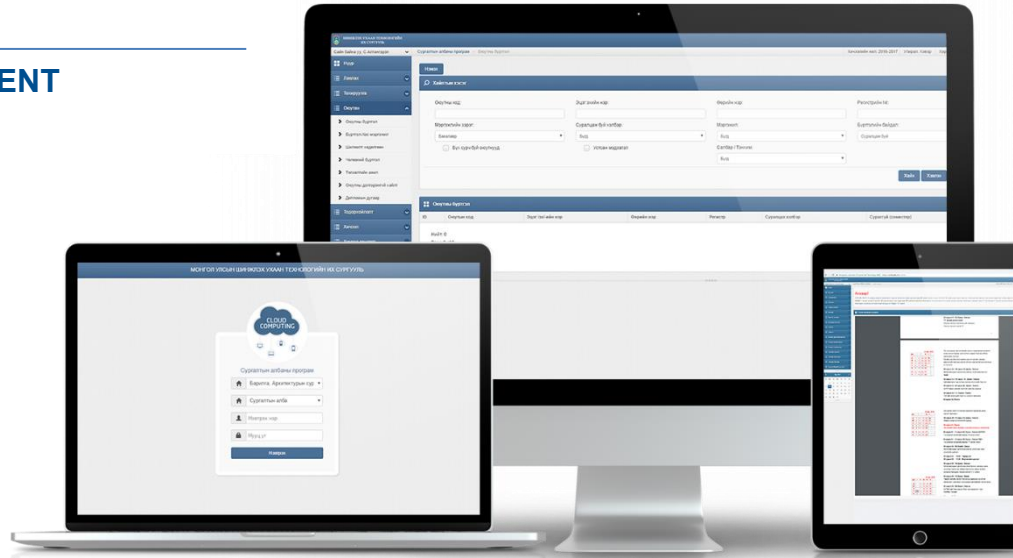
Banks

UNILMS

Transnational Research Ecosystem

Self evaluation system

E-Test System

Human Recourses System

Education evaluation center

General authority for state registration

QMSystem

U-OFFICE

Alumni Web

INTEGRATED PLATFORM FOR ONLINE EDUCATION

www.esh.edu.mn

www.mooc.edu.mn

UNIVERSITY ENTRANCE EXAM SIMULATION AND EVALUATION SYSTEM

Number of courses **6**

Number of test questions **7871**

ONLINE LEARNING MANAGEMENT SYSTEM

Number of courses **232**

Number of e-content **852**

MOOC MONGOLIAN ONLINE OPEN COURSES

Number of courses for higher education **277**

Number of courses for life-long learning **92**

Number of courses for general education **3**

E-LEARNING MANAGEMENT SYSTEM

INTER UNIVERSITIES E-LEARNING MANAGEMENT SYSTEM

For 2007 we started e-learning in Mongolian University of Science and Technology. Based on this system we are ready to serve e-learning in other Mongolian universities. It will be benefit to share best e-contents of best teachers.

500+ E-Content

29 degree programs

13145 Online students

994 Teachers using online learning system
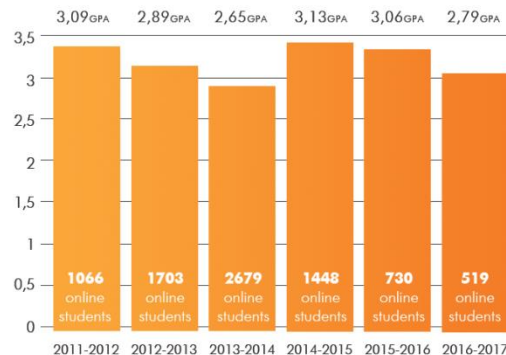
We established cooperation with foreign online and open universities. And become member of International Online Education Organizations.

3,09 GPA	2,89 GPA	2,65 GPA	3,13 GPA	3,06 GPA	2,79 GPA
1066 online students	**1703** online students	**2679** online students	**1448** online students	**730** online students	**519** online students
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

CLOUDLMS

MOOC

E-LIBRARY

UNIMIS

E-TEST

RESEARCH

Partner Universities:

KOREA NATIONAL OPEN UNIVERSITY

FACHHOCHSCHULE TECHNIKUM WIEN

岩手大学 IWATE UNIVERSITY

TAMK TAMPEREEN AMMATTIKORKEAKOULU

INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION

ASIAN ASSOCIATION OF OPEN UNIVERSITIES

Workplace E-Learning Management System

NATIONAL AUDIT OFFICE

ТӨРИЙН АУДИТЫН СУРГАЛТ, ХӨГЖЛИЙН СИСТЕМ

Удирдлагын мэдээллийн дэд систем	Сургалтын удирдлагын дэд систем	Мэдлэгийн үнэлгээний Е-Тестийн систем	Чанарын баталгаажуулалтын дэд систем	Е-Хичээл боловсруулалтын дэд систем

Нэвтрэх   http://surgalt.audit.mn/pages/login

TRANSNATIONAL RESEARCH ECOSYSTEM

Our idea behind the open research ecosystem is - Build better relationships in research, life in business.

In our open research ecosystem, we are trying to build research teams from different professionals, with different experiences and from different universities and countries.

SHARING
Best Equipment
Innovation Ideas and HR
Funding and Financing

COLLABORATION
Entrepreneur and Researchers
Researchers
Students and Entrepreneur etc.

SKILL DEVELOPMENT
Start-Up companies
International Projects
Outsourcing

OPEN RESEARCH ECOSYSTEM

1,5 year in Mongolia, 1,5 years in Supervisors university

Virtual Reality Research Center
Augmented Reality Show Room
Digital Modeling and 3D Printing World
Natural User Interface Laboratory

OPEN CAMPUS

Research subject

Join Research

International Conference

Exam, TOEFL interview

Credit transfer

Supervisors from oversees

Supervisor

Graduation

Transnational Programs:

岩手大学
IWATE UNIVERSITY

TAMK
TAMPERE UNIVERSITY OF APPLIED SCIENCES

FACHHOCHSCHULE
TECHNIKUM WIEN

/fh///
st.pölten
St.Poelten University of
Applied Science

INTERNATIONAL RESEARCH JOINT PROJECT

FINLAND

Tampere University of Applied Science /TAMK/:
Joint On-Line course: Sustainable Development and Mining

EUROPIAN UNION

ERASMUS+Project:
"Paving the way to interregional mobility and ensuring relevance, quality and equity of access"
PAWER

EUROPIAN UNION

ERASMUS+ Higher education capacity building
SMARTCITY: Innovative Approach Towards a Master Program on Smart Cities Technologies

MONGOLIA

E-Open Institute, MUST

o   Cloud Universities Management Information System /Cloud UNIMIS/
o   Learning Management System /UNILMS/
o   "e-Content developing of Mongolian Open On-Line Courses /MOOC/

EUROPIAN UNION

ERASMUS+Program
Multi-National Project GREB: Modernization of the Curricula in sphere of smart building engineering Green Building

KOREA

Korean National Open University: Joint Project KNOU & MUST: "The On-line courses developing for Life Long Learning /LLL/

UNESCO-UNITWIN

JAPAN
Iwate University:
M-JEED 1000 Engineers

Alexander Technological Educational Institute (ATEITH) of Thessaloniki

Al-Farabi Kazakh National University

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Figures (5)
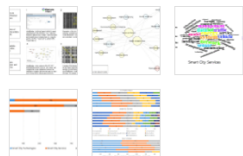
Technological Forecasting and Social Change
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Chiehyeon Lim [a], Gi-Hyoug Cho [b], Jeongseob Kim [b] ✉

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Highlights

- A machine learning technique is applied to the data-driven review of smart cities.

- Twenty-three research topics for smart city technologies, services, and policies are inter-related.

- The evolution of smart city research and its geographical variances are

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Understanding the linkages of smart-city technologies and applications: Key lessons from a text mining approach and a call for future research

Chiehyeon Lim [a], Gi-Hyoug Cho [b], Jeongseob Kim [b],*

[a] *Department of Industrial Engineering & Graduate School of Artificial Intelligence, Ulsan National Institute of Science and Technology, Ulsan, South Korea*
[b] *Department of Urban and Environmental Engineering, Ulsan National Institute of Science and Technology, 50 UNIST-gil, Ulju-gun, Ulsan, 44919, South Korea*

ARTICLE INFO

ABSTRACT

There have been many attempts to transform cities into smart cities worldwide. However, it is difficult to understand and describe smart cities from different perspectives, given the widespread application of the concept of smart city in diverse disciplines, such as urban planning, electronic engineering, and computer sciences. This work conducted a comprehensive smart city literature review based on text mining of 3,315 papers on smart cities published in journals indexed in the Science Citation Index Expanded and Social Sciences Citation Index databases. These include "all papers" classified as research articles published from 1999 to April 2020. Our findings show the state of the art of research on smart cities, including (i) smart city literature statistics from 1999 to 2019, (ii) 23 research topics related to smart cities, and (iii) geographical variations in smart-city research. Based on these findings, we offer theoretical and practical implications of (1) missing fields of studies, (2) future research directions, and (3) the applicability of text-mining techniques to literature reviews. We believe that this work, which aims to establish a common ground for understanding smart cities from multiple disciplinary perspectives, will encourage further research and development regarding smart cities.

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4. Discussion

This section includes a discussion of the theoretical, practical, and methodological implications of our findings. Based on the review of the growing body of smart city literature, we present several missing perspectives and suggestions for future studies.

4.1. Strengthening multidisciplinary aspects through urba

Smart city research, which comprises three r ries—technologies, services, and policies—has strong characteristics. Urban planners who make and implem plan are required to have basic knowledge of the smart and service systems to communicate effectively with en scientists. Scientists and engineers working for smart ci

understand the potential negative consequences of their technologies and services on societies to realize a people-centered smart city. Effective collaboration between policy makers, urban planners, engineers, and businesspeople could be a prerequisite for successful smart city creation. However, it is not easy for experts from different disciplines to collaborate because language usage, thinking and communication methods, and problem-solving approaches are different in each area of expertise.

The networks of research topics identified in this study in Fig. 2 provide clues for successful cooperation in the multidisciplinary smart city discipline. As noted earlier, each research topic is linked to the three most relevant topics in terms of keywords of research. *Models and applications* and *System architecture* have the highest degree of centrality and are linked to almost all research topics. In spite of their centrality in the research network, these two topical areas are strongly oriented toward engineering studies; consequently, it is somewhat difficult to

create a link between smart city technologies and policies through these topics. Thus, considering the current research networks, it is necessary to build a new field to connect various research topics of smart cities, and "urban analytics" could be one of the fields of study with the highest potential. As shown in Fig. 2, *Big-data analytics* and *Machine learning* had no connection with four sub-topics of Smart City Policies; however, *Urban analytics* could effectively link the policies, technologies, and service systems. In the *Urban analytics* field, data scientists who focus on managing and analyzing big data generated from smart city sensors and services systems could play an important role in supporting effective communication among experts in various fields. Recently, many universities have introduced new graduate education programs for urban analytics (i.e., Urban Analytics at the University of Hong Kong and University of Glasgow, Smart Cities and Urban Analytics at the University College London, Applied Urban Analytics at the University of Manchester, and Applied Urban Science and Informatics at the New York University). Students trained in these educational programs will be able to become key professionals in the field of smart city. As one of the emerging disciplines related to smart cities, continuous research and development on theories and practices in urban analytics should be conducted. More specifically, a curriculum and ethical standards with regard to urban analytics should be established and evaluated, and an artificial intelligence algorithm effectively applicable to urban big data analysis, such as high-resolution spatiotemporal analysis, should be developed.

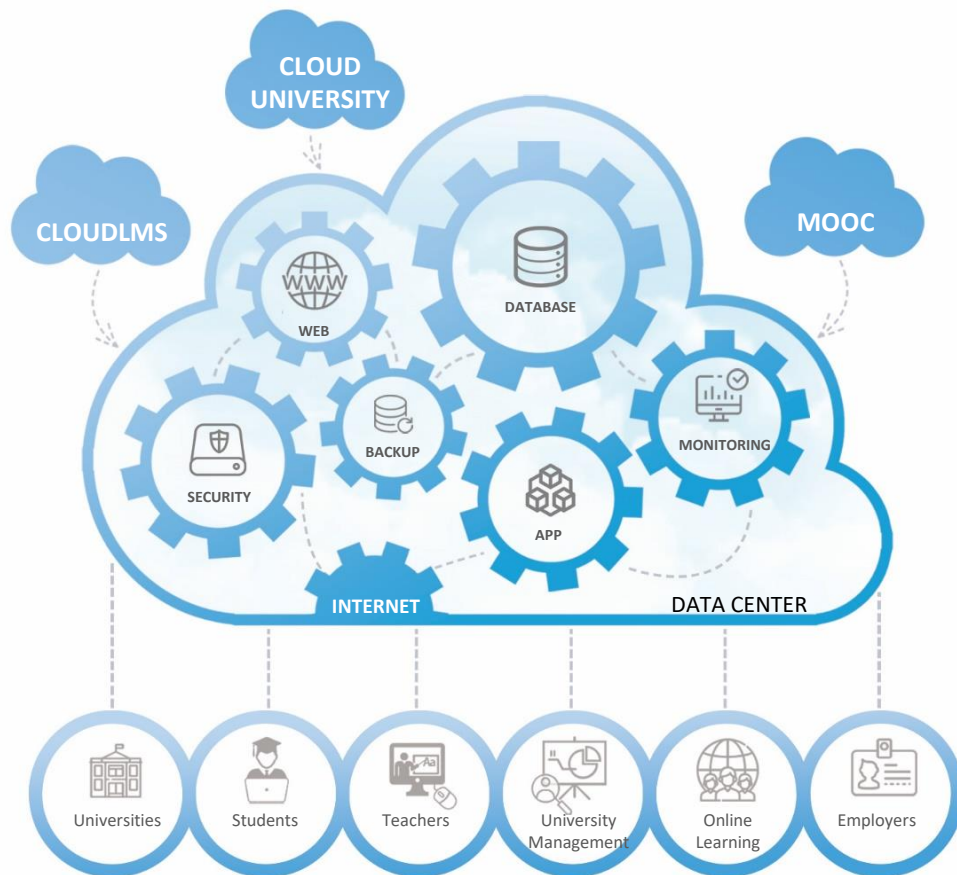**Strengthening multidisciplinary aspects through urban analytics**

Smart city research, which comprises three research categories-technologies, services, and policies-has strong interdisciplinary characteristics. Urban planners who make and implement a smart city plan are required to have basic knowledge of the smart city technology and service systems to communicate effectively with engineers and data scientists. Scientists and engineers working for smart cities also need to understand the potential negative consequences of their technologies and services on societies to realize a people-centered smart city. Effective collaboration between policymakers, urban planners, engineers, and business people could be a prerequisite for successful smart city creation. However, it is not easy for experts from different disciplines to collaborate because language usage, thinking and communication methods, and problem-solving approaches are different in each area of expertise.

Recently, many universities have introduced new graduate education programs for urban analytics. Students trained in these educational programs will be able to become key professionals in the field of smart cities. As one of the emerging disciplines related to smart cities, continuous research and development on theories and practices in urban analytics should be conducted. More specifically, a curriculum and ethical standards with regard to urban analytics should be established and evaluated, and an artificial intelligence algorithm effectively applicable to urban big data analysis, such as high-resolution spatiotemporal analysis, should be developed.

CLOUD UNIVERSITY

CLOUDLMS

MOOC

WEB

DATABASE

BACKUP

MONITORING

SECURITY

APP

INTERNET

DATA CENTER

Universities

Students

Teachers

University Management

Online Learning

Employers

HIGHER EDUCATION INFORMATION INFRASTRUCTURE

All Mongolian Universities share same information infrastructure to exchange university related information, online learning platform, e-contents.

Benefits to share infrastructure: (in case **50** universities)

Total cost of ownership of network data center and security less **50** times

System development time **20** years faster

More e-contents

10 times more System improvement requirements

"ТОГТВОРТОЙ ХӨГЖИЛ - ДЭЭД БОЛОВСРОЛ"
УЛСЫН ХОЁРДУГААР ЗӨВЛӨГӨӨН
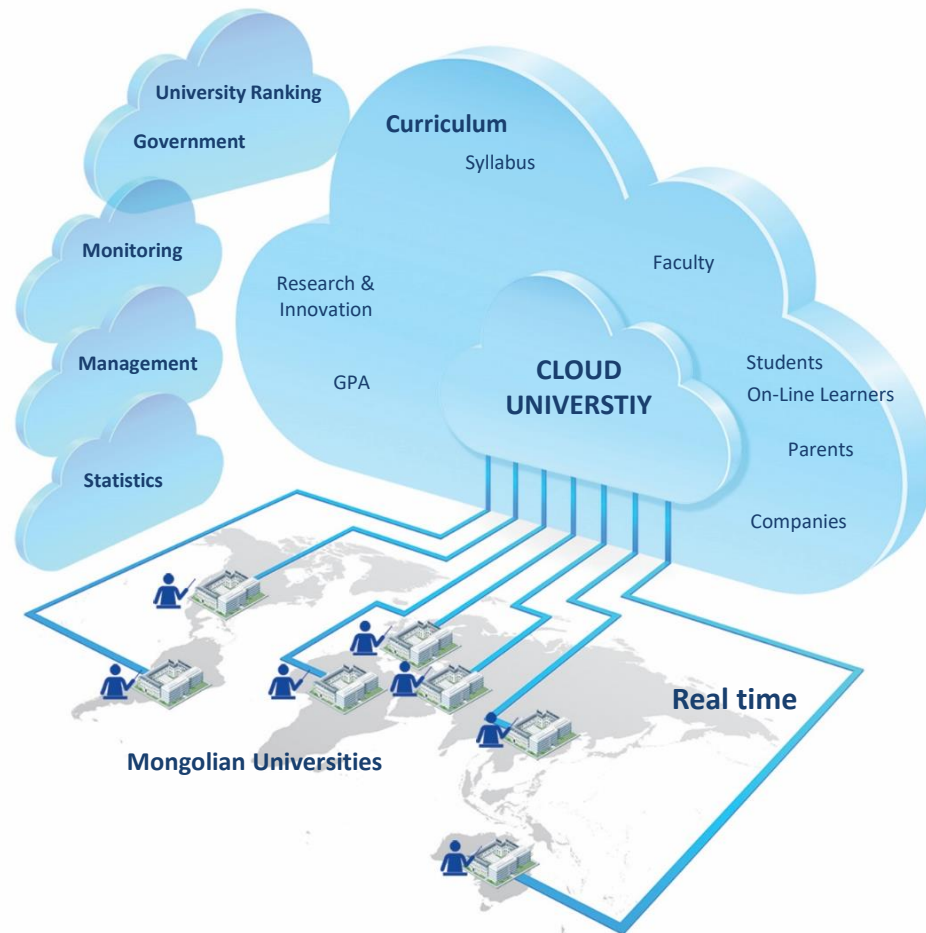
GOVERMENT POLICY ON ICT IN HIGHER EDUCATION

Rapid economic expansion has led to increased and supply for higher education (HE) in Mongolia. The Government of Mongolia has emphasized the value economic competitiveness. Education leaders and decision makers at all levels still complain that much of the data and information that they the need is not available; not available when needed.

SOME MINISTRIAL ORDERS:

2007

MINISTRIAL ORDER №183

"... To establish inter-universities E-Open School..."

2014

MINISTRIAL ORDER № A/299

"... All higher educational institutions have to use academic credit system.."
"... No less 20% of all courses must be transferred to online courses.."

2014

MINISTRIAL ORDER № A/359

"...To establish higher education information system based on Cloud UNIMIS system.."

University Ranking
Government
Monitoring
Management
Statistics

Curriculum
Syllabus
Faculty
Research & Innovation
GPA
CLOUD UNIVERSTIY
Students
On-Line Learners
Parents
Companies

Mongolian Universities

Real time