E-Learning Model in Cambodia's Higher Education Case Study in 4 Universities

Presented by

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e-Learning Model

Connecting Education Through Digital Resources!

Introduction to Online Learning at ITC

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1. ITC & e-Learning Center

1.2 e-Learning Center

- ASEAN Cyber University (ACU) was proposed by South **Korea-ASEAN Submit 2009.**

- At the first stage, the project is designed to help the **CLMV (Cambodia, Laos, Myanmar and Vietnam)**

- Mandated by the **Ministry of Education, Youth and Sport (MoEYS)** of Cambodia to implement the ACU Project

- In 2011, ITC was selected by the selection committee from Korea for setting up **ASEAN Cyber University (ACU)**

- In June 2012 ITC e-Learning Center was established:
    - **Multimedia studio room**
    - **Content development room**
    - **Operation room**

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2. Our Roadmap of ITC e-Learning Center

Clear pathway to get success easier!

◆ **Richness contents (Hard/soft skills, none/credit courses)**

◆ **Credit transfer among Cambodia & ASEAN universities**

2020-˜: E-Learning HUB & Gateway for Cambodia

◆ **Improve and maintain the technology and system**

◆ **Sustainable model**

2016-2019: Expand the E-learning Model in Higher Ed.

◆ **Research on specific areas for growing E-learning model**

◆ **Capacity Building (leadership & developer) in advanced level**

◆ **Utilize Cambodia Research Education Network (CamREN) link**

2012-2015: Pilot operation & localization

◆ **Assist e-learning operations, techniques, and develop to initiative members (IMs) in Cambodia.**

◆ **Capacity Building (leadership & developer)**

◆ **Setup E-learning Infrastructure and System**

◆ **Provide online courses to ITC, Seminar, and workshop**

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2.1 Our History (Stage1 Project)

We started from scratch

Pilot the e-learning model,
2 courses for1 Department,
7 Skill persons

Start

2012

8 Courses for 3
Departments, 20 Skill
persons

Expand to other Dept.

2014

2013

Growth

5 courses for 2 Departments,
14 Skill persons

2015

Expand to whole ITC

13 Courses for 8 Departments at
ITC, 40+ skill persons (include
NIPTICT)

2.2 Our Current Tasks (Stage2 Project)

Moving forward

18 Courses, Expand to **3 public universities**, and ITC-OER Starts

Keep increasing course number to **35**, expand 3 more universities in PP, and 5 universities in different provinces. Total: **16 institutions**

Start

2016

Expand to more universities
2018

2017
Growth to provinces

2019
Expand to many Univ. in Cambodia

Increase **to 25 courses**, Expand 3 more universities at PP and 2 at provinces. Total: **8 institutions**

Propose ITC-OER Policy to MoEYS

Richness online courses, **Credit transfer, & ITC-OER**

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3. We provide **flipped and blended learning** model

User Enrollment

5K+

Double number increases

2535

1258

208

120

75

2012-2013   2013-2014   2014-2015   2015-2016   2016-2017

Expected 2017-18

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4. Expansion Program: Our Members

Signing Memorandum of Agreement (MoA)

Our very active members signed MOA in order to support each other in e-Learning development for Higher Education of Cambodia.

UHS, NUM, RUA

4.1. Seminar on e-Learning model at UHS

Introduce the e-Learning model for lecturers/professors at UHS

30 lectures/professors were attended seminar on 27 July 2016

4.2. Content Development Training

Start from Where is Different Place, Reach Together!

8 persons from UHS

4 persons from NUM

1 person from RUA

September 15-16, 2016, Training of Trainers (TOT)

2nd Basic Training on Content Development with partner universities

www.uhs.edu.kh   www.num.edu.kh   www.rua.edu.kh

4.3. MOU Signing Ceremony at RUA

For e-learning and CamREN

MOU Signing Ceremony between ITC and RUA on **3rd February 2017**

Royal University of Agriculture and Institut de Technologie du Cambodge have joined in agreement to promote partnership and collaboration for exchanging **online courses** and linking to Cambodia Research Education Network (**CamREN**)

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5. Support Policy for e-Learning model at ITC

A policy set is a key success for driving e-Learning model in HE

School support policy

1. **Support flipped and blended learning,**
2. **Encourage online course operation**

Support policy from departments

All departments are encouraged their lecturers / professors to develop online courses

Support policy from Cyber University and Multimedia Center, ITC

1. **Support development and technical skills**
2. **Incentive for course development and Operation**

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6. Why e-Learning ?

Traditional Learning

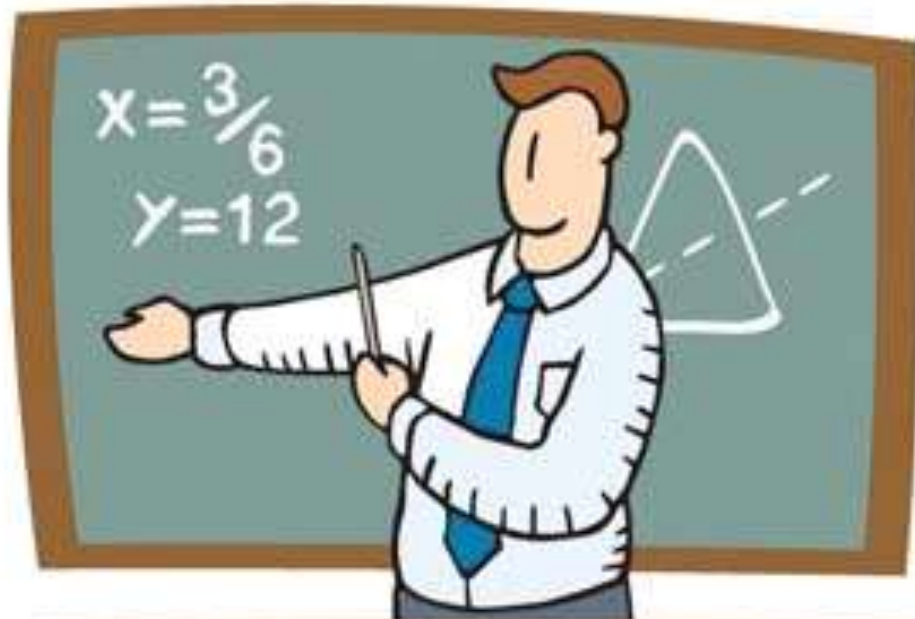| At School |
|-----------|
| Lecture |
| Discussion |
| TP & TD |

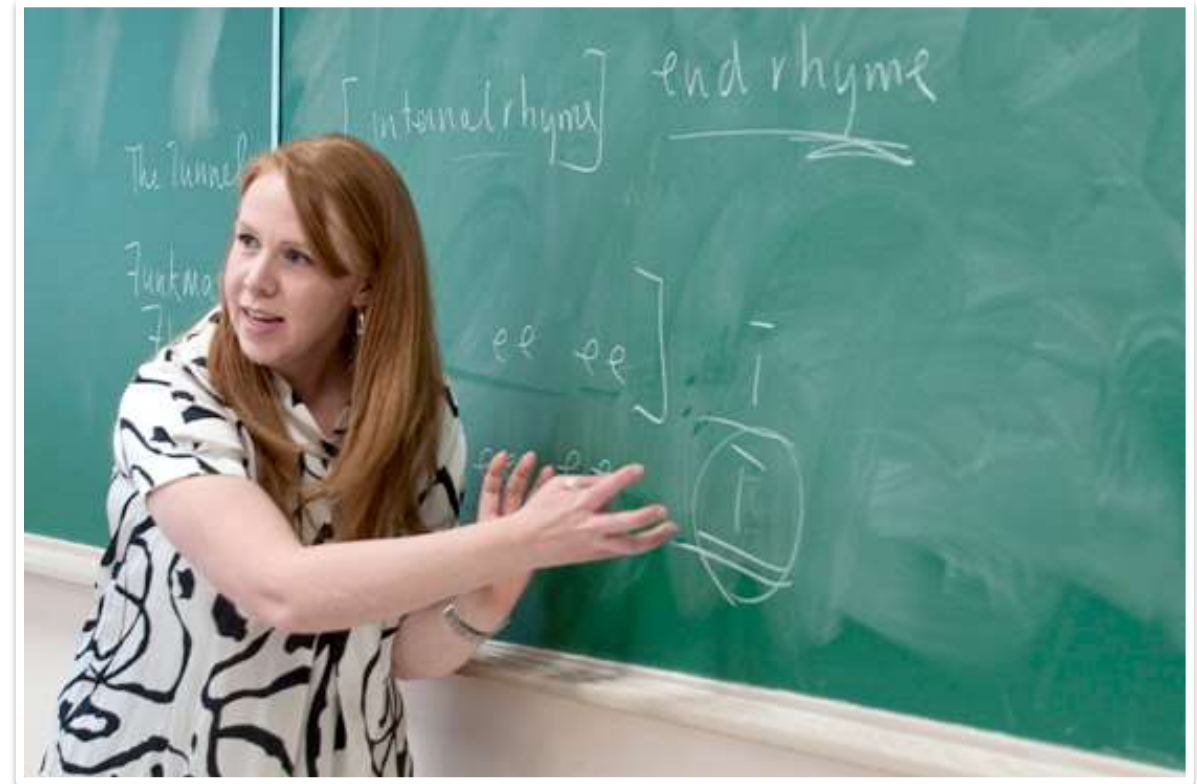| At Home |
|---------|
| Assignment |
| Home work |
| At Home |

Main actor is lecturer

Main actor is student

Traditional Learning

The lecturer starts to teach…

After sometime, the students start to concentrate on other things.

Traditional Learning

Traditional

- Teacher instructs
- Students take notes
- Students follow guided instruction
- Teacher gives assessment
- Students have homework
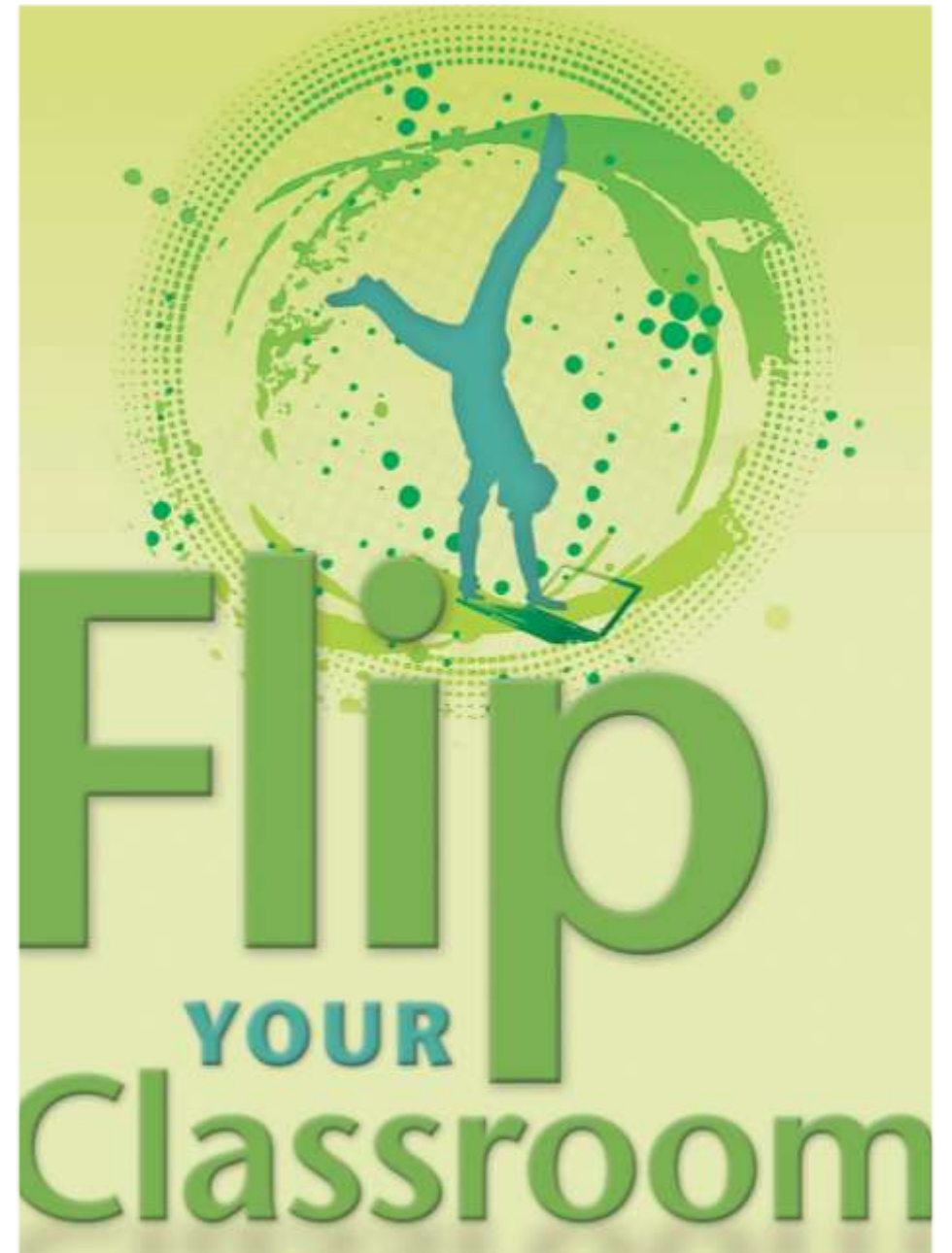
In-Class
Time#1 (30%)

In-Class
Time#2 (30%)

After-Class
Problem-Based
Learning (40%)

JinHyouk IM, Ph.D., Professor of MIS
Director of Center for Teaching and Learning
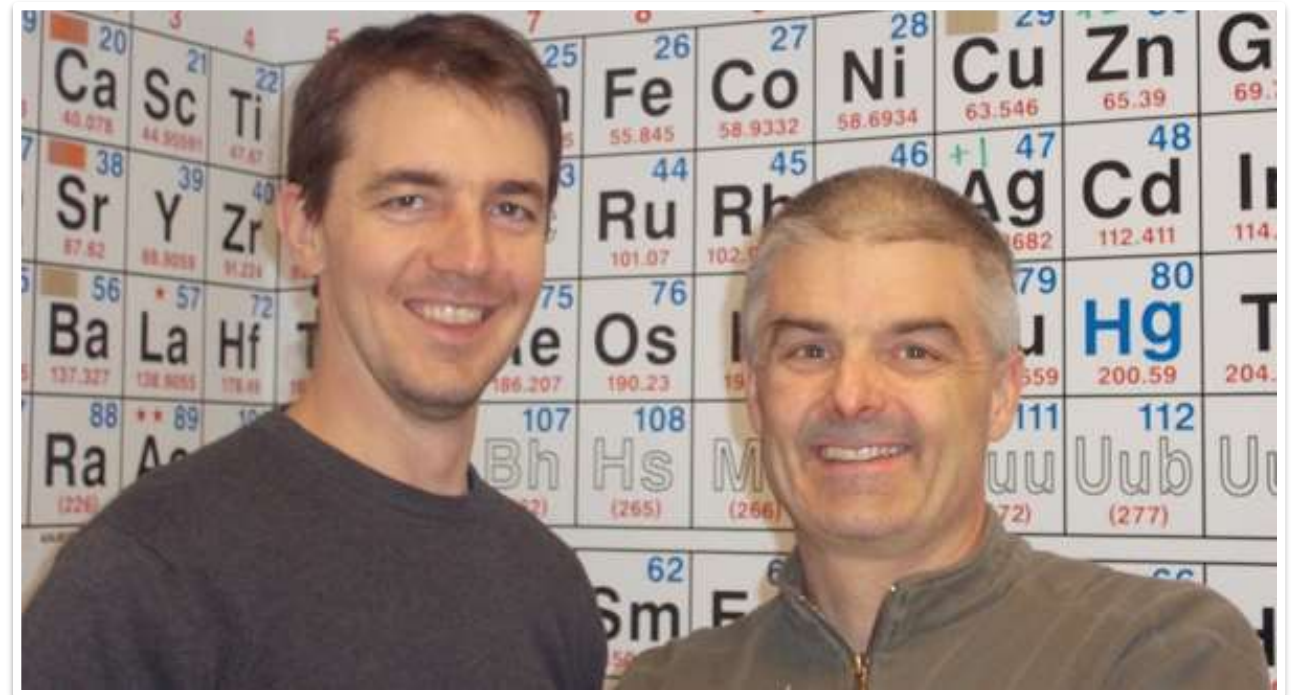
What is Flipped Classroom?

- What is traditionally done in class is now done at **home**.

- What is traditionally done at home is now done in **class**.

The Pioneers

- The Method
  - **Lecture** ⟶ **Class**
  - **Activities** ⟶ **Outside class**

- The Steps
  - Course content online
  - Assign course as Homework
  - Use Class for wrap-up, lab activities, project based learning

Aaron Sams & Tom Bergmann

- A 48h engineering course (**Traditional classroom**) at ITC is generally divided to:

Activity type	Hour	Place	Main actor
Lecture	24h	Classroom	Lecturer
Labs	24h	Laboratory/Field	student
Project	-	Home	Student team work

- Our flipped classroom:

Activity type	Hour	Place	Main actor
Lecture	-	**Home/Computer room**	Student
Wrap-up and Q&A	12h	Classroom/Field	Student/Lecturer
Labs	24h	Laboratory/Field	student
Project/ Class Activities	12h+	**Classroom**	Student/Lecturer

Flipped Learning

Lectures at home, Homework at class

Flipped

Teacher instructs lesson at home
(video / podcast / book/ website)

Students work in class.
- Deeper understanding of concepts, applications, and connections to content are made.
- Students receive support as needed.

Pre-Class
Self-learning (50%)

In-Class
Problem-Based
Learning (50%)

JinHyouk IM, Ph.D., Professor of MIS
Director of Center for Teaching and
Learning

8. BENEFITS OF E-LEARNING?

Benefits of e-Learning to students

1 **More independent learners**
Assist students in becoming more independent, self-confident and efficient learners.

2 **Easy to Understand and Learn**
Assure the quality of content, lesson flows, and explanation, and design

3 **Learning at your own pace**
E-learning course allows each student to tackle the subject at their own pace, to ensure a thorough **understanding** throughout each chapter

4 **Learning 24/7, Anywhere**
e-learning allows students to learn at anytime and anywhere through Internet.

5 **Experience in online learning technologies**
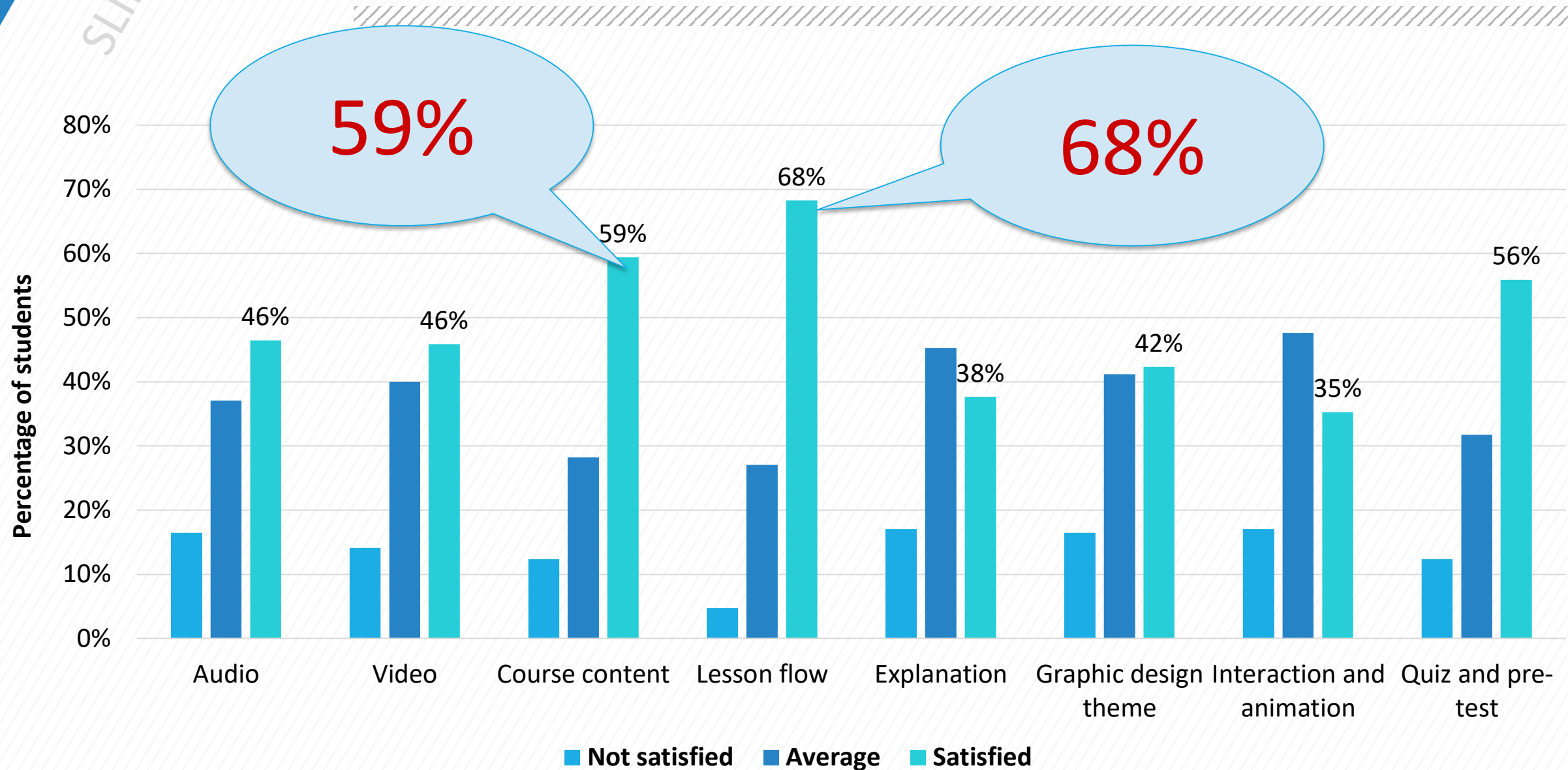Skill in e-learning technologies that are prevalent in education and workplace training

6 **Learn, review and take notes**
Review the lessons many times as you want, before exam

9. E-LEARNING COURSES

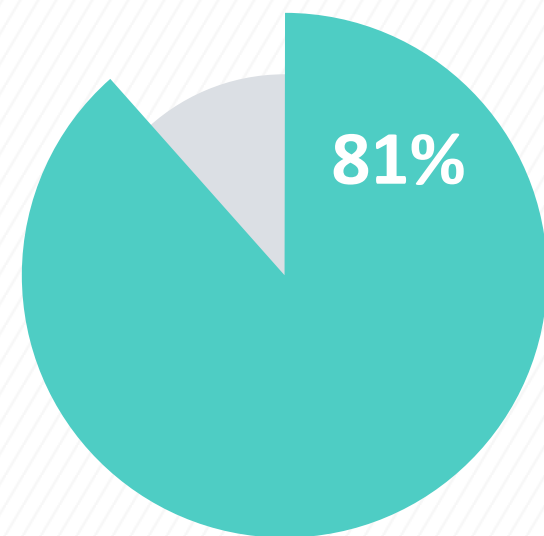**What do students think about the e-learning course design in general?**

How is the e-learning course?

E-Learning course is designed by cooperating with quality lecturers and our experienced technical team. We have studio room for the high quality of video and sound.
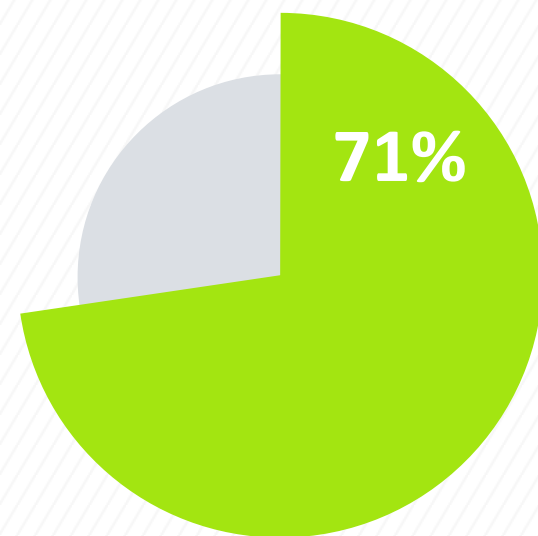
13. STUDENT'S VIEW
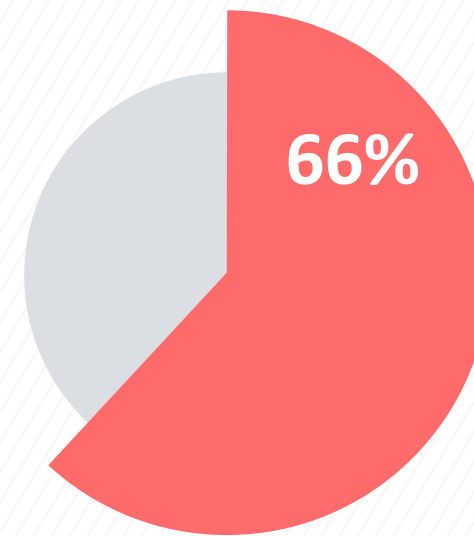
What do students think about e-learning?

81%

Students agreed

Using online learning enables me to accomplish study tasks more quickly.
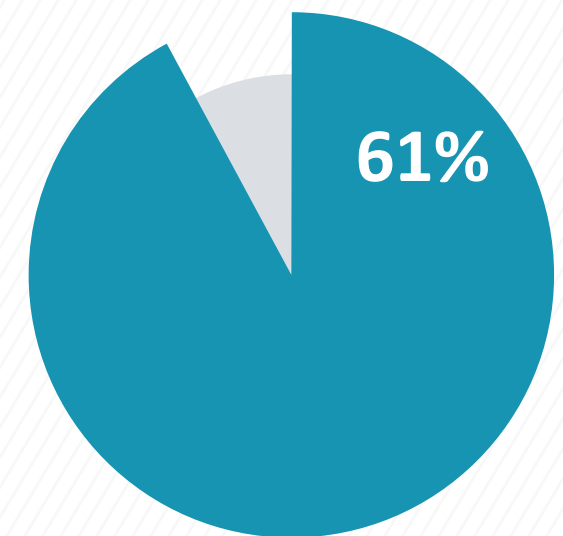
71%

Students agreed

I can access the course material and explanation all the time online.

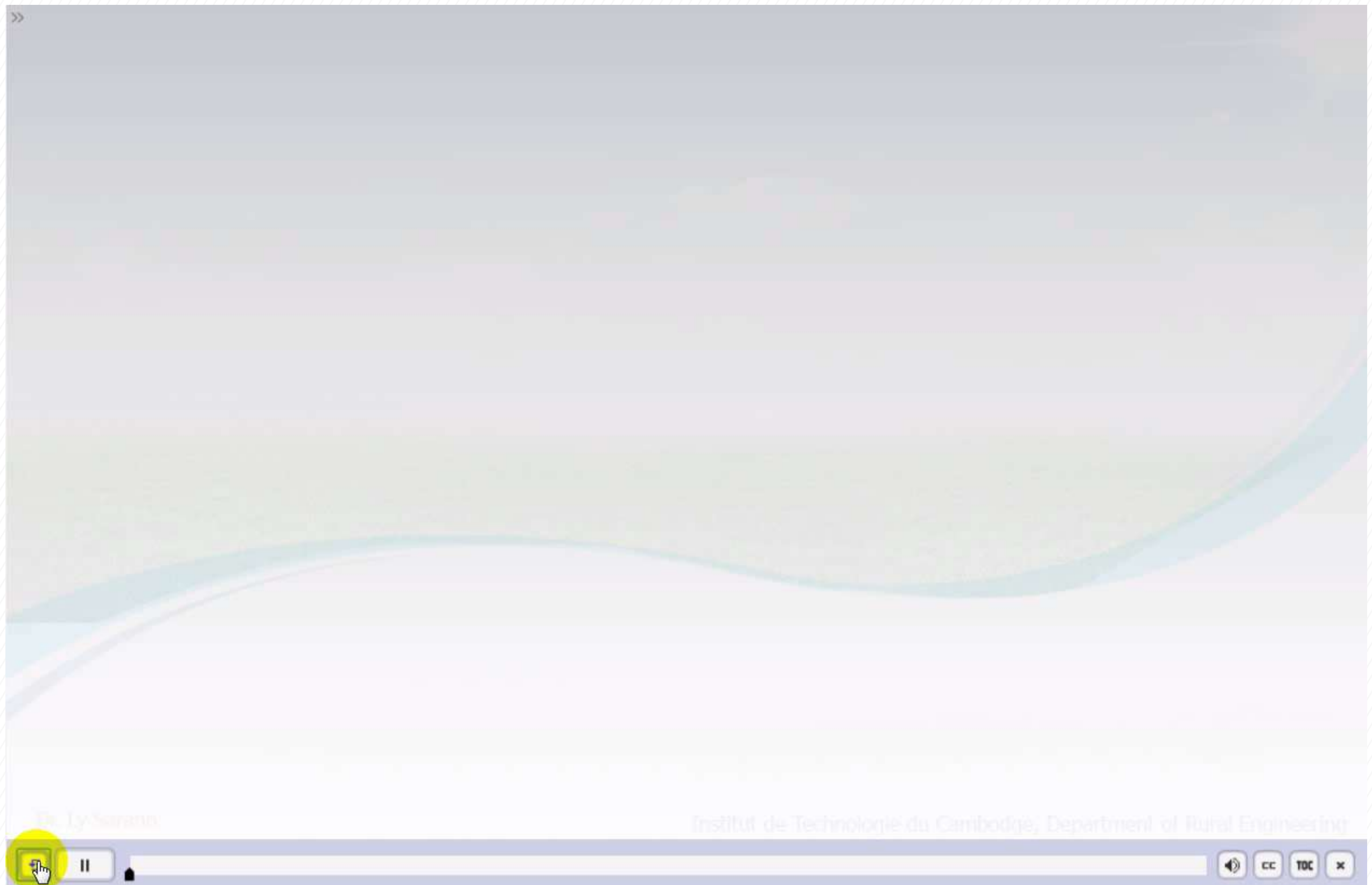**66%**

Students agreed

I will increase my chances of getting good study results.

61%

Students agreed

My technology skills would improve.

Sample of Online Courses

d. E-Learning facilities

d. E-Learning facilities (Cont.)

Studio Room

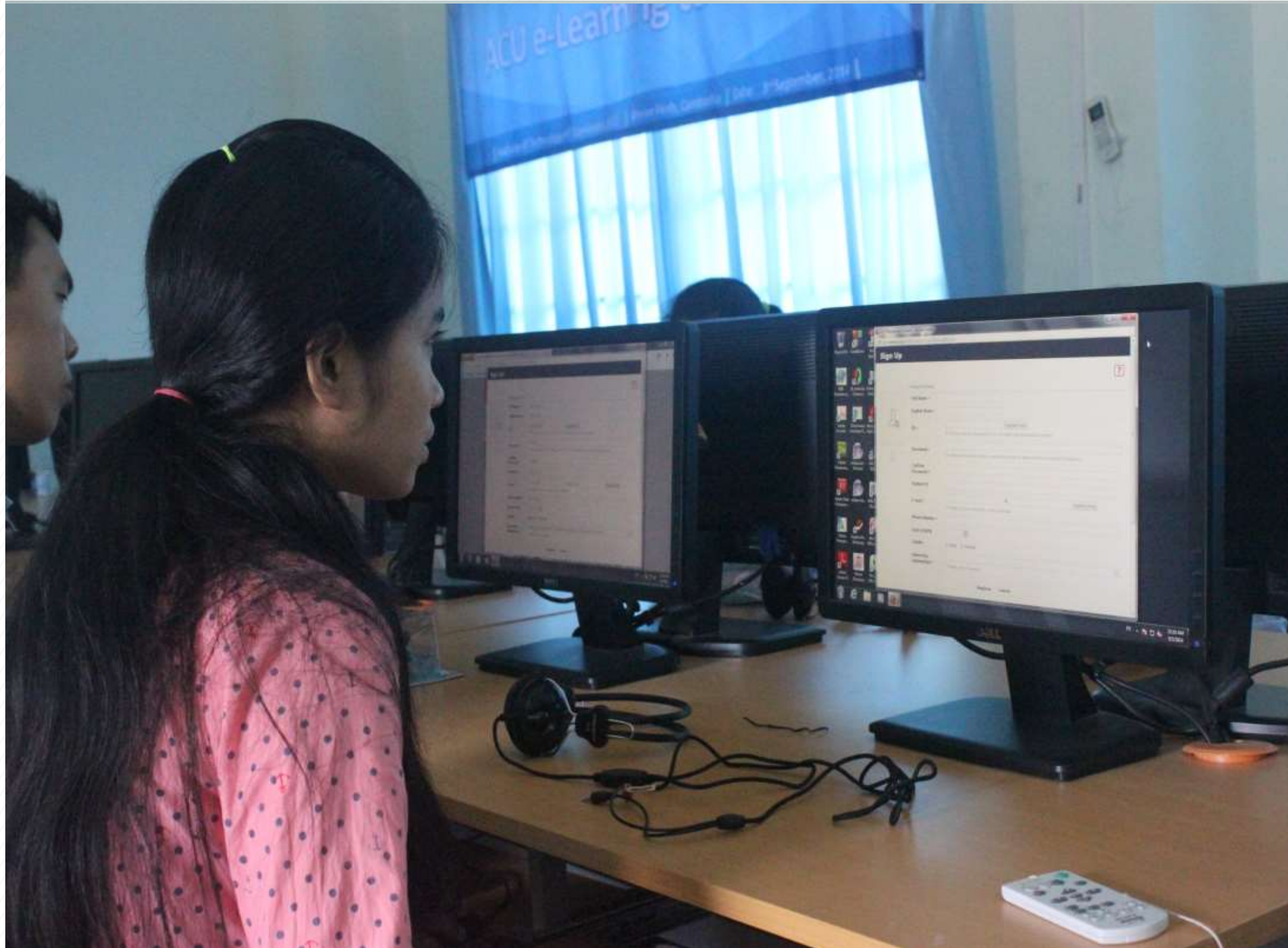# d. E-Learning facilities (Cont.)

Studio Room

Content Dev.Room

Studio Room
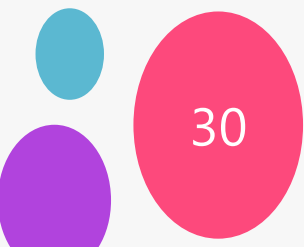
Content Dev.Room

Learning Room

Where We Are: Conclusion

1. **E-learning Model** (Flipped & Blended Learning) has been implementing in four (4) members: ITC, NUM, UHS, RUA.
2. **Human resources** is growing as planning
3. **Infrastructure** is one core for operation
4. **Research** work is an important for guiding the right way of e-Learning development
5. **Promotion** e-Learning model in H.E is needed to grow the model widely

Announcement!

- 1st e-Learning Forum 2016, 30th November 2016
- 2nd e-Learning Forum 2017, 30th November 2017

Call for 4 New Members of CamREN

Period: June- December, 2017

Contact Us!

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Our Team

Thank you! ☺

Any Questions?

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http://www.aseancu.org