

Work Package 2 – Development

# Report on EduTech Implementation

*Covering the Situation at Open University of  
Sri Lanka*

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## 1. Introduction

This report is part of the project **CONTESSA–Contemporary Skills for South Asia**. CONTESSA is a three-year project (11/2018-10/21) funded by the European Union’s Erasmus+ Programme covering four countries in Europe and Asia.

The aim of CONTESSA is to establish a teacher education program that supports current teachers, future teachers and teacher educators developing a wide range of contemporary teaching and learning skills which, in turns, help engaging, empowering and educating their students. The project thus contributes to high-quality schooling in primary education in the project partner countries Austria, Cambodia, Germany, and Sri Lanka. It addresses three target groups all of them involved with teacher education at primary level:

- **pre-service teachers**, also called future teachers or trainee teachers, i.e. students who will become teachers and currently pursue a University degree to become fully qualified teachers;
- **in-service teachers**, i.e. those teachers who are fully qualified professionals and who teach in primary schools;
- **teacher educators**, also called **teacher trainers**, i.e. those professionals who educate and train future teachers at tertiary levels.

CONTESSA is run by a consortium of six project partner institutions and seven associated partner institutions across four countries:

| Project Partner Institutions   | Associated Partner Institutions   |
|--|---|
| <ul style="list-style-type: none"> <li>– University of Graz (Graz, Austria),<br/><b>Project Coordinator</b></li> <li>– University of Cambodia (Phnom Penh, Cambodia)</li> <li>– Pannasastra University of Cambodia (Phnom Penh, Cambodia)</li> <li>– Technische Universitaet Dresden, (Dresden, Germany)</li> <li>– University of Colombo (Colombo Western Province, Sri Lanka)</li> <li>– The Open University of Sri Lanka (Colombo Western Province, Sri Lanka)</li> </ul> | <ul style="list-style-type: none"> <li>– University of Jaffna (Jaffna, Sri Lanka)</li> <li>– University College of Teacher Education Styria (Graz, Austria)</li> <li>– National Institute of Education (Phnom Penh, Cambodia)</li> <li>– National Institute of Education (Maharagama, Sri Lanka)</li> <li>– Ministry of Education, Youth and Sport (Phnom Penh, Cambodia)</li> <li>– University Grants Commission (Colombo, Sri Lanka)</li> <li>– Little Smile Association (Koslanda, Sri Lanka)</li> </ul> |

## 2. Methodology of the report presented

The report is based on qualitative and structural data collected in four separate focus group discussion with representatives from the four partnering Universities in South Asia.

Focus group procedure not only allows to capture the opinions of participants, but also to promote the interaction between other participants. Through social interaction, participants will share and compare their knowledge and understanding. (Cousin, 2009). Through social interaction, participants will share and compare their knowledge and understanding. As a result, researchers are able to address current issues not only from discussions with researchers, but also through interaction between participants. (Liamputtong, 2011). In this report, a focus group was conducted with the program coordinator, lecturers and students in the pre-implementation stage.

Focus group discussions were conducted in the pre-implementation phase as part of the context and needs analysis of the project. The focus group looked at needs and context from the professors, lecturers' and student's perspective. Choosing this procedure was to get to know the professors, faculty and students, and to identify their intentions about ICT introduction and online learning environments. Liamputtong (2011) considered a focus group as a "useful research tool when the researcher does not have a depth of knowledge about the participants" (p. 6).



*Meeting with lecturers at Open University of Sri Lanka*

The professors, lecturers and students were invited to participate in the focus groups discussions. The focus groups were conducted in an informal, participatory, and interactive environment with the aim of exploring the needs and issues surrounding the context of the study. Questions asked during these focus group meetings included inquiring about the professors', lecturers' and students experience in using web-based technologies for teaching and learning purposes, what they thought were the challenges in their teaching and learning, and how the use of technology could help address these challenges.

### 3. Main findings

The following tables summarize the results of discussions according to current status and needs of ICT and online learning environment in the respective university:



*Place for smart classroom at Open University of Sri Lanka*

**Table 1. Summarized key issues of focus group discussions at Open University of Sri Lanka**

| <b>Categories</b>                                  | <b>Status</b>  | <b>Needs</b>  |
|--|--|---|
| <i>Internet access and ICT Infrastructure</i>      | <ul style="list-style-type: none"> <li>– Sufficient Wi-Fi internet connection ( Bandwidth - 300 MB/s)</li> <li>– Responsible for IT infrastructure maintenance: IT department of university</li> </ul> | <ul style="list-style-type: none"> <li>– Increasing the bandwidth ( will decide later)</li> </ul>   |
| <i>Electricity supply</i>                          | <ul style="list-style-type: none"> <li>– Stable electricity supply at the university</li> </ul>  | ./.   |
| <i>Mobile/digital devices</i>                      | <ul style="list-style-type: none"> <li>– Teacher gives handouts to students in English because in the schools they are learning in local language</li> </ul>   | <ul style="list-style-type: none"> <li>– Desktop computers: 23 pcs.</li> <li>– Laptops: 2 pcs.</li> <li>– Increasing number of computers up to 30 pcs?</li> <li>– Black &amp; white printer: 1 pc.</li> </ul> |
| <i>Presentation &amp; communication technology</i> | <ul style="list-style-type: none"> <li>– Motorized Projector Screens are already used at the classrooms</li> <li>– Videoconference system at the university “Blue button” is not stable</li> </ul>     | <ul style="list-style-type: none"> <li>– Interactive board: 1 pc.</li> <li>– Video conference system for smart classroom: 1 pc.</li> </ul>  |
| <i>Learning / Teaching Lab</i>                     | <ul style="list-style-type: none"> <li>– Classrooms are equipped with the air conditioners and available for equipping of the smart classrooms</li> </ul>  | <ul style="list-style-type: none"> <li>– Separate workplace for teacher for producing media</li> <li>– Separate classroom for students</li> </ul>   |
| <i>Online Platform</i>                             | <ul style="list-style-type: none"> <li>– Moodle used by all students</li> </ul>  | <ul style="list-style-type: none"> <li>– Improving of the Blended</li> </ul>  |

|                                   |  |   |
|-----------------------------------|--|---|
|                                   | <p>(mostly via smartphone)</p> <ul style="list-style-type: none"> <li>– Blended learning: full online course was stopped</li> <li>– Video production within e-learning via YouTube channel of the university</li> <li>– No simultaneously video: “Blue button” program</li> <li>– MOOC was implemented in 2018: discussion forums, online tests</li> </ul> | learning  |
| <i>Software packages</i>          | <ul style="list-style-type: none"> <li>– Unlicensed copy of Microsoft Office and other programs are available</li> </ul>   | <ul style="list-style-type: none"> <li>– Licensed copy of software programs: Microsoft Office, Windows OS, Antivirus</li> </ul> |
| <i>Digital printing materials</i> | <ul style="list-style-type: none"> <li>– Students receive part of the study materials online through CMS &amp; e-Books and journals are available online, but teachers prefer to use textbooks</li> </ul>  | ./.   |

#### 4. Open issues and next steps

Subsequently to the discussions, which had been completed and recorded carefully the following next steps are planned:

- 1) Confirmation of the protocol by the partner universities
- 2) Exchange with the project management in Graz
- 3) Confirmation by the PO

## References

- Cousin, G. (2009). *Researching learning in higher education: An introduction to contemporary methods and approaches*. New York, NY: Routledge.
- Liamputtong, P. (2011). *Focus group methodology: Principle and practice*. Thousand Oaks, CA: Sage.



## Appendix

### Appendix 1. Meeting protocol with lecturers at Open University of Sri Lanka

**Date:** 18.12.2019, 13:30

**Place:** Open University, Colombo, Sri Lanka

**Participants:** Thomas Köhler, Orkhan Jalilov, +12 persons

### Notices

#### Purchasing of equipment

- Specification of IT dept. Dealers of university
- Finance send specification to supply dept and get quotation

#### Computers:

- 23 desktops and 2 laptops? Answer later
- Increase number of computer up to 30?

#### LCD projection

- Interactive boards will be better

#### Software:

- Windows OS and MS Office are ok
- Antivirus

#### Videoconferencing:

- Video conference system of university: "Blue button": sometimes not stable

#### Printer:

- Teacher gives handouts to students in English because in the schools they are learning in local language
- B&W printer (Multifunction big device) will be better.

#### Exempt of tax:

- VAT process: clarify with European officer. VAT within budget?
- 8% VAT

#### Depreciation:

- Not needed in this project

#### Inventory;

- Same procedures: protocol for labeling of equipment

#### Electricity:

- Situation is good

Air conditioning:

- Air conditioning is provided from university; part of budget (5%) for air conditioning equipping special room

Internet access:

- Bandwith 300 MB/s
- WiFi is available. Sufficient for smart class room
- Will decided later: invet to bandwidth or not?

Installation of the devices:

- IT dept of the university

LMS:

- Moodle: all students has access, they use Moodle mostly from smartphone. They use digital text.
- Blended learning or supplemented: fully online course was stopped. Composiotory component, print material as a support.
- Video production within e-learning
- Youtube channel of university
- Students use both: digital and paper( preffered)
- Simultanouesly video: NO--> Blue button there
- Discussion forums
- Online tests: communication
- First MOOC last year

Next steps: - minutes will send for matching

- cost for technical administration
- Installation costs?