

Work Package 2 – Development

Report on EduTech Implementation

Covering the Situation at Pannasastra

University of Cambodia

January, 2020

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

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 Pannasastra University of Cambodia

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 Pannasastra University of Cambodia

Table 1. Summarized key issues of focus group discussions at Pannasastra University

Categories	Status	Needs
<i>Internet access and ICT Infrastructure</i>	<ul style="list-style-type: none"> – Most of the students using internet at home – Low speed of internet connection (Wi-Fi and WLAN) at the university 	<ul style="list-style-type: none"> – Training of technical maintenance and specific knowledge for IT staff – Wi-Fi Router: 2 pcs.
<i>Electricity supply</i>	<ul style="list-style-type: none"> – Lack of electricity supply: in case of electricity down, it is possible to change the position to another branch 	./.
<i>Mobile/digital devices</i>	<ul style="list-style-type: none"> – Use of PC/Laptop & smartphones in household 	<ul style="list-style-type: none"> – Mixed amount of desktop computers (majority) and laptops (total amount: 25 pcs.) – Black & white printer: 1 pc. – All-in-One colour printer: 1 pc. (3-4 package of toner)
<i>Presentation & communication technology</i>	<ul style="list-style-type: none"> – Motorized Projector Screens are already used at the classrooms – Videoconference system at the university is not available 	<ul style="list-style-type: none"> – Smartboard: 1 pc. (but university will also check the option with interactive whiteboard projector screens: Decision will be told later) – Beamer with pointer: 1 pc. – Video conference system: 1pc. (Logitech Premium Ultra-HD ConferenceCam system)

		https://www.logitech.com/en-us/product/rally-ultra-hd-conferencem?crd=1667
<i>Learning / Teaching Lab</i>	<ul style="list-style-type: none"> – Classrooms are equipped with the air conditioners and available for equipping of the smart classrooms 	<ul style="list-style-type: none"> – Separate smart classrooms for students and for teacher (for media production)
<i>Online Platform</i>	<ul style="list-style-type: none"> – Learning management system is not available – Use of Facebook, WhatsApp, Gmail, Google Drive etc. for course activities, sharing of information and communication 	<ul style="list-style-type: none"> – Blended Learning
<i>Software packages</i>	<ul style="list-style-type: none"> – Unlicensed copy of Microsoft Office and other programs are available 	<ul style="list-style-type: none"> – Licensed copy of software programs: Microsoft Office, Windows OS, Antivirus
<i>Digital printing materials</i>	<ul style="list-style-type: none"> – Lack of teaching materials in public schools – Old fashioned paper textbooks are preferred 	./.

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 Paññastra University of Cambodia

Date: 16.12.2019 09:30

Place: Paññastra University of Cambodia, Phnom Penh, Cambodia

Participants: Thomas Köhler, Orkhan Jalilov, +4 persons

Notices

1. E-Learning:
 - Blended learning approach will better - best practices
 - No full E-Learning
2. Electricity supply:
 - If the electricity down: Solution --> Change the position to other building
 - Not needed invest to another generator
3. Internet access:
 - Most of students using the internet at home
4. Software :
 - MS Office
 - Using LMS: Question--> is LMS (OPAL) running any OS and/or internet browser?
 - IT dept: What kind of hardware needed for LMS?
5. Maintaince of ICT infrastucture:
 - Responsible: IT Dept.
 - need for training technical maintaince
 - Lack of specific knowledge
 - Will discuss it in Germany on March
 - Need to compare situation with other partners
6. Offers
 - 3 local dealers
7. Exempt from tax:
 - Tax should be added (10% VAT)
8. Depreciation
9. Inventory labelling
 - All equipment at the uni must be labeled (sticker)

Specification of components

9. Classroom

- Separate classroom: For teacher separate workplace-> for producing of media
- Smart classroom for students
- Air conditioning in classrooms
- Yes, all rooms equipped with aircond

10.Computers:

- Desktops majority
- Trainer must have laptop
- Mixed amount of computers(laptops/desktops): 25.
- Desktop PC price in Cambodia: 800 usd

11.Printers:

- Black& white - preferable - teacher do not use a lot of paper
- 1 colour All-in One printer
- 3-4 package toner

12.Internet access:

- 2 Wifi Router
- Internet connection speed 250 MB/s???
- Provider Online
- 1000 USD per month

13.LCD Screen projector:

- Motorize LCD screen without touch function - The university already use kind of projectors
- It was advised to cjeck interactive displays: Decision will told later
- Beamer+pointer

14.Videoconferencing

- Video conference system wished
- IT department will send us the list of needed equipment
- All-in One by Logitech or with separate microphone

15.Software packages:

- Licensed MS Office wished
- Licensed Antivirus
- Licensed Windows OS (Local price of Windows OS : 200 usd per license)
- There is still no LMS, it was planned to develop modules