

Work Package 2 – Development

Report on EduTech Implementation

*Covering the Situation at University of
Colombo*

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 University of Colombo

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 University of Colombo

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

Categories	Status	Needs
<i>Internet access and ICT Infrastructure</i>	<ul style="list-style-type: none"> – Sufficient Wi-Fi internet connection: students use Wi-Fi connection at the university and at home, because mobile internet is expensive. – Responsible for IT infrastructure maintenance: IT department of university – Government recover all costs for internet connection 	./.
<i>Electricity supply</i>	<ul style="list-style-type: none"> – Stable electricity supply at the university – Electric power generator is available: faculty is situated in official secure zone 	<ul style="list-style-type: none"> – Back-UPS stabilization for safety reason in case of voltage instability
<i>Mobile/digital devices</i>	<ul style="list-style-type: none"> – Sufficient amount of desktop computers are available 	<ul style="list-style-type: none"> – Laptop and tablets are preferred: 30 pcs. – Small All-in-One colour printer: 1 pc. (3-4 package of toner) – Professional digital camera for video production: 2 pc. – 3D Printer
<i>Presentation & communication technology</i>	<ul style="list-style-type: none"> – Motorized Projector Screens are already used at the classrooms 	<ul style="list-style-type: none"> – Interactive board: 1 pc. – Video conference system for smart classroom: 1 pc.

		– Headphones
<i>Learning / Teaching Lab</i>	– Classrooms are equipped with the air conditioners and available for equipping of the smart classrooms	– Separate workplace for teacher for producing media – Separate classroom for students
<i>Online Platform</i>	– Students has experience in using Gmail Classroom for planning assignments, but no experience in online courses – Online courses are unavailable	– Blended learning
<i>Software packages</i>	– Licensed copy of Windows and Microsoft Office programs are financed by university	– Licensed copy of software programs for new computers: Microsoft Office, Windows OS, Antivirus, Adobe Animator, Adobe Photoshop, Adobe Illustrator
<i>Digital printing materials</i>	– Students can use university library for reading of paper and digital books	./.

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 University of Colombo

Date: 19.12.2019 09:00

Place: University of Colombo, Sri Lanka

Teilnehmer: Thomas Köhler, Orkhan Jalilov, +13 persons

Notices

Answers to Technical Questions:

1. Maintenance of ICT
 - ICT department of university
2. Internet access:
 - Cost covering Internet access? - Government recover all costs
 - Connecting internet access
 - Students use mostly use WiFi mostly, mobile data is expensive
 - Students has easy access at home
3. Electricity
 - Have generator. Generator not necessary, because faculty situated in secure zone
4. Free access software
 - Organize by the university. License from uni
 - Responsibility skills development on digitizing of education
 - Mainly individual attitude of digitizing of education
5. Purchasing of equipment:
 - At least 3 independent quotation: more than 3
 - It depends of budget for one dealer
6. Place of equipment installation:
 - Depends of list of equipment
3. Responsible to install and run equipment
 - Owned by faculty of education
4. Smart Classrs for T and S
 - Used by teachers

Infrastructure

1. Computers - 30 comp
 - They have enough desktops

- Preferred laptops, more mobile devices
- 2. LCD Projection devices
 - Interactive board
- 3. Videoconferencing
 - Needed. They must to choose room to allocate this equipment
 - 2 Digital camera: for videorecording the classes, headphones
- 4. Software
 - MS Office package, Windows OS
 - Media production soft for teacher workplace: Adobe Animator, Photoshop, Illustrator
- 5. Printer:
 - Miniprinter possible: if yes, Multifunction?
 - But first preparation of list of equipments to look at budget if it ok.
 - 3D printer?
- 6. Book and pedagogical material:
 - Library is available

Procurement of equipment

1. Exempt of tax
 - Not charging for ICT purposes by governement
2. Comprasion of deals:
 - Comitee decide: Tender process takes 6 month long
3. Finalized of equipment plan
 - Protocol must be send to university with minutes
4. Depreciation
 - 20 % intern
5. Inventory documentation
 - University has a system of labeling
6. Air conditioning
 - Most of the rooms has air conditioning
7. Electricity
 - Stable
8. Installation
 - The company will install all equipment
 - University IT capacity is fine now
 - UPS Stabilizator for safety reasons: voltage instability