



香港教育大學
The Education University
of Hong Kong




Faculty of Education
and Human Development
教育及人類發展學院

Research and Publication in Higher Education: Insights from the Editor of The Internet & Higher Education

LIM Cher Ping

Chair Professor of Learning Technologies and Innovation


The Education University of Hong Kong ranked 4th in Asia and 21st in the world in Education (QS World University Rankings by Subject 2023)



**Why do we engage in research of
higher education teaching and
learning?**

Why Research in HE T&L?

- Enhances quality, equity and efficiency of HE T&L within a discipline or across disciplines in a particular context or across contexts;
- Informs and guides HE T&L policy (professional development, learning support, infrastructure, hardware and resources, curriculum and assessment) formulation and implementation; and
- Tests and generates theories that explain responses and solutions to HE T&L questions, issues and challenges.



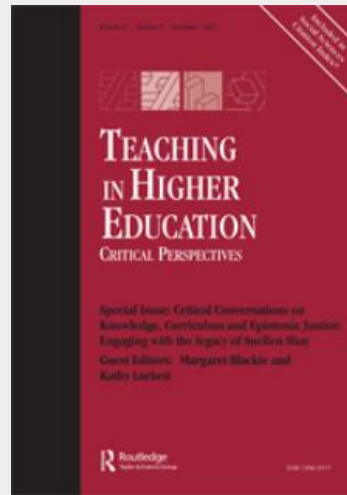
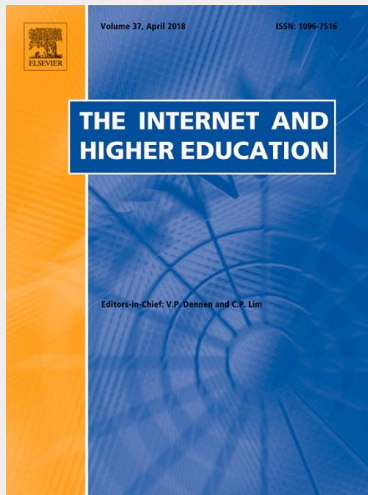
**Why do we seek to publish our
research of higher education teaching
and learning?**

Why Publish Our Research?

- External pressure of grant deliverables, promotion and tenure expectations, and teaching award requirements;
- Sharing of promising practices and lessons learnt as communities of HE practitioners; and
- Contribution to the scholarship of higher education teaching and learning.



**How do we publish in higher
education research journals?**



Journal of Engineering Education (JEE)

Journal of Engineering Education (JEE)

- ASEE Engineering Education Research Networks
- History of JEE
- Individual Subscription
- JEE Awards
- JEE Partners
- Strategic Plan
- Advances in Engineering Education (AEE)

Journal of Engineering Education Welcome

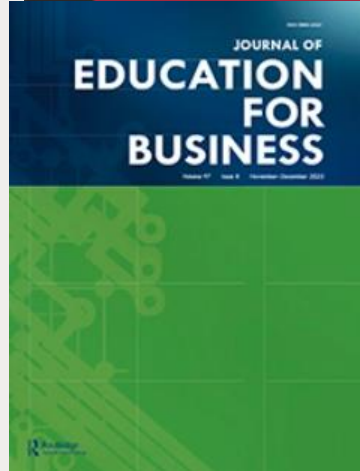
Welcome to the **Journal of Engineering Education (JEE)**, a peer-reviewed international journal published quarterly by the American Society for Engineering Education (ASEE).

Role: The Journal of Engineering Education is more than a place to publish papers—it is a vital partner in the global community of stakeholders dedicated to advancing research in engineering education from pre-college to post-graduate professional education.

Vision: The Journal of Engineering Education seeks to help define and shape a body of knowledge derived from scholarly research that leads to timely and significant improvements in engineering education worldwide.

Mission: The Journal of Engineering Education serves to cultivate, disseminate, and archive scholarly research in engineering education.

The Journal of Engineering Education is supported in part by the Clemson University College of Engineering, Computing and Applied Sciences.



AJET

Australasian Journal of Educational Technology

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AUSTRALASIAN JOURNAL OF EDUCATIONAL TECHNOLOGY

The Australasian Journal of Educational Technology is the journal of ASCILITE, the Australasian Society for Computers in Learning in Tertiary Education. It aims to promote research and scholarship on the integration of technology in tertiary education, promote effective practice, and inform policy. Please see About-Focus and Scope for a more detailed description of the scope of the journal.

AJET is indexed in Scopus, Thomson Reuters Web of Science, EDITLib, the ACER Blended Online Learning and Distance Education research bank and EBSCOhost Electronic Journals Service. AJET citation statistics appear within the Thomson Reuters ISI Journal Citation Reports (Social Science Citation Index), the Google Scholar Metrics and the Scopus SCImago journal rankings.

Prior to Volume 20, 2004, AJET was published under the title Australian Journal of Educational Technology.

AJET has no publication charges.

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VOL 34, NO 2 (2018): AJET SPECIAL ISSUE: LEARNING DESIGNS

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The Don'ts for HE T&L Journals

- Don't focus solely on the design of the innovation; focus on the design of the innovative learning environment.
- Don't focus on the features of an application or strategy; consider how it is used to enhance the quality, equity or efficiency of teaching and learning.
- Don't be tempted by trends in innovative teaching and learning; always go back to the basics of learning engagement and outcomes.
- Don't focus solely on the opportunities of the innovation for teaching and learning; there are the limitations as well that have to be dealt with.
- Don't be tempted to generalise your findings as innovative learning environments are context-dependent.

The Do's – Advice from Computer & Education

Papers must:

- align with the aims of the journal
- be within the scope of the journal
- include an appropriate, current and comprehensive literature review
- have a sound research methodology (see additional notes on methodology below)
- evidence a high level of critical analysis
- explicitly indicate how they advance the field
- comply with the author guidelines
- not have been submitted/published elsewhere
- not already have been rejected (without the option to resubmit) by CAE

Aligning to the Scope of Journal

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Journal Metrics

CiteScore: **5.79** ⓘ

More about CiteScore

Impact Factor: **4.238** ⓘ

5-Year Impact Factor: **5.130** ⓘ

Source Normalized Impact per Paper
(SNIP): **3.914** ⓘ

SCImago Journal Rank (SJR): **2.825**



The Internet and Higher Education, a quarterly journal devoted to addressing contemporary issues and future developments related to **online learning, teaching, and administration** on the **Internet** in post-secondary settings. It is a peer-reviewed journal intended to be a vehicle for scholarly presentation and dissemination of contributions, theoretical and applied, significantly addressing innovative deployments of Internet technology in instruction and reporting on research to demonstrate the effects of the Internet and information technology (IT) on instruction in various contexts in **higher education**. The journal is international and interdisciplinary, inviting contributions from across the globe and from various academic disciplines. The journal provides a venue for theory papers, research studies, critical essays, editorials, reviews, case studies, and social commentary contributions. Special issues are often devoted to specific topic areas with guest editors assisting in the editorial process.

The scope of the journal is broad in terms of the range of issues and trends to be addressed, for example, innovations or best practices in online teaching, learning, management, and administration. Other issues may include: Internet technology design and use; instructional models in online courses; online course development and instructional design; interaction in online courses; collaborative learning; usability and evaluation of online environments and portals; online communities of practice; institutional policies, standards and assessment; accessibility standards in online instruction; internationalization and cultural aspects of online classrooms; and issues and trends in synchronous, asynchronous, and hybrid online learning.

[Hide full Aims & Scope](#)

Understanding the Review Process

- Editors engage in desk reviews;
- Editors assign manuscript to reviewers – keywords;
- Reviewers review based on guiding questions, rubrics or template;
- Editors collate reviews and make a decision – Accept, minor revisions, major revisions or reject;
- Editors send decision letter to authors;
- In the case of revisions, authors have up to four weeks to address the comments and suggestions;
- Authors submit revised manuscript with responses to the comments of the reviewers;
- Editors send revised manuscript to original reviewers.

A Collaborative View of Publication

Roles in the Publication Process

Role	Task(s)	Goal(s)	Challenge(s)
Author	Submit manuscript Respond to feedback Revise feedback	Get manuscript published	Accepting peer feedback
Reviewer	Read manuscript Provide feedback and assessment	Complete a quality review in a timely manner	Write feedback in a constructive manner
Editor	Triage manuscript Select reviewers Render decisions based on reviewer feedback and personal review	Uphold the integrity of the review process Ensure the journal has a steady stream of high-quality manuscripts to publish	Secure reviewers Triangulate reviews and make decisions Deliver bad news to authors

A Plausible Approach – Research to

Publication

- Be willing to go back to the basics of teaching and learning to consider student learning needs (challenges and misconceptions) and gaps in teaching and learning practices.
- Be clear about what the contributions of your research study are to the scholarship of higher education teaching learning.
- Be open to forming inter-disciplinary teams that may include instructional designers, education researchers, learning support staff, and discipline-specific academic staff.
- Be educated about the range of HE T&L journals and choose one that your research findings are most well-aligned to.



What are the existing gaps and emerging issues for research in Internet-enabled teaching and learning?

**(1) Capacity Building of the Higher Education
Workforce for ICT-enabled Teaching and
Learning**

Pivotal Role of HE Teachers

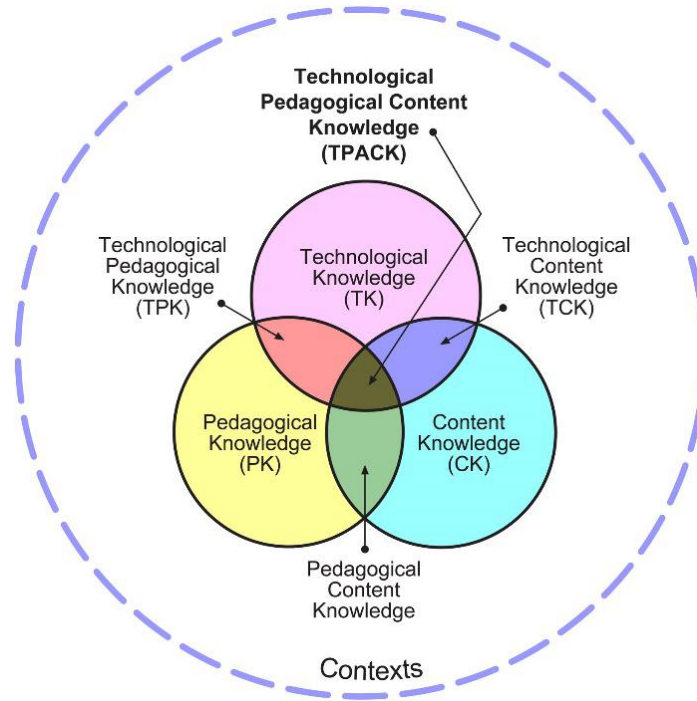


- Pivotal role of teachers in quality online teaching and learning
- Pre-pandemic issues on teacher capacity highlighted in coping, recovery and building it back better phases of the pandemic.

Competencies of University Teachers

- Analysing context and student learning needs;
- Designing and implementing quality online and blended learning lessons;
- Developing online and blended teaching and learning resources;
- Providing learning and psychosocial support for students;
- Managing and evaluating online and blended teaching and learning; and
- Planning for and implementing assessments online and/or blended.

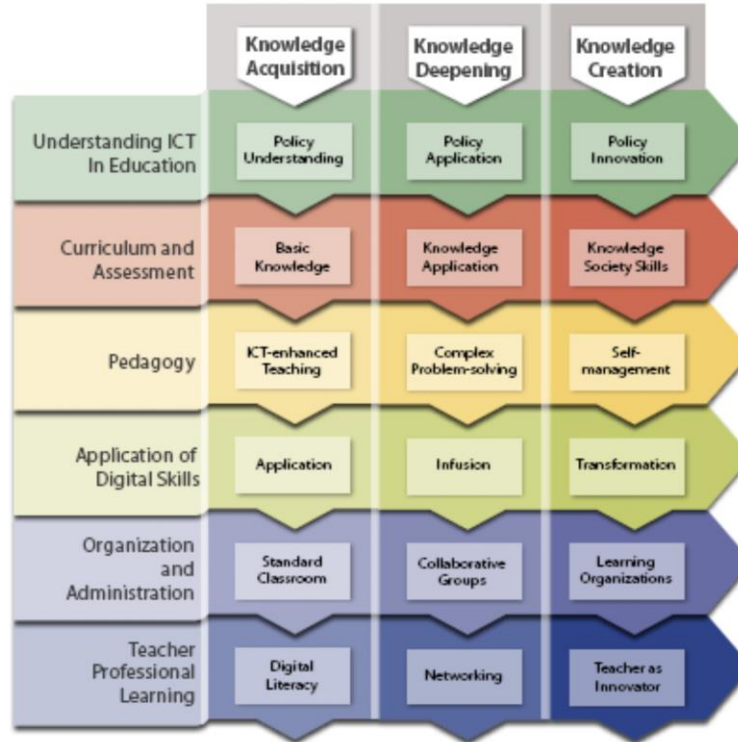
Teacher Competencies (Online & Blended Learning)



Teacher Competencies (Online & Blended Learning)



Teacher Competencies (Online & Blended Learning)



Teacher Professional Development (TPD)

- “activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (OECD, 2009, p. 49)
- may include formal and informal experiences.
- effective TPD is a long-term and continuous process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (Darling-Hammond, et al., 2017)
- a systems approach to TPD should be adopted to strategically develop high-quality teachers at scale in a cost-effective way (Asian Development Bank, 2017)

Effective (Quality) TPD

- **Content focused.**
- Incorporates **active learning** utilizing adult learning theory.
- Supports **collaboration**, typically in job-embedded contexts.
- Uses **models and modeling of effective practice.**
- Provides **coaching and expert support.**
- Offers opportunities for **feedback and reflection.**
- Of **sustained duration.**

(Darling-Hammond, et al., 2017)

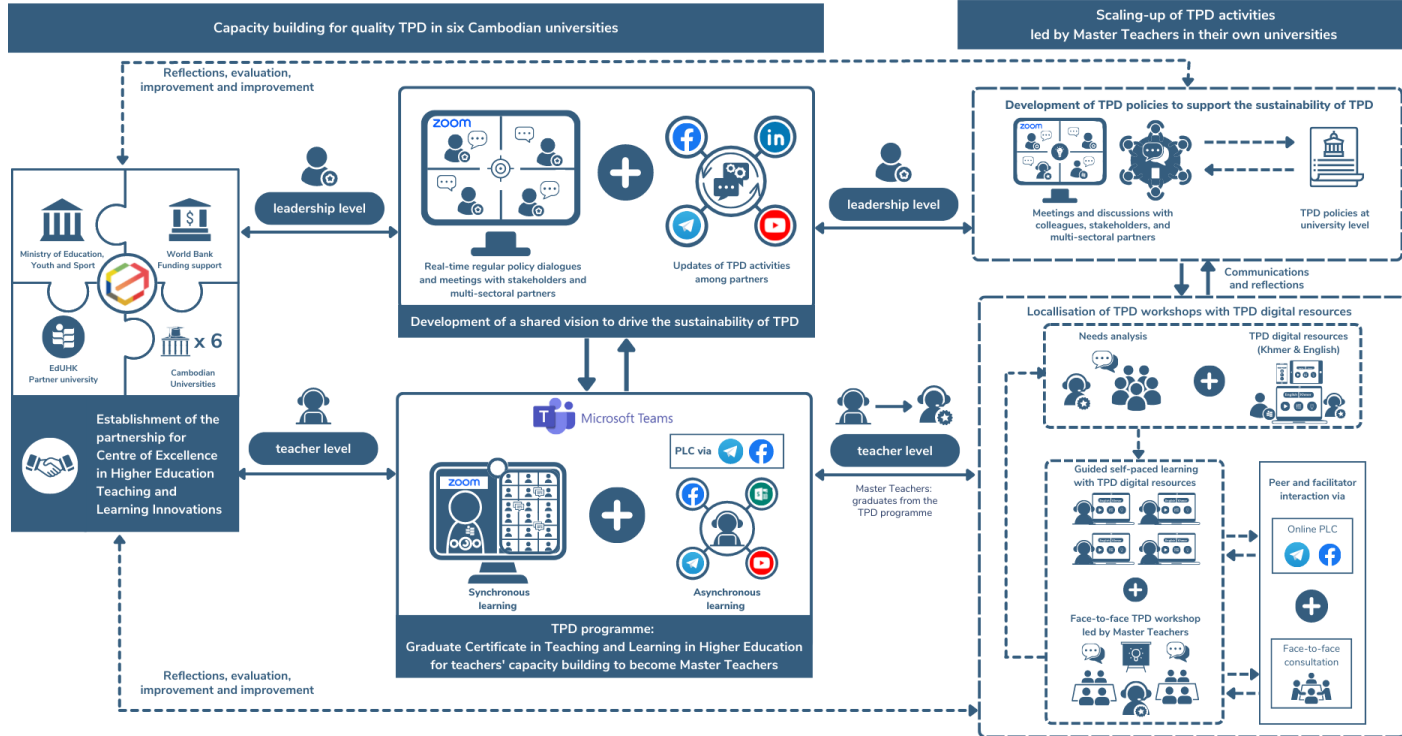
@Scale as defined in the emerging research and development field of learning at scale (“L@S”) refers to learning environments mediated by information and communication technologies (ICT) that engage large numbers of learners, whether remotely or face-to-face.

Envisioning TPD@Scale



TPD@Scale in Higher Education

CENTRE OF EXCELLENCE TPD MODEL



Facilitating Elements of TPD@Scale

- Digital professional learning resources
- TPD curriculum and assessment
- Professional learning community
- Facilitators and mentors
- Support of universities, local governments and/or national governments
- Partnerships of key stakeholders

2. Generative AI in Higher Education Teaching and Learning (Including Assessment)

Generative AI in HE T&L (Assessment)

Why does education technology fail in the education sector?

ChatGPT Poe

Education technology, also known as EdTech, can sometimes fail to have a significant impact in the education sector due to a variety of reasons:

1. **Lack of Pedagogical Considerations:** Effective education technology should be designed with pedagogy in mind. However, some EdTech solutions focus more on the technology itself rather than on how it can enhance teaching and learning. If the technology does not align with educational goals or fails to engage learners effectively, it may not deliver the desired outcomes.
2. **Insufficient Teacher Training and Support:** Teachers play a crucial role in integrating technology into the classroom. If they lack proper training and ongoing support to effectively use the technology, they may struggle to incorporate it into their teaching practices. Without adequate guidance, teachers might not fully understand the potential benefits of the technology or how to leverage it optimally.
3. **Limited Access and Infrastructure:** Education technology requires access to reliable internet connectivity, devices, and appropriate infrastructure. In many regions, especially in developing countries or underserved communities, there may be a lack of these resources, hindering the widespread adoption of EdTech solutions. Unequal access to technology can exacerbate educational inequalities.
4. **Implementation Challenges:** The successful integration of EdTech often requires careful planning and implementation strategies. Poor execution, resistance to change, or inadequate support from school administrators can hinder the effective use of technology in classrooms. Lack of coordination among stakeholders, such as teachers, administrators, and IT staff, can also impede the adoption and implementation process.
5. **Lack of Personalization and Adaptability:** Education technology should cater to diverse learning needs and preferences. If EdTech solutions are not flexible enough to accommodate individual learners' variations in pace, style, and interests, they may fail to provide personalized learning experiences. One-size-fits-all approaches may not effectively address students' unique requirements.

6. **Insufficient Evidence of Effectiveness:** While many EdTech solutions claim to improve learning outcomes, the evidence base supporting their efficacy may be limited. The lack of rigorous research and evaluation of EdTech tools makes it difficult to gauge their true impact on student learning. Without convincing evidence, educators and institutions may be reluctant to invest in or adopt new technologies.
7. **Cost and Sustainability:** Implementing and maintaining EdTech solutions can be expensive, especially for cash-strapped educational institutions. The cost of purchasing devices, software licenses, and technical support services can strain budgets. Moreover, ensuring the long-term sustainability of EdTech initiatives may be challenging without adequate financial planning and commitment.
8. **Ethical and Privacy Concerns:** Education technology often involves the collection and analysis of student data. Privacy concerns arise when data security measures are insufficient, or when data is used for purposes beyond its intended scope. Concerns about the ethical implications of data usage can lead to resistance and hesitancy among educators, parents, and students.

It is important to note that while education technology faces challenges, it also holds immense potential to transform teaching and learning when designed and implemented thoughtfully, with consideration for pedagogy, teacher support, accessibility, personalization, evidence-based practices, and ethical considerations.

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Why does EdTech fail in the education sector?

1. Lack of pedagogical considerations
2. Insufficient teacher training
3. Limited access and infrastructure
4. Implementation challenges
5. Lack of personalisation and adaptability
6. Insufficient evidence of effectiveness

Generative AI in HE T&L (Assessment)



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33rd CIRP Design Conference

Reconceptualizing ChatGPT and generative AI as a student-driven innovation in higher education

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Dai, Y., Liu, A., & Lim, C.P. (2023). Reconceptualizing ChatGPT and generative AI as a student-driven innovation in higher education. *Procedia CIRP*.

ChatGPT in the Beginning: Threats

BREAKING NEWS LOCAL

HKU to prohibit use of ChatGPT for homework and other assessments as its use can be considered as potential plagiarism

By Dimsumdaily Hong Kong - 11:49PM Fri February 17, 2023

1637



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Top French university bans use of ChatGPT to prevent plagiarism



Sciences Po, one of France's top universities, is banning all AI-based tools. PHOTO: REUTERS



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ChatGPT in the Beginning: Threats

Can you please explain why some universities ban ChatGPT?

ChatGPT Poe

As an AI language model, I don't have access to real-time information or specific details about recent events. However, as of my last knowledge update in September 2021, there were no widespread bans on using AI language models like ChatGPT in universities. However, it's possible that individual universities or academic institutions may have implemented restrictions or guidelines on the use of AI models for specific reasons. Some potential reasons why a university might consider banning or limiting the use of ChatGPT or similar models could include:

1. **Academic integrity:** Universities have strict policies regarding plagiarism and maintaining academic integrity. If students were using AI models to generate essays or assignments without proper citation or acknowledgment, it could be seen as a violation of these policies.
2. **Unequal access to resources:** AI language models like ChatGPT require substantial computational resources to run effectively. If some students or departments have more access to these resources than others, it could create an imbalance in the educational experience. Universities may implement restrictions to ensure fair access to resources.
3. **Ethical concerns:** AI models are trained on large datasets, which can include biased or unethical content. If universities have concerns about the ethical implications of using AI models without proper oversight or regulation, they may choose to restrict their use.
4. **Misuse and abuse:** AI models can be used for malicious purposes, such as creating fake news, spreading misinformation, or engaging in harmful activities. Universities may ban or limit the use of AI models to prevent such misuse and ensure responsible AI usage.
5. **Lack of human interaction:** Some educators and institutions may argue that relying too heavily on AI models for educational purposes could diminish the importance of human interaction, personalized feedback, and critical thinking skills.



Talk to ChatGPT on Poe



Why do some universities ban ChatGPT?

1. Academic integrity
2. Unequal access to resources
3. Ethical concerns
4. Misuse and abuse
5. Lack of human interaction

ChatGPT: Addressing the Threats

Universities must act, not just chat about ChatGPT

We may not need to ban AI technology, but we must be smart about drawing up clear regulations to curb academic dishonesty and plagiarism.

Sharifah Munirah Alatas - 07 Apr 2023, 7:00am

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SHARIFAH MUNIRAH ALATAS

Dr Sharifah Munirah Alatas is an academic specialising in geopolitics with a special interest in socio-political issues of developing nations.

ChatGPT was launched on Nov 30, 2022. It is part of a broader set of artificial intelligence (AI) technologies developed by Francisco-based start-up OpenAI. Other AI technology in existence such as Microsoft Bing AI, Chatsonic, Jaxi Google Bard AI, are part of a new generation of artificial intelligence systems. They are technically called “large models” or LLMs.



Singapore How can Singapore’s universities deter AI-assisted cheating in the age of ChatGPT?

Two universities said they are in the process of putting together a framework for managing the use of AI tools, which includes educating students on utilising the technology purely as a learning aid, and providing support for instructors.



ChatGPT logo is seen in this illustration. (REUTERS/Dado Ruvic/Illustration)



Tan Si Hui
@Tansihui2014



Darrelle Ng

27 Feb 2023 06:51PM
(Updated: 28 Feb 2023 10:28AM)



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ChatGPT: Taking Up Opportunities



05 Apr '23 280



Malaysia's Ministry of Higher Education Developing Guidelines for ChatGPT Usage in Universities

Malaysia's Ministry of Higher Education is formulating guidelines for utilizing OpenAI's ChatGPT in local universities. Minister Khaled Nordin acknowledged the potential benefits of AI technologies in learning but stressed that AI should not replace human involvement.




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ChatGPT as Student-Driven Education Technology

DeepTutor


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- DeepTutor People
- DeepTutor Publications
- DeepTutor online demo
- Resources



DeepTutor

DeepTutor, funded by the Institute for Education Sciences, is an advanced intelligent tutoring system that fosters students' deep understanding of complex science topics through quality interaction and instruction. Quality interaction means the student and tutor understand each other at every turn and over many dialogue turns. Quality interaction is possible in DeepTutor through the use of a novel, state-of-the-art natural language-based knowledge representation, called the latent semantic logic form or shortly the semantic logic form (SLF), and advanced dialogue management techniques that embed novel conversational goals such as perfect grounding at every turn.



www.deeptutor.org

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ChatGPT as Student-Driven Education Technology



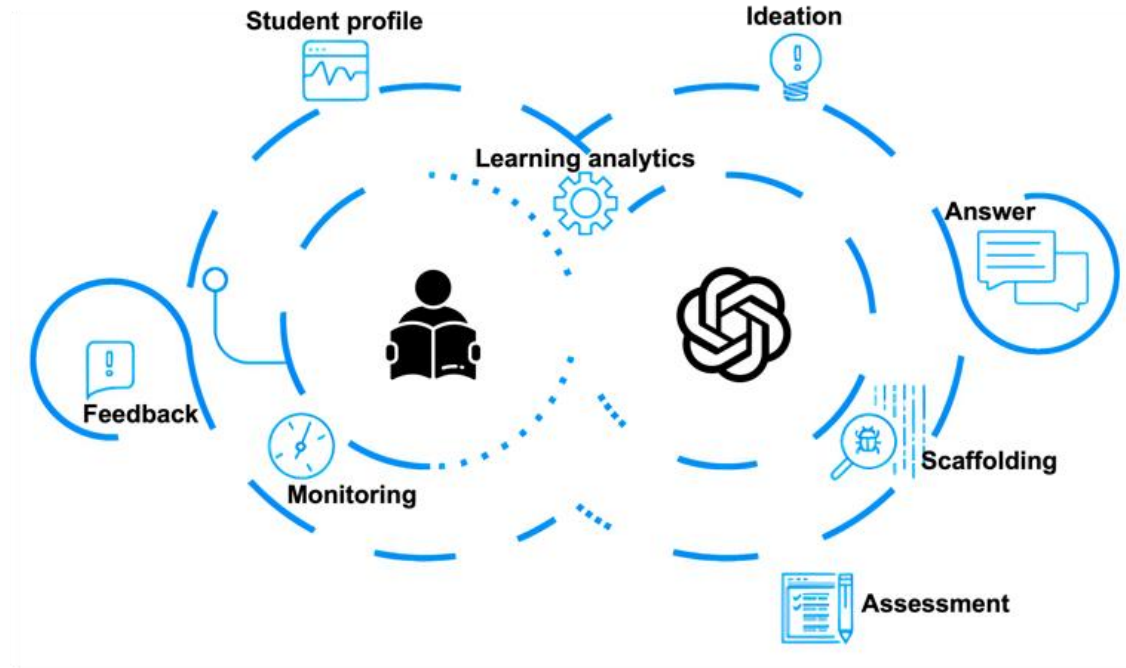
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Feedback**

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ChatGPT as Student-Driven Education Technology

- ChatGPT is an example of generative AI designed to generate new content rather than analyze or manipulate existing data.
- ChatGPT has a large and steeply increasing user base since its launch in December 2022 with 100 mil users in the first two months and 25 mil daily visits.
- The user interface of ChatGPT is a simple dialog format that affords conversations initiated and controlled by users.
- Question: As ChatGPT empowers students, do students have the capacity to carry out and manage the inquiries? What competencies are needed from students as they plan, organize and personalize their learning process?

ChatGPT as Enabler in Higher Education



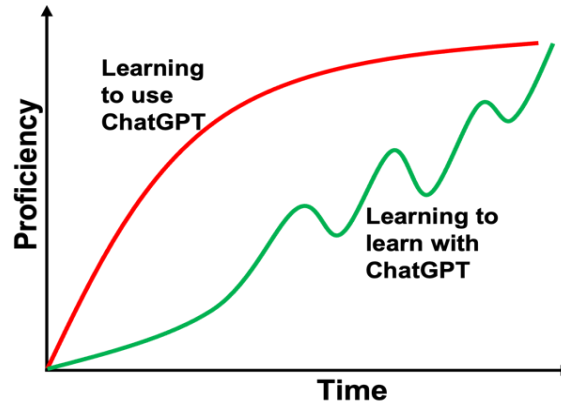
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ChatGPT as Enabler in Higher Education

- Learning analytics for personalized learning
- Real-time assistance for customized scaffolding and feedback
- Ideation facilitator
- Enhancing education access and resource for social justice
- Question: How can we as teachers/professors design a learning environment to take up the affordances of ChatGPT as an enabler for higher education equity, quality and efficiency?

Learning with ChatGPT

- Shifting from learning via ChatGPT to learning with ChatGPT
- Learning to learn with ChatGPT
- Question: Do students and teachers/professors know how to learn? How do we scaffold lifelong learning?



Issues and Challenges

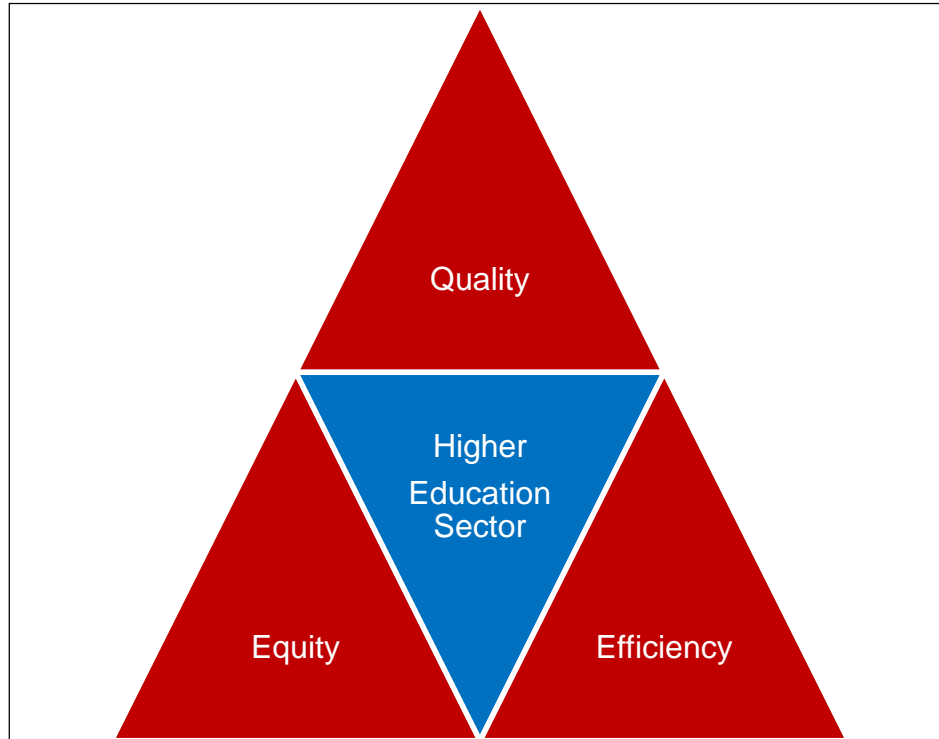
- Introducing an innovation such as ChatGPT requires simultaneous innovations in pedagogy, curriculum, assessment, and institutional organization.
- The changes caused by the interactions between technology and the institution system not only determine how technology is adopted, but also affect the operation of the institutional system.
- Therefore, the dynamic co-adaptation and co-evolution of students, teachers, institutional leaders, and other stakeholders with technology and the system determines whether the opportunities of technology for engaging students can be realized in universities.

Issues and Challenges

- Lack of scale: Isolated promising practices
- Lack of access for teachers and students to Internet connection, hardware and resources
- Lack of motivation and capacity of teachers to engage in teaching and learning innovations
- Lack of capacity of students to learn with technologies
- Lack of institutional understanding and support

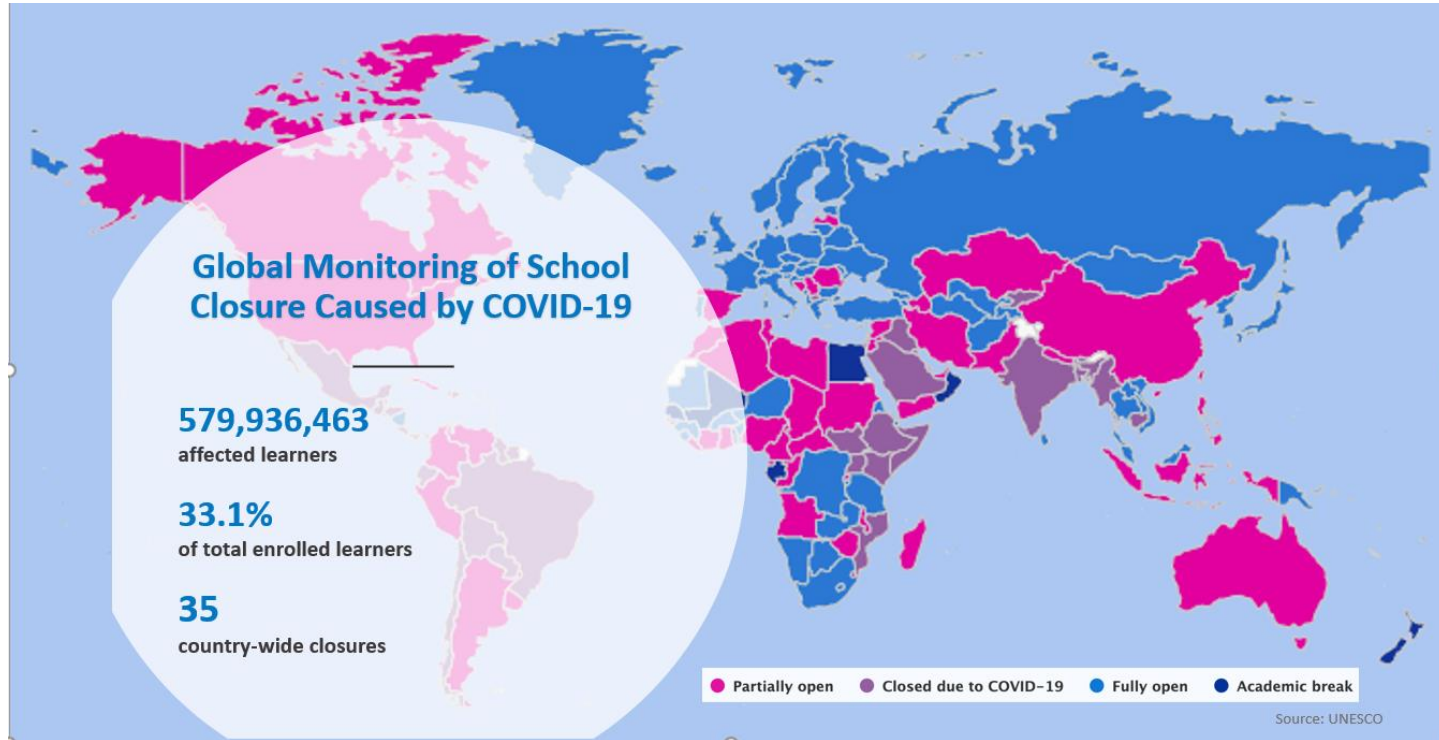
3. Internet-enabled Higher Education Teaching and Learning for Addressing Equity Issues

Higher Education EQE



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Impacts of COVID-19 Pandemic



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Impacts on Equity, Quality and Efficiency

- Access to infrastructure, devices and resources.
- Online learning resources and strategies tailored to students with special learning needs.
- Quality of online teaching and learning.
- Online learning support for students.
- Modes of assessment.
- Relevance of curriculum to changing demands of emerging industries and the future shape of the workforce post-COVID-19

Digital Transformation in Higher Education

- From Uni-versity to Multi-versity: Scaling online and blended teaching and learning for inclusive and equitable quality higher education.
- Emerging Technologies and its Roles in Higher Education T&L: VR/AR, artificial intelligence, big data and learning analytics, gamification and game-based learning, and multi-user virtual environment.

RQ1: How does scaling online and blended teaching and learning enhance higher education equity, quality and efficiency?

RQ2: How do emerging technologies address the tensions between higher education equity, quality and efficiency?

MOOCs

中国大学MOOC

成长不够快，90%是方法不对

“知识爆炸”时代，成为最聪明的人！
—— 比普通人成长快10倍的几个要点

6月8日20:00 直播分享

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知识爆炸时代我们怎么办?	18000	1	2018-09-10	中国大学MOOC
Python 入门教程	18000	1	2018-09-10	中国大学MOOC
Python 进阶教程	18000	1	2018-09-10	中国大学MOOC
Python 高级教程	18000	1	2018-09-10	中国大学MOOC
Python 应用教程	18000	1	2018-09-10	中国大学MOOC

Refine Your Search

课程名称	开课时间	开课次数	开课日期	开课地点
org	18000	4	2018-09-10	中国大学MOOC
RMUTT-MOOC	18000	1	2018-09-10	中国大学MOOC
FSU-MOOC	18000	4	2018-09-10	中国大学MOOC
RU-MOOC	18000	1	2018-09-10	中国大学MOOC
TCU-MOOC	18000	3	2018-09-10	中国大学MOOC
NBU-MOOC	18000	1	2018-09-10	中国大学MOOC
KU-MOOC	18000	3	2018-09-10	中国大学MOOC
TSU-MOOC	18000	1	2018-09-10	中国大学MOOC
SCI-MOOC	18000	1	2018-09-10	中国大学MOOC
demco	18000	1	2018-09-10	中国大学MOOC
SU-MOOC	18000	3	2018-09-10	中国大学MOOC
SNU-MOOC	18000	2	2018-09-10	中国大学MOOC
WU-MOOC	18000	4	2018-09-10	中国大学MOOC
RMUTL Tak MOOC	18000	2	2018-09-10	中国大学MOOC
Rajabhat-MOOC	18000	1	2018-09-10	中国大学MOOC
SUT-MOOC	18000	1	2018-09-10	中国大学MOOC

edX ANU: ANU-ASTRO2x Exoplanets

Courseware Course Info Discussion Wiki Progress

Section 1: Pulsar Planets

Lesson 1: Pulsar Planets
Lecture Questions

Links to Papers 1: Pulsar Planets

Reference Notes 1: Pulsar Planets

Worked Example 1: Pulsar Planets

Practice Questions 1: Pulsar Planets

Homework Assignment 1: Pulsar Planets
Homework

Mystery Part 1

Section 2: Finding Planets using Reflex Motion

Section 3: More Radial Velocity Planets and Transits

Section 4: Recent Transit Results

Section 5: Gravitational Microlensing

V1.3 REFLEX MOTION PART 1

$$M_p r_p = M_* r_*$$

$$M_* V_*^2 = \frac{G M_* M_p}{(r_* + r_p)^2} = \frac{M_p V_p^2}{r_p}$$

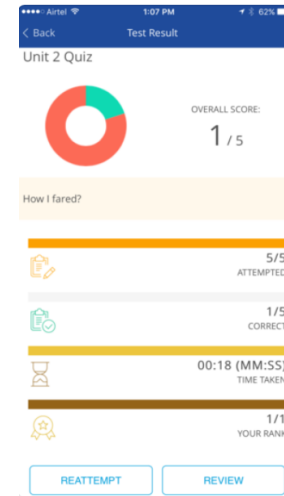
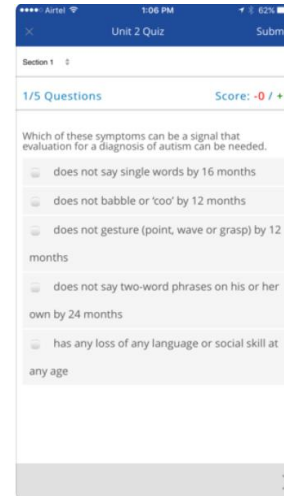
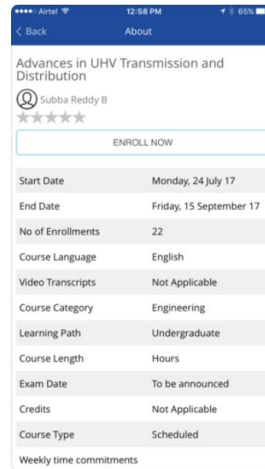
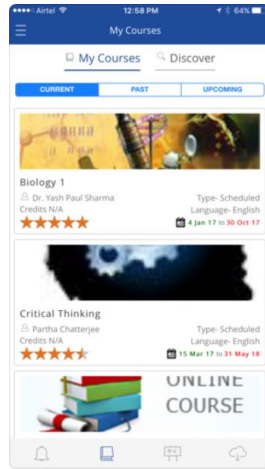
$$P = \frac{2\pi r_*}{V_*} = \frac{2\pi r_p}{V_p}$$

Is just equal to $2\pi r$ over the time taken to go in a circle is just the period. So, we have that the period is equal to 2π pi, say r of the star, over the velocity of the star equivalently 2π pi radius of the planet velocity of the planet. Okay, So, those are our 3 Now lets use them to der in a system like this.

4:29 / 4:38 SPEED 1.0x

Download video Download transcript

MOOCs on Mobile (India)



Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) is a MOOC platform offered by the Ministry of Human Resource Development, Government of India, to achieve access, equity and quality as outlined in its Education Policy (SWAYAM, 2018).

<https://swayam.gov.in>

Localising for Inclusiveness

1. Issues of inclusion need to be understood and responded to at local levels
2. Digital technologies enable efficiencies of scale and personalization but need to be selected carefully, paying attention to learners' access and competencies.
3. Sustainability of the teaching and learning program within the system is through continuous adaptation and improvement to move towards equity, while striking the proper balance between quality and efficiency.

RQ: How do we localize a at-scale teaching and learning programme or course for inclusive and equitable quality higher education?

Addressing Rural-Urban Gap (Cambodia)

Schoology Basic Home Courses Groups Resources

C Programming Language: 1
University of battambang

Week 1: ការណែនាំក្នុងការប្រើប្រាស់ភាសា C និងទិសដៅក្នុងការរៀន
10/30/17 8:00am

Introduction to C.pptx 2 MB

វគ្គប្រើប្រាស់

មេរៀនទី១៖ ការណែនាំអំពីការប្រើប្រាស់ភាសា C ក្នុងការសរសេរ

Introduction to C.pptx

Materials Updates Grades Mastery Attendance Members



សាកលវិទ្យាល័យកម្ពុជាកំពូត
and groups in message
មហាវិទ្យាល័យ វិស្វកម្ម

Introduction to C Programming

Department of IT Engineering

Lecturer: Kor Sokchea

C Programming

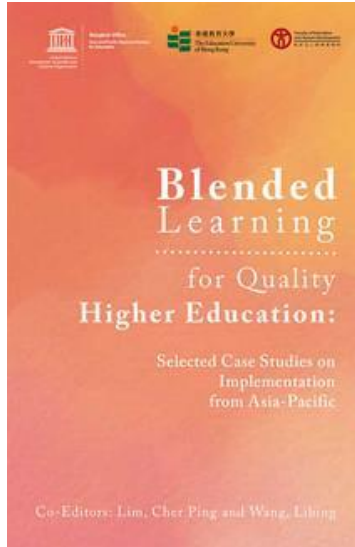
Introduction to C.pptx 1 MB View

RQ: How does blended and online teaching and learning address the rural-urban quality gap of higher education in Cambodia?

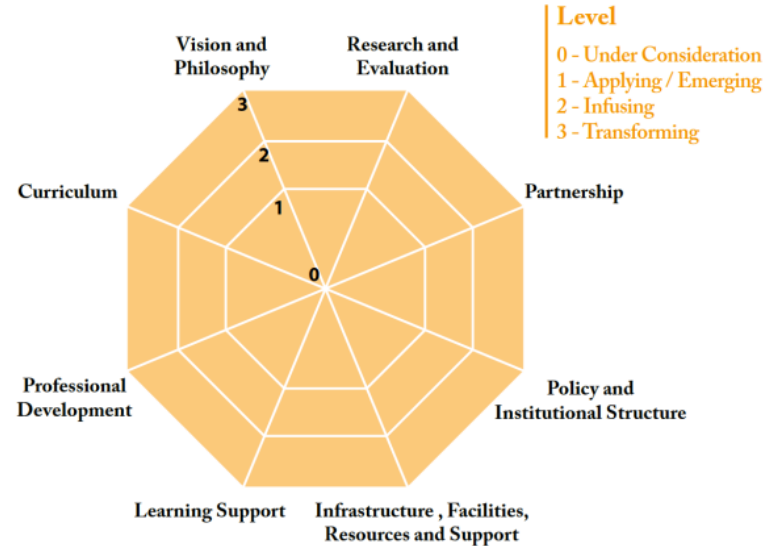
Blended and Online Learning (Cambodia)

- The online resources provided by the national “flagship” university ensured the quality of the content delivery across the three partner universities.
- Blended learning has provided more active and personalised learning among students.
- Teacher has played a pivotal role in making blended learning effective.
- The access of technology remains a hindering factor; the growing penetration of mobile technologies is changing such a situation but the speed still presents challenges for embracing blended learning.
- Teachers adoption of blended learning is constrained by the policies at the institutional/system level.

Blended and Online Learning (Cambodia)



Blended Learning Practice (Institutional) Self-Assessment



Thank You!

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The Education University of Hong Kong ranked 4th in Asia and 21st in the world in Education (QS World University Rankings by Subject 2023)