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UNIVERSITY OF PUTHISAstra

“Quality assurance and assessment of on-line learning in **Cambodia**”



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Covid-19 Cases 2020-2021



Covid-19 in Cambodia (WHO – 6 September 2021)

- 95,300 Confirmed
- 90,684 Recovered
- 1,957 Deaths (2.1% fatality rate)
- Cases now declining



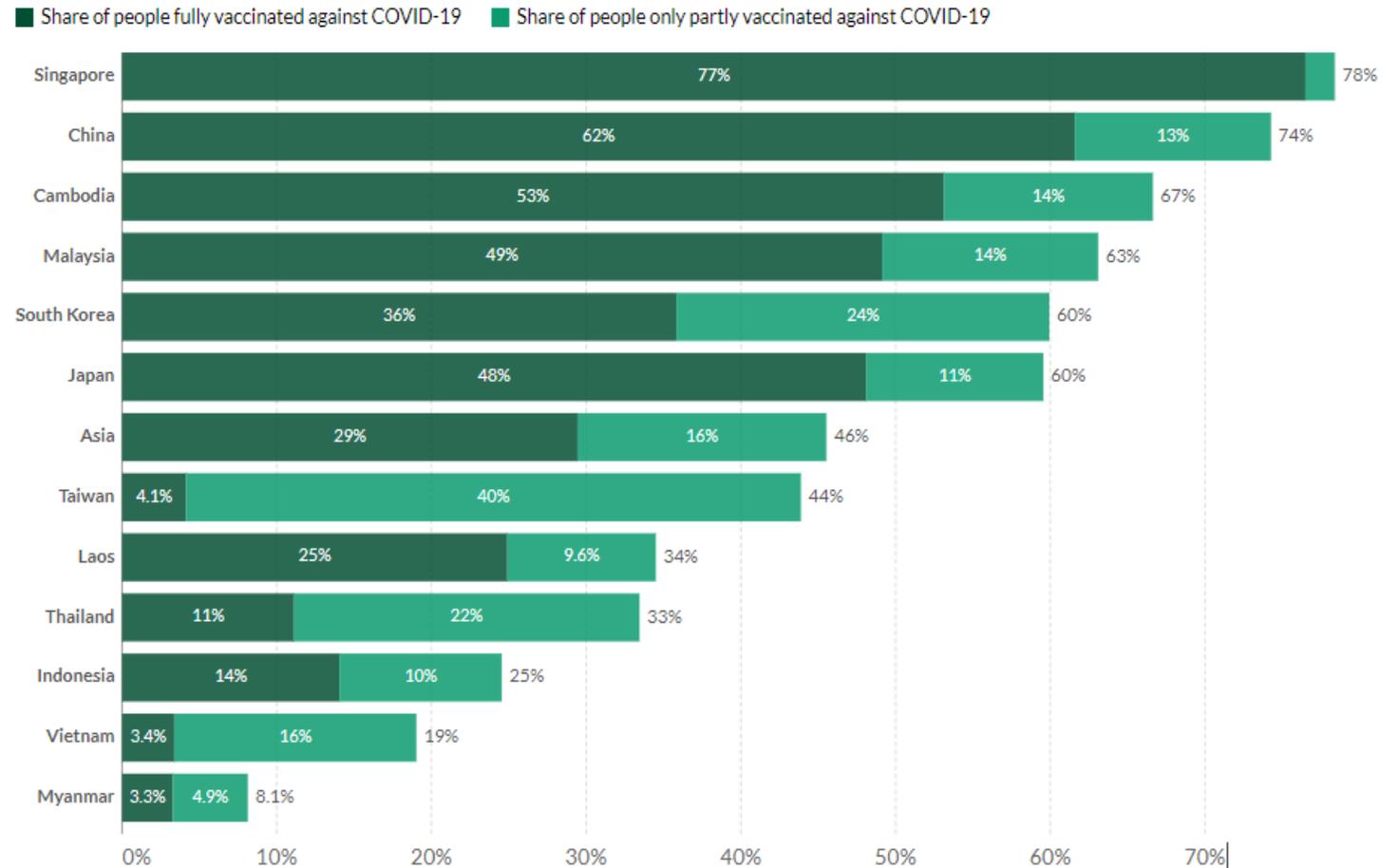
Vaccination Rates in Asia

- **More than 95%** of the originally 10-million target population in Cambodia have received at least one dose
- **98%** of health care workers fully vaccinated
- Almost finished vaccinating adolescents
- Starting 3rd dose roll out

Share of people vaccinated against COVID-19, Sep 6, 2021

Our World in Data

Alternative definitions of a full vaccination, e.g. having been infected with SARS-CoV-2 and having 1 dose of a 2-dose protocol, are ignored to maximize comparability between countries.



Source: Official data collated by Our World in Data. This data is only available for countries which report the breakdown of doses administered by first and second doses in absolute numbers.
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▶ Jan 4, 2021

○ Sep 6, 2021



At UP - prior to Covid-19 – some Quality Assurance measures were in place

- Evaluation by **Accreditation Committee of Cambodia** (reviewed university as a whole) – very little related to online learning
- Regular **student evaluations** of lecturers
- Established a new **Department of Quality, Learning and Teaching, and Students (QLTS)** and strengthened our **IT Department**
- However – T&L was mainly in physical classrooms and lecture-based
- Some **online learning** for **Year 1 students** had started using a platform UP developed called **UPOP** (based on the MOODLE)

UPOP

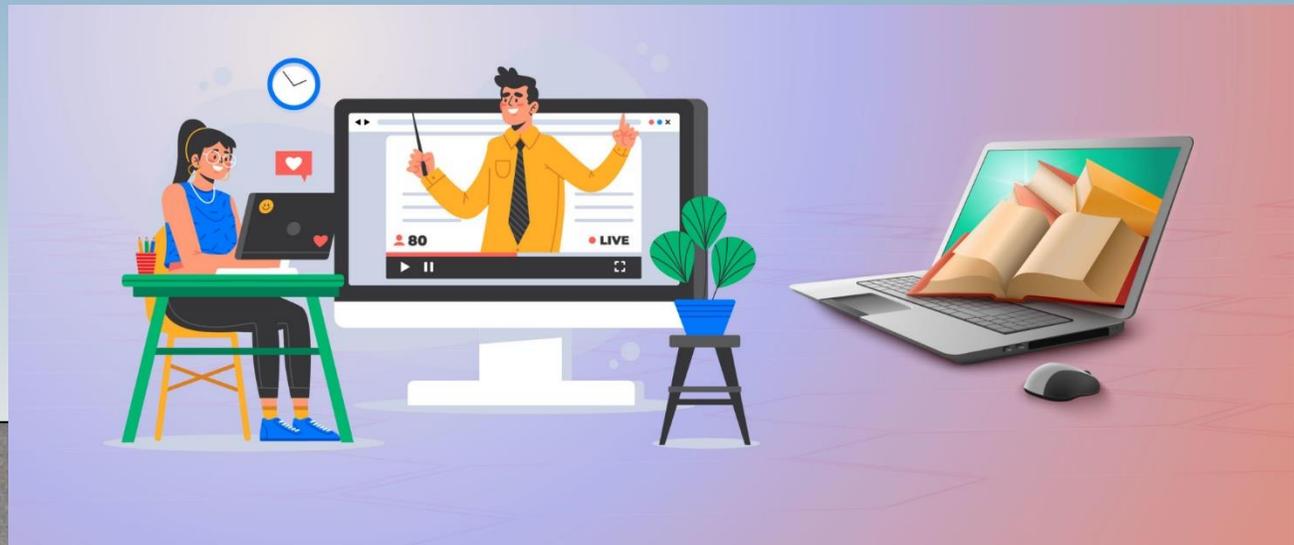
ONLINE LEARNING PLATFORM UPDATE!



- **When Covid arrived, UPOP** was quickly rolled out with **intensive online training** for both lecturers and students.
- UPOP provided a **range of learning options**, encouraged active learning, allowed interaction between students, and between students and lecturers, allowed small group work, and provided opportunities to re-visit previous lessons to re-inforce the learning.

UPOP cont.

- Students could **access** uploaded documents and learning resources, and submit work, **24 hours a day**
- UPOP incorporated a **range of in-built assessment tools** – assessments could be given, submitted and marked online
- With **analytics and tracking**, UP could manage teaching and learning effectively and identify students who were not engaging and who may need additional help.





TRAINING IN ONLINE TEACHING/LEARNING

- Online training sessions (30 min) – started March 2020 - ongoing
 - Lecturers – 278 (mostly P/T)
 - Technical tools eg UPOP, google meet – 8 trainings
 - T&L pedagogy (especially online) – 30 trainings
 - Students – approx. 2000
 - 6 trainings on UPOP
 - 17 courses focusing on learning approaches
 - QLTS team (3) plus others from Learning Support Center provided the training
 - Synchronous and Asynchronous

Capacity Development Online Mini-Workshops for Lecturers – during 2020-2021

- Online Learning Activities and Classroom Management
- Hybrid learning & teaching
- Flipped classrooms
- Blended learning and teaching-Practice
- Essential Principles of Pedagogy
- Asynchronous and Synchronous Learning
- Developing Learning Outcomes using Bloom's Taxonomy
- Increasing learner autonomy
- Engaging students in online (hybrid) learning environment
- Types of learning assessments
- Collaborative Learning
- Problem-based learning
- Using Effective Questions
- Writing Assignments
- Keeping Students Engaged in Large Classes
- Open book exams (Approaches, development, & assessment)
- Innovations in teaching
- Feedback on learner performance
- The First Day of Class
- Stress Management in Teaching during Covid-19 Pandemic
- Engagement triggers
- 12 Principles of Adult Learning
- "Effective Teaching Activities and Classroom Management (Online & In Class)"
- "Artificial Intelligence in Healthcare
- An integrated approach to healthcare delivery
- Guide to creating slides and PowerPoints
- Competency based learning and teaching



Capacity Development Online Mini-Workshops for Lecturers – during 2020-2021 - UPOP

- How to Use UPOP (overview)
- UPOP - How to add lessons/Books
- UPOP - How to upload File/Folders
- UPOP - Quiz Design
- UPOP - Design & Grade Students' Assignment
- UPOP - How to Embed html Code PPT/PDF/Video
- UPOP - How to Add Students as Groups, Forum Usage
- UPOP - How to record Video/Voice in Forum
- UPOP - How to export Students' result



Online Capacity Development for Students

- How to Learn Online Effectively?
- Tips for Reading Skills
- Tips for Writing Skills/Academic Writing Skills Improvement
- Tips for Effective Presentation
- Google search tips
- Time Management Tips
- Tips to Study for Exam
- Stress Management in Learning
- Why Listening and Note-taking Skills are Vital for University Students?
- "Why Communication Skills are Important in Health Care?"
- Self-development through Extra-curricular Activities During University Life
- Psychology Safety in Virtual Learning
- Tips on Email Writing
- Research Implementation Skills
- Searching, Referencing and Citing Tips
- How to Use UPOP Wisely (overview)?
- UPOP - How to Submit Assignment File/Online Text
- UPOP - How to Communicate in Forum
- UPOP - How to record voice/video in Assignment
- UPOP - How to Attempt the Quiz/Exam (Guide)
- UPOP- Self Enrolment / Self Unenrolment



Quality Assurance - Student Survey at UP

- 3 months after lockdown in 2020 – online survey
- **Half living in province**
- **One-third** had **difficulty finding a quiet place**
- 39% were using a computer, 23% a tablet, and **38% a Smart Phone**
- **Stable internet** connection **60%** of time
- One-third had to go to **café** or somewhere else for reliable wi-fi
- **50% had no experience of online learning** prior to Covid
- **30% enjoyed** online learning most/all the time, and **46%** some of the time
- **most** supported/strongly supported **blended learning** when UP reopened

The experience of emergency online learning during COVID-19 for university students at a private university in Cambodia - Chea, S., Huijbregts, R., Tun, S., Ouk, V., Bayley, L., Kong, K., & Water, T.



Student Survey at UP cont.

- Main **challenges** identified by students:
 - Lack of opportunities for inter-personal communication during online learning
 - Hardware, connectivity and electricity problems – especially for exams
 - Boredom during some online classes
 - Challenges with assessments
- UP also carried out a similar survey of **lecturers**
- **Findings of surveys helped to guide quality improvements**



Online Assessments

- With arrival of Covid-19 we changed to **all online assessments** – mostly MCQs
- New Guidelines were developed and training took place
- MAIN CHALLENGES
 - **Some lecturers not engaging** in other forms of assessment (ie relying on MCQs)
 - **Cheating in online assessments** – scores and pass rates increased



To reduce cheating...

- The **order** of the MCQ questions was mixed, and the order of the answers was mixed
- The length of **time** for an assessment was limited
- Students taking the same assessment at the same location could be detected
- Encouraged lecturers to use **other forms of assessment** – more individual and group assignments, group presentations, oral and written online exams etc.



Conclusions

- We are **not yet sure** how the **quality of online learning and online assessments** at UP compares with the pre-Covid situation
- We have been forced into trying a **whole range of new T&L approaches** – which is a **positive** development
- It has been a **steep learning curve** – for both students and lecturers
- Having a **dedicated T&L team**, which works hand-in-hand with our **IT team**, has been critical to quality assurance
- Some **lecturers** have been **reluctant to change**, to adopt new approaches to T&L



Conclusions (cont)

- Too many lecturers fail to make online sessions **interactive and interesting**
- **Ensuring integrity of assessments** has been a challenge
- Online Learning cannot fully address the **loss of clinical and lab experience** during this period, which has significantly affected the quality of learning
- When “normality” returns – we do NOT want to go back to the old ways of doing things – we need to take the best from online learning and assessments – and combine it with the best of conventional approaches – to come up with something better



THANK YOU!