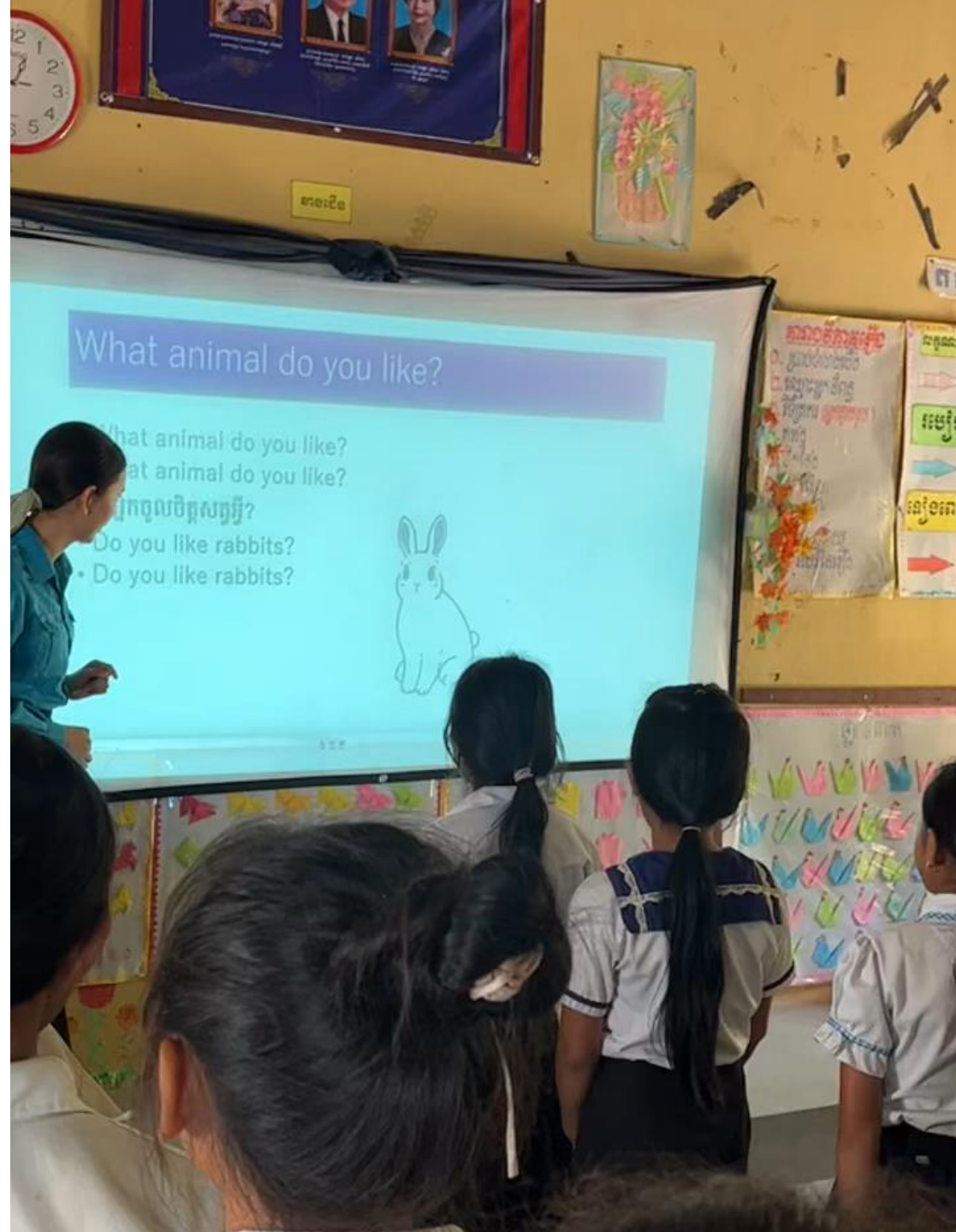


Prologue

in rural area





**International Cooperation Accelerated
through the COVID-19 Pandemic
- Collaborative classes, joint presentations,
development of digital teaching materials -
(Cambodia)**

March 3, 2023

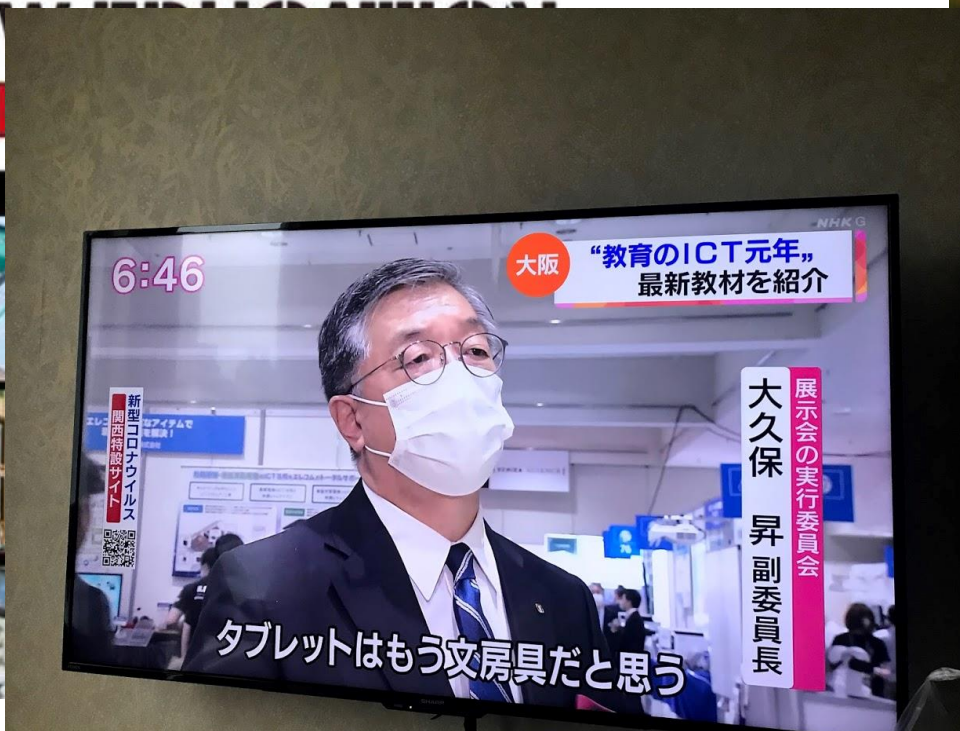
EDU-Port Symposium

**Makoto Kageto, Consultant to Uchida Yoko Institute for Education Research and
Affiliate Professor of Nihon Fukushi University**

1995- ICT Education Support

New Education Expo: held for 27 consecutive years, bringing together the teachers, and actors in the private and government sectors

World Youth Meeting: held for 25 consecutive years, to promote the practice of democracy and efforts toward the Sustainable Development Goals



INSTRUCTIONAL-DESIGN THEORIES AND MODELS

The Learner-Centered Paradigm of Education

Volume IV

Translating Research into Practice Instructional Design

Edited by
Charles M. Reigeluth



Considering ICT education through global collaboration

ARCS model



The current level of utilization of ICT in Cambodian education is similar to that of Japan in 2007

Development and sharing of teaching materials



Credits

Editing Committee for the Website "Use IT in Your Class"

(alphabetical order)

< Committee Members >

Chairman Kanji Akahori	Professor, Graduate School, Tokyo Institute of Technology
Hiroaki Akimoto	Associate Professor, Faculty of Economics, Dokkyo University
Makoto Kageto	Professor, Media Education Center, Nihon Fukushi University
Yoichi Nonaka	Associate Professor, Faculty of Education, Wakayama University
Hidetsugu Horiguchi	Professor, College of Applied International Studies, Tokiwa University
Tatsuya Horita	Associate Professor, Faculty of Information, Shizuoka University

MEXT Project

2007
to the world

Integrate IT into Your Class

日本語

Credits

Help

MEXT (The Ministry of Education, Culture, Sports, Science and Technology) offers a variety of support services to all school teachers to help integrate information technology into their classes. This site provides video clips which show classes in progress, demonstrating the effectiveness of IT for each subject.

Video Clip Selection



Points of Interest

The digital contents are projected on a magnet screen put on the blackboard. The teacher uses a visual to present a math problem. Then, the learners use it as reference material when presenting their answers while the teacher changes the shape of the figure according to their explanations.

>>>[Jump to the case](#)



Points of Interest

It is an excellent example of how a math class can be made more fun easily and effectively by the use of a computer.

>>>[Jump to the case](#)

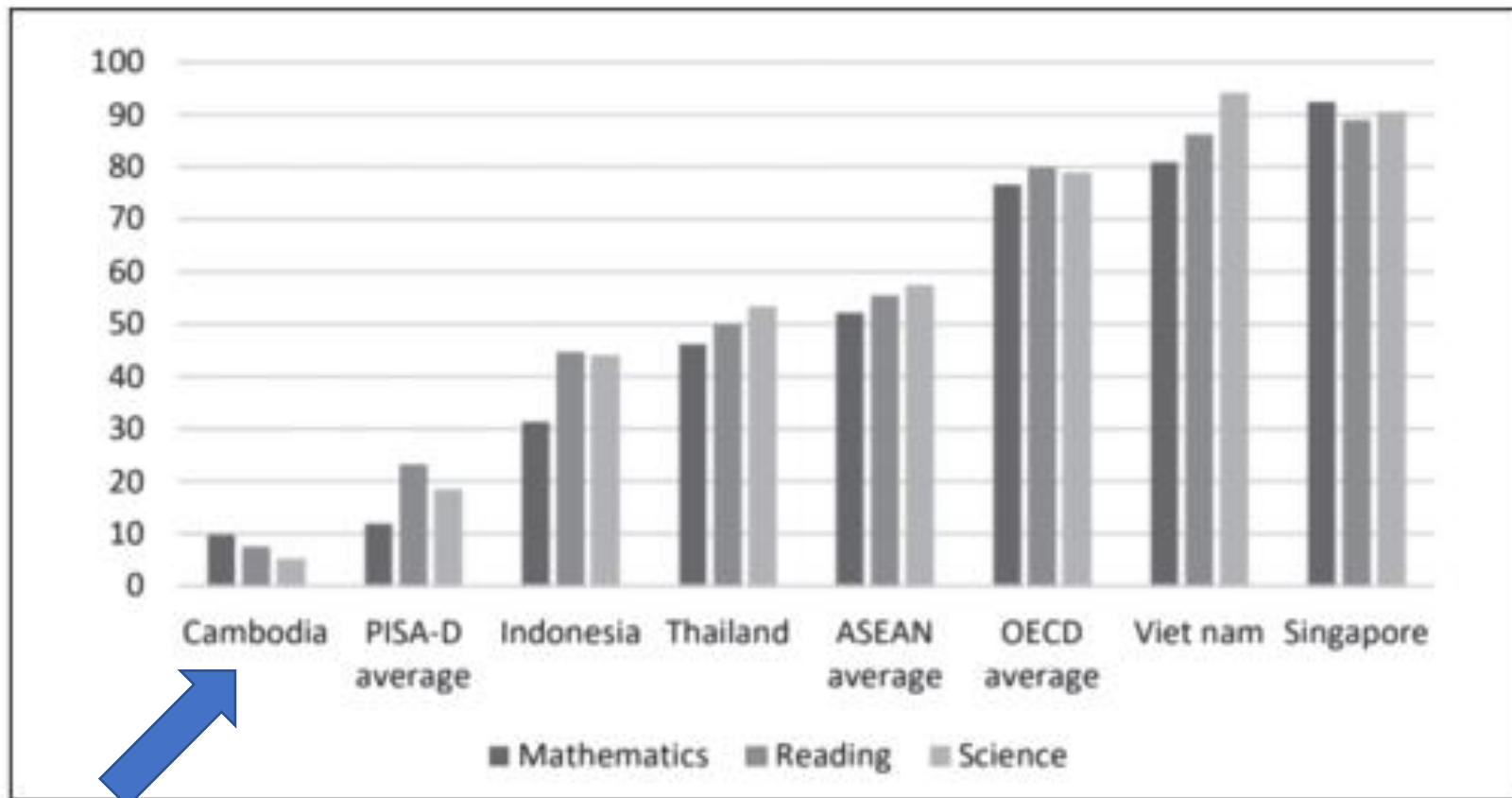


Points of Interest

The use of computer presentation software and projector to visually demonstrate concepts that are difficult to grasp just from printed materials and blackboard instructions.

>>>[Jump to the case](#)

The current situation in Cambodia: Academic performance



Source: PISA 2015 and PISA-D databases

Table 5 percentage of students who achieved minimum proficiency level (level 2) (MoEYS 2018, p6)

Number of schools, teaching skills of teachers, and program completion rate



Completion Rate 2018-2019



Province	Primary			Lower secondary			Upper secondary		
	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy
Banteay Meanchey	73.74	78.36	69.62	36.44	43.28	31.92	14.98	17.62	13.08
Battambang	80.61	84.79	77.26				15.34	18.67	12.28
Kampong Cham	86.97	91.37	83.79				25.00	29.61	20.83
Kampong Chhnang	82.76	87.73	78.03				23.47	27.85	19.78
Kampong Speu	83.33	86.43	80.34				19.68	21.86	18.00
Kampong Thum	80.14	84.74	75.75				21.80		
Kampot	73.05	80.44	74.51				23.80		
Kandal			84.66				22.82		
Kep			88.81				23.02	26.96	19.49
Koh Kong	84.04	88.77	83.52						
Kratié									
Mondul Kiri									
Oddar Meanchey									
Pursat									
Preah Vihear		96.39	82.72	49.88	55.72	43.97			
Preah Vihear				33.01	34.08	31.89			
Prey Veng		90.86	87.79	50.67	57.56	43.92	21.32		20.00
Prey Veng				53.32	60.19	47.34	23.92		20.62
Prey Veng									
Prey Veng		91.47	83.00	40.94	43.81	36.90	17.89		13.89
Ratanak Kiri		86.66	79.70	40.94	46.47	40.37	15.72		13.91
Siem Reap		89.91	77.80	47.94	56.00	40.11	24.36	28.07	20.50
Siem Reap									
Songkhro		80.78	72.66		36.76	34.36	36.52	36.34	16.80
Streyng		92.12	96.33	92.76					
Streyng				32.12	42.90	30.89	26.62	28.09	23.44
Takeo		87.78	85.73	81.90	33.09	43.61	33.66	37.89	30.54
Thmor Khsan		84.73	91.00	78.82	40.13	45.51	35.18	39.91	14.71
Whole Kingdom	81.14	86.00	78.66	45.26	50.19	40.67	25.22	24.51	20.00
Urban Area	73.01	77.19	69.24	45.79	48.33	43.32	33.12	33.49	32.93

Primary
82% of Students

Lower secondary
45% of Students

Upper secondary
22% of Students



2017: Before COVID-19 pandemic Utilization of ICT in primary school English classes Learner-Centered



ARCS model of motivation

Use of sound and movements to promote speech
Think as you move



Experiencing Learner-Centered activities



2019 After graduation Implementing in classrooms EDU-Port

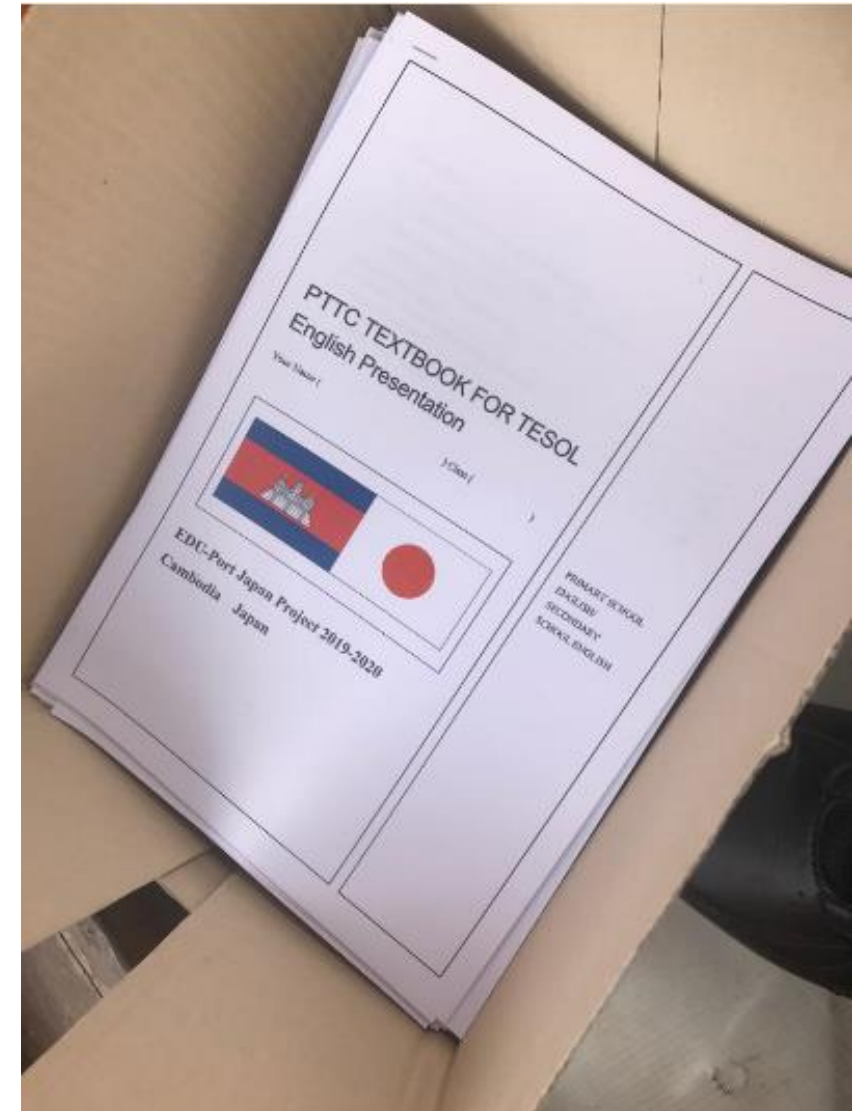
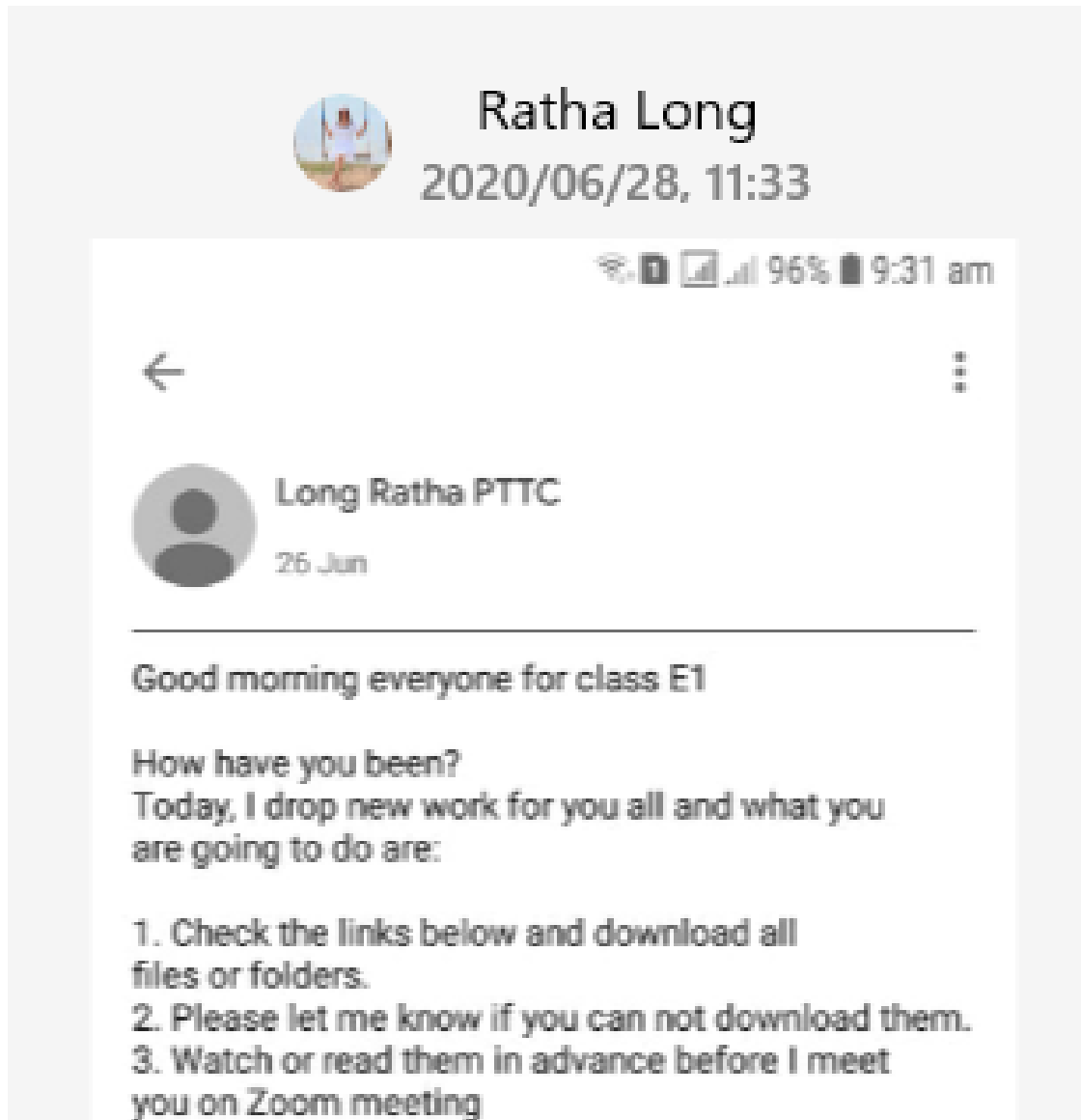




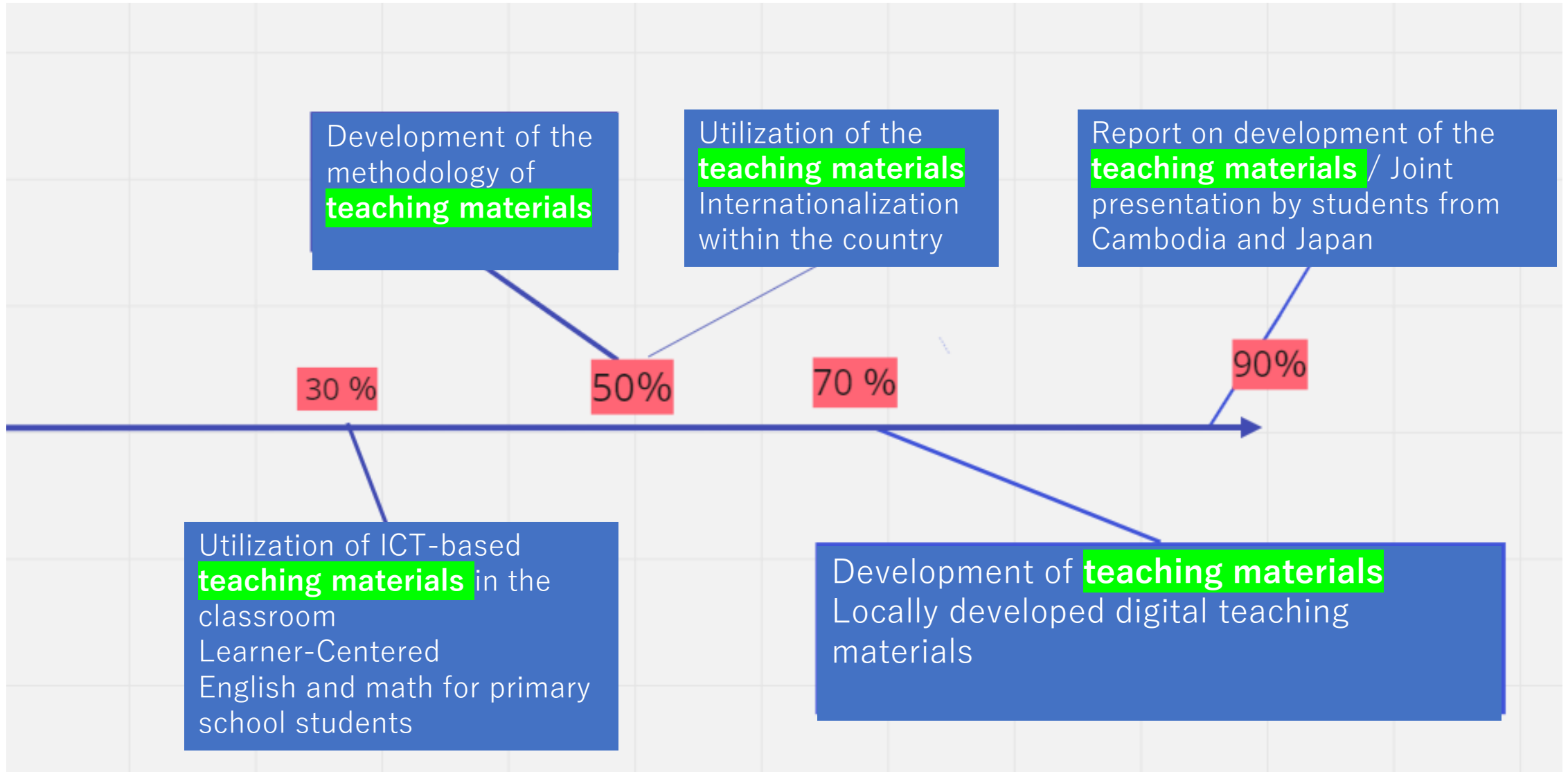
Efforts amid
the
pandemic

June 2020

In the wake of the Covid-19 pandemic, E-learning was introduced on June 15, 2020... “Wow, this is really useful”



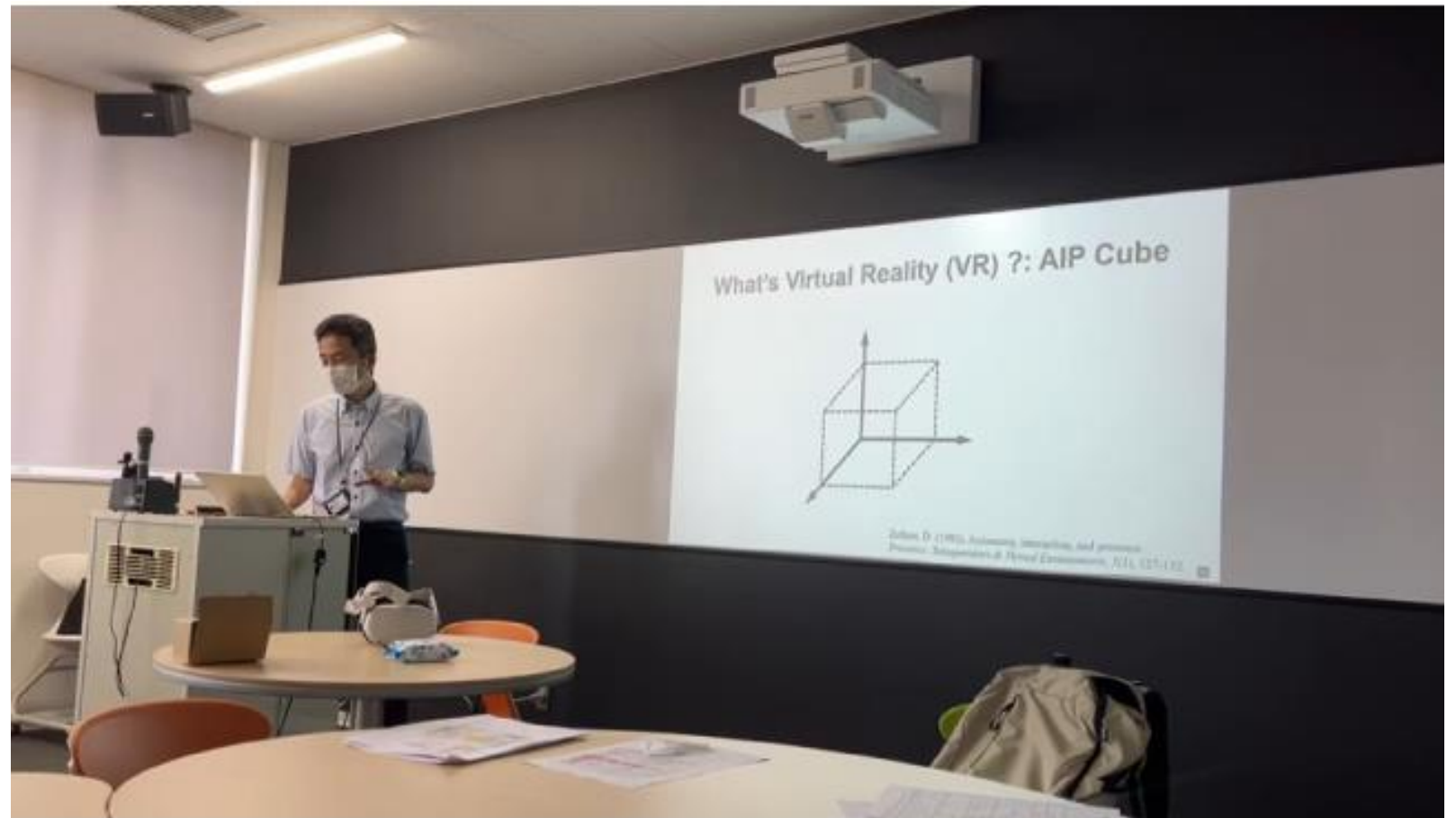
Roadmap and Progress



COVID-19 Pandemic January 2021



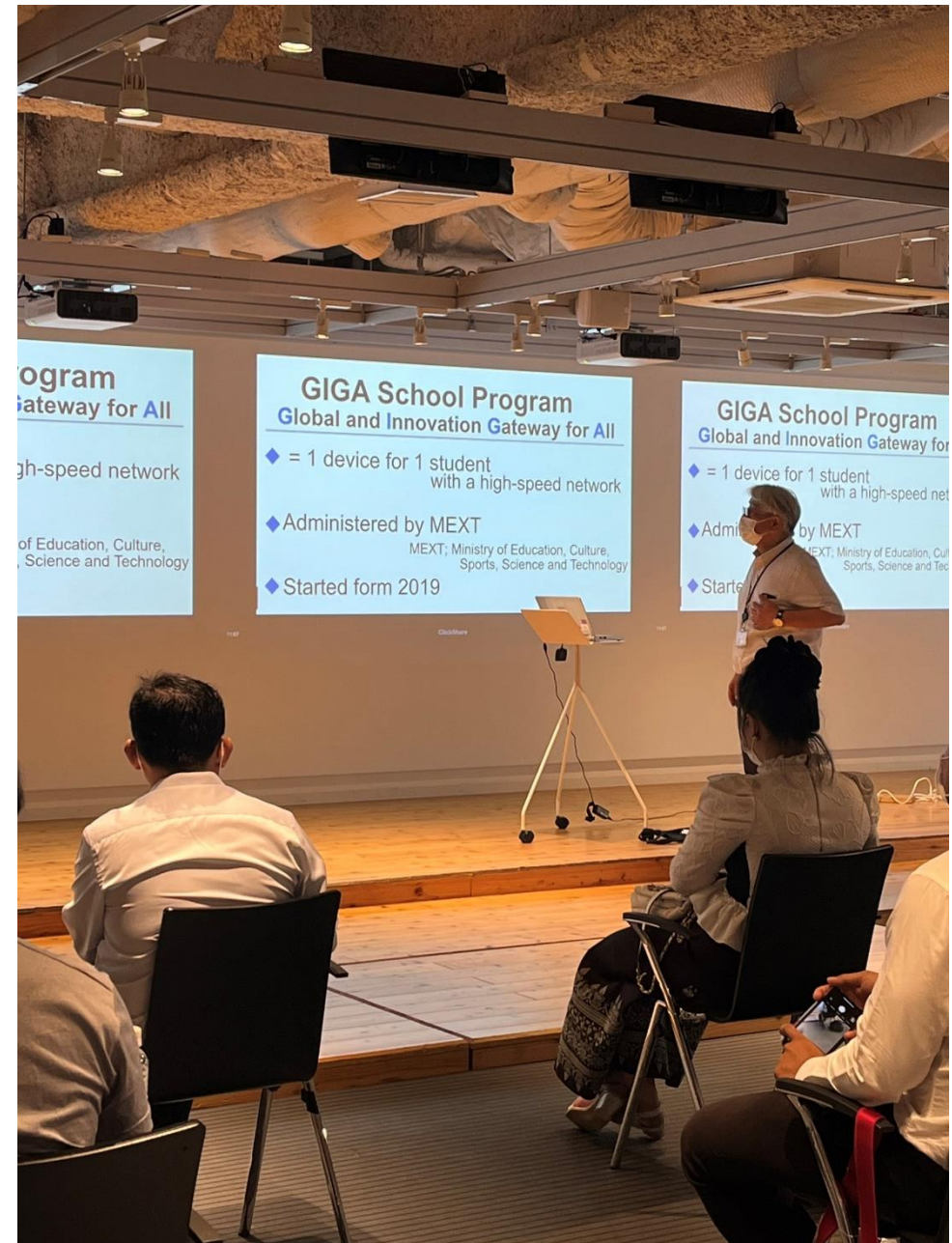
Activities amid the Covid-19 pandemic Support for visiting Japan



Uchida Yoko Co., Ltd. Tokyo Headquarters – Osaka Branch Office



“Proactive, interactive and authentic learning”
GIGA School Program
Osaka Branch Office



Now under development: Website and digital contents

The screenshot shows a web browser window with the URL camkids.net. The page title is "Cambodia-Kids". In the top right corner, there are navigation links: "1 English Lesson starts!", "JP Kids !", and "2 Math គណិតវិទ្យាសាលាបឋមសិក្សា".

Below the navigation, there is a breadcrumb trail: "現在の場所: [ホーム](#)".

The main content area is titled "Cambodian Kids" and features a large heading in Khmer: "តោះយើងនាំគ្នាចែកប្រភាគខាងក្រោមជាមួយខ្ញុំ។" (Let's share the following fractions together).

There are two numbered instructions in Khmer:

1. យើងត្រូវដាស់តែកប្រភាគ ពីភាគបែងទៅភាគយក និង ភាគយកមកភាគបែង
2. បន្ទាប់មកយើងប្តូរ សញ្ញាចែកមកសញ្ញា គុណ។

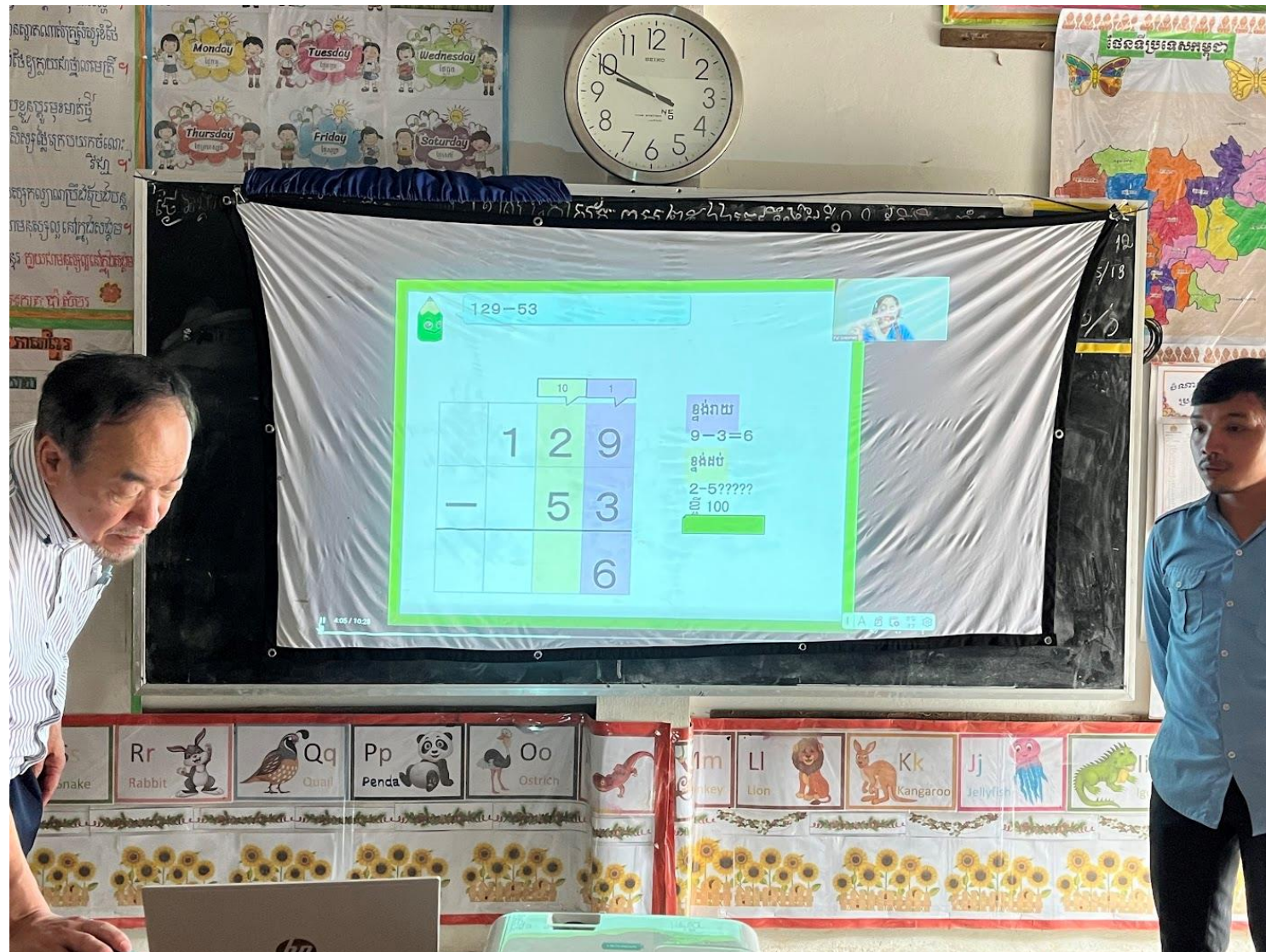
The main visual element is a math problem: $\frac{3}{17} \times \frac{4}{9} =$. The numbers 3 and 9 are crossed out with orange diagonal lines, indicating the simplification process.

300 contents

The screenshot shows a Google Drive interface. The address bar at the top displays the URL: `drive.google.com/drive/folders/1zSRmM_6iZwaJ7cAFcMVLU03oiAwIUOar`. Below the address bar, there are several browser tabs and a search bar with the text "ドライブで検索". The main content area shows a breadcrumb path: "マイドライブ > #1JERICO CZYrenne > A-grade 4 > Area 30". On the left side, a sidebar lists folders from "Area 22" to "Area 34", with "Area 30" selected and highlighted in blue. The main area displays three files under the heading "ファイル". Each file is represented by a thumbnail and a title:

- File 1: Thumbnail shows "Subtraction of Fractions" and "GRADE 4 MATHEMATICS". Title: "4-Area30-Content3-okkgt..."
- File 2: Thumbnail shows "Subtracting Fractions" and "Grade 4 Mathematics". Title: "4-Area30-Content2okkgt-g..."
- File 3: Thumbnail shows "Subtracting Fractions" and "Grade 4 Mathematics". Title: "4-Are..."

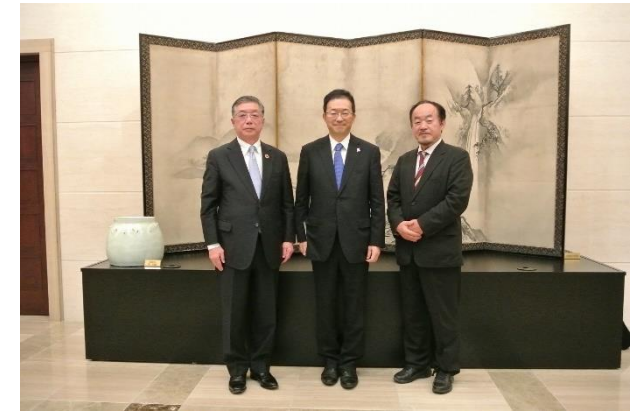
2022 Promoting to utilize in classrooms



How did it become possible?

... in July 2021 during the pandemic, UCHIDA Future Classroom was established as the local base for promoting this project

The Japanese Embassy, MoEYS



ក្រសួងអប់រំ យុវជន និងកីឡា

MINISTRY OF EDUCATION, YOUTH AND SPORT

Training school for teachers, ICT training course Development of contents for use in classrooms



Development of methods for teaching English and mathematics



Development of teaching method - teaching practice - become established

The screenshot shows a Zoom meeting interface. At the top, it says "Zoom Meeting" and "You are viewing 日本福祉大 影戸's screen". The main content is a shared screen from a browser showing a lesson slide. The slide has the title "What animal do you like?" and a list of questions: "What animal do you like?", "Do you like an elephant?", and "I like an elephant." There is a cartoon boy thinking and a drawing of an elephant. To the right of the slide is a chat window with messages in English and Japanese. The Zoom control bar at the bottom shows "Unmute", "Stop Video", "Participants" (14), "Chat", "Share Screen", "Record", "Live Transcript", "Reactions", "Apps", and a "Leave" button. The system tray at the very bottom shows the date and time as 10:18 on 2022/12/12.

Recording

You are viewing 日本福祉大 影戸's screen

View Options

What animal do you like?

- What animal do you like?
- What animal do you like?
- Do you like an elephant?
- Do you like an elephant?
- I like an elephant.

Shinichi Satō (NFU Prof.)

ratha Long LR

日本福祉大 影戸

Phirun TEP

0:38:43

Unmute Stop Video Participants Chat Share Screen Record Live Transcript Reactions Apps Leave



Shinichi Sato (NFU Prof.)



Makoto Kageto (NFU Prof.)



吉田 信介

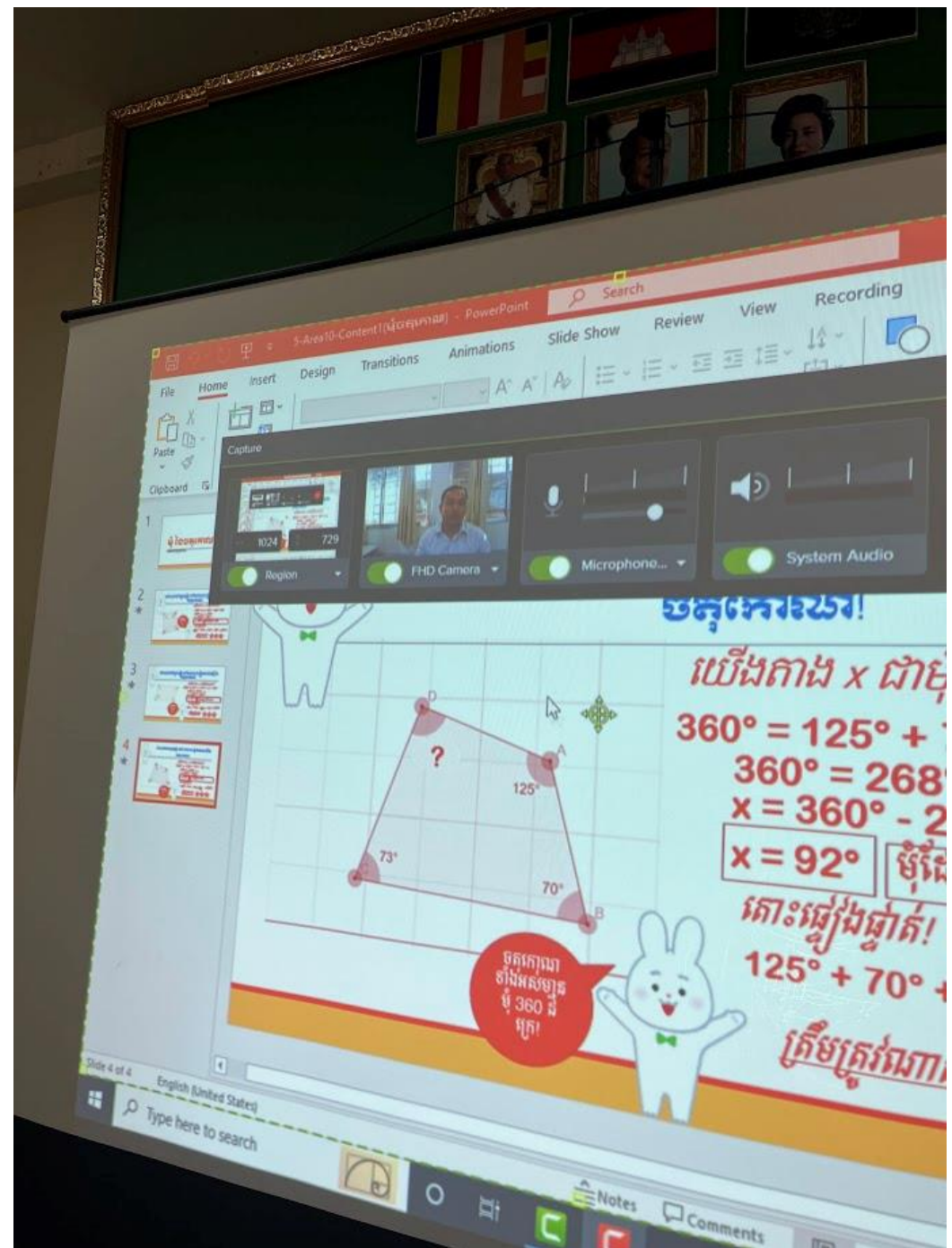


Phinh TEP



ratha Long LR

Development of teaching materials Ph-JP / Ph-Cam English - Khmer



Promoting internationalization through teaching materials Inquiry based learning for high school students



Promoting internationalization through teaching materials Inquiry based learning for high school students



Practice teaching using the materials we developed for a period of 6 + 8 weeks



Future outlook Sharing and utilizing

- The website will be utilized at training schools for teachers across the country (24 schools including two four-year colleges established by JICA)
Support for building teaching skills
- Some students may not be able to attend school, but they might be able to use their cellphone for learning...
- Gather 1,000 units of projectors

...In collaboration with Japan

My involvement in Edu-Port taught me that...

- Japanese math education is the best in the world in that it encourages students to create and use learning tools by themselves.
- Teaching practice (6 + 8 weeks) offers a perfect opportunity for experimenting with the use of ICT teaching materials
- It is important to understand the daily lives of the teachers and encourage them until they start to proactively develop their teaching skills
- We need to strengthen ties and be creative to be chosen as the preferred partner when there are many countries offering support.
- Sharing and exchanging things learned in Japan and Cambodia – “Inquiry Based Learning” for high school students and “Social Studies” for primary school students
- Promoting the widespread use of the products of our project: Launch of a digital content website
- Completion of ICT training at teacher training universities means to make sure the teachers can actually use ICT for teaching
- Things that we must not fail: to sever the path to war and to push forward efforts toward the Sustainable Development Goals

Collaborative projects

- **EDU-Port Projects (2017-2022)**
- **EDU-Port Project adopted for FY2022 “What we learned through the COVID pandemic: Development of collaborative ICT classes between Japan and Cambodia”**

- **JICA Partnership Program (Support type) 2022-2025**
“Development of regional ICT model schools led by local teacher training school”

