

# **Technology-Enabled Learning Community of Practice:**

## *Stakeholder Meeting Report*

New Delhi | December 3 - 4, 2018



## Introduction and Background

In the current six-year plan (2015-2021), the Commonwealth of Learning (COL) has started a new initiative under Technology-Enabled Learning (TEL) to assist educational institutions in the Commonwealth to systematically integrate information and communication technology for teaching and learning. Recognising the transformative power of technology to increase access and improve the quality of learning, COL focuses on Policy-Technology-Capacity as a triangle to implement technology in education taking an evidence-based approach. The TEL initiative considers the appropriate use of any form of technology for teaching and learning: Open Educational Resources (OER), online learning, mobile devices, Massive Open Online Courses (MOOCs) as well as low-cost technologies such as audio and video, radio and TV. The TEL initiative promotes skills development and innovation in the areas of ICT to help Commonwealth governments improve the livelihoods of their citizens. One of its project is to work with educational institutions to implement TEL to improve:

- Use of ICT by more learners;
- Use of ICTs by more teachers;
- Number of courses using ICTs for teaching and learning;
- Student learning through use of ICTs; and
- Sharing of teaching and learning materials developed in the institution.

In order to implement TEL in partner institutions, COL has developed the following:

- 1) TEL Implementation Handbook. Available at <http://oasis.col.org/handle/11599/2363>
- 2) A MOOC on Introduction to Technology-Enabled Learning offered in collaboration with Athabasca University. Available at <https://www.telmooc.org/>
- 3) A Guide to Blended Learning. Available at <http://oasis.col.org/handle/11599/3095>
- 4) Baseline survey tools (Available with the TEL Implementation Handbook)
- 5) Blended Course Learnability Evaluation Checklist. Available at <http://oasis.col.org/handle/11599/2941>
- 6) Student Satisfaction Survey Questionnaire (under testing)
- 7) Workshop agenda templates, feedback survey and learning level analysis tests.

The overall approach taken is scholarly in nature, the specific activities involved are as follows:

### Year 1

- 1) Baseline study on TEL in an institution
- 2) Appropriate policy development for TEL
- 3) Orientation to TEL for faculty

### Year 2

- 1) Setting up of an Open Access repository
- 2) Strengthening or setting up Learning Management System (LMS) server
- 3) Blended Course Development workshop

- 4) Blended courses developed
- 5) Blended courses offered to students

#### Year 3

- 1) Student Course Experience Survey
- 2) Student achievement analysis and comparison
- 3) Faculty experiences on offering blended learning
- 4) Reporting and dissemination of findings

Considering the capacity and resources available at COL in a particular financial year, institutions are selected based on requests received from countries and governments giving consideration to regional balance. Since July 2015, COL has collaborated with the following institutions for TEL implementation:

- 1) SNTD Women's University, India
- 2) Rajiv Gandhi University of Knowledge Technologies, India
- 3) National University of Samoa
- 4) Uganda Management Institute
- 5) University of Malaysia Sabah

In addition, in the year 2018-2019, COL intends to support more institutions, including the following:

- 1) Jaramogi Oginga Odinga University of Science and Technology, Kenya
- 2) University of Papua New Guinea
- 3) Fiji National University (in discussion)
- 4) Sir Arthur Lewis Community College, St Lucia (in discussion)
- 5) Antigua State College (in discussion)
- 6) One in Bangladesh (in discussion)

In the mid-term evaluation of the TEL initiative, one of the suggestions from the evaluator was to develop a Community of Practice (CoP) around the institutions where TEL implementation is in progress and share good practices, innovations, and research amongst each other.

Considering the significance of the suggestions in the mid-term evaluation, an exploratory meeting of the participating institutions in TEL implementation was held from December 3-4, 2018 in New Delhi, India to discuss how best their experiences could be shared. The objectives of the meeting were to:

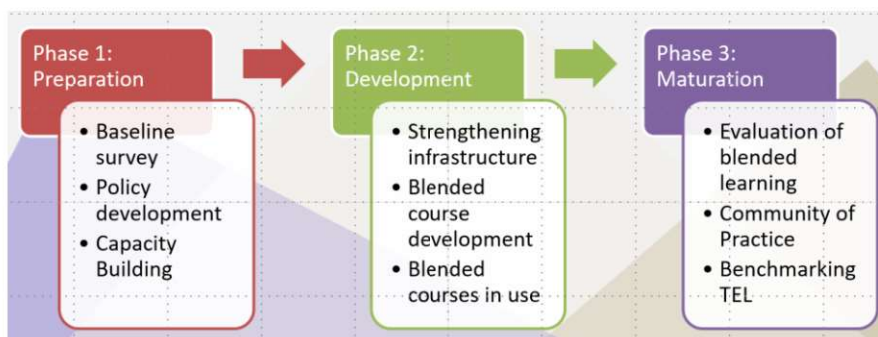
- Share the experiences of participating institutions regarding TEL implementation;
- Identify and prepare cases studies and lessons learnt for publications;
- Explore the possibility of developing a CoP around TEL implementation; and
- Initiate a discussion on developing benchmarks for TEL.

Participants in the workshop were representatives from the participating institutions and experts in the field from all over the Commonwealth (Annex-1). The programme agenda is included in Annex-2. All the presentations of the 2-days meeting are available at <https://bit.ly/2RzURBt>

## Day 1: Opening Session

Dr Sanjaya Mishra, Education Specialist: eLearning welcomed all the participants to the 2-days meeting of the TEL implementing institutions to discuss and design a Community of Practice (CoP) platform. As an icebreaker, Dr Mishra asked the participants to talk to their neighbour (as per the seating arrangements) and then introduce the person through a reciprocal introduction task. Once all the participants introduced each other, Dr Mishra requested Dr Shahid Rasool, Director, Commonwealth Educational Media Centre for Asia (CEMCA) to address the group. It may be noted that the CEMCA as the regional office of COL provided the local logistical support for the travel of the participants from all over the Commonwealth. Dr Rasool, in his brief speech stated that digital penetration in India is happening ahead of water and power! Yet teaching and learning is often pushed to the side. Educators are slow adopters to innovation. But there has been a sea of changes in how people are learning. Especially with the growth of video learning, for example, the first destination of people for learning anything about “how to” is YouTube. Thus, the TEL initiative of COL has been focusing on integrating ICTs in teaching and learning. He also shared some of activities of CEMCA in the region covering Community Radio, OER, and a MOOC on Life Skills for Engineers and Educational Media festival for the Asian Commonwealth.

## TEL Implementation: Overview



Dr Mishra presented an overview of the activities undertaken in the TEL implementation projects in the participating institutions. While some of the institutions have already gone through the three stages of the TEL implementation, this session helped all the participants to see the whole picture and understand the rationale behind the same. Dr Mishra emphasized that the TEL implementation activities are based on the understanding that in order to be successful in TEL implementation, we must focus on Technology-Policy-Capacity as a triangle. All the three are necessary conditions for success and deliberate efforts are needed to

implement TEL. He also shared the three stages of TEL implementation and the activities carried out in each of the stages as well as what activities are supported by COL. Further, he stated that while COL has several resources and generic tools for Phases 1 and 2 to be adapted by partner institutions, the elements of Phase 3 are still being worked out. Thus, the workshop would pave the way for the creation of the Community of Practice (CoP) and the TEL benchmarking toolkit. During the discussion that followed the presentation, participants had several suggestions/comments:

- One way to keep a CoP together is to use a WhatsApp group, which is surprisingly effective.
- A CoP will only work if there is shared curriculum and resources. This means a CoP should be set up during an earlier phase such as 'Phase 1: Planning' to ensure the materials to be developed have a potential audience beyond the original institution.
- Experience from the UNESCO ICT Competency Framework for Teachers CoP shows both ideas above are necessary. The ICT CFT CoP shares Teacher ICT integration course materials accessed from a OER Commons Hub and are connected via an active WhatsApp group. What is missing in the ICT CFT CoP is that roles are not clearly defined. CoP members must have a specific function, e.g. QA or perhaps supporting curriculum development, to ensure they are engaged usefully.

## Stakeholder Presentations

In this session, the following presentations were made:

- Rajiv Gandhi University of Knowledge Technologies: Dr Indira Koneru
- National University of Samoa: Dr Ioana Chan Mow
- Uganda Management Institute: Ms Resty Kamya
- SNDT Women's University: Dr Sanjaya Mishra (for Dr Jayashree Shinde)

During the presentations, the following comments/questions were shared by the participants:

### 1) Rajiv Gandhi University Knowledge Technologies: Dr I. Koneru

- Moodle Moots are an important advocacy strategy. However, it is important that institutional policy embraces TEL. At RGUKT, the TEL policy has not been approved, though the teachers have done some amazing work, as reflected in the presentation.
- Faculty buy-in is critical. Perhaps clear policy directives might help further.
- Bottom up approach is important too. Management is not always informed or skilled to provide clear policy directives. They grasp at buzz words like 'MOOCs' but don't fully understand the implications. Hence proof of concept initiatives helps inform institutional policy.

### 2) National University of Samoa (NUS): Dr I. Chan Mow

- Aptus provides offline access to online content and NUS is also contemplating its use locally.

3) Uganda Management Institute: Ms R Kamya

- UMI's experience is similar to the other COL projects. First time implementation is more difficult than is suggested in the COL TEL process/flow diagrams and phases. It takes time to build capacity at both management and staff levels to fit their roles within TEL. However, we are finding that we are all following similar routes and we should not work alone in silos but share experiences and support each other. A TEL CoP makes sense here with these projects.

4) SNTD Women's University: Dr S. Mishra for Dr J. Shinde

- The presentation had designing, developing, deployment evaluations but what is the impact? We need more details, case studies etc. so that we can replicate the success stories. Dr Mishra clarified that a study has been completed to showcase impact, and it will be shared soon.
- There is a clear perception here in India that if you upload courses learning automatically takes place, e.g. the current obsession with MOOCs in India that actually have poor facilitation strategies. We need better case studies of how effective courses are facilitated.
- The teacher's role is still significant, and content is not enough in itself for learning to take place. Content though is important and while we don't want to standardize content we want 'authentic' materials to share. Instructors need to interpret these materials to support learning in local contexts. Any attempt to enforce a specific instructional design model, needs to be contested by instructional designers who know there is no one design fits all.

After the lunch break, the following presentations were made:

- Universiti Malaysia Sabah: Dr Fong Soon Fook
- Jaramogi Oginga Odinga University of Science and Technology: Dr Silvanse O. Abeka
- University of Papua New Guinea: Dr Janet Bulumaris Rangou

5) University of Malaysia Sabah: Dr S. F. Fong

- Aptus might work well in Sabah, COL can assist.
- Aptus would also work for poor remote communities in Malaysia.

6) Jaramogi Oginga Odinga University of Science and Technology: Dr S. Abeka

- Baseline study demonstrates the staff and students were interested; however, the infrastructure needs much work and there is confusion over the policy which is currently too stringent and sees TEL as different from other institutional processes; a parallel process rather than integrated into existing processes. The policy still needs work.
- JOOUST is innovative which goes well for the COL TEL projects over time. One example is an interesting project on edible insects. (Abeka)

7) University of Papua New Guinea: Dr J Bulumaris

- COL believes that the initial planning for TEL implementation required more work and that affected initial progress. However, this has been resolved and the reach of the TEL project has been expanded to more campuses and the prospectus looks good for 2019.

## TEL Implementation Challenges: Group Work and Presentations

Dr Mishra made a short presentation and then asked the participants to discuss the TEL implementation challenges and solutions covering the following:

- Baseline study and Policy Development
- Capacity Building
- Course development
- Research and Evaluation

Some of the key challenges and solutions presented by the participants are follows:

<b>Baseline study and Policy Development</b>	
<i>Challenges</i>	<i>Possible Solutions</i>
Top management must be convinced	COL should meet with the top management/depending on the context
Alignment with the institutional policies or strategies	Stakeholder meeting with the top and mid-level managers, legal staff
Slows down the process due their lack of understanding	Workshop with the policy makers/top leaders
Capacity of the stakeholders and awareness of the top management	Organise workshops and meeting with the staff and top management of the participating institutions
Using limited institutional resource is difficult	COL support and external project funding will be helpful

<b>Capacity Building</b>	
<i>Challenges</i>	<i>Possible Solutions</i>
Convincing teachers	Rewards, incentives and opportunities for research
In-house lack of capacity	Providing mentoring support from external consultants, but developing internal expertise is a must.
Content of training	Focus on Technological Pedagogical Content Knowledge (TPACK)
Moving from teacher-centric to learner centric approach	Focus on the Community of Inquiry model
Varying level of digital literacy of students	Focus on capacity building of students as well.

<b>Course Development</b>	
<i>Challenges</i>	<i>Possible Solutions</i>
Alignment with existing institutional processes	Once the TEL policy is in place, institutions may be encouraged to develop procedures and templates to align course development according to the policy.
Lack of Educator know-how	Capacity building and mentoring support. Also, not to think of doing everything 100% correctly the first time. Quality is an evolutionary process, at least in learning new ways to teach and develop courses.
Need for shared educator PD TEL courseware units	Developing a repository of shared/ curated resources for all to use on <ul style="list-style-type: none"> <li>• Effective objective/ outcome/ competency formulation</li> <li>• Common Learning Design approaches e.g. Learning Paradigms/Theories and how to apply them. E.g. Didactic methods vs Constructivism vs connectivism etc.</li> <li>• How to design effective assessment strategies</li> <li>• Basic LMS Skills</li> </ul>
Lack of time for teachers to develop courses	Local institutional support to teachers to develop the courses.
Need for a team approach to design and development	While blended course design should be carried out by individual teachers, creating a team to help each other, peer critiquing helps.

<b>Research and Evaluation</b>	
<i>Challenges</i>	<i>Possible Solutions</i>
Research questions	Literature review and identifying the needs based on individual context
Stakeholder engagements and research ethics	Informed consent and approval of any authority for conducting the studies required.
Standard surveys	Follow standard practices for item generation and scale development, if required.
Data collection and response rate	Focus on the required response rate and sampling to make meaningful results
Cooperation from the university	Approvals and timely support

## Day 2: Benchmarking TEL

Dr Mishra explained the concept of benchmarking to the whole group and how this will help to measure the level of quality in practice. For TEL, implementation benchmarking is a process of comparison with a standard, and there is a need to develop that measuring tool which will help to compare one institution with another while implementing TEL. It will follow a voluntary peer review process and use the existing TEL preparedness framework which will be later elaborated. Participants were asked to discuss in groups, the ten (10) components of TEL preparedness to explain the indicators and the criteria for measurement. This group work was quite difficult for the group and required more time to work on. Participants recommended that the elaboration of the benchmarking tool can be taken up by COL as a separate project. One group work that was liked by most of the participants is presented below as example.

### Organisational Culture

#### *1) Staff are willing to learn about new technology*

Data collected via:

- a skills audit
- self completion skills survey
- Professional development (PD) attendance
- Department technology acquisition requests

L1 - Low attendance at professional development interventions. Poor return on skills surveys, no new requests for departmental technology

L2 - Limited attendance at PD interventions, low marks on skill surveys, limited for requests for new technology.

L3 - Moderate attendance at PD interventions, medium marks on skill surveys, moderate requests for technology.

L4 - Regular attendance at PD interventions, good marks on skill surveys, regular requests for new departmental technology.

L5 - Excellent attendance at PD interventions, high marks on skills surveys, unrealistic requests for new technology.

#### *2) Faculty and staff members support each other.*

Data collected via:

- policy analysis for 'culture of collaboration',
- evidence of mentorship in action,
- evidence of staff peer support structures,
- evidence of regular formal PD support interventions.

L1 - No policy directives about collaboration and support, no evidence of mentorship programme, no evidence of peer support, no formal PD support sessions.  
 L2 - Implied policy directives about collaboration and support, Limited evidence of mentorship programme, Limited evidence of peer support, Limited formal PD support sessions.  
 L3 - Briefly stated policy directives about collaboration and support, some evidence of mentorship programme, some evidence of peer support, some formal PD support sessions.  
 L4 - Clear directives about collaboration and support, reasonable evidence of mentorship programme, reasonable evidence of peer support, reasonable formal PD support sessions.  
 L5 - Detailed policy directives about collaboration and support, clear and documented evidence of mentorship programme, clear and documented evidence of peer support, Scheduled formal PD support sessions.

### *3) Culture of Knowledge Creation and Sharing*

Data collected via:

- Evidence of teacher created teaching and learning resources
- Is there an institutional repository or policy on sharing mechanisms?
- Evidence of sharing amongst institutional peers (Survey asks, “who has used your materials and you have used whose?”)
- Evidence of sharing amongst global audience (Survey asks, “Where were they released and what license?”)

L1 - No evidence of teacher created teaching and learning resources, No repository nor policy directives on sharing, no evidence of internal sharing among teachers, no evidence of sharing among a global audience.  
 L2 - Limited evidence of teacher created teaching and learning resources, planned repository or policy directives on sharing, limited evidence of internal sharing among teachers, limited evidence of sharing among a global audience.  
 L3 - Some evidence of teacher created teaching and learning resources, basic repository or implied policy directives on sharing, some evidence of internal sharing among teachers, some evidence of sharing among a global audience.  
 L4 - Reasonable evidence of teacher created teaching and learning resources, Functional repository or communicated policy directives on sharing, reasonable evidence of internal sharing among teachers, reasonable evidence of sharing among a global audience.  
 L5 - Clear evidence of teacher created teaching and learning resources, Well populated repository or detailed policy directives on sharing, clear evidence of internal sharing among teachers, clear evidence of sharing among a global audience.

**The benchmarking tool so developed will be used as follows:**

- 1) In Phase 3 of TEL Implementation, the participating institution takes up a self-study based on the benchmarking toolkit and prepares a self-study report.
- 2) The participating institution identifies two peer institutions, where TEL implementation is in progress.

- 3) COL supports members of one of the two institutions to visit the participating institution and validate the self-study report and prepares a report for sharing with everyone.
- 4) This is used by the institution as a reference guide to improve their existing practices and then undertake review of the TEL practices to analyse improvement after a period of 2 years.
- 5) The reports are shared in the CoP to help other institutions benefit and compare their practices with other comparable institutions.
- 6) While the activity will be a quality improvement process, this will help learning across the institutions by sharing their best practices.

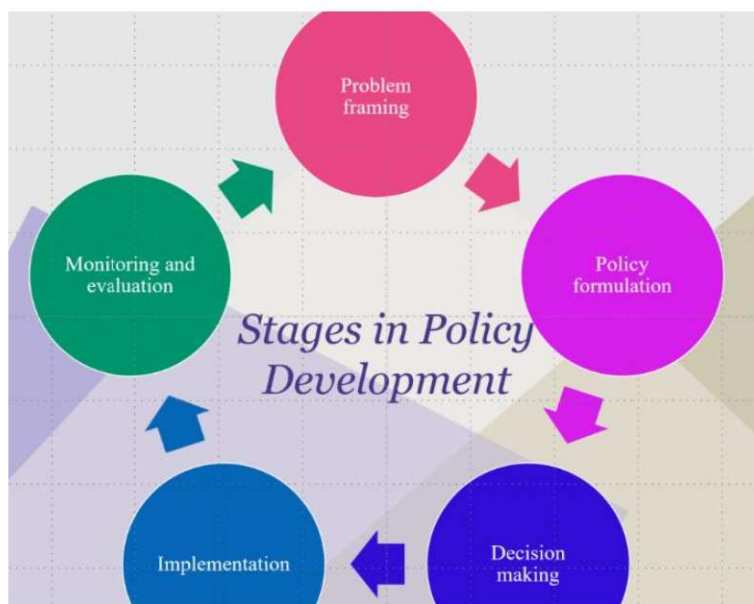
**While developing the benchmark the following framework may be adopted:**

- 1) Use the ten existing key criteria (Annex-3), provide a descriptive explanation of the criteria.
- 2) Elaborate and include more indicators needed
- 3) For each of the indicators develop a 5-points scoring mechanism
- 4) Include rationale for scoring and provide scope for recording evidence.
- 5) As a result of this exercise, a spider diagram could be developed as a summary of the 10 criteria for TEL benchmarking.

## Plenary discussion on Policy Development for TEL

Dr Mishra made a brief presentation on the COL's policy development process of TEL. The objective of this session was to help the participants develop an understanding of the process and concepts so that they can help facilitate policy development workshops as may be required in the future, without involvement of the COL's Education Specialist. Even though policy development is a cyclic process, it starts with the baseline study, which is followed by the presentation of the baseline study findings in a workshop to develop the policy statements. The

policy development is an important step in the TEL implementation, and approval of the policy is key to the success of the TEL important project. When policy statements are developed, it is suggested to review the policy statements using three criteria: (i) relevance, (ii) feasibility and (iii) appropriateness.



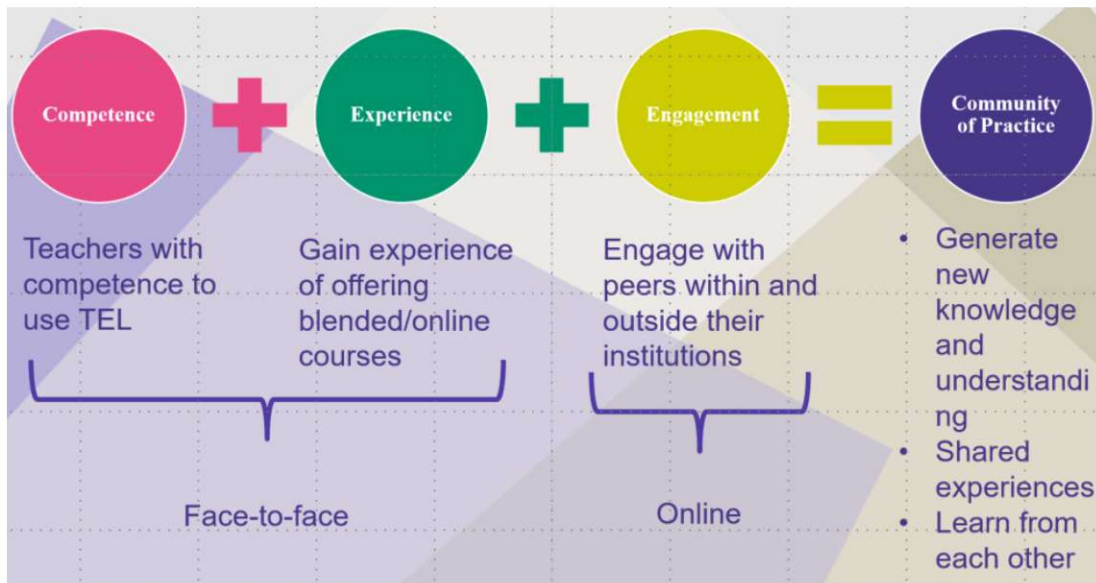
## Research and Evaluation for TEL

Dr K.K. Bhagat from IIT Kharagpur made a brief presentation on the status of research on blended learning using bibliometrics method and stated that 96% of research publications in blended learning are in English of which about 37% are in the Social Sciences and 27% are in the Computer Sciences. With respect to the COL's approach to researching student learning from blended learning, he suggested that the use of appropriate research tools and methods of data collection is important. He alluded to the possibility of using machine learning on the LMS data to predict at-risk students. There were several suggestions to include in the study:

- Lots of research has been done in this area and there is need to conduct a good literature survey as well as meta-analysis;
- Integrate "Activity Theory" of Engestrom to determine what are the different roles and rules that affects blended learning; and
- Focus on peer-to-peer learning as well.

## Designing a Community of Practice for TEL Implementation

Dr Mishra made a short presentation on CoP, then asked the participants to brainstorm on designing the CoP. Dr Deepak Prasad also made a brief presentation focusing on the approach to design the CoP.



Participants were asked to work in 4 groups to discuss (i) relationship building, (ii) collaboration mechanism, (iii) knowledge sharing, and (iv) knowledge capture, process or activity that will be carried out in the COL TEL CoP. At the end of the exercise, the participants displayed their ideas on the wall using sticky notes for all the groups to review and summarize. The summary of the discussions are as follows:

### **Relationship Building**

- Set up mentoring and advocacy programme(s)
- Create a process for sharing resources
- Identification of expertise within the CoP
- Provide an incentive scheme (Monthly competitions, Badges etc.)
- Identification of new users and their particular needs.

### **Collaboration Mechanisms**

- Set up Online conferences
- Develop collaborative course offerings / group projects
- Set up dual certification for shared courses
- Set up study tour / face to face and virtual interactions
- Conduct collaborative scholarly research / peer review
- Create and share Case Studies of COL TEL processes to guide new members.
- Tools: Online Discussion Forums

### **Knowledge Sharing**

- Share stories, articles and case studies
- Share via sustainable and accessible online repositories
- Share ideas from institutional student evaluation and policy directives
- Tools: Forums, blogs, online reports, virtual communities including MOOCs

### **Knowledge Capture**

- Digital library of open access materials / repository
- Articles in Open Access Journals
- Require interoperability of platforms and technology
- Tools: Broadcast, web videos, workshops, seminars, webinars

Dr Deepak Prasad from Fiji National University offered to host the CoP at FNU and provide technical support. Dr Mishra explained that while the feasibility of a CoP is viable and there is enough interest from the participating institutions, it would require a volunteer facilitator to keep the platform going. Also, there is need for critical mass participation from the institutions to make the platform a vibrant community – the first destination for advice on TEL for members of TEL implementing institutions. A decision on the actual design, terms of reference and the technology to be used shall be decided at COL and members will be informed about the same. While a timeline was not agreed, this is expected to be completed by June 2019.

## **Closing Session**

The two-day programme was very ambitious and possibly needed more time. However, in a short time, the participants developed greater understanding of the TEL implementation project and developed a sense of community which is essential for collaboration. This is probably the biggest take-away for the two-day meeting. Some of the participants provided feedback as follow:

- “NUS has been faced with many challenges and this meeting provided affirmation that we are not alone and there is expertise here on policy development. Benchmarking was of high interest to us as we see much merit here. Community networking was very useful too, to interact with experts in TEL”. (Ioana Chan Mow)
- “Networking and learning from other’s experience was very important. Keen to invite others to come to Kenya to support us. We have much in common and while we are at stage 1, I know there is experience in in stages 2 and 3 from which we can benefit”. (Abeka)
- Dr Fong shared his experience of how the workshop developed CoP during the two days. When we go off tomorrow we have established an important relationship. You are real! And we will support each other. Sanjaya too has provided us with benchmarks which will allow comparison / competition! (Fong)
- “Many institutions embrace TEL, but perhaps not in a structured way. COL TEL provides us with this structure. The networking too is critical as it offers a solution when we are faced with potential ‘failure’. There needs to be a CoP in both internal structures and this external community. Antigua State College has identified a person who will take the lead to implement TEL across all departments. We need to find ways to galvanize personnel and the CoP might help this”. (Forde)
- “Thanks. I’m impressed with the systematic approach of COL TEL to support implementation as this will help with implementation. I have learned a lot in these two-days, and I am ready to support other institutions for TEL implementation”. (Kamal)

Dr Rasool attended the final session and expressed his satisfaction with the level of engagement of participants. He said, “we feel our families have been extended by this meeting. While we live in a global village, we live in exciting times that use technology making us connected. The TEL CoP will help us work towards solutions to the use of tech in education”.






#### **Way forward**








- 1) Develop fully the COL TEL benchmarking system
- 2) Set up and nurture the COL TEL CoP
- 3) Build a network of people who are interested in technology to help build expertise in the Commonwealth education.


At the end, Dr Mishra expressed sincere thanks to all on behalf of COL and CEMCA. He thanked FNU for offering to host the CoP. In closing the event, he said “the expertise in the room was very impressive. 500 years of experience! Humbled that you guys want to make things happen. Sometimes I push hard but appreciate that is my job/role. I appreciate the conditions you work in and the institutional demands that you have to juggle. Thanks for being a champion in your institution. Student learning is something we have in common, to make them 21st century learners. And that is what will make the CoP stronger”. Dr Mishra expressed thanks to the CEMCA staff for making the arrangements for all the participants to travel long distances. He also thanked the head of the institutions of the participants to have dispensed them to join the event.

**Acknowledgement:** This report is prepared with the help of Mr. Andrew Moore, Neil Butcher and Associates, South Africa.

**Annex-1**  
**Technology-Enabled Learning Implementation Community of Practice**  
**3-4 December 2018**  
**List of Participants**

Sl. No	Region	Country	Name, Address, and Email	Photo
1	Asia	Bangladesh	Professor Mostafa Azad Kamal Dean School of Business Bangladesh Open University Gazipur 1705, Bangladesh. Email: <a href="mailto:mostafa_azad@yahoo.com">mostafa_azad@yahoo.com</a>	
2	Asia	Bangladesh	Prof. Kazi A. Kalpoma Head, Department of Computer Science & Engineering, Ahsanullah University of Science & Technology, Dhaka Email: <a href="mailto:kalpoma@gmail.com">kalpoma@gmail.com</a>	
3	Asia	Malaysia	Dr Purushothaman Ravichandran Dean - Centre of Post Graduate Studies University College Fairview Malaysia Email: <a href="mailto:ravichandran.ucf@fairview.edu.my">ravichandran.ucf@fairview.edu.my</a>	
4	Asia	Malaysia	Mr. Ariel Aaron Schen Schattenstein Principal Fairview International School Johor Malaysia Email: <a href="mailto:ariel.jb@fairview.edu.my">ariel.jb@fairview.edu.my</a>	
5	Asia	Malaysia	Prof. Fong Soon Fook Director Centre for e-Learning Universiti Malaysia Sabah Jalan UMS 88400 Kota Kinabalu Sabah East Malaysia Email: <a href="mailto:sffong@uMsedu.my">sffong@uMsedu.my</a>	

6	Asia	India	Dr Indira Koneru Faculty Member, eLearning eLearning Department IBS, ICFAI Group IBS HO Nagarjuna Hills Hyderabad - 500 082 Email: <a href="mailto:indkon@gmail.com">indkon@gmail.com</a>	
7	Asia	India	Prof. K. Srinivas Head ICT & Project Management Unit National Institute of Educational Planning and Administration, New Delhi Email: <a href="mailto:ksrinivas@niepa.ac.in">ksrinivas@niepa.ac.in</a>	
8	Asia	India	Dr Kaushal K. Bhagat Assistant Professor Centre for Educational Technology, Indian Institute of Technology, Kharagpur India-721302 Email: <a href="mailto:kkntnu@hotmail.com">kkntnu@hotmail.com</a>	
9	Asia	India	Dr Manas Ranjan Panigrahi Programme Officer, CEMCA New Delhi Email: <a href="mailto:m.panigrahi@col.org">m.panigrahi@col.org</a>	
10	Africa	Uganda	Mwogeza Resty Kamyia Uganda Management Institute (UMI) Plot 44-52 Jinja Road PO Box 20131 Kampala Uganda Email: <a href="mailto:kamyaresty@yahoo.com">kamyaresty@yahoo.com</a>	
11	Africa	Kenya	Dr Silvanee O. Abeka Jaramogi Oginga Odinga University of Science and Technology. E-Mail: <a href="mailto:silvaneea@jooust.ke">silvaneea@jooust.ke</a>	
12	Africa	South Africa	Mr. Andrew Moore PO Box 1463 Magaliessig Johannesburg 2067 South Africa Email: <a href="mailto:andryn@nba.co.za">andryn@nba.co.za</a>	

13	Caribbean	St Lucia	Mr. Royston Emmanuel Lecturer - Teacher Education Sir Arthur Lewis Community College (SALCC) Morne Fortune Castries Saint Lucia Email: <a href="mailto:roystonemmanuel@gmail.com">roystonemmanuel@gmail.com</a>	
14	Caribbean	Antigua and Barbuda	Mr. K. Hiram Forde Principal Antigua State College St John's, Antigua and Barbuda Email: <a href="mailto:fordeh@hotmail.com">fordeh@hotmail.com</a>	
15	Pacific	Fiji	Dr Deepak Prasad Associate Dean, Teaching and Learning Fiji National University PO Box 7222 Valelevu, Nasinu Fiji Email: <a href="mailto:deepak.prasad@fnu.ac.fj">deepak.prasad@fnu.ac.fj</a>	
16	Pacific	PNG	Dr Janet Rangou Executive Director Open College University of Papua New Guinea P.O. Box 341, University PO National Capital District Papua New Guinea Email: <a href="mailto:hari@upng.ac.pg">hari@upng.ac.pg</a>	
17	Pacific	Samoa	Dr Ioana Chan Mow Associate Professor, Computing Education National University of Samoa PO Box 1622 Toomatagi Apia Samoa Email: <a href="mailto:i.chanmow@nus.edu.ws">i.chanmow@nus.edu.ws</a>	
18		Canada	Dr Sanjaya Mishra COL	

## Annex-2

### Technology-Enabled Learning Community of Practice: Stakeholder Meeting

December 3-4, 2018

Country Inn and Suites, Saket, New Delhi

#### AGENDA

Technical Sessions	Activity Description
<b>December 3, 2018</b>	
9:00-9:45	Opening of the Meeting <ul style="list-style-type: none"> <li>Welcome</li> <li>Introductions</li> </ul> All participants, Dr S. Rasool, Director, CEMCA and Dr Sanjaya Mishra.
9:45-10:30	Technology-Enabled Learning Implementation: Overview, phases and resources Presentation by Dr Sanjaya Mishra
10:30-11:00	Health Break
11:00-12:30	Stakeholder Presentations (15 minutes each) <ol style="list-style-type: none"> <li>SNDT Women's University: Dr Sanjaya Mishra</li> <li>Rajiv Gandhi University of Knowledge Technologies: Dr Indira Koneru</li> <li>National University of Samoa: Dr Ioana Chan Mow</li> <li>Uganda Management Institute: Ms Resty Kamya</li> </ol>
12:30-13:30	Lunch Break
13:30-14:30	Stakeholder Presentations (15 minutes each) <ol style="list-style-type: none"> <li>Universiti Malaysia Sabha: Dr Fong Soon Fook</li> <li>Jaramogi Oginga Odinga University of Science and Technology: Dr Silvanice O. Abeka</li> <li>University of Papua New Guinea: Dr Janet Bulumaris Rangou</li> </ol>
14:30-15:00	Health Break
15:00-16:30	TEL implementation Challenges: Group work and presentation <ul style="list-style-type: none"> <li>Baseline study and Policy Development</li> <li>Capacity Building</li> <li>Course development</li> <li>Research and Evaluation</li> <li>Community of Practice</li> </ul> Focus on key issues to identify challenges and possible solutions to scale up TEL implementation in partner institutions.
<b>December 4, 2018</b>	
9:30-11:00	Benchmarking Technology-Enabled Learning Presentation by Dr Sanjaya Mishra Group Discussion and presentations
11:00-11:30	Health Break
11:30-12:30	<ol style="list-style-type: none"> <li>Plenary discussion Policy Development for TEL: Why it is important -- Presentation by Dr Sanjaya Mishra</li> <li>Research and evaluation of Blended Learning -- Presentation by Dr Kaushal Kumar Bhagat</li> </ol>
12:30-13:30	Lunch Break
13:30-15:30	Designing a Community of Practice for TEL Implementation Facilitated by Dr Sanjaya Mishra Group Work and presentation
15:30-16:00	Health Break
16:00-16:30	Closing session <ul style="list-style-type: none"> <li>Key takeaways</li> <li>Action Plan</li> </ul>

## Annex-3

### Benchmarking Technology-Enabled Learning

#### Defining the Key Criteria for Benchmarking TEL

- **Policy**  
Existence of a TEL policy provides direction for TEL. It could be in any other name such as eLearning. But, the focus of the policy is to integrate technology in teaching and learning.
- **Strategic Plan**  
The strategic plan ensures the commitment is implemented in time-bound manner.
- **IT Support**  
The IT support department or similar department is responsible for centralized or de-centralised approach to providing infrastructure support in the institution.
- **Technology Applications**  
Appropriate technologies are deployed for teaching and learning as per standard academic practices.
- **Content Development**  
Availability of both infrastructure and human resource support for digital content development is crucial for effective TEL implementation.
- **Documentation**  
There is adequate documentation in the form of guidelines, handouts and manuals available (online/offline) for use by the stakeholders.
- **Organisational Culture**  
The organizational culture supports innovation, team-work, learning and sharing to strengthen TEL.
- **Leadership**  
Leaders in the organisation are enthusiastic about TEL and supports evidence-based approach to decision making for TEL.
- **Human Resource Training**  
Human resource is treated as key in delivering quality teaching and learning using technology. Staff training is a regular feature in the organisation to strengthen TEL.
- **TEL Champions**  
Existence of a group of teachers to champion for TEL helps create a supporting environment for adoption and scaling of TEL.

## **Performance Measures**

### *Policy*

- 1) There is a well-documented Technology-Enabled Learning policy.
- 2) The Vision and Mission of the Technology-Enabled Learning policy are aligned with the mission of the organisation.
- 3) The Vision and Mission of the Technology-Enabled Learning are well understood across the organisation.
- 4) There is a commitment on the part of institutional leaders to use technology to achieve strategic academic goals.

### *Strategic Plan*

- 1) There is a strategic plan for the implementation of Technology-Enabled Learning.
- 2) The strategic plan for Technology-Enabled Learning has measurable goals and outcomes.
- 3) The strategic plan for Technology-Enabled Learning is approved by the senior management of the organisation and is supported by adequate financial provisions.

### *IT Support*

- 1) The organisation has an IT department that handles procurement, installation and maintenance of technologies for teaching and learning.
- 2) There is an ICT policy in place, which is implemented by a high-powered committee in the organisation.
- 3) The head of the IT support department reports to senior management and is responsible for overall functioning of the technology in the organisation.
- 4) The head of the IT support department is well qualified and up-to-date in order to manage the technological requirements of the organisation.

### *Technology Applications*

- 1) There is adequate hardware infrastructure for teaching and learning (e.g. access to computers for students and learners).
- 2) There are adequate software and applications for teaching and learning (e.g. access to appropriate software, intranet, Learning Management System, etc.).
- 3) There is adequate networking infrastructure in the organisation (e.g. access to adequate bandwidth).
- 4) There are adequate policies and procedures in place to protect privacy and organisational data.

### *Content Development*

- 1) There is support available for the creation of digital multimedia content in the organisation (e.g. production of eCourses, audio and video materials, animation, etc.).
- 2) There are instructional designers in the organisation or faculty members are trained to organise learning content appropriately.
- 3) Teachers have adequate access to the online systems to develop courses for Technology-Enabled Learning.

#### *Documentation*

- 1) There is a variety of help available to support teachers and students in using technology effectively.
- 2) Lessons learned in the implementation of the Technology-Enabled Learning are stored and shared within the organisation for others to access and learn from.
- 3) The workflow processes and responsibilities to implement Technology-Enabled Learning are well documented in the organisation.

#### *Organisational culture*

- 1) Faculty and staff members are willing to learn about new technology in the organisation.
- 2) Faculty and staff members support each other easily.
- 3) There is a culture of knowledge creation and sharing in the organisation.

#### *Leadership*

- 1) Leaders in the organisation are involved in the implementation of Technology-Enabled Learning.
- 2) Senior management in the organisation regularly review, monitor and evaluate the progress of Technology-Enabled Learning.
- 3) The top leadership of the organisation is supportive of Technology-Enabled Learning and provides encouragement and motivation to the faculty and staff to achieve the academic goals.

#### *Human Resource and Training*

- 1) Faculty members are qualified and trained to use technology for teaching and learning.
- 2) Faculty and staff members receive regular training to update them in the use of Technology-Enabled Learning.
- 3) There are adequate staff to support Technology-Enabled Learning.
- 4) The organisation has a structure in place to create teams for content development and delivery of Technology-Enabled Learning.
- 5) Faculty members trust the support received from instructional designers and technology support staff while developing and delivering the courses.
- 6) The IT staff members are highly skilled and trained to provide the needed support.

#### *TEL Champions*

- 1) There are early adopters of Technology-Enabled Learning in the organisation.
- 2) There are TEL champions in the organisation who support and care about pedagogic innovations.
- 3) There are faculty members who can take leadership roles in developing appropriate policies and Technology-Enabled Learning strategy for the organisation.
- 4) There are TEL champions to research and disseminate good practices in Technology-Enabled Learning.

Rating Scheme for each of the performance indicators (to be developed)

**Codes:** 1= *Strongly disagree or does not exist*; 2= *Disagree or only marginally demonstrates existence*; 3= *Neither agree nor disagree or existence or otherwise is difficult to explain*; 4= *Agree or it does exist*; 5= *Strongly agree or it definitely exists and is well established*.

Explanation and Evidence

Overall Summary and Interpretations (to be developed further)

- Score below 55: Negligible preparedness. There is no comprehensive Technology-Enabled Learning system or infrastructure, and policies are incomplete. The structures in place need immediate attention.
- Score 55–94: Limited preparedness. The institution has addressed some aspects of the Technology-Enabled Learning system, policies and infrastructure, but they need further development.
- Score 95–129: Developing preparedness. The institution has put in place some of the aspects of a Technology-Enabled Learning system, policies and infrastructure, and is in the process of developing a robust system.
- Score 130–164. Established preparedness. The institution has an established Technology-Enabled Learning system as well as policies, infrastructure and practices in place.
- Score 165 and above. Exceptional preparedness. The institution has successfully implemented a Technology-Enabled Learning system and its effect can be easily observed

Processes:

- 1) Institutional self-evaluation at the preparation stage (Phase 1)
- 2) Peer-evaluation at maturation stage (Phase 3)