
Adult learning strategies for Cambodian Universities

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New *(and many old)* professors

- Teaching based on experience as students
- Content experts but oblivious in process
- Explosion of knowledge/Information overload
- Never been trained in pedagogy/andragogy principles
- Boring classes



How to turn able scholars into a true educator?

Andragogy

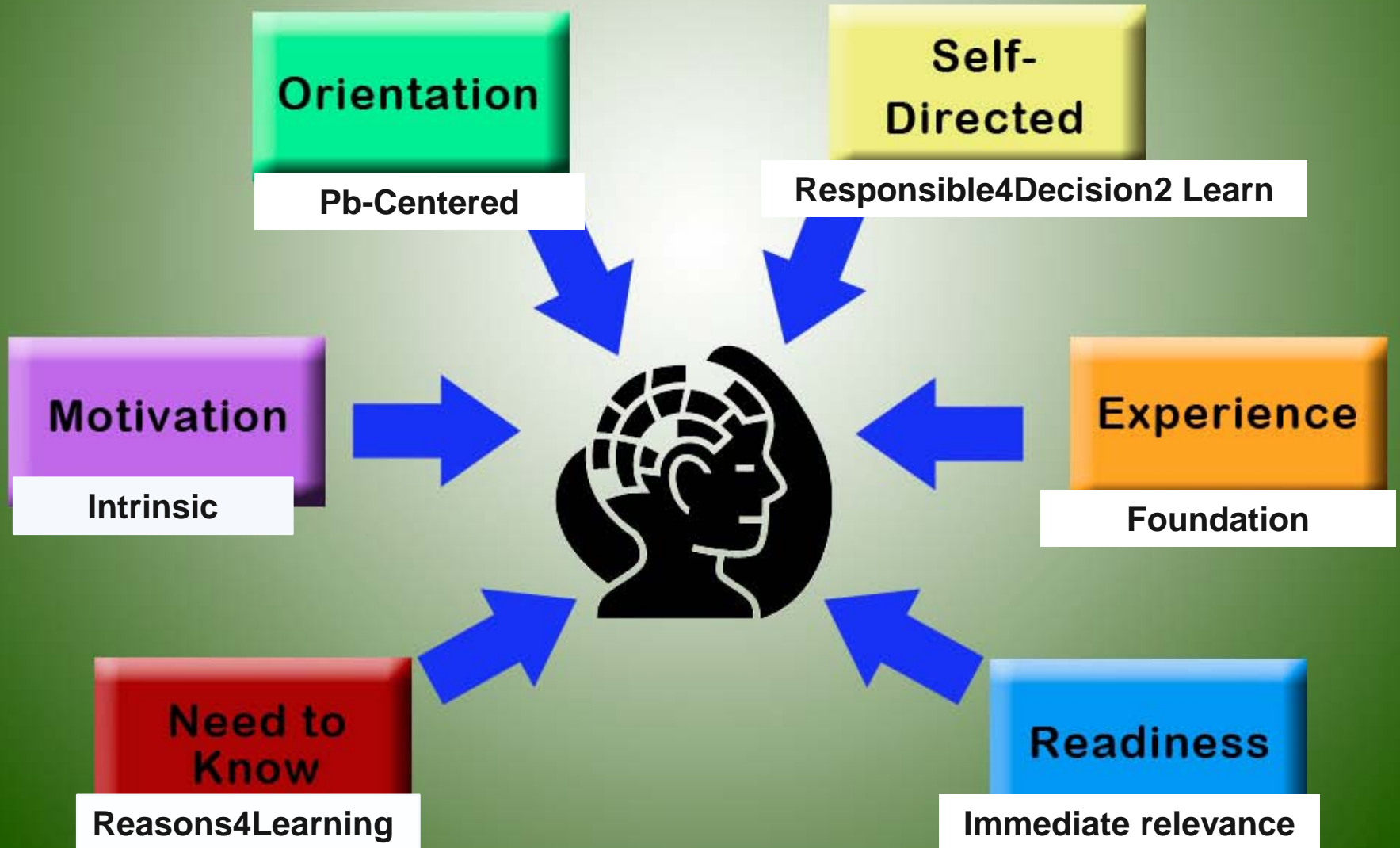
“The art and science of helping adult learn”

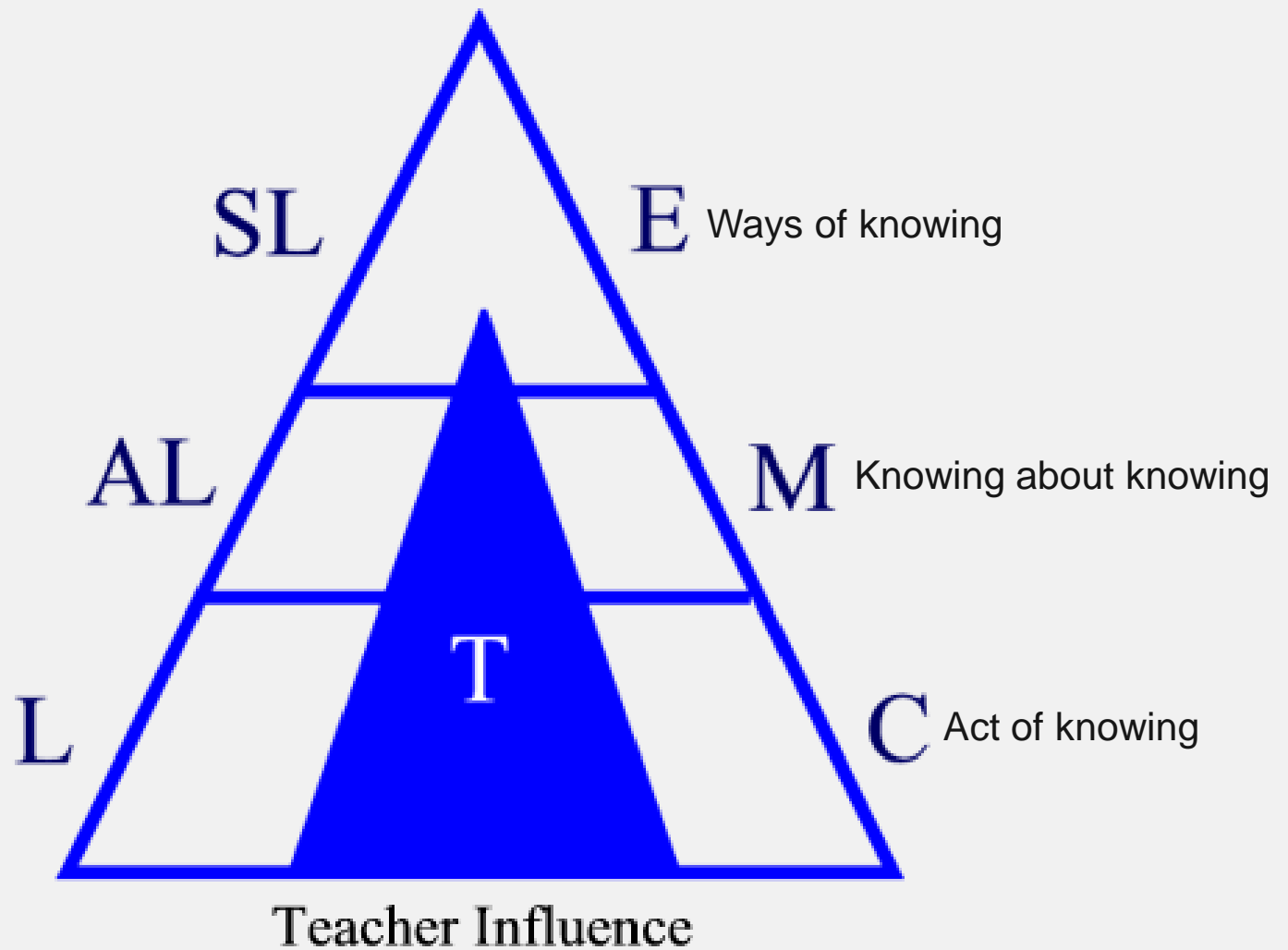
Kapp A. German educator- 1833

Rosenstock-Huessy E. German historian/philosopher 1888-1973

Knowles M. American educator, 1913-1997

Andragogy





L - Learner

AL - Adult Learner

SL - Self-Managed Learner

C - Cognitive

M - Metacognitive

E - Epistemic



Heuta

encourages learners to
become more self-directed



Peera

focuses on co-learning
or co-creating



Cyber

encourages learner engagement
in an online environment



gogy

SHIFT

DISRUPTIVE EARNING

The learning continuum

Pedagogy

Andragogy

Heutagogy

4 Adult learning theories applied to e-learning

Must be **engaged** in the development of their learning experience.

Experience at the **root** of all eLearning tasks and activities.

Real life applications and benefits tied to the eLearning course.

Adult learners **absorb** information, rather than memorize it.

The challenges and requirements

The wetware

The software

The hardware

The wetware: Strong academic
leaders

With vision, volition, & wealth

& Awareness of Pedagogy, Andragogy and Heutagogy

The wetware: Lecturers with

*Teaching (coaching) competencies
in/outside classrooms*

From content to process

The wetware: Students with

Learning competencies in/outside classrooms

- Control over time, place, path and pace
- English literacy
- On line learning literacy

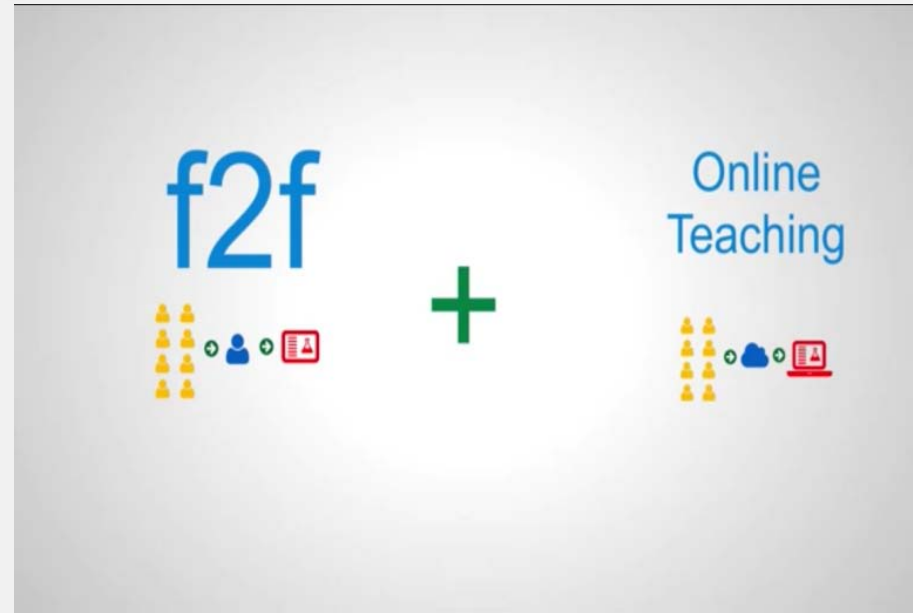
The software

Blended learning

MOOCS

Moodle

[Modular Objects Oriented
Dynamic Learning Environment]



The Hardware:



Place, space and connectivity

Invest in ICT platform

Technological trends

1998: Google (Stanford, Brin and Page)

1999: Web 2.0 (user centred design for participatory information sharing)

2000: iTunes (media player...laptop, iPod, iPhone, iPad)

2001: Wikipedia

2004: Facebook (Social networking/850M users in 2012)

2005: Youtube (Video sharing websites)

2006: Twitter

2006: Khan Academy

2007: iTunes U (delivers university lectures via iTunes)

2007: Big Think ("Youtube for ideas")

2009: Whatsapp

And Cloud computing.....maturing in 90's

MOOC: Massive Open Online Courses

In the year 2012

Feb **Udacity** (Stanford)

April **Coursera** (Stanford)

May **edX** (MIT, Harvard)

Mobile learning @ IAEA 2011



IAEA | Human Health Campus

“A Global Virtual Community of Learners”

<http://humanhealth.iaea.org>

COMPUTER → **MOBILE PHONE**



This endeavour was launched following the vision of the IAEA to have a virtual community of learners among the Member States and as part of the Mission:

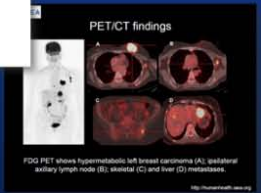
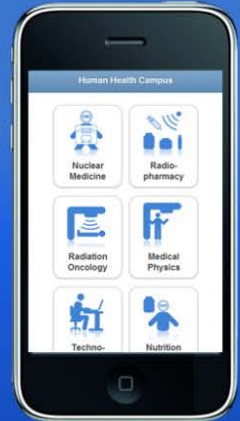
“To enhance the capabilities in Member States to address needs related to the prevention, diagnosis and treatment of health problems through the application of nuclear techniques”.

Aim

Providing insight into the different aspects of modern clinical practice and serving as a resource and platform for hosting and disseminating continuing professional education learning materials.

Target audience

- Health professionals of :
- Nuclear Medicine
 - Medical Physics
 - Radiation Oncology
 - Nutrition



CAMPUS GOES MOBILE

From Pedagogy 2 Andragogy

From awareness to action

How to get there?

Cultural change though a paradigm shift!

HEd Policy implications

- Appointment of university presidents with a **Mandate for change!**
(Adequate resources)
- Recruitment of faculty members/career paths
- Faculty development in P, A & H.
- Establishment of Center for Teaching/Learning in each university campus
- Students learning development programs
- Adequate funding for ICT

Cultural change through a paradigm shift!

A call for a *Teaching/Learning Center*
@ the heart
of each university campus

Teaching/Learning Center

3 missions

1. Train and educate lecturers and students in T/L
2. Consult lecturers, Dpt heads and Deans in T/L
3. Research in T/L

Integrating technologies in schools

The **Pencil** Metaphor

Adopted from:
<http://www.teachers.ash.org.au/lindy/pencil/pencil.htm>

HANGERS-ON
Know all the lingo, attend the seminars but don't do anything



THE LEADERS
First to adopt technologies, document and share practice warts & all.

THE SHARP ONES
They watch the leaders, grab the best bits, learn from mistakes and do great stuff

THE WOOD
Would use tech if someone else sets it up and shows them how-to and keeps it running.

THE FERRULES
Hold tightly onto what they know. Tech has no place in their classroom

THE ERASERS
Endeavour to Undo much or all the work of the leaders



Thank you

Reference available upon request