

សន្តិសិទអប់រំប្រចាំឆ្នាំ ២០២៤

BTEC Annual Education Conference 2024

"សមាងរាងកម្មបច្ចេកវិទ្យាតែមននិងសារធម៌នាគម្រោះ និងការព្យាយារជាន់
គុណភាពរបស់និងរៀនដើម្បីតាំងប្រវត្តិកម្មិជិចលនៃការអប់រំនៅកម្ពុជា"

"Integrating ICT and Research in Teaching and Learning to Support
the Digital Transformation of Education in Cambodia"

សៀវភៅស្និកតិត្យ - ABSTRACT BOOK



០២ វិច្ឆិកា ២០២៤

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វិទ្យាសាន្តបរិកាសសរុបតែង

Battambang Teacher Education College



PREFACE

As Cambodia embarks on a pivotal journey toward the digital transformation of its education system, the BTEC Annual Education Conference 2024 stands as a crucial platform for dialogue and innovation. This year's theme, "Integrating ICT and Research in Teaching and Learning to Support the Digital Transformation of Education in Cambodia," highlights our collective commitment to fostering an educational environment that embraces modern technology while nurturing the spirit of inquiry and collaboration.

The conference will convene educators, policymakers, researchers, and industry leaders, all united by a common goal: to enhance teaching and learning through the integration of Information and Communication Technology (ICT) and research-driven practices. By focusing on vital sub-themes such as teacher education reform, peace education, and the implementation of action research, we aim to address the multifaceted challenges facing our educational landscape.

Participants will engage in plenary talks and round-table discussions that delve into critical topics, including the promotion of an innovative ecosystem in teacher education, building partnerships for sustainable educational reform, and the effective use of technology in the classroom. This collaborative discourse not only enriches our understanding but also empowers us to implement best practices that ensure a brighter future for our students and educators alike.

We extend our deepest gratitude to our sponsors, speakers, and participants who contribute their expertise and insights to this important dialogue. Together, we are shaping the future of education in Cambodia, fostering resilience and adaptability in our learners, and paving the way for a prosperous and inclusive society.

Welcome to the BTEC Annual Education Conference 2024. Let us embark on this transformative journey together.

EDITORS

Mr. BOU Da

Mr. NGET Seanghai

Mr. KIM Visa

Mr. ORN Vida

Mr. LIM Sophandara

Mr. CHHEN Sela

Mrs. HENG Tola

Mr. KHON Bondeth





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Welcome Message

**H.E. Dr. SANN Vathana
Secretary of State Ministry
of Education, Youth
and Sport Cambodia**

Distinguished guests, ladies and gentlemen,

With great pleasure, I extend my warmest greetings to all of you at the BTEC 2nd Annual Education Conference on Teaching and Teacher Education, themed "Integration of Technology and Research in Teaching and Learning towards the Digital Transformation of Education in Cambodia."



This conference, with its profound theme, represents a pivotal moment in our educational journey as we integrate technology into our teaching practices. As we stand on the brink of a digital revolution, we must recognize the transformative power that technology and research hold for our education system. This event provides a unique and invaluable opportunity for educators, researchers, and policymakers to come together, share insights, explore innovative practices, and collaborate on strategies to enhance teaching and learning experiences across Cambodia. Our commitment to fostering a dynamic educational environment requires that we equip our educators with the necessary tools and knowledge to thrive in this evolving landscape. By embracing digital transformation, we can create engaging and effective learning experiences that empower our students to succeed in a rapidly changing world. I encourage all participants to actively engage in the discussions and workshops throughout this conference. Your contributions are not just welcome, but essential for shaping the future of education in Cambodia. Your role is pivotal in our collective journey towards a vision where technology and research play a central role in enhancing educational quality and accessibility.

Thank you for your unwavering dedication to this vital mission. I look forward to our time together, which will be filled with fruitful exchanges and collaborative efforts.

Warm regards,



Welcome Message

H.E. Dr. CHEA Ratha Director of Battambang Teacher Education College

Distinguished guests, ladies and gentlemen,

Welcome to the BTEC 2nd Annual Education Conference, themed "Integration of Technology and Research in Teaching and Learning towards the Digital Transformation of Education in Cambodia." We are at the forefront of an educational revolution, and your role, as educators, teachers, and stakeholders is crucial in this journey where integrating technology is essential for enhancing student learning experiences.



This conference is a unique opportunity to explore innovative approaches that leverage technology and research to transform our educational landscape. As Cambodia shifts towards digital learning environments, we must equip our educators with the necessary tools and knowledge for success. Your active participation in discussions and workshops, sharing insights and experiences in technology integration, is crucial. Together, we can shape the future of education in Cambodia by creating effective strategies that promote student engagement and success. Your participation in this conference is not just appreciated, but also crucial. Your insights and experiences will contribute to the success of this event and the future of education.

Thank you for your dedication and hard work. I look forward to the inspiring conversations ahead.

Warm regards,



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១. លោក	ហិង	សុជន	ពីទួបុរសសីទី	ប្រធាន
២. លោក	ចិ	ជា	ប្រធានដោជាតីម៉ង់	អនុប្រធាន
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៩. អតិថិជន: អនុវត្តន៍យុទ្ធមជ្ជាមុខរដ្ឋបំពុំរួម

១. លោក ទ្វាង	បុរីភ័ត៌	ប្រធានករិ.ធានគុណភាពផ្ទៃក្នុង	ប្រធាន
២. លោក ស្រី	សំបុន	អនុ.ករិ.ធានគុណភាពផ្ទៃក្នុង	អនុប្រធាន
៣. លោក អោ	សំណង	អនុ.ករិ.ធានគុណភាពផ្ទៃក្នុង	សមាជិក
៤. ល.ស ជា	ជាដែក	អនុ.ករិ.ធានគុណភាពផ្ទៃក្នុង	សមាជិក
៥. កញ្ញា ចាប	វិលក្តិណ្ឌ	មន្ត្រីករិយាល័យ	លេខាជិករ



Programme: BTEC Annual Education Conference 2024

on

Integrating ICT and Research in Teaching and Learning to Support the Digital Transformation of Education in Cambodia

三

Opening Ceremony

Date: Saturday 2nd November, 2024

Venue : Multipurpose Hall, BTEC

Time	Activities
7:00 – 8:00	Registration of participants
8:00 – 8:05	Arrival of H.E. Dr. SANN Vathana , Secretary of State, MoEYS
8:05 – 8:15	Event Announcement & National Anthem
8:15 – 8:30	Welcome remarks by H.E. Dr. CHEA Ratha , Director of BTEC
8:30 – 9:00	Opening Speech by H.E. Dr. SANN Vathana , Secretary of State of MoEYS
9:00 – 9:05	Appreciation certificate handover to sponsors and photo session
9:05 – 9:30	Coffee break and poster exhibition

Program	: Plenary talks and round-table discussions	
Time	: 09:30 – 12:00	
Venue	: Multipurpose Hall, BTEC	
Sub-theme 1	: Teacher Education Reform and Action Research Implementation in Teacher Education System	
Time	Activities	Moderators
09:30 – 10:00	Plenary talk on “Teacher Education Reform in Cambodia: Past, Present and Future” <u>Speaker: H.E. Dr. DY Samsideth</u> , Secretary-General of the National Committee for Lifelong Learning	Mr. CHHEN Sela Miss SEANG Meyly
10:00 – 10:30	Plenary talk on “Promoting Action Research and Innovation Ecosystem in Teacher Education in Cambodia” <u>Speaker: Dr. SAM Rany</u> , Vice Rector, National University of Battambang	
10:30 – 12:00	Round-table discussion on “Teacher Education Reform in Digital Era” Moderator: H.E. Dr. CHEA Ratha, Director of BTEC Panelists: <ol style="list-style-type: none"> 1. Dr. CHHOUK Chanchhaya, Deputy Director of Directorate General of Teacher Training 2. Dr. CHHINH Sitha, Founder of Sangapac Anuwat 3. Ms. Megumi SHIOTA, Team Leader, S-TEC Project 4. Ms. Noriko MATSUDA, Education Policy Advisor, JICA Cambodia 	
12:00 – 13:00	Lunch break	



Program	: Plenary talks and round-table discussions
Time	: 13:30 – 17:10
Venue	: Multipurpose Hall, BTEC
Sub-theme 2	: Partnership, Peace and Sustainability of Education Reform toward Cambodia Vision 2050

Time	Activities	Moderators
13:30 – 14:00	Plenary talk on “Pathway to Building Partnership for Promoting ICT and Research Integration in Cambodian Education System” Speaker: Dr. CHHINH Sitha , Founder of Sangapac Anauwat	Mr. CHHEN Sela Miss SEANG Meyly
14:00 – 15:00	Symposium on “Conflict Transformation and Peace Building in Battambang” Moderators: Mr. HENG Jolie , Program Officer, forumZFD <ul style="list-style-type: none"> 1. Peace Education in and outside Schools (Mr. HENG Jolie, Program Officer, forumZFD) 2. Peace Building of Religious Scholars (Mr. VAN Vandy, Representative of Inter-youth Group) 3. Past Experiences and Life as a Monk (Human Library, SBUBB, forumZFD) Training of Peace Education Trainers (Master Trainers, forumZFD)	
15:00 – 15:30	Coffee break	
15:30 – 17:10	Round-table discussion on “Building Peace and Non-violent Communication in Schools” <u>Moderator:</u> Mr. HENG Jolie , Program Officer, forumZFD <u>Panelists:</u> <ul style="list-style-type: none"> 1. Venerable VY Sovichea, Director of Preah Sihanouk Raja Buddhist University, BB 2. Mr. CHHENG Mab, Program Coordinator of LESP, Catholic Battambang Prefecture 3. Mr. SOP Pharith, Director of Islam Ali-Yatulham Primary School 	
17:10 – 17:15	Appreciation certificate handover to panelists and presenters and photo session	



Program : Round-table discussion and parallel sessions

Time : 13:30 – 17:10

Venue : Auditorium 1, BTEC

Sub-theme 3 : Implementing Action Research to Improve Teaching and Learning

Time	Activities	Moderators
13:30 – 13:50	Presentation on “Teachers' Perceptions of Active Learning Method and Their Practices in Social Studies Classes at Lower Secondary Schools in Battambang, Cambodia” - Mr. PHOU Sopha, Teacher Educator, BTEC	Mr. NGET Seanghai Miss LIM Dalin
13:50 – 14:10	Presentation on “Investigating the Role of Lesson Study in Supporting Teacher Educators' Reflection and Self-evaluation” - Mr. CHHEN Sela and Mr. PHORN Phian, Teacher Educators, BTEC	
14:10 – 14:30	Presentation on “Advisor Support and Teacher Educator's Teaching Styles: Their Influence on Pre-service Teachers' Research Attitudes” - Mr. NGET Seanghai, Mr. ORN Vida, Mr. LOEM Sophandara, and Mr. BOU Da, Teacher Educators, BTEC	
14:30 – 14:50	Presentation on “The Establishment of School-wide Lesson Study Using Collaborative Lesson Research (CLR) Model through Teaching Through Problem (TTP) on Student's Mathematic and Scientific Thinking” - Ms. HENG Tola, Teacher Educator, BTEC	
14:50 – 15:10	Presentation on “A Three-year Plan for Supporting the Implementation at Anuwat Primary School and the Plan towards the Open-school Program” - Mr. LOEURN Udom, Teacher, Anuwat Primary School, BTEC	
15:10 – 15:30	Coffee break	
15:30-17:10	Round-table discussion on “Implementation of Action Research in Teacher Education System: Best Practices and Strategies to Ensure Sustainability” <u>Moderator:</u> Mr. CHHIT Lieng Ieng, Deputy Director of BTEC <u>Panelists:</u>	



	<ol style="list-style-type: none">1. H.E.Prof. Dr. BO Chankoulika, Under-Secretary of State, and Director of DoPo, MoEYS2. H.E. Dr. SET Seng, Director of PTEC3. Dr. SOEURNG Sopha, Teacher Educator (NIE), and Director of General Education Directorate (Children's Smile)4. Mr. Roger A. Cabiles, Country Program Manager, VVOB Cambodia	
17:10 – 17:15	Appreciation certificate handover to panelists and presenters and photo session	

Program	: Parallel sessions	
Time	: 13:30 – 17:10	
Venue	: Auditorium 2, BTEC	
Sub-theme 4 : Implementing Model School Standards: Management, Learning Assessment, and Action Research		
Time	Activities	Moderators
13:30 – 13:50	<p>Presentation on “A Conceptual Framework for Human Resource Management at the General Secondary Education Level: Perceptions of Education Experts”</p> <ul style="list-style-type: none"> - H.E. HAN Divin, Director, Department of Administration, MoEYS 	Mr. BOU Da Mrs. RY Chantha
13:50 – 14:10	<p>Presentation on “Implementation of Model School Standards: Standardized Tests</p> <ul style="list-style-type: none"> - Mr. SAR Sarin, Deputy Director, Education Quality Inspection Department 	
14:10 – 14:30	<p>Presentation on “Factors Influencing Teacher Educators' Decision to Work at Battambang Teacher Education College (BTEC): Challenges and Strategies for Recruitment and Retention”</p> <ul style="list-style-type: none"> - Mr. BOU Da and Mr. CHHEN Sela Teacher Educators, BTEC 	
14:30 – 14:50	<p>Presentation on “A Comparison of Concept-based Instruction and a Deductive Approach in Teaching English Grammar”</p> <ul style="list-style-type: none"> - Mr. HIENG Sophon, Acting Dean, Faculty of Social Sciences Education, BTEC 	



14:50 – 15:10	Presentation on “Effects of Role Play Activities on University Students’ English-speaking Ability” - Mrs. RY Chantha , Teacher Educator, BTEC	
15:10 – 15:30	Coffee break	
Sub-theme 5 : Technology Integration, Action Research in Teaching and Learning		
15:30 – 15:50	Presentation on “Impact of Educational Technology on English Learning and Proficiency in Cambodia” - Mr. CHHINH Vortheaknak Roth , Sangapac Anuwat	
15:50-16:10	Presentation on “Early Childhood Learning Materials Development” - Mr. KANN Haly , Teacher, Hun Sen Chhnuor Meanchey High School	
16:10-16:30	Presentation on “Improving Student Teacher’s Self-study Ability by Using Worksheet” - Mrs. CHAP Sereiratana , Teacher Educator, BTEC	
16:30-16:50	Presentation on “Implementing Lesson Study Incorporating 5Es Instructional Model to Enhance Student Teachers’ Cognitive Processes in Problem Solving on Content of Order and Critical Thinking” - Mr. KIM Visa , Mr. KHANN Dara , Mrs. LONG Sreyoun , Mr. KHUT Phea , Mr. SANG Teda , Mr. CHEA Sopheatra , Mr. RIN Sovann , Mr. CHHEAN Hang , Teacher Educators, BTEC	
16:50-16:55	Appreciation certificate handover to panelists and presenters and photo session	



Distinguish Keynote Speakers



Plenary Talks #1: “Teacher Education Reform and Action Research Implementation in Teacher Education System”

Speaker 1



- **H.E. Dr. DY Samsideeth**
- *He is Secretary-General of the National Committee for Life-Long Learning and Deputy Director-General for Education, Ministry of Education, Youth and Sport, Cambodia. He graduated with his Master's Degree in Comparative and International Education and his PhD in Education from Hiroshima University in March 2002 and 2005 respectively. After working as an education specialist/program manager for UNESCO (2005-2010), ADB (2010-2012), and SDC Myanmar-Cambodia (2013), he returned to the Royal University of Phnom Penh as an M.Ed. Program Director and Founding Dean of the Faculty of Education in 2014-2015. He published several academic articles in peer-reviewed journals and edited book chapters on various thematic areas in basic education and teacher development policies.*

Title: Teacher Education Reform in Cambodia: Past, Present and Future

Speaker 2



- **Dr. SAM Rany, Vice Rector, National University of Battambang (NUBB)**, a public university in northwest Cambodia, which he joined in 2008.
He has been the Cambodian Director of the Confucius Institute at the National University of Battambang since 2019 and earned his Ph.D. in Education from the University of Science Malaysia in 2016. He holds diplomas in public administration, leadership, and innovation from the Royal School of Administration in Cambodia, obtained in 2017 and 2022, and has Bachelor's and Master's Degrees in Law from the Royal University of Law and Economics, awarded in 2004 and 2007, respectively. Additionally, he is involved in various projects, including Erasmus+, KOICA, JICA, USAID, and the World Bank's Higher Education Improvement Project (HEIP), which he currently coordinates. His research interests encompass Legal Studies, Public Policy and Administration, Educational History and Cooperation, and Educational Leadership and Management.

His email address is samrany82@gmail.com/sam.rany@nubb.edu.kh
phone number is +855 (92) 646-680/ (0)10-646-680.

Title: Promoting Action Research and Innovation Ecosystem in Teacher Education in Cambodia



Round-Table Discussion #1

Topic: “Teacher Education Reform in the Digital Era”

Moderated by

H.E. Dr. CHEA Ratha, Director of BTEC



Panelists

- Dr. CHHOUK Chanchhaya,
- Deputy Director of Directorate General of Teacher Training
- Work Experience: PRESET Curriculum development, Instructional Development, Continuous professional development, Teaching
- Achievement: TECF, TPAP



- Dr. CHHINH Sitha,
- Founder of Sangapac Anuwat,
- Position: Content Editor
- Experience:

He has over 20 years of experience as a teacher, researcher, and consultant. His achievements include five journal articles, five chapters in edited books, one edited book, two books in Khmer, more than 30 research reports, and numerous educational policy documents. Additionally, he developed an interactive website to support teaching, learning, assessment, and research at the primary education level.



- **Ms. Megumi Shiota**
- **JICA S-TEC Project Team Leader**
- *She specializes in educational development and teacher education (Master of Development Studies). She has been involved in technical cooperation projects and surveys related to basic education and teacher education in Bangladesh, Cambodia, Ghana, Nepal, Rwanda, Yemen, and other countries for over 15 years. In Cambodia, she served as Deputy Team Leader of the JICA E-TEC Project for six years, starting in 2017, working to develop policies for upgrading teacher qualification.*



- **Ms. Noriko MATSUDA,**
- **Education Policy Advisor, JICA Cambodia**
- *She is a public policy (education and governance) in the specialization area. The presenter has been assigned to MoEYS in Cambodia since 2021. In Japan, she served as an education ODA policy officer at the Ministry of Foreign Affairs and a lecturer at Tokoha University of Education. Her assignments abroad include Ghana, the Dominican Republic, and Nepal.*



Round-Table Discussion #2

Topic: “Building Peace and Non-violent Communication in Schools”

Moderated by

Mr. HENG Jolie, Program Officer, forum ZFD

Panelists



- **Venerable Dr. VY Sovichea,**
- **Position:** President of Preah Sihanouk Raja Buddhist University, BTB
- **Background:** Ph.D., Administration Law
- **Achievements:** Young Outstanding Leader Award from Inner Trip REIYUKAI International



- **Assi. Prof. Dr. Phrakhrudhammabhisamai,** Director of the Academic Service Center, Mahamakut Buddhist University, Isan Campus
- **Education:** Ph.D. Educational Administration at Northeastern University, Thailand
- **Experience:**
He is interested in Humanities and Education Administration. He also wishes to bring knowledge and theories to the Faculty of Education and Social Sciences in the Buddhist local to apply and develop our society and humanity to progress knowledge and good behavior. The development of knowledge for the benefit of society needs research creating new interesting knowledge that the result of the research will become an innovation that leads to the development of human society to progress further.
- *He has published seven academic research articles in Scientific Research Journals.*

His contact: Telephone: +66 908946499, Email: samai.phasuko@gmail.com





- **Mr. MAO Sobuna,**
- **Position:** Program Coordinator of LESP (Life Essential Skills Program) in Catholic Battambang Prefecture
- **Education:** Master of Clinical Psychology and Family Therapy (RUPP),
- **Work Experiences:** Experience more than 15 years in the Positive Relationships field with NGOs, schools, and communities
- **Achievements:** Founder Bomnin Program, created child safeguarding official document for the Catholic Apostolic Prefecture of Battambang.



- **Mr. CHHENG Mab,**
- **Position:** Program Coordinator of LESP, Catholic Battambang Prefecture
- **Education:**
- **Experience:**



- **Mr. SOP Pharith,**
- **Director of Islamic Ali-Yatulham Primary School**
- **Education: Bachelor of Laws of Islam**
- **Experience: Head of Education of the Good Sources Association of Cambodia from 2006 to 2016. Currently, he is the Director of Islamic Ali-Yatulham Primary School.**
- **Achievement: He is the commenter on all topics related to Islamic Law.**



Round-Table Discussion #3

Topic: “Implementation of Action Research in Teacher Education System”

Moderated by

Mr. CHHIT Lieng Ieng, Deputy Director of BTEC



Email: bo.chankoulika@moeys.gov.kh, koulika@gmail.com

Mobile: (855) 69 666 916

Panelists

- **H.E. Prof. Dr. BO Chankoulika,**
- **Position: Under-Secretary of State, and Director of DoPo, MoEYS**
- *HE. Prof. Dr. Bo Chankoulika serves as the Under Secretary of State at Cambodia's Ministry of Education, Youth, and Sport, where she is responsible for policy development and cross-sector coordination. With a PhD in Education from Flinders University, she leads educational research projects and leverages findings to craft policies that address the challenges of the digital era. Prof. Dr. Chankoulika actively seeks partnerships with international organizations and educational institutions to enhance cooperation and share best practices, ultimately improving educational opportunities. She represents Cambodia at global conferences, advocating for education as a fundamental right and fostering collaboration across various sectors. In addition, as a SOMED Leader and SEAMEO High Official, she advises ASEAN Education Ministers on critical issues, demonstrating her commitment to advancing the quality of education in Cambodia and equipping students with the skills necessary for success in a rapidly changing world.*



- **H.E. Dr. SET Seng,**
- **Position: Director of PTEC**
- **Education and Experience:**

He obtained a Master's Degree in Educational Science (Chemistry) in 2007 and a Doctor of Philosophy in Science Education in 2016 in Japan. Dr. Set Seng began his career in the Ministry of Education, Youth, and Sports in 2000, teaching chemistry at the National Institute of Education. He was promoted to Deputy Director of the Research Office in 2011 and Head of the Department of Management and Education Planning in 2016 before becoming the Director of the Phnom Penh Teacher Education College in 2018. Over his 21 years in the Cambodian education system, Dr. Set Seng has gained extensive experience in developing teacher resources and education management. He has been actively involved in projects to improve science education at the secondary and teacher training levels, collaborating with JICA on initiatives like STEPSAM-1, -2, and -3. His work has included training teachers and promoting practical science teaching methods. As a manager, Dr. Set Seng has overseen various training programs, including initial undergraduate training for primary and lower secondary teachers and continuing education for educators and school leaders.





- **Dr. SOEUNG Sophha, Teacher Educator of NIE, and Director of the General Education Directorate of Children's Smile**
- **Dr. Soeung Sophha, holding a doctoral degree in shadow education and a master's degree in Education from Hiroshima University, and a Master of Arts in TESOL and Educational Management and Leadership from the Institute of Foreign Languages and Phnom Penh International University respectively, currently serves as a teacher trainer at the National Institute of Education and Director of General Education at Pour un Sourire d'Enfant (PSE), Cambodia. Dr. Soeung has almost 30 years of experience in teaching and training. He has served in different roles such as freelance educator, educational researcher, teacher trainer, corporate trainer, school principal, academic manager, educational facilitator in different educational projects, and teacher and university lecturer. Dr. Soeung is passionate about promoting a culture of sharing and cultivating a community for learning.**



- **Mr. Roger A. Cabiles, Country Program Manager, VVOB Cambodia**
Roger Cabiles is currently the Country Programmes Manager of VVOB in Cambodia a close partner of the Ministry of Education, Youth, and Sport in capacitating teachers, teacher educators, and school leaders towards quality education for all learners. Currently, VVOB implements the SMILE Programme or Strengthening Early Grade Math through Inclusive, Level-appropriate Education, aiming to holistically improve early-grade mathematics teaching and learning in Cambodia. Before this role, he was Project Director of Preparedness for Protection in Southeast Asia covering the Philippines, Thailand, and Indonesia. He has also worked in different capacities with Action Against Hunger, the Food and Agriculture Organization of the UN, and the National Centre for Indigenous Excellence in Sydney. He was also part of the Economics Department faculty of the Ateneo de Manila University and taught a course on economics and sustainable development. Roger finished his Master's degree in Sustainability at the University of Sydney and holds a Bachelor of Science in Community Development degree from the University of the Philippines.



A Conceptual Framework for Human Resource Management at the General Secondary Education Level : Perceptions of Education Experts

Han Divin¹, Hong Kimcheang² and Chhouk Chanchhaya³

¹Department of Administration, Ministry of Education, Youth and Sport, Phnom Penh, Cambodia

²Kampong Speu Institute of Technology, Ministry of Education, Youth and Sport, Kampong Speu, Cambodia

³Department of Teacher Training, Ministry of Education, Youth and Sport, Phnom Penh, Cambodia

Abstract

Human resource management at the secondary level in the education sector is crucial, which inevitably requires the development of a significant conceptual framework that is consistent with the nation's development. Educational personnel both teaching staff and non-teaching staff are the most important actors in supporting students or learners to achieve higher academic achievement. Consequently, educational personnel are also the main actors who play crucial roles in implementing educational policies and illustrating the national curriculum and other curricula at the school level. Inevitably, the education quality cannot exceed the quality of educational personnel, the quality of educational staff is a determining factor in the quality of education. Therefore, this research aims to study the conceptual framework of human resource management in education at the secondary education level by studying the concepts, theories, and articles, of the relevant research and some particular views of educational scholars. Five educational experts who have high knowledge with significant experience and working as managers in various entities in the Ministry of Education, Youth, and Sports are used as the sample for data collection in this research. Data collection has been done by requesting and seeking comments and evaluation from those 5 educational experts on the draft conceptual framework which was developed by utilizing the Item-Objective Congruence (IOC) form. Hence, the data are analyzed by descriptive statistics which determine the percentage and the mean value. As a result, the analytical evaluation shows that the conceptual framework of human resource management at the secondary education level in the education sector is appropriate in the average score of 0.93 which is approximately equal to 96.67 percent. This conceptual framework consists of three components: (1) Human Resource Capacity development (a. Professional Standards for Teachers and a. Professional Development) (2) Human Resource Performance (a. Performance evaluation b. Job Descriptions) and (3) human Resource Conservation (a. Rewards and Career Development). Simultaneously, the five sub-components have also received an evaluation value of appropriateness with an average score of 1.00 which is greatly equal to 100%, except one of the sub-components related to the description of positions which received an average score of 0.60, equal to 80%. Based on the results of this analytical research, it is necessary to develop a conceptual framework and development strategies on human resource management at the secondary education level in the education sector to ensure the development of human resource capacity, staff performance evaluation, and maintenance the human resources.

Keywords: Human resource management in education, secondary education, general education, conceptual framework



Factors Influencing Teacher Educators' Decision to Work at Battambang Teacher Education College (BTEC): Challenges and Strategies for Recruitment and Retention

Bou Da & Chhen Sela

Battambang Teacher Education College, Cambodia

Abstract

Qualified teacher educators are crucial for ensuring high-quality education and optimal learning outcomes for student teachers. The Ministry of Education, Youth, and Sports (MoEYS, 2024) emphasizes building a quality higher education system that develops human resources with excellent knowledge, skills, and moral values for a globalized and knowledge-based society. This study investigates the factors influencing teacher educators' decision to work at Battambang Teacher Education College (BTEC), identifies their challenges, and explores strategies for attracting and retaining qualified teachers. Semi-structured interviews and six-month reports analysis involved eight participants: three junior teacher educators, three senior teacher educators, a vice dean, and a vice director. The data's thematic analysis revealed that junior and senior teacher educators chose to work at BTEC due to various factors, including professional development, economic considerations, social influences, family reasons, and intrinsic motivations. In addition, challenges identified include poor English proficiency, low computer literacy, weak research skills, and a lack of support from other departments and management, and legal document establishment. Effective strategies to attract and retain qualified teacher educators include providing incentives, offering recognition, supporting professional development, and ensuring equality among staff.

Keywords: teacher educators, challenges and strategies, recruitment and retention, professional development, motivation



Teachers' Perceptions and Their Practices of Active Learning Method for Teaching Social Studies Subjects at Lower Secondary Schools in Battambang, Cambodia

Phou Sopha

Battambang Teacher Education College, Cambodia

Abstract

Social studies is a core subject that consists of history, geography, moral-civics, and home economics. This core subject aims to promote critical thinking, citizenship skills, cultural awareness, and social responsibility among students. In other words, this field is vital for fostering positive perspectives, attitudes, morality, peace, and patriotism. Active learning (AL) is crucial for effective social studies teaching because it engages students more deeply than passive listening. Therefore, this study aimed to investigate lower secondary school social studies teachers' perceptions and practices of AL in Battambang, Cambodia. It employed a mixed method, using a questionnaire survey of one hundred and five social studies teachers, a semi-structured interview with seven teachers, and six classroom observations. Accordingly, most of the teachers held a positive perception of AL, but their AL practices in their classrooms were on average. In line with results from the questionnaire survey and interview, the classroom observations showed that the teachers mostly used question-answer, homework, group work, and visual aid teaching techniques, using the lecture only supplementarily. Challenges of AL practices related to large class sizes, lack of materials and resources, time constraints, overloaded content, inadequate teacher training, and students' low learning interest and ability. Indeed, policymakers and curriculum developers should create a curriculum that supports AL practices and publish manuals and guidelines with clear instructions for practicing AL. Additionally, the guidelines should be integrated into pre- and in-service teacher training, as relevant to AL. Moreover, teachers should enhance their teaching skills relevant to AL through personal and professional development.

Keywords: Perception, Practice, Active Learning, Social Studies, Lower Secondary School



Effects of Role Play Activities on University Students' English-Speaking Ability

Chantha Ry and Linh Duy Nguyen

English Language Teaching Program, Faculty of Liberal Arts and Science
Roi Et Rajabhat University, Thailand

Abstract

Speaking is one of the important skills that university students should master; however, they face some problems due to the lack of vocabulary, poor pronunciation, and low comprehension ability. In searching for solutions to the problem with speaking activities, role-play activities were applied for students to explore different real-life situations and to practice speaking appropriately. This study aimed: 1) to examine the effects of using role-play activities on students' speaking ability and 2) to investigate students' perceptions towards role-play activities in speaking lessons. The data were collected quantitatively and qualitatively through pre-test, post-test, questionnaire, and semi-structured interviews. The results revealed that students' English-speaking ability was significantly improved through five aspects such as vocabulary, grammar, pronunciation, fluency, and comprehension. Moreover, the findings also showed that students could make meaningful progress in enhancing English speaking ability through role-play activities that were additionally appropriate to be applied in teaching students who have speaking difficulties. Based on students' perceptions, role-play activities were enjoyable to make students more creative and they were able to interact with others and express more ideas.

Keywords: Role play activities, English speaking ability, University students



Excellent school management approaches for enhancing students' creative self-efficacy

Lim Dalin¹, Chayapim Usaho², Nipachcha Rojratananavit³

^{1,2}Department of Languages, Battambang Teacher Education College, Cambodia

³Department of Educational Policy, Management, and Leadership; Faculty of Education,
Chulalongkorn University, Thailand

Abstract

Promoting creative self-efficacy in schools is essential for helping students develop their creativity and innovation and preparing them for the competitive climate of today's society. This study aimed to study the priority needs of excellent school management development and to propose excellent school management approaches for enhancing students' creative self-efficacy. The sample of the study was the 28 public high schools in Banteay Meanchey province, selected by using simple random sampling. The informants were directors, deputy directors, and teachers; in total, 215 people. The research instruments were questionnaires and evaluation forms. The collected data were analyzed using descriptive statistics such as frequency, percentage, mean, standard deviation, modified priority need index (PNI modified), and content analysis. The findings revealed that, of the seven criteria for excellent school management, the Leadership criterion had the lowest priority need value, whereas the Measurement, Analysis, and Knowledge Management criterion had the highest priority need for development to create excellent school management to increase students' creative self-efficacy. To improve students' creative self-efficacy in the school, five excellent management approaches must be applied, namely, establishing a welcoming climate for students and stakeholders' engagement, fostering the context of Teach for Learn more than Teach for Test, designing a future-focused strategic plan to bring about nurturing creativity, designing the new paradigm of teacher professional development, and cultivating innovative driven leadership to foster change and execute the current status quo.

Keywords: creativity, creative self-efficacy, customer, excellent management, senior leader





Early Childhood Learning Materials Development

Kann Haly

Hun Sen Chhnuor Meanchey High School, Cambodia

Abstract

Experiences as a father with two sons, I have noticed that they have different interests and need of learning materials. Learning materials that are out of date, not in line with learners, do not fit learners' interests, and are unattractive, lead to increased complexity, discourage thinking, discourage intellectual growth, and discourage learners' desire. These factors inspired me to research early childhood learning material developments and identify the interests of very young learners. As an individual learning material developer and children's book writer, I found three main challenges: 1. Materials do not focus on multi-skill development and materials are more complex, 2. Material developments focus on profit generated and 3. Material developers are not early childhood teachers and educators. Technology plays precise roles in early childhood material development support; required professional experiences and orientation. Some teachers and parents sometimes make hand-made learning materials or buy from others, whereas learning materials in the Khmer language are not rich and helpful compared to learning materials in English. This presentation aims to share the hands-on experience and types of learning materials with dynamic, needs, skill development, and growth stages of learners. I do wish to share these experiences with teachers, parents, and educators to produce rich and high-quality learning materials as others do.

Keywords: Early Childhood Education, Learning Material Development, Kindergarten Learning Resources, Technology



Design and Implement Classroom-Based Assessment in Teaching Trigonometric Ratios

Meach Mon

Department of Mathematics, Faculty of Education Science
Phnom Penh Teacher Education College, Cambodia

Abstract

Classroom-based Assessment (CBA) was officially established and introduced to focus on pupils' learning's holistic development and eradicate exam-oriented learning. Although the specific circular was issued in 2017, teachers in schools still lacked the skills and confidence in its implementation. The teachers presumed that the CBA is merely a teaching and assessment task detached from the existing teaching and learning. The apprehension was formed due to insufficient information on the implementation of the CBA. The practical implementation of CBA requires a comprehensive and systematic planning stage, followed by the preparation, implementation, and reporting stage. Henceforth, the Ministry of Education conducted workshops and intensive CBA training for headteachers and school principals to understand CBA implementation procedures. Based on the kind hand-in-hand, school leaders are deemed responsible for disseminating the CBA knowledge and skills acquired to teachers in their respective schools for implementation. However, the extent to which the implementation of CBA would be a triumph is yet to be substantiated. Subsequently, this study suggests a comprehensive CBA framework model to stakeholders by guiding their teachers in understanding the concepts and skills of CBA. This model, too, could assist teachers and boost their confidence during the implementation of CBA in the classroom.

Keywords: Assessment, Design, Teaching, Implementation.



Investigating the role of Lesson Study in supporting teacher reflection and self-evaluation, and enhancing student learning outcomes

Chhen Sela & Phorn Phian

Battambang Teacher Education College, Cambodia

Abstract

The main purpose of the study is to investigate the role of Lesson Study in supporting teacher educators' reflection and self-evaluation and enhancing student teachers' learning outcomes. The research used a mixed-method approach. Quantitative data was collected using convenience sampling from 30 out of 87 teacher educators via a Google Form questionnaire. Qualitative data was collected from three experienced teacher educators using purposive sampling. The results showed that Lesson Study promotes teacher educators' reflection and self-evaluation in the classroom. It also contributed to improving the learning outcomes of student teachers. The study also identified factors that influence the effectiveness of Lesson Study in supporting teacher educators' reflection and self-evaluation, as well as the challenges and barriers faced by teacher educators in implementing Lesson Study.

Keywords: lesson study, reflection, self-evaluation, professional development, learning outcome



Advisor supports and teacher educator teaching styles: Their influence on pre-service teachers' attitude toward research

Seanghai Nget, Vida Orn, Sophandara Loem, & Da Bou

Battambang Teacher Education College, Cambodia

Abstract

Background: Action research is increasingly incorporated into teacher education programs to equip pre-service teachers with research skills and a positive research attitude. This fosters continuous professional development and evidence-based teaching improvement. However, research challenges and other factors can lead to negative attitudes, particularly among pre-service teachers. **Objective:** This study explores the influence of advisor support and teacher-educator teaching styles on pre-service teachers' research attitudes. **Methods:** A cross-sectional survey ($n=202$) targeted fourth-year pre-service teachers in primary and secondary programs at Battambang Teacher Education College (BTEC) during the 2023 academic year. A self-administered online questionnaire was used to assess participants' ratings on advisor support, teacher-educator teaching styles, and research attitudes. Descriptive statistics and multiple regression analysis were used to examine relationships between variables. **Findings:** Pre-service teachers reported high levels of advisor support and positive perceptions of teaching styles. Overall research attitude was moderately positive, despite high research anxiety. Both advisor support and teaching styles significantly influenced the research attitude. **Conclusions:** Advisor support and teaching styles play a crucial role in shaping pre-service teachers' research attitudes. Future research should explore additional influencing factors and utilize qualitative methods to delve deeper into research anxiety among pre-service teachers.

Keywords: advisor support, teaching styles, research attitude, teacher education, pre-service teachers





A comparison of concept-based instruction and deductive approach in teaching English Grammar

Hieng Sophon, Thlang Sandom, & Nget Seanghai

Battambang Teacher Education College

Abstract

The purpose of this research was to determine which teaching method was more effective in teaching English grammar. Using a matched control experimental design, 33 pairs of primary student teachers at Battambang Teacher Education College were equally assigned into two groups, the control and experimental groups, based on their placement test scores. The experimental group was taught using concept-based instruction (CBI), while the control group was taught using a deductive approach. A post-test was used to measure the participants' grammar performance after the teaching of both approaches, while a students' engagement observation checklist and a satisfaction questionnaire were used to observe their learning engagement and levels of satisfaction with CBI, respectively. Based on the results of the post-test, no significant difference in the student teachers' grammar scores was found. The results of the observation checklist indicated that there was a high level of learning engagement in the experimental group in terms of the 'Initiative' and 'Effort' composition scales, while the 'Disruptive' and 'Inattentive' scales were low. Analysis of the satisfaction questionnaire indicated that the experimental group was 'satisfied' with CBI. They expressed that CBI could help them improve their grammar ability and provide them with confidence in learning grammar despite the difficulty with the language of instruction and the need for cooperation among peers. Based on these findings, some pedagogical implications and recommendations for further study were discussed.

Keywords: Concept-based instruction; deductive approach; teaching English grammar; student teachers; Cambodia



Elementary School Students' Needs for Global Citizenship Competency in the Globally Interconnected World: Case Study at Seomgang Elementary School

Lim Dalin

Department of Languages, Faculty of Social Science
Battambang Teacher Education College, Cambodia

Abstract

The development of global citizenship competencies (GCC) is a critical educational objective in an increasingly interconnected and pluralistic society. This study investigates the global citizenship competency of students at Seomgang Elementary School, South Korea, identifying areas for improvement and recommending strategies for schools to enhance this crucial competency. Ninety-four fifth and sixth graders participated in the study. Data was collected through surveys measuring students' self-reported GCC on a knowledge and understanding of interconnected and global issues, skills for interacting with the wider world, and attitudes and behaviors conducive to a just and peaceful society. The study found that the students had a high level of competency in all three dimensions: knowledge and understanding, skills, and attitudes and behaviors. However, the students expressed a desire to further develop their understanding of global issues and governance, their ability to participate in decision-making, and their environmental awareness. The study suggests that schools should support the development of global citizenship competency by implementing project-based learning, simulations, social-emotional learning, and extracurricular activities that promote cultural interaction and environmental awareness.

Keywords: global citizenship, interconnected world, cultural diversity



The Opportunities, Challenges, and Values of Student Teachers' Pedagogical Practice: A Case Study at BTEC

Rorthmomy Norm, Leakhna Lay, Smiror Van, U Sos Toam, Borey Chhen, & Linna Nin

Battambang Teacher Education College, Cambodia

Abstract

This case study investigates the opportunities, difficulties, and values student teachers experience throughout their practicum in the BTEC program for the academic year 2023-2024. The study uses interviews as a research method to investigate the primary factors that influence the effectiveness of student teaching strategies, including lesson planning, classroom management, and student engagement. The results highlight the importance of comprehensive training, mentorship, and institutional support in equipping student teachers with the necessary skills and confidence. The acquired perceptions may be utilized to shape the design of educational programs for teachers and the continuous professional development of future educators. The implication was suggested to raise the quality of pedagogical practices, curriculum improvement, and professional development, leading to a hopeful improvement in student learning results and the following year's pedagogical practice of student teachers.

Keywords: pedagogical practice, classroom management, opportunities and challenges, student teachers' perception, lesson planning, mentorship



Implementing Lesson Study incorporating 5Es instructional model to enhance student teachers' cognitive processes in problem solving on content of order and critical thinking

Visa Kim, Dara Khann, Sreyoun Long, Phea Khut, Tida Sang, Sopheatra Chea, Sovann Rin, Hang Chhean

Department of Mathematics, Faculty of Science Education
Battambang Teacher Education College, Cambodia

Abstract

This study examines the impact of integrating Lesson Study with the 5Es instructional model and Polya's problem-solving strategies on the cognitive processes of student teachers, specifically in relation to mathematical concepts of order and critical thinking. The need for effective teaching methodologies has become increasingly significant, as educators must develop both robust content knowledge and the ability to foster critical thinking in students. Utilizing a mixed-methods design, the research involved 25 third-year student teachers from Battambang Teacher Education College, assessing their problem-solving skills and critical thinking through pre- and post-intervention tests, as well as qualitative observations and reflective journals.

Quantitative results showed a significant improvement in problem-solving skills, with an average increase of 43.94 points post-intervention ($t(24) = 12.85, p < 0.0001$). Qualitative analysis revealed key themes including increased confidence in problem-solving, enhanced collaboration among peers, active engagement with content, and the value of reflective practice. These findings suggest that the integrated approach not only improves student teachers' pedagogical skills but also equips them to foster critical thinking and problem-solving in their future students. The study highlights the importance of collaborative, structured frameworks in teacher preparation and suggests avenues for future research to explore long-term effects on instructional practices and student outcomes.

Keywords: Lesson Study, 5Es Instructional Model, Problem Solving, Cognitive Processes



Contact



(+855)-12 319 045



info@btec.edu.kh



btec.edu.kh



វឌ្ឍន៍សាខាសាស្ត្របាត់ដំបង - Battambang Teacher Education College



Romchek 4 Village, Sangkat Ratanak, Battambang City/Province, Cambodia