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Visiting Professor Katherine Marshall

Professor Katherine Marshall graduated from Princeton University with two Master's degrees, in Public Administration and in History. She then joined the World Bank, rising to become Counsellor to the then-President, Wolfensohn; whilst there, some of the many issues she addressed relating to international development were leadership, conflict resolution, and the role of women and religious faith. In addition, Ms. Marshall has been instrumental in the creation and development of the World Faiths Development Dialogue, where she is the Executive Director. She also serves on boards of numerous international NGOs and advisory groups. Presently, Ms. Marshall is a Senior Fellow at Georgetown's Berkley Center for Religion, Peace and World Affairs as well as a Visiting Professor in its School of Foreign Service. In 2006, Katherine Marshall received an Honorary Doctorate from the University of Cambodia.



Prof. Katherine Marshall

Professor Marshall has since visited UC many times as a distinguished visiting professor. She has provided training and workshops to students and staff and has played an important role in the development of UC.

On her most current visit to Cambodia, in August 2014, she conducted three student-centered panel discussions and lectures at UC, in addition to numerous individual meetings with faculty and staff members.

Professor Marshall held a lecture and discussion session with students and faculty from the College of Management (CoM) entitled, "Challenges and Opportunities of Technology in Business Operations." Ms. Gina Lopez, Associate Dean for the CoM, held a joint panel discussion with Prof. Marshall during this discussion session.

Mr. Khun Channy, Associate Dean for the College of Education (CoEd), and Professor Marshall held a panel discussion related to the challenges and opportunities in the education sector and in personal educational experiences entitled, "The Impact of Globalization on Education." Following the panel discussion, students were allowed to ask questions about what was discussed. The outcome of the panel discussion and the question and answer session was that education does not finish upon your graduation from university, but rather, is a life long quest for knowledge that is always changing and growing.



Prof. Katherine Marshall and Ms. Gina Lopez



Mr. Khun Channy and Prof. Katherine Marshall

By: Mr. Min Seiha

Professor Marshall also held a lecture for students from the College of Social Science entitled, “Taking into Account of Culture, Ethnicity and Religion in Development Work and Strategies.” After the welcome remarks and the introduction on the background of Prof. Katherine Marshall given by Mr. Min Seiha, Prof. Marshall started with a brief on the general picture of society that consists for many ethnic groups, the ways of life, the relevance of culture linking to human rights and values for the development program of a country.

With the discussion and comparison between the features of Cambodia and America as an example, the students were suggested to reflect on some practical issues relating to cultural, ethnic and religious aspects such as gender equality, livelihood, attire, food, communication, and beliefs.



Prof. Katherine Marshall, Mr. Min Seiha and students from the College of Social Science

Each aspect shows what the challenges and the possibilities will be for any effort in bringing changes for the whole community. Therefore, they must be taken into consideration, both how to protect and preserve indigenous culture, and to respect virtues of traditional culture, religion and different characteristics of people.

Through the studies of many disciplines like anthropology and sociology, there may be some approaches used to deal with the fear of change, and to introduce new methods for development policy makers, including surveys, listening and finding the real tension, avoiding simplification, better understanding the ideal and reality, and the adoption of not only consultation, but also participation and empowerment.

UC would like to extend our sincerest gratitude to Professor Katherine Marshall for being a long time partner of the university. She has spent countless hours training, lecturing and providing support to UC's faculty, staff and students. In addition to her contributions to the university, she has also participated in the Asia Economic Forum, a premiere think tank organized by UC.

Introducing Brendens Lek to CES and the UC Student Development Center

By: Mr. Brendens Lek

My name is Brendens Lek, and I am both a US citizen, and a Khmer citizen. I was born in Phnom Penh in 1973. During the Khmer Rouge era, I emigrated from Cambodia to France, where I lived for 5 years. At the age of 15, I emigrated from France to the United States, where I lived in Virginia for over 30 years. I received my high school diploma from Herndon High School in June of 1994. In November of 2001, after the 9/11 crisis, I joined the US Army. I was activated to go to war in Iraq in January of 2003. As a sergeant, I was accountable to teach my squad the army values, which are loyalty, duty, respect, selfless service, honor, integrity and personal courage. Throughout 2003, I taught students physical fitness training, helping them to develop a strong mind and body, in order to maintain good overall health. In August of 2004, I graduated, and was awarded a diploma of achievement from the US Army 25B (Computer Operator Analyst) IT Institution on Fort Gordon, in Georgia. In 2005, I taught psychology techniques to students to reduce their mental fear, and to strengthen their inner confidence. In November of 2008, I graduated from New Horizon Computer Learning Center, where I was once again awarded a diploma of achievement. In 2009, I became a life coach and taught students self-development in public speaking/toastmasters, focusing on preparation and presentation. To enhance their interview skills and build their self-confidence, I taught body language skills and voice projection. In February of 2014, I graduated in Arlington, VA, from the University of Management and Technology, with a Bachelor's of Science in Computer Science. I achieved a 3.8 GPA, and received an award of excellence. My computer certifications range from CompTIA Network + 2013; CompTIA Security + 2013 and CompTIA A+ 2013.

I am an experienced teacher and an accomplished IT Technical Support Specialist with demonstrated ability to support complex local and wide area networks. I am a team player with excellent people and problem solving skills. In my spare time, I like to consult and coach students with their daily problems, their self-development, family development and everyday development. I like to help students balance their health, wealth and and relationships, which should all be of equal importance. I enjoy encouraging students,

boosting their sense of moral value and what life has to offer. I want to help them recognize what is worth striving for: being outgoing and independent, having a college degree in their hand, and not having to rely on anyone but themselves.

I will be a full time CES teacher, bringing dynamic, creative and quality teaching to the students. I will also be in charge of the soon-to-come Student Development Center that will focus on activities such as student counseling, student orientation, CV development, interview skills, workshops, career counseling, study abroad opportunities and scholarships, and public speaking.



This is what I have to offer to the University of Cambodia. I have always dreamt of bringing my philosophy, diverse cultural background, coaching and teaching expertise, talent, wisdom, creativity, and experience to Cambodia. I want to share and offer my services to Cambodia, as an example of a true teacher who has lived abroad for over 30 years. I want to teach our young generation, who will be replacing the old generation, to be leaders; a leader of one's self and leaders of our nation. I want to motivate and encourage our young ones to stand up and make this world a better place; to believe that we can do it, that we don't always have to look up to, or be envious of, other countries. I would like to sculpt the minds of our young ones, who are willing to make a difference in changing the shape of our nation's future.





From the 21st to the 31st of July 2014, a group of law students from the University of Cambodia (UC) participated in a summer school program organized by The Institute for International Peace and Security Law, in cooperation with the University of California, Berkeley, on the topic of International Criminal Law and Human Rights Law at Comme a la Maison Hotel in Phnom Penh.

The participants included: Bun Penghuy, Huy Sambor, Meng Limkorng, Tex Kimmey and Thun Visa from the College of Law of UC, alongside other international students from Germany and the United States. The main purpose of this summer school is to bring students from different countries such as Cambodia, the United States and Germany to share ideas and knowledge to one another.

There were a lot of lectures on international criminal law, specifically the International Criminal Court and human rights law, with a focus on ASEAN nations. We learned a lot from this summer school which provided both theories and practical experiences. Dr. Eleni Chaitidou, who works for International Criminal Court (ICC) gave a lecture on the Rome Statute and the court procedure. As for the practical experience, we went to the Extraordinary Chambers in the Court of Cambodia (ECCC) to have a discussion with judges, prosecutors, defense sections and civil party lawyers to understand more deeply about the process and the updated information of the case 002.

Moreover, we had a chance to listen to presentations from Professor David Cohen from Stanford University about human rights law, specifically ASEAN Human Rights. Not only did we sit in the class and study the theories with these distinguished professors, but we also had opportunities to visit relevant organizations working on human rights within Cambodia. For instance, we went to the Office of High Commissioner for Human Rights (OHCHR) to discover more about the human rights situation in the world as well as in Cambodia. We were provided the opportunity to raise any questions or doubts about human rights law and enforcement, and get clarification straight from the source. After visiting OHCHR, all the participants were allowed to get books and publications with regard to human rights for free.



During the program, we were given the honor to visit the Senate of the Kingdom of Cambodia in order to learn about its achievements in the past years, its functions to ensure the human rights in Cambodia, and the working procedure of the senate. All the participants were given the floor to ask any questions they may have had.

In conclusion, this summer school was a great program for law students, from the College of Law at the University of Cambodia, to expand their knowledge pertaining to legal fields. With such a program, students gain a lot of opportunities and experience to develop their capacity to compete in this competitive job environment, enhanced by ASEAN Integration 2015. On behalf of the students at the University of Cambodia, I would like to ask for more programs like this, for all students, to improve themselves, and be ready for career hunting after their graduation.



International Partnerships

Guangxi University for Nationalities

By: Ms. Samantha Smith

The University of Cambodia and Guangxi University for Nationalities have held numerous meetings regarding the creation of a memorandum of understanding (MOU) between the two universities. On July 3rd, 2014, a delegation from Guangxi University for Nationalities visited UC to discuss particulars and tour the campus. The meeting produced beneficial discussion on collaboration efforts, and helped to create a network between faculty members for future cooperation.



H.E. Dr. Kao Kim Hourn and H.E. Zhong Haiqing

H.E. Dr. Kao Kim Hourn, President of UC, met with the President of Guangxi University for Nationalities to exchange views regarding the cooperation between the two universities in at Liyuan Resorts in Nanning, China, on September 15, 2014. The pair discussed specific initiatives to be included in the MOU. Both parties agreed that it is of utmost importance to facilitate both student and teacher exchanges in order to increase cultural awareness. The MOU will also promote the exchange of books, institutional publications, and scientific and academic information. In addition, Guangxi University for Nationalities has expressed interest in assisting with the creation of UC's Siem Reap Campus, and has agreed to the exchange of university delegations to facilitate this project, as well as to enhance cooperation and collaboration.



Delegation from Guangxi University for Nationalities and the UC team.

Collaboration with Universiti Putra Malaysia

By: Ms. Samantha Smith

On August 4th, 2014, a delegation from the Universiti Putra Malaysia (UPM) visited the University of Cambodia (UC) to present the results of a study entitled, “Developing a Student Index”. UPM Vice Chancellor, Professor Datuk Dr. Mohammed Fauzi Hj. Ramlan, and researchers, Zulhamri Abdullah, PhD, Tai Lit Cheng, and Syed Agil Alsagoff, conducted a study regarding the factors of self efficacy in Cambodia, Malaysia and Vietnam; the delegation presented a comparison of the results from the surveys conducted in Cambodia and Malaysia. They said that the results of the studies show that Cambodian students tend to have



Dr. Munro, Dr. Y Ratana, Ms. Samantha Smith, and the delegation from UPM discussing the results of the student index study.

a more entrepreneurial attitude towards their education and future. The self efficacy of Cambodian students was less affected by gender and income than Malaysian students. This indicates that Cambodian students generally feel more in control of their own future, regardless of economic status or gender. It was also noted that far more Cambodian students work to help support their studies.

In an effort to strengthen the cooperation and collaboration between the two universities, UPM has requested that UC assist in promoting

this entrepreneurial spirit in Malaysia by signing a memorandum of understanding (MOU) between the two universities. This MOU will contain measurable benchmarks for increasing student, faculty, and staff exchanges. In addition, collaborative research projects and grant proposal development will play an important role in the collaboration between the two universities. It is expected that the official MOU will be signed in December of 2014.

Memorandum of Understanding with Woosong University

By: Ms. Samantha Smith

On July 29th, 2014 in Phnom Penh, Cambodia, Dr. Kao Kim Hourn, President of the University of Cambodia signed a memorandum of understanding (MOU) alongside the signature of Dr. John E. Endicott, President of Woosong University.

The MOU shall remain in effect for 5 years and will be automatically renewed annually after the initial 5 year period has expired.

This agreement solidifies the cooperation and collaboration between the two institutions and lays out specific benchmarks and areas for exchange. As stated in the MOU, both universities agree to promote and facilitate the following activities:

- Exchange of faculty and/or staff;
- Exchange of graduate and /or undergraduate students;
- Exchange of scientific materials, publications, and information;
- Exchange of cultural activities;
- Joint conferences and academic programs; and
- Joint research activities and publications.

The Office of the President at the University of Cambodia, and the Office for Global Center at Woosong University will be responsible for coordinating the agreed upon activities of cooperation and collaboration. Enhanced cooperation and exchanges between these two institutions will promote cultural understanding and advance information and research sharing in the region.



Collaboration between Cambodian HEIs and the University of Canberra, Australia

By: Mr. Min Seiha

On June 27th, 2014, a meeting was held at the Department of Higher Education regarding the cooperation and collaboration between the University of Canberra in Australia and HEIs in Cambodia. The University of Canberra has an established international exchange program with comprehensive accommodations for international students. In fact, international exchange students make up about 20% of the student body. The University of Canberra has excellent training programs, particularly in the area of education and TESOL and conducted trainings with 35 key persons during their visit to Phnom Penh. Additional meetings will be required to work out details of credit transfer and accreditation before exchanges will be possible. Although there is still a lot to consider in regard to conducting international exchanges between Cambodian HEIs and the University of Canberra, this is a very exciting opportunity for Cambodian students.

Strengthening Positive Self-Care to Promote Effective Leadership



By: Mr. YA Chanreasmey

Reported by: Mr. Khun Channy

On July 25th, 2014, Mr. Khun Channy, Associate Dean for the College of Education at the University of Cambodia, was invited to attend a workshop training entitled, "Positive Self-Care for Strengthening Leadership in Higher Education," at the office of the Cambodian Higher Education Association (CHEA). The workshop was jointly conducted by CHEA and United Nations Educational, Scientific and Cultural Organization (UNESCO). This leadership training allowed the participants to explore challenges and opportunities within current higher education leadership strategies and to investigate how the current system supports positive self-care techniques in employees, and how the current system may hinder positive self-care.

After the opening remarks by H.E Ly Chheng, President of CHEA, the invited trainer, Dr. Russell Bishop, an American clinical psychologist, gave a brief introduction about the sufficient application of psychology for people who play a leadership role. The participants then had an opportunity to review and discuss in groups about the potential factors posing stress in their workplaces. In small groups, the participants also discussed the practical applications of positive self-care in their daily life. At the end of the discussion, representatives from each group provided the group's conclusions and insights.

The workshop was concluded with a lecture by Dr. Russell Bishop on stress and stress management. His useful training covered many topics, such as psychological and biological aspects of stress, stress management, positive coping, negative coping, and positive self-care. The participants received resources and strategies for policy and program development in higher education to promote positive self-care and stress management techniques, in an effort to create a more efficient and cohesive working environment.



By: Ms. Gina Lopez

The University of Cambodia Debate Team was crowned the overall champion in the recently concluded Youth's TV Debate entitled, 3G Debate: Gender and Good Governance. The event was organized by the People Health Development Association (PHD), in collaboration with the Ministry of Interior (MoI); Ministry of Women's Affairs (MoWA); Ministry of Education, Youth and Sports (MoEYS); Ministry of Information through the National Television (TVK); and the Open Institute Organization (OI); and was funded by the Swedish Program for ICT in Developing Regions (SPIDER), and Heinrich Boll Foundation in Cambodia.

The debate was held on Wednesday, August 27th, 2014, at TVK. The participating universities were as follows: the University of Cambodia (UC), Phnom Penh International University (PPIU), Pannasastra University of Cambodia (PUC), and Beltei University (BU). The effort, teamwork, and persistence in research of each university were both impressive, and note worthy. The well versed exchange of opinions, understanding and interpretations of each debate team on the assigned topics was admired by the judges.

However, in the end only one team was declared the winner, and that was the UC Debate Team! Well structured arguments, carefully selected supporting documents, and their team spirit was noticed by the judges and they brought pride to themselves, their families, and of course the University of Cambodia. Congratulations!

UC Debate Team Members:

Soun Khanra
Khon Sonita
Oeun Sreyliak
Yeang Sethsamprathna

Student Mentors:

Bun Penghuy
Sam Sochet

UC Advisers:

Cham Soeun
Min Seiha
Gina V. Lopez



Debate team members receiving their 1st place award

UC STUDENTS, FACULTY AND ALUMNI STUDYING ABROAD

College of Science and Technology:

Mr. Sriv Tharith has received a scholarship to attend a PhD program for computer science in South Korea.

Ms. San Sok Him has received a scholarship to attend a master's degree program for computer science in South Korea.

College of Arts and Humanities:

CES Instructor, Ms. Chheng Sovannka, is attending a master's degree program in Tokyo, Japan.

College of Management:

Mr. May Som Art will attend a master's degree program for global management at Seoul National University, in South Korea.

Ms. Nara Sokhema has received a Chevening UK Government Scholarship, and is currently attending a master's degree program in the UK.

Ms. Tang Sreyneang is currently attending a semester abroad at Solbridge International School of Business at Woosong University, in South Korea.

Mr. Ky Vannroath has received a scholarship from the Korean Government Scholarship Program (KGSP), and will attend a master's program for information systems at Gyeongsang National University in South Korea.



UC President, Dr. Kao Kim Hourn, and Mr. Ky Vannroath at his UC graduation ceremony

The program includes a one year Korean language program in addition to the two year master's degree program. When asked what advice he would give to students hoping to study abroad, he replied, "First is English. It's the main driving tool that can help you to show out what you have inside you. Second is your study background. Try hard never die. Make sure you also obtain a good score for your overall GPA so that you have more chance in winning the scholarship over other potential candidates. Third is participation. Make sure you try to participate in the event organized by school, or lecturer so that you can gain more real life experience and confidence in yourself. To me, I gained more confidence in my English, and the way I communicate with people from UC Debate club."

Mr. Seng Sienghour has received a scholarship from the Czech Government and is currently attending a master's degree program for management and economics. When asked what advice he would give to students hoping to study abroad, he replied, "In order to obtain the scholarship to study abroad, the most important thing is to be well- prepared. Students have to spend their time to read the information and be aware of scholarship requirements, and start to prepare some documents before they start to apply for the scholarship. This means they have to make sure that they are ready and have enough documents to catch the scholarship. Here are some documents that they should prepare:

1. Official Transcript
2. Degree Certificate
3. Motivation Letter
4. Recommendation Letter
5. Certificate of English Proficiency Test Score (TOEFL , IELTS)
6. Other certificate of social work
7. And other documents required by different types of scholarship"



Mr. Seng Sienghour at his UC graduation ceremony

Chevening Scholarship Winners



College of Social Science:

Mr. Long You Pheng has received a Chevening UK Government Scholarship and is currently attending a master's degree program in the UK.

Mr. No Sophearith has received a scholarship to attend a master's degree program in China.

Mr. Sen Sopheara is currently attending a master's degree program in South Korea.

Mr. Khov Ea Hai is currently attending a master's degree program in South Korea.

Mr. Seng Sopheak has received a Chinese Government Scholarship and will attend a master's degree program for software engineering at Beijing Jiaotong University, recognized as 1 of the top 3 software engineering schools in China.

When asked what advice he would give to students hoping to study abroad, he replied, "For students who wish to study abroad, it's better to prepare yourself for what country and field you prefer to study, enhance English proficiency, and find scholarship information via the school websites as well as scholarship pages on Facebook."



Mr. Seng Sopheak

The Inefficiencies of Using Electronic Devices Inside (and Outside) Class

I. The Need to Avoid “Mindless Transcription”¹

By: Dr. Angus Munro

Introduction

In a previous article in the UC Bulletin (Munro, 2013), it was proposed that the student use of laptops during classes should be discouraged. The reasoning rested on the idea that the use of laptops basically made the students less efficient in getting the most out of the class. Thus, Munro (2013) noted that laptops were inefficient for proper note-taking, because of problems of (i) drawing diagrams, etc., as well as (ii) doing flow-charts to capture what the faculty is saying in as few words as possible. Thus the user does not get the opportunity to further develop a solid soft skill. This has since been emphasised by the results of a study involving a large number of undergraduate students at Princeton University and UCLA in the US (Mueller and Oppenheimer, 2014).

The present paper will review evidence for the limitations in the usefulness of a laptop as a note-taking tool. As such, it is one of a series which look at various aspects as a basis for establishing an effective set of policies by the University of Cambodia in order to maximise our students’ chances to develop essential hard² and soft³ skills. Thus a second paper in this series will also consider laptops, but in the broader context of the temptation to multi-task. Another will consider the issue of effective note-taking and its subsequent re-working to produce a meaningful source information whilst reinforcing the learning process.

Laptop Notes – Hi-Tech but Low-Brow?

The inspiration for Mueller and Oppenheimer’s study was their personal experiences after having forgotten their laptops: they found that attending classes (as a teaching assistant) or faculty meetings was more rewarding, with more gained.⁴

To set the scene, one intriguing study (to me at least)⁵ reported that tests on twelve people⁶ who were not touch-typists after a median of 10 years experience using computer keyboards found that their typing speed was more than five words/minute faster than their hand-writing speed, regardless of whether the task was doing a passage from memory or the slower process of copying one.⁷

The first experiment in Mueller and Oppenheimer’s study asked 65 Princeton students to watch one of five 15-minute TED talks⁸ on interesting but not generally known topics, and to take notes as they normally would do (either by hand or using a laptop which was not connected to the internet)⁹. Then, after doing three distractor tasks (including a taxing working memory task) over a 30 minute interval, they had to answer questions about the lecture.

1. As diagnosed in two top US universities: Mueller and Oppenheimer (2014).

2. Skills specific to a particular course: for example, one on IT or on accounting.

3. General skills which are not specific to a particular situation and thus are transferable: for example, thinking capabilities (including creative, logical and critical); positive behavioural attitudes (responsibility, self-discipline and teamwork); and a willingness to learn.

4. <http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>; www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html

5. I trained as a dial-twiddler and fish (brain-)surgeon, not a pianist – beyond two-finger typing is beyond my cerebellum.

6. Note that the sample size is small: I have only been able to access the abstract, so cannot determine whether the study is meaningful without seeing the data.

7. <http://pro.sagepub.com/content/32/5/381.abstract>: the paper itself (written by two Xerox employees and published in 1988) is behind a pay-wall.

8. https://en.wikipedia.org/wiki/TED_%28conference%29

9. 34 and 31 replicates respectively: https://osf.io/4psyk/osfiles/Study_1_Upload_Data.sav/version/1/download/

- Some of these were factual-recall questions (e.g., “Approximately how many years ago did the Indus civilization exist?”): laptop note-takers performed as well as those using hand-writing.
- Others were conceptual-application questions (e.g., “How do Japan and Sweden differ in their approaches to equality within their societies?”): laptop note-takers did significantly worse (Figure 1).
- An analysis of the students’ note-taking revealed that laptop-users took down about twice as many words, often verbatim from the lecture (Study 1 in Figure 2).¹⁰
- Further analysis indicated that the more that was taken down verbatim, the poorer the student’s performance: something which was explored in their later experiments.

Their second experiment, with 151 mainly female UCLA students repeated the first, except that a proportion of those using laptops were explicitly told not to take verbatim notes.

- Whilst the results were more variable, the main difference from the first experiment was that those laptop users who had been told not to take verbatim notes were intermediate in their scores on conceptual-application questions.
- This was despite the fact that they had ignored the request not to take such notes.

A third experiment, again at UCLA with another batch of 109 mainly female students, involved their observation of four recorded readings of prose passages; participants were advised that they would be tested one week later, with half of each group having the opportunity to review their notes before the test.

- Again, as with two previous studies (Figure 2), there was a significant difference in note-taking between those using longhand and those using laptops.
- When tested using factual and four other categories of questions, students who took longhand notes and had the opportunity review their notes did much better than the other three groups for factual questions and overall responses, in particular.
- This has obvious implications for students’ revision for exams.

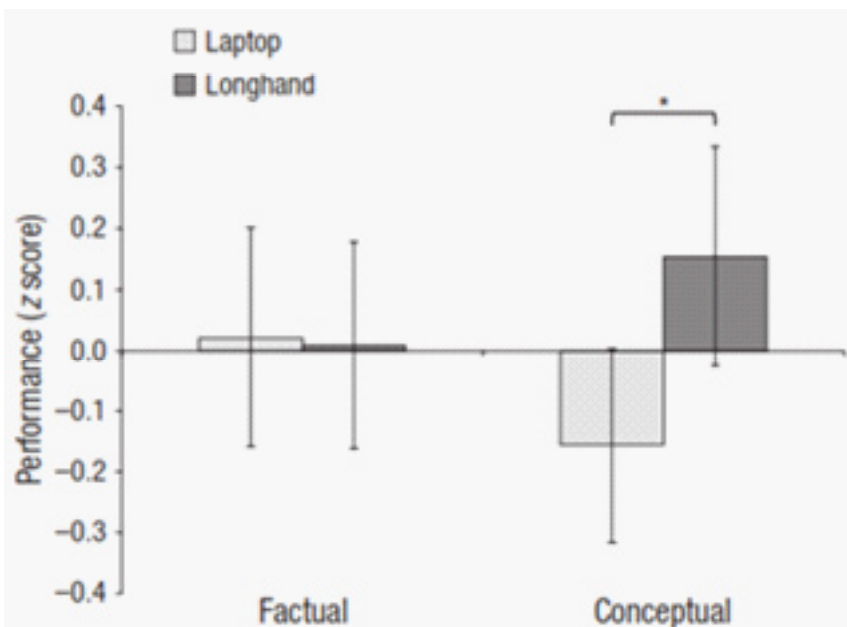
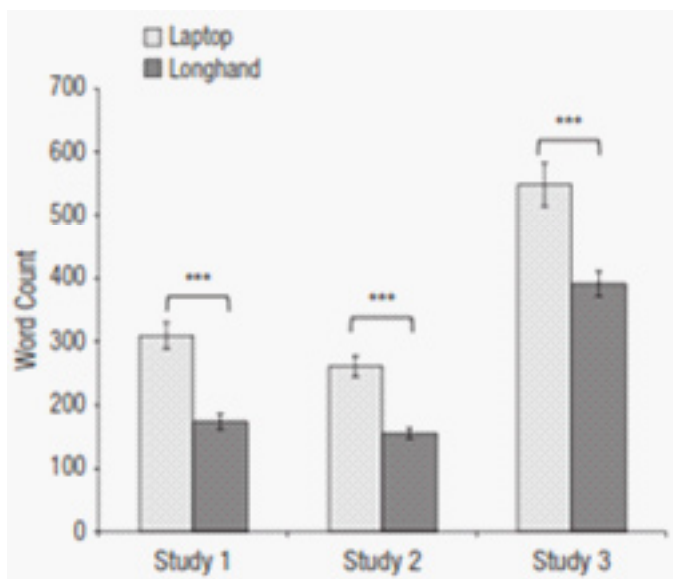


Figure 1 Mean (+ standard error) z-scored performance for the two different types of questions in Mueller and Oppenheimer’s first experiment. Students using longhand scored better than the average for conceptual-application questions, whilst those using laptops did worse (*, $P < 0.05$).

10. Also noted by Beck et al. (2014)

A



B

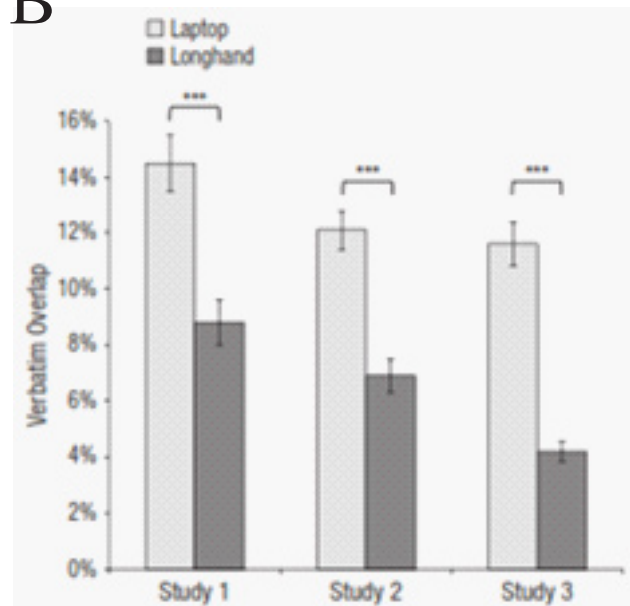


Figure 2 Mean (+ standard error) of word counts (A) and the percentage of verbatim text (B) in the three experiments; ***, $P < 0.001$ (from Mueller and Oppenheimer, 2014).

Mueller and Oppenheimer concluded that taking hand-written notes requires a person to do more processing of incoming information: to select the important points and thus more readily see these in the context of the emerging ‘big picture’. This enhances conceptual understanding, through the necessary promotion of analytic and synthetic processes in order to better paraphrase this information. In contrast, the findings with students using a laptop were interpreted as indicative of less higher-level encoding of the incoming information by the brain. Thus they conclude that:

“even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers’ tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning. ... *For that reason, laptop use in classrooms should be viewed with a healthy dose of caution; despite their growing popularity, laptops may be doing more harm in classrooms than good.*” (emphasis added)

Such conclusions are obviously subject-dependent: they relate specifically to note-taking (see Conclusions).

- However, they provide an interesting twist on the issue of spoon-feeding through hand-outs, etc.
- Thus here we have what would appear to be students effectively spoon-feeding themselves – through ‘mindless transcription’, to use one of Mueller and Oppenheimer’s derogatory terms.

The Dangers of Relying on Secondary Sources

Mueller and Oppenheimer's results were widely reported in the popular press, typically as superficial overviews without any insight into the specifics. More detail was provided in some news reports, apparently based on interviews with one or both of the authors.

- i. Such interviews can be useful, since they force one or more of the authors to state explicitly ("put their mouth where their money was") what they consider their results to indicate (for various reasons, they may have been more non-committal in the paper itself).

Fortunately, copies of their paper are available outside the publisher's paywall.¹¹ A comparison of the data included in their paper with the information in otherwise excellent reports on two professional scientific news-reporting sites indicates some disparities (emphasis added).

- i. One stated that "[d]espite these instructions, students using laptops showed the same level of verbatim content and were no better in synthesizing material than students who received no such warning."¹²
- ii. Another stated that "[s]urprisingly, the researchers saw similar results even when they explicitly instructed the students to avoid taking verbatim notes, suggesting that the urge to do so when typing is hard to overcome."¹³

These both refer to Mueller and Oppenheimer's second experiment, where the original authors instead concluded that "the effect of the intervention on performance is ambiguous, [and] any potential impact is unrelated to the mechanisms explored in this article."

Conclusions

1. If you want to 'get the big picture', don't rely on someone else's (mis-) interpretations: go to the source.¹⁴
2. There are often alternative sources (e.g. an author's home-page) to avoid having to pay extortionate access fees (although publishers have recently started to clamp down on this).¹⁵
3. In the absence of primary sources, there is the need to be discriminating about the use of secondary sources: identify the most detailed, and try to determine whether they reflect a properly balanced overview of the original source.

Overall, Mueller and Oppenheimer's findings would seem to refute previous observational studies where students reported that the use of laptops improved note-taking (reviewed by Kay and Lauricella, 2011).

- In the case of Kay and Lauricella's own study, the responses relate to students' subjective judgements, at the end of the course before the final exam.
- It is not clear what objective basis (e.g. mid-term exams and other forms of prior assessment) they might have had to justify their perspectives.
- There was no attempt to relate the survey findings to final outcomes (it is not clear whether the survey was anonymous or not).

11. Otherwise, one would have to pay \$35 for 24 hours access: the paper does not state how the study was funded (students at UCLA were paid to participate), but the study made use of state university facilities and presumably at least one of the authors was paid by a public source.

12. <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

13. <http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>

14. Journalists want a nice simple story: unfortunately(?), life is rarely like that.

15. Munro, in preparation.

Bui et al. (2012) did an experimental study somewhat similar to that of Mueller and Oppenheimer, in which their first experiment compared students taking notes by longhand or on computer, with the outcome being determined by what Mueller and Oppenheimer considered to be factual-type questions.

- Students (80 in their experiment 1) were apparently assigned to use a particular medium, rather than being allowed to use their normal method of note-taking.
- One extra dimension was added by asking half of the students using each medium to ‘transcribe’ their notes (i.e. record as much of the taped 11-minute lecture as possible); whilst the other half had to take ‘organised’ notes (i.e. to “paraphrase and organise their notes as much as possible”).
- The notes were then taken from the participants and they were tested immediately after the lecture (another major difference from Mueller and Oppenheimer’s study).

Overall, the results of Bui et al.’s first experiment indicated that, based on the proportion of ‘idea units’¹⁶ recorded and recalled from the test lecture, transcribers using a computer outperformed the other three groups (Figure 3).

Group	Note-taking overall	Free recall				Short answer		
		Overall	Main ideas	Important details	Unimportant details	Overall	Important details	Unimportant details
Hand								
Organize	.28 (.12)	.12 (.05)	.17 (.10)	.18 (.09)	.10 (.08)	.47 (.19)	.52 (.16)	.42 (.26)
Transcribe	.28 (.10)	.12 (.03)	.17 (.12)	.21 (.10)	.08 (.07)	.46 (.15)	.45 (.17)	.47 (.18)
Computer								
Organize	.34 (.13)	.12 (.05)	.21 (.14)	.16 (.10)	.10 (.10)	.50 (.20)	.53 (.20)	.46 (.25)
Transcribe	.44 (.12)	.18 (.06)	.25 (.13)	.24 (.12)	.12 (.08)	.64 (.12)	.72 (.16)	.58 (.13)

Figure 3 Summary table of the results of Bui et al.’s first experiment: mean percentages of ‘idea units’ (standard deviation) (from Bui et al., 2012).

- Potentially alarming (for me, at least) was how many of the main ideas and important details were not recalled (data for unimportant details are more encouraging, at least for ‘free recall’): unfortunately, the questionnaire data are not provided, so that it is impossible to interpret whether it would be possible to score 100% on main ideas (for example).
- Also, they would not seem to have a measure of organisation of the notes, but instead just scored the numbers of ‘idea units’: did the students follow instructions (cf. Mueller and Oppenheimer’s second experiment)?
- There were no differences between the two longhand groups in the numbers of ‘idea units’ recorded (28%): was this because both groups were in fact following an ‘organised’ strategy (cf. Mueller and Oppenheimer’s conclusions)?
- The difference in the number of ‘idea units’ recorded (and then recalled immediately afterwards) between groups using computers presumably reflects attempts by the ‘organised’ group to paint the bigger picture, although no data are provided to support this (see above).
- The difference of the ‘computer-transcribers’ relative to the other three groups¹⁷ may reflect the increased higher cognitive processing required by the latter.
 - The fact that this was not seen in Mueller and Oppenheimer’s much larger study may reflect the latter’s time-lag in testing.
 - One alternative might be that all testees were previously laptop-users.
 - Another is that it may suggest that, to adopt Mueller and Oppenheimer’s terminology, the students in that group had regressed to a state of even more ‘mindless transcription’ than their usual.

16. 125 facts, of which eight were ‘main points’, 15 ‘important details’ and 16 ‘unimportant details’.

17. Not replicated by Beck et al. (2014).

Bui et al. (2012) did two further experiments with various computer-using groups, but their results (including data from tests of working memory and processing speed capacities) fail to give any further real insights.

- For example: in their third experiment, they inexplicably¹⁸ only allowed the relevant groups to review their notes for five minutes immediately after the original lecture-presentation, rather than just before the follow-up test 24 hours later.

Conclusions

The above as an attempt to give a balanced evaluation of the possible limitations of the routine use of a laptop as a means of note-taking.

- It is fully recognised that this may be skewed by lack of access to other major studies which are behind corporate pay-walls.

To build upon Mueller and Oppenheimer's conclusions (assuming these will be confirmed by further studies)¹⁹, students should think about transcribing their *hand-written*²⁰ notes into a 'formal' format, as will be considered further in a follow-up article on Note-Taking (Munro, in preparation).

Students who use laptops for note-taking need to seriously think about whether they are doing so for the right reasons.

- This is even more so for those who imagine that they can effectively multi-task (see Munro, in preparation).

At present, it is up to individual lecturers at the University of Cambodia to decide whether students in their lectures can use laptops or not. Hopefully this article:

- will provide them with background information to reach a decision; and
- will provide back-up support for their decision, if they decide on a ban.

Such decisions on the part of both the lecturer and the students must be further considered in the light of the potential distracting influences of laptops and other electronic devices through encouraging 'multi-tasking' this will be considered in subsequent papers.

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18. One must assume it was because the experimenters wanted the notes for analysis – but then they could have made copies for the testees.

19. An obvious downstream issue is the question of why students selected laptops: could it reflect a different attitude (e.g. complacency and/or self-confidence, because they can afford or otherwise have a 'more sophisticated' piece of hardware, which skews their judgement on learning-related issues – hence the results for Experiment 2)? Regardless, the end-result is likely to be the same: poor performance.

20. Apart from anything else, taking hand-written notes during a lecture can be regarded as developing the soft skill of being able to work effectively under pressure to process inputs (just as exams should do likewise for processing outputs, assuming that the questions are not designed to promote a 'vomiting reflex').



On Monday, August 25th, 2014, Dale Smith of the Network Startup Resource Center (NSRC), based at the University of Oregon, and father of Ms. Samantha Smith, Director for the Office of the President at UC, visited the University of Cambodia to give a short lecture entitled, “Opportunities and Challenges of Networking in Developing Regions”. 15 students from the College of Science and Technology (CoST), in addition to Pen Bunnareak, a member of UC’s IT staff, and the Associate Dean for CoST, Mr. Teav Chhun Nan, attended the lecture.

Mr. Smith highlighted the importance of building a “critical mass” in each nation. This is essentially a group of skilled networking and IT professionals residing in a particular country who can build and maintain the internet networks. Without this critical mass, it is impossible for any country to further its networking capabilities.

Mr. Smith encouraged students to study hard, but also to gain real life experience in their desired fields. Internships or part time jobs, he noted, are great ways to gain job experience and to put theoretical skills learned in the classroom to use in real life scenarios. He emphasized self responsibility and accountability, saying, “The only person who can stand in your way is yourself.”

He discussed the ASEAN integration of 2015, and the wonderful opportunities that arise when one is easily able to obtain work permits to other ASEAN nations. He cited Singapore, Thailand and Malaysia as great places for students to spend a few years gaining skills and expertise in Networking and IT. However, Mr. Smith stressed the importance of returning home to Cambodia after working or studying abroad, in order to build the “critical mass” necessary to progress the Cambodian IT sector, and to become an IT leader in the region.

UC would like to thank Dale Smith for the inspirational lecture and would also like to encourage students to take initiative in achieving their goals.



"ACHIEVEMENT DOES NOT COME BY CHANCE"

By: Mr. Long Chantola

My name is Long Chantola, and I am 21 years old. As a senior majoring in Business Management at the University of Cambodia (UC), I have equipped myself with both soft and hard skills necessary for my career plan. What I like most about UC is that it provides me not only knowledge and skills, but also many great opportunities beyond education. And thanks to UC, I have successfully grasped one of them—the ANZ Royal 2014 Young Banker Program.



The Young Banker Program is a development program in which successful candidates are exposed to different core areas of bank operations, and thus, will gain priceless experience in banking business at ANZ Royal. I learned about this program from the Associate Dean of the College of Management, Ms. Gina V. Lopez, as she always supports her students to try in every opportunity. With her encouragement, I applied for the program in early July of 2014. Through a long process of selection both online and in person, I finally got selected into this development program where I will begin my career's milestone in October of this year.

This achievement does not come by chance. Since I graduated high school, I have always tried to discover my interests for my future career, and identify my goals. By learning diverse subjects since Foundation Year, I have noticed my interest in finance-related areas where it complements with my major, i.e. Business Management, and that is when I began to see where I want to go in the future. Over these years, I have found that education to me is not only about learning theories and studying cases. College life is a significant period for me to fine-tune my characteristics and behavior so that I can enhance my ability to adapt. Teamwork is a good example; it teaches me to recognize and value people's ideas, as well as to adapt to various situations. With these qualities in hand, I felt that I had the skills to pursue my future career. However, there was still a doubt in myself whether my qualities were good enough to bring me to my career path. To end this uncertainty, I have pushed myself out of the box, and competed in various competitions and volunteer works. As a result, I have uncovered my strengths and weaknesses through both success and failure. It also taught me that learning is boundless.

Above are all my efforts that I have invested so far in my college life. Even so, with these efforts alone, I could not have accomplished this significant achievement without the support of my family, teachers, associate dean, and friends. Hence, I would like to take this opportunity to express my gratitude to these important people for their endless support and encouragement, and for being a part of my motivation through both the hard and good times.

The ANZ Royal Young Banker Program marks another achievement in my life. Since it is only the beginning, I expect to explore many more challenges, opportunities, and hands-on experience in the banking industry. Moreover, I believe that from this program, I can enrich my competencies to another level, and continue to unlock more of my potential.



Mock ASEAN Summit

Diplomatic Meeting Simulation Organized by UC Students

By: Huy Sambath and San Vatanak
UC Bulletin Interns



“With my over-20-year experiences working in the Ministry of Foreign Affairs preparing this kind of formal event, I want to share these experiences to students on how a formal meeting is structured and organized. We mainly focused on the hospitality of the event.”

-Prof Dr. In Sophal

The University of Cambodia (UC), in collaboration with the University of Cambodia Student Senate (UCSS), was honored to organize a Mock ASEAN-China Summit, held on August 9th, 2014, in the UC conference Room. This event was initiated and led by Professor Dr. In Sophal, senior social science lecturer at the University of Cambodia. About 200 students from the University of Cambodia and 35 students from other universities in Phnom Penh converged on the event to discuss the topic, “South China Sea Dispute and Resolutions,” which is currently a problematic issue in the region between some ASEAN countries and the People’s Republic of China. The Advisory commit-

tee for UCSS, deans, associate deans, faculty, lecturers, and participants’ parents were also in attendance.

The event marked the second Mock ASEAN Summit which aimed at engaging students in society by encouraging a deeper understanding about ASEAN, strengthening the capacity of UC students by providing them the opportunity to enhance their knowledge about the South China Sea dispute, and also to gain more experiences regarding ASEAN protocol, and diplomatic meetings. Moreover, it is to promote the prosperity of the University of Cambodia by showcasing students’ potential to the public.

The meeting which simulated the real ASEAN summit was systematically organized under the supervision of Prof. Dr. In Sophal, who has been working in this field for over 20 years.

Students were divided into three core groups: Delegate Groups, Press Group, and Protocol Officer Group, playing their respective roles in the event as country delegates, leaders, heads of state, prime ministers, journalists, organizers, and so forth. The atmosphere of the meeting was presumably akin to that of the real meeting, in terms of hospitality and arrangement. Prof. Dr. In Sophal accentuated that the meeting was carefully held to allow students to gain a deeper understanding of how the official and formal meeting is arranged and organized, saying, “With my over-20-year experiences working in the Ministry of Foreign Affairs preparing this kind of formal event, I want to share these experiences to students on how a formal meeting is structured and organized. We mainly focused on the hospitality of the event.”

Soy Ratana, International Relations student at UC, said that the Mock ASEAN Summit was another historic event for UC, “As an IR student, this event helps lay sufficient foundation for me to expand my horizon on the topic of ASEAN and other international knowledge. This is where I could utilize the lessons I’ve learnt in class, apply them and make use of it,” he also explained that he could gain insight into how diplomatic meetings are held and organized, saying “The way we sit, we dress, we talk, we behave, all of them have to be learned

and practiced.” The meeting ended with all 10 delegates shaking hands to signify unity, prosperity and peace among the nations. Behind this success lies a group of students who played a significant role and whose efforts played an important part in organizing, and the event would not have come into existence if without their major contribution.



“The way we sit, we dress, we talk, we behave, all of them have to be learned and practiced.”

Soy Ratana

Mr Keo Rottanakvisal, an International Relations student at UC, and also a UCSS project holder of this event, expressed his deep satisfaction with the event, saying, “We’ve faced a lot of problems ranging from time constraints and preparation to communication. However, I am so delighted that the event was smoothly run, though minor unexpected changes

occurred during the event. What makes me happier is how this tremendous event could really come into existence. We finally made it.” When asked what the event meant to him and the university as a whole, he highlighted the importance of ASEAN knowledge, saying that Cambodian youth should get themselves ready for the forthcoming regional integration.

This Mock ASEAN Summit was a historical and monumental success for UC, and those who participated should proud to be part of this accomplishment. Participating students gained experience in planning and organizing events and in ASEAN meeting protocol. Moreover, students gained important insight into the complexities of regional conflict as well as the importance of collaboration. When asked if there would be the 3rd Mock ASEAN Summit next year, Mr. Rottanakvisal responded positively, “I hope there will be. I will be providing any assistance to my successors if needed.” UC students are looking forward to joining the 3rd Mock ASEAN summit next year.



Mock ASEAN Summit

Photo Summary of the Day's Events



Arrival and Welcome Ceremony for Foreign Heads of State and Delegates



Cambodian National Anthem



Opening Ceremony and ASEAN National Anthem



Signing Ceremony



Financial Management Workshop

By: Ms. Chan Sreyroth

From September 2nd-5th, 2014, Ms. Chan Sreyroth, Senior Accountant, and Mr. Sam Sophorn, Director for the Office of Administration, joined other officials from 29 Public and Private Higher Education Institutions (HEIs) to attend a Financial Management (FM) Workshop for HEIs at the Diamond Hotel in Kampot Province. This is the first HEQCIP workshop for HEI Financial Management organized by the Department of Higher Education (DHE) that is unrelated to grant or sub-project FM. A series of two other related workshops will be conducted with the same participants within 12 months' time.

The workshop was conducted by both national and international trainers including Andrew Vickery, HEQCIP International Finance Advisor; Mr. Noun Sokha, DHE Financial Officer; Mr. Khiev Sophear, Financial Representative from the World Bank; Ms. Sou Botom, DHE Financial Staff; and Mr. Phon Samean, DHE Financial Staff.

The initiative of improving HEI Financial Management arrives in response to some of the emerging needs from the Educational Strategic Plan (2014-2018), the objectives of HEQCIP, the requirement of Internal Quality Assurance (IQA), and last but not least, the demand from the Accreditation Committee of Cambodia (ACC). Common areas of interest from the four entities are budgeting, reporting, good use of resources, and transparency. To meet these pressing needs, the workshop covered four main topics: the Introduction to HEI Financial Management, Budgeting and Planning, Financial Reporting, and Action Plans.



Ms. Chan Sreyroth and
Mr. Sam Sophorn

Workshop on ESAP Curriculum Development

By: Mr. Sok Sovanchandara

On July 21st-22nd, Mr. Sok Sovanchandara, Assistant Dean for the College of Arts and Humanities at UC, attended the second technical meeting on, "Developing English for Specific Academic Purposes (ESAP) Curriculum in Cambodian Higher Education Institutions", at the Department of Higher Education (DHE).



Mr. Sok Sovanchandara

The meeting was presided over by Dr. Nith Bunlay, Deputy Director General of DHE.

This meeting was a follow-up activity which aimed to provide further technical support to higher education institutions (HEIs). Initially, Dr. No Fata presented an overview of the theoretical framework in developing ESAP curriculum in Cambodian HEIs. The presentation attracted many comments, questions, and feedback from various universities throughout Phnom Penh.

Dr. Nith Bunlay continued to stress the challenges facing HEIs in Cambodia, in addition to the needs for ASEAN integration in 2015. He pointed out the importance of ESAP in enabling graduates to communicate functionally in their areas of expertise on a global scale.

The meeting was discussion based as each participant was required to submit a needs-analysis report, course syllabus and curriculum of a particular major. The meeting reviewed each submission, the strengths and the opportunities. This process is extremely important as these sources of information are the foundation of knowledge necessary to write textbooks for our future generation.

OUTSTANDING

What are your daily study habits?

"I study every day. I review my lessons at night during the week, and search for new information in the afternoon on the weekends. I study for about one hour a day, two hours maximum."

Do you do anything different when studying for a quiz or exam?

"Yes. I will skip doing research and focus only on reviewing lessons and notes. Also, I will study longer than usual, maybe three hours instead of two. I also study with classmates and ask questions to my lecturers."

Do you study at another university or have a job or internship?

"I also study at ACE. I take a general English course every morning. I don't have a job or internship. I would like to, but I haven't found the opportunity."

How do you manage your time and schedule?

"I use a calendar on my computer for assignments and deadlines."

Being a student can be a very stressful and busy time, how do you manage your health?

"I always find time to go out with friends and relax. My family is also very supportive. They allow me to focus my time on studying and don't make me do much housework. Also, my dad loves healthy food, and always makes sure that I have a healthy meal at home."

What are your future plans?

"I am hoping to work in the government after I graduate, or to receive a scholarship to study for my master's degree abroad."

What advice can you give to other students who are hoping to be more successful next term?

"Three things: first, spend more time studying than playing Facebook. Second, be open minded and don't be afraid to ask questions. When we have a problem with studying, our friends or lecturers can help. And third, as a student we have to welcome feedback. Don't feel ashamed of getting bad results; realize that they can help us to get better results next time."



Ms. Chim Sreymom
International Relations Major
Term 10
3.8 GPA

STUDENTS

Mr. Seng Chheanglay
Law Major
Term 6
4.0 GPA



What are your daily study habits?

"I usually study for one hour every night. I read books and articles related to Cambodian law, and complete my assignments. I always ask questions in class; in fact, I can say that I am 'Mr. Question'. We should not avoid asking questions. Most teachers feel happy to answer questions related to their subject."

Do you do anything different when studying for a quiz or exam?

"I will review all material for many hours. Usually, the day before the exam I will study the whole day. I prefer to study alone because I can concentrate and no one interrupts."

Do you study at another university or have a job or internship?

"Actually, I just finished a degree in Economics from RULE. I have also been studying English for three years at IFL. I am an intern for UC welcome weeks, and I participated in the Mock-ASEAN Summit at UC. I also do social work through IFL. I am a member of the Cambodian Red Cross Youth."

How do you manage your time and schedule?

"I make notes in my phone for deadlines, meetings, appointments, assignments and exams."

Being a student can be a very stressful and busy time, how do you manage your health?

"I always spend time to relax. I will go on vacation in nature to the beach or Bokor Mountain. I also eat a lot. I eat food that will give me energy like fish and vegetables. I know that exercise is important too, but right now I am too busy."

What advice can you give to other students who are hoping to be more successful next term?

"First, they must be more proactive. Don't waste time; instead, do things that are useful. They should join social work to broaden their knowledge and understanding of society. Also, I hope that all students try hard because ASEAN integration is coming, and investment in knowledge is an investment in the future. We can gain many experiences from ASEAN integration, but we must be qualified in order to compete for the good positions within Cambodia and other ASEAN nations. Finally, I want to say that education does give us magic hands."

IN CLASS DEBATES

By: Mr. Travis Mitchell

Classroom debates can be powerful tools that can improve analytical thinking, communication skills, and argument-construction; they can also promote classroom interaction, greater interest in the subject matter, and critical discourse. Dialogue with peers is paramount to the development of students' understanding of concepts and ideas, and in-class debates can make students feel excited about their learning, as they feel some ownership of the subject.¹

“I could see many different perspectives on one single topic. It was a great chance to be brave and express ideas.”

With this in mind, students in DEV304 (Development Management) were split into two teams on opposite sides of the classroom as they prepared their notes and arguments. They were taking part in a classroom debate over whether or not NGOs have a positive effect in Cambodia. Each team had three rounds to argue their position, with small breaks in between the rounds in order to discuss their responses as a team, and adjust their strategy in order to respond to the opposing team's arguments. Teams could select as many speakers as they wanted, and students had to stand up and clearly articulate their team's arguments in a persuasive manner.

The purpose for conducting the debate was multi-fold. First, the lecturer divided the class into two equal teams and assigned each team a position; thus, students had to learn how to research and advocate for a particular position, even if it did not align with their own beliefs. It was imperative that students learned all sides of the issue, whether that were political, economic, or social, so they could sharpen their own arguments.

Second, students were able to apply development theories that they had learned previously in class into the real world example of Cambodian civil society. Arguments concerning the struggle for sustainability, the impacts of self-interest, and the necessity for improving livelihoods took on personal meaning in the transition from the abstract to the specific. Their

notes from class, combined with their research they conducted outside of class, formed the foundation of both their arguments and counter-arguments.

Third, in addition to altering the structure of the classroom, the debate provided an opportunity for students to practice unprepared spoken English, a quality necessary in order to succeed in the global economy. Students had been instructed to speak methodically with both clarity and poise in order to project the impression of confidence and knowledge. While a student was speaking, each member on the opposing team scribbled down notes in preparation for the following round. Thus, students had to balance listening to rapid-fire English with writing down logical, coherent notes (in English). They were pressed to challenge each other respectfully and keep all discussions civil, academic, and non-personal, a task that can prove to be difficult when emotions are involved and disagreements form the crux of discussions.

This student-focused and student-lead learning activity was welcomed by the majority of the students, as they were the ones in charge of their own learning; the instructor was simply the facilitator and ensured that the debate ran smoothly. The students were able to use the lessons that they learned in the debate (preparing a succinct, organized argument; gathering research from multiple sources; anticipating opposing arguments; combining theory with real world examples) for a research paper that was due at the end of the term.



Students in DEV304 taking part in a class debate

¹ Suzy Jagger (2013). "Affective Learning and the Classroom Debate." *Innovations in Education and Teaching International*, Vol. 50: No. 1, pp. 38-50.

In an informal anonymous questionnaire at the end of the term, 33 out of 34 students answered Question 17 (Did you enjoy the in-class debate? Why or why not?) in the affirmative; the one dissenting voice said, “I did not enjoy it much, as I failed myself to prepare to be more organized. This is actually my personal failure.” One student remarked that, “I could express my ideas and get new knowledge from my friends,” a theme that was echoed by twelve others. Nine students cited that they improved their confidence in speaking English. The variety of positive feedback is encapsulated by what one student wrote: “I could see many different perspectives on one single topic. It was a great chance to be brave and express ideas. I’ve also learnt a lot from the debaters’ speaking techniques and their rebuttals.”

For those lecturers who may be interested in conducting classroom debates, the following guideline may be helpful:

I evenly divided the class alphabetically in order to make the teams as unbiased as possible. I talked about the activity’s purpose, what I expected, and how they could be as successful as possible in the debate. Students then had one week to research their team’s position as individuals, and I allowed them thirty minutes of class time the following week at the end of the period to gather together and plan out their arguments. The next morning, the students arrived early on their own accord, and I gave them fifteen additional minutes of class time to tweak their strategies. Then, it was time to debate!

Students arranged chairs into two long lines on opposite sides of the room and I sat in the middle at the head of the classroom, holding onto a stopwatch. The first round lasted eight minutes, with the second round taking five minutes, and the final round lasting eight minutes; there was a five minute break between successive rounds when each team formed a small circle to quickly update their strategies. In terms of organization, the students had been instructed to open with their team’s position, logically lay out their arguments using statistics and/or theory, and then conclude with a quick summary of their team’s position. Meanwhile, I took notes and gave the speakers both a two minute and one minute warning so they could manage their time effectively.

Finally, after the conclusion of the last speaker, I declared a winner, based upon the effectiveness of the speakers, the strength of the arguments presented, and the ability of the team to respond to criticism. I then identified general issues that I had found and possible ways they could have improved their argument style; I also related how the lessons they learned from the debate could help them on future assignments. After polling both teams to ensure that every member fully participated in the process, I gave everyone the same participation grade for taking part in the activity.

UC IN ACTION

Every week students, faculty and staff attend conferences, meetings, and workshops in the community and abroad in order to participate in the improvement of HEIs and the community at large. During the past few months our staff have been involved in the following activities:

Mrs. Por Malis, Vice President of Operations (VPO), attended numerous meetings with the Cambodian Higher Education Association (CHEA) to discuss ways in which HEI development can be promoted and supported by MoEYS and by institutions within the field.

Dr. Y Ratana, VPAA, attended a training workshop organized by RULE on preparing and developing action plan for research and development in HEIs on September 3rd-5th.

Dr. Y Ratana, VPAA, attended the MoEYS 15th anniversary of international youth at ITC on August 12th.

Mr. Hom Chanthy and Ms. Seng Kagna, Toshu Fukami Library Staff, attended the A.B.D.C. Annual progress meeting, and gave an annual progress report of our library development on the 17th of September.

Posters as a Means of Communication (and Evaluation?)

By: Dr. Angus Munro

Posters in general are a way of conveying information to an interested ‘audience’, typically without the need for the presenter to be physically present. As such they have a defined area, a size-limitation which requires that the information presented has to be clear and concise, and readable by others from a reasonable distance.

In an academic context, posters are one important means of communicating findings at large conferences, for example. Thus many major scientific meetings have a large number of attendees, with the attraction of hearing the latest developments ‘from the horse’s mouth’ through talks presented by notable workers in the field(s) being covered.¹ However, up-and-coming researchers in a particular field have the opportunity for presenting the results of their own studies during poster sessions: this is of great importance with regard to networking and finding future employers (Powell, 2012).

- The Society for Neuroscience has prepared useful guidelines², which are generally applicable to all other such meetings (Fischer and Zigmond, 2013).
- Thus there is a generally-formalised structure to a good poster, comprising sequential components.³

The aim of preparing such a poster is to promote interest in, and discussion and feedback about, a specific set of findings (Powell, 2012). This requires that:

- i. the presenter must be able to identify the key points in their research and organise them in a logical, succinct and coherent manner on a prescribed size of poster-board;
- ii. whilst the posters are up for much or most of the meeting, the presenters are required to stand beside their respective posters at scheduled times to meet other interested parties and discuss the material presented in the broader context of their other findings;
- iii. this clearly requires a more in-depth understanding of the material summarised in the poster itself for the presenter to be able to make a reasonable presentation (to potential future employers, for example).

Thus the use of posters may be of an educational benefit outside the limited world of formal academic conferences.

- For example, Honours Zoology students at the National University of Singapore were required to produce not only a thesis but also a poster as part of the evaluation process.
- This helped to focus their ideas for communication to additional examiners not directly involved as thesis evaluators.

I would like to suggest that posters be considered as an additional means for developing UC students’ soft skills.

- i. Space limitations will help them to focus on the assigned issue and reduce any tendency towards ‘long-windedness’ (in contrast to oral presentations, with or without PowerPoint).

1. For example, the Society for Neuroscience has annual international meetings in the US where attendance has risen to 30,000 or more.

2. Neuroscientists tend to be a bit introverted, reserved, geeky, whatever ... they need someone to point out the distinction between neural and social networking, and how to hopefully strive for the latter.

3. See also <http://colinpurrington.com/tips/academic/sciencetalks>: obviously different guidelines may apply in other disciplines and other contexts (e.g. a Methods section is often unnecessary in classroom presentations).

- ii. Design practicalities will help them to focus on organising their ideas logically so as to enlighten their ‘audience’.
- iii. The end result should be something which gets the basic information across.
- iv. The presenters can then be asked for more details about specific points by the lecturer or other interested parties.
- v. Where the poster is a group presentation, it is easier to determine the understanding and relative contributions the individual members.

This could be:

- i. in classes, for the promotion of student dialogues which would be far more effective than oral presentations as a means of exchanging information (with the responsible faculty vetting the draft material to ensure that it meets a minimum standard beforehand);
- ii. for graduate students doing a research paper or thesis, and may be a more useful way of focusing their thoughts in presentations leading up to the research proposal or the final report; and
- iii. broader possibilities through, for example, the Student Senate seeking to promote more meaningful discussion and awareness about e.g. environmental issues as one or more of their projects each year.

Clearly, there is the need for caution in implementing such a proposal.

- i. Students need to understand the implications of preparing a poster – they cannot put random and/or superficial thoughts on a poster and expect a sympathetic audience (especially when comparisons with other class-members become much easier).
- ii. There is also the need for the objective presentation and interpretation of material.
- iii. There is the further issue of financial constraints regarding at least the materials required for producing the posters in the first place.

Regarding the last point: if the posters are to be graded, only a small portion of the final mark should be for superficial impressions of the presentation – what is most important is the information content and organisation (or otherwise), regardless of whether it is a professional ‘one-piece’ poster (presumably produced with payment for outside assistance) or some legible pieces of paper stuck on a flattened-out old cardboard box.

In conclusion, posters represent a tangible physical product which, if deemed of a good enough standard, could go on long-term display in UC and/or be featured at the UC Graduation to highlight our students’ (and their lecturers’) accomplishments.

Further practical information about preparing posters can be found on the Society for Neuroscience website¹ and elsewhere². Powell (2012) reproduces an example of a bad poster.

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1. <http://www.sfn.org/annual-meeting/neuroscience-2013/abstracts-and-sessions/presenter-resources/poster-presenters>

2. e.g. <http://colinpurrington.com/tips/academic/posterdesign> and <http://colinpurrington.com/2013/poster-page-revisions/>; Block (1996)

PROMOTING GENDER EQUALITY IN CAMBODIA

The Men Engagement to Stop Violence Against Women

By: Ms. Phal Sopheak

The completion of a three year project entitled, “The Men Engagement to Stop Violence Against Women” (MESVAW), was agreed upon in a memorandum of understanding between the University of Cambodia (UC) and the People Health Development Association (PHD). The first training activities for 2014 took place from August 25th-27th at the University of Cambodia. 20 students, 10 Female, 10 Male, attended the 3 day workshop which aimed to raise awareness on gender equality, gender violence and sex health. Workshops will provide concrete information about consultation, intervention and legal services at institutions which are our partners, and to build good relationships and confidence in the target youth group through education, group discussion, decision making, and real life practice experience. This training workshop was coordinated by Ms. Phai Soksan, Department of Health Studies Officer, Ministry of Education, Youth and Sports; and Mr. Uch Vannin, Project Officer of PHD Association.

The training workshop covered a range of topics, from gender equality, to sex health and youth leadership and empowerment. A club entitled, “Youth Educate Youth,” was established to help create a network of youth who are passionate about gender and sex health related issues. The trainers encouraged us to be active participants in social development, and to consistently reinforce gender equality in our daily lives. On the last day of training, Mrs. Por Malis, Vice President of Operations at the University of Cambodia, and Mr. Ou Ratanak, Executive Director of PHD Association, gave presentations. Mrs. Malis provided recommendations regarding the increase of youth involvement on the fight against gender based violence through educational activities, and the dissemination of women’s rights information, in an effort to stop all kinds of violence against women.

I was chosen as the club president, and representative of the group, “Friends Help Friends”. We will facilitate upcoming events and activities to help raise gender awareness in schools and communities across Cambodia, in an effort to reduce gender based violence in our society. As the representative of the peer group, I would like to express our sincere thanks and gratitude to all the stakeholders involved, such as the organizing committee, teachers, distinguished guests and speakers, sponsors, and all of the partners that made this educational workshop available for us all. We are all committed to sharing, spreading, and using all of the knowledge and experience we have gained for the betterment of our community, and our country.

Mr. Yun Makara at a training workshop entitled, “Gender, the Violence Related to Gender and Sexual Harrassment,” conducted by the People Health Development Association (PHD).

GENDER STUDIES CURRICULUM DEVELOPMENT

By: Mr. Min Seiha

The Gender and Development for Cambodia (GADC) organization has been working to promote adequate gender studies courses and curriculum in universities across the nation. According to their website one of their main goals is to, “create a demand for gender equality.” In an attempt to make this demand real in the eyes of the Cambodian youth, especially young university students, GADC has made it a priority to develop gender studies curriculum and encourage universities to not only offer the course but require it as well. As a part of a four part program to encourage equality on a professional, local and household level; GADC paired up with the Royal University of Phnom Penh (RUPP) under an initiative seeking to create streamlined gender studies curriculum in a project entitled, “Gender Mainstreaming in Academic Year.”

On July 9th, 2014 Mrs. Ros Sopheap, Executive Director of GADC, Mrs. Ngim Hema, the Associate Dean of the Faculty of Social Science at RUPP and Ms. Nakagawa Kasumi, of Pannasastra University of Cambodia, led a consultative workshop with about 25 participants from public and private academic institutions, government staff and NGOs, in order to discuss the draft curriculum and develop key areas of focus.

Ms. Nakagawa Kasumi presented the draft gender curriculum that RUPP and GADC have been working on and improving over the years. The curriculum presented included topics such as, gender mainstreaming for sustainable development; gender situation in Cambodia; women’s economic empowerment; and a series of four gender based violence topics; among many others.

After her presentation, there was a brief discussion where the attendees had a chance to share their experiences with gender equality curriculum and thoughts about the benefits and challenges with the proposed draft. As a result of the discussion, it was recommended to include gender studies in the required curriculum for foundation year, as it is a critical foundation of knowledge in an evolving gender landscape; politically, economically, educationally and internally.

Mr. Min Seiha, Associate Dean for the College of Social Science at the University of Cambodia, was interviewed by a reporter from the Cambodia Daily about UC’s gender studies curriculum. He was delighted to share that UC currently offers a gender studies course that raises awareness of women’s rights and the importance of gender mainstreaming. The course entitled, Perspective on Women in Society, is a required course for all students in the College of Social Science and is offered as an elective course for other students to take as a part of their general education requirements.

UC is proud to offer a course that fulfills the proposed guidelines for gender studies and believes that this course has helped to promote gender awareness and equality within the UC community and beyond.



By: Ms. Samantha Smith

On September 20th, 2014, UN Women launched a new campaign entitled, “HeForShe”. This campaign was created for the purpose of engaging men in the conversation about gender equality. HeForShe is different than previous gender equality movements because it seeks not only to change women’s position in society, but to level the social playing field, so to speak. This campaign is unique because it recognizes the constraints and hardships imposed upon both men and women under traditional gender stereotyping. The campaign’s spokesperson, UN Goodwill ambassador, Emma Watson, shared this perspective in her HeForShe speech at the UN, saying, “Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It is time that we all perceive gender on a spectrum, instead of two sets of opposing ideals. If we stop defining each other by what we are not, and start defining ourselves by who we are, we can all be freer.”

The University of Cambodia has been engaged in gender equality movements and trainings for many years already, including programs targeted for men, and is excited to see an inclusive campaign quickly gain international notoriety. If you are interested in signing the HeForShe pledge for gender equality, please visit the campaign’s website at, www.HeForShe.org.

15TH INTERNATIONAL HIGH SCHOOL ART FESTIVAL AWARD CEREMONY

By: Ms. Chan Sreyroth

From July 3rd-7th, 2014, Ms. Chan Sreyroth, Deputy Director for the Office of Accounting and Finance, and Ms. Ouk Kakruna, the winner of UC's high school art competition, attended the 15th International High School Art Festival Award Ceremony at the Ritz-Carlton, in Tokyo, Japan. There were students from Japan and 13 other countries. The Festival was sponsored by the International High School Arts Festival Organizing Committee and co-sponsored by the International Foundation for Arts and Culture (IFAC). Dr. Haruhisa Handa, Executive Committee Chairman of the International High School Arts Festival Organizing Committee, and Chairman of the International Foundation for Arts and Culture extended his warm welcome to all distinguished participants from Japan and from other countries.

The festival is one of the largest international art exhibitions for high school students. Additionally, the festival aims to nurture tomorrow's artists, to motivate the young by not treating them as children, and finally to foster international relationships and cultural exchange. Though they are still in high school, they are able to experience an international exchange and form international friendships which can expand their view of the world.

By: Ms. Ouk Kakruna

I am so grateful that my winning artwork under the theme, New World Order Thinking, allowed me to be a representative for the Kingdom of Cambodia at the International High School Art Competition Award Ceremony in Japan. I would like to thank, from the bottom of my heart, Dr. Haruhisa Handa for supporting this festival, H.E. Dr. Kao Kim Hourn for having co-organized this festival in Cambodia, the judges for choosing my painting, and everyone who helped and encouraged me in preparing my artwork. During my three days in Japan, I not only discovered new insights about Japanese



Dr. Haruhisa Handa

artwork and culture, but I also exchanged cultural diversity and experiences with international high school students from 13 different countries. Traveling here has made me aware that art is a powerful source of communication; that is appreciated by all walks of life from all over the world. It does not matter where you are from, or what language you speak, art is a language that is clear to us all. In my conclusion I want to encourage all not only young talented high school students in Cambodia, but all those who really love and enjoy making art, and want to raise awareness of Cambodian arts in the international exhibition, to join the International High School Arts Festival next year.



Ms. Ouk Kakruna receiving her award

E-LEARNING WORKSHOP

By: Mr. Chhun Nan

In a two day joint workshop, held at the Institute of Technology of Cambodia (ITC), in association with the ASEAN Cyber University (ACU), University of Cambodia's Associate Dean for the College of Science and Technology, Mr. Chhun Nan, learned about the methods and implementation of e-learning in Cambodia's Higher Education Institutions.

In 2012, The Korea International Cooperation Agency, known as KOICA, handed over operation of an e-Learning Center to Cambodia, as a part of a project entitled, "Strengthening CLMV Capacity for ASEAN Cyber University in Cambodia." This workshop provided a progress report on this project, in addition to discussing e-learning creation and methods. Four different e-learning methods were presented to the workshop; unfortunately, data from learning outcome studies remains limited, so it is difficult to assess the effectiveness of these models.

The four e-learning strategies discussed were, Massive Open Online Courses (MOOC), the Flipped Learning model, blended learning, and e-pedagogy. MOOC allows for extremely cheap or free education, and could open doors for many people who wish to get an education, but cannot afford a traditional university. However, this model contains flaws, for it does not include any in class instruction, exploration, or clarification. The Flipped Learning model is based on the idea that some, if not all, initial instruction is given outside of the classroom though videos or podcasts, and interactive activities online. Students are able to do a bulk of the learning outside of the class period, allowing class time to focus on reviewing topics that were difficult to understand, and to complete collaborative hands-on activities. In the blended learning model students receive some non-traditional instruction and activities online, in addition to in class instruction, practice and exploration. The workshop not only presented these models and their uses, but strategies for designing interactive e-learning courses were also discussed.

When the majority, or all, of student's learning is done in an online environment it is important to create lessons that are interactive, so as to keep students engaged and motivated to learn. It was noted that lessons should contain high quality and meaningful content. The lessons should integrate visual components, and contain practice scenarios based on real life experiences. Since the learning is happening online, it is important to encourage group collaboration. This can be done online, in a chat forum or via email, or learners from the same area can meet up in person to conduct group projects and study groups. In addition, each lesson or unit should contain quizzes and assessments, in order to check progress, maintain student's focus and determination, and to boost knowledge retention rates by acting as a review and summary of the information covered in the lesson or module.

Mr. Chhun Nan receiving a training certificate on the implementation of e-learning in Cambodia



The University of Cambodia Now Offers **KHMER TRACK**

The academic program was introduced in 2013, and continues to grow in size and popularity.

Our original degree programs taught through the medium of English have been renamed as the INTERNATIONAL TRACK. In an effort to provide quality education to as many students as possible, selected programs will be taught in Khmer: the content and quality is the same, so the only difference in the KHMER TRACK is the language of instruction.

ALUMNI TALK

Mr. Uy Akhara

Alumni Coordinator
U.S. Embassy, Phnom Penh

Master's Degree in Development Studies
College of Social Sciences
Graduation Class of 2006

“The more you read,
the wider knowledge
and ideas you will
have!”



Mr. Uy Akhara speaking at an information session
on U.S. Government exchange programs.

What did you like about the UC program?

“Using English as a mode of instruction, UC program was well known and popular among outstanding students and working employees who want to pursue their studies at the same time they are employed. Quality teachers and good study discipline are among other things that the UC program was about.”

What did you think of your program's facilities, such as available technology, resources, and the classrooms?

“UC provides rich facilities, including available technology, library with many reading materials, and well equipped classroom with enough space and good atmosphere.”

What accomplishments did you achieve during your university experience?

“Besides my degree, I learned a lot from my university experience with UC. I got chances to do more research in order to meet my course requirement, where my research skill was improved. I built more network among my classmates as many of them are working students.”

Was there a professor, staff, or fellow student who made a lasting impression on you, or helped you when you were here at UC? How? Why?

“Every professor was helpful and qualified. I like the motivation they gave and instruction they provided, especially on teamwork among the students. And, that was really an impressing experience that I had with my classmates through working as a team on some specific research projects at UC.”

Do you still keep in contact with any of your classmates, professors, or staff?

“Yes, I still keep in contact with some of my classmates, professors and staff. With these contacts, I sometime use my network at UC to fulfill some of my assignments at work with the U.S. Embassy.”

What would you like to tell prospective students about the university or the program?

“UC provides quality education. University experience there was a bit challenging, but in return you will have real knowledge and skills – not just a degree on paper.”

What was your most memorable moment as a student of the University of Cambodia?

“It was once the unforgettable experience that the students were tasked to do field research for the course of Social Change and Sociology of Community Development. It was the first time I had my practical experience doing field research. I enjoyed collecting information by making interview with my research respondents, analyzing data and writing report on my research.”

What advice can you offer to incoming or current students?

“Choosing a university to pursue your study is important. At the same time, you should also think about subject for your study. Picking the right subject for your study would produce a good impact for your career and life. Do more research and reading to get more information on your studies. The more you read, the wider knowledge and ideas you will have!”

What is your current job? Is your current job related to your study program from the University of Cambodia?

“As the alumni coordinator, I’m working on management of the educational exchange programs. I’m working with the alumni in developing and implementing the alumni projects, I’m coordinating the Ambassador’s Youth Council, and I’m managing the Young South East Asian Leaders Initiative program. My study program at UC is directly related to my current job as my main responsibilities involve educational development, empowering youth, and many other development related issues.”

How has UC program encouraged you to pursue your career?

“My knowledge on general development and research was improved through the UC program. I had a broader understanding in the field of my study, which I can use to apply and sharpen my inputs at work.”

What are your career achievements you would like to share with students?

“The knowledge and skills I got from UC have helped me to accomplish my work in a way that is effective and efficient. Complementary to my professional experience, I was built up with confidence on my educational quality throughout UC’s academic program. Specifically, I have used these knowledge and skills to find a good job, which to some extent,

contributes to the development of Cambodia in specific fields as aforementioned.”

What career advice would you like to give to students to better prepare them for the real world?

“Commitment always brings you success. Be committed at work, and plan for your career development. This also involves the first step when you decide on your major of study and career choice. Remember that failure is not the end of your world, but failure to try what you wish to accomplish is a mistake.”

Can current UC students/alumni contact you for career related advice? How should they contact you?

“UC students/ alumni are welcome to contact me for career related advice. I can be contacted via my email uyakhara@gmail.com.”

“Failure is not the end of your world, but failure to try what you wish to accomplish is a mistake.”

Describe UC in 3 words?

“From my personal perspective and experience, UC can be described as Quality Education, Discipline, and Success.”

Do you still believe in the same principles as you did when you were a student?

“I still believe in the same principles as I did when I was a student. However, I tend to put more of my effort in to finding more information and evidence to support any principles I believe in.”

What is your lasting impression of UC?

“I strongly believe UC is going on the right path. Although UC has built a strong foundation on its education and principles, it needs to keep a careful caution on current and future development in order to promote a better quality education and to respond to the need of labor markets nationally, regionally and globally.”



CHINA-ASEAN UNIVERSITY STUDENTS' FORUM

By: Mr. Khun Channy

As a part of the 7th China-ASEAN Cooperation Week, Mrs. Por Malis, Vice President of Operations; Mr. Khun Channy, Associate Dean for College of Education; and Mr. Bun PengHuy, Student from College of Law, participated in the China-ASEAN University Students' Forum in Guizhou Province, P.R. China, hosted by Guiyang Medical University, from September 1st-4th, 2014. University representatives and students from Cambodia, Thailand, Laos, Vietnam and China were invited to attend and speak at this forum.

The objectives of the forum were to develop educational cooperation and exchanges, as well as to enhance better understanding and friendship between ASEAN nations and China. Furthermore, the forum sought to foster an exchange of opinions on educational issues concerning students and the future of HEIs. To promote the University of Cambodia on an international stage, Mrs. Por Malis presented the profile of UC and its various activities and achievements, in addition to an overview of the in-depth reform strategies of the Ministry of Education, Youth and Sports of the Kingdom of Cambodia.

Students from different countries presented their topics in the forum. Particularly, Mr. Bun PengHuy, a student from the College of Law at the University of Cambodia, offered a speech about the lives of students at UC. He mainly focused on the activities and achievements of the University of Cambodia Student Senate.

Speeches offered by both Mrs. Por Malis and Mr. Bun PengHuy gained much attention from the participants and ultimately they received acknowledgement from organizers of the event.

As a result of our effort in building collaboration with universities in China, representatives from two universities—Guizhou University and Yangshou University—showed profound interest in having an MOU with the University of Cambodia.



Mr. Khun Channy, Mrs. Por Malis, and Mr. Bun PengHuy

UC LIBRARY BUILDING



In an effort to increase research capabilities, and to enrich the lives of Cambodian citizens, the University of Cambodia plans to build a state of the art library on the UC Phnom Penh Campus.

Currently UC has one of the largest libraries in the nation; however, there remains a large gap in the capability of the library to support a large range of research projects. In addition to the need for more books in diverse scholarly areas, increased facilities for expansion and study are also necessary to fulfill the requirements of researchers.

The UC Foundation is currently seeking donations to support the creation of an independent library building, which will serve not only UC students, faculty, staff and foreign researchers, but also the community at large, for the UC library is open to the public as well.

If you are interested in supporting UC's mission to build a new library, please contact the UC Foundation's Executive Director, Ms. Samantha Smith, at ucf@uc.edu.kh or at 093 777 884.



Request for Scholarship Funding

The University of Cambodia (UC) is requesting funding to support its UC Scholarship Program. A large majority of potential Cambodian university students are unable to afford the tuition fees to attend a local university, so the Scholarship Program is critical to alleviate this major obstacle to self-advancement. At the same time, funding for the Scholarship Program helps the university to cover its operating expenses and maintain its high academic standards.

Although much development progress has been made in the past two decades, the consequences of Cambodia's recent history continue to limit the formation and development of skills among Cambodian youth, particularly those most affected by exclusionary factors such as poverty, gender, ethnicity, and geographic remoteness. The UC Scholarship Program is a targeted effort to support the educational development of high-achieving Cambodian students across the country, so they can develop the necessary skills and competency to become knowledgeable employees and engaged citizens.

Because of the consequences of Cambodia's recent history, a large majority of Cambodian students need financial assistance to pursue and complete their higher degree programs and have other enriching educational opportunities. Roughly 80 percent of the 4,000+ students enrolled at UC are on full or partial scholarships, made possible by generous donors. The university anticipates that this figure will remain high for several years until a majority of Cambodian families are financially secure enough to make this investment on their own. Additionally, there are currently no government agencies or private institutions that offer student loans to Cambodian students to help them pay for university tuition, living expenses, or learning enrichment opportunities that include research, internships, and teaching.

The university is seeking financial and in-kind donations to create more scholarships for students in need. Scholarships are awarded to students who score highest on a competitive exam targeted towards impoverished students, students from rural areas, ethnic minority students, and female students.

Funding in the Scholarship Program will substantially help UC raise the standards for research, critical thinking, innovation, and problem solving—the ultimate goal is for UC students to be marketable not only in Cambodia, but also regionally and globally. By providing access to high-quality learning opportunities for students, as well as emphasizing fluency in the English language for students in the International Track, UC trains and prepares its students to make strong, positive contributions to Cambodian society through social and economic development.

If you would like to contribute to the UC Scholarship Program and give students across the country the opportunity to live their dreams and change lives, please contact UC Foundation representatives to help give the gift that matters most, a higher education.

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MAYBANK GO AHEAD CHALLENGE

By: Ms. Tang Sreyneang

“IF YOU CAN DREAM OF IT, YOU CAN DO IT.”

This inspiring quote has always pushed me forward to achieve my dreams. Everyone has dreams, but whether they can achieve them or not, is a matter of commitment.

Like all students out there, we can graduate with a degree by just simply completing all the required courses, yet most of us want more achievements to make our academic life a remarkable one. That ambition gives us the courage to participate in many available competitions, in order to test our own capabilities, and also stand a chance for victory.

The reward, not only the prize, is priceless, as those experiences can be life-changing.

As a Business Management student in the College of Management, I have always seized the opportunity to apply for any business-related competition available, as I believe opportunity comes only to those who chase it. I had applied for many competitions, and I failed, yet I never gave up. Relentlessly, I kept looking for more opportunities until I learnt about the Maybank GO Ahead Challenge (MGAC 2014) on my university campus at the Maybank MGAC Road Show. With my passion to explore how much I could do, I applied for this challenge by sending in my application online through the website of MGAC 2014. Finally, I was chosen to be one of the participants, as a member of Team Avengers, the second-runner up team in the Maybank GO Ahead Challenge 2014.

In my experience, this competition was truly tough and challenging. It was a series of thrilling challenges that tested your passion, knowledge and endurance to unleash your true potential. At each level the challenges became tougher and harder. Likewise, the preliminary selection was based on two online tests – verbal and mathematic analytical tests. It was hard because both tests not only tested our competency in logical thinking, but also our ability to work under time constraints. We had to complete 30 questions in 10 minutes, both comprehensive reading and analytical skills were required.

Things started to get more exciting when I received a phone call one day, and was informed that I was shortlisted as a potential candidate for the national level. I was quite shocked, as I didn't expect this,

but also happy for being selected. So, that was the start of the second challenge – the interview. I was asked several questions related to logical thinking; for instance, how many chairs are there in the Canada Tower? I thought that was strange question, but all I could do was to give a reasonable answer with a detailed explanation.

The next day, I got an email stating that I was selected to be a national level candidate among 20 other candidates. I almost couldn't believe myself for making it to this level, and that inspired me a lot, but at the same time I also felt a lot of pressure. I prepared myself by watching the previous competitions on YouTube to get a better picture about the national level of this competition. Unlike other competitions which all candidates are well-informed about what they are supposed to do, MGAC is a complete mystery, and full of unexpected challenges. All we could do is to bring all our confidence, and stay alert the entire time. The national level competition was held at Sofitel Phnom Penh Phokeethra on June 24th, 2014, and lasted the entire day.

All of us, the candidates, were required to go through many challenges including the games of word scratches and chess mess, answering logical thinking questions, building sample products and presentations, bidding for products, writing business proposals, preparing exit strategies, and solving business cases. All these challenges required the ability to think logically, to solve problems, and to work under time constraints. Prior to announcing the winners, the assessors gave constructive feedback to each candidate. I noticed how manner and personality played a major role in deciding the winner. Thus, for all who want to join this competition, remember “manners do count”. At the end of the competition, it was an extreme pleasure for me as I was announced as one of the three winners from this national level competition, representing Cambodia in the grand final which would be held in Malaysia.

The end of the national level competition marked the start of another bigger and bolder challenge, the grand final which was held in Kuala Lumpur, Malaysia from the 11th to 16th of August. Throughout my one-week experience in the grand final of this competition, I would say it was a unique business case competition, which is more than just a competition. Unlike other business competitions, which mostly deal with creating a business plan, MGAC

consisted of many unexpected challenges ranging from running, problem solving, planning, strategizing, executing the plan, and of course, participating in corporate social responsibility (CSR) programs. Having gone through this unique competition, we experienced hardships and happiness at the same time. Having practically no sleep for the whole week, running throughout the city all day, working out of our comfort zone, solving many cases under time constraints, presenting our plans to top and senior bankers, budgeting, strategizing, selling products, building houses for indigenous people, cooking for and feeding homeless people, and the many other activities that happened during this MGAC2014 competition. Each team worked cooperatively and did their best, including my team, The Avengers. We all worked hard together through thick and thin with very little and constructive arguments, and finally, we were announced as the second-runner up team with the prize of USD 10,000 cash at the Gala Dinner held on August 16th, 2014. We were absolutely overjoyed that we were able to prove what we are made of, and have all our efforts finally pay off. Personally, having the chance to experience this competition, I have earned a lot of priceless experience. I experienced how to work in a team, how to solve problems in a team, how to apply theories to reality, how to deal with time constraints, how to

build strategies, how to implement plans, how to deal with unexpected things, and most importantly, how to give back to society. In addition, I have also been offered a fast pass to join the Global Maybank Apprentice Program (GMAP), a management trainee program, which will also benefit my future career development. To me, this one week challenge was really a life-changing experience, and allowed me to finally realize one of my dreams.

To win any competition, I believe specialized skills are crucial, yet what is more important is behavior and personality. Not only that, effective communication is also necessary for a teamwork competition like MGAC. The College of Management at the University of Cambodia is where I built and developed the foundation of these essential skills. Getting involved in the academic curriculum, participating in workshops and seminars, networking, learning and sharing with other talented people, and many other activities inside and outside the campus improved my abilities, and helped to shape me into the person I am today.

This doesn't mark the end of my achievements; in fact, it is just the beginning. As soon as I arrived back from Malaysia on August 17th, 2014, I flew to the Republic of Korea at 11:00pm the same day to pursue my one semester exchange study at Sol-Bridge International School of Business in Daejeon;

The 9 Minimum Standards for HEIs in Cambodia

By: Dr. Y Ratana

The Cambodian Higher Education Association (CHEA) and the Accreditation Committee of Cambodia (ACC), working alongside Higher Education Institutions (HEIs), MoEYS, the World Bank, UNESCO, APQN and representatives from universities in the United States, have now held three sessions to draft and review the 9 minimum standards for HEIs in Cambodia. These standards will help to create an atmosphere of transparency, efficiency and evolution within HEIs. The organizations have been working to create minimum standards that are truly achievable and enforceable within Cambodian HEIs.

The nine minimum standards are grouped into the following categories; vision mission and goals; governance and management; academic staff; academic program; student services; learning resources; physical resources; financial resources; and internal quality assurance. The draft minimum standards document details specific requirements in each category, these requirements were created with the intention of being clear, concise and implementable for all HEIs in Cambodia.

Once implemented these minimum standards will provide HEI's with the framework within which to ensure quality education and consistency for all students, staff, management and advisors. This is an important step for Cambodian HEIs, and UC is proud to be a part of the creation of these standards.



The Academic Foundation Department (AFD) of the University of Cambodia (UC) cordially hosted its Graduation Ceremony and Outstanding Awards' Conferment for students in promotion eleven, term two. The ceremony was held on Saturday, September 13th, 2014, in the UC Conference Center with the highly honorable presence of H.E. Dr. Kao Kim Hourn, Minister Delegate to the Prime Minister, and the President of the University of Cambodia; H.E. Samraing Kamsan, Member of UC's Board of Trustees, and Secretary of State for the Ministry of Culture and Fine Arts; Dr. Angus Munro, UC Vice President for Research, Development and Policies; Mrs. Por Malis, UC Vice President of Operations; Associate Deans; Directors; Deputy Directors; lecturers; and parents.

Mr. Cham Soeun, AFD Director, started the ceremony by presenting a brief history of AFD and the objectives of its establishment in 2005. He explained that the AFD program aims to ensure the quality of higher education in Cambodia by providing students with fundamental knowledge through courses from different fields of study, and providing students more networking opportunities by integrating students from various majors into the same classes. He reported that 149 students would be graduating from AFD, and 19 of those students received a B+ mark and will receive certificates of recognition for their outstanding performance. He noted that 12 out of the 19 outstanding students were female, and that female students consistently score higher than their male counterparts.

Then he said that, "Learning is endless process; one never gets scientific knowledge within a single day, and even if you have found knowledge within period of time, it does not mean you have reached to the ultimate truth of knowledge. Learning through sharing and giving to one another, learning through discussion, experimentation and writing, plus practical activities are seen as a good method for achieving an end in the academic life. Therefore, learning

is not silent."

In his keynote address, H.E. Dr. Kao Kim Hourn expressed warm congratulations to all AFD graduates as they have successfully passed another milestone in their academic life. He stressed the importance of the Foundation Year Program, calling it, 'absolutely fundamental'. He explained further saying, when you construct a big building you must always start with a solid foundation or you will be unable to construct the rest of the building successfully.

In addition, he told the AFD Graduates to think about commitments, challenges, continuity, and to foster a culture of reading and researching in our lives. He explained how everything we do in life requires commitment – commitment in study, in doing homework, to come to classes regularly; and other commitments – with family, to work, to ourselves; but we still manage, and thus, commitment is really an imperative factor for success. An important lesson for students is to learn how to manage their commitments, and to not take on too many at one time. Above all else, it is crucial for students to have a strong commitment to the completion of their studies.

After the conferment of degrees, Miss Thy Sotheavy, an outstanding student majoring in English Literature in the College of Arts and Humanities, gave a speech regarding her academic achievements. She stated that she used four techniques as the backbone of her strategy to become an outstanding student; they were self-discipline, self-commitment, self-motivation, and self-assessment. Furthermore, she noted the rigorous policies of the university to prevent plagiarism on assignments and cheating on exams. She explained that through the continued enforcement of these policies students are forced to take responsibility for their own studies, and in turn, will be more successful in their future endeavors. She complimented the university for creating a credible academic environment, where students and educators alike continue to improve themselves.

NEW TRENDS IN ENGLISH TEACHING AND LEARNING

By: Mr. Mom Pheng

The 5th Annual International Conference on TESOL, concerning the New Trends in English Teaching and Learning, was held from August 28th to August 29th, 2014 at SEAMEO RETRAC, in Ho Chi Minh City, Vietnam. The conference was intended to create a forum for professionals in English language teaching (ELT) to share and discuss research findings, experiences, and practical and theoretical issues related to the teaching of English to learners of different backgrounds, levels, interests and motives.

The plenary sessions illustrated two pieces of common understanding. First, that English is a global language used for communication, business study and research. And second, that teacher support, and curriculum development play a vital role in enhancing student learning outcomes. In addition, Professor Rod Ellis from the University of Auckland asserted that the types of tasks should vary according to different types of learners.

Dr. Dararat Khampusaen, from Thailand, gave a presentation entitled, “English Language and Student Mobility in Cross Border Education.” She argued that English tends to be a working language rather than a standard one, as the purpose of learning a language is to communicate. Professor Rod Ellis also jumped into the conversation, encouraging the participants to have their students exposed to English outside the classroom as much as possible.

Dr. Nith Bunlay from Cambodia presented a topic on, “Policy Initiative for Integration of English Language for Specific Academic Purposes (ESAP) Curriculum into Cambodian Higher Education Institutions”. He explained that some higher educational institutions are planning to run ESAP, so that students can study both English and working skills necessary for the needs of the current labor market. It seems that the purpose of a learning a language is more than just to communicate, but also gain practical skills.

At the parallel sessions, each presenter shared their research topic and findings:

Dr. Jessie Barrot, who looked at the effects of combining isolated and integrated form-focused instruction on developing students’ productive skills, discovered that students in the treatment group performed better in writing than students in the control group; however, speaking performance of the students in both groups was somehow similar. It is possible that students in the treatment group improved their writing because they had more opportunities to practice and receive feedback.

Dr. Ha Nguyen demonstrated the employment of the WebQuest Model for Professional Development. “WebQuest was an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis, and evaluation,” (Nguyen cited in Dodge, 2001). She introduced her learning website in which she created a blog and had her students learn and interact via the blog.

Mr. OM Soryong from Cambodia presented a very interesting topic on, “Using Humor: The Spice of Effective Teaching”. He stressed that a sense of humor can be used in situations and stories relevant to the subject matter and surroundings. However, “Humor must not be humiliating,” he warned.

To sum up, the topics of the conference involved research and ICT approaches. Throughout the workshop, Professor Rod Ellis strongly motivated the participants from Cambodia and Vietnam to work hard to improve ELT. Unfortunately, due to time constraints, there was little interaction between participants and presenters during the conference.

The UC Bulletin

If you wish to provide articles, comments, complaints, or suggestions for the improvement of the UC Bulletin, or you would like to apply for a student internship, please contact the editor, Ms. Samantha Smith, at Bulletin@uc.edu.kh.

The University of Cambodia **FOUNDATION**



Request for Basic Science Laboratory

Robust growth over the past two decades has put Cambodia on the road to recovery. Industrial development calls for high-skilled workers to gain a competitive edge and continue Cambodia's development miracle. The University of Cambodia recognizes the critical need to cultivate new talent in the areas of science, technology, engineering, and mathematics, with science as a cornerstone for the innovation and development necessary for Cambodia's progress into the 21st century.

But Cambodian students have a very poor background in basic science. In planning to rectify this deficit, the original plan was that all Bachelor's students at the University of Cambodia would do two science courses as part of UC's General Education programme (UC follows the US higher education system). The first was an introductory course (GSC101), which traces the evolution of the universe, from the 'Big Bang' through the creation of elements and then stars and planets, followed by an overview of the basics of Earth's physical and biological diversity. The second (GSC102) was a 40-hour laboratory-based course which would complement and reinforce the material covered in GSC101. However, whilst the courses were prepared in broad outline, they were never implemented: a major constraint was the lack of monies to furnish and finance a laboratory and teaching museum to permit the satisfactory running of the GSC102 component.

The university is thus seeking funding for a basic science laboratory with simple, relatively inexpensive equipment (e.g. microscopes, pH meters, ... : materiel already common for high-school students from developed countries) in order to be able to launch GSC101 and GSC102 as components of an updated further revision of UC's General Education programme.

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In addition, we are also seeking funding for a teaching museum, as a repository of biological and other materials, not only for GSC102 but also for other undergraduate and graduate courses. In particular, the proposed new Master's programme on Environmental Studies. Students would be actively involved in collecting and preparing materials for display, together with writing up their results: thus they would be given the chance to further develop their understanding of the course-work, as well as have the opportunity to further develop their soft skills.

Our long-term goal is to have a science and research facility to excite curiosity, develop skills of critical analysis, and allow for a blend of collaboration among scientific disciplines domestically and abroad. At the same time, it will help integrate theoretical teachings with practical research project methodology to increase engagement with students, teachers, and practitioners of the applied sciences.

UC's Phnom Penh campus is located on three and a half hectare of prime city real estate. A science and research facility would make a perfect addition to the university's initiative to help build society. The facility would be able to enhance teaching with research activities that supports interaction among students, faculty, and researchers, and help build tomorrow's leaders.

An academic science and research facility can bring together educators from around the world to explore innovative methods of engaging students in the study of science, technology, engineering, and mathematics. The facility will represent an important step in establishing a more robust science culture among Cambodian students.

If you would like to make a contribution to the creation of a science laboratory and/or a teaching museum please contact a UC foundation representative.

The UC Sport Club (UCSC) was created as a part of the University of Cambodia Student Senate (UCSS) 2013-2014 Mandate. In addition to regular training, UCSC organized two friendly matches with a team from Royal University of Phnom Penh (RUPP) and a team from Youth Master Advanced School (YMAS). The match between UCSC and RUPP was on June 1, 2014, while the match with YMAS was on June 4, 2014. As a result, UCSC beat RUPP 3 goals to 2 goals, and lost to YMA 4 goals to 1 goal. The friendly matches were used as a means to select best players for the official UC team.

36 students applied for membership in the UC Sport Club. After regular training and the two friendly matches, 18 players were selected for the UC Soccer Team (UCST), and 4 new runners (two male and two female) were selected for the UC Athlete Team (UCAT).

After a month-long training, UCST and UCAT participated in the Higher Education Soccer and Athlete Tournament held from the 15th to 29th of June, 2014. UCST participated in three competitions with teams from the National Institute of Physical Education and Sport, the Royal University of Phnom Penh, and Asia Euro University (AEU). UCST won one competition among the three.

As for UCAT, four members of the team participated in the male and female 100 meter race. One member of the team finished in third place in the first round of completion, but due to the criteria of the selection committee, only the first and second rank progressed to the next round of competition. Thus, UCAT was eliminated in the first round.

Besides taking part in the national level tournament, UCST took part in the Tiger Street Football 2014 tournament, held on August 8th, 2014, by Cambodia Brewery Limited at Botom Park. Although UCST did not perform as expected, the team was able to learn a lot from the competition.

As part of the annual plan, training is still going on and the UC Sport Team is looking forward to participating in other activities and competitions which foster friendships and networking between universities.

UC Soccer Team Members:

Bean Chhaikim
Aing Bunny
Hun Seney
Chum Pektra
Leam Theara
Khouy Vanda
Bour Ratha
Lim Haingpheap
Long Vathana
Mon Samedy
Nhem Sophea
Soy Ratana
Ung Sokkim
Yeang Tola
Roth Darayuth
Choub Saprom
Mom Sophal
Chhay Vathanak

UC Athlete Team Members:

Seang Sokcheng
Yeang Sethsamprathna
Eang Hang Changnimol
Leon Thary

UCSS Project Holders:

Mr. Ouch Kithya
Mr. Yeang Sethsamprathna
Ms. Eang Hang Changnimol

UCSS Project Advisors:

H.E. Mr. Samraing Kamsan
Mr. Pay How
Ms. Kong Rathana
Mr. Teav Chhunan
Mr. Sam Sophorn

UC Soccer Team Members at the Tiger Street Football 2014 Tournament

Dr. Haruhisa Handa Scholarship Students

Visit the University of Cambodia

Koya Yoshie and Ryu Yosuke visited Cambodia, under a scholarship program provided by Dr. Haruhisa Handa, Chancellor of the University of Cambodia.



Koya Yoshie and her classmates at UC



Koya Yoshie and Mrs. Por Malis, Vice President of Operations, UC

Koya Yoshie spent 20 days in Cambodia, visiting different provinces as well as spending time at the University of Cambodia getting to know students and conducting discussion sessions. When asked about her impression of UC she replied, “Everyone can speak English well... I want to talk with them more.” She hopes to return to Cambodia in the future to explore the country and get to know the people more closely.

Ryu Yosuke spent 6 days in Cambodia, and was able to do some sightseeing in addition to visiting the UC campus to speak with students and faculty. When asked about his thoughts regarding Cambodia, he responded, “Now Cambodia is changing I think. I learned about this country’s past, but it is much different than the real Cambodia.” He expressed his gratitude for the kindness he experienced from students and faculty at UC.



Ryu Yosuke and UC student intern having a discussion in UC’s e-library

LIBRARY BOOK DRIVE

Reading is essential in learning. Reading helps develop a creative mind, imagination, and new ideas. Throughout history, ideas have changed the destiny of nations. The reality is that not all people have access to books in their homes, especially in their schools to help develop creative thinking. The University of Cambodia's Toshu Fukami Library is open to the entire community, and has one of the most extensive collections of books, periodicals and reference materials, to help foster learning, in the country.

Nevertheless, the library is limited in resources. It still has a long way to evolve in order to match the resources, standards, and wealth of knowledge available at other institutional libraries around the world. As a member of the WTO and ASEAN, Cambodia grapples with modernity and struggles to catch up with the rest of the world due to a lack of resources, especially books. Building the capacity of libraries and centers for learning is crucial for developing the entire society. As the UC's Toshu Fukami Library strives to be a center of learning and knowledge and largest depository of books, periodicals, and reference materials in Cambodia, we call upon donors, like you, to help make this vision a reality.

This library book drive is aimed not only at organizations for large donations, but at individuals who can do their part to give back to society by donating their old books. **Anyone can be a donor**, and every book donated is a celebrated accomplishment. The UC Toshu Fukami Library is a place where members of our community can share wisdom and knowledge; become a donor and be apart of this vital exchange of knowledge. Please contact Ms. Samantha Smith at ucf@uc.edu.kh for more information about how you can become a donor, and give back to your community.

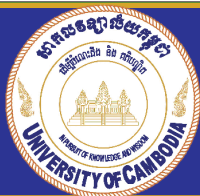
INTRODUCING 'FRIENDS OF UC' AND 'PARTNERS OF UC'

The University of Cambodia is excited to announce the implementation of two new programs, *Friends of UC* and *Partners of UC*. These programs aim to expand the UC family to include businesses and individuals throughout Cambodia and abroad, that support the mission, spirit and purpose of UC. Collaboration between *Partners*, *Friends*, and UC will be mutually beneficial, and will create a large network of innovative individuals and organizations.

Friends of UC and *Partners of UC* will be invited to speak to students, faculty and staff regarding their individual specialties, display products on campus and at UC events, and offer internships or employment to our talented students. In addition, *Friends* and *Partners* are encouraged to work along side UC management to develop and enhance university curriculum and human resources development.

The University of Cambodia understands the vital importance of cultivating meaningful partnerships with both the local and international community, and thus, will strive to honor our *Friends* and *Partners* in many ways. In addition to the publication of a press release on our website, and an article in our latest edition of the UC Bulletin, we will create a wall for *Friends* and *Partners* at our Phnom Penh campus to display plaques for all those who have contributed to the growth and development of UC, by becoming a *Friend* or *Partner of UC*.

If you are interested in becoming a *Friend* or *Partner of UC*, or would like more information about the incentives and roles of *Friends* and *Partners*, please contact the Director for the Office of the President, Ms. Samantha Smith, at DirectorOP@uc.edu.kh.



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Thank you to all individuals and institutions who have lent their support to the University of Cambodia. We hope to have included a complete list of those who have made financial and in-kind contributions to UC, and express our sincerest apologies to any individual or institution we have forgotten. If you have contributed to the University of Cambodia and are not present on the list, please write our editor at Bulletin@uc.edu.kh so we can add your name in the next edition.

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