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TLT 403

Summary of Final Project

**Statement of Need**

Countries around the globe are becoming increasingly interconnected. Through the use of technology and communication, the ease at which business is conducted has transcended the topographical restraints of oceans and continental divides that historically prohibited effective and timely collaboration. People in countries around the world work together in real time to do business and partner in a variety of capacities.  The evolution of the intercontinental society existing today provides opportunities for individuals and communities once secluded to compete globally and provide valuable contributions to a world now operating in cohesive and interconnected capacities. The advantages stemming from this environment substantially change the way both current and future generations function, from the most basic needs to the most complex and abstract concepts.

Within this rapidly changing interconnected global arena is the evolution of the ways in which education serves to support the future generations as they prepare to enter the workforce**.** International organizations, including multinational corporations, religious groups, transnational private associations, schools, and environmental organizations, collaborate to examine the ways in which education will help set students up for success. The ASEAN Summit 2012, held in Phnom Penh, Cambodia, proclaimed the importance of education for all ASEAN member countries and the impact education has on creating a prosperous ASEAN community, across borders and within the interactions of people and communities in the region (ASEAN Summit, 2012).

Examining the current state of the education system in Cambodia, a member of the ASEAN community, substantial resources are required to ensure that students in the Cambodian education system are afforded the opportunities to succeed as the country becomes more and more intertwined in the global community. In the case of Cambodia, national statistics indicate that the survival rate (indicators affected by the degree of school drop-out and repetition), for students from grades first thru sixth, is 61.2%. (EMIS, 2010).  Cambodian youth lag far behind the youth of developed countries in regard to language skills, technology education, and overall educational resources (Central Intelligence Agency, 2012). Cambodia has 10,455 public schools, yet only 296 of those schools have technology access and training, resulting in less than three percent of schools with access to the tools and education necessary to compete in the technology-driven global community (MoEYS, 2011). In comparison, one hundred percent of public schools in the United States had access to computers and the Internet by 2008 and all U.S. teachers received technology training (NSES, 2010). This chasm, between youth in countries such as the United States and their peers in Cambodia, creates a clear picture of technology skill level and workforce opportunities afforded to the futures of these students.

**Target Group or Population**

Caring for Cambodia (CFC) is a nongovernmental organization (NGO) located in Siem Reap, Cambodia. CFC works with eight government schools in the Siem Reap area to enhance basic education and provide addition support in the areas of health and hygiene, school meals, community outreach, teacher training, and student retention. CFC partnered with Lehigh University (LU) in 2010 to examine the quality and productivity of CFC programs from a research and evaluation perspective. The Career Corner is a project designed by Lehigh University students and implemented at Bakong High School as a pilot program to support high school students as they seek employment and/or higher education after graduation.

This project will examine the current effectiveness of the Career Corner at Bakong High school, and present a research design for modifications and enhancements to the current program. The intent is to design a program that builds from the current curriculum and skills taught at Bakong high school, as well as incorporate tools and additional educational materials to support and foster the continuing education of students at the school.

Understanding the current labor market in Cambodia is important in understanding how career and college preparation programs can positively impact students’ transition into that market. The issue of labor market participation for youth aged 15-25 is especially important, since they make up approximately 32% of the total population in Cambodia (USAID, 2006). With this in mind, approximately 300,000 people enter the labor force every year competing for only 20,000 to 30,000 new jobs in the formal sector created by economic growth (USAID, 2006). The discrepancy between available jobs and those seeking employment creates issues of unemployment, especially among young people exiting school and entering the labor force. In Southeast Asia, youth are five times more likely than adults to be unemployed, while youth are only three times more likely to be unemployed worldwide (ILO, 2007).

Targeted students will include 10th, 11th, and 12th grade students at Bakong high school. Students will be introduced to the elective curriculum during compulsory classes by their teachers and the Career Corner director. While participation is voluntary, students will be presented with the rationale behind the program, intended outcomes, and benefits for future employment and/or university admissions. Ryan and Deci (2000) explain the importance of intrinsic motivation and psychological needs of competence, autonomy, and relatedness as reasons for which students will become invested and interested in participating in activities, such as these modules, to improve their leverage in the job market.

**Delivery System**

Content will be delivered asynchronously using computer based modules. Internet capabilities and computer access is necessary to complete the modules. Laptop and desktop computers will be available both in the Career Corner and computer labs at Bakong high school. Internet is available at Bakong high school, and 3G mobile Internet devices will be available for students to borrow if they choose to use computers at home or remotely but have limited Internet access off school campus.

The initial phase of the programs will include a basic introduction to the program during a session given by the Career Corner director. This will ensure that students are comfortable with the structure of the modules, computer access, and basic information to ensure students are prepared to begin the program. The director will model best practices and provide troubleshooting examples to set students up for success. The importance of modeling and this introductory session is of utmost importance to ensure that students feel empowered and motivated to complete the tasks (Driscoll, 2005). Delivery methods will include a variety of auditory, visual, and kinesthetic methods to ensure all learning styles are incorporated into the lessons to provide students with a variety of methods to enhance learning and facilitate instruction. These methods include:

* Environment: Students have the opportunity to complete modules independently or in small groups. Sessions will be set up by the director to provide support groups and instructor assistance. Students are required to complete individual assignments, but are encouraged to work together to ensure understanding and generate ideas and support collaborative learning environments.
* Modules: Modules are designed to build on basic skills and prior knowledge. Although prior knowledge is limited, the modules are intended to provide reviews that will assist students as they complete assignments. Students will not be able to move on to the next task until they show understanding of the current task. Supplementary materials are provided within each task to provide extra assistance for students struggling to comprehend the information.
* Supplementary Materials: Supplementary materials are embedded in each module for tasks. This will help the learner as they work through new concepts. Visual materials, demonstrations, written guides, and podcasts will be used as supplementary materials.
* Peer tutoring: Students who have already completed the modules will be available by appointment to help struggling students as they complete the tasks. The peer tutors will be sporadically available during the school day to provide one-on-one or group help as needed.
* Forums: Forums will be built in to the modules for student who are working through tasks. These forums will be used as a place for students to ask questions and receive responses from the director, peer tutors, or fellow students. The forums will be monitored by the director to ensure accuracy of information.
* Services: Students will have full access to the Career Corner and materials. The materials in the Career Corner are not directly related to the modules, but have information and materials that will enhance understanding of core content and help students with ideas and enhanced understanding of topics and how they relate to university programs and career services.

**Goal, Objectives & Outcomes**

**Overall Goal:** To design curriculum and professional development materials for the Career Corner that will increase attendance to Career Corner workshops, field trips, and other activities that provide professional development opportunities and awareness.

Overall Objectives:

**Objective 1:** Bakong high school students will create a capstone project showing mastery of a basic skill utilizing the module program provided by the Career Corner.

**Objective 2:** Bakong high school students will identify individual skills necessary to compete in a specific career path based on their personal preferences.

Expected outcomes are based on Gangé’s model of learning (Gangé, Wager, Golas, & Keller, 2005).

1. Students will identify personal career goals and resources available in the Career Corner to support those goals.
2. Students will be able to remember and utilize resources provided in the Career Corner.
3. Students will evaluate best practices for career enhancement available in the Career Corner as they decide on a career path.
4. Students will create a plan to complete modules available in the Career Corner to enhance career opportunities.
5. Students will analyze modules and resources available in the Career Corner to plan out their future professional development opportunities.
6. Students will be able to apply information learned in the Career Corner as they apply to university or enter the workforce.
7. Students will be able to understand the benefits of Career Corner resources to their future careers.
8. Students will apply newly learned skills during university courses or in careers beyond high school.

Lessons incorporated into modules are found in the CMAP Final Project. These modules incorporate the abovementioned learning strategies and methods to ensure objectives are met.

**Instructional Strategy**

Modules available through the Career Corner will include the following topics:

Business and Computing Software

English in a Professional Environment

Preparing for and Applying to University

Professional and Interpersonal Skills

Modules will be computer-based using a platform such as Moodle, Google Sites, or other web-based platform.

Each module will follow the following generalized format.

Prior to week 1:

* Introductory session provided in the computer lab by the Career Corner director
* Students will be introduced to the platform, ways to troubleshoot, resources available, and ways to contact support systems

Week 1:

* Students will begin the process of beginning the module available at the given time (Business and Computing Software, English in a Professional Environment, Preparing for and Applying to University, or Professional and Interpersonal Skills)
* Forums and supplemental resources will be available to support initial questions or concerns.

Week 2:

* Students will continue with the module from the current week (Business and Computing Software, English in a Professional Environment, Preparing for and Applying to University, or Professional and Interpersonal Skills).
* Students will participate in formative assessments to ensure they are understanding content, beginning capstone projects (summative assessment) and feel comfortable with the forums and other resources to support learning and engagement.

Week 3:

* Students will continue with the module from the current week (Business and Computing Software, English in a Professional Environment, Preparing for and Applying to University, or Professional and Interpersonal Skills).
* Students will participate in formative assessments to ensure they are understanding content, beginning capstone projects (summative assessment) and feel comfortable with the forums and other resources to support learning and engagement.

Week 4:

* Students will continue with the module from the current week (Business and Computing Software, English in a Professional Environment, Preparing for and Applying to University, or Professional and Interpersonal Skills).
* Students will participate in formative assessments to ensure they are understanding content, beginning capstone projects (summative assessment) and feel comfortable with the forums and other resources to support learning and engagement.

Week 5:

* Students will continue with the module from the current week (Business and Computing Software, English in a Professional Environment, Preparing for and Applying to University, or Professional and Interpersonal Skills).
* Students will work on finalizing capstone projects (summative assessment).
* Career Corner director will play a larger role in facilitating final projects and working with students to revise and edit capstone projects (if necessary).
* Peer tutors will give feedback on capstone projects. At least one revision by a peer tutor is required as part of the capstone project.

Week 6:

* Finish module assignments required by the specific course (Business and Computing Software, English in a Professional Environment, Preparing for and Applying to University, or Professional and Interpersonal Skills).
* Students will finalize and turn in their capstone projects (summative).
* After the last day of the course, when all capstone projects are graded, a graduation ceremony where certificates of completion will be given to students passing the course.

**Assessment and Branching**

Formative assessments are built in to each module to ensure students are completing tasks and understanding new concepts as the modules progress. In addition, engagement and intrinsic motivation are included in weekly end-of-unit questionnaires to examine not only academic performance, but also how engaged and motivated students were during the week. Each week builds on the prior week’s skill set, and it is anticipated that students will. Instead, it comes from the individual’s decision for what he/she would like to know, and committing information and knowledge to memory and comprehension through what content or method of learning engages the learner (Csikszentmihalyi, 1990) The balance of challenge and motivation created in a PBL classroom requires careful planning, preparation, and implementation of structural boundaries balanced by freedom of exploration of new and innovative ideas within the prescribed framework (Csikszentmihalyi, 1990) In addition, the scenario presented must be relatable in order for students to have the intrinsic motivation to undertake the task at hand (Csikszentmihalyi, 1990) Students with the knowledge that GIS plays a role in their future careers may take the approach to accepting the technology, based on the idea that the innovation would become so intrinsically important to their lives that they have decided to adopt the innovation as a critical part of their intrinsic motivation (Seligman & Csikszentmihalyi, 2000)

The majority of assessments are formative and fit well into the Dick and Carey model of instructional design. The formative, weekly assessments are intended to help students return to difficult concepts they misunderstood and find supplementary materials and resources to support learning (Gangé, Wager, Golas, & Keller, 2005). The capstone project at the end of the module is a summative assessment of the learning taking place throughout the module.

**Task Analyses and Flowcharts**

The Cmap for my project is located in the “Whitney” folder of the TLT 403 Spring 2013 class.

References:

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