# UTCC

## มหาวิทยาลัยหอการค้าไทย

University of the Thai Chamber of Commerce

# University of the Thai Chamber of Commerce

## Location

Bangkok, Thailand



The University of the Thailand Chamber of Commerce (UTCC) plays a significant role in grooming students to shape the economy of our country. Each of our 17,000 students is enrolled in one of 46 undergraduate programs found in eight schools: Accountancy, Business Administration, Economics, Humanities and Applied Arts, Communication Arts, Law, Science and Technology, and Engineering. Our International College offers degrees to students from around the world. In each of these programs, UTCC provides a curriculum and infrastructure that prepares our students for both the current and future job market. After more than 50 years of success, UTCC continues as a leading institution for learning in Thailand.
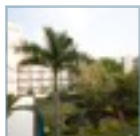
Thai business leaders look for employees who work hard, have great integrity, think critically, and collaborate to solve challenges. UTCC, in its efforts to provide such employees, recognizes that transformed curriculum, infrastructure, and faculty are essential to meet these expectations.

iHybrid, described here, is a continuation of the iPad 1:1 initiative launched in 2011 when iPads were given to each of the 17,000 students and 450 faculty. It became quickly apparent that if the iPads were to transform learning at UTCC, several other changes were needed. iHybrid represents both the planning and execution of these changes, resulting in a university where multiple levels of leadership have been engaged, the curriculum has been transformed, faculty have been trained, infrastructure has been renovated, and success continues to grow and be measured.

Welcome to our story.

## The iHybrid story

UTCC recognized in 2010 a pressing need to match its curriculum and its pedagogy to the world of globalized business and industry. The traditional methods of paper textbook, lecture, pencilled notes and exam were not preparing students for the world of work. We experimented with several approaches and technologies that promised to do a better job of teaching and learning. Among these was the iPad coupled with interactive learning methods and new forms of assessment. This grew into what we call iHybrid, and after five years of work we have transformed the student experience at UTCC.

### Through this work , we have learned many things, including:



*Interactive learning* inside and outside the classroom, with small group work among students, varied teaching methods in the classroom, and frequent assessment, works best.

● ● ●

These principles form the core of iHybrid at UTCC. To support this kind of education,  we have:

- Posted most student learning *materials online*, from texts to assignments to worksheets to discussions. *iTunes U* has proven to be the best platform for doing this.

- Provided an *iPad to every student and faculty member* upon registration, to guarantee that all hold in their hands the tools necessary for interactive learning.

- Engaged the entire faculty in shaping our shared vision for learning, and involved them in many forms of continuing *professional development.*



and lead to become succesful businesspeople in the future.

Introduction to iHybrid

The result has proven effective. The faculty finds this approach invigorates their teaching. Students enjoy these new new methods of learning. And the community supports our efforts toward transformation. UTCC's iHybrid transformation began with *visionary leadership*, focused on *innovative teaching and learning*, relies on *ongoing professional development*, as well as a *flexible learning environment,* and has produced clear *evidence of success*. The rest of this book describes these key features of iHybrid at UTCC.

# Visionary Leadership

## Shared Leadership

School leaders take collective ownership of the initiative.

## Individual Leadership

A credible and inspirational thought leader sets and articulates the vision.

## Community Engagement

Broad community sponsorship supports the institution's initiatives.

The leadership of iHybrid at UTCC is shared among the governing board, the President, the staff, the faculty, and students. Only a joint effort among the entire school community could create the kind of transformation we have seen.



## Shared Leadership

iHybrid began with a few **iChampions** among the faculty — volunteers who experimented with new ways of teaching and learning with technology. The iChampions in 2013 piloted the iPad in their work, and found that it offered a wide array of tools for learning and teaching, far beyond the spreadsheets and slide shows they were used to. Inspired by a visit to UTCC by John Couch of Apple, the President accelerated the iChampions from a small pilot to an all-school effort.

Associate Professor Dr. Sauwanee Thairungroj
President

From UTCC Hybrid Learning to iHybrid

Very quickly UTCC moved to make iHybrid happen. We set up a *Center for Teaching Excellence* and *Apple Regional Training Centre*, with directors and staff, to encourage and support faculty and students to transform their work. We recruited Technology Integrators from among the faculty — many former iChampions — to work with each department to implement iHybrid. We renovated our technical infrastructure to support 17,000 mobile devices in the hands of students and teachers.



A visit by the President and selected staff and faculty to selected schools in the USA, including Harvard University, and a briefing at the Apple center in New York, cemented UTCC's commitment to the iHybrid approach. The governing board — mostly business leaders connected with the Chamber of Commerce — formally endorsed iHybrid in March of 2014. The council passed a resolution that UTCC will embark on a program to ensure that the iPads distributed to students will be used to its full potentials

## Individual Leadership

The President made clear to everyone — faculty, staff, and the governing board — that iHybrid would move forward. At an all-faculty workshop in May 2014, she engaged the school community in a discussion of why UTCC needed to move in this direction, and defined the key principles: an iPad for every student; interactive teaching and learning in all course; and new forms of assessment.

## Community Engagement

Faculty leaders followed up on this, with department-level workshops to examine how best to follow the iHybrid approach in each subject area. The governing board provided the financial support to make the investments in iPads, network infrastructure, and personnel necessary to ensure success. The staff took a hard look at the school's network and facilities, and developed a plan for expansion and renovation. Students learned to use iPads for serious academic purposes.

# Innovative Learning and Teaching

## Student Learning

Learning is a personal experience for every student.

## Instructional Practices

Faculty are master learners who expertly guide their students through difficult and complex tasks.

## Curriculum Design

Innovative and rigorous curriculum is designed to leverage technology.

New forms of interactive teaching and learning form the centerpiece of iHybrid at UTCC. Student learning has been transformed through the use of effective instructional practices supported by technology; and a school-wide process for designing courses and curricula, supported by iTunes U.

## A Day in the Life of UTCC student

## Student Learning

The best way to understand what's happening at UTCC is to see iHybrid through the eyes of a student. The video below illustrates how iHybrid has transformed the learning life of a UTCC student.

Time to **transform** your classroom.

UTCC students employ their iPads for learning from when they wake in the morning until they lay down to sleep at night. Before coming to school, they prepare for the day's class sessions by reading assigned texts on their iPads. Or conducting some online research for the case-study that will provoke the discussion in the classroom. When they arrive at the classroom, they might confront a quick exam to test their understanding of the readings, that they take on their iPads, which produces instant data that their teacher uses to tailor the day's work to their needs.
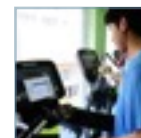
This sequence of learning activities happens every day at UTCC. The interactive diagram illustrates this learning sequence.



**Challenge** 15%

**Research** 30%

**Understand** 30%
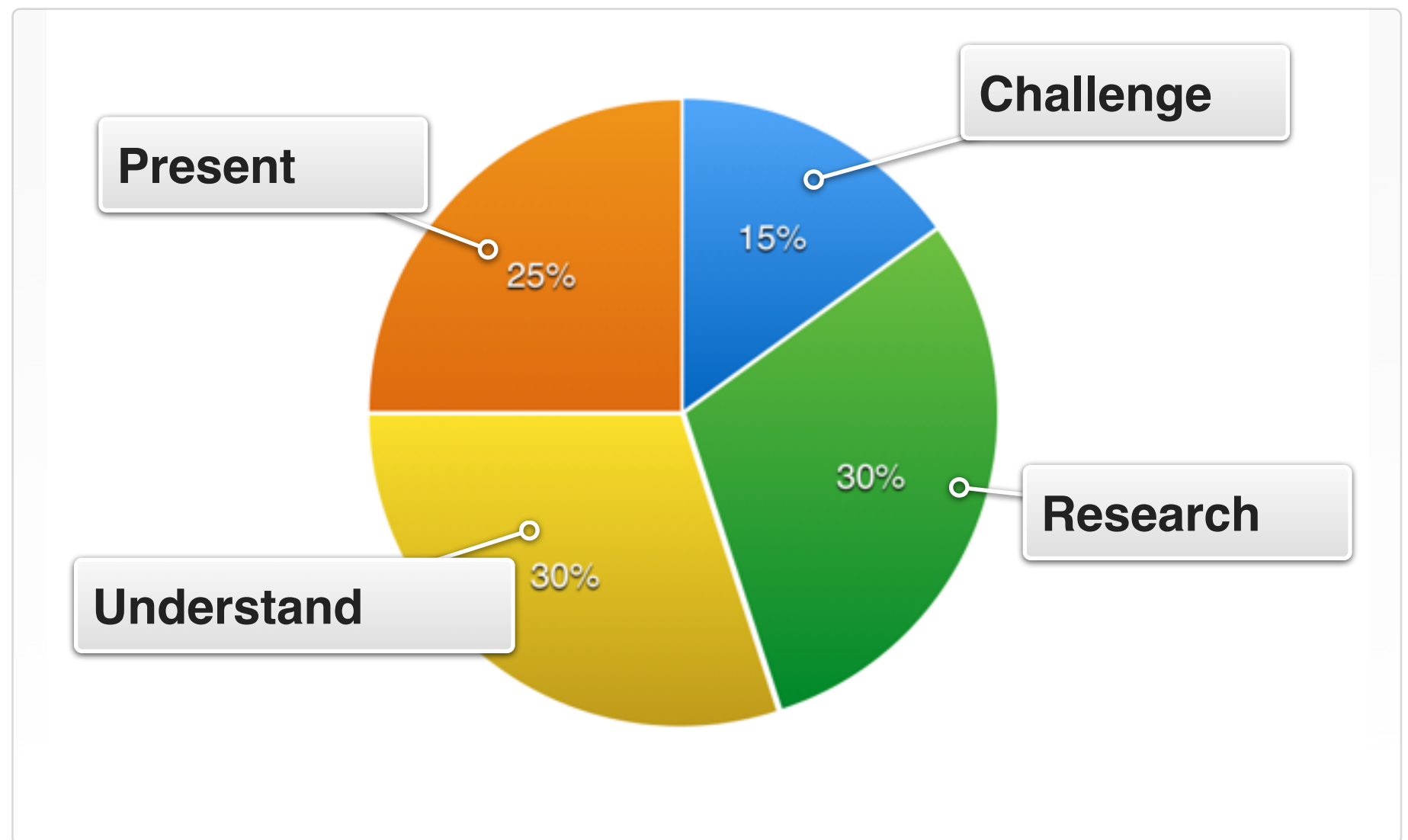
**Present** 25%

The teacher uses his iPad to present images that provoke discussion of key concepts in the discipline, as the students follow along on their iPads. Then the students form groups of four to apply these concepts to the case study. They use the Numbers spreadsheet to analyze data, the Safari browser to research the current marketplace, and Keynote to prepare a presentation of their conclusions. Selected groups connect their iPad to the big screen through AppleTV to show their conclusions to the rest of the class through diagrams, graphs, images, and photos. Other students provide running commentary on the presentation through the discussion board on iTunes U.

To asses what hey have learned, the teacher gives a quiz through *eClicker*, and records student results. At the conclusion of each three-hour class session, students use their iPads to respond to a survey of the effectiveness of this class. To assess further their learning, each student, working at home of in the UTCC garden or in the library, prepares on her iPad a multimedia analysis of a new case, and sends it to the teacher through *Moodle*.

Moodle

eClicker

## Instructional Practices

This transformed learning day did not happen by accident. UTCC faculty have learned to use iPad technologies to expertly guide their students through difficult and complex tasks. For instance:

- In the Math and Statistics course taken by 2,700 students each term, students **collaborate** in small groups using the Numbers app to apply statistical analyses to real-world business data.

- In the Business English course required of most UTCC enrollees, students are challenged to **demonstrate** their competence in spoken and written English in any form they wish: Keynote slide show, iMovie video, podcast with Explain everything, and documents with Pages.

- 76% of first-year students report that they use iPad to support group work, and 72% use iPad to **communicate and coordinate** works with others.

- Students in the IT program **design** a mobile app to respond to technology advances in three industries, photographies, home entertainment and publishing. They analyze the business needs, then design the solution.

These kinds of instructional practices can be found throughout the UTCC curriculum. Education at UTCC centers on iPad, as well as on interactive teaching and learning, and new forms of authentic assessment.

## Curriculum Design

We needed to re-engineer our curriculum for two reasons: first, to take full advantage of the iPad; and second, to build more interactive work for students. And so we chose to focus on three approaches:

I. The **case study method,** where instruction begins with actual challenges and problems faced by Thai businesses today. An example of this is *Family Business*, a TV show hosted by the UTCC President, that presents a case study of a Thai family-owned business. For selected episodes, UTCC faculty have developed study materials, which they distribute on iTunes U.

II. **Authentic assessment,** where student progress is judged not by multiple-choice exams but by projects and practical work products. So in the IT program, for instance, more than half the grade is based on actual programming or design projects.

III. A **common structure** for course design, which is embedded into the iTunes U template that faculty use to post their courses online. Courses are presented week-by-week, a topic each week; for each week, students see:
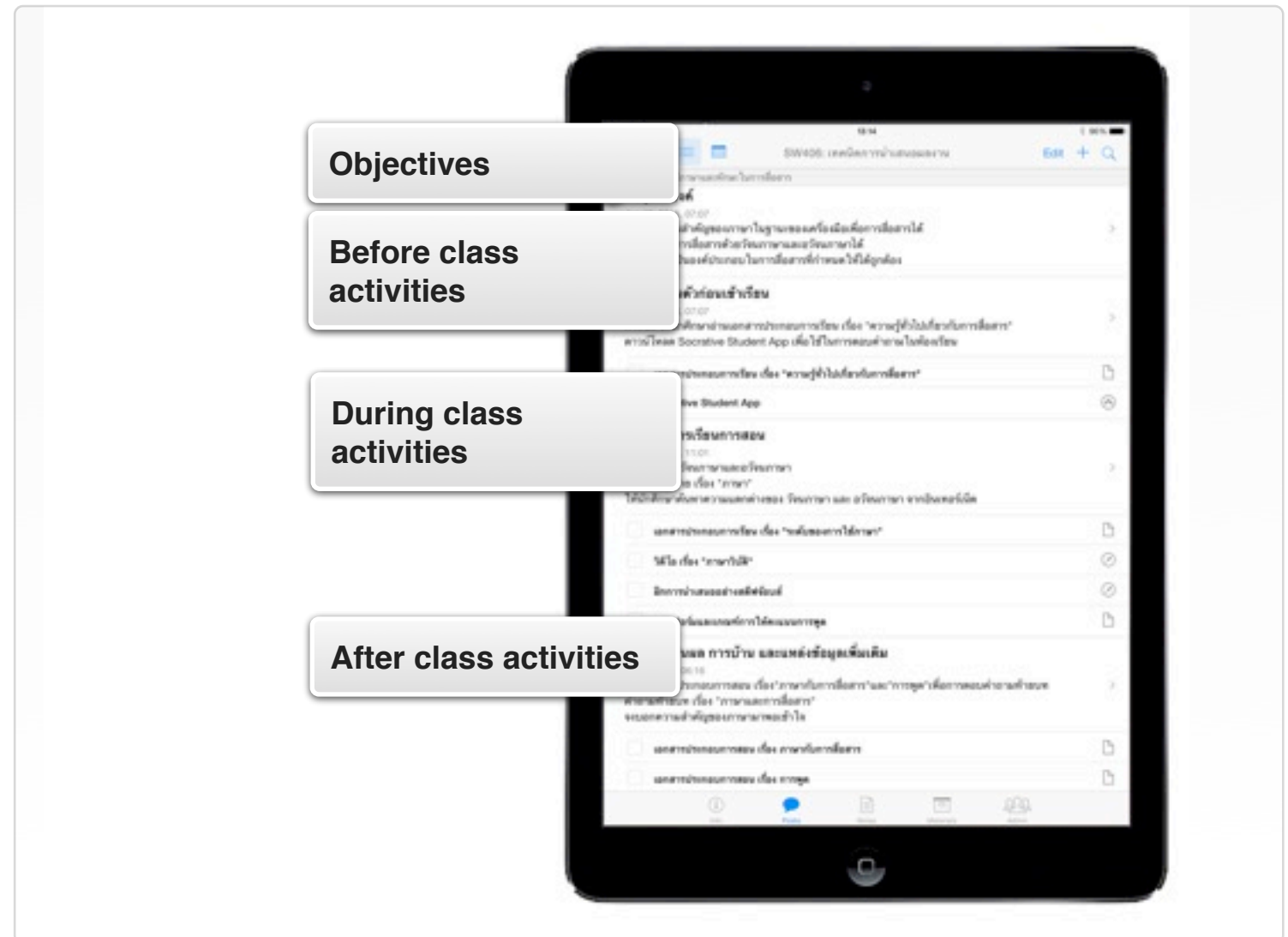


A common structure for course design, which is embedded into the iTunes U template that faculty use to post their courses online.

To move our 700+ courses into this format, we developed not only the iTunes U template, but also the SPA (Syllabus, Performance, Assessment) method of course makeover, which is described in the next section if this book.

## Relevant and Timely Professional Development

Faculty engage in a cycle of inquiry that promotes reflection, experimentation, and sharing.

## Relevant and Timely Professional Development

We knew that the kind of educational and technical transformations called for by iHybrid would require much new thinking and hard work. And so we began a professional development program to encourage and support our faculty to make the necessary changes, and to kern to employ the iPad. So far, we have passed through twelve phases in this work:

1. 400 of our 450 faculty studied the concepts of **Education 3.0**, through a lecture on campus as well as an online course. This helped them to understand the need for change at UTCC.

2. The same 400 spent two and a half days learning how to use the **iPad for teaching and learning**, and how to use iTunes U. This too was accompanied by an online course for independent study.

3. Faculty used the **SPA method** to makeover their courses. They began by examining their **S**yllabus, looking for digital opportunities; rethinking the **P**erformance that would happen in their three-hour class session; and considering new forms of authentic **A**ssessment.

# Before iHybrid
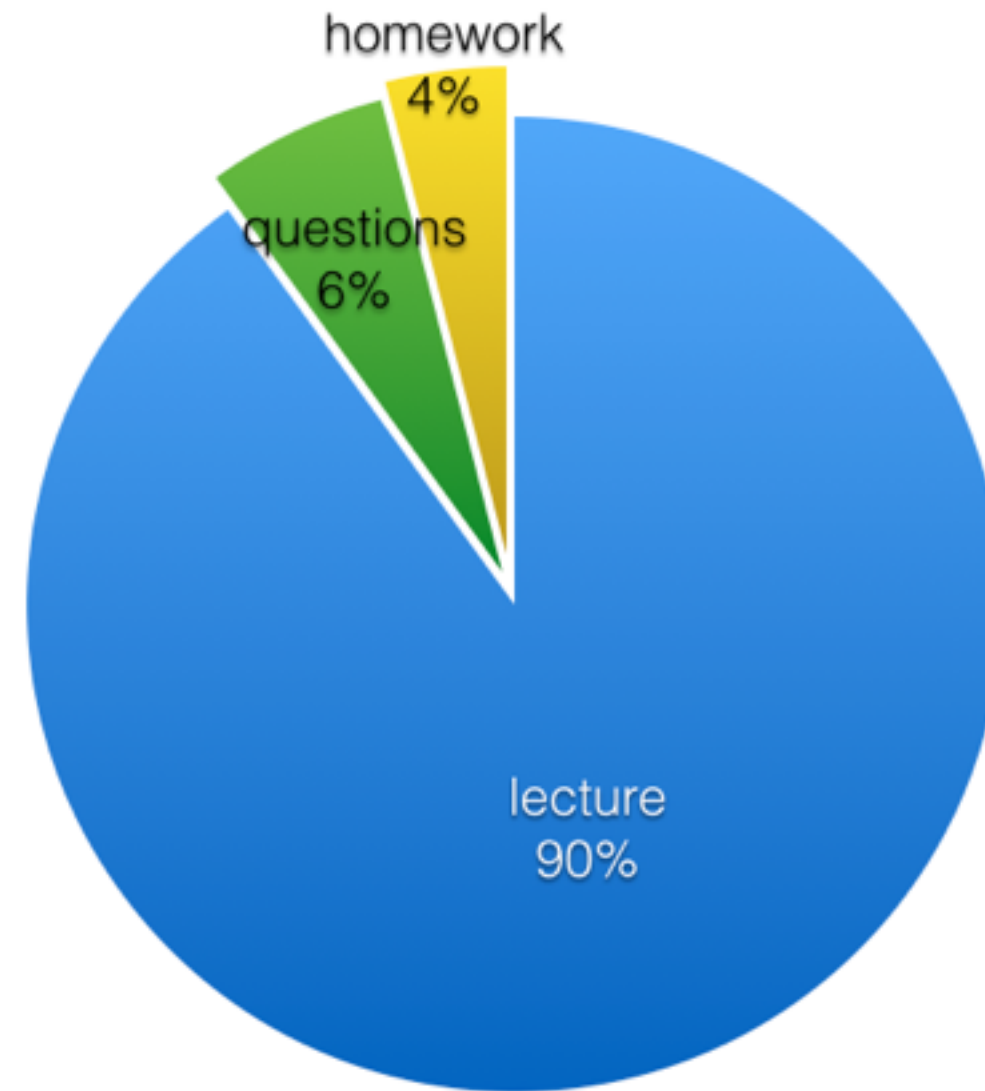


Not so long ago, UTCC classroom experiences were very traditional, dominated by lectures in one way communication model.

4. Faculty formed **professional learning communities** to jointly develop key multi-section courses according to this structure and method, such as Modern Business, English for Communication, Math and Statistics, and Physics.

5. Faculty discussed the **Anatomy of an iPad Lesson**, focusing on challenge-based learning and critical thinking, assisted by visualization and planning tools that we developed with Keynote.

# We're Learning Together

6. Visiting lecturers offered **workshops** on teaching and learning with the iPad, department by department, which were widely attended by faculty.

7. The staff of the Center for Teaching Excellence **consulted** individually with faculty members to assist them in course planning, and development of new tools for teaching and learning.

8. Our 20 **Technology Integrators**, drawn from the faculty, worked with each department to further develop course materials and new interactive approaches to learning, based on the iPad.



## Bangkok Education Technology Meetup

Home · Members · Photos · Discussions · More

Join us!

**Bangkok, Thailand**

Founded Oct 13, 2014

| Educators | 115 |
| Past Meetups | 3 |
| Our calendar | 📅 |

**Organizer:**
panuchart

✉ Contact

**We're about:**
Teachers · Education & Technology · New Technology · Learning · Apple · Teachers Talking to Teachers about Teaching · iPad

Unlocking the power of innovation in teaching and learning with Apple technology.

The Regional Training Centre at University of the Thai Chamber of Commerce offers workshops for educators to infuse their instructional practices in a way that makes technology transparent and the learning adventurous and delightful.

Join fellow educators for an evening of best practices in teaching and learning using Apple technology in the classroom.

**Join us**
Join us and be the first to know when new Meetups are scheduled

**Who do I know here?**
Log in with Facebook to find out
By creating a Meetup account, you agree to the Terms of Service

### Recent Meetups

November 21, 2014 · 4:00 PM
Make a podcast with Explain Everything and iMovie.

**What's new**

👤 NEW MEMBER
Paul joined
Yesterday

👤 NEW MEMBER
Adithep S. joined
Yesterday

9. We developed a new **workspace** for one-stop shopping for faculty, with tools for iBook creation, a video studio, and personal help.

10. We staffed a **Center for Teaching Excellence** to lead and coordinate this work, taking responsibility to make iHybrid happen.

11. We conduct weekly **Wednesday evening meet-ups** for faculty at our Apple Regional Training Centre, where they share new approaches and solve problems.

12. Six of our faculty members are learning to be **Apple Professional Development** trainers.

Items #3 - #11 continue today, and will move forward in the future, as we perfect iHybrid and infuse it into all departments and all courses at UTCC.

## Apple Regional Training Centre at UTCC

UTCC-Apple Regional Training Center is a community of educators who share each others' learning experiences and knowledge between peers. The UTCC-Apple RTC at University of the thai Chamber of Commerce is the learning-hub within university, promoting collaboration and the sharing of resources and practices. Our educators will have opportunities to connect with like-minded individuals and receive on-site training from Apple Distinguished Educator, Apple Professional Development or certified trainer by Apple.

The goal of UTCC-Apple Regional Training Center is to bring together a wide community of experienced educators and experts who provide free and easy access to learning technologies through local learning-hubs.

### Workshop

- OS X for Education
- iOS for Education
- iWork for OS X
- iWork for iOS
- iBooks Author
- iTunes U Course Manager
- Challenge Based Learning
- Apple Academy
- iPad in Research
- Personal Productivity
- Digital Story Telling
- Custom Workshop Design

# Compelling Evidence of Success

**Quantitative**

Data is routinely collected and analyzed to inform progress and success.

**Qualitative**

Narrative, reflective, or anecdotal evidence is collected and shared.

As UTCC implements iHybrid, we periodically collect evidence to measure our progress. We collect *quantitative evidence* from surveys and data, as well as qualitative evidence from walkthroughs and interviews.

**Quantitative**

Each term, we survey students to ascertain their satisfaction with iHybrid, and to learn what kinds of learning activities they are experiencing. Administered online, through their iPads, this survey (August-December 2014) lets us know how students perceive the results of our work. From our most recent survey, we have learned that:

- Most Students report that they use the iPad in 5 or 6 of their courses.

- The iPad is used mostly for question-and-answer session in class; online quizzes; group projects; and student presentations.
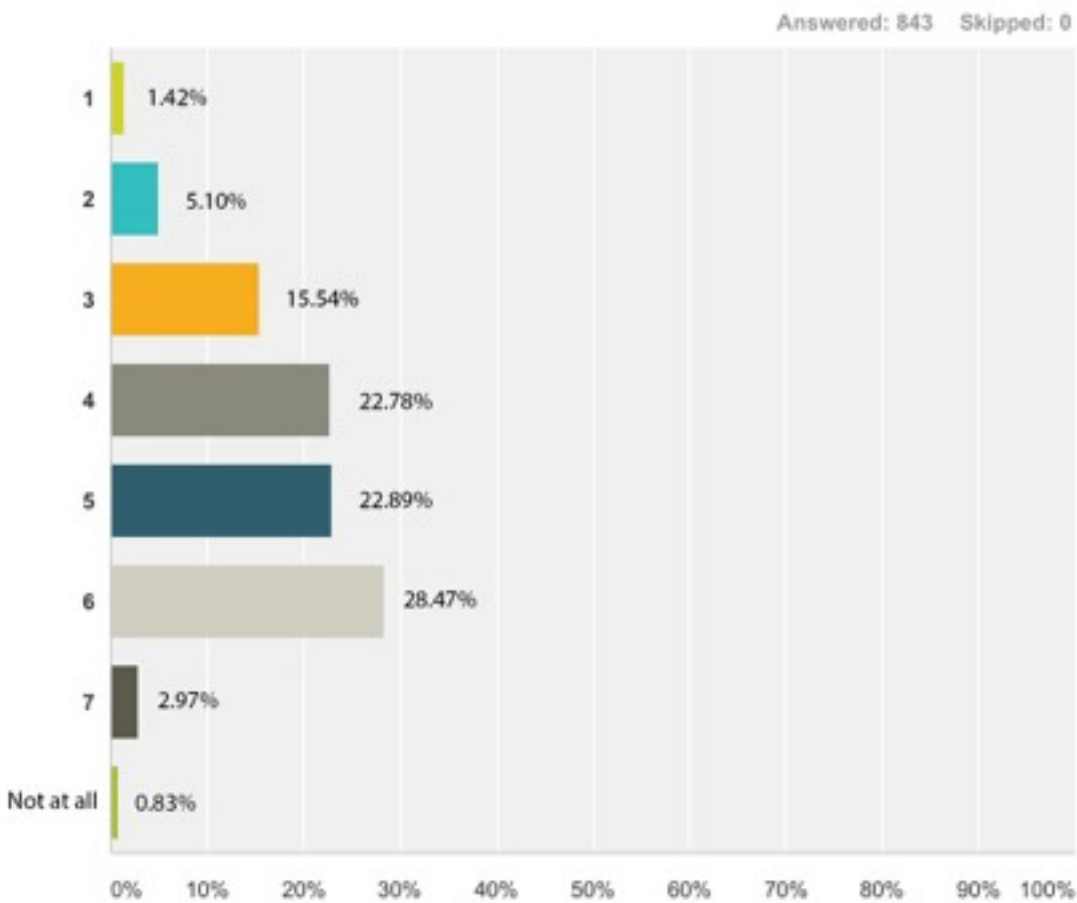


The use of iPad to support students' learning activities in enrolled courses.

- Students report that they remember and understand course content better with the iPad.

In our most recent term, we began to administer, through the courses posted on iTunes U, a quick **weekly survey of student satisfaction** with each class session. We expect this information to be valuable to faculty as they constantly seek to improve their teaching.

## Qualitative

Every six months, we conduct a day-long **photo learning walkthrough**, where we document our progress through photographs and video clips of students at work, taken in the classrooms, hallways, library, and garden. We then carefully examine these images, looking for evidence (or lack of) of the iHybrid principles. We publish the results as A Day in the Life at UTCC, which you saw in the second section of this book.

We also periodically check our traffic on iTunes U — how much material has been posted by our teachers? How much is being downloaded by our student? Our most recent report shows:

- Our teachers have posted 459 UTCC Courses on iTunes U this way, more than any other school in Thailand.

- Right now, the enrollment in these UTCC iTunes U courses totals more than 12,000 students.

- Our teachers have post more than 14,000 items of learning materials into their iTunes U courses including readings, data collections, worksheets, online discussions, research reports, and textbooks.

- UTCC ranks #9 worldwide among universities in its use of iTunes U.
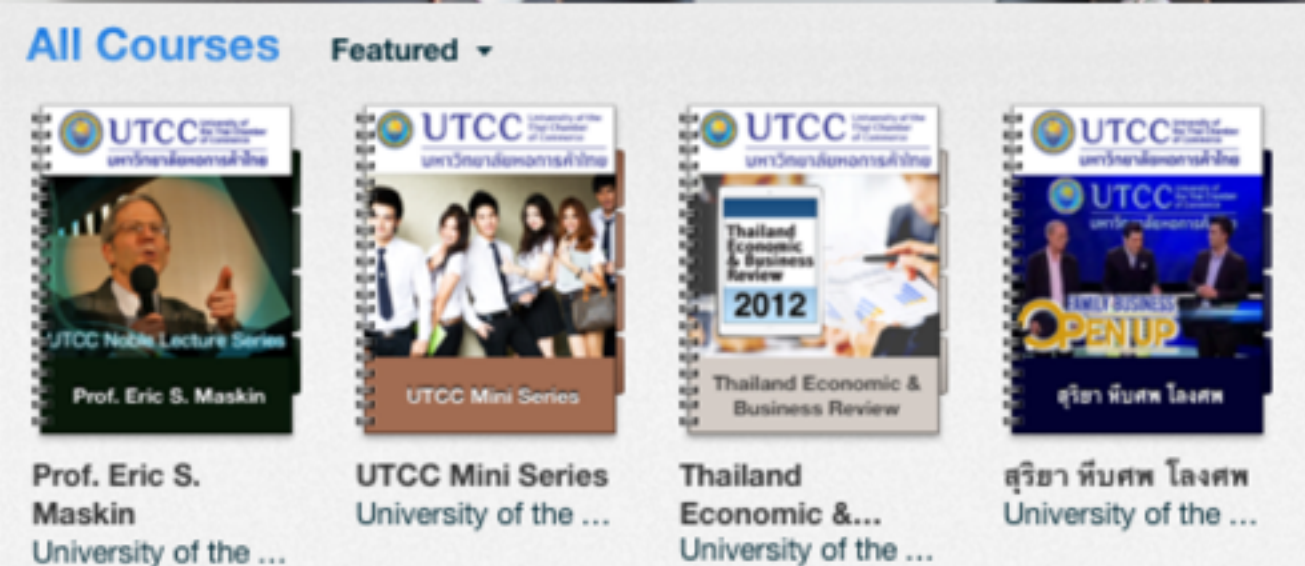
This evidence-gathering continues each term, so that we can become aware of where we need to focus our efforts in the future.

# Flexible Learning Environment

## Information Technology (IT)

IT infrastructure supports innovation in teaching and learning.

## School Design and Facilities

Facilities and schedules are designed to maximize learning opportunities that technology provides.

When we began iHybrid, the UTCC campus was not ready for the influx of technology or for the new forms of teaching and learning that we desired. Our classrooms were designed for one-way lecturing, not for interactive learning; our network was designed for a few hundred static PC desktops doing word-processing and spreadsheets, not for 20,000 mobile units connecting worldwide with multimedia. We have worked to change this, and plan to build new facilities that lend themselves to the iHybrid principles.

## Information Technology (IT)

We have completely renovated our IT infrastructure at UTCC over the last two years, to support iHybrid. This includes:

- installing more than 200 of 802.11ac wifi access points all over campus, including in the garden, the library, and the student union, as well as all classrooms. This enables students to connect and learn from anywhere on campus.

- installing Apple TV in all classrooms. This has served to untether the faculty so that they may teach from their iPads anywhere in the room. It has enabled students to present on the big screen from their seats, thus moving the locus of control to students. It has allowed teachers to present student work on the big screen and teach from their mistakes.

- institutionalizing iTunes U. We have standardized on the iTunes U platform for organizing and delivering course material, developing a common format for courses.

- increasing our core network capacity. With the advice of Apple and ISP engineers, we have installed bier optic connections between the 22 buildings on campus, increased our bandwidth to our internet service provider, and installed new roughers and switches as necessary to accommodate the thousands of mobile devices we use each day.

- building a private cloud with Moodle to complement iTunes U; **Mahara** for student portfolios, and local **Wikipedia** for knowledge sharing.

- Configuring our Apple TVs to meet needs of students and teachers, hard-wiring them, and limiting visibility for ease of use.

- Setting up a Single sign-on system to all network services, for faculty and students. .

# School Design and Facilities

Campus Makeover

Over the next five years, we will tear down 18 of our 21 buildings, and build a new campus. This gives us the opportunity to designing learning spaces to fit the needs of iHybrid.

We are involving faculty and students in the design of the classrooms in these new buildings. The classrooms will include:

- multiple display screens to enable small-group work by students as well as large-group presentations.

- lightweight moveable tables, of proper height for working on an iPad, on wheels, and foldable, to permit many configurations for learning: theater-style; small groups at tables; lecture-style at tables; learning circles, and so forth.

- comfortable, moveable chairs for students, suitable to three hours of sitting.
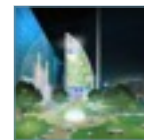


These new buildings will also include multipurpose spaces and furniture, to allow student group work and interactivity outside the classroom.

As part of the new building project, we plan to increase the core network capacity to 40 gigabytes, and install conduit to permit rewiring as technology moves forward.
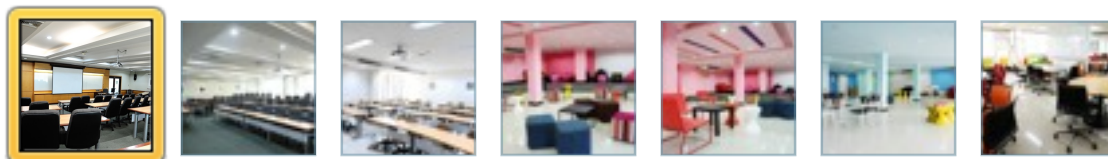
# The new campus

# Next Steps

The iHybrid story is not finished. In the coming months and years, the UTCC community will continue to grow and learn as it meets the changing needs of Thailand's economy. University leaders, in partnership with the Thai Chamber of Commerce, faculty, and students, will continue to champion iHybrid and its goals.

The Center for Teaching Excellence and Apple Regional Training Centre at UTCC will continue to provide relevant training and support to all faculty, facilitating the transformation of the remaining courses into iTunes U and providing training in new technologies that support active teaching and learning. Ongoing assessments will provide regular feedback from students, faculty, and the business community to measure iHybrid's success.

The learning environment at UTCC will continue to maximize the opportunities that technology provides. To that end, new buildings will be completed for the 2015-17 and subsequent years, each thoughtfully planned and constructed using the principles set forth in this book; each prepared to facilitate flexible learning; and each allowing the faculty to deliver complex, innovative, and rigorous curricula within a 24 by 7, friendly and secure campus..

Please continue to follow us.

# Contribution and Credits

**List of people willing to address five areas of best practices.**

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