

University of the Thai Chamber of Commerce

Bangkok, Thailand



Today

UTCC is a private non-profit university affiliated with the Thai Chamber of Commerce. We are constantly developing and evolving to become a leading university specializing in ASEAN trades and services. We have invested in a state-of-the-art campus on the digital hybrid learning model or “iHybrid”. The model is enhanced by a Cloud-based Learning Management System (Cloud-LMS) and the iPad 1:1 ecosystem to give our students flexibility in learning. Cloud-LMS allows many different types of content formats to be uploaded and available for students and the instructor to use. It also enables students to communicate with instructors, resources, and each other. Resources available 24/7 for students on campus and in a remote learning setting allow effective communication.



Vision

Using technology to focus on innovation-driven entrepreneurship, make learning available any time any where, and create positive impact to environment.



Learning

From the survey of 695 students who have experienced the online exams on iPad at UTCC, students reported their delighted experiences with the online examination.



Success

Students at UTCC use an iPad as the primary device in the exam. The students were highly satisfied with the device they used in the exam



What's Next

UTCC will emphasize using formative and creative assessments to help students reflect on their learning. We will shift to 100% non-paper-based assessments by 2025.

100%

iPad Deployment with
Apple School Manager.

82%

Satisfaction with
the online exam.

83%

Satisfaction using iPad
with the online exam.

100%

Non-paper-based
assessments.



Demographics

17,000+ of students
600+ of faculty
Private university

Apple products and services

iPad for Students and
Instructors
iMac Lab
Apple TV in the
Classroom
Apple School Manager
Apple Professional
Learning
Apple Learning Leaders
Apple Teacher

Vision

We believe that digital transformation in education can create positive changes in the teaching experiences of the faculty as well as the learning experiences of our students. As the pedagogical practices have been greatly affected by the advancement of digital technology in the last few decades, our ultimate goal is to redefine our teaching and learning. We emphasize the technologies that can adapt to learner needs, track student progress and make learning far more personalized. Far from a traditional classroom, we have redesigned our pedagogy using flipped and blended classroom models and promoted these practices to our faculty. Our effective uses of digital technology could help build and nurture lifelong learning for both students and faculty.



Learning

The iPad has been a vital device for teaching and learning experiences at UTCC since 2011. We support students in becoming self-directed, independent and interactive. We have designed a learning experience to promote these facets and provided self-learning spaces for both online and onsite environments. We use [Apple School Manager \(ASM\)](#) and mobile device management (MDM) to provide a suitable learning experience. Students' iPads are pre-setting and ready to use, from unboxing toward distributing the applications and contents, simplifying the setting processes. For assessments, in 2015 we moved from traditional paper-based exams in the two [GenEd](#) subjects to online exams using an iPad at the campus. Prior to the coronavirus pandemic, exams at UTCC were partially conducted electronically. The slow transition to online exams is because numerous processes have to be implemented across the board, such as exam management, technical setting and handling of the exam, and technical enquires. During the Covid-19 pandemic, we have begun using online exams for courses in which many students are registered. Online exams are taken during each term, replacing paper-based assessment practices. [Online exams](#) are delivered using the cloud LMS (Moodle), Microsoft forms, Google forms and SurveyMonkey. Online exams are challenging and require the exam committees to develop and impose various procedures and policies to overcome unequal opportunities. MDM technology such as Mosyle was applied to reduce cheating for online exams on campus. This tool has been chiefly ineffective when students can take the exam from anywhere. Additionally, authentication was found to be a significant issue for our online exams. We handled these issues by requiring that students have two devices (an iPad and a mobile phone) and turn on one camera to transmit a picture of themselves at their location and their surroundings during the exams. We also found that



effective exam question design and delivery serve as a mechanism for reducing the propensity to cheat.

Success

At UTCC, the iPad has been used as a [tool for engagement](#), [increasing students' enthusiasm](#) during both onsite and online classes. During the pandemic, [the iPad is the primary device students use during online exams](#). Our survey shows high satisfaction with the device used in the exam; the majority used an iPad. Students also expressed high satisfaction with the overall online exam experience (Link no. 14). From an administration standpoint, online exams can reduce the paper utilised for producing exam papers, saving around 500,000-600,000 baht per year. Moreover, the chances of exposure to emissions from photocopiers are minimal, improving the exam teams' quality of life. Using online exams is one of the successful sustainability practices at UTCC.

What's next

We aim to shift to non-paper-based assessment by 2025. We will emphasise using formative assessment rather than relying only on two high-stakes midterm and final exams. The iPad is an excellent device for the formative evaluation of students' performances in physical and online classes. Non-graded and graded formative assessments can be conducted less formally and more frequently in classes. We want to apply more creative assessments to help students reflect on their learning by utilizing the resources from [Apple Teacher Learning Center](#). For example, students can use iMovie or Clips to create videos to present their findings or the solution to assessment questions, write a reflection on Pages about the real-world application of knowledge instead of a traditional paper, or apply AI to solve business cases.

Links

- [1] Moodle system for online exams (the maximum concurrent rate is 2,500 students per one exam).
- [2] Moodle LMS system for online exams (the maximum concurrent rate is 450 students per one exam).
- [3] Online exit exams webpage.
- [4] Online exam manual for instructors.
- [5] Online exam manual for students.
- [6] The online exam procedures.
- [7] Photos of the rehearsal of the online exam using an iPad on campus in the year 2019.
- [8] Photos of the online exam using iPad on campus in the year 2020.

- [9] The online final exam invigilation for AC110 on 3rd May 2022.
- [10] Video of the online final exam for invigilation online IS322 Business Statistics on 2nd December 2021.
- [11] Other online exam platforms categorized by subjects between 2019-2021.
- [12] The findings of the online exam experience survey of UTCC's students (Findings, Questionnaire).
- [13] Introducing Apple Teacher Learning Center.
- [14] Swift Playgrounds in Gen Ed course instructor interview.
- [15] Instructor interview and feedback regarding online exam.