



# State of student's engagement in classrooms in Myanmar, Laos and Cambodia: Evaluating the current state at partnering universities, and exploring their needs

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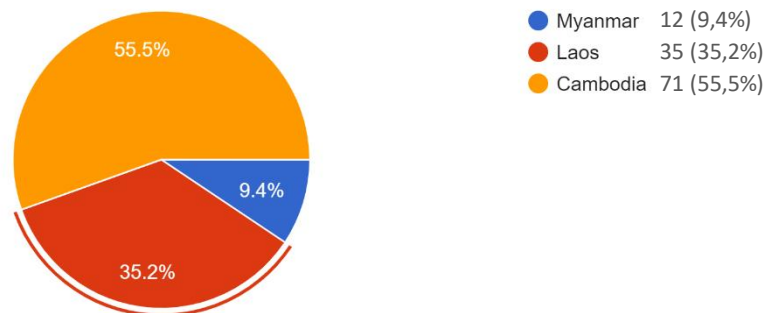
10. May. 2021

This report is based on an online questionnaire sent out to Myanmar, Laos and Cambodia Engage partnering universities: University of Yangon (UY), Taunggyi University (TU), Mandalay University (MU), National University of Laos (NUOL), Souphanouvong University (SU), Royal University of Phnom Penh (RUPP), National University of Management (NUM), and Chea Sim University of Kamchaymear (CSUK).

The contact persons at each university were asked to disseminate the online questionnaire within their social sciences departments, so that greater coverage of responses can be achieved. The questionnaire was first sent out on the 23. March.2021, and several reminders were sent out. The data analysis took place between the 1-5. May.2021.

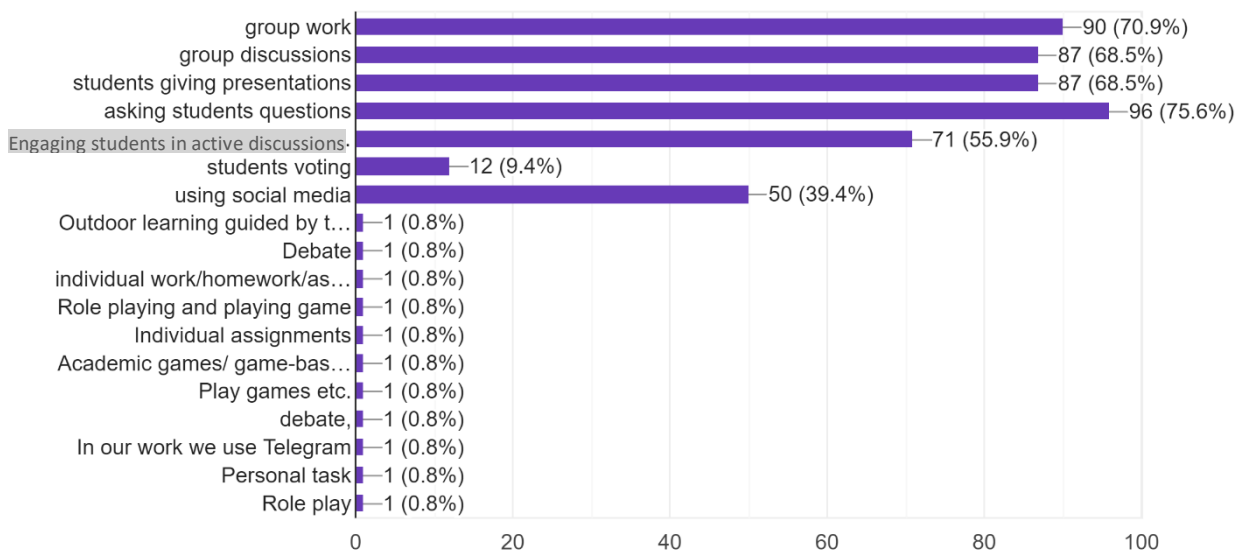
### What is your country belonging

128 responses



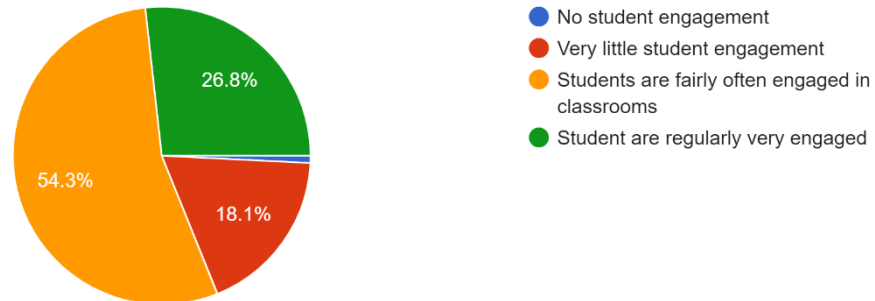
Below we listed several forms of student engagement in the classrooms. Which ones of those do you implement in your classroom?

127 responses



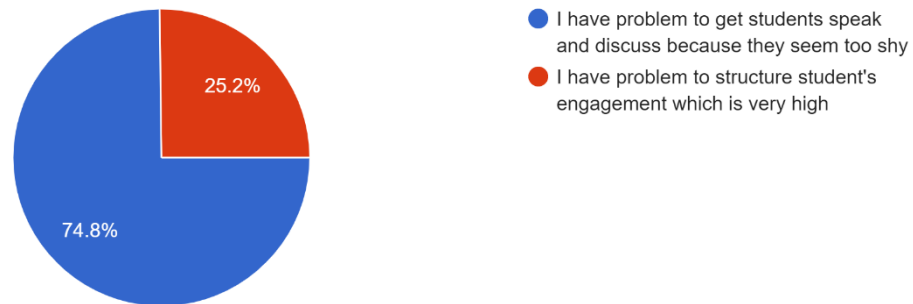
How would you rate the current student engagement in your classroom?

127 responses



Which statement is more true?

127 responses



## Kindly shortly explain how you see a good level of student engagement in classroom

- Get attendance and scoring
- Student's presentations are good engagement in classroom.
- Students seem to be more engaged in the classroom when the teacher logically delivers the lessons with concrete examples that they can see in their real lives.
- The class are more active and busy with tasks
- There are active teacher-student interactions.
- They have chance to share ideas on specific topic being discussed, and they learn how to work as group, how to convince the group, and how to response quickly to the problem within a limitation time period.
- The in-need-of-good grade for successful result make them get engagement.
- Some students ask questions that they do not understand.
- Question and Answer
- Students are very active and interested in the topic
- Active engagement in the classroom activities and homework and/or assignment + relatively more active engagement + consistent support and encouragement for further improvement + more attention and concentration on teaching, learning, and working individually, in groups, or in the whole class + better outcome of learning/teaching



- Students are active in answering questions and doing activities in classroom.
- After the lecture, I usually check what they understand with their opinion on my lecture by writing a short note on the lecture for 10 minutes and by presenting voluntarily the key factors with their opinion and remarks on which other classmates can contribute their opinion. At the same time I can check whether they can have analysis on the lecture.
- Active and vibrant student participation in the classroom discussions.
- The student engagement in classroom of Khmer program is limited because the classroom size is big (60 students per class), and the classroom facility is still traditional.
- In my class students very actively answer question, submit homework. due to I provide video clip, give simple and clear example related to the topic I teach and the most important is give awarding mark in every activity during class hour.
- The number of students who responded to the question and the group discussions provided a good level of student engagement.
- Only a few students fully engage in classroom due to their level of their English proficiency and braveness.
- Certain students show engagement in the classroom by share their idea and ask efficient questions.
- Many student can joint answer the question in the classroom.
- Students are pay attention to learn lessons.
- Level of participation and speed to answer the question
- When the teacher provided task, the students could do it effectively and go on track. For example, when teacher gave them the topic to discuss in group, they showed their willingness to share ideas to support topic based on the observation.
- Actively join the engagement
- Asking and answering questions, contributing ideas, raising topics for discussion, helping others learn the lessons, leading and facilitating group work.
- A good level of student engagement in classroom is when students actively engage in the class activities and discussions
- Try to encourage students to share their idea on the questions as much as possible to see the how they think. This can enhance the creativity of students in classroom
- Students can answer when teacher asked
- Challenge then the issues, then ask them to work out on the issues and relevant matters. If their propose solution is correct, give them the extra score.
- Try to answer the questions
- In order to increase better level of participation, I normally put the students in charge of learning by providing a richer learning environment and a motivation to learn, and the students do their jobs while we, the teacher only facilitates.
- They can speak out and express their learning and sharing of own experiences.
- Asking and answering questions
- Pre-inter would be more active as they (students) can get engagement while be formed in group discussions and presentations.
- Response to the teachers' requirement on time!
- Group work, sometime students giving presentations
- Students are active in group discussion and do individual presentation
- Most of students should be able to demonstrate their understanding with the class
- By answer the questions.
- I performed individual and group evaluations during the debriefing session about group work and their presentation.
- Not all students but many of the students are active in having discussion so they like active learning rather than passive learning approach.



- Having them to present
- Some student works well in class, they can discuss with their friends, help their friends while working in group and participate all the activities.
- Only few and same student s are volunteering to join class activities
- Because they are more engagement in classroom.
- Students would always share their ideas with me or their classmate, provide reason and explain what they thought.
- Most students are engaged in the classwork, they enthusiastically find out the answer to the given tasks and showing their curiosity by asking related questions and propose their views.
- Set up a group study 4-5 people and give them an exercise, in the group much be at less one good student of the subject as a leader and help other students in the group to do their exercise. After that select the worst one in the group to come out and explain the strategy to solve the problem in the exercise.
- Students are alert, listening and asking questions, responding to the question
- My student engagement in the classroom is at good level as they are not shy, very active and like to share their ideas with me about specific topics in the lessons.
- Brave to present their idea in the public
- I can see a good level of student engagement in classroom from doing exercise, homework, test, presentation
- I can say 50% of the student well engagement in my class if it is done online. However, if it is on in real class, the level of engagement is higher to around 80%.
- Guiding questions and small group work are good to get students engaged.
- By being assigned into group discussions. Sometimes leading questions need to be asked to provoke them to speak out.
- They express their understanding and try to provide reasons to support their arguments.
- They felt motivated to learn when they had to share ideas with their friends
- Students take initiative, get actively involved in the assigned activity but do not dominate the group
- Students engage activity in class normally, active, not shy
- They volunteer to answer questions and even try to challenge themselves by sharing their understanding to the whole class.
- Teacher should be very friendly; much more ask their opinion rather than answer from text book; more opinion, questions, and student's discussion
- Give group work, exercise, homework and presentation
- They always listen carefully in the classroom. It means that the level of student engagement is high.
- They are cooperative with me even they could not speak well with short answer.
- Try to set them in to peer learning in middle level in other to encourage students to participate and share ideas and select one student in group to help like mentor

## What is the balance between teacher's vs student's input that you would like to achieve in your classes?

- 50-50
- It depends on the lessons. Normally, it will be 50/50 for both Lecturer and students.
- 50/50
- For sure, next time is better.
- Provide clear instructions and working time/date and class have to follow time and deadline.
- Arguments and feedback of the students on the lecture is the main balance for teachers who can immediately realize the students' background knowledge so that both teachers and students can generate more creative teaching-learning environment.



- I want students involve more in-class activities
- Don't know question well
- 50%-50%
- All of the students must have a chance to engage in each assigned discussing topics, and their representative will have to present their group ideas to the classroom, and I myself have to allocate a suitable to give feedback on the topic to the classroom.
- The more students be active, it is better for them
- Medium
- Good communication and ethics between teacher and student and between student and teacher.
- 50%
- I want to have relationship between teacher and student.
- 60% for teachers
- It have not balance between teachers and students. Too much students in the classes, I don't like too much students in my classes. It makes teachers and students no quality for teaching and learning.
- Teachers should be guides and facilitators of learning process, and students should use the lessons given, class activities, and their prior knowledge and skills to produce new knowledge and skills.
- Students need to self-regulate their learning to reach course expected learning outcomes although they need to be directed by the teacher.
- When I share my idea, I would like to hear from my students why they agree or disagree. They have freedom of speaking but with acceptable reason.
- Teacher talks about 50% of time while students talk 50%
- I would like students to participate more, at least 60%
- Teaching follow by lesson plan, but should let students be participated in and providing time to students when they share the ideas.
- Students be involved in teaching
- Let students complete the lesson and understand the lesson
- I want them to be more active, brave to answer the questions no matter its right or wrong. They understand what I'm sharing to class.
- It should be 50/50.
- Students are given enough time to do the assigned tasks and are encouraged to join and be more active in class.
- I would like to teach depend on situations my classes.
- Teachers: 40% students: 60%
- I want students to talk more than I do.
- More student talking time than teacher talking time
- Teachers should only have 20% to 30%, whereas student 70% to 80%.
- Engagement, environment, creating teaching motivation, good materials...
- Logical, innovative and comprehensive thinking
- At the initiating stage, it should be 50-50. When the process starts accelerating, we want to achieve more students' input.
- Students is more input than teachers
- Students participation, English proficiency, internet quality (for online class), and teacher-student responsibility.
- Students input must be higher than those of the teachers! The students are supposed to be active learners.
- Whatever the teacher has assigned must have been done by the students.
- I'd like my students to share in class without being shy what they know.
- I would like student inputs of 80% vs teacher inputs of 20%
- At least 50% for student involvement in the teaching and learning session.



- To allow students to feel confident to get engage
- Open and friendly discussion in the classroom
- I can see that students can apply what I taught in their real life.
- We have friendly and feel free to talk
- Positive feedback to students for they can do
- Student center
- Environment and curriculum
- More students' talking time than teachers' talking time
- An actively engagement in classrooms.
- Well preparedness for lessons and teaching materials, along with commitment to excellence by teachers, as well as full participation, engagement, and concentration from students.
- Present and discuss to improve each other's
- Teacher 50%, students 50%.
- Sharing ideas and discussions
- Teachers should explain first and ask more questions about lessons. Students should study lessons before and construct the questions that they don't understand.
- Teachers will allow students to offer feedback about course grading criteria.
- We are close friends with each other.
- 25:75
- It is 80% vs 20%.
- Try to get students learn themselves and the teachers have to facilitate the students' activities.
- More students input.
- It depends on the class. Some need more input from the teacher's side especially the slow learners
- Same amount of talks
- More attention, more active and enjoy of what they learn
- Most of them are focus for they practice
- The student be centered
- The balance of teaching in class should be the two way discussion between teachers and students. This can enlarge the brave of students to speak out (sharing ideas with teachers and classmates) rather than listening to teachers only.
- Depend on subjects and facilities
- Teacher should be only guidance counselor to provide the idea and to be a chair of the class to modulate the class. So, if we calculate in percentage teacher should be around 20%, the rest should come from students
- Not only students have to work hard but teachers too because teachers have to find out more information in order to give the right answer to the students when they ask
- I would like to achieve my students input in my class more than half (maybe at around 60-70 percent in general
- Sharing and reflective learning. I try best to share some good lesson learned through self-experiences and the given experiences from other scholars, practitioners and experts. At the same time asking students to reflect on what they have learned and what is meant in practice and or how can it be applied in their own community. I tend to focus on the reflective teaching approach.
- I hope student could raise their hand whenever they have some question rather than keep silent
- 60% should be students and 40% should be a teacher
- It depends on the topics, in case of the assignment students should have been report and present their work. In case of lecture class at least they have discussed and provided the answers.
- 60/40
- Students' ideas; true feedback, and open talk which can be any not just lessons.



- Depending on the student's characteristics and learning environment, both teachers and students normally work hard in order to have a fruitful learning outcomes
- Encourage students to express themselves

## If the student engagement level is low, what do you think might be the reason for that?

- It can be the misunderstanding and the lack of motivation in class.
- Motivation them to engage the learning activities
- Their English and educational background are too low to understand what I explain.
- The students are lazy, shy, reluctant
- Students misunderstand an assigned technique(s)
- Limited foreign language for reading materials written in English.
- Lack of study skills.
- Teacher's preparation on lecture with selected pedagogy and their expertise are the key point to engage with the students.
- Poor class management
- They don't get use to this teaching method and shy.
- Internet connection!
- Classroom size, classroom facility, teaching methods, and the nature of students themselves
- The discussion topics might be out of students' interest, or it is too deep to understand, or students do not research much enough for the topics. Or teacher him/herself do not have much experiences with that topic, meaning he/she does not have enough fieldwork experience with participant observation, etc. Therefore, he or she cannot guide the discussion engagement properly.
- low family income
- Shyness
- No knowledge/experience of the topic
- If the student engagement level is low, I think that it might be the reason for that.
- Lazy or shy
- Teachers and materials quality for teaching and learning.
- Low motivation.
- Because of habits of both teacher and students.
- Their language may be limited to understand me. They still feel unconfident with their answer. Sometimes students don't get used to sharing or speaking in public.
- They don't read the lessons or they don't understand the lectures.
- Nature of students' behavior because some classes are active and some classes are in active
- It maybe because of the system of students' shyness, the teachers' ability in teaching, and classroom sizes.
- Because of cultural and life style issue, it can be low.
- It comes with times, and how active some students are.
- Cultural issues, teaching methods
- Not having enough food
- It maybe because of their basic understanding not well.
- I think they don't have enough knowledge of English to speak.
- They don't understand the lesson
- It might be his/her background in term English learning before getting to pursue his bachelor.
- Lack of confidence.
- Low internet connection
- Pay less attention to the class (Don't know what to do)





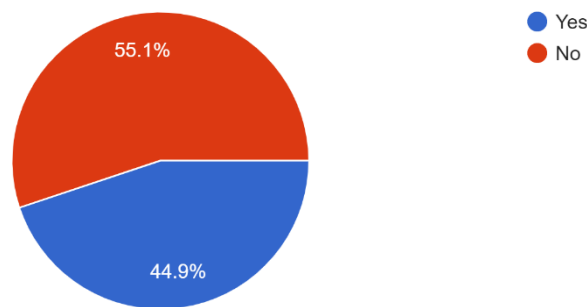
- Maybe because of low technology knowledge and the things happening too fast to get used to it
- Shyness or unable to unmute and speak faster than the others
- Teacher have poor structure of teaching plan.
- Curriculum, student background, environment, materials...
- Absence of students (lack of discipline)
- Teachers' expertise in subjects, organizing power towards students, communication skills are weak. Not only teachers' weaknesses, but also students' weaknesses such as less interest and passion, inadequate level to participate in student engagement.
- Shy and lack of attention
- Teachers do not understand the techniques
- Students may study more than one major or university at the same semester/year, they may need to work before, during or after their class, their internet connection may be low, and their English and reading skill may be limited.
- The difficulty of giving online instructions and internet connection problems
- It's that in an online classroom, a student feels they are all alone and therefore find it hard to say or involve.
- Teacher not active in teaching, method of teaching is not encouraging student to engage
- Lack of diverse teaching-learning methods, not interesting inputs, less student inputs and participation.
- Teaching objectives, teaching plan, one way communication, unprepared or lack of experience of teacher.
- Because they do not feel confident
- Curriculum, textbook, environment, students' motivation, teachers' teaching technic
- Lack of ideas related to the topics
- They are very active
- No motivation among students, the task is not interesting and engaging enough, the instruction is not clear...
- Curriculum, class attention, knowledge in English and environment
- Objectiveness and attractiveness of the activities
- + teachers' limited competence for teaching lessons, teaching methods, and bad/no preparation for teaching in advance, + limited levels of students' previous knowledge or prerequisites for the lessons, + disciplines and internal rules for schools and classrooms is well prepared, implemented, +regularly reviewed to effectively support teaching and learning + unresponsive curriculums that need reviewing and improving
- Lack of knowledge, Stakeholders, situation and etc.
- Maybe the lesson is too easy; too difficult.
- He or She might have a difficult learning progress
- It is possible that the teachers will help students find relevance in their learning and increase their participation in the course.
- Because you can't teach students to be interested.
- It is part of organizational culture and also students are reluctant to do so.
- I might be the capacity of the teachers to get students engagement.
- Students' attention is the main issue when learning online.
- Psychological, physical and developmental reason
- Tired, boring and maybe sickness
- Mostly, the students tend to shy and worried about their answer.
- Lack of ideas, 2. Shy, 3. Do not read the book before class
- Teaching approaches
- The main reason is teacher transferring knowledge method. Then, interesting teaching aid and finally lack of student attend activities
- Teacher should help them more
- Most students are not familiar with this kind of teaching style, so they try to improve themselves step by step and teachers should give them more time to adapt it



- Student's motivation in such learning subject or field or even the teacher's teaching method
- Some teachers are still favor with passing learning and teach approach so teachers become the main driver sharing lessons with the students. Some teachers have fixed mindsets (they have fixed answers so students are no encouraged to think and to have diverse answers). Apart from this, some students are also shy to speak out for some reasons but I do think the shyness should not be the main issue if teachers are strong at and believe in changing mindset is possible.
- Some of them may not understand the content of the lesson or some of them are too shy
- They are shy and lack preparations
- Lacks of reading, no confidence, pay less attention,
- The lesson may not reflected to their requirement or the structure of student engagement is not well establish.
- Lack of knowledge on a particular topic for some of students, whereas some of them are shy to speak or show their thoughts in front of their friends.
- Teaching strategies and infrastructure (learning environment) are the main factors.
- No motivation & attraction, self-confident

### Have you participated before in workshop about student engagement?

127 responses



### Have you participated in other types of pedagogical workshops before? If so, kindly list them.

- Pedagogical teaching
- Curriculum development
- Credit transfer
- I joint a pedagogical training
- Teachers training
- Pedagogy for higher education level.
- The Bard College of New York offered the training on Liberal Arts teaching three times in the University of Yangon between 2016 and 2018.
- Long time ago
- Instruction being guided by management level of the university on student engagement.
- Social Work pedagogy
- Teaching pedagogy and philosophy
- Yes I was participated as NIE, some private School and training at an NGO.
- Outcomes-Based Education, Quality Assurance for program level,
- Teaching with technology



- Online teaching
- How to write objectives of the lessons, assessment and evaluation of students learning outcomes
- Conflict management, Lesson planning, Student Evaluation, How to use a blackboard
- Erasmus Mundus Program EU PROJECT WORKSHOPS
- TIDE project workshop by UK open University
- IIE workshop by US
- Workshop done by Higher Education of UK
- HKU summer training for Higher Education and so on.
- Participated in the program of students learning's enhance via teacher-students conference.
- Educational Assessment workshop
- Soft skill workshop
- Teaching pedagogy
- Learning to create a student participation
- One year in year 4 conducted at IFL and another year at Royal Academy of Cambodia
- I have participated workshop at Royal University of law and economics (Rule) of pedagogic.
- Teaching of English as a second language
- Classroom Management
- Using the white board and visual aids to promote learning, Encouraging students to communicate teaching effective speaking activities
- LuxDev and Yangon University
- Quality assurance workshop in university
- Questions, Discussion...
- Action research/ classroom management/teaching methods in digital era/ lesson plan/ How to design tests
- Public speaking
- Web 2.0 in Language Instructions and Language Assessment
- Resilience classroom. Innovative learning approaches. Webinar workshop on online teaching
- Pedagogical workshop, negotiation training, mediator training
- I studied English teaching methodologies and participated in several Lao TESOL (Teaching of English as a second language) conferences. In addition, I have taught curriculum design and development.
- Pedagogical workshop for continuing medical education. any
- My major is in pedagogy
- USAID training in Mekong Region
- Whole person education
- Effective teaching and learning approaches, integration of ICT in teaching and learning, classroom management..,
- Methodology of teaching and learning
- STEM teaching methods, Lesson Study Approach, assignments, group discussions, group experiments.
- Bard college teaching and learning workshops
- Methodology Training Course for Private School English Teachers
- TESOL methods, differentiated instruction, child friendly center workshop
- Student Center teaching
- I have enrolled the shortly pedagogical course, and participated in e-learning workshops.
- Basic skills training on pedagogy
- Teaching methods and pedagogical approaches
- T5 designing for learning a student's center learning model and course design process, organize by University of Waterloo
- Online teaching, using social media, teaching by group discussion
- Language teaching strategy, pedagogy, measurement and assessment, professional development unit.



- I did attend pedagogical workshop except the given training on training of teacher by faculty of education. However, I did enroll a course on community framework and analysis that explained the distinction between active learning and passive learning approach.
- (1) Stakeholder consultation workshops; (2) Community capacity building and training workshops; and (3) Several technical training workshops.
- Syllabus design, Students learning performance assessment.
- Pedagogical work of teaching staff; ELearning professional Pedagogical training course
- Short course on teaching vocational training
- Teaching Methodology for Adult Learners. Principles for Exemplary English teaching, Using Interactive Teaching Strategies, Speaking Pedagogy, Active Learning Strategies, Motivation
- TESOL conference in Laos and CamTESOL
- Teaching English As a Second Language- Curriculum Planning and Pedagogy
- Communities teaching laws, Teaching methods (Student center), how to evaluate students.....
- Teaching techniques , Assessment

## What would you like to learn about in connection to student engagement in the classroom?

- Teaching Method: how to help passive students.
- Develop students workload
- Their understanding and ability to express in their own language
- Class administration and new technology
- Their levels and skills.
- How to encourage shy and lazy students to involve
- Class arrangements and policy, communication skills, assessment methods and evaluation
- I would like to learn how students' active role in governance of university through triangle connection administrative staff- academia and students.
- Need to be strict and interesting to get their engagement.
- Teaching methods, and how to deal with passive students and slow learners
- Pedagogical guideline on student engagement.
- How to participate how to engage how to be confident how to reduce shyness of students
- How to push students actively in class.
- I want you to take about experience and techniques for learning English.
- Group working
- -Connect learning to the real world.
- -Give your student to say.
- -Read the room.
- How to motivate students who do not engage?
- Getting feedback from students
- Get to know more about them
- I want to learn about the methodology how to collect more engagement.
- How to engage students in a more effective way for online and hybrid learning
- I would like to learn how to change habits of teacher and students in the classroom setting.
- Effective methods to engage students
- Theories and practices of student's engagement and the methodology in this connection.
- Free for him/her to connect
- How to give assignments to and evaluate students virtually.



- I would like to learn how to do student engagement in the classroom at EU universities and what are the benefit for them.
- Multiple methods of conducting for teaching-learning in order to improve student engagement in the classroom.
- Students' perspective
- I want to learn about student participation or Student center
- How to deal with students who do not engage in the classroom?
- Mixed class
- I would like to learn in connect students well.
- Strategies to improve connection between students and teachers
- To learn more about students philosophy of being students
- Means and types of activities to provoke student engagement
- The ways to motivate students to engage in classroom.
- Positive feeling, teaching techniques and creating materials
- Idea generation and applied research/project
- International best practices, strategies to follow.
- How to motivate students to be more active.
- Online engagement
- They are happy to engage in classroom activities and better achievement
- Best teaching method to improve student engagement during online class and Training/teaching evaluation methods.
- How to engage students in classroom activities during COVID-19
- More effective way to get them to be more engaged in the classroom
- Learn how to get students engaged in all activities in classroom.
- New method for student engagement in classroom
- I would like to learn online teaching-learning and assessment.
- Whether there are such effective methods for student engagement that can enhance more student motivation.
- Using online platform to engage students
- Starting with basic level
- Using group work and share ideas
- Engage students to present
- Group discussions
- Peer learning
- I need more facilities in classroom will highly influence students engagement
- The new generation of students and balance of teachers and students
- How to plan the task and get students well engaged
- Networking
- Material, group work
- How to get students' engagement and how to measure its effectiveness
- How to evaluate?! Teaching and learning methods/approaches for the digital education, the education in 21st century, the education for 4IR. STEM/STEAM teaching/learning methods/approaches
- How to engage student in the classroom? How to solve their presenting capacities in the public?
- How to teach at university level.
- Volunteer programs
- Having discussion in group work can serve in connection to student engagement in the classroom
- You need to find out what their interests are and then make the lesson interesting.
- Project-based learning



- Some strategies to get students engaged.
- Workshop on student engagement
- How to increase student's engagement when teaching online during the Covid-19 pandemic.
- How to understand students' need during in the classroom
- Skills and techniques
- I would like to know about their skills and experience in the practice
- To motivate the students to read and show the confident of their answer.
- Motivation of student's engagement in classroom
- Students' behavior should be learned in order to support them in the optimal direction. Also, the student-centered methods should be considered
- I love to learn and improve my self
- Students can show their idea in the classroom
- Teacher must have a lot of knowledge, be frankly with students
- In connection to student engagement in the class I would like to learn about how to bring different types of students to unite in order to learn and move on together.
- How to make students open mind and ready to try to learn on their own
- How to encourage students to learn by themselves or self-study especially searching information that they are interesting in
- How to establish the Positive teacher-student relationship and collaborative learning.
- To encourage students with low engagement to be more active in class.
- To help students speak out in front of and discuss with their friends.
- Teaching style which can be applied in a quiet classroom.
- Engaging students in the learning process for fully e-learning
- Time management & student's motivation
- Learn more about activities to use with them
- I would like to learn about student engagement
- How to make presentation more attractive?
- How to get young students from shy?
- I need students work in group. And presentation, give reflection
- Speech skills, action planning and the student engagement in the classroom teaching methods.