THE NEWSLETTER

COMMONWEALTH *of* LEARNING

Commonwealth Educational Media Centre for Asia

First Month of the Year 2020

The New Year brings in New Education Policy (NEP) 2020 document (draft) of India. After 1986, MHRD (GOI), framed the NEP 2020 after extensive consultations covering all levels of education.

Though it is an Indian policy, it has significance for CEMCA. Indian Distance Education system with one Mega National Open University, 14 State Open Universities, One State Private Open University and more than 100 dual mode universities catering to estimated 3.97 million distance learners is probably the world's largest system.   Open and Distance Learning (ODL) Policy statements are also available from Bangladesh, Malaysia, Sri Lanka, and others in this region.

On ODL, NPE 1986 wrote: "The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratising education and to make it a lifelong process. It resolved that the Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, will be strengthened. It would also provide support to establishment of Open Universities in the States".

The 2020 ODL related policy vision includes the following:

1.   "Increased access, equity, and inclusion through a range of measures, including open schooling, online education and Open Distance Learning, keeping in view the needs of learners with disabilities, and substantial increase in scholarships at private/philanthropic universities for disadvantaged and underprivileged students".

2.   "ODL and Online Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and equivalence across programmes".

3.   "ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be recommendatory for all HEIs".

The above policy statements clearly emphasize on disadvantaged and underprivileged learners. The policy is serious on innovations by ODL institutions in various aspects and quality of ODL programmes.

We look forward a lot to happen in ODL in the New Year. CEMCA wishes all its readers a very prosperous and productive 2020.

Prof. Madhu Parhar

Fragmented Media Topos of Professionalism in India

By Dr. K.V. Nagaraj

Any evaluation of media professionalism in India produces paradoxes of many hues. The print, with its longstanding history, is supposed to have matured into a top-class professional organ of the polity. It shows the semblance of professionalism now and then but cannot be called a complete professional arena. The other media, particularly electronic, have yet to mature in terms of contents and presentation. Professionalism means syncretic achievement of professional goals through fair means. It encompasses accurate contents, unbiased presentation and representation of individual images, news and views and a balanced mix of information, education and entertainment. Objective analysis of issues and events once upon a time was the guidepost of journalism. We always quoted C.P. Scott that 'Facts are sacred, and comment is free.'

However, the second half of the twentieth century saw the mediascape change. The impact of new technology freed media from laborious production and distribution process. The expectation that technology would propel greater media professionalism achieved a mixed success. It is not technology per se that will bring in drastic changes, but its objectivized use will produce the desired results. The critical approach to the day-to-day developments in various sectors of life is part of professional ethos of media functionality. Professionalism and social responsibility are two dimensions of the same coin. Unless the media become socially responsive, the very idea of professionalism remains negated. The Indian media have performed the task to some extent as we cannot completely brush aside their social commitment.

Some critics expect the Indian media to be 'committed' to the policies and programmes of the powers-that-be. No denial is the fact that media in a country like India should commit themselves to the cause of the people. However, it is not at the cost of individual autonomy. The media freedom also means the freedom to dissent and freedom to protest whenever required. Any notion of national development cannot be devoid of personal choice. Collective welfare does not mean sacrificing of individual preference totally. In a multi-cultural structure of India, even contradictory forces will have to have a balance, despite being either centripetal or centrifugal in their approach. A harmonious co-existence of paradoxical tendencies is the need, as pragmatic as one's own pre-dispositions.

Utilitarian Concept

Media professionalism is also of utilitarian character. The more you serve your audience with sincerity, the more your professionalism will be redeemed. Many people misunderstand the concept of professionalism as simply reporting the events with precision. Media interpretation and analyses do help audiences perceive and understand reality of happenings. Professionalism, we should not forget, has a cultural dimension. Every professional action by media persons has a cultural context and background. Professionalism cannot be explained without cultural context. In fact, scholars claim professionalism as a cultural trait. Yet, it is an adapted and internalized cultural phenomenon. Every culture has its profound effects on the behavior of its members. This behavior can contribute for professionalism. Then the question whether the karma theory has affected the professional behavior of media men in India arises. Media as a cultural institution have a larger canvas to proceed with news operations for equitable access to their contents.

Professionalism does not have to do anything with images in the media. The fact is that every society has its own cultural stereotypes of others, both within and without. Stereotyping is mostly negative representation of certain sections of people, leading to the development of prejudiced reactions in the long run. A true professional media person never contributes for stereotyping. His or her

views and representations of social and cultural reality are always positive. A healthy cynicism is the core of media operations that also supports professionalism, even though a media person cannot be totally detached from the pulls and pressures of societal demands. Professionalism and ethicality cannot be separated. Often media professionals confront ethical dilemmas that make theirs a path of rough ride. Professionalism means high ethical conduct in their issues of economic profitability creep in, the ethical aspects of mass communication may relegate to the background. While the modern-day management insists on a high degree of professionalism, at the same time does not focus much on ethicality. Sensationalism in the form of breaking news and one-sided deposition based on tinkered personal judgments has become the feature of modern electronic journalism. The hunger for TRPs has altered the ethical dimension of media professionalism. The rat race for commercial profits has redefined the media priorities all over the world and India is no exception.

We mostly equate corporatization with professionalism. Corporatization of media is meant to be high degree of professionalism, which is measured in terms of more hours of work, punctuality, performance-based incentives and salary packages. It has permeated the Indian media system but not the focus on quality of contents and presentation or the use of technology to reach out to the discriminating media consumers. While certain corporate values of professionalism are acceptable, ruthless employment of profitability techniques and competitive manipulation does not contribute for real professionalism. Fair competition, adherence to legal and ethical prescriptions and conscientious preference for social welfare as related to collectivization of egalitarianism must be professional priority among media persons. Yet equating corporatization with professionalism may not be appropriate in every context.

Citizen Journalism

The concept of citizen journalism is touted as democratisation of the mediated journalism. Yes, democratisation is a welcome step. On the other side, the professional aspect of journalism demands authentication and gatekeeping of information. In an era of post-truth, the circulation of fake news even in the mainstream media has become a great danger to media professionalism. When such is the case, how can citizen journalists who do not have any kind of accountability to any organization ensure fair play and balance in their reportage? Besides, if the mainstream journalists/media persons have to rework to establish its authenticity and accuracy, the very idea of citizen journalism gets lost. Professionalism among media persons is associated with search for truth and its presentation. As such, citizen journalism as a theoretical proposition is fine, but may not be able to pass the litmus test of professional acceptance easily.

Though media industry is recognised as the fourth estate of political structure and as a profession of vitality, media education is not considered as a professional course in comparison with law, medicine engineering and architecture. The general nature of the profession and lack of standards related to the media industry are responsible for the state of affairs. Time has come now for both media industry and media education to acquire the status of a vital profession. When anybody and everybody can become a media person without proper education and license, getting the professional status and being recognized for it may become a preponderant proposition. It is likely that the proposal of a licensed entry into the profession, for historical and other reasons, will not become a reality. Therefore, setting professional standards may not materialize in the Indian environ.

The idea of licensing for journalists may lead to the cleaning of journalism from the junkies and yellow journalists. Like the Bar Council, there can be a National Media Council to supervise the standardization process in journalism. The proposal may have its own critics, but the legitimization of professionalism seeks an apex professional or a statutory body. A national debate among stakeholders can precede any decision on the count. The basis for such advocacy is the need for value attached information. We in India have over-sumptuous supply of political contents. Every political analysis demands a high dose of professionalism to educate the masses. Only a well-informed people can understand the well-nuanced analyses.

True professionalism leads us to free ourselves from various conflicts of interests. Any conflict of interest blurs our vision of objective reality and prompts us tread the path of subtle or blatant advocacy that may be prejudicial to social good. The legal framework and the regulatory institutions may not be able to control the flow of distorted information. The country's legal process is time-consuming and as such is a deterrent to professionalism. As the so-called watch dog of the society, media have also to be watched for their false footfalls. Then it is left to the media consumers to decide what their desiderata are and warn the media of their mistakes. The public then need to the function's operations of various media channels. This calls for effective and efficient media literacy of media consumers. What is needed is a comprehensive, collective professional standards, not a fragmented topos.

Professor Dr. K. V. Nagaraj was the former Pro Vice-Chancellor, Assam Central University, Silchar. He was also Head, Department of Journalism, Mysore University. He taught Mass Communication in Universities of Andhra, Mangalore, Assam and Mizoram. Currently, he is a Visiting Professor at Gulbarga University.

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Finding the Root of Media Education in India's North-East

(With special reference to the Department of Communication and Journalism, Gauhati University)

Dr. Anupa Lahkar Goswami

The north-eastern region of India had innumerable stories to be told, but not enough story tellers or visualizers could connect to the mass world through their extensive coverage of this diverse region. There was a dearth of professionals in the media industry and this triggered the idea of developing a concept of producing quality media /journalism education in the region.

During the year 1967, the seeds of media education were sown in some parts of India and this contemporary form of education was marked different from the conventional courses. The introduction of media education at Gauhati University in 1967 created new vistas in acquiring media education. Though initially it was set up under the Department of Political Science, the centre metamorphosed into a full-fledged department of the university offering post graduate diploma courses in communication and journalism later in the year 1983. Bachelor of Communication and Journalism was launched in the year 1994, and the post graduate programme started as per the UGC guidelines in 2005.

Many veteran journalists and media personalities of the region like Jnanpith awardee Birendra Kumar Bhattacharyya, Satish Chandra Kakoti, Munin Chandra Borkataki, Radhika Mohan Bhagawati, Khiren Roy, Naren Chandra Rajkhowa, Haidor Hussain, Prashanta Jyoti Baruah

and Pratap Bordoloi among others built and nourished the department during diverse phases of its evolution. Even today the department enjoys guidance and tutelage of 40 renowned media personals as guest faculties.

Highlights

Innovative

The Department has a full-fledged Mac Studio. It also has gained expertise in the art of puppet making, street plays and communicating on relevant issues both through traditional and modernistic approach.

The students of the Department actively participate in International film festivals, exposing themselves to the international platform of filmmaking while at the same times working on promoting regional films and local talent through their own film festival 'Jonaki'. The students engage themselves with the Community Radio, Radio Luit taking on local as well as international issues.

Collaborative

30 organisations including media houses and many international and intergovernmental organisations, such as UNICEF, Commonwealth Educational

Media Centre for Asia (CEMCA), International Committee of the Red Cross, Poynter News University of Florida, US Consulate, Ohio University etc. have collaborated with the department from time to time. At the national and regional level, Gandhi Smriti and Darshan Samiti, National Council for Science and Technology Communication, Ministry of Science and Technology, Ministry of Information and Broadcasting and Ministry of Consumer Affairs of Government of India, Assam Directorate of Information and Public Relations, Airport Authority of India, Pratham Foundation, Assam Science and Technology University, Department of Cultural Affairs Mizoram University have also worked with the department.

Productive

Having produced hosts of journalists, media persons, public relations practitioners, film makers, science communicators, media educators and public opinion leaders, the department continues to steer the media structure of the state and the country in general. The Department produces *GU Times,* a periodical publication of the department.

Futuristic

Keeping in mind the changing trends in communication, the Department has adopted a very futuristic approach. It upgrades its syllabus every three years to brace up with the ever-changing media industry. The Department also holds workshops on emerging trends like fact checking, data journalism and video blogging which has become the buzzword in the present.

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19th Advisory Council Meeting of CEMCA

19th meeting of Advisory Council of CEMCA was held on 18th December 2019 at New Delhi. The Advisory Council of CEMCA functions as an advisory body of Commonwealth of Learning on CEMCA affairs and is responsible for broad policy formulation in the programme areas. Besides, it monitors and evaluates CEMCA's progress and suggests way and means to improve performance. The Council meeting was attended by representatives from Bangladesh, India, and Sri Lanka under the chairmanship of Prof. Asha Kanwar, President & CEO COL.

The Chairperson welcomed the members to the meeting and apprised the successful holding of PCF9 in Edinburgh, Scotland from September 09-11, 2019 where more than 500 policy makers, practitioners and thought leaders from 70 countries across the Commonwealth and beyond participated. She informed that COL has engaged Prof. Sugata Mitra to train 200 youth in ICT at Magadh University, Bihar, India. The objective of this training is to come up with a model which can be scaled up and replicated for building competencies elsewhere. She added that the climate changes pose a big challenge world over calling for urgent remedial measures to save humanity from colossus losses. It is also established that the carbon footprints of ODL students in South Africa

is 1/3rd in comparison to regular students and cause far less climate crisis.

Director, CEMCA made a detailed presentation of the Annual Report for the year 2018-19 and Activity Plan for 2019-20.

The council took notice of action taken in 2018-19 and set out areas of priority for 2020 - 2021 to further the Goal of COL.

Few of the proposals given by the members during the meeting are listed below:

- CEMCA activities should be guided by its mandate with the object of creating and increasing visibility.

- Focus on one framework at a time and execute successfully, which can do wonders for outreach.

- Members appreciated 101% utilization of the budget allocation.

- Frequent exchanges with the stake holders and ODL Universities in the region to expand reach and co-operation.

- Capacity building programmes by CEMCA are very useful. There is a need to support programes such as rural development, management of man made disasters to deal with disasters etc.

- Need to scale up operations and have a repository of all Open Universities in Asia so that it becomes a knowledge resource in the region. The repository should have information on courses, student enrolment, teachers, consultants, examinations, pedagogy, evaluation etc.

- Undertake study on the carbon footprints of ODL institutions linkable to the evidence.

- CEMCA should plan future activities based on Project Evaluation.

CEMCA express its gratitude to all the members for giving valuable suggestions and tips.

CEMCA News

Programmes at Tamil Nadu Open University

CEMCA in collaboration with Tamil Nadu Open University (TNOU) organised a three-day Capacity Building Workshop on Adoption and Implementation of Institutional Open Educational Resources Policy for University teachers and academicians in November 2019 at TNOU. The workshop was facilitated by Prof. Mustafa Azad Kamal from Bangladesh Open University along with Senior Programme Officer (Education), CEMCA. Thirty-eight (9 Female and 29 Male) University teachers and academicians participated in the workshop. CEMCA supported TNOU in policy dialogue for drafting the institutional OER policy. Registrar, Controller of Examinations, Librarian, Technology Head, Syndicate Members, Heads of School of Studies and few others participated in the meeting. The draft institutional OER Policy for TNOU is prepared and circulated for comments

from the faculty members and academics of the University.

In another programme, 42 faculty members of TNOU were trained in design and development of online courses in November 2019. The workshop was inaugurated by the Vice Chancellor, Prof. K. Parthasarthy and presided over by Director CEMCA. TNOU has established the Centre for Online Learning as Department of Higher Education, Government of Tamil Nadu has initiated and announced the launch of online programmes in the State. Workshop curriculum included; Instructional Design for Online Courses, working on MOODLE, Identification and

Creating Videos, Assessment in Online Programmes and Discussion Forums. University has decided to work on the following eight certificate courses and launch them through SWAYAM portal in July 2020. These are: Introduction to Tamil Movies, Indian Embroidery, Maritime Business, Crop Farming, Old Age, Tamil Culture, Terrorism and National Security.

Institutional OER Policy at BAOU

CEMCA is supporting Dr. Babasaheb Ambedkar Open University, Ahmedabad in developing Institutional Policy on Open Educational Resources (OER). Two-day workshop was conducted by Dr. Sanjaya Mishra, Education Specialist: eLearning, COL and was held in the Open University on 12-13 December 2019. The workshop was participated by more than 30 faculty members where they learnt about Open Educational Resources and created a draft OER Policy. Faculty members worked in groups to develop a strategic plan to implement the draft OER policy. The draft policy and the strategic plan were presented by the group members.

Assessment and Accreditation of DDEs at NSOU

CEMCA in collaboration with Netaji Subash Open University (NSOU), Kolkata organised a one-day meeting on Feedback and Mentoring for Assessment and Accreditation for Directorate of Distance Education on October 1st, 2019 at NSOU. Prof. Parhar informed about the status of Higher Education as per the

report of AISHE and highlighted the enrolment data in Distance Education Institutes. Prof. Subha Sankar Sarkar, Vice Chancellor of NSOU highlighted the status of Higher Education in West Bengal and particularly the situation of Distance Education. He expressed his concern on assessment and accreditation of Dual

Mode Universities offering distance education programmes.

Prof. Manjulika Srivastav from IGNOU presented the evolution of the process of Assessment and Accreditation of ODL Institutions and discussed the constitution of the Task Force on Assessment and Accreditation under the Chairmanship of

Prof. Nageshwar Rao, Vice Chancellor IGNOU in 2018. She further explained the distribution of metrics and the various criteria for assessment and accreditation.

Dr. Mumtaj from NAAC, described the eligibility criteria, process of filling up the forms, criteria and weightages and grading. To do the pilot testing of the metrics developed for the DDU in the Manual, she divided the participants in three groups. Each group had to work on few tables. Later each group presented their work and provided the feedback on the metrics.

Career Conclave – 2019

CEMCA participated in the third edition of a five-day Career Conclave organised by the Directorate of Education, GNCT in October 2019 at Thyagraj Sports Complex, New Delhi. CEMCA helped the students from Government schools of Delhi, understand the different types of Vocational/Skill based job opportunities through Activity Based Career Guidance & Career Counselling sessions. More than 6000 students visited the CEMCA stall. The interactive sessions and activities were highly appreciated by Educational and Vocational Guidance Counsellors (EVGCs), teachers and students. More than 110 school representatives requested CEMCA to organise a workshop for their counsellors to help the students understand the job opportunities in Vocational and Skills sector.

Community Radio as a Tool for Community Development in India

Two workshops, one in New Delhi and another in Chennai was organised on Community Radio as a Tool for Community Development. Objective of both the workshops was to sensitise the Community Radio stations to leverage the possibilities in using Community Radio for Education and Skills. In Delhi, representatives of more than 35 Community Radio Stations from Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttarakhand and Uttar Pradesh attended the workshop. In Chennai, there were participants from 42 Community Radio stations from Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Telangana and the Union Territory of Puducherry.

Workshop on Community Radio Awareness

Ministry of Information & Broadcasting, GoI, requested CEMCA to organise Community Radio Awareness Workshop with an objective to create awareness about Community Radio Policy and Support Schemes. The focus was on the dark areas and the aspirational districts identified by Niti Aayog, GoI. The workshop was conducted in December 2019 at Ahmadabad. More than 40 participants from various NGOs of Gujarat and Madhya Pradesh attended the workshop. The participants were shown the instructional video developed by CEMCA as on how to set up community radio. Many NGOs requested CEMCA to support them in setting up of CRs.

Book Review

Invisible Waves Visible Changes: Community Radio Movement in South Asia
Edited by: Dr Ankuran Dutta & Dr. Mohammad Sahid Ullah
Published by: ARMT South Asia Publications

By Raja Das

The book 'Invisible Waves Visible Changes', edited by Ankuran Dutta and Mohammad Sahid Ullah, is a well-documented research collection articles on the development of Community radios in the context of Bangladesh. The publication of this book has filled up the void that has so far occupied the space with prejudices about the trends of community radio movements across the globe.

The book has highlighted the status of activities and community programmes that have been taken up by the community radio centres in Bangladesh and assesses its role and extent of penetration that such a model can afford. It is a complete manifestation of multiple voices from different geographical boundaries like India, Sri Lanka and Bangladesh. It is interesting to know about the kind of programmes and content that has brought the communities closer to each other, which was not possible so far through television, AIR, newspaper or internet. The contents and kind of programmes that the community radio centres in Bangladesh like Rupantar, Radio Mahananda, Radio Nalta and Radio Pallikontho create a fine way to engage the communities and raise the awareness of the rural communities there. This book strikes the very common thread of engagement and participatory communication, which is the most important objective of communication through community radio. In one of the articles in the book, Rawshon Akhtar states, "It has been noticed that the policy and practice of CRs is undoubtedly linked to participatory development paradigm, but the NGO-fication of CRs operation in the name of social change looks like sugar-coated development efforts, which in many countries and in many cases cited as the absolute failure of the real spirit of CR".

The articles have analysed the programmes developed by the CRs starting from child marriage, disaster mitigation, engaging more and more listeners into CRs through the ICTs such as social media and mobile call-in methods. One such example is involving the women listeners through ICTs to understand their specific needs as listeners and conduct programming to address issues relevant to resource-poor rural women. The book also gave the feel of ground zero situation during the post-disaster scenario and brings it alive to the people through community radios of coastal areas of Bangladesh. It has reflected upon the qualitative search of investigating impacts and challenges of these post-disaster programmes.

The research articles in the book have debated the power of CRs in the growing authoritarianism where the information is dominated according to a social hierarchical structure of every nation. The book has put together the pieces based on the scenarios in Bangladesh. Readers have much to learn from the CR mechanism in Bangladesh and their government, where broadcast of news through CRs has become a new norm. Ankuran Dutta and Anamika Ray's article on the bulletins broadcast in Bangladesh has tried to explore the status, impact and challenges in broadcasting news through CRs in Bangladesh.

The dominance of information and control of communication is also assessed in the articles of Amolina Ray and Md. Abdul Haque where they have spoken of the role of community radios as a resistance against the authorities, about giving voice to the voiceless by addressing the identity crisis of the minority ethnic communities of Bangladesh.

The book has a lucid understanding of the community radio movement in Bangladesh that has led to encompass almost all the peripheries of communication need for the rural development. Through critical outlook and understanding of the future, the mechanism of CRs is also addressed in some of the articles.

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Smart Tips

Innovative Teaching Strategies

By Dr. Monica Nagpal

Teachers use a variety of pedagogical approaches in classroom to enhance learning. The effectiveness of pedagogy or these strategies depend on diverse need of learners, classroom situations, subject matter and the environment. It is found that some strategies are more effective than others. Teachers also experiment with new techniques and teaching methods to make the learning effective and break the monotony of the class. It is not possible to adopt any single pedagogical approach because a teacher knows there is no one size which can fit all. The new and innovative strategies aim at developing a variety of skills in learners such as collaboration, communication, leadership etc.

Some of the innovative teaching strategies which few teachers are adopting are discussed below:

Context-Based Learning

Learning can best happen when it is adapted into the relevant context. A political science chapter on how a democratic government works can be made so much more relevant when class is converted into a complete system of democratic government through election or the process of a bill becoming a law. Thereafter, students can identify the features of a democratic country. Context allows the learner to connect to experiences and learn from those experiences.

Learning through Argumentation

Argumentation is a logical way of debating or discussing an idea. It uses logic, reasoning and various debate tactics to arrive at a strong conclusion. Learning and understanding can be enhanced by organizing debates amongst learners in different subjects like researchers, academicians and professional do. It can help learners to strengthen their learning by presenting and listening to different ideas. Teacher can play the role of a facilitator and spark meaningful discussions.

Adaptive Teaching

Every child is unique and has his/ her own learning style. Adaptive teaching system works on the idea of knowing and understanding the learner. Learner data like scores, self-assessment, reading skills, writing skills, drawing skills etc. can form the basis for a teacher in guiding each learner. Keeping the learner in mind, a teacher provides the needed instruction with the help of educational resources and peer support.

Crossover Learning

Learning can be enriched by experiences, which comes from informal settings like museum visits, field trips, collections of stamps, photos etc. This informal learning can be expanded further by discussions and knowledge from the teachers in the classroom.
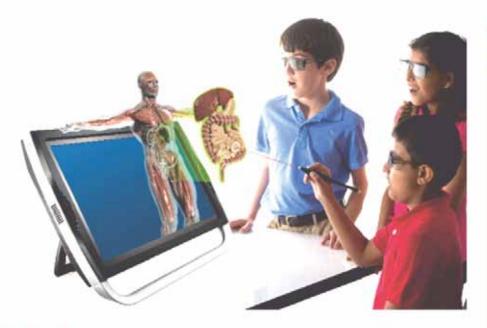
However, a teacher can plan it effectively by putting across a problem/ question for discussion in front of the class and then it can be up to the learners to explore then bringing their knowledge to the classroom individually or in groups. This will help the students improve by enriching their learning with experiences from both the environments. It will also promote collaboration and communication amongst students.

Engaging with Science

Science is the subject of doing. Absence of scientific tools in laboratory makes it difficult to engage with science. Online laboratories can help in improving conceptual understanding, developing inquiry skills and motivating the learners. An online laboratory consists of the apparatus or all the required equipment and it can be controlled through the computer mouse.

Augmented Reality

Augmented Reality is an interactive experience combining real and virtual worlds with accurate 3D registration of virtual and real objects. It is changing the way we see, imagine and learn. AR applications are enabling teachers and learners to visualize 3D models of proper scale in real environment and in real time for learning. Eg. AR can be useful in learning about solar system, functioning of human heart etc.

Conclusion

Every teacher has different teaching strategy and every child in unique. However, by using varied teaching strategies a teacher can address learners with different academic abilities or learning styles. A dynamic and motivating classroom environment also contributes to the learning.

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ICTVET 2020: 14. International Conference on Technical Vocational Education and Training

Venue and Dates: 03-04 February 2020 in Bangkok, Thailand

22-23 October 2020 in Bali, Indonesia

For more information, please visit: https://www.sea-vet.net/events/620-2019-11-08-08-02-50

6th International Conference on Education and Distance Learning

Venue: Colombo, Sri Lanka

Date: 21-22 May 2020

For more information, please visit: http://educationconference.science/distance-learning/

The Southeast Asian Conference on Education (SEACE)

Venue: Singapore

Date: 7-9 February 2020

For more information, please visit: https://seace.iafor.org/

5th International Conference on Distance Education and Learning (ICDEL 2020)

Venue: Beijing, China

Date: 22-25 May 2020

For more information, please visit: http://www.icdel.org/

ETMSM2020 (Educational Tools and Methods, and Social Media)

Venue: Barcelona, Spain

Date: 11-13 February 2020

For more information, please visit:
https://edu.westeastinstitute.com/barcelona-conference-2020/

Venue: Portsmouth, United Kingdom

Date: 11-13 June 2020

For more information, please visit: http://www.icslt.org/

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