

Elearning in Afghanistan

Maria A. Beebe, Ph.D.

Washington State University and Global Networks

E-learning in Afghanistan

- Afghan socio-cultural context
 - Geography
 - Ethnicity and language
 - Power struggles
 - Islam
 - Human development indicators
 - Higher education
 - Higher education policy
 - ICT policy
 - Afghan eQuality Alliances
- Technology, content, pedagogy: building early wins
- Conclusion and way forward

Afghanistan







Ethnicity



Power struggles: alternating fusion and fission (Dupree, 1973)

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Life, death and the Taliban

A journey back to Afghanistan and Pakistan as the US escalates its war against an enemy it doesn't understand. By Charles M. Sennott with photos by Seamus Murphy

Video

Stories

- Nowback**
What we don't know is killing us.
- War of ideas**
A woman, a school, and a tragically complex relationship.
- Counterinsurgency**
"We totally missed the boat, man."
- Life under the Taliban**
What it was really like, from Kabul to the remote provinces.
- Funding the Taliban**
Who's financing America's enemies? You don't want to know.

Timeline

Brzezinski convinces President Jimmy Carter to sign a directive in July authorizing covert aid to Islamist opponents of the Afghan government to enhance the chances of a Soviet intervention. Soviets signal the U.S. in September that Amin's government is unstable and offer to bring back the exiled king. Soviet forces invade Afghanistan in December.

Overview

In this special report, GlobalPost Executive Editor Charles M. Sennott, VII photographer Seamus Murphy and GlobalPost correspondents Shahar Mufti and Jean MacKenzie unpack the complex history of the Taliban in Afghanistan and Pakistan. At a defining moment in the U.S.-led war against the Taliban, the project sheds new light on a land that has been a graveyard for empires.

Listen to Charles M. Sennott's podcasts on The World >

Islam and women's education

- Education is to be based on Islam
- Islamic laws and values support women's education



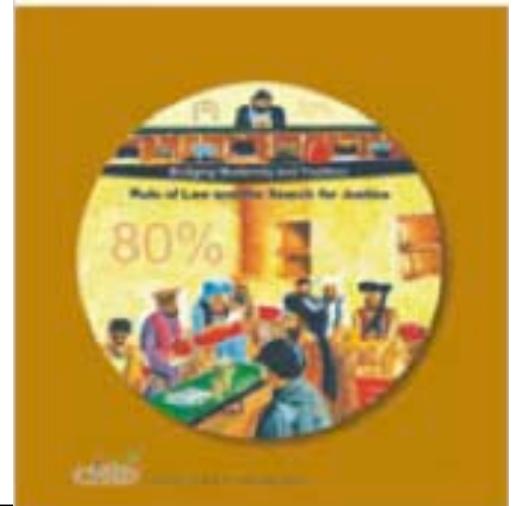


Table 1.
Human Development Indicators

Population, total (millions), 2005	25.1
Life expectancy at birth, (years) 2005	42.9 (M) 42.8 (F)
Adult literacy rate (% aged 15-49), 2005	12.6 (F) 43.1 (M)
Population using an improved water source (%), 2004	39

Source: 2007-2008 U.N. Human Development Report



Higher education

- 100,000 to a million in 10 years
- 30% are women
- Constraints:
 - Outdated syllabus, course content, textbooks
 - Infrastructure, electricity and telecommunications

Afghanistan: After Two Decades of War



- **1979-1989: Soviet invasion**
Communist control of education system
 - mass brain-drain,
 - politicization of curriculum
- **1992-1996: Mujahedin -- Civil War**
Destruction of education infrastructures,
- closure of universities for more than 900 days, looting and destruction

Kabul university destroyed



1996-2001: Taliban regime:
Taliban repression of education

Censorship of curricula
Closing of schools for girls
Women banned from education, work, and teaching

Policy: higher education

- Strengthen regional/provincial universities
- MOHE: “explore and develop possibilities of distance education”
- Kabul University (2005): “The rapid development of online courses suggests that Kabul University can address the national need for a better-educated workforce by building the capacity to offer academic and training programs—whether belonging to Kabul University or any other university—throughout Afghanistan. The university will, therefore, work with national and international partners to create a network that can be used to offer a wide variety of online courses throughout the nation.”

Ministry of Communication and IT

- ICT policy that emphasized the use of ICTs in educational efforts so that Afghanistan can “leapfrog” some stages of development, and be better prepared to enter the global economy of the 21st century.
 - “Create opportunities whereby students, in particular those in remote locations, can be exposed to technology. These would include Mobile Internet Units, i.e. buses equipped with computers and Internet access that visit schools; Networking Academies that give students and teachers the skills to design, build, and maintain computer networks; and tele-centres that would be operational in schools during and after class hours.”

this ...



And this



this . . .



And this



Afghan socio-cultural context

- Geography
- Ethnicity and language
- Power struggles
- Islam
- Human development indicators
- Higher education
- Higher education policy
- ICT policy
- Afghan eQuality Alliances



Welcome to Afghan eQuality Alliances ...



ANGel Center for
teaching & learning



Strengthened
Academic disciplines



Capacity to build
Public policy and
administration



Standards of
excellence



Digital libraries

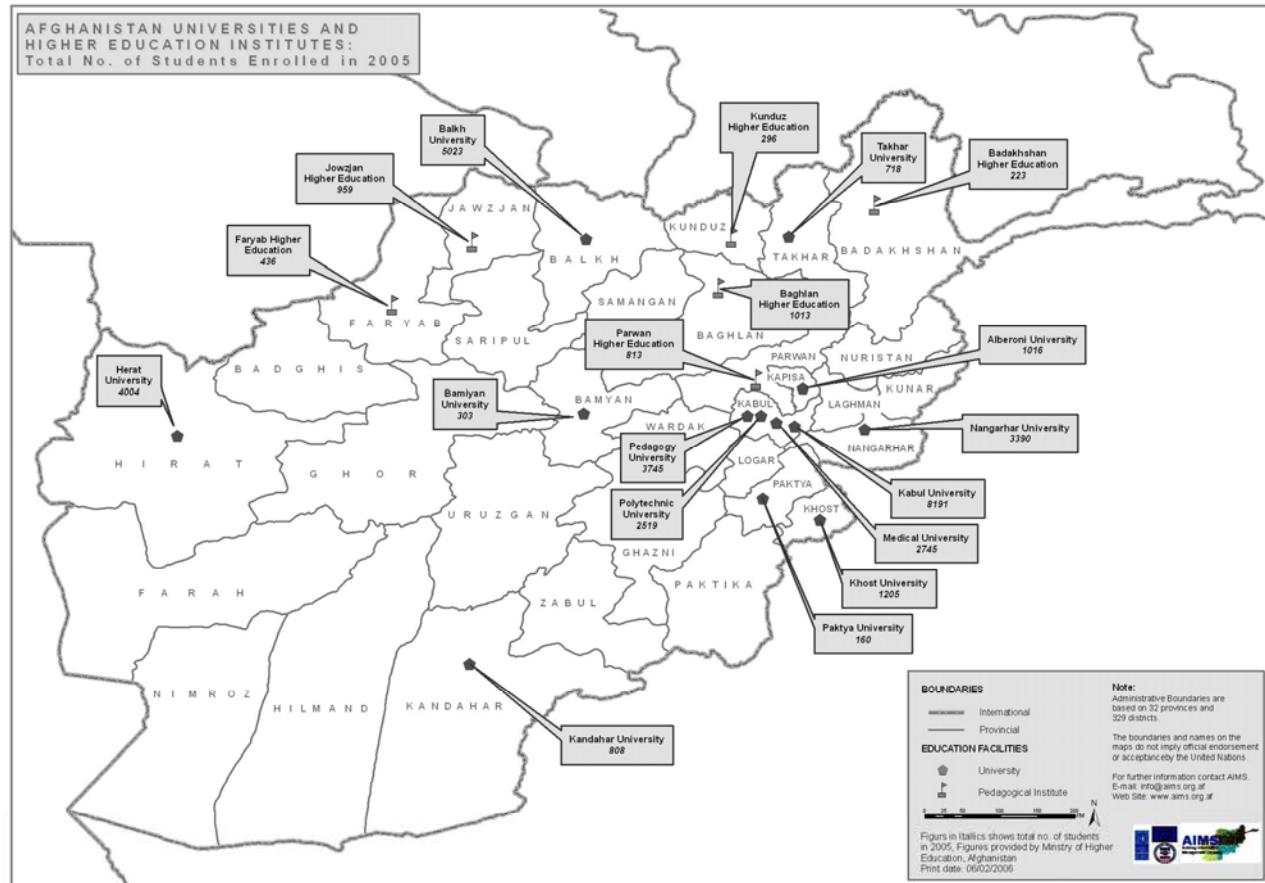


Effective learning

*Equal access to
quality education
and e-educational
resources...*

eQuality

Equal access to quality education and e-educational resources



- Kabul University
- Kabul Polytechnic
- Kabul Medical
- Nangarhar
- Balkh
- Herat
- 14 provincial (?)



Technology, content, pedagogy: early wins

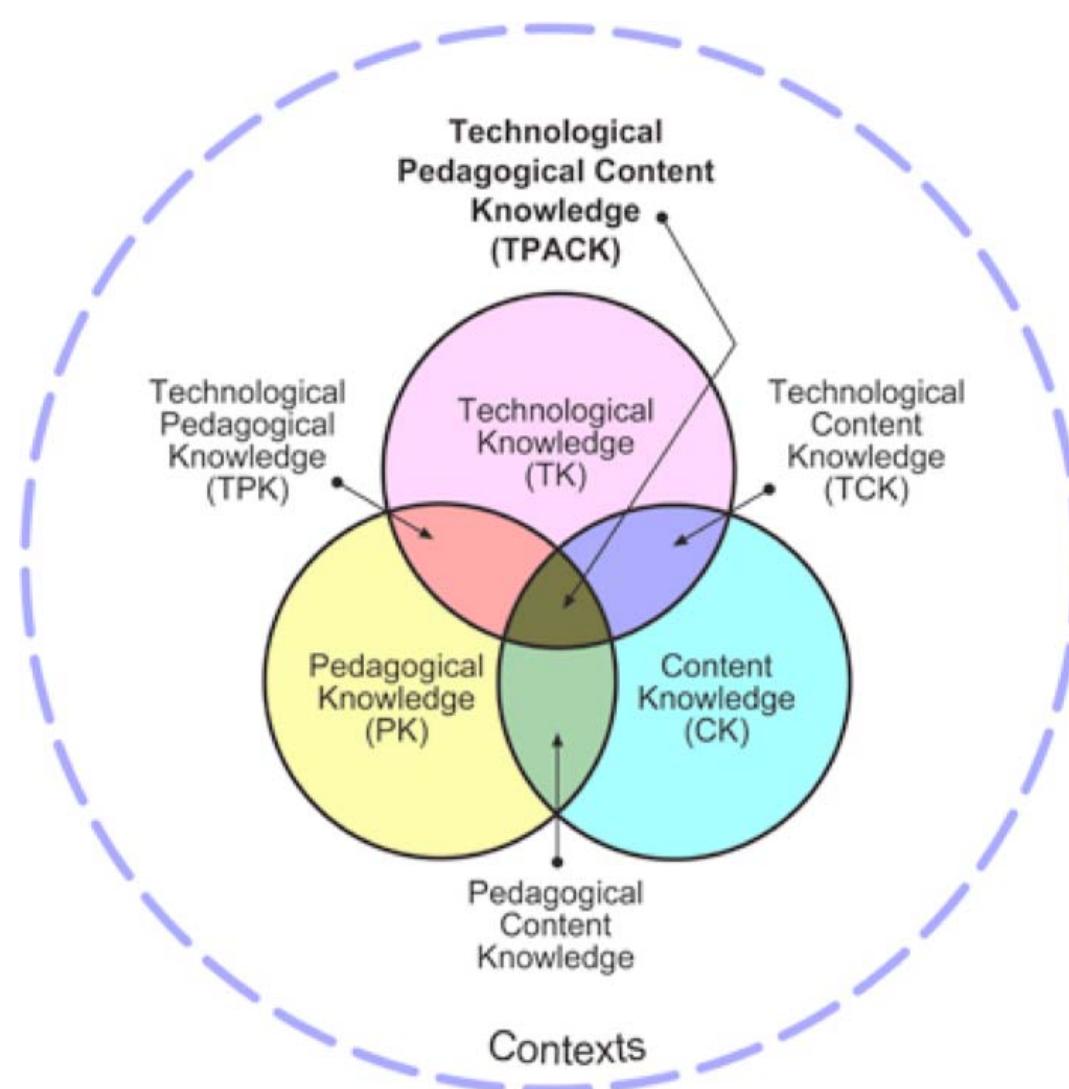
- Defining e-learning
- Technology
- Content
- Pedagogy
- Putting it all together
- Feedback

E-learning defined:

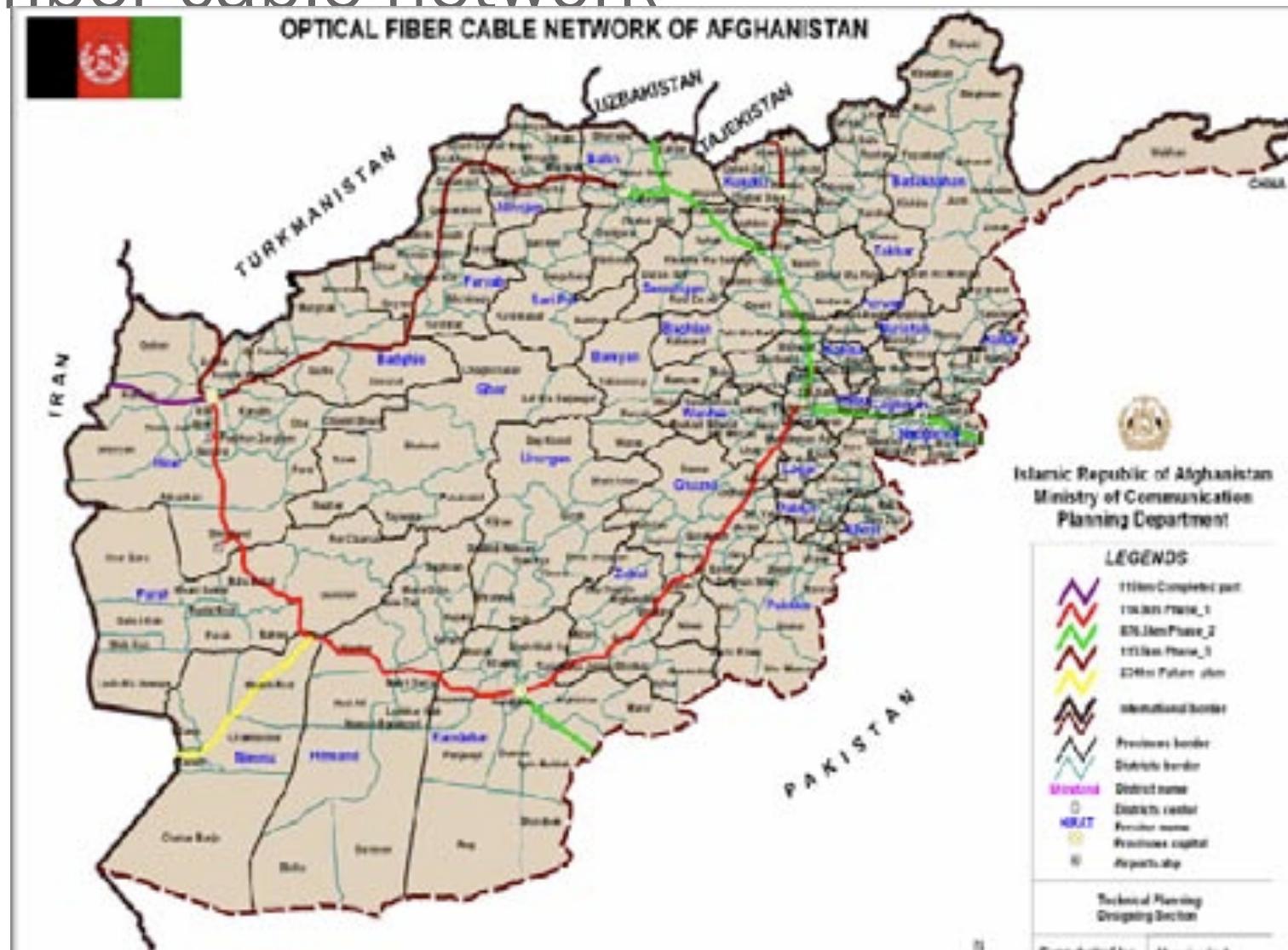
E-learning builds on the notion of Gilbert's connected education (2000) and will contribute to the goal of Afghan e-Quality Alliances: equal access to quality education and e-education resources.

1. a mix of lecturers, tutors, facilitators, course coordinators or other students;
2. a teaching and learning pedagogy that involves presentation, practice, assessment, and review; along with a mix of learning tasks and interactive activities;
3. a mix of content; and
4. a mix of technologies CDs, cell phones, the computer, and the Internet.

Technological Pedagogical Content Knowledge Framework (Mishra and Koehler, 2006)



Technology: Afghanistan and optical fiber cable network



<http://angel.elearn.org.af>

FOSS: Chisimba Course management software

The screenshot shows the ANGeL (Afghans' Next Generation E-Learning) portal homepage. The header features the ANGeL logo with a red and green wavy design and the text "Afghans' Next Generation E-Learning". Below the header, there's a navigation bar with links for "STORY VIEW", "MAP", "TIMELINE", and "THEME CLOUD". To the right, there's a "Login" form with fields for "username" (containing "beebem") and "Password" (containing "*****"), and a "Remember me" checkbox. Below the login form are links for "Forgot your password?" and "HELP". At the bottom left, there's a "News Options" section with links for "Manage News", "Categories", and "Add News Story". The USAID logo is prominently displayed in the center of the page. A footer note at the bottom states: "The information provided on this Web site is not official U.S. Government information and does not represent the views or positions of the U.S. Agency for International Development or the U.S. Government."

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ANGeL
Afghans' Next Generation E-Learning

Welcome

Latest News

RSS Feeds

RSS Top Stories Feed

News Options

Manage News

Categories

Add News Story

STORY VIEW MAP TIMELINE THEME CLOUD

Welcome to the USAID-funded Afghans Next Generation e-Learning (ANGeL) portal which is available to all higher education institutions in Afghanistan.

UNITED STATES AGENCY
USAID
INTERNATIONAL DEVELOPMENT

USAID
FROM THE AMERICAN PEOPLE

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Site Search: Go

Login

username:

Password:

Remember me

Forgot your password?

HELP

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Functionalities

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http://elearn.org.af/index.php?module=context&action=home

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Elearning Afghanistan

About Course Turn Editing On



About the Lecturer

The lecturer for the course is Maria Beebe, Ph.D.. Dr. Beebe earned her doctorate from Stanford University. She is Sr. Program Advisor, Afghan eQuality Alliances at the International Research and Development at Washington State University.

Syllabus

This course is about the use of an e-learning management system.

1. Course Title: elearn.org.af
2. Course Description: This course will (a) define e-learning and other terms used--online learning, blended learning, and distance learning, and (b) explain the principles of effective teaching and learning when applied to an e-learning course. In addition, students will apply the principles in the creation of an e-learning course.
3. Course Number and Section: AeQA
4. Learning outcomes: At the end of this course, students will be able to: (a) define e-learning and similar terms used: online learning, blended learning, and distance learning; (b) explain the features of the e-learning management system and how these features relate to the principles of effective teaching and learning; and c) create a course on elearn.org.af with the following features: about course, course content, file manager, and discussion forum.
5. Course organization: The course will follow a methodology that includes presentation, practice, assessment, and review. Topics to be covered include: definition of e-learning,

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ANGeL Afghans' Next Generation E-Learning

Home Assessment Communications Content Resources User Admin Logout ?

Home » elearn.org.af » home

elearn.org.af

About Course

About the Lecturer

The lecturer for the course is Maria Beebe, F Stanford University. She is Sr. Program Advis Research and Development at Washington S

FAQ Discussion Forum Glossary News Simple Map Timeline Wiki

Turn Editing On

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FOSS: Chisimba discussion forum

I am khadija Rahmany , Teacher in Computer Scince Faculty and IT Instructor in ANGeL center .

I hope this course will be useful for you

Let me know if you have any qeustion or suguesion .

[Post a Reply](#)

Post made in English (EN). [Translate this post](#)



Re: Herat discussion Forum

by Abdullah Halim - 28 July 2009 at 6:39 (297 days ago)



سلام خانم امین

من راجع به مضمون احصائیه زراعتی سوال کردم.

آیا شما اماده همکاری هستید.

تشکر

Open educational resources (OER)

username:
Password:
Remember me

[Forgot your password?](#)
[HELP](#)

 **USAID**
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[Handbook \(with thesis guidelines\)](#)
[Thesis Template](#)



More Computer Science Resources

The Google Code website provides tutorials and sample course content so CS students and educators can learn more about current computing technologies and paradigms. The content is Creative Commons licensed which makes it easy for CS educators to use in their own classes. The Courses section...
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Physics Textbooks (OER)

Benjamin Crowell provides pdf versions of The Light and Matter series of introductory physics textbooks which are designed for the type of one-year survey course taken by biology majors. Newtonian Physics Conservation Laws Vibrations and Waves Electricity and Magnetism ...
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Health and Medicine Sites

Even though the Higher Education Project (HEP) is the lead for health and medical education in Afghanistan, all Afghan lecturers and students from the medical universities can still access the materials. For health and medicine sites, go to the Afghanistan Digital Libraries. The link takes...
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Websites

- <http://afghanequalityalliances.net>
- <http://angel.elearn.org.af>
- <http://www.chisimba.com/> (out of Africa – University of Western Cape)
- <http://www.afghandigitallibraries.org/>
- <http://paiwastoon.af/>
- <http://www.globalnetworksllc.org>

Pedagogy



Table 1. Illustrative Training Modules, Learning Outcomes, and Learning Activities

TRAINING MODULES	LEARNING OUTCOMES At the end of this training module, participants (instructors) will be able to:	LEARNING ACTIVITIES THAT DEMONSTRATE KNOWLEDGE OR SKILLS
TECHNOLOGY	-Demonstrate knowledge about ICTs, including the Internet -Demonstrate skills required to operate ICTs	-Using the computer -Using open office or its equivalent -Using the Internet -Using search engines -Using skype -Using video conferencing equipment
TECHNOLOGY CONTENT	-Relate technology and content	-Using technology (Afghanistan digital library, open educational resources) to access content through the Afghanistan digital library -Creating course content
CONTENT	-Demonstrate knowledge of subject matter that is to be taught and learned	-Evaluating websites based on knowledge of subject area -Recommending websites -Constructing knowledge
PEDAGOGY CONTENT	-Arrange course elements for better teaching and learning	-Arranging course elements (learning outcomes, learning tasks and activities, learning assessments) for better teaching
PEDAGOGY	-Demonstrate knowledge of processes and practices or methods of teaching and learning	-Explaining learner centered, outcomes-based, experiential, active and interactive learning -Writing learning outcomes -Developing learning tasks and activities for active and interactive learning -Designing assessments
TECHNOLOGY PEDAGOGY	-Relate technology and pedagogy	-Searching the digital library and the Internet, using criteria -Annotating blogs -Designing online discussion activities -Moderating online discussion forums -Designing online group collaborative activities -Rating and recommending websites
TECHNOLOGY PEDAGOGY CONTENT	-Relate technology, pedagogy, and content	-Creating courses for e-learning -Sharing knowledge (blog, wiki, website) -Rating websites, books -Discussing, analyzing, recommending websites -Forming, interacting with, communities of practice or social networks -Editing and commenting on wikis, etc. -Participating in creation and completion of evaluation survey -Creating presentations for face to face feedback and assessment -Designing assessments--online tests, e-portfolios (documents, annotated blogs to share knowledge, presentations, essays, reflections)







Staff multitasking



Involvement of higher ups



Fathers and sons



More choices. for girls too!



Digital Library



Effective elearning



ANGeL Center for
Teaching & Learning



Strengthened
Academic disciplines



Standards of
excellence

Helping hand . . .

