

# Elearning in Afghanistan

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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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Search

## 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*



**Stories**

- Blowback**  
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 Shahin 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.

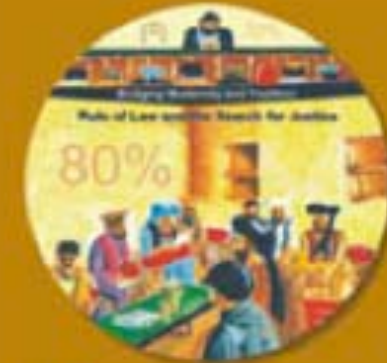
[Listen to Charles M. Sennott's podcasts on The World >](#)

# 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

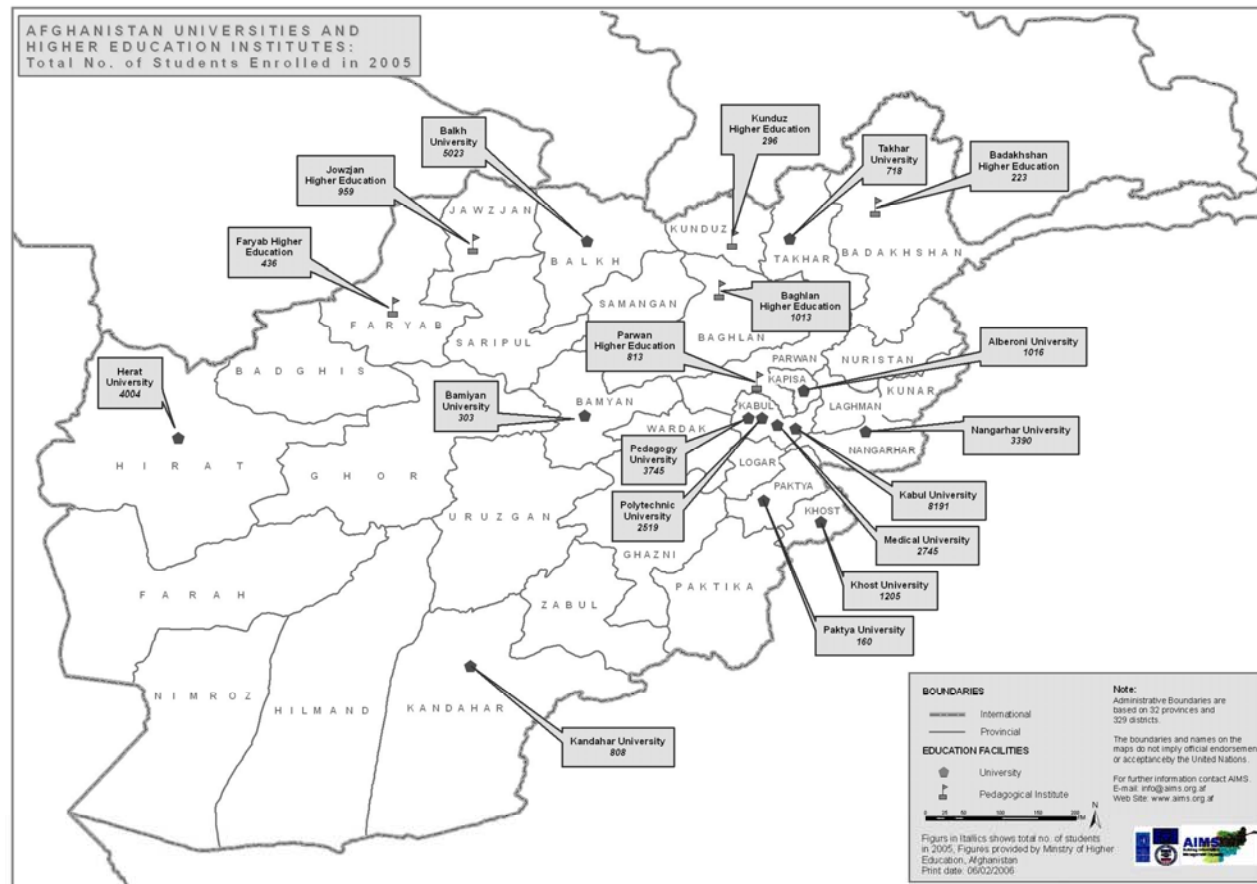


Effective learning

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

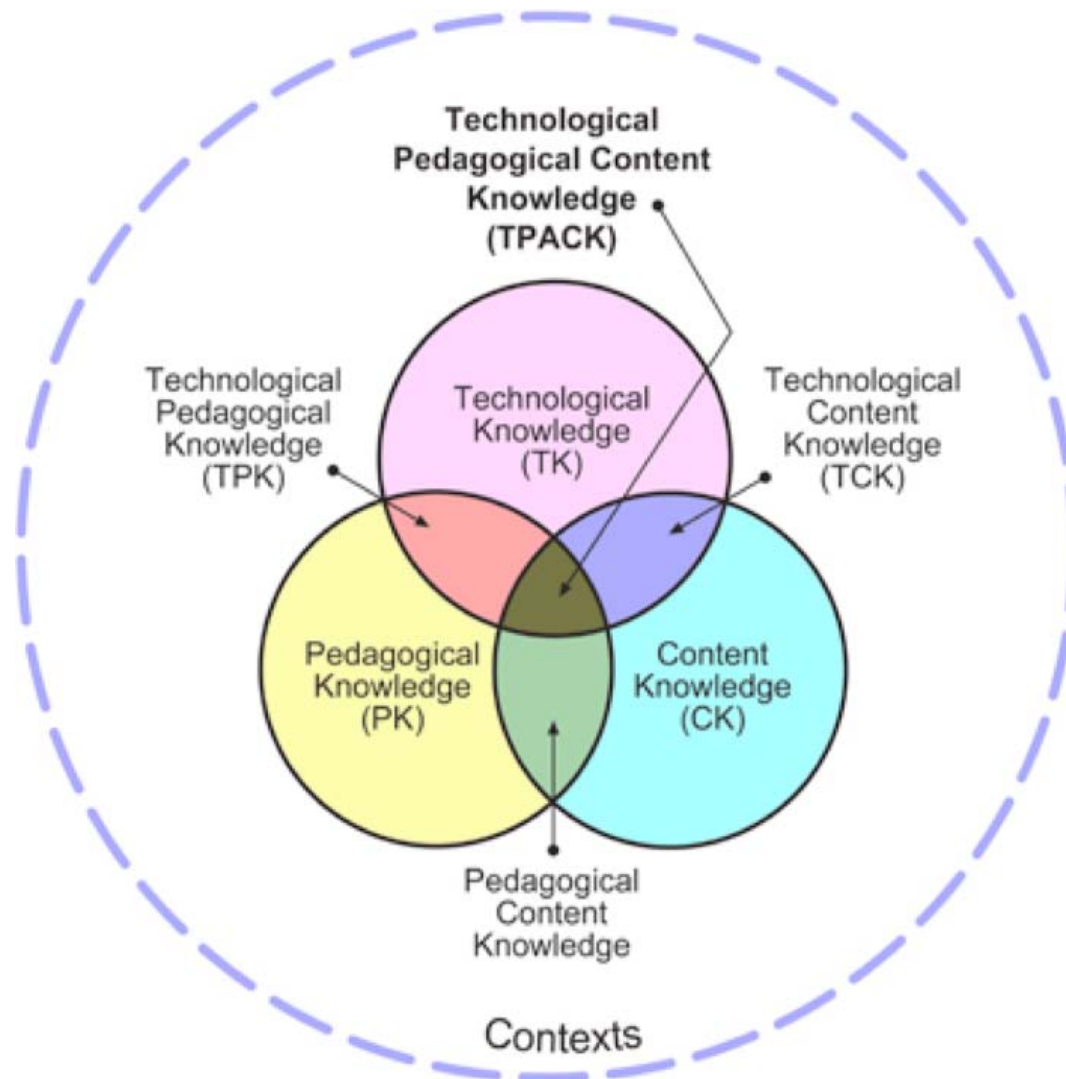
- Defining e-learning
- Technology
- Content
- Pedagogy
- Putting it all together
- Feedback

# E-learning defined:

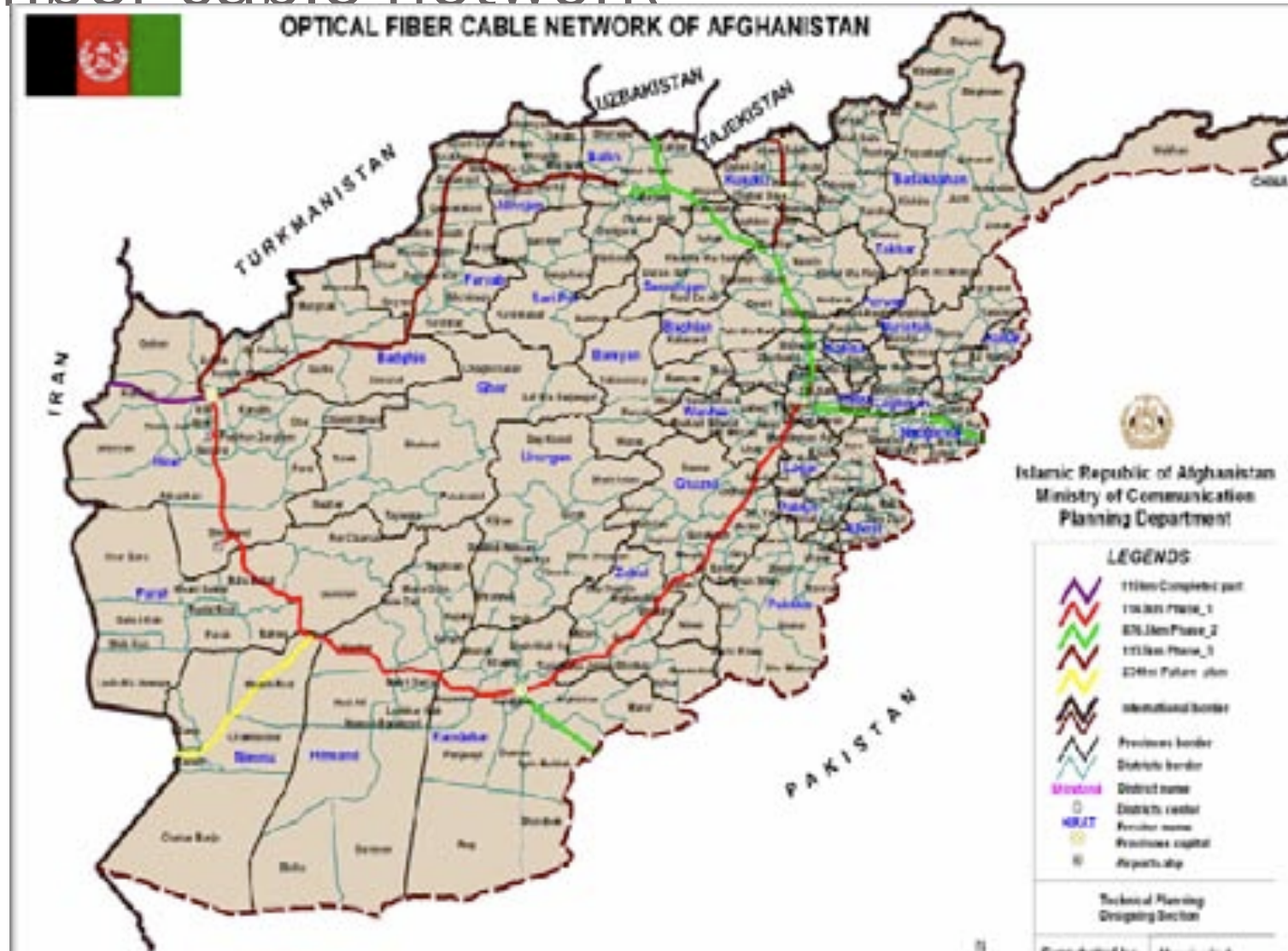
E-learning builds on the notion of Gilbert's connected education (2000) and will contribute to the goal of Afghan e-Quality Alliances: equal access to quality education and e-education resources.

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 a Firefox browser window displaying the ANGEL e-learning portal. The browser's address bar shows the URL <http://elearn.org.af/>. The page features a header with the ANGEL logo and the tagline "Afghans' Next Generation E-Learning". Below the header, there are navigation tabs for "STORY VIEW", "MAP", "TIMELINE", and "THEME CLOUD". The main content area is titled "Latest News" and includes a welcome message: "Welcome to the USAID-funded Afghans Next Generation e-Learning (ANGeL) portal which is available to all higher education institutions in Afghanistan." To the right of the main content is a "Login" form with fields for "username:" (containing "beebem") and "Password:" (masked with dots), a "Remember me" checkbox, and a "Login" button. Below the login form is a link for "Forgot your password? HELP". On the left side, there are sections for "Welcome" with a "Latest News" link, "RSS Feeds" with an "RSS Top Stories Feed" link, and "News Options" with links for "Manage News", "Categories", and "Add News Story". At the bottom of the page, there is a disclaimer: "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." The browser's status bar at the bottom shows the time as "Thu 6:36 AM".

# Functionalities

The screenshot displays the Elearning Afghanistan website. The browser's address bar shows the URL <http://elearn.org.af/index.php?module=context&action=home>. The page features a navigation menu on the left with the following items: [Course Home](#), [Calendar](#), [Course Content](#), [File Manager](#), [Discussion Forum](#), [Glossary](#), [Grade Book](#), [MCQ Tests](#), [Wiki](#), [Course Control Panel](#), and [Leave Course](#). The main content area includes a section titled "About Course" with a sub-section "About the Lecturer" and a "Syllabus" section. The "About the Lecturer" section describes Maria Beebe, Ph.D., and her background. The "Syllabus" section provides a brief overview of the course and a list of five topics to be covered. A "Turn Editing On" button is visible in the top right corner of the main content area.

**Search Course**

**Course Home**

**Calendar**

**Course Content**

**File Manager**

**Discussion Forum**

**Glossary**

**Grade Book**

**MCQ Tests**

**Wiki**

**Course Control Panel**

**Leave Course**

**About Course**

**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,

**Turn Editing On**



Site Search:  Go

Home » elearn.org.af » home

elearn.org.af



Search Course

- Course Home
- Calendar
- Course Content
- File Manager

- FAQ
- Discussion Forum
- Glossary
- News
- Simple Map
- Timeline
- Wiki

### About Course

## About the Lecturer

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

## Syllabus

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1. Course Title: elearn.org.af
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Turn Editing On

# FOSS: Chisimba discussion forum

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

I hope this course will be useful for you

Let me know if you have any question or suggestion .

[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 امين

من راجع به مضمون احصائيه زراعتي سوال كردم

آيا شما آماده همكاري هستيد

تشكر

# Open educational resources (OER)

username:  
  
Password:  
  
Remember me

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

Registration  
[Register](#)

Privacy Policy  
Statement

[Information about our  
website and our  
organization](#)

Alliance Partners  
[MOHE](#)  
[AVOIR](#)  
[Paiwastoon](#)  
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## [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...  
[\(Read Story\)](#)



## [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 ...  
[\(Read Story\)](#)



## [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...  
[\(Read Story\)](#)

## Latest News

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[Law Online](#)  
[e-Learning, e-education, distance learning, blended learning](#)  
[Online Resources for Fine Arts](#)

## All Courses

[descriptive geomet](#) ▾

## Hippocampus Courses

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## MPPA

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

# 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 learning



ANGeL Center for Teaching & Learning



Strengthened Academic disciplines



Standards of excellence

# Helping hand . . .

