

# Regional Report 2008 on ASEAN University-Level eLearning

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## **Abstract**

*The Sloan Consortium report entitled “Staying the Course: Online Education in the United States 2008” stated that over 20% of all US higher education students took at least one eLearning course in the fall of 2007, and that with the problems of high fuel price and global warming, over 90% of students would consider eLearning option. It was also earlier predicted that by the year 2020, eLearning will be the mainstream and classroom learning will be the supporting part. However, in the State of Florida since the year 2007, eLearning is already the mainstream in the sense that over 50% of students took at least one eLearning course. As of the year 2008, the United States of America is a large region in the sense that the population is about 304 million. However, the US population is less than that of ASEAN which is about 584 million. So, eLearning in ASEAN is as important as in the US. In his capacity as a member of eASEAN Task Force and Chairman of eASEAN Business Council, the author reported the status of eLearning in ASEAN countries to the ASEAN Ministers and got an endorsement for ASEAN to promote eLearning. Presented in this paper is a regional report on eLearning in ASEAN in the year 2008. It should be noted that Malaysia is the first country in ASEAN to establish a virtual university, and that Thailand is the first and the only country in the world to offer the Ph.D. in eLearning Methodology program in the eLearning mode.*

**Keywords:** eLearning, eASEAN, ASEAN, virtual university, eLearning Methodology

## **1. Introduction**

In his capacity as the one and only private-sector representative of Thailand in the eASEAN Task Force and Chairman of eASEAN Business Council, the author reported the status of eLearning in ASEAN countries to the ASEAN Ministers and got an endorsement for ASEAN to promote eLearning [1].

There are many definitions of the term “eLearning”. The College of Internet Distance Education of Assumption University of Thailand is the only organizational member from ASEAN of the Sloan Consortium (Sloan-C) which is the international organization to promote excellence in eLearning and so he would like to cite the very popular definition from Sloan-C which states that “Online or eLearning” is learning in which 80-100% is done thru the Internet, and that the term “Blended or Hybrid learning” is when 30-79% of learning is done thru the Internet.

A classification of eLearning may be based on the level, namely, university level, K-12 level, and short-course level. For the university-level eLearning, it may be said the United States of America is the most advanced with Jones International University as the first accredited virtual university, the University of Phoenix offering eLearning degree programs to the largest number of students, and Capella University as the first

virtual university to enter NASDAQ stock market (raising US\$ 70 million in pre-IPO funding and US\$ 86 million in IPO). Other countries are also advanced in university-level eLearning. For example, Canada has established the Canadian Virtual University. The United Kingdom government originally allocated Pound Sterling 62 million for the UK e-University (UKeU) but the project faced serious difficulty in raising private finance and has to be disbanded. However, the universities such as Middlesex continue eLearning development on their own. In ASEAN, the Universiti Tun Abdul Razak (UNITAR) became the first virtual university in the region, and Assumption University of Thailand established the first and only Ph.D. in eLearning Methodology program.

The Free Trade Agreement (FTA) and the General Agreement on Trades in Services (GATS) include "Education". Peter Drucker predicted that the commercial value of eLearning will be greater than that of eCommerce. Therefore, all countries including those in ASEAN must promote eLearning.

This paper presents an up-to-date version for the year 2008 of the regional report on eLearning in Higher Education which may be referred to as "Hi-Ed eLearning" in each and all of the ten countries in ASEAN.

## **2. Hi-Ed eLearning in Brunei Darussalam**

From "www.mct.gov.jm" [2], the Ministry of Education of Brunei established the "e-Education Flagship" project which was signed on January 26, 2008. From "www.asknlearn.com/pdf/BruneiMOE08.pdf" [3] on August 13, 2008, Universiti Brunei Darussalam (UBD) hosted the e-Learning Information Day to report that the eLearning project has progressed successfully with almost 50 members of the Brunei academic community actively involved. There were three key milestones achieved, namely,

delivery of strategic study report, completion of requirements study for the Learning Management System (LMS), and delivery of the authoring tool.

In the strategic study report, over 1,000 educators and administrators in the Brunei higher education institutes were interviewed resulting in recommendations to adopt ICT Common Standards and Tools, to expand connectivity and optimize existing infrastructure, to build awareness of ICT in education, to implement best practices for ICT in education, and to provide incentives.

From the LMS requirements study, WizLearn 8.0 LMS was customized for Brunei. Over 200 specific requests and recommendations for the LMS were made by key representatives of the Brunei Higher Education System. Of the 200 requested, 60% already existed, 20% are being incorporated in the Brunei version, and another 20% will be considered later.

In delivery of the authoring tool, Ultranote 2.0 authoring tool has been released for acceptance test. The tool can be installed on a PC without an Internet connection.

The Ministry of Education of Brunei announced that the eLearning project would change the teacher-learning style at the higher institutions and higher-level colleges. The Ministry of Education hopes that all students and teachers will make good use of the system, and that the project will be completed by March 2009 with a four-year maintenance period. Although the project started with school level rather than university level, the experience will definitely be beneficial for the establishment of hi-ed degree programs in the eLearning mode in Brunei.

## **3. Hi-Ed eLearning in Cambodia**

On 25 – 26 February, 2003, a national seminar was held by the Ministry of Education Youth and Sport (MoEYS) with

the support of UNESCO Office in Cambodia [4]. The purpose of the seminar was to develop a national plan of action to achieve “Education For All (EFA)” by 2015. In order to achieve the policy, the Cambodian government would have to use Information and Communications Technology (ICT) as the major means of education delivery system. Resulted from the seminar are four specific policies. The first policy is to use ICT for all teachers and students to reduce the digital divide between Cambodian schools and other schools in the world. The second policy is to use ICT as a teaching and learning tool. The third policy is to use ICT to increase productivity, efficiency, and effectiveness of the management system. The fourth policy is to promote education for all Cambodian students thru distance education and self-learning. From the four policies, the digital divide that exists in various parts of the country should be reduced by providing access to ICT for learning and communication, especially for teacher training institutions and schools by the year 2015 with Learning Needs Assessment and Curriculum Development; ICT Networking; Learning Resource, Research and Courseware; and Teacher Development and Training.

Cambodia started university-level eLearning in 2004. The National Institute of Business with the web ([www.nib.edu.kh](http://www.nib.edu.kh)) was supported by Japan Overseas Development Corporation (JODC) to provide eLearning Bachelor’s and Master’s degrees in many fields such as Accounting and Finance, Sales and Marketing and Business Management.

The Ministry of Education, Youth and Sports promotes education for all through distance education and self-learning. University of Cambodia ([www.uc.edu.kh](http://www.uc.edu.kh)) offers eLearning and provides free email accounts with wireless Internet access.

From “[=141” \[5\], a Provincial Business e-Learning Project was proposed by The Asia Foundation \(TAF\). The project would be using access point for virtual learning in five Community Information Centers \(CICs\) with funding from USAID/ANE to start online learning or eLearning in rural areas. There were 250 Cambodian students who got scholarships to study business courses in their towns without having to relocate. The International Institute of Cambodia \(IIC\) was selected as the educational institution in the project. SDLearn was selected as the NGO to provide online and face to face “Train-the-Trainer” courses which may be said to be “Blended Learning”. Another NGO by the name of “Khmer OS” was assigned to train the IIC instructors, CIC staffs and students to use the Khmer Unicode keyboard. Finally, the CICs would create an enabling learning venue for students to learn the Khmer eLearning platform.](http://www.dot-com-alliance.org/newsletter/article.php?article_id</a></p></div><div data-bbox=)

CICs and IIC staffs were required to increase their skill levels to interact with students on the Internet. The 27 instructors completed the SDLearn online course on “eLearning Course Design and Facilitation”. A private university in Phnom Penh also cooperated with CICs in the provinces. TAF improved the Internet connections and related installation at the participating CICs, and SDLearn provided technical assistance to CICs and IIC. Moreover, CICs also provided online library of reference materials in Khmer language, online environment for study group, interactive tools, and guidance with IT trainers to introduce eLearning. From an evaluation between first and second semester of the project, it was found that about 80% of the originally enrolled students completed the courses and at least 50% of students were women. From the mid-term evaluation, it was found that 90% of the students were interested in taking eLearning course in the future, and more than 85% of the students’ employment probability had been increased. From the first semester, 16%

of the students got a new job after completion, and about 40% of the students had been promoted in their organizations.

#### 4. Hi-Ed eLearning in Indonesia

The Presidential decree number 50, 2000 established a team of “Telematika” to utilize ICT in various aspects including education, especially, to facilitate the use of the Internet for more efficient teaching-learning process [6].

The implementation of eLearning in Indonesian education may be said to have started in the year 2002 when the Center for Information and Communication Technology for Education cooperated with the Directorate of Secondary Education and the Directorate of Vocational Education to develop eLearning under e-education program. The learning materials developed were in mathematics, physics, chemistry, biology, electronics and information technology for senior secondary schools and vocational schools.

There were five examples of eLearning-related developments in Indonesia by the year 2004. The first example was online courses by Petra Christian University in Surabaya. The second example was online tutorial by Open University. The third example was a joint research program thru ICT by Bandung Institute of Technology, Bogor Institute of Agriculture, Gadjah Mada University, and University of Diponegoro. The fourth example was digital library network supported by Canadian International Development Agency (CIDA), and McGill University of Canada, and Indonesia Institute of Science. The fifth example was Computer Assisted Instruction (CAI) learning material developed by the Center for Information and Communication Technologies for Education.

Sulistyo-Basuki stated in his report in the year 2007 [7] that beginning in the year 2000, eLearning was started in Indonesia. Based on his study of about 60 eLearning

sites, he found four constraints. The first constraint was the lack of infrastructure in the sense that out of the population of 223 million people, only about 20 million own fixed telephone line which is required for connection to the Internet and mobile phone connection to the Internet would be too expensive. The second constraint was that the standards on content management did not reach the academic intellectual level. The third constraint was that there was no coordination in conducting eLearning. In some universities, each department established its own eLearning facilities without coordination with other departments. The fourth constraint was the cultural factor in the sense that Indonesian prefer talking over writing and listening to lecture over self study thru the Internet.

There are many Indonesian universities engaging in eLearning and a few examples will be given here. The first example of hi-ed eLearning in Indonesia is at Universitas Terbuka (UT) which had 400,392 students in the year 2007. UT offers over 58 subjects online such as “STAT4432 Computer 1”.

The second example is Universitas Indonesia (UI) which started eLearning in three different departments, namely, Internal Medicine, International Relation, and Computer Science. By early 2004, the Faculty of Computer Science launched the “Student-Centered E-Learning Environment (SCELE)” supported by printed textbook and face-to-face teaching [8].

The third example is the Institute Teknologi Bandung (ITB) established the School In the Internet in Asia (SOI Asia) focusing on course exchange via the Internet and teleconferencing [9].

The fourth example is Universitas Gadjah Mada (UGM) started small scale development of eLearning in the Faculty of Engineering to use the problem-based learning virtually [10]. Contents for engineering courses were developed with

theories, concepts, exercises, practices, and linkages to external sources.

The fifth example is Universitas Islam Sultan Agung (UNISSULA) which developed “Sinau Online” as its Learning Management System [11]. The purpose of Sinau Online was for learning thru multiple channels and Medias to exchange classroom-based learning. There are over 40 courses available online at Sinau Online.

The sixth example is Universitas Padjadjaran (UNPAD) started blended learning using web-based technology [12]. The seventh and eighth examples are Universitas Bina Nusantara and Universitas Pelita Harapan which offer web-based eLearning programs [13]. The ninth example is Trisakti University ([www.trisakti.ac.id](http://www.trisakti.ac.id)) which has already offered Master of Management in eLearning mode and in the process of preparation of other eLearning degree programs [14].

Examples of other Indonesian universities offering eLearning are Universitas Cenderwasih, Gorontalo Teacher College, Universitas Hasanudin, Universitas Udayana, and etc. Southeast Asian Ministers of Education Organization Regional Open Learning Centre (SEAMOLEC) had conducted many eLearning-related workshops in Indonesia such as at Universitas Lampung, Universitas Warmadewa, and Institut Pertanian Bogor [15].

## 5. Hi-Ed eLearning in Laos

In the year 1995, ten higher-learning institutions in Laos were integrated into the National University of Laos ([www.nuol.edu.la](http://www.nuol.edu.la)). In August 2004, with the support of Kobe University in Japan and Japan International Corporation Agency (JICA), it organized lectures on the topic of “International Economics” which were given in Kobe and attended in interactive mode by 120 students in Vientiane.

From Lao County Report to Asia e-Learning Network in the year 2002 [16], an institution active in eLearning was Science Technology and Environment Agency which is under the Prime Minister Office. It has 150 staff members. Its responsibilities include Information Technology research and development, Knowledge-based capacity building, Information Technology monitoring and management for the government, creation and maintenance of Information Technology standards, and Intellectual Property and Copyright of Information Technology products.

Another country report [17] mentioned “National ICT Policy Vision 2020 which includes bringing the country into the information age, and developing necessary human resources and institutional capacities. There is also “Lao National Internet Committee (LANIC) responsible for national Internet policy and regulation.

It was mentioned that in the year 2003, there was an e-Learning implementation which failed but it familiarize Lao learners with e-Learning. Laos has one eLearning Center located at the Faculty of Engineering of the National University and it is supported by the Japanese Government.

## 6. Hi-Ed eLearning in Malaysia

In the paper on “Higher Education in Malaysia: Quality e-Learning on High”, November 2008, there was a study carried out in six higher education institutions (HEI) by visiting and discussing with the individuals responsible for eLearning, analysis of documents, websites, and learning management systems. It was found out that most of the HEI started by acquisition of adequate infrastructure to offer good eLearning platform to students. Massive investments were made from 2003-2007 for the infrastructure and Learning Management Systems. The second phase of eLearning development in Malaysia was the

integration of ICT with the teaching and learning processes which include strategic plans for using ICT in teaching and learning, the translation of the plans into reality, the coordination of the strategies for the success of eLearning, and the right combination of human resources. The study revealed that most institutions have not drawn strategic plans for using ICT in teaching and learning according to the plans led out in the year 2000 calling for institutional support, course development, teaching/learning, course structure, student support, faculty support, evaluation and assessment. The institutions interviewed gave impressions that the decision on the use of eLearning was made by the management because everyone else was doing it. It was believed that every institution has to offer eLearning to compete with other institutions.

Malaysia has the first eLearning or virtual university in ASEAN and that is the Universiti Tun Abdul Razak (UNITAR) [1] with the web ([www.unitar.edu.my](http://www.unitar.edu.my)). UNITAR was established in 1997 as the first virtual or eLearning university in ASEAN. Among the accredited degree programs are Bachelor of Business Administration, Bachelor of Information System, Bachelor of Management, Master of Business Administration, Master of Information and Multimedia Tech, and Master of Information Technology and Management.

The second virtual university in Malaysia is the Multimedia University ([www.mmu.edu.my](http://www.mmu.edu.my)) [1] which was established in 1999. It offers two accredited eLearning degrees programs, namely, Bachelor of Management, and Bachelor of Business Administration in Human Resource Management. MMU is planning to offer three more degree programs which are Bachelor of e-Business, Bachelor of Information Technology, and Master of Business Administration.

The third example of Malaysian universities offering eLearning is the

University Technology MARA ([www.uitm.edu.my](http://www.uitm.edu.my)) [1] which was established in 1956. In the year 2008, it provides 3 satellite campuses, 15 branch campuses, 9 city campuses and 25 franchise colleges which included eLearning students in the faculty of Business Management and faculty of Information Studies.

The fourth example in Malaysia is the Universiti Putra Malaysia ([www.upm.edu.my](http://www.upm.edu.my)) [1] which was established in 1931. It provides eLearning with support of Mahirnet ([www.mahirnet.com](http://www.mahirnet.com)) with online tutorial.

The fifth example in Malaysia is the Open University Malaysia, ([www.unitem.edu.my](http://www.unitem.edu.my)) [1] which was established in the year 2000. It provides degree programs delivered by using Learning Management System (LMS).

The sixth example is Asia e University (AeU) which is a dual-mode multinational university in Malaysia. It was established as the Asia Cooperation Dialogue Countries (ACD) with the support of 30 ACD member countries [19]. There are seven major schools offering various programs. The schools are School of Management, School of Information and Communications Technology, School of Education and Cognitive Sciences, School of Arts and Social Sciences, School of Science, Health and Environmental Studies, School of Foundation, Vocational and Technical Studies, and School for Lifelong Learning. The schools are supported by service centers such as Centre for Graduate Studies, Centre of Instructional and Learning Technologies (CILT), Centre for Research, Innovation and Commercialisation (CRIC), and Centre for Languages (CL).

## 7. Hi-Ed eLearning in Myanmar

Japan's Ministry of Economy, Trade and Industry supported the eLearning Center ([www.yangon.com.mm](http://www.yangon.com.mm)) [1]. It offers preparatory materials on WBT (eLearning system from WBT System Ltd. in Ireland)

for IT engineer examination. There is an “MBA Program” and 180 students have graduated and may later be expanded in eLearning mode.

In the report “E-Learning Status in Myanmar” [20], it was stated that the Myanmar ICT Development Council was established in the year 2000 and the e-learning initiatives include establishing multimedia classroom in high schools and middle schools all over the country, starting ICT education by opening Computer Universities in Yangon and Mandalay and Computer Colleges in big cities, starting e-education program by Electronic Data Broadcasting System for University for Distance Learning by opening over 200 e-Learning centres all over the country, opening 24 government computers colleges in addition to Universities of Computer Studies, offering from Diploma to Doctoral courses on ICT. The number of e-learning centers opened was 619. Yangon University of Distance Education and Mandalay University of Distance Education have been providing parts of their instruction in e-learning mode to the 619 centres. The Ministry of Education has been using e-Learning in teacher upgrading program. Yangon Institute of Economic has been offering Diploma in Education Management in eLearning mode. The English Department of Yangon University has launched eLearning in the “Young Faculty Development Program”. The University of Computer Studies in Yangon offers MSC in Computer Science in the blended learning mode. Myanmar Computer Federation e-Learning Centre has been conducting e-learning training courses. The e-learning centres throughout Myanmar have been providing training courses to 1.25 million students, 10,000 teachers, and about 700,000 students in universities and colleges.

## 8. Hi-Ed eLearning in Philippines

In the year 2000, Philippine passed the E-Commerce Act and then established the Information Technology and E-Commerce Council (ITECC) which came up with the vision of an ePhilippines [21]. The ITECC Human Resource Committee announced the plan to promote eLearning at all level of education, organize a national eLearning conference, enable more schools to teach ICT, and promote the collaboration in development of eLearning programs and instructional materials.

Several universities in the Philippines have started eLearning degree programs. The first example is the University of the Philippines Open University (UPOU) [1]. It was established in 1995. It has 30 learning centers. Contact can be made by telephone and email. Online short courses are available via the website. It adopted the Integrated Virtual Learning Environment (IVLE) from the National University of Singapore.

The second example is De La Salle University ([www.dlsu.edu.ph](http://www.dlsu.edu.ph)) which is a Catholic university founded in 1911. The Graduate School of Business offers two modes of online courses. The first mode is mixed-mode with face-to-face 8 times and web-based 6 times. The second mode is full online where there is face-to-face for orientation only. The university implemented the “Internet-Enhanced Master of Arts in Teaching Literature Program”.

The third example is Ateneo de Manila University (ADMU) which implemented “International eLearning for Professional Journalists”. The fourth example is Polytechnic University of the Philippines (PUP) which promotes eLearning.

The fifth example is the collaboration project between Simon Fraser University in Canada and UPOU in 1996 to 2001 to support expansion of human resource and development opportunities. The sixth example is the project to develop course

materials for small business training and certification program sponsored by the Canadian International Development Agency (CIDA) in 1999-2000. The seventh example is the project to design and develop training program for marine deck officers funded by the Norwegian Maritime Directorate in 2002 to 2004.

On July 17, 2008, Intel and the Department of Education launched eLearning Site for public schools after Intel trained more than 80,000 teachers on basic computer skills [22].

### **9. Hi-Ed eLearning in Singapore**

From the 2004 report on e-learning in Singapore [23], Singapore aimed to be the e-Learning Hub in Asia and Pacific. From the 2007 report on e-learning in Singapore [24], the Singaporean Information Technology Standard Committee (ITSC) conducted an eLearning survey in 2005 and found that over 80% of eLearning courses were available to staff and students in schools, and 75% of schools were using Learning Management Systems (LMS).

Singapore Government has been spending a lot of resources in universities, especially the two full-fledged public universities, namely, National University of Singapore (NUS), and Nanyang Technological University (NTU), and a private university named Singapore Management University (SMU). In the year 2001, U21 Global which is a consortium of leading universities has chosen Singapore as the global headquarter to develop and deliver eLearning.

The first example is the National University of Singapore ([www.nus.edu.sg](http://www.nus.edu.sg)). It is the oldest university in Singapore. Since 1997, NUS offers Integrated Virtual Environment (IVLE) as a web-based tool for eLearning. IVLE has hosted more than 2,500 discussion forums and 3,000 assignment repositories.

The second example is Nanyang Technological University. In the year 2000, NTU launched S\$ 6 million eLearning program named “edveNTUre” to facilitate 23,000 students and 1,300 academic staff. Within three years of implementation, 90% of the NTU courses have started using eLearning tools.

The third example is Singapore Management University ([www.smu.edu.sg](http://www.smu.edu.sg)). SMU provides “SMUConnect” portal for access to class lists, lecture plans, discussion forums, notifications, examination records, and etc.

The fourth example is U21 Global which hopes to offer eLearning to a good portion of the 32 million students around the world. It claims to feature innovative interface design, thoughtful integration of web-based resource, productive use interpersonal interaction, and support services.

On July 16, 2007, PRlog issued a press release [25] that SkyQuestCom has been recognized as the largest self-development portal in Singapore, featuring library of 200 online video seminars and 4,000 eBooks of the world’s best speakers.

### **10. Hi-Ed eLearning in Thailand**

In the year 1995, Thailand started eLearning by establishing the project “Distance Learning Foundation’s eLearning to Honour HM the King”[26, 27]. As of the year 2008, the project offers eLearning for over 3,000 secondary schools, 15,000 primary schools, 5 universities in Yunnan, China, 3 schools in Laos, one university and one junior college in Vietnam, University of Distance Education in Yanson, Myanmar, 15 Thai temples in Malaysia, and etc.

University-level eLearning in Thailand started in the year 2002 when the author proposed to the Prime Minister that Thailand established a decree that allowed Thai universities to offer eLearning degree



programs. He authored the first draft of the eLearning law and submitted it to the Ministry of University Affairs. After several meetings, the Ministry organized an open hearing on the eLearning law. In his capacity as the President of the Computer Association of Thailand under the Royal Patronage of HM the King, he presented the draft law and chaired the open hearing. The results from the hearing were used to modify the law. In August 2004, the author was elected Chairman of eASEAN Business Council and Thailand had not approved the eLearning law. So, he mounted another push by proposing to the ASEAN Ministers that eLearning be promoted by all ASEAN member countries and the Ministers agreed. He also sent letters to the Prime Minister such as that Thailand was behind Cambodia in eLearning, similar to the case of the US being behind Russian Sputnik and the US urgently rectified the situation. He requested the Prime Minister to rectify the situation by speeding up the approval of the eLearning decree. The Prime Minister took action and the eLearning decree was published in the Royal Gazette on October 26, 2005. From the year 2002 to 2005, the author lobbied five Ministers and was finally successful. On July 17, 2006, he was also named “The Father of Thai E-Learning” by the International Biographical Centre, Cambridge, England, as shown in Figure 1.



Figure 1. Father of Thai eLearning

In January 2006, the first eLearning degree program was offered in Thailand and that was at the College of Internet Distance Education of Assumption University with the author as the CEO of the College and Program Director of the M. Sc. in Management program.

As of the year 2008, universities in Thailand offers all levels of complete eLearning programs from Doctoral, Master's, Bachelor's, Certificates and short courses.

At the Ph.D. level, Thailand offers the first, and as of the year 2008, the only Ph.D. program in eLearning Methodology, in the eLearning mode. Searching for “Ph.D. eLearning Methodology” from Google, the first five entries are about the Ph.D. degree at Assumption University. The Ph.D. students are from 12 countries such as US, Canada, England, Australia, New Zealand, Romania, Iran, and etc. In addition to students from the twelve countries, there are applications from Germany, Japan, China, Philippines, Kenya, Sri Lanka, Pakistan, and etc.

For complete eLearning degree programs at the Master's level, Thailand offers Master of Science in Management, Master of Science in ICT, and Master of Science in eLearning Methodology at Assumption University; Master of Nursing Science, Master of Public Health, Master of Arts in Cultural Management, and Master of Science in Social and Administrative Pharmacy at Chulalongkorn University; Master of Science in Public Health at Mahidol University; Mater of Arts in Leadership and Master of Science in IT Management at Rangsit University; Master of Business Administration at the University of Thai Chamber of Commerce; Master of Education at Chiangmai University; and Master of Arts in Knowledge Management at Silpakorn University.

For complete eLearning degree programs at the Bachelor's level, Thailand

offers Bachelor of Science in Software Development at Chulalongkorn University; Bachelor of Business Administration in Tourism at Naresuan University; Bachelor of Law at Rangsit University; Bachelor of Accountancy at the University of Thai Chamber of Commerce; and Bachelor of Science in Automotive Industry at Kasetsart University.

For certificate programs in eLearning mode, Thailand offers several, such as Certificate in SME Management at Assumption University; and Certificate for eLearning Professional, Certificate in Car's Structure and Systems, and Certificate in Computer Skills at Thai Cyber University. The Certificate in SME Management is a joint program between the College of Internet Distance Education of Assumption University and the Office of Small and Medium Enterprise Promotion. It is called "eSME University". It includes 18 courses which may be taken free of charge. There have already been over 20,000 students from 9 million potential students working in SME in Thailand.

For individual courses not in complete eLearning degree programs, Thailand offers numerous courses. For example, Mae Fah Luang University offers 30 courses, and Chiang Mia Rajabhat University offers 110 courses. Another interesting eLearning program from Thailand is "eLearning for Bedside Chorus" in which the College of Internet Distance Education of Assumption University cooperated with the Hospice Foundation of Thailand to produce "eLearning for Bedside Chorus for Palliative Care". The eLearning courses offered free of charge are "How to Sing" and 20 singing lessons for patients who have been diagnosed to die in about 6 months and their relatives to entertain the patients by singing at their bedside.

Another important development was that Thai Cyber University (TCU) was established on January 12, 2005. As of the

year 2008, there are 34 universities in the TCU consortium, and TCU offers 480 courses with over 50,000 students but does not offer any eLearning degree program.

## 11. Hi-Ed eLearning in Vietnam

In the year 2008, eLearning in Vietnam is still in the early phase of development with about 10 eLearning websites.

The Ministry of Education and Training takes responsibility for the contents of the eLearning websites, and the Ministry of Planning and Investment is in charge of granting licences to set up eLearning websites for business purposes. From "english.vietnamnet.vn" [28], the Head of the Information Technology under the Ministry of Education and Training (MoET) stated that eLearning would be the model of training of the future, and that there were many eLearning programs promoted in Vietnam. Moreover, there are three channels for eLearning which are websites provided by companies, eTraining provided by universities, and Training programs imported from other countries.

From "www.seekingmedia.com.au" [29] on 26 February 2008, the Vietnamese government has given final approval to a joint venture between Janison which is Australia's large provider of online-learning services and Gensoft which is a Vietnamese software development company to complete the largest eLearning project in Vietnam. The project started 2 years ago. After an eight-month trial period from April to December 2007, the project was given final approval by the Ministry of Labour and Social Affairs in February in 2008. The trail included 600 days of training to school staff at 9 different locations with 428 online modules created.

An example of eLearning degree in Vietnam is at Can Tho University ([www.ctu.edu.vn](http://www.ctu.edu.vn)) which is more of Blended Learning rather than eLearning. The Blended

Learning includes delivery of lessons in the form of DVD, VCD, CDROMS, and Video Cassettes. Communication between instructors and students are via eMail and Videoconferencing.

From “English.vietnamnet.vn” [30] on 25 September 2008, the Ministry of Education and Training and Viettel organized a launching ceremony for the education network which allows 39,000 students access to the Internet free of charge. For 600 universities, colleges, and vocational training schools, Viettel will charge monthly payment for usage of the Internet. The Ministry of Education and Training has declared the 2008-2009 academic years as the year of IT application by providing teachers IT skills, and preparing software for eLearning.

From “www.owli.org” on 13 December 2007 [31], Vietnam OpenCourseWare (OCW) makes eLearning available to students. The OCW consortium was established by Massachusetts Institute of Technology. Its membership includes 150 universities worldwide to provide a free and open digital publication of high quality education materials, organized as courses. For Vietnam, it may be said that OCW is a channel for Vietnamese. The Vietnamese OCW project started in June 2005, after the Vietnamese Prime Minister visited MIT. However, the MIT curriculum and teaching methods are different from the Vietnamese. Therefore, the MIT’s OCW was replaced by the Rice University’s OCW program called “Rice Connexions” with the cooperation agreement signed in May 2006. Finally, the Vietnamese designed its own Vietnam’s OCW.

June 3 – 8, 2007, seven managers of Hanoi Open University took “eLearning Methodology: Process and Management Training” at the College of Internet Distance Education of Assumption University. The topics include overview of eLearning, eLearning Methodology, Quality Assurance,

eLearning Finance, Operation and Marketing Management, Online Courseware Development: Design, System, Implementation, and Assessment.

## 12. Concluding Remarks

As of the year 2008, all countries in ASEAN are promoting eLearning. According to the Sloan Consortium, the term “eLearning” should be applied only when the Internet is used in 80-100% of teaching/learning. Less than 80%, the term applied should be “Blended Learning”. As of the year 2008, only a few universities in ASEAN offer eLearning in the Sloan definition. Examples are the College of Internet Distance Education of Assumption University of Thailand and De La Salle University. The other universities are offering blended learning or web-based learning. However, it does not really matter whether eLearning or blended learning is used as long as the goal of education is achieved for the benefits of all concerned.

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