

Teachers' Challenges in Transforming the Digital Teaching in Cambodian Context

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Abstract

This research addresses the challenges that teachers faced in the digital teaching process, with a focus on the digitalization of teaching. Digital transformation has challenged the teachers to guarantee the teaching quality. While the fast digitalization has handlined in the era of COVID 19 teaching, the challenges have been occurring for teachers to carry out the teaching process. To find out the teachers' challenge in digital teaching, this study used the quantitative research method. The results of this research showed that digitalization made teachers challenged in teaching. This was a mean of digital knowledge, competence, and skills to process teaching. However, this offered the views on challenges of digital teaching transformation, determinants to challenge the digital teaching, trends of transforming the digital teaching, and challenges with digital teaching materials. In brief, this study significantly contributed the key perspectives of digital teaching to deal with the challenges in digital teaching.

Keywords: *Digital teaching; Transforming; Challenge; Digitalization; Digital skill, Competence*

1. Introduction

Transforming the digital teaching makes teachers faced the challenges in the Cambodian context. The education system in Cambodia has set the provision of excellent quality education for the students not only in Cambodia, but also worldwide (Auh & Jeung, 2021; Lee, 2021). Digitalization of teaching and learning is deeply involved in development of education quality and quality advancement of teaching and learning outcomes. Otherwise, academic or educational institutions reaches out to their potential students in the world and collaborates with emerging global academic or educational stakeholders using ICT for online and offline teaching and learning that plays a meaningful role in developing education community (Bae, 2021). In the wide spectrum of globalization and localization, digitization has been expedited by COVID-19 and engendered diverse changes related to teaching and learning process in the educational context of Cambodia.

The recent study addresses the important challenges of transforming digital teaching in the case of Cambodian education – focusing on digitization of teaching. Digital education transformation has factually impacted teaching and learning in Cambodian education institutions. First, this recent study is to describe the digital trends for the teachers who have practiced digital teaching, reflecting the digital education policies, as well as specific cases studies. Second, this current research is to provide arguments of challenges of transforming digital teaching in Cambodian education institutions. While practicing the learner-collaborated, the issues, as such a competency gap of instructors' digital teaching and deepening digital divide among all learners, are emerging the need.

2. The Rationales of Digital Teaching Transformation

2.1 Challenges in Digital Teaching Transformation

Digitization in teaching transformation was complex to enhance education quality, particularly quality of teaching and learning, which offered insight for distance, blended and collaborative teaching and learning (OECD, 2017). The digital education system and online teaching content were central as the challenges for Cambodian education institutions to gradually increase in the instructional advancement, increased diversity, and openness in academic institutions. Cyber was about the web platform that helped teachers change from the traditional teaching methods into digital teaching methods (Park, 2006). The COVID-19 pandemic was a key phase in digitizing education instructions (Kalenzi et al., 2020). The change in digital teaching and learning has been carried forward in line with Cambodia's nation education strategy, focused on the digital transformation of teaching (Ministry of Education [ME], 2021).

Digital teaching Transformation was challenged to process digital technology in teaching and learning (MoEYS, 2023). Digital teaching was defined as a potential factor for teaching quality, as well as development of teaching-method and achievement of standardized learning outcomes. In addition, the policy of digital teaching transformation was the purpose to develop the digital human recourses and education (Supreme National Council [SNC], 2021). Digital teaching was a response to teacher training reform, and it was a process of transforming education through digital technology in reaching the improvement of education quality and digital capacity, skill, and literacy in teaching (Hang-chuon, 2021). Further, replacing the digital device into education system was about the reform teaching and learning to increase the human resources with digital skills and to streamline the teaching and learning quality.

Integrating the digital technology was one of the challenges in transforming teaching and learning meet the insight of how teaching (Dirk et al., 2021). The digital devices that were transformed to reform traditional education into digital education, was a concern with development of digital teaching (Taşkıran, 2017). Digital technology was one of the troubles for teachers to connected teaching to Internet and provided data through web platforms of rich teaching-materials (Paunescu et al., 2022). On the other hand, digital teaching transformation focused on the technology use in the teaching-course regeneration (Forrester, 2016; IDC, 2015). Some researchers (e.g., OECD, 2017; Raab & Griffin-Cryan, 2011) pointed out that digital teaching was the process of digital creation and re-enactment of teaching analogue. Digital transformation of academic institutions was part of digital process in affected education, such as teaching and learning environment (NV, 2017). With studies confirmed by Balyer and Öz (2018), transformation of digital teaching was a challenged framework for education system to develop the teaching quality and teaching methods.

2.2 Determinants Challenging Digital Teaching

Digital teaching was challenged with determinants, such digital knowledge, digital competence, digital comprehension, digital literacy, and digital skills. In this case, the digital technology was central as the challenge in the digital education contexts throughout the world (McCarthy et al., 2023). In the era of (COVID-19) pandemic, the academic institutions prompted an explosion in remote teaching and learning (Al-Lily et al., 2020; Christensen & Alexander, 2020). This was a mean of changing how to perceive, work, teach, and learn with digital transformation (Di-Pietro et al., 2020; Trust et al., 2020). Further, Negreiro and Madiega (2019) identified a digital transformation as what to change with the unprecedented speed, which was exemplified by the global impact of digital technology developments, as such artificial intelligence (AI) (Pedr’o et al., 2019; Sinclair et al., 2018), metadata management (Neri, 2019), and citizenship with digital technology (Pedersen et al., 2018). By responding to the era of COVID-19 pandemic, academic institutions needed to rethink of digital education transformation, replace digital classroom, and practice teaching and learning with online and distance education (Li & Lalani, 2020; Perisic, 2018).

Digital competence was the challenge for teachers to carry out the digital teaching (Parlak, 2017). However, it was a challenge for the teachers to use technologies in managing and sharing data/information, and to use ICT in processing the teaching (Dirk et al., 2021). Digital transformation profoundly affected on the teaching, which was a framework for the teacher-training

reform and the development of the digital teaching quality (Balyer & Öz, 2018). Literacy of digital technology was a trouble for teachers transform the digital teaching, as such Internet-platform teaching, social-media teaching, and electronic device teaching (Bates, 2015; Kim, 2023; Hang-chuon, 2024). This was a mean of the digital literacy that was a vital skill for 21st century education, with the contributions to the out-of-school and lifelong learning (Sisman (2016). Digital transformation involved individual need for teachers to develop teaching methods (Paulo, 2020; Silva, 2017; Yureva et al., 2020) and digital skills, i.e., ICT soft-skills (Alenezi, 2021).

2.3 Trends of Transforming the Digital Teaching

While education system embraced digital technologies, the uptake of digital transformational change outpaced the uptake of digital change in education system (OECD, 2019a, 2019b). Digital teaching helped the students access to new technologies outside the classroom (van der Vlies, 2020). Schleicher (2018) argued that without changing the substantial, gap between education system and policy was likely to widen, responding to digital education and cultural changes (Habibi & Zabardast, 2020; OECD, 2019c, 2019d). For this reason, digital teaching transformation was used as a change by developing digital thinking and using digital frameworks allowed academic/educational institutions to manage the digital teaching initiatives and approaches (Silva, 2017). Digitalization was a vital aspect in developing the teaching strategy for digital education systems, facilitating digital teaching, controlling the ICT use in teaching, and creating the digital teaching infrastructure in education, as such Internet access, digital tools (Paulo, 2020).

Lifelong education provided the opportunities for educational institutions to reform the education policy and system, digitalize education, better teaching and learning, standardize learning outcomes, advance teacher-professional training, and digitalize human resource (Hang-chuon, 2021; MoEYS, 2023). Education policy was enacted as a form of having cooperation among government, educational institutions, and other stakeholders, which helped enhance the sustainability drive in boosting education quality (MoEYS, 2024). This line of digital education practices in academic/educational institutions can categorize with four keywords – digitalization, digital education quality, digital teaching, and learning outcomes. The vision for academic institutions was linked to process digitalization in line with the trends of digital teaching transformation (Yureva et al., 2020). With the digitalization of teaching, the educational institutions embraced the new technologies and changed the teaching practices. In this sense, digital transformation was a testament to

advance the effective methods and practices in pursuing the in terms to develop teaching quality (Alenezi, 2021).

MoEYS's policy focused on investment in academic institutions for research and digital education and educating people with digital skills (Lee, 2022). These policies encouraged teachers to support students' learning outcomes with provision of opportunities to digitalize the learning methods. Naturally, changes in academic institutions toward lifelong learning institutions was actively pursued (Choi et al., 2018). With this active policy, the academic institutions were being transformed to include the lifelong learners, i.e., digitalized students (NILE, 2022a). According to analysis on digitization in administrative services by OECD (2016), digital teaching and learning was developed with insight of distance, blended and collaborative teaching and learning. The prominent changes in academic institutions in this aspect was the emergence of remote teaching and learning with cyber program (Park, 2006). Digitalization was a key in introducing academic instruction into the entire school digital-system (Kalenzi et al., 2020). The change in digitalized teaching and learning was carried forward in line with Cambodia's national strategy, focused on the digital education transformation (MoEYS, 2019).

3. Critical Analysis of Digital Teaching Challenges

3.1 Digitalization Taking the Teaching Challenges

Digitalization is one of the most technological transformations, in which it is defined as a challenge in education. Fast digitalization makes teachers face the trouble in teaching, as such e-teaching software that is used for digital teaching transformation (Di-Pietro et al., 2020). In this situation, computers, smartphones, tablets, and/or others media-apps are the digital technologies that serve the digital teaching. This is a mean of teaching needs the digital transformation in distance teaching and learning (Ponti et al., 2017). In the era of COVID-19 pandemic, the students worldwide experienced learning disruption (Giannini, 2020).

With the report by Global Education Monitoring Report (2020), there has been the accentuation of equity disparity in the school systems that access education with the online and distance teaching. Transitioning to distance teaching with online-teaching platforms do not access to Internet for home-learning (Giannini, 2020; UNESCO, 2020a, b). Digital transforming is about the technological change in the modernization era, digitalizing teaching process with the use of technology. Facilitating the teaching process with technology gets the teachers be in the troubles to develop the teaching methods, quality, and insurance of effective teaching. Transformation of digital teaching makes teachers and learners have the troubles with digital

competence, skills, and literacy. This means that ability, skills, and literacy of digitalization in teaching is the key aspect for teachers to process teaching.

3.2 Teaching Challenges with Digital Competence, Skill, and Literacy

Teaching is challenged with digital competence and skills (Al-Lily et al., 2020; Christensen & Alexander, 2020; McCarthy et al., 2023), as such distance teaching and e-teaching. This was a mean of changing how to teach with the digitalization (Di-Pietro et al., 2020; Negreiro & Madiega, 2019; Trust et al., 2020), referred to the remote teaching. Digital competence is identified as a digital factor (Pedr’o et al., 2019; Sinclair et al., 2018), which made teachers be in trouble with the teaching, impacted distance teaching (Neri, 2019), digitalization of citizenship (Pedersen et al., 2018), and digital thinking in education, digital classroom, and distance education (Li & Lalani, 2020; Perisic, 2018), as such distance teaching. In the context of Cambodia, many teachers have faced the challenges with the digital competence in teaching process (Parlak, 2017), use of technologies and ICT in processing the remote teaching (Dirk et al., 2021). Digital transformation profoundly affected on the teaching competence (Balyer & Öz, 2018) – reforming the teacher-training and teaching quality. Ultimately, Digital competence (Parlak, 2017) is a part of digital teaching that helps teachers better the teaching methods.

Digital skill is central as the skill which the teachers transformed for teaching (Paulo, 2020; Silva, 2017; Yureva et al., 2020). Digital skill refers to the ICT soft-skill (Alenezi, 2021) that serves the process of digital teaching. Digital transformation is a digital technology evolving to contribute to development of digital human resources. However, digital literacy in teaching is concerned with understanding of using digital technology in teaching, as such internet-platform teaching and social-media teaching (Bates, 2015; Kim, 2023; Hang-chuon, 2024). This meant that digital literacy is a vital skill for 21st century education, contributed the lifelong learning (Sisman (2016).

Digital transformation has had a profound effect on the digital teaching (Balyer & Öz, 2018), such as facilitating the administration, finance, human resources, and remote teaching. In this sense, digitalization is a contribution to improvement of teaching, reform of digital teaching, and development of digital teaching quality. Digital transformation plays an important role in the development of digital teaching and learning, reform of teaching quality, improvement of education quality, and betterment of the teaching methods and strategies. Digital teaching transformation contributes to help teachers or educators gain a deeper understanding of digital technology and develop new approaches that are in line with the digital era of the 21st century.

3.3 Challenges Experienced from Digitalization in Qualifying Teaching

Digitalization is a process of transforming the technologies, challenging the digital teaching in 21st century education. Digitalization offers challenges in using the digital technology for digital teaching (MoEYS, 2021). Digitalization gives contributions to the development of distance teaching and e-teaching. Digitalization of education (Hang Chuon, 2021) is important for the use of digital technology and ICT use for advancement of the remote teaching and learning. Teaching digitalization is a vital mission for educational institutions (Dirk et al., 2021) – qualifying the teaching in Cambodian education.

Technological system, including Google Meet, Zoom, Microsoft Team, and beyond, is the digital platform that serves the digital teaching environments. Digitalization of teaching helps teachers develop the methods, strategies, and approaches of digital teaching. Digital teaching is a factor in necessarily developing the curricula at all levels and quality assurance of the digital education in Cambodia, especially the quality of digital teaching. This a mean of digitalizing technologies to process teaching, which is a digital teaching policy – adopting to increase digital teaching knowledge and capabilities, improving the teaching and learning quality, and reforming the approaches of teaching digitation. Digital is a technology that has been transformed for digital education to qualify teacher-training and reform educational quality. Thus, digitalization is very important for transformation of teaching quality, particularly the quality of digital teaching and training.

Digitalization offers teacher challenges experienced from transformation of teaching with digital technology (Paulo, 2020). This means that digitalization challenges the process of assessment and information and/or sharing the information in the teaching and learning environments. Digitalization of the technology create the challenges in processing digital teaching (NV, 2017). Digitalization of teaching is about the transformation of digital technology in qualifying the digital teaching. Digitalization in teaching contributes to the process of digital teaching, as such distance teaching and e-teaching. Thus, the challenges can be experienced from fast digitalization in qualifying the distance teaching or e-teaching.

4. Conclusion

Digitalization was challenged in processing the digital education, as such distance teaching and learning. The challenges can be experienced from fast digitalization in transforming the teaching process. This was a means of challenging the digital capability, literacy, and skills for distance teaching. However, teachers were troubled in digitalizing the teaching. Digital teaching, as such remote teaching and e-teaching, suggested the teachers to have the

digital competency, skill, and literacy. Digitalization of teaching contributed to quality of digital education. In brief, digitalization in teaching challenges the teachers and learners with distance teaching and learning. In addition, digital teaching, as such distance teaching and e-teaching, factually stated the teacher's challenges with digital knowledge, ability, skill, and literacy in qualifying the digital education.

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