



**Southeast Asian Ministers of Education Organization Regional Centre for Technical Education Development (SEAMEO TED)**

**Evaluation Report**

**International Webinar on**

**Trends in the Digital Economy in the ASEAN Region: Issues and Challenges**

*On May 24, 2024, at 09:00–11:00 a.m. (Cambodian Local Time)*

**I. Introduction**

On May 24, 2024 (09:00–11:00 a.m. Cambodian Local Time), SEAMEO TED organized an international webinar on **Trends in Digital Economy in the ASEAN Region: Issues and Challenges**, with 106 participants from Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste, and Vietnam virtually.

Three eminent scholars were invited to be the speakers and release their expertise in related fields. 1) Dr. Sheikh Lukman Hamid, Director of Lifelong Learning Centre, Brunei Darussalam, shared on “Digital Learning and Application: Best Practices from Brunei Darussalam” (p. 2). Mr. Brad Ker, Director Digital Programs and Labtech International Limited, shared on “Digital Platform and Application: Perspectives of Labtech Co. Ltd.” and 3). Dr. Sumardyono, Director of the SEAMEO Regional Centre for QITEP in Mathematics (SEAQiM), shared on “Green Technology on the STEM Approach: Best Practices from SEAMEO SEAQiM.”

A number of questions were asked by participants to have speakers’ clarification and further explanation in a Q&A session moderated by Mr. Suos Sovannarin, Vice Head of Public Relations and Partnership Division of SEAMEO TED.

**II. Webinar Evaluation Objectives**

The Webinar evaluation was conducted in order to access the following:

- Gaining feedback from participants to improve future webinars
- Uncovering recommendations and comments for facilitator and speaker improvement
- Measuring achievement levels of webinar objectives

### **III. Evaluation Strategy and Method**

The two hours of webinar accommodated 106 participants, among whom 67 filled out the evaluation form at the end. The evaluation form was sent to the chat room of the Zoom Platform by 10:30 a.m. before ending the webinar. The evaluation sheet was apparently designed as consisting of the following sections:

- (1) Demographic information (4 items): gender; job title; educational degree; and countries.
- (2) Webinar preparation (6 items): The platform was well prepared; registration procedures were acceptable; the Q&A session was well- controlled; The time allotted for the webinar was sufficient. The hospitality and facilitation were fine and acceptable. A Q&A session was provided in adequate time, and I would recommend this webinar to others.
- (3) Presenters' capacities (5 items): well-prepared for presentation; participation and interaction were encouraged; presenters were knowledgeable about the webinar topics; presentation methods used were appropriate for the audience; and the quality of instruction, demonstration, and experimentation was good.
- (4) Topics and contents (4 items): The topics covered were relevant and useful for my work; the contents were organized and easy to follow; the contents met my expectations; and the topic objectives were clearly defined and achieved.

To respond to the three defined objectives, four evaluation levels of Kirkpatrick were employed (Kirkpatrick & Kirkpatrick, 2010). Specifically, level 1 (reaction) was used right after the webinar, but it did not consume much time to fill out to avoid participant distraction and data bias. Level 1 (reaction) measures participants' satisfaction with the event, participants' planned actions, webinar content delivery, and design adjustments leading to program improvement as a whole (Phillips & Drewstone, 2000).

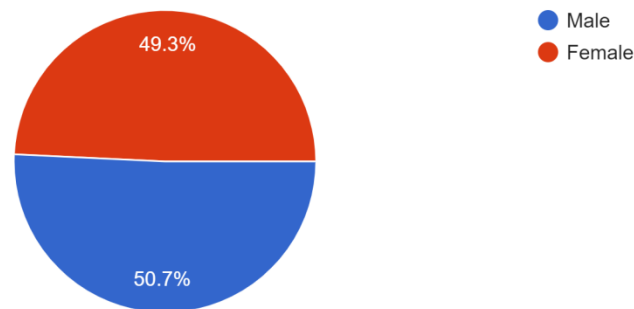
## IV. Results

The evaluation results can be interpreted to meet pre-defined evaluation objectives, separating each section as follows:

### 1. Demographic Information

It covers the participants' genders, job titles, and educational degrees among 67 participants that have completed the evaluation form right after the webinar, as highlighted in **Figure 1**, **Figure 2**, and **Figure 3**.

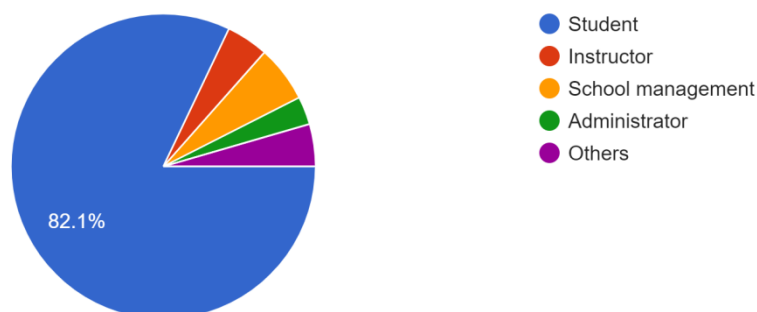
Gender  
67 responses



**Figure 1. Participants' Gender**

As shown in Figure 1, among the 67 participants, 50.7% were male and 49.3% were female. It indicated that most of the participants were male and endeavored to learn new things from the international

Job Title  
67 responses

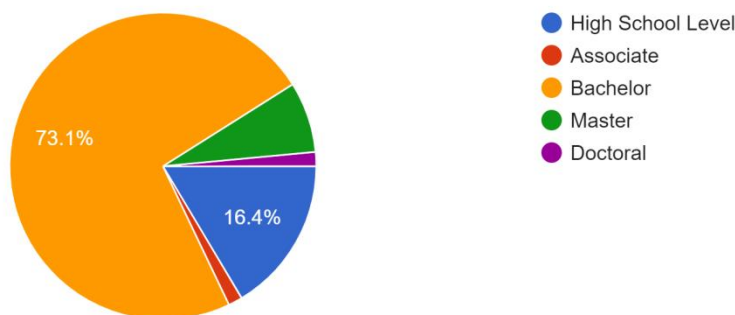


webinar. Learning and sharing are part of my professional development program as a member of the professional learning community.

**Figure 2. Participants' Job Title**

Figure 2 indicated that 82.1% of students attended the webinar. This meant that students were passionate about knowing the experience of challenges for their consideration and solving, followed by the instructor at 4.5%, school management at 6%, administrators at 3%, and others at 4.5%. In addition, the webinar was designed to draw attention from students, instructors, and others to learn and share their knowledge and experiences of apprenticeship for future teachers and students, so that a pre-defined objective was achieved.

Educational Degree  
67 responses



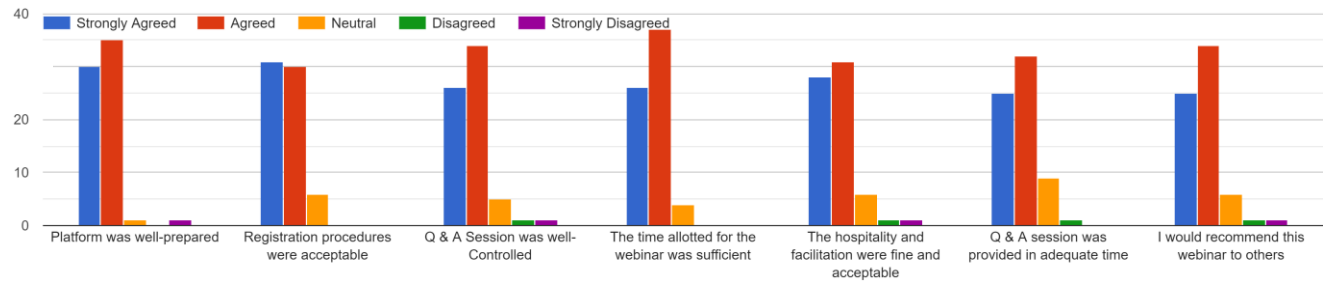
**Figure 3. Participants' Educational Degree**

The target audiences were students, instructors, and others, so Figure 3 showed that 1.5% earned doctoral degrees, 7.5% earned bachelor degrees, and 73.1% earned bachelor degrees.

## 2. Webinar Preparation

The factor obtains seven items consisting of (1) platform preparation; (2) registration procedure; (3) Q&A session controls; (4) time allotted for the webinar; (5) hospitality and facilitation; (6) time for Q&A session for participant rating; and I would recommend this webinar to others, as shown in **Figure 4**.

I. Webinar Preparation



**Figure 4: Webinar Preparation**

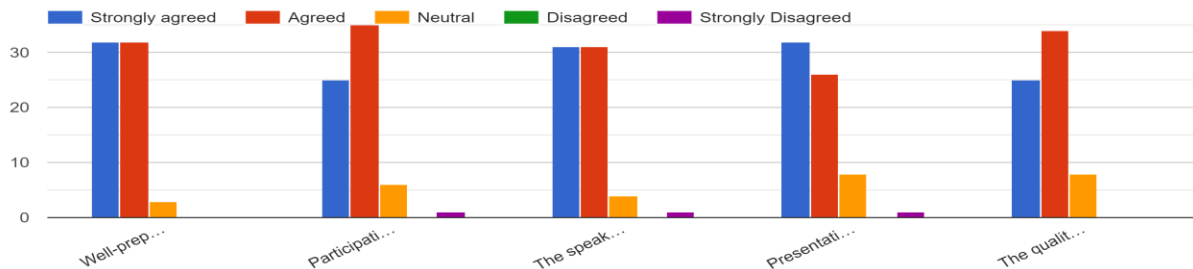
As shown in **Figure 4**, the seven items consisting of (1) platform preparation; (2) registration procedure; (3) Q&A session controls; (4) time allotted for the webinar; (5) hospitality and facilitation; (6) time for Q&A session for participant rating; and I would recommend this webinar to others were rated higher than 70% (strongly agreed) and more than 80% (agreed) among 67 participants. This meant that the webinar was acceptable and could be resumed in the future.

### 3. Speakers' Capacity

There are five items for this factor, consisting of: (1) being well-prepared for the presentation; (2) participation and interaction being encouraged; (3) the presenters being knowledgeable about the webinar topics; (4) presentation methods used to be appropriate for the audience; and (5) the quality of instruction, demonstration, and experimentation being good.

|                                                   |                                                              |                                                                           |                                                                                |                                                                                                |
|---------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <i>Well-prepared<br/>for the<br/>presentation</i> | <i>Participation and<br/>interaction were<br/>encouraged</i> | <i>The presenters were<br/>knowledgeable about<br/>the webinar topics</i> | <i>Presentation methods<br/>used were<br/>appropriate for the<br/>audience</i> | <i>The quality of<br/>instruction,<br/>demonstration, and<br/>experimentation was<br/>good</i> |
|---------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

Speakers' presentation

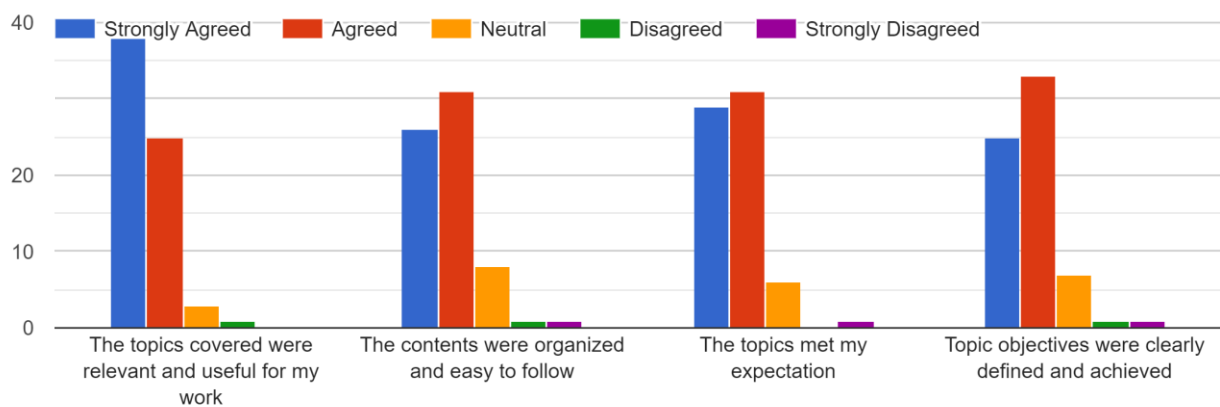


The five items were rated higher than 80% (strongly agreed) and more than 80% (agreed) among 67 participants: (1) being well-prepared for the presentation; (2) participation and interaction being encouraged; (3) the presenters being knowledgeable about the webinar theme; (4) presentation methods used to be appropriate for the audience; and (5) the quality of instruction, demonstration, and experimentation being good, as shown in Figure 5. It meant that the speakers were qualified and competent for the webinar theme and could be invited to more events.

#### 4. Topics & Contents

The factor covered four items, consisting of: (1) the topics covered were relevant and useful for my work; (2) the contents were organized and easy to follow; (3) the topics met my expectations; and (4) the topic objectives were clearly defined and achieved.

#### III. Topics & Contents



**Figure 6. Topics and Contents Rating**

Among the four items, (1) the topics covered were relevant and useful for my work; (2) the contents were organized and easy to follow; (3) the topics met my expectations; and (4) the topic objectives were clearly defined and achieved and were rated higher than 70% (strongly agreed) and more than 70% (agreed) among 67 participants. This meant that the webinar topics and contents captured participants' interests and expectations, as shown in **Figure 6**.

#### V. Conclusion

Three ultimate objectives of the webinar evaluation were achieved. The webinar gained positive perceptions from participants in terms of future events. Participants highly appreciated the capacity of speakers and the smooth facilitation of a moderator. Among all items, most of them were rated at more than 70% (strongly agreed) and more than 70% among 67 participants with acceptable perspectives.

## Reference

- Kirkpatrick, J. D, & Kirkpatrick, W. K. (2010). *Training on trial: How workplace learning must reinvent itself to remain relevant*. New York: AMACOM
- Phillips, J. J., & Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators*. McGraw Hill Professional.