MINISTRY OF EDUCATION
BRUNEI DARUSSALAM

BLENDED LEARNING

Guideline

Overview of Blended Learning
Rationale, Principles and Stakeholders
Models relevant and identified
Solutions and Resources

EDUCATION TECHNOLOGY CENTRE
MINISTRY OF EDUCATION
BRUNEI DARUSSALAM

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1.Titah

" ... Para guru bukan sahaja untuk mengajar atau membimbing anak-anak bagi menghadapi peperiksaan, tetapi juga menunjuk cara bagaimana persediaan dibuat untuk menempuh era globalisasi dan teknologi yang serba pesat. Dalam makna, para guru juga diperlukan untuk memberikan pengajaran kompetensi abad ke-21, dari peringkat rendah sampai peringkat tinggi. Melalui pengajaran demikian, barulah mungkin akan berkembang pemikiran-pemikiran kreatif dan kepekaan budaya (*cultural sensitivity*) dikalangan pelajar... "

HIS MAJESTY SULTAN HAJI HASSANAL BOLKIAH MU'IZZADDIN WADDAULAH IBNI AL-MARHUM SULTAN HAJI OMAR 'ALI SAIFUDDIEN SA'ADUL KHAIRI WADDIEN

Sultan and Yang Di-Pertuan of Negara Brunei Darussalam Titah, in conjunction with the 28th Teachers Day Celebration in 2018

2.Foreword

Yang Mulia
Dr. Shamsiah Zuraini Kanchanawati binti Haji Tajuddin
Permanent Secretary (Core Education)
Ministry of Education

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Alhamdullilahirabbil Alamin Wassalatu Wassalaa Mualla Asyrafil Anbiyai Walmursalen, Sayyidina Muhammadin Walla Alihi Wasabihi Ajmaen.

Praise be to Al-Mighty Allah Subhanahu Wa Ta'ala, blessings and Prophet Muhammad Sallahu Alaihi Wassalam peace be upon him.

The 'new normal' in education refers to the online-learning environment and the use of digital technology in teaching and learning, experiencing the COVID-19 pandemic in 2020 have proven that online digital technology or digital tools can bridge between teachers and students to continue their school's activities even when physical schools were closed.

The Ministry of Education has identified blended learning as an effective approach to this 'new normal' that ensures students to gain more clarity during their face-to-face instruction and enables online learning, allowing rich, engaging and interactive learning that can strengthen students' understanding in a meaningful way, while at the same time fostering their 21st century skills. Not only can Blended Learning sustain the quality of education in Brunei, but also to provide a level of readiness to both teachers and students towards any kind of future catastrophic events such as the pandemic or when the schools need to be closed due to other unforeseen circumstances.

The publication of the Blended Learning Guidelines marks an important milestone in the Ministry of Education's commitment to continuously support Brunei's Wawasan 2035 and the Ministry of Education's vision and mission, particularly in aligning with the post-pandemic education scene, shrinking the learning loss gap, and remaining relevant in 21st century teaching and learning. With this, it also highlights our commitment and importance to develop teachers' teaching capacity and pedagogy to empower our students and their learning outcomes.

I hope that with this guidebook, it will benefit teachers to understand what blended learning is and be able to effectively carry out blended learning approaches in their classroom. This guidebook can also benefit schools by serving as a resource for their own professional development and providing sustainability should any teachers require refresher course.

Lastly, I would like to express my heartiest appreciation and utmost gratitude to everyone who have put in their time and energy to produce this guidebook. Insya'Allah, through continuous strong collaboration and work, we can ensure that our educators' knowledge and skills to always be current through necessary training to ensure we deliver holistic education to achieve fullest potential for all. Wabillahi Taufiq Wal-Hidayah, Wassalamu'Alaikum Warahmatullahi Wabarakatuh.

Dr. Shamsiah Zuraini Kanchanawati binti Haji Tajuddin
Permanent Secretary (Core Education)
Ministry of Education

2. Introduction

As our students return to the physical school environment, teachers will be operating in a very different context. We will have to develop a new learning approach, which combines face-to-face and online learning to meet the needs of their students. This approach is known as blended learning.

This guide provides teachers and school leaders with a framework to adopt blended learning strategies, reflecting on decisions taken to provide authentic learning experience in their own contexts, so that teachers can design lessons with online and face-to-face components that offer flexibility to address different student preferences and needs.

3. Aims

This guideline aims to:

i.   Support the teachers on what works in blended learning

ii.   Support school leaders and teachers to identify the opportunities and challenges of blended learning through strategic questions for consideration

iii.   Provide clear definitions or terminologies associated with blended learning so that the education community speaks the same language

iv.   Provide support for pedagogy and learning to promote a clear vision and strategy within blended learning provision and practice

The Ministry will provide support to schools in blended learning by:

i.   Signpost schools to available resources

ii.   Developing and providing professional learning for schools around blended learning

iii.   Providing a more detailed support or guidance to schools as required in planning for implementing blended learning

4. Definitions and Terminologies

For teachers to plan for and implement blended learning and communicate effectively with both students and parents, there needs to be a common language that is known and understood by all.

Blended Learning

One of the pedagogical and instructional approaches in classroom's teaching and learning, with a combination of face-to-face instruction (physical or virtual) with the flexibility of asynchronous and synchronous online learning supported using technology and digital media.

Asynchronous learning

(Self-paced) allows students to learn on their own schedule, within a certain timeframe. Students can access and complete lectures, readings, assessments, homework, and other learning materials at any time.

Synchronous learning

(Live) refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, for learning to take place. For example, in classrooms or video conferencing.

Digital learning

Any instructional practice that successfully utilises innovation to enhance a student's learning experience by providing a personalised learning experiences for students.
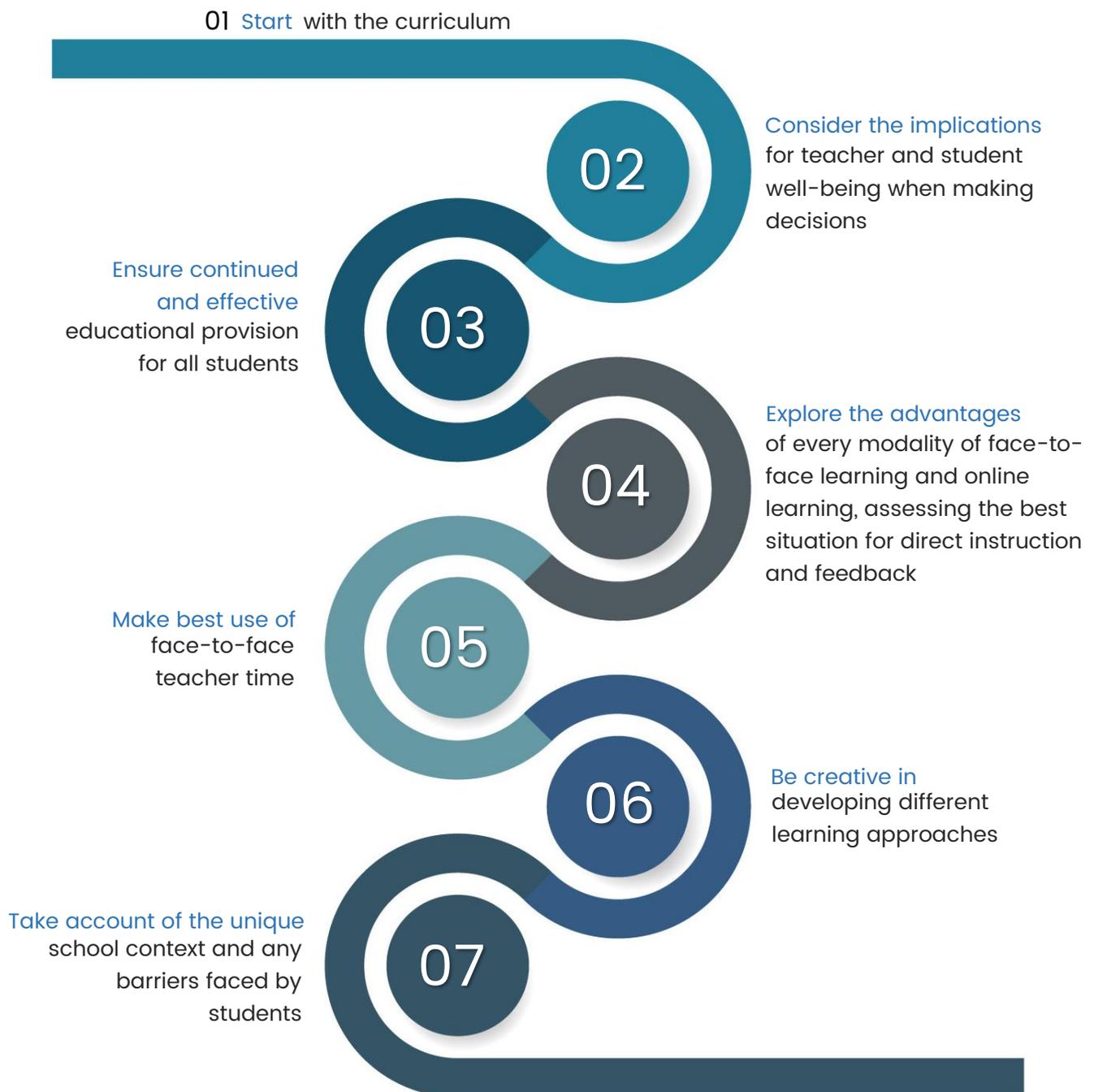
5. Rationale

During the Schools Leaders Dialogue Session leading toward the SLC2021, school leaders have identified the rationale for blended learning in schools as shown in the table below:

Rationale	Description
Promotes student's ownership of learning	Blended learning can promote student ownership of learning, while supervision is provided for support. Learning responsibilities shifts away from the teacher and students are trained to set and take charge of their own learning.
Keep students more interested and engaged	Blended learning when technology is integrated can keep students more engaged into the learning process. Knowledge building can increase as information and concepts are introduced in different contexts than standard face-to-face approaches.
Improved students' collaboration and communication skills	Blended learning enables students to work together, engage in discussions and provide useful feedback to one another. Online discussions and peer feedback can improve students' knowledge and skills, which can lead to a better learning outcome.
Provide instant feedback/ information to students	Blended learning creates supportive environment and platform for giving oral and written feedback/feedforward confidently and effectively.
Prepares students for a tech-centred world future demand and skills	Blended learning integrated with technology can help build desirable skills for the future job requirements demanded by employers. Being able to evaluate online resources to identify and check reputable sources (digital citizenship), collaborating and learn outside the office.

6. Principles

All blended learning shares several common principles:

01 Start with the curriculum

02 Consider the implications for teacher and student well-being when making decisions

03 Ensure continued and effective educational provision for all students

04 Explore the advantages of every modality of face-to-face learning and online learning, assessing the best situation for direct instruction and feedback

05 Make best use of face-to-face teacher time

06 Be creative in developing different learning approaches

07 Take account of the unique school context and any barriers faced by students

7. Stakeholders and Roles

System Leadership

o **Brunei Darussalam Leadership and Teacher Academy (BDLTA)** to provide training on digital learning for teachers and school leaders in order to effectively deliver blended learning.

o **Department of Information and Communications Technology (ICT)** to equip schools with suitable IT infrastructure, provide sufficient internet bandwidth and resolve any technical issues to enable blended learning.

o **Education Technology Centre (EdTech)** to support teachers on suitable online learning platform and educational apps to support blended learning.

o **Curriculum Development Department (CDD)** to make available digital learning resource on an online platform.

o **Department of Schools (DS)** to carry out cyber-safety program on digital citizenship and online/internet safety.

o **DS** to monitor the implementation of Bring Your Own Device (BYOD) policy and loaning of devices to support blended learning.

o **DS** to facilitate networks of school leaders and teachers to engage in sharing their learning about and experiences of blended learning.

School Leadership

o Develop school level vision and engagement among the school community for blended learning.
o Establish a team to sustain the digital learning training delivered by BDLTA as a school-based professional development.
o Encourage and monitor teachers' involvement in the digital learning training delivered by BDLTA for teachers to effectively deliver blended learning.
o Make available digital infrastructure for blended learning.
o Ensure availability of teaching and learning resource to support blended learning.
o Monitor and evaluate the implementation of blended learning.

Teachers

o Participate in and complete the digital learning training delivered by BDLTA for effective blended learning delivery.
o Give ample time to plan for the blended learning (refer to step-by-step guide).

Students

o Begin to take greater ownership on their learning process.
o Be respectful to their community as digital citizens.

Parents

o Encourage and support the learning process and environment.

8. Step-by-step guide

Once you are ready to begin planning out a lesson with a blended learning approach, make sure you have plenty of time for the planning process, creating content and, if possible, piloting the lesson. It requires a lot more thought than simply taking some part of your lesson and converting them into online activities. The step-by-step guide below can be considered as you begin planning your lesson:

STEP 1   **Set your goals**

Every lesson has a description, goals and learning objectives. These comprise the overall picture of the lesson that will drive the entire development process. This will set key expectations for students, from why the lesson exists to what the students should be able to know and do by the end of it.

STEP 2   **Plan assessments**

Determine the assessments you will use to allow students to demonstrate mastery of the learning objectives. These should consist of both summative as well as formative assessments. At this stage, you do not need to create the assessments yet. You can simply plan out what they will be and what the students will be asked to do.

STEP 3   **Map it out**

Now that you have determined the learning objectives and how students will be assessed, you can begin laying out how students will get from the beginning of the lesson to ultimately achieving its end goals.

Create a chart to outline your lesson content, according to the order they should go, and what activities and resources you plan to provide along the way. By mapping out your lesson visually, it will be easier for you to identify any underdeveloped activities.

STEP 4 · **Determine which lesson objective are best delivered as in-person activities**

Now that you have determined what your lesson looks like, it is time to factor in the blended learning element. Your face-to-face class time should be reserved for activities that require activities such as:

- Synchronous group brainstorming sessions
- Establishing a collaborative learning environment
- Demonstrations and presentations
- Providing immediate feedback to students

Tip: Synchronous, face-to-face time can happen in-person, or virtually. If some students are in the classroom while others are learning from home, you can use video conferencing tools to connect with one another.

STEP 5 · **Determine the online portion of your lesson**

While in-person time is reserved for synchronous and group discussions, most personal assignments will be done virtually. Other activities that can make up the online portion of your blended learning can include:

- Self-paced learning and activity completion
- Self-assessment quizzes with feedback
- Automatic grading of multiple choice and fill-in-the blank tests
- Asynchronous group discussions
- Video or audio content consumption
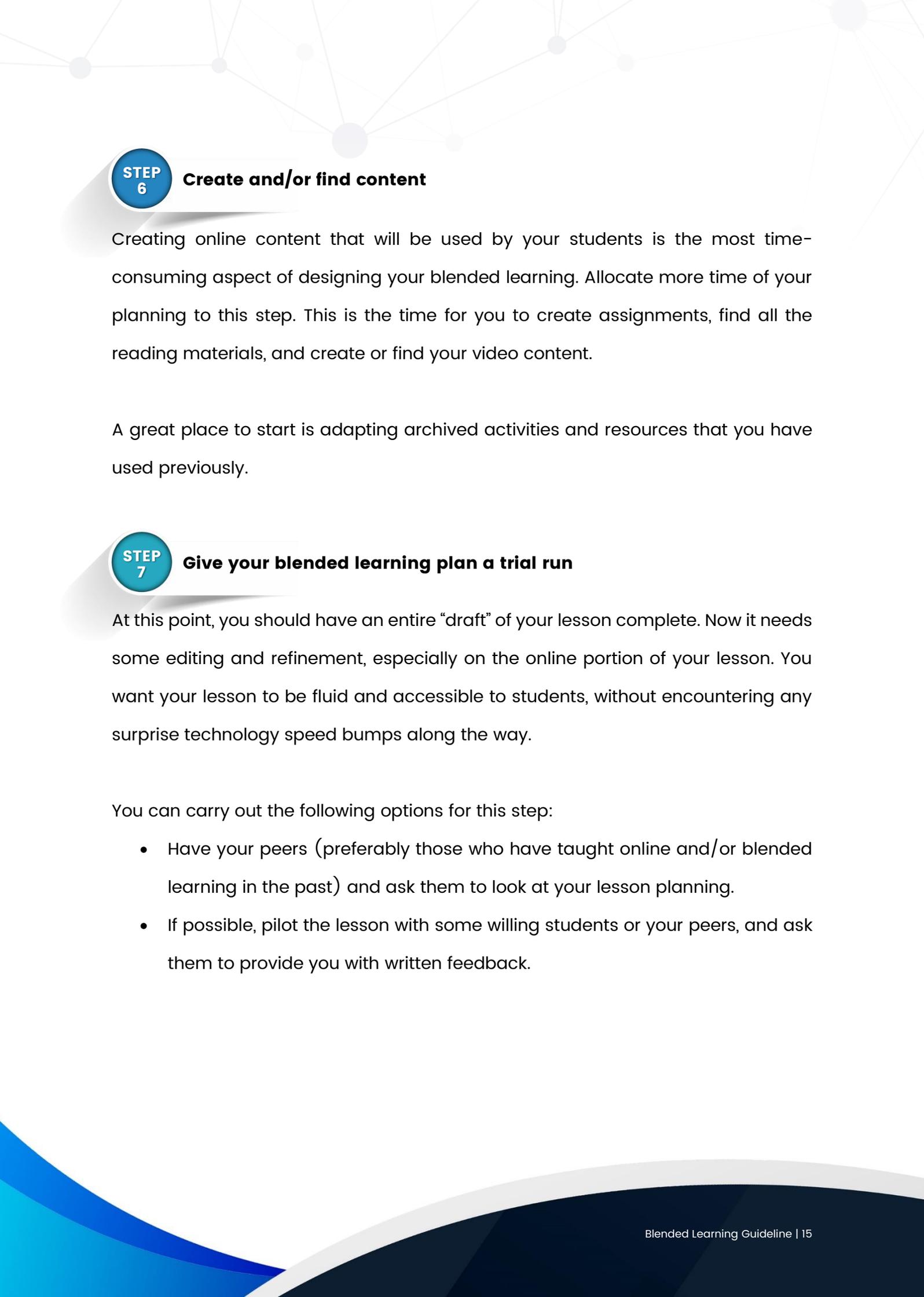
STEP 6 **Create and/or find content**

Creating online content that will be used by your students is the most time-consuming aspect of designing your blended learning. Allocate more time of your planning to this step. This is the time for you to create assignments, find all the reading materials, and create or find your video content.

A great place to start is adapting archived activities and resources that you have used previously.

STEP 7 **Give your blended learning plan a trial run**

At this point, you should have an entire "draft" of your lesson complete. Now it needs some editing and refinement, especially on the online portion of your lesson. You want your lesson to be fluid and accessible to students, without encountering any surprise technology speed bumps along the way.

You can carry out the following options for this step:

- Have your peers (preferably those who have taught online and/or blended learning in the past) and ask them to look at your lesson planning.
- If possible, pilot the lesson with some willing students or your peers, and ask them to provide you with written feedback.

If this is your first time developing blended learning, it is important that you go through a quality review process and follow the steps below.

Actions Timeline

1. Set goals
2. Plan assessments
3. Map it out
4. Plan Activities
5. Determine Online portion
6. Create/find content
7. Trial run

9. Models

Several models exist for blended learning. There is **no research evidence suggesting that one model is better than another, rather schools should consider the relative benefits and challenges of each model in their own context.** It might also be sensible for schools to consider a combination of approaches if that is what best meets the needs of their students. Below you will find models that have been identified by school leaders as relevant and can be implemented in schools.

Rotation Model

Students in a class rotate between different learning activities, at least one of which is online learning. There are two ways in which this model can be implemented in schools:

(i) Station Rotation

The Station Rotation model allows students to **rotate through stations** on a fixed schedule established by the teacher, where at least **one of the stations involves student-led online learning**. This model is most common in primary and secondary schools because teachers have been using learning activity stations in their classroom.
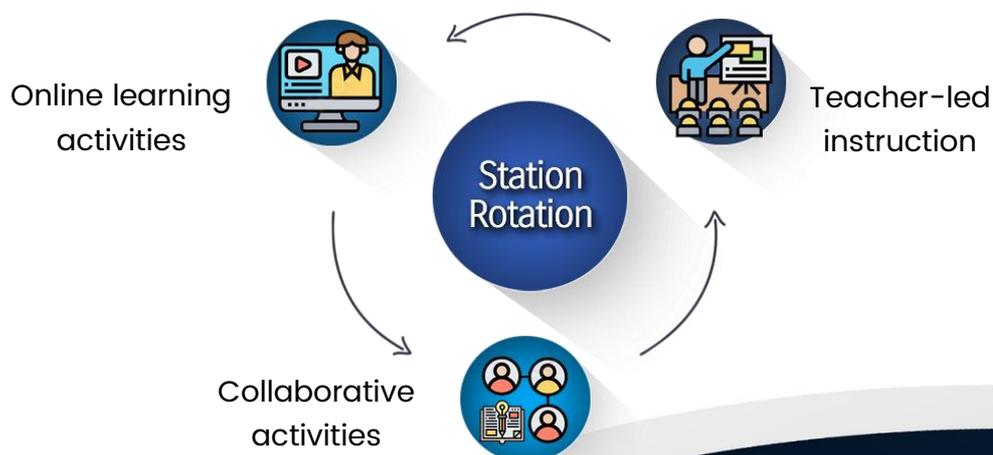
Here are a few examples of the online learning station activities that have been observed and practiced by teachers in Brunei:

- Quiz such as Kahoots, Socrative, MS Forms, Google Forms, QuizLets, Slido

- Online worksheet such as LiveWorksheets, Google sheets

- Online ReadingTheory

- MS Teams or Google classroom or Edmodo as a platform for assessment, feedback from teachers, Notebook, online discussion, file storage

- Video analysis from the Youtube, BBC, TripAdvisor

- Simulation such as MIneCraft, PhET simulations

- Accessing dictionary, thesaurus, language translator, pronunciation apps or web page using MS Translator, MS Words' grammar/thesaurus tools, Schmoop, LitCharts, Cannon Webster

- Constructing graph using Maths app, Desmos

- Research on an online article/image to construct a report, Pinterest

- Real-time collaborative documentations using MS 365, Google Documents, MS Visio, MS Planner

- Presentation software such as using MS PowerPoint, MS Sway, Prezi, Keynote

- Graphic designs such as Keyshot, Sketch Up, Photoshop, PicsArt, InDesign, Premier Pro

- Create a video or video editing such as using Flipgrid, TikTok, iMovie, Viva, Adobe Premiere Pro, Final Cut Pro, Filmora, VLLO

- Create animations or coding such as using Scratch

- Making brochure/card/poster using Canva

- Brainstorming app/platform using Padlet Wall, Lucid app

- Create a comic/short story using

- Create a blog/website using MS Sharepoint,

- Create survey using MS Forms, Google Forms

- Daily Lesson Reflections using MS OneNote

(ii) Lab Rotation

Similar to the Station Rotation, students rotate through stations on a fixed schedule. The difference is the online learning occurs in a dedicated computer lab. This model allows for a flexible scheduling arrangement on the use of existing computer labs with other teachers. The face-to-face instruction and other learning modalities in the classroom are integrated with teacher-facilitated online learning in the lab setting.
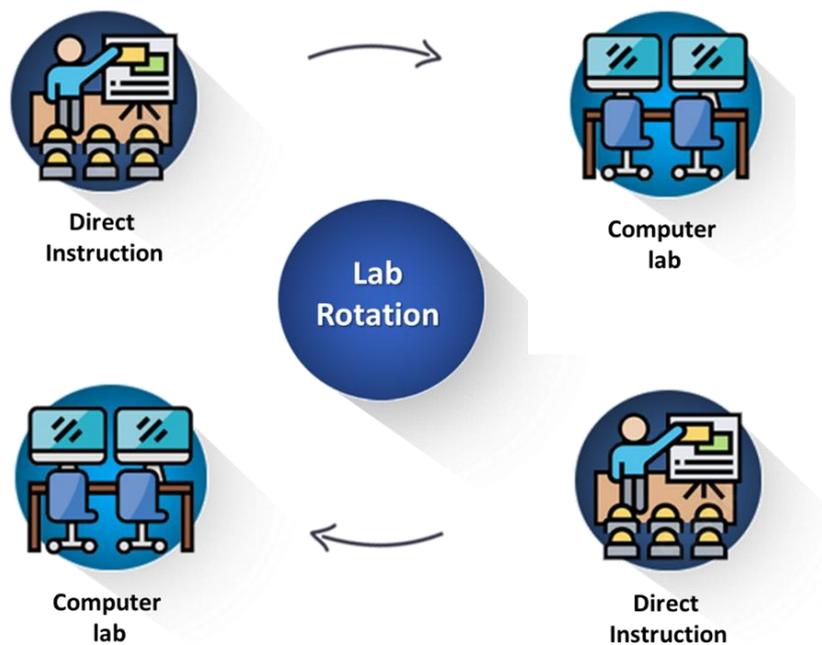
Flipped Classroom Model

The Flipped Classroom model flips the traditional relationship between class time and homework. Students learn at home via online work and online instruction, using various online resources such as video and audio content. Teachers use class time for teacher-guided practice or projects. This model enables teachers to use the class time for more than delivering traditional teaching.

In this model, students will be aware of what they will be studying, they come to class with a basic understanding of a topic, and they are ready to participate in classroom activities.

School: Practice and projects

Home: Online instruction and content

Here are a few examples of the flipped classroom model that illustrates different ways in integrating in-person and online learning activities:
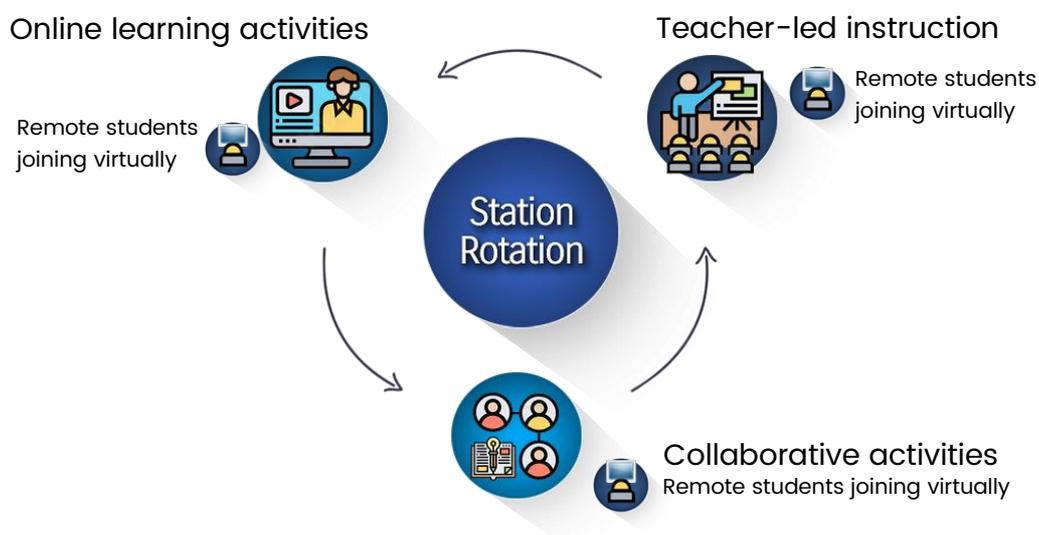
- Students are given a variety of resources e.g., video, articles, forums to explore and summarise before attending physical class.
- Students' comprehension with the given flipped materials is assessed before class or during class, this is to ensure that students have accessed the pre-class materials.

- In the class, teacher focus on brainstorming session regarding the pre-class materials or conduct groupwork activity to apply/construct the knowledge they have gained with the pre-class materials.

Blended Learning in Hybrid Teaching

The hybrid teaching includes a blended learning component. Some students attend class in person, while others participate remotely and virtually from home (or from another school). Teachers teach both remote and in-class students simultaneously, connecting with the remote students via video conferencing tools (e.g., Google's Meet and Meet Now in Microsoft Teams) and an online learning platform (e.g., Google Classroom and Class Notebook in Microsoft Teams). Here are a few examples of hybrid models that demonstrate various approaches to integrating in-person and online learning activities:

- The teacher delivers and facilitates class discussion in the face-to-face class, students complete online assignments based on the classroom activities, then these online assignments are posted to asynchronous discussion for online discussion.

Online learning activities

Remote students joining virtually

Teacher-led instruction

Remote students joining virtually

Station Rotation

Collaborative activities
Remote students joining virtually

- The teacher uploads lesson online using voiceover software e.g., PowerPoint or streaming media for students to review, then subsequently students in the face-to-face class use these preliminary online materials to engage in small group activities and discussions.

Teacher upload lesson online for the students to review

Remote students joining virtually

Face-to-face small group activities and discussion

- Students prepare small group projects online, post them to discussion forums for debate and revision, then present them in the in-person class for final discussion and assessment.

Students prepare small groups online for debate and discussion

Remote students joining virtually

Students present in-person in the class for the final discussion and assessment

STRATEGIC
questions

02 Would a combination of the models best meet the needs of the students?

01 Which of the models align best to support your vision for learning and teaching?

03 What opportunities do each of the models give for differentiation and personalisation for Students?

04 What are the operational challenges of each of the models?

05 What information will the students and parents need for the blended learning to Work effectively?

06 Which blend is the most appropriate for each group and subject area?

10. Technology Adoption and Implementation using SAMR

SAMR stands for Substitution, Augmentation, Modification, and Redefinition. The SAMR model is a planning tool that **helps design better learning activities for students** and helps teachers identify and evaluate how they are in cooperating technology in lesson. The framework provides pedagogical insight into how technology is being implemented in the classroom.

The following are examples of how digital tools can leverage students' ownership in their learning:

	SAMR Level	Students Technology Adoption Activities
ENHANCEMENT	**S** **Substitution** (No functional change)	• Answer online quiz/worksheet/educational games • Access teacher's notes/slides from any cloud storage • Send email, share link to document for access only • Typing notes onto any software/app • Copy and paste information/image from any browser to other software • Record voice • Using online map instead of physical globe or Atlas
	A **Augmentation** (Functional Improvement)	• Present their unique findings using any presentation software • Using dictionary/thesaurus/translator apps to improve writing or understanding • Using online map to measure distance between two places • Record voice to check pronunciation
TRANSFORMATION	**M** **Modification** (Task redesign)	• Combine audio/video/text and relevant multimedia to present their findings
	R **Redefinition** (Create new task)	• Collaborative mind maps and share to others • Collaborative documentation to solve a problem • Create a school 360 map to be used by others • Brainstorm online & create a web page • Create a relevant movie to show further example

11. Addressing Low-Bandwidth in Delivering Blended Learning

The purpose of this section is to provide options for school to ensure all students receive quality education through the blended learning models with awareness on the inequitable access to technology access (internet speeds, quality of internet and connected devices). Until equity is achieved in technology access, low-cost and low-bandwidth strategies must be implemented into teacher's instruction.

Before planning out lessons with a blended learning approach, these basic steps are proposed to ensure the students can access quality education:

Step 1: Gather real data from students

It is essential to know which aspects of technological access inequity are necessary to be addressed. Teachers must be aware of the level of technology access their students have, as task or materials must be accessible to all students.

Questions to Ask Students	Purpose of Asking Question
What is the best number to reach you or your family?	When planning for blended learning, communication with students and their family member are essential, especially through channels that do not require internet access.
Do you have access to a computer (laptop, desktop) or tablet at home? If yes, how many?	Knowing the number of potential devices in the home will clarify the student's ability to have access to a device as needed or if they must share.

Questions to Ask Students	Purpose of Asking Question
Do you have access to a smart phone? Are data limits an issue?	Educational online platforms have applications available download that allow students to see, complete and remind students of assignments. Some type of assignments can be completed on a phone.
Do you have Wi-Fi at home?	It is necessary to understand the percentage of students with access to the internet via mobile data plans versus those with Wi-Fi.
How many people are in your home that also need to use the computer or tablet (siblings, parents, etc.)?	If there are multiple people in the student's home that also require the use of a device, the student cannot be expected to have unlimited access to the computer as needed. Increase number of individuals accessing the internet may also interfere with the speed of the connection.
Are you and another person able to watch videos or stream content (e.g., YouTube, etc.) at the same time?	Streaming content and watching videos are high-bandwidth activities. If a student and another person are able to do these activities simultaneously, then the student has access to a reliable internet connection and allow them to participate in video conferencing etc.

| Questions to Ask Students	Purpose of Asking Question
How would you rate your ability (on a scale from 1 to 5 ,5 meaning that you are confident in your ability) to do the following: • Upload/download a file? • Attach a file to your email? • Change the formatting in Google Docs, Word Online or Microsoft Word? • Make a presentation using Google Slides, PowerPoint Online or Microsoft PowerPoint? • How comfortable are you in using a computer for school projects?	Educational online platforms have applications available that allow students to see, complete and remind students of assignments. Some type of assignments can be completed on a phone.

Step 2: Create low-bandwidth teaching plan

If the students have access to technology required to successfully engage in remote or distance learning, such as small group work in Zoom or Microsoft Teams breakout rooms which required high bandwidth, then these should be used. Otherwise, creating a low-bandwidth plan for students needs to be developed depending on the variability of technology access.

The bandwidth-immediacy matrix can help teachers to visualize methods of instruction when planning online instruction outside of the high-bandwidth activities (low-bandwidth).

Bandwidth refers to the amount of information that is available to be transferred at one time. High Bandwidth technologies work well for students who have **fast and reliable internet access at home**, and **unlimited data plans on their mobile phones**. For other students, this can limit their ability to fully participate in lesson activities.

Immediacy refers to how quickly teachers expect their students to respond when interacting with them and amongst the students. In traditional face-to-face learning, immediacy is a good thing. However, the biggest advantage of online learning is it provides teachers and students with more flexibility. Online learning can make **online learning more of a burden if teachers and students are required to be online at exactly the same time**.
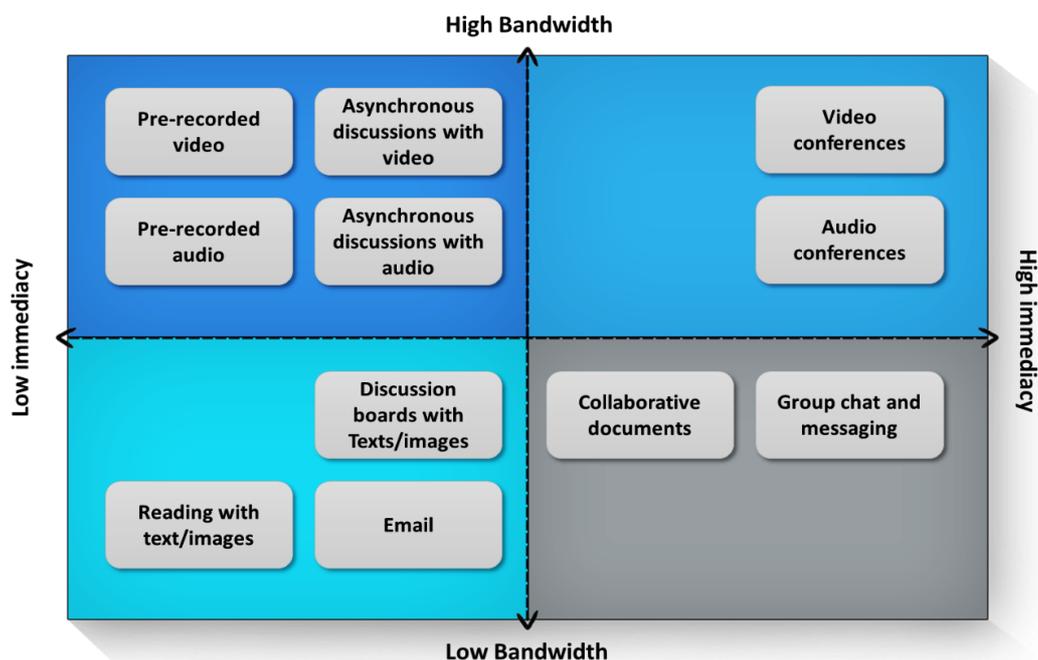
Low Bandwidth – Low Immediacy Quadrant:

Readings with text/images, discussion boards and email are often underappreciated. Tools for file sharing, email and discussion boards might not seem exciting, but teachers can create fantastic instructional experiences with them. Tools in Google Classroom and MS Teams can be used as discussion board to allow members to discuss without the need for real-time video conference.

Low Bandwidth – High Immediacy Quadrant:

There are low-bandwidth tools that can add immediacy to students' interactions. Tools such as *Office365* and *Google Drive* come with collaborative document editors features. These tools allow students to edit and comment on the same document, spreadsheets, or presentation slides. Depending on how the teacher's structure the assignment, students could go online at the exact same time, and write and edit each other's work simultaneously. Group chat/messaging tools using mobile-friendly apps such as Slack and GroupMe allow students to post text-based messages and images without requiring anyone in the group (including the teacher) to share their phone numbers. These tools allow students to communicate quickly and easily without scheduling an entire day around a formal video conference.

High Bandwidth – Low Immediacy Quadrant:

Screencasting (pre-recorded video and audio) allows teachers to record what is on their computer screen and add audio narration as they record. It adds human element to online learning because the teacher's voice creates a sense of presence that plain text can't. To keep students engaged it is recommended for teachers to divide long screencasts into five to ten-minute segments. Free screencasting tool such as Bandicam and Screencast-O-Matic allow teachers to create and share videos with students so that they can learn on their own, and use the in-class time more efficiently.

Asynchronous discussion with video and audio allows students to respond with audio and video instead of just text. Tools such as Flipgrid and VoiceThread provides user-friendly feature to video and audio-based commenting that go beyond plain text.

High Bandwidth – High Immediacy Quadrant:

This quadrant is reserved for tools that require both high bandwidth and high immediacy, and videoconferencing tools such as *Zoom, Google Meet, Microsoft Meet Now* are a great way to engage students when they truly need to see and hear each other in real time.

Unfortunately, videoconferencing is one of the most inflexible and bandwidth intensive activities teachers can ask students to do. Before teachers rely on it too heavily, look at the other quadrants and evaluate if there is any other way to accomplish the learning objectives without it.

Video conferencing can be made more low-bandwidth friendly and below are a few strategies:

- Having fewer people per video conference
- Decreasing video quality
- Turning off participant video feeds
- Limiting screen sharing

12. Sumber

Digital Resource Management System

To support teachers in adopting technology in a blended learning approach, a platform has been created to assist teachers in easily finding, accessing, and sharing digital resources such as PDF, PowerPoint slides, Word document, Digital Quizzes etc. relevant to the local curriculum. You may access the platform at **sumber.moe.gov.bn**

Dynamic main search bar

As you continue to type, the search results will update to show more specific and relevant resources, helping you to find the most suitable materials for your teaching needs.
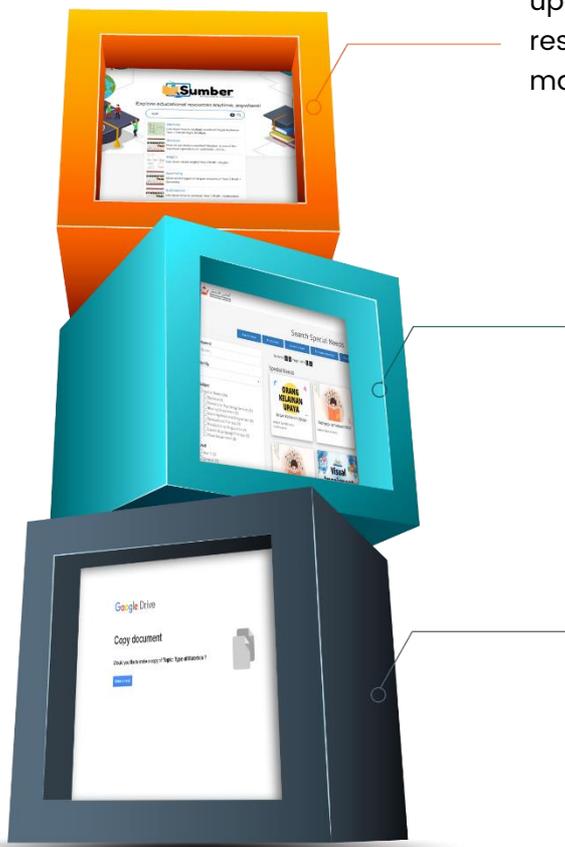
Advanced Search

teachers can quickly narrow down their search for resources by selecting the relevant subject and cross-referencing it with the appropriate year level.

Quiz bank collection

Teachers can easily make a copy of the shared Microsoft and Google Quizzes, modify it, and distribute it to their pupils. The feature will save the teacher a significant amount of time when planning quizzes and digital assessment.

13. MOE TV

MOE TV is an educational video streaming platform for teachers, students and parents that can be accessed from school and at home.
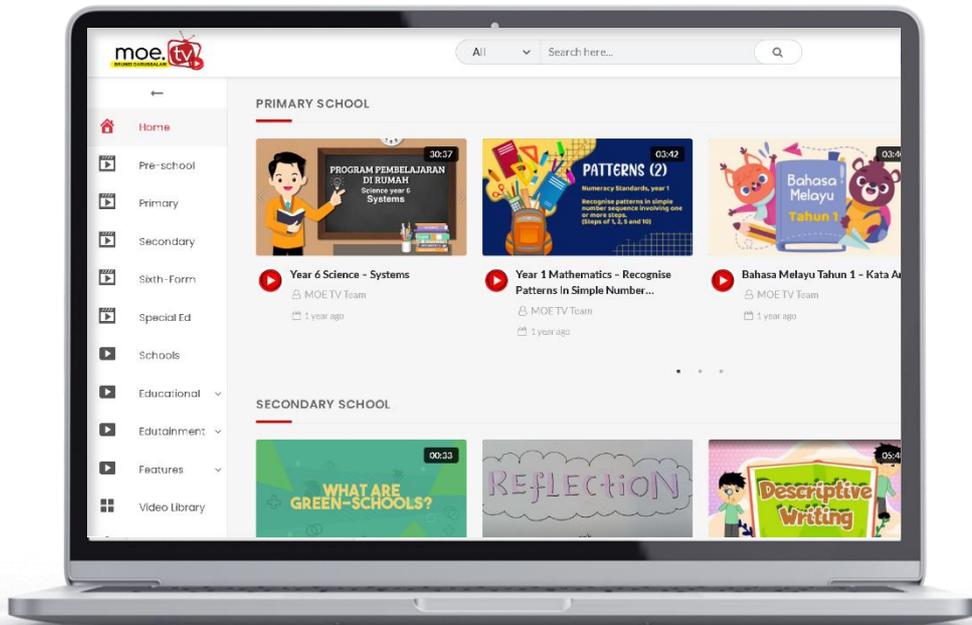
It offers lesson content in the form of exciting videos that can be embedded into any Learning Management System (LMS), such as *Microsoft Team, Google Classroom*, and others, as an assignment, information, or part of a flipped classroom activity under the blended learning model.
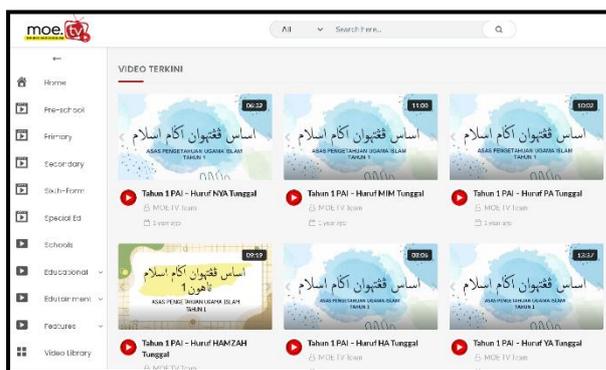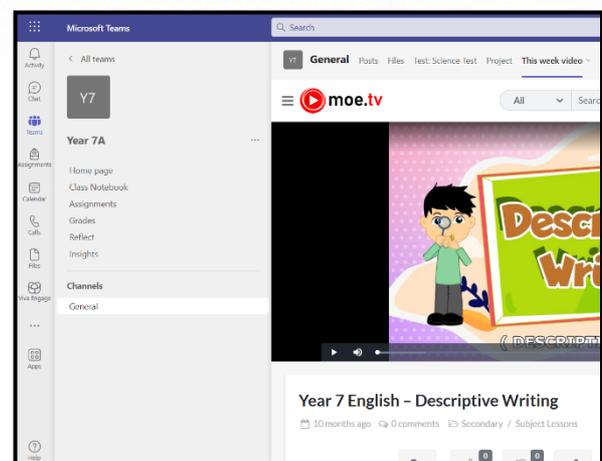
Any device with an internet link, including smartphones, tablets, laptops, and desktop computers, can access the platform. It is intended to be simple to use and explore. The platform is available at **tv.moe.gov.bn.**

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