APEC e-Learning Training Program and International Cooperation in ICT in Education

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1.1 Background & History of the Project

**2006**
- 31 Training Programs
- 6 Advanced Courses
- 589 next-generation leaders
- 12 member economies

**2007**
- 2007 APEC e-Learning Seminar
- Approximately 220 participants
- 15 APEC economies

**2009**
- Developing qualitative curriculum
- Expanding expert pool

**2012**
- 26 Trainees
- 10 member economies
1.2 Specific goals of the Project

- To provide a high-value and customized e-Learning training program to share know-how and knowledge with other APEC member economies and to narrow the digital divide.

- To cultivate next generation leaders in e-HRD and education informatization.

- To disseminate information on the best e-Learning practices, implementation policies, and research results.

- To establish and maintain a regional cooperative human network by sharing cultural experiences, and facilitating effective education interaction among participants.
Involved Personnel/Organizations

Ministry of Education, Science and Technology

Administrative & Financial Support

Planning & Management

Busan Metropolitan City
- Administrative & Financial Support

Busan Metropolitan City Office of Education
- Administrative & Educational Support

APEC e-Learning Training Center

Pusan National University
- Infrastructure & Education Experts

i-ACE
- Technical & Solution Support

APEC Learning Community Builders Entrepreneur Committee

Tripartite Structure

Alignment

Cooperation

Provincial Office of Education
Universities
Educational Research Institutes
Relevant Organizations
Method of Implementation

Pre-training
- Prior to acquisition of knowledge
- Draft initial report

On-line

On-Site training
- Solution-oriented cooperative research, lecture, field training

Off-line

Post-training
- Draft report which can be implemented in the field

On/Off-line

Method of Implementation

3
Breaking free of other training formats

Heightening real-world executive ability of core talent from recipient countries

Collaborative System of Public-Private Partnerships
- Theoretical teaching in the field of e-Learning
- Linkage with the technology and experience of real-world enterprises

PBL model for training
- Breaking free of other training formats
- Heightening real-world executive ability of core talent from recipient countries

Tailor-made Programs
- Helping to narrow the education and knowledge gap
- Facilitate intensive training in particular areas
- Utilize the resources of e-Learning-related institutions and enterprises
I feel very lucky to have an opportunity to participate in this training program.

I’d like to recommend my colleagues to participate in the APEC e-Learning Training Program.

The APEC e-Learning Training Program has given me unforgettable memories and experiences. I hope this program will be expanded and give more opportunities to a lot of educators.

* Comments from participants in 2012
### 5.2. Evaluation Research on Reaction, Learning & Application

#### 5.2.1 Trainees’ reaction to AeLT

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was satisfied with the training course (curriculum).</td>
<td>4.62</td>
</tr>
<tr>
<td>I would recommend this program to colleagues.</td>
<td>4.70</td>
</tr>
<tr>
<td>I accomplished the initial goal that led me to participate in the program.</td>
<td>4.40</td>
</tr>
<tr>
<td>The content of the program was useful for my work area.</td>
<td>4.44</td>
</tr>
<tr>
<td>The content of the program was appropriate to my needs and interest.</td>
<td>4.30</td>
</tr>
<tr>
<td>This program was well prepared.</td>
<td>4.67</td>
</tr>
<tr>
<td>This program went off well.</td>
<td>4.66</td>
</tr>
<tr>
<td>The curriculum of the program was well organized.</td>
<td>4.48</td>
</tr>
<tr>
<td>The period of the training was suitable.</td>
<td>4.15</td>
</tr>
<tr>
<td>All trainees received equal access to learning opportunities.</td>
<td>4.51</td>
</tr>
<tr>
<td>I didn’t feel difficulty communicating with each other in English.</td>
<td>4.07</td>
</tr>
<tr>
<td>The trainees were provided with sufficient information in response to their questions after finishing each unit of the program.</td>
<td>4.24</td>
</tr>
</tbody>
</table>

(n = 99)
### 5.2.2 Trainees’ understanding of learning from AeLT

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL-based training program (AeLT)</td>
<td>99</td>
<td>80.6</td>
<td>8.14</td>
<td>7.38*</td>
</tr>
<tr>
<td>Lecture-based training program</td>
<td>112</td>
<td>71.3</td>
<td>10.11</td>
<td></td>
</tr>
</tbody>
</table>

* $p<.01$
5.2.3 Trainees’ application of lessons learned to their work

1. Holding seminars (19.2%)
2. Developing e-Learning & constructing settings (15.2%)
3. Building human network & int’l cooperation (14.1%)
4. Conducting research & projects (13.1%)
5. Applying training to schools & work areas (12.1%)
6. Establishing knowledge-sharing systems (10.1%)
7. Participating in national level projects (9.1%)
8. Developing policy, institutions & regulations (7.1%)
5.3 Comparative advantages over other training for ICT capacity building

1. AeLT operates on the basis of multi-level cooperation, with participation from Korea’s public, private, and academic sectors

2. A preliminary analysis of the users’ requests is the basis for developing and operating the training

3. The teaching and learning curriculum applies a practice-based PBL learning system

4. It includes a post-training program that gauges the impact of the training

5. The program makes use of the international APEC Learning Community Builders(ALCoB) network
6.1 Strengths

Problem-based Training Program

- problem-solving activities with real work-related tasks of the participating economies or individuals
- trainees can become active participants, working to resolve the problems they actually face in the field.

Blended Approach

- online and offline support systems work in tandem, strengthening the efficiency and effectiveness of training operations

The training program runs on a voluntary implementation system through a public/private/academic network

Becoming member after training

Community and Human Network
### 6.2 Weaknesses

In order for trainees to apply what they learn to their actual work after the training, **a reliable support system is needed to sustain their activities and continuous capacity building**

<table>
<thead>
<tr>
<th>Items</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domestic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of hardware</td>
<td>10</td>
<td>10.1</td>
</tr>
<tr>
<td>Lack of software</td>
<td>15</td>
<td>15.2</td>
</tr>
<tr>
<td>Lack of related experts</td>
<td>20</td>
<td>20.2</td>
</tr>
<tr>
<td>Lack of support systems</td>
<td>39</td>
<td>39.4</td>
</tr>
<tr>
<td><strong>AeLT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference between course content and actual tasks</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Lack of expert support systems</td>
<td>9</td>
<td>9.1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>
6.3 Transferability

1. A variety of experience and knowledge from diverse fields of the six contributing institutions and these are reflected in international education collaboration.

2. The training program allows trainees to participate directly since the main part of AeLT is based on PBL.

3. The AeLT program doubles the effectiveness of on-site training by providing online pre-training.

4. Post-training (follow-up & follow-through) is equally as important as the above-mentioned pre-training.
Development of International Indicators for ICT in Education and Preparation Analysis Project

- An international standard indicators for ICT in education
- The Korean MOE and KERIS have been developing since 2006
- Measure the level of ICT in education by nation
- Analyze the preparation level of ICT4ED (ICT for Education Development)
- Reflect policy outcomes for ICT in education in the countries involved

e-Learning Korea

- To share Korea’s academic capacity with the international community
- Has been held 8 times since 2006
- Associated international e-Learning conferences and expos

Invitation Training of Pioneer Teachers from Partner Countries

- Organized by the offices of education of 16 provinces and special cities in Korea
- Conducted for education administration officials, policy-makers, and pioneering teachers
- Recommended by the ministries or offices of education of partner countries.
International Cooperation in ICT in Education

**e-ICON International Training and Contest**

- An e-Learning games competition
- Outstanding teachers and students in the ICT field from home and abroad
- Make up global teams to compete on international cooperation and where the international community gets together to create the best e-Learning content.
- Showcased and demonstrated content about 1,800 distinguished domestic and international guests in 2012

**Future Class for 5th APEC Education Ministerial Meeting (AEMM) in 2012**

- A “Future Class” exhibition that highlighted innovations like e-Learning, smart classrooms, and digital textbooks
- The event enabled member economies to share future teaching-learning models through the convergence of advanced devices and content according to diverse subject areas, as well as different grade levels
Q & A