Progress Report (Self-Funded): APEC e-Learning Training Program

Purpose: Information
Submitted by: Korea
### Progress Report on APEC Projects

**Project number:**

**Date received by Secretariat:**

**Name of Committee/Working Group:** APEC Human Resources Development Working Group

**Title of Project:** APEC e-Learning Training Program

**Proposing APEC Economy:** Korea

**Co-sponsoring APEC Economy (ies):** Brunei Darussalam, Canada, Chile, China, Indonesia, Malaysia, Mexico, Philippines, Singapore, Chinese Taipei, Thailand, United States and Viet Nam

**Project Overseer:** Name, Title and Organization (M/F)

1. Ho Seok YANG (M)
   Deputy Director, Ministry of Education, Science and Technology, Korea
2. Jung Chan CHA (M)
   Director General, Institute of APEC Collaborative Education (IACE)

**Postal address:**

1. Ministry of Education, Science and Technology
   55 Sejongno, Jongno-gu, Seoul, Korea(ROK)
2. Institute of APEC Collaborative Education
   30 Jangjeon-Dong, Geumjeong-Gu, Busan, Korea(ROK)

**1. Tel:** +82-2-2100-6418
   **Fax:** +82-2-2100-6425
   **Email:** seok@mest.go.kr

2. Tel:** +82-51-510-3824
   **Fax:** +82-51-515-2617
   **Email:** manager@golacie.com

**Financial Information**

| Total cost of proposal (US$) | USD4,175,000 | Amount being sought from APEC Central Fund (US$): N/A |

**Type of Project:**

- ☑ seminar/symposium
- ☑ short-term training course
- ☑ survey or analysis and research
- ☑ database/website
- ☑ others *(Please specify)*

**Project start date:** January 2006

**Project end date:** December 2009

**Brief description of Project:** its purpose and the principal activities (including when and where):

**Purposes:**

- ☑ To provide a high-valued and customized e-Learning Training Program in APEC region to share know-how and knowledge with other APEC member economies to narrow the digital divide for shared prosperity
- ☑ To cultivate next generation leaders in e-HRD (Human Resources Development) and education informatization
- ☑ To disseminate information on best e-Learning practices, implementation policies, and research results through online, offline, annual reports, and other forms of publications
- ☑ To establish and maintain a regional cooperative human network by sharing cultural experience, facilitating effective education interaction with participants

**Principal Activities include:**

- ☑ Organizing the APEC e-Learning Training Program (www.apec-elearning.org)
  - Fostering the expert group to organize and improve the APEC e-Learning Training curriculum to meet the participants’ specified interests through interacting with applicants
- ☑ Providing upgraded Training Program in relation to current issues including e-Learning trends, e-Learning policy, e-Learning skills and e-Learning hardware and software experiencing opportunities to be exposed to the practical e-Learning technology in Korea
• Designing Advanced APEC e-Learning Training Program (long-term) for policy making level government leaders with combination of self-directed, intensified and high-valued courses associated with relevant organizations to expedite effective and dynamic education

☐ Operating the APEC e-Learning Training Program (6 rounds/ 111 trainees/ 11 economies)
  • Selecting future education leaders such as educational leaders in policy making level, educational government officials, researchers, and teachers with qualified careers, linguistic ability(English) and proper technology-using skills based on recommendation from Ministry of Education in each economy
  • Operating effectively-blended training method based on the PBL(Problem Based Learning) approaches consisted of online and on-site interactive learning activities
  • Providing participants with opportunities to experience the newest theory on e-HRD and practical education environment in Korea
  • Implementing Advanced e-Learning Training Program for policy making leaders to carry out in-depth projects on e-Learning policy in economy level under the coaching of prominent experts as a mentor for each trainee one-on-one (2 rounds/ 5 trainees/ 4 economies)

☐ Promoting follow-up activities of APEC e-Learning Training Program
  • Encouraging trainees to submit post-report 3 months after APEC e-Learning Training Program on practical results while the trainees applied the acquired theories and experiences from this Program to their actual work
  • Providing the opportunities to interact with each other by participating international education cooperation activities with ALCoB (APEC Learning Community Builders)
  • Publishing and distributing books, magazines and other electronic/non-electronic materials regarding education development and future education

Signature of Project Overseer:
(Separate written confirmation acceptable for email submission) Date:

Signature of Committee Chair/WG Lead Shepherd: (Not applicable to Progress Report and Evaluation Report)
(Separate written confirmation acceptable for email submission) Date:
## Progress Report on APEC Projects

<table>
<thead>
<tr>
<th>Status/Progress and Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current status of project:</strong></td>
</tr>
<tr>
<td>Continuing its efforts to provide more customized and high-valued training curriculum since 2006, the APEC e-Learning Training Center has accomplished 17 rounds, cultivating 382 of the next generation’s leaders in education with the support from 12 member economies. Particularly in 2008, it operated 6 rounds of APEC e-Learning Training Program including 2 Advanced rounds cultivating 111 trainees from 11 economies. Especially, participation of Papua New Guinea is important note in 2008. (see, Appendix 2). It provided a customized program reflecting trainees’ characteristics in accordance with participant's interests or careers. Furthermore, through implementing the differentiated Advanced course program over a long-term period targeting only policy-making level officials, it has shown not only a numerical increase of participating member economies and trainees, but also qualitative improvement of its curriculum. In addition, even after finishing the Program, voluntary follow-up activities for e-Learning have been conducted in some economies by graduated trainees in the name of ALCoB (APEC Learning Community Builders) community with the support from member economies. Now entering upon its 4th year of operations, the APEC e-Learning Training Center aims to be one of the leading training programs in the APEC region to produce educational leaders equipped with sufficient knowledge and the necessary attitude to precede education informatization and e-HRD using e-Learning.</td>
</tr>
</tbody>
</table>

| On schedule (Yes) | Within budget (Yes) |

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEC e-Learning Training Program aims at narrowing the digital divide and enhancing the quality of education in the APEC region. Based on the efforts made by participating and supporting member economies and expert groups for this Training Program, the trainee’s enthusiastic participation to the program will be a major contribution to realizing the following objectives:</td>
</tr>
<tr>
<td>- Providing a customized e-Learning training program based on the needs analysis, current trends reflection, and recent technological development in the e-Learning field</td>
</tr>
<tr>
<td>- Disseminating academic achievements on e-Learning practices, policies and research findings through online and offline publications</td>
</tr>
<tr>
<td>- Promoting international cooperation by sharing cultural experiences with the APEC member economies to build up human network.</td>
</tr>
</tbody>
</table>

In the long run, this program will strengthen international cooperation and contribute to building shared prosperity in APEC region. |

<table>
<thead>
<tr>
<th>Linkages, Methodology, Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Linkages</strong></td>
</tr>
<tr>
<td>The APEC e-Learning Training Program is for future education leaders consisting of policy makers, education administrators, teachers, and others with the recommendation of their own member economies. Through this project, the beneficiaries will be able to take training courses focusing on the most popular and recent e-Learning trends, e-Learning policy, and e-Learning skills with the research and development team composed of university faculty, researchers and teachers.</td>
</tr>
</tbody>
</table>

The quality of e-Learning Training Program will be improved through not only the linkage activities but also the strong human networking and international cooperation in education. In this respect, even after completing the training program, the alumni will voluntarily participate in international education cooperation activities such as ALCoB (APEC Learning Community Builders). |
2. Methodology

The APEC e-Learning training program uses a holistic and systemic approach including a PBL-based training program, community, and international human network.

Through inviting e-Learning specialists and organizing relevant supporting group based on tripartite structure-government, academy/institute, private/business sectors, it aims to design more customized and high-valued training methodologies. In addition, on the basis of needs-analysis and survey results from each member economy, it provides effectively blended learning for ‘on-the-job training’ consisting of online and offline e-Learning lectures, field training, collaborative study, workshop, and international conference or seminars.

Particularly in Collaborative Study, trainees will carry out individual and team projects under the guidance of experts using the PBL (Problem Based Learning) approach which makes the APEC e-Learning Training Program unique. It leads trainees to draw their own conclusions by their voluntary research and activities using the theories and contents they have learned from the lectures.

In addition, through implementing Advanced course, it operates short and long-term dualized courses customized to the needs of targets and subjects. Trainees for Advanced course will have a chance to carry out in-depth projects on e-Learning policy in economy level under the coaching of prominent experts as a mentor for each trainee one-on-one.

3. Budget & Asset

APEC e-Learning Training Program is the self-funded project supported by Korean Ministry of Education, Science and Technology (MEST) and Busan Metropolitan City for USD 4,175,000. In addition, supporting groups of this project provide administrative, financial, and relevant requirements for this project. Korean MEST and Busan Metropolitan City provide administrative & financial support. Education experts are offered by Busan Metropolitan City Office of Education and Infrastructure & supporters are provided by Pusan National University. e-Learning techniques and e-Learning solution such as software and hardware are from APEC Learning Community Builders Entrepreneur Committee (ALCoB-EC). For favourable implementation, the Institute of APEC Collaborative Education (IACE) is designated as the general secretariat of the APEC e-Learning Training Center.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Financed from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4,175</td>
<td>1,325</td>
<td>950</td>
<td>950</td>
<td>950</td>
<td>Busan Metropolitan City</td>
</tr>
<tr>
<td>Facility Installation</td>
<td>200</td>
<td>200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Busan Metropolitan City</td>
</tr>
<tr>
<td>Operational Cost</td>
<td>1,000</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>Busan Metropolitan City</td>
</tr>
<tr>
<td>Business Expenses</td>
<td>2,975</td>
<td>875</td>
<td>700</td>
<td>700</td>
<td>700</td>
<td>MEST of Korea</td>
</tr>
</tbody>
</table>
Gender Considerations
The male to female ratio of the participants was 1:1.1 for three consecutive years which indicates the program provide gender-equal opportunity. It is clearly seen that the APEC e-Learning Training Program is succeeded to make balance in portion of female and male participation without any restraint on gender issues and open up to trainees laying stress on e-Learning and relevant field. (see, Figure 1).

Progress since last report:
Based on successful experiences of the last two years, the Center has tried to enhance the quality of the curriculum for the invited trainees, retaining past achievements and reflecting the needs and feedback acquired from member economies and graduating trainees. With regard to this, the features in the 2008 APEC e-Learning Training Program can be described as follows:

First, it reinforced online tools for learning and communication through updated the Learning Management System (LMS) on the web-site and supplementing an online lecture on e-Learning evaluation in Pre-training. In addition, the online application system has been opened for the first from 2008 to facilitate convenience in application for participating economies and recommended candidates.

Secondly, it provided specialized rounds in accordance with participant's interests or careers to offer more customized program reflecting trainees’ characteristics.

Lastly, the advanced course expanded its training period from 3 weeks to 4 weeks to carry out more in-depth individual projects with expert mentors and strengthen human network-building through visiting more qualified organizations at the policy-making level on e-Learning.

The Training Program will take the procedures as following: 1) Needs analysis and curriculum development, 2) Selection of trainees among candidates based on recommendations from member economies’ Ministries of Education, 3) Start of online Pre-training on their own economy, 4) Invitation of selected trainees to Korea and completion of on-site APEC e-Learning Training Program, and 5) Post-training by self-directed study.

As the APEC e-Learning Training Center has been entering upon its 4th year of operations, it aims to be one of the leading training programs in the APEC region to produce educational leaders equipped with sufficient knowledge and the necessary attitude to precede education informatization and e-HRD using e-Learning.

Organizing Curriculum of the APEC e-Learning Training Program
The program is consisted of effectively blended online and offline e-Learning Training curriculum. Prior to on-site Training, trainees start with Pre-Training in their own economies. Trainees are requested to submit Pre-Training Report on the current status of education using ICT in their own institute or economy and to take online lectures to understand Korea, e-Learning and APEC. Considering unstable accessibility and insufficient infrastructure, the Center produced an online lecture CD and delivered them to each member economies in 2008.


Field training is also included in on-site training to ubiquitous-schools, ubiquitous-city, educational office, educational research information centers, educational broadcasting system, and private companies. As trainees showed strong interest and higher satisfaction on field training, we have
Increased and diversified field training to 14 organizations and expanded into 3 regions including Busan, Seoul, and Daejeon. Besides, trainees were able to experience various e-Learning solution companies with the support and participation of ALCoB-ECs (APEC Learning Community Builders-Entrepreneur Committee). In addition, for the guidance of collaborative study and coaching of advanced trainees, the expert instructors have been enlarged than before.

Post training course includes disseminating research findings, submission of Post-Reports and participation of international education cooperation activities such as ALCoB (APEC Learning Community Builders). (see, Appendix 2)

And it is remarkable that the official website (www.apec-elearning.org) which is playing a pivotal role for online training and activities has been renewed. It is expected that the website will activate interaction and sharing information between trainees, and facilitate trainee’s convenience not only by reforming existing resources but also adding functions such as my page, online survey, online application and so on. (see, Appendix 6)

- **Implementing 4 rounds of the APEC e-Learning Training Program (short-term/ 10days)**

With the full support from member economies, 6 rounds of the APEC e-Learning Training Program including 2 rounds of Advanced Program were implemented successfully in 2008. The program was operated from April to December 2008. We have invited 111 trainees from 11 member economies-Brunei(11), Chile (5), China(15), Indonesia(14), Malaysia(12), Mexico(5), Papua New Guinea(4), Peru(5), Philippines(15), Russia; Republic of Sakha(8), and Thailand(17) in 2008. (see, Figure 1 and Appendix 2)

And we operated the training program in the APEC e-Learning Training Center and 14 relevant organizations such as Ministry of Education, Science and Technology in Korea and ALCoB-EC in the 3 regions including Busan, Seoul, and Daejeon.

In particular, as one of the meaningful outcomes in the Training Program, the number of team and individual projects acquired from Collaborative Study are the one of outstanding academic outcomes from this Training Program. We published these projects through on/offline channels in order to share accumulate research resources. (see, Appendix 4)

- **Operating Advanced APEC e-Learning Training Program (long-term/ 4weeks)**

Differentiated Advanced APEC e-Learning Training Program (long-term) was conducted over a long-term period targeting only policy-making level officials to provide more intensive and high-valued program following the strong demand for long-term period program from invited trainee.

It featured with the formation of high-level human networks through advanced exchange with policy makers, researchers and enterprisers in the same field of education. Also the invited trainees will have a chance to carry out in-depth projects on e-Learning policy comprehending the level of school, region and even economy under the coaching of prominent experts as a mentor for each trainee one-on-one.

Through 2 rounds of Advanced program, Advanced APEC e-Learning Training Program graduated 5 trainees from 3 economies- China(1), Malaysia(1), Russia; Republic of Sakha(1), and Thailand(2).

- **Evaluation Results of the APEC e-Learning Training Program by Trainees**

After the completion of each round, the evaluation is performed by participants in order to improve the quality of the Training Program. The evaluation result is reflected to the upcoming rounds to be matched more closely with the learners’ needs.

In 2008, trainees showed higher satisfaction in provided curriculum. (see, Figure 2)

Among the curriculum, participants considered that field training is the most useful since they can gain practical experience of e-Learning application in the real field. In this regard, we enlarged and diversified field training to 14 organizations in 2008.

Beside evaluation, we received positive feedback that the Training Program was well organized, the supporters were very helpful and it needs to be enlarged. It was also appreciated by the
Fostering follow-up activities of APEC e-Learning Training Program
This Training Program provides the trainees various opportunities to conduct self-directed follow-up study through Post-Training. We encourage trainees to submit a report on the practical results of their taking of the APEC e-Learning Training Program and on their application to their actual work of the theories they learned and of their Program experiences, three months after they have completed the Program.

At the same time, trainees are requested to disseminate the knowledge they gained from the Program and their findings in their own economy.

In addition, international education cooperation activities, such as participation in ALCoB (APEC Learning Community Builders), are also encouraged to build a strong human network. By registration as ALCoB members after completing the Program, all alumni of this Program are connected with each other through online (www.alcob.org) and offline channel as well. Based on volunteerism, they keep interact each other by participating international education cooperation activities for continued follow-up activities.

In relation to this, in 2008, Russia (Republic of Sakha) newly established their own ALCoB community and promotes continuous interaction with other members.

Future Plan
In the face of today’s information-technology-based society and of globalization, the APEC member economies must develop ideal future societies, for which education is a key. We realize that education can help people achieve their objectives based on the balance between theoretical and practical implementation.

The 2009 APEC e-Learning Training Program will be renewed not only by maintaining, as much as possible, the advantages of the last offering of the program, but also by addressing the needs and considering the feedback of the APEC member economies. The Program curriculum is now being upgraded to elevate its utility and effectiveness.

The APEC e-Learning Training Center is envisioned to be the hub of international cooperation in the APEC region, and to launch new trend of education, namely, edutainment.

Schedule in 2009 (tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.–Mar.</td>
<td>Up-dating and re-organizing the APEC e-Learning Training Program</td>
</tr>
<tr>
<td>Mar.</td>
<td>Recommendation and selection of trainees</td>
</tr>
<tr>
<td>Apr.–Nov.</td>
<td>Implementing APEC e-Learning Training Program(14th~17th Rounds)</td>
</tr>
<tr>
<td>Dec.</td>
<td>Presentation of progress report on the APEC e-Learning Training Program</td>
</tr>
</tbody>
</table>
Appendix 1. General Curriculum

<table>
<thead>
<tr>
<th>Section</th>
<th>Pre-Training</th>
<th>Orientation</th>
<th>On-Site Training</th>
<th>Post Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method</td>
<td>Online</td>
<td>Offline</td>
<td>Offline</td>
<td>Online</td>
</tr>
<tr>
<td>Contents</td>
<td>e-Learning Basic knowledge</td>
<td>Introduction of Training Course</td>
<td>Educational Information Policy</td>
<td>Collaborative Study based on Needs</td>
</tr>
<tr>
<td></td>
<td>Understanding of APEC, Korea</td>
<td></td>
<td></td>
<td>Excellent Case Presentation of each participant</td>
</tr>
<tr>
<td></td>
<td>Excellent Case of e-Learning in Korea</td>
<td></td>
<td></td>
<td>Submission of Post Report, Dissertation of Training APEC International Educational Cooperative Activities</td>
</tr>
</tbody>
</table>

Figure 1. Participants Composition in 2008 by Gender, Education, and Occupation

Appendix 2. Participants Composition in 2008 by Participating Member Economies

<table>
<thead>
<tr>
<th>No.</th>
<th>Economy</th>
<th>Trainee in Total</th>
<th>Gender</th>
<th>Education</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>Ph. D</td>
</tr>
<tr>
<td>1</td>
<td>Brunei</td>
<td>11</td>
<td>4</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Chile</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>China</td>
<td>15</td>
<td>6</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Indonesia</td>
<td>14</td>
<td>11</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Malaysia</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Mexico</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Papua New Guinea</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Peru</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Philippines</td>
<td>15</td>
<td>6</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Russia (Rep. of Sakha)</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Thailand</td>
<td>17</td>
<td>8</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>144</td>
<td>53</td>
<td>58</td>
<td>12</td>
</tr>
</tbody>
</table>
Appendix 3. Online Activities of APEC e-Learning Training Program (www.apec-elearning.org)

[Pre-Training]

- Future Education and E-Learning Park (Dr. Younghee Min)
- Blended Active Learning (Dr. Songhee Choe)
- Sound Changes in English (Dr. Donghee Lee)
- Understanding Social Problems Based Learning (Dr. Mi Soo)
- e-Learning Trend (Dr. Ji Song Song)
- New directions in assessment and evaluation for APEC's Learning program

[Program Introduction]

- Location: Danang - Apr 4th - 5th: Educational International in Danang
- Location: Danang - Apr 4th: Pre-Training International in Danang
- Location: Danang - Apr 4th: APEC's Learning in Danang

[Individual Project]

- Individual project:
  - Subject: [List of individual projects with dates and duration]
  - Name: [List of individuals with dates and duration]

[Team Project]

- Team Project:
  - Team A: [List of team members and project details]
  - Team B: [List of team members and project details]
  - Team C: [List of team members and project details]

[Reflection Note]

- Reflection Note:
  - Subject: [List of reflection notes with dates and duration]
  - Category: [List of categories and notes]

[Community]

- Gallery: [List of images and notes]
### Appendix 4. Outcomes of Collaborative Study in 2008

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
<th>Main Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Project</td>
<td>25 items</td>
<td>- e-Learning for teacher&lt;br&gt;- e-Learning strategy improvements&lt;br&gt;- Applying e-Learning into vocational school&lt;br&gt;- Adopting e-Learning to secondary education</td>
</tr>
<tr>
<td>Individual Project</td>
<td>87 items</td>
<td>- e-Learning programming &amp; teaching material&lt;br&gt;- Dissemination of e-Learning and using ICT&lt;br&gt;- Instructional design using e-Learning&lt;br&gt;- Benchmarking: Korean education using ICT</td>
</tr>
<tr>
<td>Reflection Note</td>
<td>923 notes</td>
<td>- Review of daily activities&lt;br&gt;- Summary of the outcomes of onsite activities and collaborative study&lt;br&gt;- Discussion and dissemination of training program</td>
</tr>
<tr>
<td>Publication</td>
<td>1 volume</td>
<td>- Team Project Report</td>
</tr>
</tbody>
</table>

**Figure 2. Evaluation Result in 2008**

![Evaluation Result Graph](attachment:image.png)