Welcome to APEC e-Learning Training Program
Partner for your e-Learning
Based on the APEC goals, the Republic of Korea has been leading strenuous efforts to contribute to the shared prosperity of the APEC member economies by bridging their knowledge information divide and promoting exchanges among them.

On such basis, in 2005, the Korean government proposed the APEC e-Learning Training Program at the 27th APEC Human Resources Development Working Group Meeting, and endorsed the group’s support for the project as an official project of the APEC Ministerial Meeting.

Thereafter, the Ministry of Education, Science, and Technology (MEST) established the APEC e-Learning Training Center within the Institute of APEC Collaborative Education (IACE) in 2005, and have been leading the successful implementation of the APEC e-Learning Training Center.

The APEC e-Learning Training Program, which developed through customized international training that reflects the demands of the APEC member economies, has been improving the leadership skills and competence of e-Learning staff in the APEC region by conducting sustained and diversified training.

Furthermore, based on the successful evaluation of the institute’s short-term training courses, it has been conducting the long-term Advanced APEC e-Learning Training Program since 2007, as APEC member economies continuous demands in-depth training programs in the e-HRD field that may give them practical help in formulating their own education informatization policy.

This year, the APEC e-Learning Training Program has been upgraded to produce tangible results that can be applied to the education policies of participating economies. Through the training, all trainees will be able to refine the international cooperation projects, while developing ideas on current issues. Moreover, trainees will take opportunities for exchange and make collaboration with representative institutes from the public, private, and academic sectors with the 5th APEC Ministerial Meeting.

The 23rd APEC e-Learning Training Program will be beneficial not just for the individuals but also for the participating economies as a whole.

e-Learning surpasses simple ICT-based education. It is a new education paradigm that is the key to be more competitive economies. To share education information through e-Learning training and pursue an e-Learning vision and developmental directions, we are warmly welcome all of our trainee’s interest and participation.
OVERVIEW

Background & Purpose

APEC Project
- ‘05 APEC HRDWG EDNET
  Project proposed by Korea approved
- Narrow the Digital Divide among member economies and promote balanced growth

e-Learning Globalization
- Reduce the knowledge gap and enhance the brand value of Korean e-Learning in the world
- Provide the opportunity to share the experience and know-how under the collaboration among public, private, and academia sector.

Purpose
- Contribute to reducing the information gap among APEC member economies and promote leadership in the area of e-Learning
  (Positive feedback received during the APEC HRDWG 08’-11’)
- Discover ODA in the field of education and enhance participatory education by providing grants and support
  (Joined the DAC (Development Assistance Committee) of OECD in 2010, resulting in the elevated status of OECD)

Vision

Narrowing the digital gap in the APEC Region

Realization of Best Practices in International Training Program
Based on PBL Approach (Problem Based Learning)

Providing PBL based blended learning training methodology
Inviting educational experts for high-valued training course
Organizing a cooperative system with support groups and programs
Operating short / long term disabled courses customized to the needs of targets and subjects

Supporting Group
- Ministry of Education, Science and Technology of Korea
- ALCob Entrepreneur Committee (ALCoB-EC)
- Institute of APEC Collaborative Education (IAICE)
- Busan Metropolitan City
- Pusan National University
- Busan Metropolitan City Office of Education
Establishment of the action plan for the APEC e-Learning Training Program

May

Jun.

Proposition & Recognition of the APEC e-Learning Training Program at the 27th APEC HRDWG Meeting

Nov.

Dec.

Proposition & Recognition of the APEC e-Learning Training Program at the 27th APEC HRDWG Meeting

May

Jun.

Progress report at SOM III-ESC and welcoming of the program at the APEC Ministerial Meeting

Oct.

Progress report at the 28th APEC HRDWG Meeting and SOM Launch of the APEC e-Learning Training Center and needs survey of member economies (II)

Jun.

Finalization of the APEC e-Learning Training Curriculum based on a needs analysis

Jul.

Invitation by the program of qualified candidates

Oct.-Nov.

Implementation of four rounds of the APEC e-Learning Training Program

Jun.-Nov.

Conduct of five rounds of the APEC e-Learning Training Program


Conduct of two rounds of the Advanced APEC e-Learning Training Program

Nov.

Convening of the 2007 APEC e-Learning Seminar

(111 participants from 11 economies)

Apr.

Progress report at the 29th APEC HRDWG Meeting

May-Nov.

Conduct of four rounds of the APEC e-Learning Training Program


Conduct of two rounds of the Advanced APEC e-Learning Training Program

Nov.

Convening of the 2007 APEC e-Learning Seminar

(105 participants from 11 economies)

Jun.

Progress report at the 30th APEC HRDWG Meeting

May-Oct.

Conduct of four rounds of the APEC e-Learning Training Program

Sep-Dec.

Conduct of two rounds of the Advanced APEC e-Learning Training Program

(29 participants from 10 economies)

Feb.

Progress report at the 31st APEC HRDWG Meeting

Apr.-Nov.

Conduct of four rounds of the APEC e-Learning Training Program

Sep-Dec.

Conduct of two rounds of the Advanced APEC e-Learning Training Program

Feb.

Progress report at the 32nd APEC HRDWG Meeting

May-Oct.

Conduct of three rounds of the APEC e-Learning Training Program

(37 participants from 10 economies)

Feb.

Progress report at the 33rd APEC HRDWG Meeting (Washington D.C.)

May-Oct.

Conduct of two rounds of the APEC e-Learning Training Program

(37 participants from 10 economies)
APEC e-Learning Training Program

PROCEDURE AND CURRICULUM

Direction

• Subject: Beneficiary economies on e-Learning in APEC region (12 economies)
  Educational policy makers, lead professors and teachers
• Schedule: 3-4 training courses in a year (Average duration of a course: 10 days)
• Venue: Seoul, Busan in Korea
• Contents:

Strength & Features

The APEC e-Learning Training Program uses a holistic and systematic approach. It includes a PBL-based training program, community and international human network, and a ubiquitous learning environment.

Strength

• PBL based Training Program
  → APEC e-Learning Training Program
• Community & Human Network
  → ALCoE, ANIE, and International Education Experts
• Ubiquitous Learning Environment
  → R&D for the Education Park Project

Trainee’s Benefit

1) Share of International Information
2) Participation in international projects
3) Chance to help develop

1) Learning by using recent technologies
2) Balance of knowledge & human value
3) Advanced systemic international program
Pre-training Program (Online)

- **Website**: www.apec-elearning.org → My Page
- **Pre-training Report**: Trainees are requested to submit a Pre-training Report on the current status of ICT-aided education in their own institute or economy.
- **Pre-online Lectures**: Trainees are requested to watch online lectures to understand Korea, e-Learning, and APEC at My Page → Pre-online Training.
- **Pre-Online Training**:
  - Future Education and Edutainment Park (Dr. Young-Hwan Kim)
  - Ubiquitous Technology and Learning (Dr. SoYoung Aio Choi)
  - Blended Action Learning (Dr. SuHong Park)
  - Sound Changes in English (Dr. Dong-han Lee)
  - Understanding about Problem based Learning (Dr. Mi Shon)
  - e-Learning Trends (Dr. KiSang Song)
  - New directions in assessment and evaluation for APEC e-Learning program (CRESSIT, UCLA)
- **Pre-online Test**: This test aims to evaluate the trainees’ understanding of the APEC e-Learning Pre-training Program after they have taken its courses through online lectures. The test will be conducted via CAT (Computerized Adaptive Testing).

### ON-SITE TRAINING


**Field Trip to Top Institutes**: The trainees will acquire practical experience through e-Learning in ubiquitous schools, ubiquitous cities, educational offices, and other relevant organizations.

**Collaborative Study**: The trainees will implement 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 the trainees to draw their own conclusions from their voluntary research and activities, using the theories and contents they have learned from the lectures.
### Types of Training (Policy maker, project development)

- **Needs Analysis by member countries**
- **Policy, project**
- **Coordination**
- **Policy maker, project development**

**Types of Training (Senior Level)**

- **Introduction to project development**
- **Coverage by the lead advisor**
- **Research Focus**
- **Post-training**

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**Workshop:** The trainees will present and share the outcomes of their collaborative study to expedite the techniques used in the workshop. They will also evaluate and be evaluated by their peers and will receive feedback from their advisory professors on their study outcomes.

**Reflection Notes:** The trainees should write reflection notes daily so that they could record their theoretical and practical progress throughout their participation in the Program.

### Post-training & Follow-up Activities (Online)

This course provides the trainees various opportunities to conduct self-directed study.

**Post-program Report:** The trainees are required 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.

**Dissemination of Research Findings:** The trainees are requested to disseminate the knowledge they gained from the Program and their research findings in their own economy.

**Participation in International Education Cooperation Activities:** International education cooperation activities, such as participation in ALCoB (APEC Learning Community Builders), are also encouraged to build a strong human network.
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ACHIEVEMENT IN 2006-2011

Continuing its efforts to provide more customized and high-valued training curriculum since 2006, APEC e-Learning Training Program has accomplished 27 rounds, cultivating more than 552 of the next generation’s leaders in e-HRD with the support from 12 member of economies. Particularly in 2007, through opening the differentiated advanced course program over a long-term period targeting only policy-making level officials and convening 2007 APEC e-Learning Seminar, it has shown not only a numerical increase but also qualitative improvement. After 5 years operation, APEC e-Learning Training Program becomes recognized for its experience, knowhow, and expertise in international e-Learning Training Program beyond the APEC region. For instance, in 2008, the Training Center developed and provided an advanced e-Learning Training Program for university teaching staff from Saudi Arabia by the official request from Saudi Arabia. In addition, even after finishing the Program, follow-up activities for international educational cooperation have been conducted in some economies by graduated trainees. For example, Korea and Peru has developed and signed an agreement for e-HRD project in Peru.

Training Period (History)

<table>
<thead>
<tr>
<th>Year</th>
<th>Rounds</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>4 rounds</td>
<td>32 days</td>
</tr>
<tr>
<td>2007</td>
<td>8 rounds</td>
<td>57 days</td>
</tr>
<tr>
<td>2008</td>
<td>8 rounds</td>
<td>66 days</td>
</tr>
<tr>
<td>2009</td>
<td>8 rounds</td>
<td>65 days</td>
</tr>
<tr>
<td>2010</td>
<td>8 rounds</td>
<td>65 days</td>
</tr>
<tr>
<td>2011</td>
<td>8 rounds</td>
<td>65 days</td>
</tr>
</tbody>
</table>

Composition of Participants

<table>
<thead>
<tr>
<th>No.</th>
<th>Economy</th>
<th>Type</th>
<th>Gender</th>
<th>Education</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brunei</td>
<td>T</td>
<td>32</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>Chile</td>
<td>T</td>
<td>15</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>China</td>
<td>T</td>
<td>46</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Indonesia</td>
<td>T</td>
<td>35</td>
<td>43</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>Malaysia</td>
<td>T</td>
<td>17</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>Mexico</td>
<td>T</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Papua New Guinea</td>
<td>T</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Peru</td>
<td>T</td>
<td>15</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Philippines</td>
<td>T</td>
<td>8</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Russia (Rep. of)</td>
<td>T</td>
<td>7</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Thailand</td>
<td>T</td>
<td>11</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Vietnam</td>
<td>T</td>
<td>25</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

Composition of trainees from 2006 to 2011

Outcomes of collaborative study in 2011

Main member economies (12 economies)

Main member economies (12 economies)

Training evaluation results by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Item</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Review of daily activities</td>
<td>82</td>
</tr>
<tr>
<td>2007</td>
<td>Summary of the outcomes of onsite activities and collaborative study</td>
<td>85</td>
</tr>
<tr>
<td>2008</td>
<td>Discussion and dissemination of training program</td>
<td>87</td>
</tr>
<tr>
<td>2009</td>
<td>Daily evaluation of training curriculum and activities</td>
<td>83</td>
</tr>
<tr>
<td>2010</td>
<td>Suggestions and opinions</td>
<td>86</td>
</tr>
<tr>
<td>2011</td>
<td>Results of collaborative study (1st~22nd) collected (To be published in April 2012)</td>
<td>88</td>
</tr>
<tr>
<td>2012</td>
<td>Final report published every year</td>
<td>89</td>
</tr>
</tbody>
</table>
FEEDBACK

APEC HRDWG Meeting [ EDNET Progress Report ]


● APEC e-Learning Training Program (Korea)

18. Korea reported that the APEC e-Learning Training Program has been successfully implemented, providing 6 rounds of training for around 111 next generation leaders from 11 economies in e-Learning and education information. Through on/offline Problem-based Learning, the program showed continued improvement among trainees. The training program to enhance 21st century competencies and skills using e-Learning will be continued this year.


● APEC e-Learning Training Program (Korea)

15. Korea reported that the 1st phase of the APEC e-Learning Training Program from 2006-2009 has been successfully implemented, providing 23 rounds of training for 487 prospective leaders from 12 economies. Features of the 2009 APEC e-Learning Training Program are as follows: (1) customization according to participants interests or careers; (2) stabilized Tri-participation support system, enabling the efficient operation; (3) differentiated and high-valued training program with experts from fields other than education. Several economies commented the accomplishments of this project as the exemplary model of adult training. Korea will continue this project into the 2nd Phase.

● The 34th APEC HRDWG EDNET Meeting (6th FEB, 2012)

Korea presented a progress update on the APEC e-Learning Training Program. Achievements include: a needs analysis; support system providing organized curriculum; practical project plan discussions; and support for trainees.

Feedback from Trainees

Survey Results

- “The Program was well designed and organized. It had a good combination of theory and practice.” (China)
- “The field trips were held at the best places, so from them, I’ve learned a lot about u-Learning.” (Philippines)
- “The visit to a future model school was wonderful as it enabled us to see how e-Learning is being applied among little children and how their traditions are being respected.” (Mexico)
- “The collaborative study made the study more interesting and easier.” (Indonesia)

DAILY REFLECTION NOTES

“Positive, Innovative Experience”

*Implement this model in to educational process in our college...*

- Please summarize today’s study and program.
  - The result of the day for me is understanding the goals of APEC e-Learning Training programs more distinctly, the new way of implementing ICT in educational processes, an Hyper IM-Network model, the Korean food doing paper craft, listening to the organizers and volunteers, going around the city.
  - How could you implement today’s study for your economy, organization, working, and others?
    - Your positive and innovative experience must be supported-I am going to give this information to our Ministry of Education authorities, organize seminars for tutors of the university and Yakul teacher-training college. I think that future Network model is of great importance to development of our students and ensuring availability of high quality education. I plan to implement this model into educational process in our college, group and individual projects.
  - Viewed in its benefits, please evaluate the today’s study and program.
    - Our students self-development. The higher level of quality of education in our republic. The ICT-competence of of students and tutors.
    - If there is a suggestion or other opinions, please describe it. It’s really very interesting model of education.
    - Can I join to this research in my economy on the base of my college and continue my scientific work. (I am a candidate of pedagogical sciences and my theme deals with ICT).

“Impressive and Meaningful”

“Volunteer, Collaboration, and Learner’s Needs”

- Edson Hugo Zumaeta Rodriguez, Peru

“Propose a collaborative study to tell us how to implement the PEN...”

- Alexandra Popova, Republic of Sakha, Russia

“Propose a collaborative study to tell us how to implement the PEN...”

- Juih Binti Ahmad, Malaysia

“Proposal of a collaborative study to tell us how to implement the PEN...”

- Alexandre Popova, Republic of Sakha, Russia
FUTURE PLANS

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 2012 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 trends in education, namely, edutainment.

SCHEDULE 2012 (TENTATIVE)

<table>
<thead>
<tr>
<th>Period</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.-Mar.</td>
<td>Updating 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>May-Oct.</td>
<td>Implementing APEC e-Learning Training Program (2-3 Rounds)</td>
</tr>
<tr>
<td></td>
<td>Preparing the Progress Report for SP/ APEC HRDWG</td>
</tr>
</tbody>
</table>

OVERVIEW OF APEC e-Learning TRAINING CENTER

Vision

Contribution to narrowing the digital gap and leading fastening shared prosperity in the APEC region based on cooperative activities concerning international education

Network Expansion for International Cooperation
- Enhancing domestic overseas human network as the hub of education in APEC
- Linking with international cooperation areas of broad-customized projects
- Enlarging international cooperative networks among “EduTalent” education

Research Development for Global Leadership in Education
- Research on future education
- R&D on plan for innovative education
- Raising “EduTalent Pool” as the future educational model for the APEC

Promoting International Cooperation through Information Sharing
- Inducing interests of educational users by converging high-tech “E” education content
- Operating cooperation programs linked with ubiquitous technology, education and industrial experiences
- Building and sharing international educational information/data on educational patterns

Collaborative Cooperation with International and Non-Governmental Organizations
- Cooperation with international organizations as UNESCO, World Bank, ADB in projects to narrow the digital gap among developing economies
- International collaborative study with OECD and APEC in the field of education, HRD educational innovation, etc.
- Establishing global cooperation network with MIAP Che-Mau International Railway Training Centre, etc.

Enhancing Educational Support for Expanding International Cooperation

Specialized and High-valued Training Program
- Customized training model reflects the af member economies and participating institutes
- Training curriculum based on experience + Practical assignments
- Problem solving
- Cultivating future education leaders as a hub of eHRD
Organization Chart

Private · Public · Academia cooperation

- Participation by the private public and academia organization which are major players in e-learning (On-site Training/special lecture/Support the operating of the training by giving direct support to trainees)
- 2012 Second MOU to extend the period of mechanism system
  - 06’10’ : First MOU endorsed, 08’11’ : Second MOU for extending support organization system, 12’ : Discussed Third MOU extending for 3 years

Outline of 2012

<table>
<thead>
<tr>
<th>Type</th>
<th>Period</th>
<th>Dates</th>
<th>Venue</th>
<th>WHAT</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for policy makers</td>
<td>10 days</td>
<td>12. 5.15~24</td>
<td>Busan, Gyeongsang</td>
<td>Cooperative research meant for policy makers, lead professors, with focus on on-site training</td>
<td>PBL (Problem-based Learning) based blended learning</td>
</tr>
<tr>
<td>Training for project development</td>
<td>10 days</td>
<td>12. 7.10~19</td>
<td>Busan, Seoul</td>
<td>Focus on establishing the project plan meant for all those involved in the project</td>
<td>Cooperative research to establish project plans</td>
</tr>
<tr>
<td>Training for senior level policy makers</td>
<td>5 days</td>
<td>12. 10.22~26</td>
<td>Busan, Seoul</td>
<td>Coaching for designing e-Learning policy and with focus on policy forum</td>
<td>1:1 expert coaching, Policy forum</td>
</tr>
</tbody>
</table>

Subject

- Education policy makers, senior level policy makers, project managers et al. from the major participatory economies (12 economies)
- Training for policy makers (22), Training for project development(10), Senior-level training(8)
  - Brunei, Chile, China, Indonesia, Malaysia, Mexico, Papua New Guinea, Peru, Philippines, Russia, Thailand, Vietnam)

Features

- Participate in the AEMM group activities (Future Education Forum)
- Independent Public Relations booth for AEMM
  (Within the education public relations hall of APEC member economies)
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