Welcome to APEC e-Learning Training Program
Partner for your e-Learning
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

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'-13’)
- 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)

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.

e-Learning Globalization

APEC e-Learning Training Program

Vision

Narrowing the digital gap in the APEC Region

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

Supporting Group

Inviting educational experts for high-valued training course

Providing PBL based blended learning training methodology

Operating short / long term courses customized to the needs of targets and subjects

Organizing a cooperative system with support groups and programs

Supporting Group
APEC e-Learning Training Program launched (127 participants from 8 economies)
- May: Progress report at the 28th APEC HRDWG Meeting and SOM Launch of the APEC e-Learning Training Center and needs survey of member economies (I)
- 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

(144 participants from 11 economies)
- Apr: Progress report at the 29th APEC HRDWG Meeting
- Jun-Nov: Conduct of five rounds of the APEC e-Learning Training Program
- Oct-Dec: Conduct of two rounds of the Advanced APEC e-Learning Training Program
- Nov: Convening of the 2007 APEC e-Learning Seminar

(36 participants from 10 economies)
- Feb: Progress report at the 30th 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 31st APEC HRDWG Meeting (Moscow, Russia)
- May-Oct: Conduct of three rounds of the APEC e-Learning Training Program

(32 participants from 11 economies)
- 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

(105 participants from 11 economies)
- Jun: Progress report at the 32nd APEC HRDWG Meeting
- May-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

(42 participants from 11 economies)
- Feb: Progress report at the 33rd APEC HRDWG Meeting (Moscow, Russia)
- May-Oct: Conduct of three rounds of the APEC e-Learning Training Program

(37 participants from 10 economies)
- Feb: Progress report at the 34th APEC HRDWG Meeting (Moscow, Russia)
- May-Oct: Conduct of three rounds of the APEC e-Learning Training Program

(36 participants from 10 economies)
- Feb: Progress report at the 35th APEC HRDWG Meeting (Medan, Indonesia)
- May-Oct: Conduct of three rounds of the APEC e-Learning Training Program
APEC e-Learning Training Program

Pre-Training
On-Site Training
Post-Training
Training Procedure & Curriculum

www.apec-elearning.org
**Direction**

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

**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.

**Trainee’s Benefit**

1. Obtaining latest trends and advanced knowledge in e-Learning, and sharing current ICT status in APEC region
2. Solving actual problems with PBL and participating international projects
3. Global networking with educational policy makers and renowned international scholars

**Types of Training**

- **Policymaker**
- **Program Development**
- **Senior Policymakers**
Training Curriculum

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<td>Collaborative Study based on Needs</td>
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<td>Submission of Post Report</td>
<td>Online</td>
<td>Online</td>
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### Contents

**Basic**
- Understanding of APEC, ALCoB and AeLT

**Introduction of Training Course**
- e-Learning Workshop
- Field Trip to excellent Institutes and Schools

**Collaborative Study**
- 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.

**Cultural**
- Research on Using ICT Case
- Case Study on e-Learning Solutions
- Advisory Professor’s Feedback

**Learning Outcomes**
- Computerized Adaptive Testing
- Reflection Note, Team Paper, Peer Networking Evaluation (instructor, procedure)
- Final Report

### 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-training Lectures**
  - Future Education and Edutainment Park (Dr. YoungHwan Kim)
  - Ubiquitous Technology and Learning (Dr. SeungWoo Choi)
  - Blended Action Learning (Dr. SungYong Lee)
  - Sound Changes in English (Dr. DongHan 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 (CREST, 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).

※ The curriculum can be differentiated according to each round of AeIT

### On-Site Training

- **Lectures**

- **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.
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.
With the emergence of a new globalized world which is founded on unprecedented access to information, the APEC member economies have to develop e-education programs to bridge the gap between economies with various statuses as well as develop all areas of education to ensure the continued development of all APEC member economies. Education is in the critical position to help APEC member economies achieve their developmental goals while maintaining the balance between both theoretically ideal and practical goals and values.

The renewed APEC e-Learning Training Program will not only maintain and build on the most successful sections of past training sessions, but will also be improved and updated by addressing the needs and feedback of the APEC member economies. Currently the entire program is undergoing a careful evaluation and an innovative series of improvements.

As in the past and even more so in the near future, the APEC e-Learning Training Center envisions itself to be a crucial hub of international cooperation in the APEC region, as well as to launch new trends in education.

### SCHEDULE (TENTATIVE)

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<tr>
<th>Period</th>
<th>Activity</th>
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<td>Jan.-Mar.</td>
<td>Updating and re-organizing the APEC e-Learning Training Program</td>
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<td>Mar.</td>
<td>Recommendation and selection of trainees</td>
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<tr>
<td>May-Oct.</td>
<td>Implementing APEC e-Learning Training Program (2-3 Rounds)</td>
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<td>Dec.</td>
<td>Publishing the annual Report of AEAT</td>
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<td>Preparing the Progress Report for annual APEC HRDWG meeting</td>
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### 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 (5) (Brunei, Chile, China, Indonesia, Malaysia, Mexico, Papua New Guinea, Peru, Philippines, Russia, Thailand, Vietnam)

### Features
- Booth for AEMM (Within the education public relations hall of APEC member economies)
Continuing its efforts to provide more customized and high-valued training curriculum since 2006, APEC e-Learning Training Program has accomplished 27 rounds, cultivation 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, Korea and Peru has participated in APEC e-Learning Program, which is implemented 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

Short-term (6days or 10days)
- 1st round : 05 Oct.~09 Nov.
- 2nd round : 13 Nov.~22 Nov.

Short-term (6days or 10days)
- 1st round : 05 Dec.~10 Dec.

Short-term (6days or 10days)
- 1st round : 20 May.~29 May.
- 2nd round : 01 Jun.~10 Jun.

Short-term (6days or 10days)
- 1st round : 31 Oct.~09 Nov.
- 2nd round : 13 Nov.~22 Nov.

Short-term (6days or 10days)
- 1st round : 01 Sep.~10 Sep.
- 2nd round : 13 Sep.~21 Sep.

Short-term (6days or 10days)

Training evaluation results by year

APEC e-Learning Training Participant Status

Economy

- APEC e-Learning Training Center
- Training Program

Main member economies (12 economies)
The 36th APEC Human Resources Development Working Group (HRDWG) Meeting

Summary Report of the 30th Meeting of the APEC HRDWG Education Network (EDNET)


15.3 Korea presented the project report for the APEC e-Learning Training Program (AeLT), which shares cutting-edge knowledge and experience of ICT education and the latest trends in e-learning policy through on- and offline activities and 681 trainees have participated in this program since 2006.

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Comments from member economies on Korea’s APEC projects

Government of Korea and Institute of APEC Collaborative Education have made tremendous contribution to APEC projects including ALCom, AEC, AeLT are evidently excellent projects with distinctive features.

EDNET Joint coordinator (Fang Jun, Ministry of Education, China)

Policy-makers of Viet Nam who attended AIV and AeLT could obtain useful knowledge by means of taking IT related courses. Viet Nam, therefore, extends our appreciation and wants more people from us join in the projects performed by Korea

Viet Nam (Pham Quang Hung, Ministry of Education and Training)

Korea has been making continuous efforts and contribution for education development of APEC. Especially, AeLT is very well organized program where education policy-makers and scholars join in, thereby providing practical information to change education and e-learning system into productive and active ones.

China (Luo Ping, Ministry of Education)

Daily Reflection Notes

- DAY 2 of 28th APEC e-Learning Training Program - Trends and Issues in APEC Education/Workshop
  - Diosdado San Antonio, The Philippines

  G. Please summurize the world that you do on today’s training program.
  A. An informative lecture was rendered by Dr. Seongwoo Choi, Professor of Lifelong Education, Soongsil University on Trends in APEC Education.

  Then a workshop that provided a chance for the participants to share their professional roles, functions and challenges followed. Afterwards was spent for the field tour at SK Telecom.

  G. Please write down the beneficial point that could be applied on your present task
  A. From the lecture, learned that the future challenges and educational responses include globalization, innovation and cooperation. Awareness of these realities has given me more focus on what to prioritize in terms of the initiatives I can introduce in our own education system.

  The cooperative analysis framework presented in the lecture also reinforced my own advocacy for research internatization, even at the basic education level. In addition, efforts to synergize the expertise and resources of the government, industry and university professors in implementing e-learning is something that I can try out later.

  During the workshop, it was obvious that we, participants had common interests in making sure that e-learning projects need to be more efficient. Also, teachers and students need to be made more engaged and less anxious in doing e-learning.

  The field training has provided new realizations, particularly in terms of the future possibilities of using higher level of Information and communication technology. Although I would guess that the technology on integrating health concerns, communication, entertainment, business would be costly for the Philippines, the use of the very portable mini projector is something that can be applied in my own setting.

  The visit to Daemun museum has enriched my awareness and appreciation for the arts.

  G. Please give us any idea or request on training program
  A. None for today. I find every aspect of the program to be splendid. All the best! Thank you.

- DAY 4 of 26th APEC e-Learning Training Program - Field Trip
  - Habibollah Haj Sain, Brunei Darussalam

  G. Please summarize the work that you did on today’s training program.
  A. Field trip to Busan Metropolitan City, Haegang High School, Busan Mechanical Technical High School and Busan Contents Complex then our Group C with Motto Gaja- keep moving to continue our task - complete our assignment.

  G. Please write down the beneficial point that could be applied on your present task
  A. the amazing field trip benefited me in particular to discover and identified the most effective P3 (Private Public Partnership) is the key success factor for the development of the nation in Korea in general and Busan in particular.

  Technical and Mechanical education in Busan is the best exemplar in exploring the success of P3 not only for economic driving force but most important is the human capacity development.

  G. Please give a comment or feedback on today’s program
  A. the amazing field trip benefited me in particular to discover and identified the most effective P3 (Private Public Partnership) is the key success factor for the development of the nation in Korea in general and Busan in particular.

  Technical and Mechanical education in Busan is the best exemplar in exploring the success of P3 not only for economic driving force but most important is the human capacity development.

  G. Please write down the beneficial point that could be applied on your current task
  A. the amazing field trip benefited me in particular to discover and identified the most effective P3 (Private Public Partnership) is the key success factor for the development of the nation in Korea in general and Busan in particular.

  Technical and Mechanical education in Busan is the best exemplar in exploring the success of P3 not only for economic driving force but most important is the human capacity development.

  G. Please give us any idea or request on training program
  A. excellent

- DAY 3: Field Study & Lecture
  - Asmah Binti Ahmad, Malaysia

  G. Please summarize today’s study and program.
  A. I found the places that we went to for our field trips impressive and meaningful. The networking system of the City Council is making huge beneficial contribution to the community at large. What I like most is about the services from the team of experts of different fields that the Council has. What I found astounding was the fact that the experts do it on VOLUNTARY basis. I was truly honored about the study visit to the Research and Information Office. We were allowed to go into the high security sector. In addition, what I discovered was that they do educational services not just to the teachers and students but also to the parents. The wholehearted involvement from the parents is truly commendable. “COLLABORATION” Dr. Sony’s talk was also impressive and meaningful to me. He meticulously considered every aspects, issues and challenges in the implementation of e-learning in the teaching and learning process, specifically from the learners’ needs and requirements. “DARE TO FAIL”

  How could you implement today’s study for your economy, organization, working, and others?
  A. The keywords today are “VOLUNTEER”, “COLLABORATION” and “LEARNERS’ NEEDS”. To utilize those key strategies in conducting and achieveing any kind of success for any programs, one has to work extra hard and be fully motivated. However, I truly believe that it can be done in any economy.
**OVERVIEW OF APEC e-Learning TRAINING CENTER**

**Vision**

**Contribution to narrowing the digital gap and leading fostering 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 education in ape
- Linkage with international cooperation area of local-customized projects
- Enhancing international cooperation network among "tri-partition" government, non-government/institute, and private/business sector/research

**Research Development for Global Leadership in Education**
- Research on future education
- "HRD"
- Plan for innovative education
- Realizing "Edutainment Park" as the future educational model for the APEC harmonized with ubiquitous technology, nature, humanity and experience
- Developing and disseminating international cooperative activities and training model

**Promoting International Cooperation through Information Sharing**
- Inducing interests of educational users by convening high-tech IT education contest
- Operating cooperative programs linked with ubiquitous technology, education and industrial experiences
- Building and sharing international educational information DB on educational policies

**Specialized and High-valued Training Program**
- Customized training model reflects the of member economies and participating institutes
- Training curriculum based on experience
- Practical assignments
- Problem solving
- Cultivating futureeducation leaders as a hub of e-HRD

**Collaborative Cooperation with International and Non-Governmental Organizations**
- Cooperation with international organization as UNESCO, WorldBank, MDB 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 cooperative network with ITU-ASP CoE PNU, International Railway Training Centre, etc.

**Enhancing Educational Support for Expanding International Cooperation**

**SUPPORT GROUP**

**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 operation of the training by giving direct support to trainees)
- 2012 Second MOU to extend the period of mechanism system
  - '06-'10: First MOU endorsed, '09-'11: Second MOU for extending support organization system,
  - 12': Discussed Third MOU extending for 3 years

**Administrative & Financial Support**
- Project planning and general operation
- Tripartite Structure
- Cooperation

**Canada**
- Provincial Office of Education
- Universities
- Educational Research Institutes
- Relevant Organizations

**United States**
- Mexico
- Peru
- Chile
- Australia
- New Zealand
- Papua New Guinea
- Brunei Darussalam
- The Philippines
- Chinese Taipei
- Japan
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<tr>
<td>Brunei Darussalam</td>
<td>Dayangku Etty Marlly Binti Pengiran Rosli</td>
<td>Human Resources Development dept Ministry Of Education</td>
<td>Deputy Director</td>
<td><a href="mailto:etty.rosli@moe.edu.bn">etty.rosli@moe.edu.bn</a></td>
<td>+673-2381133 (ext 1312)</td>
</tr>
<tr>
<td>Chile</td>
<td>Eliana Chamizo Álvarez</td>
<td>International Ministry of Education Chile</td>
<td>Director</td>
<td><a href="mailto:elianachamizo@mineduc.cl">elianachamizo@mineduc.cl</a></td>
<td>+56-2-4065406</td>
</tr>
<tr>
<td>People’s Republic of China</td>
<td>Yang Cancan</td>
<td>Department of Int’l Cooperation and Exchanges, Ministry of Education</td>
<td>Deputy Director</td>
<td><a href="mailto:yangcc@moe.edu.cn">yangcc@moe.edu.cn</a></td>
<td>+86-10-6609-6526</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Lestyani Yuniarsih</td>
<td>Office for Research and Development, Ministry of National Education (MoNE)</td>
<td>Program Officer</td>
<td><a href="mailto:lestyani@gmail.com">lestyani@gmail.com</a></td>
<td>+62-21-5790-0405</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Soon Seng Thah</td>
<td>Educational Technology Division, Ministry of Education Malaysia</td>
<td>Deputy Director</td>
<td><a href="mailto:soons@moe.gov.my">soons@moe.gov.my</a></td>
<td>+6016-2888088</td>
</tr>
<tr>
<td>Mexico</td>
<td>Guillermo Pablo Lopez Andrade</td>
<td>Ministry of Public Education</td>
<td>General Director</td>
<td><a href="mailto:guilopez@ste.gob.mx">guilopez@ste.gob.mx</a></td>
<td>+52-55-9601-1000</td>
</tr>
<tr>
<td>Papua New Guinea</td>
<td>Michael F. Tapo</td>
<td>Department of Education</td>
<td>Secretary</td>
<td><a href="mailto:Michael_Tapo@education.gov.pg">Michael_Tapo@education.gov.pg</a></td>
<td>+675-381-3375</td>
</tr>
<tr>
<td>Peru</td>
<td>Carmen Magaly Beltran Vargas</td>
<td>International Cooperation Bureau, Ministry of Education</td>
<td>Chief of Non-Reimbursable Cooperation Unit</td>
<td><a href="mailto:cbeltran@minedu.gob.pe">cbeltran@minedu.gob.pe</a></td>
<td>+51-1-615-5800</td>
</tr>
<tr>
<td>The Philippines</td>
<td>Karen Pahayayhay</td>
<td>Ministry of Education</td>
<td>Technical Assistant</td>
<td><a href="mailto:pahayayhay.karen@gmail.com">pahayayhay.karen@gmail.com</a></td>
<td>+632- 631-84-93</td>
</tr>
<tr>
<td>Russia (Rep. of Sakha)</td>
<td>Vasily Maximov</td>
<td>Yakutsk State University, Institute of Mathematics and Informatics</td>
<td>Head of Informatics Teaching Methodics Dept,. Associate Professor</td>
<td><a href="mailto:maxvaissau@mail.ru">maxvaissau@mail.ru</a></td>
<td>+7-924-664-2693</td>
</tr>
<tr>
<td>Thailand</td>
<td>Sunee Churaisin</td>
<td>Office of the Higher Education Commission, Ministry of Education</td>
<td>Education Officer</td>
<td><a href="mailto:sunee@mua.go.th">sunee@mua.go.th</a></td>
<td>+66-2-644-5513</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>Dang Thuy Chi</td>
<td>International Cooperation Department, Ministry of Education and Training</td>
<td>Officer</td>
<td><a href="mailto:dchi@moet.edu.vn">dchi@moet.edu.vn</a>, <a href="mailto:danthuychi1970@yahoo.com">danthuychi1970@yahoo.com</a></td>
<td>+84-4-3868-3620</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>An, Jong-Ho</td>
<td>Education Information and Statistics Bureau, Ministry of Education</td>
<td>Deputy Director</td>
<td><a href="mailto:pooco2006@moe.go.kr">pooco2006@moe.go.kr</a></td>
<td>+82-44-203-6421</td>
</tr>
<tr>
<td></td>
<td>Kong, Jueun</td>
<td>Education Support Division, Busan Metropolitan City</td>
<td>Assistant Director</td>
<td><a href="mailto:sver76@korea.kr">sver76@korea.kr</a></td>
<td>+82-51-888-3591</td>
</tr>
<tr>
<td></td>
<td>International Development Team</td>
<td>Institute of APEC Collaborative Education</td>
<td></td>
<td></td>
<td>+82-51-515-8617</td>
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