Building A Learning Society Through e-Learning

Myung-sook Pang, Ph.D.
Director of International Cooperation and Public Relation
KERIS
Education for the Knowledge and Information Society

• National competitiveness
  = national knowledge assets

• Private tutoring: high cost, low efficiency
  – Plan to reduce private tutoring costs

• e-Learning as a core strategy
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The Inefficiency of Private Tutoring

<table>
<thead>
<tr>
<th>Country</th>
<th>Efficiency without private tutoring costs</th>
<th>Efficiency including private tutoring costs</th>
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</thead>
<tbody>
<tr>
<td>Korea</td>
<td>125</td>
<td>85</td>
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<tr>
<td>Japan</td>
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<td>131</td>
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<td>Holland</td>
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<td>Ireland</td>
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<td>Czech.</td>
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<td>120</td>
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<td>Greece</td>
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<td>125</td>
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(LG weekly Economy 2003)
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Lifestyle Changes

• “Well-being” trend for a high quality lifestyle
• Customized and individualized pattern of education
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Changes in the Educational Environment

• Diverse learning tools
  – Internet, satellite TV, PDA, mobile phones, etc.
  – Multimedia materials and classes in CD, Internet. etc.

• Changes in demand
  – Active student participation
  – Communication between teachers and students

• Changes in content
  – Focus on students’ ability and aptitude
  – General and elective subjects
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Current Status

• International competitiveness
• Rapid expansion of private tutoring

Expectations

• Innovation in education method
• Self-directed study
• Learning opportunities for the disadvantaged
Stages of Applying ICT in Education

• Initial infrastructure stage
  – National Informatization Master Plan I
  – Informatization Promotion Committee

• Cyber Korea 21
  – National Informatization Master Plan II

• e-Korea vision 2006
  – National Informatization Master Plan III
  – Broadband IT Korea

• IT 836 strategies
  – 8 new services, 3 investments in infrastructure,
  – 9 new growth engines
Stages of Applying ICT in Education

• **Initial infrastructure Stage (1999~2000)**
  – 1 PC per 1 teacher, Internet to all schools and classrooms
  – ICT literacy education
  – Educational content development for each subject

• **Utilization Stage (2001~2003)**
  – Guidelines for use of ICT 10-20%
  – Teacher training for adapting ICT into education
  – Education resources sharing system among 16 MPOEs
  – Teaching-Learning Center

• **e-Learning Era (2004~present)**
  – EBS e-Learning project
  – Cyber Home Learning System
  – National Teaching-Learning Center-EDUNET
  – e-Textbook
Current e-Learning Policies and Analysis

Background

“not E-learning but e-LEARNing”

• International attention as a new paradigm
  - For the right to study and innovative learning

• e-Learning as a core driver for national competitiveness
  - Establishment of NHRD strategy through e-Learning
  *avoid ‘education against industry’ view
Current e-Learning Policy and Analysis

Current e-Learning Issues

- **Primary and secondary education**
  - 1PC 5.8 students
  - 70.7% of schools networked to 2Mbps
  - Adapting ICT into education
  - EBS e-Learning Project, integration of TV & Internet
  - Cyber Home Learning System

- **Higher education**
  - Opening of education market
  - 66.9% of universities have adopted e-Learning (2002)

- **Lifelong education**
  - 89.9% of population use the Internet
  - Cyber university, lifelong education centers
  - Language and license related studies
Current e-Learning Policy and Analysis

Current e-Learning Issues

- Low participation
- Low awareness of the market
- Limited growth of the industry
- Poor e-Learning supply chain

Vicious circle of supply and demand
Current e-Learning Policy and Analysis

Supplement and Reform Public Education through e-Learning

- **Integration of existing programs**
  - Integrate EDUNET, Cyber Home Learning System, EBSi
  - Form “e-Learning Research Center”

- **Active participation**
  - Active parental participation
  - “No wall in school” project thru parents, teachers, community
  - Cyber ethics and morality

- **Customize for teachers**
  - Strengthen teachers’ ICT skills
  - Provide consultation on how to adapt ICT into education
  - Launch “Preparing Tomorrow’s Teachers to use Technology”
Current e-Learning Policy and Analysis

Key HRD through e-Cluster

• e-Learning cluster
  – Cooperation between academe, industry for R&D
  – University-industry collaboration thru e-Learning centers

• Support research information system
  – e-Learning centers in universities and regional strategic industry collaboration to cultivate specialists
Current e-Learning Policy and Analysis

Key HRD through e-Cluster

• Establish e-teaching & learning system
  – Competitiveness of universities thru accumulated achievement record system
  – Individualized learning thru e-Learning

• Train e-Learning specialists
  – Knowledge in both education & IT
  – Offer e-Learning related courses at the graduate level
Current e-Learning Policy and Analysis

Employable Skills through e-Learning

- **Specialization and Diversification**
  - Incentive for specialized course
  - Support consultation
  - Cooperation between the R&D capabilities of government and universities

- **Institutionalized support**
  - Tax benefits for e-Learning
  - Accumulated achievement record system
  - Customized e-Learning according to career and job
Current e-Learning Policy and Analysis

Employable Skills through e-Learning

• Learning society
  – Use e-Learning in innovative ways
  – e-Learning as a training medium for government officials
  – e-Learning-based teacher training
Current e-Learning Policy and Analysis

Unite Provinces through e-Community

• Support the disadvantaged
  – Relate with other governments’ projects for the disadvantaged
  – Use e-Learning to support alternative schools

• e-Lifelong school
  – e-Lifelong learning system for school dropouts
  – Combine with conventional education
Current e-Learning Policy and Analysis

Unite Provinces through e-Community

• Create an e-Community
  – Develop regional e-Learning portals
  – Promote regional e-Learning committees
  – Regional innovation centers for education

• Support regional innovation industry
  – From national ICT infrastructure to learning infrastructure
  – Cooperate with e-Learning projects of other organizations
  – Promote e-Learning based on a lifelong learning society
ICT Policy Implementation

Globalization of e-Learning

• Korea as Asia’s e-Learning hub
  – Support international training
  – Share available resources
  – Provide international seminars and consultations
  – Train unemployed IT workers
  – APEC ICT model school network
  – Join e-Learning community programs
ICT Policy Implementation

Globalization of e-Learning

Support Cyber University Going Abroad

• Export content
• Strategic alliance with general universities to enter other markets

World-class Korean Language through e-Learning

• Systematic Korean language training
• Support other nationalities studying Korean
ICT Policy Implementation
System for Implementation of e-Learning

- MOE&HRD overseeing national policy
  - More macroscopic policy basis: NHRD
  - Securing budgets and designing policy

- MPOEs implementing education policy
  - Enacting policies at the metropolitan and provincial level

- KERIS responsible for e-Learning in Korea
  - Promote lifelong learning society and NHRD system
  - Support for planning and implementation of MOE&HRD and 16 MPOEs
  - ICT services in education for the public
    - *EDUNET, RISS, NEIS*
ICT Policy Implementation

Six Successful Factors

• Firm support and involvement of top educational administrators
  – Designate specialists as Chief Information Officer (CIO)

• Capability of organizations
  – Efficient assignment of roles to each organization
  – Systematic organizational structure
    • *MOE&HRD, KERIS, 16 MPOEs

• User-oriented policy
  – Teacher- and student-centered policy
  – Provide and expand ICT training for teachers
  – Promotion of national content and compensation
ICT Policy Implementation

Six Successful Factors

• Monitoring and evaluation system
  – Consolidate laws and regulations
  – Systematic evaluation

• Collaboration
  – Expansion and reorganization of MOE&HRD
  – Coordination of e-Learning policy through national HRD council

• Appropriate budget allocation
  – Sufficient budget allocation and effective implementation
  – Preserve initial investment as well as administrative budget
Support for the Success
Learning Society

• Construction of e-Learning
• Sustained investment
• Revision of laws and regulations
• National HRD policy
The End

Thank you for your attention
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jean@keris.or.kr