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<th>Bridging the Digital Divide: Supporting the Development of e-Educational Leadership in APEC Countries</th>
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Bridging the Digital Divide: Supporting the Development of e-Educational Leadership in APEC Countries
Introduction

• A component of the APEC Cyber Education Cooperation (ACEC) Project funded by the APEC Education Foundation (AEF).

• CITE is a member of the consortium for the ACEC.

• CITE undertakes the project to make available to teachers and administrators in APEC member economies information & services to improve the use of ICT in education.
e-Educational Leadership in ICT

CITE specific responsibilities:

• To develop & provide an e-Educational Leadership in ICT program for the APEC community.

A 3-day workshop focused on:

• Vision building for ICT in education
• Approaches and strategies for ICT implementation
• Developing ICT implementation plans

Participants included:

• Government officials
• Inspectors
• School principals
• Key teachers, ICT coordinators
• Teacher educators

• Attended by 40 participants from 11 APEC economies.
The workshop referred to and drew on:

- Information Technology for Learning in a New Era
  Five-Year Strategy 1998/99 to 2002/03

- ICT related education policy implementation strategies
3.3.1 Vision on ICT in School and Beyond

Following are the ICT goals of CN001:

- To establish the school as an energetic and innovative learning area and to cultivate students as active, explorative and creative learners teaching and learning.
- To encourage students to make use of ICT to explore the Internet. Not only do they broaden and widen their views, but also their worldviews.
- To cultivate our students to make use of the information to take the information as their own asset.
- To provide computer access for students by open school in such a way that an ideal environment for self-instruction and the notion of lifelong learning can be fostered.

3.3.2 Infrastructure

CN001 was supplied with 155 computers. They were a
...as well as case studies on Innovative Practices:

THEMATIC ANALYSIS OF THE INNOVATION

Curriculum Content, Goals and Assessment

The national curriculum likewise defines the content of each subject. The courseware used in CALS-5 have been selected as far as they contribute to the development of the curriculum content. The content of Science 5 is organized around seven major concepts: people, animals, plants, physical chemical energy, earth and the solar system. Of these concepts, only energy has no appropriate courseware. This means that the basic source for developing the concept would be the textbook.

A concept may be developed in two or three lessons depending on the level of difficulty. Each lesson has a time frame of 40 minutes and may consist of several activities. The activities involve exploration and observation/experimentation.

The activities are conducted in learning stations in the science room or in the laboratory.
The case studies reveal the importance of ‘partnerships in e-leadership’ in the implementation and integration of ICT use in schools & classrooms.

- Provided to stimulate participants to reflect on & develop ICT integration policies & implementation strategies at national or school levels.
A variety of activities took place throughout the workshop:

Presentation by participants after discussing the vision & mission

Group discussion on the approaches & strategies on ICT implementation
A variety of activities took place throughout the workshop:

Discussing & working on the implementation plans

A template for developing an ICT implementation plan
Forthcoming Regional Workshop 2003

Focus of the workshop:

• Building multi-level (from classroom & school levels to regional & national levels); and
Forthcoming Regional Workshop 2003

- Cross-national partnership in leadership in the policy-making and implementation of e-Education initiatives.
Forthcoming Regional Workshop 2003

Purpose of the workshop:

• To consider the impact and integration of ICT in education, which includes a rethink of the national curriculum, the teaching and learning strategies, roles of the teachers and learning etc.

• Participants would include personnel at different levels of the education system to achieve its maximum benefit.
Forthcoming Regional Workshop 2003

Intended Participants will include:

• National and regional levels: officials in charge of policy making, planning & officers responsible for policy implementation, such as inspectors from MOEs;

• Teacher education: teacher educators involved with pre-service teacher education & in-service professional development, & key personnel from professional teacher associations;
Forthcoming Regional Workshop 2003

• **School level:** principals, key teachers & ICT coordinators; and

• **Education content developers** for implementation of ICT in education.
Forthcoming Regional Workshop 2003

**Expected Outcomes:**

- Advances in formulating, planning and implementation of education policy at various levels of the education system resulting from the learning experience and sharing gained through the workshops;
- Further collaborations among participants through networking; and
- Further collaborative project proposals from participating economies.
Forthcoming Regional Workshop 2003

Call for Participation:

• Participants who are interested in and in a position to lead ICT developments in education in their economies in particular.

• It will include 50 participants from various APEC economies.

• Nominations being collected from various economies.

• Further details will be worked out with our potential co-host soon.
ACEC Project Website: http://acec.cite.hku.hk//