

The views expressed in this paper are the views of the author and do not necessarily reflect the views or policies of the Asian Development Bank Institute (ADBI), the Asian Development Bank (ADB), or its Board of Directors, or the governments they represent. ADBI does not guarantee the accuracy of the data included in this paper and **accepts no responsibility for any consequences of their use**. Terminology used may not necessarily be consistent with ADB official terms.

Why we need to cultivate e-Learning Professionals

17 May 2005, Tokyo

Workshop on Mobile Learning for Expanding Educational Opportunities

Mizuho Information & Research Institute

Kaz SHINKAI

Introduction

- A little bit about myself -

- Managing the HRD at Mizuho Information & Research Institute (MHIR)
- Mizuho is a Japanese financial group. MHIR has 4500+ employees.
- In charge of Asia e-Learning Network (AEN), and secretariat of Advanced Learning Infrastructure Consortium (ALIC), 2003-2004
- ALIC has been merged into e-Learning Consortium (eLC) and AEN is managed by eLC this year

- Agenda -

- e-Learning Professional ?

- Your Country Reports

- Who are the “e-Learning Professionals ?”

- Case Study: Framework of e-Learning Professionals

- What do they do ?

- Do they really exist ?

- In Developing Countries

- In Semi-Advanced Countries

- In Advanced Countries

- Why do we need them ?

- How to cultivate e-Learning Professionals ?

e-Learning Professional ?

Your Country Reports

- As the issues in your country, many people claimed the lack of...
- ICT Infrastructure
- Financial Resource
- Human Resource

Yes, you need to cultivate the teacher / instructor.

But is that enough ?

Who are the “e-Learning Professionals ?”

- Learning Manager
- Chief Learning Officer (CLO)
- Instructional Designer (IDer)
- Contents Developer
- System Developer
- Tutor
- Mentor
- Instructor
- etc...

Case Study: Framework of e-Learning Professionals – case 1

- Five categories in Certified e-Learning Professional Programme by The Training Foundation ,UK

- Manager
- Consultant
- Developer
- Tutor
- Trainer

– <http://www.trainingfoundation.com/certification/sectionindex.asp?CertificationSectionID=1>

Case Study: Framework of e-Learning Professionals – case 2

•Nine professionals are defined by AEN (Asia e-Learning Network) WG3 (e-Learning Professionals) in 2004.

- Instructor
- Course Mentor
- Course Operation Supporter
- Instructional Designer
- Contents Specialist
- System Developer
- System Manager
- Manager
- Consultant

What do they do ?

Based on the ADDIE model:

1. Analysis
2. Design
3. Development
4. Implementation
5. Evaluation

1. Analysis

What to do

- Define the needs and constraints

Who does it

- Manager
- Consultant
- Instructional Designer

2. Design

What to do

- Specify learning activities, assessment and choose methods and media

Who does it

- Instructional Designer
- Subject Matter Expert

3. Development

What to do

- Begin production, formative evaluation, and revise

Who does it

- Contents Specialist
- System Developer
- Instructional Designer

4. Implementation

What to do

- Put the plan into action : the actual “learning”

Who does it

- Instructor
- Course Mentor
- Tutor
- Course Operation Supporter

5. Evaluation

What to do

- Evaluate the plan from all levels for next implementation

Who does it

- Instructor
- Course Mentor
- Tutor

Do they really exist ?

e-Learning Stages of Asian Countries (ASEAN+3)

e-Learning Professionals in Asia



| Country | kr | sg | jp | my | cn | th | ph | id | vn | mm | bn | kh | la |
|--------------------------|---|---------------------------------|---|--|---|-----------------------------------|---|---|---|---|---|--|--|
| Rank by Economist* | 5 | 6 | 23 | 25 | 46 | 36 | 43 | 53 | 57 | N/A | N/A | N/A | N/A |
| Related Org. | KIEC, KELIA, KERIS etc. | LSTC | eLC | National Steering Committee | CELTSC | NECTEC | ITECC, PeLS | Pustekkom | | | | | |
| Interoperability | SCORM Certification System | | | Strong demand for certification system | | Not chasing the US-led standards | | Gradual increase of applying standards | | | Still in early stage | | Still not in practical stage. Poor infrastructure. |
| | Collaboration with ADL etc. | | | | | | | | | | | | |
| e-Learning Professionals | Certification on private level | Certification on National level | | | | Gradual increase of professionals | | | Still in early stage. Lack of professionals | Still not in practical stage. Lack of professionals | | Still not in practical stage. Poor infrastructure. | |
| | E-Learning Professional education program | | | | Needs for education program | | education program | | | | | | |
| Quality Assurance | Law related to e-Learning Quality Assurance | | Needs survey, item and criteria for Quality Assurance | Experimental QA/QM projects | Still in early stage. Lack of QA activities | Experimental QA/QM projects | Still in early stage. Lack of QA activities | Still in early stage. Lack of QA activities | Still in early stage. Lack of QA activities | Experimental QA/QM projects | Still in early stage. Lack of QA activities | | Still not in practical stage. Poor infrastructure. |
| | Certification on National level | | | | Award | | | | | | | | |
| | Award related to e-Learning | | | | | | | | | | | | |

*Rank: "The e-Learning Readiness Rankings", Economist Intelligent Unit & IBM Corp., 2004

In Asian Countries

- Case of Japan -

- The concept of Instructional Design is widely recognized
- Not in action that much, especially in employee training/learning in enterprises
- e-Learning is rather considered as a cost-cutting tool in the enterprise
- Narrow country, high population, concentration of population in large cities, too many schools because of reduced birthrate : less needs for distance education

In Developing Countries

- Case of Vietnam -

e-Learning is not in practical stage yet
Classify the e-Learning Professionals as

- Content Developer
- Instructor
- IT Specialist

Source: Mr. Vu Thanh Hung, ICT Center for Education, Ministry of Education and Training, Vietnam

In Semi-Advanced Countries - Case of Philippines -

- UPOU (University of the Philippines Open University) has been named as the ECC (e-Learning Competency Center)
- At UPOU, classify the e-Learning Professionals as:
 - Academic Support Staff
 - As instructional designers
 - As teachers/facilitators
 - Administrative Support Staff
 - Technical Support Staff
 - Management Staff
- UPOU provides e-Learning Professional cultivating course

Source: Ms. Maria Lurenda Suplido, Office of Academic Support and Instructional Services, University of the Philippines Open University, Philippines

In Advanced Countries - Case of Singapore -

- At NTU (Nanyang Technological University),
Classify the e-Learning Professionals as:

- Front-end (Teachers, Mentors, Tutors, TAs, etc)
- Mid (Subject Experts, Instructional Designers, Multimedia Designers, etc)
- Back-end (System Administrator, LMS Administrator)

- Many courses provided by NIE (National Institute of Education):

- Specialist Diploma in e-Learning Instructional Design
- Short courses for trainee teacher / for current teacher / postgraduate course (master of arts/instructional design)
- Source: Dr. Daniel Tiong Hok Tan, Director of Center for Educational Development, Nanyang Technological University

Why do we need them ?

- Launching the project is only the beginning
- The real cultivation of human resource starts after that

We need a professional to support the operation of learning

Implementation of the e-Learning is NOT the end

- Classroom course is :
 - Direct reaction and feedback from students
 - Usually, it gets better each time repeated
 - Easier to upgrade and improve the course
- e-Learning course is :
 - Analysis and evaluation process are required
 - In many cases, once the contents/systems are developed, no budget to upgrade and improve the course

Implementation of the e-Learning is NOT the end

- Don't let the learners get lost
- Don't let the learners get bored
- Don't let the learners neglect
- They need to be guided
- They need to be managed
- They need to be cheered up
- We need someone to do it

How to cultivate e-Learning Professionals

- CeLP (Certified e-Learning Professionals) Program
by The Training Foundation, UK
- Instructional Design educational course
by the National Institute of Education, Singapore
- Many courses in US Universities
- Some courses in the enterprise for employee training
- Some experimental projects by governments

- But we have to remember...
- Copying the advanced cases are good as a starter
- But each of us have our own culture and national character
- We must modify and optimize it

- m-Learning is only at the beginning stage
- There is no “correct answer”
- We must find our best solution

Last but not least...

- Welcome to Japan ! Enjoy your stay !
- Recommended Places:
 - Traditional Japan: Asakusa, Ueno, Imperial Palace
 - Modern Tokyo: Shinjuku, Roppongi, Odaiba
- Recommended Foods:
 - Try the meal of ordinary people, not just Sushi and Tempura
 - Ramen, Gyudon, Katsu-don, Curry & Rice (Japanese Style), Japanese Sake

Thank you.

Kaz Shinkai

kazuyuki.shinkai@mizuho-ir.co.jp