26-28 April 2015
Riga, Latvia
Ministry of Education and Science
of the Republic of Latvia
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The 5th ASEM Education Ministers' Meeting (ASEMME5)

"ASEM Education Collaboration for Results"

Plenary Session II on 28 April 2015

11:30 – 12:45

"New Learning Technologies in Education – opportunities in education and ASEM education collaboration"

DISCUSSION DOCUMENT

Last updated: 19.04.2015

The aim of the discussion is to identify opportunities and challenges created by information and communication technologies (ICT) in education, share best practice and give participants the opportunity to take back to their own countries new suggestions which can be used in their national contexts as well as interregionally.

The issue of ICT will be approached from three aspects:

1. ICT in education and students motivation for learning, student involvement and ICT accessibility;

2. ICT as instruments for developing the ASEM education cooperation (ICT as a means for complementing institutional collaboration in education and research; for systems development and capacity building; data source etc.);

3. The exchange of good practice and experiences of the use of new learning technologies in education and international collaboration.

The keynote speakers will open the discussion by giving an outline of their vision on technological opportunities in education, the impact of technologies on education and the changes currently taking place in education. These views will be based on their professional and personal experiences.

Keynote speakers:

- Mr Kihei Maekawa, Deputy Minister of Education, Culture, Sport, Science and Technology of Japan
- Business representative (tbc.)

The following **guiding questions** and notes have been prepared to facilitate discussion:

1. How could ICT be targeted to increase student motivation for learning? How can better accessibility of ICT be ensured for all students?

2. How ICT could be used to enhance the ASEM education (for example, ICT could complement physical exchanges, influence joint degree programmes, open up the possibility for providing access to international study courses and programmes, as well as ICT can ensure access to data for developing the ASEM education cooperation etc.)?

3. If you have any best practice from your country regarding the use of new learning technologies in education and in international collaboration, please share them.

To give all participants an opportunity to contribute, as well as to foster more interactive discussion, the first interventions should not exceed two minutes to express initial views. Consequently, participants will have the option of intervening more than once. Length of the plenary session: 1 h 15 minutes (75 minutes).

ICT has become a part of everyday life in the modern world. It has an impact throughout all sectors of the world, education included. Recognition of the role of ICT in education has led to educational reforms being aimed at integrating ICT in teaching and learning at all levels. This world is changing and becoming increasingly digital, connected, collaborative and global. As a result, education has to ensure that it is fit for the digital era. The speedy adaptation of education institutions is a key condition to guarantee that education remains relevant to society. Education also needs to contribute to innovative and competitive economies and demonstrate that it can improve the quality of life for everyone. The potentially massive switch to long-distance and technologically-based delivery of education is equally central to the integration of education (European High Level Conference "Education in the Digital Era", 2014:1).

The digital era has already influenced **changes in the education policy**, affecting many aspects, *inter alia*: 1) access to education, using the ICT opportunities, including open educational resources and MOOCs; 2) the acquisition of digital skills and the promotion of employment; 3) innovative approaches to learning methods, educational content and learning materials; 4) a pedagogical approach stressing individual needs; 5) the quality of education including the recognition of skills acquired in the digital environment.

The issue of ICT is being increasingly included in national education strategies and it is becoming increasingly necessary to strengthen the role of ICT in education and training, including investment in infrastructure, pedagogical support, the development of digital learning methods and open education resources including non-formal and informal learning which can enable the promotion of the quality of education and the broadening of education opportunities for all groups. Another aspect worthy of mention is the importance of collaboration at various levels and the promotion of the exchange of best practice. At the same time, the education field is currently facing a number of challenges created by the use of ICT; for example, ICT and student motivation for learning as well as ICT accessibility.

The effective use of the digital environment can also raise the competitiveness of countries and regions, exploiting the potential of digital technologies and the constant movement towards an information society as means of future growth. ICT opportunities are also clearly on the agenda of ASEM collaboration. Technologies bring a number of benefits and opportunities, including strengthening cooperation between Asia and Europe within the field of education.

ICT in ASEM cooperation and collaboration

Under the theme of "Responsible Partnership for Growth and Security", the 10th ASEM Summit (ASEM10) held in Milan, Italy on 16-17 October 2014 focused on enhancing connectivity between Asia and Europe. Leaders at ASEM10 expressed an interest in examining methods of enhancing digital connectivity between Europe and Asia and ICT can be one of the tools to strengthen it (Chair's Statement of the 10th ASEM Summit (ASEM10), 2014:3).

One of the topics which deserves increased attention in ASEM collaboration is matching action to the demands of a turbulent 21st century: ASEM is concerned with connecting countries, regions and people. It needs to attract increased ASEM attention. The race to build stronger institutional, infrastructure, digital and people-to-people links is transforming Asia, creating new partnerships and developing new opportunities for Asian and European businesses. The significance of Asia-Europe connectivity – including digital - was underscored by the summit in Milan. Leaders emphasised the contribution that increased ties could make to economic prosperity and sustainable development and to promoting the free and seamless movement of people, trade, investment, energy, information, knowledge and ideas and greater institutional links. Enhanced connectivity requires the engagement of all stakeholders, including industry, think-tanks and the academic community (Islam, S., ASEM: renewal and revival for the third decade, p. 6-7).

ICT within the area of ASEM education cooperation

Each ASEM member has experience and solutions concerning the use of ICT in education as well as examples of good practice which can give ideas to other countries.

According to the Conclusions made by the Chair of the ASEM Meeting of Ministers Responsible for Higher Education held in 2009, Education Ministers recognized the role of ICT in the general development of education and encouraged ASEM members to share their e-learning resources to maximize the use of ICT in capacity building, learning and teaching. They welcomed the contribution of India in this field.

Technological developments, including this issue of open access and virtual mobility (MOOCs) were some of the topics recognised as important during the First Senior Officials' Meeting (SOM1) held in 2014 in Riga, Latvia. It was acknowledged that these issues would influence the ASEM Education Process.

Development of ICT skills, e-learning and the culture of e-learning in Lifelong Learning (e-ASEM)

e-ASEM, the ASEM e-Learning Network for Lifelong Learning, aims to set up an online research network that enables ASEM LLL partner universities to exchange ICT skills on a continuous basis and to do the same in respect of e-learning related to academic and practical experiences. E-ASEM is promoting international collaborative projects for information sharing, research and human resource development in ICT skills and e-learning in this regard (ASEM LLL Hub, 2015).

These include :
- initiating an online research network that enables ASEM LLL University partners to exchange research results on developing ICT skills on a continuous basis and e-learning related to academic and practical experiences;
- establishing an online community to share information, knowledge and human resource development;
- conducting collaborative research projects and practical activities among ASEM member countries related to ICT skills, e-learning and the culture of e-learning in lifelong learning;
- sharing recent research products and technological trends in ICT skills and e-learning among ASEM member countries.

The strategies for the network are divided into three phases:
- the establishment of an e-ASEM network and online community - 2006-2007
- activating the e-ASEM network - 2008-2009
- conducting e-ASEM network-based collaborative research and projects - 2010- ongoing

Some ASEM education initiatives related to the use of technologies in education have been enacted in the last two years.

"Strategizing collaboration, leveraging resources: charting the way forward for lifelong learning" An International Seminar on lifelong learning - Malaysia 2014

During the seminar it was concluded that education policy needs to move hand-in-hand with the technological advancements of the 21st century in providing a corresponding learning environment and implementing an individualised learning approach. The online method for LLL, including MOOCs, is only at an early stage and needs further research and development. The further research and development includes such topics as systems, pedagogical approaches and models of practice in catering for a globally diverse society. The issues of certification and accreditation which involve aspects of quality also need to be addressed. To examine the best practices of MOOC, it may be helpful to think of a learning system of MOOC between two continents (Ministry of Education of Malaysia, 2014:40).

The research network *Development of ICT skills, e-learning and the culture of e-learning in Lifelong Learning* under ASEM LLL Hub also published the book *Open Educational Resources in Lifelong Learning* that serves as a constructive foundation for understanding the current status of Open Educational Resources (OER) in lifelong learning as well as OER practices in Asia and Europe (free pdf. at http://asemlllhub.org/researchnetworks/elearning/). Furthermore,

this research network aims at publishing a paper on national reports on MOOCs and later a collaborative research on the second stage of MOOCs.

It can also be mentioned that ASEM LLL Hub has published a special issue of the ASEMagazine on the digital revolution that questions whether the digital revolution can change education (http://asemlllhub.org/magazine/asemagazine-no5/).

The 4th ASEM Rectors' Conference (ARC4) and Students' Forum

The 4th ASEM Rectors' Conference (ARC4) and Students' Forum on "University-Business Partnerships: Asia and Europe Seeking 21st Century Solutions" was held in China in 2015 and addressed the topic of how universities and the business sector could improve collaboration to equip students with employability skills, cultivate entrepreneurship and to innovate learning environments through information and communication technologies. Rectors and students attempted to answer these questions and offered solutions reflected in their recommendations.

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