

ICT in Education for the Asian Century

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OVERVIEW

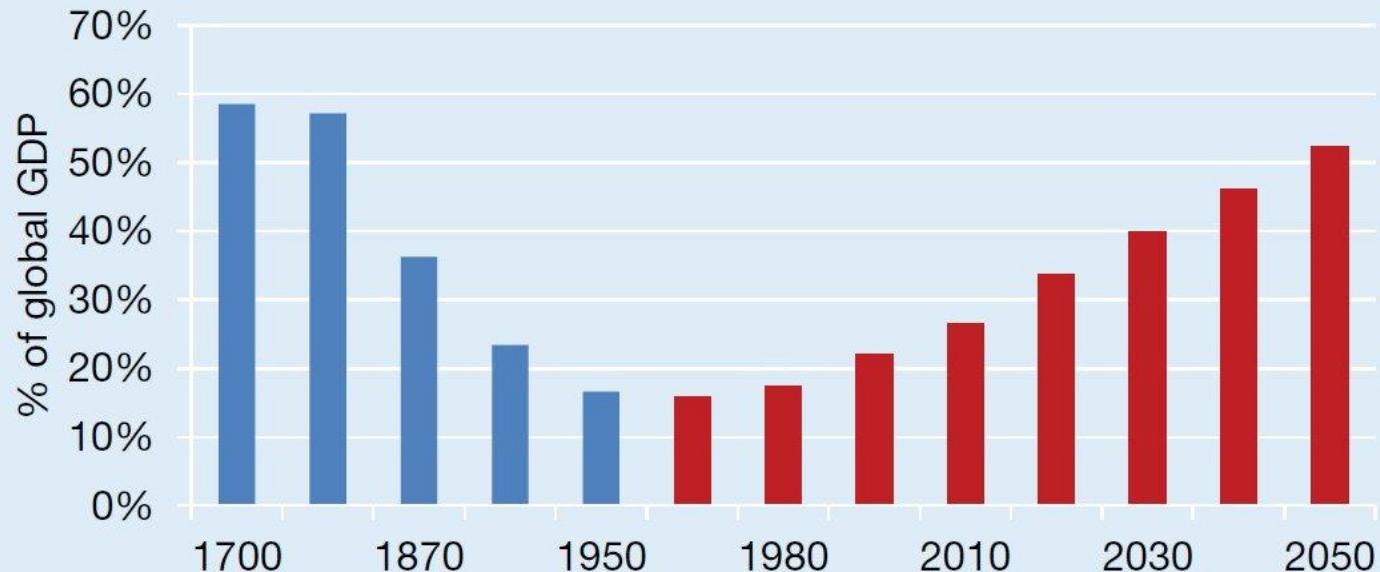
- The Asian Century?
- Learning Engagement & Learning Outcomes
- ICT in Education
 - ✓ Issues & Challenges
 - ✓ Designing & Supporting ICT in Education for the Asian Century

The Asian Century?

The Asian Century?

Figure 1

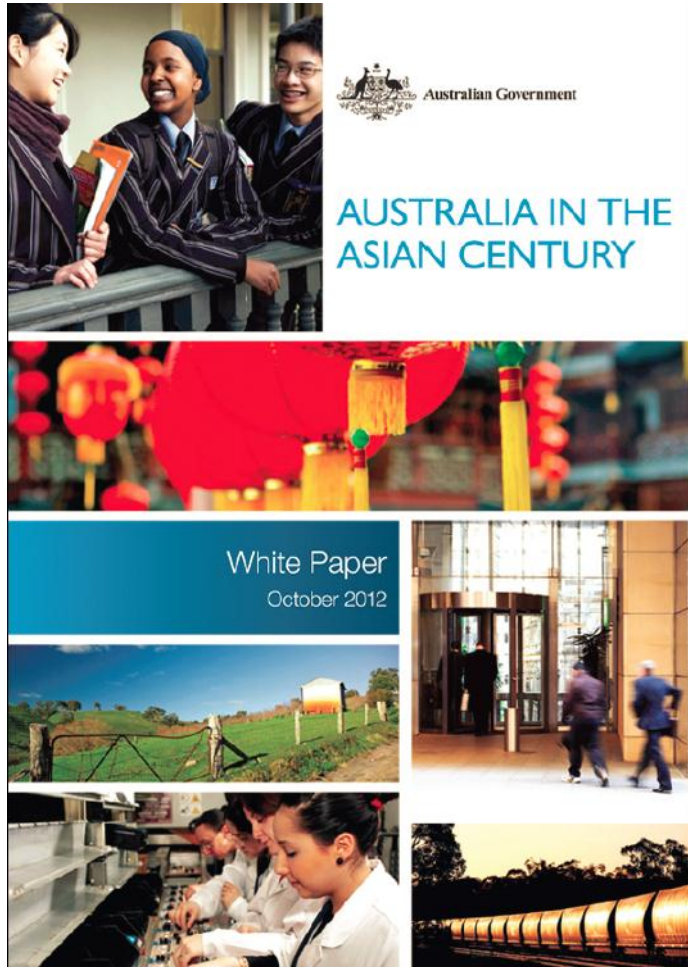
Asia's share of global GDP, 1700–2050



Source: Maddison (1700–1950) (2007); Centennial Group International estimates (1951–2050) (2011). Data for 1750–1790 are PPP and data for 1991–2050 are in market prices.

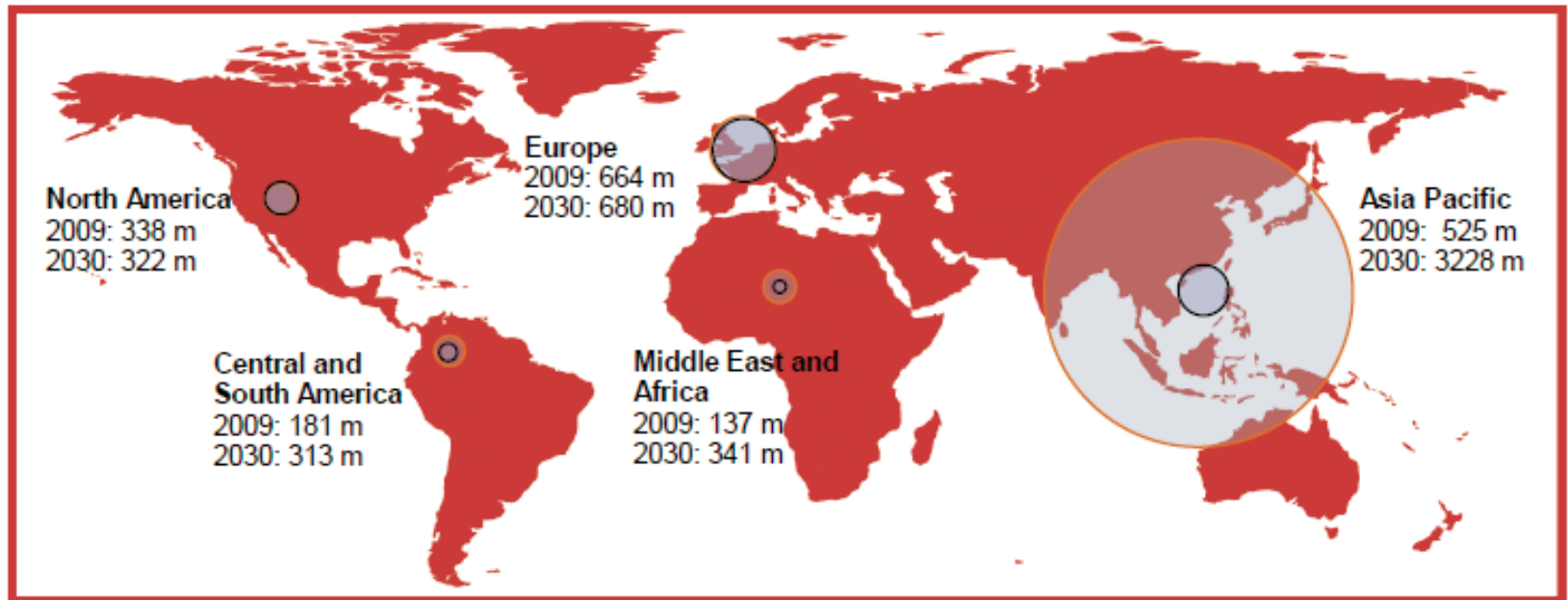
In the ADB's publication *Asia 2050*, it predicts that another 3 billion Asians will enjoy similar living standards to those in Europe today, with Asia accounting for more than half of the global output by 2050.

The Asian Century?



- Although there has been a dramatic slowdown in Japan's economic growth in the last two decades, China's rise in the wake of the Open Door policy and India's impressive growth rates have laid the foundation for Asia's dynamic economic resurgence with Indonesia as a high growth country.
- This was most evident during the 2008 global financial crisis when Asia demonstrated its resilience as compared to the threats of unemployment, national bankruptcy, and housing sector collapse experienced in Europe and North America

The Asian Century?



Note: 'Middle class' is defined as those households with daily expenditures of between US\$10 and US\$100 per person. The black border circles and orange border circles depict the size of the middle-class population in 2009 and 2030 respectively.

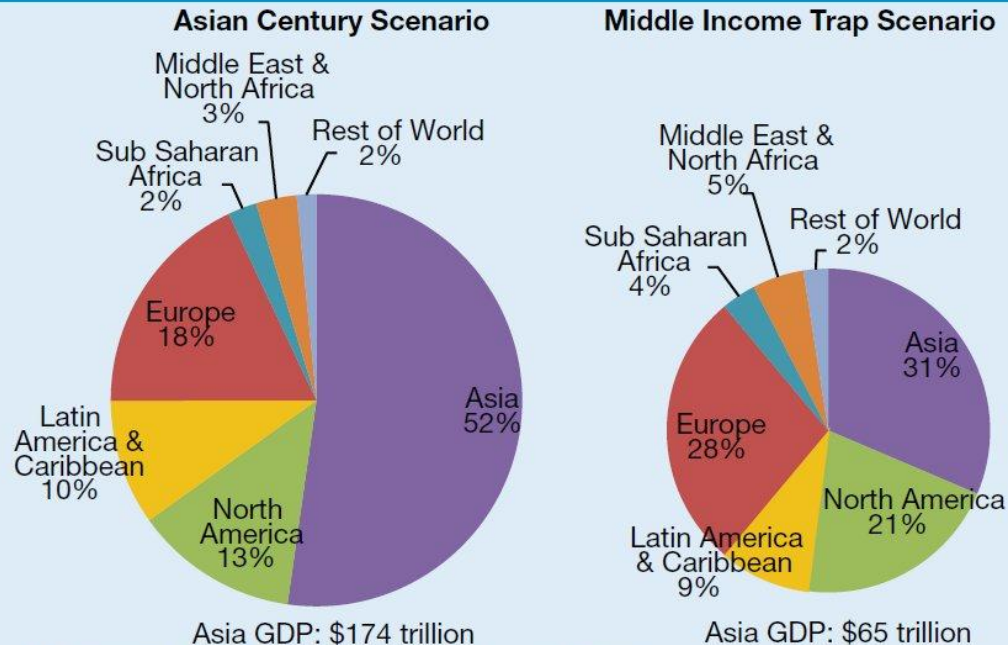
Source: Kharas & Gertz (2010).

Asia is becoming and will be the world's largest producer of goods and services, and will be the world's largest consumer. It is already the most populous region in the world and will most probably form the majority of the world's middle class by 2050.

The Asian Century?

Figure 3

Asian Century vs. Middle Income Trap



Source: Centennial Group International projections, 2011. Figures use market exchange rates (MER).

For Asia to sustain its growth and make the Asian Century a reality, it has to harness on the potential of the rapid advancement of technology, and makes sense and manage the global level of economic, ecological, social, political and cultural integration across countries that are part of globalisation.

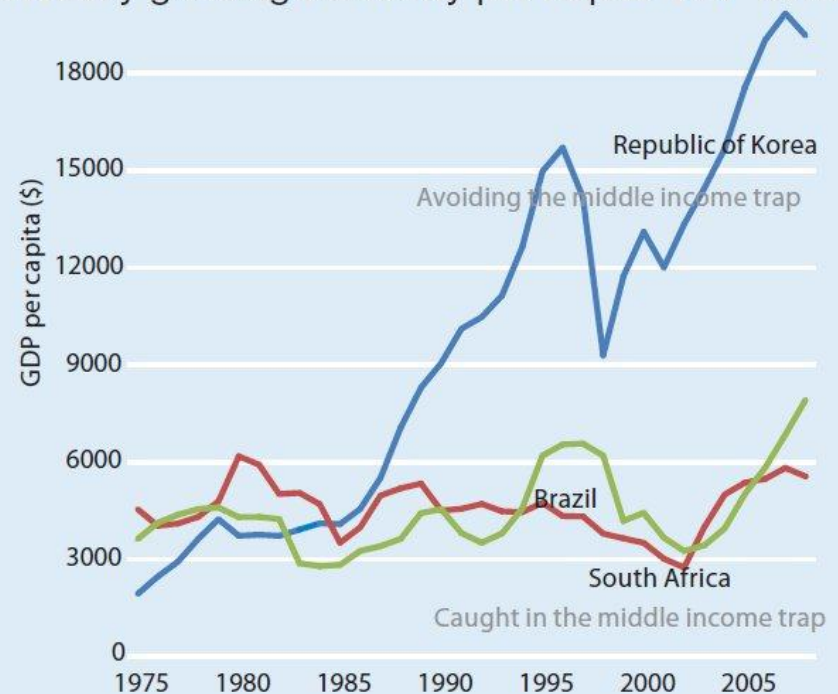
The Asian Century?

Box
1

The Middle Income Trap: Unable to compete

The Middle Income Trap is illustrated in the figure, which plots per capita incomes of three middle-income countries over 1975–2005. In a steadily growing economy per capita GDP rises continuously—the experience of the Republic of Korea. But many middle-income countries do not follow this pattern. Instead, they have bursts of growth followed by periods of stagnation or even decline, or are stuck at low growth rates.

They are caught in the Middle Income Trap—unable to compete with low-income, low-wage economies in manufactured exports and with advanced economies in high-skill innovations. Put another way, such countries cannot make a timely transition from resource-driven growth, with low-cost labor and capital, to productivity-driven growth.



Learning Outcomes & Engagement

Outcomes & Engagement



In such a new world order, our children and young people in Asia have to be prepared to be agents of change rather than just passive observers of world events; and at the same time, to live together in an increasingly diverse and complex society and to reflect on and interpret fast changing information.

Outcomes & Engagement



Globalisation is a complex and multidimensional phenomenon that has become a part of everyday life that complicates local, national and global boundaries and creates tension between local and global dynamics.

Learning Outcomes

- Critical Thinking
- Creative Thinking
- Learning How to Learn
- Global Awareness and Understanding
- Problem Solving
- Team Work
- Effective Communication
- Ethical Decision Making
- Honesty
- Integrity

Learning Engagement



Engagement is paramount for learning success; where engagement entails mindfulness, intrinsic motivation, cognitive effort and attention.

Learning Engagement



To ensure the rich and complex processes of learning for engagement, learning spaces and activities have to be designed for the active inquiry and deep conceptual understanding of the students.

Learning Engagement



By providing students with opportunities to critically examine local and global issues across boundaries (country-country or rural-urban) and act upon them, students are more likely to engage in the learning process and improve their learning outcomes.

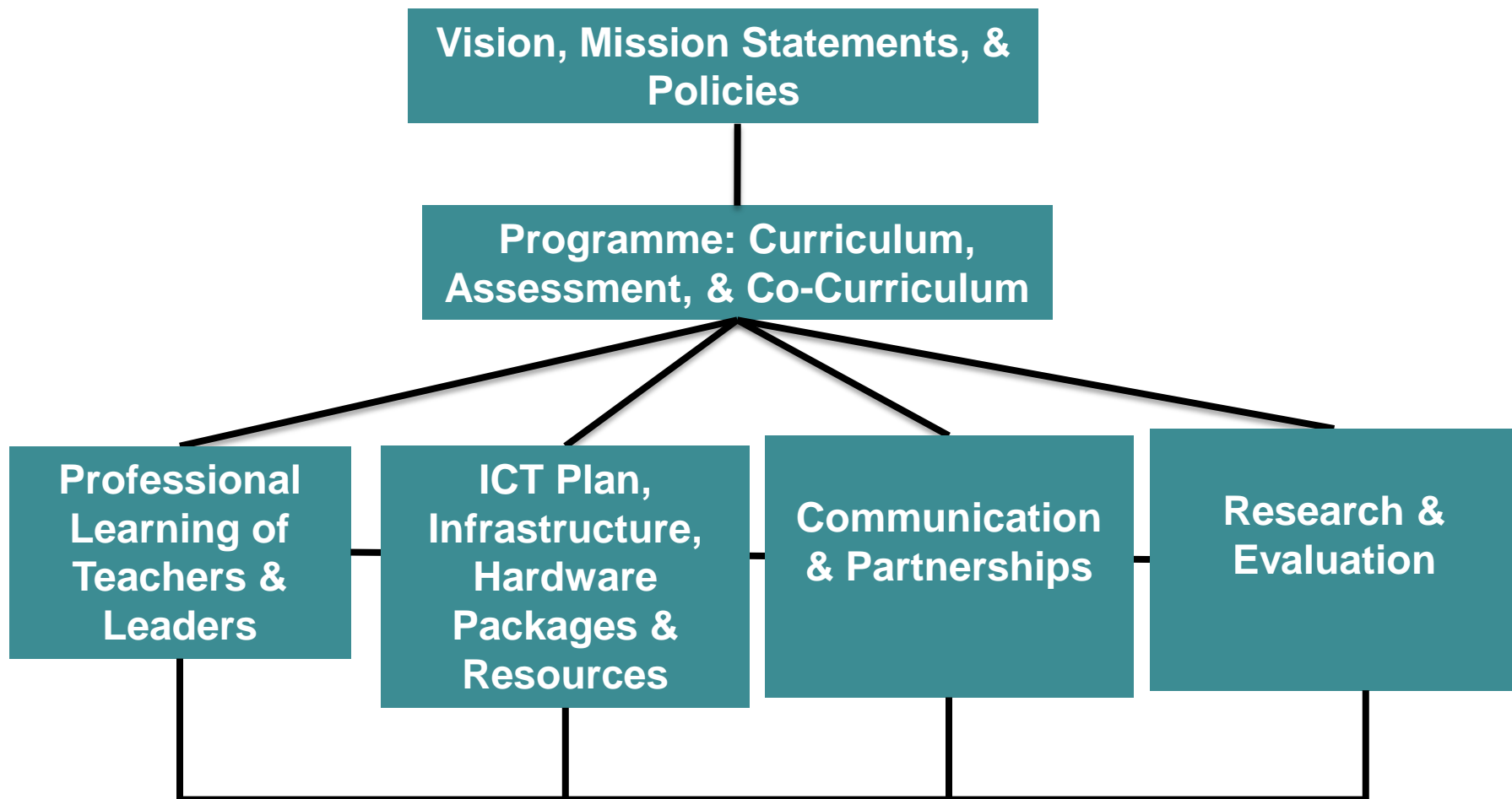
Issues and Challenges

Issues and Challenges

- Sustainability and Scalability
- Curriculum and Assessment
- Time, Space & Resource Constraints
- Parental and Community Support
- Links with Other Subject Areas
- Time-Tabling
- Motivation and Capacity of Teachers

Designing & Supporting ICT in Education for the Asian Century

Supporting the Development of Global Citizenship



Supporting ICT in Education for the Asian Century

Vision, Mission Statements and Policies

- Formulate a vision for ICT in education in schools;
- State the mission statements based on the vision; and
- Suggest education policies to fulfil these mission statements.

Curriculum and Assessment

- Provide an example of how ICT can be integrated in the curriculum of a subject area or across subject areas of your choice;
- Suggest assessment tasks or practices for the above example;
- Provide some examples of how ICT may be or have been used in schools for the Asian century.

Supporting ICT in Education for the Asian Century

Professional Learning of Teachers and School Leaders

- Design a professional learning programme for teachers;
- Design a professional learning programme for school leaders (differentiate the two programmes); and
- Suggest ways to establish buy-ins among teachers and school leaders to use ICT for teaching and learning in the Asian Century.

ICT Plan, Infrastructure, Hardware and Resources

- Explain the elements of an ICT plan for schools (i.e. what should the plan include?);
- Identify the types of infrastructure and hardware that you will like to see in schools; and
- Provide examples of resources that can be used to support ICT in education for the Asian Century.

Supporting ICT in Education for the Asian Century

Communication and Partnerships

- Suggest ways of how external partnerships can be established to support ICT in education for the Asian Century;
- Give examples of internal partnerships in schools to support ICT in education for the Asian Century; and
- Explain why communication is an important component to support ICT in education for the Asian Century.

Research and Evaluation

- Explain why research and evaluation is an important component to support ICT in education for the Asian Century; and
- Show how schools and governments can evaluate the impacts of ICT in education.

Thank You



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