A Futuristic Educational Activity for Improving APEC-wide Economic Mobility: APEC Edutainment Exchange Program (AEEP)

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Institute of APEC Collaborative Education
1760-1830 Industrial Revolution

1776-1782 Civil War

1789 French Revolution

Modern Education (general, equal, planned) for mass production of GOODS and economic development

Nationalism + Democracy ➞ Understanding importance of general education

1st IT Revolution with PC, Multimedia, Internet create SERVICE for economic development ➞ Postmodern Education

2nd IT Revolution with mobile and ubiquitous linking EXPERIENCE ➞ Requires abruptive innovation for next Education

Edutainment Park System for Virtuous and Happy Education

1500 1600 1700 1800 1900 2000
What is AEEP?

**Key words**

- ALCoB Human Network
- Edutainment
- Youth (International Interchange) Exchange Program

- With **5,000 Leader members** from ALCoB Network of **21 APEC economies** (including professors, researchers, excellent teachers, educators, enterprisers, students & Parents)

- Under **edutainment environment through experiential activities and cooperation**, AEEP is looking for the achievement
  - In the short run: improve the sense of world citizenship and leadership
  - In the long run: achieve new paradigm of education

- Running new Youth International Exchange Program and provides a blueprint for the innovative future-oriented education
APEC Edutainment Exchange Program

As improving current student exchange program, it is effective and productive to launch the first step toward the Edutainment Park. **APEC Edutainment Exchange Program (AEEP)** is contributing to suggesting innovative way of student exchange program.

Weakness of the Current student exchange programs

- Simple Course
- Focusing tours without learning
- High Cost
- Guided passive observation
- No self-directed participation
- Almost no Friendship
- No pre-training
- No follow-up activities
- No ownership of the learners
Background of AEEP

APEC Edutainment Exchange Program is open to the youths in the APEC region called as ALCoB Learners as well as ALCoB Teachers, ALCoB-U, ALCoB-EC, and ALCoB-S.

Vision
Recommended by APEC Future Education Forum (2005-2007)

Improved on/off-line Exchange Program

ALCoB Network

ALCoB Learner
ALCoB Teacher
ALCoB Family
ALCoB Supporter

ALCoB Univ.

Quality Assured Safety Checked by ALCoB & IACE

ALCoB Edutainment Exchange Program (AEEP)

Innovative Collaborator for Future Education of APEC: IACE
**Edutainment**

- **Traditional edutainment**
  - Educational software containing both factors of education and entertainment (digital form)

**Edutainment in AEEP**

- Broader meaning of holistic change of the education system
For What?

1. Building the sense of world citizenship and leadership in the age of globalization

2. Shared prosperity among APEC nations

3. Strengthening ties between APEC member countries
For What?

Building the sense of world citizenship and leadership in the age of globalization

**Improvements from conventional Youth Exchange programs by present government, local autonomous entities, private level**

- **Problems of the existing programs due to**
  - poor program due to nonprofessionals’ arbitrary management with old practice
  - program coordination mainly composed of one-shot events of considerable cost
  - absence of concrete purpose and vision
  - lack of beforehand preparation for understanding opponent countries
  - lack of long lasting interaction and utilization of experience due to insufficient post-activities
  - participant selection
  - analysis of attendee’s need
  - insufficient support for field activities within the local area
For What?

Shared prosperity among APEC nations

Sharing information and technology in the process of multinational youth collaboration project

- Introduction of AEEP’s production
  - Suggestions from students for intercultural communication and actualization of creative ideas
  - Team activities by students within the group of same interests
  - Team activities: discussing online and offline problem solving strategies, setting rules, and distributing responsibilities
  - Sharing their experiences by presentation
  - Best projects will be presented in other international conferences
For What?

Enhancing international cooperation through mutual understanding among the youth
- On and off line experiences in AEEP
  • Deeper understanding of APEC nations
  • Respect for cultures of other APEC countries and their values.
  • Open mind for intercultural exchange program and understanding of the youth.
  • Forming stronger human network within the APEC region.
  • Improved capability of dealing with international affairs with the knowledge of different backgrounds.

Strengthening ties between APEC member countries

Key words
• Growth of self-initiated learning ability and self-control
• Improvement in the sense of world citizen and global leadership
• Cooperation and prosperity within the APEC region
Concept of Experiential Learning
Theoretical Background of AEEP(1)

• Experiential learning
  – Learning by doing (Dewey)
  – The process of forming knowledge and skills through direct experience of the learner

• Fantasy and Sequence of Experiential Learning (Kim, 2005)
  – Motivation and Fantasy for experience learning
  – Sequence of Fantasy
  – Major Elaboration of Experience

Experience + Self-reflection = Connection between intrinsic and external values

Introspection
Concept of encounter and experience

- Another
- Myself

- encounter
- adventure
- challenge
- mystery
- discovery
- Imagination

- reflection on
  the meaning
  of life

- intrinsic value

- extrinsic value

- Others

- encounter

- human
- things
- place
- situation
- authentic
  task

- fantasy
  element

- mimic
- Imagination

Major principles of elaborative fantasy

- Abstract → Concrete
- Goal oriented → Process oriented
- Individual → Peer group
- Personal value → Social value
- Difficult → Seeking for proper flow level
- Partial & temporal → Holistic & sustainable
- Random event → Sequential event
- Peek & Poke → Understanding
- Fantasy → Cooperative Flow → Self-Control
Process of Experiential Action

Evolution of motivation from personalized fantasy to imagination, thinking, confidence and self-directiveness

Gradual understanding the value and meaning of life on himself

New encounter

Encounter

Experiential action

Elaborative experiential action

Self-reflection
Process of Experiential Learning

Sequence of Experience

- **Encounter**
  - intrinsic value
  - extrinsic value
  - voluntary and self-directed participation
  - active interaction
  - asking more for their needs

- **Personal fantasy**
  - knowledge construction
  - skill development
  - attitude formulation

- **Self-reflection**
  - integration of behavior and thought
  - reconfirmation of problematic situation
  - change of personal value
  - personal growth and self-recognition
  - enhancing socialization
  - building positive attitude

- **Experiential action**
  - restructuring and re-construction of achieved knowledge

- **new experiential learning**

- **matured and elaborative fantasy**

- **understand the value and meaning of life**
  - understand about himself
  - understanding and interest about others

- **more matured and elaborative fantasy**
Theoretical Background of AEEP(2)

- Web-based Experiential learning

Web-based Experiential learning + Web

Selection·utilization·reconstitution of information & interactivity, self-directedness

Disjunction between offline experiences and reality, limitations of wholeness risen by limited venue can be overcome

Learning purpose + teaching method + learning hours & venue + activity + teaching medium + interactivity
Theoretical Background of AEEP(3)

- Edutainment Park System

**Interaction among participants**
- Active problem solving

**Emotional satisfaction + Reflective thinking + Acquiring knowledge**

**Active experience**
- On/offline, combined educational content

**Dynamic discussion**

**Holistic education**
- AEPS

**Active learning**
- Community

**U-experience**
Core principal of AEEP

- Play
- Flow
- Collaboration
- Systematic change
- Self-directed learning
- Reflective thinking
- Blended learning
- Experiential learning
- Reflective thinking
Core principal of AEEP

- **Play**: self-directed/free activities based on having fun
- **Effects**: can gain social-cultural knowledge, experience, joy/satisfaction/stability, cooperation/understanding/law-abiding spirit/sympathy, character building, mutual respect, physical drill
- Learners’ activities within AEEP programs will manifest as play
Core principal of AEEP

- **Flow**
  - The feeling that something or event is occurring naturally in the moment of a high point in life
  - Blocking out all distractions and obstacles and concentrating on something

- **Effects**: enhance individual activity, concentration, creativity, motivation and satisfaction, adds to joy and happiness

- A solid goal such as ‘**Searching project outcomes**’ will induce flow
Core principal of AEEP

- **Collaboration**: cooperate and work together
- Induce collaboration between students in the process of project activities
- **Effect**: understand value of collaboration, obtain attitude and method of international collaboration, understand personal role in group, etc.
Core principal of AEEP

- Experiential learning: combination of goal oriented learning & meeting between individuals and others
- Induce learning by **play, collaboration, and cultural experience**
Flagship Store = Business with Experience

Enjoy the Brand with Experience and Entertainment!
Enjoy the shopping with Experience & Entertainment!
Welcome to Cadbury World

Birmingham’s very own chocolate paradise, a unique place to indulge all of your senses. Our attraction is a fun, educational multimedia attraction dedicated to the story of Cadbury and chocolate.

Check out our events page to see what's happening at Cadbury World.

We have a price freeze for 2008 book your tickets now.

A reservation is essential to guarantee entry. Reserve your tickets online, alternatively call our booking line on: 0845 450 3599.
Sequence of Cadbury World

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Scroll along the virtual Cadbury road to get a taster of what you can see when you visit Cadbury World!

Chocolate Making
Factory
Cadabra!
Demonstration Area
Cadbury and TV
Purple Planet

Worlds Biggest Cadbury Shop
Cadbury Café
Essence
Children's Playground
Bournville Experience

Schools

Cadbury World is recognised as a valuable educational resource for students of all ages – entertaining nearly 1500 school groups each year.

The level of interaction throughout the visitor centre means that children are never bored and are always keen to discover new things.

If your group covers Key Stages 1 & 2 you will find extensive material involving the Aztec Civilisation and the Victorians as well as material on geography and citizenship.

Older students can satisfy the requirements of a number of vocational studies, especially if the visit is supplemented by a talk from the Education Manager.

Such talks need to be arranged when booking the day.

A printed brochure providing more information on study days and course content is available for teachers interested in bringing a group to Cadbury World.
Core principal of AEEP

- **Blended learning environment:**
  Combination of teaching style + teaching method + lecture media

- AEEP promotes efficiency, effectiveness, interest, and stability with an ‘all-line’ (offline & online) environment
Reflective thinking:

- A train of thought occurred by solution finding
- Continual, conscious, and prudent thinking about certain values or actions

- AEEP includes un-structuralized problems and factors of reflection such as projects, students’ initiative, professors, teachers, undergraduate mentors’ scaffolding
Core principal of AEEP

- **Self-directed learning:** Planning of learning experience, need analysis, resource searching, learner-directed study assessment
- **Learners select their topic, objective, solution, and learners conduct their project as well as assessing it**
Core principal of AEEP

- **Systematic change:** holistic paradigm shift
- AEEP aims for the **change of future education model** as well as change of **International youth exchange paradigm**
Participants of AEEP

Mentor
- ALCoB-S: professors, administrators
- ALCoB-T: teachers
- ALCoB-U: university students

Mentor
- ALCoB-L: teams comprised of students of various nationalities
Basic Process of AEEP

Sep.
ALCoB–L Registration

On-line Training
Designed by ALCoB
Language, culture, etiquette, history, etc.

Mastery?

Yes
1. Pairing Foreign ALCoB–L
2. Building Small Group
3. Preparing Proposal w/ ALCoB–U & T’s help

No
OK?

January
Partner Economy

1st Week
Welcome Ceremony
Buddies’ Home-stay
ALCoB School
Teaching/Learning Together

2nd Week
Visiting, Volunteering,
Experiencing and
Data Gathering

Feb.
Home Economy

Sharing the Project and Essay at Home and school

March
Modify the final Product and essay With Buddy

Sharing the final Product and essay at ALCoB.com

June
Awards
At next APEC Future Education Forum

1st Week
Welcome Ceremony
Buddies’ Home-stay
ALCoB School
Teaching/Learning Together

2nd Week
Visiting, Volunteering,
Experiencing and
Data Gathering

3rd Week
Co-work for the Project with Video, Essay, etc.
Activities of AEEP
Outcomes of AEEP

- High satisfaction (average 4.25 out of 5)
- High participation (average 4.42~4.60 out of 5)
- Form intimacy and continuing relationship with exchange partner
- Deeper understanding of partner nation
- Thoughts of participated students
  - AEEP offered a good opportunity for the participating APEC member countries to share their cultures with one another.
  - My participation in AEEP gave me a good opportunity to develop global leadership skills.
  - I was anxious to know the themes of the team projects during my participation in AEEP.
  - I am satisfied with the outcome of our team project.
  - I gained much knowledge while implementing our team project.
  - I gained much academic knowledge while participating in AEEP.
  - I had a hard time implementing our team project due to the difficult assignments that were given to me.
  - The online communication among the team members was well conducted before and after the experiential learning activities that were implemented in Korea.
  - I want to participate in the next AEEP, which will target university students.
  - Due to the knowledge I obtained from my participation in the program, I developed an interest in the program and thus searched for information on it.
  - Overall, I am satisfied with AEEP.
Direction of Future AEEP

1. Establishment of school level management system for enhanced stability and continuality
2. Developing program structure linked with national education and smart system
3. Enhance ALCoB teachers’ capacity for school tailored program planning / management
4. Gather and analyze accrued cases for continual development and diversification of AEEP model
5. Align with ECP and APEC Cross-border Education
6. Collaboration with other experiential learning centers and make a consortium of APEC-wide edutainment system