

# APEC Future Education toward the Edutainment Park in the APEC Region

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*As to the unexpected future society and rapid changes of technologies, world famous scholars and experts have deliberated ideal model of future society and suggested a way to overcome the challenges of future society. APEC Future Education Consortium is for developing a community model of future education, embodying a 'Total-supporting System,' and advancing research activities to meet the challenges of the IT-based future society with emphasizing value oriented society and considering the harmony between technologies and human being through implementing the EduPark.*

## Introduction

'How will education turn to be in the future?' This is one of key issues mentioned in the international organizations like OECD (Organization for Education Cooperation and Development) and APEC (Asia-Pacific Economic Cooperation) and deliberated at education ministerial meetings., not a small meeting of education scholars. Why are those international organizations and education administrators talking about future education with great concerns? This is because they believe that educational policies are closed related to social, economical, and cultural policies of an economy and education is the driving force of economic growth and social integration.

OECD has paid great interest to educational policies in its early years of establishment and tried to carry out the direction of members' education by analyzing educational policies, exploring ways for innovation, and creating and sharing suggestions for alternatives. As a result, OECD has launched a project, "Schooling for Tomorrow" since 2001. UNESCO (United Nations Educational, Scientific, and Cultural Organization) is not proceeding cooperative

researches with the OECD but focusing on the direction of education as 'Education for human beings and Self-attainment' in building ideal learning society for improving the relationship among home, school, and society.'

Likewise, the APEC endorsed the launching of the APEC Future Education Consortium from 2005 at the 3<sup>rd</sup> APEC Education Ministerial Meeting in Santiago, Chile, April, 2004. As such, research on future education is in progress globally.

Each of developed economies implements researches on future education as well as international organizations. Mr. Donald Evans, the Secretary of Department of Commerce in the preface of 'Vision 2020,' a future education project of the United States, which led by U.S. Department of Commerce, that future education "fulfils the need of all students by utilizing simulation, visualization, immersed environment, game, intelligent tutor, avatar, network among students, reusable contents elements, creates ample and attractive learning opportunities that provide knowledge and training at needed time and place, while at the same time, raises learning productivity and cuts costs (Evans, 2002).<sup>1</sup>

This report predicted that three complementary interfaces-interface that supports ubiquitous computing, interface that can build a virtual community with e-experts, and virtual environment interface for multi users<sup>2</sup>- will influence the way of learning. This outlook reminds us of rosy, technology-

centered predictions like a classroom led by a computer without a teacher which was the future of 1980s made by Green in the 1960s. Of course, the accuracy of those predictions is of little importance because nobody knows how the future will be and the futurology is not astrology. It means that we are requested to make steady progress toward the future which is uncertain and never possessed but plenty of potential energy for the development and welfare of human beings. In this context, this article will deal with how our efforts will affect education in the future.

### **Predicting the future and education**

*"Long before the year 2000, obsolete things such as degree, major, or GPA will disappear as a whole. No longer will two students follow the same curriculum. This is because students who are pressuring to advance into post-industrial diversity by de-standardizing current college education will win the fight (against the government) (Toffler, 1989, p.269)."*

In 1989, Toffler predicted the future of colleges as stated above. However, at present, it hardly seems to believe that Toffler's prediction will be realized in the near future. Actually, Toffler is not the first and not the last to predict the future direction in emphasizing new technologies. In 1960s, on that occasion of starting to implementing computers as education method, Green, American educator, predicted all classrooms in the United States would be computerized and not need to hire teachers in the 1980s. In addition, the classrooms would be equipped with many computers as many as the number of students and each student would take a lesson through implementing educational programs with monitoring of teachers who will only to support the students in the

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<sup>1</sup> Informatization Policy Material 2002-1, Vision 2020: Innovation of future education and lifelong education through IT. This report was provided by Korean Computerization Agency by extracting and summarizing part of the report released at "Vision 2020: Transforming Education and Training through Advanced technologies" held under the leadership of U.S. Department of Commerce. <http://www.ta.doc.gov/Report.htm>

<sup>2</sup> Op. cit, p32

classroom when the students encountered difficulties. Nevertheless, Green's prediction does not come true yet even though the memory capacity or CPU speeds of personal computers is surprisingly progressed from those of the 1960s.

Bill Gates, when he was talking about the development of personal computers in 1990s, predicted that there would not be the needs for better PCs for home, but it was contrary to his prediction. These days, at households, the PCs which children use for games and for Internet have developed dramatically compared to those of the 1990s, but children are never satisfied with them. Computers are developing at drastic speed that we are now even discussing the implications that the ubiquitous environment will have on our lives.

Peter Drucker, a world-famous futurologist, said that the future prediction is like guerilla warfare. He asserted that discontinuity or severance that have not yet emerged over the horizon is changing the meaning of traditional politics, economy, and society, and such discontinuity is the "future in progress," in other words, the "future reality" (Joo-Hong Hwang, 2002).

*"The only way to define the future by our current 'action' (Drucker 1995b, p.4).  
"Prediction? There is no such thing.  
What I have said so far is what the  
'already happened future' implicitly  
alludes." (Drucker 2000, p.9)*

No one can give his/her words for how the future will be changed and the future education will turn to be. But there is one thing for certain that the role and function of education will be getting more important in the future. In addition, the educational method will be changed into a new way (in particular, centered on high-tech) different from traditional method. In accordance with this change, curriculum, educational

philosophy, and education administration, consultations, and evaluation that are the foundations of schools will have to change as will. In addition, seeking what the role of education engineering can play in the course of such change and what it can be and should be checked and prevented in advance become important activities.

The research on future society is needed to study on culture and consciousness as well as the researches of technology and economy and also go through the studies on the aspects of psychology or value. In particular, the study on the values is necessary. This is because as the value of knowledge depends on the social subjectivity, if subjectivity changes, then value changes as well. (Daichi Sacaia, 2001).

Sorokin(1941) also agreed to emphasize values. Sorokin insisted, "During the industrial age, we were excessively dominated by "sensual" value, so we now have to return to a better balance between internal and external value." This requires a change in the deepest level of our belief, in other words, a change in the dominating paradigm. Toynbee(1947) also pointed out the transformation of society as re-spiritualization. Then, how can and must schools lead re-spiritualization efforts for future education?

### **Challenges and Tasks for school education for future education**

For searching for the direction of future education hereafter, it is needed to suggest practical activities for public education as following: first, it is undesirable thing to suggest future education based on one paradigm, methodology, or philosophy, but it seems to be appropriate to consider multiple paradigms and methodologies in presenting suggestions for future education. In particular, it is problematic that some see the future based on the assertions made by

the point of views of western knowledge or western scholars even though they insist that the society has changed into knowledge based society that utilizes e-Learning or u-Learning that uses cutting-edge technology methodologically and based on post-modernism philosophically. For true future education, one must escape from focusing on only one perspective.

In this perspective, we need to take attention on the fact that current education is centered on the issues of economic dominance, and in particular, of the fact that OECD is aggravating such a situation. This is all the more evident in the fact that the 4 main subjects of activities carried out by CERI (Center Educational Research and Innovation) belonging to the OECD are innovation and knowledge management, learning and education, human resources and social capital, and focusing on the future. It is certain that human resource development is important for sustainable economic growth in the information-based and future society. But it does not mean to regard developing human resources important only. In addition to economical implications, we must comprehensively consider what psychological, social, and environmental changes lead us to ultra knowledge-based society can have on the lives of human beings, and its outcome should bring economic development and enhancing social welfare. Furthermore, Banathy emphasizes that leadership that encompasses all that has been mentioned above should come from education as stated in the following:

*“Education should not only reflect, interpret the society, but should also form a society by evolutionary interactions as a future-creating, innovative, and open system (Banathy, 1991:129). Education should encompass all human beings and social existence including sociocultural, ethical, moral,*

*economic/vocational, physical/cognitive, political, scientific/technological, and aesthetic sphere. (Banathy, 1991:130)”*

People who will lead the future are being nurtured at standardized educational institutions from elementary, middle, high school to college and perform the workers of the future as well as pioneer the future. Thus, education only for economy should be come to an end as the relics of industrial society in the past. So, it will be temporary expedient if only focusing too much attention on communication ability, problem-solving ability, creativity, and ability to find and discover information in order to achieve sustainable economic growth like the OECD (OECD, 2004) even in the course of progressing into a knowledge-based society (Banathy, 1991:15).

The vision and method for future education can be prepared first by encompassing all aspects such as various paradigm and philosophy across various academic and societal realms through education. In addition, research into future education should be progressed using various methods, and as investigation into the future is a quantitative prediction, research tools such as surveys should be used. Secondly, research on the future should be proceeded with the objective to view the future on a whole, or to suggest a desirable future model by clearly defining concepts, and to expand common understanding. Last is the "future campaign" to help various people put objectives into action in diverse forms. This refers to pursuing practical action with the goal of forming a better future.

The second task for future education is to consider and include ways to live with other member economies' people harmoniously. Best examples include engaging in voluntary activities at home and abroad. In particular, advanced countries of the west including OECD members must

consider the position of under-developed members when researching education for the future, and international agencies other than the OECD are required to engage in active international research and development on future education.

In particular, there must be an international research with all of advanced, developing, and underdeveloped economies, and international cooperative activities that put the research into action. Furthermore, digital and knowledge divides must be resolved. It is desirable that such activities be conducted within a space of grand discourse rather than through joint-research in a few field of education as in OECD. In this respect, it seems necessary to promote the projects implemented by the APEC Future Education Consortium consisting of 15 member economies like the APEC ICT Model School Network continuously.

The new trend "Well-being" is so familiar with us in everyday life. Nobody can say the pursuit of "Well-being" life style is immoral or socially harmful, but we should pay attention to the fact there might be a slight possibility that people over emphasize the importance of "Now-Here", while neglecting that of "Future-Earth." The toxic individualism comes from the point where the paradigm "Now-Here" is not linked with the common consciousness. At this point, the positive "Well-being" becomes the negative "Now-My house." So, we try to occupy organic foods, physical exercise, comfortable beds, and clean & hygienic private spaces. But the problem is that people take them for granted much time, energy and money they have to spend to possess those "Well-being" items. They get stressed from this situation as following: first, they get stressed because they can't enjoy the "Well-being" life as much as deserved. Second, the more "Well-being" items you desire, the more hours you should spend on working. Not only the enlightenment of "Well-being" but also "the

healthy way of living"(Some people call it "LOHAS: ·Lifestyles Of Health And Sustainability) should be emphasize. We should enlighten the citizen and the cosmopolitan after developing the concept and the system of "the healthy way of living." It is high time to start "the healthy way of living movement" other than "Well-being."

In this context, voluntary working is one of easiest way to lead "healthy life." Voluntary working is sharing our possessions that do not influence one's survival greatly, and sharing and investing one's time for others. Einstein<sup>3</sup> emphasized the importance of volunteer work as follows:

*"I have now reached the point where I may indicate briefly what to me constitutes the essence of the crisis of our time. It concerns the relationship of the individual to society. The individual has become more conscious than ever of his dependence upon society. But he does not experience this dependence as a positive asset, as an organic tie, as a protective force, but rather as a threat to his natural rights, or even to his economic existence. Moreover, his position in society is such that the egotistical drives of his make-up are constantly being accentuated, while his social drives, which are by nature weaker, progressively deteriorate. All human beings, whatever their position in society, are suffering from this process of deterioration. Unknowingly prisoners of their own egotism, they feel insecure, lonely, and deprived of the naive, simple, and unsophisticated enjoyment of life.*

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<sup>3</sup> In Erich Fromm (translated by Kim Byeong Ui, 1995). Sound Society, 233-234

*Man can find meaning in life, short and perilous as it is, only through devoting himself to society. (Einstein, 1949: 15)."*

Desire for volunteer work is almost the only positive mechanism that the human race gained after they escaped from the threats of meeting conditions for basic survival. Fortunately, volunteer activities in various forms are continuing around the globe recently. Green Peace that protects the environment, Habitat where members go to underdeveloped economies at their own expense and build houses again at their own expense, Lions Club and Rotary Club that provide scholarships and self-development expenses for students in those member economies, the projects of the Consortium for APEC Cyber Education Cooperation (ACEC: <http://goacec.com>) like dispatching the ALCoB Internet Volunteers (AIV) are good examples. The meaning and spirit of such activities should spread to the students of elementary, middle, and high schools. Internet and cutting-edge information communications technology (ICT) will serve as important tools in vitalizing such volunteer activities.

Third, although utilizing e-Learning and u-Learning via the Internet is needed, it should be connected with face-to-face activities or personal activities. This is because the ego that has expanded in a certain area in the cyber space desires to check itself through actual activities. In addition, psychologically, indirect experience in the cyber space is completed by having direct experience or reconciliation. Why else then would people go to the zoo or the safari to see animals such as elephants, zebras, and lions that they have already seen precisely through various multimedia, TV, movies, and games? The fact that activities on the cyber space is extended to face-to-face activities indicates that in the end, people are

encouraged, inspired, and taken accountable for their actions by meeting face-to-face for the activities they engaged in the cyber space.

Through cyber space activities like face-to-face meetings, we can experience true encounter. Face-to-face activities overcome many shortcomings of various forms of communications taking place in the cyber space, maximize merits, and are personal experience activities where people visit, touch, and feel others. We must structure future society so that personal experiences and personal conversations increase in line with the rise in cyber activities. And schools must serve their roles as institutions that set such direction.

It seems that e-Learning will be one of the most viable alternatives for educational methodology in the future. However, 'only-e-Learning' can not be constituting education. Thus, an educational methodology that encompasses anti- e-Learning and non- e-Learning must be settled. Anti- e-Learning is the movement of magnifying the shortcomings of e-Learning, and objecting to its diffusion. We must listen to their voices. Not only because they are pinpointing the major negative side of e-Learning, but also more importantly, because there are not many people who listen to their assertions despite its importance.

Non- e-Learning means educational activities that are sufficiently possible without e-Learning and used to be left behind the trend of e-Learning. For example, the importance of experiments in science education emerged in the early 1990s. However, some teachers with computer expertise and school commissioners teamed up with scholars to assert that developing computer-based simulation experiment program can replace actual experiments. They insisted that such program, once set up, will enable students to conduct basic scientific experiments without the risk to handle dangerous chemicals (reagents) or

complicated actual experiments where equipment need to be managed all the time. Their opinions were accepted, and a large portion of the budget originally allocated for experiments were appropriated to CAI development cost. Appropriation of budget was necessary as there has never been a time when budget was more than enough to be used in all educational projects. However, unfortunately, a few years later, they could not prove the efficacy of CAI program for simulations. Now it is time to invest in labs for experiments again. Such case is not limited to experiments for science education. Past experience tells us so that it is no wonder why blended learning is once again gaining attention recently.

Fourth, it is requested to build nature friendly schools or schools located within the nature. After studying in a school located in the downtown area, the students can take a lesson in an alternative school mentioned above. Of course, alternative schools can be supported by a system using mobile technology. For the time being, I will call such alternative school in nature as "Edutainment Park(or EduPark)." EduPark is characterized by a joint community consisting of parents, students, and teachers, state-of-the-art technology, natural environment, e-Learning, physical activities, fun games and learning, and conversation and participation.

As the utilization of the Internet or information communications developed exponentially, egos of human race will expand greatly. EduPark should be established on an international scale so that positive functions of such facilities can be reflected to provide personal experience activities and cultural understanding learning on an international level to anybody at a low cost. International agencies should provide support so that international-level EduPark could be operated. Support can be offered in many ways, but the most important support

that can be provided will be constituting a sound support organization that can discover and nurture the potential of members of individual countries as well as international communities. ALCoB (APEC Learning Community Builders; <http://alcob.com>), where teachers, professors, education administrators, and experts from 12 member economies have constructed a learning community and are actively engaging in activities, is a good example.

Fifth, school education should return to a more human-centered and value-centered education. It is important to lay strength on the human resources development for member economies' economic development in education curriculum. However, schools should make and provide education on an alternative paradigm that can improve the endless consumption-centered lifestyle that lead to environmental degradation, destruction of human nature, and that deprive modern men of freedom, self-concentration, and independence. Through emphasizing ethical and moral education, learners can escape from excessive desire for consumption and pursue higher quality of living. For example, research into the true character of human beings, which is overlooked by the Schooling for Tomorrow project under OECD, and an international curriculum that fully reflects the virtues of eastern philosophy must be developed. To elaborate, the philosophy of loyalty and filial piety that still exist in Korea should actively be promoted to other member economies. Another good example is the fact that people from member economies such as Thailand where people have strong belief in life after death in their culture have less attachment to excessive consumption pattern of the present world. This is because the more complex and fast pace the society becomes, the more important become the virtues of moral and ethical decisions in designing one's life based on one's individual character.

School is a kind of important concept and needed to maintain its framework. But, it is difficult to accept schools the way it is. Schools so far served as a mirror that reflected the social belief of citizens. Schools embody the god of Economic Utility, the god of Consumption, the god of Technology, and the god of Secession and it is difficult to accept schools that exert efforts for and force relationships with such gods. (Postman, 1995:89). In other words, schools should provide education at a physical space where cooperation from students and accountability and consideration towards others are required. So, we need to recall the words of the introduction, "All I really need to learn I learned in Kindergarten"(Fulghum): cooperation with each other; fair play; violence; putting things back where you found them; cleaning up when you work; washing hands before you eat. Only schools can help us to teach the virtues mentioned above. However, schools should return to a more human-centered and value-centered state with escaping dark sides. Not all the people who possess both wealth and power, who are at the top tier of the capitalist market, lead a happy life. We need to think once again about the truth in commonness that a happy person is the one who is satisfied with oneself and who possesses a positive attitude on what one does.

Last of all, it is need to set up a place to deliberate education with education related scholars, teachers, parents, learners who shape and share the vision of future education together. Banathy(1999), by mentioning the new education system, said that it is important to make a network among various forms of education service systems (Physical, psychological, mental resources for the health of human race), public education institutions including volunteer work agencies, and private education institutions. For this, it is necessary to establish a space for major discourse while establishing and

operating an on-line education community on an international level, and utilizing the outcome from such efforts, a space for direct experience must be set up where on-site activities such as seminars, exhibitions, group discussions, and visits can take place.

Also, it is desirable that accumulated experience, knowledge, especially the knowledge on public education be handled on a non-profit perspective rather than an educational business perspective. This is especially true for public education. In this sense, the spirit of disclosing source and sharing like what LINUX is offering should be promoted. Also, there must be a system to share information and knowledge among public education institutions, and such efforts should expand around the globe in the future. However, for the successful operation of such sharing system, trust and accountability between participating institutions must be built first. Without trust and accountability, it is more than certain that the database will be filled with miscellaneous data that any person can gain anywhere, anytime through Internet surfing because each institution will compete to collect data as fast as they can in order to fulfill the quantity allocated to each. High quality and refined data and knowledge should be collected. To this end, an international school network consisting of previously-mentioned excellent schools, excellent teachers, and schools where participants can exchange excellent knowledge and know-how, and schools that are equipped with facilities needed for joint activities, idea, belief, and support system must be established. Already in Korea, there is a good example of such system, "EDUNET," where education related materials and various database are mounted on one public network so that those engaged in education can conveniently use and share useful information. We are facing the phase where we need to find useful tips that can be shared internationally gained from the know-

how while operating EDUNET, and need to exert joint efforts to revise, supplement, and share know-how on an international scale.

### **APEC Edutainment Park: outline for the model of APEC future education**

EduPark(Edutainment Park) is a place for e-Learning and physical exercise in harmonized high technologies and environment, exciting playing and learning through communication and participation, and a community of students, parents, and teachers. Therefore, EduPark is defined as following:

- A system to exchange learners and teachers internationally
- Nature-friendly learning and experience occurs.
- Schools are linked to other schools in other cities.
- The latest technology meets Nature.
- Domestic learning experience can combine with international learning in cyberspace as well as in reality.
- This blended environment leads people to reflect on experiences through learning, play, and adventure.

Therefore, EduPark can be a turningpoint for valued centered society and education what we have talked about. In this point of view, it is needed to deliberate a principle or important factor for EduPark and I would like to point out the factors as below:

#### What to teach: Learning for "Value"

- Volunteering: for a meaningful and healthy life
- Having multiple philosophical perspectives to overcome the economic-oriented paradigm

- Understanding different cultures and communication with foreign people with joy
- Empowering self-esteem to choose appropriate goods and knowledge
- Protecting and cultivating the natural environment
- Sharing and caring makes us happy
- Studying not only for a job but also for true meaning of life

#### How to teach

- Learning with on-line, off-line and hands-on activities (caution to the "only e-Learning"-ism)
- Experiencing is good; self-reflecting on that experience is better; sharing the reflection is best
- Using adaptive technologies (e.g. intelligent LMS) for individualized learning
- Gaining help from divergent resources (such as international ALCoB)
- Encouraging group work on- and off-line
- Using different language, culture, location, and background of each participating economy

As mentioned, through the EduPark, future education must be managed at international level with providing experience in the world and learning of cultural difference which will be shared with all of participants steadily.

Therefore, firstly, we need to develop international exchanging program for students and teachers. This program is consisting of mutual homestay and scholarship for brilliant students' participation. In addition, the participants can benefit blended learning in on-and off-line for sharing their experience each other.

Second, we need to go through collaborative study on experience based learning system like APEC EduPark for

suggesting the blueprint of future education better than before and enable participants like parents and businessmen from various fields.

Third, it is possible to consider a pilot program of a small unit like APEC ICT Model School as one of important factors.

Most of all, we need to recognized that there is a limit to implement huge experience based learning system with only the thinking and efforts of students, teachers, and parents, so ask national and international support for future education as well as tri-partite promoting system consisting of government, institute/school, and business sectors.

The future of education is not still chained to unexpected future. The future comes from what we aims at and what we meet with, and those results. Ultimately, the future will be done by our intention and hands.

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