

Teacher Training Using e-Learning for Professional Competency Development: Case of Korea

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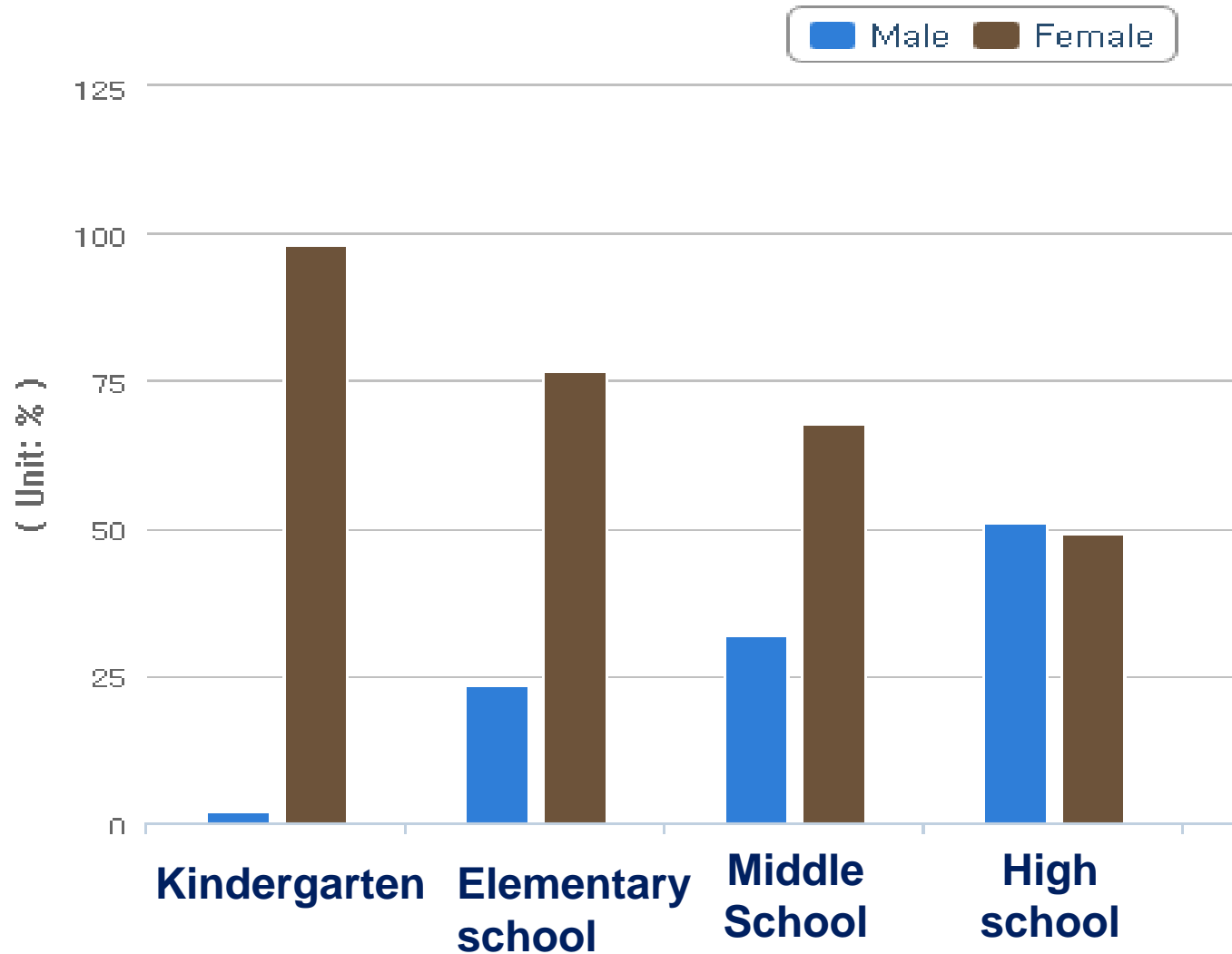
I. Current Status of Teachers in Korea

1. Number of Teachers

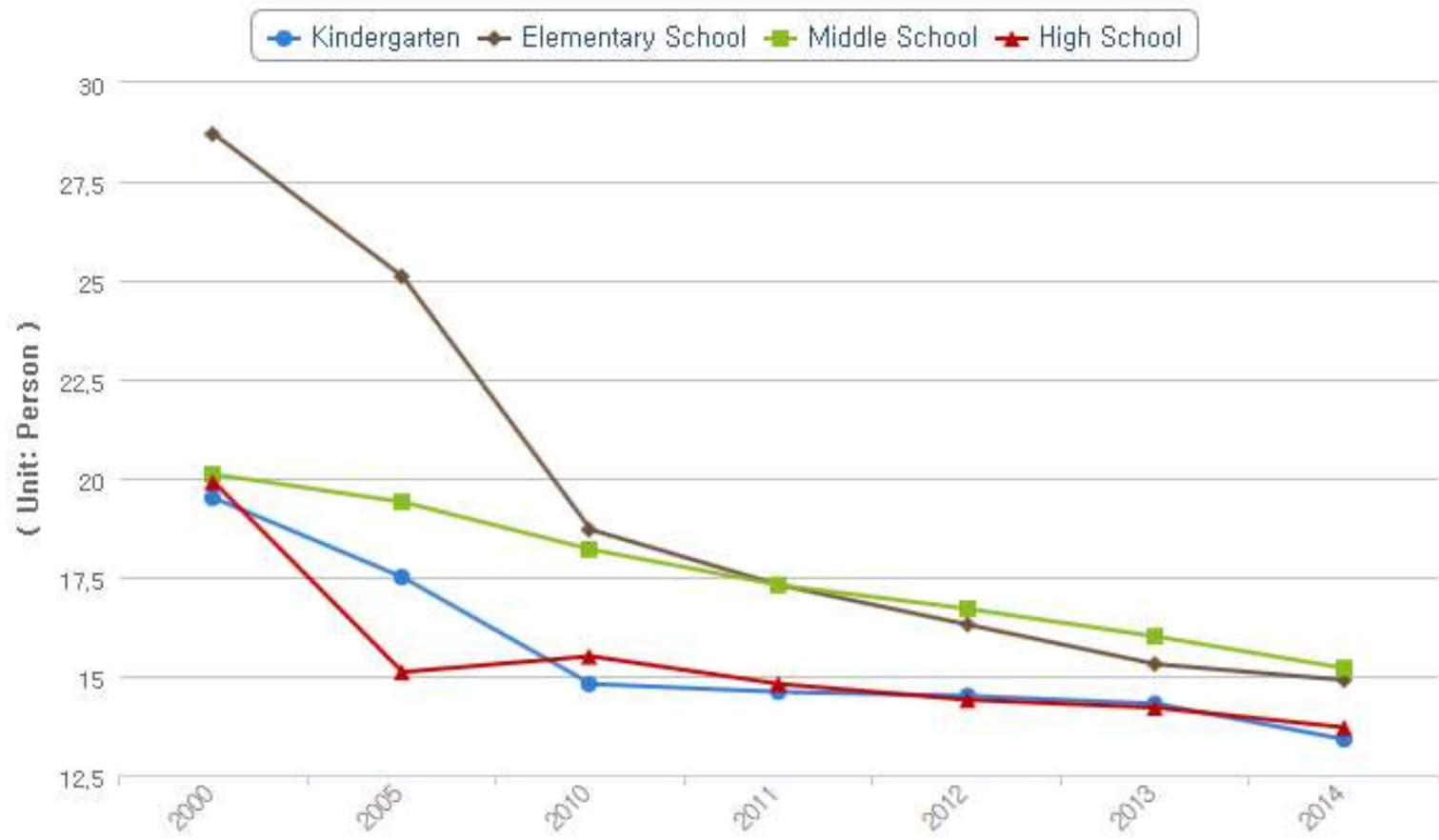
(Unit: Persons)

Classification	Number of Teachers		
	Total	Male	Female
Total	487,440	151,249	336,191
Kindergarten	48,530	931	47,599
Elementary school	182,672	42,496	140,176
Middle school	113,360	36,349	77,011
High school	134,581	68,808	65,773
Special School	8,297	2,665	5,632

2. Proportion of Male and Female Teachers



3. Ratio of Students to Teachers



4. Promotion Process



5. Legal Status of Teachers

- Public school teachers have the legal status of government officials. Their rights and status are protected by education laws
 - Private school teachers have similar treatment to public teachers
- Teachers have a guaranteed tenure up to the mandatory retirement age of 62
- Public school teachers are relocated every 5 years in general

6. Participation in Teacher Training

(Unit: Persons)

Training mode	2012	2013	2014
Face-to-face training	231,564	346,933	341,766
E-learning training	1,071,390	1,064,983	1,072,681
Total	1,303,954	1,411,916	1,414,447

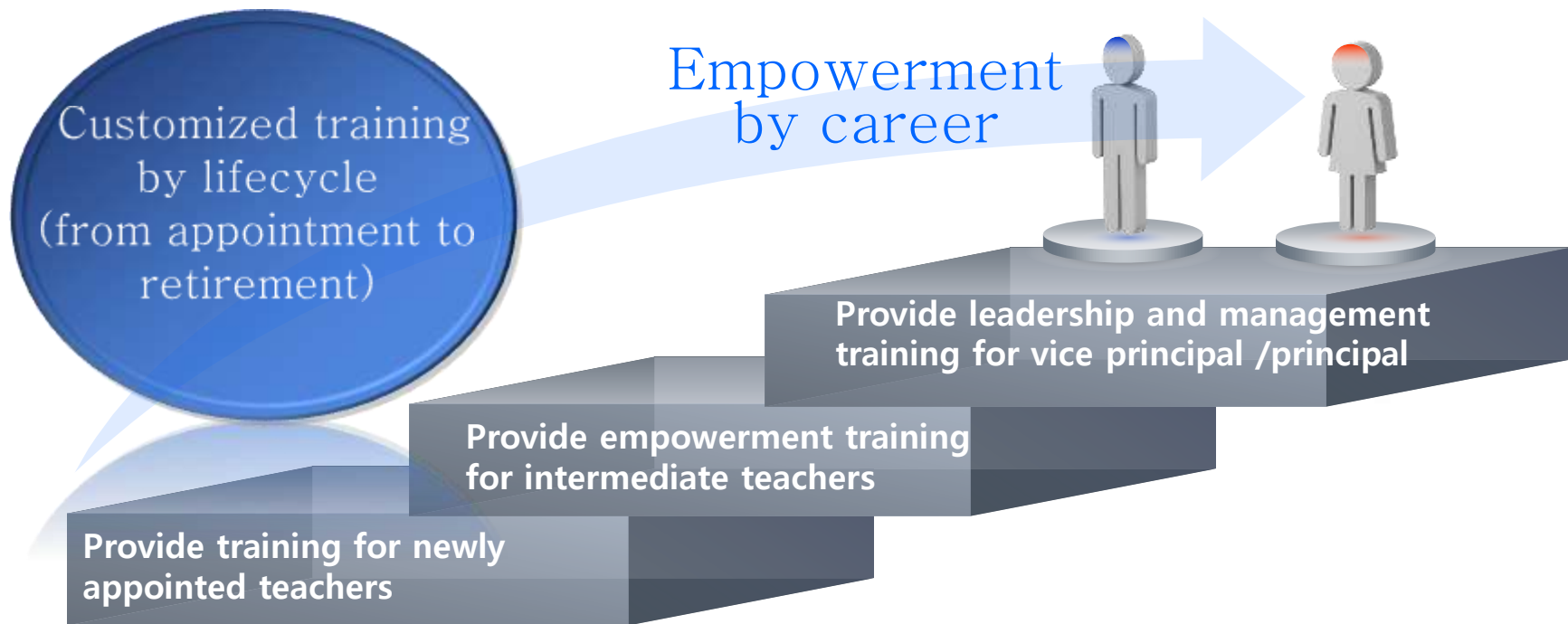
- Annual training participation per teacher : 2.8 times
- Annual training participation time per teacher : approx. 80 hrs



II. Policies to Promote e-Learning Teacher Training

1. Provision of Customized Training Programs

Reflect Teacher's Life Cycle



1. Teacher training for novice/short-term career teachers

2. Teacher training for intermediate (lead) teachers

3. Teacher training for school managers (vice principal, principal, school supervisor)

2. Enhancement of Training Content Quality

- For high quality content development
 - **e-Learning Content Quality Certification**
 - Prescribe mandatory content quality certification by law to operate e-learning teacher training courses
 - Establish standards for content elements
 - Deliberate on content accuracy, recentness, errors in functions, ethics, and copyrights issues
 - **Strengthen autonomous content quality management by training institutes**
 - Replace more than 15% of the entire courses with new content
 - Provide education and training for professional skill development twice or more per year at the national level

3. Qualitative Upgrading of Training Operation Service

For high quality training service

● **Assess e-learning teacher training institutes (annual)**

- Assess training operation performance, effort to improve service levels and customer complaints, excellent innovation cases
- Provide opportunities to expand trainee recruitment for excellent institutes through public relations; recommend closing institutes with continuously poor performance

● **Give private businesses opportunities to operate teacher training institutes**

- Approve operation of teacher training institutes through screening of private businesses (Ministry of Education)
- Encourage competition between public and private training institutes

4. National Reward Policies

- To maximize training participation
 - Support training expenses
 - \$ 200 per teacher annually with funds from provincial and municipal offices of education
 - \$ 40 per e-Learning teacher training course
 - Reflect training records (score) in promotion screening to vice principal or principal
 - Reflect teacher training participation in school assessment



III. Analysis of Policy Features and Implications

1. Strengths & Weaknesses

Strengths

- Reflect training scores in promotion screening (reflect 15% of the scores)
- Provide expenses for teacher training participation
- Apply excellent HRD experiences of the private sector to teacher training
- Korea's advanced IT environment
- Establish a system to manage the quality of e-Learning teacher training

1. Strengths & Weaknesses

Weaknesses

- Difficult to motivate teachers who give up promotion or who are reluctant to develop their abilities
- Training courses led by the state and provincial offices of education have difficulty facilitating voluntary participation of teachers
- Difficult to overcome the limitation of simply learning knowledge rather than creative or experience activities of training participants.

2. Policy Implications

- Introduce e-Learning teacher training considering economic conditions
 - Applying the latest IT is not essential element for training performance.
 - Download data with such simple function as bulletin board, and sufficiently raise training effect with such interaction as Q&A and discussion.
 - Text-centered digital content can be good learning materials.

2. Policy Implications

- Strong training policy drive at the state level
 - Make training participation mandatory and prepare ways to give incentives
 - Prepare an assessment system to encourage private participation in e-Learning teacher training
 - Establish a training support center that supports the establishment of e-Learning teacher training institutes and performs monitoring of training operation

2. Policy Implications

- Develop and apply training operation models considering teachers' working conditions and cultural environment
 - Conditions for using computers and the Internet, teachers securing time for training
 - Passion and motivation for self-development
 - Cost and livelihood issues arising from training participation



Thank you.

