

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

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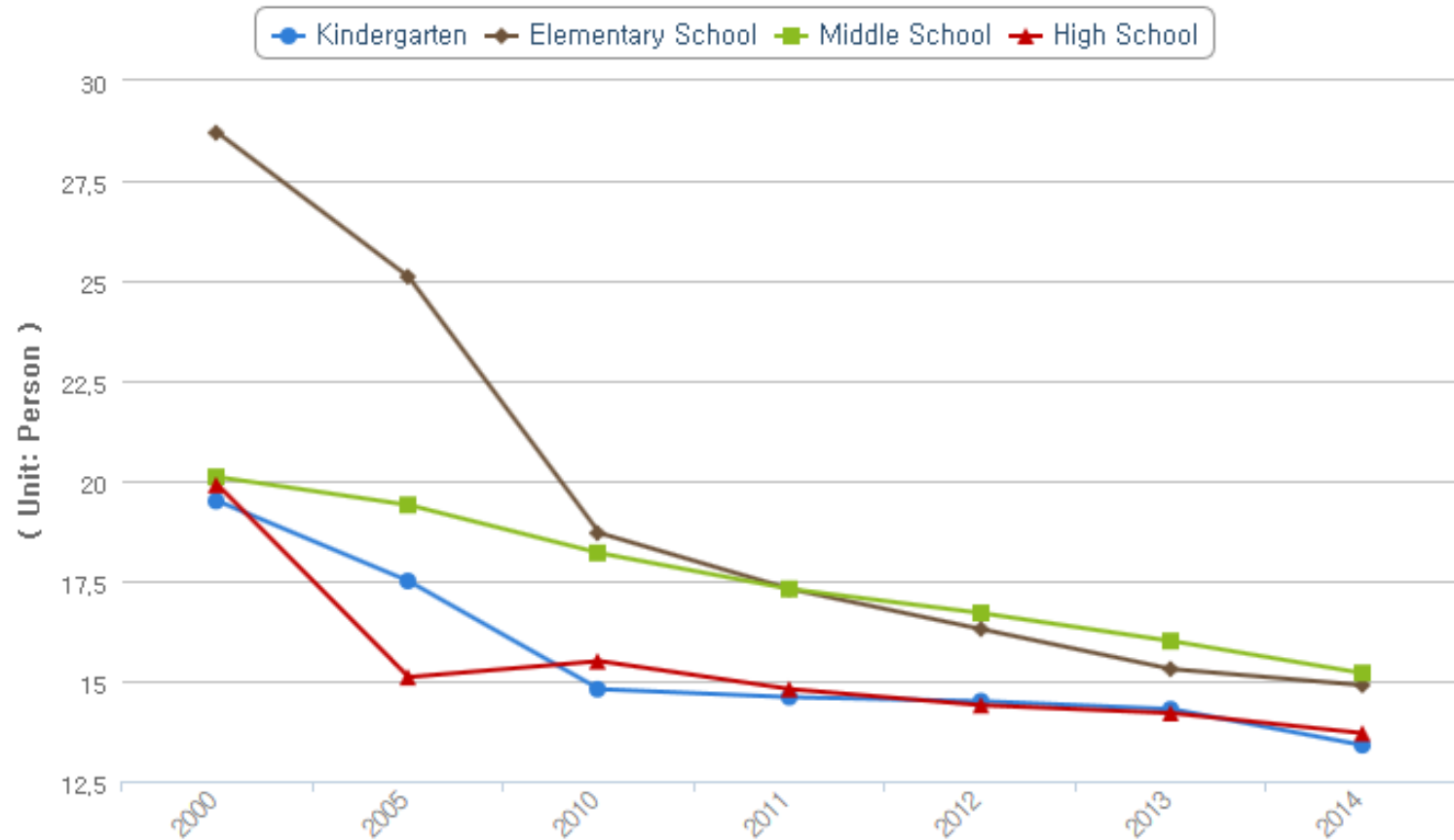
I. Current Status of Teachers in Korea

The Number of Teachers

(Unit:1 Person)

Classification	The Number of Teachers		
	Total	Male	Female
Total	487,440	151,249	336,191
Kindergarten	50,998	853	50,145
Elementary School	182,658	42,142	140,516
Middle School	111,247	34,949	76,298
High School	134,999	67,424	67,575
Special School	8,542	2,717	5,825

Ratio of Students per Teacher



Promotion Process



Participation in Teacher Training

(Unit:1 Person)

Training mode	2013	2014	2015
Face-to-face training	231,564	346,933	341,766
e-Learning training	1,307,230	1,346,304	1,463,609
Total	1,538,794	1,693,237	1,805,375

- Annual training participation per teacher : 3.7 times
- Annual training participation time per teacher : approx. 80 hrs



II. Policies to Promote e-Learning Teacher Training

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)

Enhancement of Training Content Quality

☐ For high quality content development

● **e-Learning content quality assurance**

- Prescribe mandatory content quality certification by law to operate e-Learning courses for teacher training
- Focus on content accuracy, recency, errors in functions, ethicality, 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 two or more times per year at the national level
- Content (training course) is renewed and will be evaluated in three-year terms

Operation of the e-Learning Training Content Evaluation System

Operating System evaluates the content's requirement beforehand, including training content's appropriateness, ethicality, copyright, integrity, and etc.

< Content Evaluation Criteria(items and elements) >

Appropriateness of content	– Training goals / Contents / Recency / Accuracy	Pass/Fail
Ethicality	– Violence / sexuality / religious bias / privacy	Pass/Fail
Copyright	– Copyrights of education materials / portrait rights	Pass/Fail
Integrity	– Accurate functioning / Typographical / Mathematical expressions, etc.	Pass/Fail
Other Requirement Sufficiency	– content redundancy (30% permissible range) / Learning time	Pass/Fail

Qualitative Upgrading of Training Operation

☐ To achieve high-quality training service

- **Assess e-Learning teacher training institutes annually**
 - Assess training operation performance, effort to improve service levels and customer complaints and excellent innovation cases
 - Provide opportunities to have a publicity effect and expand trainee recruitment for excellent institutes through public relations; recommend closure of institutes with continuous poor performance
- **Provide 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

National Reward Policies

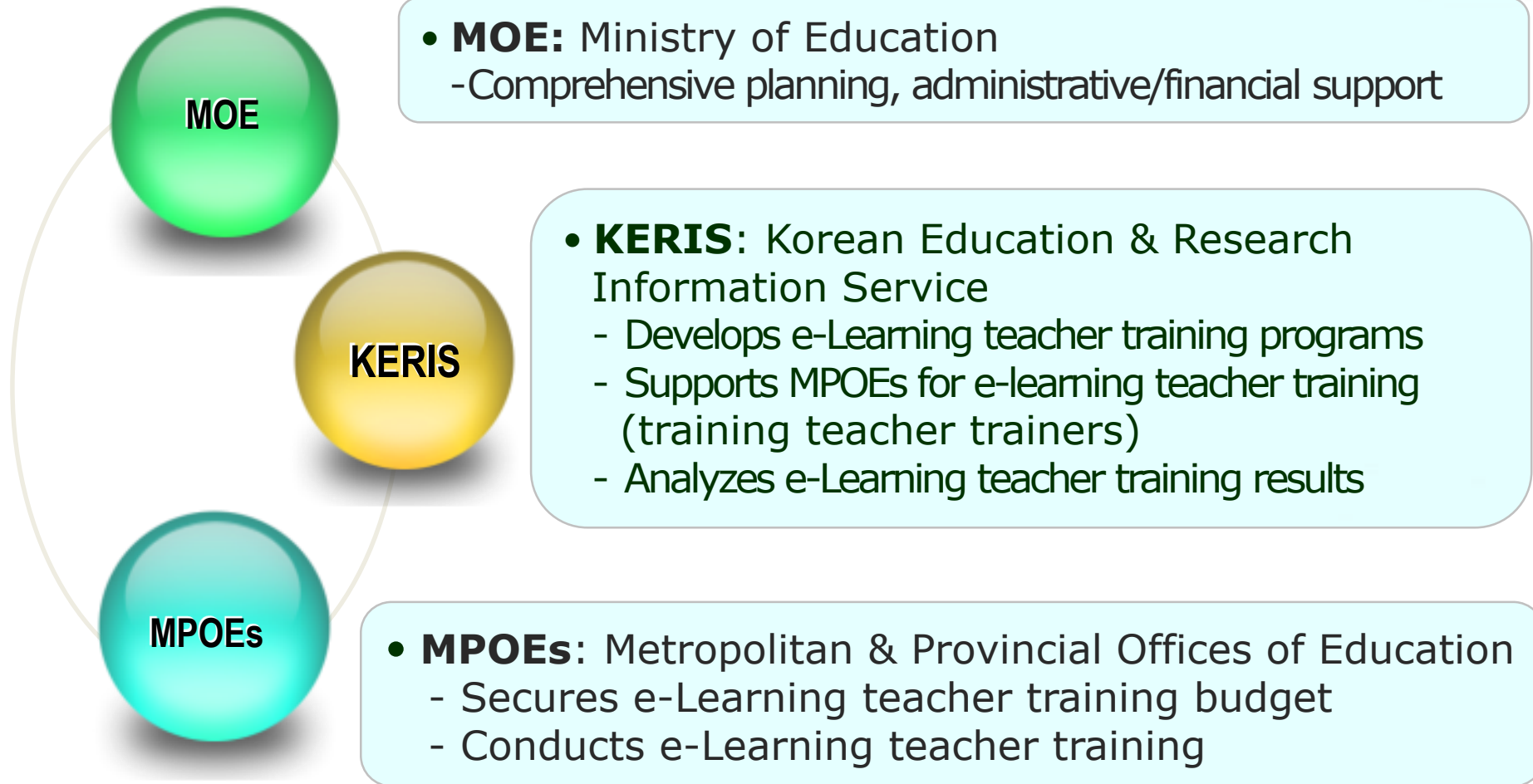
☐ To maximize training participation

- 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
 - Reflect to personal evaluation->have an effect on performance pay



III. Status of e-Learning Teacher Training Operation

e-Learning Teacher Training : Implementation Structure



Status of e-Learning Teacher Training

❖ Increasing rate of e-Learning training compared to face-to-face training

- More participants with e-Learning training
- More developing courses with e-Learning training

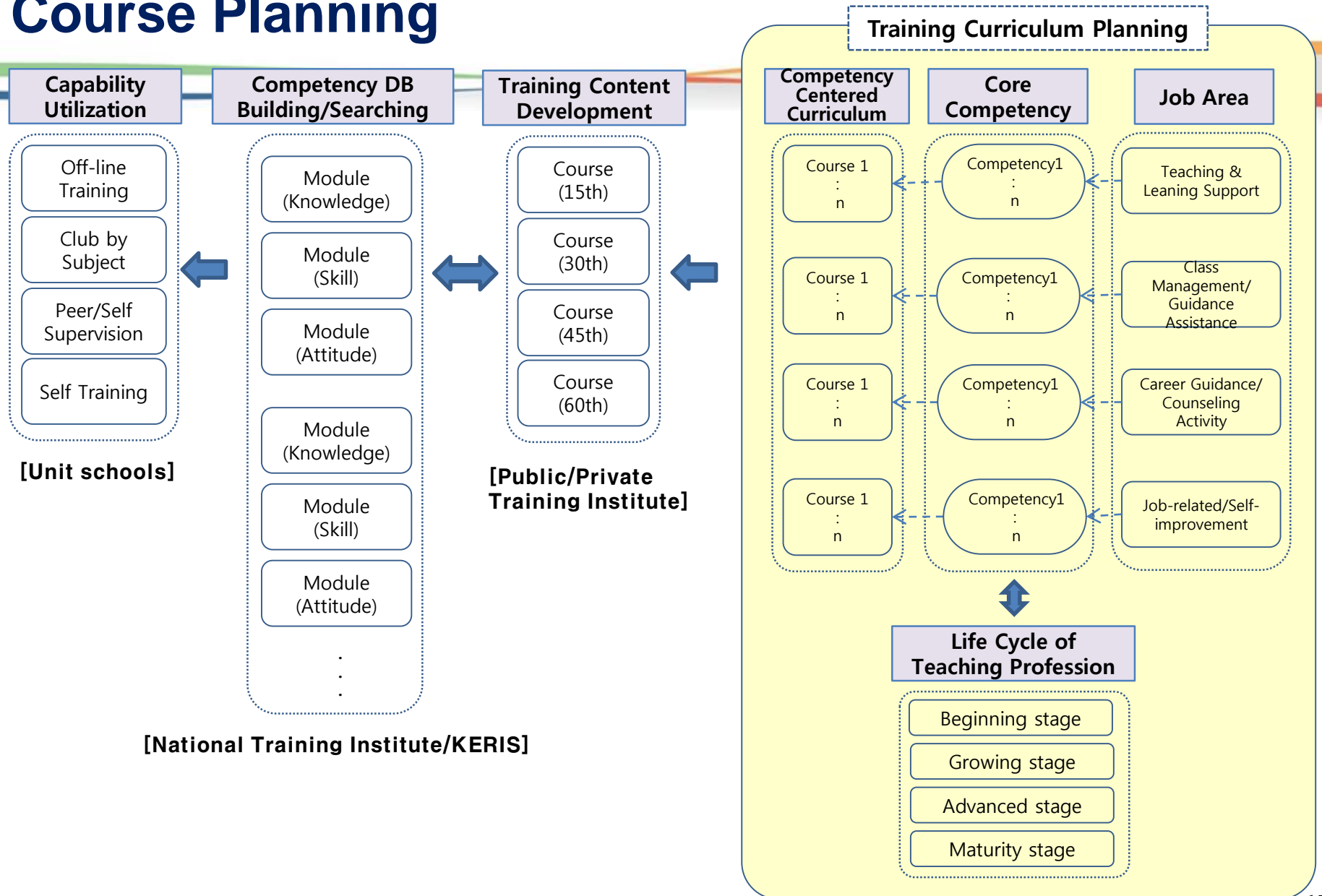
< Current Status of e-Learning Training Completion >

(Unit: 1 Person)

Division	2013	2014	2015
Public Training Institute	618,505	651,192	718,420
Private Training Institute	688,725	695,112	745,189
Total	1,307,230	1,346,304	1,463,609

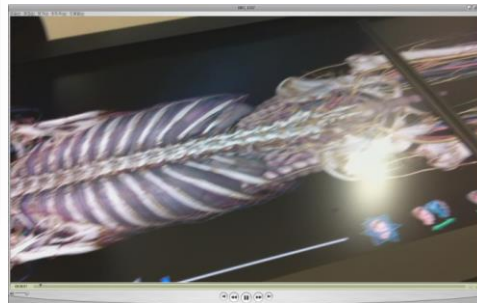
※ Private Institute: Officially authorized by the Ministry of Education

Teachers' Core Competency Based on Training Course Planning



Emphasize Contents Reality Aspect & Training Accessibility

Material and information from e-Learning should be available for reflecting reality and should provide convenient use and accessibility.



Reflecting Reality



Providing Easy Access



IV. Analysis of Policy Features and Implications

Policy Features



☐ Strengths

- Reflect training scores in promotion screening
(reflect 15% of the total 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

Policy Features



☐ Weaknesses

- Difficulty in motivating teachers who are reluctant to develop their abilities
- Lack of incentive for teachers to the voluntary and self-directed participation
- Difficulty in making participants do creative activities or experience-oriented activities

Policy Implications



- Strong training policy drive at the central government
 - 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 training operation monitoring



Thank you

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