

Harnessing ICT for Educational Development in Emerging Developing Countries within the Asia-Pacific Region

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ICT trends in the educational landscape of emerging developing countries are growing and will continue to advance as technology plays a huge role in driving the development of economic and social sector (Kozma, 2005). Infact, the development of these sectors are often used as grounds to justify investments for ICT in education. Reciprocally, globalization has brought center the importance of knowledge creation (Kozma, 2011) with the help of ICT, consequently leveraging it with the aforementioned sectors. Current and new ICT trends are revolutionizing the ways knowledge are delivered and transferred, thus bringing several benefits as well as challenges to educators and learners. Especially in developing countries with diverse communities, the benefits and challenges can come in a multitude of forms. Now that “information and knowledge are the new forms of wealth and are the driving force for development” (Anderson, 2010, p. 10), it is interesting to learn how the citizens of developing countries go about their journey of harnessing ICT into the education system.

In response to the growing research diversity among emerging developing nations within the Asia-Pacific region, the Third International Workshop on ICT Trends in Emerging Economies (WICTTEE 2014) is held in conjunction with the 22nd International Conference on Computers in Education, Nara, Japan. WICTTEE 2014 is organized by the SIG on Development of Information and Communication Technology in the Asia Pacific Neighbourhood—DICTAP. The visions of DICTAP are to:

1. Share ideas and best implementation practices related to government policies and incentives aimed at promoting human resource development, technology transfer, effective e-learning strategies and implementation, software and content development suitable for each member of the Asia-Pacific neighborhood;
2. Coordinate and promote community-based e-learning activities, global sharing and management of information and knowledge. Examples of such communities are the Asia-Pacific Society on Computers in Education (APSCE) and the Association of South East Asian Nations (ASEAN); and
3. Coordinate and promote student and staff exchange among Asia-Pacific neighborhood member nations to promote more effective sharing of knowledge and practices.

The missions of DICTAP are to:

1. Connect researchers from emerging developing countries within the Asia-Pacific region to share scholarly findings and professional insights in ICT development in the field of education;
2. Establish networking opportunities among researchers, reduce the research gap between the researchers from more developed and less developed countries; and
3. Foster, enhance and sustain collaborations among these researchers.

WICTTEE 2014 is the third workshop that we are organizing in the hope to realise the aforementioned visions and missions. The workshop is a continuation of our relentless effort to provide a dynamic platform for practitioners and researchers alike to come together to share their country experiences.

We are extremely pleased that practitioners and scholars with university affiliations from Taiwan, Malaysia, Indonesia, Thailand, and Philippines will be congregating in Nara, Japan to present their research findings and share their views at WICTTEE 2014. A total of eight papers will be presented in a full day workshop.

We would like to take this opportunity to thank all the authors who submitted their papers to WICTTEE 2014. We would like to record our sincerest appreciation to our Program Committee Members who dedicated their time and expertise to the most challenging and demanding task of reviewing the paper submissions. Last but not least, we would like to thank DICTAP's Advisory Committee Members for their wisdom and guidance in making WICTTEE 2014 a reality.

References

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