ICT in Educational Transformation for 21st Century Pedagogies in Emerging Developing Countries within the Asia-Pacific Region

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The education landscape has gone through several transformations throughout the years. Of late, what and how students should learn has taken the center stage in debates on education, sparking further concerns on how to create innovative teaching approaches through dynamic curriculum. Iterative reformations have gradually shaped pedagogical approaches that put students accountable of their own learning and recognize them as the producers of knowledge (Law & Miura, 2015).

In emerging developing countries, educational transformations ensue in a multitude of forms. With the aim to provide students with 21st Century learning experiences, these countries undertake several initiatives to bring their education system to the next level. Often, ICT takes place in ramping up innovative pedagogical approaches as it has a "multiplier effect throughout the education system" (UNESCO Institute for Statistics, 2014, p. 6) because of its versatility in accommodating learning advancements and teaching practices.

In response to the growing research diversity among emerging developing nations within the Asia-Pacific region, the Fourth International Workshop on ICT Trends in Emerging Economies (WICTTEE 2015) is held in conjunction with the 23rd International Conference on Computers in Education, Hangzhou, China. WICTTEE 2015 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 2015 is the fourth workshop that we are organizing in the hope to realize 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 Thailand, Malaysia, and Indonesia will be congregating in Hangzhou, China to present their research findings and share their views at WICTTEE 2015. A total of six papers will be presented in a half day workshop.

We would like to take this opportunity to thank all the authors who submitted their papers to WICTTEE 2015. 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 2015 a reality.

References

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