ICT Trends in the Era of Contemporary Education in Emerging Developing Countries within the Asia-Pacific Region

Mas Nida MD KHAMBARI[a*] **& Niwat SRISAWASDI**[b]
Organizers of WICTTEE 2016[a,b]
Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia[a]
Faculty of Education, Khon Kaen University, Thailand[b]
*khamasnida@upm.edu.my

Instructional pedagogies and learning has changed tremendously over the recent years, especially in the era of contemporary education. The integration of emerging technologies has transformed classrooms into dynamic entities where information and knowledge are shared seamlessly among instructors and learners. ICT plays a vital role in elevating the education system that an ICT Development Index (IDI) was published to, among others, measure the level and evolution of ICT over time within countries that can enhance growth and development (Dotong, De Castro, Dolot, & Prenda, 2016).

In emerging developing countries within the Asia-Pacific Region, educational transformation are sprucing. The rapid developments of ICT has brought improvements to the education system. It not only offers access to knowledge and information, but also opportunities for instructors and learners alike to address issues and problems in education (UNESCO Bangkok, 2015). Instructors and students are furnished with pedagogical innovations and new technologies. They are groomed with knowledge and skills that could elevate the educational system and prepare teachers and students for 21st Century education demands and needs.

In response to the growing research diversity among emerging developing nations within the Asia-Pacific region, the Fifth International Workshop on ICT Trends in Emerging Economies (WICTTEE 2016) is held in conjunction with the 24th International Conference on Computers in Education, Mumbai, India. WICTTEE 2016 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 2016 is the fifth 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, Indonesia, India, and Nigeria will be congregating in Mumbai, India to present their research findings and share their views at WICTTEE 2016. A total of nine 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 2016. 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 2016 a reality.

References

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