

Need Assessments for Designing APEC Edutainment Exchange Program (AEEP) in Sakha

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〈Abstract〉

The purpose of this study is to assess the need for APEC Edutainment Exchange Program(AEEP) and current status of educational environment of Sakha in Russia in order to design AEEP with Korea. To this end, based on literature review, this study conducted a field research in Sakha visiting universities, schools, camp sites and various sites for experiential learning for students and did a survey and interviews targeting the local teaches and education experts. The results are as follows. First, having high demand for international educational cooperation activities for students, Sakha, located in the far east of Russia, has attractive and divergent educational resources in the aspect of culture, history, and natural environments. Second, it needs to consider participation costs, matters of interpretation due to language barriers between Korea and Russia, and involvement and support from local Korean residents and related institutions. Third, there should be enough attention and orientation to Korean students so that they can understand and respect the cultural difference of speaking attitude and food in Sakha. These results could provide preliminary data to develop Sakha-Korea AEEP utilizing divergent cultural resources and rich natural environments of Sakha with systemic support for participants.

Key words : *APEC Edutainment Exchange Program, Sakha Republic, Bilateral Student Exchange Program*

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I. Introduction

In APEC, there have been emergent need for designing and implementing more and better students exchange programs since 2012 Russian APEC Summit (Cross-border Education) and 2012 APEC Educational Ministers Meeting (Education Cooperation Program) in KyoungJu, Korea. Fortunately, there has been an implementation of several APEC Edutainment Exchange Program (AEEP) from 2007 continuously by Institute of APEC Collaborative Education(IACE) with the official endorsement and support from Korean Minister of Education, APEC Education Foundation and other APEC economies. Especially, AEEP is based on the white paper from the first APEC Future Education Forum in 2005 to implement the idea of APEC Edutainment Park System(IACE, 2014; Park & Kim, 2014; Kim & Kim, 2010).

Recently, there are needs for developing a large-scale unique AEEP (APEC Edutainment Exchange Program) activity in APEC, especially from Sakha Republic, and it is asking for further analysis and research about the AEEP and the characteristics of Sakha education system. With this in mind, the research objectives encompass the following goals: First, what is the uniqueness of Sakha education for designing a bilateral exchange program, like AEEP, with Korean students? Secondly, What are the uniqueness of Sakha culture and environment for designing AEEP with Korean students? Thirdly, What are the current needs teachers and experts require in order developing a sustainable AEEP program in Sakha with Korean students? After we achieve all this, from this activity, we hope it may enrich and improve the AEEP theory to match the current needs and trends with Sakha AEEP program.

These days edutainment has been widely used as one of the effective educational tool for increasing students interests on learning. Meanwhile for the most countries, edutainment is not a new concept, but for Russia, both the “edutainment” does not practiced much and the definition does not occur in the Russian literature(Zheleznyakova & Dyakonova, 2013). In Russia, “edutainment” has a different understanding and is used only as one form of teaching. For instance, some understand it as utilizing digital content or having some game element in the learning process. Furthermore, Russian Government is interested in all new methods related to education and trying to learn from foreign experience. Thus for Russia, APEC Edutainment Exchange Programs can help to make revision of their concept of edutainment and adapted based on their needs and conditions.

AEEP can be considered to be one of the most unique edutainment based international student

exchange program(Kim & Kim, 2010). APEC members pronounced positive echoes about this program in 2006 APEC Future Education Consortium Steering Committee. From a pilot test that was achieved in 2007, APEC Education Foundation acknowledged AEEP as an excellent student exchange program in APEC region. Since then, Institute of APEC Collaborative Education (IACE) has been organizing and managing AEEP after the model of the pilot test and dispatched AEEP teams to Thailand in 2007 and 2011, and 2012; Russia from 2009 to 2014, the Philippines in 2011, and Indonesia in 2011 successfully with full of support and encouragement from regional governments and the ministries of education in each economy(Kim, Lee, Kim & Han, 2014; Park & Kim, 2014). There was a consensus between all pilot studies to make a big program such as 100-200 tentative from next year. Based on the pilot activity there has been new and big motivations from the community because of the program's mass appeal to students and teachers especially in Sakha Republic due to its continuous involvement and experience in the AEEP Program.

II. Literature Review

1. APEC Edutainment Exchange Program (AEEP)

AEEP aims at providing a future educational model based on multinational students' team project and experiential and self-initiated learning focused on blended model, which includes online and offline activities, to cultivate youth as next-generation global leaders in APEC.

AEEP participants consist of teachers, K-12 students, university students, entrepreneurs, and educational administrators in the APEC region who are interested in international educational cooperation. Student from various APEC regions will be matched as teams and precede team projects in consideration of AEEP. The main purpose of this program is to develop global leadership and communication skill, to broaden knowledge about global issues, and to improve the ability to understand each other's cultures by working on the international educational projects.

Compared to other international exchange programs for students, the characteristics of AEEP can be described as follows. Firstly, **AEEP is based on theory and practice of experiential learning** which was first coined in 2005. From 2006, there were many studies conducted for collecting related theories to AEEP theory. In 2007, the project received funding from APEC Education Foundation, so

the first AEEP pilot project was done in Busan, Korea and consisted of students from Korea and eight other APEC economy members. For the past eight years of continued researches and implementations, the program has constantly modified the theory based on experiential learning(Kim, Lee, Kim & Han, 2014). The following shows the eight elements of AEEP based on the experiential learning theory(see <Table II-1>).

<Table II-1> Eight elements of AEEP(Park & Kim, 2014)

<i>Play</i>	Self-Directed and Free Activities based on having fun. The effect of play is that AEEP participants can gain social-cultural knowledge, experience the following emotions: joy, satisfaction, stability, cooperation, understanding, law-abiding spirit, sympathy, character building, mutual respect, and physical drill. Learners activities found within AEEP programs are manifested the AEEP element of play.
<i>Flow</i>	Flow can be defined as a feeling that something or event is occurring naturally in the moment of a high point in life. Flows allows the user to block out all distractions and obstacles and concentrating on a certain activity or work. Play is often associated as a way to invite flow into an activity. The key activity of edutainment is flow level. The effects of flow is that it enhances individual activity, concentration, creativity, motivation, and satisfaction, adds to joy and happiness. A solid goal such as“Searching Project Outcomes”will induce flow.
<i>Collaboration</i>	The AEEP activities induce collaboration between students in the process of project activities. The effect of collaboration is that participants understand the value of collaboration, obtain attitude and method of international collaboration, understand personal role in-group, etc.
<i>Experiential Learning</i>	The element of Experiential Learning is a combination of goal oriented learning and meeting between individuals and others. Experiential Learning is induced learning by play, collaboration, and cultural experience.
<i>Blended Learning</i>	Blending Learning environment is a combination of teaching style, teaching method, and lecture media. AEEP activities promotes efficiency, effectiveness, interest, and stability with an ‘all-line’ (offline & online) environment.
<i>Reflective Thinking</i>	Reflective thinking can be defined as a train of thought occurred by solution finding. Continual, conscious, and prudent thinking about certain values or actions, AEEP includes un-structuralized problems and factors of reflection such as projects, students’ initiative, professors, teachers, undergraduate mentors’ scaffolding.
<i>Self-Directed Learning</i>	AEEP participants are engaged in actively planning their learning experience, need analysis, resource searching, and learner-directed study assessment. The learners do this through selecting their project/problem topic of interest, objective of project, and solution to their project/problem. Learners conduct their projects as well as actively assessing the process and progress of the project.
<i>Systematic Change</i>	AEEP aims for the change of future education model as well as a change of current international youth exchange paradigm. This approach can be called the AEEP Holistic Paradigm Shift.

Secondly, **AEEP is based on edutainment (Education and Entertainment)**

AEEP was developed as an exchange program based on the concept of edutainment. To understand the type of edutainment AEEP focuses on, we must first take into account the misconceptions of edutainment. There are three types of edutainment, which are as follows: micro-level, medium-level, and macro-level approach. In current edutainment literature, most practiced edutainment theory is the micro-level edutainment(Kim & Kim, 2010).

Micro-Level edutainment has mostly be considered to be one of the only forms of edutainment. Dating back to 10-15 years, this concept focuses on online gaming as medium for edutainment. Micro-Level has been proven to enhance learning, but the negative aspect of this style of learning impedes the child of other types of learning and leads to an increase game and Internet dependence/addiction(Kim, Kim, Shon, & Jung, 2008).

Medium-Level edutainment offers the concept incorporating space, such as facilities to conduct edutainment activities. This means that amusement parks can also be considered a form of edutainment as long as it contains the education component of edutainment theory(Kim, Kim, Shon, & Jung, 2008).

Macro-Level edutainment is including creating a global audience. Meaning each and every economy has their own edutainment park system, but if a program based on collaborating and exchanging ideas, databases, curriculums, and even people, this can be considered to be a macro-level edutainment program. This can be defined as global edutainment park system, which is combination of existing edutainment parks and develop an intelligent report system using SMART system(Park & Kim, 2014).

Third, **AEEP utilize the Human Network System in APEC called ALCoB (APEC Learning Community Builders)** Most of the educational international exchange programs are school-to-school based bilateral programs and schools heavily rely on organizations, such as tourism companies, which can be very costly. Some exchange programs have been done without careful preparation about the quality and safety of the program. Especially, the safety is a big issue with not only teachers and student but also parents and school administrators(Kim, 2012).

The human network like ALCoB play an important role because it gives participants of AEEP more control and safe program that will give both students and teachers to create a meaningful AEEP program. With the ALCoB human network, teachers and students have easier access to not only contact local ALCoB members, but also local businesses too. This creates a very divergent and interesting edutainment based program for the students and teachers(Kim, 2012).

The basic model of AEEP is given in <Table II-2>. As can be seen, it includes three steps and their associated activities(Kim et al., 2009; IACE, 2008b).

1) Pre-Activities

The online pre-activities start with pre-training, which aimed to give basic knowledge of the AEEP and the partner economy's. Students' forms teams in accordance with their interests and start acquire information related to their team project.

<Table II-2> Steps and Activities of AEEP

Step	Activities	Step	Activities
Pre-activities			- Online registration
			- Online training & evaluation
			- Formation of teams
			- Proposals for team projects (draft)
			- Project planning
Experiential Learning Activities			- OT & team building (icebreaking)
			- Presentation of project proposals & finalization of proposals
			- Team activities to perform team projects
			- Data analysis and identification of outcomes
			- Interim reports & feedback
			- Revision of project outcomes
			- Cultural exchange activities
			- Preparation of final presentations & exhibitions
			- Daily reflection note
Post-Activities			- Exhibitions
			- Events(essay & photo contest, speech contest, Forum, etc.)
			- Awards
			- Submission of team reports
			- Proposals for subsequent activities

In addition, each team comes up with a draft plan, including the objectives of the team project, the process and individual tasks for implementing the project, requirements, expected outcomes, mode of presentation etc.

2) Experiential Learning Activities

The core of this step is on-site experiential learning tailored to the teams' project plans. Before the experiential learning, teambuilding activities take place through icebreakers and games, and team members are allocated into individual tasks.

During on-site experiential learning, each team collects and investigates relevant data, visits and meets with experts and stakeholders, and analyzes collected data and information. The teams also submit interim reports and get the mentors' feedback.

Besides, all participants write daily reflection notes to have some time for introspection of their own activities, thoughts, and feelings.

3) Post-Activities

During the post-activities, all teams present team presentations on their project outcomes. They also prepare for an exhibition of the team outcomes in various formats like videos, posters, musicals, performance, drawings, mock-ups, etc.

At this time, the mentors assess the outcomes and team presentations, and the best teams are awarded.

Other activities may include various contests and events that utilize the teams' outcomes and by-products from the AEEP activities, as well as forums or seminars for teachers and university students on issues related to the AEEP themes.

Lastly, students can join the ALCoB (APEC Learning Community Builders), a representative human network in the APEC region (Kim, Lee, & Choi, 2006), and propose new project ideas and themes for future activities.

2. The Republic of Sakha (Yakutia)

Republic of Sakha is one of the unique place not only culturally, but also geographically and environmentally. The Republic of Sakha (Yakutia) is the largest federal subject of the Russian Federation. The total area of Republic of Sakha is 3,083,523 sq. km making it 30 times bigger than South Korea, but is much less populated - only 954 803. The population of the Yakutia consists of several different ethnic minority groups in the Russian Federation, but mainly consists of ethnic Yakuts (Sakha) and Russians. The official languages are both Russian and Sakha (Yakut). The capital

city of Sakha Republic is Yakutsk. The majority of the territory's terrain is mountainous: the Verkhoiansk Range, the Chersky Range (the highest point of the range is the Pobeda Mountain, 3147 m. height), and has over 800,000 lakes and hundreds of rivers. About 40% of Republic of Sakha territory lies above the Arctic Circle, which all is covered by the 1500m of permafrost. (FAT, 2009-2014)

Another uniqueness of the Republic of Sakha is that it is known as the coldest place on Earth. The lowest natural temperatures ever recorded in the world have been in the Oymyakon district, where the temperatures reached a record of 71.2 °C in 1926. However, in contrast to the extreme cold, summers can get very hot and during the day the highest recorded temperature was +38.4 °C.

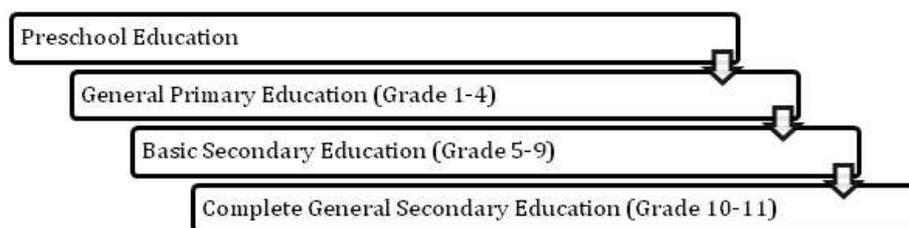
Besides its geographic features, the Republic of Sakha is abundant in mineral resources, such as large reserves of oil, gas, coal, diamonds, gold, silver, tin, tungsten, and many other mineral resources. Sakha mines more than 90% of all Russian diamonds and approximately 25% of the diamonds mined in the world(MEDTRS, 2008-2013).

Sakha can be considered to be a treasure trove with findings of well-preserved Ice Age era woolly mammoths, woolly rhinoceros, bison, musk oxen, cave lions, and other prehistoric-age animals.

Sakha's unique climate, geographic conditions, and pristine environment contain a variety of flora and fauna life. A total of the 10 most valuable species of fur animals, 6 species of wild hoofed animals, about 20 species of aquatic and upland fowl are present in the Republic of Sakha. (FAT, 2009-2014).

Sakha (Yakut) peoples still retain and respect their history, traditions and culture, which has consists of unique music, literary, bone carving art, paintings, costumes and cuisine, and much more.

Therefore, for designing the bilateral AEEP with Korean and Sakha students the Republic of Sakha has and provides a wide range of areas of subjects and topics, such as diverse nationality and culture, rich natural resources, sharply contrast climate, and etc.



〈Figure II-1〉 Outline of General Education System in Russia (UNESCO, 2011)

In case of Education, there are distinct differences between Russian and Korean Education systems.

Firstly, Educational system of the Republic of Sakha is a part of the Russian Federation education system. Education in Russia divided into general education, vocational education, additional education, and professional education.

Before designing the AEEP program, its necessary to know the educational focus in Russia.

In accordance with Article 66 of the new Federal Law on Education (2012), Primary education in Russia aims at building student's personality, development of his/her individual abilities, skills, and positive motivation in the learning process, e.g. mastering reading, writing, numeracy, basic skills training activities, elements of theoretic thinking. Basic skills of self-control, culture, behavior and speech, the basic of personal hygiene and a healthy lifestyle are taught in primary education.

Basic general education aims at the establishment and formation of students personality, e.g.: the formation of his/her moral convictions, aesthetic taste and healthy lifestyle, culture of interpersonal and intercultural communication, to master the fundamentals of science, the official language of the Russian Federation, skills, mental and physical work on the development of aptitudes, interest and abilities in social self-determination.

Secondary education focuses on the development of interest in cognition and creativity learning, skills of independent learning activities based on specialization, differentiation and maintenance of professional orientation of secondary education. It also aims at preparing students for life in society, independent life choice, employment, and continuing education.

Schools design their educational programs in accordance with the Federal State Educational standards, which have following requirements (Federal Law N 273-FZ, 2012):

- 1) Structure of the educational programs and their amounts
- 2) Personnel, financial, logistical and other conditions of implementation of educational programs;
- 3) Results of the development of educational programs.

Federal framework curriculum includes both a local and core component, in order to take into account of national, regional, and local social and cultural specific features and traditions. Within framework curriculum for general education defined by the Ministry of Education, some 75% of the contents cover the federal component, about 10% defined by the regions, and schools also decide about 10%(UNESCO, 2011).

The important point for designing of AEEP is that, according to the new Federal Law on Education in 2012, Educational organizations may conduct educational activities, both independently

and through a network together with other organizations. E-learning and distance education technologies can also be implemented and used in educational programs(Federal Law N 273-FZ, 2012).

The main language of instruction in all Russian schools is Russian, but the uniqueness of the Russian education system is that citizens have the right to study their own mother tongue and to receive pre-school, primary and general secondary education in the citizen's mother tongue within the possibilities offered by the system of education(Federal Law N 273-FZ, 2012). So in many schools of the Republic of Sakha students study in the Sakha (Yakut) language and literature, history, and culture of the people's republic of regional training programs. There are schools in which the primary grades learn all subjects fully in the Sakha (Yakut) language. In some schools, part of the core subjects taught in the Sakha (Yakut) language, even in complete general secondary education. Thus, in AEEP, students can experience not only Russian, but also Sakha culture as well.

III. Methodology

1. Literature Review

For literature review, following references were chosen by using key words such as "AEEP", "Edutainment," and "Republic of Sakha": EBSCO, ERIC, RISS, KISS, Russian Science Citation Index, Ministry of Education of Russia, Federal Agency for Tourism, Ministry of Entrepreneurship and Development of Tourism in the Republic of Sakha (Yakutia), which are mentioned in <Table III-1>.

1) Participants

This study utilizes a survey taken from the APEC Internet Volunteer (AIV) Program held at Yakutsk city and at Khangalask district in the Republic of Sakha Yakutia on October 2014. A total of 42 participants of the survey consisted primarily of Sakha middle and high school students (17), university students (12) and teachers (13) with age groups varied from 10s until 50s. From the AIV workshop, a random sample of 10 Sakha teachers, who 9 out of the ten teachers had prior experience with AEEP-related activities, and 3 experts in AEEP, two principals and Sakha university professor, were interviewed focusing on the improvement of AEEP activity and adapting it to the

<Table III-1> Related Literature

Category	Related documents and data (Previous research/Related books/ web links/ etc)	Aim of Data Analyses
<i>APEC Edutainment Exchange Program (AEEP)</i>	Kim, Lee, & Choi(2006), Kim(2007), Kim, et al.,(2008), IACE(2008b), Kim et al., (2009); Kim, Lee, Lee, Lee, Kim, & Jung(2009), APEC (2009), Kim & Kim (2010), Kim(2010), Kim(2012), Kim, Lee, Kim, & Han,(2014), Park & Kim,(2014), IACE(2014),	AEEP's concept, process, theory, features
<i>Republic of Sakha (Yakutia)</i>	Zheleznyakova& Dyakonova(2013), FAT(2009-2014), MEDTRS (2008-2013), Federal Law N 273-FZ(2012), UNESCO(2011).	Culture, people, environment, education

local environment of Republic of Sakha Yakutia.

2) Survey

The intent of the surveys were designed with a mixture of open and closed questions categorically placed requiring respondents to select one or more answers from a set of choices and optional suggestion section. (Krosnick & Presser, 2009) From the Sakha teachers and students, 42 of the 51 total surveys were utilized in our data due to insufficient data and bias.

The survey is composed of three parts consisting of a total of 21 questions. Within the surveys, the survey parts are composed on the respondents' basic information, recommendations of potential Sakha sites for AEEP activities for Korea students, and conducting a similar activity in Korea with Sakha students. The intent of the surveys were designed with a mixture of open and closed questions categorically placed requiring respondents to select one or more answers from a set of choices and optional suggestion and recommendation section.

3) Interviews

The qualitative interviews were conducted with a group of Sakha teachers and Sakha AEEP experts. The interviews consisted of questions related to organizing a substantiality AEEP program in Sakha and other cultural, societal, and environmental aspects of Sakha, which would needed to be taken account of during the course of the AEEP activities. Based on the results of the qualitative interviews, the interviews were analyzed and summarized based on the frequency of similar answers utilizing a simplified codified system found in <Table III-3>.

〈Table III-2〉 Survey Categories

Survey Category	Content
<i>Part One: Participant Basic Information</i>	The questions contained in this section asked the following information: age, job, gender, traveling experience, have foreigner friends and communicating with them, and current English level.
<i>Part Two: What Korean students can do in Sakha?</i>	Recommendation on types of AEEP activities and events that could be held in Sakha (e.g. visiting museum, theaters, length of program, etc.)
<i>Part Three: What Sakha Students want to do in Korea?</i>	Types of AEEP activities Sakha students would like to participate in Korea (e.g. visiting museums, traditional Korean folk village, length of stay, etc.)
<i>Part Four: Recommendations from respondents</i>	Open questions focusing on recommendations and needs from respondents on developing Sakha AEEP

〈Table III-3〉 Interview Categories

Code Category	Content
Education/ Law in Sakha	1) Discussion of current Sakha education curriculum and teaching methods 2) Laws enacted in the schools
Sakha and Korean Culture	1) Taboos in Sakha Culture 2) Expectations from Korean students visiting Sakha
AEEP	1) General Recommendations toward the current AEEP model 2) Activities

IV. Results

In this research, we tried to find Sakha's uniqueness for designing efficient AEEP there and outcomes shows that Republic of Sakha's diverse natural environment and resources, culture and people provides with a wide range of topics and subjects for students experiential learning. Based on the AEEP format we found that subjects and topics was focused mostly on learning each other economies' food, clothing, holidays, tour, etc. However, based on the research, the AEEP in Sakha, due to such widen environmental opportunities, can be expanded to other areas as well, such as economics, business, marketing, education and, IT.

For instance, in 2011, Sakha successfully developed AEEP with student projects for the promotion of Korean companies' products in Russia. Students research the types of activities with robotic and education businesses, and developed promotional materials, such as website samples, information booklets, presentations, etc.

Project activities in the "Business" area can be organized as a student competition of business ideas or projects. While developing a business project, students are learning basic concepts of economics, business, marketing, especially market research and implementation from other countries' organizations and economies, generate ideas and develop basic business plan for implementing the project. Another possibility is to offer students to create and develop projects based on compare and contrast of businesses in different countries in accordance to their laws, cultural, historical and other features.

In the "Education" area, students can research and develop, for example, projects to compare and contrast analysis of supplementary children education programs and organizations in different countries, such as IT and robotics. Based on their results, they have to develop and prepare a proposal on how to improve the current status of supplementary education programs and organizations into their respective regions.

Thus, the need, for a short and informative training and discussions using a blended learning process (offline and online activities) to prepare students for wide range of topics and themes, is vital.

The second question attempt to find out the needs for utilization of Sakha's features for designing the proper AEEP in Sakha Republic. Due to the fact that before AEEP worked with relatively small group of students about 20-30 every year, but from next year it is planning to increase quantity to 100-200 participants, a strong and experienced support group system will be required. Moreover, due to the prior experience of conducting AEEP in Sakha, Russian - English and Korean - English interpreter will be suggested.

In addition, based on prior experience of conducting AEEP, a majority of students have had a little understanding of the methods of the project and research activities, preparing and presenting of their projects presentations. This lack of knowledge reduces the efficiency and quality of work of the team to develop the project.

Therefore, prior before and during AEEP teamwork need to conduct short training sessions to teach students followings:

- The methods of project activities, such as finding analogies or associations, permutation method elements, method of projecting from the opposite, brainstorming, etc.

- The research methods such as the technology of collecting and basic statistical data manipulation, surveys and interview;
- Create a guideline for preparing and designing of the presentations.
- Right after the projects presentations, student must write a reflection on their projects, which are as follows:
 - Evaluate and explain their general feelings and insights on developing the project
 - Compare what the team managed to do with the fact that it was intended;
 - Suggestions on how to continue or develop the project.

Finally, we come up to idea inviting public-private enterprises experts to the program to contribute to the AEEP.

V. Conclusion

The purpose of this study is to assess the need for APEC Edutainment Exchange Program(AEEP) and current status of educational environment of Sakha in Russia in order to design AEEP with Korea. To this end, based on literature review, this study conducted a field research in Sakha visiting universities, schools, camp sites and various sites for experiential learning for students and did a survey and interviews targeting the local teachers and education experts. The results are as follows.

Republic of Sakha is attractive and unique place, which provides variety of opportunities to experiments as educational resources for AEEP. Thus, it can be expanded to other areas as well, such as economics, business, marketing, education and, IT.

In addition, based on prior experience of conducting AEEP for student's better understanding and efficient team work the methods of the project and research activities, preparing and presenting of their projects presentations is advisable.

Moreover, Republic of Sakha with its natural resources and diverse environment can be also attractive for Public Private Partnership (PPP). Thus, inviting Korean public-private enterprise to the program will be helpful not merely for support of the program, but also for beginning a new cooperation between Sakha and Korean enterprises.

Furthermore, since AEEP will increase in quantity of the participants and AEEP format consist of three steps such as pre-activity, experiential learning, and post-activities, which imply big preparations,

trained and experienced support group is essential. Especially dual language speaking staff will be helpful for proving qualitative information and maintaining connection with both sides.

Finally, through qualitative analysis of the interviews, we noticed the need for both additional research focusing on the improvement of AEEP based on Sakha's current needs.

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사하 공화국 대상 AEEP(APEC Edutainment Exchange Program) 개발을 위한 요구조사

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〈요 약〉

본 연구는 러시아 사하공화국과 한국 간 APEC 에듀테인먼트 교류 프로그램(이하 AEEP) 개발을 위해 사하공화국 현지 교사와 교육전문가들을 대상으로 프로그램에 관한 요구와 기타 관련된 사항들의 실태를 분석하고자 하는 것이다. 이를 위해 본 연구에서는 문헌연구를 기반으로 현지 조사와 함께 설문조사와 인터뷰를 실시하였다. 현지 조사는 한-사하 AEEP를 주관할 대학교와 AEEP 참가자들의 고등학교 그리고 캠프장과 다양한 체험학습대상지들을 방문하였고, 담당 교사들 및 교수들을 대상으로 교육 현황과 프로그램에 관한 요구 조사를 실시하였다. 그에 따른 주요 결과는 다음과 같다. 첫째, 러시아 극동 지구에 위치한 사하는 문화와 역사, 환경 및 기후의 측면에서 독특하고 다양한 교육 자원들을 보유하고 있다. 그리고 이를 활용한 청소년 대상의 국제교육협력활동에 높은 요구를 보이고 있었다. 둘째, AEEP를 통해 대규모 국제교류활동을 실시하기 위해서는 참여자들의 한-러 간 언어 장벽, 이에 따른 통역 지원, 참여 경비, 현지 교민 및 관련 기관과의 연계 등과 같은 점을 고려해야 한다. 셋째, 사하공화국은 한국에 대해 긍정적인 이미지를 가지고 있으나, 우리나라 학생들에게는 지리적으로 뿐만 아니라 음식과 대화 방식 등 다소 낯설고 독특한 문화를 가지고 있어서 문화의 차이에 대해 충분한 사전 교육이 필요한 것으로 나타났다. 따라서 이후 후속연구에서는 상기와 같은 점을 고려하여, 사하공화국의 풍부한 자연 환경을 안전하고 매력적으로 활용하고, 다양한 측면에서의 체제적 지원을 포함하는 AEEP 개발 연구가 필요할 것이다.

주요어 : APEC 에듀테인먼트 교류 프로그램, 사하 공화국, 국제 학생 교류