Reflection (Essay 2) Final Essay: Global Perspectives as it Relates to Education Technology, Professional Development and Infrastructure as well as Curriculum Integration in Kindergarten to 12 Grade Classrooms Setting

Introduction

With reference to Reflection Essay 1 and my knowledge of global issues as I am approaching the end of the semester of my EDTC 645 course, I recognized that I need to widen my creative and innovative thinking of global collaborative communication towards sustaining the 21st century learning. In my first essay, I wrote that, “over the years I have recognized that global awareness in the education arena is absolutely fundamental in the Kindergarten to 12 Grade (K-12 grade) classrooms setting.” I have also emphasize that I obtained my primary, secondary (K-12 grade) and undergraduate education from Guyana, South America and I am currently achieving a next level of higher education in my graduate studies at University of Maryland, University College, United States of America. With this in mind I am inspired to highlight how I learned about other countries, apart from Guyana. Prior to receiving a university level education where I learned about global issues, I have also acquired additional information about other countries by visiting the cinemas and whenever there is a school show and looking at movies from a television as well as my current EDTC 645 course.

Reflection

Over the years, I learned about other countries because of the various subject areas that were integrated in my classroom curriculum. Some of my classroom subject areas include Geography, History and Social Studies. In addition, my older brother and sister took me join the community library and I was able to borrow books. I read several books and discover that there are other countries, apart from Guyana. I continue to read for my knowledge, until I was able to travel and visit one of my neighboring countries like Suriname because my families were residing in that country. I was most astonished about their culture, particularly because there was a language barrier. The Surinamese speak Dutch. It is also critical to state that it was sad Suriname, Brazil and Venezuela
are my neighboring countries and Spanish, Dutch or any other foreign language were not thought in school during those years. Nevertheless, I was able to do very well during the years of my primary and secondary education in Guyana. Very successfully, I passed my Secondary School Entrance Examination (SSEE) as well as my Caribbean Secondary Examination Council (CSEC) that created an entrance level for me to obtain the required qualification to be accepted at an accredited University. However, at University of Guyana I was given an opportunity to study Spanish as a foreign language and I was able to attain a better understanding about education in various language contexts as well as an appreciation for a more diverse culture in other countries.

However, as I continue to reflect from the beginning to almost the end of this course and I have continued to examine some key factors such as education technology, professional development, infrastructure as well as curriculum integration that aim towards stimulating student learning in K-12 grade setting in 21st Century Schools (21st Century School, 2010). I have also researched additional websites that promotes the Framework which presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century (Partnership for 21st Century Skills, 2011).

It is also necessary for me to highlight that, the readings and investigations associated with my current EDTC 645 course have created opportunities for me to discover several Internet websites as well as global networks and groups that promote collaborative communication are aligned with information and Communication Technologies (ICT). These technologies are used as a channel around the world to connect our classrooms so that we can encourage global education. The GlobalSchooNet.org network, in particularly the “Doors to Diplomacy” project is considered as an ideal network project to create an opportunity for students to communicate around the world. I have recognized that it is essential to Unlock the Doors to Diplomacy and I have selected the Doors to Diplomacy Project from the GlobalSchoolNet.org network because it supports the 21st century learning and improve academic performance through a content driven collaboration. In addition, it was good
to experience how teachers as well as K-12 students are engaged in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. At a glance, this project has revealed to be educationally challenged and it is currently sponsored by the U. S. Department of State to encourage middle school and high school students around the world to produce web projects that teach others about the significance of international affairs and diplomacy. I will therefore highlight that this is an exemplary global winning project that promotes the 21st century learning and improve academic performance through content driven collaboration as it continues to link students around the world.

Based on my recent readings in this class, I have also recognized that in a global education environment, apart from students having multi- culture issues, different learning ability as well as diversified intelligence, it is also necessary for me to reflect on my on the Linda Darling- Hammond's video which demonstrated concerned issues which our class has examined in previous conferences. This video highlighted that it is critical for students to utilize their high order thinking skills towards problem- solving and decision- making. Therefore the scenario of this video further explained that students in other countries are frequently asked to write, analyze, and explain their views and findings. Students are also asked to produce and analyze data in the classroom as well as on assessments (Darling- Hammond, 2010).

**Comparative**

Conversely, it is also essential for teachers to ensure that they inspire student learning, particularly in a collaborative manner. With this in mind the United States of America (USA) can continue to incorporate global education in their classroom curriculum. In this classroom (EDTC 645 Class) our syllabus is designed towards improving and sustaining a high performing level of global education when compared with other counties education content level. As a result my existing advance intelligence and career findings revealed that I have acquired valuable lessons on professional development among other required life skills factors.
It is also essential to highlight that there is no formula to determine the optimal level of Information and Communication Technologies (ICT), including infrastructure and curriculum integration in Guyana, South America as well as other developing countries. As a result I encountered significant challenges in Guyana during my K-12 grade with regards to aspects of the 21st century skills. I will also highlight that k-12 grade students continue to undergo severe educational challenges because of a digital divide. I will therefore re-emphasize that although valuable lessons may be learned from best practices around the world, there is no one formula for determining the optimal level of ICT integration in the educational system. Therefore policy makers, planners, educators, education administrators, and other stakeholders need to consider significant challenges that will remind them to include educational policy and planning, infrastructure, language and content, capacity building, and financing. With this in mind I learned that project-based learning is an extremely powerful way of teaching our children to connect their classroom with 21st century, real-world learning. Therefore we can learn from other countries with regards to their education system. Other countries are more successful with Program and International Student Assessment (PISA) because it addresses higher-order thinking and performance skills which is aligned with lessons in other countries that involve research and inquiry, scientific investigations, and comprehensive writing (Darling-Hammond, 2010).

Global Education Today

Nevertheless with regards to Global Perspectives as it relates to Education Technology, Professional Development and Infrastructure as well as Curriculum Integration in Kindergarten to 12 Grade Classrooms Setting, my past experience encompasses my current knowledge and skills as well as other critical issues inspire me to reflect on Reflective Essay 1 that it is necessary to design and implement a holistic teacher training model in both cyber and face-to-face language learning context towards the sustainability of staff development. In addition, I will also consider one of my recent EDTC 645 group projects which created an opportunity for me to select a country apart from the United States of America (USA) to explore some components which examine the global perspectives in the k-12 grade classroom. During my research, I have
discovered that, globally, people have different intelligence quotient, consequently they have different learning ability as well as diversified intelligence. It is therefore critical that appropriate technology is incorporated effectively and used efficiently towards enhancing pedagogical skills as well as stimulating student learning in the 21st century schools (PBS Teachers, 2011). As a result, the Department for Children, Schools and Families (DCSF) focuses on Teacher Education for Information and Communication Technologies (ICT) with regards to professional development for educators. Subsequently, I will reiterate that it is essential for incorporating ICT in the curriculum towards enabling all children and young people to reach their full potential. However, this is coming into fruition upon the basis that built on the successes in teacher education and children's services that have happened over the last decade or more and focuses on the challenges that remain (Insight, 2010).

How it Impact Current Idea

My current Dual Masters of Education in Instructional Technology and Distance Education, in particular my EDTC 645 course can be considered for this scenario. Additionally, informal learning is becoming a standard format in companies' training and development (T&D) activities. It requires a specific learning competence comprising cognitive, metacognitive, and motivational dimensions. Therefore as we continue to equip our students with the tools that will prepare them with life skills that are required for global education, we will be preparing them to cope with the 21st Century Learning and well as workforce skills. Therefore based on this scenario the ageing of the workforce, age differences in learning competence are considered to be successful in informal learning independent of worker age, besides partially mediated by memory self-efficacy, as well as an inclination to induce "second-order" age effects under unfavorable T&D conditions.

Even though I have encountered technology challenges in my current graduate program I am determined to persevere with regards to my decision to take up formal Child Development Education and Educational Technology. This arises out of my commitment and dedication towards working with children. My motto is, “A Seed Today, A Plant Tomorrow, Developing Excellent Minds for the Future.” I strongly believe that
every child deserves a solid foundation at home and at school. My expertise and my diversified intelligence strive towards such a goal, making this the ideal choice for pursuing my current graduate program of Dual Masters of Education in Instructional Technology and Distance Education, along with my impending **Doctoral Program in Curriculum Development and Instruction** that will definitely prepare me to be an ideal candidate as a curriculum specialist. Consequently, this will also be confirmed with my specialized and diversified knowledge of delivery systems that will enhance my proficiency towards climbing my academic ladder as a future curriculum specialist.

**Recommendation**

Based on my diverse belief, the best way to value education and protect our children is by preparing them for the future by giving them an opportunity to explore what they are capable of doing to the best of their ability. Then you equip them with the required life skills, work habits and inner confidence that no one can ever take away." This is how I was raised by both of my parents. Golden rules like this should be sustained by keeping the torch lit for our current and next generation. Therefore from a global perspective we should explore for opportunities to be real empowering team leaders towards playing vital roles to be successfully involved in developing and implementing educational policies for K-12 grade classrooms.

Additionally, we should be naturally self-empowered to do awesomely well on independent study projects. We should also consider these global topical issues and use them for our further academic career studies to learn how to develop a variety of programs for learners that are challenged with global issues. As a final point, we should therefore ensure that we promote professional/staff development as well as continue to be well trained and equipped to overcome pedagogical challenges and be able to successfully deal with problem solving issues towards sustaining student learning with regards to global education. For instance, let use technology for assessment and making curricular decisions to ensure our drill and practice is used efficiently and effectively in our classroom activities. I will therefore recommend that policy makers, planners and educators as well other stakeholders should take into consideration the uniformity and shared concerns when discussing focal point for individuals and groups.
national policies. It is therefore important that we unselfishly share information with regards to very fundamental issues which should be considered to protect and preserved our current and next generation. It is also important to be proactive and not passive towards investing in education and have a positive and proactive approach towards sustaining the value of education in global and holistic manner.

“Let us sustain global education, because education is one of the best investment in life when achieved by anyone, since it promotes excellent minds and a better outcome for life”~ Julia
References


