

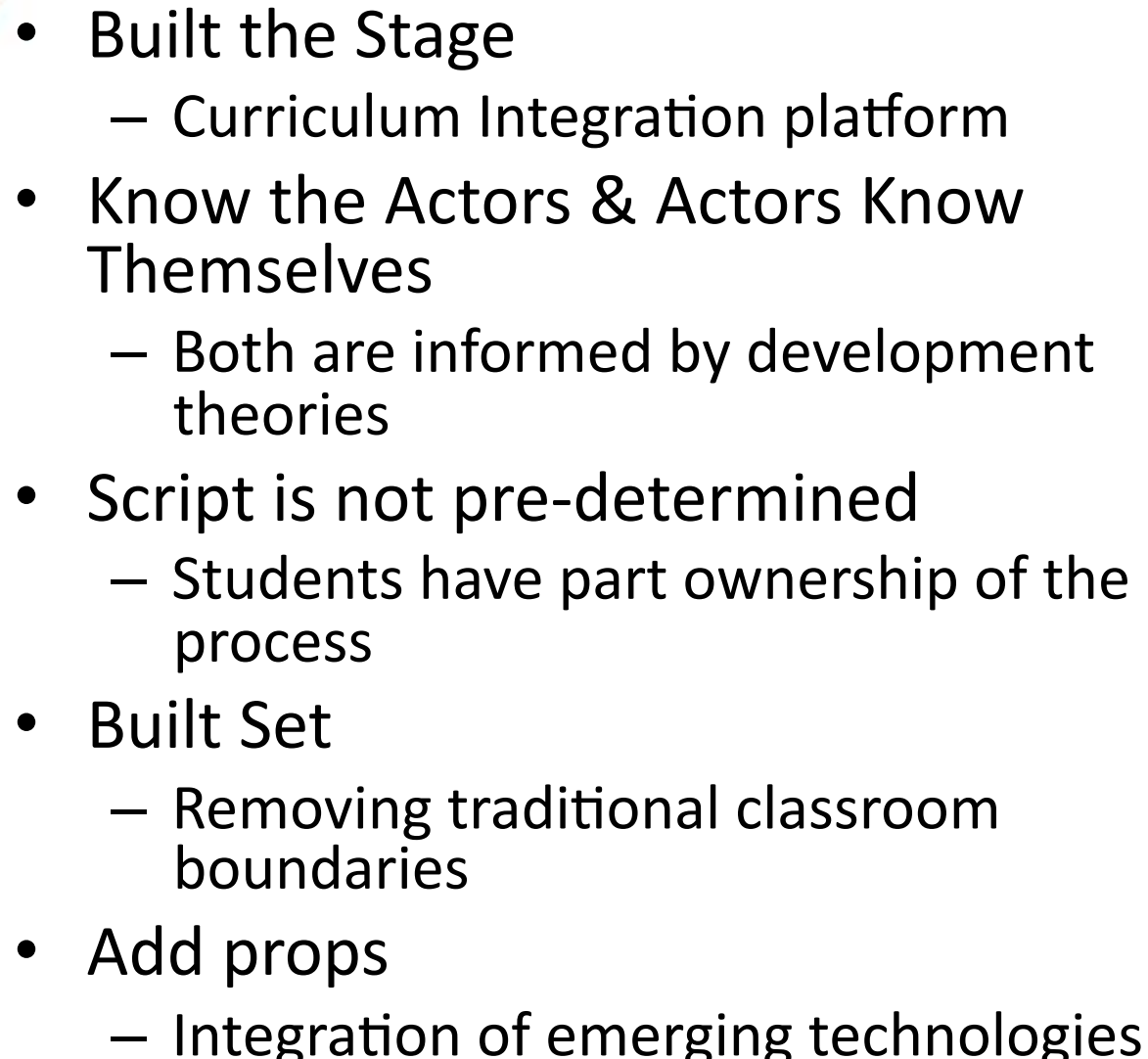
Re-Imagining Education to Prepare Students for the Global Workplace

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Introduction: The Big Production

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- Built the Stage
 - Curriculum Integration platform
 - Know the Actors & Actors Know Themselves
 - Both are informed by development theories
 - Script is not pre-determined
 - Students have part ownership of the process
 - Built Set
 - Removing traditional classroom boundaries
 - Add props
 - Integration of emerging technologies

Learning in the 21st Century

- Students in the 21st century live in a technology and media-infused world marked by:
 1. Access to an abundance of information
 2. Rapid changes in technology
 3. Ability to collaborate & make individual contributions



Example 1: The Global Learning Initiative Project (GLIP)

- Opportunity to engage in an interactive, project-based global learning initiative
- Technologies enable sharing, discussion, & collaboration
- Themes:
 - global health
 - world environment
 - world economy



Overview of GLIP

Phase I: Sense of Place

- **Week 1**
- Read *Who am I? and What is My Place?*
- Respond to questions
- Engage in small group discussion
- Examine personal identity and feelings about how to make a difference in the world.

Phase II: Location Analysis

- **Week 2 - 3**
- Investigate & analyze physical space of a group member using Google Map
- Share thoughts & perceptions
- Discuss accuracies and misconceptions with small group
- Consider perspective of others

Phase III: Global Issue Activity

- **Week 4 -5**
- Work collaboratively within small group to address and present solution to assigned global issue
- Final project shared with entire GLIP team

Props: Web 2.0 Tools



- Ning – social networking
 - Communication
 - Collaboration
 - Private & secure
- Google Maps
 - Perspective Switching
- Glogster
 - Reflection
 - Evaluation

Example 2: Using Reflective Questions

- Address a multidimensional problem by first accessing concrete information and building to a reflective response.
- Determine the reasons for the change from Czarist Russia to Marxist/Communist Russia
 - Examine history through the actual and relative location of various historical Russian sites.
 - Establishes context for Russia's history
 - Students engage in problem-based learning as they collect information and clues
 - Teachers scaffold student learning
 - Vygotskyian
 - Multiple intelligences (audio & visual)



Post Holing Using Curriculum Integration

- Locate the Peterhof & Hermitage on Google Earth
 - Review the images, audio clips, and information
- **Question:** Based on the data you collect, explain why you believe the Bolshevik Revolution occurred. Provide examples.
- Curriculum Integration: Captures students' interest and engagement in learning activity with images and interactive self-directed engagement.
 - Differentiated instruction, activities, and assessment
 - Engaged in on-going assessment
 - Public presentation of learning
 - Present hypothesis, research method, data, and conclusion

Final Production

- Web 2.0 technologies “play” a key role in curriculum integration
 - Communication
 - Collaboration
 - Reflection
 - Critical Analysis
- All elements are needed to prepare the “actors” for their work on the global stage



Resources & Additional Information

For additional resources and information visit:

<https://sites.google.com/site/ncreimagining>