Globalization:  
Technology, Literacy & Curriculum

O'Connor-Petruso, S.A. Girelli-Carasi, F.  
Co-Editors
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Introduction

Sharon Anne O’Connor-Petruso

The following textbook highlights the dramatic transformations sweeping our educational system due to the second generation of the Internet, Web 2.0, and the critical need for professors and teachers to train their students in new and emerging technologies regardless of limited funding, outdated infrastructures, and narrow shelf life of applications. Successful step-by-step instructional methodologies in utilizing open source software, including free web hosting, in a variety of courses is provided. Elicited by globalization, the new meaning of literacy and strategies to prepare urban minority youth to become productive citizens in the global economy are discussed.

Educational systems in combination with government and industry leaders worldwide (eEurope 2005 Action Plan, 2003; i2010-Information Space Innovation & Innovation in R & D Inclusion, 2005; Intel@Teach to the Future, 2005; Toward A New Golden Age In American Education: How The Internet, The Law And Today’s Students Are Revolutionizing Expectations, 2005; UNESCO, 2003) are creating rich technology learning experiences that will help produce competitive and productive citizens (Dewey, 1917) who are work ready for the global economy. Thus it is critical that today’s students be exposed, trained, and have ongoing participation with the digital tools of Web 2.0
including shareware and free courseware which attempts to abate the growing Digital Divide. However students are dependent upon the Ed Tech Policies, plans, visions, assessment strategies, and procedures and training their educational system employs and how they address the ever growing dilemma of outdated infrastructures and limited shelf life of applications (O’Connor-Petruso & Lei, in press).

In addition to Information Age technology skills, globalization demands literate workers who are multilingual and at a bare minimum competent in the universal language of English. The latest National Assessment of Educational Progress (2007) reported that American twelfth grade reading scores are the lowest in twenty years.

Thus this textbook highlights various perspectives on how the faculty of the School of Education and Department of Modern Languages and Literacy are rising to the challenge to produce technologically savvy professors who can turnkey Information Age skills to teacher candidates and teachers who are literate and espouse the tenets of diversity, collaboration, social justice, and reflection – critical qualities necessary for successful globalization.

Chapter 1:

Embedding Asynchronous and Synchronous Technologies in Course Curricula

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Electronic learning, e-learning, is transforming how we both teach and learn. Albeit today’s educational infrastructures support Internet capability, majority of the e-learning and use of digital tools is more home-based than school-based (Visions 2020.2, n.d.). Thus it is critical for professors to model/embed asynchronous and synchronous technologies into their course curricula so teachers and teacher candidates can produce globally competitive citizens who are competent in new and emerging technologies. This chapter focuses upon popular Web 2.0 tools and freeware (in response to the growing Digital Divide) as the less economically advantaged will not have access to pricey advanced hardware and software.

Chapter 2:

Instructional Strategies for Integrating Technology into the Curriculum

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The use of any instructional support materials must be coherent with the lesson objective. This is even more important with multimedia and information technology. The teacher and the students must avoid the appeal of the fun and playful aspects to concentrate instead on a purposeful rationale for classroom activities. This chapter outlines effective processes and procedures for the integration of technology with a holistic, omni-comprehensive perspective, beginning from the specific goals of a single lesson to the
end objectives of contributing to digital literacy and professional growth and leadership.

Chapter 3:

**Literacy – A Critical Constituent for Successful Globalization**

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Teaching literacy carries the responsibility of raising literate "GLOBAL" citizens which include competencies in the universal language of English, mathematics, and technology and adept in visual, communication, and calculation skills (Cooper & Kiger, 2006; Goldberg, 2006). This new broad definition of literacy also brings changes in literacy teaching methods, approaches, and instructional materials. This chapter will explore various teaching ideas and tools of technology that enhance literacy teaching and learning as well as “hands-on” activities and assignments that provide more authentic assessment.

Chapter 4:

**Globalization, Technology and the Education of Young Children: Understanding the World in Two Languages**

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Young children entering our schools at the beginning of the millennium are increasingly inter-connected and interdependent within a global environment. To take full advantage of this interconnectedness, children need to understand people from other cultures and speak languages other than their own. This chapter examines models of dual language programs and classrooms, the effect on early second language learning on literacy and the use of technology in fostering and sustaining dual language programs. Although not a replacement for the traditional activities of childhood, computers in the dual language classroom provide access to cultural and linguistic information that is helpful in dual language learning.

Chapter 5:

Beyond Blackboard: An Update on Course Management Systems

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Web-enhanced, blended, and fully online courses are now a routine component of higher ed offerings. Almost all students in two- and four-year colleges have experienced a course management system (CMS) that organizes and presents the digital face of their course. Blackboard, WebCT, ANGEL, Desire2Learn and other products have dominated this CMS market, but now face real and growing competition from free, open-source programs like Moodle and Sakai. This chapter surveys the terrain of CMS software, describing the logic of the market shift toward open-source products, noting features and
pricing differences, and profiling a future e-learning environment in which the CMS – commercial or open-source – may give way to newer formats that have already begun to appear.

Chapter 6:

Best: Practicum for Classrooms as Learning Communities

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Technology as a set of instruments can be used for specific tasks, such as drills, tests, reinforcement and the production of ancillary support materials. Technology as a medium, instead, transforms the classroom into a viable learning community. This is possible with a minimal investment of time even when the teacher only knows how to use email and little else. This chapter contains a set of clear instructions for a series of activities whose full responsibility falls on the students, and quickly leads them to increased individual critical thinking ability, collaborative learning practices, and aspects of a student-generated curriculum.

Chapter 7:

The Role of Student Adaptive Self-Regulatory Behavior in the Use of Modern Educational Technology

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Implications for practice of this chapter’s findings include the need to include a degree of training in self-regulatory adaptive skill when involving students in the use of educational technology. Much of this instructional resource varies in its effectiveness and cannot always be expected to fully perform its intended function – making it important for the learner to know how self-regulatory adaptive behavior can enable him or her to overcome such limitations when they arise.

Chapter 8:
Technology as Communication Medium for Learning Communities

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To fully exploit the potentiality of the new technologies in the educational setting it is crucial to understand that they are not an amass of discreet tools to be used only for targeted goals. The true strategic advantage of technology is in the fact that it is a medium and therefore its holistic effect will be felt in the area of communication within the community that adopts it. If instructors keep their minds focused on this principle, even if they only possess basic technological knowledge they will be able to transform their classes into learning community with minimal effort and maximum results.
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