

# Challenging The Conundrum Of Globalisation In Education With A Multiple Approach To Teaching And Learning

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**Abstract :** Modern challenges in teaching and learning in the new globalized and knowledge based economy emphasizes even more on the use of a multiple approach to education, namely using a internationalised curriculum, distance education, information technology, the internet and thoughtful teaching. A key strength in a multiple approach is its capacity to develop a constructivist, student-centred education. Teachers and students can, thus, incorporate and develop critical thinking, independent learning and collaborative relationships. Using these strategies will, therefore, be to empower students to be info savvy individuals who can implement the 5 A's of information literacy, which will also be examined in the paper: (1) Asking key questions, (2) Accessing relevant information, (3) Analyzing acquired information, (4) Applying information to tasks and (5) Assessing processes and results (Jukes et. al., 1998). The multiple approach is therefore an approach to develop students to do well in the new globalized era by nurturing them to be critical and creative thinkers and to become life long learners.

*Keywords: Internet, Savvy, Information Technology (IT), Online, Rich resource, case based ,*

## 1. Introduction

With the advent of globalization, educational institutes must face the transition to transform itself to meet the demands of the knowledge-based economy. Worldwide, most countries has responded to globalization and liberalization via-a-vis its education system. There are numerous ways to improve the current situation to meet these new challenges (1) internationalizing education (2) expanding and strengthening distance education, (3) promoting the use of information technology and the internet (4) thoughtful teaching. This paradigm shift, which is occurring in many educational systems throughout the world today also compels educators to prepare students to be info savvy individuals who are able to use the 5 A's of: (1) Asking key questions, (2) Accessing relevant information, (3) Analyzing acquired information, (4) Applying information to tasks and (5) Assessing processes and results (Jukes et. al., 1998). The combined effect of applying internationalized curriculums, using the Internet and information technologies (IT), distance education, thoughtful teaching in teaching and learning, therefore, will significantly factor into and contribute to the development of a constructivist, student-centred approach to learning.

## 2. A Multiple Approach

### 2.1 Internationalization

With the advent of the global village, higher education transcends borders, cultures and expectations and thus a greater drive towards internationalization. There would be an increase in foreign student population in institutions. Internationalization would also mean an increase in student and staff exchanges, greater

networking, fellowships and scholarships. One may argue, persuasively, that there is no particular need to internationalise higher education as the world has "imposed itself" upon academic culture in the form of an increasingly diverse student population, faculty, and curricular content. In this opinion, education is already internationalised in that no college could ignore the need to prepare students to function across national boundaries. From the perspective of those who would support a population ecology approach to change, this view is correct. If in fact the world is shrinking, then perhaps that world has already imposed itself on campuses, whether institutions have planned for this presence or not. If campuses have been internationalised by natural, inexorable forces as opposed to by design, then perhaps the risk of future calls for reform are reactionary, calling for a distinctly national perspective to education. Institutions can avoid this risk and ensure a more cohesive approach to the implementation of internationalisation, by making real efforts to find their own individual niches in broader international arenas (Singh, 2002).

## **2.2 Distance education**

Majority of students are working adults, mature, competent in their respective areas of study and self-motivated. Students with such qualities would better prepare them to be engaged in active learning and in knowledge generation. In distance education, interaction is the key factor and passive 'lecturing' is can be counterproductive. It should be active learning than passive learning. Students will then be more engaged participants instead of being passive recipients. Teachers should play the role of facilitators, mentors and coaches rather than an information broadcaster. Distance education can provide a means to improve students' problem solving skills, rather than focusing on how much material they could memorize and regurgitate. The objective can then be objective driven and not content driven (DeRienzo, 2000).

## **3. How can IT and the Internet be used for lessons?**

To help answer this question, a few teaching and learning activities, which can be used across disciplines have been outlined (Excerpts from Singh & McNeil, 2002). Also included are a few examples of how each activity might utilize a certain kind of technology or combination of different technologies to accomplish specific learning objectives.

### **3.1 Rich, resource based lessons**

Rich, resource based lessons can be created that include video clips, photographs and links to the Internet, which provide a plethora of ideas and information for teachers and students as well as many opportunities for analyzing facts and forming opinions. Some teachers have used these technologies to create world web sites as resources for students, which can include process outlines, guidelines for reports to be completed and project management and assessment tools.

### **3.2 Case-based lessons**

Secondly, IT can be helpful in case-based lessons, which require students to consider hypothetical cases or situations and associated problems. Through careful analysis, students are encouraged to identify potential problems and to explore possible solutions. Assignments can be designed by asking study groups to use the Web and other resources to gather information about particular issues relating to non-profit organizations, for example, and then to discuss their findings and present position papers outlining the conclusions reached in online class conferences. Such assignments also focus on evaluating Web-based information sources. Position papers require paraphrasing and discussion rather than merely verbatim quoting of concepts, ideas and arguments found on the Web. Additionally, direct quotes can only be used in appropriate contexts. Such assignments can be included in a course delivered entirely online. This is an example of how the Web can be mined for relevant documentation and typical practices. Moreover, Web-based instruction demonstrates how the massing of sources used in traditional, archival research can be used in an online environment to stimulate historical interpretation, problem solving, and the formulation of questions about evidence and context.

### **3.3 Multimedia instructional problem based lessons**

Third, multimedia-based instructional problems can be created, by using interesting graphics and sounds. These lessons engage students in the process of investigation and problem solving. Students can be asked, for example, to role-play as diagnostic medical professionals, using certain identifying characteristics to analyze

patient medical conditions. Next, they can view pertinent photographs and clips, which are accompanied by descriptive information, and diagnose problems based on gender, race and physical characteristics. Subsequently, appropriate treatment plans can be prescribed. Furthermore, learners will be able to listen to regular and irregular heartbeats and a myriad of other sounds and clips, thus greatly increasing and enhancing knowledge as well as diagnostic, deductive and inductive skills.

### **3.4 Collaborative-based lessons**

Fourth, IT and the Internet can be used in collaborative-based lessons that require students to participate in small-group activities in which members are assigned different tasks. This is especially beneficial because to succeed in a contemporary business environment, one needs to think critically, work in teams and make group decisions. Contact with other group members and teachers can be established and maintained via email and online conferencing. Additionally, intermittent, evaluative progress reports can be submitted to help monitor progress, solve problems and assess productivity. Students can also receive validation from publishing their reports and master plans on the course Web site. These online lessons can enable better understanding of course content in traditional as well as innovative ways.

### **3.5 Virtual environment based lessons**

Fifth, IT can be used to provide a virtual environment in which students can observe phenomena and processes, thus learning about variable factors and actions that affect simulated environments. An assignment, for example, could ask students to conduct an online experiment by following a series of steps, reading extensive information, testing a biodiversity measurement tool and reviewing a set of answers that help to develop critical thinking abilities. These types of learning experiences provide relevant hands on contact with the research process and allow students to learn by testing and evaluating scientific hypotheses. In a virtual laboratory, Web-based material and tools are used in powerful ways that encourage students to think and act like scientific researchers.

In a nutshell, all of the above-mentioned lessons can be developed as a supplement to traditional teaching materials, addressing specific topics that instructors have difficulty in presenting using traditional classroom technologies. The interactive lessons can also show how new media can be used to provide direct experience in understanding statistical functions and relationships. Supporting information provides resources to enhance both understanding about concepts embodied in exercises and broader applications in specific professions.

## **4 Thoughtful Teaching**

"Have you ever really had a teacher? One who saw you as a raw but precious thing, a jewel that, with wisdom, could be polished to a proud shine? If you are lucky enough to find such teachers, you will always find your way back." Education is much more than the transfer of knowledge from teachers to learners and lighting the fire of learning in the hearts of students, providing role models, and building student-teacher bonds are also critical factors for successful learning. These cardinal necessities will not be imparted by information technology alone, teachers' dedication and ability will still be the most important educational tool. And now, Dertouzos' boss, M.I.T. president Charles Vest, has added his voice to the chorus. "Even though I'm from M.I.T., I'm not convinced technology is the answer to everything," Vest conceded (Eisenscher, 1998). In particular, the relationship between teacher and student "is an experience you can never replace electronically." To enhance the development of the thinking skills, we as teachers need to provide ample situations for our students to apply such skills during their lessons and assignments. This not only broadens their horizons but also develops multiple perspectives at the same time. To do this, we would have to transform the way in which learning occurs, this would then be the crux of learning. In higher education, we have to provide students with opportunities to make connections between different events and situations, to nurture their emotional capability and the confidence to deal with people with an even wider variety of attitudes, backgrounds and opinions. In a nutshell, they have to continually increase in their ability to deal with more complex situations and problems.

## **5. Conclusion**

In conclusion, internationalizing education, using IT based tools, the Internet, distance education and thoughtful teaching can enable teachers and students to incorporate and develop critical thinking, independent learning and collaborative work skills, which are getting even more eminent in today's globalized world. In a nutshell, the

highest aim of learning is to cause an inner growth and outer change through the use of a multiple approach toward education.

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