

Century learning essay

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Dewey understood then, as we do now, that we must educate students with the relevant best practices and combined these practices in order to prepare them in the future.

Dewey builds a convincing case for the importance of education not only as a place to gain knowledge, but also as a place to learn how to live. In Dewey's eyes, the purpose of education should not revolve around the gaining of a pre-planned set of skills, but preferably the realization of the students full potential and the ability to use those skills for the greater good. Dewey also states "to prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities" (My pedagogic creed, Dewey, 1897).

The 21st Century began on January 1, 2001. In 21st century education, curriculum differentiation has been an important feature in 21st century theories compared to 20th century theories. It is intended not only to develop gifted students, but also to identify students' talents and interests and provide them with an access to learning that will allow students to progress and grow. In the 21st Century classrooms the student wants control, a study conducted by Future NESTS (2005) states education should be reversed to conform to the learner, rather than the learner to the system" NESTS (2005). In addition, NEST A found that social media should be used to enable learners to study and be assessed according to their learning styles. Some people use the term Social Media Learning for learning from others through mobile devices such as smart phones (e. G.

, phones or Androids) or tablets, such as an iPad. Twitter and Social Blobs are a source of information that can be beneficial to learners. In order to be able to compete in today's world, students must have a meaningful understanding of content and skill. As we sail through the 21st century, it is clear that students do not know a world without computers, the Internet, or smart phones. They are children who are completely surrounded by technology. The case I will be investigating is about a young adult called James, who is 11 years old and in year 6 at school.

Mum suffers from a physical disability and which leads to poor mental health, which affects James arriving to school on time and his attendance is erratic. Mum finds routines such as shopping, cooking and cleaning impossible which leads to neglecting herself and ceasing to care about her hygiene and physical appearance. James took over and started caring for mum with the help and support of Bombards he became a Young Career. The 2001 census, Office of National Statistics (ONS) identified 175,000 young unpaid careers in the UK, with 13,000 caring for more than 50 hours per week.

The 2011 census identified 178,000 in England and Wales alone; this is an increase of 83% in young careers aged 5 to 7 and 55% are 8 to 9 years old. Young Careers are children and young people under the age of 18 years, who provide care for another family member who might be sick, disabled, have mental health problems, or is misusing drugs or alcohol. Young careers have so many adult responsibilities, they can often miss out on opportunities that other children may have. Many careers struggle educationally and are often bullied for being 'different'.

They can become isolated and embarrassed to talk about their caring role, with no relief from the pressures at home, and no chance to take part in a normal childhood. They are often afraid to ask for help as they fear they are letting the family down or afraid of being taken into care. As in Sesame's case, he looks after his mum who is disabled and has mental health issues. James has no other filings or family to help and would rely On the help given at school from the Learning Support manager and from Barnyards through support groups and meetings. Barnyards work together with young careers, providing opportunities for young careers to take breaks from their caring responsibilities. Youth clubs are run in term time to help young careers get important, quality time to themselves.

They offer one to one, emotional and family support whilst planning trips, activities and arrange funding for hobbies and interests that they would not generally be able to have the time too. Barnyards liaise alongside school teachers to provide the correct purport for the young careers. Barnyards understands the needs of many young people who do not flourish in mainstream education" Barnyards, (2014). As a charity which provides education, training, advice and support to thousands of young people every year, they believe that " education is one of the best ways for children and young people to overcome early disadvantage and grow up with strong aspirations and prospects for future employment and citizenship,"(2014) suggesting education can help students prepare for life. Personal, Social, Health and Economic Education (SHE) is just one part of what a school can do to help a child develop. The importance of SHE education to children and young people's personal development and wellbeing is not new to schools.

Whilst this subject has gone through a number of essential changes of the decades, such as, content, framework, definitions and name, its aim has always been the same. Personal and Social Education (SSE) was first identified in the sass's National Curriculum.

Following a report from the National Advisory Group on Personal, Social and Health Education (1999): 'Preparing Young People for Adult Life', Personal, Social, Health and Economic Education (SHE) became a non-statutory framework for schools in 2000. In October 2008, the government announced their intentions to make SHE education statutory in mainstream schools. SHE is defined as a program of planned learning, this assists towards knowledge, understanding and skills that children and young people need in their future. This approach helps them to manage challenges and responsibilities they may face or in real life situations whilst helping them to feel safe and secure enough to fulfill their academic potential. SHE is important to schools to meet the needs of children and young adults and contributes to personal development, building their self-esteem and inference. SHE have duties to legislation such as, Education Act 2002, Academics Act 2010, wellbeing is also defined in the Children Act 2004 and Every Child Matters 2004.

Chief Medical Officer's, Professor Dame Sally Davies annual report 2012: Our Children Deserve Better: Prevention Pays explains that ' ' What happens early in life affects health and wellbeing in later life" Davies, S (2012).

Children in England are not doing as well as those in similar countries in terms of mortality, morbidity, wellbeing, social elements of health and key indicators of health service provision. For example, five ore children die of preventable causes each day in the LIKE than in Sweden. However, the

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differences across the country means that it is possible to 'know what good looks like'. This report emphasizes the importance of proceeding to improve every child's health and wellbeing while respectively targeting greater resources at those who are disadvantaged. The Chief Medical Officer strongly supports evidence based programmes such as the Healthy Child Programme, the recruitment of more health visitors and work by the Departments of Health and Education to launch a combined health and school readiness assessment at age two. With the difficult economic environment, the Chief Medical Officer is aware that some areas are just focusing on legislative elements of the Healthy Child Programme. However, she highlights the importance of maintaining and building on this progress, for example Public Health England should work with local authorities, schools and others to increase participation in physical activity and promote evidence based innovative solutions to widen access to existing sports facilities, and Public Health England, NHS England, the Department of Health and the Department for Communities and Local Government should work together to identify how the health needs of families are met through the troubled families programme.

The Chief Medical Officer identifies the importance of helping young people to build resilience -? developing skills in a safe, supported environment that can be applied in more challenging situations in the future. Schools and Local Authorities can successfully assist this, the Chief Medical Officer points to the NICE local government public health briefing on the Social and Emotional Wellbeing for Children and Young People. There is a link between school and pupil, in which pupils feel supported and nurtured in the school environment,

and their sense of wellbeing. Schools, particularly personal, social, health and economic (SHE) education have an important role in looking holistically at health and education achievements. Good communication between children and parents is also vital. Both factors can contribute to building resilience to reduce exploratory (risky) behaviors. Children become aware of social and economic status differences at a very young age.

They also become progressively more aware of both their own social status and that of their peers, developing class-related attitudes during their years in Primary school. With James being in year 6 he would be increasingly aware of his social status. Having free school meals and on state benefits could make him feel embarrassed, isolated and bullying may possibly occur. This may also link into Sesame's transition to high school.

His high school would need to be aware of the barriers James may have to learning and to put in place ways in which the school could provide transport to and from school. Teachers can help children to develop caring and sensitivity toward different cultures including social classes as in James case. Activities and lessons should be based on how children perceive themselves and the world at the various stages of development. For example, children who are in the age range of 7-12 years are less egotistic. They focus on internal characteristics or traits of people as opposed to external, observable social class differences. They also recognize similarities and differences among groups. At around age 11, children can consider causes and solutions to poverty.

Technology is transforming our understanding of knowledge and society in ways that move learning beyond the previous bricks and mortar education system. As technology becomes a greater part of everyday life, it is only natural that it becomes a central and essential part of 21st century learning. Learners are already engaging at length with technology and expect it to be used in school. Learning through technology is the leading feature of 21st century education. Alvin Toffler states "The illiterate of the 21st Century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn." Alvin, T. (2012).

As computer and Internet improvements open new opportunities for distance and interactive education, educators are increasingly determined to bring more high-tech learning tools into the classroom. Technology can log attendance and flag up red if a pupil is regularly late or absent. In James' case, his attendance will be erratic due to his mother's illness, schools can support this by sending James work to do at home. Online tools and APS, such as online notes, tests and assignments, allow teachers to deliver materials to students without being present. Interactive tools, such as games, models and mobile applications allow students to learn skills while at the same time learning course material.

Ecclesia. Co. UK and Phenomenology's. Com provide courses such as GESE, Degree or language courses over the internet. These courses offer to work 'at your own time and pace' with 24 hour tuition and guidance, with an exam to finalize the course. With assessment for learning, an extension of formative assessment, is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in <https://assignbuster.com/century-learning-essay/>

their learning, where they need to go and how best to get there. It should be ongoing and part of effective learning and teaching.

Assessment for learning uses assessments in the classroom to raise pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this purpose and how they can achieve the aim. This can be related to the SAT tests in schools, in which these test assess students to see what level of learning they are at. A teachers goal is to teach students the knowledge and skills to be successful when they leave school. In schools mission statements around the country include phrases such as " develop productive citizens" and " create successful students" irking alongside Every Child Matters 2004 and the Children Act 2004. Generation Y (born between 1980-1994) are also called the Echo-boom generation because their parents are Baby Boomers. This is the last generation to remember the 20th century and the time before the fully digital age. Some people grew up with no internet, others remember when cordless phones was the big thing, before HDTV, before mobile phones were commonplace, when CD players were a must have, when basic TV channels were luxury and when you went to the video store to rent a VS.

. In schools teachers used to write on a blackboard with white chalk and for gathering information, having to research books and journals to find the answers, whereas now Generation Y can just ask Google and get an answer straight away. Generation Y students have different expectations and learning styles than previous generations. They look at the variety of available technologies and then construct their own learning paths, and content based on their intrinsic learning needs. Social media and other web-
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based technologies are well suited to provide avenues for students to engage in a social, collaborative, and active dialogue in the online learning environment with their peers and instructor. Erick Qualm, author of *Socialism's* states “ You’re talking about a younger generation, Generation Y, whose interpersonal communication skills are different from Generation X. The younger generation is more comfortable saying something through a digital mechanism than face to face” Qualm, E.

(2010). Qualm suggests that Generation Y find it more difficult to communicate with others than the other previous generations. Smart phones and social media have changed the world. Students are more connected than ever thanks to Backbone and Twitter. No matter where you are, you are always connected with instant deification’s. But despite this increased ability to connect, person to person interaction has suffered greatly, mainly Generation Y.

In this case study, James has no access to the internet at home due to the family having a limited income. Finding a modern solution to aid a student’s barriers to learning and exploring the potential of using pad mobile technology to support learning and teaching. Ely SST Mar’s Junior School in Camaraderie’s has invested in mobile technology by leasing 45 Apple pad devices with the ISO operating system from The CIT Service. The CIT Service curriculum team as worked alongside the school to devise a specific strategy and curriculum plan so only learning can be accessed.

The CIT Service continues to support the school with its mobile device management and web filtering using a Lightships system to fend off any

bugs and viruses. If Sesame's school could provide him with access to technology with the aid of an internet dongle paid monthly by the school James can continue with his stud's at home by the school sending him relevant work. By using an Pad, video APS are available such as Keep that can be used for important lessons that cannot be missed. With technology there are no excuses. Bloom's Taxonomy was created in 1956 under the leadership of Dry Benjamin Bloom, an educational psychologist whom promotes a higher form of thinking in education. Lori Anderson who was a former student of Bloom, modernized Blooms original taxonomy associated it with the integration of technology into classrooms becoming a digital taxonomy. Organizing them into six major categories.

Remembering -? modern examples such as use Of search engines and social networking. Understanding - commenting on websites, categorizing albums and blobbing. Applying - playing educational games, sharing documents and hoots on line. Analyzing - to arrange Google documents. Evaluating responding to blobs in a structured, reasonable way and controlling a forum. Creating - creating a film, video or programming software.

The International Society for Technology in Education (ISTE) describes the types of digital age skills 21 SST century learners need. Computer literacy skills are now as important as the Abs's, as 21st century learners need to develop global and digital social skill. The ISTE states, " Digital Citizenship ensures students understand human, cultural and societal issues related to technology and reactive legal and ethical behavior. " In order for 21st century learners to demonstrate appropriate online behavior, students need to learn a new type of language (netiquette), using emoticons and internet

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slang, however we cannot deny the teeth kcal dilemmas emerging from wide spread internet use such as cyber bullying and internet addictions. Cheat Bowers is a professor at Portland State University in Oregon. He has been a critic of using Information Technology within education stating “ technology in classrooms affects language, metaphor, attitudes and the social world” Bowers, C. (2000). Bowers argues that we should be aware of alternative approaches to technologies when making elected decisions involving technology and that further study is needed on how modern technology changes culture and relationships.

In 2005 John Clare, an Education Editor reports on a study published by the Royal Economic Society. The study states ‘ the less pupils use computers at school and at home, the better they do in international tests of literacy and math. Gordon Brown attacked the study stating “ The teaching and educational revolution is no longer blackboards and chalk, it is computers and electronic whiteboards. However, the study shows “ Despite numerous claims by politicians and software vendors to the contrary, the evidence so far suggests that computer use in schools does not seem to contribute substantially to students’ learning of basic skills such as math’s or reading. ” The Government argues that computers are the key to “ personalized learning” and computers should be “ embedded” in the teaching of every subject. Ruth Kelly, the Education Secretary, states “ We must move the thinking about CIT from being an add-on to being an integral part of the way we teach and learn. ” Suggesting information technology is everywhere, and is here to stay and which should be used to our advantage.

Mark Brimley (2013), founder of Teach Amazing states “ being able to recognize the symbolism in To Kill a Mocking Bird will not help a student become a successful, productive citizen as much as learning how to effectively use technology will,” (twitter, 2013). Today having no access to the internet has social implications between students with access to technology and those with limited or no access, the term digital divide has evolved over time to include a number of individual and structured levels of access resulting in disadvantage. With James having no access to the internet can be distressing. If all his friends are playing games through online gaming he could feel isolated.

With James having only a handful of friends he might find it easier making friends on social networking sites. In conclusion, it is paramount that we teach our students of the 21st century in the way they want to be taught. Although teachers are learning all the time, ensuring all teachers and staff are fully qualified with constant updated courses that are provided, so there are no barriers to learning. Teachers cannot teach a 21st century learner if that teacher is not willing to comply to 21st Century teaching. Students are frequently on their mobile devices, internet, social and media networking sites, then enter a 20th century classroom.