OLTD 512-Reflection of Evidence #2 Global Learning Inquiry Model

I have chosen my final project on Global Learning Inquiry model for my second piece of evidence. For this project, we were asked to create a unit with brief lesson sketches using and alternative approach. We were then to compare and contrast with a more traditional model explored from our group project.I create a Google Slide to show my understanding of both models and how I would incorporate them in my current classroom setting.

For this evidence, the following OLTD 512 objectives were considered.

-Investigate and analyze alternatives to traditional mainstream models.
-Demonstrate an understanding of the purpose of design and demonstrate competency with design.
-Plan learning opportunities most suitable to particular environments.
-Use foundations of educational theory to develop and design learning activities and assessments

While working on these models, I realized that when planning for instruction, many factors have to be considered. As we read in our articles, Hart (2010), he talks about consideration for worldviews and their importance to include cultural perspectives when teaching. Having a clear picture of your learners and their needs and interests enhances learning. Keller's (2010) ARCS model talks about motivating students from the beginning to keep them actively engaged in learning. The Global Learning model promotes problem solving and critical thinking skills. By learning about a world problem, students experience different perspectives, connect with the world, and collaborate to take action on issues that matter. (Tichnor-Wagner (2018). Both the Global model and the ARCS model have a constructivist approach to learning. They allow for contextual learning experiences, and give meaning to learners. They are problem based, and are can be catered to the learners interests.

As an online educator, it is important to be aware of different models to ensure we meet the needs of learners. Planning according to needs and interests will provide students with successful learning opportunities. Acquiring proper resources and tools as well as preparing proper assessments most suitable for learning environments need to be clear from the beginning to ensure learner satisfaction and success. In our class this year, having meaningful discussions and exploring water issues around Kenya and Canada, took my learners on a journey the won't forget. They developed a sense of pride to be able to consider their influence on world issues at age 10 and 11. I want to keep motivating my students to understand they have a voice in this big world.

References

Hart, M.A. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Voices in Social Work*. *1*(1). pp. 1-16

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