

ISBN 978 -81 -931058 -3 -2

**SEMINAR PROCEEDING**  
**NATIONAL SEMINAR**

(Sponsored by  
Directorate of Collegiate Education, Govt. of Kerala)

on

**RECONCEIVING TEACHER EDUCATION FOR  
MEETING THE CHALLENGES OF THE KNOWLEDGE  
SOCIETY, ON: 27<sup>th</sup>  
& 28<sup>th</sup> NOVEMBER, 2014**



Organized by  
**GOVERNMENT COLLEGE OF TEACHER EDUCATION**  
**THYCAUD, THIRUVANANTHAPURAM -695014, KERALA, INDIA**

Phone: 0471 2323964

Website: [www.gctetvm.com](http://www.gctetvm.com)

# INTERNATIONAL CURRICULUM OF WHITE EDUCATION THROUGH TEACHER'S EDUCATION FOR THE 21<sup>st</sup> CENTURY

Tohid Moradi Sheykhjan  
Research Scholar in Education,  
University of Kerala  
Email: tohid294m@gmail.com

Dr. Rajeswari. K  
Assistant Professor in Education, GCTE,  
University of Kerala

## ABSTRACT

This article explores theoretical and practical issues related to white education for international curriculum through teacher's education for 21<sup>st</sup> century. The theory of "White Education" will be a message for development of globalization, information technology, based on knowledge, human rights education, environmental education, international education, conflict resolution education, and development education as well as the desire for peace, changes are rapidly changing the goals, policies, curricula, contents and methods of education. The need to differentiate and re-thinking education and learning, both within and outside the school system, is gaining increased attention among education researchers, policy-makers. In the beginning of 21<sup>st</sup> century, we need a global perspective, multidimensional citizenship, new issues of mankind, innovative philosophy of individualistic, academic skills, zest for living, open school to society, teacher as learner, as researcher and as curriculum developer, learner as critical thinker, manager as leadership, parent as participator, and policy-maker as practitioners. We have to develop an alternative vision to policy of education, curriculum development, school leadership, teaching and learning environment, teachers' quality and evaluating of children. For develop this kind of vision we need to learn from each other, exchange experiences and enhance collaborative research.

**Keywords:** International, Curriculum, White education, Teacher's education.

## **OBJECTIVE OF THE STUDY**

- To find out the significance International curriculum of white education through teacher's education for the 21<sup>st</sup> century.

## **INTRODUCTION**

Development of globalization, information technology, based on knowledge, human rights education, environmental education, international education, conflict resolution education, and development education as well as the desire for peace, changes are rapidly changing the goals, policies, curricula, contents and methods of education. The need to differentiate and re-thinking education and learning, both within and outside the school system, is gaining increased attention among education researchers, policy-makers.

In this paper I try to present a careful analysis of current trends and challenges in education and focuses on the white education for the 21<sup>st</sup> century in all countries as well as emphasis is placed here on the educational reform plan for development of globalization in the 21<sup>st</sup> century . The objective is to examine what “we” can learn from power of education in promotion of the educational reform plan for the 21<sup>st</sup> century named “White Education” that is the educational priority strategies for development of globalization in the 21<sup>st</sup> century. The major objective of the study is focus on the face of world in the twenty-first century.

## **SIGNIFICANT ROLE OF EDUCATION IN THE 21<sup>st</sup> CENTURY**

Education has always been important to all countries in the world, at all period of history. Specifically, education is an important weapon in the struggle to overcome poverty, disease, Social conflicts, and ignorance which all the people of the world are waging now. However, the role of education is not confined to winning the battle against poverty, disease, social conflicts, and ignorance alone, it will also help to develop nations, economically and socially. If education produces educated, capable and skilled manpower, the development of a country will progress satisfactorily. It should be noted so far that of the role and importance of education in contributing to a solid foundation of a nation's society. However, this firm foundation cannot have developed if there is no peace and security. Thus, to be more effective, education, peruse, is

expected to play new role in developing peace and security the world. Theory of white education will be base on the human rights education, environmental education, international education, conflict resolution education, and development education as well as the desire for peace should be an integral part of the white educational curriculum at all levels.

## **INTERNATIONAL CHALLENGES OF EDUCATION FOR THE 21<sup>st</sup> CENTURY**

In the 21<sup>st</sup> century we do need to more concern with the human and civil rights of the individual and of organizations, and also practices them more and more. Education for peace will play a very significant role in this matter. We have to teach on children live with each other in the face of the challenges of pollution, population, economic disparity, the nuclear arms race and other conflicts. It should be aware of that for teaching for peace and human rights to be convincing and effective; we do need qualified teachers who must be both aware and motivated. As recommended by UNESCO (1974, 1978, 1980, 1981). Special courses on white education for human rights education, environmental education, international education, conflict resolution education, and development education as well as the desire for peace should be an integral part Included in all aspects of teacher education. These teacher education courses should:

- Sensitize intending teachers to the need for such education at preschool, primary and secondary levels, raising the issues in a manner which takes into account their own age, previous schooling and family and social background.
- Induce them to acquire the ability to work in a team, to establish with others, especially, pupils relations consistent with respect for development of globalization, information technology, based on knowledge, human rights education, environmental education, international education, conflict resolution education, and a desire for peace and to adjust or modify their own behavior, if necessary.
- Encourage them to feel the need for adequate knowledge and to discover appropriate methods of work. In addition, education in a spirit of human rights education, environmental education, international education, conflict resolution education as well as desire for peace should be perceived by all educators as an integral part of the curriculum at all levels.

## **21<sup>st</sup> CENTURY SKILLS**

21<sup>st</sup> Century Skills have been defined in many different ways. Key components are 21<sup>st</sup> century content (i.e.: global awareness, scientific literacy), learning and thinking skills (higher order thinking, planning and managing, collaboration), technology literacy (using technology in the context of learning, E-communication), and leadership skills (creativity, ethics, creating products), (NCREL, Learning Point Associates. 2007). While the foundation of these skills is technology, they serve more as guidelines for success. Ethical issues such as cultural awareness and social responsibility are 21<sup>st</sup> century skills as they are directly tied to E-communication. Productivity is another aspect. 21<sup>st</sup> century learners must possess both self direction and an ability to collaborate with individuals, groups, and machines. A heavy emphasis is also placed on outcomes. Today's students will be required to think critically and create high quality products in order to compete in the global marketplace (Cavanagh, Sean. 2008). To acquire 21<sup>st</sup> century skills, students must be encouraged to create new ideas, evaluate and analyze the material presented, and apply that knowledge to their previous academic experiences. This is achieved by changing the methods of instruction. If teachers consider their students' skills and facilitate learning, students will reach their greatest potential. This does, however, require a shift in thinking. Instead of delivering content, teachers should engage students in the content, which may also mean delivering instruction at a faster pace. A one size fits all approach must be replaced with giving students options. Face to face interaction must be supplemented with online activities. This idea is a great example of how technology acts as a foundation and not what drives 21<sup>st</sup> century teaching and learning. Technology may actually hinder instruction until this paradigm shift occurs (Prensky, Marc, Clark Aldrich, and David Gibson. 2007).

Technology helps 21st century students learn because they can make it do what they need (Prensky, Marc.2007). These learners are enthralled with social technology that can be used for instructional purposes. If we as teachers can tap into that excitement, our students will authentically learn by being engaged in what they normally do. Our students are asking for meaningful learning more than ever because they realize which skills will build their capacity to compete in college and the global marketplace.

## **INTERNATIONAL CURRICULUM OF WHITE EDUCATION**

White education is defined as an approach to education which seeks to enable humans to participate in shaping a better shared future for all over the world through:

- Emphasizing on learning and thinking skills (higher order thinking, planning and managing, collaboration), technology literacy (using technology in the context of learning, E-communication), and leadership skills (creativity, creating products).
- Emphasizing the unity and interdependence of human society and ability to collaborate with individuals, groups.
- Emphasizing on environmental education, international education, conflict resolution education.
- A principled emphasis on think critically.
- Developing a sense of self an appreciation of cultural diversity such as cultural awareness and social responsibility.
- Affirming social justice and human rights, peace building and actions for a sustainable future.
- Emphasizing developing relationships with our global neighbors.
- Promoting open-mindedness and a predisposition to take action for change.
- Encouraged to create new ideas, evaluate and analyze the material presented, and apply that knowledge to their previous academic experiences.

## **CONCLUSION**

As the world enters the 21<sup>st</sup> century, it faces a set of major challenges. New understandings about the brain; about how people learn; about the potential of information and communication technologies; about radical changes in patterns of work as well as concerns about social divisions in society, necessitate a profound rethinking of the structures of education. Research and experience have consistently shown that the teaching of basic facts, laws and theories alone, no matter how successful, do not meet these demands in a sustainable manner, or do classrooms structured around a behavioral learning theory in which teaching was telling and learning was memorizing.<sup>1)</sup>

In the beginning of 21<sup>st</sup> century, we need a global perspective, multidimensional citizenship, new issues of mankind, innovative philosophy of individualistic, academic skills, zest for living, open school to society, teacher as learner, as researcher and as curriculum developer, learner as critical thinker, manager as leadership, parent as participator, and policy-maker as practitioners. We have to develop an alternative vision to policy of education, curriculum development, school leadership, teaching and learning environment, teachers' quality and evaluating of children. For develop this kind of vision we need to learn from each other, exchange experiences and enhance collaborative research.

**NOTE:**

- 1) See Knowledge Enterprise, Inc. website at <http://www.knowledgeenterprise.org>

**REFERENCES:**

- Cavanagh, Sean. "States Heeding Calls to Strengthen STEM." *Education Week* 27, no. 30 (2008): 10, 12-12, 16, 22-23. Kurwongbah State School, "Bloom's Revised Taxonomy." <http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm> (accessed March 1, 2008).
- NCREL, Learning Point Associates. "21st Century Skills." 2004 (Accessed March 1, 2008); Greenwood Henke, Karen. "Measuring Up in a Flat World." *Technology and Learning* 27, no. 6 (2007): 14-20.
- Prensky, Marc, Clark Aldrich, and David Gibson. *Games and simulations in online learning: research and development frameworks*. Hershey, PA: Information Science Pub., 2007. Prensky, Marc. "Keynote- Governors Institute for Innovation in Education." December 19, 2007. (Accessed December 22, 2007).
- Prensky, Marc. "Keynote- Governors Institute for Innovation in Education." December 19, 2007.(accessed December 22, 2007).
- UNICCO. *Recommendation Concerning Education for International Understanding, CO-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms*. Adopted by the General Conference at its Eighteenth Session Paris, 19 November 1974.

- UNESCO and WCOTP. Report on Consultation of Specialists on the Contents and Methods of Education for International Understanding, Peace, Disarmament and Respect for Human Rights, Morges, Switzerland, 1981.