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Education 2025: Student First

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Abstract

The national strategy for education 2025 student first enable educational sector to be more adaptive, innovative and globally engaged. It will strengthen our internationally recognized education system, increase global partnership and drive collaboration with local communities and international partner focusing world class education and training, effective quality assurance and regulations. Although traditional forms of education will remain in high demand there are new and emerging forms of education where there are significant opportunities for both students and providers. These include blended delivery models, online professional development, and offshore and edu-tourism opportunities. Technology and market liberalization open up opportunities to pursue the "broader conceptual opportunity" of the "borderless 2025 student", suggesting there will be a clear emphasis on increasing transnational education. Motto is Learner utilize own skill learning instead of rote learning by use of technology. Teacher is facilitator, to execute best output outcomes.

Keywords: Education 2025, Technology, Quality assurance, Transnational education

INTRODUCTION:

The shape of international education 2025 examines the landscapes of global higher education. Through the next decade by forecasting demands for the higher education based on wealth and tertiary aged population. The projection and supplemented by a study of the academic, economic, socio-cultural and political factors that additional impact students mobility and well shaped and predicted trends.

A description of what the education system will look like and how it functions in the year 2025. Such the quality education is provided to all children in a manner that is financially feasible understood in the sense, vision 2025 reflects something will beyond where we are now, yet something we have potential to achieve give one accuracy of the assumption comparing the vision include growth and development.

Our collective belief that "the classroom" as we now know it will be defunct by 2025 has set in motion our research and foundation for a global, innovative learning environment. This environment will be supported by teachers, parents, businesses, etc. for maximum benefits. As a team, we believe in the public school as an institution with the ability to disrupt the predictive power of demographics, and as we continue to be change agents for public education, our goal is to envision the most productive learning environment for students who will continue to be influenced and engaged by technology. So as technology continues to revolutionize the world of education, the familiar classroom will be no more.

The year 2025 is not very far away. Most likely schools will still exist as physical spaces, but we will see a transformation both in how those spaces will change and be used, and how and when students *and teachers* will learn outside of traditional classrooms. As classroom walls are breaking down

metaphorically, so are national borders. This is important because our increasing interdependence means that we need students all over the world to have access to a good education. We will investigate ways in which technology will help citizens of the world connect and learn from and with each other as well.

VISION OF EDUCATION 2025

GLOBAL EDUCATION: Global education is a complex idea that is taught to enhance ones meaning of the world. Global Education is typically taught within the curriculum. **CURRICULUM**

AND PEDAGOGY
Curriculum of the future:
As learning becomes ubiquitous and the traditional classroom more and more obsolete, education will become more targeted to individual needs - and learning will become more open, fluid and student-generated. Innovations in digital technologies will enable Universal Design for Learning (UDL) strategies to be implemented that will not only help students with disabilities, but will enable all learners to have access to the traditional curriculum in new and different ways. Seven survival skills that he has determined are essential for people to have to be successful in the 21st century workplace.

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

Technology to facilitate learning:
At Global Connections 2025 we understand the importance of curriculum, assessment and pedagogy in the traditional sense - we have decades of research to back us up on the value of a strong system of understanding of student success. However, we also look to the future and understand that the rapid developments coming from digital technologies will change not only how we learn, but also what is important to learn. Technology also allows for learning to happen anytime, anywhere in a way not previously possible, and thus will change the way in which the teacher interacts with the learner, and thus will change the relationship. Integral to this change is the idea of connectivism, whereby knowledge is based on connections and the ability to adapt to find sources of knowledge when necessary. This

Universal Design for Learning :
The curriculum used in many schools today is a rigid one size fits all approach that fails to account for the diversity of learners in most classrooms. Students who are outside of the dominant power structures, racial minorities, gifted or learning disabled, and not from the targeted socio economic class often suffer from the rigidity of the curriculum. The idea behind Universal Design for Learning (UDL) started as a way to "help learners with disabilities gain access to the general education curriculum" and initially focused on using Assistive Technology to achieve this goal

Project-Based Learning (PBL):

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

Project Based Learning is an instructional approach built upon that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom." Since many students in classrooms across the globe are being bored with one-dimensional content presented in mundane manners by teachers, they will benefit from PBL academically through enriched content and personally through positive relationships with their peers.

Steps for implementing PBL:

1. Start with the Essential Question
2. Design a Plan for the Project
3. Create a Schedule
4. Monitor the Students and the Progress of the Project
5. Assess the Outcome
6. Evaluate the Experience

Sustaining the Vision

"The new education plan should endeavor to create viable and enabling programs amidst the challenges of private vs. public education, funding, instructional methods, research, and teacher education, citizenship education programs, and activities that have become crucial to sustaining the goals, objectives, and aspirations of the nation.We believe sustainability in education encompasses many factors that support numerous challenges that are constantly redefined by our rapidly changing environment, such as:

1. **Professional Learning**: At Global Connections 2025, we see the future of professional learning for teachers will necessarily take two paths, one for the short term and one for the longer term. In the short term, as technology and web 2.0 tools become more a part of the teaching and learning within the classroom setting, teachers will need training and development to stay confident and capable in both using and teaching these new tools. In the longer term, teachers will have to learn how to approach what they do in new ways.

The five things teacher preparation programs must do to create highly successful teachers.

1. **Informed by need** - teacher must be prepared to teach in subjects that need teachers.
2. **Investments in clinical training** - new teachers need practical experience under the guidance of mentors and coaches.
3. **Changing the context of content** - teachers need training on explicit strategies for things like assigning homework and communicating with parents, not just in "teaching" specific content.

4. **Seamless connections between pre-service training and professional development** - teachers need explicit training in environments and with students whom they will be teaching in their jobs.

5. **Learning and leading in historical context** - new teachers need to understand their roles in leaders and agents of change. They need to see themselves in a larger system, capable of educating and leading colleagues.

When thinking about high-quality professional learning for the future of education, it is useful to remember that teaching adults and learning as an adult is different from teaching children and learning as a child.

Technology, especially web 2.0 tools, mobile and ubiquitous technologies will change and improve professional learning in the future - these include places for teachers to collaborate, share ideas, and reach out beyond their traditional networks to find new sources of information and learning.

2. **The Flat Classroom:** Since we collectively believe that the traditional classroom will be revamped into a "flat classroom," we will highlight how and why this term came to exist and how it supports our vision. The concept of a "flat classroom" is derived from the constructivist principle of a multi-modal learning environment that is student-centered, thus making student and teacher interaction a vital component of the global collaborative project. The project joins together middle and senior high school students who participate in a collaborative environment in order to create a "competitive and globally-minded identity in students." The walls of the classroom are flattened by emphasizing connection, communication, collaboration and creativity as well as higher-order thinking skills and problem solving. Main goal is to 'flatten' or lower the classroom walls so that instead of each class working isolated and alone, 2 or more classes are joined virtually to become one large classroom. This is done through the Internet using Web 2.0 tools such as Wikispaces and Ning."

The Elements include:

- providing students the opportunity to study and experience how technology is strengthening the "flatteners"
- grouping students with global partners to create videos that include their personal views
- using networking venues such as Ning, blogs, photos, videos and wikis to enhance connection, collaboration, and creation
- assessing students via common rubrics

- ensuring the students have practice with deadlines for accountability and interdependence
- students creating videos that are judged by other educations from around the world
- experiencing a student summit via a virtual classroom in order to share and reflect at the end of the project

3. **Higher Education :** Trends That Will Completely Disrupt Indian Higher Education By 2025

Trend 1: Online learning is slowly becoming mainstream

More than 90% of India's college and university students crave for a mobile phone and/or an internet connection. The youth use mobile and data connectivity as a staple for information processing, communication, sharing and retrieval of knowledge.

Learners will take more control of the university experience and become the centre for all curriculum-making, pedagogical practices and competence building.

The ludicrous and anachronistic affiliation system has made classroom teaching the weakest link in the Indian higher education system. Weak classroom lectures are too boring for the youth. With inexpensive data connectivity, future students will find new ways to acquire knowledge. Their dependency on books and classroom lectures will come down, even as they seek information, data and new theses from online databases, journals, research articles, e-books, or by directly connecting with industry professionals, scientists and knowledge workers.

Trend 2: Artificial intelligence, machine learning, and big data will change pedagogy

Education technology writers such as Barbara Kurshan have noted that AI (which helps Facebook suggest friends, powers Siri to answer your queries or helps Google in its driverless cars) can in the next few years create "virtual mentors for learners", assist learners in getting 21st-century workplace skills (such as team work and self-direction); bring about vast amounts of data about individual learners, learner behaviour and provide personal context to them; increase inter-connectedness among classrooms far and wide across the globe; and take learners outside the classroom or make learning a part of life outside class.

Trend 3: Research-based teaching will inform how students experience learning

New technologies will help us challenge traditional paradigms such as class lectures, terms and modes of assessment. They will allow us imagine new ways of learning.

Researchers will offer live and real-time inputs to students and make learning fun and experiential. Peer-based formal and informal networks of students will be able to communicate with each other across the globe and with the teacher(s), giving way for new teaching and learning styles. In other words, university education will be marked by disaggregation of programmes into smaller courses, logically strung together for gaining specific competencies. Learning will happen at any point of the professional careers of students, who will seamlessly switch between work and learning.

Within themselves, institutions have to train teachers in using technology to disseminate and share new knowledge to students and facilitate students to go beyond textbooks. They must convince students and parents to invest time and effort to learn outside the class. Universities have to build stronger bridges with professionals and industry, and also offer value-adding courses especially in emerging technology areas.

And they must take most important first step: trust the next generation. They need not be policed and disciplined. India's youth are clear about their needs. They want space to learn and enjoy the path of learning.

4. **Funding:** As we witness the vast changes and innovative opportunities that will enhance public education, we can't diminish the fact that money is a key component. When it comes to educational funding, local and community business along with corporate support should be at the heart of financial efforts. Many businesses and local donors are willing to help support a worthy cause through reaching out to their youth in order to enhance their education and build-up the community. Parents are also a critical component of sustaining the vision via funding options. The

key to soliciting support is increasing awareness. By having meetings, benefits, and community gatherings, the explanation of education's reconstruction will be voiced.

Teachers, PTA/PTOs, and other organizations must write grants and seek other opportunities for funding as a collaborative unit. Again, awareness of these opportunities is critical because some people are unaware of the "free" money that is out there. It takes preparation and extensive writing in most cases but once the vision is mounted, the passion will emerge and provide strength for pushing forward.

5. **Global Collaboration:** Global Virtual Classroom provides free, online educational activities and resources in order to support the goals of governments and educators world-wide. Their vision is to empower, enable and connect students around the world using Internet technology by providing opportunities to develop essential 21st century skills such as cross-cultural communication, collaboration through teamwork, information technology and web design

Conclusion:

We, at Global Connections 2025, have outlined and delved into various key concepts and trends that we feel will lead the way in public education within the next eight years. This may seem far, far away but time will pass and we do not intend for public education to be frozen where it is now. Changes have been made in some cities and states but we are assured that the walls will tumble and there will be global connections everywhere. We have answered the call and we are not afraid of change. We trust that every teacher, administrator, local and state official, and members of all communities will join together to eradicate issues that can be fixed in order to provide the best public education, one of merit and high standards while bridging and expanding via technology, that every child deserves.

Our vision for the future of curriculum and pedagogy rests in focusing on the deeper learning of core skills and knowledge that will bring higher levels of achievement for all students. We believe in a curriculum, which we will facilitate through the use of technology to teach students skills related to new ways of learning including digital literacy and ubiquitous tools, which is malleable enough to meet the needs of learners from all corners of the world. It will also be vital for students of the future to be taught 21st century skills that will allow them to succeed in an increasingly technological and digital world. By integrating technology into the curriculum of the future, we hope that learning will happen anytime and anywhere, in a way not previously possible, that will allow for all students to succeed and prepare for whatever their future holds. We believe that the classroom of the future will no longer consist strictly of the space in-between the four walls that surround it and that due to technology's increased importance and availability it will play a large role in the redesign of learning spaces. Learning spaces of the future will allow students to interact with each other across continents, go on field trips around the world facilitated by augmented and virtual realities, and integrate learning into their everyday lives by using ubiquitous tools. Personal learning environments will allow for students to use Web 2.0 to personalize their learning while also making content more accessible and relevant to students. Lastly, the physical design of classrooms will be easily adapted to new teaching styles, such as PBL and UDL, so that students can better collaborate and research while in class. To help ensure that our vision for education is sustained we believe that effective teacher training is key. In order for educators to bring about positive changes in

education, and successfully integrate technology to provide students with the 21st century skills they will need, they will need to be educated in new types of learning environments. In addition, professional development should be offered by school districts that are relevant and engaging. Teachers should also recognize that Web 2.0 tools can allow them to continue to learn about pedagogy while also evaluating and refining their teaching. Lastly, educators should become familiar with multiple ways to fund the changes, such as grants and fundraising, they want for their classroom.