

## ***Facilitating Learning in a Globalized World***

**Blessing Agbo Ntamu, Ph.D**

*Department of Educational Foundations  
University of Calabar, Calabar  
Cross River State, Nigeria  
[drntamuba@gmail.com](mailto:drntamuba@gmail.com)*



### **Abstract**

*Learning, like all psychological constructs, has no universally accepted definition. It is however, not in doubt that learning is a key determinant of behaviour. The level and quality of literacy of a nation's citizens seem to relate one way or the other with the level of development of the nation. It is for this reason, that the process of learning, the nature of learning and the content of learning is the concern of the state. For learning to be productive and to meet the needs of the society it must be structured and facilitated. The role of facilitating learning has changed significantly due to global changes. The thrust of this article is to examine the role of the teacher in the learning process and how it has changed over time and to outline what facilitating learning should be in a globalized world. The topic will be dealt with under the following subheadings: concept of learning, the concept of globalization, the 20th versus the 21st century teacher; facilitating learning in a globalized world, teaching objectives, teaching methods, curriculum, motivation, reinforcement, guidance and supervision.*

**Keywords:** Globalization, learning, facilitating, teacher, motivation

### **Introduction**

One of the most widely acceptable definitions of learning is that learning is a relatively permanent change in behaviour as a result of practice or experience. This definition is often credited to Karl Marx or the behaviourists. Learning like all psychological constructs has no universally accepted definition. It is however accepted, universally, that learning is an integral part of human existence that begins at birth and terminates at death. There are other characteristics of learning that are significant to this discuss. One of such is that learning is not limited to positive changes. That is to say that learning can occur in both positive and negative directions. Individuals can learn faulty and problematic behaviours and adopt philosophies that will lead to maladjustment. This must be the reason why learning or education as it were, is a state concern, as suggested by Aristotle. It is in the interest of all, that young minds are directed on a part of productive and positive learning for the benefit of all concerned, hence the establishment of formal institutions of learning.

In the formal education system, the teacher is a very important figure. Be that as it may the role of the teacher is often mistaken. Education and learning have gone beyond the perspective of John Locke who viewed the learner as a 'tabular rassa', a blank slate on which knowledge had to be inscribed thereby making the teacher an instructor or a figure who had to impart knowledge. It is now known that the child is born with innate abilities and as the origin of the word 'educare' implies, to educate the child, is to draw out what already exists within the learner. In this present times therefore, the teacher is a facilitator of learning. The job of the teacher is to guide the learner through the learning process. The learner has to be ready to learn if learning must take place.

The concept of learning readiness in psychology has brought to the fore the fact that knowledge cannot just be impacted at the requisition of the teacher. This is due to the fact that learning cannot take place without the learner's readiness. Hence, the teacher has to work with the learner, in what is more or less a partnership, for learning to occur. This makes the process of facilitating of learning a bit of a complex activity. Facilitating learning has become even more challenging in the 21<sup>st</sup> century due to globalization and its effects. Information dissemination has attained a dimension whereby information on all subjects is available to everyone at all times on the internet just by the click of a button. With globalization, the internet and the social media, have come a lot of distractions available to young learners that could, if not properly handled, hinder rather than enhance their learning and their academic career. In the current circumstances, what roles should the teacher play to facilitate learning and ensure that learners actualize their potentials? How could the process of facilitating learning be made more productive? What are the ideal methods available to the teacher to increase productivity of the learning process?

These and other similar questions are what this paper seeks to answer. The topic is dealt with under the following headings: concept of learning, concept of globalization, the 21<sup>st</sup> century teacher, the teacher as a facilitator of learning, facilitating learning in a globalized world, teaching objectives, teaching methods, curriculum, motivation, reinforcement, guidance and supervision.

### **Concept of Learning**

Clark and Mayer in Malamed (2016) defined learning as the process of strengthening correct responses and weakening incorrect responses, a process of adding new information to one's memory; it involves attending to and mentally reorganizing relevant information and connecting with what you already know. This definition points out the fact that learning involves information gathering and processing, it involves interacting with information and storing acquired information in memory and by so doing producing a change in the existing schemata in the brain. Considering learning as strengthening correct responses and weakening incorrect responses may be a bit misleading as learning does not only strengthen correct responses. Sometimes learning

involves strengthening incorrect responses. Also, the concept of correct and incorrect responses is relative; depending on culture, race, religious persuasions etc. A response considered as being correct in the United States of America, may be frowned upon in Nigeria.

Houwer, Barnes-Holmes and Moors (2013) consider learning as ontogenetic adaption; which is said to be changes in the behaviour of the organism that result from regularities in the environment of the organism. This definition is ambiguous, if learning is taken to be ontogenetic adaption, adaptation to the environment based on pre-programmed or innate, a genetically programmed development that manifests at genetically pre-programmed time, then learning may exclude deliberate activities by individuals in the environment to equip the learner to better adapt to the environment. One definition of learning that seems to take several factors into consideration is that by Hilgard, in Upadhy and Singh (2008), who defined learning as the originating or the changing of behaviour as a result of reacting to an encountered situation as long as the change of behaviour cannot be accounted for by native response tendencies, maturation or temporary states of the organism. This definition take cognizance of response credited to maturation and separates that from responses that are learned.

Learning includes encountering and interacting with information, or undergoing experiences that lead to a change in the individual's mental structure and exerts an influence on the individual's future behaviours. The possibility of learning to be in undesired directions and to produce undesired behavioural changes is the reason why learning should be guided and harnessed to produce in the learner relevant skills for the preservation of society and the promotion of peaceful coexistence of species.

### **Concept of Globalization**

Globalization and its attendant effects seem to be one of the key subjects of present day research. It refers quite simply, to ease of access and exchange of information, ideas, practices, goods and services across cultures, nations and continents. It is literally the removal of barriers that made cross-cultural, transnational and intercontinental exchange difficult. Globalization, according to Akindele, Gidado and Olaopo (2002), is the process of intensification of political, social, economic and cultural relations across countries and borders. Globalization has come with technologies such as the internet and ease of communication. This has shrunk the space, distance and time between nations and continents for ease of intercontinental transactions. Investopedia (2017) defines globalization as the tendency of international trade, investments, information technology and outsourced manufacturing to weave the economies of diverse countries together. Importantly, globalization has led to better economic relations among countries.

One of the areas of change mentioned in the definition by Akindele, Gidado and Olaopo (2002) that seem to exert an influence on the interaction phase between the learner and

the teacher seem to be globalization in terms of culture and communication. Globalization has created awareness among learners in the African climate on the different methods of instruction utilized in the west, the human rights of learners and how that can be defended; they are privy to the events in the educational climate of western cultures and the relative breakdown of age barrier between individuals. This may lead them to question the African culture of respect and reverence for the teacher and may lead to an increase in disciplinary issues within academic communities. This leads to a debate as to whether the advantages of globalization outweigh the disadvantages and vice versa. According to Investopedia (2017), globalization has been credited with helping to shift wealth to developing nations; it is also blamed for loss of jobs in developed nations and for the weakening of national sovereignty.

Williamson (1998) describes the concept of globalization as the whole world increasingly behaving as though it were a part of a single market, with interdependent production, producing similar goods and responding to the same impulses. It ascribed globalization to the development of technology, the dramatic fall of the cost of transport, travel and communication. Williamson (1998) outlined the consequences of globalization as increase in global output, increased access to foreign products and services, increase in quality and value of world output; globalization is also considered as having played a role in the spread of unsavoury tendencies such as drug peddling and abuse, sex trade, crime and terrorism. He stated categorically in his article that in order to raise living standards of developing countries progressively over time, it is important to raise educational standards. Globalization can be maximized to raise educational standards, but not without the teacher being rightly positioned as a tool for this maximization. Hence, the process of facilitating learning has to change with the times.

### **The 20th versus the 21st century Teacher**

The 21st century has witnessed a paradigm shift from the age of travelling for months in ships across countries to the age of travelling in airplanes and jets and connecting continents within hours; it has gone from the age of writing telegrams and letters and waiting for months to get a reply to the age of emails and social media where information exchange across continents is more or less instantaneous. There has been a change from the use of type writers and duplicating machines to the age of digital computers and all sorts of fast paced photocopiers. With these changes in all ramifications of life has come a need for a change in the role of a teacher.

The 20th century teaching learning process had the teacher at the centre of the activity, the teacher enjoyed autonomy of knowledge and authority. The teacher did most of the talking in the classroom while the learners listened; emphasis in the teaching learning process was more on the lower order thinking skills. The 20th century teacher neither had knowledge of nor uses for a computer, how much more the internet? But all these have changed today. We live in a world where one can hardly do without electronic

devices and the internet, in a world where the teacher is no longer the storehouse of knowledge as the students might even be exposed to more resources than the teacher. Even the term teacher though still very popular seems out-dated. This is because the focus has gone from the teacher to the learner. More learner friendly terms have emerged to describe the teacher learner interaction process and there is a shift in favour of this.

The 21st century teacher is a facilitator of learning (Agarwal, 2012; Kaur, 2012; Szucs, 2009). This, the teacher does by connecting the curriculum to the real world and creating an enabling environment for the learner to experience and learn. The learning process should arguably be learner centred. Morrison (2009) stated that great educators believe in the basic goodness and innate capabilities of children and the function of the teacher was simply that of providing the right environment for its manifestation; he stated further that this kind of education has been the central theme of Luther, Comenius, Pestalozzi, Froebel, Montessorri and Dewey. Hence, learner centred education may not be very new as such, but it is gaining more attention and practice in these times, especially as teaching shifts from providing information and instructions to learners, to teaching learners how to learn, how to search for knowledge, develop their curiosities and talents, be creative and achieve their goals. According to Agarwal (2012), the 21st century teacher must know how to utilize the resources and opportunities available to him in the creation of a conducive learning environment necessary for the learners to construct their own learning. This construction of learning is an individual process that takes place while the learners interact and collaborate.

The 20th century classroom teacher promoted competition; every activity in the classroom was geared towards giving the students a competitive advantage over others as individuals and as a group. While competition still has its place in learning, the focus of the 21st century teacher is to allow for cooperation, collaboration and to engender team spirit in the learners. This is because the 21st century education curriculum is designed with the real world in mind and a team spirit is very important for survival and success in the real world. Gradually the system of grading learners and giving them positions at the end of the term is fizzling out. Educational psychology as a discipline does not support putting learners into positions of first, second and last. This is due to the fact that such positioning has serious psychological implications on the learners. Some learners' self-esteem will be crushed as they find themselves at the bottom of the class in spite of having made serious efforts to excel, while others might reduce efforts as they do not feel challenged to achieve more seeing that there are at the top of the class.

The system of placing learners into positions of first, second, third and so on, does not take into consideration individual differences of the learners and the respective starting point of the learners. It considers all learners to be competing from the same vantage point and this is not logical. The 21st century teacher must be aware of individual differences, differences in the genetic make-up of the learners and differences in their

environment from childhood to their present stage. With this in mind the 21st century teacher should set a different goal for all learners in line with the learners' individual characteristics and at the end of the semester or the session, the learners should be evaluated based on their individual characteristics, their entry behaviours and their respective targets. This way, the learners will all feel fulfilled, will maintain their self-esteem and will be motivated to strive harder. As learners reach their goals, new and higher goals will be set for them.

Another difference between the 20th and the 21st century teacher is in the awareness of learning disabilities such as dyslexia, attention deficit hyperactivity disorder, conduct disorders, dysgraphia, dyscalculia and other learning disabilities which make it difficult for some learners to proceed at the same pace with other learners in the classroom. These learning disorders also require professional, technical and specific remedies to ensure that the learners are able to maximize their potentials. The 20th century teacher was oblivious of these learning disabilities, and could neither identify nor attend to them. The 21st century classroom requires a teacher that is not only aware of these different learning disabilities but is also equipped to identify and act accordingly. These learning disabilities are a reality in the classroom, which cannot be overlooked. Other individual differences that the 21st century teacher must be aware of and attend to are defects like eye defects which should affect the sitting arrangement in class, hearing deficiencies, giftedness, slow learning etc. The teacher must identify and attend to learners who present these conditions, as appropriate.

Szucs (2009) wrote that the teacher's role has changed from preparing the learners for examinations, especially in the senior secondary level to teaching learners how to gain information (learning to learn) and how to select and use information gained. The 21st century teacher, from the view point of Szucs (2009), does not have to follow a syllabus verbatim, but has some liberty to design his own syllabus based on the state curriculum. The teacher's role as a facilitator should include participating in setting of goals and ensuring that the students work towards the goal. Szucs also noted that the 21st century teacher cannot afford to be chalk-faced but must be a master of technology. The 21st century teacher must utilize available technology to maximize productivity in the classroom. The present generation of learners at the pre-primary, primary and secondary levels of learning are digital natives as digital technology is a part of their existence. Learning that will be effective, must incorporate this aspect of their existence as a means of getting and sustaining their attention and also maximizing learning gains in the classroom.

The 21st century teacher must be an individual who must be curious, eager and excited to learn, alongside his learners. This is necessary for the teacher in order for him to be able to keep up with the changing faces of technology and also in order to be able to engender curiosity and creativity amongst learners. The 21st century teacher cannot

afford to take the back seat in the world of technology, otherwise he will be unable to understand his learners, interact with them actively and gain their confidence and respect. For the 20th century teacher, continuous career development was not the focus; he could function quite effectively depending solely on skills obtained during the years of basic training. This is not the case for the 21<sup>st</sup> century teacher. The 21<sup>st</sup> century teacher must continually invest in continuing professional development in order to be relevant in the classroom.

Unlike the 20th century teachers that functioned in a world of their own, without competition and pressure to meet up to global standards, the 21st century teacher has no hiding place. The learners are aware of practices in classrooms all over the world; the authorities are privy to world best practices and parents are demanding for optimum services for their money. The teacher in today's context of a global village world is under intense pressure to live up to the expectations of the learners, their parents, the employers and education authorities. It behoves the 21st century teacher to create professional affiliations with professional bodies around the globe in order to be abreast with and be able to incorporate best practices from all over the globe into their classrooms. There are social networking sites that prove very helpful for connection and development at a professional level. One example of such networks is 'LinkedIn'.

Nola (2017) outlined 7 roles of the teacher in the 21<sup>st</sup> century as follows: 1) The Controller, who organizes the activities in the classroom and is responsible for the success of the activities in the classroom. 2) The prompter: this is a supportive role of the teacher to ensure that interactions in the classroom between students and between the teacher/students proceed in an up building method and are productive and goal directed. This does not put the teacher at the centre of the interaction but at the side-lines, moderating, redirecting and filling gaps. 3) The Resource: in this role the teacher provides information when needed and must be well versed in the subject matter. 4) The Assessor – In this role the teacher evaluates the level of students' achievement and progress in line with their goals and aspirations. The 21st century assessor communicates assessment results and corrections with sensitivity in order to ensure that feedback is not counterproductive. 5) The Organizer: This role encompasses the role of instructor, demonstrator and feedback provider. The teacher organizes learning activities and ensures productive participation of every member of the group. 6) The participant: The teacher should participate without dominating learning activities. 7) The Tutor: In this role the teacher is able to pay individualised attention to learners and cater for individual differences in learning. The teacher serves as a coach during classroom projects; he also serves to provide guidance for learning to thrive.

As stated in a document by Blackboard (2008, p. 6) which reviewed the issues and changing models in the teaching profession in the 21st century, students across the achievement and socioeconomic spectrum of the 21st century “need and deserve

motivating, supportive instructional environments, engaging content and the opportunity to learn in settings that support collaboration with peers, teachers and the larger world communities.” Masood (2015) also stated that educators need to evolve from the industrial age where all that was required of them was to equip the learners with standard and repeatable skills, which as a matter of fact are now carried out by computers and other technological means to a place where their duty is to arouse in the learners hunger for knowledge and grit and to equip the learners with skills for continuous acquisition of knowledge and development of higher skills. Masood (2015, para. 4) stated that “educators need to play three crucial roles – inspirers, mentors and curators.” Teachers should guide the learners to a point of crystallization of their career aspirations. That said, what should the objectives and teaching methods for the 21st century learning environment be?

### **Facilitating Learning in a globalized world**

From the above discuss, it is evident that the objectives and methodology in the 21st century classroom should differ markedly from those of the 20th century. The demands of the world of work have changed dramatically; education has to change in order to be able to provide resources for the 21st century world of work.

### **Teaching objectives**

Generally speaking, the objective of teaching in the 21st century classroom is no longer focussed on helping learners acquire the three basic skills of reading, writing and arithmetic. The 21st century classroom is poised to equip the learner with the capacity to gather information on their own through the internet and be digital technology compliant. Education in this epoch is poised towards facilitating the acquisition of knowledge, awakening the curiosity of learners and prompting the brain with its limitless capacity to function and achieve its maximum potential. It also functions in engendering creativity, innovativeness, and discovery of novelties. Since the world is a global village, 21st century education must be targeted towards making the learner a global citizen; one who is tolerant of people of other races, skin colour, language cultures and traditions and who is capable of maximizing his potentials drawing from the advantage of the interconnectivity made possible by technological advancement. Learning in a globalized world must emphasize skills such as team work and tolerance through the employment of collaborative teaching and learning techniques.

The idea of teaching is providing an enabling environment for the learner to experience and grow. Cox (2017) stated that the objectives of learning or teaching as it were in the 21st century must include equipping learners with problem solving skills, critical thinking skills and digital literacy. Hence an individual who has passed through the formal education system must possess the capacity to provide solutions to problems, exercise value judgement and be digitally literate. He must be able to translate this digital literacy into gains in time, money, space, quality and much more. There are very

specific problems in the 21st century which the educational system must channel its resources towards providing solutions to. This will no doubt be reflected in the objectives of the school system. One of such problems is the problem of unemployment. The International Labour Organization reported on the 12th of January 2017 that “the global unemployment rate is expected to rise modestly from 5.7 to 5.8 per cent in 2017 representing an increase of 3.4 million in the number of jobless people” (International Labour Organization (ILO), 2017; para 1). The report stated that the number of unemployed persons globally is forecast to stand at 201 million and that there is an expected 2.7 million increase in 2018. This being the case, one of the major objectives of education and classroom interaction should be empowering learners to be entrepreneurs in order that there are able to create jobs after school and not end up being jobless.

The 21st century educationists recognize the individuality of learners and also their different inborn talents and abilities. In engendering entrepreneurship, it is very important to take into consideration and exploit individual learners' interest and innate abilities. This characteristic of 21st century learning was emphasized by Pestalozzi (n.d) who is said to be the father of pedagogy and child centred learning. The goal of education must be to empower the learner to be able to live independently. The learners must retain the freedom to be themselves and to express themselves; learning must be active and must proceed in line with the natural course of development of the child and must be holistic. Pestalozzi proposed education of the head, heart, and hands. This should be the objective of 21st century education. The education of the head should aim at intellectual development. If an individual is intellectually developed but not morally developed, he might use his intellect to the detriment of the society hence, the education of the heart. The education of the heart implies value inculcation and moral development; this is the affective domain of education. Values such as integrity, hard work, selflessness and responsibility towards self, society and humanity as a whole are very essential values for the survival of humanity in the 21st century. With all the weapons of mass destruction available to man, without the knowledge of right and responsibility, intellectual development may end up destroying humanity.

The education of the hands is the education to be creative and enterprising. Every individual who is educated must have multiples means of survival at his disposal. Learning in the 21st century must capitalize on the innate capabilities of individuals to develop productive creativity that will lead to creation of jobs for the masses. The hands must be empowered to work with the head and the heart. The learner must be the centre of education; he must be provided the optimum environment to develop his potentials maximally. 21st century education must arouse the curiosity of learners in order that more discoveries that will solve the problems of hunger and starvation, unemployment and global warming, can be made.

## **Curriculum**

The curriculum suited for a global village is a global curriculum that still preserves the uniqueness of the cultures of each society. Considering today's learner, the curriculum should be designed to give more freedom to the learner; games and project should be a major part of the curriculum, implementation of the curriculum should be heavily technology based, foreign language acquisition should be incorporated into the curriculum at all levels and illustrations should draw from both local and international situations. Sparapani, Perez, Gould, Hillman and Clark (2014) viewed a global curriculum as a curriculum that possesses an inclusive ethics and a shared philosophical relationship encompassing different regions and nations and a common experience of schooling. The idea of shared ethics implies communality of all ethnic groups in the world. The curriculum must embrace the global perspective and engender global citizenship. The curriculum must be designed in such a way that the learners are the focus of the curriculum, are the most active components of the process and are also providers of information.

## **Teaching methods**

Agarwal (2012) opined that 20th century teaching methods are not effective in the 21st century classroom. Teachers must acquaint themselves with and employ teaching methods that are radically different and tailored towards the needs of the 21st century classroom. Teachers must seek to find out strategies successfully employed around the globe and be able to incorporate same into their classrooms. The success of the teaching learning process depends largely on the methodology employed by the teacher. With the view of the skills required for survival and productivity in the 21st century in mind, methods that should be employed by the teacher should be learner focussed, should enhance higher order thinking skills like critical analysis and synthesis, comparative analysis; should enhance project learning and collaborative learning. Teaching methods should include discovery learning, guided inquiry learning, brainstorming, role modelling, interactive learning, excursions, simulations, etc. Lecture method should be discouraged except in the University and higher institutions of learning. This is due to the fact that the learner is not active during a lecture hence the level of retention is low. According to Edgar Dale's cone of learning, we remember 90% of what we experience as opposed to 10% of what we read, 20% of what we hear and 30% of what we see (Dale in Maheshwari, 2016). Learning in the 21st century must employ multiple methods of illustration that will meet the learning needs of different learners with different learning styles. The learners must be actively involved in the process in order to foster retention and recall and develop their creativity and capacity for abstraction. Cox (2017) stated categorically that teaching methods in the 21st century classroom must include the implementation of technology. Technology must be part and parcel of the 21st century classroom as this will lead to increase in the gains of learning and will also prepare the learners to function in a global world. Devices like computers, overhead projectors, interactive boards, educational tablets and even mobile devices with internet access should be incorporated into teaching and learning.

## **Motivation**

21st century teaching must be more focussed on making the learner intrinsically motivated. The learner should love learning for its own sake and for the benefits it holds and not for external rewards from the teacher or parents. This does not imply that extrinsic motivation is not useful in learning. Intrinsic motivation however leads to greater benefits in learning. Harpine (2015) opined that true motivation must proceed from within, intrinsic. She opined that compliance is not motivation; alleging that extrinsic motivation is akin to bribing an individual to perform an action. Even though it is possible to bribe an individual to perform an action, the end product may differ in terms of quality and the likelihood of the behaviour being repeated in the future. An intrinsically motivated behaviour will be performed with more curiosity, endurance, excitement, interest and the quality is likely to be higher than an extrinsically motivated behaviour. Learning is more likely effective with intrinsically motivated activities.

The learners are more intrinsically motivated when the learning experiences are tailored to the needs of the learner and participating in class literally translates to meeting their immediate and future needs. Hurst (n.d.) listed four sources of intrinsic motivation to include challenge, curiosity, control and fantasy. Teachers should design activities that are challenging, that make the learner's curious, that give the learners a sense of control and activities that cause them to fantasize or fulfil their fantasies.

## **Reinforcement**

Reinforcement should also be specific to the needs of the learners. Reinforcement in the 21st century should no longer be a one size fits all issue. Reinforcement should be individualized. A child who lacks attention at home should be rewarded with attention in school. A child who lacks such pleasures as watching a movie at home should be rewarded with a movie during school (break period) for carrying out desired behaviours. According to Skinner's operant conditioning theory, the schedule of reinforcement that leads to the best gains is the variable ratio reinforcement schedule. When this scheduled is employed, extinction of learned behaviours is slow. A variable ratio schedule of reinforcement is a reinforcement schedule based on the number of desired responses emitted by the learner. In this schedule, the number of responses that will lead to a reward is varied. The learner is completely oblivious of when the reward will be given. Desired responses are given consistently, learning is enhanced, the behaviour may become intrinsically motivated and extinction is very slow. This method of reinforcement is superior in gains to the continuous schedules, the fixed and variable interval and the fixed ratio schedules. 21st century teachers should avoid continuous schedules of reinforcement because extinction is quickest here.

## **Guidance and supervision**

Finally the 21st century teacher should provide adequate guidance and supervision to learners while they are engaged with the designed learning experiences. This is in order

to ensure that learners, especially younger learners, progress constructively towards accomplishing their goals. The 21st century classroom, with all the technology it incorporates, has a potential for distraction and derailing the learners from the focus of their activities and from their goals; the teacher's role is to sustain the attention of the learners in line with their goals and ensure maximum productivity. The teacher must have genuine interest in the learning activities, shared goals with the learners, superior understanding of the subject matter and the ability to guide experiences.

### Conclusion

The world is constantly evolving. The evolution of the world requires evolution of the teaching learning process in order to be able to meet the needs of an evolving world. Teachers, who in this epoch are facilitators of learning, should be ready to embrace and incorporate new technology and methods in the classroom and must be ready to continually engage in professional self-development in order to ensure that learning takes place and that the products of the learning process are equipped to tackle the challenges of the 21st century.

### References

- Agarwal, P. (2012). Role of 21<sup>st</sup> century teachers. Retrieved on the 28<sup>th</sup> of Sept. 2017 from [www.crsinquisitiveminds.blogspot.com](http://www.crsinquisitiveminds.blogspot.com)
- Akindele, S. T., Gidado, T. O. & Olaopo, O. R. (2002). Globalisation, its implications and consequences for Africa. *Globalization*, 2(1). Retrieved on the 15<sup>th</sup> of September 2017 from [www.postcolonialweb.org](http://www.postcolonialweb.org).
- Blackboard (2008). Teaching in the 21<sup>st</sup> century: A review of the issues and changing models in the teaching profession. Retrieved on the 2<sup>nd</sup> of October 2017 from [www.blackboard.com](http://www.blackboard.com).
- Cox, J. (2017). Five essential 21<sup>st</sup> century strategies. Retrieved on the 10<sup>th</sup> of October 2017 from [www.teachhub.com](http://www.teachhub.com)
- Houwer, J. D., Barnes-Holmes, D. & Moors, A. (2013). What is Learning? On the nature and Merits of a functional definition of learning. DOI: 10.3758/s13423-013-0386-3. Retrieved from <https://ppw.kuleuven.be> on the 13<sup>th</sup> of September 2017.
- Harpine, E. C. (2015). Is Intrinsic motivation better than Extrinsic motivation? *Group-Centered Prevention in Mental Health*, 87-107.
- Hurst, M. (n. d.). Using Intrinsic and Extrinsic motivation to Enhance learning. Retrieved on the 10<sup>th</sup> of October 2017 from [www.study.com](http://www.study.com)
- International Labour Organization (ILO) (2017, January 12). World Employment and Social Outlook – Trends - Global Unemployment expected to rise by 3.4 million in 2017. Retrieved from [www.embargo.ilo.org](http://www.embargo.ilo.org) on the 2<sup>nd</sup> of October 2017
- Investopedia (2017). Globalization. Retrieved from [www.investopedia.cm](http://www.investopedia.cm) on the 18<sup>th</sup> of September 2017.
- Kaur, R. (2012). Role of 21<sup>st</sup> century teachers. Retrieved on the 28<sup>th</sup> of September 2017 from [www.crsinquisitiveminds.blogspot.com](http://www.crsinquisitiveminds.blogspot.com)

- Maheshwari, V. K. (2016). Edgar Dale's Cone of Experience. Retrieved on the 10<sup>th</sup> of October 2017 from [www.vkmaheshwari.com](http://www.vkmaheshwari.com).
- Malamed, C. (2016). 10 definitions of learning. Retrieved on the 13<sup>th</sup> of September 2017 from [www.thelearningcoach.com](http://www.thelearningcoach.com)
- Masood, K. (2015). The role of the 21<sup>st</sup> century educator. Retrieved on the 2<sup>nd</sup> of October 2017 from [www.alueducation.com](http://www.alueducation.com)
- Morrison, G. S. (2009). Early Childhood Education Today. Retrieved on the 20<sup>th</sup> of September 2017 from [www.education.com](http://www.education.com).
- Nola, A. (2017). The 7 roles of a teacher in the 21<sup>st</sup> century. Retrieved on the 2<sup>nd</sup> of October 2017 from [www.etoninstitute.com](http://www.etoninstitute.com)
- Pestalozzi, J. H. (n. d.). Johann Heinrich Pestalozzi. Retrieved on the 5<sup>th</sup> of October 2017 from [www.jhpestalozzi.org](http://www.jhpestalozzi.org)
- Sparapani, E. F., Perez, D. C., Gould, J., Hillman, S. & Clark, L. (2014). Teaching and Learning in the United States, Taiwan, India and Mexico. Retrieved on the 10<sup>th</sup> of October 2017 from [www.journals.sagepub.com](http://www.journals.sagepub.com).
- Szucs, U. E. (2009). The role of teachers in the 21st century. Retrieved on the 27<sup>th</sup> of September 2017 from [www.sens-public.org](http://www.sens-public.org)
- Upadhyaya, B. & Singh, K. Y. (2008). *Educational Psychology*. New Delhi: APH Publishing Corporation.
- Williamson, J. (1998). Globalization: The concept, causes and consequences. Retrieved on the 20<sup>th</sup> of September 2017 from [www.piie.com](http://www.piie.com)