

MEMORANDUM

To: Amanda Ebel, Executive Director, South Carolina Connections Academy

From: Julia Da Silva-Beharry, Director of Julia's Global Enterprise Inc.

Date: April 17, 2016

Subject: Adoption of the Web 2.0 Technology Tools Encourage Creativity,
Communication, Critical Thinking, and Participation toward Sustaining the
Behaviorist Theory and the 21st Century Innovation and Learning Skills

In creating globally competitive opportunities for 21st Century educators and learners, it is extremely remarkable that the director of Julia's Global Enterprise Inc. and other qualified experts research for appropriate software tools that will successfully enhance pedagogical skills and encourage innovative solutions for every learner (AdvancEd, 2016). Several teaching and learning institutions have benefited from the Web 2.0 technology tools. With this in mind, the director of Julia's Global Enterprise Inc. submits this memorandum to promote the adoption of the Web 2.0 technology tools with the use of LinkedIn, Twitter, Google Docs, and Facebook to further inspire and improve creativity, collaboration, communication, critical thinking (4Cs) of the 21st Century Learning and Innovation Skills in the existing South Carolina Connections Academy (SCCA) grade K-12 courses. The adoption and integration of these tools will sustain the Behaviorist Learning Theory and the 21st Century Learning and Innovation Skills, which is inseparable with the SCCA mission that is providing a customized education curriculum for students to excel in their area of study and acquire problem solving skills that are needed to achieve their college and career goals (South Carolina Connections Academy, 2016).

It is also important to highlight that the National Center of Education Statistics (NCES) indicates that some of the virtual schools have experienced a fairly moderate percentage of failure rate in the e-Learners courses (U.S. Department of Education, 2012). Nevertheless, we are aware of several successful stories about utilizing the Web 2.0 technology tools in the virtual classrooms. Utilizing the Web 2.0 technology tools in virtual classrooms promote specialized pedagogical approaches to encourage student learning whenever a new learning tool is introduced to create a sense of community for online learners toward improving students' success in the e-Learning courses (Harasim, 2012). Graduates and parents have confirmed that the Web 2.0 technology tools in the e-Learning classrooms promote personal growth and development in academic achievements for various age groups of learners with diverse learning styles. The director of Julia's Global Enterprise Inc. recommends that the SCCA should integrate the Web 2.0 technology tools, particularly for the teaching and learning interaction with students-to-students, students-to-instructors, and students-to-faculty. The Web 2.0 technology tools are useful in the online classrooms and they are accessible with Internet capability on any computers, tablets, ipads, smart phones or web-based device. Every learner will be able to collaborate and communicate with their instructors and classmates to find innovative solutions for critical issues and other challenging occurrences.

However, it is also important to emphasize that the adoption of the Web 2.0 technology tools will encourage creativity, communication, critical thinking, and participation toward sustaining the Behaviorist Theory and the 21st Century Innovation and Learning Skills. The success of the Web 2.0 technology tools will also assess the qualitative and quantitative output of the teaching and learning activities with regards to its social and intellectual activities (Harasim, 2012, p. 152). The Behaviorist Theory focuses on the learners' behavior to determine whether or

not learning occurs. The Behaviorists Theory also focuses on whether or not the instructors provide appropriate guidelines and learning objectives for students to complete their tasks and assignments, as well as, peer views and feedbacks in a timely manner (Harasim, 2012). In this regard, the instructors will perform the role of a moderator to inspire the students to collaborate, communicate, and participate in their virtual learning environment with the Web 2.0 technology tools, which will create a community of knowledge (Harasim, 2012).

I will therefore re-emphasize that incorporating the Web 2.0 technology tools to the SCCA grade K-12 courses will be very advantageous to the students because the Web 2.0 technology tools uphold the Behaviorist Theory, which will sustain the 4Cs of the 21st century Learning and Innovation Skills. The Web 2.0 technology tools will also improve the efficiency of interaction and support from faculty and other administrative staff. In addition, no huge cost will be added toward adopting the Web 2.0 technology tools with regards to enhancing pedagogical skills and inspiring student learning because these tools are cost-effective. The adoption of the Web 2.0 technology tools will also add value to the existing grade K-12 courses at SCCA. I will therefore recommend that South Carolina Connections Academy adopt the Web 2.0 technology tools to encourage the 4Cs, and participation toward sustaining the Behaviorist Theory and the 21st Century Innovation and Learning Skills. Utilizing the Web 2.0 technology tools will certainly incorporate relevant educational activities which will create a variety of learning opportunities for students to use their prior and existing knowledge and skills to improve their next level of learning for their intellectual and workplace environments.

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