Pedagogical tools for the millennium teacher will look very different from those in place in most classrooms today. Video, sound, and text will all be interwoven, creating environments that will engage students as all senses are engaged. Students will be exposed to information and people in “real-time” settings, will be using a variety of learner-based tools (Bull, Bell, Garofalo & Sigmon, 2002), and will employ tools that speak to each other. As Kellner (2001) indicates, such new technologies may appear exotic in the present, but “will become increasingly commonplace in the future and will force a rethinking of education” (p. 47). Teachers will not be, nor should they expect to be, “experts” in the classroom, but will serve as guides, while they themselves receive guidance and assistance from others to support the use of technology tools that will be “in place” in millennium learning environments. Millennium teachers must ask for and expect this support, as it will be necessary to meet the “three musts” of teachers for millennium classrooms.

As we begin to rethink education for the millennium, the three “must haves” for teachers include the following: 1) teachers must know the learner, 2) teachers must know the curriculum, and 3) teachers must know the tools.

While these appear to be just what preservice teachers and in-service teachers have been addressing for years, these need to be perceived and acted upon differently than they have been in the past. Critical pedagogy for the millennium teacher must emphasize critical thinking skills and wise use of technology tools to accomplish the practical work of teaching and learning. Millennium teachers must work both within and outside the walls of school classrooms, learning, teaching, and articulating needs as well as possibilities, as they advocate for all students.

1) **Millennium teachers must know the learner:** Knowing the learner requires focusing attention on the learner. The role of the millennium teacher will be that of a conductor who orchestrates learning and assessment in a variety of contexts. The millennium teacher must be cognizant of strengths, needs, interests, and prior experiences of the learner as an individual and as a member of learning groups—and then use this information to design appropriate learning situations. Also, the teacher must be able to fashion environments that include conditions which promote student learning in newly created situations. Cambourne (2001) identifies immersion, demonstration, expectation, approximation, responsibility, use, and response as necessary conditions for promoting active, engaged learning. Learning environments that incorporate anchored instruction, situated learning, constructivist learning, and problem-based learning components will facilitate engaged learning in millennium classrooms. Teachers must be able to incorporate shared decision making, dialogue, and use of real-world situations to begin to raise the critical consciousness of students, giving students real reasons to be engaged in the learning process (Giroux, 2001), and ability to apply what they have learned. Knowing the learner in this way, the millennium teacher must be able to use technology tools to facilitate orchestration of communication, collaboration, and problem-solving environments to promote such engaged learning (Bacon & Kischner, 2002).

2) **Millennium teachers must know the curriculum:** As the knowledge base in all fields continues to increase exponentially, and as the number of required standards continues to grow, teachers must have the ability to locate and make use of resources that promote continuous learning. A millennium teacher must be on the cutting edge of new information in education, and use this information to make decisions about core knowledge and skills students must acquire. Millennium teachers must know how to scaffold work leading to standards
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