

## **Educational Technology In International Settings: Key Factors for Implementations and Interventions**

At its core, education is the practice of transferring and receiving knowledge. In this context, it is easy to realize the importance of understanding the audience of any instructional setting. Age, gender, race, nationality, and socioeconomic status can all impact how a student best receives knowledge. These effects are compounded at the international level, where cultural gaps intensify these differences and make global collaboration difficult. In addition, the increasingly-rapid evolution of technology adds further complications to the issue of improving education. While the complexity of all of these elements would seem to cripple efforts to implement educational technology projects or interventions, instructional designers and agencies have discovered several key factors that should be taken into consideration when planning their projects. Three such factors stand out as particularly noteworthy, especially with regard to Finland's educational future: national educational goals, financial plan, and delegatory infrastructure.

In the same manner as any instructional design project, a plan to implement new technologies in a foreign country relies heavily on the educational goals and desired outcomes of that country. In a report by F. Maringe et al. entitled "Emerging internationalisation models in an uneven global terrain," a global survey found that major philosophical differences exist between Angolphone, Confucian, and developing nations in terms of their goals for international educational improvements (32). This would greatly influence how resources are invested and how success is measured, and so the goals of the host country should always be explicitly detailed as a key factor when implementing a new plan. Finland has drafted a report on the

performance they expect from their student with regard to standardized test scores, so their resources have been allocated to improve their instruction to those ends.

In addition, the financial plan of a country plays a huge role in the constraints and feasibility of a new project. In UNESCO's "Regional analysis of ICT intergration and e-readiness" for Latin America and the Caribbean, reports found that while 31 nations had financial plans of implementation for new ICT initiatives, 7 nations (Mexico, Aruba, Jamaica, Curacao, Dominica, Monterssat, & Suriname) lacked national plans for some or all levels of public education (8). Unsurprisingly, nations without financial plans often lacked the resources to properly implement ICTs proposed by international bodies. As a result, instructional designers should study and derive their projects' constraints by identifying precisely how the host country will utilize it. Finland, for example, has established several grant-based and agency-based budgets for implementing specific technologies at certain levels of schooling. This has streamlined their work and helped balance spending with demonstrable results.

Finally, the instructional designer must be able to outline the infrastructure with which the country plans on carrying out a project. As an example, E. M. Coelho describes Brazil's education system in "The Use of ICTs in Education: the Brazilian Experience," stating that the country can suffer from an extreme diversification across its thousands of autonomous districts. Finland has much more regulatory oversight which serves to bolster new projects, but it also makes its decision-making more heavily-politicized. Regardless of the country or its makeup, instructional designers should always consider three key factors when making new implementations or interventions: national educational goals, financial plans, and delegatory infrastructures.

## Works Cited

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