

As a secondary art teacher at an international boarding school, I am extremely interested in the conversations, debates, and issues surrounding the topic of globalization and I am trying to bring the conversation into my classroom practice as much as possible. One of the topics reiterated in both articles this week is how the development and growth of technology has blurred the boundaries of the world's many nations and has created an integrated global commons. As stated by Elizabeth Delacruz (2009, p. xiii) in the introduction to, *Globalization, Art and Education: Mapping the Terrain*, "the world has now moved beyond a period of imperialism and expansion and into a new global geopolitical order or era of *Empire*, one that *in its totality* transcends and subsumes nation states and regional and ethnic rivalries" (Hardt & Negri, 2004). I was intrigued by the many different ways art teachers are using technology and social media as a means to conduct professional development, promote social change, network, and stay connected and "close" to the issues and topics surrounding the field of art education. I am in my early thirties, but I already feel "behind the times" in regards to technology and social media. I am constantly consulting my students to explain new advancements and doing my best to keep up! As an art teacher, though, I feel that my understanding, use, and integration of technology into my teaching surpasses the integration of technology into the teaching practice of most teachers of core academic classes. I am looking forward to continuing the conversation and implementation of social media into my lifestyle and teaching practice throughout this course. As stated by Delacruz (2011, p.17) in, "Educators' DIY Online Personal Learning Networks," "Connecting online extends art educators reach beyond their classrooms, school districts and universities (Delacruz, (2009b), mitigates some of the anxiety and professional isolation felt by some art teachers (Delacruz, 2004), and contributes both to our own communities of practice in art education and to the larger culture of civic engagement on the digital global commons (Delacruz, 2009a)."