Flexibly Glocalizing Higher Education: Enabling Student Choice through Online Global Collaborative Learning

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The Problem

Online global collaboration encourages students to collaborate and learn with others from different cultures …

However, …

… **It is not typically embedded into formal curricula in higher education.**

What is online global collaboration?

- Geographically dispersed

- Use of digital and online technologies

- Designed collaboration embedded into the curriculum

- Learning with and from others beyond the immediate institution

- Flexible learning environment

Often referred to as COIL – Collaborative Online International Learning

solving problems together

global citizenship
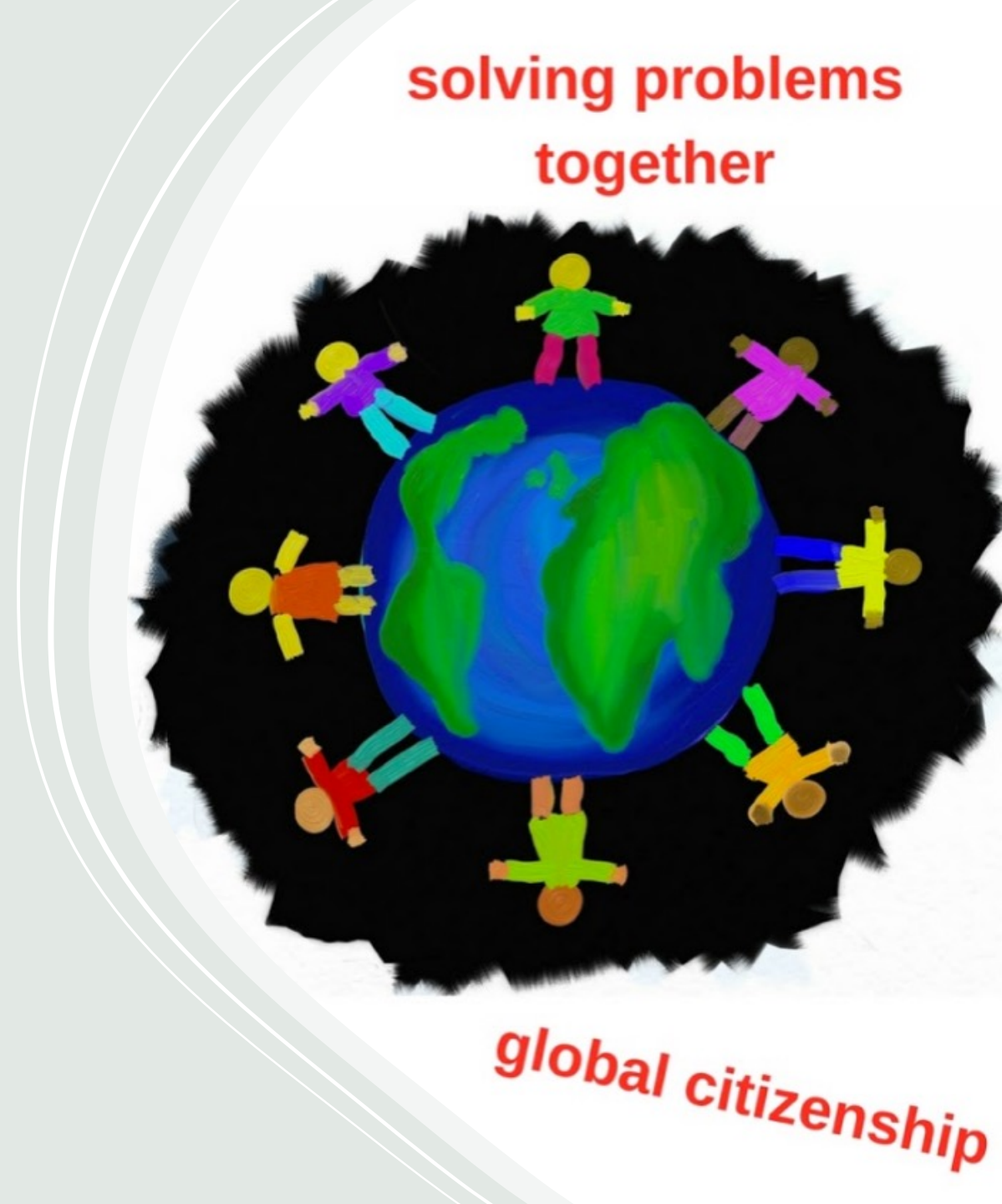
1 Online global collaboration is imperatives for all learners to be interculturally and globally competent	**2** Online global collaboration provides a focus for technologies and digital fluency development
3 Online global collaboration is a new paradigm for learning supporting graduate outcomes and employability	**4** Online global collaboration supports glocalization

Why online global collaboration?

(Some) Benefits of intercultural/global competence

Cultural intelligence (Hackett et al., 2023)

Increasing global mindset (Garcia et al., 2023)

Supports collaborative skill building and co-creation (Appiah-Kubi & Annan, 2020)

How do we...

Infuse online global collaboration into higher education ...

- In meaningful ways, as praxis - not tokenistic

- Embed into learning and teaching

- Design for cross-discipline and cross-institution learning

- Align with assessment requirements

Key Concepts and Practices

Connected and collaborative learning

Communities of Practice

Glocalization

Flexible learning

Pedagogical leadership in online learning

Application of educational technology and virtual learning environments to support practices

Connected and collaborative learning

Connectivism - acknowledges expertise of other participants (collaborators) through connected networks. Siemens (2005).

Collaborative learning - a vital part of a community of inquiry including purposeful discourse. Garrison (2006).

Collaborativism - learning theory in higher education based on peer discourse. Harasim (2017).

Communities of Practice (CoP)

"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."

Wenger-Traynor (2015)

International collaboration will be enhanced through the development of a global network (CoP) focused on supporting cross-institution online global collaboration through applying the three characteristics: **domain, community, practice.**

Glocalization

- A "think global and act local" mantra

- Accepting differences and applying to the local context without homogenization

- A 'glocalized' curriculum identifies and supports global collaborative practices

Flexible learning

Flexibility enables academics and students to customize the learning to individual needs and circumstances in relation to choices for when, where and how study takes place.

Innovation in flexible learning applies to finding solutions for collaborations across time zones, calendars, and other barriers by:

- Shifting belief from synchronous as the dominant learning mode

- Acknowledging asynchronous learning as the glue that holds online learning together

- Adopting a variety of approaches (online, hybrid, HyFlex)

- Ensuring student access and choice

(Jacka & Lindsay, 2022).

Asynchronous is the **glue** that **holds** online learning **together**

HyFlex Learning and Teaching
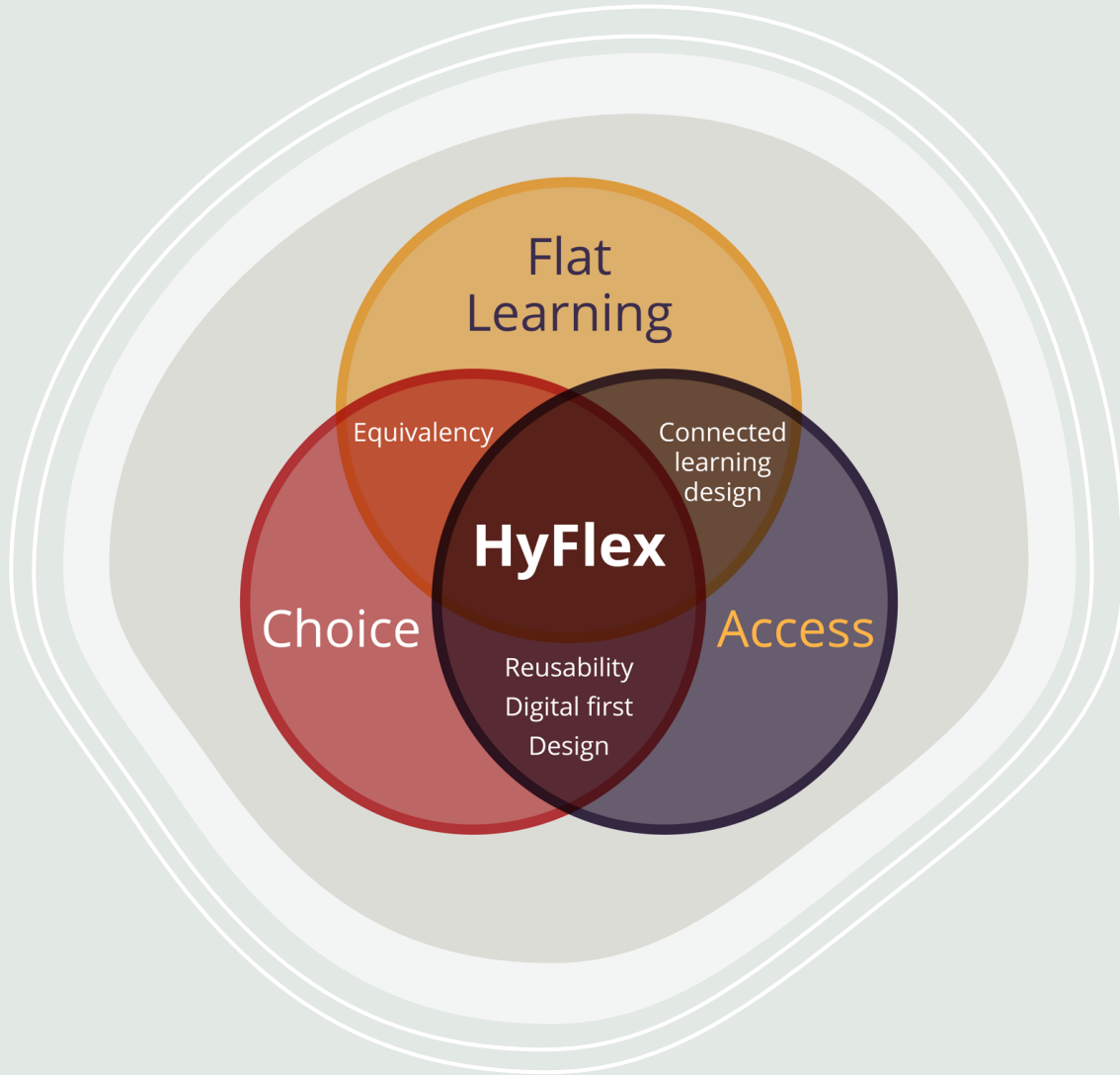
HyFlex learning is a combination of the terms hybrid and flexible.

The "flexible" aspect of HyFlex is that students are given choice in how, when and where they participate in the course and engage with materials and others.

Based on the Beatty (2019) model of HyFlex Principles, the approach shared here identifies three key attributes. These are:

- **Choice:** providing a range of choices for the learner

- **Flat learning** (Lindsay, 2016): connected, social, no hierarchy

- **Accessibility:** equality assured by embedded universal design principles

(Lindsay & Jacka, 2022)

Pedagogical Leadership in Online Learning

Embracing asynchronous connections and collaborations as the 'key' to global collaboration.

Fostering educator readiness, capacity and disposition for embedding global collaboration.

Educational Technology and Virtual Learning Environments

Choice and access to tools for connection and collaboration leading to co-creation.

Innovative approaches to teaching and learning.

Emerging edtech opportunities and choices for co-creation.

DISCUSS

What is YOUR vision for flexible and collaborative learning?

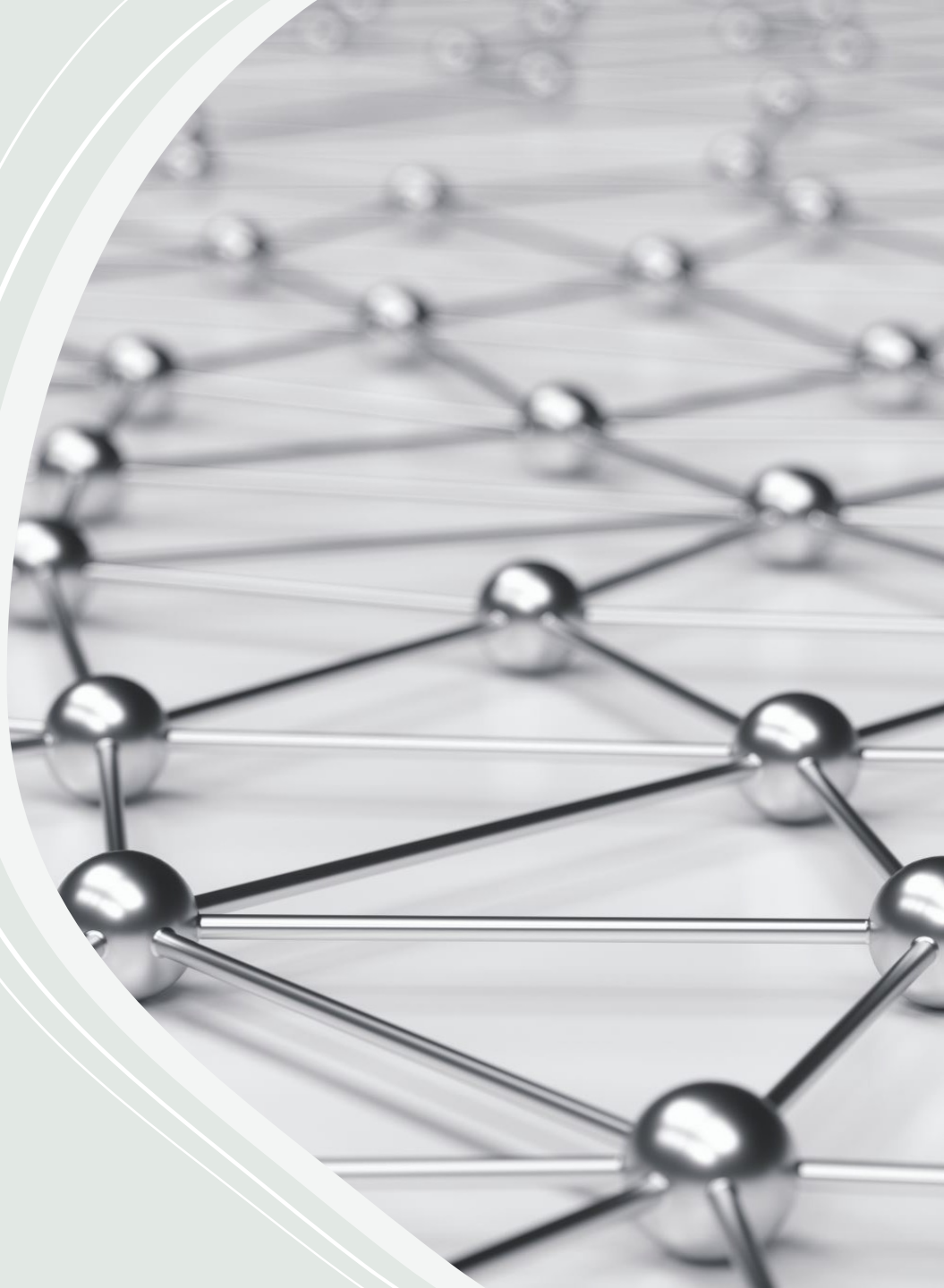# Sharing a vision for flexible and collaborative learning

··· Every student

··· Every year

Experiences online global collaborative learning.

To support:

- Global competency development

- Global networking and opportunities

- Co-creation of knowledge

- Reflective practice

How do we make this happen?

What do we/you need in higher education?	→	How will this work for (your) staff and students?

ENABLERS for Implementing Online Global Collaborative Learning

Flexible approaches to:

- Curriculum and learning design

- EdTech infrastructure, access, fluency

Learning choices that include:

- 24/7 and focus on asynchronous

- HyFlex modes: location, time, purpose

Educator change:

- Fostering a Global Collaborator Mindset

The Global Collaborator Mindset

Challenges the belief that technology integration and access to online networks automatically means educators are naturally global and collaborative.

Empowers educators and students in becoming skilled online global collaborators.

Potentially further **influences** pedagogical approaches through new ways of thinking, believing and doing.

Lindsay, J. & Redmond, P. (2022). Online collaborative learning starts with the global collaborator mindset. *Educational Studies*. https://dx.doi.org/10.1080/03055698.2022.2133957

Connection

- Design and manage an **online presence**

- Build a **Personal Learning Network**, join and leverage local and global **Professional Learning Communities**

- Develop **virtual working relationships** with multiple stakeholders

- Apply **synchronous and asynchronous** communication modes

- Share personal culture and be **curious and empathetic** with new cultures

- Develop **authentic audiences and partnerships** for collaboration

Openness

- Leverage available digital technologies to **create and share fluently online**

- Implement **new ideas for teaching and learning** with the belief that education is not just about content knowledge

- Adopt a **'beyond the textbook'** stance where learning can happen anywhere, anytime, with and from others

- Innovate and **integrate new pedagogies**

- Express **empathy, be respectful** of and receptive to **other ways of knowing**

Autonomy

- Assume **pedagogical independence** and **digital freedom**

- Apply **flexible and agile approaches** with curriculum, cohort dynamics, and global partnerships

- Demonstrate **resilience as a risk-taker** with change

- Adapt **online and blended learning modes** to take advantage of global learning opportunities

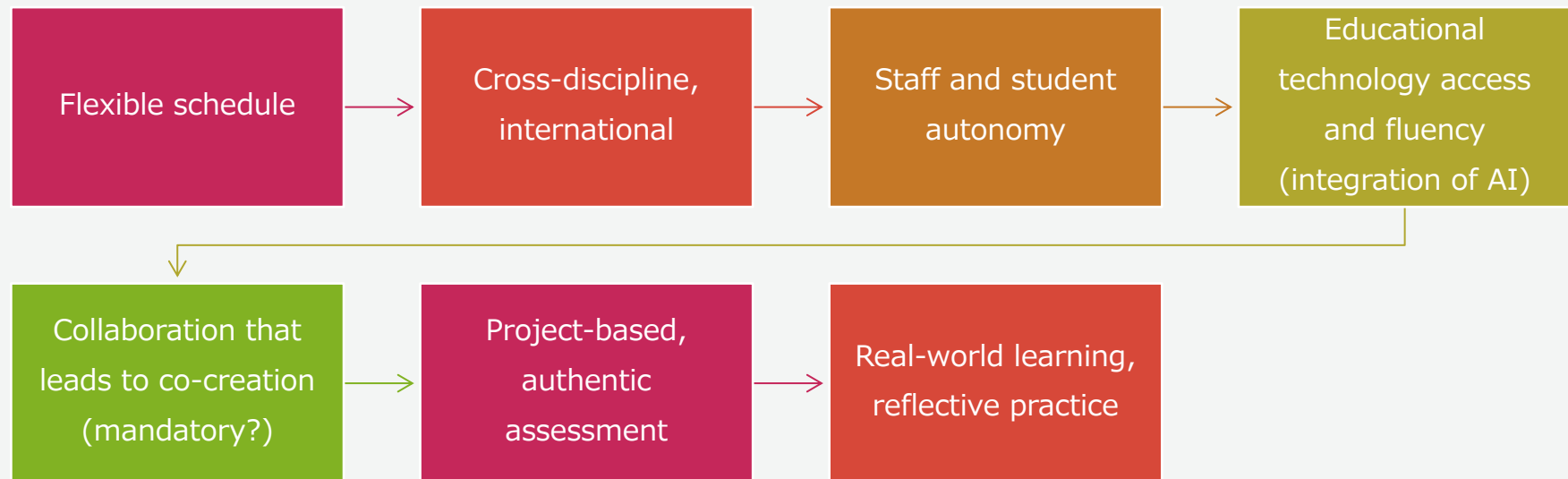- Reframe actions as **a leader in global learning**
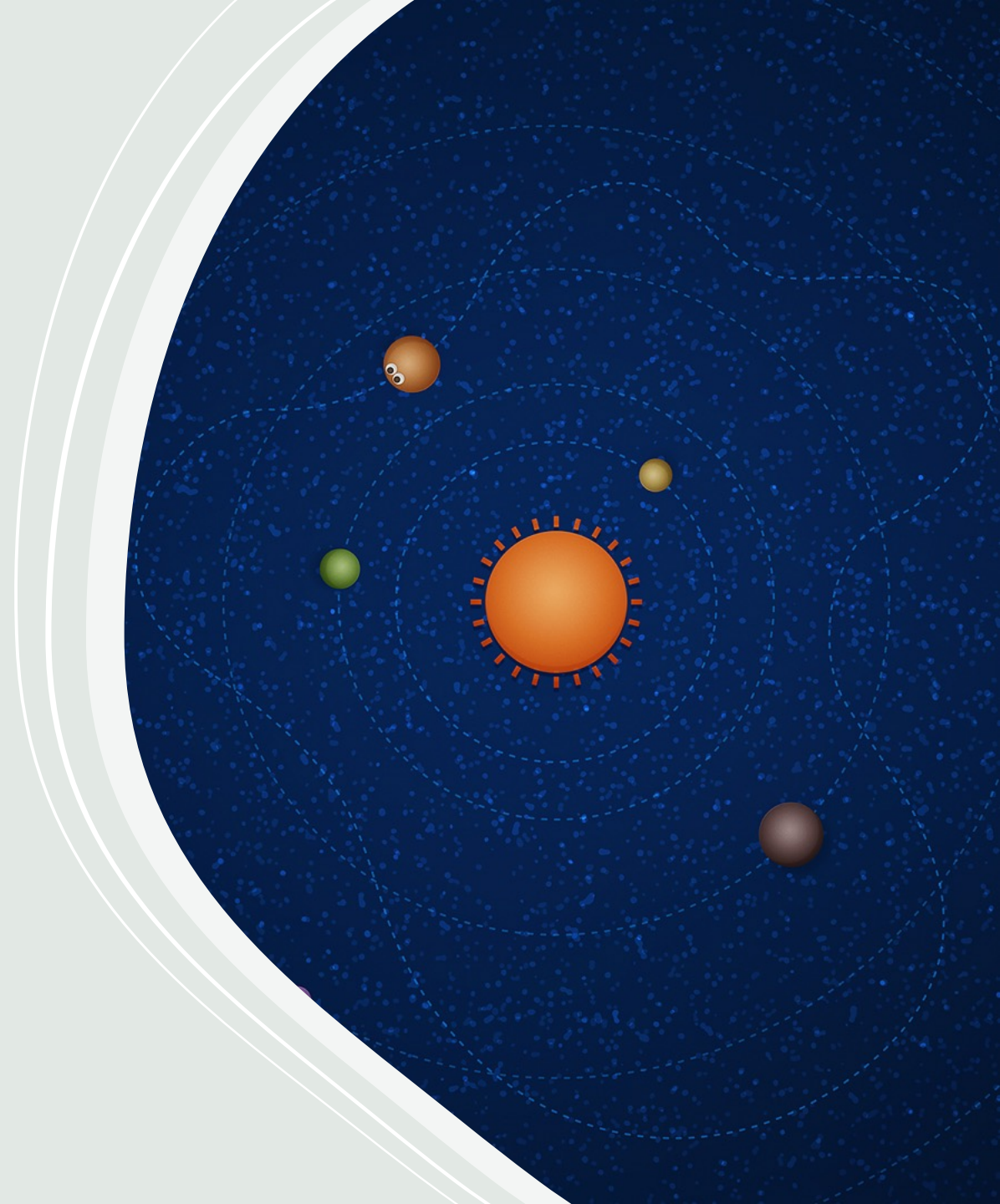
Innovation

- **Practice online collaboration** as the new normal

- **Design new collaborative models** for learning

- **Cultivate growth mindsets** and global citizenship amongst learners

- **Construct** new approaches and relationships to **learning while social**

- **Focus on processes as well as outcomes** through design thinking and design cycle applications

- **Lead new ways of thinking and learning** using digital technologies

Higher Education in the Future...

Flexible schedule → Cross-discipline, international → Staff and student autonomy → Educational technology access and fluency (integration of AI) → Collaboration that leads to co-creation (mandatory?) → Project-based, authentic assessment → Real-world learning, reflective practice

DISCUSS

University learning and
teaching of the future ...
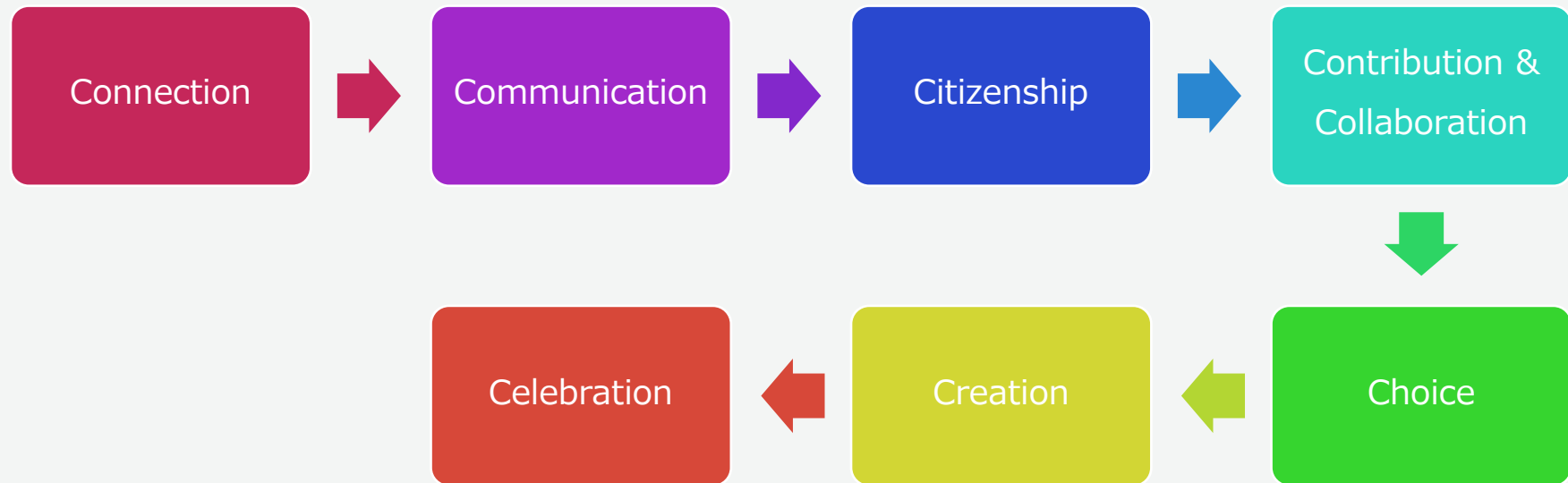What are YOUR ideas?

Getting started: Design for action

- Find like-minded educators
  (connection, openness)

- Design curriculum and outcomes
  (openness, autonomy)

- Select technology tools that all participants can access
  (autonomy, innovation)

- Manage the collaboration for success
  (openness, autonomy, innovation)

Adopt/Adapt:
7 Steps for Online Global Collaborative Learning Success

Connection → Communication → Citizenship → Contribution & Collaboration ↓ Choice → Creation → Celebration

Lindsay, J. & Davis, V. (2012). *Flattening classrooms, engaging minds: Move to global collaboration one step at a time.* Pearson.

What does this look like?

Example 1:

Interdisciplinary Global Debates

- Students are put into cross-institution debating teams

- A tool such as Voicethread is used for virtual asynchronous debating

- Time period: 4-6 weeks

- Nominate judges to determine winners

- Student comments on peer debates

- Student reflection on personal debate

What does this look like?

Example 2:

Collaborative Investigation

- Students are put into cross-institution groups

- Collaborative research and exploration of a topic, theme

- Time period: 4-6 weeks

- Group product e.g., website

- Individual product e.g., video, with outsourced clip from partner

- Consider the use of AI tools (relevance and accessibility)

What does this look like?

Example 3:

Immersive reality development

- Students are put into cross-institution groups

- Collaborative research and exploration of a topic, theme

- Time period: 4-6 weeks

- Group product e.g., Virtual reality environment

- Individual product e.g., learning task for users and written reflection

- Discipline: Archeology, any other

Making this possible

- **Upskill** academics to design, implement and manage online collaborative projects

- **Connect** disciplines and international partners

- **Build** a global CoP around the initiative

- **Adopt** the Global Collaborator Mindset

- **Develop** unique approaches to global collaboration - learning environments, assessments, collaborative pedagogies

DISCUSS

- Reflect on your institutional readiness

- How flexible is your approach to learning and teaching?

Research Goals, Outcomes and Benefits

This research aims to **investigate** how academics are currently approaching cross-institution communication, collaboration (if at all) and current readiness to co-design learning for meaningful and sustainable global collaboration.

Outcomes will inform strategies for building and sustaining interdisciplinary academic networks focused on co-development of global collaborative learning approaches.

Benefits include innovation in developing principles of sharing, access, flexibility, co- creation of knowledge, and open practices.

Objectives

Examine	Investigate	Define
Examine online global collaboration in higher education including practices, educator mindset and readiness.	Investigate cross-institutional curriculum design that leverages digital pedagogies leading to embedded global collaborative learning encompassing intercultural awareness and global competence.	Define attributes of an online global collaborative framework that guides learning in higher education.

Transforming Higher Education

This research has the potential to result in **transformative change** to education systems by establishing:

- Clear pathways and support structures for educators and their students to embark on embedded online global collaborative learning

- Flexible learning mode attributes for enhanced student success

Innovation in this project

Outcomes will bring together a **conceptual framework** that draws on educational concepts including:

- collaborative and connected learning,
- community of practice theory
- glocalization
- pedagogical leadership in online learning
- educator capacity for change

It will **inform key principles for** sharing, access, flexibility, co-creation of knowledge and openness

Research Project 2024

- Focus groups

- Survey

Exploring curriculum-based global collaboration in higher education

A Learning and Teaching Futures Portfolio Initiative

UniSQ

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https://create.usq.edu.au/global/

Online global collaboration encourages students to learn with others from different cultures but is not typically embedded into formal curricula in higher education.

However, well-designed online global collaborative learning has been found to transform learning and enhance skills such as effective communication and intercultural awareness.

Our research aims to explore barriers, enablers, and practices in embedded cross-institutional collaborative learning.

Outcomes will inform strategies for building and sustaining interdisciplinary academic networks focussed on co-development of global collaborative learning approaches.

Benefits include innovation in developing principles of sharing, access, flexibility, co-creation of knowledge, and open practices.

Exploring curriculum-based global collaboration in higher educati...

Copy link

University of Southern Queensland

Global Collaboration in Higher Education

Curriculum-Embedded Collaborative Learning

Watch on YouTube

Questions?
Something to share?

Let's Collaborate and Change the World!

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