



# The Expanding Globally Networked Landscape (or reaching the other 90%)



COIL  
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# Breaking Boundaries and Building Bridges with Globally Networked Learning Partnerships

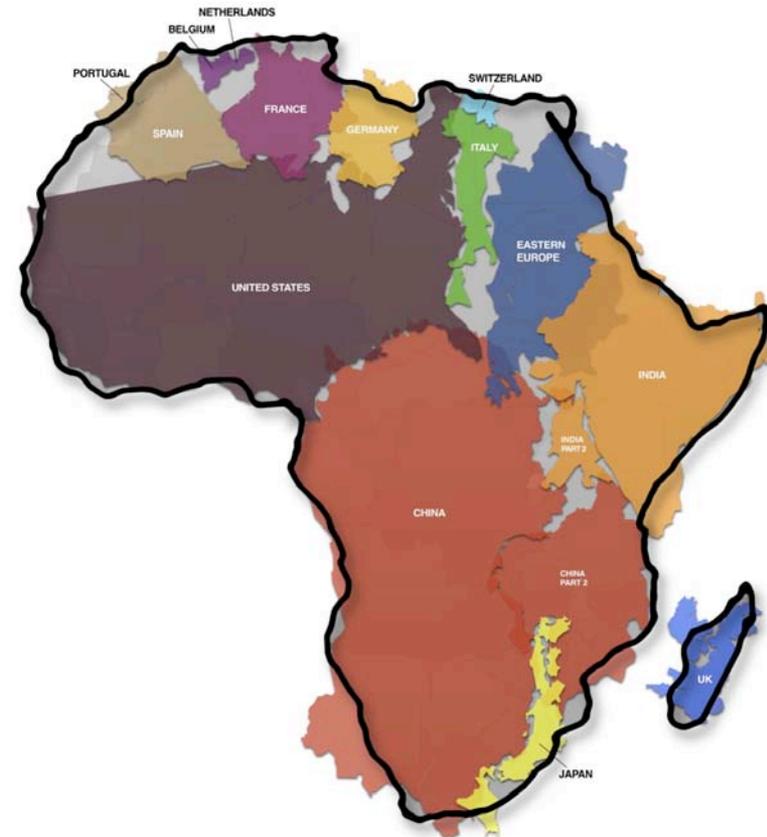
- iEARN – International Education and Resource Network -- Building on an existing global educational network





## Generally accepted that universities need to prepare students for a global workplace

- The need for 21<sup>st</sup> Century Skills applies across grade/age level
- Institutions stress need to recruit individuals who are globally competent
- Interconnectedness and transnational nature of economies, politics, conflict, migration, environment





Problem: physical exchanges that provide 21<sup>st</sup> century skills are reaching just a fraction of students and schools

The statistics for university-age students going abroad to study are bad (10 %), for K-12, they're devastating:  
For example, in the US, in 2010:

- 1,979 US high school students went abroad on year or semester exchanges (out of 20 million)
- Number either stayed the same or dropped in 2011



## Why is this important?

All students deserve the right to gain 21<sup>st</sup> century skills of the kind gained through international interaction. To succeed in today's globalized world our can get them via exchange 2.0:

Ability to work in teams through collaboration

Technology familiarity

Global competence

Comfort with other cultures and languages

Critical thinking & problem solving

Reading and writing skills



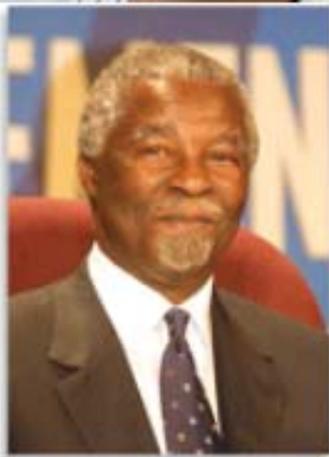


# We've created a Global Project-Based Learning Community:

iEARN **Daily** involves:

- 2,000,000 students from 130 countries (mostly lesser-developed) interacting online in a safe secure, multilingual environment
- With 47,000 member teachers
- Speaking 30+ Languages – with native speakers
- 200 concurrent projects in a “Collaboration Centre” platform







## World Personalities

- **Hideki Matsui**
- **Madonna**
- **Colin Powell**
- **Suzanne Mubarak**
- **Thabo Mbeki**
- **Wangari Maathai**
- **Bill Gates**
- **Hu Jintao**
- **Tony Blair**
- **Vladimir Putin**
- **Hillary Clinton**
- **Rigoberta Menchú Tum**



## Reasons for the model's success:

- Honoring and respecting educators—projects developed by them to fit curriculum
- Asynchronous interaction
- Multi-lingual capabilities
- Ability to handle text, all forms of multi-media
- Multiple classrooms engaged together—going beyond one-to-one
- Part of existing curriculum or course
- Faculty receive professional development





## Impact of Online Global Collaboration

- 75% of educators reported that “iEARN work helped their students appreciate other cultures *very much*”
- “61% of educators noted that their students’ ability to make connections between local and global problems had improved very much”
- 81% of educators who involved students in at least one iEARN project “felt that their students showed improvement in their academic skills and performance either *somewhat* or *very much*.”

Source: Columbia University School of International and Public Administration



## Impact of Online Global Collaboration

- 82% of educators...said that their interest in exchange programs had increased *very much* as a result of their involvement in iEARN
- 89% percent of educators reported higher morale as a result of doing collaborative learning projects
- 97% felt that iEARN helped students to enjoy learning and school either *somewhat* or *very much* (Uganda: “In my school iEARN helped increase student attendance by more than 50%)
- 81% of educators using video-conferencing reported that their students enjoy learning and school *very much*



## Faculty Enthusiasm Translates into Student Motivation: Delaware State Education Dissertation's Conclusions:

- Student understanding of global issues is greatly enhanced when students interact with peers in a country impacted by the issue
- An unintended finding was that educators greatly enjoyed the global education professional development experience and in turn shared their excitement and enthusiasm for learning with their students
- Students stayed engaged and were motivated because the educators enjoyed the global education



## NAFSA Focus Group Results

- Three focus groups met at the 2012 NAFSA Conference to determine whether an online resource that had success in the K-12 community could benefit the higher education community
- Groups were mixture of course faculty, administration personnel, etc., and all with an interest in internationalizing university-level education.

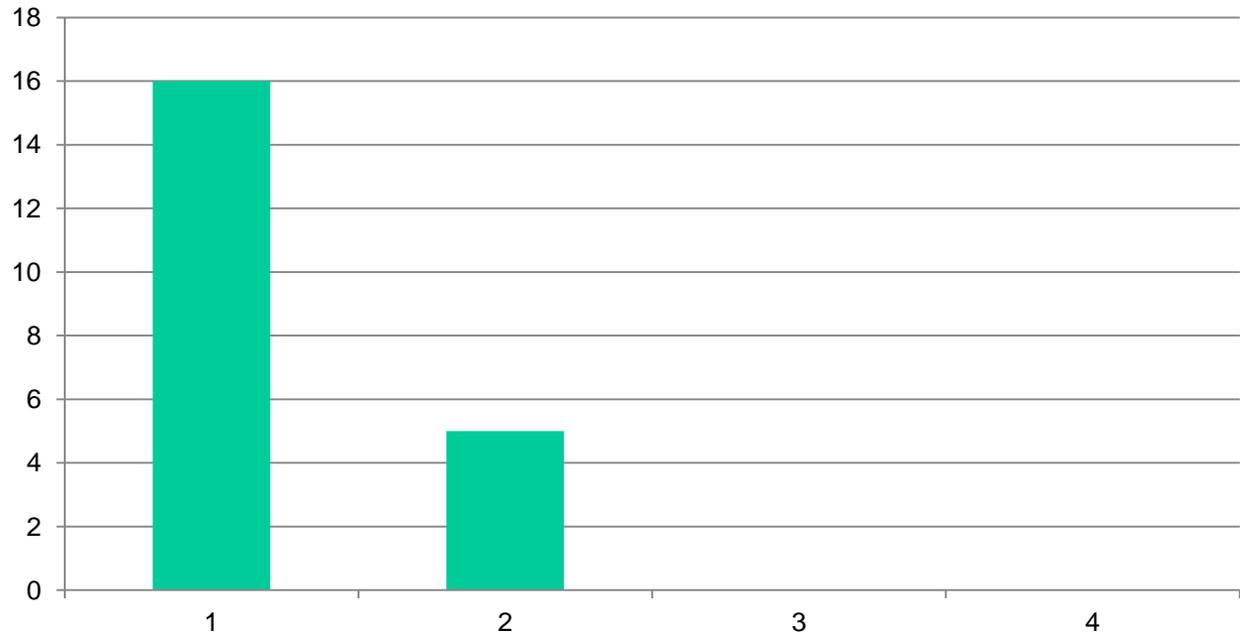




## NAFSA Focus Group Results Summary

Is your campus making an intentional effort to internationalize its curricula? We are not asking about the success of the effort just whether there is a process in place.

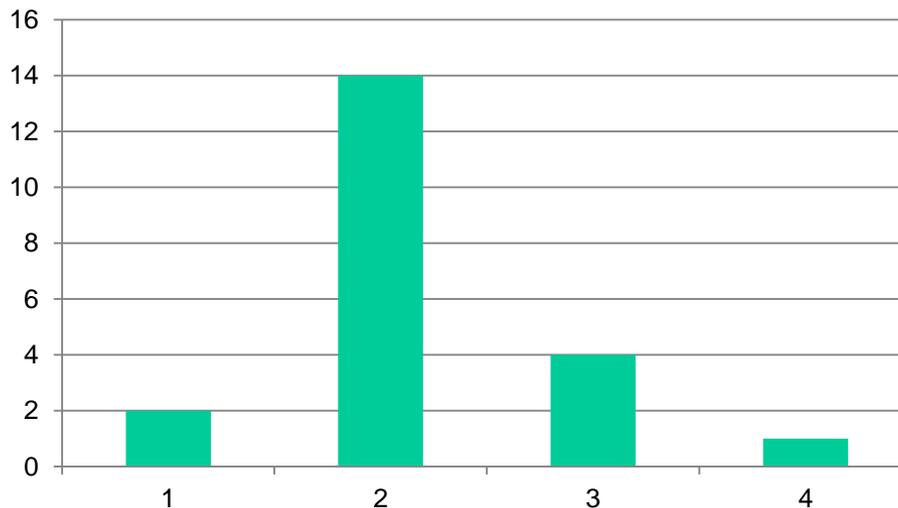
- Yes
- No





Overall, how would you characterize your interest in *iEARN Project*?

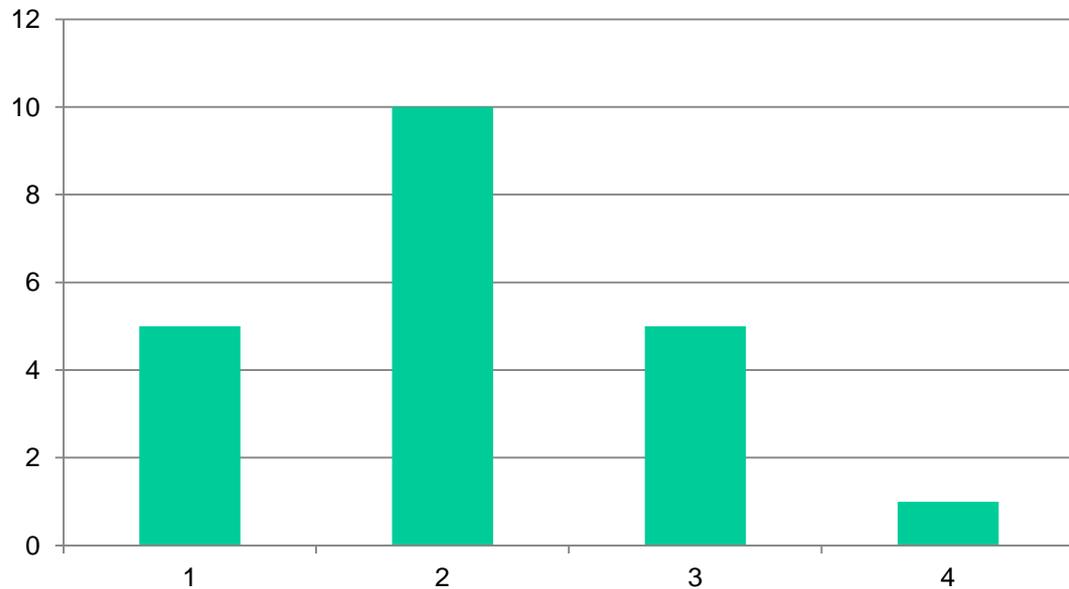
1. Extremely interested, lots of possibilities and no major concerns.
2. Very interested, lots of possibilities and some concerns.
3. Mild interest, concerns outweigh the possibilities.
4. No real interest.





Does your institution already have the ability to support projects between two university classes or a group of classes in multiple universities and countries working on the same course topic?

- 1. Yes, as good as *iEARN Project*, perhaps better
- 2. Yes, but not as good as *iEARN Project*
- 3. No, we have nothing like *iEARN Project*
- 4. I don't know





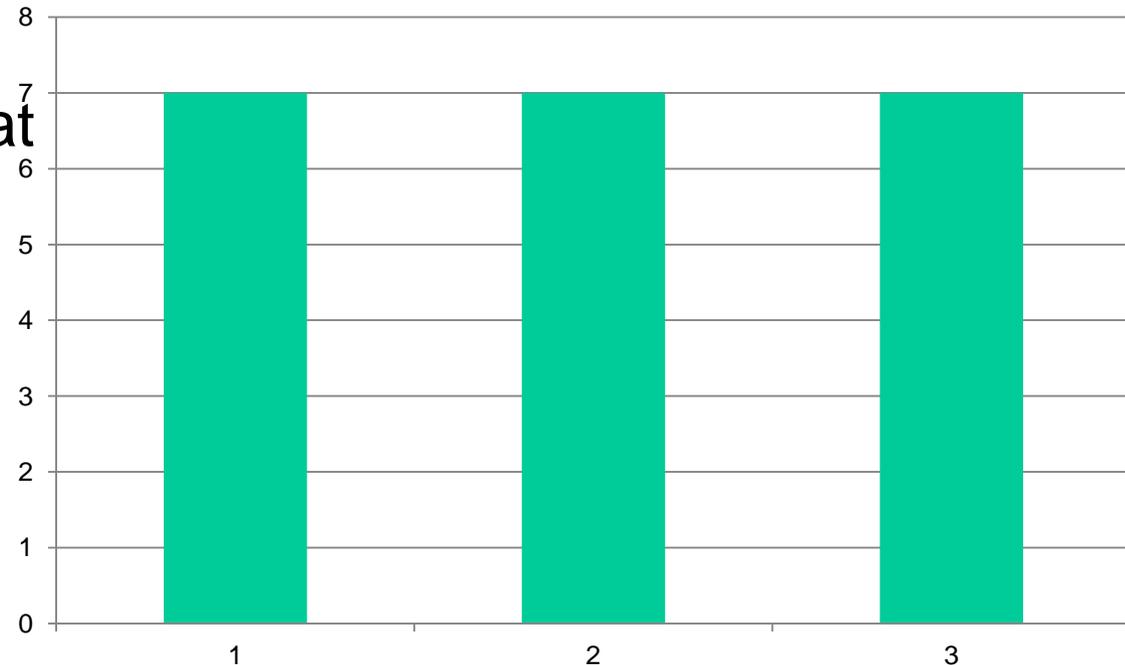
If we had *iEARN Project* and we had the means to introduce it to the faculty, ...

1. I am confident that 60%+ of our instructors would make good use of it.

2. 30% – 60% would make good use of it.

3. Fewer than 30% of our instructors would make good use of it.

4. I cannot estimate to what extent it would be adopted by the faculty.





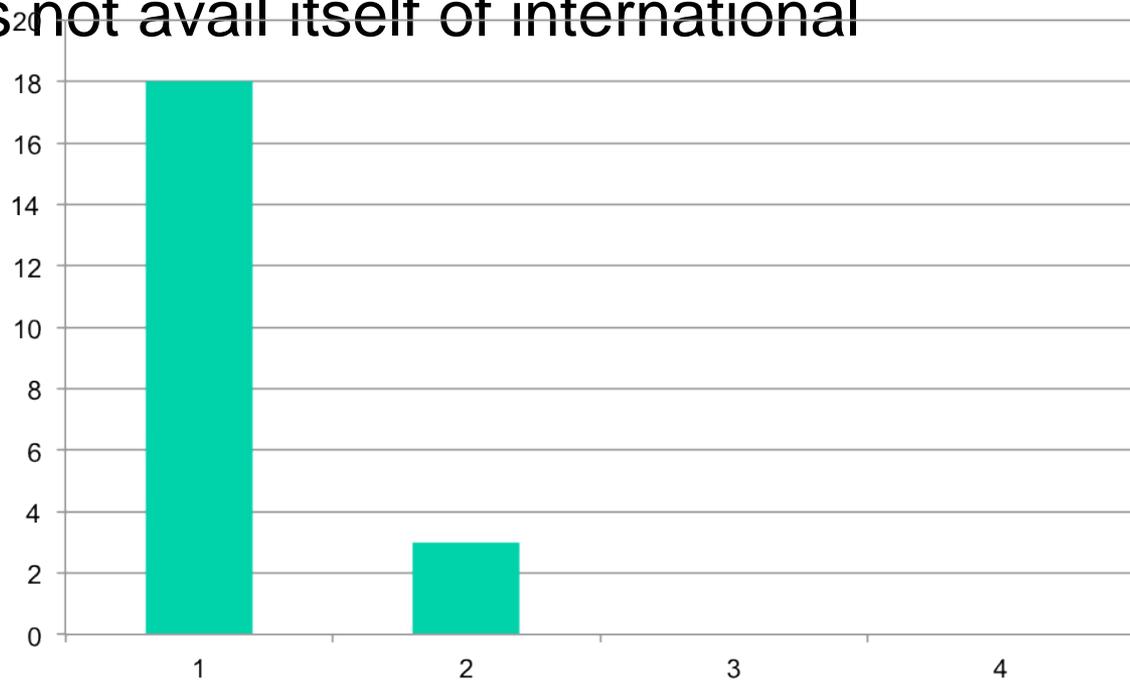
If I had *iEARN Project* at my disposal as an instructor, ...

1. I could easily imagine projects that would enrich the learning experience of the students.

2. Provide on example: \_\_\_\_\_

3. I cannot name any projects right now.

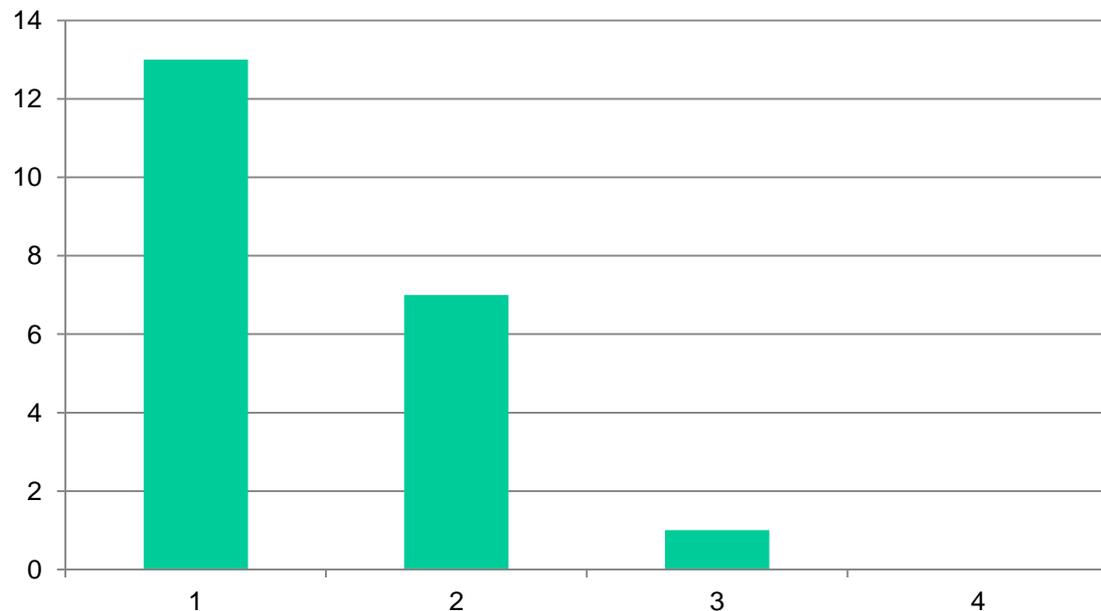
4. My course content does not avail itself of international collaboration.





To what extent would you see *iEARN Project* as part of the campus internationalization process?

1. It could play a critical role.
2. It would likely be an adjunct to other more traditional efforts like study abroad and interacting on campus with international students.
3. I do not see it being an important contribution to campus internationalization.
4. Does not apply





For more information or to join iEARN:

<http://us.iearn.org>

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