

# The Global Educator

Leveraging Technology for  
Collaborative Learning & Teaching

Julie Lindsay

International Society for Technology in Education  
EUGENE, OREGON • ARLINGTON, VA



## ABOUT THE AUTHOR

**Julie Lindsay** is a global collaboration consultant, “teacherpreneur”, innovator, leader and author. Originally from Melbourne, Australia, she worked in international schools for 15 years as an educational technology leader across Asia, Africa and the Middle East. Her passion is for online global collaboration and with her unique approach to digital learning she designs and manages online projects for all F–12 levels and customises learning experiences for educators including virtual courses and live events. She has presented keynotes and workshops at conferences around the world. Her first book, *Flattening Classrooms, Engaging Minds* was the first definitive text on how to embed global connections and collaborations for meaningful learning.

Julie is a Quality Learning and Teaching Leader (online) and Adjunct Lecturer at Charles Sturt University, Australia; Director of Learning Confluence Pty Ltd, Founder and CEO of Flat Connections.

She is currently President of the ISTE Global Collaboration PLN, a former ISTE International Representative on the Board of Directors, and a member of the Horizon Report Advisory Board from 2008. Julie is recognised for her academic achievements, MA in Music (La Trobe

University), MA in Education and Human Development specialising in Educational Technology Leadership (George Washington University) and is completing an EdD at the University of Southern Queensland with research focusing on online global collaborative educators’ and pedagogical change.



# CONTENTS

<i>Foreword</i> .....	ix
<b>Introduction</b> .....	1
<b>Part One: The Global Educator</b>	
Chapter 1: Attributes of a Global Educator .....	6
Chapter 2: Digital Technologies to Support Global Learning .....	34
Chapter 3: What Is Global Connected Learning? .....	40
Chapter 4: The Impact of Global Learning .....	48
Global Educator Case Studies .....	65
<b>Part Two: Leadership for Global Education</b>	
Chapter 5: The Global Education Leader .....	72
Chapter 6: How to Lead for Global Citizenship .....	88
Chapter 7: The Global Education Leader in Action .....	95
Chapter 8: Online Global Communities of Practice .....	103
Global Education Leader Case Studies .....	120
<b>Part 3: Online Global Collaboration</b>	
Chapter 9: What is Online Global Collaboration? .....	132
Chapter 10: Why Online Global Collaboration? .....	141
Chapter 11: Barriers and Enablers to Global Collaboration .....	154
Chapter 12: Online Global Collaboration: Design for Action .....	163
Online Global Collaboration Case Studies .....	198

**Part Four: Take Learning Global**

Chapter 13: Global Educator, Global Community .....	209
Chapter 14: Supporting Organisations and Resources .....	217
Take Learning Global Case Studies .....	229
<b>Conclusion: The Imperative of Becoming Global</b> .....	237
<i>References</i> .....	245

DEDICATION

*To John Lindsay for his tireless and unwavering support of my global adventures and to Violet Rose Lindsay, my third culture kid daughter, who understands what I do and why I do it.*

# Introduction

The proposition of this book is that modern learning (or if you prefer, digital-age learning) has to be global for all learners, and therefore learning environments must be connected and “flat” to support this. The implication is a shift in pedagogy, a shift in mindset and an essential purpose for the integration of digital and online technologies across the curriculum. In order to embrace global, connected and flat learning, teachers, schools and leaders (and students!) are challenged to become connected and global through curriculum redesign and new approaches to digital learning infrastructure.

It is pertinent to mention here the work of David Warlick, who first told us, ‘Our classrooms are flat.’ David has been an inspiration to me for many years, and when I connected with him again while writing this book, he told me, ‘The idea [of the flat classroom] was initially a visual gimmick for provoking *shakabuku* [explained on his blog, 2¢ Worth, as “a swift, spiritual kick to the head that alters your reality forever”].’ David further related,

Our notions of education continue to include a standing teacher, with knowledge to skillfully convey. We picture tall shelves of books, revered repositories of ageless ideas and ideals, and chalkboards, attached high on windowless walls, so that all seated students, trained to be open vessels, can passively accept an unquestioned education.

It’s easy. It works. Gravity drives the curriculum from high places to low places. But what use is gravity when reference books are replaced by information sources most children carry in their pockets? What use is gravity when students, in their adulthood, may need to relearn for new jobs every 4 1/2 years (Meister, 2012)? What use is gravity when children are more comfortable, knowledgeable, and literate than many of their teachers about technological innovations that are central to our society?

Classrooms are flat. How do we drive curriculum without gravity? What energy powers that learning engine?

A flat classroom recognizes that in a time of rapid change, learning becomes universal. It is no longer merely the result of instruction being imposed by trained teachers. Learning becomes the principal reason for being literate. What is learned can no longer be the prime objective of school. Learning, modeled by teachers, becomes the central essential skill developed and refined into a lifestyle by the school's graduates.

A flat classroom harnesses freely curious and self-directed learners, who are globally oriented to the future, with an intrinsic need to communicate and influence, and actively seeking to reconcile past with present, so that they can own their futures. In a flat classroom, learning becomes the energy that drives curriculum.

DAVID WARLICK, US, @DWARLICK,  
PERSONAL COMMUNICATION, 4 FEBRUARY 2015

The term “flat” has also been influenced by the writings of Tom Friedman in *The World Is Flat* (Friedman, 2007), where he discusses how digital technology has brought us closer together and we do not have to go “around” the world anymore; connections are flat; collaborations are flat. The original Flat Classroom Project of 2006 that I co-developed is described in this 2007 third edition of the book as “a learning initiative that brings the world to the classroom—flattens it!” (p. 502).

The aim of this book is to share ideas and practices to do with global connectivity and “flat” learning in order to encourage a deeper understanding of collaborative working modes so that these practices can be embedded into current curriculum objectives and beyond. The book content examines connected learning and learning communities; how teachers and leaders can foster networked professional development to support global objectives; online global learning opportunities; and managing change. It also includes pedagogical support for collaborative learning modes at all levels of education. Material in this book is narrative and includes many examples of global connections with a focus on curriculum design for successful collaborations for F-12 and above. Throughout, the voice of the educator is strong, while my voice weaves stories together and provides other pertinent material for consideration of new ideas and pedagogical approaches.

# 4

## The Impact of Global Learning

This chapter examines the impact of global educators and global education leaders on schools/institutions, students and the community. It also explores goals, barriers and enablers to global connected learning. Some of the responses from global educators share impacts that are obvious, and others are more subtle – but they all add up to establishing a learning environment that expects and supports global competence and global understanding.

### Global Learning's Impact on the Educator

Apart from the possible extra work developing skills to be a global educator, it is interesting to consider the positive impact of taking a global approach on the educator as a teacher and a learner. According to Brian Mannix (US, @mannixlab), 'The ironic thing is that anyone who so chooses can be a "Global Educator". It merely involves a simple decision to commit. You make a decision to commit to continuously asking and continuously connecting to those outside of your current vision. As soon as the commitment is made to take the leap, that is when the real leadership begins and that is also the moment where responsibility, purpose and integrity show you for who you are.' Interestingly, Mulugeta Birhanu, a secondary school teacher in Ethiopia, shares a slightly different perspective and one that in fact could be applied to *all* global educators: 'I am expected to teach, to solve problems related to education and I am considered as exemplary in every aspect by my junior staffs and students as well as outsiders.'



'Time, space and language are not viewed as barriers to the global educator. They are viewed as opportunities to create authentic learning experiences and develop the intercommunication skills needed in today's world. A global educator is someone who looks beyond the four walls of a classroom to create bridges between learners, the community, business, and different cultures to find mutually beneficial solutions to real world issues. Technology fast becomes a best friend and an essential tool for learning and interacting with a global professional network. It means you have moved beyond consuming content to being an active contributor and are passing this way of being on to your students. It means you are not afraid to be seen, learn from your mistakes, and never give up because you are always connected to the bigger picture and understand the power of sharing ideas to create positive futures' (Katie Grubb, Australia, @katiegrubby).

### Personal Awareness of "Being Global"

A major impact of becoming and being global for an educator is enhanced personal awareness of what it is and what is possible. This personal or individual awareness affects us all, sometimes dramatically, regardless of whether we live in a large city or a small rural community.

Stephanie Wujcik (US, @StephWuj45) tells us that being a global educator is inspiring, but takes work. She states, 'In order to effectively model and teach global engagement, the educator must first be deeply well engaged. This process takes time and effort to identify resources, especially given the frequency of change, in order to prepare and execute lessons.' Edna Pythian, also from the US, says, 'The biggest impact thus far has been how these conversations, trainings, and support have given teachers permission to dream and take risks when designing work for kids. The students see this effort by their teachers and appreciate it. The kids love having the opportunity to get to know others around the world. They get so excited!'

Matt Harris, from the US, now working in Indonesia, is influenced by the term "cosmopolitanism" as it applies to being a global citizen and being able to take a global perspective and work and live beyond the home country.





**Some Global Conferences to attend:**

Global Education Conference: <http://gloaleducationconference.com>

Learning2: <http://learning2.org>

K12 Online Conference: <http://k12onlineconference.org/>

## Grassroots Leadership in New Zealand

Award-winning New Zealand educator Sonya Van Schaijik (@vanschaijik) tells us, 'My own name is associated with being a global education leader. The work I do with teachers allows me the autonomy to trial learning and gives me the confidence to develop that same confidence with the children that I teach.'

I first met Sonya when she was on an award-funded education world tour. She came to Honolulu in 2013 to join the Flat Classroom Live! two-day event where educators and secondary school students came together to work collaboratively on solving global issues. Sonya has a true passion for leading educational change and learns quickly from and with others across the world.



'Advice for global educators: If they want to "become" a global education leader/ educator – they should be there now. [That's the] difference between thinking about the task and just doing it.' —Sonya Van Schaijik

### *Be Disruptive!*

Reflective professional learning, including disruptive practices that focus on process more so than product, was a focus of the #EdBookNZ project Sonya launched in 2014. "Connected educator" is a term being used a lot now, of course, but when talking to Sonya, the realisation is that it should be just what we naturally do as educators: connected learning that really has to be about collaboration and co-creation. Sonya tells us, "Through the work I do with Pam Hook and SOLO Taxonomy, I have identified this as thinking relationally because teachers working collaboratively together strengthens their understanding about making links with each other and with a topic. If an artefact is co-created then abstract thinking is extended. This was highlighted in the EdBookNZ project that happened during Connected Educators month 2014. Based on the work I did as part of the Flat

Connections Global Educator certified course I pulled together ten educators from around New Zealand to write a digital book. The feedback after the sessions was the writers had more fun and learning with the process of having a disruptive friend.”

Educators were invited to contribute to the book and to have a “disruptive friend (DF)”. This challenged their thinking and also had them reflect on how their thinking had changed. Although the book was finished and went live, the real learning took place in the process, and Sonya sees this as something we can emulate as educators in our classrooms. Sonya explains the role of the DF in a bread-making analogy. The DF is like the yeast: it makes something happen and you get a much better product through deeper thinking. The DF is not meant to be negative but fearlessly asks the questions that should be asked. They also push the work to be finished and at the highest standard possible. I think we all need a DF or two!

@

EdBookNZ 2014 outcome: <http://tinyurl.com/zwpb62f>

EdBookNZ 2015 wiki: <http://edbooknz.wikispaces.com>

SOLO Taxonomy (Pam Hook): <http://pamhook.com/solo-taxonomy/>

### Being a Global Education Leader Means ...

‘That I must take responsibility for creating the conditions where students can make connections personally and conceptually in a global learning community. It is about ensuring that our students have an orientation where they are learning about “what is” and “what could be” so that they feel empowered to make an impact on their world.’ —Wayne Denmar, International Head of School (Australia)

‘To teach learners concepts and skills necessary to function in a world that is increasingly interconnected and multicultural. It also means being able to help learners to examine issues from the vantage point of the individual, the local community, the nation, and the world community. It means teaching learners about problems and issues that cut across national boundaries. Furthermore, being global education leader to me means being able to see things through the eyes and minds others – and realizing that while individuals and groups may view life differently, they also have common needs and wants. Being a global

*(continued on next page)*