Pedagogical practices of K-12 online global collaborative educators

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The practice of online global collaboration in the K-12 classroom is emerging as a catalyst for multi-modal literacy, global competency and intercultural understanding. Implementation within a school context continues to be limited, however, to those educators who have access to a wider range of digital resources and willingness to take on ‘outlier’ tendencies. Online global collaboration broadly refers to geographically dispersed educators, classrooms, and other learning environments that use online technologies to learn with others beyond their immediate environment. This paper presents some preliminary findings from an investigation into educators’ pedagogical approaches influenced by online global collaborative learning. It also shares the emerging pedagogical practice of Online Global Collaborative Learning (OGCL) in support of a broader concept of an online global collaborative learning framework and discusses implications for K-12 education.