Chapter 10
Global Education Access Utilizing Partnerships and Networked Global Learning Communities

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ABSTRACT

Networked global learning communities build partnership programs between higher education institutions and high schools which allow students, teachers and professors to attend and work in college preparation programs located in countries outside of their native lands. These educational programs help to promote development of transnational policies and procedure reforms to provide access to universities in other countries, as well as provide exposure to global learning strategies, structures, and emerging technologies among teachers and educational leadership. Transnational High School-University Bridge programs also allow the student to adjust to a new culture and work to improve their second language skills, while potentially earning college credit in a dual credit, high school environment.

INTRODUCTION

Discussion, continued research, and forward development with reforms in building stronger global partnership programs between higher education institutions and high schools worldwide have never been more important in our society than they are today (Zakaria, 2008). Programs which allow students, teachers and professors to attend, participate, and work in college preparation programs located in countries outside of their native lands provide a unique opportunity for students to expand and enrich their transnational and cultural learning experiences (Gragert, 2008). Students often gain a transnational opportunity to work with educators on real life experiments and projects. These educational programs help to promote development of transnational policies and procedures to provide access for foreign students

to universities in countries outside of their home nation and also supply exposure to global learning strategies, structures, policies, and emerging technologies among students, teachers and educational leadership (The Globe Program, 2009).

Well planned and developed transnational programs which partner universities, colleges, and high schools add an even stronger link to global education (Gragert, 2009). Transnational high school and university partnership programs allow the student to adjust to a new culture and work to improve their second language skills, while earning college credit in a dual credit, high school and university environment. This paper will serve to generate relevant discussion in international academia and creative thought surrounding the importance of international and transnational educational programs to the global environment in which we now live.

Transnational programs, such as the global learning communities (GLCs) which will be highlighted in this paper serve to promote a high quality of cross-border education because they are designed to research, assess and utilize the optimum standards agreed upon by the educational leadership and faculty of partnering educational institutions (Gragert, 2008).

The U.S. Department of Education and the U.S. Office of the Secretary of State strongly promote innovative, international education systems. "We want the international community to know that our doors are open to the many foreign students who seek the benefits our higher education system has to offer" (U. S. Department of Education, 2006). This paper seeks to generate creative discussion, bold new ideas, and workable educational partnerships for quick action to support the U.S. government's declaration of an open door policy toward transnational education. As a result, is divided into seven distinct sections with a conclusion to discuss and propose expansion of educational policies to support and reform the emerging trend of utilizing GLCs as a stepping stone to the broader use of partnership programs for transnational education. Reform in educational policies will allow partnering global institutions at high school and university level, because design and share project based curriculum has the potential for positive impact on students worldwide through GLCs.

GLOBAL ACCESS TO HIGHER EDUCATION THROUGH GLOBAL COMMUNITIES

GLCs will continue to evolve rapidly with increased development of technology in fully functional mobile devices that both students and faculty may utilize anywhere in the world through the internet. Sharpe (2006) reports that "when the World Wide Web appeared in our lives, it was as if a seed crystal had been dropped into a supersaturated solution" (p. 16).

In just a few years a whole new structure came into place, linking up our desktop computers and the world of information into a new level of order. The computers were all there; what was needed was a simple, uniform way to link them. Suddenly everything was possible, as millions of people began to communicate with information servers everywhere. We are now at a similar threshold: the re-organisation of all our "smart" things as they join the connected world. This type of technology and the components it will provide serve as a qualitative change for modern education that is much more focused on the new capabilities of the web and how it can better serve teaching and learning. The World Wide Web was built for people to access information.

The technical community is now busy building open standards under the headings of Web Services and Semantic Web that will allow the exploding population of smart devices, information services and applications to interact directly with each other over the web in dynamic and flexible ways (Sharpe, 2006, p.16).

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