

# Global Learning



**MOVING LEARNING  
SCIENCES RESEARCH  
INTO THE CLASSROOM**

## DESCRIPTION

As products developed in one locale get used in another, we have to carefully think through how this impacts the learning experience. Global learning design ensures products are built on well-researched learning principles, links learning to learners' prior knowledge and contextualizes it within their lives, helps measure learning efficacy and impact on a global scale, and provides a framework for adaptive, custom, and modular learning to meet local needs.

Global learning design requires:

1. Developing from global learning principles
  - a. New learning builds on prior knowledge
  - b. Learning builds from foundational facts to organized concepts
  - c. Memory is the residue of thought and requires more than just "time-on-task"
  - d. Formative assessment is essential, since it helps learners to explore, explain, extend, and evaluate their progress
  - e. Learning depends on the interaction of learners' developmental level with the social, emotional, and intellectual climate of the course
2. Globalizing: Internationalizing + localizing or customizing
  - a. User experience (language, text/formatting, layout, color)
  - b. Content (graphics, translation, examples, metaphor)
  - c. Implementation (bandwidth, mobile use, implementation preference, policy)
  - d. Educational culture (time, assessment/grading, competition/collaboration, error focus, source of knowledge, communication, ICT competency)
3. Validating ecologically

For best globalization design, we recommend creating a locale reference guide that describes the learning scenario of the target audience culture/country, analyzing the product for areas of potential conflicts with that target locale, and then determining whether the change will require light localization, deep localization, customization, or whether the market may need further preparation to be ready for the product.

## CAPABILITIES

- Instruction: Multimedia active reading
- Instruction: Active learning experience
- Instruction: Player + item

## SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: User- (instructor, student, GEO) customizable authoring environment to make content, theme, and implementation modifications
- Simple Technology: Regional variations with slight modifications for things like sizes of buttons, icons, layout, language, brand, etc.
- Content Support: Segmented content to allow swappable localization (pictures, colors, examples); integration with user-uploaded content

## LEARNER IMPACTS

- Achievement
- Attitudes
- Motivation
- Self-regulation



**Pearson**



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
<b>Definition</b>	<ul style="list-style-type: none"> <li>  Strong incorporation of well-researched learning principles</li> <li>  Strong use of contextualized learning linked to learners' prior knowledge</li> <li>  Strong application of modular and open learning resources</li> </ul>	<ul style="list-style-type: none"> <li>  Some incorporation of well-researched learning principles</li> <li>  Some use of contextualized learning linked to learners' prior knowledge</li> <li>  Some application of modular and open learning resources</li> </ul>	<ul style="list-style-type: none"> <li>  Poor incorporation of well-researched learning principles</li> <li>  Poor use of contextualized learning linked to learners' prior knowledge</li> <li>  Poor application of modular and open learning resources</li> </ul>	<ul style="list-style-type: none"> <li>  Does NOT use effectively or is not a related activity</li> </ul>	= ____
<b>Model</b>	<ul style="list-style-type: none"> <li>  Strong application of the three-stage process for global design                             <ul style="list-style-type: none"> <li>• Develop</li> <li>• Globalize</li> <li>• Validate</li> </ul> </li> <li>  Strong application of global design principles</li> <li>  Strong globalization through internationalization and localization</li> <li>  Strong ecological validation through research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>  Some application of the three-stage process for global design                             <ul style="list-style-type: none"> <li>• Develop</li> <li>• Globalize</li> <li>• Validate</li> </ul> </li> <li>  Some application of global design principles</li> <li>  Some globalization through internationalization and localization</li> <li>  Some ecological validation through research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>  Poor application of the three-stage process for global design                             <ul style="list-style-type: none"> <li>• Develop</li> <li>• Globalize</li> <li>• Validate</li> </ul> </li> <li>  Poor application of global design principles</li> <li>  Poor globalization through internationalization and localization</li> <li>  Poor ecological validation through research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>  Does NOT use effectively or is not a related activity</li> </ul>	= ____
<b>Design</b>	<ul style="list-style-type: none"> <li>  Strong application of design principles</li> <li>  Strong adaptation of context to different cultures and locales</li> <li>  Strong evidence that design has achieved ecological validity</li> </ul>	<ul style="list-style-type: none"> <li>  Some application of design principles</li> <li>  Some adaptation of context to different cultures and locales</li> <li>  Some evidence that design has achieved ecological validity</li> </ul>	<ul style="list-style-type: none"> <li>  Poor application of design principles</li> <li>  Poor adaptation of context to different cultures and locales</li> <li>  Poor evidence that design has achieved ecological validity</li> </ul>	<ul style="list-style-type: none"> <li>  Does NOT use effectively or is not a related activity</li> </ul>	= ____
<b>Assessment</b>	<ul style="list-style-type: none"> <li>  Strong use of formative assessment to evaluate and improve learning</li> <li>  Strong use of feedback on the instructor, peer, and self levels</li> <li>  Strong use of metacognitive instructional strategies to help instructors assist students</li> </ul>	<ul style="list-style-type: none"> <li>  Some use of formative assessment to evaluate and improve learning</li> <li>  Some use of feedback on the instructor, peer, and self levels</li> <li>  Some use of metacognitive instructional strategies to help instructors</li> </ul>	<ul style="list-style-type: none"> <li>  Poor use of formative assessment to evaluate and improve learning</li> <li>  Poor use of feedback on the instructor, peer, and self levels</li> <li>  Poor use of metacognitive instructional strategies to help instructors assist students</li> </ul>	<ul style="list-style-type: none"> <li>  Does NOT use effectively or is not a related activity</li> </ul>	= ____