

1

The Global Campus

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THE GLOBAL CAMPUS: AN INTRODUCTION

This introductory chapter to the global campus will touch upon the following points: How is the global campus defined? How does the global campus fit in with personalized learning and product-oriented learning? How does a global campus cultivate the entrepreneurial spirit? What actions or attributes characterize students as contributing and responsible members of the global society? What are the various forms and shapes that global campuses can take on?

Once educators have reflected on these questions, they will also need to undergo certain mind shifts to implement global campuses: for example, rethink global competition; re-envision differences as strengths; adopt the glocalization mindset; and instead of the add-on mentality, implement the global campus while limiting increases in costs by rethinking all aspects of schooling including curriculum, organizational structure, infrastructure, staffing, and culture.

The Global Campus Defined

The global campus is one of the three elements of the entrepreneur-oriented education paradigm, together with *personalization* and *product-oriented learning*. The global campus suggests the transformation of the learning setting, from traditional physical classrooms to the globe, physically and virtually. It also suggests potential changes in how students are organized, from one group of same-aged students located at the same place to potentially project teams composed of students of various ages, backgrounds, and skill levels from different locations. Ultimately, the idea of the global campus is to transform defining schools as isolated local entities confined by physical facilities so as to enable students to learn for, with, and from anyone, wherever the learners or teachers are located.

The Global Campus in Relation to Personalized Learning and Product-Oriented Learning

The global campus is necessary for the implementation of the other two elements—*personalization* and *product-oriented learning*. In a related fashion, the implementation of the global campus, personalization, and product-oriented learning requires at least three things: utilizing the available (collective) resources of the global campus; utilizing the (collective) instructional resources of the global campus; and addressing an authentic (global) audience.

- Few schools have all the resources to truly personalize learning for each and every student. But if schools collaborate across political and geographical boundaries and *share resources*, together they can provide enough opportunities to meet the diverse needs of all students, enabling personalization.
- Local schools may have difficulty finding enough experts to support product-oriented learning, but if they *look for support from schools and institutions beyond their*

physical confinement, they will have much more success. For example, students working on certain projects may need the help of other students from different locations to serve as partners in supplying the necessary information or to contribute the unique components necessary to make the project a success.

- When students engage in product-oriented learning, they need an *authentic audience*. When all students begin to venture into personalized learning and product-oriented learning, they may exhaust local audiences and thus need to expand. Likewise, some projects may be of more value in distant lands and cultures than the immediate local community, making it necessary to look beyond the local “market” to find an audience actively interested in the product or project at hand.

Cultivating an Entrepreneurial Spirit

The global campus is essential to cultivating the entrepreneurial spirit in the age of globalization. To succeed, entrepreneurs need to have a global perspective, when looking for opportunities, developing new products and services, seeking partners and resources, and distributing their services and products. Entrepreneurs also need to develop cross-cultural competence to act on their global perspective so that they can gather information globally, working with partners globally, and understand their clients from different cultures. In a school that operates as a global campus, students have the opportunity to interact with their peers from other cultures constantly so they can build their global perspective and develop cross-cultural competence.

Characteristics of Contributing and Responsible Members of the Global Society

An ethical and responsible entrepreneur is a contributing and responsible member of the global society. Thus the global campus has the goal of providing opportunities for students

to learn about and address global issues facing all human societies, such as sustainability, cultural conflicts, poverty and inequality, as well as exploitation and human rights abuses. The global campus is necessary for students to develop a deep sense of the interdependence and interconnectedness of human beings as well as the seriousness of global issues. It is also a venue for students to develop both a global and local identity: in other words, being both a member of a local community, a citizen of a nation, and someone with a deep concern for people in other places, with respect for other cultures and tolerance of differences.

The Various Forms and Shapes of Global Campuses

A global campus can take different forms and shapes. Today's technology enables people to interact with people and resources in distant lands. Many schools already take advantage of online courses and tutoring from different places. Examples abound of students working with their peers from a distance. Some schools have built partnerships with schools and institutions in other nations to send their students on study-abroad trips. Others have begun to establish physical campuses abroad. But the extent to which most schools have begun to transform their learning setting from local to global remains limited, not only inadequate to meet the needs of the new education paradigm, but also insufficient to take advantage of the capacity of technology for global connections.

A global campus is much more than adding a few global engagement programs, offering foreign language courses, or study-abroad trips. It is reimagining schools as global enterprises. In a global enterprise, staff is distributed globally, resources come from all over the world, and students (clients) can be anywhere. To build a global enterprise type of school requires a mindset shift in a number of areas: global competition, differences as strength, the relationship between global and local, and availability of resources.

GLOBAL COMPETITION

The first mindset shift needs to occur in the area of global competition. The popular mindset of global competition is driven by the mistaken conceptualization of global competition as a zero-sum game. That is, there are only a finite number of jobs. When they are taken by some, others will be left with none. Nations are thus led to find ways to protect their jobs from being offshored. In education, this translates into actions that produce higher test scores than others, which is perceived as the indicator of “global competitiveness.” But the fact is, globalization creates a new market, new customers, and new opportunities for business. The number of jobs can expand, but it will depend on human ability to create products and services to meet the demands of new markets and customers.

Globalization presents an opportunity for global redistribution of talents, knowledge, and skills. Jobs requiring lower-level skills will be shipped to places where such skills are available at a lower price, forcing places with higher labor costs to come up with talents and skills not available at a cheaper price elsewhere. Thus, global competitiveness means different things in different locations. We cannot all win if the competition is only based on price. We must compete with qualitatively different skills and talents.

Thus, when building a global campus, we need to not think that we are making others more or less competitive than us or that we need to out-compete others. Instead, globally competent entrepreneurs should look for ways to differentiate themselves, find their strengths and the strengths of others to come up with solutions that meet the mutual needs of all.

DIFFERENCES AS STRENGTHS

The second area that needs a mindset shift is how to deal with differences. Prior to massive globalization, human societies had been isolated from each other by geographical distances,

physical boundaries, and political organizations. Taking history into account, human beings have been separated into isolated clans for a lot longer than we have been connected. As a result, distinct cultures, religions, and languages exist today. Although technology has made the physical distance disappear or much easier to cross, distance in culture, religion, and language remains large. These distances manifest themselves as vast differences in perspectives, values, attitudes, and behaviors.

Human beings are much more comfortable with similarity than differences. We tend to treat differences as a threat to our own values and often times consider them to be inferior at the same time. Differences can thus cause anxiety and lead to disputes and misunderstandings. However, in the globalized world, dealing with people from different cultural, religious, economic, linguistic, and political backgrounds is essential. Whether or not we agree with certain groups or individuals, we need to learn to interact positively with them if we are to succeed as players on the global playing field.

If we think of cultural differences from another perspective, we will find that differences can be sources of strength in cross-cultural relationships. People from different backgrounds necessarily bring to the table different worldviews and perspectives. Thus, someone from one culture may point out problems or identify new solutions that had not been considered in the other cultural context. Moreover, differences hold opportunities for the globally minded entrepreneur. What one doesn't have can be an unfilled need and thus an opportunity for those who possess the ability to create products and services that meet the need. Even bridging the differences creates a need for those interested in and capable of cross-cultural communications and cross-linguistic translations.

In turning locally defined schools into globally connected campuses, we are reimagining schools as places where students learn about differences that exist today and how those differences are, in fact, opportunities. Students on the global campus explore why differences exist, how they function and

affect the world, how to resolve conflicts and contradictions, and what needs to be done to create a more peaceful world. Students also develop empathy at a global level and the ability to understand other people's perspectives and needs.

GLOBAL AND LOCAL

The traditional mindset of education is that schools are local. They are geographically bound, serving the local community. In the past, it was believed that students would work and live in that same locality as adults. Quite often, school staff also come from the local community. As a result, the curriculum and learning activities are oriented to serve local needs. There are of course a few exceptions. International schools that serve globally migrant communities are one example. However, even schools interested in globalization typically treat the global element as an additional and external element.

Part of the local mindset is the belief that global and local are two different things. The global is distant, different, and disposable when necessary. The local is intimate, familiar, and essential. On some occasions, the local mindset leads to conflicting views about a school's efforts to become more globalized. For example, some may argue that connecting globally may reduce the school's capacity for acting locally. Others may think global services divert resources away from serving local needs. Still others may think that globalized schools devalue the traditions of the local community and wither students' the cultural roots.

These concerns are real but not necessarily valid if we can adopt a new mindset. Perhaps the best way to describe the new mindset is the term *glocalization*, which is *globalization integrated locally*. This term captures the spirit of the new world we live in. On the one hand, with the disappearance of distance, we can say that our "local community" has expanded to encapsulate the globe, akin to the idea of the "global village." On the other hand, we all still lead a life in the physical world, under the influence of national political

systems and local cultures. Global issues often have local manifestations. For example, public health is a global issue concerning everyone all over the world, but it means different things in different localities. Localness is also enhanced when viewed globally. In a sense, it is only against the global background that one's localness becomes salient. For example, Americans are Americans only when they are viewed in the context of other nationals. When everyone is American, their American-ness does not get noticed. This is why we "earthlings" get mentioned only in sci-fi works about denizens of other planets.

The mindset of glocalization brings the local community to the globe and the global world back into the local community. Schools adopting the glocalization mindset work hard to help students develop a deep understanding of their local communities in the context of the global world. They are simultaneously keenly aware of their local identity just as they understand their positions in the global community. They encourage students to address global problems in the local context. The glocalization school engages their students in activities that teach them about the value of their local identity to the broad global community and at the same time about how global issues are manifested locally. For instance, students from different parts of the world can all be working on solving the problem of environmental sustainability, but they would all do so in the context of their own particular community and local environmental assets, concerns, and needs. By interacting globally and sharing ideas while working on the same problem, students benefit from pulled resources, a diversity of thinking, and collaborative work.

COSTS AND RESOURCES

To change a traditional school into a global campus certainly involves costs and resources, especially when global programs are considered an add-on instead of being integrated into the school system as a whole. The dominant mindset

about innovations in schools is one of addition. When schools desire or are asked to teach new skills and knowledge such as global competence or world languages, they typically add courses to the existing curricula. This certainly requires additional costs and resources.

However, the add-on mindset will not likely be sufficient for the massive changes required to prepare entirely different talents. When we need a paradigm shift, we need to rethink everything. That rethinking is about all aspects of the school—curriculum, organizational structure, infrastructure, staffing, resources, and culture. In other words, the school will be transformed into a different entity that operates radically from its previous manifestation. The transformed school may not require more resources to operate, but it offers the new kind of education we need.

To transform a traditional school into a global campus, we can start by reimagining the curriculum. As discussed in *World Class Learners* and Book 1 in this series, a personalized learning experience is desirable for all students. To be capable of offering a personalized education to all students, schools must become museums of learning opportunities. Thus courses are treated like exhibits in museum that has both a physical and online presence to students' access from anywhere. In other words, schools do not have to be the originators of all courses any more. Instead of limiting themselves to only the courses offered at their local school, students can learn from online courses, and they can form coalitions to co-construct and share courses and take advantage of free resources such as MOOCs, Wikipedia, or the Khan Academy; using online tools, they can learn from professionals in far-away places who can instruct them via video chats. Additionally, students can serve as mentors and instructors for each other across geographical boundaries.

We also need to reimagine the organization of schools. In the traditional paradigm, schools are organized around classes—one adult teaching a group of students of similar age. This is why class size has been a persistent issue of contention

and why adding courses add costs. But if we begin to pursue personalized learning driven by students, we no longer need to organize students this way. We can think of students as self-driven autonomous museum visitors who choose to participate in learning activities that are available in and out of the school. Teachers change their roles. They are not instructors, but curators of learning opportunities. They do not have to know a foreign language in order to facilitate the learning of it.

Furthermore, when the school is transformed as a global enterprise, it does not rely on only local resources. A global enterprise operates globally. It serves a global community, which means a school can offer its special programs to students in other places. This can be a source of new revenue and resources. Similarly, a school can also bring in programs and courses from other places. A school does not have to own its entire staff either because it can hire part-time professionals as adjunct faculty from other places.

SUMMARY

This book is dedicated to helping schools and teachers to transform their educational setting into a global campus so as to enable the development of globally competent entrepreneurs. Such transformation requires a significant shift in mindsets. It requires us to reimagine all aspects of schools and schooling. It challenges our familiar concepts about what a school or a classroom looks like or what teaching and learning looks like. These are not easy challenges. Luckily we have pioneers in this area. Many innovative teachers and school leaders have risen to the challenge and started this transformation. The rest of the book gives examples of efforts to transform schools and classes into global learning environments and suggestions distilled from these examples.