


Chapter 2

Strategies for Using Online Education in Support of Global Contexts

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ABSTRACT

This chapter explores the potential of online education as a powerful tool for supporting global contexts and addressing the diverse educational needs of learners around the world. By harnessing the power of digital technologies, online education offers the potential to break down barriers of geography, culture, and economics that have traditionally limited access to quality education. Through a discussion of key themes and case studies, this chapter aims to provide a comprehensive overview of the strategies and best practices for using online education in support of global contexts. By the end of this chapter, readers will have gained a deeper understanding of how online education can be used to: Improve access to education in underserved communities. Provide personalized learning experiences that cater to diverse learning styles and cultural backgrounds. Facilitate cross-cultural exchange and understanding through global collaboration and virtual exchanges. Leverage technology to create innovative teaching and learning approaches .

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INTRODUCTION

In today's digital world, education is no longer confined to physical classrooms and geographic borders. Online education has opened up unprecedented opportunities for learning and engagement in a global context, transforming the way we think about learning, teaching, and knowledge sharing (Bozkurt, et al. 2020; Salas-Pilco, et al. 2022). Online education provides a platform for educators, students, and scholars from all over the world to interact, collaborate, and learn from each other (Adedoyin & Soykan, 2023; Aduba & Mayowa-Adebara, 2022; Vlachopoulos & Makri, 2019). This global exchange of ideas and perspectives has led to the development of more diverse and inclusive learning environments, fostering innovation and cross-cultural understanding. As online education continues to grow and evolve, it is increasingly important to understand the unique opportunities and challenges that come with global online learning. Dennen and Bong (2018) and Shonfeld, et al. (2021) cite that from cultural differences and language barriers to differences in educational systems and digital access, many factors shape the experience of online education in a global context.

Despite these challenges, the potential of online education to bridge the divide between cultures, nations, and peoples is vast. By promoting understanding and collaboration, online education can help build a more interconnected, informed, and compassionate global community. The global reach of online education is not only transforming the way we learn but also the way we work and communicate. In an era of globalization and digitalization, the demand for new skills, knowledge, and competencies is rapidly increasing, and online education has emerged as a powerful tool for upskilling and reskilling the global workforce. From online degrees and micro-credentials to massive open online courses (MOOCs) and corporate training (Waks, 2019; Resei, et al. 2018; Van der Hijden & Martin, 2023). Online education offers a wide range of opportunities for individuals and organizations to develop the skills and expertise they need to succeed in a rapidly changing world.

As online education continues to expand its reach and influence, it is essential to consider how it can be used in support of global contexts and issues. Some strategies for harnessing the power of online education in support of global contexts are fostering cross-cultural understanding. Online education can create opportunities for students from different cultures and nations to interact, learn from each other, and develop a deeper understanding of global perspectives. This can be achieved through collaborative projects, discussions, and virtual exchanges. Supporting diversity and inclusion in online education provides an opportunity to create more diverse and inclusive learning environments that reflect the full range of human experience. This can be achieved by incorporating diverse voices and perspectives in course materials, fostering respectful and open dialogue, and providing accessible and in-

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