The Role of Online Collaborative Projects on Improving Students' Global Competence,

Case of Jordanian Schools.

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Abstract

This research paper explores the roles in which online project's learning has contributed towards improving the global competence of students particularly in the use of technology and appreciating different languages as well as cultures. Online project learning empowers students to be globally competent by accumulating knowledge and dispositions that are critical in aiding them to navigate and accomplish different tasks in the interconnected world. Global competence is interpreted as the student's ability to understand and act upon various issues that are regarded to be of global importance. The credible sources have demonstrated how online projects are fundamental in assisting educators to expand their teaching space while, at the same time, bring much excitement in students' education process through the internet-based enhanced curriculum. Thus, globally competent students are characterized by their aptitudes to possess skills, values, and behaviors and apply them to issues of global significance. This paper reviews how online projects can assist students to develop global competence by acquiring the 21st-century skills like critical thinking abilities, problem-solving abilities, effective communication, cultural awareness research skills and practices, as well as interrogative questioning. These qualities are considered as the main pillars of online collaborative projects that enable students to understand and act on issues that are supposed to be of global significance.

Keywords: Online collaboration Projects, learning, internet-based enhanced curriculum, global competence.

Introduction

Global competence in education setup may be defined as the acquisition of skills and attitudes that enhance students' personal and professional productivity both inside their communities and around the world. Various studies have revealed how various technologies are being utilized to deliver education on the internet through online projects. This platform presents students with an opportunity to cultivate their abilities to commendably share their ideas and communicate across cultures appropriately and politely. The project-based online learning through collaborative discussions has enabled students to work together and in the process acquire specific skills and as well as knowledge to compete in the global job market. Accomplishing set goals empowers students to be globally competent regarding gaining experience that is crucial in shaping their worldview, indicating how the education sector has increasingly continued to embrace the use of the internet to deliver educational material around the world (Wang, 2014). The information provided through online projects learning empowers the students to acquire relevant skills that give them the ability to take actions to investigate the significant issues affecting the world, to be in a position to evaluate the different perspectives and communicate ideas. The online project learning has enabled students to learn to access enormous information more conveniently, to share information and allow different class participation in completing a specific project. The online project learning has significantly made a mark in conventional face-to-face learning by facilitating the students' collaboration to enable them to develop global competence by improving their knowledge regarding developing skills and attitudes that they can later apply to learn and improve their outcomes in the global perspective (Mander et al., 2014). Therefore, online projects are ideal for students who desire to develop global competencies because the program introduces the student to a curriculum that allows them to acquire skills and knowledge to assist them to identify issues in their own lives and be able to relate those issues on the global perspective. This is essential towards facilitating their reasoning because online projects present the students with an opportunity to explore facts through analysis, invention, and research to become globally competent.

The Importance Contribution of Global Competence in Education Process

Increased resources in the education sector have helped students prepare for the stiff competition of the global economy. Global competence contributes to the learning process by assisting schools to set high but achievable learning standards and assess learners in more productive ways. Students aspiring to be globally competent typically engage in numerous online learning activities that permit students from different schools to participate in collaborative discussions on subjects about sciences, humanities and so on. For example, the programs or subjects offered may differ to what extent a school wants to incorporate online based-projects as a form of learning in the curriculum (Richardson, 2015). This approach involves constant feedback from the educators and permits various attempts in situations where students initially failed to achieve specific criteria. This has resulted in more schools' increased participation by using the internet to improve curriculum-based lessons (Kohlbry, 2016). This presents the students with the opportunity to collaborate with others in joint online projects by holding discussions and using email correspondences to help them overcome educational barriers and become globally competent (Hew, 2016). Thus, online projects can be used by anyone who desires to develop global competency in a given area or field because a wide variety of topics help students improve their problem-solving techniques. The students collaborate to discover the data they require to accomplish the specific project as they continue with other classroom tasks. The online projects are a core ingredient for students' learning process because given projects can be used to assess whether students display the competency they are required to possess (Blessinger & Cozza, 2015). Online projects enable students to develop their skills and acquire knowledge by preparing them to become globally competent (McCabe & Gonzalez-Flores, 2017).

The need to achieve sustainable development objectives has prompted the state government to start formulating and implementing new education policies and examines the activities that happen inside the classroom. Both educators and students are significant factors in ensuring that international development goals are achieved (Fredrickson et al., 2016). There has been improved commitment to provide quality education that supersedes various schools' subjects by emphasizing on bringing the learners together sustainably. The quality of education also entails global competence associated with matrices for equity, equality, and effectiveness in schools. The students

pursuing global competence are presented with life-long learning objectivities to examine the local and global as well as intercultural concerns to understand and appreciate conflicting perspectives from others. The main role of online collaborative projects is to equip students with the 21st-century skills associated with critical thinking abilities, problem-solving abilities, effective communication, cultural awareness as well as technological awareness. The need to achieve global competence enables students to collaborate effectively and respect other students' opinions and take actions that may be helpful towards sustainability and collective progress (Mendoza-Gonzalez, 2016). This is the central pillar of online collaborative projects.

How Online Project Help the Students to be Global Citizens

All students around the globe regardless of their background status, social values, norms, socioeconomic status, and many others are presented with an opportunity with educational experience to enable them to become globally competent through online projects. There are four elements of global competence that interconnected learning imparts to students and they include the following:

Be Flexible to New Perspective: The students who are globally competent are open to new ideas because they believe other people's perspectives also matter. They can articulate and clarify other students' perspectives respectfully.

Ability to Communicate Ideas: Through collaboration students' are presented with an opportunity to communicate their ideas to a broader audience. This is essential in eliminating cultural, geographical and ideological barriers.

Skills to Investigate the World: Numerous research topics enable the students to frame essential issues and carry out a well-developed and age-appropriate research to improve their awareness about the world.

Take Action: The knowledge acquired through collaborative learning enables the students to be contestants in the world's arena and not participants.

Conceptual Framework

The integration of online project has illustrated a high level of acceptance instead due to its ability to enhance students' intellectual competence (Jackson, 2015). Based on the relevant sources regarding the current discourse on the benefits of online projects and how they can help improve students' competence, a conceptual framework for online projects has emerged associated with various critical success factors. The framework entails critical dimensions related to online learning. Firstly, it seeks to discover whether participating in the online projects functions as a replacement for or an improvement to traditional school-based projects as a way of instructions. Secondly, it looks into the type of pedagogy options or learning experience the use of online projects presents, to determine whether it is expository, interactive or active (Keengwe, 2016). Thirdly, establishing whether the activities are synchronous or asynchronous.

Conceptual Framework for Online Projects

Pedagogical Approach	Synchronicity	Conventional School-based approach alternative	Conventional school-based enhancement
Expository	Synchronous	Set of projects are done between the classes within the school or with other schools down the street.	Numerous projects supplement in-class projects.
	Asynchronous	The state standard projects are made available to the school so that students access them in their own time.	The online projects focusing on advanced topics serve as learning resources for students in the class.
Interactive	Synchronous	The projects conducted by the students entirely in the class present the students with limited opportunity to interact amongst themselves.	Online projects supplement state-based projects through time spent through collaborative discussions

			with other students around the globe (Keengwe, 2016).
	Asynchronous	The projects to be discussed are availed to the students on the message boards in which groups of the participant can select in their own time.	Online projects are supplemental for in-class participation for instance in science projects.
Active	Synchronous	Learning how to solve a problem in mathematics by consulting class teacher or a classmate.	Participating in online projects through collaborative discussions and correspondences presents enormous, constant feedbacks and different perspectives (Keengwe, 2016).
	Asynchronous	Project on social studies given to a class to discuss issues in the Jordanian history.	Online projects options presented as enrichment initiatives for learners to complete their regular projects in timely manners hence improving their competence (Richter & Nehorai, 2016).

Source: Handbook of Research on Active Learning and the Flipped Classroom Model in the Digital Age. IGI Global

The approaches discussed in the framework have indicated many aspects of accessibility, productivity, instructiveness, and flexibility. This, in turn, enables students to meet specific expectations by performing tasks to help them develop competency. The online projects are crucial in learning since they are oriented along paradigms of students' collaborations by collecting relevant information to enable them to achieve the set objectives (Messelink et al., 2015). Thus,

online projects are vital in learning institutions through supplementing their state projects by collaborating with other students around the world, to create content by working on different projects parameters entailing interviews and surveys to complete projects.

Literature Review

Recently, as a global competence matter, the new generations of students need a modern and diversified skills from previous generations, In the curriculum, global competence defy the abilities of students to discover the world, diversified of perspectives, communicate ideas and apply important action. Besides, new curriculums focusing on 21st-century skills such as, artistry, curiosity, imagination, innovation, as well as personal expression and how to be a creative student. Moreover, the modern education in this century attracts the students in their own learning and encourage them to get more information and communication technology, global awareness, multicultural literacy, scientific literacy and reasoning, the scientific method, Besides, militate for getting the awareness and grasp the knowledge. Furthermore, motivate them to learn more in school and beyond.

Studies have illustrated the effectiveness of online projects for preparing the students to be global citizens. To begin, educators can make the students globally competent by using online project model that endeavors to enhance curriculum-based lessons by collaborating with other students around the world to work on given projects. This will help them acquire skills to succeed in academics at the global level (Keengwe, 2014). Online project prepares the student to become globally competent by intergrading technologies that connect all learners all around the globe. The online projects are associated with discrete projects, complex research topics and multi-complex questions to solve; it presents learners with various learning techniques which are essential in improving an individuals' global competency (Hill, 2014). The learning techniques include logic deduction, surveys, iterative learning, and others. Thus, preparing students to become globally competent requires schools to embrace technology which enables the schools to be digitally connected.   The online platform has enormous resources that are often categorized based on the student's grade level, and since the projects can be very complicated for a single student to

accomplish them alone, this technique hence seems to encourage collaboration between students thus promoting teamwork.

Educators may also prepare students to become globally competent by using online projects that are based on learn-think-apply activities that may demand the students to develop like a computer application device and many others that are crucial in building work portfolios they can later use to apply for work based on their non-curriculum programs. This philosophy may enable educators to help students learn how to explore issues of global significance, critically think and take actions towards improving their communities and the world around them. This will consequently assist them to acquire skills that will enable them to become competent in both their academic and professional life as well as become globally competent (Raby & Valeau, 2016). The learners are also provided with a chance to learn the importance of planning to accomplish a project in the real-life situations (Vincenti et al., 2014).

Educators may also use online projects related to human rights issues to build the students' interpersonal skills and interest for human rights concerns because the variety of projects typically demands them to work collectively to spark discussions and awareness. This indicates that if educators use online projects that are based on human rights concerns, it may enable the participants to develop communication skills and possibly empower students with conflicting personality to collaborate with other students without tensions (Information Resources Management Association, 2017). For example, involvement in a project concerning Global Goals for Sustainable Development may enable the students to formulate ways to eliminate extreme poverty, social inequalities and climate change for a sustainable future. This can introduce students to specialization that are often customary in the real world. This can also give the students the ability to be accustomed to working together with others and at the same time discover how to allocate resources optimally by delegating different tasks to different people in the group. This builds students' global competence by educating them on how to share resources to complete a given task (Bennett & Kent, 2017). This will also enable the students to learn how to manage the time allocated to accomplish a task hence becoming globally competent.

Educators can use the variety of online projects and numerous feedbacks to act as a reservoir of knowledge to help the students develop their hobbies and natural talents to become globally competent. Also, the related joint problem-solving ventures equip the students with techniques that can increase opportunities to succeed in every career option they take once they complete their education (Leavitt et al., 2017). According to Barrett et al., this enables the students to develop intellectual competence because collaborative learning activities equip the learners with skills to use alternative approaches in the circumstances where their first attempt fails to yield the desired results in the global perspectives (46).

Conclusion

The effectiveness of online projects is essential towards enabling the students to become global citizens. This is evident through the various skills that the students who participate in the online projects display when performing real-life related tasks that enable them to become global competence. 21st century skills such as health and wellness literacy, including nutrition, diet, exercise, and public health and safety help students to actively engage in their society and make them able to facing the problems and difficulties around them. Therefore, Online projects improve their perception regarding various tasks and at the same time enhance their global expertise in handling the existing problems at the global level. Therefore, the rooted problem-solving skills involved in the online projects are the main factors that equip students with skills and knowledge that help them become globally competent.

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