The world is in the midst of a revolution in education. Connected through technology, learners everywhere may have free access to content online, creating new learning pathways both inside and outside traditional educational institutions.

Access to content, however, is not enough. Effective delivery of content alone does not directly translate into effective learning. Learners need to be actively engaged in study and practice, integrated with other learners and supported in developing the confidence and motivation needed to master difficult material. The best educational technologies build on scientific studies of learning and incorporate such tools as artificial intelligence and machine learning techniques. They actively engage individuals, with the material and with one another, delivering dramatically better learning outcomes and completion rates, and resulting in students who love to learn. Courseware designed using these kinds of technologies can adapt instruction to the needs of each learner, match learners in ways that result in ideal learning communities, and create contexts for learning-by-doing. In so doing, they personalize instruction to individual capacities and prior preparation.

These learning systems are scalable to millions. Yet they can be as personal as a private tutor. By both expanding access and dramatically improving learning outcomes, these approaches promise success and productivity for every learner, anywhere, at an affordable cost to society.

Learning scientists, technology providers and university leaders around the world are pursuing the promise of what such technology is making possible, while asking important questions about the nature of learning, and the role of new technology in learning, the answers to which will continue to improve both technology and teaching methodologies. But these questions cannot be answered by one institution, company or nation alone. While much has already been gained from collective educational partnerships, the scope needs to be significantly broader.

In order to address this broader need, Carnegie Mellon University has created the Global Learning Council (GLC), in concert with the launch of The Simon Initiative. The GLC is pleased to include a distinguished group of members who represent the leadership from major organizations representing academia and industry with significant experience and a proven track record in influencing learning and education outcomes. The GLC is a virtual organization, committed to the use of science and technology to enhance learning. It is dedicated to open sharing of data and best practices among institutions and across sectors, with the additional hope that the proven value of such technologies will support increased investment in providing broadband connectivity to the many millions who currently do not have it.

The GLC will convene leaders from the global academic, industry and nonprofit sectors to:

- Improve communication and coordination among key constituencies;
- Develop standards, ethics, protocols and practices that promote collaboration and advance our understanding of learning and the role of technology in learning;
- Identify shared areas of focus and develop strategies for action.

Ultimately, the GLC will serve as a best-practices resource for individuals, institutions and organizations seeking to deploy technology-enhanced learning approaches to improve learning outcomes for all.