



# Open Access Indonesia Journal of Social Sciences

Journal Homepage: <https://journalsocialsciences.com/index.php/OAIJSS>

## Glocalization: An Emerging Approach in Teacher Education

Abubakar J. Radjuni<sup>1\*</sup>

<sup>1</sup> Faculty, Senior High School Department, Mindanao State University, Sulu, Philippines

### ARTICLE INFO

#### Keywords:

Glocalization  
Emerging  
Changing Nature of Education  
Glocal perspective  
Glocal Teachers' Edge

#### \*Corresponding author:

Abubakar J. Radjuni

#### E-mail address:

[baksradjuni@gmail.com](mailto:baksradjuni@gmail.com)

The author has reviewed and approved the final version of the manuscript.

<https://doi.org/10.37275/oaijss.v4i4.59>

### ABSTRACT

Due to the increasingly complex and rapidly changing world, teachers' role has continuously been changing and they have to open their eyes to the reality of the world. Particularly in Sulu, pedagogical and technological development in education are remained outdated and traditional. Yet, changes in the past 20 years for the environment, employment, relationships, health and wealth, in society, safety, culture, communication, and even the values demonstrated by society's leaders. We could argue that virtually everything has changed and that students today think, act and understand things differently from how their parents did. The same with the changes happens in educational context today which the teachers need to "think globally and act locally". This papers anchored on the view that glocalization in education is the effective approach for the nation to catch up with the trends at par with other developed nations. It is presumed the education today has changed so much, it is appropriate that we look at what teachers need to do in order to prepare young people for the modern world, with its increasingly complex and rapidly changing future. This is the effective approach to make our educational environment in Sulu more relevant to the society. Therefore, the teachers must be updated and research-oriented which help our government toward promoting quality education in Sulu and the country as a whole. This paper is solely based on the secondary data. The different sources of data are journal articles, websites, books, reports of various organizations, articles published in international and national papers, etc. This paper gives a brief description of the glocalization in education as an approach to education. Hence, the main objective of this paper is to highlight the glocalization in education as an approach toward achieving quality education which covers changing nature of education, glocal teacher and glocal teachers' edge.

### 1. Introduction

Due to the increasingly complex and rapidly changing world, teachers' role has continuously been changing and they have to open their eyes to the reality of the world. To do this, they have to ask themselves this question "what can a 15-year-old do or experience today that they could not do when they were 15?" Given a few minutes to think about this, they will come with the series of responses such "mobile phones", "Facebook", "Youtube", "Laptop computers" and so on. It is clear that teachers recognise that there has been a substantial change in the types of

technology available to young people today, most of which we as adults feel less comfortable about than they do. However, when they are probed further, they come to recognise that it is not just technology that has changed, but pretty much everything else too, some of it on the back of technology, but other things not so. Consider changes in the past 20 years for the environment, employment, relationships, health and wealth, in society, safety, culture, communication, and even the values demonstrated by society's leaders. We could argue that virtually everything has changed



and that children today think, act and understand things differently from how their parents did. The same with the changes happens in educational context today which the teachers need to “think globally and act locally”. Hence, the term Glocalization is emerged.

With regards to the term glocalization in an educational context, Luk-Fong (2005) and Tong & Cheung (2011) suggest taking Robertson’s (1995) notion of ‘glocalization’, a term which combines ‘global’ with ‘localization’, into account. Glocalization presents the twin relationships that may occur between globalization and localization, and it is a way for progressive advancement to occur thus enhancing the quality of life. ‘Glocalisation’ (or, glocalization), as explained on the Wikipedia website, is a portmanteau of globalization and localization. By definition, the term “glocal” refers to those individuals, groups, divisions, units, organizations, and communities which are willing and able to “think globally and act locally.”

This paper wishes to highlight the changing nature of education, glocal teacher and glocal teachers’ edge. It is presumed the education today has changed so much, it is appropriate that we look at what teachers need to do in order to prepare young people for the modern world, with its increasingly complex and rapidly changing future, and in turn what we need to organise in teacher education in order to prepare teachers to know this.

### **From global education to glocal education: changing nature of education**

With the dazzling changes we experience today, the nature of education is also affected by these. For more than a decade, The term Globalization is still a buzzword remained a prominent hot button issue. Although some worry it has become cliché (e.g. Held et al, 1999; Denis, 2010), some believe it has had both positive and negative impacts on society (e.g. Denis, 2010; Yang, R. & Qiu, F-F., 2010); many scholars

would strongly agree that the idea of globalization is ubiquitous, yet it remains influential. This is true not only in the fields of economics, science, politics, culture, but also in the job market as well as in higher education (Rothenberg, 2003; Ramalhoto, 2006; Wu, 2004; Douglass, 2005; Denis, 2010; Schröttner, 2010; Brown, 2003).

What is globalization? Rothenberg (2003) defines it as “the acceleration and intensification of interaction and integration among the people, companies, and governments of different nation (p.3). Yang and Qiu (2010) states that “globalisation is a powerful transformative force. It accelerates cross-border mobility of people, capital and knowledge” (p. 21). Others (e.g Rothenberg, 2003; Tong & Cheung, 2010; Lee, 2008) consider globalization in a particular sense, such as in Americanization or westernization, or even McDonaldization, and think it is a form of imperialism that spreads English language primacy over non-English speaking nations. Apart from negative criticism, the notion of globalization still retains great impact on the economic, state-of-the-art technologies, telecommunications, media, culture, and higher education throughout the world.

The White Paper of the State Council of Higher Education for Virginia (2010) states:

*‘Globalization’ has also become a specialized term in higher education that relates to how individual institutions seek to ensure the effectiveness of their academic programs in global society...Globalization affects the educational needs of today’s postsecondary graduate by altering the knowledge, skills, and abilities graduates need to be effective in their chosen profession and to benefit society as a whole” (p.5).*

For educational institutions, it is now vital to respond to the twin phenomena of globalization and internationalization so they may be integrated into the curricula. This step is necessary in order to prepare college and university students to meet future career needs or to become informed globalized citizens. Carnoy (2005) expresses that globalization has



substantial impact on knowledge formation especially the knowledge that is provided by and then correlated to higher levels of education.

Due to the rapid development of telecommunications and the Internet, Ramalhoto (2006) elaborates the importance of teaching students to be critical toward all sources of information, and a university institutions should add a “Trans-disciplinary integrated knowledge (TIK)” to its discipline structure for establishment of a system for managing globalization and technological scientific change (p. 349). Others have proposed that students should develop certain key values and skills including critical thinking and empathy and an awareness of the forces shaping the world today (Broom, 2010). Tsui and Tollefson (2007) suggest that technology and English are two inseparable skills for students to acquire. The changing of the global marketplace places a premium on scientific and technical knowledge and these are normally associated with the use of English language skills. In addition, to be able to interact with people from different nation, the issues of intercultural communication should not be overlooked. To assist students to become integrated global citizens, the concepts of understanding different cultural values, beliefs / norms, and how to communicate meaningfully and successfully should also be incorporated into the curricula (Wu, 2004; Flammia & Sadri, 2011; Nguyen, 2011).

Furthermore, in incorporating the globalization in educational institution, there should be proper understanding and consideration of different cultural values, beliefs / norms in the local community where the teachers and students belong to. Thus, another term “glocal education” in teaching and learning emerged. Glocal and glocalization refer to the merger of global and local perspectives on the socio-economic and political impact of all phenomenon that affects local and global communities. Glocalized learning and teaching, what we called “Glocal education”, refers to the curricula consideration and pedagogical framing of

local and global community connectedness in relation to social responsibility, justice and sustainability. The authors support Boyd’s (2006) and Khondker’s (2004) assertion that glocalization is a good description of blending and connecting local and global contexts while maintaining the significant contributions of the different cultural communities and contexts. The terms glocal and glocalization are not new and have mainly been associated with the business, technology, and sociology disciplines.

Glocal education is about diversity, understanding the differences and teaching the different cultural groups in their own context to achieve the goals of global education. It is aligned with education goals outlined by UNESCO which includes the following: to develop countries worldwide and is aimed at educating all people in accordance with world standards; Increased knowledge about the peoples of the world to resolutions of global problems; Increased fluency in foreign languages; and development of more tolerant attitudes towards other cultures and peoples. Learning is effective when contextualized within the local context because that context frames the learner’s experience and lived reality. The focus in glocalized teaching and learning is a critical reflection and understanding of important and relevant connections between the local and global perspectives of learners. Learners bring to the third culture space their diverse cultural worldviews but it is through the respectful exchange of their cultural wealth that they will map their shared futures. Important to this perspective is the supposition that the two communities “may be defined by their histories but that they are bound by their destinies” (Patel, Sooknanan, Rampersad, & Mundkur, 2012, p. 23).

Glocalization recognizes the need to continue to identify and expand the building blocks of a glocal community network. This network embraces global community building within a third culture development model. Third culture building does not reduce and subjugate one culture or make it



“dominant over another” (Lee, 2003, p. 10). Within glocalized discourse, individuals and groups critically reflect upon socio-economic and political concerns from their local perspectives while taking into consideration the global ramifications. Hence, responses to the socio-economic and political strife must be beneficial to the glocal community, without a selfish obsession to benefit one more than the other. Engaging glocal perspectives and glocalized responses among learners will safeguard against hegemonic tendencies. One effective strategy in glocalized learning spaces is storytelling. In glocalization dialogue, an increased number of opportunities for storytelling are embedded within the curriculum acting as a powerful medium for engaging learners in community building. Critical self-reflection and sharing of cultural values and beliefs aligned to religion, history and family that are held sacred by local and global communities binding them at the deep structure level of intercultural communication (Samovar & Porter, 2004) create open learning spaces in a glocalized classroom. Critical sharing in a respectful learning space compels all stakeholders to remain vigilant in holding each other accountable and responsible.

In general, the glocal approach to education can be understood in terms of (a) how educational institutions manage to transfer an understanding of global realities, opportunities, and challenges with connection to the local context, and (b) how the educational institutions are meeting the mission of addressing local needs while addressing global realities and performing at a level of global aspirations. At the heart of glocal education is the exploration of local and global connections to maximize glocal consciousness. The concept can be understood in terms of a form of dual citizenship that comes with privileges and responsibilities. We are all citizens of a specific nation, as well as citizens of the world, sharing the same goal to understand and sustain the world in which we live. Glocal education is meant to provide the

capacity to recognize oneself in the narrative of the interconnected world as well as local realities.

### **Who is a glocal teacher**

With the emerging roles of the teachers in the classroom, they are tagged as the glocal teachers. Glocal teachers are competent and armed with enough skills, appropriate attitude and universal values to teach learners at home or abroad but is equipped with both time tested as well as modern technologies in education in any time and any place in the world with a global outlook adapted to the local condition or a local outlook adapted to the global condition.

William Pinar (2004), an American curriculum theorist, argues that being informed is not equivalent to being educated. Information must be tempered with intellectual judgment, critical thinking, ethics, and self-awareness. In this case, self-awareness, as one’s positioning within a global society and local realities, is of the essence as it accounts for glocal awareness. Choudaha (2012) uses the term glocals, referring to a new sector of students as “people who have global aspirations, but need to stay local”. Such students have aspirations to become globally competent but, for various reasons (financial constraints, insufficient academic merit, or family obligations), are unable to experience overseas education. In short, glocal students are looking for quality global education, leading to a good career or career advancement without moving far from home.

As explained by Caniglia, Bellina, Lang, and Laubichler (2017), merging global and local means bringing together local learning, engagement, and impact with global communication, collaboration, and knowledge production. This process takes place across social, cultural, and geographical boundaries and involves the way students learn about the world and how to act responsibly in it. The current era calls for a fluid rather than a fragmented understanding of society and social issues. It is all about



interconnectivity among places, experiences, realities, and subjects.

Thus, with these emerging trends regarding the glocalized context of education, it is essential for the teachers to transform 21st century learning goals to their students which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health and environmental awareness. More importantly, the glocal teachers should possess and teach the 21st century skills: Learning and thinking skills such as critical thinking and problem solving skills, communication, creativity and innovation, collaboration, contextual learning, information and media literacy; ICT literacy like using technology in the context of learning so students know how to learn; Life skills such as leadership, ethics, accountability, personal responsibility, self-direction others and 21st century assessments such as authentic assessments that measure learning outcome.

### **Glocal teachers' edge**

Education and teaching need to learn pupils and society to deal with future challenges. The challenges faced today are both of global and local character. The relation between the global and local can be described as a "Glocal" perspective.

The teaching profession and the general school systems have been closely connected with the political, cultural and economic interest of the nation state. Different modes of globalization challenge the nation state, in many cases without constructing the necessary institutions to deal with the possibilities, challenges and problems that are caused by the globalization. This present a great challenge for education.

Globalization in a variety of formats gives new conditions for schools, for distribution of knowledge, for governing of schools, for being a professional teacher and being a pupil. It is a present challenge to

develop and institutionalize a glocal education and glocal teacher professionalism. Present challenges for education is the growth of global public spheres, international media cultures and multiculturalism that are locally present in classrooms and effect opinions, identity, knowledge and therefore premises of teaching and learning. New digital platforms challenge the traditional limitations in space, time and room.

Teaching and learning resources are accumulated fast and are distributed wide in an open and globally shared knowledge economy. International human rights and children convention challenge are being integrated into national legislation and influence curriculum, school bills, white papers, students and parents as school actors with new and unprecedented rights. Themes as sustainable development, poverty and climate change demand new insights and corporation that cross national boundaries, cultures and traditional institutions.

Hence, the glocal teachers need to have the edges to cope up the challenges of the new perspectives in educational contexts, the following are expected edges every glocal teachers must have: 1) Understanding one's own cultural identity and its influence on personal dispositions and classroom practice, 2) Knowing and integrating global dimensions within the disciplines one teaches, 3) Engaging students in learning about the world and in exploring their place in it. 4) Using real-life global examples, materials, and resources when considering local, national, and human issues. 5) Valuing the input of culturally and linguistically diverse learners, families, and colleagues, and modeling cultural sensitivity. 6) Creating environments that encourage positive cross-cultural interaction. 7) Modeling social responsibility in local and global contexts, 8) Helping learners find appropriate actions to improve local and global conditions, 9) Assessing learners' global competence and providing growth opportunities based on their





levels of development, and 10) Advocating for global education and social responsibility.

## 2. Conclusion

To address the gaps of educational perspective, First, the roles of the teacher education in this continuously and rapidly changing world should be given emphasis where educational leaders can understand the principles and concepts of glocalization as an approach toward quality education. Second, the glocal teacher must have enough understanding of transforming the 21<sup>st</sup>-century goals and skills. Third, glocal teachers must have the edges to cope up the challenges of the new perspectives in educational contexts.

Given the chance to apply these principles and concepts, teachers and educational leaders in this era of modern world should be fanatically aim to be willing and able to “think globally and act locally”. By doing so, they should not stand in mediocrity in any form and concur to anyone who accept the idea of maintaining the normality of educational environment. 21<sup>st</sup>-century educational leaders should strive for the best.

## 3. References

- Boyd, D. 2006. G/localization: When global information and local interaction collide. Talk presented at the O'Reilly Emerging Technology Conference, San Diego, CA. Retrieved from <http://www.danah.org/papers/Etech2006.html>
- Brown, B. L., & ERIC Clearinghouse on Adult, C. H. 2003. Effects of Globalization on Careers: Myths and Realities. Retrieved from EBSCOhost.
- Caniglia, G., Bellina, L., Lang, D. J. & Laubichler, M. 2017. The Glocal Curriculum: A Practical Guide to Teaching and Learning in an Interconnected World. Baden-Baden: Critical Aesthetics Publishing.
- Carnoy, M. 2005. Globalization, educational trends and the open society. A paper presented at OSI Education Conference 2005: “Education and Open Society: A Critical Look at New Perspectives and Demands”.
- Choudaha, R. 2012. Are You Prepared for the Arrival of ‘Glocal’ Students? University World News. <https://www.universityworldnews.com/post.php?story=20120424141501882> (Accessed 8 February 2019).
- Denis, S. 2010. From Localization to Internationalization of Higher Education: Globalization and Transformation of University Education in Uganda. (ERIC Document Reproduction Service No. ED 512 372).
- Douglass, J. A. 2005. All Globalization Is Local: Countervailing Forces and the Influence On Higher Education Markets. Research & Occasional Paper Series: CSHE.1.05.
- Flammia, M. & Sadri, H. A. 2011. Intercultural communication from an interdisciplinary perspective. *US-China Education Review*, 8(1), 103-109.
- Held, D. A. et al. 1999. *Global Transformations: Politics, Economics and Culture*. Stanford: Stanford University Press.
- Khondker, H. H. 2004. Glocalization as globalization: Evolution of a sociological concept. *Bangladesh eJournal of Sociology*, 1(2). Retrieved from [http://muktomona.net/Articles/habibul\\_haque/Globalization.pdf](http://muktomona.net/Articles/habibul_haque/Globalization.pdf)
- Lee, S. 2003. Beyond cultural boundary: An empirical study of the third culture theory. Paper presented at the annual meeting of the International Communication Association Conference, San Diego, CA. Retrieved from [http://citation.allacademic.com/meta/p\\_mla\\_apa\\_research\\_citation/1/1/2/1/8/pages112182/p1121821.php](http://citation.allacademic.com/meta/p_mla_apa_research_citation/1/1/2/1/8/pages112182/p1121821.php)
- Luk-Fong, P. Y. Y. 2005. Globalization and localization enmeshed – towards a framework for the



- development of guidance curriculum in Hong Kong. *Globalization, Societies and Education*, 3(1), 83-100.
- Nguyen, M. T. T. 2011. Learning to communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence? *RELC Journal*, 42(1), 17-30.
- Niemczyk, E. K. 2019. *Glocal Education in Practice: Teaching, Researching, and Citizenship*. BCES Conference Books, Volume 17. Sofia: Bulgarian Comparative Education Society
- Patel, F. & Lynch, H. 2013. Glocalization as an Alternative to Internationalization in Higher Education: Embedding Positive Glocal Learning Perspectives. *International Journal of Teaching and Learning in Higher Education*, 25 (2), 223-230 <http://www.isetl.org/ijtlhe/>
- Patel, F., Sooknanan, P., Rampersad, G., & Mundkur, A. (Eds). 2012. *Information technology, development, and social change*. New York, NY: Routledge.
- Pinar, W. F. 2004. *What is Curriculum Theory?* Mahwah, NJ: Lawrence Erlbaum.
- Ramalhoto, M. F. 2006. Transforming academic globalization into globalization for all. *European Journal of Engineering Education*, 31(3), 349-358.
- Robertson, R. 2012. Globalisation or Glocalisation? *The Journal of International Communication*, 18(2), 191-208.
- Rothenberg, L. E. 2003. Globalization 101: The three tensions of globalization. *Issues in Global Education*. (ERIC Document Service No. EJ 481 633).
- Samovar, L. A., & Porter, R. E. (Eds.). 2004. *Communication between cultures*. Boston, MA: Wadsworth.
- Schröttner, B. T. 2010. The Effects of Globalization Phenomena on Educational Concepts. *US-China Education Review*, 7(8), 50- 61.
- Tein, C. & Talley, P. C. 2012. Think globally, act locally: Glocalization in Taiwanese Higher Education. *International Journal of Business and Social Science*. 3 (15).
- Tong, H. K. & Cheung, L. H. 2011. Cultural identity and language: a proposed framework for cultural globalization and glocalization. *Journal of Multilingual and Multicultural Development*, 32 (1), 55-69.
- Townsend, T. 2011. Thinking and acting both locally and globally: new issues for teacher education. *Journal of Education for Teaching: International Research and Pedagogy* DOI: 10.1080/02607476.2011.558263
- Tsui, A.B. M. & Tollefson, J. W. 2007. Language policy and the construction of national cultural identity. In *Language policy, culture, and identity in Asian contexts*, Tsui, A.B. M. & Tollefson, J. W. (ed), Mahwah, NJ: Lawrence Erlbaum.
- Wu, T. Y. 2004. The impact of globalization on career and technical education in Taiwan, Republic of China. A paper presented at the 2004 American Association for Career and Technical Education Convention on December 9-11, 2004, Las Vegas, Nevada, U.S.A. (ERIC Document Reproduction Service No. ED 490 758)
- Yang, R. & Qiu, F-F. 2010. Globalization and Chinese Knowledge Diaspora: An Australian Case Study, *The Australian Educational Researcher*, 37 (3). (ERIC Document Reproduction Service No. EJ 922 263).

