GLOCALIZATION IN EDUCATION: NEW ROLES OF THE TEACHER EDUCATION

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I. INTRODUCTION

Due to the increasingly complex and rapidly changing world, teachers' role has continuously been changing and the teachers should open their eyes to the present realities. Particularly in Sulu, pedagogical and technological development in education are still outdated and traditional. Yet, changes in the past 20 years are remarkable in the environment, employment trend, social relationship, health and wealth, and most importantly the safety, culture, communication, and the social values and the direction of each of them is declining due to failure of the government system to manage effectively. 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 paper 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. 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.

The 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.

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 will give a brief description of the glocalization in education as an approach to education.

II. FROM GLOBAL TO GLOCAL EDUCATION

With the dazzling changes we experience today, the nature of education is also affected. 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 (Held et al, 1999:12-13; Denis, 2010:34), some believe it has had both positive and negative impacts on society. (Denis, 2010:19; Yang, R. & Qiu, F-F., 2010:52-56) Many scholars 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, 2003:21; Ramalhoto, 2006:2-5; Wu, 2004:110-112 Douglass, 2005:16-18; Denis, 2010:13-14; Schröttner, 2010:17-20; Brown, 2003:41-42).

What is globalization? Rothenberg (2003) defines it as "the acceleration and intensification of interaction and integration among the people, companies, and governments of different nations. Yang and Qiu (2010:21) states that "globalisation is a powerful transformative force. It accelerates cross-border mobility of people, capital and knowledge." Others 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 (2010:5) states:

'Globalization' has also become a specialized term in higher education that relates to how individual institution seeks 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."

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 (2005:12) 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 (2006:349) elaborates the importance of teaching students to be critical toward all sources of information, and a university institution should add a "Trans-disciplinary integrated knowledge (TIK)" to its discipline structure for establishment of a system for managing globalization and technological scientific change. 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, 2010:11) Tsui and Tollefson (2007:35) 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 nations, the issues of intercultural communication should not be overlooked. To assist students to become integrated global citizens, the concept of understanding different cultural values, beliefs, norms, and how to communicate meaningfully and successfully should also be incorporated into the curricula. (Wu, 2004:79; Flammia & Sadri, 2011:103-109; Nguyen, 2011:17-30)

Furthermore, in incorporating the globalization in educational institution, there should be proper understanding and consideration of different cultural values, beliefs and norms in the local community where the teachers and students belong to. Thus, another term "glocal education" in teaching and

learning has 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 (2006:23-24) and Khondker's (2004:68) assertion that glocalization is a good description of blending and connecting local and global context while maintaining the significant contributions of the different cultural communities and context. 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 resolution 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. The focus in *glocalized* teaching and learning is a critical reflection and understanding of important and relevant connection 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, 2012:23)

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, 2003:10) 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 telling narratives. 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, 2004:70-76) 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 using the information technology and internet platform. *Glocal* teachers have the global outlook adapted to the local condition or a local outlook adapted to the global condition.

William Pinar (2004:40), 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 (2012:80-85) uses the term *glocal*, 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 (2017:91-96), 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

skill, 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. *Glocal* teachers should be exposed to life skills such as leadership, ethics, accountability, personal responsibility, self-direction and 21st century assessment such as authentic assessment that measure learning outcome.

III. GLOCAL TEACHERS' EDGE

To effectively deal with future challenges, education and teaching should undergo constant review of its curriculum and strategies. The challenges faced today are both of global and local character. The relation between the global and local is now popularly described as "*glocal*" perspective.

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

Globalization gives new conditions for schools, for transmitting of knowledge and for governing of schools. The orientation of the education system therefore should view each nation as part the global village having a shared goal – attainment of world peace. Professional teachers too should act and think *glocally* and determine to produce graduates with *glocal* perspective. It is now high time to institutionalize the *glocal* education and *glocal* teacher professionalism. This target goal should be accompanied with the growth of global public spheres, international media cultures and multiculturalism. The present digital age is very relevant for effective teaching and knowledge dissemination. All traditional teachers should make themselves a *glocal* teacher.

In other words, the *glocal* teachers need to have the edges to cope with the challenges of the emerging education *glocalism*. The following are expected edges every *glocal* teacher 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 environment that encourages positive cross-cultural interaction;
7. Modeling social responsibility in local and global context;
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. (Manise, J. and Soppelsa B., 2015)

IV. CONCLUSION

Glocalization in education is the emerging approach vital to broadening the horizon of the students for them to catch up with the trends under this digital age. With the advent of internet, education today is now available at the tip of the finger. It is indispensable the teachers prepare themselves as well as the students to be IT literates if they want to be connected or part of the golabl village. This is the effective approach to make our educational environment in Sulu more relevant to the global 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.

The *glocal* perspective of education today is an emerging trend which every teacher should be exposed to. The traditional approach is no longer sufficient and the teachers must shift to *glocalized* approach to education. To address the gap of educational perspective, first, the roles of the teacher education is to understand the principles and concepts of *glocalization* as an approach toward quality education. Second, *glocal* teacher must have enough understanding of transforming the 21st century goals and skills. Third, *glocal* teachers must have the edges to cope with the challenges of the new educational perspectives. *Glocal* approach to education will help easily the teachers to "think globally and act locally." The 21st century educational leaders should strive for the best.

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