

Teaching, Learning, Leading, and Living in a Glocal World: Policy, Practice, and Praxis

Kenneth J. Varner

University of Nevada, Las Vegas – United States of America

David Gerlach

Bergische Universität Wuppertal– Germany

Jennifer Markides

University of Calgary – Canada

PG Schrader

University of Nevada, Las Vegas – United States of America

Carlos Enrique Muñoz

Universidad de Concepción – Chile

Siniša Opić

University of Zagreb – Croatia

Nigel Bagnall

Sydney University – Australia

Ana María Mass

Universidad Argentina de la Empresa (UADE) - Argentina

Erin Mikulec

Illinois State University – United States of America

Glocality is a concept that has not been given sufficient attention by educational scholars and practitioners in writing. Conceptually blending the intersections of the global and the local, glocality has been understood as living local while thinking global. A complimentary framing of glocality might suggest threading locally and connecting globally in pursuit of engaged praxis. In considering glocality, we wanted to dedicate a focused set of papers under the umbrella of a special issue of *Global Education Review* to consider that every space framed by one as

global represents someone else's local reality, and every local reality is someone else's global context. A glocal conceptualization, resultantly, is an appreciation for the reduction of traditional barriers between peoples, nations, regions, and ideas. Glocality as a conceptual, theoretical, and/or empirical frame has the ability to further comparative, representational, and inter-dialogic thinking across traditional borders and boundaries.

This special issue takes up the mantle of glocality and asked contributors to contemplate

the opportunities, possibilities, and challenges in education, framed broadly from cradle to grave, as we enter the third decade of the 21st century. As the co-editors ourselves we represent a variety of institutional, national, disciplinary, and methodological orientations, representing the commitment to glocality as an approach across four continents. In our work we have noted an interconnectivity over common issues that we have often framed individually as localized concerns until realizing that in each of our localities any number of similar experiences were occurring. In connecting our localized works through global lenses, glocality has given us the opportunities to pursue more complex, informed, and engaged praxis.

This special issue welcomed empirical (quantitative, qualitative, and mixed), conceptual, and theoretical pieces. Multiple foci came into place for this special issue. First we were concerned with rigorous examinations of local experience which in many ways have been the hallmark of much research conceptualized as qualitative. And, while necessary, we were also especially interested in pieces drawing upon methods that allowed for deeper understandings, comparisons, and contrasts of local trends within greater global contexts; these approaches include purposeful mixed-methods approaches that incorporate generalizable trends (global and quantitatively oriented) with nuanced examinations of specific instances (local and qualitatively oriented). We were also interested in pieces that drew upon 'big' data to make quantitative argumentation about locality.

We asked submitters to enter their pieces contemplating any number of the following questions:

- What does glocality offer to education in the complex landscape of the early/mid 21st century?

- How are glocalized approaches applied within educational contexts?
- What can be learned, methodologically (research or practice), through the application of glocal lenses?
 - How do worldwide cross-border partnerships yield localized results in educational arenas?
 - How does a glocalized approach disrupt traditional concepts and delineations of border spaces, ethnicity, culture and the various approaches and outcomes attached to those concepts?
 - What common struggles, common interests, and/or common possibilities might yield from glocalized analysis?
 - What is not being said, pursued, or engaged with in current research that a glocalized approach could work toward?

We encouraged manuscripts based in theory, practice, praxis, policy, and/or pedagogy to work through what it means to be glocal in the 21st century, and the implications and approaches educational fields and subfields might learn from such a framing. We began by soliciting abstracts from potential authors of which we received 67. After looking at potential fit we invited a total of 32 to submit full length manuscripts for review and received 28 manuscripts. Using a double blind approach to reviewing each piece was reviewed by two experts. We invited 20 manuscript authors to revise and resubmit their pieces and in the end the collection has 10 articles in addition to this editorial introduction.

Instead of characterizing each piece ourselves we will provide you with the title, authors, and abstract for each of the pieces in this collection to help facilitate deciding whose pieces and what topics most appeal. As editors we enjoyed, thoroughly, reading such diverse and interesting pieces and hope that more than

anything this special issue prompts dialogue, discussion, and action toward improving localized outcomes through acts of global engagements – in other words we invite you to use this special issue as a platform to (continue) being glocal.

In solidarity: Kenny, David, Jennifer, PG, Carlos, Siniša, Nigel, Ana Maria, and Erin.

In this double issue:

Glocal Challenges to Teacher Education & A Glocally Sustaining Pedagogical Framework

Kenneth Varner, Jennifer Markides, PG Schrader, David Gerlach, Bergische Universität Wuppertal and Siniša Opić

This article explores some of the challenges facing teacher education and how glocality as a concept can be used toward a Glocally sustaining pedagogical framework for teacher education. Higher education has long espoused particular commitments to the preparation of educators that appear, to us, to fall short in their ability to be followed. The areas of disconnect are amplified by snowballing tensions within higher education settings, a range of hyperbolic political discourses, and a resistance both in society generally and higher education to engaging difference in meaningful and authentic ways. A framework of Glocally sustaining pedagogy (GSP) takes as its skin a realist approach that sees no greater value to perspectives and contexts that are global over those that are local, recognizing that every local is connected in a global network of connectivity. In this piece we aim to outline the challenges, using culturally relevant pedagogy, as an example. We then provide an understanding of the meaning of glocality that will serve to pose a five-question frame that we might understand as a GSP.

Glocal Language Awareness through Participatory Linguistic Landscape Research

Gail Cormier

This article will explore the local experience of language awareness, scholastic linguistic identity and language ideologies through a scholastic linguistic landscape (schoolscape) (Brown, 2012) study in three schools in Canada where French was the language of instruction. Glocality is an especially useful frame for linguistic landscape studies (Manan et al., 2017) and has been used to look deeper into youth identities (Grixti, 2008). Photographic images of each school and photo-elicitation interviews with 37 students were used to qualitatively analyze the visible, written language found on the school walls of secondary schools offering three different French instructional programs. Glocality is used to draw the connections between the local schools and the global themes of language ideologies, scholastic linguistic identity and language awareness. Involving students in linguistic landscape research results in discussions surrounding linguistic diversity and can lead to multilingual language awareness. At the same time, such a practice can result in incidental language learning. The results showed that students were aware of the importance of their schoolscape as a representation of national language ideologies, as a symbol of their school's linguistic identity and as a vehicle for promoting language use and awareness. Although the findings are local, the insights gleaned from the students are relevant to a global audience interested in language learning and multilingualism. Particularly, student perspectives and participation in analysis offer a unique contribution to linguistic landscape research and educational research in general.

Glocal Perspectives in Film-Based Foreign Language Education: Teaching about Sustainability with “The Boy Who Harnessed the Wind” (2019)

Jan-Erik Leonhardt, Annika Kreft, Carina Leonhardt, Britta Viebrock

The film “The Boy Who Harnessed the Wind” is based on the memoir of William Kamkwamba and tells the story of how William’s family battles a life-threatening draught in Malawi. Through a glocal lens, i.e. by looking at the interplay of locality and globality, the film offers critical insights into the importance of sustainability with regard to lasting and viable ecological, economic and social structures (cf. Volkmann, 2016). On a local level, the farmers in the film struggle to provide food for their families. A corrupt national government shows little interest in establishing economic support structures and education. In addition, the context is embedded in global dynamics and influenced by the legacy of colonialism. Focusing on topics such as sustainability, we will discuss how the film lends itself for a content-based approach to the teaching of English as a foreign language. Drawing on the theory of glocal education in the context of critical foreign language education that goes beyond functional language teaching and puts forward a critical understanding and the value of a democratic, pluralistic and sustainable life (cf. Gerlach, 2020; Niemczyk, 2019; Volkmann, 2014), the focus of our contribution will be on task development. Starting from the assumption that sophisticated tasks are needed to encourage learners to engage critically and reflectively with the film’s content and aesthetics, we will suggest a viewing-log and scenic interpretation for dealing with the film in creative and personally engaging ways, which can also be transferred to contexts beyond the foreign language classroom.

Glocal Brokers and Critical Discourse Analysis: Conceptualizing Glocality in Indigenous Education Research and Reform

Eric W. Layman and Eun-Ji Amy Kim

Few issues encapsulate the tension of “glocality” in education more substantively than the debate surrounding who should undertake research on Indigenous education, and how it should be done. In this article, two non-Indigenous educational researchers both working with Indigenous Education Research and Reform, alongside the guidance of Indigenous mentors, grapple with the questions of if and how non-Indigenous critical research methodologies can complement, and thereby reduce, the peripheralization of Indigenous knowledges and epistemologies. This article explores the opportunity for dialogue between two often polarized hazards. On one hand, non-Indigenous researchers with non-Indigenous epistemologies risk increasing the marginalization of Indigenous ways of knowing. On the other, research on Indigenous education is threatened with further ostracism if it is inaccurately perceived as only the domain of Indigenous peoples, and only facilitated through Indigenous epistemologies. The authors share their experiences in using a non-Indigenous critical research methodology, Critical Discourse Analysis, to explore Indigenous Education Research and Reform. Particularly, the authors share their experiences, both in employing non-Indigenous critical research approaches in Indigenous contexts whilst also attempting to honor local Indigenous epistemologies. This article contributes to the discussion of how “trans-systemic” knowledge, the discursive space between Indigenous and non-Indigenous understandings, can illuminate the concept of “glocality” in educational research methods. In conclusion, the authors contend for the role of “glocal brokers” who navigate between Global and Local—between Indigenous and non-Indigenous—understandings to foster connections and communicative opportunities that can further elevate and integrate Indigenous ways of knowing into broader discourse concerning Indigenous Education Research and Reform.

Place-Based Education. An educational approach inside local place

Giancarlo Gola and Lorena Rocca

Sense of place is rooted in people. Several studies show that attachment to a place is connected with the development of identity through spatial, material, and emotional dimensions. It fosters identification and the development of one's social and cognitive skills. In an educational sense, cultivating a sense of place means inviting the individual to gather many authentic experiences that strengthen ties. This study discusses the place-based education (PBE) approach at the epistemological level, in the context of the learning-teaching relationship. PBE can help to understand culture, the environment and space by creating a multidisciplinary approach. Moreover, PBE can build a new assumption of being a collective resource. Starting from some studies and evidence that support a positive partnership between the individual and the place, some PBE experiences are analyzed to develop deep learning with children and students.

The Construction of Cosmopolitan Glocalities in Secondary Classrooms through Content and Language Integrated Learning (CLIL) in the Social Sciences

Subin Nijhawan, Daniela Elsnet, & Tim Engartner

Our article argues for content and language integrated learning (CLIL) in the social sciences, as part of a new literacy towards 21st century challenges at school. At first, we will show how multilingualism is closely juxtaposed with global discourses in a worldwide network of glocalities. Thereafter, for the conceptual framework of the suggested pedagogy, we explain why cosmopolitanism must constitute an integral part thereof, accompanying the genesis of classroom glocalities. The heart of our competence model for CLIL in the social sciences fosters the promotion of global

discourse competence with adolescent students. In short, this learning aim is a hybrid of subject and language learning, incorporating the merits of language didactics as well as “21st century skills”. Finally, in the last step, we will present #climonomics, a simulation of a multilingual EU parliamentary debate about climate change and climate action for secondary students. This example intends to demonstrate how multilingualism through CLIL amplifies the magnitude of global discourses during a simulation yet realistic setting. It should provide ‘food for thought’ for similar initiatives in research and teaching, to encourage the facilitation of cosmopolitan visions in classroom glocalities.

Glocal Network Shifts: Exploring Language Policies and Practices in International Schools

Esther Bettney & Jon Nordmeyer

In this article, we explore glocality within a transnational network of independent schools to understand the interdependence of the global and the local in language policies and practices. Using glocality as a lens, we draw on narrative school profiles written by educators at member schools within the WIDA International School Consortium, a network of 500 K-12 international schools, to examine how global practices are localized within different school contexts. We explore how key aspects of glocality, such as the blurring of boundaries across languages and shifting dynamics of power, become visible as international schools function as hybrid and transnational spaces in which diverse languages and identities intersect.

We utilize our role as insider researchers to describe two new directions within our research context. First, we identify a shift from a global network initiated through US-based school-university partnerships towards an increasingly reciprocal exchange among international member schools, with reflexive sharing of ideas and practices between educators and

stakeholders across geographic contexts. Second, we identify the increasing presence of a new type of international schools, described in this paper as “glocal” schools, which reflect the deterritorialization of language and an intentional hybridity. The emergence of glocal schools as well as the noted shifts in language and power, illustrate the transcendence of borders and identities closely tied to the concept of glocality.

In order to understand the trends observed in this research context, we analyzed 34 narrative school profiles written by member schools and describe connections between macro network-level shifts and micro school-level shifts. Through our analysis, we found individual member schools adapted tools and resources to serve local needs, contextualizing them within a particular program context. As a result, educators shifted how they viewed multilingual learners and multilingualism with respect to English as a medium of instruction. This initial study provides important insights into how glocality as a construct helps explain significant changes occurring within the field of international education.

“Glocal Education” Through Virtual Exchange? Training Pre-Service EFL Teachers to Connect Their Local Classrooms to the World and Back

Fabian Krengel

A key goal of global education in language teaching is to “have students ‘think globally and act locally’” (Cates, 2013, p. 278) – an idea in line with the concept of glocality. Virtual exchange – i.e. connecting learners with different lingua-cultural backgrounds over extended periods of time via digital communication technologies (The EVALUATE Group, 2019) – is a promising approach towards this aim. O’Dowd suggests designing such exchanges following a “transnational model” (2019) in which learners collaborate on shared tasks based on local and global real-world

problems using a lingua franca. These ideas are compatible with European policy discourses on global education (Schreiber & Siege, 2016), aiming at supporting learners in becoming agents of change in an increasingly globalized world. Within the context of a trilateral project between universities in Germany, Turkey, and Sweden, this paper explores how global education can be integrated into foreign language teaching with the help of virtual exchanges through a synthesis of two models of virtual exchange (O’Dowd & Ware, 2009; O’Dowd, 2019) and the complex competence task approach (Hallet, 2012) to task-based language teaching. A transnational virtual exchange between these universities exemplifies how such a telecollaborative project can be implemented. During the exchange, pre-service EFL teachers compare and analyze cultural practices and educational frameworks to design tasks dealing with global issues that can be implemented in their respective local classrooms through virtual exchange.

Glocal Perspectives on Work-Based Learning: A Proposed Direction Forward

Mary Beth Medvide

Work-based learning programs in the United States are designed to prepare adolescents for their first jobs and to develop the soft skills to be successful in in the classroom or the workplace. Historically these programs have neglected how work, education, and training in the local context are connected to issues on national and international stages. While research and theory has generally supported this structure for WBL, the nature of work has changed substantially in the 21st century. Contemporary models of WBL are informed by scholarly literature on globalization, but this is does not fully capture the realities young people face. Glocalization fits with existing WBL efforts and provides a conceptual framework to modernize how students are prepared to transition from high school into the workforce or post-secondary education. This manuscript will review the

current state of WBL, discuss the benefits of a glocal perspective, and make program recommendations.

“Anti-Glocality” Grounds New Quebec History Program

Jon Bradley & Sam Allison

In sharp contrast to the musings of a senior student, the mandatory history texts follow a narrow provincial orientation. The recently introduced Quebec high school history program offers adolescents a slanted narrative devoid of larger interconnected contexts as hailed; for example, by Oakeshott (2004), MacMillan (2009), and/or Canadine (2013). In our view, secondary students are forced to travel a historical journey that deals with Canadian and Quebec events through a “unique” Quebec lens (Woods, 2014). The widely engrained twenty-first century concept of global interconnectedness, first articulated on a wide scale over a hundred years ago (Wells, 1920), has been replaced by one anchored in a retro-nineteenth-century construct viewing only carefully selected unconnected historical snippets devoid of a contextualized narrative. Anchored in a narrow political perspective, this secondary course of study forces adolescents into a stilted and fragmented “patch-work” historical landscape. This journey silences many voices, brushes others from the chronicle, and twists recognized historiography to fit a specific contemporary self-determined internalized orientation. We review the official course of study to unpack several major world themes demonstrating this constrained point-of-view via a close investigation of one of the approved English language student texts. Further, we illustrate how the deliberate manipulation of historical stories, as well as “alternate facts”, leads adolescents into a realm deprived of meaningful connections.