

Glocalization in Higher Education

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Introduction:

With the increase of internationalization in higher education, there come many challenges for students and instructors. Curriculum and pedagogy place learners in a situation that mostly engages and empowers local learners leaving international ones feeling vulnerable, isolated, and culturally shocked. International learners therefore face assimilation, frustration, and sometimes failure.

Glocalization, the blending and connecting of local and global contexts while maintaining significant contributions of different cultural communities, serves to prevent learner assimilation in host country, enriches learning and empowers learners, improves academic achievement, and makes learning more authentic.

Research Questions:

- ❖ What are the perceptions of faculty and students towards glocalization at Thompson Rivers University?
- ❖ How can student classroom engagement and inclusion be improved?



Existing Literature:

- ❖ School leadership for the 21st century requires a new conceptualization that blends local and global realities and issues (Brooks and Normore, 2010).
- ❖ “The world’s three million cross-border international students are located in a ‘gray zone’ of regulation with incomplete human rights, security and capabilities” (Marginson, 2011, p. 497).
- ❖ Glocalization in higher education, as opposed to dated, negative, and deficit models of internationalization is a holistic perspective that advocates for the removal of ethno-centric and culturally relativist political agendas in higher education (Patel & Lynch, 2013).
- ❖ It might well be preferable to replace globalization with the concept of glocalization. The latter concept has the definite advantage of making the concern with space as important as the focus upon temporal issues (Robertson, 1995).



(Texas State University, n.d)

Methodology:

This study will employ a mixed methods design. The data needed will be gathered through focus groups, surveys, and interviews which focus on international students at TRU who will be recruited through TRU World.

The quantitative data will be analyzed by conducting a statistical comparison between faculty and students using SPSS. The qualitative data will be analyzed for dominant themes after transcribing and coding the recorded interviews and feedback.

References:

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(Bielefeld University, 2014)