Gertrude Shotte

Changing Landscapes and Shifting Perspectives in a Glocalised Learning Environment

Abstract

People's enamoured preoccupation with *change* is as old as civilisation itself. Making changes for a multitude of various reasons has been an on-going process for centuries. This paper explores changing landscapes and shifting perspectives in a glocalised learning environment. It looks at how societal changes, brought about predominantly by the inescapable forces of globalisation and its yield, have inspired shifting didactic perspectives and related transformations across societal, and by extension, teaching and learning landscapes. A literature-based approached, which is a qualitative technique, is the methodology chosen for the paper. A demerit of this approach is its dependence on other published work. The reliance here is not total because personal experiences are used as supporting evidence for the discussion. An analysis of the literature reviewed reveals that changes in a globalised world are unavoidable. The paper therefore asserts that the changes made should focus on benefitting entire societies because of the implications there are for sustainable education, sustainability and national development.

Keywords: glocalisation, globalisation, change, global 'scapes', educational landscapes

> *The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.* Albert Einstein

Introduction

The essence of the title *Changing Landscapes and Shifting Perspectives in a Glocalised Learning Environment* has impelled me to begin this paper with one of my favourite Latin expressions: *tempora mutantur, et nos mutamur in illis* – times change and we change with them. This expression finds resonance in the multiplicity of changes that have taken place in the teaching and learning environment over the centuries. Obviously, no single address possesses the capacity to fully explore issues as all-encompassing and wide-ranging as those linked to shifting perspectives and changes across educational landscapes since the beginning of civilisation. Considering that glocalisation is central to the discussion, and recognising that glocalisation was introduced in the latter half of the 1980s to make clear that globalisation does not only involve "cultural homogenisation" but also has "heterogenising aspects" (Robertson, 2012, p. 191), the main discussion confines itself to post-1980 occurrences, with earlier references as supporting evidence.

The word *change* and all its derivatives are probable the most uttered words in discourses and everyday exchanges around the world. Societal changes in post-war twentieth century have continued to recast themselves in post-modernistic scenes on a global scale. During the first decade of the twenty first century, some of those very changes have been changed and/or expanded to accommodate the rapid

advancement in technology. The tentacular arms of globalisation have grasped nations in such an ambiguous manner, forcibly and open, yet voluntarily and covert, that I dare myself to think in terms of a *post* post-modernism.

The paper attempts to explore the globalised situations that are largely responsible for the numerous and varied changes that have caused perspectives to shift in glocalised learning environments. It contends that the upshot of globalisation is the root cause of the changing educational landscapes. To support the discussion it relies on authors and researchers' understandings and insights of change, changing landscapes, globalisation, and glocalisation. The methodology used is a literature-based approach. This approach makes allowance for the identification of "the essential attribute of materials" (Lin, 2009, p. 179), as well as for the reviewing of "previous research findings to gain a broad understanding of the field" (Travis, 2016).

Conceptualising the concepts

Change, landscapes, globalisation and glocalisation are the main theoretical concepts that provide an appropriate backdrop for the discussion.

Change

An online Oxford Dictionary defines change, when used as a verb, as: *make or become different*; as a noun it means: *an act or process through which something becomes different*. These simple, but powerful definitions set the right tone for all situations of change. However, in the teaching learning environment and in education circles, the synonymous renderings for change have firmer and expanded applications. This section draws attention to three examples – reform, redesigning and transformation.

Example one is curriculum *reform*. This is about improving the quality of teacher professionalism, education and it outcomes (McCulloch, 2005; Hopmann, 2003). The widely held perception is that school curriculum reform is "a key instrument of educational change" (Qoyyimah, 2018, p. 571). But alongside curriculum *reform* travels policy *reform*, not least for the mismatch between policy and classroom practice and policy and social reality (Alexander, 2014; Tsushima, 2011). Another example is seen in the National Institute of Education's (NIE) *Redesigning* Pedagogy biennial conferences. In the welcome remarks for the 2017 conference, the conference convenors recognise that we are living in an era of connectivity and "societal and global *transformations* that are unfolding at an unprecedented pace" (Hung, Kit & Poon, 2017). There is a consensus among educators that in light of these very global *transformations*, it is imperative for education systems to change how they operate (Watanabe-Crockett, 2018).

Landscapes

Education is the qualifier for landscape in this paper. In the context of change, educational landscape here symbolises the entire education system. But there are specific references made to literal aspects of the system, for example the HE landscape. So while landscapes may be used representationally for certain areas of education such wealth and stability, knowledge and institutional diversification

(Meek, Teichler & Kearney, 2009), it also has a non-symbolic link to on-going research and related activities (Terepyshchyi, 2018, p. 375). The following are shown to be the research focus of educational landscapes: (1) Scale (global, regional, national); (2) Content (pre-modern, classical modern, futuristic); (3) Management style (democratic, authoritarian, liberal); and (4) Economic model (state, market, mixed) (pp. 376-377). A study of these landscapes helps education authorities to determine future trends. But what does education landscape mean?

Globalisation

This concept has attracted debates from a range of various angles – from questioning its historical beginning (O'Rourke & Williamson, 2012), to who actually benefit from its processes (Gurria, 2007), right through to the social impact it has on developing countries (Lee & Vivarelli, 2006). Although these aspects are related to the discussion in one way or another, I wish to make mention of Maringe, Foskett and Woodfield's conceptualisation because of its direct link to change. They see globalisation as: "a term describing world-scale transformations taking place in the political and ideological, the technical and economic, and the social and cultural aspects of life" (2013, p. 12).

Glocalisation

Glocalisation possesses a ubiquitous nature. It pervades every aspect of national and international spaces – socially, economically, politically and even academically. Yet, this concept has been under-theorised in the literature (Roudometof, 2016, p. 1). Although Roudometof acknowledges that the word *glocalisation* was coined from a fusion of global and local, he asserts that as a concept, it should be "analytically distinct from globalisation". It is therefore instructive that Roudometof utilises "a variety of real-life experiences and situations" to explain glocalisation (ibid). Using a more direct political and economic perspective from the angle of scaling and rescaling, Swyngedouw (2004, p. 38) sees glocalisation as being shaped by global forces: "the 'forces of globalisation' and the 'demands of global competitiveness' prove powerful vehicles for the economic elites to shape local conditions…". These very forces have been influencing local governance and decisions.

From the preceding paragraph, it is clear that glocalisation is a very complex concept, which can be explained from a variety of perspectives. When Shaw (2011) titled her Financial Post article 'Globalisation Rules the World', her thoughts were not misplaced. Linking glocalisation to hypertargeted marketing shows how very involved and widespread a concept it is, since marketing is a concern of every nation. Besides, it is directly linked to globalisation, which has many challenges and is itself a more contentious notion (Oseyomon & Ojeaga, 2010; Lee & Vivarelli, 2006). In reviewing Roudometof's *Glocalization: A Critical Introduction*, Gobo (2016) opines: it is necessary "to add glocalisation to the social-scientific vocabulary, as an analytically autonomous concept, and not as a mere appendage to globalisation, cosmopolitanisation, or theories of global diffusion". Taking this position will undoubtedly provide authors and researchers with opportunities to examine glocalisation in its entirety with a view to filling the literature gaps concerning its conceptualisation.

Education landscapes

Education landscape: Knowledge

Education research, as a machine of knowledge production, "has been produced by researchers from the global North" (Thomas, 2018, p. 282). And even when there are collaborative efforts with researchers from the global South, the knowledge production process, including the research design, is maintained and controlled by researchers and associations from the global North (Jeffery, 2014; Maclure, 2006). The terms global North represent "economically developed" and global South denote "economically backward" societies (Odeh, 2010). Conceptually, these are complex terms. However, Odeh's explanation seems the most appropriate for the discussion.

On knowledge ownership, global South researchers start with an economical advantage, but even more telling are the ingrained psychological rumblings that remain after years of colonial rule by particular countries in the global North. Consider for example, the dependent, yet dialectic relationship between the United Kingdom and its Overseas Territories (OTs). Knowledge ownership in the global South remains an illusion for collaboration, because even when challenges are addressed, positive outcomes still favour the global North (Jeffery, 2014; Maclure, 2006). Past experiences coupled with informal conversations with colleagues currently working in Montserrat, evidence this. Educators in the system are not 'fully' research active, from a knowledge production perspective. In fact, research activities remain in the realms of the University of the West Indies (UWI), and less obvious, other regional and international universities. There seems to be no general appetite for research work that demonstrates knowledge production or ownership in local contexts. The dominance of global North literature plus the 'greener pasture' ideology carry an advantageous position over the local knowledge.

Education landscape: HE

Calderon's 2018 paper supports the argument that HE is changing rapidly. Calderon employs United Nations Educational Scientific and Cultural Organisation (UNESCO) Institute for Statistics to compare student enrolment and shifting HE landscapes. Student enrolment tripled between 1970 and 2000, while global enrolments decrease because of low fertility rates and a declining youth population (Gallagher, 2018). Still, Calderon predicts a 281% increase between 2000 and 2030.

Enrolment necessitates scholarship and cultural exchanges between global North and South universities (Jibeen & Khan, 2015; Edmonds, 2012).

Education landscape: Learning

The Association of American Colleges and Universities (AACU) (2007) rationalises: "The world is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power…", where lives are shaped within disruption and interdependence rather than certainty and insularity. AACU's explanation places globalisation in a menacing and hostile environment that appears to frustrate learning processes and outcomes. Given the interlocking relationship between globalisation and glocalisation, it is not farfetched to conclude that learning

in a glocalised environment is equally intimidating. Ironically, these same intimidating environments inspire changes in behaviour that facilitate learning (De Houwer, Barnes-Holmes & Moors, 2013).

Education landscape: Leadership

Leadership and its related theories have earned their places in the changing landscape debates. Leaders are at the helm of educational reform and have often been persuasive in getting "followers to adopt certain behaviours in order to bring about what the leaders regard as beneficial change" (Bush, 2018, p. 883).

Transformational leadership is considered to be a very popular leadership style in education and educational administration (Berkovich, 2018; Bush, 2018). I refer to two time periods to link transformational leadership to the glocal discussion: (1) the Western period – 1990 to mid-2000s; and (2) the global period – mid-2000 to present (Berkovich, 2018, p. 891). Leithwood and Jantzi (2005) explain that during the first period, transformational leadership was a subject of research mainly in Western countries. It was not until the second period that interest in non-Western countries began to grow. Analogously, change processes in a New Zealand university, were done in three phases: (1) changing the governance structure, 1985 to early 1990s; (2) consolidation in the early 1990s to early 2000; and (3) changing tack in the early 2000s to 2010 (Chong, Geare & Willett, 2018, pp. 932-936). The research focuses on issues of managerialism and collegiality. Bush describes managerialism as managerial leadership practised to excess (2018, p. 883). Interestingly, at the New Zealand university, the three phases of change overlap the two time periods when Western and non-Western countries began to give attention to transformational leadership research.

Utilising a cross-cultural comparative lens in sixteen countries across five continents, Miller (2018, p. 2) emphasises that school leadership is experienced in a dynamic educational environment that require leaders to lead change. Miller also notes that internally motivated leaders do not rely on policy to take action when required. The example of how transformational leadership took on a role of its own in education in emergency situations during the height of the volcanic crisis in Montserrat, does reiterate Miller's emphasis. Effective leadership is also shown to be advantageous to sustainable education and development (Shotte, 2013, pp. 34-37).

Clearly, leadership of whatever kind runs alongside changing landscapes and it is bolstered by shifting perspectives of policy makers and other involved individuals. The complexity of leadership is revealed in global as well as local contexts via shifting technological, cultural, socio-economic and socio-political factors.

Education landscape: Digital trends

Technological innovations are used on a daily basis in just about every country in the world. Such remarkable frequency and astonishing spread prompt questions about what is driving technology's widespread pace. Aslam et al. (2018) provides an answer based on findings of their research work. Three of the six questions that guided their investigations are: (1) How has the technological innovation landscape evolved? (2) How strong is the diffusion of knowledge across countries? and (3) Has

knowledge become more globalized? Their findings reveal: "the spread of knowledge and technology across borders has intensified because of globalization".

The constant upgrading of new software and continuous announcement of new gadgets have become common occurrences in the almost every country in the world. These are the digital trends that are embedded in developed as well as developing societies. This implies that even in communities that have strong traditions, technologies are helping people to acclimatise to the changing landscapes in glocalised environments. Such a situation seems desirable although in some cases "digital parenting skills have not always kept pace" with the rapid changes in technology (Parmar, 2017). Teachers too in developed and developing countries need to keep up with the pace of the ever-changing advancements in technological advances. Education officials in Australia are recommending "regular, scaffolded and sustainable" professional development (Hyndman, 2018).

Undoubtedly, the exponentially-growing digital landscape provides numerous possibilities for everyone to engage in digital activities (Howell & O'Donnell, 2017). Still, the digital divide is likely to grow (Thomas, Wilson & Park, 2018), not just in an Australian context, but on a global scale. Nevertheless, the evidence shows that the digital landscape will continue to change in a glocalised environment.

Conclusion and insights

The paper focuses on changing landscapes in a glocalised learning environment. Using a literature-based approach, it sees the various shifts in perspectives and resulting changes as being caused by globalisation. Care was taken to interpret the landscapes within an educational context. Change, changing landscapes, globalisation and glocalisation are the main theories explored. Personal experiences lend some support to the discussion.

Globally, there is a general recognition that effective school leadership has the potential to change the lives of learners as much as it does to transform entire communities. Transformational leadership and related educational procedures are deemed as meaningful activities, when positive results spread to the wider national community.

Generally, Western/European models of education have neglected taking into account the value of indigenous knowledge and the epistemologies and ontologies that have shaped the lived experiences of indigenous cultures and traditions. Orally transmitted intergenerational knowledge is not recognised as having intellectual weight and therefore not counted as knowledge to be exchanged or transferred. Yet, the very substance of indigenous knowledge can contribute meaningfully to the sustainable development debate and by extension the national development of the countries concerned.

Change speaks to an audience as extensive as where there is human existence. This suggests that change in a glocalised world is inevitable. Notwithstanding the global pressures that hold nations in their grip, as far as possible, nations should take care to ensure that the changes made are realistic ones that not only bring benefits to their subjects' individual advancement, but also to a national agenda that builds and support sustainable development. I close this discussion with my very own quotation of hope: *I hope that the time will come when we embrace changing landscapes in a borderless, non-nationalistic environment where the entry visa is agape.*

References

AACU (2007): *College Learning for the New Global Century*. https://www.aacu.org/sites/default/files/files/LEAP/GlobalCenturyfinal.pdf

Alexander, R. (2014): Evidence, Policy and the Reform of Primary Education: A Cautionary Tale. *Forum*, 56(3), 349-375.

Aslam, A., Eugster, J., Ho, G., Jaumotte, F., Osorio-Buitron, C. & Piazza, R. (2018): *Globalization Helps Spread Knowledge and Technology Across Borders*. https://blogs.imf.org/2018/04/09/globalization-helps-spread-knowledge-and-technology-across-borders/

Berkovich, I. (2018): Will it Sink or Will it Float: Putting three Common Conceptions about Principals' Transformational Leadership to the Test. Conceptions. *Educational Management Administration and Leadership*, 46(6), 888-907.

Bush, T. (2018): Transformational Leadership: Exploring Common Conceptions. *Educational Management Administration and Leadership*, 46(6), 883-887.

Calderon, A. (2018): *The Higher Education Landscape is Changing Fast*. https://www.universityworldnews.com/post.php?story=2018062208555853

Campbell, K. (2013): *Rebranding a Higher Education Institution using Corporate Practices: A Case Study of Arizona State University*. https://dra.american.edu/islandora/object/1213capstones%3A163/datastream/PDF/view

De Houwer, J., Barnes-Holmes, D. & Moors, A. (2013): *What is Learning? On the Nature and Merits of a Functional Definition of Learning*. https://ppw.kuleuven.be/okp/_pdf/DeHouwer2013WILOT.pdf

Edmonds, J. (2012): *What Internationalization Should Really Be About*. https://www.universityaffairs.ca/opinion/in-my-opinion/what-internationalization-should-really-be-about/

Gallagher, J. (2018): 'Remarkable' Decline in Fertility Rates. Online *BBC News*, 9th November 2018. https://www.bbc.co.uk/news/health-46118103

Gobo, G. (2016): Glocalisation: A Critical Introduction. *European Journal of Cultural and Political Sociology*. https://www.researchgate.net/publication/305482800_Glocalization_a_critical_introduction

Gurria, A. (2007): *Reaping the Benefits of Globalisation: The Importance of Public Policies*. http://www.oecd.org/general/38144150.pdf

Hopmann, S. (2003): On the Evaluation of Curriculum Reforms. *Journal of Curriculum Studies*, 35(4), 459-478.

Howell, S. & O'Donnell, B. (2017): *Digital Trends and Initiatives in Education: The Changing Landscape for Canadian Content*. http://www.omdc.on.ca/Assets/Research/Research+Reports/Digital+Trends+and+Initiatives+in+Education/Digital+Trends+and+Initiatives+in+Education.pdf

Hung, D., Kit, L. & Poon, K. (2017): *Welcome to Redesigning Pedagogy International Conference 2017*. https://conference.nie.edu.sg/2017/info/welcome.php

Hyndman, B. (2018): *Ten Reasons Teachers Can Struggle to Use Technology in the Classroom*. https://theconversation.com/ten-reasons-teachers-can-struggle-to-use-technology-in-the-classroom-101114

Jeffery, R. (2014): Authorship in Multi-Disciplinary, Multi-National North-South Research Projects: Issues of Equity, Capacity and Accountability. *Compare: A Journal of Comparative and International Education*, 44(2), 208-229.

Jibeen, T. & Khan, M. (2015): Internationalization of Higher Education: Potential Benefits and Costs. *International Journal of Evaluation and Research in Education (IJERE),* 4(4), 196-199.

Lee, E. & Vivarelli, M. (2006): *The Social Impact of Globalization in the Developing Countries.* http://ftp.iza.org/dp1925.pdf

Leithwood, K. & Jantzi, D. (2005): A Review of Transformational School Leadership Research 1996-2005. *Leadership and Policy in Schools*, 4, 177-199.

Lillis, T. & Curry, M. (2010): *Academic Writing in a Global Context: The Politics and Practices of Publishing in English.* London: Routledge.

Lin, G. (2009): Higher Education Research Methodology-Literature Method. *International Education Studies*, 2(4), 179-181.

Maclure, R. (2006): No Longer Overlooked and Undervalued? The Evolving Dynamics of Endogenous Educational Research in Sub-Saharan Africa. *Harvard Educational Review*, 76(1), 80-109.

Maringe, F., Foskett, N. & Woodfield, S. (2013): Emerging Internationalisation Models in an Uneven Global Terrain: Findings from a Global Survey. *Compare: A Journal of Comparative and International Education*, 43(1), 9-36.

McCulloch, G. (2005): Curriculum Reform, Educational Change and School Improvement. In D. Hopkins (Ed.) *The Practice and Theory of School Improvement, International Handbook of Educational Change* (pp. 169-181). Dordrecht: Springer.

Meek, L., Teichler, U. & Kearney, M. (Eds.) (2009): *Higher Education, Research and Innovation: Changing Dynamics Report on the UNESCO Forum on Higher Education, Research and Knowledge 2001-2009*. Kassel: International Centre for Higher Education Research.

Miller, P. (2018): *The Nature of School Leadership: Global Practice Perspectives*. London: Palgrave McMillan.

Odeh, L. (2010): *A Comparative Analysis of Global North and Global South Economies*. https://www.researchgate.net/publication/265425871_A_comparative_analysis_of_global_north_and_global_south_economies

O'Rourke, K. & Williamson, J. (2012): When Did Globalisation Begin? *European Review of Economic History*, 6, 23-50.

Oseyomon, E. & Ojeaga, J. (2010): Globalization and Management: Issues and Concepts. *African Research Review*, 4(4), 96-110.

Parmar, N. (2017): *Empowering Parents in the Digital Landscape*. https://edtechnology.co.uk/Blog/empowering-parents-in-the-digital-landscape/

Robertson, R. (2012): Globalisation or Glocalisation? *The Journal of International Communication,* 18(2), 191-208.

Roudometof, V. (2016): *Glocalization: A Critical Introduction*. London: Routledge.

Shaw, H. (2011): *'Glocalisation' Rules the World*. https://business.financialpost.com/news/glocalization-rules-the-world

Shotte, G. (2013): School Leadership for Sustainable Education: Reflections on Montserrat. In P. Miller (Ed.) *School Leadership in the Caribbean: Perceptions, Practices and Paradigms* (pp. 29-43). Didcot: Symposium Books.

Swyngedouw, E. (2004): Globalisation or 'Glocalisation'? Networks, Territories and Rescaling. *Cambridge Review of International Affairs*, 17(1), 25-48.

Terepyshchyi, S. (2018): *Educational Landscape as a Concept of Philosophy of Education.* https://www.researchgate.net/publication/324063565_Educational_Landscape_as_a_Con cept_of_Philosophy_of_Education

Thomas, M. (2018): Research Capacity and Dissemination among Academics in Tanzania: Examining Knowledge Production and the Perceived Binary of 'Local' and 'International' Journals. *Compare: A Journal of Comparative and International Education*, 48(2), 281-298.

Thomas, J., Wilson, C. & Park, S. (2018): *Australia's Digital Divide Is Not Going Away.* https://theconversation.com/australias-digital-divide-is-not-going-away-91834

Travis, D. (2016): *Desk Research: The What, Why and How*. https://www.userfocus.co.uk/ articles/desk-research-the-what-why-and-how.html

Tsushima, R. (2011): *The Mismatch between Educational Policy and Classroom Practice: EFL Teachers' Perspectives on Washback in Japan*. http://digitool.library.mcgill.ca/ webclient/StreamGate?folder_id=0&dvs=1549579646995~564

Watanabe-Crockett, L. (2018): *The 6 Essential Things You Must Have for Transforming Education.* https://globaldigitalcitizen.org/6-things-transforming-education

Dr. Gertrude Shotte, Middlesex University, London, United Kingdom