

Course Description

MEDD6095 Addressing the Global-Local Nexus in Education

Course description

No society, nation, or civilisation exist in isolation today. As Roland Robertson's concept of 'glocalization' indicates, there has been a mutual interpenetration of the global and the local and of the universal and the particular. Global connections have put local societies in direct contact, and the global dimension has been increasingly formative, especially in communications, research and knowledge flows, in constituting a field of comparison and imitation/innovation, and in the crossborder mobility of persons. Meanwhile, cultures and civilisations affect the content of globalisation. The intermingling of cultures and civilisations is itself constitutive of difference and diversity within the global. Borrowing and reinterpreting a variety of theories on the complex links between the local, the regional, and the global, this course will help students develop their understandings of education phenomena and practices at various levels.

As we enter into the twentieth-first century, it has become abundantly clear that efforts to improve education cannot ignore educational traditions and cultures. However, contemporary comparative and global studies of education reforms have been overwhelmed by the powerful influence of economic and political realities, often failing to trace current phenomena and practice to their historical and cultural roots. A cultural perspective that gives weight to the impact of traditional thinking modes on contemporary development is much needed. Through a process of 'social reflexiveness' all societies change through a process of reflexive emulation of others. The engine of change, however, remains primarily endogenous and temporally conceived. It is therefore necessary to go beyond Robertson's approach that tends to internalise the processes and to downplay conflictual aspects to understand globalisation in voluntaristic terms by which various locals in both the West and the non-West reflexively change vis-à-vis their contact with others.

This course will stress the entanglement and dynamics between the various levels in the education space, underline the formative power of the global dimension in education through exploring different aspects of global activity, and reclaim the significance of the local in the global age by getting into the core of local cultures and traditions. Drawing on local educational wisdoms, experiences, and phenomena as a source of learning, this course will introduce students to an understanding of education that is conscious of local places to enable them to be inducted into the knowledge and patterns of behaviour associated with responsible community engagement. Special attention will be paid to higher education considering that the global/local dynamics are most salient in higher education, especially at research-intensive universities.

Coursework / Examination ratio: 100 % Coursework, 0 % Examination

Course objectives

Please refer to the course description above

Course learning outcomes

1. Define and develop a theoretical framework of globalisation specially from a cross-cultural perspective
2. Identify the implications of globalisation for education at the local, regional, and global levels
3. Develop a deeper understanding of how education can be used as a tool to promote global social justice and prosperity
4. Identify major features of the cultural roots of local education from global comparative Perspective
5. Develop a stronger sense of belonging establishing the relationship between global processes and local experiences
6. Recognise the importance of education and the role of individuals in making sense of global society in which people are living

Course assessment methods

| Assessment method | Type of assessment (e.g. description of assignment) | Weighting (%) | Aligned course learning outcome(s) |
|---|---|---------------|------------------------------------|
| Group Presentation | Group | 30 | |
| Class participation and discussion | Individual | 30 | |
| Essay | Individual | 40 | |
| Course content and topics | | | |
| <ul style="list-style-type: none"> • Scales in education: Imagining the education space • Globalisation of education: Historical roots and future directions • Global connections: International student mobility • The global research system and local knowledge • Issues of culture in learning, governing and policy-making/borrowing • Seeking cultural roots: Non-Western educational traditions • Rise of localism: Indigenisation movement and cultural self-awareness • Clash or dialogue of civilisations?: Implications for comparative and global studies of education and development | | | |
| Required / recommended readings and online materials | | | |
| <p>Key readings:</p> <p>Marginson, Simon, & Rhoades, Gary (2002). Beyond national states, markets, and systems of higher education: a glonacal agency heuristic. <i>Higher Education</i>, 43(3), 281-309.</p> <p>Marginson, Simon (2022). Space and scale in higher education: the glonacal agency heuristic revisited. <i>Higher Education</i>. https://doi.org/10.1007/s10734-022-00955-0</p> <p>Fawcett, Louise. (2004). Exploring regional domains: a comparative history of regionalism. <i>International Affairs</i>, 80(3), 429-446.</p> <p>Conrad, Sebastian (2016). <i>What is Global History?</i>. Princeton: Princeton University Press, especially pp. 3-16, pp. 62-89.</p> <p>Pieterse, Jan Nederveen (2018). <i>Multipolar globalization: Emerging economies and development</i>. Abingdon: Routledge, especially pp. 1-64.</p> <p>Scholte, Jan Aart (2008). Defining Globalisation. <i>The World Economy</i>, 31(11), 1471-1502.</p> <p>Lee, Jenny, & Rice, Charles (2007). Welcome to America? International student perceptions of discrimination. <i>Higher Education</i>, 53, 381–409. https://doi.org/10.1007/s10734-005-4508-3</p> <p>Marginson, Simon (2014). Student self-formation in international education. <i>Journal of Studies in International Education</i>, 18 (1), 6-22.</p> <p>Brooks, Rachel, & Waters, Johanna (2022). Partial, hierarchical and stratified space? Understanding ‘the international’ in studies of international student mobility. <i>Oxford Review of Education</i>, 1-18.</p> <p>Marginson, Simon (2022). What drives global science? The four competing narratives. <i>Studies in Higher Education</i>, 47(8), 1566-1584. https://doi.org/10.1080/03075079.2021.1942822</p> <p>Wagner, Caroline., Park Han Woo, & Leydesdorff, Loet (2015). The continuing growth of global cooperation networks in research: A conundrum for national governments. <i>PLoS ONE</i>, 10(7): e0131816. doi:10.1371/journal.pone.0131816</p> <p>Tan, Charlene (2015). Education Policy Borrowing and Cultural Scripts for Teaching in China. <i>Comparative Education</i>, 51(2), 196-211.</p> <p>Cheng, Kai-Ming (2000). Education and development: the neglected dimension of cross-cultural studies. In R.J.</p> | | | |

Alexander, P. Broadfoot, and M. Osborn (eds.), *Learning from comparing: New directions in comparative educational research* (pp. 81-92). Volume 2: Policy, professionals and development. Oxford: Symposium Books.

Yang, Lili (2022). The public good of higher education: a lexical-based comparison of the Chinese and Anglo-American approaches. *Studies in Higher Education*, 1-15.

<https://doi.org/10.1080/03075079.2022.2131763>

de Sousa Santos, Boaventura (2007). Beyond abyssal thinking: From global lines to ecologies of knowledges. *Review (Fernand Braudel Center)*, 30(1), 45-89.

Hall, Stuart (1992). The West and the Rest: Discourse and power. In S. Hall and B. Gieben (Eds), *Formations of Modernity* (pp. 275-332). Cambridge: Polity Press.

Lin, Min, & Zheng, Yundan (2021). Unpacking the global-local entanglements in Hong Kong's curriculum reform. In W. Zhao and D. Tröhler (eds.), *Euro-Asian Encounters on 21st-Century Competency-Based Curriculum Reforms* (pp. 175-194). Singapore: Springer.

Yang, Rui (2022). Chinese Intellectual Traditions as Global Resources. *ECNU Review of Education*, <https://doi.org/10.1177/20965311221131333>.

Gomes, Alberto (2013). Anthropology and the Politics of Indigeneity. *Anthropological Forum*, 23(1), 5-15.

Mohan, Giles, & Stokke, Kristian (2000) Participatory Development and Empowerment: The Danger of Localism. *Third World Quarterly*, 21(2), 247-268.

Yang, Rui, & Gao, Catherine Yuan. (2020). Rethinking cultural competence education in the global era: Insights from Fei Xiaotong's theory of cultural self-awareness. *Frontiers of Education in China*, 15(4), 539-563.

Huntington, Sameul P. (1993). The Clash of Civilizations?. *Foreign Affairs*, 72(3), 22.

Rizvi, Fazal (2011) Beyond the Social Imaginary of 'Clash of Civilizations'?. *Educational Philosophy and Theory*, 43(3), 225-235.

Aliyeva, Natalia Zinovyevna, Kalinina, Natalia Anatolyevna, & Zayats, Zoya Viktorovna (2015). Dialogue in a Globalizing World: The Philosophical Understanding. *Mediterranean Journal of Social Sciences*, 6(3), 53-58.

Alatas, Syed Farid (2002). The Role of Human Sciences in the Dialogue among Civilizations. *Development and Society*, 31(2), 265-279.

Other additional course information

Note that this course will pay much attention to relevant conceptual discussions, with reference to educational phenomena and practices.