

УДК 371.13:16.32

UDC 371.13:16.32

DOI: [10.31475/ped.dys.2022.32.08](https://doi.org/10.31475/ped.dys.2022.32.08)

SABRINA VIKTORIA BACHER,

Doctor of Philosophy, Senior Lecturer (Post-Doc)

*(Austria, Innsbruck, Leopold-Franzens-University Innsbruck,
Fürstenweg, 176)*

САБРИНА ВІКТОРІЯ БАХЕР,

доктор філософії, старший викладач (постдок)

*(Австрія, Інсбрук, Інсбрукський університет імені Леопольда Франценца,
вул. Фюрстенвег, 176)*

ORCID: [0000-0003-4004-6989](https://orcid.org/0000-0003-4004-6989)

KATERYNA BINYTSKA,

Doctor of Pedagogical Sciences, Professor

*(Ukraine, Khmelnytskyi, Khmelnytskyi Humanitarian-Pedagogical Academy,
Proskurivskoho Pidpillia St., 139)*

КАТЕРИНА БІНИЦЬКА,

доктор педагогічних наук, професор

*(Україна, Хмельницький, Хмельницька гуманітарно-педагогічна академія,
вул. Проскурівського підпілля, 139)*

ORCID: [0000-0002-2111-5275](https://orcid.org/0000-0002-2111-5275)

CHRISTIAN KRALER,

Habilitated Doctor, Professor

*(Austria, Innsbruck, Leopold-Franzens-University Innsbruck,
Fürstenweg, 176)*

КРИСТІАН КРАЛЕР,

доктор хабілітований, професор

*(Австрія, Інсбрук, Інсбрукський університет імені Леопольда Франценца,
вул. Фюрстенвег, 176)*

ORCID: [0000-0001-7333-5002](https://orcid.org/0000-0001-7333-5002)

Glocalization and Teacher Education – Ethical Considerations in Challenging Times

Глокалізація та освіта вчителів – етичні міркування у складні часи

The article emphasizes that global thinking begins at the structural level of educational programs on teacher preparation, and we offer the example of Ukraine, which recently underwent a large-scale reform of its higher education system towards international standardization, which included their educational program on teacher preparation. At the same time, the process of modernization of higher education in Ukraine has a somewhat one-sided focus on the global sphere and neglects some local features, which has led to the emergence of problems.

This article explores the connection between glocalization and teacher education from methodological and ethical perspective. We argue that global competence helps teachers and future generations to develop a multi-perspective view to accurately respond to current and future challenges and understand the world in its complexity. This mindset also enables them to make thoughtful ethical decisions based on well-considered global principles. In addition, we argue that glocalization begins at the structural level, and offer the example of Ukraine, which recently underwent a large-scale reform of its education system, including teacher education. However, the reform focused mainly on the global sphere and neglected some local features, leading to numerous problems and challenges.

To better understand the idea of glocalization in teacher education from the ethical perspective, future scientific researches can be focused on the study of the international teacher education programs, which find a balance between national traditions and international developments in education, so different systems can learn and enrich each other. Of course, the article does not cover all theoretical aspects of the considered problem and provides further scientific discussions about glocalization in teacher education.

Keywords: *glocalization, teacher education, ethics, sustainability, globalization, Ukraine.*

У статті досліджуються зв'язок між глокалізацією та педагогічною освітою з етичної точки зору. Ми стверджуємо, що посилений акцент на концепції глокалізації в освіті вчителів краще підготує майбутні покоління до відповіді на поточні та майбутні виклики. Усвідомлення взаємозв'язку між локальною та глобальною сферами допомагає вчителям і, зрештою, учням зрозуміти світ у його складності. Глокальний спосіб мислення дозволяє їм приймати обдумані етичні рішення, які враховують різні точки зору. Такі рішення базуються на глобальних принципах, таких як соціальна відповідальність, справедливість і стійкість.

У статті акцентовано, що глобальне мислення починається на структурному рівні освітніх програм з підготовки вчителів, і надаємо приклад України, яка нещодавно пройшла широкомасштабну реформу своєї системи вищої освіти в напрямку міжнародної стандартизації, яка включала їхню програму підготовки вчителів. Водночас, процес модернізації вищої освіти в Україні має децю однобічний фокус на глобальній сфері та відбувається нехтування деякими локальними обставинами, що призвело до виникнення проблем. У статті обговорюється зв'язок між глокалізацією та педагогічною освітою з методологічної та етичної точки зору. Ми стверджуємо, що глобальна компетентність допомагає вчителям і майбутнім поколінням розвивати багаторакурсний погляд, щоб точно реагувати на сучасні та майбутні виклики та розуміти світ у його складності. Таке мислення також дає їм змогу приймати обдумані етичні рішення, які ґрунтуються на добре зважених глобальних принципах. Крім того, ми стверджуємо, що глокалізація починається на структурному рівні, і наводимо приклад України, яка нещодавно пройшла широкомасштабну реформу своєї системи освіти, зокрема й педагогічної освіти. Тим не менш, реформа зосередилася в основному на глобальній сфері та знехтувала деякими місцевими обставинами, що призвело до численних проблем і викликів. Щоб краще зрозуміти ідею глокалізації в педагогічній освіті з етичної точки зору, майбутні наукові дослідження можуть зосереджуватись на вивченні міжнародних програм педагогічної освіти, які знаходять баланс між національними традиціями та міжнародними розробками в освіті, щоб різні освітні системи могли вчитися та збагачувати одна одну. Звісно, матеріал статті не вичерпує всіх теоретичних аспектів розглянутої проблеми і передбачає подальші наукові дискусії про глокалізацію в освіті вчителів.

Ключові слова: глокалізація, педагогічна освіта, етика, стійкість, глобалізація, Україна.

1. Introduction. Since at least the turn of the century education and in succession teacher education faced a huge wave of internationalization (Loughran/Hamilton, 2016). This is the logical consequence of the high interdependence of educational systems with global developments in technology, economics and especially society. Formal education is fundamentally intertwined with society and resonates with all its developments (Rosa, 2019). International organizations, experts and stakeholders see formal education as a mandatory activity to face global challenges.

«We urgently need to reimagine our futures together and take action to realize them. Knowledge and learning are the basis for renewal and transformation. [...] «Education – the ways we organize teaching and learning throughout life – has long played a foundational role in the transformation of human societies. Education is how we organize the intergenerational cycle of knowledge transmission and co-creation. It connects us with the world and to others, exposes us to new possibilities, and strengthens our capacities for dialogue and action.» (UNESCO, 2021, p. 7).

And within the sphere of formal education, teachers play the crucial role as a hub.

«Growing evidence demonstrates that – among all educational resources – teachers' abilities are especially crucial contributors to students' learning.» (Darling-Hammond/Bransford, 2005, p. 2).

The next generation needs to acquire competences to manage challenges we already face today. The most important are summarized in the quoted UNESCO report (UNESCO, 2021, p. 8f): social and economic inequality, climate change, biodiversity loss, resource use that exceeds planetary boundaries, health crisis, wars, democratic backsliding, the rise of authoritarianism, populism, and political extremism, disruptive technological automation, accelerated globalization and growing human mobility, together with (forced) migration and the digital transformation of our societies have a fundamental impact on all our lives. Schools and especially teachers can provide a learning environment to tackle these global societal challenges systematically and in a creative way.

What is crucial is the global scale of all these aspects and their high impact on everybody's life, which – in the end – takes place in a geographically local environment (for most of us). Therefore, teachers need to be equipped with appropriate tools and concepts to discuss the problems in classroom. Apart from subject specific means they also need general concepts to frame specific questions in a bigger context, especially to meet the global to local (or vice versa) scale intertwining of the phenomena mentioned above.

The most used concept in this context is *globalization*. First thorough characterizations of globality

and globalization in the so called second modernity – to distinguish it from historical trends of globalization (Beck, 2000, p. 12) – where elaborated and discussed by Robertson (1992) and Beck (2000) since the mid 1980ies. For Robertson (1992, p. 8) globalization refers to «the compression of the world,» characterized by an «accelerated pace of contact among cultures, peoples and civilizations or the sense that the world is shrinking.» For Beck globalization creates «transnational social links and spaces, revalues local cultures and promotes third cultures» (Beck, 2000, p. 12) and «nothing which happens on our planet is only a limited local event; all inventions, victories and catastrophes affect the whole world, and we must reorient and reorganize our lives and actions, our organizations and institutions, along a local-global axis.» (Beck, 2000, p. 12). Both authors discussed the process of globalization very critically and warned against raising uncontrolled growth, neoliberal tendencies, social inequalities and risks, questions of tolerance, universal human rights, increasing world poverty, new wars of religion, intensified ecological disasters (Beck, 2000, p.15). – The challenges we face today were already defined.

Around the same time, in June 1992, at the Earth Summit in Rio de Janeiro, approximately 180 countries adopted the Agenda 21 which eventually led to 2030 Agenda for Sustainable Development with the 17 Sustainable Development Goals (UN, 2015). Thus, *sustainability* on all levels, social, technological, economic and environmental, was shaped to a second fundamental concept for teachers. Fortunately, curricula all around the world start to reflect that.

One of the challenges now is, how to bring global perspectives to the classroom. Digitalization brought the whole world to the classroom but virtual reality can at most partly create resonance and experience in the learners' mind (Rosa, 2019). Learning especially and primarily needs direct experience. The SDG document stresses the responsibility of us all for all the 17 goals, even if we are not directly affected. To connect the global challenges to local realities toward a sustainable future, the concept of *glocalization* can serve as one integrative model for teachers. It tries to map the reality of social life in the 21st century:

«We live in a world partially interconnected and interdependent but where a multitude of different cultural arrangements coexist with each other. Our world [...] consists of fragments or fusions.» (Roudomentof 2016, p. 138)

It is quite natural, that teacher education started to reflect glocalization shortly after the first 10 years in the 21st century because of the co-evolutionary, restorative connectedness of educational and societal developments.

2.Methodological Approach and Research Question.

Based on the aforementioned considerations, this theoretical paper explores the connection between glocalization and teacher education from an ethical perspective based upon latest theories of glocalization. We argue that a heightened emphasis on the concept of glocalization in teacher education has the potential to better prepare future generations to respond to current and future challenges. Realizing the intertwining between the local and the global sphere supports teachers and eventually students to understand the world in its complexity. A glocal mindset enables them to make deliberate ethical decisions that take multiple perspectives into consideration. Such decisions are based on glocal principles, such as social responsibility, justice, and sustainability. We then argue that a glocal mindset begins at the structural level of teacher education programs and provide the example of Ukraine, that recently underwent a large-scale reform of their higher education system towards international standardization that included their teacher education program. However, there was a one-sided focus on internationalization that neglected some of the national circumstances, which lead to several challenges. This example shows that a glocal perspective is not only crucial in everyday school life but also on the structural level.

3.The Concept of Glocalization.

As mentioned above, one of the challenges is how to create local and «direct» experiences of global challenges that do not directly affect a specific geographic region or social group. Local perspectives often differ from the global situation. On the other hand, regional events can have a global effect, as we face for instance with the Russian war of aggression against the Ukraine. Embedding such issues and situations within the concept glocalization (Roudomentof, 2016) gives one contextual frame to make the connections and interrelations more tangible.

Glocalization basically means the simultaneous occurrence of both universalizing and particularizing tendencies in social, political and economic systems. The term is a neologism, obviously constructed by fusing global and local. It quite quickly gained popularity since the 1990ies across a variety of disciplines and fields (Roudomentof, 2016, p. 1ff). As several pioneers of the glocalization-concept point out, it is much more than just another term. One has to understand it as a distinctive concept on its own, especially not opposite to but to be differentiated from globalization or its local aspect. The origin of the term can either be traced back to the Japanese concept of *dochakuka*

(Martin/Woodside, 2008), originally the agricultural principle of adapting farming techniques to local circumstances, or to the Global Change Exhibition in German, Bonn, in 1990, where the installation «Rubik's Cube of Ecology» was attributed glocal, «in order to give a word for the magnitude ranging from micro to meso to macro scales.» (Roudomentof, 2016, p.3).

Independently from the question of origin, glocalization is based upon and connected to the concept of globalization. There are several, sometimes even contradictory definitions of this term. Held et al (1999, p. 16) defined globalization as a «process (or set of processes), which embodies a transformation in the spatial organization of social relations and transactions, that generates transcontinental or interregional flows and networks of activity ad interactions, influencing the exercise of power.»

Numbers are always critical, but if we want to give some evidence, Globalization gained rising popularity since the mid 1980ies with a peak around 2005, as the Ngram-analysis in figure 1 shows.

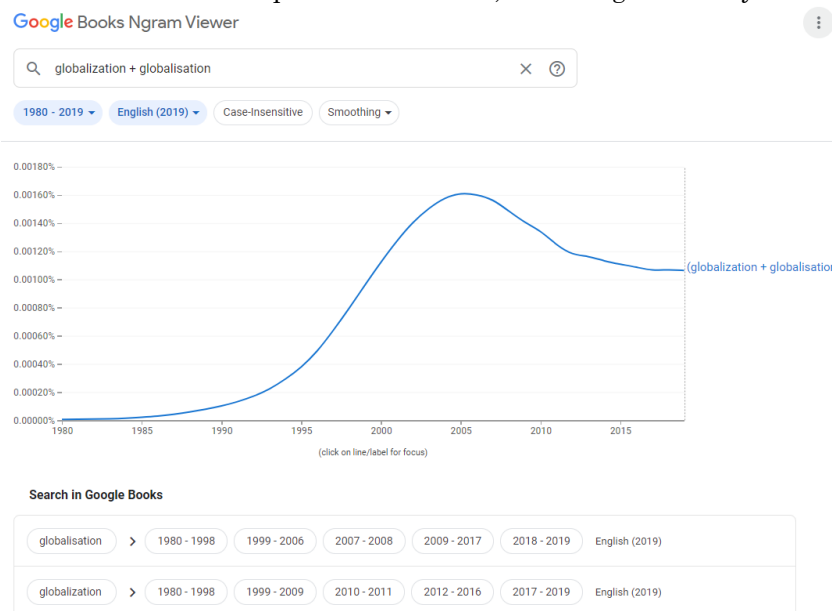


Fig. 1. Ngram analysis of globalization

The term glocalization didn't exist before 1990 (Roudomentof, 2016, p. 3). Robertson (1994) scientifically defined it as a refinement of the concept of globalization. The latter includes the tendency of «global homogenization» and lacks the simultaneously global development of diversification.

«In order to make very explicit the heterogenising aspects of globalization the idea of glocalisation is introduced.» (Robertson, 1994, p. 33)

Until now has gained increasingly popularity since the 1990ies in a variety of disciplines. Compared to the term globalization it has remained more of a niche concept until today only becoming more popular during the last couple of years, as indicated in the Ngram analysis in figure 2.

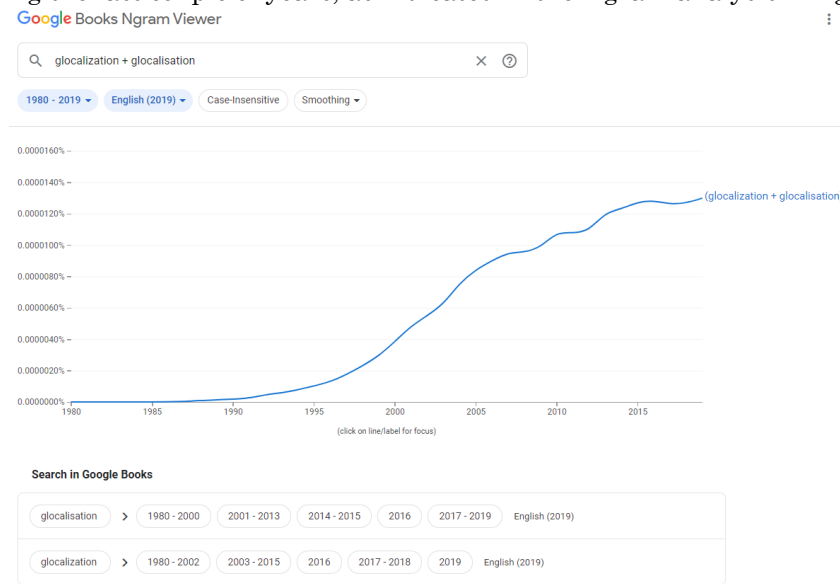


Fig. 2. Ngram analysis of glocalization

The nowadays widely accepted characterization of glocalization can be found in Victor

Roudomentofs critical introduction to this term (2016):

«Glocalization indicates that the growing importance of continental and global levels is occurring together with the increasing salience of local and regional levels. Tendencies towards homogeneity and centralization appear alongside tendencies toward heterogeneity and decentralization. [...] It points to the interconnectedness of global and local levels.» (Roudomentof, 2016, p. 9)

In contrast to other and older definitions, it interprets glocalization as an analytically autonomous concept and, an important factor, also addresses the issue of power by interpreting power relations as the ability to project or resist the waves of globalization in local contexts (Roudomentof 2016, p. 72ff). This makes the concept especially applicable in educational contexts. As the Unesco Report on a new social contract for education (Unesco, 2021) analyses in detail, that questions of power and its misuse in a variety of fields (politics, economy, ...) are the main obstacle for creating social justice, peace and prosperity for everyone.

„All exploration of possible and alternative futures raises profound questions of ethics, equity, and justice – what futures are desirable and for whom?» (UNESCO, 2021, p. 8).

4. Ethical Considerations.

Since Education and society are highly intertwined, education has the potential to profoundly change the world.

«Education is the foundation for the renewal and transformation of our societies. It mobilizes knowledge to help us navigate a transforming and uncertain world. The power of education lies in its capacities to connect us with the world and others, to move us beyond the spaces we already inhabit, and to expose us to new possibilities.» (UNESCO, 2021, p. 10)

Teachers can have an enormous influence on their students and, consequently, on future generations. Therefore, their level of responsibility is high because their values and actions indirectly shape society for the better or the worse. In their everyday professional life, teachers must constantly make decisions that include ethical aspects. Ethical decisions should not be made *ad hoc* but rather deliberately based on underlying ethical principles, otherwise a systematic or critical-rational discussion on moral matters is impossible (Morscher, 2012, p. 7). Nevertheless, this is not often the case because decision-makers are frequently not aware of their own ethical positions and the underlying principles behind their actions. We argue that a glocal mindset can help teachers (and consequently students) assess moral matters from various perspectives and make well-considered ethical decisions based on glocal principles. Patel and Lynch (2013) suggest three pivotal principles for a glocal mindset in education: (1) social responsibility, (2) justice, and (3) sustainability (p. 223). Therefore, teacher training programs that are primarily competition-driven with an overall goal to perform well in international rankings might not only neglect some of the local and even global challenges but are most probably incompatible with the aforementioned principles.

A one-sided focus on either the global or the local sphere can lead to moral dilemmas because from an ethical perspective both the idea of globalization and localization involve advantages and disadvantages. The Cambridge Academic Content Dictionary (2009) defines globalization as «the development of closer economic, cultural, and political relations among all the countries of the world as a result of travel and communication becoming easy». This broad interpretation underlines the positive aspects of globalization by emphasizing that it facilitates the access to information, goods, and services and fosters intercultural as well as international awareness and exchange. Noam Chomsky (2002) points out that «[n]o sane person is opposed to globalization, that is, international integration. Surely not the left and the workers movements, which were founded on the principle of international solidarity—that is, globalization in a form that attends to the rights of people». Nevertheless, globalization in this interpretation has been criticized by right-wing national-conservative political parties (e.g. the French National Front, The Italian Lega Nord, The National Democratic Party of Germany, the Austrian Freedom Party) who argue in favor of the protection of the nation-state as opposed to the promotion thinking outside the box and developing a cosmopolitical worldview.

Yet, at the same time Chomsky (2002) adds that the term ‚globalization‘ «has been appropriated by the powerful to refer to a specific form of international economic integration, one based on investor rights, with the interests of people incidental». Such a perspective does not benefit humanity but rather «international private power systems». Most members of the ‘anti-globalization movement’ do not stand up against globalization *per se*, which is, therefore, a misnomer, but primarily against the aforementioned neoliberal interpretation of corporative globalization, so ‘global justice movement’ (Hosseini, 2010) might be a more appropriate term than ‘anti-globalization movement’. Proponents criticize neoliberal globalization for ethical reasons, such as a lack of protection of the environment, labor and human rights, an empowerment of large international companies, and a potential loss of cultural diversity due to mainstream monoculture. For these reasons, in addition to a global mindset a local perspective that takes regional socio-demographic, environmental and cultural characteristics as

well as indigenous traditions into consideration is crucial. The ethical assessment on whether to focus more on the global or the local sphere in a specific situation to a high degree depends on the particular circumstance.

Ethical questions that arise with relation to teacher training programs relate to the structure as well as to the content. On the content level, we advocate for a heightened emphasis on glocal competency in teacher education programs because an understanding of the complexity of societal and educational realities from both a global and a local perspective is essential for prospective teachers. One way of fostering glocal awareness in teacher education is a focus on comparative pedagogy, which compares education systems by taking geographical, demographic, economical, societal, cultural, religious, and political circumstances into consideration (Wolhuter, 2018, p. 33). An insight into both their own and other education systems should encourage future teachers to learn from each other and critically reflect about the status quo they are used to. Therefore, comparative pedagogy can support a fruitful exchange of ideas and mutual understanding, which can eventually lead to positive changes and reforms. Furthermore, teachers with a glocal mindset are more likely to approach their students as glocal citizens instead of stereotyping them. Since violent conflicts often result from a suppression of cultural identity (Fritzsche, 2016, p. 110), a focus on both the local culture and interculturality is pivotal for fostering a peaceful society. Teachers have the potential to create a classroom environment in which students of different backgrounds can learn to appreciate and respect each other in their diversity.

5. Teacher Education and Glocalization (Ch).

We argued that glocalization can be one – of course not the only one - concept in for (prospective) teachers to understand the complexity of societal and educational realities both from a local and a global perspective. In the sphere of higher education, the concept of glocalization refers to the process of interaction between global standards and local education systems, while maintaining the significant contribution of communities in different contexts and cultures (Patel/Lynch 2013).

One of the first articles bringing glocalization into education where published in 2005 (Luk-Fong) and 2011 (Tong/Cheung). An early article addressing questions of teacher education and glocalization was published in 2013 (Patel/Lynch, 2013). The authors interpret glocalization as an empowering paradigm (Patel/Lynch, 2013, p. 228).

«Glocalization dialogue obligates learners and teachers to consider action that will demonstrate a deep understanding and recognition of the benefits, differences, and similarities among diverse cultures. [...] Pedagogical considerations in embedding glocalization across the curriculum should be framed within a learning space that encourages action for change» (Patel/Lynch, 2013, p. 228f)

One of the first broader discussions of glocalization and teacher education was the «Policy Futures in Education» Special Issue «The Glocal Teacher» (Volume 14 Issue 1, November 2015) edited by Tom Are Trippestad and Zhongjing Huang. They demand that

«A part of a necessary international institutionalisation is the development of ‘glocal’ teaching to address problems and possibilities. The relation between the global and local can be described as a ‘glocal’ perspective and is investigated and discussed as a concept [...]» (Trippestad/Huang, 2016, p. 4)

In their volume Trippestad also makes one of the the first attempts to characterize a glocal teacher:

«The individual and the local can be found in the universal. In-between nations and the state, we can find universal or commonly desired political or economic conditions or solutions. And in the global, the particular and the local can be focused on. The glocal teacher, in the light of a bildung tradition and the globalisation era, must teach the students the personal and the local, the polis and the common culture, and the global and the universal, to create a harmonious and balanced education.» (Trippestad 2016, p. 21f)

Teachers, as change makers, have the opportunity to present global and local realities in classrooms. Students and pupils not only need to be taught. We should rather give them the opportunity to see themselves as glocal citizens who are able to change the situation for the better through local and global communities and thus contribute to a peaceful and sustainable future. Interpreting global large scale processes from and within a local perspective and vice versa, estimating the possible importance of small scale local or regional incidents to the global scale can be educationally framed with the concept of glocalization.

6. Teacher Education in the Ukraine – an Example.

Socio-economic and political events of the last decade, including the war in Ukraine in 2022 marked the trend towards disintegration processes. Ukrainian research on glocalization mainly took place in economics, sociology, political science but not in teacher education. The concept of glocalization with respect to teacher education is new in Ukraine.

At the beginning of the 21st century, the process of reforming the Ukrainian higher education system towards European standards significantly influenced the modernization of teacher education.

This led to a rapid transformation of the Ukrainian education system. A one-sided focus on international trends resulted in several problems and contradictions in the development of teacher education in Ukraine.

While the reform led to an implementation of standardized requirements, such as the European Credit Transfer and Accumulation System (ECTS), it dismissed the traditional and long-grown structure of the Ukrainian system of higher education. A glocal perspective might have taken the peculiarities of the Ukrainian pedagogical education into account while adapting progressive ideas of foreign teacher education.

In recent years, the problems inherent in the processes of internationalization of the educational system have been addressed. Until today there are no studies on the introduction of glocalization with regard to teacher education in Ukraine. The following challenges in teacher education in Ukraine could be fruitfully connected to the concept of glocalization.

There is a need to consider the problems facing the system of pedagogical education in Ukraine in detail and to consider finding ways to further develop teacher education, in particular through the use of ideas of glocalization (<https://vnu.edu.ua/uk/articles/profesiyna-pidgotovka-suchasnogo-uchitelya-problemi-i-orientiri>). Approaches to understand the essence of pedagogical education begin to change in Ukraine. The narrow interpretation of preparation of teachers of different levels and degrees is replaced by a growing awareness of pedagogical components of any professional education. Pedagogical professionalization and leadership gain more importance (Ziazun I., 2012, p. 88). Accordingly, the goal of teacher education should be the preparation of highly qualified teachers, who are able to carry out professional activities on the basis of humanism, democracy and the use of technologies.

Ukrainian scholars on the bases of the main provisions of the legal documents of Ukraine and international acts outline the following strategic vectors of development of teacher education, aimed primarily at:

- affirmation of continuity, humanism, democratization, comprehensiveness and variability of pedagogical education and preparation of future teachers;
- ensuring a high level of quality of professional preparation of teaching staff;
- professional development of pedagogical staff capable of working in the conditions of institutional openness of pedagogical educational institutions, with knowledge of foreign languages and orientation on academic mobility;
- expansion of mobility due to mutual recognition of diplomas (Modernization of pedagogical education in the European and Euro-Atlantic educational space, 2011. p. 34-35).

Nowadays Ukrainian teacher education is struggling with models of teacher education, where the main principles should be child-centeredness, humanization, continuity, inclusiveness, integration, science, systematization, combination of national educational traditions and best practice international examples, practice-orientation, predictability, innovation, academic autonomy, creativity (Pedagogical Constitution of Europe). Thus, it is possible to state the need for a multifaceted transformation of teacher education.

There are common factors that affect the formation of higher education in general, and some that relate exclusively to the system of teacher education in Ukraine. This especially concerns aspects including globalization, Europeanization and glocalization, which are relevant to all aspects of political, economic, social, and legal life of the country. General trends in teacher education include the diversification of education, the direction of its promotion, the use of innovative technologies, changing to a personality-oriented anthropological concept.

The integration of the long grown Ukrainian concepts of teacher education with successful international trends in teacher education will be one of the main challenges for educational policy makers and stakeholders in the Ukraine. A glocal view might support finding an appropriate balance between inherited identity and global developments.

7. Conclusions.

This article discussed the connection between glocalization and teacher education from a methodological and an ethical perspective. We argue that glocal competency supports teachers and future generations to develop a multi-perspective view to accurately respond to current and future challenges and understand the world in its complexity. Such a mindset also enables them to make deliberate ethical decisions that arise from well-considered glocal principles. We further argue that glocalization begins at the structural level and provided the example of Ukraine, that recently underwent a large-scale reform of their higher education system, including teacher education. Nevertheless, the reform mainly focused on the global sphere and neglected some of the local circumstances, which lead to numerous problems and challenges.

To better understand the idea of glocalization in teacher education from an ethical perspective, future studies could investigate how other international teacher education programs find a balance

between national traditions and international developments in education, so different systems can learn from each other. This article provided a foundation for conductive thoughts, but the discussion on glocalization in teacher education is just at its beginning.

Список використаних джерел:

- Зязюн, І.** (2012). Педагогічна професія в контексті двох парадоксів. *Професійна освіта: педагогіка і психологія*, 14, 83–92. [in Ukrainian].
- Авшенюк, Н. М., Кудін, В. О., Огієнко, О. І., & ін.** (2011). *Модернізація педагогічної освіти в європейському та євроантлантичному освітньому просторі*. Київ: Педагогічна думка. [in Ukrainian].
- Педагогічна Конституція Європи. Часопис «Європейські педагогічні студії»*. Взято з <http://www.arpue.org/index.php/uk/>. [in English].
- Beck, U.** (2000). *What is Globalization*. Polity Press. [in English].
- Cambridge Academic Content Dictionary*. (2009). «Globalization» as cited by. Retrieved from <https://dictionary.cambridge.org/dictionary/english/globalization>. [in English].
- Chomsky, N.** (2002). *Noam Chomsky Interviewed by Toni Gabric*. The Croatian Feral Tribune. Retrieved from <https://wayback.archive-it.org/all/20070807064137/https://www.zmag.org/content/TerrorWar/chomskygab.cfm> [in English].
- Darling-Hammond, L., & Bransford, J.** (2005). *Preparing Teachers for a Changing World*. Jossey-Bass. [in English].
- Fritzsche, K. P.** (2016). *Menschenrechte*. Ferdinand Schöningh. [in German].
- Held, D., McGrew, A., Goldblatt, D., & Perraton, J.** (1999). *Global Transformations: Politics, Economics and Culture*. Stanford University Press. [in English].
- Hosseini, S. A. H.** (2010). *Alternative Globalizations. An Integrative Approach to Studying Dissident Knowledge in the Global Justice Movement*. Routledge. [in English].
- Loughran, J., & Hamilton, M. L.** (2016). *International Handbook of Teacher Education. Vol. 1*. Springer. [in English].
- Luk-Fong, P. Y. Y.** (2005). Globalization and localization enmeshed –towards a framework for the development of guidance curriculum in Hong Kong. *Globalization, Societies and Education*, 3 (1), 83–100. [in English].
- Martin, D., & Woodside, A. G.** (2008) Dochakuka. *Journal of Global Marketing*, 21 (1), 19–32. doi:10.1300/J042v21n01_03 [in English].
- Morscher, E.** (2012). *Angewandte Ethik. Grundlagen – Probleme – Teilgebiete*. Academia Verlag. [in English].
- Patel, F., & Lynch, H.** (2013). Glocalization as an Alternative to Internationalization in Higher Education: Embedding Positive Glocal Learning Perspectives. *International Journal of Teaching and Learning in Higher Education*, 25 (2), 223–230. [in English].
- Robertson, R.** (1992). *Globalization: Social Theory and Global Culture*. Sage. [in English].
- Robertson, R.** (1994). Globalisation or glocalisation?, *The Journal of International Communication*, 1 (1), 33–52. doi:10.1080/13216597.1994.9751780. [in English].
- Rosa, H.** (2019). *Resonance. A Sociology of Our Relationship to the World*. Cambridge: Polity. [in English].
- Roudomentof, V.** (2016). *Glocalization. A Critical Introduction*. New York: Routledge.
- Tong, H. K., & Cheung, L. H.** (2011). Cultural identity and language: a proposed framework for cultural globalization and glocalization. *Journal of Multilingual and Multicultural Development*, 32 (1), 55–69. [in English].
- Trippstad, T. A., & Huang, Z.** (2016). The Glocal Teacher: Multiple perspectives, national and international contexts. *Policy Futures in Education*, 14 (1), 3–8. [in English].
- Trippstad, T. A., & Huang, Z. (Eds.)**. (2015). *Policy Futures in Education*. Special Issue: The Glocal Teacher, 14(1). [in English].
- UNESCO.** (2021). *Reimagining our Futures Together. A new social contract for education*. United Nations Educational, Scientific and Cultural Organization. [in English].
- United Nations.** (2015). *Transforming our world: the 2030 Agenda for Sustainable Development*. Retrieved from <https://sdgs.un.org/2030agenda>. [in English].
- Wolhuter, C. C.** (2018). *Leading the Way to Impact-Making Research: The Role of Comparative International Perspectives in Research on Leadership in Education in South Africa*. In C. C. Wolhuter (Ed.) *Raising the Impact of Education Research in Africa*, 21–40. [in English].

References:

- Ziaziun, I.** (2012). Pedagogična profesija v konteksti dvoh paradoksiv [Pedagogical Profession in the Context of Two Paradoxes]. *Profesiina osvita: pedahohika i psykholohiia – Professional Education: Pedagogy and Psychology*, 14, 83–92. [in Ukrainian].
- Модернізація педагогічної освіти в європейському та євроантлантичному освітньому просторі: монографія / авт. кол. Н.М. Авшенюк, В.О. Кудін, О.І. Огієнко та ін. Київ: Пед. думка. Avsheniuk, N. M., Kudin, V. O., Ohiienko, O. I., & et al. (2011). *Modernizatsiia pedahohichnoi osvity v yevropeiskomu ta yevroantlakychnomu osvitnomu prostori [Modernization of Pedagogical Education in the European and Euro-Atlantic Educational Space]*. Kyiv: Pedahocichns dumka. [in Ukrainian].
- Pedahohichna Konstytutsiia Yevropy [Pedagogical Constitution of Europe]*. Periodical «European Pedagogical Studies». Retrieved from <http://www.arpue.org/index.php/uk/>. [in English].
- Beck, U.** (2000). *What is Globalization*. Polity Press. [in English].

- Cambridge Academic Content Dictionary. (2009). «Globalization» as cited by. Retrieved from <https://dictionary.cambridge.org/dictionary/english/globalization>. [in English].
- Chomsky, N. (2002). *Noam Chomsky Interviewed by Toni Gabric*. The Croatian Feral Tribune. Retrieved from <https://wayback.archive-it.org/all/20070807064137/https://www.zmag.org/content/TerrorWar/chomskygab.cfm> [in English].
- Darling-Hammond, L., & Bransford, J. (2005). *Preparing Teachers for a Changing World*. Jossey-Bass. [in English]
- Fritzsche, K. P. (2016). *Menschenrechte*. Ferdinand Schöningh. [in German].
- Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). *Global Transformations: Politics, Economics and Culture*. Stanford University Press. [in English].
- Hosseini, S. A. H. (2010). *Alternative Globalizations. An Integrative Approach to Studying Dissident Knowledge in the Global Justice Movement*. Routledge. [in English]
- Loughran, J., & Hamilton, M. L. (2016). *International Handbook of Teacher Education. Vol. 1*. Springer. [in English].
- Luk-Fong, P. Y. Y. (2005). Globalization and localization enmeshed –towards a framework for the development of guidance curriculum in Hong Kong. *Globalization, Societies and Education*, 3 (1), 83–100. [in English].
- Martin, D., & Woodside, A. G. (2008) Dochakuka. *Journal of Global Marketing*, 21 (1), 19–32. doi:10.1300/J042v21n01_03 [in English].
- Morscher, E. (2012). *Angewandte Ethik. Grundlagen – Probleme – Teilgebiete*. Academia Verlag. [in English].
- Patel, F., & Lynch, H. (2013). Glocalization as an Alternative to Internationalization in Higher Education: Embedding Positive Glocal Learning Perspectives. *International Journal of Teaching and Learning in Higher Education*, 25 (2), 223–230. [in English].
- Robertson, R. (1992). *Globalization: Social Theory and Global Culture*. Sage. [in English].
- Robertson, R. (1994). Globalisation or glocalisation?, *The Journal of International Communication*, 1 (1), 33–52. doi:10.1080/13216597.1994.9751780. [in English].
- Rosa, H. (2019). *Resonance. A Sociology of Our Relationship to the World*. Cambridge: Polity. [in English].
- Roudomentof, V. (2016). *Glocalization. A Critical Introduction*. New York: Routledge.
- Tong, H. K., & Cheung, L. H. (2011). Cultural identity and language: a proposed framework for cultural globalization and glocalization. *Journal of Multilingual and Multicultural Development*, 32 (1), 55–69. [in English].
- Trippstad, T. A., & Huang, Z. (2016). The Glocal Teacher: Multiple perspectives, national and international contexts. *Policy Futures in Education*, 14 (1), 3–8. [in English]
- Trippstad, T. A., & Huang, Z. (Eds.). (2015). *Policy Futures in Education*. Special Issue: The Glocal Teacher, 14(1). [in English].
- UNESCO. (2021). *Reimagining our Futures Together. A new social contract for education*. United Nations Educational, Scientific and Cultural Organization. [in English].
- United Nations. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development*. Retrieved from <https://sdgs.un.org/2030agenda>. [in English].
- Wolhuter, C. C. (2018). *Leading the Way to Impact-Making Research: The Role of Comparative International Perspectives in Research on Leadership in Education in South Africa*. In C. C. Wolhuter (Ed.) *Raising the Impact of Education Research in Africa*, 21–40. [in English].

Дата надходження статті: «04» квітня 2022 р.
Стаття прийнята до друку: «19» травня 2022 р.

Бахер Сабріна Вікторія – старший викладач (постдок) Інституту педагогічної освіти та шкільних досліджень Інсбрукського університету імені Леопольда Франценца, доктор філософії

Bacher Sabrina Viktoria – Senior Lecturer (Post-Doc) of the Institute for Teacher Training and School Research of Leopold-Franzens-University Innsbruck, Doctor of Philosophy

Біницька Катерина – професор кафедри педагогіки Хмельницької гуманітарно-педагогічної академії, доктор педагогічних наук, професор

Binytska Kateryna – Professor of the Department of Pedagogy of Khmelnytskyi Humanitarian-Pedagogical Academy, Doctor of Pedagogical Sciences, Professor

Кралер Крістіан – університетський професор Інституту педагогічної освіти та шкільних досліджень Інсбрукського університету імені Леопольда Франценца, доктор хабілітований, професор

Kraler Christian – University-Professor of Institute for Teacher Education and School Research of Leopold-Franzens-University Innsbruck, Habilitated Doctor, Professor

Цитуйте цю статтю як:

Cite this article as:

Бахер, С., Біницька, К., & Кралер, К. (2022). Глокалізація та освіта вчителів – етичні міркування у складні часи. *Педагогічний дискурс*, 32, 66–74. doi: [10.31475/ped.dys.2022.32.08](https://doi.org/10.31475/ped.dys.2022.32.08).

Bakher, S., Binytska, K., & Kraler, Ch. (2022). Glocalization and Teacher Education – Ethical Considerations in Challenging Times. *Pedagogical Discourse*, 32, 66–74. doi: [10.31475/ped.dys.2022.32.08](https://doi.org/10.31475/ped.dys.2022.32.08).