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The Promising Practices of Glocalization in Canadian Higher Education

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Abstract

This paper explores the potential impacts that glocalization, the combination of the ‘global’ and the ‘local’, can have on international student retention in Canadian higher education by identifying the promising practices of glocalization in university teaching and in the broader learning environment. Using Critical Incident Technique, data was collected through semi-structured interviews of 16 international students at a medium-sized, research-oriented university in British Columbia, Canada. Findings were consistent with the literature investigating international student retention and glocalization. Twelve promising practices related to university teaching and learning emerged from the analysis. These were categorized into four overarching themes: a) pedagogy, b) policies and procedures, c) learning environment, and d) curriculum. Results suggest that glocalization offers unique platforms for mutual understanding of needs, problems, and solutions, serving as a bridge between international students and the different stakeholders who are willing and able to “think globally and act locally.” These results reinforce the importance of glocalization in retaining international students in Canadian higher education.

Key Words: Glocalization, retention, international students, Critical Incident Technique, promising practices, higher education

Introduction

Glocalization can promote the development of promising practices in teaching, policy, and university practices that help international students perform better in higher education (Kettaneh, 2016). The term promising practices refers to a mixture of factors that positively influence student outcomes (Narum, 2008; Schwartz & Jenkins, 2007). Narum (2008), described promising practices in terms of a “kaleidoscope [of] policies, practices and programs, faculty, spaces and budgets all coming together in new ways, in the service of students... and society” (p.13). As McBride (2014) noted, “International students are highly important to Canada, they bring major benefits to us and at the same time they benefit from our excellent education and training” (p. 5). International students bring economic, social, cultural, and educational benefits

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to local communities. Therefore, local governments and higher education institutions should be more concerned about recruitment and retention of this population. This paper provides evidence that the innovative strategy of glocalization improves the voice, participation, and prosperity of international students. It suggests that as a reconceptualization of educational systems, glocalization is needed to respond to the global, local 'glocal' forces currently influencing our society. According to Immigration Refugees and Citizenship Canada (IRCC), as of December 31, 2017 there were 494,525 international students in Canada. This number surpasses Canada's international education strategy goal of 450,000 international students in Canada by 2022, five years ahead of schedule (CBIE, 2018). To maintain and increase this number of international students as an integral part of Canadian society and its economy requires that educators and policy makers embrace and implement the promising practices of glocalization in higher education (Kettaneh, 2016). Ultimately, glocalization should become part of the 21st century educational leadership lexicon.

Statement of Problem

International students are located in a gray zone of regulations with incomplete human rights, security and capabilities (Marginson, 2012). According to BC HeadSet (2011), international student retention rates are declining and lower than those of the domestic student. One reason for the decline in international student retention is that some institutions have failed to meet students' socio-cultural needs because offering social support systems is not being treated as a priority compared to academic assistance for students (Taylor, Rizvi & Linguard, 1997). According to Tinto's Model of Institutional Departure, student retention in institutions is correlated with the students' overall experience (1987). Tinto (1987) also stated that based on research, faculty-student relations can significantly motivate and challenge students to learn and stay in school. Therefore, it is highly recommended that administrators focus on strategies to help increase student satisfaction before and after enrollment. One major factor that influences student satisfaction is socio-cultural interaction with peers and faculty, which in turn affects motivation to persist in school (Tinto, 1987).

In the higher education settings, international students are more likely to remain in school and persist through the pursuit of their degrees if they are satisfied with the services provided by

institutions. Therefore, institutions need to develop culturally responsive social support services, in order to meet the unique needs of international students (Yoon & Jepsen, 2008). Higher education institutions which only focus on the academic needs of international students ignore important factors in their potential success or failure in the new educational context (Tidwell & Hanassab, 2007) which will negatively influence the retention rate of international students in these universities.

What is Glocalization?

Glocalization originated from Japanese business practices in the 1980s. Its literal translation was *Dochakuka* (土着化: melding global inside local). *Glocalization*, the blending and connecting of local and global contexts while maintaining differences and significant contribution of different cultural communities, serves to prevent learner assimilation in the host country (Kettaneh, 2016). It enriches learning and empowers learners since global issues are related and connected to local practice (Apple, Kenway, & Singh, 2005). By definition, the term *glocal* refers to those individuals, groups, divisions, units, organizations, and communities that are willing and able to “think globally and act locally” (Tien & Talley, 2012, p. 126). For the purpose of our research, Robertson’s (1995) definition of glocalization as “the simultaneity— the co-presence— of both universalizing and particularizing tendencies” (p. 30) was utilized. Hence, to implement the concept of “think globally, act locally,” educators and administrators should re-think their strategy relating to curriculum design and institutional policy. Educators and policy makers should permit construction of courses, pedagogy, and campus environments that enhance students’ retention, employability, and prepare them to become globally compatible citizens (Yang, 2001).

The glocalization concept was earlier supported by Harmsen (1993) when he referred to Debré’s dualist practice in implementing international law at the domestic level. Dakowska and Harmsen (2015), also suggested reshaping international templates by national circumstances and understandings instead of automaticity of adoption, the process of reshaping is termed translation or recontextualization. This adaptation is the glocalization process in our context. Moreover, Marginson (2011) argued, the reality for most higher education institutions remains “glo-na-cal”, as they are confronted with series of often competing global, national, and local pressures.

Marginson's glonocal concept also supports the glocalization of higher education by considering the needs of different stakeholders at different levels. Similarly, Rumbley (2015), called for "Intelligent Internationalization" which demands that those participating in the internationalization process have access to the information, ideas, and professional skill-building opportunities that will enhance their ability to navigate the crucial nexus of internationalization at global and local levels. De Wit (2016) also suggested an 'ethical internationalization for all' approach that supports glocalization of higher education. According to De Wit (2016), the current internationalization policy has widened the gaps between the high and low skilled, young and old, urban and rural, and between global and local. He also added, the competition for international students is becoming more intense, more commercial, more frequently outsourced, and with increased risk of corruption. To replace this deficit model of internationalization, Swanson (2011) also suggested a pedagogy of glocalization in which the concept of citizenship can be simultaneously informed as local and global.

Significance of the Study

Glocalization, as applied in this analysis, has sought to engage international student populations as partners and autonomic actors (Lemke, 2001) in their education; they are not consumers anymore (Giroux, 2005). The current internationalization policy conceptualizes international students as customers, which is a pervasive impact of neoliberal ideology and the expansion of free-market logic into higher education (Marginson & Rhodes, 2002). Slaughter and Leslie (1997) have also observed that the global economy is increasingly commodifying international students mainly through internationalization. This customer/service provider relationship is an inappropriate and unethical because education is not a commodity student receive in exchange for money, but instead is a creative and complex process that requires substantial effort to achieve (George, 2007). As per the recommendations offered below, mutual benefits can be experienced by all stakeholders of international education should glocalization guide Canada's endeavors in international education.

Methodology: Critical Incident Technique

As an established form of narrative inquiry, Critical Incident Technique (CIT) was utilized in this qualitative research to reveal and chronicle the lived experiences of the participating

international students and how glocalization helped in retaining them thus far (Airini et al., 2011). Bishop (2005), suggested that in this way students are able to talk openly rather than present official versions. The CIT is a form of interview research in which participants provide descriptive accounts of events that facilitated or hindered a particular aim. As originally conceptualized, a critical incident is one that makes a significant contribution to an activity or phenomenon (Flanagan, 1954). Similarly, use of the CIT allowed the student voice to direct the development of interventions (Curtis, Townsend, & Airini, 2012). The main research question of this study was: What promising practices related to the glocalization of higher education, both in teaching and in the broader learning environment, help international student retention?

Data Analysis

Data was gathered through critical interviews that ranged in length from 30 to 45 minutes, which were conducted by an independent interviewer to achieve anonymity and confidentiality as well as to avoid bias (Creswell, 2014). Interviews were audio recorded and transcribed using the verbatim transcription for the first three interviews and targeted transcription for the remaining interviews. Transcripts were then analysed to identify incident's trigger (something that happened that triggered the incident), action (what happened following the trigger), and the resulting outcome (the result of the incident) (Flanagan, 1954). These three aspects would come together to form an incident, allowing an analysis of the aspects of university teaching and learning which could be glocalized in order to improve international students' retention. Inductive theory was used to establish coding (Creswell, 2014). Each of these stories was coded using open and axial coding to identify a theme, subtheme, and a promising practice using the Critical Incident Technique. A deductive, comparative approach was later utilized, following the inductive process, comparing inductive codes with those established a priori by theory and informed by literature.

Participants

Flanagan (1954) stated that there are no firm rules about appropriate sample size for CIT. The determining factors relate to the complexity of the activity and variety and quality of the critical incidents, rather than the number of participants. Incidents should continue to be collected until

redundancy occurs – that is, when no new critical behaviors appear. Thus, the optimum number of critical incidents for a CIT study can range anywhere from 50-100 to several thousands (Flanagan, 1954). Patton (2002) also confirmed that sampling to the point of redundancy is ideal, while Thomson (2011) specifically stated that theoretical saturation generally occurs between 10 and 30 interviews. Therefore, the total number of participants was 16 international university students, eight of whom were graduate students and eight of whom were undergraduates. Seven were female and nine were male. There were six in the education program, eight in the business program, and two in the computing science program. The group was comprised of three Chinese, three Russians, four Saudis, one Indian, one Pakistani, one Vietnamese, and three Africans (self-identified). All were recruited through the passive snowball sampling technique. The idea behind including graduate and undergraduate international students was to compare any differences in the students' stories due to their level and lived experiences as students. Participants were requested to reflect on their experiences after becoming familiar with the definition of glocalization in this research. The key questions asked during the interview were:

- ❖ Can you describe times when, as a student, you have experienced glocalization in university teaching?
- ❖ Can you describe times when glocalization in university teaching has helped you to remain at university?

According to Airini, Curtis, Townsend, Rakena, Brown, Sauni, Smith, Luatua, Reynolds, & Johnson, (2011), good university teaching is a combination of practices that support personal holistic growth and academic success, eventually producing learners who are both independent and interdependent. They are successful in university settings, and culturally strong (Airini et al, 2011). University teaching involves a relation among learner(s), teacher(s), and what is learned, with the purpose of promoting and facilitating learning (Dall'Alba, 2005). All interviews began with an explanation of the definition of glocalization being used in this research. Opportunities to clarify and discuss the definition were provided before the interview.

Reliability and Validity

CIT is an investigative research tool that has been widely used in a number of areas of research over the last 60 years (Butterfield, Borgen, Amundson, & Maglio, 2005). CIT is designed to generate descriptive and qualitative data regarding an experience that is still mostly uncharted in the literature (Flanagan, 1954). Others have also found that CIT is appropriate when a gap exists in the literature and the researcher wants to discover more (Butterfield et al., 2005). Woolsey stated that CIT is particularly helpful in that it can be used for “criterion development” and to “generate both exploratory information and theory or model-building” (Woolsey, 1986, p. 252). For the purpose of this study, a variety of validity checks were conducted to guarantee data reliability and the validity of categorization. Firstly, a random transcript was provided to an independent coder who has experience with the CIT to identify triggers, actions, and outcomes, which were then cross checked with the researchers’ own identification. Secondly, a randomly selected representative number of incidents were given to an independent reviewer to place the incidents into the identified categories. The initial rate of agreement was 90%, and a 100% consistency was reached after further consideration. The triangulation of data was a further measure of trustworthiness.

Findings and Discussion

Results indicated that implementing a glocalization approach in higher education contributes to international student retention and academic success. As an example, the incident below illustrates glocalization in classroom teaching. This and the following incidents are presented in a three-stage form of: trigger, action, and outcome and is consistent with the procedures described in the methodology referring to Flanagan (1954). Each trigger, action, outcome sequence is quoted from the interview data.

Trigger: *One of my instructors teaches organizational behavior. She puts everybody into different teams, and at the end she makes sure it’s balanced.*

Action: *We interact with each other, and we learn about each other’s cultures.*

Outcome: *This is glocalization in our daily life; we learn how to understand other’s cultures, respect them, and work together as an engaged team.*

Results suggested that glocalizing student services enhances organizational citizenship behaviors (OCBs) and provides a sense of belonging among international students which improves their

retention rates. OCBs are especially important within educational settings (Jimmieson, Hannam & Yeo, 2010) and have been shown to be positively associated with high retention rates (Avey, Wernsing, & Luthans, 2008). Organ (1988) defined OCBs as actions that are discretionary, not formally recognized or rewarded, and that are helpful to the effectiveness of the institution. A lack of OCB can have negative effects, leading to feelings of frustration, loneliness, and isolation (Lee & Robbins, 1995). Participants in this study confirmed that they were reluctant to leave the institution once they had become active organizational members and experienced connectedness or sense of belonging to their respective institutions.

Trigger: *I'm a member of the Intercultural Council in our university. Recently, we organized an event for international foods.*

Action: *We conduct events and activities to share experiences and cultures from different parts of the world. We prepared five tables where people can demonstrate cultural cooking. We had Russian and Ukrainian tables, a Canadian table, a Mali table, African food, food from Sweden, and food from China.*

Outcome: *This is very helpful. It engages students from different cultural backgrounds and creates the feeling of belonging, and it is a good example for glocalization.*

Glocalization supports inclusion and involvement of international students in campus social activities. Inclusion was clearly indicated by participants as helping them to feel engaged, more comfortable, and less stressed on campus. This suggests a shift in international education policy from a focus on revenues generated by inbound international students, to a broader and more sophisticated approach that implies an inclusive learning environment and valuing international students as partners (Simon, 2014). To achieve true policy success, services and opportunities must be accessible to international students through the fulfillment of the commitments of the International Education Strategy, including “the commitment to diplomacy of knowledge [...] giving the next generation of Canadian and international students the tools they need to contribute to global society in meaningful ways” (Govt. Canada, 2014, p. 18).

Trigger: *The student union is the best example of glocalization.*

Action: *In our university, we participate in many events and we have local and international students.*

Outcome: *We work together as a team to help other students stay and continue their degrees; we bring the local and global together.*

According to Kettaneh (2016), there are twelve promising practices of glocalization in higher education. The identified promising practices are listed below in the form of guidelines to glocalization of the four main themes of higher education (pedagogy, policies and procedures, learning environment, and curriculum) as discussed in Kettaneh (2016):

A. Pedagogy

Glocalizing pedagogy is an effective way of motivating students and improving retention and academic success rates according to the interview data. Within this theme, reciprocity, autonomy, and teaching praxis are the most influential pedagogical factors. These factors guide international students successfully through the exploration of creativity, critical thinking, and problem-solving processes to develop their own understanding of the new culture and educational system.

1. Reciprocity

Participants confirmed that encouraging and incorporating more opportunities for students to expand and deepen their knowledge about target concepts by reflecting on their previous experience and culture is of mutual benefits.

Trigger: *In classroom assignments and group work.*

Action: *Our instructors try to push international students out of their comfort zone by regrouping us in ethnically diverse groups, so we learn from each other especially when they ask us to reflect about the subject matter from our own cultural point of view or our educational system back home.*

Outcome: *This makes it easier and convenient, but we still learn about the Canadian system from other students in class and when we do extra research as a group; it engages us.*

As educators become more open to student voices, they are adopting a teaching stance that enables students to become protagonists in their own learning experience. In building trusting and reciprocal relationships, educators are putting students in the driver's seat and encourage

peer interaction in a diverse and inclusive learning environment. Positive relationships between students and teachers have significant implications for the overall well-being of international students. Participants indicated that when there is a high level of trust and cooperation with teachers, they feel cared for and sense safety within the institution. These reciprocal practices worked together to influence their decision to stay and continue their degrees.

2. Autonomy

Providing learners with equitable opportunities to develop their independence, interdependence, and self-directedness through engaging and developing their creativity, critical thinking, social responsibility, decision-making and problem-solving skills for lifelong learning is highly recommended by participants to enhance retention.

Trigger: *In my management class last semester, I had to present in front of the class for the first time.*

Action: *I was sweating, but the teacher treated me as a CEO or a member of the board of directors. It was amazing. He was fair and he wanted me to feel confident and empowered.*

Outcome: *This is an experience which I never had before. So, this is actual help.*

Pedagogy for autonomy aims at facilitating engagement of the international students in the learning process and content by giving them the opportunity to assume greater responsibility for their learning and acknowledging them as crucial participants in the management of the learning processes. Pedagogy for autonomy is defined as “the conscious and deliberately organized implementation of the possibility for learners to set their learning objectives, to establish the procedures and methods for learning, to monitor their progress and to self-evaluate the learning process and outcomes” (Camilleri, 2007, p. 83). International students need to experience personal agency by being able to take a proactive role in making decisions concerned with their learning to develop their independence, interdependence, and self-directedness.

3. Praxis

Engaging and empowering all learners regardless of their ethnic or cultural background by promoting critical thinking towards local and global issues is critical for international student retention.

Trigger: *In my marketing class this semester.*

Action: *Our professor gave us many cases to analyse and discuss in class from all over the world, not only from Canada. We talked about marketing strategies and how we are influenced by them.*

Outcome: *This discussion enriched our learning and understanding, and it was an eye opener for all of us.*

Glocalizing, the praxis, is a necessity in higher education; it can be reconstituted in accordance to the learning capabilities and background of all learners. Dewey (1938) expressed his belief that subject matter should not be learned in isolation, and that education should begin with student experience and should be contextual. More recently, Freire (1970) suggested that educational praxis should combine both action and reflection as part of the education process, rejecting what he called the "banking model" of education, whereby the role of educators was to deposit knowledge into the "empty vessel" of the student mind. Therefore, it is important for an educator to act as facilitator and guide, teacher-student, student-teacher and engage in meaningful praxis with students, while avoiding paternalism. In this process, learning becomes creative, engaging, and empowering because it enhances mutual respect and dignity for all stakeholders, which will improve international students' retention. Praxis is reflective, active, creative, contextual, purposeful, and socially constructed (McLaren, 2000).

B. Policies and Procedures

Being aware of, respecting, and considering international students' background while executing policies and procedures or providing services on campus is a significant contributor to their retention and engagement. The notion of international students' inclusion and retention should be embedded in the institutional vision, reflected in its policy, and actively endorsed by senior institutional leaders. Thus, it is the responsibility of policy makers to glocalize policies and procedures to ensure staff enactment through recognition, support, development and reward. This enables all staff to engage in international student retention. Glocalizing student services and

cultural holidays and celebrations are the two main subcategories of this theme that improve international student retention.

4. Student Services

Creating welcoming and inclusive student services to enhance student retention, intercultural understandings, and enriching international students' experiences by incorporating and respecting their cultural background while providing services is necessary.

Trigger: *I am the leader of the university L.I.P. D.U.P. team. It is about showcasing the campus and the diversity of people in a five-minute video. People sing, dance, and do their cultural things.*

Action: *We had 40 people in the crew and everybody was from different cultures. Every time we meet, we have a thing at the end of our meeting. It's called share your culture. People just talk about their culture or something, bring food, or do whatever they want to share their culture. So, it's like every person in the group gets a chance.*

Outcome: *This was a completely glocalised experience where we learned about each other's cultures without stereotyping, and we shared many interesting things including the Canadian culture. It was amazing!*

Engagement and belonging can be nurtured throughout the institution's academic, social, and cultural services and can have a positive impact on not only students' retention, but academic success as well. Advising services, admission services, campus media (website, newsletter, and radio), student orientation, food services, career services, clubs and societies, chaplaincy, student union, and social events all are potential spaces for glocalization. International students' involvement in clubs and societies is a tool for increasing feelings of belonging and social engagement, thus increasing retention rates are important components of engaging students in the life of the institution.

5. Cultural Holidays and Celebrations

Celebrating diversity and inclusiveness on campus by engaging students of diverse cultural backgrounds and domestic students in international students' cultural holidays and celebrations creates feelings of belonging. This engagement will also minimize the risk of tokenization among international students. Inclusion therefore means more than consideration or token change

(Bishop, 2005). It represents an action-oriented approach that engages all stakeholders, including international students, and strives to combine policy with practice through evaluation and a unified values framework that eliminates discrimination and celebrates difference (Bishop, 2005).

Trigger: *When we celebrate our cultural festivals at (our university) like the Nigerian Independence Day and the Diwali celebration for example.*

Action: *We invite all of our friends on campus, not necessary to be Indian or Nigerian. We celebrate together, and we learn about each other's cultures. We dance, we sing, we have fun.*

Outcome: *There you feel really homey, like you belong to this place and you love it. It's really mixed emotions and very nice. We also invite our Canadian friends and they join us. My Ukrainian friend taught me how to perform Bahangra, my cultural dance. I love this cultural diversity on campus.*

One of the best ways to ensure inclusion and engagement is to involve international students in the planning and execution of holiday-related events. While international students want to learn about Canadian culture, the hegemony of Canadian traditions and culture can make them feel disrespected and isolated at times when they miss their families and home country.

C. Learning Environment

The learning environment should maximise faculty and students' safety and interaction, creating a comfortable environment where basic needs for all learners are met. It also should emphasise the value of a diverse and inclusive learning environment where the local and global meet. The concept of "learning environment" is becoming increasingly significant as universities become centers of lifelong learning (Kuuskorpi & González, 2011). "Learning environment" is a term used in educational discourse because of the emerging use of information technologies for educational purposes on the one hand and the constructivist concept of knowledge and learning on the other (Mononen-Aaltonen, 1998). The OECD (2006) defines "educational space" as "a physical space that supports multiple and diverse teaching and learning programs and pedagogies that encourages social participation, providing a healthy, comfortable, safe, secure and stimulating setting for all learners" (OECD, 2006, p. 2). According to Hiemstra (1991), learning environment consists of the physical surroundings, psychological or emotional conditions and

social or cultural influences affecting the growth and development of students engaged in an educational enterprise. The physical learning environment includes the classroom, library, labs, graduate commons, research space, student lounge and campus grounds. The psychological learning environment includes any space where learning happens, including, but not exclusive to, the classroom.

6. Psychological (Emotional) Learning Environment

In a similar vein, creating a safe and positive learning environment that supports student's inclusiveness and personal regard for others while respecting how these concepts might differ according to the background and identity of the different learners is an essential factor in retaining international students. A quote from the interviews that expresses this is:

Trigger: *Interactive learning is a new environment for us as Chinese students.*

Action: *In our culture, it is unusual for the students to argue or question the teacher even at university level. That's why you find many shy Chinese students who are not interactive in class activities. Couple this with the language barrier, then we are shocked. We prefer to be grouped up with other students including domestic students who can stand up and do the presentation part and encourage us for that.*

Outcome: *It is very helpful for us to be included in groups that respect us and include different students of different cultural backgrounds. This is how glocalization improves our retention.*

For many international students, class participation and engagement are major struggles. Language barriers and a perceived lack of tolerance for error are key factors in this issue. Cultural factors also influence the way international students participate in class activities. For students of certain cultural backgrounds, it is unusual to argue or question the instructor even regarding the subject matter. Therefore, it becomes the responsibility of the instructor to create a safe and positive psychological learning environment that supports student's inclusiveness and encourages participation. Trust, privacy, respect, and safety are critical factors to achieve inclusiveness and improve retention in higher education. Glocalizing the learning environment is important for international students because just as domestic students, they, too, need a collaborative and safe learning environment to unleash their capabilities and achieve their learning goals.

7. Physical Learning Environment

Physical learning environment could be glocalized by ensuring that learning spaces are student-centered, interactive, sustainable, and able to accommodate the diverse approaches of teaching and learning in order to support the holistic learning process. A flexible and student-centred environment helps international students to play a more active role in their learning processes. The provision of well-equipped and student-centered physical environments promotes and increases teacher-student and peer interaction and can be understood in relation to the social and emotional dimensions of learning. The existence and availability of such environments draws on international students' previous experiences and influences their sense of belonging, achievement, and retention. One quote from the interviews that expresses this is:

Trigger: *When I first came to (our university) last year.*

Action: *There was no space for students to sit or meet outside the classroom in our building. Then, they decided to create a new lounge for students with different seating arrangements and a nicer view.*

Outcome: *It made a big difference for students. Now we can meet there. We sit and finish our group work, and we feel like home there. We now spend longer time on campus because of this friendly space.*

A learning environment that involves students as active learners, rather than as recipients of knowledge, shows respect for students' views and experiences, and therefore diversity and difference are less likely to be problematized and more likely to be valued within a transformative model of higher education (Bamber et al., 1997; Jones & Thomas, 2005). Tinto (1997, 2000) found that students benefited from and enjoyed being part of 'learning communities,' which forged interaction between students to facilitate their learning both inside the classroom and beyond.

D. Curriculum

Results from this study confirmed that the curriculum should be culturally relevant to widen participation in the classroom and to prepare both domestic and international graduates for a diverse workplace. Higher education curricula should offer students the opportunity to reflect on their own experiences and systems in their home country. When done well, this functions as an

ideal forum for student engagement and future employability. Curriculum content, design (typology), and assessment should take a broad and holistic approach to engage students academically and socially.

8. Curriculum Content

Creating culturally responsive and relevant curriculum content that engages students of many cultural backgrounds supports inclusiveness and engagement which enhances the retention rate and academic success of international students.

Trigger: *While working in groups during class projects.*

Action: *Canadian students will be dominant because the content is relevant to their culture and experience.*

Outcome: *This is not beneficial for me as an international student because I will never have the opportunity to lead the group and accomplish the project to enrich my learning experience and develop leadership skills.*

Engaging students through the curriculum content is one of the most effective ways of motivating students and improving retention and success. Globalizing curriculum content will increase collaborative learning opportunities and enhance holistic education. Participants also highlighted the fact that delivering education and curriculum content solely from the host country's cultural lens will only empower domestic students and leave international students feeling vulnerable and isolated. Globalized curriculum content promotes inclusive education that allows international students to share their global experiences and reflect on the local context which will enrich the learning experiences for both domestic and international students.

9. Setting Assessment Criteria

To be independent, interdependent, and lifelong learners, international students should learn to take full responsibility for their learning. Both teachers and students should work together to set the criteria and develop assessment techniques to improve learning. Mutual understandings of assessment should be developed early, and students need to have positive relationships with the instructor so that they can ask for clarification.

Trigger: *In my international economic class.*

Action: *The instructor knows the fact that students will help each other in understanding the assignments according to the rubric, and he encourages that. So, you see local students and international students coming together during the day or late at night to get the assignments done according to the assessment techniques that we agreed upon with the instructor.*

Outcome: *I love these moments when we meet and work together. This also adds to the outcome of the group work and improve the individual's academic achievement and grades as well.*

Participants recommended international students to be involved in setting assessment criteria. They indicated that students who have a clear understanding about the assessment process and expectations have higher confidence levels and are less likely to consider leaving university before degree completion.

10. Self- and Peer-Assessment

One of the key contributions of this study is shedding light on self and peer assessment by reflecting on teaching and learning using journals and portfolios. When self-assessment involves reflection, it allows international students to know when to stop and ask for feedback or help (Eva & Regehr 2013). This active engagement of learners in their own learning has long been understood as crucial to developing skills in lifelong learning (Dewey 1938; Knowles 1975).

Trigger: *In my global management class*

Action: *Students were assigned to groups for different projects. Every group was given only one country to study and report on. Our group was given a group of small countries, and it was very hard for us. I approached the professor many times asking him about his expectation regarding the project. By knowing the instructor's expectations, I was able to assess my work and the whole group output.*

Outcome: *Taking the lead in monitoring the group work and having frequent assessment from each member added a lot to our final grade and we continued doing this in other courses.*

There was a consensus among participants that assessment should be performed by and with the learner. Peer mentoring and assessment are also beneficial in helping international students learn how assessments work by making expectations explicit and providing a safe venue to ask questions. Participants indicated that international students prefer to take an active role, for at least a portion of the course, in exploring their learning needs, choosing and implementing appropriate strategies, and evaluating the outcomes.

11. Timely and Constructive Feedback

Timely feedback is useful in providing guidance and support with assessment. Participants in our research confirmed that constructive feedback should enable reflection and self-correction without fostering hostility or defensiveness. Furthermore, feedback should be specific and directed towards what needs improvement, not an attack on the person. Feedback is effective when provided while it still matters and in time for students to apply it to their next assignments in order to support their learning in a new educational context.

Trigger: *I remember one time, actually: I was in a classroom*

Action: *The teacher was Canadian, and he used to make the classes kind of interesting by telling stories, listening to students, and providing timely feedback to avoid our mistakes in our next projects and assignments.*

Outcome: *For me, this was a totally different style, it turned me into an active listener. I loved his class and got higher marks.*

Participants highlighted the importance of timely and constructive feedback to support their learning. This feedback about academic performance and in class involvement with fellow students in learning activities is important to retain international students and achieve success (Tinto, 2000).

12. Curriculum Typology

Educators should design a curriculum that is relevant and transferable to different global contexts in order to enhance knowledge mobilization. It is important to integrate international perspectives in curriculum by encouraging domestic and international students to reflect and discuss global issues and phenomena. This paper also suggests expanding the curriculum to include local and global perspectives to create transferable learning and skills. International students bring knowledge from their own cultures and eventually would like to take back knowledge that is transferable and applicable to their local realities around the world. Therefore, it is recommended to introduce international themes while designing curricula to facilitate critical discussions and reflections in order to enhance knowledge mobilization potentials.

Trigger: *In my intercultural communications class.*

Action: *The instructor always asks us to reflect on our educational system in China.*

Outcome: *It helps us to prepare ourselves to go back to teach in China and transfer the Canadian knowledge and technology to our curriculum. It is very helpful.*

In addition to the mentioned promising practices where glocalization in university teaching and learning helps international student retention, family and preparation prior to arrival as well as the local community are important and of direct relation to their retention in Canadian higher education. It is expected that educational institutions to carry part of the responsibility in building bridges between international students and local communities. Such bridges could be built by creating off-campus employment opportunities, internships, and volunteering opportunities. Additionally, homestay and accommodation services could be professionally regulated by the university to enrich their experiences, ease their struggles, and improve their retention.

Theme	Subtheme	Promising Practice
Pedagogy	Reciprocity	Encourage and incorporate more opportunities for students to expand and deepen their knowledge about target concepts by reflecting on their previous experience and culture.
	Autonomy	Provide learners with equitable opportunities to develop their independence, interdependence, and self-directedness through engaging and developing their creativity, critical thinking, social responsibility, decision-making and problem-solving skills for lifelong learning.
	Praxis	Engage and empower all learners regardless of their ethnic or cultural background by promoting critical thinking towards local and global issues.
Policies & Procedures	Services	Create welcoming and inclusive student services to enhance student retention, intercultural understanding, and enrich international students' experiences by incorporating and respecting their cultural background while providing services.
	Cultural holidays & Celebrations	Celebrate diversity and inclusiveness on campus by engaging students of diverse cultural backgrounds and domestic students in international students' cultural holidays and celebrations.
Learning Environment	Psychological	Create a safe and positive learning environment that supports student's inclusiveness and personal regard for others while respecting how these concepts might differ according to the background and identity of the different learners.

	Physical	Ensure that learning spaces are student-centered, interactive, sustainable, and able to accommodate the diverse approaches of teaching and learning in order to support the teaching and learning processes of all learners.
Curriculum	Content	Create culturally responsive and relevant curriculum content that engages students of many cultural backgrounds.
	Assessment	Involve students in setting criteria.
		Engage self- and peer-assessment.
		Provide timely and constructive feedback to support learning.
Typology	Design a curriculum that is relevant and transferrable to different global contexts to enhance knowledge mobilization.	

Table 1. Summary of the Promising Practices of Glocalization in Higher Education (Kettaneh, 2016).

Note. There are twelve promising practices of glocalization that are particularly related to university teaching and learning. These promising practices are grouped into ten subthemes and four larger overarching themes: a) pedagogy, b) policies and procedures, c) learning environment, and d) curriculum.

Conclusion

This paper concludes that glocalizing the four main components of university teaching and learning as discussed in this research, will positively influence international student retention. It also suggests that glocalization acts as a bridge between domestic and international learners, links local communities to global resources and knowledge, and, thus, contributes to international students' retention and development. The innovative strategy of glocalization offers a unique platform for the mutual understanding of needs, problems and solutions, and it recognizes the vital role of students as well as the importance of including their viewpoints and abilities in developing culturally responsive curriculum and pedagogy. Therefore, to implement the concept of "think globally, act locally," educators and policy makers in the area of higher education should re-think their strategy relating to curriculum design and institutional policy to empower the construction of courses, pedagogy, and learning environments that would enhance international students' retention in higher education. Glocalization, as shown in this paper, seems to be a helpful tool not only in understanding international students' needs and cultural backgrounds, but also in retaining them and ensuring their social and academic success.

Limitations

This study has limitations, the key limitation is the location of the research. It was conducted at a single institution and in one province only. While the chosen university is a diverse institution that includes more than 85 different nationalities on campus, not having broader geographical diversity makes it more challenging to generalize the results. Another limitation is the use of passive snowballing and therefore some limitation on demographics may have emerged, and some issues related to GPA and English proficiency data. These limitations are acknowledged, but the results remain of interest to different actors in higher education.

Suggestions

Findings of this study suggest the need for additional research to explore particular results in more detail. While this research provides some answers for those interested in the problem of international student success and retention, a reconsideration of the current definition of retention is necessary to include international students who leave their studies for family, financial, or political reasons and then choose to return to the same institutions to continue

their degrees and earn their credentials. Further research could also consider how the glocalization of higher education in Canada enables or constrains the development of citizenship competencies and prepares international students to be more successful in their settlement in Canada after graduation. Finally, a comparative study at multiple peer universities across Canada that would develop a national glocalization policy framework serving large numbers of international students, many of whom are located in a ‘gray zone’ (Marginson, 2012) is the “what’s next” for glocalization.

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