

Glocalizing SEA Languages & Food Cultures in the Appalachian Setting

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Menu

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Background: Ohio University



Figure 1. Appalachian Basin Province.

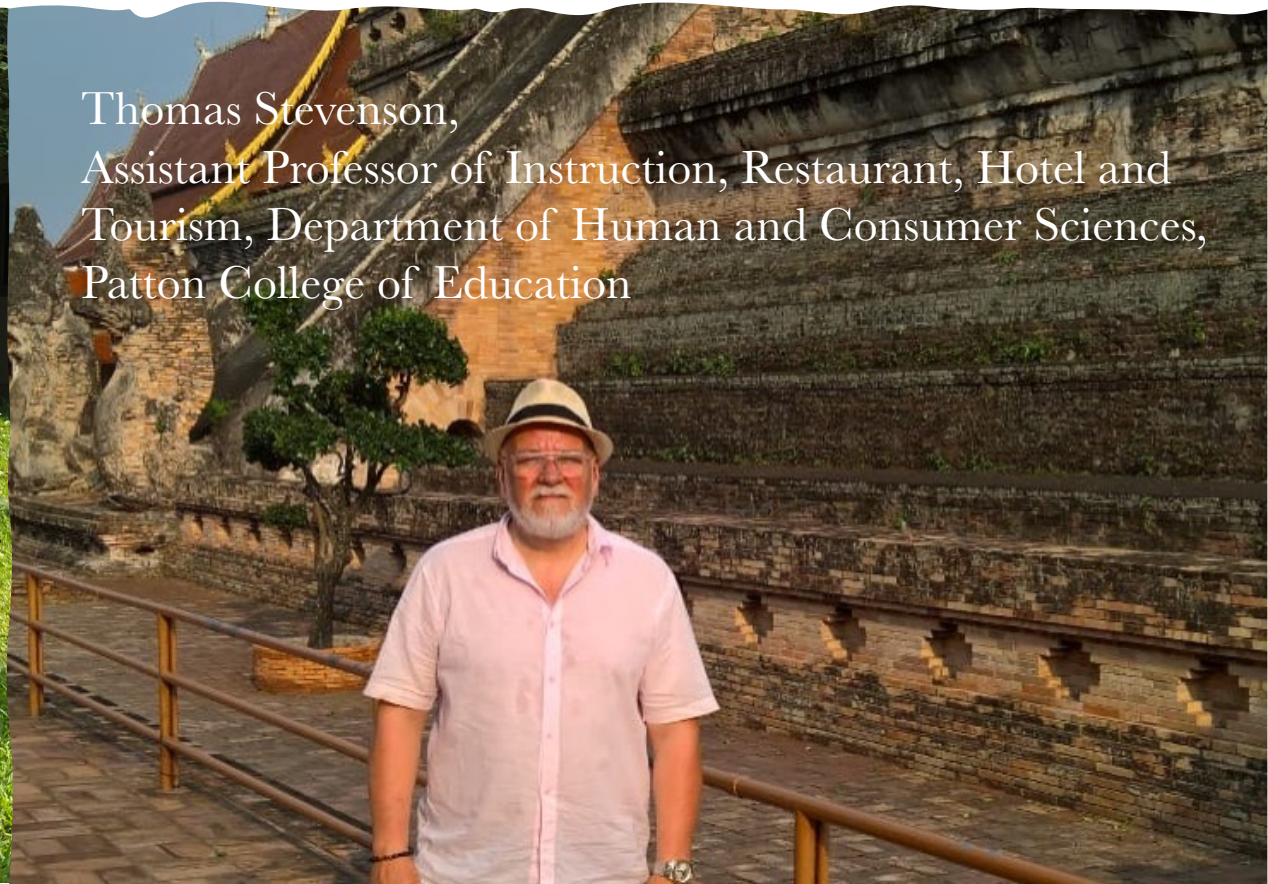


Global & Local Collaborators

Glocal Symbiosis



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Philosophical Ideas - Glocalization

“Glocalization is the integration of local cultural differences and practices in initiatives, programs, or projects that are based on a globalization framework” (Jean-Francois, 2015) (p. 62)

Jean-Francois (2015) and Patel (2017) argue that glocalization is an alternative to internationalization in higher education, in that it is committed to the respectful exchange among stakeholders. It aims to eliminate the emphasis on differences in culture, language, and ethnicity, perpetuated by neoliberal internationalization in higher education.

“Glocalized learning and teaching refers to the curricula consideration and pedagogical framing of local and global community connectedness in relation to social responsibility, justice and sustainability.” (Patel & Lynch, 2013)

The engagement agenda has become a key element for glocalization in higher education. The nuances of this concept include social justice, economic development, public good. (Hazelkorn, 2016)

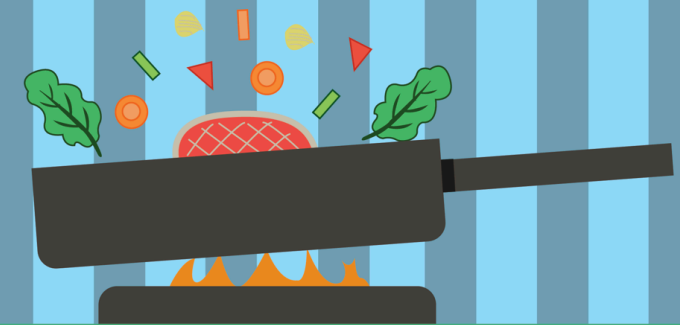
Main Characteristics

- Transcultural
- Globalmindedness
- Local Centredness
- Collaborative
- Transferable

INST 2900/5900 Special Topics in International Studies :

Southeast Asian Languages, Foods, and Cultures

Spring 2020



Learn to cook Southeast Asian cuisine
while also learning the language and culture

1 credit hour



Friday: 2/7, 2/21, 3/6, 4/3, and 4/10 10:45 am - 2:00 pm

Questions? Contact: paladroi@ohio.edu or stevent3@ohio.edu

Course Description

The purpose of the course is to explore the role food plays in the culture of Southeast Asia through a greater understanding and practice of languages and cooking lessons. Students will experience first-hand preparation of Southeast Asian food, cultivating unique cooking practices, and exploring the use of spices and ingredients used in three major cuisines, Indonesian, Thai, and Vietnamese. They will also learn about accepted table etiquette and cultural practices. Lastly, the course will provide some basic knowledge of Indonesian, Thai, and Vietnamese language. This includes greetings, ordering food, and describing flavors. The course, conducted under **the framework of Glocal Engagement Dimensions (GED)**, aims to strengthen **one's intellect, emotions, actions, and morality**. Students will develop an appreciation for Southeast Asian cuisine as an everyday food choice. They will also expand their knowledge of food outlets, farming practices in Athens, and the food culture of Appalachia.

Implementation of Glocal Engagement Dimensions

- *Intellect* – Through a selection of readings and class discussions, as well as casual conversations during cooking sessions, students will gain insight about SEA food cultures and table etiquette
- *Emotion* – With an emphasis on collaboration, and discussions both in person and on BB, students will appreciate the cultures of the others, recognize global issues and develop empathy
- *Action* – **Final project: Cooking for fund-raising** (to support the new sober bar café named the Ornerly Veterans Café, Passion Works, and the Reach One program)
- *Morality* – Promoted through collaboration, in class discussions, and the final project

Class Activities: Prior COVID-19

- 1st Session
- Brief presentations on SEA as region, followed by Indonesian, Thai, and Vietnamese food & culture
- Visit the Student Farm
- Language session: Some basic greetings (*in IN, TH, VT*)
- Cooking session: Getting to know basic ingredients used in SEA – herbs & vegetables
 - SEA snacks
 - Thai Bael Fruit Tea
- 3rd Session
- Language session: Self-introduction (*in IN, TH, VT*)
- Cooking session
 - Getting to know basic ingredients used in SEA – dried ingredients
 - Preparing some basic sauces from SEA
 - Nam Plaa Phrik
 - Nuoc Mam Cham
 - Gado-Gado
 - Lemon Grass Tea
- 5th Session
- Indonesian focus*
- Language session: How to order food & drinks
- Cooking session: Indonesian Food
 - Gado-Gado
 - Satay Ayam
 - Nasi Goreng
 - Es Campur



Cooking Class and Lunch: Cross-cultural Experiences



Class Activities: After the COVID-19 Outbreak

- 6th session: Review Thai materials: Greetings, self-introduction, naming items and how to eat Thai food (*The Taste and Tradition of Thai Cuisine*)
[*Phàd Sii-ew with A.Fon*](#)
- 7th session: Review Thai materials: Ordering food and drinks (*Consumption Pattern and Consumer' Opinion toward Street Food in Nakhon Si Thammarat Province, Thailand*)
[*Gaaeng Khiãw Waan Gai with A.Fon*](#)
- 8th session: Review Vietnamese materials: Greetings, self-introduction, naming items and how to eat Phó (*The Vietnamese food control system: Achievements and remaining issues*) [*Vietnamese Spring Rolls with Thom*](#)
- 9th session: Review Vietnamese materials: Ordering food and drinks (*Popular fermented foods and beverages in Southeast Asia*)
- 10th session: Presentation on the final project – A narrative on a glocal event

Class Activities to Support Language Acquisition



- In class
 - Modeling, drilling & role-play
 - Matching items with language cards
 - Kahoot game
- Outside classroom
 - Quizlet
 - Interactive weekly quizzes (BB)

Opportunities

- Students love the combination of cooking, using languages, and learning new cultures.

“The first session (before beginning the online class) was nice that I can learn how to cook and learn how to speak other languages at the same time.”

“I liked the mix of food, culture and languages. It was exactly what I was looking for in a class I took to fill extra credit hour.”

“Everything!”

- In addition to be a gateway course to attract new students to SEA language courses, it can serve as a supplementary and culturally explorative course for current SEA language students.
- CIS received the 1804 Fund to convert this course into a 3-credit hour course as part of general education.

Challenges

- Students:
 - Maintain the proper learning pace and balance between experiential learning, and reading and analysis
 - Manage language acquisition through 3 languages
 - Students became less motivated without cooking sessions after the outbreak of COVID-19
- Collaborators/Instructors:
 - Communication between the collaborators and the language instructors
 - “Lost in Translation”
 - Availability of authentic ingredients in Athens

Reference

- Jean-Francois, E. (2015). Building Global Education with A Local Perspective: An Introduction to Glocal Higher Education. New Your: Palgrave Macmillan.
- Patel, F. (2017). Deconstructing internationalization: Advocating glocalization in international higher education. *Journal of International & Global Studies*, 8(2), 64–82.
- 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.
- Hazelkorn, E. (2016). Building global education with a local perspective: An introduction to glocal higher education by Emmanuel Jean Francois (review). *The Journal of Higher Education*, 87(3), 456–459.