Globalization Effects in Education: A Review Study

Eğitimde Küreselleşme Etkileri: Bir Derleme Çalışması

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Özet

Eğitim genel olarak tüm insanlığa yönelik olduğundan ortaya çıkabilecek birçok problemden direkt olarak etkilenmektedir. Eğitimin ortaya çıkacak olan hedeflenmeyen veya planlamanın dışında oluşabilecek olan her sorundan etkilenmekte olduğu bilinmektedir. Eğitimin etkilenmekte olduğu alanlardan birisi de oluşan küreselleşmedir. Ortaya çıkan küreselleşme, siyasi, eğitim, ekonomik ve kültürel boyutları içerisinde barındıran karmaşık bir olgu olduğu ifade edilmelidir. Küreselleşme birden fazla faktörün etkisiyle ortaya çıkmaktadır. Etkilendiği faktörlerle değişkenliğe uğrayabilen küreselleşme birçok olguyu da kendi akışına katmaktadır. Küreselleşme tek biçimliliği içerdiği gibi çeşitliliği de içermektedir. Böylesine geniş alanlara yayılmış olmasından doalyo eğitime yönelik de belirli etkileri ortaya çıkarmaktadır. Doğru bir işleyişle devam etmesi gereken eğitimin küreselleşme kaynaklı hissetiği etkilerden dolayı olumsuz bir sürece girebildiğine rastlanılmaktadır.

Anahtar Kelimeler: Eğitim, Küreselleşme, Öğrenim, Öğretim, Etki

Abstract

Since education is for all humanity in general, it is directly affected by many problems that may arise. It is known that education is affected by every untargeted or unplanned problem that may arise. One of the areas that education is affected by is globalization. It should be stated that the emerging globalization is a complex phenomenon that includes political, educational, economic and cultural dimensions. Globalization emerges with the effect of more than one factor. Globalization, which can change with the factors it is affected by, adds many phenomena to its own flow. Globalization includes uniformity as well as diversity. Since it is spread over such a wide area, it also reveals certain effects on education. It is observed that education, which should continue with a correct functioning, can enter into a negative process due to the effects of globalization.

Keywords: Education, Globalization, Learning, Teaching, Impact

Introduction

Although globalization is a concept that emerged in the 1960s, it really became widespread and popular in the 1980s. During this period, there has been a significant increase in global trade and interaction due to technological advances and the development of communication and transportation. Cultural, economic, political and social processes have become more tightly interconnected on an international scale. This process has been accelerated by factors such as advances in communication technologies, increased accessibility of air and maritime transportation, and the increase in free trade agreements. Although the concept of globalization emerged in the 1960s, it has historically been the result of a longer process. The acceleration and technological advances in the 1980s made globalization more prominent and made it a common term in daily life (Robertson, 1999).

The world has become closer than ever before. This is one of the most prominent features of globalization. Communication technologies provide the opportunity to instantly share news, information and ideas around the world through the internet, social media and other communication channels. Globalization has also been effective in economic, political and cultural fields. Economic globalization refers to the global integration of production and consumption processes. Politically, globalization has created new dynamics and mechanisms in international relations. Problems and crises on a global scale have required countries to interact more closely with each other. International organizations and cooperation mechanisms play an important role in finding solutions to global problems. Cultural products, ideas, values and lifestyles are spreading around the world at a faster pace than in previous eras. Cultural diversity and global interaction lead to the emergence of new identities and cultural syntheses. Advances in information, communication and transportation technologies play an important role as tools that accelerate globalization. This process represents the beginning of an era in which the world is becoming more connected, integrated and interactive (Holton, 2000).

With globalization, the increase in international trade and the realization of money transfers electronically are important factors. International organizations such as the International Monetary Fund (IMF), the World Bank and the World Trade Organization operate to regulate and control world trade. These organizations contribute to policies that shape international economic relations and promote economic cooperation among countries (Bloom, 2004). International financial markets and money transfer systems accelerate global economic interaction. International organizations may have the power to influence nation-states and protect their own interests while having the power to

influence nation-states (Altan, 2002). This may make the full independence of nation-states difficult and dependency may emerge in international relations. Nation-states still play an important role in international relations and interact with international organizations to protect their own interests. Efforts to deal with the economic, political and legal dimensions of globalization are carried out through negotiations and agreements at the international level (Hall, 1998). While international organizations have the power to influence nation-states, nation-states cooperate at the international level to protect their interests. This has created a complex web of balance and interaction in international relations.

The cultural dimension of globalization creates a balance between the emergence of similarities between societies and the preservation of cultural diversity at the same time (Giddens, 2000a). Globalization has increased the interaction between different cultures with the development of communication and information technologies. In the process of globalization, cultural similarities emerge because different societies consume similar cultural products, have the same popular cultural references and use similar means of communication and entertainment. The deep-rooted history, traditions, language and identity of cultures persist in the process of globalization. This leads to existing cultural differences being preserved and in some cases even becoming more pronounced. Together, globalization contributes to increasing similarities and preserving cultural diversity. Hybrid or hybrid cultures emerge as a result of the interaction of different cultures and become widespread with globalization. Globalization, like other areas affecting the cultural sphere, can have a contradictory and complex impact. Hybrid or hybrid cultures emerge through the interaction of different cultures. The process of globalization involves contradictory and opposing elements and is a complex phenomenon (Keyman and Sarıbay, 1998).

New Technologies and Education

There is a strong relationship between the process of globalization and information and communication technologies. Information and communication technologies contribute to the acceleration and spread of globalization (Kellner, 2002). Information and communication technologies also play an important role in the field of education. In addition to traditional learning methods, the education system is being transformed by the development of new methods such as online education, distance education and digital learning platforms. In this context, the education system has had to adapt to technological developments. Educational curricula, pedagogy methods, literacy skills and objectives have been restructured according to the transformative effects of ICTs. While these technologies have accelerated globalization, they have also caused radical changes in

the field of education. The education system has to reshape its curricula, teaching methods and objectives by adapting to technological developments (Karslen, 2002).

The globalization process and the development of information and communication technologies have provided new dimensions and opportunities in education. New educational models such as distance education, e-education, e-schools have brought flexibility, accessibility and diversity to learning and teaching processes. Students are no longer confined to a physical classroom environment, but have the opportunity to learn through online resources and distance learning platforms. A global education system is one in which information resources are constantly accessible and open. Students can access resources from around the world, collaborate with students in other countries and explore different cultures. Students can use learning materials at their own pace and according to their preferences, practice with interactive applications and receive feedback. The global education system offers students a more flexible, accessible and personalized learning experience. The learning process can now be realized without being compressed into specific time frames and restricted by spatial boundaries (Giddens, 2000b).

Developments in information and communication technologies can have positive effects on education as well as some negative ones. First of all, there are inequalities in access to information and communication technologies. Those who have access to technology access information faster and more widely, while inequality among those who do not have this opportunity increases. The digital divide is also a major problem for education. Students without access to technology are unable to take advantage of the benefits offered by ICTs, which can increase inequality in learning opportunities. As education systems transition to technology-based education models, they have a responsibility to ensure access and availability of technology to all students. Building and maintaining a technology-based education infrastructure can be costly. While this may be easier for economically strong countries to achieve, it creates challenges for economically challenged countries and regions. Steps should be taken to improve access to technology and reduce the digital divide, such as equitable distribution of resources, infrastructure development, and teaching digital skills in education. Education systems have a responsibility to ensure access to technology and to develop technology-based education in a sustainable and inclusive way.

A New Industry: The Information Market

Universities are important centers where scientific research is conducted and new knowledge is produced. They contribute to knowledge production through research projects and studies. They also contribute to the training of qualified manpower by providing students with

advanced education. Companies that invest in education also pursue various strategies in order to retain their knowledge power and get ahead in competition (Scott, 2002). By supporting the training of their employees, companies aim to improve their knowledge and skills. In this way, knowledge accumulation within the company increases and competitive advantage is achieved. At the same time, companies encourage the production of new knowledge by investing in research and development activities. The acceleration of information flow through information and communication technologies has facilitated access to information and increased knowledge production. The Internet has expanded access to information beyond borders and enabled people to access information anywhere in the world. In addition, the mobility of people possessing and producing knowledge has increased. On a global scale, experts and researchers have the opportunity to work and share knowledge in different countries. Institutions such as universities, companies investing in education and technology companies use various strategies to promote knowledge production and stay ahead of the competition. Information and communication technologies have accelerated the flow of information, facilitated access to knowledge and increased knowledge production (Arslanoğlu, 2002).

In teacher-centered education, the teacher plays an active role in the classroom and is the presenter of knowledge. The idea that the teacher is the one who transfers knowledge and knows everything is dominant. In this approach, students' ability to collect and memorize information is emphasized. On the other hand, the student-centered education system emphasizes interaction and cooperation. Students' active participation and sharing in the classroom environment is encouraged. The teacher works with students, sometimes taking the position of the learner, and supports the development of students' abilities to question and create. The use of technology is intended to facilitate communication, access and collaboration. Student-centered education provides an environment in which students can direct their own learning, develop critical thinking skills and use knowledge effectively. The role of teachers is to equip students with the skills to access, evaluate, critically think and collaborate with information, enabling them to adapt to future changes. Technology supports learning by increasing the opportunities for communication, access and collaboration in this process (Çalık, et al., 2005).

Globalization and the Restructuring of Education

Nation-State - University Relationship

The process of globalization has called into question the status of the nation-state, and universities are among the institutions supported by the nation-state (Giddens, 2000b). While

universities have traditionally been considered to be one of the most important defenders of the nation-state, globalization has questioned the role of the nation-state and put the position of universities into question.Global economic integration may increase the power of international organizations and reduce the importance of national borders. This may also affect the support and resources provided by the nation-state to universities. The model of the nation-state known as the welfare state involves the provision of social services and the financing of public investments. However, globalization, economic competition and budgetary constraints may lead to cuts in the welfare policies of nation-states. Universities have also played an important role in preserving the social and cultural identity of the nation-state. Universities may need to place more emphasis on international cooperation, global academic networks and compliance with international standards. Universities need to re-evaluate the way they deal with the status and support of the nation-state with globalization (Kwiek, 2002).

Universities have sought new sources of funding due to difficulties in accessing state funding or inadequate state funding. In this case, international student enrollment has become an important economic factor, as well as an effort to compete with other universities. Institutions have turned to marketing strategies to increase the number of students and ensure their financial sustainability. They try to attract students through advertising campaigns, university rankings and international partnerships. The commercialization of education services can lead to education becoming a profit-making sector and deepen inequalities. There are risks in focusing on material interests rather than on the values and purpose of education. Universities have turned to methods such as international student enrolment in an effort to compete and in the face of resource constraints. However, the ethical and inequality concerns raised by the commercialization of education and the transformation of schools into commercial institutions should not be ignored.

Corporate universities can also be associated with the concept of the virtual university and support the relationship between higher education and commerce or the market, where students are seen as customers and academics can be characterized as entrepreneurs (academic capitalists). The changes that have occurred have led to universities being managed just like a company. This change has required universities to resort to various marketing strategies to ensure their financial sustainability, compete and generate more revenue.

Nation Extreme Education

UNESCO defines transnational education as the admission of students by educational institutions established outside a country. This definition includes international student mobility and

international educational activities. Universities in developed countries are making efforts to attract international students and operate in other countries. Transnational education encourages increased educational cooperation between countries and international student mobility. Foreign students can experience different cultures, have the opportunity to learn in an international educational environment and develop international business and academic networks. Educational institutions strive to offer curricula that meet international standards and award students internationally recognized diplomas and certificates. Transnational education offers students the opportunity to experience different cultures and develop international business and academic networks. Transnational education can be evaluated in both positive and negative dimensions. Here is an analysis of these two dimensions.

Positive Dimensions

Economic Factors

Transnational education provides the importing country with an economically low-cost source of education. Students' expenses, such as housing and other costs, are usually lower. This can be a cost-effective option for importing countries.

Work and Study Opportunities

Transnational education provides students with the opportunity to work in their home country and to continue their education. This gives students the chance to put into practice the knowledge and experience they have gained in their home country.

Quality and Competition

Transnational education can improve the quality of local educational institutions and help them attract more students. Educational institutions in the importing country are encouraged to improve and provide better services in an internationally competitive environment.

International Employment

Students who graduate with transnational education are armed with internationally recognized credentials. This makes it easier for them to find employment in other countries and can contribute to the human resources of the exporting country.

Negative Dimensions

Brain Drain

With transnational education, there is a risk that students go and stay in a country other than the exporting country. This can lead to the loss of skilled and qualified human resources of exporting countries.

Resource Inequality

Transnational education is often a model of education favored by economically powerful countries. This can increase the resource inequality of less developed countries and create inequitable access to educational opportunities.

Cultural Assimilation

When students study in different cultures, they may lose their own cultural identity or become assimilated. This can risk a decline in cultural diversity and cultural heritage.

Inequality and weakening of local institutions

Transnational education may increase competition against local educational institutions in some countries and weaken local institutions. This can negatively affect local students' access to educational opportunities (Cited in Yılmaz and Horzum; 2005).

Conclusion

Computers, the Internet, electronic memory and other new information tools have accelerated access to information and eliminated spatial boundaries. Rapid access to information can reduce inequalities between societies and individuals. As access to information becomes more widespread, opportunities based on information can be more equitably distributed. In this way, ICTs have the potential to reduce socio-economic inequalities across societies. Societies and individuals who do not have access to ICTs, or who have limited access to them, may not be able to take full advantage of the opportunities that these technologies offer. This can exacerbate existing inequalities. The digital divide can lead to the economically, socially and culturally powerful having more opportunities with ICTs and reaching further than others. Equitable policies and programs, technological infrastructure development, digital skills training and other measures are necessary to reduce the digital divide. In this way, ICTs can ensure equal opportunities for all and a more equitable sharing of information across societies.

Information has become a source of power beyond its traditional meaning. Knowledge has become the key to competition among countries, organizations and companies. In the so-called information age, knowledge is power. Those who possess knowledge have the potential to gain competitive advantage and get ahead of others. Countries invest in knowledge for economic growth

and development. The fact that knowledge is considered a commodity shows that it has a commercial value. Knowledge has become a commodity that is sold, bought and marketed. Knowledge-based products and services form the basis of the knowledge economy. For this reason, companies that produce and manage knowledge are of great importance, encouraging a culture of producing and sharing knowledge within their organizations. At the same time, companies have emerged that offer knowledge-based products and services as well as knowledge management and consulting services.Knowledge has become an economic commodity and is seen as a source of power. The possession of knowledge is a critical factor for gaining competitive advantage and determining the success of businesses. Therefore, strategies for investing in knowledge and using it effectively are vital for today's businesses and organizations.

Global organizations such as the World Trade Organization (WTO), the United Nations (UN), UNESCO (United Nations Educational, Scientific and Cultural Organization), the European Union (EU), and the North American Free Trade Agreement (NAFTA) influence education policies and strategies. These organizations guide national governments in setting education policies and promote international education standards. Globalization has also increased the mobility of students, teachers and other personnel. Student and teacher exchange programs between countries promote educational experience and cultural exchange. Internationally recognized and valid diplomas provide students and graduates with international recognition. International organizations and agreements have influenced education policies and strategies, increasing student and staff mobility and restructuring education systems according to international standards. This has increased the international recognition of education and the global competitiveness of students.

Turkey is taking steps to continue to integrate into international education systems. It is making efforts to adapt to international education standards such as the Bologna process. Globalization in education reflects efforts to align with international education standards, international student and academic mobility, and Turkey's efforts to increase international competitiveness in the education sector. However, the position and impact of Turkey's education system in the globalization process could potentially improve further in areas such as attracting more international students and collaborations with universities abroad.

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