A CRITICAL EXAMINATION OF GLOBALIZATION AND ITS EFFECTS ON EDUCATION

Küreselleşmenin Eleştirel Bir İncelemesi ve Eğitim Üzerindeki Etkileri

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Abstract

Globalization is an important trend that affects the world deeply in new millennium. It is seen that a new era starts and nations face huge changes in their social, economic and cultural ways. New concepts and values come into our lives and they carry new problems and perspectives for the nations in the process of globalization. Information society is another important concept in global world. Information society needs creative individuals. The individuals to adopt the new values can only be trained in schools. Developing student's ability to acquire and utilize knowledge gains importance in the process of globalization. Learners can develop their critical thinking skills, gain democratic values and apply their knowledge independently in an effectively designed teaching-learning environment. In the future universities and other institutions are not thought only for the young. They are expected to become more open to people of all ages who wish to further their education. This is inevitable in the globalized world.

Key Words: Globalization, education, universities, information society

Özet

Küreselleşmenin yeni bin yılda dünyayı derinden etkilemesi beklenmektedir. Küreselleşme ile ulusların yeni bir döneme girdiği ve toplumların sosyal, ekonomik ve kültürel açılardan büyük değişiklikler yaşadığı görülmektedir. Küreselleşme süreci yaşamımıza yeni kavramlar ve değer yargılarını taşımakta, beraberinde yeni sorunlar ve bakış açıları getirmektedir. Bilgi toplumu, küreselleşen dünyada önemli bir boyut olarak karşımıza çıkmaktadır. Bilgi toplumu yaratıcı bireyler gerektirmektedir. Yeni değer yargılarına uyum gösterecek bireyler de ancak eğitim aracılığıyla yetişirler. Öğrencinin bilgiyi edinme ve ondan yararlanma becerisini geliştirmesi küreselleşme sürecinde önem kazanmaktadır. Kritik düşünmeyi sağlayacak, demokratik tutumları kazandıracak ve edindiği bilgiyi bağımsız bir şekilde kullanabilecek yetenekler ancak okul ve etkili bir öğretme-öğrenme ortamının oluşturulmasıyla sağlanabilir. Gelecekte üniversiteler diğer eğitim kurumları sadece gençlere açık olmayacak. Bu kurumların eğitim düzeylerini daha yukarılara çekmek isteyen her yaştaki bireylere daha fazla açık olacağı umulmaktadır. Bu durum küreselleşmiş dünyada kaçınılmaz olacaktır.

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Anahtar Kelimeler: Küreselleşme, eğitim, üniversiteler, bilgi toplumu

The Concept of Globalization

The term of globalization was first used in the field of economy. But the process of globalization has deeply affected the economic, social, cultural and technological sides of societies in new world order. Globalization has been seen as a basic concept in directing the economic, social and cultural policies. Cogburn (2000) thinks that globalization is about the monumental structural changes occurring in the processes of production and distribution in the global economy. These structural changes are responses by many global enterprises that confront tremendous pressures and fantastic opportunities presented by the increased application and integration of advanced information and communications technologies into their core business processes such as manufacturing, testing, back-office, operations, marketing and distribution.

Globalization has been a "magic" word that identifies and expresses change in every field, from economy to politics, from social policies to culture. Globalization has been thought as a fashion expression that opens all doors dealing with both past and future times. There are different approaches to globalization. There is not a certain agreement on globalization among specialists (scientists). As the political, cultural and economic effects of globalization spread throughout the world, it gains both supporters and opposers.

Globalization is not thought only as an economic process. In a survey (2000) on globalization in USA, a study of US Public Attitudes, it was found that Americans view globalization as a process of the world becoming increasingly interconnected. It is seen as a unity in which values are becoming more oriented to global context and international institutions are playing a more central role besides as an economic process.

Globalization and related trends deregulation, privatization increased customer sophistication, have raised the competence standards for businesses competing in a wide array of industries. The breakdown on protective country, regulatory and information barrier mean that businesses must increase their abilities to deliver products and services with high "knowledge premiums" by embedding knowledge in product (Quinn, 1992). Technological and related organizational changes have accelerated in recent years. Furthermore knowledge depreciation and accumulation rates have been increasing exponentially for decades (Badaracco, 1991). Finally, many organization members now demand opportunities for meaningful work that builds skills and a sense of professional identity, especially in work environment where job requirements constantly change and lifetime employment is unlikely (Barlett & Ghashal, 1995). The effect of globalization is

not only just on trade and production, or on services that have been public, such as education it also has an impact on culture. The impact is often overwhelming local cultures with a commodified and homogenized transnational culture (Kuehn, 1999).

Factors Leading Globalization

In Today's world nations can't help participating global process in which new world order is shaping itself. Globalization is affecting all of the social, political and economic structures and processes that emerge from the central role of knowledge. The rapid spread of using English lets that language become a universal language. English is used as a first or second language in nearly one hundred countries. This aspect causes people use English as an international language in international area such as media, computer and trade language. Apart from increasing and rapid use of English, the factors leading globalization can be summarized as follows:

- Increasing global communication via fiber optics, satellite and computer technology
- Integrated and coordinated product design, production, sale, services and multinational organizations throughout the word
- Increasing numbers of free trade agreements at international level
- Advancement of regulations and standards for trade, finance, work, product and services in whole world
- Financial markets' giving services during 24 hours everyday
- Increasing numbers of foreign investments in many countries and increasing effects of foreign control on workers (Deniz, 1999).

As it is seen the international network of free trade investments made it necessary for countries to participate the global process. The increasingly global economy is driving an increasingly global society. International trade and investment treaties and agreements and international agencies are the major vehicles that lead globalization.

New information technologies help people reach more and more information they need in any field. The more internationalized the use of knowledge, the more information and the easier ways of learning the individual reach. Thus globalization lets individuals reach to a richer source of knowledge in new global world. Students are increasingly mobile using information technology in global process of education.

Benefits of Globalization

Globalization brings fundamental changes in economic, social and cultural life in societies. New concepts and attitudes are coming into force and individuals are in the need of adopting new values. A new information-intensive economy is gaining importance in the era of globalization. The reality of the rapid global economy is based

on information and knowledge. With the globalization several benefits are thought to obtain. Cogburn (2000) lists the benefits of globalization as follows:

1. In globalization period some of the challenges for knowledge, education and learning will be ability for today's learners to be more familiar and comfortable with abstract concepts and uncertain situations.

2. Information society and global economy requires a holistic understanding of systems thinking, including the world system and business eco-system. Globalization uses a holistic approach to the problems. The interdisciplinary research approaches are seen as critical to achieving a more comprehensive understanding the complex reality currently facing the world system.

3. It enhances the student's ability to manipulate symbols. Highly productive employment in today's economy will require the learner to constantly manipulate symbols, such as political, legal and business terms, and digital money.

4. Globalization enhances the student's ability to acquire and utilize knowledge. Globalization enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations.

5. Globalization produces an increased quantity of scientifically and technically trained persons. The emerging economy is based on knowledge as a key factor of production and the industries demand the employees remain highly trained in science and technology.

6. It encourages students to work in teams. To be able to work closely in teams is the need for employees. Working in teams requires students to develop skills in-group dynamics, compromise, debate, persuasion, organization, and leadership and management skills.

7. Globalization breaks the boundaries of space and time. Using advanced information and communications technologies, a new system of knowledge, education and learning should apply a wide range of synchronous and asynchronous activities that aid teacher and student in breaking boundaries of space and time.

8. Globalization meets the knowledge, education and learning challenges and opportunities of the Information Age. Knowledge based businesses often complain that graduates lack the capacity to learn new skills and assimilate new knowledge. Globalization makes it easier for businesses.

9. Globalization creates and supports information technologists, policy makers, and practitioners for the purpose of rethinking education and supports mechanisms for the exchange of ideas and experiences in the use of educational technologies.

10. Globalization encourages explorations, experimentation to push the frontiers of the potential of information technologies and communications for more effective learning.

In short as Delong (1999) expresses "globalization leads to a richer world, and to a more vibrant and tolerant world as well".

Globalization and Education

Globalization has a close relation with education. As education has an important place in shaping a society, it has to be connected with globalization and the global activities have a deep impact on education.

Globalization of the world economies is leading to increased emphasis on internationalization of the curriculum. It also contributes to opportunities for new partnerships in research and teaching with agencies and institutions across the globe (Twigg and Oblinger, 1996). Globalization is one of several powerful worldwide forces that are transforming the basis of business competition, paradoxically harkening an era in which small, local communities of practice may become a preminent structural form. Communities of practice enable organizations to build, share and apply the deep level of competence required to compete in a knowledge-based global economy (Drucker, 1993). Humanity lives an increasingly and rapid change in every area. Social, economic and cultural values are forced new challenges. With the concept of globalization a lot of changes are expected in the field of education. Traditional structure of the education has to be changed.

One of the main duties of schools is to enhance the individuals' appropriateness for the rapid changes. As Benking (1997) remarks today universities and other institutions are redoubling their efforts to respond to social change. They have to implement society's expectations. Gordon (1999) outlines the importance of higher education in the learning society by attributing the report of the National Committee of Inquiry into Higher Education as follows:

> Higher education is fundamental to the social, economic and cultural health of the nation. It will contribute not only through the intellectual development of students and by equipping them for work, but also by adding to the world's store of knowledge and understanding, fostering culture for its own sake, and promoting the values that characterize higher education: respect for evidence; respect for individuals and their views and the search for truth. Equally, part of its task will be to accept a duty of care for the well being of our democratic civilization, based on respect for the individual and respect by the individual for the conventions and laws which provide the basis of a civilized society (p.2).

In the future universities and other institutions are not thought only for the young. They are expected to become more open to people of all ages who wish to further their education. Universities and other institutions will be open to anyone who has acquired the motivation to learn and the ability to perceive issues through social experience or

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involvement in volunteer and other activities. Besides, an increase in the number of students, both part-time and full-time, is expected and this is thought to lead to the formation of an academic environment with greater depth. Graduate study is also likely to become more available to nonacademic members of society. As higher education is an investment in human progress and prosperity, during rapid social and economic change, it is especially important that universities and other institutions of higher education consider their contribution to society from a broad, long-term perspective (Ministry of Education, Science, Sports and Culture, 1995).

Information Society and Education Consumers

Students are both customers of provided classes and partners in the process of learning. Students judging their experiences in higher education may think of its quality simply in terms of what was provided. They might overlook the extent to which they were required to study material that would later be of value, or the extent to which they were actually stimulated to take responsibility for their learning. For an employer, the totality of attributes of the higher education experience that were of importance to the student's learning recede into the background, and it is the totality of student's attributes that are important to the satisfaction of perceived needs (Yorke, 1999).

The focus of learning systems should be on the future and costumers expect their learning systems to have some idea of what that will look like. At the same time the focus of learning systems should be on both the local and global society. Consumers expect the learning system to know the circumstances, exigencies and opportunities in both. Consumers need educators who accept their special responsibility for the future: to study and "know about" the future, while leading positive, proactive change by modeling it (Barker, 1999).

Education consumers need preparation and practice for lifelong learning: the skills for continuous, self-directed learning: an awareness of learning opportunities; methods for managing their own learning and awareness of their rights and responsibilities as consumer of education and training services. Consumers want a system that is a system of coherent, coordinated systems of resources, processes and outcomes for learning opportunities and recognition of all form of learning (Barker, 1999).

The consumers of education are face-to-face new challenges. Old and traditional ways of teaching and schooling change deeply. Students have different choices in maintaining learning activities. As Twigg and Oblinger (1996) express, the place of higher education is shifting from classroom and the campus to the workplace, the home,

the library, and even the network. Students have the choice of learning independent of time and space. Communications technologies enable a shift toward learning experiences that are asynchronous rather than synchronous, making learning available seven days a week, 24 hours a day. Learners are using networks to interact with their peers, their instructors, external experts, and information sources. They are doing it when it is convenient, not just during scheduled class times.

The Aim and The Importance of Global Education

The main duty of a government in the field of education is to design the educational activities that have been developed according to strategic aims and to direct them with policies suitable for the aims. Besides education is a major area of government expenditure and is a significant potential target for human resources. The local authorities of each country can state the local aim of education. Their aims can change according to the local needs and necessities and may show differences from each other. But the global education has many aims in common for every country. The aims and importance of global education can be sated as follows:

- Let those who participate education process gain skills of new cultures
- Develop the ability of distinguishing intercultural differences
- Assist the people criticizing events from global perspective
- Explain how different cultures affect the activities of organizations
- Help students realize how attitudes are shaped and how they affect the behaviors
- Develop the language and harmony skills of the managers who will work in different cultures
- Provide the ability of working together with the people coming from different cultures
- Develop the skill of multi-sided thinking by causing them gain the cultural sensitivity and experience
- Teach how to behave according to cultural differences
- Teach how to manage multinational groups
- Develop the way of thinking from individuality to globosity (Deniz, 1999).

Creating Schools for The Information Society

As globalization affects the educational systems in general sense, it has also affected the school as a social system. What can the possible effects of globalization and localization be on schools? Can schools stay out of the globalization process? Taking into consideration the quality matter on education at international level forced schools to adapt to global trend.

Globalization of learning is thought as a paradox rather than paradigm. Many

important problems came into being with the globalization of learning. While globalization of learning makes the spreading and using of knowledge easier, it also causes the individualization of messages. As a result of this aspect learning occurs very rapidly and gains importance for individuals to reach the knowledge according to their individual learning speed in globalize world. Getting the information in global world and using it at individual level realize the globalization of knowledge.

The new technologies make it possible to communicate more effectively across cultural boundaries by providing options that are effective and efficient. Developments in electronic systems permit instant delivery of information as needed, when needed, and just enough of what is needed, to answer a question and keep the job moving along. Just like this, the huge storage capacities of interactive CD-ROM can provide nearly endless layers of information on any given subject and, when instructing, can remediate and provide assessment. All this gives writers, artists, technical communicators, instructional systems developers and information designers a rich palette of alternative techniques for presenting information. The cultural considerations of deliverable products must be a primary concern from this planning stage onward. The global marketplace demands this close attention. The increasingly global pace and scope of the economy and our work make understanding and use of these alternatives vitally necessary for managing our future trading success. They allow, among other things, the information acquisition requirements of both low-density cultures and high-density cultures to be accommodated (Benking, 1997).

Communicative industries and new information technologies, which contain activities dealing with knowledge, are in the process of a rapid development. In this process, having knowledge, processing it, and commenting it become more and more important than they were in the past. Distance education will be the most important part of education in global learning.

The development of distance education offers the easiest entry into transnational education projects. Carried across borders by new technologies, it can be offered more cheaply on a transnational basis than any other form of education. The advantages for profit in this area are similar to those in film and television. Courses can be developed for one market and the most of the development costs recouped. With very little additional investment, these courses can then be offered in other countries, with a low price still providing additional profits. Local course developers are then at a very real disadvantage because they cannot produce courses for the low prices offered by transnationals. It is not surprising that distance education is being pushed as a form of education in this global context (Benking, 1997).

Strategic Intentions for Schools in Global World

Globalization not only shapes economy or other institutions but it affects schools as well. The traditional approach used in schools will be left and school leaders will have to take quite new and different responsibilities. Caldwell (1998) expresses the duties and responsibilities of school leaders in globalized world as follows:

1. Leaders will create opportunities for themselves and their colleagues to gain knowledge and understanding of societal change and of the way schools will make a contribution to well being in a civil society.

2. In all these matters, the driving force and raison d'etre will be the provision of a quality education for every student, and every strategy and every intention will be weighed against this criterion.

3. Sound approaches to annual planning and longer-term strategic planning are pre-requisites for successful school management but a wider range of approaches in matters related to strategy will be required to continue the journey 'beyond the self-managing school'.

4. A capacity for strategic thinking will be deeply embedded in a school, with a continuing strategic conversation the means by which shared understandings are developed as a prelude to formal planning.

5. There is a high level of turbulence in the environment for education so it will be difficult to make strategic plans in many matters so, under these circumstances, schools will form clear strategic intentions based on the best available information as the basis for action.

6. There will be recognition that sound strategy will take account of past, present and expected or preferred futures, so the effort will be framed by a commitment to take these into account in strategic management.

7. There will be a high level of harmony between learning, teaching and management cultures in the school, as illustrated by a commitment to empower the individual in all related matters, thus helping to create a better world.

8. Leaders will be aware that times of great success are also times of great risk, so they will work with all in the school community to search for, even stumble over, new opportunities to ensure high levels of performance in achieving the mission of the school.

9. There will be recognition that success in leadership in times of continuous and often turbulent change in as much a matter of discovering self as discovering strategy, so individually and collectively, there will be commitment to address to emotional well-being of the leadership team.

10. There will be commitment to leadership and management that views these as part of the heroic quest for learning in a civil society in which all in the school community are engaged and empowered.

Thoughts for The Future

With the concept of globalization new attitudes and values are coming into force. People need to learn new concepts and have to adopt themselves new ways of life. Each country makes new regulations in order to educate the students according to the necessities of global world. For instance (Benking, 1997) remarks that as internationalization progresses Japan needs to make an international contribution in education and research that matches its expanding economic power and the rising level of its scientific research. By conducting vigorous educational and research activities in line with the progress of scientific research, universities are expected to inform the world of their original research achievements and to train people who can work successfully in the international community. When taken into consideration from that point of view it can clearly be seen that to develop exchange programs of teachers and students and to improve admission systems for foreign students gain importance.

Inter-American Education Program sets important and major progressive objectives for future programs in the framework of globalization. Kuehn (1999) outlines that the objectives are to:

1. Support for policies to "universalize access to a quality education to all sectors of the population, with special concern for at-risk groups."
2. Promote programs that support "socio-economically at-risk boys, girls, youth and adults."
3. Promote an educational policy that considers human rights, education for peace and democratic values, equality of opportunity and rights between men and women, and gender quality.
4. Promote collaboration of institutions dedicated to educational development as related to citizenship, multicultural societies and sustainable development.
5. Promote the consolidation and collaboration of institutions dedicated to indigenous education.
6. Provide support for the development of the educational systems of countries with especially difficult economic circumstances.

From the point of teacher education in globalized world teacher education reforms are thought to have the potential to overcome resistance from the old structures and conditions which shape practice and destabilize them.

Teacher education programs will have to be designed according to new perspectives of global learning. Teacher education reforms have to be in harmony with the policy formation regulations. The main goal is human resource development to meet the manpower needs of a growing economy (Editorial, 1999). Within the global learning conditions, it is also aimed at helping developing lifelong learning.

Conclusion

The term globalization is defined an on-going process of economic, social and political concept. It has become quite widespread. As Cogburn (2000) identifies globalization is about monumental structural changes occurring in the processes of production and distribution in the global economy and it is affecting the entire social, political and economic structures and processes that emerge from global structuring. It is a real phenomenon that is transforming the world economic system including nearly all aspects of production, distribution and other business processes. As the store of the knowledge expands throughout the world, all of the world's people, all of the world's people should have as much access as possible. With the emergence of a new development model, particularly in the highly industrialized economies, knowledge and information take on increasing importance. Thus, the era of globalization has tremendous concomitant implications for knowledge, education and learning. The new system of knowledge, education and learning is thought to include the following components.

Globalization brings a new way of life. Individuals in global world are expected to evaluate events in a holistic approach. Globalization enhances student's ability to manipulate symbols and it lets them focus on abstract concepts. Students get the opportunity of enhancing their ability to acquire and utilise knowledge. They can also find the chance of producing an increased quantity of scientifically and technically trained persons. Besides in global world they can make distinctions between mental and physical labour. Globalization encourages students to work in teams. That is another important aspect of globalizm because employees need pepole who can work in groups. There are no boundaries of space and time in global world. It is a world that there are no borders between people. New technologies make it possible to communicate more effectively across cultural boundaries by providing options that are effective and efficient.

Globalization forces human mind to develop a new vision. How can individuals, who will be able to live healthier and will help the world peace, be trained in global world? The school of global village has to answer that question.

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