

Chapter 12

Education Paradigm and Globalization

Belgin Arslan Cansever
Ege University, Turkey

ABSTRACT

Globalization is a process that has certain social, cultural, political, psychological, ecological and economical effects on societies. Education systems has been affected by developments occurring in social, economical, cultural, technological and political areas. In this chapter author discusses education paradigm and global values together. Nevertheless this chapter focuses on positive and negative aspects of globalization; dimensions of globalization and the characteristics of the information society. In addition, the effects of globalization on educational institutions are evaluated through the specific example of the Turkish Educational System. The final focus is on how to integrate the primary school curriculum with global values.

INTRODUCTION

Leading to changes and developments in all segments of social life, globalization is one of the hottest issues in today's world and studied by various disciplines of science. Research suggests that globalization is more often discussed in reference to its positive and negative consequences on each segment of life, but it keeps on its rapid progress in the world as a reality. It is essential in the 21st century that globalization should be comprehensively analyzed, it should be considered as a process of transformation, and individuals should be made more and more aware of the process. It is an undeniable fact that education will play a

pivotal role in instilling this consciousness into individuals. In this regard, it is inevitable that the overall education system will be restructured in accordance with global values.

It can be concluded from reviewing literature that globalization is more often discussed in reference to its economic, political and cultural dimensions, but there is hardly any research on the interplay between globalization and education. This is despite the fact that political and cultural aspects of globalization imply how important education is in the process. All things considered, this chapter discusses globalization, presenting both positive and negative opinions as to it. Next, a reference is made to the dimen-

DOI: 10.4018/978-1-4666-8162-0.ch012

sions of globalization and the characteristics of the information society, which is a nickname for the global world. The effects of globalization on educational institutions are evaluated through the specific example of the Turkish Educational System. The final focus is on how to integrate the primary school curriculum with global values.

CONCEPT OF GLOBALIZATION

Globalization is a subtle concept, commonly discussed in recent years and assigned a number of divergent meanings due to its multifaceted nature. Hirst (2004, p.151) indicates that “globalization is part of the new conventional wisdom in political speeches in the media and in academic works. It is also used indiscriminately and in a number of different senses. Hence the danger of confused arguments based on very different conceptions of what the phenomenon is”. Bauman (1999, p.7), reports that “globalization is regarded as a key word that will open the door to the past and future, thus being transformed into a ‘trend’ expression in the form of a password”. Robertson (1992) describes the term as the downsizing of the world and an awareness of earthliness. According to him, globalization is the result of micro incidents. In fact, he explains the term in reference to five phases, namely “the germinal phase” between 1400 and 1750’s, “the incipient phase” between 1750 and 1875, “the take-off phase” between 1875 and 1925, “the struggle-for-hegemony phase” between 1925 and 1969, and “the uncertainty phase” between 1969 and 1992. According to him, although it can be traced back to such early periods, it was not until the mid-1980’s that the academic world started to understand its importance and conduct studies on it. Presenting a unique perspective, Knorr-Cetina (2000) argues that globalization is not only an external phenomenon that leads to rapid advances in information and communications technology but also an internal one that causes individuals to perceive the world in different ways.

As with many other concepts in social sciences, there is no single agreed-upon definition of globalization. This is partly because of the fact that the state of globalization is not clear-cut mainly because of the intricacy of the concept itself. Kongar (2002, p.23) defines globalization as the Communication-Information Revolution, which followed the agricultural and industrial ones. He regards the process as the third large-scale revolution, maintaining that it consists of political, economic and cultural components. Another definition of globalization is by Firth (2000), who believes that it is the emergence of new types of professions, advances in communications technology, and the international spread of social, cultural and economic values. According to Cheng (2000), globalization is the transfer, adaptation and development of values, behavioral norms, information and technology in different countries and cultures throughout the world. Bakhtiari, and Shajar (2006) describe globalization as a process by which people living on Earth are getting more and more reliant on one another not only politically but also economically, technologically and culturally. The categories of space and time are going a tremendous change. Consumption models, values and standardized cultural products eventually tend to generate more similar behaviors and attitudes across the world and eliminate differences. In fact, Bozkurt (2000) reports that the notions of space and time are losing their meanings, borders are starting to get wiped out, and all the people and countries in the world are becoming more and more interdependent. Considering globalization as a result of Western modernization, Giddens (2009) holds that the spread of social and economic relations all around the world lead to an increasing interdependency between people, regions and countries.

Brown (1999) argues that globalization is a term used to mean, at least, three different things. Firstly, it is a process of transformation characterized by the economic circulation of large amounts of money, the rapid development of information

14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/education-paradigm-and-globalization/133816

Related Content

The Relationship between Transformational Leadership Characteristics and Multicultural Education Practices in Teacher Educators

Cheresa Greene-Clemons (2016). *Handbook of Research on Global Issues in Next-Generation Teacher Education* (pp. 331-346).

www.irma-international.org/chapter/the-relationship-between-transformational-leadership-characteristics-and-multicultural-education-practices-in-teacher-educators/146309

Instructional Design Features of Non-Digital Simulation Tasks

Minsung Kwon (2025). *Promoting Equity in Approximations of Practice for Mathematics Teachers* (pp. 53-74).

www.irma-international.org/chapter/instructional-design-features-of-non-digital-simulation-tasks/361608

A Grand Challenge: Facilitating Service-Learning for Social Justice

Adam Moore and Susan Trostle Brand (2018). *Handbook of Research on Service-Learning Initiatives in Teacher Education Programs* (pp. 429-444).

www.irma-international.org/chapter/a-grand-challenge/200043

Understanding the Online Learner

(2014). *Reforming Teacher Education for Online Pedagogy Development* (pp. 147-170).

www.irma-international.org/chapter/understanding-the-online-learner/92483

Evaluation and Redesign of an E-Learning Platform

Salma Dari, Aouad Sara, Baha Fatima, Lajane Halima, Gouifrane Rachid, Radid Mohamed and Chems Ghizlane (2024). *Teaching and Assessment in the Era of Education 5.0* (pp. 115-134).

www.irma-international.org/chapter/evaluation-and-redesign-of-an-e-learning-platform/350719