

Chapter 1

Education from the Enlightenment to the Globalization

Gheorghe Rudic

Centre of Modern Pedagogy, Canada

ABSTRACT

The chapter presents a series of “calls” offered by globalization to education and to educational system, which are not compatible with our time: the integration of Enlightenment Age into Globalization; the conflict with the pedagogical sciences (the transition from the knowledge-pedagogy to competency pedagogy); the attempt, through changing the old form declare a fresh content; the aspiration, through linear thinking to reveal the essence of education in multi-dimensional space; through the low level of functional literacy implement the highest levels of education; the current level of cybernetics to substitute of using computers as a technical training aids; while remaining in the framework of the modernism to prepare the next generation for life in the post-modernism. In this chapter the “calls” are analysed as the paradoxes in education, through the prism of scientists’ opinion from various fields of science, public figures and the teaching community (copyright pilot study). This synthetic approach has allowed to outline a new conceptual framework.

INTRODUCTION

Today, “all institutions of higher education almost everywhere in the world have been influenced by the concept of globalisation. The resulting policy changes in each nation state have, of course, reflected the degree of the impact of globalisation on the country, hence the changes in higher education” (Banya, 2005, p. 147). First, a dynamic competition is the process that links globalization

to knowledge production. Secondly, globalization describes the spread, intentionality, of more and less continuous waves of innovation. However, the spur of innovation is perceived to be a matter of survival.

The research (Torres, 2002, p. 363) has shown that globalization places limits on state national sovereignty, affecting education in various ways. Globalization not only blurs national boundaries but also shifts solidarities within and outside

DOI: 10.4018/978-1-4666-9634-1.ch001

the national state. Moreover, globalization cannot be defined exclusively by the post-Fordist organization of production, therefore, issues of human rights will play a major role affecting civic minimums at the state level, the performance of capital and labor in various domains, and particularly the dynamics of citizenship and democracy in the modern state.

One of the first effect of globalisation to educational system is the changing paradigm from closed system to more open system. Research has shown (Almeida & Japanstudies, 2015) that an educational system is very complex and dynamic, that is why there are many differences in systems between countries, but it canals differ from school to school. Nevertheless, what most countries have in common when it comes to education is that they are aiming for educational equality. They want for everyone to have equal educational opportunities and to be able to make the best out of their education. Education of the individual became important and compulsory years of schooling were increased to nine years to give more people a chance at a better education.

The second effect can be considered the changing approach from teacher-centered learning environment to learner-centered environment. The paradigm of globalisation, associated with the shift from teacher-centered to learner-centered learning environment, derived from: a) the impact of ICT on education; b) productive view of learning versus reproductive learning; c) constructivist cybernetic versus behaviorist; d) learning facilitation versus teaching; e) process-based assessment versus outcome based assessment and others.

Recent trends in education indicates to social constructivism norms for knowledge content systems; knowledge configuration (association, synthesis etc.). Brow (2005) notes that paradigm shifts in education have contributed to the ever-growing need to innovate our educational practice and to explore new learning paradigms. Cognizance needs to be taken of the fact that ICT developments are impacting educational practice

and that we will, in the near future, experience shifts in learning paradigms. Our thoughts are based on:

- Scientific method, scientific generalization and aggregation, as well as on multi-dimensional synthesis of the system's components of new educational units;
- Philosophical approach;
- Social-situational analysis in three or more coordinates.
- On the other hand, based on the system-synergetic approach of the educational system features:
- Existence of a complex and open system;
- Existence of an equilibrium system with a maximal entropy;
- Emergence of a new order and complexity of the system due to states fluctuations of their elements and subsystems;
- Presence of positive feedback system, which prevail over negative.

In this chapter, globalization is taken to be the result of the processes of six impasse situations and its main paradoxes – whether they are represented as a controversy between “old” and “new” in education or conflictual models with the pedagogical science. The chapter aims to identify and describe the main impasses situations and those associated situations in order to prove the challenges and risks of globalization to modern education and to offer a conceptual solution, named postmodernism philosophy. The main objectives of this chapter are:

- To conduct a literature review in order to identify main definitions common to modern education area;
- To synthesize the main impasse situations and its associated paradoxes;
- To offer some solutions on the base on projects released in developing countries.

18 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-from-the-enlightenment-to-the-globalization/140733

Related Content

Using Bronfenbrenner's Ecological Framework to Design Support Systems for Education and Special Education: Learning About Thought Systems

Gabriela Walker and Elizabeth Pattison (2016). *Handbook of Research on Applied Learning Theory and Design in Modern Education* (pp. 251-269).

www.irma-international.org/chapter/using-bronfenbrenners-ecological-framework-to-design-support-systems-for-education-and-special-education/140746

Case Study in Research

Patricia A. Young (2009). *Instructional Design Frameworks and Intercultural Models* (pp. 342-358).

www.irma-international.org/chapter/case-study-research/23929

Perception of Social Media Use by Distance Learners in Nigeria

Airen Edale Adetimiran and Jide Ayoola (2020). *International Journal of Online Pedagogy and Course Design* (pp. 37-47).

www.irma-international.org/article/perception-of-social-media-use-by-distance-learners-in-nigeria/248014

Multi-Modal Affective Computing Technology Design the Interaction between Computers and Human of Intelligent Tutoring Systems

Sheng-Hsiung Su, Hao-Chiang Koong Lin, Cheng-Hung Wang and Zu-Ching Huang (2016). *International Journal of Online Pedagogy and Course Design* (pp. 13-28).

www.irma-international.org/article/multi-modal-affective-computing-technology-design-the-interaction-between-computers-and-human-of-intelligent-tutoring-systems/142807

Teachers' Perceptions of Digital Language Learning Strategies: The Case of a Private Egyptian University

Dina Abdel Salam El-Dakhs, Burhan Ozfidan and Nermine Galal Ibrahim (2023). *International Journal of Online Pedagogy and Course Design* (pp. 1-18).

www.irma-international.org/article/teachers-perceptions-of-digital-language-learning-strategies/329967