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Globalization and Education in the Information Society

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Abstract

In this study, while evaluating the previously expressed thoughts on globalization, information society and education, the transformations in the field of education in the light of current developments are examined in detail. In this context, the focus was on the phenomenon of globalization and both the positive and negative effects of this process; the concept of information society, the dynamics of change in education, educational programs that adapt to the change process, the role of the school, the responsibilities of school administrators, the function of teachers and the positions of students in this process are discussed. The effects and reflections of all these elements on education are discussed in detail. In this study, the globalization process and the effects of the information society on education were evaluated both theoretically and practically. The rapidly spreading effects of globalization have also led to the evolution of education systems, and with the transition to the information society, the dynamics in education have gained a new dimension. This transformation is a process that shapes the understanding of education not only locally but also on a global scale. While the globalized flow of information increases educational opportunities worldwide, it can also deepen inequalities in education. Education systems develop various strategies to provide students with a broader perspective in an environment that includes different cultural, social and economic structures in both national and global contexts. In this context, school administrators and teachers assume important responsibilities on how to

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implement the requirements of global education at the local level, and take steps to increase both access to information and global awareness through training programs tailored to changing needs.

1.Introduction

One of the most remarkable and effective processes in today's world is the phenomenon of globalization. The fact that people and societies are increasingly aware of events around the world, influenced by each other's actions and experiences, sharing and disseminating them reveals the necessity of re-evaluating the globalization process every time. Although the concept of globalization is a relatively new term, much has been written and discussed about it, it is still developing and continuing its effects. The dissemination and sharing of the experiences caused by this process will provide a deeper understanding of cause-effect relationships and contribute to a clearer prediction of possible trends that may arise in the future. Globalization has accelerated with technological advancements, the expansion of communication networks, and the increasing complexity of economic relations. The widespread use of the internet has facilitated access to information, strengthened intercultural interaction, and enabled people to get to know the lives of different geographies more closely. In addition, the global integration of economic activities such as trade and investment has caused societies to become more dependent on each other in economic development processes. In this context, the globalization process contributes to the reshaping of political, economic, and social dynamics not only at the local and national levels but also at the international level. Understanding these shifts is critical for capitalizing on the opportunities and challenges posed by globalization.

Issues such as changes in the structure of society, differentiation of population, transformation of economic structure, reshaping of family forms and changes in lifestyles are among the important transformations triggered by globalization. All these changes are directly related to the sharing and dissemination of information on a global scale. This study focuses on the concept of information society and the transformations in education, which come to the fore with globalization, rather than comprehensively addressing the social, political, economic and cultural transformations caused by globalization. In addition, it aims to analyze the previously expressed views in this context, to examine new trends in these areas and to shed light on current developments. With globalization, the concept of information society is gaining more and more importance in today's world. The rapid development of technology and the widespread use of digitalization have radically changed the ways in which information is produced, shared, and used. Individuals, societies and institutions can now more easily access the global circulation of information and make decisions based on this information. Education stands out as one of the most affected areas in this process. As traditional education models are replaced by digital and interactive learning methods, individuals need to gain new knowledge-based competencies for both their personal and professional development. In this context, understanding the

effects of globalization on the information society and education is crucial for grasping the fundamental dynamics that will shape the future social and economic structure.

The relationship between globalization and education in the context of the information society is becoming increasingly complex, shaped by advancements in information and communication technologies (ICT) and the evolving demands of the knowledge-based economy. This synthesis highlights the diverse frameworks and trends that define how education is transformed under the influence of globalization.

Globalization has profoundly impacted higher education, fostering a shift towards bilingual teaching and transnational education. According to Hai-Yan et al., the internationalization of higher education is a response to economic globalization, demonstrating that bilingual education can enhance the dissemination of professional knowledge and align educational practices with global standards (Hai-yan et al., 2013). Furthermore, Eflova et al. explain how globalization has transformed educators' roles, requiring them to adapt to the digital education landscape, where transnational networks and marketization drive curriculum changes (Eflova et al., 2023). The convergence of diverse cultural and educational processes into a global framework highlights the transformative role of globalization in educational practices (Eflova et al., 2023).

In a period when the world is getting smaller and smaller, the survival of societies requires them to gain a more competitive position in the international arena and for their individuals to act sensitively to global values and formations. The continuation of social existence and playing an active role at both national and international levels will only be possible with qualified and effective education systems that can respond to the requirements of the global world.

Although globalization is considered as an economic basis with its general perception and partially so, globalization appears not only as an economic phenomenon, but also as a political, cultural and humanitarian process. The political and cultural dimensions of this process clearly reveal the critical role of education in the globalization process. The globalization process allows not only economic relations but also political ideologies, cultural values, and human interactions to spread across borders. In this context, education stands out as a fundamental tool that enables individuals to understand the complex dynamics of globalization and become active participants in this process. Education systems play a critical role in providing skills such as tolerance, multiculturalism, and critical thinking, which are necessary for different cultures to live together in harmony. In addition, the function of education in terms of the ability to produce solutions to global problems and the development of awareness of world citizenship emerges as a determining factor in shaping the political and cultural effects of globalization. The main purpose of this study is to provide information about these issues by focusing on the information society phenomenon and the changes in education

that emerged as an extension of the globalization process, rather than examining the social, political, economic and cultural change areas caused by globalization in depth.

2. Literature Review

The Phenomenon of Globalization

Globalization is the provision of economic, political and cultural integration around the world; sharing ideas, opinions, practices and technologies on a universal level; capital flow gaining a borderless character; the emergence of new forms of relations and interactions that transcend the borders of the nation-state; the places getting closer to each other and the world getting smaller; Although it is a process that includes dynamics such as unlimited competition, free movement and expansion of the market on a global scale, it can be stated that globalization is a result of small accumulations that occur in the historical process (Robertson, 1999: 93-94). In this context, globalization refers to the world becoming a single market by going beyond national borders. Globalization is not limited to the disappearance of economic borders, but also enables societies in different geographies to interact more closely in cultural, technological and social contexts. This process allows for the rapid dissemination of ideas and technological innovations, paving the way for the formation of global value chains and increasing international collaborations. Advances in transportation and communication technologies have allowed individuals, businesses, and governments in all corners of the world to connect with each other more easily, greatly reducing the impact of geographical distances. As a result, the importance of borders in areas such as international trade, cultural exchange and information sharing has gradually decreased, while the perception of the world as a single whole has become increasingly strong. This global integration offers both opportunities and challenges, radically altering the economic and cultural structure of societies.

On the other hand, although globalization is closely related to the concept of "competitiveness", this concept refers to the ability of a country to pursue its "national policy" in a way that is capable of fulfilling the needs of the global market more effectively than its competitors (Toulmin, 1999, 906). In the globalizing world, competitiveness has become an important factor determining a country's economic power and sustainable development potential. The ability to adapt to the rapidly changing demands of the global market is directly linked not only to economic strategies but also to education systems and technology-based innovations. In this context, countries are developing strong education policies to stand out in global competition and investing in digital technologies to increase the skills and knowledge levels of their workforce. Education, as the basic building block of the information society, plays a critical role in making national policies compatible with the requirements of the global market. In knowledge-based economies, the quality of human capital is the key to competitiveness, and therefore the transformation in education is an imperative element to best meet the effects of globalization.

Information Market and Information Society

While information was used as a tool to support production processes during the industrialization period, with the globalization process, information has become the most important production force on its own and has become one of the main factors determining the rate of capital accumulation. This transformation shows that the economic and social value of information has increased and that it has started to play a decisive role in production processes at the global level. In this context, knowledge production has become an industry today and has significant effects on the global economy and social structures. Information is not only a tool, but also a fundamental source of economic growth, innovation, and competition. This change reveals that the production, distribution and consumption of information constitutes a sector in itself. Being able to hold information has also become a desire to be held in their hands by academic circles and institutions that conduct information research. Universities and companies that contribute by investing in education compete to keep the power of knowledge in their hands (Scott, 2002).

Although there is no complete consensus on the level of knowledge reached by contemporary civilization yet, considering the information explosion created by the rapid developments in science and technology in the last twenty years and the contributions of information technologies to social and economic development, it can be said that the stage defined by Alvin Toffler as the "third wave" is the "information age" and it is quite appropriate to call the society created by this period the "information society". During this period, knowledge became a central force, reshaping societal structures and economic dynamics.

In the information age and in an information-intensive society, learning means much more than just the process of acquiring knowledge. Each individual can learn in different ways, but the most important thing is how we acquire and process information and how we can use it efficiently during this period. While traditional learning methods have brought individuals to a certain level of knowledge, learning has become a more dynamic and continuous process in the information age. In this process, leveraging the resources, digital platforms, and global networks offered by technologies requires individuals not only to have knowledge about a specific topic but also to develop their ability to think critically, solve problems, and develop innovative approaches. Learning is no longer limited to schools or certain institutions, but has become a process that can be accessed anytime, anywhere. In this context, effective learning in the information age is more about how individuals make sense of and transform this information than how they access it. Education systems are also shaped by this new paradigm, encouraging individuals to learn more flexibly, digitally and continuously.

Globalization of Knowledge

Culturally, globalization is based on the western-type consumer culture, and the spread and impact of this culture can be evaluated positively or negatively according to different perspectives. From the perspective of economic liberalism, global consumer culture is seen as a positive development that promotes international peace and cooperation. However, the spread of Western-type consumer culture around the world also strengthens religion and nationality-oriented movements that are the opposite of this culture. These opposing currents perceive global culture as a phenomenon that will weaken the national identities of nations and pose a threat. Therefore, the globalization of communication and information and the process of cultural homogenization take place as a reaction to the strengthening of local cultures and this empowerment. This shows that the cultural effects of globalization create a complex and multidimensional structure. The cultural effects of globalization are not limited to the spread of Western-type consumer culture; At the same time, the efforts of local cultures to preserve their own identities and resist these cultural movements constitute an important dimension. Local communities aim to preserve their own traditions, language and values in response to the changes brought about by global cultural trends. This process can lead to both the enrichment of cultural diversity and cultural conflicts. With globalization, the interaction of local cultures with global norms encourages cultural homogenization, while at the same time leading to the strengthening of movements such as nationalism and cultural protectionism as a rising defense mechanism against this cultural interaction. This two-pronged effect of globalization seeks balance in the interaction between cultures, bringing about both cultural richness and cultural conflicts. This contradictory process shows that the cultural effects of globalization offer an opportunity not only for homogenization but also for the preservation and enrichment of cultural diversity.

Globalization of Education

Although globalization is closely related to information technologies, it is stated as a result of new technologies (Karslen, 2002: 99). The globalization process is directly related to revolutionary developments in information and communication technologies. These technologies have made access to information faster and easier, bringing people closer to each other around the world and virtually eliminating geographical distances. Tools such as the internet, digital media, and mobile technologies have accelerated global information sharing and allowed for the rapid spread of different cultures, ideas, and innovations. This process has had profound effects not only on economic and commercial relations but also on education, culture, politics, and social structures. While globalization has become more efficient and effective thanks to the widespread use of information technologies, the opportunities and challenges offered by these technologies are among the key factors shaping the dynamics of global society.

The development of information and communication technologies has created significant transformations not only in economic, political and cultural fields, but also in different areas of social life such as agriculture, health and education. This transformation has paved the way for the emergence of new social models such as the network society, information society, and information society. Education, in particular, has been greatly affected by this transformation and has become more accessible, dynamic and digital with globalization. To understand the relationship between globalization and education, it is important to grasp how educational processes have become more efficient and interactive with information and communication technologies.

While digitalization transforms traditional structures in education, it also offers students opportunities to access information and learn from different cultures on a global scale. Education systems are evolving into a more flexible, personalized and technological infrastructure-based structure in line with the dynamics of the information society, thus ensuring that individuals have the skills and knowledge to compete at the global level. In this context, the role of information and communication technologies in education is critical to make the most of the opportunities offered by globalization.

Globalization directly affects educational institutions (Kwiek, 2002: 135). Education forms the basis of social development by equipping the individuals of a society with knowledge, skills and values. Through education, individuals become aware of their social responsibilities and act with this awareness. Furthermore, educated individuals can make more informed decisions by developing critical thinking and problem-solving abilities. The cultural heritage, scientific knowledge and ethical values of a society are passed down from generation to generation through education. Therefore, education directly affects not only the future of individuals but also the economic, social, and cultural development of society. Societies with strong education adapt faster to changing world conditions and build a sustainable future.

The education system should be a structure that responds to the needs of society and prepares individuals in accordance with the requirements of the age. Cultural, economic and technological changes in society require the education system to be constantly renewed. In line with current demands and conditions, individuals should be provided with the knowledge and skills that will enable them to be successful in today's world and the capacity to adapt to the uncertainties of the future. Therefore, education programs should be flexible, innovative and contemporary; Teaching methods should be designed to develop students' creative and critical thinking abilities. An education system that adapts to changing world conditions will continue to be the strongest driver of social progress.

An education system that is aware of the power of its own cultural resources, can benefit from these resources effectively, and is at the same time open to developments, innovations and scientific data in today's scientific world reflects the basic features of contemporary education. Such an education

system not only preserves the values from the past but also aims at the multifaceted development of individuals by blending these values with the requirements of the age. The main purpose of contemporary education is; is to raise individuals who are aware of the social and natural environment they live in, who can consciously establish their relationship with this environment, who recognize the sources on which their social existence is based, who internalize and make sense of their own cultural values and who can develop them by questioning. Such individuals can both preserve their own cultural identities and contribute to the progress of society by integrating with universal values.

In the Web of Science (WOS) database 15.07.2025 When the date was scanned, 995 publications on the subject were reached.

The area-based distribution of the publications is shown in Figure 1.

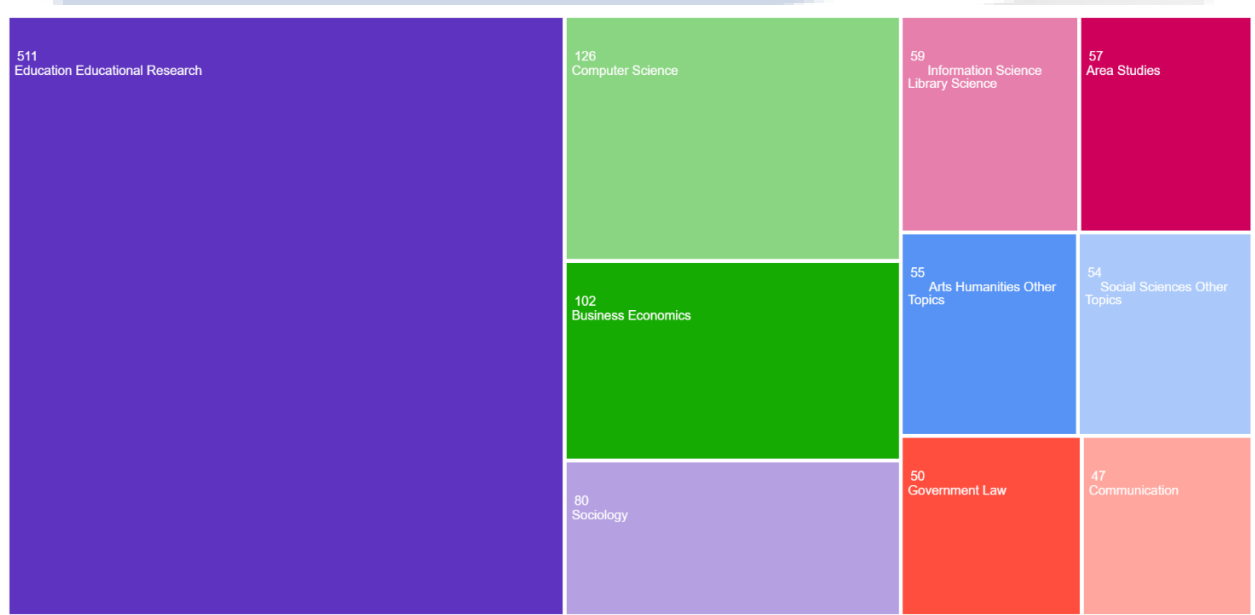


Figure 1. The distribution of studies on Globalization and Education in the Information Society by disciplines

Figure 1 shows the distribution of studies on Globalization and Education in the Information Society by disciplines in a holistic way. The field of Education/Educational Research has the largest share by far, which reveals that the center of globalization and information society discussions is education policies, instructional technologies and digital transformation. The following fields of Computer Science and Business/Economics emphasize the technology-based nature of the subject and the impact of globalization on the labor market, digital skills requirements, and organizational structures. The strong representation of social science fields such as Sociology, Information and Document Management, Communication, Public Administration/Law shows that the subject is not limited to

education or technology; It shows that it is linked to multidimensional social processes such as the digital divide, inequalities, access to information, public policies and cultural transformation. This distribution generally shows that globalization and the information society are multidisciplinary phenomena that affect education both pedagogically, technologically and socio-economically; shows that your research is at the center of this vast literature.

The publication years and number of publications of the published works are given in Table 1.

Table 1. Publication years and number of publications of published works

Publication Years	Count	Publication Years	Count
2025	6	2009	57
2024	21	2008	52
2023	35	2007	35
2022	35	2006	45
2021	47	2005	38
2020	39	2004	24
2019	53	2003	10
2018	46	2002	15
2017	42	2001	5
2016	50	2000	7
2015	38	1999	7
2014	53	1998	3
2013	42	1997	3
2012	51	1996	1
2011	62	1995	2
2010	70	1994	1

Table 1 clearly shows how publications in the field of Globalization and Education in the Information Society are distributed by year and reveals several important trends. First of all, the fact that there has been a significant increase in the post-2010 period shows that the issue has gained importance rapidly, especially in the last 15 years. Years such as 2010 (70 publications), 2011 (62 publications) and 2012 (51 publications) mark the starting points of the period in which the information society and digital transformation debates were associated with education on a global scale. The fact that the number of annual publications continued steadily in the 38-53 band between 2013 and 2020 shows that the subject has matured and gained continuity. This period is a phase where themes such as globalization, digital skills, access to information, online learning and inequalities in education are especially concentrated.

The presence of 47 publications in 2021, 35 in 2022, 35 in 2023, 21 in 2024, and 6 in 2025 suggests that the decline in recent years is likely due to two reasons: (1) lack of data entry, as the years 2024 and 2025 have not yet been completed, and (2) the registration delays of databases in recent years. Therefore, this decrease indicates a technical lag rather than reflecting a real decline.

In the second column of Table 1, the years until the beginning of the 2000s draw attention with the low number of publications. The data between 1994 and 2005 show that the issue was just being discussed in these periods and that rapidly developing digital technologies were not yet used on a large scale in education. The increase between 2005 and 2010 shows that academic interest in the relationship between globalization and education has intensified with the widespread use of Web 2.0, digital learning platforms, mobile technologies and internet access.

Table 1 reveals that the subject exhibits a low level before 2000, a rapid growth period between 2000 and 2010, a peak and maturation period between 2010 and 2020, and a temporary decline in the post-2021 period due to lack of data. This shows how the field has been shaped over time and that the study has a strong historical basis in the literature.

Leading authors on the subject are shown in Table 2.

Table 2. Top 10 most published authors

Authors	Count
CHENG YC	11
ALT D	2
Araújo I	2
BADILLO M	2
BARABANOVA S V	2
CABRITA I	2
ESTEBAN-GUITART M	2
GUO YI	2
García-Bernabeu JR	2
HAUX R	2

The "Top 10 most published authors" list in Table 2 shows the researchers with the most publications in the field of Globalization and Education in the Information Society and reveals several important trends. First of all, CHENG YC (11 publications), who is the clear leader of the list, stands out as one of the most prolific and literature-leading names in the field. All other authors are represented by only 2 publications; This shows that the distribution of publications in the field is highly concentrated on a single researcher and the remaining researchers make relatively limited contributions. In other words, although the field is studied by a large but fragmented body of researchers, the number of authors who are truly specialized and provide continuous production is very few.

The fact that the names on the list come from different countries and disciplines (e.g., Badillo's communication studies, Esteban-Guitart's educational psychology, Barabanova's educational policies, García-Bernabeu's management/economics studies) supports the multidisciplinary nature of the subject. At the same time, the fact that the majority of the authors have only 2 publications shows that the subject is an area of widespread interest, but with a limited group of deepened experts. This situation offers an important window of opportunity for researchers who want to conduct new studies in the field; Because there is no dominant group of authors in the literature, it is possible for new researchers to gain visibility in a short time.

Table 2 reveals that the field is heavily represented by a leading author, but the rest of the literature is produced by many different researchers in the form of a homogeneous and widespread contribution. This shows that the field is a dynamic and open field of research.

Table 3 contains the information about the institution that publishes the most on the subject.

Table 3. Top 20 Publishing Institutions

Affiliations	Count
MINISTRY OF EDUCATION SCIENCE OF UKRAINE	36
MARMARA UNIVERSITESI TURKEY	20
RENMIN UNIVERSITY OF CHINA PEOPLE S REPUBLIC OF CHINA	13
DRAGOMANOV UKRAINIAN STATE UNIVERSITY	11
EAST CHINA NORMAL UNIVERSITY PEOPLE S REPUBLIC OF CHINA	10
UNIVERSIDADE DE LISBOA PORTUGAL	10
WUHAN UNIVERSITY PEOPLE S REPUBLIC OF CHINA	10
ANKARA UNIVERSITESI TURKEY	8
TOMSK STATE UNIVERSITY	8
EDUCATION UNIVERSITY OF HONG KONG EDUHK	7
KAZAN FEDERAL UNIVERSITY	7
UNIVERSIDADE ABERTA PORTUGAL	7
UNIVERSIDADE DE COIMBRA PORTUGAL	7
UNIVERSIDADE DO PORTO PORTUGAL	7
UNIVERSIDADE NOVA DE LISBOA PORTUGAL	7
DOKUZ EYLUL UNIVERSITESI TURKEY	6
RUSSIAN ACADEMY OF SCIENCES	6
UNIVERSIDADE DE EVORA PORTUGAL	6
UNIVERSIDADE DO MINHO PORTUGAL	6
UNIVERSITY OF ZILINA	6

Table 3 shows the institutions with the highest number of publications on Globalization and Education in the Information Society and clearly reveals the geographical, institutional and academic concentration centers of the field. The Ministry of Educational Sciences of Ukraine (36 publications), which tops the list, shows that the subject has received strong academic attention, especially in Eastern Europe. The intense policy-oriented work in Ukraine in the context of both digital transformation in education and globalization has brought this institution to the top of the list.

The fact that Marmara University (20 publications) ranks second shows that Turkey has a very active production in this field and that educational sciences and information society studies are strongly represented in Turkish academia. Likewise, the inclusion of other Turkish universities such as Ankara University (8 publications) and Dokuz Eylül University (6 publications) on the list supports Turkey's status as a regional research center in the field.

The presence of Chinese institutions such as Renmin University, East China Normal University and Wuhan University on the list shows that China has a strategic position in research on the axis of globalization-education-digital transformation. Considering the total contribution of Chinese universities, it is seen that the country is in a systematic and stable production in this field.

The presence of many institutions from Portugal such as the University of Lisbon, the University of Porto, the University of Coimbra, the University of Minho and the University of Évora on the list makes Portugal one of the countries with the most intensive academic production in Europe in this field. This particularly points to the strong impact of the EU's education policies, lifelong learning strategies, and digital literacy projects on Portuguese academia.

The presence of institutions such as the Russian Academy of Sciences, Tomsk State University, Kazan Federal University and University of Zilina (Slovakia) also shows that the academic interest in Eastern Europe, Central Asia and Slavic geography continues.

In general, the table shows that the area has a polycentric structure; It shows that Turkey, China, Portugal and Ukraine are the country groups that contribute the most to this literature. This wide geographical distribution reveals the international nature of the subject and that the globalization-information society-education triangle receives similar academic attention in different countries.

Result

The effects of globalization and the transition to the information society on today's education systems are not only a transformation but also a necessity. This process has led to radical changes in the political, economic, cultural and social structure of the world and has made it necessary for educational institutions to redefine their functions, goals and methods. Information is no longer just a tool of production processes; It has become the most basic source of economic development, social progress and individual development. In this context, access to information, production and effective use of information are vital for individuals and societies to survive in the global competitive environment. Educational institutions are also at the center of this new paradigm; It becomes responsible for equipping individuals not only with existing knowledge but also with 21st-century skills such as critical thinking, problem-solving, creative thinking, and innovative approaching. Therefore, education should be seen as a strategic tool to make the best use of the opportunities brought by globalization and to reduce the resulting inequalities.

In order to raise individuals with the qualifications required by the information society, it is imperative that education systems have a flexible, innovative and open to continuous change structure. With the rapid development of digital technologies and the widespread use of communication tools, the ways of accessing information have diversified and learning processes have extended far beyond traditional boundaries. Education is no longer just an activity that takes place in the classroom, it has become a

dynamic process that continues throughout life. In this process, the role of teachers has also changed; It has evolved into a position that guides rather than conveys information, and shows students the ways to access and make sense of information. Students, on the other hand, have ceased to be passive recipients of information and have become active individuals who can produce information and transform it by making sense of it. This transformation in education is one of the basic elements that will increase the competitiveness of not only individuals but also societies on a global scale.

On the other hand, the effects of globalization on education are not limited to opportunities alone; it brings with it some risks and inequalities. Access to information and the unequal distribution of technological opportunities among countries and societies can lead to the deepening of the digital divide in education. Furthermore, with the spread of global culture, new debates arise about the preservation of local cultures and identities. Therefore, education should not only raise individuals who can compete on a global scale; It should also aim to raise individuals who respect cultural diversity and can protect and develop their own cultural values. Education systems should not ignore local values while integrating into the global world, but should develop a stronger and more inclusive approach by integrating these values with universal principles. Thus, individuals will become citizens of the world who can play an active role on a global scale and will be able to make unique contributions to this process by preserving their own identities.

As a result, in the age of globalization and information society, education has become one of the most important strategic areas at the center of social, economic and cultural transformations. Education systems should equip individuals to adapt to the changing conditions of the global world by improving their ability to access, transform, and make sense of information. In this context, education has ceased to be just a process of knowledge transfer, but has turned into a comprehensive life practice that enables individuals to grow up as critically thinking, innovative, responsible and conscious world citizens. For societies that want to have a say in the world of the future, it is inevitable to adopt an education approach that adapts to global developments, uses technological innovations effectively, considers cultural diversity and encourages individuals to lifelong learning. Such an educational vision will be the most fundamental key for both individuals and societies to build a strong, sustainable and fair future in the information age.

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