



## **EFFECTS OF GLOBALIZATION ON TEACHING AND LEARNING**

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### ***Abstract***

*As we are living in the “Era of Globalization”. Each field of the society is affected by globalization in many ways. It creates variety of complex trends in the economic, social and cultural fabrics of all societies. We live in an intensely interdependent world in which all immense differences of culture and historical experience are compressed together in instant communication. The international transactions in services are defined as the economic output of intangible commodities that may be produced, transferred and consumed at the same time. Traditionally services are viewed as domestic activities due to direct contact between producer and consumer and government monopoly in infrastructure sector. The emerging digitization concept has altered this perception. The ascent of information and communication technology has given rise to e-commerce, e-banking, e-learning, e-medicine and e-governance. So, it is argued that government finds it increasingly difficult to cope up with technology-driven activities. Because of that Nowadays Education has turned out to be a commodity of international trade. It is no more a public good on domestic scale, but a private good on global scale. Globalization brings education to the front lines. In the prevailing discourse, education is expected to be the major tool for incorporation into the ‘knowledge society’ and the technological economy. In this paper writer want to throw light on effects of globalization on teaching and learning.*

**Key words:** *Globalization, Effects, Teaching, Learning*

## **Introduction**

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 prominent 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. Such changed system of education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Education is an important investment in building human capital that is a driver for technological innovation and economic growth. It is only through improving the educational status of a society that the multi-faceted development of its people can be ensured Basically Indian Education system is composed of three components and they are Primary education, Secondary education and Higher education. Today, in the age of privatization, globalization and liberalization, India is exposed to the world in all spheres. In the present competitive world, expansion, excellence and inclusion are the three challenges of Indian education system. The age old system of education has reformed. Practical knowledge is given more priority than theoretical knowledge. Thus the system of education has changed and ultimately the teaching learning process has also changed. Let us have an outlook how we have effects of globalization on teaching learning where we need to understand the learner first:

## **Reforms in teaching content**

Considering the explosion of knowledge the courses related to the new emerging areas have included. The education of following is provided

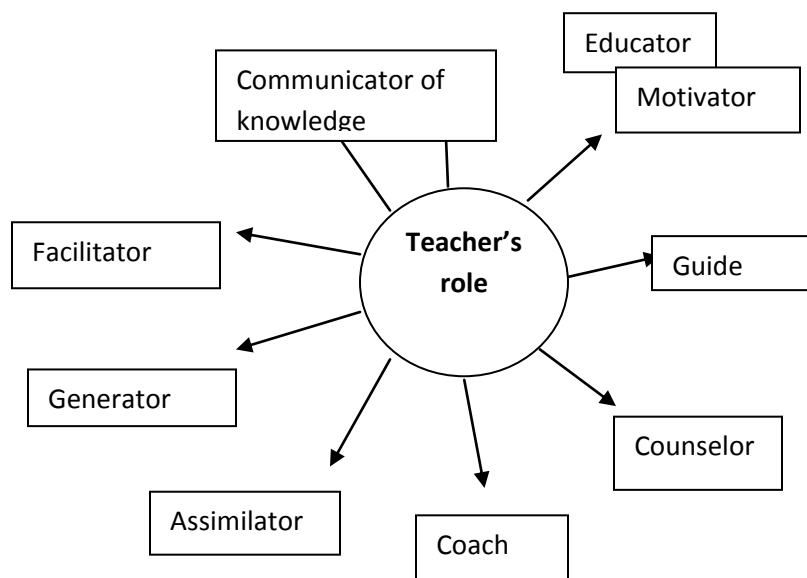
- Space technology
- Life sciences based technologies

- Environmentally sound technologies
- New material and sensors technologies
- Workable techniques and equipments
- Micro-electronics and opto-electronics
- Health and medicine
- Management systems
- Social and cultural studies
- Network and communications
- Value education
- Peace education

Following are characteristics of this curriculum

- Broad based and pupil-centered curriculum
- Community centered
- Social and scientific outlook
- Integrated curriculum
- Proper harmony
- Emphasis on co-curricular activities
- Science dominated
- Vocationalisation of education
- Work experience
- Application of science to productive process
- Study of foreign languages

### Reforms in teacher's role



### **Teacher's efficiencies as expected by globalization**

- Model of modernity
- Competent and skilled
- Inculcate Scientific attitude among student
- Application of science and technology
- Student participation
- Recognition of individual's worth
- Democratic attitude
- Secular attitude
- National and international outlook
- Should be able to provide Life-centered and community centered education
- Knowledge of latest system of education
- Effective use of teaching methods
- Should try to Improve the community life

### **Reforms in methods of teaching**

- **Computer and web-based methods: CAI, virtual classrooms, blended teaching methods**
- Computerized instructions
- Programmed learning
- Micro teaching
- Simulated teaching
- Team teaching
- Project method
- Heuristic method
- Experimental method
- Lecture cum demonstrative method
- Tutorial method seminar method
- Use of hard-wares in teaching
- Cooperative and collaborative technique
- Constructivist approach etc.

### **Effects of globalization on learners**

It is amazing that *our students have changed radically. Today's students are no longer the people our educational system was designed to teach.* Today's students have not just changed *incrementally* from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big *discontinuity* has taken

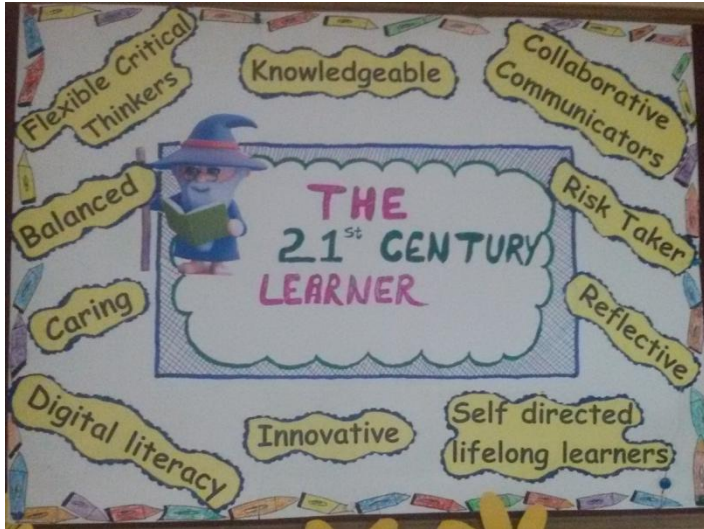
place. One might even call it a "singularity" - an event which changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital technology in the last decades of the 20 th century.

Today's students - K through college - represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives.

It is now clear that as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students *think and process information fundamentally differently* from their predecessors. These differences go far further and deeper than most educators suspect or realize. "Different kinds of experiences lead to different brain structures" says Dr. Bruce D. Berry of Baylor College of Medicine. As we shall see in the next installment, it is very likely that *our students' brains have physically changed* - certainty that their *thinking patterns* have changed

### **Today's learners**

1. Readers (or passive Consumers) — users who simply browse Websites, blogs, and wikis, watch videos, listen to podcasts, etc,
2. Participants (or active Contributors) — users who contribute to content in blogs, wikis and other Websites, share links using online bookmarking services or from their RSS readers; or otherwise connect with others using instant messaging, SMS, and micro-blogging and social networking services
3. Creators (or pro-active Producers) — users who create and share their own content like photos, videos, and other files and documents, as well as build their own blogs, wikis, social networks, etc, to encourage connections and discussion with others.
4. A digital native (or a very tech-savvy digital immigrant),
5. Connected 24/7 via a PC and/or mobile device, and
6. A highly engaged user of a broad range of social media tools on a frequent (daily) basis.



**We can identify some features of the new breed of learner and their learning styles as follows:**

- They prefer hyperlinked information coming from many sources.
- They are skilled multi-taskers, and they parallel process. They are used to simultaneously working with different content, and interacting with others.
- They are highly visual learners, preferring to process pictures, sounds, and video rather than text.
- They are experiential learners who learn by discovery rather than being “told.” They like to interact with content to explore and draw their own conclusions. Simulations, games, and role playing allow them to learn by “being there,” and also to enjoy themselves and have fun.
- They have short attention spans, so prefer bite-sized chunks of content (either on a PC or iPod).
- They are very social, and love to share with others. They enjoy working in teams. Interaction with others is key to their learning, and they want to be part of a community, collaborating, sharing, and exchanging ideas.
- They are happy to take on different roles in their learning, either as a student, or even as instructor or facilitator or supporter of others, and switch between them.
- They prefer to learn “just in time,” that is, have access to relevant information they can apply immediately.

- They need immediate feedback, responsiveness, and ideas from others, as they are used to instant gratification.
- They are very independent learners, and are able to teach themselves with guidance; they don't need sets of instructions like their predecessors — just like they found out how to use their iPods or Google.
- They prefer to construct their own learning – assembling information and tools from different sources.

**Conclusion:** The classroom has indeed changed. Teachers of today face the challenge of reaching a new type of learner who has a different mixture of social expectations, learning characteristics and needs than students in previous generations. Addressing the needs of such learners begins with differentiating instruction so that students will remain motivated and engaged, their individual learning styles and learning needs will be addressed. Thus due to globalization there are reforms in the whole teaching learning process, teachers' role and methods and content of imparting learning experiences has undergone drastic changes according to the 21<sup>st</sup> century learners.

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