

The Meaning of Globalization or Internationalization in Education

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Abstract

In this paper is about aspects of student and academic staff and campus life, Transferring from high school to university for student learning as whole range of new perspectives, The meaning of globalization or internationalization in education the questions most asked about the high school/university connection revolve around the preparation of high school students entering universities, on the other hand, orientation of new students and also all members for university. What is the student chose? How can administrators provide that students needs according to new perspectives

Key Words: Globalization; Internalization; Providing Students' Needs;

Introduction

Globalization in Education is not new. For many centuries it has been shaping students' activities. As a university administrator and faculty member, I can say that there are many ways to think about the connection between high school and post secondary education. Many International Universities and colleges are concerned about recruiting new students to their institutions, in the cyclical changes in the number of new students emerging from the secondary schools and the quality of the students arriving on new university's doorsteps. Each of them has been appearing their own traditional modes of connecting, though, have tended to be through admissions office contacts with high school counselors, information on applications, financial aid arrangements, and through all the wonderful programs and events happening at the university that would appeal to students.

The questions most asked about the high school/university connection revolve around the preparation of high school students entering universities. In Turkey, Azerbaijan and Georgia, students need to take exam for placement in a university and colleges. For example, high school graduates are required to complete a set number of units in English, mathematics, social sciences, science, and related knowledge which field to study in university educations. In Turkey, there are private education sectors for preparation to entrance a university. These, a year private education system is not complete the high school education of students. Those courses are preparing to entrance exam for university and usually teach methods of test.

In United States; a set of student learning expectations have been created for high school graduates called Certificates of Initial Mastery, or C I M . The CIM standards are based on rubrics that enunciate gradations of mastery in each of the major subject areas such as science, social studies, writing, oral communication, Teachers are trained to read student work using the statewide rubrics and to assign scores for their respective subject areas. To achieve CIM, students must receive scores of Exceeds, or Meets the respective standards.

Austria, In Europe; All applicants are required to take the Selectividad (general entrance examination), which is given in July and September. This university entrance exam is divided into two parts: Text commentaries and questions about the Spanish language, foreign languages and philosophy as well as subjects chosen from the compulsory and optional lists. In addition text commentaries on a foreign language and submission of a historical subject are required. Additionally, subjects from the previous school year are also tested. Under certain circumstances exam performance can be the decisive factor in admission to specific courses and universities. The Selectivity can also be taken abroad. More detailed information is available at Universidad Nacional de Education a Distancia - UNED JJJ (National University for Distance Learning). England, In Europe; Entry requirements for studies in England, Wales and Northern Ireland are usually the A-Level, respectively the General Certificate of Education Advanced Subsidiary Qualification -GCEAS. £21 Other possibilities are the European school-leaving examination at grammar schools or an adequate diploma which matriculate a student for entry to higher education in

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an EU member state. Non-UK citizens are usually only Admitted if they would have been entitled to access the corresponding course of study in their own country.£31 Each university determines its own entry conditions which applicants should ascertain before applying. The greater the number of applicants for a course, the higher the examination grades required. There is no official entry limit, but the number of places for teacher training is determined by the Department for Education and Skills - DfES. The Department of Health, after consultation with the professional bodies and the regional health authorities, determines the number of places on medical and dentistry courses

Orientation of Students

Success will require that students, staff, alumni, and faculty will be required to work toward common goals. Everyone will need to contribute, but with different emphasis for different groups.£4] . Many students come too many different cultures in first year of University, so that every thing is new for new students. There is a main thing is that common aims. Goal is to train competent professional social and welfare workers who will contribute to upholding welfare rights, empower individuals, groups and communities to develop resources and their own capacities, and change social welfare policies to meet the basic social needs of the communities. We strive towards high standing professional education in the knowledge, values, ethics and skills of the Social Work profession. [5]

Demonstrating student learning

"In the physical education program, achievement of the outcomes is based on individual student growth and improvement. The active living approach is based on the importance of creating a desire to participate in physical activity for life. Comparing one student's physical abilities with those of others in class can have the reverse effect in terms of motivating students for future involvement in physical activity. Meaningful and realistic criteria for achieving the outcomes can motivate students toward taking responsibility for their own learning and developing a lifelong desire to be active./

The CIM standards focused assessment of student learning on demonstration of levels of performance in skill and knowledge areas, rather than the accumulation of courses and grade points. Instruction language in English, university System also began to establish a set of student learning expectations for entry into any campus of the university system. The Proficiency-Based Admission Standards System (PASS) was developed by teams of high school teachers and university faculty across the state. By completing CIM in high school for graduation, a student can at the same time demonstrate proficiency levels for admission to the university. The point here is not that students who do well in high school are more likely to do well in college, but rather that CIM/PASS is measuring the abilities that are critical to success in post secondary education—and doing it well. Because the scores are grounded in actual student work, they also provide richer information for placement purposes.

As above information is thinkable of preparation courses in some countries where organized centralized entrance exam into university such as Turkey. Students need to get enough score to register a university. Before taking exam, they need to take courses some kind of sciences for progressing their test abilities.

Student's chose

One might, as an aside, point out that we know relatively little about the real impact such league tables effectively have upon student choice: whether, for instance, students will revise their ambitions - up or for that matter down - according to the varying fortunes of individual universities. Still less do we know about the volume of such hypothetically volatile students. And whilst, there are here and there, plans to modify student fees - even in the case of Germany, for their introduction - one fundamental feature of the political economy of higher education in Western Europe, is that competition is less between establishments for students than between students to compete for places. In effect, with the notorious exception of the United Kingdom where the recent White Paper

broached the principle of fees differentiated by repute and standing of the individual university and the particular discipline chosen (White Paper 2003), fee structures at undergraduate level in most Western European systems of higher education are flat rate. Furthermore, they are still determined by national legislation rather than by the individual establishment. In other words, the rhetoric much bandied about of the student as 'consumer' and the bringer of substantial resources to the institution deserves a rather more sober appraisal as does that other credo of the marketized university - to wit, that student demand is the beginning of competition if not always of institutional wisdom.

Even in China, With the increasing competitiveness of the National College Entrance Examinations (NCEE) and the emergence of more diverse education options, some local students choose to pursue their university education abroad, without taking the NCEE. This trend has already taken off in a number of key middle schools in Shenzhen. For example, at the Shenzhen Experimental School, students desiring to attend foreign schools either before or after graduation usually make preparations for study abroad early in the Senior One stage. Typically, around 10 out of 400 students per grade choose overseas study instead of taking the domestic college entrance examinations. "Generally speaking, our school neither encourages nor opposes pursuing university education abroad, as it is entirely an individual decision," said Li Jian, head of the senior high school department of the Shenzhen Experimental School. [7]

The choices a college or university makes for its common curriculum should be rooted firmly in its institutional identity and educational purpose. In successful institutions, an awareness of what the college or university is trying to do acts as unifying principle, a thread that runs through and ties together the faculty, the curriculum, the students, and the administration. If an institution has no clearly conceived and articulated sense of itself, its efforts to design a curriculum will result in little more than an educational garage sale, possibly satisfying most campus factions but serving no real purpose and adding up to nothing of significance. Developing a common curriculum with the humanities at the core is no easy task. In some institutions, it will be difficult to attain. But merely being exposed to a variety of subjects and points of view is not enough. Learning to think critically and skeptically is not enough. Being well-rounded is not enough if, after all the sharp edges have been filed down, discernment is blunted and the graduate is left to believe without judgment, to decide without wisdom, or to act without standards.

Several years ago it was invited prominent teachers, scholars, administrators, and authorities on higher education to join a Study Group on the State of Learning in the Humanities in Higher Education in the US. After discussing meeting, the study group was disturbed by a number of trends and developments and higher education: J8J

The humanities, and particularly the study of Western civilization, have lost their central place in the undergraduate curriculum. At best, they are but one subject among many that students might be exposed to before graduating. At worst, and too often, the humanities are virtually absent.

In United States, A student can obtain a bachelor's degree from 75 percent of all American colleges and universities without having studied European history, from 72 percent without having studied American literature or history, and from 86 percent without having studied the civilizations of classical Greece and Rome.

The sole acquaintance with the humanities for many undergraduates comes during their first two years of college, often in ways that discourage further study.

The number of students choosing majors in the humanities has plummeted. Since 1970 the number of majors in English has declined by 57 percent, in philosophy by 41 percent, in history by 62 percent, and in modern languages by 50 percent.

Recommended points for higher education

Colleges and universities must reshape their undergraduate curricula based on a clear vision of what constitutes an educated person, regardless of major, and on the study of history, philosophy, languages, and literature.

College and university presidents must take responsibility for the educational needs of all students in their institutions by making plain what the institution stands for and what knowledge it regards as essential to a good education.

Colleges and universities must reward excellent teaching in hiring, promotion, and tenure decisions.

Faculties must put aside narrow departmentalism and instead work with administrators to shape a challenging curriculum with a core of common studies.

An important part of education is learning to read, and highest purpose of reading is to be in the company of great souls. There are, to be sure, many fine books and important authors not included here, and they too deserve the student's time and attention. But to pass up the opportunity to spend time with this company is to miss a fundamental experience of higher education.

How well are the humanities being taught and learned on the nation's campuses?

Impressionistic or anecdotal evidence for the decline of the humanities surfaces every time, talking with college professors, academic officers, and students. Such evidence is familiar: students who graduate from college unable to write lucidly or reason clearly and rigorously; students who are preoccupied (even obsessed) with vocational goals at the expense of broadening the intellect; students who are ignorant of philosophy and literature and know and care little about the history of their nation and their culture.

I must emphasize here that our aim is not to argue for more majors in the humanities, but to state as emphatically as we can that the humanities should have a place in the education of all. Our nation is significantly enriched by the breadth and diversity of its professions and occupations and the interests of its citizens. Our universities should continue to encourage instruction in a full variety of fields and careers. But we do argue that, whatever endeavors our students ultimately choose, some substantial quality instruction in the humanities should be an integral part of everyone's collegiate education. The study of the humanities in no way detracts from the career interests of students. Properly taught, they will enrich all. This is no small difference and is vital if we are to understand the essential demarcation between institutional autonomy in its historic form and conditional autonomy as it has taken shape in Western Europe over the past decade and a half. III

Two aspects, I would suggest, contribute this conceptual re-engineering of institutional autonomy. The first of these emerges in the form of 'contractualisation' - that is, an agreement between 'parties' that one shall pay for the services the second renders according to pre-agreed terms. Though often used in French higher education to describe the financial relationship that has grown up between university, Ministry and regions since the Loi d'Orientation of 1989, it is, if the truth were admitted, the basic principle which, over the past decade or so in Western Europe, has come to replace the historic ties between State and higher education, once underpinned by the concept of 'legal homogeneity'. (for this see Neave & van Vught, 1994)

Establishments of a similar task, or which in the past had formally similar legal status, no longer enjoy a similar degree of liberty even within the same national system, let alone across national frontiers, however much Europeanization may contribute to their flattening. Quite the contrary. The theoretical degree of autonomy is, like as not, to be subject to very considerable variation depending the particular institutional strategy and priorities adopted, their success in raising quality and a further element of differentiation between institutions as the institutions themselves compete for the means to secure it or even redefine their mission in such a way that it is no longer necessarily a central value. Viewed from this angle, autonomy mutates yet further and becomes less the prior condition for long term institutional commitment and endeavor so much as part of that system of incentives, rewards and penalties that the evaluative stratum has embedded in institutions of higher learning. Indeed, if we revert to the dual perspective of autonomy as both a legal construct and as the negotiable stake in higher education systems grounded on the principle of contractualisation, we find ourselves in a truly Orwellian world where the nation's universities, like inhabitants of Animal Farm, are legally autonomous, but some, within the bounds of autonomy

construed as conditional, are very certainly more autonomous than others!

Conclusion

Responsibility and answerability have certainly grown. At the same time, so too have the draw of reward and the penalty of failure. They have become more visible and very certainly more imminent. True, his bonds have changed, though their lengthening may not always be a boon. The longer the rope, the easier it is to hang oneself or to get further enmeshed in its toils. In the world where the relationship between university and society explicitly revolves around short-term contract.

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