

# **Virtual University And Globalisation**

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**ABSTRACT:** Globalization as an inevitable process in the twenty-first century in economic, political and cultural dimensions creates changes in education and higher education. Virtual universities have important role in globalization. It is clear that globalization in higher education can affect on other area same economic, culture and etc. Virtual university with special programs and use of information and communication technology (ICT) can show the impact of globalization on society, the economy, and the world system. At virtual universities there are international programs that extend globalization. Globalization requires the existence and development of an advanced information and communications infrastructure. And at virtual university that is new phenomenon in new age we can provide these infrastructures. Also, globalization requires a different education that enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations. In this paper researcher want to show the impact of keys factors at virtual university on the globalization.

**Keywords:** *Virtual University, Globalization, Higher education.*

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## **1.0 INTRODUCTION**

The trend of globalization of world economy has been exerting a strong impact on all nations in the past two decades. The impact is not only on the growth of economy but on all aspects of life(Yang,2010).

The social demand for higher education continued to increase. The inability of the state to support this growing demand resulted in new financing arrangements for higher education. The recent reforms in this area could be broadly divided into two categories: the privatization of public institutions and the establishment of private institutions of higher education (Varghese,2005).

National competitiveness today depends on the capacity to produce and absorb knowledge. The higher education sector plays an important role in the production, distribution and absorption of knowledge. Therefore, an expanded higher education sector has become a necessary condition for increasing national income and improving global competitiveness.

Educational systems in many countries were not in a position to produce the required number of highly-skilled professionals and as a result, this encouraged the migration of highly-skilled workers from other countries. As competition for skilled workers and the 'battle of brains' has grown in the global labour market, countries have encouraged cross-border education to produce the required number of graduates of expected quality. In the process, cross-border education has become an important means of globalizing higher education, as complementary to the globalization of economic production.

Education is a major concern for all societies. As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the areas of science, technology, economics, and

culture. It is the reason behind social change and scientific progress, and in its turn, it is subjected to the results of progress that it itself has engendered, both with regard to content as well as methods and established aims (Sadegh, Shajar, 2006).

Globalization together with new information technology and the innovative processes the foment are driving a revolution in the organization of work, the production of goods and services, relations among nations, and even local culture. No community is immune from the effects of this revolution. It is changing the very fundamentals of human relations and social life (Martin, 2005).

## **2.0 DEFINITION**

One definition is that “globalization is a process by which the economies of the world become increasingly integrated, leading to a global economy and, increasingly, global economic policymaking, e.g., through international agencies such as the World Trade Organization (WTO).

According to Cheng (2000), it may refer to the transfer, adaptation, and development of values, knowledge, technology, and behavioral norms across countries and societies in different parts of the world.

Globalization involves the movement of economies, technologies, people, and ideas across borders, and it affects individual countries differently as a result of their unique contexts (Knight, 1999).

In education, globalization also refers to the closely intertwined economic and education agendas promoted by the major international donor and technical assistance agencies and national overseas aid agencies (Arnove, 2003).

## **3.0 THE RELATIONSHIP BETWEEN VIRTUAL UNIVERSITIES AND GLOBALIZATION**

The impact of the various trends and challenges related to globalisation on higher education institutions and policies is profound, but also diverse, depending on the specific location in the global arena (Dirk, 2001).

Many people believe that, education is one of key local factors that can be used to moderate some impacts of globalization from negative to positive and convert threats into opportunities for the development of individuals and local community in the inevitable process of globalization. How to maximize the positive effects and minimize the negative impacts of globalization is a major concern in current educational reform for national and given the phenomenon of “globalization”, economic growth of the last decades has been accompanied by a worsening of inequalities in the world and in particular, inequalities of access to knowledge (Sadegh , Shajar, 2006).

Globalization of higher education can be seen as part of internationalization. Globalization implies higher education becoming a designed activity to introduce an international and multicultural outlook to suit the requirements of a global labor market centred on knowledge production. Institutions of higher education, in the context of globalization, become yet another group of organizations producing and selling a good or a service for the global market for profit. In other words, under this frame of analysis, higher education institutions become corporate entities functioning on the basis of the operating

principles of the corporate sector. Cross-border education is the best visible example of globalization of higher education. It implies the mobility of students, teachers and programmes across national boundaries (Varghese, N.V 2008).

The process of globalization is accelerated by the growth of information technology and in turn globalization makes it impossible to live without information technology. Both enrich each other. Education is becoming global with the growth of information technology and mass media. Theological education in the West is highly influenced by globalization (Jesudason, 2006).

Globalization with its information technology and mass media facilitates virtual universities in different fields of study. Whether distance education mode can replace the traditional residential education or not is debatable. However, we notice the trend is to go more and more for virtual education. Some of the universities and colleges started losing their admission for their residential programmes. Many more are opting for virtual education since they need not leave their jobs or location. It can be cheaper than residential programme. Some of universities have already started virtual Education Programme and others are contemplating to start their own virtual Education Programme and making it available across the borders. Globalization with its facilities of free flow of capital and free market accepts education also as a commodity for sale that it has enabled seminaries to open up their branches in other countries.

Innovation is a key driver for the economy and society, and virtual universities play a crucial role at the very origin of the economic and industrial pipeline. Many institutions have therefore developed specific initiatives to support knowledge and technology transfer projects in their very early stages.

The main mission of the virtual university is education. Naturally, virtual universities are also involved in many other activities like Research, Innovation, Incubation of small companies, services, etc. Education is, however, the main goal. To achieve this goal, virtual universities daily produce and disseminate content using different instruments. By content we mean any form of encoding of knowledge. The instruments for encapsulating contents range from the traditional to the very modern.

#### **4.0 STRUCTURE**

The developments described above surely will have a profound impact on the higher education system worldwide, even if there are many unknown elements and the exact size of some trends remains unclear. The massive character of the developments and the fact that they escape the well-known regulatory frameworks at institutional and national policy levels impede the development of a coherent position from the higher education community (Dirk, 2001).

Continuously extending networks based on travel, mobile phones, broad-band Internet and other information and communications technologies (ICTs), are creating new forms of inter-subjective human association, of unprecedented scale and flexibility; spanning cities and nations with varied cultures and levels of economic development, and enable the complex data transfers essential to knowledge-intensive production.

It is the processes of communications and information, where the economic and cultural aspects are drawn together, that above all constitute what is new about globalization; and inclusion/exclusion in relation to ICT networks and knowledge have become key dividing line in shaping relations of power and inequality (Castells, 2000; Giddens, 2001).

Today, more than 80 percent of the world's population lives in a market economy, and international trade has become more wide spread. The share of trade in national income has increased, even in developing countries. The state system used to pay less, but provided security. Market do not provide security and investment in education is a good security against market driven uncertainties (Figurredo and Anzalone,2003).then virtual universities with variety programs will try to change current structure in higher education and create an effectiveness structure.

## **5.0 CHANGE FROM THE INSTITUTION TO LEARNER**

Higher education traditionally belonged to a domain where public financing was the dominate mode. However, with the entry of markets and the private sector in higher education, it became necessary to have the educational cost paid by the students. The channels of fund flow have moved away from institutions to students to a system where the flow is from students to institutions.

Knowledge is universal and the institutions producing knowledge have universal appeal. That is why universities remained international entities even when nationalism was on the rise. Today, knowledge has become an international good to be traded, and it transcends national boundaries faster than capital and people. This gives knowledge-based economies a global orientation, scope and operation, making them catalytic agents in the process of globalization. With globalization, the production of knowledge itself has become a process dependent on the market forces. This has implications for the institutions engaged in knowledge production.

Universities are increasingly responding to market demands, and they too have become global in their operation. Globalization of higher education has become a market-oriented activity attracting foreign capital, inviting competition, and producing a profit at times higher than that in other sectors. (Varghese, N.V 2008).

Virtual university has also expanded in most of the world's societies but, given the bias of global demand for the higher educated, the tendency is to push up rates of return to investment in higher education relative to the payoffs to investing in primary and secondary schooling.

In global knowledge economies, higher education institutions are more important than ever as mediums for a wide range of cross-border relationships and continuous global flows of people, information, knowledge, technologies, products and financial capital. . all universities are subject to the same processes of globalization . partly as objects, victims even, of these processes, but partly as subjects, or key agents, of globalization. (Scott, 1998).

Higher education is implicated in all these changes. Education and research are key elements in the formation of the global environment, being foundational to knowledge, the take-up of technologies, cross border association and sustaining complex communities. Though higher education institutions often see themselves as objects of globalization they are also its agents (Scott, 1998).

E-learning, combining ICTs and teaching, has not displaced existing educational institutions as some expected but continues to grow, with open potential for new kinds of pedagogy and access (OECD; 2005b).

## **6.0 GLOBALIZATION AND ADMINISTRATION**

In nations throughout the world the responses of systems and institutions to globalization have been conditioned by on-going reforms to national systems, and related reforms in the organization and management of the institutions themselves, that draw on the techniques of the new public management. The templates of the new public management include the modeling of national systems as economic markets; government-steered competition between institutions, and executive-steered competition between academic units; part-devolution of responsibility for administering and often for raising finances.

Globalization encompasses markets and competition between institutions and between nations, but it is also much more than that. The new public management and marketisation pre-date the Internet and are not reducible to a function of globalization per se (Marginson, 1997).

Economic and cultural globalization has ushered in a new era in virtual universities. These strategies have become more important than before for virtual universities, governments and systemic agencies. In new age virtual university is part of a single world-wide network and the world leaders in the field have an unprecedented global visibility and power. With regard to these matters in virtual universities the mobility of students and faculties has increased.

To maximize effectiveness in the global environment, on one hand it is essential to retain a strong sense of identity and purpose; on the other hand it is essential to be open to and engaged with others (Simon, Marijk, 2007). With regarding above matters we can understand the important role of virtual universities in globalization.

## **7.0 CONCLUSION**

Today information and communication technology (ICT) are the keys to social inclusion and productivity, and connectivity is the key to global competitiveness. Then Virtual universities are able to incorporate all that it regards as valuable. Technological capability is essential. Countries need the communications infrastructure and the production system which can process and use information for development; and people must have access to the knowledge and the ability to use it, in order to participate, take advantage of and be creative in the new technological environment. Then virtual universities can help to countries for globalization and lifelong learning. Virtual universities could become a powerful tool for developing countries – reducing the need for expensive physical infrastructure for tertiary and vocational educational facilities and enabling investments to be made instead in communications equipment, with curricula and teaching provided through regional initiatives. Globalization has opened the door for establishing virtual universities.

Rising payoffs to higher education in a global, science based, knowledge intensive economy make virtual university more of a necessity to get good jobs. This, in turn, changes the stakes at lower levels of schooling, and drastically changes the function of secondary school. The demographics and democratic ideals increase pressure on universities to provide access to groups that traditionally have not attended university.

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