Research Article

Globalization of Education: E-Learning

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ABSTRACT

The study was focused on the today growing trend Globalization of Education E.Learning. Globalization of society is connected to remarkable development in information technology and global networking. It gives a birth to e-learning; this type of learning widened our horizons of traditional learning and creates opportunity for all stakeholders in teaching and learning process. The knowledge acquired by a person during his formal education becomes obsolete at a very rapid rate in the digital environment. E-learning is the cutting edge of lifelong learning and e-learning gained ground during 1990s along multimedia and interactive presentations and employees' training. E-learning is based on the concept of creating media-rich collaborative virtual experience that offers the benefits similar to the real physical experience in face to face learning and teaching. E-learning facilitates just-in-time learning without disruption of the daily work schedules. Moreover, it offers on-demand courses at the convenience of the learner. It is flexible in the sense that the traditional constraints of space and time don't bother the learner. As an innovative tool, technology has played a central role in improving teaching and learning in light of educational reforms around the globe. E. Business, E. Banking and other such 'E' word have appeared and become globally popular, E-learning is one of them. Hence E-learning can reduce the cost of education per student by increasing economic benefits and improve the quality of education. It fulfils the purpose of education so that globalization of education via electronic media is good and bad both, it depends on user how he or she uses and what's the purpose of using it. Here I conclude with my words that electronic media with their vast information and easily accessibility of knowledge, ideas, thoughts, it shrinks the world or globalize the whole world.

Keywords: *E-learning, Globalization*

Globalization of society is connected to remarkable development in information technology and global networking. It gives a birth to e-learning; this type of learning widened our horizons of traditional learning and creates opportunity for all stakeholders in teaching and learning process. Two closely related and over determining myths have shaped government

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inspired policy towards Information and Communication Technologies (ICTs) and education: the one is the irresistible power of globalization; the other is the determining effect of technology. The result of both is to present the acceptance of e-learning throughout the education system as inevitable.

The knowledge acquired by a person during his formal education becomes obsolete at a very rapid rate in the digital environment. Lifelong learning is the only way to survive and thrive in the rapidly changing environment. E-learning is the cutting edge of lifelong learning and e-learning gained ground during 1990s along with e-commerce when companies started selling their products via the web and using it for multimedia and interactive presentations and employees' training. E-learning is based on the concept of creating media-rich collaborative virtual experience that offers the benefits similar to the real physical experience in face to face learning and teaching. E-learning facilitates just-in-time learning without disruption of the daily work schedules. Moreover, it offers on-demand courses at the convenience of the learner. It is flexible in the sense that the traditional constraints of space and time don't bother the learner.

Many educational institutions are moving in this direction, Stanford, Columbia, University of Phoenix, and University of Maryland to name a few. E-learning requires only a web browser and modem connection for access. Speed and minimal cost are the additional benefits. E-learning market is thus heading towards tremendous growth. Developments in Information and Communication Technology (ICT), particularly in intranets, the Internet, hardware, multimedia software, and videoconferencing have created a tremendous potential for multisite course delivery and on-demand training to people's work sites. Technology has the potential to facilitate provision of training to anyone, anywhere at any time. It also allows people to go through the course content at their own speed, convenience and choice. There is a clear cut shift from homogeneity to heterogeneity with focus on personal knowledge, experience, and preference. Broadcasting and narrowcasting are possible now along with spontaneous feedback via the web. Web has supported the shift from rigid to flexible and from intra-active to interactive mechanisms of learning. The e-learning is further facilitated by the proliferation of the intranets and extranets. In this media rich environment, besides organizational learning, a number of education portals are also offering distance learning programs to students, teachers and professionals.

Globalization With the convergence of computer and communication technologies, globalization of knowledge and information is taking place. In other words, resources and services of one digital library are available to global information seekers via the Internet. When all the digital libraries become accessible via the Internet, it becomes a multimedia virtual library. Similarly international collaboration is now possible via the Web. The Web-based resources and services can be shared by the partners by adopting suitable policies and strategies. Digital resources and services are critical to the success of e-learning and knowledge management. Hence efforts must be made to develop digital libraries across frontiers.

The first paper in the special edition by Singh and Hardaker considers adoption and diffusion of e-learning. His study identifies that the importance of individual factors influencing the adoption of e-learning has been acknowledged by prior studies, and the underlying message has emerged that levels of e-learning adoption would be higher if strategic managers recognised the social dimensions of e-learning innovation. The argument is that currently e-learning is geared towards technically 'literate' and innovative staff, and this strategy reduces the likelihood of mainstream faculty actually adopting instructional technology for their own teaching.

McGregor, Shaw, Sinclair, Sutherland, Munro and Ross consider the development and implementation of a national online learning initiative for a cancer treatment system highlighting the rigorous approach undertaken for the delivery of a quality evidence-based resource for the professional development of all health professionals involved in the delivery of cancer care. The study recognised that time constraints of health professionals continue to be a major barrier to sustained online learning participation. The paper by Leeds explores the experience of e-learners in relation to their time preferences to examine how technology has changed temporal culture in e-learning. The study found e-learners may experience temporal culture shock when starting to study online for the first time. It highlights the need to explore an individual's time preference and to consider the temporal culture of the e-learning programme. Dickfos, Cameron and Hodgson describe the evolution of a blended learning strategy in a company law course for accounting students, and evaluate its impact on assessment and student self-reflection. The study identifies the benefits of and likely issues facing educators when considering the deployment of blended learning technologies to teach and assess oral communication skills. The study contributes to pedagogy by describing the innovative use of video cameras in assessing elevator pitches and extends the literature on video presentations in higher education, in particular, its positive influence on student self-reflection.

Lean, Moizer and Newbery's paper describes an approach for utilising a critical incident method within the context of an online business simulation game in order to provide an effective framework for reflective learning. The paper provides educators with a blended learning method that can be employed to enhance the impact of e-learning through structured reflection. Smith and Barrett's study considers the use of an informal online discussion forum (ODF) to encourage voluntary participation and promote double-loop learning by small business owners (SBOs). This research provided evidence that an ODF for SBOs supported double loop deep learning; although participation could not be assumed simply by the online availability of the discussion resource. The ninth and final paper in this special issue was authored by Wong, Tatnall and Burgess and explores a framework of blended learning to assess the readiness, intensity of adoption and impact of blended learning systems.

CONCLUSION

It is apparent from the papers received that e-learning systems are making a considerable impact on education and training for adults. A review of the papers included within the

special issues reveals e-learning systems having a range of impacts and deployments. This included the assessment of the effectiveness of full e-learning systems and also hybrid blended learning programmes. Blended learning systems are now becoming integrated across the educational sectors with commonplace use of virtual learning environments to support and enhance the student experience. Moreover, such systems are regularly used by the teaching community to support and enhance their pedagogical practices and assessment strategies in areas such as business simulation and plagiarism identification. Within this special issue, a range of different users and processes were impacted upon and supported effectively including consideration of learning styles, time management issues, self-reflection, dissertation completion impacting upon the traditional and part time student community, medical professionals in cancer care and the small business community. The future for e-learning, particularly within the university sector, is an exciting one with increased sophistication of provision and greater deployment of mobile learning technologies to provide customized individual learning solutions.

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