



ELSEVIER

Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 180 (2015) 262 – 267

Procedia
Social and Behavioral Sciences

The 6th International Conference Edu World 2014 “Education Facing Contemporary World Issues”, 7th - 9th November 2014

Transformation of Pedagogical Theory and Methodology in the Focus of Globalization

Oksana Chigisheva*

^aSouthern Federal University, 105/42 Bolshaya Sadovaya Str., Rostov-on-Don, 344006, Russia

Abstract

The paper offers reexamination of educational methodology, policy and practice under the influence of globalization. Undertaken content-analysis research of Compare journal articles (2003-2014) is focused on the investigation of emergence of the latest thematic fields and conceptualizations, principles, methods and research models. The study results are visualized in the form of bar charts and graphs that clearly illustrate the formation of new methodologically significant tendencies appearing in pedagogy/education in the era of globalization.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of The Association “Education for tomorrow” / [Asociatia “Educatie pentru maine”].

Keywords: education, pedagogy, methodology, theory, qualitative content analysis.

1. Introduction

Total involvement of all nations in globalization processes is strongly felt in all life spans and this influence is perceived as unstoppable. Considering globalization as an objective stage of historical development within growing interconnection between the countries of the world as a result of transborder interaction in economy, politics, capital, culture, and technologies seems synthetic and fully characterizing this phenomenon and its world consequences from the functional aspect [1]. This definition strongly demonstrates the emphasis on ecological, economical, geopolitical, social, cultural and informational levels of globalization as key spheres for further

* Corresponding author. Oksana Chigisheva Tel.: + 79198776658.
E-mail address: ochigisheva@rambler.ru

development and broad discussions of associated issues in social sciences.

Nevertheless the thematic pattern of interconnection between globalization and education has always been viewed in relation to the impact on educational policy leaving aside its influence on educational practice that has recently become a sphere of particular attention and is widely discussed in different aspects and contexts. Thus, contemporary theorists turn to the study of pedagogical significance of globalization processes [2], show the impact of globalization on adult and child development [3], reconsider the theories and debates in sociology of education in relation to globalization [4], question the interconnection between Europeanisation, globalization and education [5], analyze modern dynamics in the processes of educational internationalization and global mobility helping to foresee future decisions in educational policy and practice [6].

The focus on globalization may also be implicitly traced in the works discussing cross-border partnerships as a world educational trend [7], international research outcomes on challenging global issues such as equity and equality in education, adult literacy, access to education, community educational programs for HIV/AIDS prevention [8], multidimensional and complex competition phenomena in education [9] alongside with the concepts of change and development [10] and the phenomenon of changing pedagogy in a changing world [11].

However transformations occurring in the theoretical and methodological dimensions of pedagogy/education are left mostly uncovered and uninvestigated except several serious works by Jane Knight [12, 13, 14] representing the evolution of international education terminology for the last 15, 25 and 40 years and a series of publications by David Phillips and colleagues on the methodology of policy borrowing considered as a natural effect of educational globalization and generalization of available methodologically valuable materials in the field of international and comparative education [15, 16, 17, 18]. These valuable sources partly minimize the emerged lacuna but also make evident the necessity for further research of theoretical and methodological character.

2. Objectives, methodology and research design

Based on the content analysis of scholarly papers published in the *Journal of Comparative and International Education* 'Compare' [19] the paper aims to identify theoretically and methodologically significant trends for the development of pedagogy/education visualized under the influence of globalization during the period of 2003-2014. This methodology seems optimal as an academic journal is always a place for the production of new knowledge [20] and defining new inquiry lines in the field [21], its contents according to Fitz [22] also demonstrates 'the distinctive intellectual quality of the field, the reshaping of its boundaries, and the potential redefinition of the current knowledge base' [23, p. 400].

In this research study we also use methodological procedures developed by Russian scholars Tatarova G.G. [24] and Fedotova L.N. [25] who proposed to identify a set of beliefs and intentions of communicators through the calculation of the frequency occurrence of words-characters and phrases used by them. It allows drawing certain conclusions in relation to the processes represented in the journal and defining methodological and theoretical positions of the authors and editors of the scientific publications.

When choosing content-analysis as a key research method we were solving methodological issues connected with the characterization of publications' contents within the analysis of their titles. In this case it is necessary to choose a working analysis unit such as a word, personage, figure, symbol, paragraph etc. We suppose that publication titles reflect author's vision of the research issue, they are a free form for the expression of thoughts thus there is no guarantee that all the authors will use common set of terms. Therefore, we assumed that it is essential to increase the 'format' of content analysis space and use judgment as a tool or a working unit of the analysis. The operation of quantification was done not in the parameters of the titles' division into linguistic units of speech but with the orientation on the author's statement containing a complete thought which could not be expressed in the standardized terms.

Despite the fact that it is difficult to follow the construction of further conceptual network, we found it appropriate to do the grouping of the semantic space for the category of the analysis. Views expressed in the titles of publications were grouped and assigned to a particular thematic group on the basis of the judgments' reduction that were formulated by us in the form of the maxim. The total number of publications for the period 2003 to 2014 was considered as 100%. Each publication was assigned to only one category or thematic line in order to avoid duplication of the statements. The publication titles repeated in the abregé were not taken into account.

The data obtained within content analysis was represented and interpreted according to the problematic and thematic characteristics. The emphasis was done on the key points in the development of pedagogical theory and educational practice under the influence of globalization.

3. Discussion of the research outcomes

The emergence of new theoretical conceptualizations such as world, intercultural, bicultural, multicultural pedagogy is easily observed in all journal materials published during the period of 2003-2014. A change of interest to these pedagogical conceptualizations is vividly shown on Figure 1. Thus, within the studied four-years it increases in all positions with the most active growth of researchers' attention to the issues of bicultural pedagogy that may be stimulated by the aggressive impact of globalization on the national pedagogical/educational traditions.

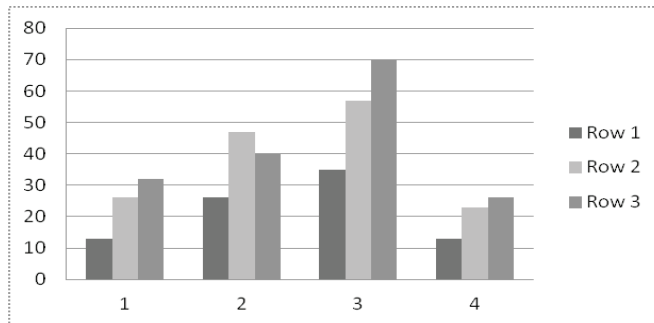


Fig. 1 Distribution of publications on the problems of world, intercultural, bicultural, multicultural pedagogy

Note: Row 1 - 2003–2006; Row 2 – 2007-2010; Row 3 – 2011-2014. Position 1 – world pedagogy; Position 2 – intercultural pedagogy; Position 3 – bicultural pedagogy; Position 4 – multicultural pedagogy.

According to the methodological analyses of publications the issues of bicultural pedagogy are investigated mostly in the logic of intranational comparison; intercultural pedagogy extends its empirical array through the procedures of international comparisons; multicultural pedagogy is represented by research studies of interregional and intercultural character. World pedagogy is in the phase of forming methodological apparatus adequate to its objectives directed at the search of basic research objects and formats (global educational policy and practice, global educational standards, universal primary education).

Figure 2 reflects changes in correlation of empirical and theoretical research methods. Description is no longer a chief research method and the biggest in number (modal) group is comparison, its usage is supported by generalization. From empirical research methods we may single out survey and gaining popularity research practice 'case study'.

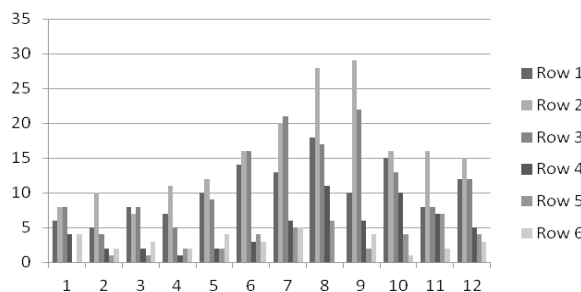


Fig. 2 Distribution of publications according to the position 'empirical and theoretical research methods'

Note: Abscissa axis – years of publication (2003-2014), ordinate axis – number of publications. Row 1 – description; Row 2 – comparison; Row 3 – generalization; Row 4 – experiment; Row 5 – survey; Row 6 – case-study.

The interest to the ‘case-study’ method is directly correlated with the quantity of investigations carried out on the example of one or several countries that serve as a source of the plot, issue, facts and indicate the debate intensity in relation to the necessity of use the research case what is demonstrated at Figure 3.

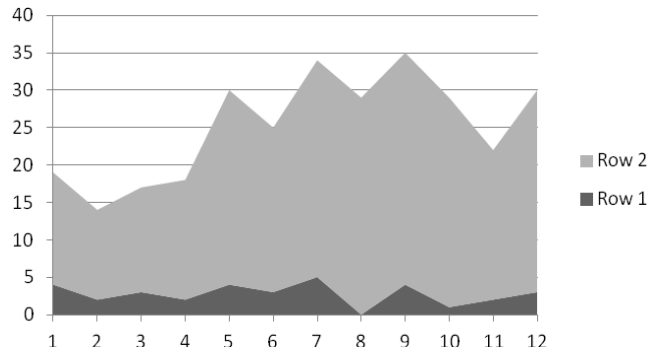


Fig. 3 Distribution of publications devoted to the methodology of case-study and investigation of the educational issues in specific country/countries

Note: Abscissa axis – years of publication (1995-2006), ordinate axis – number of publications. Row 1 - publications devoted to the methodology of case-study; Row 2 – general number of publications carried out on the example of one or several countries.

The bar chart clearly indicates 3 groups (2003, 2008, 2014) where we may visualize the boom of emergence of new terminology. The connection between the emergence of new conceptual line and the establishment of new agenda chiefly addressed to global, local and European issues is easily detected. Significant terminological incriminations occur within the third group on the background of intensifying theoretical rethinking of integration processes. They are characterized by introduction into scientific vocabulary of such terms as «planetary citizenship», «learning by going» etc., however new terms defining intensive development of methodological component of pedagogy/education haven't been numerous except reflexive conceptualization of dialogic pedagogy, peacebuilding and human rights education.

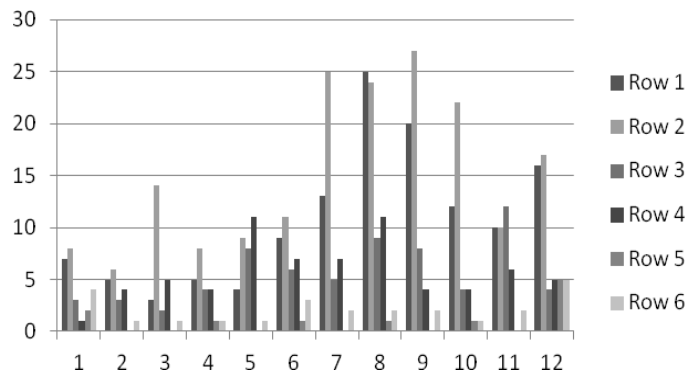


Fig. 4 Dynamics of emergence of new terms

Note: Abscissa axis – years of publication (2003-2014), ordinate axis – number of publications. Row 1 –

globalization; Row 2 – local pedagogical issues; Row 3 - issues of Europeanizing education; Row 4 – Eurasian issues; Row 5 – emergence of new concepts; Row 6 – new terms.

The analyses of empirical mass of publications allows to come to a preliminary conclusion that subjective estimations while interpreting the issues of contemporary education/pedagogy are minimal and occur mostly in reviewing theoretical viewpoints on earlier investigated issues. The quantity of publications having vividly expressed reflexive character is decreasing. Figure 5 proves that and reflects new thematic lines of methodological character: the concept of information search symbolically represented by a question mark has a tendency to growth as well as the concept of specification of information graphically depicted by a colon. It points at the lack of clear ideas about the studied phenomena and the necessity of their serious comprehension.

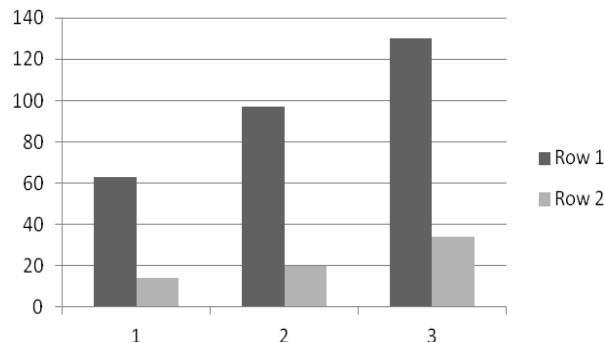


Fig. 5 Distribution of publications according to the position 'concept of search and specification of information'

Note: Position 1 – concept of search; Position 2 – concept of specification of information; Row 1 – 2003-2006; Row 2 – 2007-2010; Row 3 – 2011-2014.

We may also notice the moments indicating growing interest to the requirements of the principle of *logo centrism* characterized by introduction of new logical categories (planetary citizenship, transnational education policy etc.) reflecting objective reality on the level of spillover of earlier mastered local agenda and *conventionalism* reflected in the unity of content and volume of concepts of actively used pedagogical/educational terms.

Thus under the influence of globalization contemporary pedagogy/education appears in a peculiar 'reference point' of its development what causes the changes in the vector and goal of its movement and brings forward as a main idea decentralization of researcher's consciousness [26] and his/her multiple-aspect vision and interpretation of social and cultural phenomena.

Conclusions

The research on the development of contemporary pedagogy/education showed that theorists are intensively searching for the ways to improve its methodological apparatus within occurring new thematic scopes and methodological issues actualizing under the influence of globalization. We suppose that further development of pedagogical/educational theory will stay in the vector established by this category, but it will be more and more positioned in the direction of its local context, national culture, preservation of national identity. However it is also obvious that local and global consolidation of theorists' efforts is necessary to work out conventional rules for further productive development of modern pedagogy/education.

References

- [1] Barlybaev H. A. *Obschaya teoriya globalizatsii i ustoychivogo razvitiya* [General theory of globalisation and sustainable development]. Moskva: Izdatel'stvo Gosudarstvennoy Dumy, 2003.

- [2] Edwards R., Usher R. *Globalisation and pedagogy: space, place and identity*. Abingdon, Oxon: Taylor & Francis (Routledge), 2007.
- [3] Sinagatullin I. M. *The impact of globalization on education*. New York: Nova Science Publishers Incorporated, 2006.
- [4] Lauder H., Brown Ph., Dillabough J.-A., Hasley A.H. *Education, globalization and social change*. Oxford, New York: Oxford University Press, 2006.
- [5] Dale N., Robertson S. *Globalisation and europeanisation in education*. Oxford: Symposium Books, 2009.
- [6] Streitwieser B. *Internationalisation of higher education and global mobility*. Oxford: Symposium Books Ltd., 2014.
- [7] Sakamoto R., Chapman D. W. *Cross-border partnerships in higher education: strategies and issues*. New York and London: Taylor & Francis (Routledge), 2011.
- [8] Piper B., Dryden-Peterson S., Kim Y.-S. *International education for the millennium: toward access, equity and quality*. Cambridge: Harvard Education Publishing Group, 2006.
- [9] Portnoi L. M., Rust V. D., Bagley S. S. *Higher education, policy and the global competition phenomenon*. New York: Palgrave Macmillan, 2010.
- [10] Kallio E., Marchand H. An Overview of the Concepts of Change and Development: From the Premodern to Modern Era. In: Tynjälä P, Stenström M-L, Saarnivaara M, editors. *Transitions and Transformations in Learning and Education*. Dordrecht, Heidelberg, New York, London: Springer Science + Business Media B.V., 2012, p. 21-50.
- [11] Tynjälä P., David Gijbels Changing world: changing world. In: Tynjälä P, Stenström M-L, Saarnivaara M, editors. *Transitions and Transformations in Learning and Education*. Dordrecht, Heidelberg, New York, London: Springer Science + Business Media B.V., 2012, p. 3-8.
- [12] Knight J. Higher education crossing borders: a framework and overview of new developments and issues. In: Sakamoto R, Chapman DW, editors. *Cross-border partnerships in higher education: strategies and issues*. New York and London: Taylor & Francis (Routledge), 2011.
- [13] Knight J. Cross-border education: An analytic framework for program and provider mobility. In: Smart J, editor. *Higher education: handbook of theory and research practice*. Dordrecht: Springer Academic Publishing, 2005.
- [14] Knight J. Internationalisation of higher education: new directions, new challenges. In: *2005 IAU Global Survey Report*. Paris: International Association of Universities, 2006.
- [15] Phillips D., Ertl H. *Implementing European Union education and training policy: a comparative study of issues in four member states*. Dordrecht, Norwell: Kluwer Academic Publishers, 2003.
- [16] Phillips D. A typology of cross-national attraction in education. In: Steiner-Khamsi G, Popkewitz ThS, editor. *The global politics of educational borrowing and lending*. New York and London: Teachers College Press, 2004, p. 54-68.
- [17] Phillips D. Policy borrowing in education: frameworks and analysis. In: Zajda J, editor. *International handbook on globalization, education and policy research: global pedagogies and policies*. Dordrecht: Springer, 2005, p. 23-34.
- [18] Phillips D., Schweisfurth M. *Comparative and international education: an introduction to theory, method and practice*. London: Continuum, 2008.
- [19] *Compare* 2001- 2014; Vol. 31 – Vol. 42.
- [20] Gunter H. M. Purposes and positions in the field of educational management. *Educational Management & Administration* 2002; 30(1): 7-26.
- [21] Thomas A. R. Educational leadership as a field of study: Professional journals, 1994-2006. In: Peterson P, Baker E, McGaw B, editors. *International Encyclopedia of Education*. Elsevier Science, 2010.
- [22] Fitz J. Reflections on the field of educational management studies. *Educational Management & Administration* 1999; 27(3): 313-351.
- [23] Oplatka I., Addi-Racah A. Is 'educational leadership' a national-contextual field of study? Some insights from an analysis of the field's major journals. In: *Educational leadership: global contexts and international comparisons*, International perspectives on education series, Vol. 11. Bingley: Emerald Group Publishing Limited, 2009, p. 400.
- [24] Tatarova G. G. Metodologija analiza dannyh v sociologii [Methodology of data analysis in sociology]. Moskva: Izdatel'stvo Nota Bene, 1999.
- [25] Fedotova L.N. Kontent-analiticheskoe issledovanie sredstv massovoj informacii i propagandy [Content-analysis research of mass media and propaganda]. Moskva: Izdatel'stvo MGU, 1980.
- [26] Allemann-Ghionda C. Einführung in die Vergleichende Erziehungswissenschaft [Introduction to comparative pedagogy]. Weinham: Beltz, 2004.