

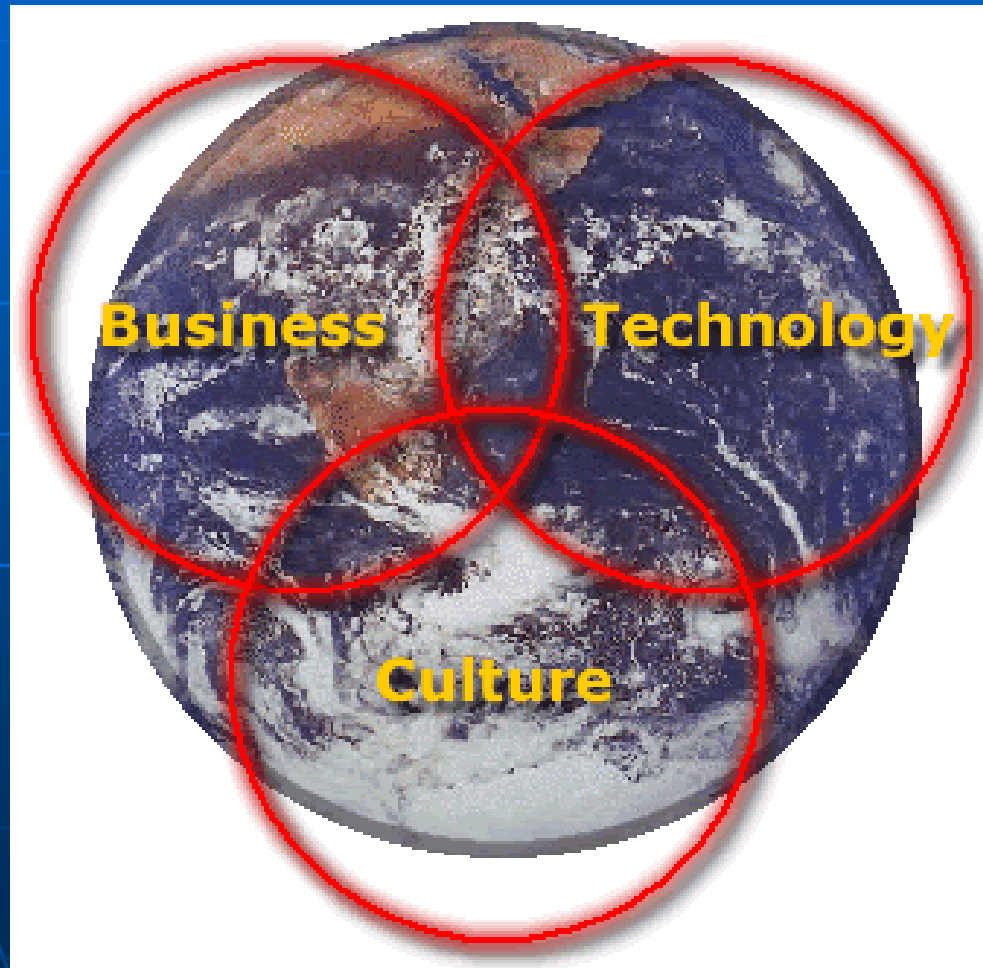
The Challenges of Globalization in Education

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Stockholm Institute of Teacher
Education

Liaocheng University, Oct 26, 2007



Today's lecture

- The process of globalization – some aspects
- Education reforms on international and national levels
- Challenges, possibilities and threats

Globalization – some characteristics

- The compression of the world
- The intensification of consciousness of the world as a whole. "We are the world"
- An external **and** internal process
- Relativization – cultural interaction
- Glocalization – "difference sells" – how homogenization and heterogenization affect each other

Moblility in at last three dimensions

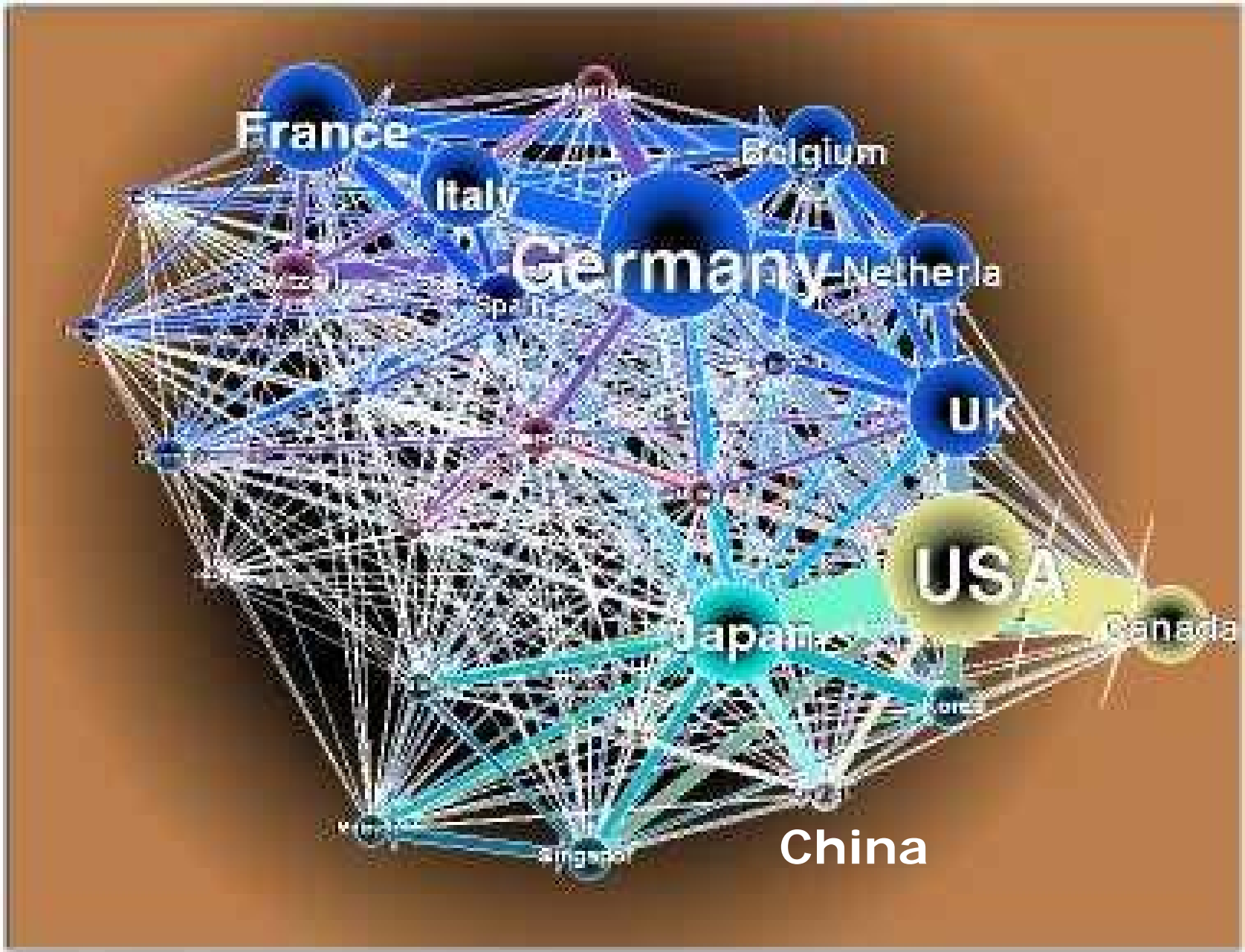
- Active dissemination of human products, such as:
 - products, pratices and technology
- Services, financial and other
- Humans

What drives the globalization?

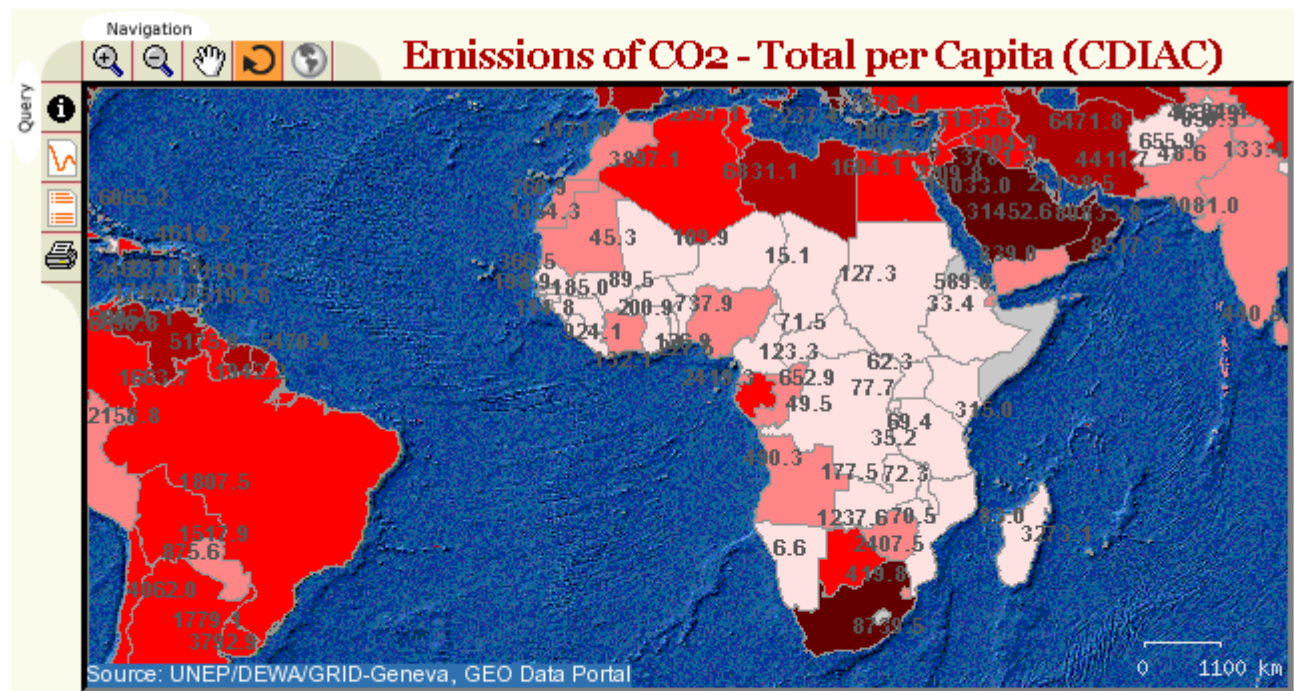
- Technology
- Transnational companies
- Increased consciousness about interdependency

Interrelated processes

- Globalized economy
- The declining importance of borders (geographical, national, cultural)
- Global labour market
- Information society - interconnectedness
 - Diversity and conformity
- Network Society
- The compression of time and space



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Statistics for a wide range of themes have been gathered and harmonized for our users. For a simple cartographic overview of the distribution of the values, just click, after selecting the variable and the time, on the option "Draw Map". Add layers, change colors, alter the classification method - use this on-line GIS of the GEO Data Portal to explore your data.

Strategies on national and micro levels

- National strategies for strengthening the universities
 - e.g. the European Bologna process
- Transnational networks between universities
 - Joint research projects, e.g. HUGO
 - Exchange programmes
- Branding and other strategies in order to attract students and teachers
 - OCW and OKI

The Bologna Process

- 46 European countries coordinate the structure of higher education
- To support mobility, employability and to strengthen European higher education
- A system of comparable exams

System of exams

Level	First cycle (Basic level)	Second cycle (Advanced)	Third cycle (Doctoral)
Years	4	2	4
Exams	Bachelor of Arts	Master of Arts	PhD

Transnational networks between universities

- Joint research
 - Large investments (e.g. in astronomy)
- Exchange of teachers
- Exchange of students
- Other forms of collaboration


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The mission of the Wallenberg Global Learning Network is to help students, from primary grades through graduate school, to achieve better learning outcomes, to support faculty investigators in producing new knowledge for best learning practices, and to develop pedagogic and technical solutions suitable for innovative use in a variety of university and pre-college settings. [\[more\]](#)

Research Collaborations

- [Stanford University](#)
- [Swedish universities and academic units](#)
- [Funding Opportunities:](#)
Next RFP to be released in 2008.

WGLN News

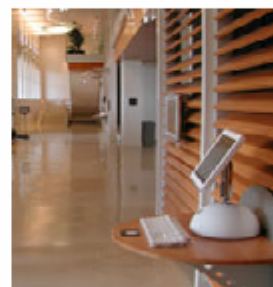
- [2007 RFP awards announced.](#)
- [WGLN III: Pre-college education RFP to be announced in 2008.](#)

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- [June. Cross-cultural Rhetoric](#) hosts an international Marratech session, June 14, 2007. [\[more\]](#)

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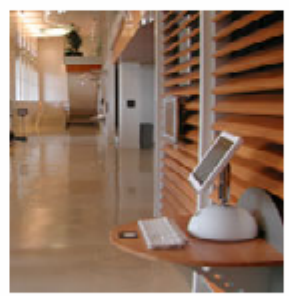
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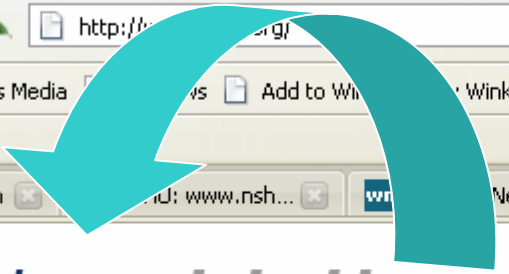
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We train students to be the best in shaping and solving complex problems, particularly the translation of molecular information and discovery into products and processes.

Our programs are enriched by an emphasis on leadership; fundamental understanding of physical, chemical, and biological processes; engineering design and synthesis skills; and interdisciplinary perspectives on technological, economic, and social issues. Our focus is education.

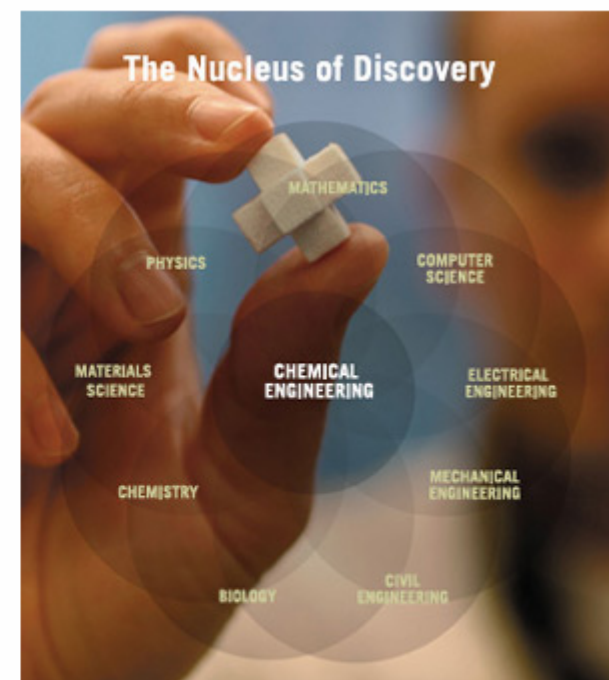


Photo illustration by Greg Sands.

Department of Chemical Engineering links



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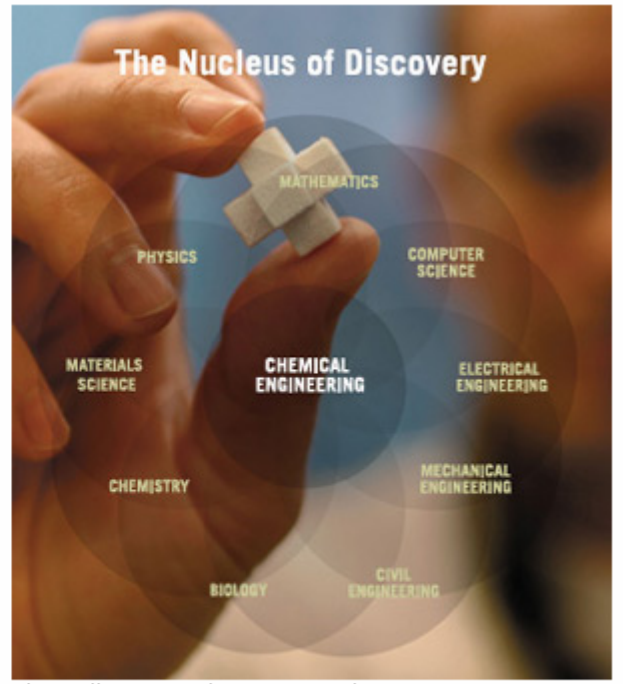


Photo illustration by Greg Sands.

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- The strategic goal is to promote maximum accessibility and visibility of works produced by researchers, teachers and students at Swedish universities and university colleges.

University in a globalized world

- The production of knowledge outside university
- Commercialisation of reserach
- Shorter durability
- Networks are powerful
- Communication is crucial – digital gap
- "If you are not visible, you do not exist"

University's main assets

- Libraries
- The human capital
- Credibility

Conclusion: The need for educated people

- Individuals and countries benefit from education
- Human capital for economic growth
- Social capital for public good
- Knowledge is power, and must be used with responsibility

Thank you for listening

