
Higher Education under Globalisation: Orientation of the Course Design

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Abstract: In the context of a rapidly changing international environment, it is necessary to rethink the curriculum. The previous era required a stable curriculum, however, in the era of globalisation there is a demand for an unstable education, an unstable curriculum, and this change is first manifested in the field of higher education. The design of the higher education curriculum is particularly important as it is closely linked to the development of the country and the nation as a whole. This paper will look at the direction of curriculum design in higher education in the context of globalization.

Keywords: Globalisation; Higher education; Curriculum design

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1. Introduction

Education can be a fundamental engine of change for individuals and societies, and the renewal and development of a country is also inextricably linked to the transformation and restructuring of that country's higher education curriculum^[1], so education must adapt to the development of society. In the context of globalisation, the curriculum in higher education should be updated instantly, with changes in the curriculum that do not adhere to traditional views, encourage students to reach out and learn new and non-mainstream ideas, advocate innovation in ways of thinking and break the rigidities of solidified thinking. That globalisation has led to the import and export of global jobs meaning that labour needs and conditions in any part of the globe have effectively become conditions and needs everywhere, and that curricula in any region must be adapted to those needs. Therefore, the design of higher education programmes should therefore begin with an understanding of global needs and be targeted. Of course, teaching courses that take into account the particular conditions and cultures of certain regions when looking at the globe. The design of the curriculum cannot be fully compared to that of developed Western countries, let alone copied. It is necessary to escape the misconception of the superiority of Western Eurocentric knowledge^[2], to seek common ground while preserving

differences, and to integrate national cognitive and methodological theories as subjects in the design of higher education curricula.

2. Trends in International Development: Globalization

Globalisation is both a concept and a process of human social development. Globalisation usually refers to growing global connections, the development of human life on a global scale, and the rise of global consciousness. The countries are closely linked in many ways - politically, economically and culturally. Globalisation is based on the world as a whole, it is not confined to the national or ethnic sphere, it emphasises the global division of labour and cooperation, and is a product of mass consumerism and global capitalism.

Failure to act on the effects of globalisation will expose higher education to dire consequences. The key to the shift from modernisation to post-modernisation is globalisation, which will bring about fundamental changes in society as a whole and in people's perceptions. The form, content and intended output of the curriculum itself corresponds closely to changes in the economic and social environment. Globalisation has become a trend that calls for a rethinking of the design direction of higher education programmes. Curriculum is a future-oriented design and there is no ready and reliable basis for the development of comprehensive principles with broad coherence; only a rough outline of the future can be defined as clearly as

possible to facilitate thinking about the direction of future curriculum design, while maintaining the basic aims of education, namely the provision of skills and cultural knowledge, the development of competencies and the formation of character. The purpose, form and content of current higher education programmes are for the most part a carry-over from the previous century. Changes in the international environment have led us to see the gradual disintegration of the previous curriculum framework and the hazy emergence of a new framework structure, i.e. a change from a stable to an unstable curriculum system. That is, a change from a stable to an unstable curriculum ^[3], which responds to the international environment of globalisation.

3. Globalisation and Higher Education

Higher education programmes are often defined as a decision-making process about educational goals and how best to achieve them (Smith and Lovat 2003; Toohy 1999). The Output Based Education (OBE) model of learning is a common approach to curriculum design in higher education ^[4]. The learning output-based model of education first emerged in the United States and Australia in the context of basic education reform. The book *Output-Based Education Models: Controversies and Answers*, written by American academic Spedding, defines OBE as "a system of education that is clearly focused and organised around ensuring that students have experiences that lead to substantial success in their future lives." In an OBE education system, educators must have a clear vision of the competencies and their levels that students should achieve by the time they graduate, and then seek to design appropriate educational structures to ensure that students achieve these desired goals. Student output, rather than textbooks or teacher experience, has become the driving force behind the operation of the education system, in clear contrast to a traditionally content-driven and input-oriented education. In this sense, the OBE model of education can be considered as a paradigm shift in education.

The impact of globalisation on higher education, the first is that the university plays a crucial role, in a sense, in the acquisition of a sense of national cultural identity. However, globalisation has increased the transmission of national cultural awareness into university classrooms, which can have an impact on national cultures. The second is that the globalisation of the market has impacted on the institutions or governments from which the majority of university funding comes, and thus on the funding

of university education. At the same time, the nation state has been affected by globalisation, the boundaries between the state, the market and culture are no longer as clear-cut as they once were. From this point of view, it is not possible in globalization to completely separate national institutions, market institutions and cultural institutions, stable institutional concepts will be transformed by technological innovation and organisational mobility, with culture becoming an important 'commodity' in the new commodity economy ^[5].

3.1 Directions for Curriculum Design in Higher Education in the Context of Globalization

For universities, globalisation is a huge challenge. The University's position from its inception was that of an international college, and internationalism is part of the University's learning ^[6]. The internationalisation of universities in the previous era relied on a sense of great power competition between states or nations, and its internationalisation consisted of two: The first is the phenomenon of imperialism and the second is the knowledge of natural sciences of objectivity. This is the basis on which the university can become a new form of internationalism based on science. In the present and in the latter era, there are even higher demands in higher education. Although the long-standing orientation, practices and values of the university make it more difficult to transform higher education. But higher education must develop new directions in curriculum design, develop new competencies and increase the integrity of the university itself in order to respond to the international situation of globalisation and the general trends of the contemporary and future world.

3.2 Integrating Employability Skills into the Higher Education Curriculum

The discussion on the internationalisation of education has focused relatively late on this aspect of the higher education curriculum, and even though most universities around the world have been 'internationalising' their programmes, with little success. The lack of understanding of internationalisation in the curriculum meant that early internationalisation of the curriculum did not break through the mainstream view and did little to help students understand intercultural relationships. Differences in social contexts can result in different approaches to internationalising the curriculum, but there is general agreement that the internationalisation of the curriculum is economically driven ^[7]. The nature of higher education in modern universities is undergoing profound changes influenced by the external environment. Firstly, there is a growing recognition in the international community of the

difficulty of making a successful transition from higher education to the world of work. In the UK, for example, there has been a surge in the number of people entering and passing through higher education (Higher Education Statistics Agency, 1998a), which means that graduate employment pressures are also more intense. And graduates have a more diverse range of jobs to choose from and a wider range of jobs, with only a minority of graduates securing jobs that directly draw on the academic content of their higher education courses (Higher Education Statistics Agency, 1998b). Secondly, the academic curriculum in higher education is essentially a vehicle that can be used to convey other educational purposes and attributes. The subjects studied are different, but these attributes remain almost the same. For example, the basic information retrieval and analysis skills required to prepare a review of the background literature on a given subject are not fundamentally different between archaeology and zoology. In the same way, these skills and attributes are directly transferable to a wide range of employment areas. Thirdly, the economy and society are not static and the world of employment is changing dramatically, with traditional industries affected by globalisation already involved in all regions of the world. New scientific and technological developments have made some established experiences irrelevant. Technology is driving the creation of a number of new jobs and industries, but at the same time, with this change, many long-standing jobs will disappear. This is why higher education curricula must incorporate employability skills into their design, aiming to make graduates more competitive for employment. The UK National Survey of Higher Education states that "Higher education institutions should immediately begin to develop course specifications for every course they offer".

In times of social stability and economic prosperity, the curriculum can act as a means of cultural reproduction; developing young people's values, imparting knowledge and skills so that they can shape their own culture, their own image, as they see fit. But at the same time, because in a rapidly changing society, culture as 'reproduction' is no longer the aim of higher education institutions and their programmes, but rather some educational goods are offered free of charge as a marketing strategy aimed at students as a consumer group. The free provision of education is also indicative of the gradual commodification of education in contemporary times, which has to some extent changed the relationship between the state and the market, and the university and the student. The power to learn has gradually been placed in the hands of

the students themselves, who are seen as consumers of their education rather than simply as students as they once were, with higher education institutions competing with each other for a lucrative student population and responsibility for education gradually shifting from the state to the market. It follows that higher education programmes must be designed with their economic attributes in mind, with programmes designed to prepare them to become a quality workforce for the future economy. Which school will offer a special subject for this purpose? Can students be prepared for this requirement? This orientation of the curriculum towards economic properties reflects the need and practicality of the new curriculum design.

In 1994, Luton University made a strategic decision to integrate employability skills into all undergraduate courses at the University of Lausanne. Luton University's initiatives on skills have had a generally positive impact on student employment^[8]. Rather, it is already possible to venture the assumption that an emphasis on greater student responsibility for personal development is a central feature of the higher education curriculum.

3.3 Information and Communication Technology

The current state of the curriculum in higher education has to some extent been shaped and sustained by practical experience over a long period of time. In March 2020, the sudden arrival of COVID-19 impacted and disrupted this long-standing status quo, changing the way universities operate and altering many entrenched traditions and norms in higher education programmes. COVID-19 has made a huge difference in all areas, caused primarily by the need for social distance regulated by various digital technologies.

COVID-19 brought to an abrupt halt the teaching, research and administration that people were used to at universities, yet tens of thousands of students still needed to complete their studies. Information and communication technology (ICT) is used to its full potential when the normal operations of the university cease. The use of ICT to deliver content, engage students through a variety of online tools and then assess their access to and retention of knowledge in the traditional way presents some interesting challenges. The use of technology is advocated in the assessment of teaching outcomes to monitor students taking exams and to block other websites or software on students' computers. This point gives rise to attempts to improve the use of new methods and techniques in higher education practice, and may even be the starting point for demanding large-scale changes to traditional models of teaching and learning assessment. However, the develop-

ment of information and communication technologies is not harmless and can expose higher education and its programmes to a number of threats. Reforms in higher education that are not genuinely for the benefit of education are likely to result in practices being adopted in certain disciplines that will be determined entirely by outsiders. We usually refer to those who design, code and sell as the so-called outsiders. Zygmunt Bauman (1993) warns that the complacency of 'outsiders' can strengthen the power of technology and make it a closed system ^[9]. That is, technology sets the vocabulary of the world narrative in a way that allows only technological action, and expresses any trouble as a demand for a 'technological fix'. (Bauman, 1993, p. 187). In other words, some companies are not willing to re-imagine new forms of assessment. The question arises: is the cost of ICT in university education that education is determined by "outsiders"? Is this the ecological culture that a post-COVID-19 world will create for higher education?

Higher education curricula have to balance the emerging university's teaching, learning, forms of assessment and the claims of proponents and moderators. In the form of teaching, learning and assessment, it is important both to use technology and to make the subject of higher education 'education' rather than 'technology'. The implementation of ICT applications is not enough to give us all pedagogical responsibilities to technology; on the contrary, it is our responsibility and necessary to take a principled and ethical stand so that new mistakes and problems are not introduced in the use of ICT that threaten the transformation and development of higher education curricula.

4. Resist Gender Discrimination

Social class differences have always been a focus of educational theory and research. The classic studies of educational inequality have often focused on differences in male social class (Blau&Duncan 1967, Bourdieu&Passeron 1977, Collins 1979, Karabel&Halsey 1977). It has received relatively limited attention when discussing gender inequality in higher education. Gender is often referred to as a variation on the central theme of social class inequality (Davies 1995).

Review findings on female enrolment and degree completion rates compared to males based on contemporary and historical US data and international comparisons. A notable feature of American education is the significant increase in the proportion of women among university students. In 1992, women accounted for 53.1% of uni-

versity students. Of the women who graduated from high school in 1992, 65.4 percent entered university in the autumn of the following year, compared with 59.7 percent of men. The 1970s and 1980s saw a steady increase in women's share of degrees (Karen, 1991), and a slow but steady rise in college-age youth enrolment during this period (US Department of Education, 1995). By 1982, the number of bachelor's degrees earned by women exceeded that of men. Since then, women have earned more bachelor's degrees than men. By 1992, 54.2% of bachelor's degree holders were women. Women obtained 58.9 percent of two-year degrees, 51.5 percent of master's and professional degrees and 37.3 percent of doctorates (National Centre for Education Statistics, 1994). In recent years, women have gained an advantage in terms of university entry and degree attainment, indicating that women and men complete higher education degrees at similar rates. The rate of progression to postgraduate and professional degrees is now equal in terms of gender. This represents a significant change from earlier in the century, when women's degree completion rates lagged behind those of men (1995). Now only in the number of PhD recipients are there fewer women than men ^[10]. The relationship between the state and the individual has a new model in each country, one based on compulsory education for all citizens, then more women should be included in the education system, which bodes well for the increasing share of women in higher education.

Despite the fact that women have almost achieved equality in access to higher education, there is still a large gender gap in earnings after graduation. Women also earn less than men for the same level of education. In fact, the gender difference in earnings is not due to educational level, but a large part of it can be attributed to gender differences in professions. The typing of fields of study according to gender is a worldwide phenomenon (Moore 1987), but gender typing in higher education varies from country to country. For example, 51.6% of engineering students in Kuwait are female, compared to 3.3% in Switzerland and Japan (UNESCO, 1995). It is reasonable to assume that as the representation of women in higher education increases, the extent to which the field of study is segregated on the basis of gender will also increase. It is important to take this into account in the design of the curriculum, to weaken the degree of segregation in the field of study and to make higher education as much as possible about linking processes and outcomes to enrolment and maximising gender equality in all aspects.

5. Conclusions

I believe that some of the new directions in higher education curriculum design that have emerged in the wave of internationalisation must be noticed and applied in the transformation of the curriculum. In this paper, the need for higher education curricula to adapt to the global economy and to prepare graduates as a quality workforce in the future economy and society is presented. And the impact of COVID-19 disrupting the normal functioning of higher education worldwide, under which conditions curriculum design must take greater account of the use of information and communication technologies. In addition, the gender dichotomy that has been attacked as far back as the last century, the increasing globalisation, the awakening of women's autonomy and the fact that women have a greater voice in the international community than ever before, should also be taken into account in the design of higher education programmes in an effort to weaken the gender segregation in them. Constant reflection on new directions in curriculum design will help higher education to transform itself in response to the changing international context and will promote a fuller role for higher education in addressing the realities of society, as well as enabling citizens to have their own voice through education.

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