# GLOBAL CONTEXTS, DIGITAL CULTURE AND EDUCATION

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## Abstract

The rise of globalization was allowed by the development of information and communication technologies and the expansion of the Internet, which brought with it the advent of new forms of communication and interactions called digital culture. The research article aims to describe the effects of globalization and digital culture in educational environments. The study corresponds to a qualitative and quantitative content analysis. The results showed that education needs to adapt to the present, through teacher training for the appropriate use of technological tools. Likewise, it faces the challenge of an increasingly diverse and multicultural education. The digital culture constantly presses to redefine and reinvent the educational process integrally.

*Keywords:* Globalization, digital culture, education, educational organizations.

## RESUMEN

El auge de la globalización gracias al desarrollo de las tecnologías de la información y la comunicación y la expansión de la internet trajo consigo el advenimiento de nuevas formas de comunicación e interacciones denominadas la cultura digital. El artículo de investigación pretende describir los efectos

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de la globalización y la cultura digital en entornos educativos. El estudio corresponde a un análisis de contenido cualitativo y cuantitativo. Los resultados arrojaron que la educación necesita adecuarse a la actualidad, a través de la formación docente para el uso apropiado de las herramientas tecnológicas. De igual modo, se enfrenta al desafío de una educación cada vez más diversa y multicultural. La cultura digital presiona constantemente a redefinir y reinventar el proceso educativo integralmente.

*Palabras clave:* Globalización, cultura digital, educación, organizaciones educativas.

## INTRODUCTION

*Global village*, an idea coined at the end of the last century, today makes intrinsic reference to the world in which humanity develops. The multiple transformations that the world is undergoing with globalization are generating increasingly comprehensive scenarios that impact the ways of life in different spheres: cultural, social, political, economic, entertainment, among others.

Education is immersed in these changes, in the face of which a process of cultural reproduction is constructed, which, on the one hand, is disrupted by the dynamics dictated by globalization, and on the other, allows for reflection and evaluation of its benefits and advantages as a historical process.

Part of these transformations introduced by this global phenomenon and new technological developments is the so-called *Digital Culture*. The notion of a global world goes hand in hand with the idea of the same world community (Díaz-Guecha et al., 2020), which is possible thanks to communication technologies that facilitate the interrelation of a networked society. In the midst of this scenario, people develop, build, configure and share new codes and knowledge related to the use of these technologies and new forms of communication and expression, which are referred to with the notion of digital culture (Rodríguez Ibáñez, 2018).

From the different organizations and governments, plans are generated for the consolidation of digital culture, trying to erase the generational and technological gaps between the different segments of the population (Aguilar Barreto, 2018). The truth is that, given the direction that the world is taking, it is important that organizations facilitate the training of different communities in the application and use of technologies and thus the adaptation to the digital culture (Gómez-Valderrama et al., 2020; Niebles-Nuñez et al., 2019).

In this sense, educational organizations evidence inequalities inherent to social asymmetries and the societies in which they are immersed (Barrientos Monsalve et al., 2018). Among these, aspects such as the lack of material conditions, infrastructure, tools, information and communication technologies stand out. This hinders the capacity for innovation that from the educational process is generated, as well as the responses required to adapt to the demands of contemporary society (Avendaño et al., 2016).

In the midst of this context, the objective of this research is to describe the effects of globalization and digital culture in educational environments, based on the elaboration of a work that corresponds to a theoretical, documentary and/or bibliographic review of a deductive nature.

## Globalization and digital culture

Globalization is a concept that refers to the global and international scope of human interactions. This includes practices, customs, ideologies, technologies, theories, among others. Thanks to the development of science and technology, this level of interrelation between societies is possible, facilitated by travel, trade, migration and real-time communication and information devices.

It is impossible to talk about this concept without referring to the historical debate on the nature of globalization. For the most critical, globalization responds to elements of an economic nature; for others, this position is unilateral and reductionist, so they speak of globalization in a broader sense: financial, technological, cultural, sports, ecological, communicational, social, political, among other spheres.

Referring to the critical view of globalization, authors such as Mendoza (2015) argue that the fundamental notion of globalization is the universal sharing of goods, services, knowledge, information and human interactions, which are necessary and key processes for the occurrence and development of humanity. However, Beck (1998 and 2002) shows that this universalization is built on the basis of unequal international relations, inequalities that are reproduced as the globalization of markets and capital advances. Therefore, it is the market that assumes the globalizing expansion throughout the world, based on the logic of supply and demand, which does not endow actions with social meaning, reproducing unequal economic relations between nations (Salazar and Chávez, 2008) (Medina Romero, et al, 2021).

Globalization is not a new process, it is part of the history of mankind and is known in different ways: globalization, universalization, among others (Avendaño and Guacaneme, 2016), examples of which are the Roman Empire, the Viking voyages, the conquest of America, among others. Therefore, it could be stated that globalization is neither new nor Western in nature, although it is true that travel, trade, migration, cultural influences, knowledge, science and technology have driven the progress of humanity. The high technology of the year 1000 was the printing press, paper, the crossbow, gunpowder, the magnetic compass, kites, suspension bridges, the wheelbarrow and the rotating fan, inventions spread by China and carried by global interrelations all over the world. However, since the 70s of the last century, thanks to the advancement of communication and information media, globalization has become the spearhead that mobilizes human society (Arias, 2007).

ECLAC (2002) defines globalization as a growing gravitation of financial, economic, environmental, political, social and cultural processes of worldwide scope, emphasizing the multidimensional nature of this process.  Arias (2007), in another tone, argues that globalization is the modern mechanism used by human beings to exercise their dominion over the world, making it their own.

The power and scope of the globalization process depends intrinsically on technological development, mainly the information media (Arias, 2007). Technology is this key cultural factor that allows competitive advantage in the global market; therefore, societies that do not produce or invest in technological production will be at a comparative disadvantage vis-à-vis other societies that do.

In the educational aspect, Avendaño and Guacaneme (2016) highlight that globalization brings demands for educational organizations such as the proper and intelligent use of technologies, the development of scientific advances, the dynamics of the knowledge society, the rational use of information, as some of the most common uses.

All the transformations produced by globalization in the world emphasize educational processes (Arias, 2008), to the point of speaking of global education, beyond borders and exclusively local references. Guillén (2001) emphasizes that the globalization of education, as in other social spheres, has its winners and losers; however, it is important to see its benefits in order to influence the distribution of educational opportunities offered by this process.

In this global context, the use of new technologies is immersed in a web of multiple tensions, from which interconnected devices, connected human groups, and the unstoppable generation of information and knowledge emerge (Parra, 2011). Among these tensions, the generational and functional gap between the so-called digital natives and digital migrants stands out.

The use of new technologies generates needs from which those educated outside the network are marginalized (Parra, 2011). Adequate attention to these interactions builds and defines the so-called digital culture. Since the beginning of the 21st century, where technology is the mediator of the vast majority of social relations, it is essential to know and share the new practices that technological devices generate in the population.

Defining digital culture involves recognizing the fact that the introduction of digital devices and tools into daily life generates the digitization of information, communication and various other processes of human groups. Digital culture is the culture derived from the information and knowledge society, which permeates all social relations, productive processes and knowledge production (Garrel, 2007). Digital culture is characterized by the overcoming of analog culture (based on writing and a regular or continuous life cycle) and the emergence of a discontinuous (binary) life cycle based on the image (Feixa, 2011).

In turn, Chuquihuanca and Pesantes (2021) argue that digital culture is a concept that arises from the idea that technology and the Internet significantly shape the way in which individuals act, behave, think and communicate as human beings. Thus, digital culture is a product of the disruptive presence of technologies in society, some of which are virtual reality, the internet, mobile devices, among others.

A key group within digital culture are young people, for whom digital culture has made it possible to communicate from their own private space. Thanks to the Internet and devices such as smartphones, computers and video game consoles, young people have access to virtual communications beyond their own room without leaving it (Feixa, 2011).

The main subgroup for the analysis of digital culture are young university students, who in general are digital natives and therefore make the most of the possibilities of new technologies. However, in their school education, they face curricula and teachers who are not always in tune with digitalization.

López and Bernal (2016) argue, in this regard, that the use of new technologies has led to the emergence of a new cultural paradigm that supports new ways of managing information and communication. These transformations should have an impact on the development of educational systems, teaching methodology and teacher training, however, educational organizations change at a slower pace than society itself, which generates the neglect of demands in the face of new social dynamics.

The resources of today's technology have created a set of practices, customs and forms of social interaction that educational centers must implement with greater effort to facilitate the strengthening of the digital culture in students, teachers and society in general, thus allowing effective responses to social changes and transformations, as well as a maximum use of the technological resources currently available (Chuquihuanca and Pesantes, 2021).

From the educational point of view, talking about digital culture refers to two different levels, on the one hand, the media and, on the other hand, the contents. Technologies demand the creation of content tailored to their resources and capabilities. The medium itself, with its specific language of integration and interactivity, encourages the creation of new content in accordance with this language (Chuquihuanca and Pesantes, 2021).

In this regard, Chuquihuanca and Pesantes (2021) argue that digital culture has the challenge of recreating and transmitting information in a way that allows the reproduction of knowledge through models in line with these digital media and semantic networks. Teachers are the main protagonists in the creation and configuration of such contents adapted to current educational needs, thus allowing the complex updating of the educational curriculum.

Therefore, for Chuquihuanca and Pesantes (2021), education and digital culture are understood as the set of processes, activities, products or services generated around the use of new technologies that aim to support access to cognitive and innovative competencies in pedagogical or cultural processes.

## Educational environments and global contexts

Digital technology has dazzled the school to a greater extent than any other medium or device did before (López and Bernal, 2016). New technologies imply a cultural paradigm shift and the practices that are socially redefined impact the academic, demanding transformations in the educational system. Globalization implies an education without spatial or temporal borders.

In general terms, Ordorika (2006) points out that the essence of capitalism today lies in the fact that economic processes, social interactions, politics, culture and personal relationships transcend national borders. The world has shrunk in size thanks to new technologies, redefining relationships around the world through globalization (Castells, 1996).

Digital technologies make possible the new global and liberal economy. Since the end of the last century, globalization has modified contemporary states, which have taken a back seat in their role as organizers of capital accumulation, giving way to large corporations and companies (Castells, 1996). This has resulted in a reduction of public resources for education, notably reducing the autonomy of educational organizations vis-à-vis the State and the market, thus weakening the conditions for the survival of these organizations.

One response to these difficulties has been the tendency to privatize educational organizations (Ordorika, 2006), to which Sandoval (2006) points out that educational organizations have become more oriented towards business management, neglecting their educational purpose. The author emphasizes that there is an interest in finding short-term economic benefits, displacing educational objectives to the background.

National governments have been promoting policies for decades to implement digital technologies in schools as a way to solve socio-economic and technological gaps and disparities in societies (López and Bernal, 2016). The attempt to make technology more accessible to the most disadvantaged groups passed, at first, by providing educational centers with digital artifacts, however, inequalities are sustained in the fact of users' capabilities and competencies to take full advantage of the possibilities of digital tools.

Thanks to digital technologies, educational centers can adapt to the global world: they go beyond their walls, facilitate cooperative work between students from different schools, allow permanent communication, promoting the individualization of learning, while expanding the sources of information, among other advantages.

Many authors, such as Arias (2007), see in globalization policies of exclusion, and warn that the programs designed by educational organizations, beyond seeking inclusion, are a response to avoid exclusion. While it is true, the author argues, that globalization presents infinite possibilities for all individuals to develop fully, it is paired with privatizing mechanisms that generate, as a political and economic model, exclusion and differentiation.

It is in this sense that education is promoted as a mechanism for inclusion and it is here that governments are committed to defending it as a public good (Arias, 2007). For the future of the 21st century, education has important challenges to assume, among them, to put an end to cultural division and promote cultural diversity, this being the main challenge of globalization.

When speaking of technological gaps or unequal access to technology, it is recognized that globalization and digital culture exclude some sectors of the population, while society does not represent a homogeneous whole and is characterized by contradictions and multiple contrasts (Acuña and Sánchez, 2021). Thus, promoting education from a digital culture requires defining, from an ethical point of view, who is to be educated, everyone equally or only the groups that have access to technology and manage digital culture (Arias, 2007). In this sense, inclusive education is a way to overcome inequality gaps.

Pareja (2009) reflects on today's society and the challenges that educational systems must face. In this regard, he highlights the importance of looking at and rethinking multiculturalism in the educational context, as well as the role of the different media and the use of digital devices. On the other hand, Ahumada (2012) emphasizes that, in the current context, it is essential to have an education that prepares more specialized and skilled workers to meet the constant updates demanded by the use of technological tools, and this need demands relevant responses from the education sector.

Given this scenario, in which education is immersed, it is important to reflect on how globalization and the so-called digital culture intervene in educational processes, generating effects that invite organizations to rethink their ways of acting and their forms of organization.

## METHOD

The present research proposed to analyze the importance of globalization in the so-called digital culture within the educational context based on a theoretical-documentary study using mixed content analysis (Gamboa, 2017) to evaluate concepts referring to globalization and its effect on educational environments.

## Type of research

The type of research is theoretical-documentary. According to Arias (2004), it is documentary, since it consists of the study of problems to broaden knowledge supported by bibliographic and documentary sources. Originality is reflected in the approach, criteria and conclusions.

The identification of texts and documents made it possible to select the units of analysis and, based on their reading, the statements referring to the theoretical-conceptual axes of globalization and its effect on the educational field were chosen and classified into significant categories through abstraction.

## Research design

Bibliographic research is characterized by the use of secondary data as a source of information, since it provides knowledge of existing research -theories, hypotheses, experiments, results, instruments and techniques used- on the topic or problem to be investigated.

As a first strategy for the review of the theoretical-documentary material, a certain number of texts related to the topic under study are reviewed, to subsequently initiate a process of discarding, through which the theoretical-documentary material that will form an integral part of the research is selected. In this case, the documentary material or selected texts correspond to scientific articles and online books that are available in databases and/or repositories of open access journals (Open Access Journals).

This leads to an analysis stage, through which different perspectives of different authors are contrasted, which in turn present opposing positions on the categories that make up the research.

This research does not have a sample, since the selected theoretical-documentary sources were analyzed under a single moment of collection, giving it a cross-sectional character, since the data are collected in a single moment at the same time. Likewise, the research does not have an instrument due to its theoretical-documentary nature.

An analysis of the co-occurrence of keywords within a research group identified by applying search filters in the Scopus database is presented, which allow relating the focus of studies published in high impact journals. The filters applied were:

● Publications whose study variables were Globalization and Digital Culture.

● Research papers published by authors affiliated with Latin American institutions.

● Research papers published during 2020 and the first half of 2021.

● Without distinction of area of knowledge.

● Without distinction of type of publication

**Results and discussion**

Through the use of the inductive method, a review and analysis of different scientific articles related to globalization, digital culture and its influence on educational environments by different authors was carried out (Table 1).

**Table 1.** *Selected texts on concepts concerning information technology and economic growth.*

| Category | Source of information |
|---|---|
| Globalization | |
| | Guillén (2001): Is globalization civilizing, destructive or weak? A critique of five key debates in the social science literature. |
| | ECLAC (2002). Globalization and Development, |
| | OrdorikaI (2006). Higher education and globalization: public universities facing a new hegemony. |
| | Arias (2007). Education in globalization: a change in perspective. |
| | Arias (2008). Education in globalization. Notes for a debate. |

| | |
|---|---|
| | Avendaño & Guacaneme (2016). Education and globalization: a critical view. |
| Digital culture | Castells (1996). The rise of the network society |
| | Feixa (2011). Youth, own space and digital culture. |
| | Parra (2011). The digital culture of university students in academic environments. |
| | López & Bernal (2016). Digital culture in public schools. |
| | Acuña & Sánchez (2020). Post-pandemic higher education. The asymmetries of the technological gap. |
| | Chuquihuanca, Pesantes, Vásquez & Vargas (2021). Digital culture from the university context in times of the Covid-19 pandemic. |
| Educational environments | Sandoval (2006). The being and doing of the educational organization. |
| | Garrell (2007). Digital culture: a local experience. |
| | Pareja (2009). Leadership and conflict in educational organizations. |
| | Ahumada (2012). Leadership in educational organizations. |

**Source:** Own elaboration.

## Responses from educational environments

In the midst of this context, education must respond to the factors that globalization and the emerging digital culture are strengthening in all social spheres. In the first place, it is essential to generate comprehensive educational policies in accordance with human rights, where access to the educational system is not determined by market considerations and economic, social, cultural or geographical inequalities. The new technologies make it possible to overcome some of these barriers; the others depend on a joint effort between the State, civil society and companies that, hand in hand with educational organizations, make it possible to bring technological competencies to ever wider areas of society.

With regard to learning, globalizing processes and digital culture invite to an increasingly autonomous and personalized learning, for which education must be oriented. This individualization must not leave aside the interest for social concerns and the care for the universal values of humanity.

On the contrary, globalizing forces spread transnational ideas and values, bringing universal challenges and issues to the educational forefront: environmental protection, regulation of the arms market, protection of children, among others. Similarly, a global world must be sustained by an education that

fosters the values of cultural diversity, which allows the multiplication of knowledge and emerging products from all parts of the planet.

Education plays a decisive role in global integration and the promotion of competencies for today's world, both technological and cognitive. Learning to use technologies to their maximum advantage goes hand in hand with learning to coexist (Vanegas & Gamboa, 2022a; Vanegas & Gamboa, 2022b) with the new forms of relationships and processes that derive from them. This is what digital culture is all about. Education must effectively promote a digital culture with respect for the cultural identities of different societies, in order to achieve the sustainability of cultural diversity in the midst of globalizing processes.

The development of digital competencies is integral, not only technically but also pedagogically. Teachers must be able to mediate didactically with technological tools, proposing innovative strategies that allow the integral formation of students.

Beyond the entrepreneurial vision that envelops educational organizations with the force of globalization, the educational process must adjust to the principle of adapting its community to the new times and conditions of contemporary society on a par with the social transformations produced by the advent of digital culture.

The educational system must be effective from the new forms of communication and interaction, only in this way education can be in tune with the demands produced by the current context and the new forms and conditions of the globalized world. To achieve its mission, education must rethink its methodologies and procedures, in order to continue in the construction of its objectives, but in today's globalized world on a par with the constant digital culture.

**Analysis of keyword co-occurrence**

Within the proposal defined for the development of this document, the analysis of the co-occurrence of words within a group of published research identified through the search under profiles defined in Scopus was contemplated, which yielded a total of 132 publications related to the study of Globalization and Digital Culture in Latin America during the period 2016-2021.

**Figure 1.** *Word co-occurrence*
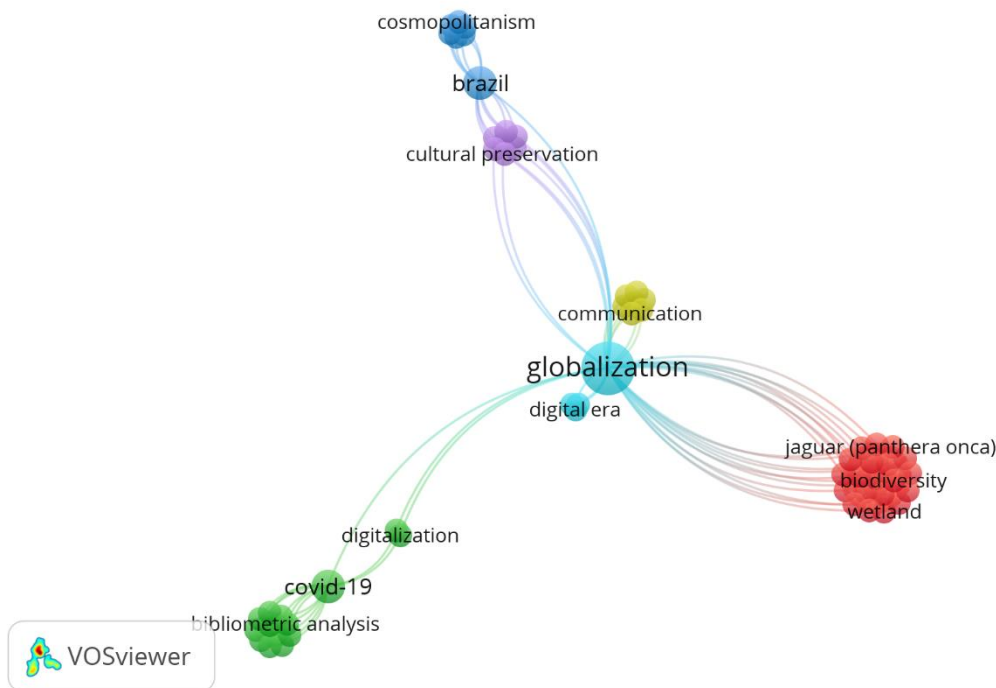


**Source**: Own elaboration (2022); based on data provided by Scopus.

From the scientific production identified under the search parameters mentioned above, it can be determined that according to Figure 1 there are four major groups with thematic axes in common led by research in Globalization, Digital Era and Communication from which it can be inferred that the application of technological tools for the improvement of communication, is one of the main focuses of researchers in these areas of knowledge because precisely one of the main characteristics of globalization is the approach of people and companies through two-way information in real time. This is applied not only to local, national and international negotiations, but also in the educational sector through the application of virtual strategies for accessibility to education in contexts such as the one currently being experienced after the decree by governments worldwide, the mandatory restrictive quarantine in response to the concept issued by the World Health Organization (WHO) of pandemic due to the rapid spread of the virus called Covid-19 originating in China but which in a very short period of time reached the other continents, thus generating great uncertainty in multiple sectors of the world economy (Inter-American Development Bank, 2020). Another group of researches are characterized by the frequent use of keywords such as Digitalization and Covid-19 which, as mentioned above, urged educational institutions to virtualize contents through technological tools as the main channel to maintain efficient communication between teachers and students.

**Discussion and conclusion**

The real challenge for the educational system in the face of the rise of digital culture, beyond technical acquisition, is the pedagogical and organizational transformation, accompanied by a new school culture that favors the appropriate use of technological resources for the enrichment of the teaching-learning process in accordance with the vicissitudes of the globalized world.

Education must be involved in social changes, living face to face with reality and the transformations that shape societies on a daily basis (Gamboa-Suárez, Rodríguez-Moreno & Prada-Núñez, 2020). The multicultural nature of global societies produces increasingly diverse school contexts, which invites to rethink the application of multiple educational models.

Educational organizations are under pressure from the media, social networks and real-time communication, which implies that both teachers and students are trained to innovate in the midst of these new dynamics and possibilities. Digital culture summarizes the new ways of being, being and communicating in the world, in which education will find new ways to define and reinvent itself.

One of the main challenges of educational institutions today is to keep teachers updated on the new strategies of digitization of academic content and to keep them motivated in the practice of the teaching process with their students, because with the imminent change in the methodology of classes it is possible to identify loss of interest by students in the use of technological resources designed to give continuity to their academic training.

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