Global Education Marketing: Using Distance Learning to Export Knowledge Implications on Globalization

Osuji, Catherine U. and Amadi, Johnson C.

Department of Educational Management,
Faculty of Education, Rivers State University, Port Harcourt
Email: catherineosuji@ust.edu.ng, amadijohnson019@gmail.com

Abstract
This paper discusses global education marketing using distance learning to export knowledge implications on globalization. The paper focused on the following key areas: (i) global education and instructional media, (ii) aims and importance of global education, (iii) concepts of distance learning, (iv) role of distancing learning in exporting knowledge, (v) globalization and its effects on education. These concepts, especially distance learning are faced with numerous problems such as lack of infrastructural facilities, adequate funding, training of personnel, electricity, computers, internet connectivity makes it difficult for effective implementation of any technological and communication development especially in third world countries like Nigeria. Various ways of using distance learning to export knowledge were discussed. Problems affecting global education were x-rayed and the implications of global education marketing and globalization were examined. Drawing on the outcomes of the discussions, the paper suggests that the government at all levels should make internet connectivity a priority for higher education to be able to leverage on the promises and opportunities that information, communication, and technology (ICT) presents. Also, the government should provide the adequate fund to universities and colleges which undertake distance learning programmes, adequate training of facilitators of distance learning to acquire appropriate skills among others.

Keywords: Global Education, Distance Learning and Exporting Knowledge
Global education, as a distinct construct from globalization, does what higher education has been traditionally aimed to do as it extends students’ awareness of the world in which they live by opening them to the diverse heritage of human thought, action, and creativity. It is a term used internationally to describe a form of education that enables people to understand the links between their own lives and those of other people all over the globe. Thus, global education may be described as a set of ideas taught to enhance one’s perception of the world. Global education places particular emphasis on the changes in communication and relationships among people throughout the world, highlighting such issues as human conflict, economic systems, human rights and social justice, human commonality and diversity, literature and cultures and the impact of the technological revolution.

Globalization is an international and intra-national force, while global education is a teaching/learning paradigm. It is taught within the curriculum, where teachers integrate multiple dimensions, perspective citizenships into everyday lessons. Hicks (2009) stated that global education is taught within the curriculum which helps the students to develop skills to engage with global peers and highlight actions students can take as citizens of the world or taught as a set of ideas to enhance one's perception of the world. Global learning, in itself, encourages awareness and critical thinking about issues such as poverty, climate change, religion, cultural differences, world trade and politics, thus, UNESCO advocated for enhancement of quality and access to education, promoting international transferability of educational and teaching credentials, developing mechanisms for measuring educational achievement across countries and regions, and supporting national and regional scientific and cultural development. Literature abounds that students who study or learn about global issues are more than, likely to see the importance of personally taking social action.

The rationale for global education are varied and many, and their aims can change according to the local needs and necessities and may show differences from each other, they include this: it is a form of education which enables people to understand the links between their own lives and those of other peoples throughout the world, global education increases understanding of economic, cultural, political and environmental influences which shapes our lives, it develops the skills, attitudes, and values which enable people to work together to bring about changes and take control of their lives. Global education works toward achieving a more just and sustainable world in which power and resources are more equitably shared. Richard (1990) opined that global education draws on two long-standing traditions within education. The first is concerned with learner-centred education and the development of the individual, and the second point focuses on the role that education can play in helping create a more just and equitable society. The emphasis in global education, therefore on both changing self and changing society, for neither as possible without the other, thus, Evans (2000) epitomize that “the changing; economic, social and technological conditions have created a demand for education which is less about providing people who are socially and economically disadvantaged with educational opportunities but rather providing those who may well be placed socially and economically with the educational opportunities to develop their professional and technical knowledge and skills”.

Technology, in particular, new ICTs is the second dimension that has attracted the attention of renowned scholars on global education. Lea and Blake (2004) noted that ICTs have taken the centre stage today (compared to “Old” technologies). They probably provide access and equity as the proponents of global education and globalization. The term distance learning can also be referred to as “distance education” which is more comprehensive and precise
(UNESCO, 2000), despite the everyday usage of the term. In the contemporary period, there is the realization that the traditional or conventional educational system no longer suffices to bring education to all persons. The world today is a global village; online learning and distance education have emerged handy as an alternative approach to increasing educational opportunities to reach the unreached, marginalized, excluded groups of citizens. This is because, distance and online learning have the potentiality to bring education to all, to bring education to all kinds of persons, their individual and special needs notwithstanding. Juler (1990) puts it in the right context; that distance education means creating educational communities in which teachers, students, and others are linked in discourse wherever they are maybe through networks appropriate to their circumstances. These educational communities and networks can be created, facilitated or augmented by the use of new information and communication technology (ICTs). This gave birth to "online education" which according to Paulsen (2003) is characterized by the use of a computer network to present or distribute some educational content and the provision of two-way communication via a computer networks so that students may benefit from communication with fellow students, teachers, and others, therefore, online learning is a way distance education is provided.

Global Education and Instructional Media
Education has been seen by many scholars as to the process of facilitating learning, knowledge, and a means through which skills are acquired. However, according to Abiodum (2012), it is the proper nurturing, transmission and application of such knowledge that guarantees the development and sustenance of every society from day-to-day. For the goals of education to be realized, teaching and learning must be tailored to the needs of the individual and society. Classroom teaching, according to Etim (2006), is one of the innovations in Nigeria geared towards achieving the goals of education. One of the ways of achieving the optimum result in education is through the use of instructional materials, which are stored and transmit information or message. Ibe-Bassey (1996) sees instructional materials as those materials that can be retrieved when teachers present lessons to enhance learning by students. Instructional media, therefore, refers to those materials used by qualified teachers to enhance certain classroom instruction. Instructional media, however, must be duly planned and tailored to class instruction. There have been modern innovations of instructional media in recent times which are largely a product of globalization. Some of these innovations include; still pictures, audio recordings, motion pictures, models, programmed and computer-assisted instruction, pictures, charts, posters, cartoons, the whiteboard, and blackboards, overhead projects and LCD projectors etcetera. All these contribute to the realization of the goals of the educational system. Global education offers to develop and developed countries with the prospects of tapping into their ideologies, patterns, techniques, and processes.

Impact of Globalization in Education
Globalization has impacted positively on the educational system of several nations in the following ways:

a. Innovation in Education: According to Babalola (2007), global education has brought various innovations in teaching and learning technologies, encouraged researches and trading, global education has also introduced the problem-based method of teaching and learning.

b. Man-Power Development and Training: Global education improves the choices available to one and provides the types of labour needed in a given society. As a result of the globalized nature of the world system, there has been a need to plan the various
sectors of the economy. The tertiary institutions perform the role of training the manpower of the economy which would not have been possible if not globalization.

c. Increased Knowledge: Global education has made it possible for people to enrol for programmes online and acquire knowledge via the internet. Under the impact of the global education system requires a visionary response to answer the proposed curriculum changes, with their greater emphasis on practical skills, vocational skills, and generic skills as foundation trading in higher education. Substantively, the mission of programme designers of nowadays is to develop generic skills to mould an all-round image of citizenship, and to improve the learning and teaching atmosphere of electrically based learning on campus and off-campus with its potential for 24 hours global delivery.

d. Harmonization of Educational Curriculum: Global education has made it possible for the educational curriculum of the nation to be harmonized with the curriculum of other African countries and the world at large; thus making it possible for Nigeria and African students to receive the same knowledge with their counterparts in other parts of the world.

e. Competitive International Education System: According to Oni and Alade (2008) who stated that in other for nations to accelerate their development, its educational system must be brought to the world's class.

Thus, globalization and education have led to healthy competition among nations of the world, in which Nigeria and other African countries are not immune. Although global education has had positive impacts on the educational system globally, it has impacted also, negatively on its system, in the following tests in their assessment e.g. West African Examination Council (WAEC) National Examination Council (NECO) and the Test of English as a foreign language (TOEFL). The use of such standardized tests has given rise to desperate attitudes in students as they indulge in examination malpractice. More recently, it has been found that students who engage in examination malpractice using their electronic gadgets and technologies are all products of globalization. Also, the speed of knowledge transmission through information technology and the facility of setting up higher education courses through e-learning with curricular based on western/northern models cant benefit nations of the developing countries of the south but can also lead to growing disparity and inequality. When developing nations enter into agreements with bilateral and multilateral organizations for the provision of educational services, citizens become subject to the high cost of education in order to gain access to the “quality” education they need in the hope of stimulating economic development in their impoverished countries.

Atbach and Knight (2007) noted that globalization is creating a new kind of poverty trap, tends to concentrate wealth knowledge and power in those already possessing these elements. Also, Bourdieu (2001) warned of the hegemonic aspects of global education system when he posited that “Global education serves as a password, a watchword while in effect, it is the legitimately mask of a policy aiming to universalized particular interests, and the particular tradition of the economically and politically dominant powers, above all the United States, and to the entire world the economic and cultural model that favours these powers most, while simultaneously presenting it as a norm and a requirement. Jakupec and Garrick (2000) also stressed that globalization makes it difficult for governments to define, maintain and control borders of economy, policy, polity, and politics. This is true because globalization implies greater connectedness and de-territorialization (waters quoted in Edwards and Usher, 2000). This, Kellner (1999) agrees as he claims that globalization is a “contradictory amalgam” of capitalism and democracy, sometimes globalization forces democracy, and
sometimes inhibit it. Evans (2000) epitomises the challenges of globalization to the changing, economic, social and technological conditions that have created a demand for education which is less about providing people who are socially and economically disadvantaged with educational opportunities but rather providing those who may well be placed socially and economically, with the educational opportunities to develop their professional and technical knowledge and skills". This contrasts with the first paragraph of article 26 of the Universal Declaration of Human Rights (United Nations, 1948).

**Concept of Distance Learning**

The 6th section of the National policy on education (FGN, 2013) titled "Open and Distance Education". Subsection 114 of the National policy described open and distance education as a mode of education delivery where learners and teachers need not be in physical contact; which possesses high range of flexible learning environment, that enhances access to tertiary education, that can deliver variety of skills; and which uses variety of media and technologies to provide quality education for large number of learners. Distance learning is an education that can be received outside the university environment to be organized and delivered by the tertiary institution. It shows that students are being educated without in-person interaction among their instructors or peers. Often the students learn in the comfort of their homes or satellite areas set up by their schools. It could also be seen as approaches to learning that focus on freeing learners from constraints of time and place while offering flexible learning opportunities.

Therefore, for many students, open and distance education (ODL) is a way of combining work and family duties with educational opportunities. Thus, Eke (2011) describes it as learner controlled, self paced education environment where the learner has authority over the learning environment thereby allowing learners to work at their pace and convenience. Distance learning is considered nowadays as the most viable option for broadening educational access while improving the quality of education, advocating peer-to-peer collaboration and giving the learners a greater sense of autonomy and responsibility for learning. It is descended as approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners (Smith, 2011). Thus, Eke (2011) describes it as learner–controlled, self-paced education environment where the learner has authority over the learning environment thereby allowing learners to work at their pace and convenience.

Also, Smith (2011) reiterates that the emerging literature on open education provides a definition that, it is an approach to teaching and learning emphasizing the students’ right to make decisions and which views the teacher as a facilitator of learning rather than as transmitter of knowledge. It may also include such characteristics as vertical grouping cross-age teaching, independent study, individualized rates of progression, open plan schools and unstructured time and curriculum. Open distance education is of three types namely single mode institution, dual-mode institution, and mixed-mode institution. Moreover, online learning can potentially allow students to take courses from several institutions, ie some campus-based and others fully online. This may be seen as a promising way to reduce the cost of higher education which is critical for expanding and widening its access. There is little interaction among students outside of projects, and for instance, someone in Nigeria could take a course that is offered in England.
Distance learning education system is the system where the learner interacts with the instructor through a system in which modern technologies are used as the internet etc. In this system, students don't have any direct contact with their instructors. They can't ask any questions at the spot. They usually need to send it through email, lectures, in distance learning education, are broadcast and conducted by correspondences without the students reaching the school to attend lectures. Globalization has brought about the global distance learning network (GDLN) which is a typical online distance learning programme. Developing countries like Nigeria need to incorporate such programmes more fully into its educational system because it reduces the need for expensive physical structures, now that knowledge acquisition has become a key source in economic growth over the years. However, information and communication technologies potentially offer increased possibilities for the codification of knowledge about teaching and cognitive activities anywhere at any time. Distance learning can be more learner-centred, self-paced, and problem solving based, than face-to-face teaching using traditional media, social media through networking to create open space, the interaction between the lecturer and the students without necessary face-to-face classroom situation. Still, it is vital to note that the influence of distance and time is waning now that the technological capacity is available for knowledge sharing, remote access and teamwork, and organizing and coordinating tasks over wide areas. In distance learning, students and teachers will find themselves playing different roles than is the norm in traditional education. The teacher is no longer the sole source of knowledge but instead becomes a facilitator to support student learning while the student actively participates in what and how knowledge is impacted. More than any other teaching method, distance learning requires a collaborative effort between student and teacher, unbounded by the traditional limits of time, space, and single instructor efforts.

The dramatic growth in the adult learning population is making distance learning increasingly learning techniques. The Universal Declaration of Human Rights (1948) stipulates the right of every citizen to education; this may not be possible only via our traditional face-to-face education. Therefore, distance education has to be encouraged, financed and promoted, distance education learning is worldwide since students in any part of the world only need internet access to learn, complete assignments and earn credentials in the field. Instructors may also use Webinars, videos, audio recordings, e-mail, snail mails or textbooks to their students. In that respect, distance learning relies on online learning. It is accurate to suggest that distance learning is a highly specific subset of online learning since it frequently takes place over the internet. It is also viewed as an inclusive term that describes educational technology that electronically or technologically supports learning and teaching (Wikipedia, 2004).

The arrival of computers in classrooms has revolutionized the way knowledge is accessed, packaged and delivered, it has changed the face of distance education from its analog-based correspondence institutions or part-time outreach programmes to open, distance and online learning or e-learning as seem as learning that is not confined to the four walls of a classroom. Recent advances in technology through the use of Webinars, Moocs, extranet, internet, etc, however, show that online learning can be synchronous or asynchronous. It is the modern version of distance education.

Importance of Distance Learning
Distance education can provide benefits to individuals, co-operate organizations and educational institutions such as universities and colleges, etc. Distance learning education increases access to information i.e. facilitators on online learning schemes can share their
knowledge across borders, thereby allowing students to attend courses across physical, political and economic boundaries. Other experts have the opportunity of making information available internationally to anyone interested at a minimum cost. Distance education offers an opportunity and accessibility to those who could not attend the formalized system of education, it is less expensive to undertake because the student does not need hostel accommodation, wears, and transportation. This system of education affords the learners the option of selecting learning materials that suits their needs and understanding, reduces traveling cost and time to and from school, learners can study whenever they have access to the computer, provides self-paced learning modules which helps the learners to work at their own pace, different learning styles are adopted and facilitated through varied activities and at the same time increased convenience and flexibility to learners.

Online learning is self-paced and the learning sessions are available always as learners are not bound to specific dates or time to physically attend classes. They can also pause learning sessions at their convenience. Thus, UNESCO (2002) summarized the importance of open and distance learning concept, as that which reflects the fact that all or most teaching is conducted by someone removed in time and space with the learner. The benefits are therefore numerous, for instance, it covers educational approaches that reach learners inconvenient places, provides learning resources, can be accessed by many people at once, flexible and cost-effective, increases opportunity to ensure education for all (EFA), increases chances for individual learning and overcomes geographical distances as well as cultural and social barriers. Various reviews of research studies to support that online/distance learning technologies can be used to export knowledge or as a viable medium of instruction all over the world cannot be overstressed. Many university campuses now, however, export digital technologies to reach larger distant markets, and reach out to students who may study entirely and remotely online.

The promises of information and communication technologies (ICT) have driven e-learning is transforming open distance/online learning education and thereby advancing the knowledge economy that rested on three arguments, e-learning could expand and widen access to tertiary education and learning; improve the quality of education and reduce it cost and ICTs could allow new people to participate in an online/distance or open distance learning (ODL) by increasing the flexibility of participation compared to the traditional face-to-face model. In this way, working students and adults, people living in remote rural areas, non-mobile students and even students outside the country could now more easily participate in education. Information and communication technologies are referred to as the totality of methods and tools that are used in gathering, storing, processing and communication of information. ICT encompasses all the technologies used in transmitting or disseminating information to an audience, these covers internet services provisions, telecommunications equipment and services, media and broadcasting, and other related information and communication activities. Through the introduction, of ICTs and social media platforms, learners can indeed study where and/or when they have time to do so, rather than where and/or when classes are planned.

More specifically, fully online/distance learning can allow the target number of learners to access education. The constraints of the traditional model type, that is, the size of the rooms and buildings and the student/teacher ratios represent another form of relaxation of space constraints. Indeed, ICTs allow a very cheap cost of reproduction and communication of a lesson via different means like the digital recording and its diffusion on TV, radio or the internet. Modern ICT products by which distance/online learning could be used to export
knowledge include thus: E-mails, teleconferencing, Facebook, voicemail, fax, internet, electronic bulletin boards, cellular phones, video conferencing among others (Thomas and Omotoke, 2005). Other mediums by which distance learning could be exported are voice-centred technology (CD and MP3), webcast, video technology, DVD, interactive video conferencing, computer centre technology, telephone messages, extranet and WhatsApp, etc.

Furthermore, electronic mediated courses use telephone lines, cables, satellite and microwave networks to transmit voice, video, and data. Most distance education programmes employ a combination of audiovisual media to facilitate learning. Generally, all these platforms or concepts reflect the fact all or most teachings of the distance/online learning are conducted by someone removed in time and space with the learner by the use of internet networking and information and communication technology. These mediums of ICTs can give to the students the enhanced access to information resources for more students, the potential to drive innovative and effective ways of learning and/or teaching, including learning tools, easier use of multimedia or simulation tools, and the possibility to diffuse these innovations at low marginal cost among teachers and the learners. These digital technologies also demolish or reduce the distance that separate people and communities from educational opportunities, and thus represent a major delivery mechanism for distance learning. Thee distances can also be socio-economic and cultural or cognitive and physiological. So, distance learning as an instrument of empowerment or entrenchment should not be defined in too narrow a fashion if it is to fulfill its changed potential.

Challenges and Problems of Distance Learning and Export of Knowledge
Distance/online learning in many of the developing countries including Nigeria is faced with a lot of challenges as a result of the very high cost of infrastructural development and to increase public access to the internet and ICTs. Thus, Salawudeen (2010) enumerated the several problems facing the proper implementation of distance/online learning in a country as maintenance and technical support, electricity or irregular power, internet connectivity, lack of information and communication technology in the school curriculum, inequality of access to ICT by learners, technophobia attitudes of the learner and software and license cost, inadequate facilities, etc. The other problems associated with this, induced that the learners require additional skills and ability to be computer literate, unmotivated learners or those with poor study habits may lag, lack of familiar stricture and routine may pose a problem to some learners, students may also feel isolated, facilitators may not always be on-demand, show and unreliable internet connections can be frustrating and managing learning software may pose a problem for learners. Furthermore, other barriers affecting distance learning in Nigeria and other climes include lack of staff training in course development and technology, lack of support for distance learning in general, coupled with inadequate facility selection for distance learning courses. Again some experts in distance education have expressed concern that the quality of teaching, as well as that of students admitted into the distance learning programmes, is poor.

Lack of computers, video equipment, communications software, and the likes, present challenges, and frustrations. Therefore, training students and staff particularly in troubleshooting problems are imperative to success in technical distance learning (Galusha, 2009). This is because students who live outside metropolitan areas may not have access to reliable telecommunications, computers and post mail. The frustrations resulting from problems with communication between students and academic institutions are issues of which distance education planners should be well aware (Wood, 1996). Another problem area is the feeling of alienation and isolation reported by distance students. Students of all kinds
want to be part of a larger school community, and simply not a member of a "correspondence" course. Another challenge confronting distance learning is the lack of student training, particularly about technical issues. Many adult students are not well versed in the use of technology such as computers and the internet. The use of electronic devices on distance learning can inadvertently exclude students who lack computer or writing skills. These skills are required if computer technology is applied. Sometimes, students will typically be offered volumes of electronic-based information, and using this information will be a problem for some non-technical students. They must be taught at a minimum, the fundamentals of operating the system of choice of the distance taught courses.

**Distance Learning and its Implications on Globalization**

Globalization, as it plays out in the modern world, can provide solutions or create problems in the educational system as nations grapple with the economic order and strive to sustain their place in this very competitive environment. Globalization has become widespread in national and international dialogue in recent years, and its shifting and controversial parameters make it difficult to define. The conceptualizations of globalization have typically highlighted the cultural, political-economic and technological aspects of these processes. Burbales and Torres (2000) define globalization as a certain loss of nation-state sovereignty or at least the erosion of national autonomy, and correspondingly a weakening of the notion of the citizen as a unified and unifying concept, a concept that can be characterized by precise roles, rights, obligations, and status. Tapper (2000), sees globalization as a process of integrating local characteristics into global flows which are mostly done using new communication and information technology.

In the field of education, a lot of changes are expected, as duties of school is to ameliorate the individual's appropriateness with the concept of globalization that changes traditional structure of education, which is one of the main rapid changes today in universities and other institutions that are redoubling their efforts to respond to social changes. Thus, the massive changes in educational systems all over the world brought about by globalization, and nations look to higher education institutions to produce human resources and manpower that can advance their economic interests in an intensely competitive environment and be productive workers in the global market place. This, Tusi and Tollefson (2006) posited out, how globalization entails interconnectivity, information transmission and the construct of national identity that is startling different from that which existed before globalization. The spread of knowledge transmission through ICTs and the facility of setting-up higher education courses through distance learning with curricular based on western models can benefit nations of the developing world, but may also lead to growing disparity and inequality.

Development in the delivery of education as allowing for the individual to explore new areas of learning and thinking that could not be done with pen and paper. Knowledge is been discovered through inquiry and experimentation rather than memorizing facts in a teacher dominated classroom setting. Indeed, students no longer need to be physically present to learn as education materials are becoming readily available over the internet, by video conferencing and tape recordings. In formal distance education, there is enormous potential for widening access to higher education and increasing the diversity of student population since online technologies provide opportunities to learn anywhere, anytime and from anyone. Globalization coupled with new technologies facilitates greater collaboration, both with global partners and at a more local level. Technology has been co-opted to support these changes, as universities and colleges use online and distance learning approaches to compete in more distant markets, and technologies replace human pedagogic and administrative
functions, amounting to the creeping industrialization of the universities and colleges core business.

The effects of globalization have driven distance education to important changes by bringing faster development in technology and communication foreseeing changes within education sector across the globe, as ideas, values, and knowledge, changing the roles of learners and teachers, and producing a shift in society from industrialization to information-based society. With these changes of many nations and the emergence of video conferencing and the internet, the barriers of distance are being broken down at a fast rate, due to key aspect of globalization, it also allows for exploration of new areas of learning and thinking. The rapid growth of television services, with their immense influence as media of mass communication on distance education, has become very relevant in the technological shift, people need to learn new concepts and have to adapt themselves to new ways of life. Each country makes new rules to educate the students according to the necessities of the global world. Although, the spread of education internationally as a result of globalization has effects on cultures worldwide, at the same time there is a dark side to globalization and the very openness of the new information system. The unequal access to education has brought inequality in the rate of wages and salaries, which have brought about the unequal distribution of income, thereby making it difficult for the uneducated and unskilled to compete with the global market, while the rich nations grow richer, the poor, are becoming poorer. Thus, information and educational gaps between the rich and the poor are widening, not narrowing, economic crisis, trade imbalance, and structural adjustments have caused a moral crisis in many countries, damaging and cutting the basic social and cultural fabric of many families and communities apart, resulting in increasing youth unemployment, suicide, violence, racism, and drug abuse and other antisocial behaviours. The impacts of globalization on the educational system of many developing countries have been intensely much, such that there is an increase in education finance, cultural imperialism and unhealthy competition between the developed and developing nations.

**Conclusion**

Educational programmes are designed to equip learners with relevant knowledge, attitudes, values, and skills needed to function effectively in society. Distance education learning has the potential to reach every citizen regardless of gender, location, culture, perception, age and time among other factors that are prohibitive within the conventional learning approaches. Online/distance education learning makes education possible to reach vulnerable persons within society. Distance education has not only the virtue to be inclusive for students that cannot participate in tertiary education because of time, space, or capacity constraints; it also offers learner more personalized ways of learning than collective face-to-face learning. This implies that graduates of these educational platforms are required upon graduation to fit into society as productive members, well equipped with needs and competence for a productive life, and to compete favourably with their counterparts all over the world. Globalization is a major instrument that has been shaping the educational system of the global economies including the developing nations. It can be deduced that globalization has both positive and negative impacts on distance education learning. This paper attempted to put distance education learning within the wider context of the global technological and economic trends and against the context of specific educational technology trends and initiatives. Globalization has come to stay all nations must work hard to preserve their cultural heritage. Developing countries like Nigeria owned to incorporate such programmes more fully into their educational system because it reduces the need for expensive physical structures. Also,
globalization has brought the global distance network (GDLN) which is a typical online distance learning programme.

**Recommendations**

1. Government at all levels should make internet connectivity a priority for higher education to be able to leverage on the promises and opportunities that ICT presents.
2. The government should employ more educational planners to plan the educational systems in line with the demands of the global world.
3. Facilitators should be provided with computers to enable them to prepare their online/distance learning lectures.
4. Adequate funds should be provided to institutions by government, corporate organizations for funding of e-learning centres.
5. The government should develop collaboration of institutions dedicated to educational development as related to citizenship, multicultural societies and sustainable development.
6. International agencies should provide support for the development of the educational systems of nations with especially difficult economic circumstances.

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