The Effect of E-Learning on Global Citizenship Education

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ABSTRACT

Objectives: Due to the globalization of communities and citizens and changing the world into a village, wherein the gaps are minimized by the Information and Communication Technology (ICT), Background: each citizen in community is simultaneously the global citizen, and today the e-learning plays its role in educating the people in each community as an education context which can be the tool for educational system of each community according to the development of virtual space and its vast application for exchanging the information. Results: Therefore, this study is conducted according to this assumption, under which "the e-learning has a positive impact on the global citizenship education", with the aim at investigating the impact of e-learning on global citizenship education based on about 230 IT and manpower training experts at Departments of Education in provinces. This study is conducted through the questionnaire tool by descriptive method. Conclusion: The results indicate that the impact of e-learning on global citizenship education is confirmed at the significant level, thus the researcher suggests developing the e-learning greater and more emphasis on this type of education both in formal and auxiliary process of teaching.

INTRODUCTION

Undoubtedly, the development of science and technology particularly in the field of information and communication has unpredictably connected different communities and parts of world in an amazing way [1].

In this era, the human society has faced with several phenomena such as the global village, globalization and global citizen. Therefore, it seems necessary that the training systems pay attention to learners' present and future needs and make the citizens according to the global changes while experiencing learning and training programs. In fact, a global citizen thinks by understanding the knowledge and fields such as the justice and equality, cultural diversity, sustainable development and peace, and acquires the skills such as the media learning, critical thinking and respect for people rights and thus plays an active role in national development [4].

In modern societies, the education is considered as a key of educational institution in line with comprehensive development because the humans evolve in the light of education. [2].

All citizens need the knowledge, skills and attitudes which enable them to have active participation in various fields as a member of international community. The globalization is one of the main achievements and fundamental prerequisites for achieving this national development process and is in fact the result of education among the citizens in general and students in particular, and leads to the achievement of local knowledge-based development which is more important in educational system and especially the school as the main institution for training the thoughtful, questioning and learning citizens. [3]. In our country, due to the present state of e-learning, which has numerous opportunities for development and growth, this research seeks to find an answer to this question: "What is the impact of e-learning in the context of global network and its growth on the global citizen training in Islamic Republic of Iran?

Nowadays, e-learning is one of the common methods of universal education and anyone with any culture is simply faced with this type of training. Therefore, the direct or indirect impact and access of any social class to this kind of training and its other different types cannot be ignored in their education as a global citizen [5]. However, there is a need for educational system to develop the optimal strategies for including the students' education as the global citizens, who are wanted or unwanted exposed to these teachings in cyberspace and the importance of this study is seen in Educational and Training System of country.
MATERIALS AND METHODS

This study is applied in terms of objective and has "descriptive" type.

Statistical Population:
It includes all 230 information and communication technology experts and manpower training in provincial education departments (Tehran and all provincial centers) and the staff agencies of Ministry of Education both women and men during the school year of 2013-14. This research is conducted in Islamic Republic of Iran and for the activity of provincial departments of education and staff agencies of Ministry of Education.

Sample size:
The sample size is considered equal to 144 in this study according to Cochran's sample size formula and performed calculations as follows:

\[ n = \frac{N \cdot \sigma^2 \cdot (1-P)}{N \cdot \sigma^2 + t^2 \cdot P(1-P)} \]

Sampling method: Given that the statistical population of this study is heterogeneously distributed in 32 headquarter office of province and Ministry of Education and it includes the heads of departments, experts, and officials, the stratified ratio random sampling is applied in this study for sampling.

Data collection method:
Two library and field methods are applied in this study.

Data analysis method:
This study applies the descriptive statistics techniques such as mean, frequency and Univariate inferential statistical techniques for data analysis as well as SPSS software.

Research Objectives:
Main goal:
Identifying the impact of e-learning on global citizenship education

Specific goals:
A- Explaining the impact of students' e-learning on extending the commitment to social justice in global citizen.
B- Explaining the impact of students' e-learning on acquiring the critical thinking skill in global citizen.
C- Explaining the impact of students' e-learning on strengthening the patriotism in global citizen.
D- Explaining the impact of students' e-learning on strengthening the self-esteem in global citizen.
E- Explaining the impact of students' e-learning on strengthening the self-esteem in global citizen.
F- Explaining the impact of students' e-learning on acquiring the collaboration skill in global citizens.

Research Hypotheses:
Main hypothesis:
Students' e-learning has a positive impact on the global citizenship education.

Other hypotheses:
A- Students' e-learning has a positive impact on the development of commitment to social justice in global citizens.
B- Students' e-learning has a positive impact on acquiring the critical thinking skill in global citizen.
C- Students' e-learning has a positive impact on strengthening the patriotism in global citizen.
D- Students' e-learning has a positive impact on strengthening self-esteem in global citizen.
E- Students' e-learning has a positive impact on acquiring the collaboration skill in global citizens.
F- Students' e-learning has a positive impact on the development of respect for cultural diversity in global citizens.

Results:
First hypothesis:
Students' e-learning affects the development of commitment to social justice in global citizens.
A one-sample t-test is applied to evaluate the impact of students' e-learning on the development of commitment to social justice in sample global citizens. The results are presented in Table 1

Table 1: Results of one-sample t-test for comparing the development of social justice in global citizen with a mean score of questionnaire
According to Table 1, the calculated t for developed social justice for global citizen is significant at the level of 0.01 compared to the mean variable in this questionnaire (P= 0.0001, t(143)= 20.404). Due to the mean impact of e-learning on the development of commitment to social justice for global citizen in sample group (M=29.06) and the mean of questionnaire in this section (M=21), it can be concluded based on a survey that there is a significant difference among the global citizens in terms of relationship between the students’ e-learning and developed commitment to social justice. Therefore, the first sub-hypothesis is confirmed.

Second hypothesis:
Students’ e-learning affects the acquisition of critical thinking skill in global citizen.

A one-sample t-test is applied to evaluate the impact of students’ e-learning on the acquisition of critical thinking skill in sample global citizens. The results are presented in Table 2.

According to Table 2, the calculated t for acquisition of critical thinking skill in global citizen is significant at the level of 0.01 compared to the mean variable in this questionnaire (P= 0.0001, t(143)= 23.260). Due to the mean impact of e-learning on the acquisition of critical thinking skill for global citizen in sample group (M=25.03) and the mean of questionnaire in this section (M=18), it can be concluded based on a survey that there is a significant impact between the e-learning and acquisition of critical thinking skill for global citizen. Therefore, the second sub-hypothesis is confirmed.

Third hypothesis:
Students’ e-learning affects the strengthened patriotism in global citizen.

A one-sample t-test is applied to evaluate the impact of students’ e-learning on the strengthened patriotism in sample global citizens. The results are presented in Table 3.

According to Table 3, the calculated t for strengthened patriotism in global citizen is significant at the level of 0.01 compared to the mean variable in this questionnaire (P= 0.0001, t(143)= 21.573). Due to the mean impact of e-learning on the strengthened patriotism for global citizen in sample group (M=29.19) and the mean of questionnaire in this section (M=21), it can be concluded based on a survey that there is a significant impact between the e-learning and strengthened patriotism for global citizen. Therefore, the third sub-hypothesis is confirmed.

Fourth hypothesis:
Students’ e-learning affects the strengthened self-esteem in global citizen.

A one-sample t-test is applied to evaluate the impact of students’ e-learning on the strengthened self-esteem in sample global citizens. The results are presented in Table 4.
According to Table 4, the calculated t for strengthened self-esteem in global citizen is significant at the level of 0.01 compared to the mean variable in this questionnaire (P= 0.0001, t(143)= 16.253). Due to the mean impact of e-learning on the strengthened self-esteem for global citizen in sample group (M=23.53) and the mean of questionnaire in this section (M=18), it can be concluded based on a survey that there is a significant impact between the e-learning and strengthened self-esteem for global citizen. Therefore, the fourth sub-hypothesis is confirmed.

Fifth hypothesis:

Students' e-learning affects the acquisition of collaboration skill in global citizens.

A one-sample t-test is applied to evaluate the impact of students' e-learning on the acquisition of collaboration skill in sample global citizens. The results are presented in Table 5.

<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t test</th>
<th>Degree of freedom</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of collaboration skill in global citizens</td>
<td>144</td>
<td>21.40</td>
<td>2.761</td>
<td>27.794</td>
<td>143</td>
<td>0.000</td>
</tr>
</tbody>
</table>

According to Table 5, the calculated t for acquisition of collaboration skill in global citizen is significant at the level of 0.01 compared to the mean variable in this questionnaire (P= 0.0001, t(143)= 27.794). Due to the mean impact of e-learning on the acquisition of collaboration skill for global citizen in sample group (M=27.794) and the mean of questionnaire in this section (M=15), it can be concluded based on a survey that there is a significant positive impact between the e-learning and acquisition of collaboration skill for global citizen. Therefore, the fifth sub-hypothesis is confirmed.

Sixth hypothesis:

Students' e-learning affects the growth of respect for cultural diversity in global citizens.

A one-sample t-test is applied to evaluate the impact of students' e-learning on the growth of respect for cultural diversity in sample global citizens. The results are presented in Table 6.

<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t test</th>
<th>Degree of freedom</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth of respect for cultural diversity in global citizens</td>
<td>144</td>
<td>20.78</td>
<td>3.030</td>
<td>22.882</td>
<td>143</td>
<td>0.000</td>
</tr>
</tbody>
</table>

According to Table 6, the calculated t for growth of respect for cultural diversity in global citizen is significant at the level of 0.01 compared to the mean variable in this questionnaire (P= 0.0001, t(143)= 22.882). Due to the mean impact of e-learning on the growth of respect for cultural diversity in sample global citizen (M=20.78) and the mean of questionnaire in this section (M=15), it can be concluded based on a survey that there is a significant positive impact between the e-learning and growth of respect for cultural diversity for global citizen. Therefore, the sixth sub-hypothesis is confirmed.

General hypothesis:

Students' e-learning affects the global citizenship education in our country.

A one-sample t-test is applied to evaluate the impact of students' e-learning on the global citizenship education in sample global citizens. The results are presented in Table 7.

<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t test</th>
<th>Degree of freedom</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>144</td>
<td>148.98</td>
<td>18.118</td>
<td>27.142</td>
<td>143</td>
<td>0.000</td>
</tr>
</tbody>
</table>

According to Table 7, the calculated t for impact of global citizenship education is significant at the level of 0.01 compared to the mean variable in this questionnaire (P= 0.0001, t(143)= 27.142). Due to the mean impact of e-learning on the global citizenship education in sample group (M=148.98) and the total mean of questionnaire (M=108), it can be concluded based on a survey that there is a significant positive impact between the e-learning at the global network and its growth for students in our country with global citizenship education. Therefore, the first general hypothesis is confirmed.
Discussion and Conclusion:

According to the results of this study indicating that the e-learning has a positive impact on the global citizenship education, it is essential for educational system of Islamic Republic of Iran to develop a coherent and quick program for developing the e-learning and take the maximum advantage of cyberspace in order to reduce the students' aimless browsing (global citizens in the future) and strengthen the global citizen characteristics such as the commitment to social justice, critical thinking skill, sense of patriotism, self-esteem, collaboration skill and respect for cultural diversity by changing their behavior through e-learning by planned and purposeful training.

Based on the results of analyzing the first, third and sixth research hypotheses, there is a positive and significant relationship between the students' e-learning and development of commitment to social justice and strengthened sense of patriotism and respect for cultural diversity among the global citizens, it is suggested that despite the geographical extent, diversity of local cultures, different dialects and ethnic groups in our country, and the access to the Internet in a lot of regions of country, and the ability to communicate with other countries for students (our future global citizens), the development of education-based e-learning should be taken into account by authorities for all classes based on common cultural and national commonalities.

According to the results of second, fourth and fifth hypotheses indicating that there is a significant positive relationship between students' e-learning and citizens' acquisition of critical thinking skills and strengthened self-esteem and acquisition of collaboration skill among the global citizens, thus the following cases are suggested: E-learning as a complement to traditional education should be under the authorities' special attention in order to prepare the students as the future global citizens to cope with potential threats in cyberspace of international community by developing the skills above among them.

Suggestions:

It is suggested developing the e-learning to cover students living in other countries particularly the countries with low number of these students who are not covered by our formal education in order to educate them in accordance with our country for retaining the Iranian identity.

REFERENCES