EXAMINATION OF THE RELATIONSHIP OF THE EXPANDATION OF DISTANCE EDUCATION IN THE GLOBALIZATION PERIOD AND THE MARKETING OF EDUCATION

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ABSTRACT
The effects of the competition created by the spread of distance education in the world are of great importance in the education market. As a result of globalization, distance education gains great importance and education is one of the sectors with the largest market in our age. Students from all nationalities in the world can obtain a certificate or diploma without obtaining a visa. With this study, it is tried to reveal the situation of the "distance education" process in the international market in developed and developing countries. Researches on the economic size of the international education market, the most preferred countries, universities, departments and student profiles who prefer distance education have been compiled and brought together.
#distanceeducation #neoliberalpolicy #globalization

1. INTRODUCTION
1.1. Problem Status
Neoliberal approaches, which emerged as an inevitable result of capitalism, brought many changes in education. Today, it is not possible to avoid the effects of globalization, which we encounter in almost every aspect of our lives. It is witnessed that the education sector, which is one of the most important wheels of the system we live in, has to compete due to capitalist interests. In developed countries that support neoliberal policies that enable private initiatives, international and high-cost studies related to the distance education process continue rapidly. Although the education sector is defined under the name of public service in many countries and Turkey for about 25-30 years, it has become one of the private investments.

Bourdieu's statement that "neoliberalism implies all collective structures that would impede pure market logic" is an indication of how important this situation is. With the inclusion of marketization in all sectors, commodification in education and students-parents began to be viewed as customers simultaneously. Thanks to the innovations in technology, it is known that wherever you are in the world, you can get a certificate or diploma by applying to many platforms related to the field you want to study. There are millions of people who can study at a language school in a different continent without leaving their city or even their home, and receive their diplomas by taking courses and passing online exams in the programs they have settled in with certain criteria.

Of course, considering the fact that a certain payment is made, it is not difficult to guess that schools, companies and institutions are in great competition. In the light of developments in education, this study will be discussed from a critical perspective in the direction of statistical data in order to reveal the spread of distance education and the strategies underlying it.

1.2. Purpose of the research
With the spread of distance education in the world, it is aimed to reveal the reflections of the competition in education in the education market.

1.3. Problem Statement and Sub-Problems
What is the economic size of the international distance education market?
Which countries benefit most from international distance education?
Which are the most preferred countries, universities and programs in international distance education programs?

1.4. Importance of Research
With globalization, distance education has gained great importance all over the world and has made education one of the sectors with the largest market today. Students from all nationalities in different continents have the right to obtain a certificate or diploma without the need for a visa. The "distance education" process, which is carried out in the international arena out of the national dimension, is aimed to reveal the situations in developed and developing countries. Studies on the economic size of the international education market, the most preferred countries, universities, departments and student profiles who prefer distance education will be examined in accordance with statistical data.

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2.Source Research

2.1. Neoliberalism and Education

Marx emphasized centuries ago with the words that "for the formation of a suitable education system, a suitable education system is necessary for the change of social conditions and at the same time for the change of social conditions" (cited in Cole, 2008). Today, it is known that while witnessing the marketization of neoliberal policies and education that capitalism benefits from, efforts are made to stand against it at the same time. Marketization forms the basis of neoliberal policies in education. The marketization of education is the withdrawal of the state from the economy of education and the increase in the earning area of private institutions by increasing, on the other hand, the direct adaptation of educational goals to market goals and needs (Sayılan, 2014: 53-55).

Neoliberalism has developed from the 70s to the present despite many crises and has achieved its present supremacy. In the efforts to regain the rights taken from the workers by social, economic, cultural and political resistances, military coups have occurred in countries such as Turkey, Argentina and Chile, but they have been supported for a long time in the democratic context in capitalist countries such as the USA and England (Harvey, 2005). According to Thompson (2007), neoliberalism differs from liberalism with its interventions in education. In classical liberalism, individuals independently defend their interests and provide the mobility of the social order with their actions.

Neoliberalism's view of education, on the other hand, is market-oriented and conservative, and the education system needs economic conditions. Neoliberal market strategies are needed to eliminate educational problems. Distance education, which causes the marketization of education, occupies a very important area. Activities carried out within the scope of distance education cause economic competition by intensifying the education market.

2.2. Distance Learning

Thanks to the changing and developing educational technologies, there are no space and time limitations in education, and distance education, which was previously provided by letter, is spreading rapidly throughout the world today (Kınık, 2014). With the globalization of communication technologies, education systems are also becoming global and new educational strategies are emerging thanks to groundbreaking developments in information systems. With distance education, teachers and students, who are kilometers apart, can teach with audio and video. This situation is a very important value for social development both in the international arena and in Turkey (İşman, 2011).

Undoubtedly, the reason for the emergence of distance education is not only the current professional development of individuals, but the majority of those who benefit from distance education who need to improve themselves while working or who are trying to gain a different qualification (Gökçe, 2008). Alkan (1996) states that with distance education, it is possible to have new options, to integrate education and business life, to personalize and democratize education, to ensure lifelong and effective learning, to integrate technology with education, to reach a large number of people, to balance educational demands and financial opportunities. .

Distance education is carried out in four ways: synchronous, asynchronous, and individual education at the computer. Synchronous lessons are realized by the simultaneous presence of the instructor and students in the online classroom environment, thanks to the live connection. Asynchronous courses, on the other hand, can be done on the internet. The student has the opportunity to watch and listen to the lessons many times over the internet

from wherever he wants. In individual education programs, students listen to the lesson whenever they want within the program and package they receive. In blended learning, it is aimed to realize learning by doing distance education and formal education together. In addition to using the classroom environment, some courses are held online (Demiray & İşman, 2001).

Hyatt (1998) states that the fact that teachers and students are not in the same place do not qualify as distance education by many participants, only that there is no physical integrity and that education is carried out online thanks to technology.

2.3. Distance Education and Its Features

The most prominent features of distance education are personalization, privatization, industrialization, serving those who do not comply with traditional education, mobilization, fast feedback, economy and technology. Preparing course content according to individual characteristics based on the uniqueness of each student is personalization. Privatization, on the other hand, is the ability of students who are separated from the classroom environment to perform individual learning by leaving institutional learning. Despite the rapidly growing demand, the opening of effective distance education institutions is conducive to its industrialization.

Employees, people living in different cities or countries, as well as sick, disabled, prisoners, etc. It is not possible for the people in the groups to receive education opportunities with traditional methods. They can get the opportunity through distance education. In line with wireless communication possibilities, independence from space is possible. Mobilization is one of the most beneficial features of distance education. Thanks to the quick feedback, the student can easily receive evaluations about their homework from the trainer via e-mails, and exams etc. The results are shared on the internet.

When evaluated financially, it is known that it is much more economical than formal education and it is possible to participate from all over the world thanks to satellite. With the development of technology, education becomes much more easily accessible, and gaining significant advantages through temporal and spatial savings is one of the opportunities that the digital world offers to people.

2.4. Pioneers of Distance Education in the World

It is stated that the first distance education in the world was carried out in Sweden in 1728 by letter. However, due to the lack of information on the details of this education, the shorthand lessons made by letter in Bath in 1833 are accepted for the first time in the literature. It is stated by Isaac Pitman, a shorthand specialist, that he teaches how to write parts of the Bible in shorthand, evaluates students and gives points (Durdu et al., 2016).

Distance education, which started in England, France, the United States and Germany in the middle of the 19th century, quickly became widespread. Distance education, which started to be carried out within the universities of Cambridge (1840), Illinois (1870), New York (1883), gained an advanced dimension with the establishment of International Letter Learning Schools in 1890, and by enacting a law in 1915, the National Higher Education Association in the state of Winsconsin in the United States. NUCEA was established (Hall, 2006). In our country, with the first initiative dating back to 1974, distance education started with the establishment of the "Open Education Faculty" within Anadolu University with the law that came into force in 1981. Internet-based applications were realized in 1996 under the leadership of Middle East and Technical University Informatics Institute (Yalabık, 2001).

Today, Illinois, California, Pennsylvania, Stanford, Utah universities are the leading universities that provide distance education. The University of Utah has been training private education teachers over the distance education system for more than 35 years (Jamescon & McDonnell, 2007).

2.5. International Education Market

Yang and Vidovich (2002) argue that globalization is characterized as a combination of differences, a complex combination of bipolar oppositions by adding them together, and that its real effect will be formed by the reactions of individuals. Since the international student market in education is very large, universities consider the income to be obtained when making financial arrangements. When considered globally, distance education in higher education is evaluated within the scope of international education (McBurnie, 2002).

As a result of globalization, universities have to make many arrangements and find financial resources and support in order to realize international education. Countries such as the United States, England, Canada and Germany, which have the largest share of the cake economically, are quite large It emphasizes that it is an inevitable fact that it has a participatory audience (Askeland & Payne, 2007).

Karpenko (2008) claims that the demand for distance education, which started in Russia in the late 90s, has recently been seen as an alternative to formal education. The distance education institution, which started in Russia, has more than 350 centers throughout the country and 60 centers in other countries. Distance education in the country is defined as the technology that provides quality education. It is stated that the distance between the center and the countryside has disappeared, and many economic and social problems have disappeared. The majority of the country, in support of Ivan Illich's "unschooled society" ideal, obtains the right to graduate with the courses they attend from their homes and workplaces and the exams they take, without going to school.

This is in a way an indication that Drucker's idea that university campuses will disappear in the next 30 years is not far off.

2.6. Preferred Countries, Universities and Departments in Distance Education
Management and economics are at the forefront of international distance education programs and departments. Management and economics are at the forefront of international distance education programs and departments. The reason for this is that it demands training related to the field of business and administration, especially in developing countries. There are the highest number of teaching and economics graduates in distance education worldwide. The least preferred departments are those related to agriculture and medicine.

Independent universities providing distance education carry out every activity related to the preparation phase and operation of their programs within their own structure. Athahesco University in Canada, National University of Distance Education in Costa Rica, British Open University are independent universities managed from the centre. Regionally-governed independent universities, on the other hand, provide distance education programs entirely by the institution, but technological infrastructure, student counseling service, etc. units are managed from the center to which they are affiliated in the region. The University of Television of China in the People's Republic of China and the National Distance University in Spain provide education according to this model.

In universities with a combined structure; Institutions providing distance education operate in cooperation with universities providing formal education. Tele University in Canada provides education according to this model. In addition to training within the University of Quebec board of directors, Tele University has online undergraduate and graduate programs. Distance education systems in schools in Germany are supervised by the central office in Dresden. The central office is responsible for the selection and placement of students in the programs, curriculum preparation studies, procurement of materials and equipment, student guidance services and administration. The distance education department at the University of Queensland in Australia has a dedicated online department within traditional university planning and is responsible for running online courses and managing programmes. Another university in Australia has a similar structure in New England, the only difference being that it consists of many departments. The university lecturers here provide consultancy to those who receive education from outside, other than their own students. The distance education management system is not involved in academic duties, but only deals with administrative affairs.

Massey University in New Zealand is the most preferred among universities with a complex structure consisting of multiple institutions. Officially, there is a system in which a large number of students, both students and non-students, take the exams and their results are valid in other and their own schools (Keen & Rumble, 1982).

2.7. Student Profiles Preferring Distance Education
Although the students are generally between the ages of 20 and 40, there is a wide age distribution. There are different distance education programs attended by younger age groups and older people. Most of them are individuals working in a part-time job. The number of boys is higher than that of girls. Persons with disabilities, convicts or those with limited means of transportation in disadvantaged groups constitute the smallest slice of the pie.

It is stated that the students who receive distance education generally have high motivation, they want to receive education in line with their decisions and desires, they are individuals who aim to live themselves in better conditions financially and morally by continuing their work and education lives together and then starting to work in much better conditions.

It is stated that the students generally have moderate economic opportunities and their levels are quite different from each other. Different individuals with past student experiences must meet certain criteria in order to be included in programs or departments. (Act. Ozer, 1999).

3. Discussion and Conclusion

Thanks to distance education, millions of students can have the chance to receive education wherever they are by saving time and space. Distance education is of great importance especially for disadvantaged groups in terms of self-development, language learning and advancement, diploma and certificate, since it reduces the cost of students by eliminating the necessity of being in the school environment.

The fact that it provides the opportunity to continue lifelong and also gives the opportunity to continue with working life has caused individuals to turn to distance education more in recent years. Due to its features such as creating new options, combining work and education life, lifelong learning, effective benefit from education systems and platforms, digitalized education strategies, reaching a large mass of people, and being more economical than abroad, more and more people around the world start distance education every day. starts (Alkan, 1996).

In addition to its numerous advantages, of course, it is inevitable that it will have some negative features. It prevents individuals from socializing, those who do not have the ability to self-control and self-evaluation experience difficulties, they prevent the acquisition of some behavioral qualities, they are insufficient in the lessons and subjects that need practice, they are dependent and dependent on the digital environment and materials and therefore the virtual environment, students cannot be given timely feedback, peer He is exposed to many criticisms because of his isolation from human relations due to the inability to be in a friendly environment and because of those who put someone else in the exam (Oral, 2014).

Thanks to the Internet, millions of students have the chance to graduate from the world's leading universities. With globalization, individuals who do not have high financial means can benefit from the institution located at the other end of the world without any expense to go to a different country. However, middle- and high-income individuals can benefit from this situation, because when the low-income group's tuition fees, internet access and technological devices are taken into account, the inequality of opportunity in education becomes even more.

Considering the fact that distance education universities in countries such as England, Germany, Canada, and the United States have very high fees, there are increasing criticisms that the gap between those with low economic status and those with high economic status will increase.

As a very concrete example of the commodification and marketization of education, prestigious universities hold various campaigns, promotions and scholarship exams, and carry out various straegies to continue to benefit from their share of the pie.

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