

Globalization in Higher Education: Discourse Analysis in the Context of Higher Education Reports

Yükseköğretimde Küreselleşme: Yükseköğretim Raporları Çerçevesinde Söylem Analizi

Sıtar KESER, Mesut DEMİRBİLEK, Gülşah TAŞÇI, Muzaffer HENDEN

ABSTRACT

In this research, the effects of globalization at the higher education level were examined by using "Critical Discourse Analysis". For this purpose, the "editorial introduction", "preface" and "executive summary" sections of the reports of national and international organizations were analysed using the critical discourse analysis (CDA) method. Open, axial and selective coding was used in the analysis of the texts together and separately. As a result of open coding, a total twenty-nine codes were obtained. As revealed by the axial codes, it can be said that the tendency of "objectification", "market-centred acting", "formation from outside towards inside", "homogenization" and "formation from top towards bottom" was observed. When the common points of the categories formed as a result of axial coding are examined, it can be said that there is a connection on the basis of isomorphism.

Keywords: Isomorphism, Standardization, Market Orientation, Objectification

ÖZ

Bu araştırmada küreselleşmenin yükseköğretim düzeyindeki etkileri "Eleştirel Söylem Analizi" kullanılarak incelenmiştir. Bu amaçla ulusal ve uluslararası kuruluşların raporlarının "editöryal giriş", "önsöz" ve "yönetici özeti" bölümleri eleştirel söylem analizi (CDA) yöntemi kullanılarak analiz edilmiştir. Metinlerin birlikte ve ayrı ayrı çözümlenmesinde açık, aksel ve seçici kodlama kullanılmıştır. Açık kodlama sonucunda toplam yirmi dokuz kod elde edilmiştir. Aksel kodlama sonucu "nesnelleşme", "piyasa merkezli hareket etme", "dıştan içe doğru oluşum", "homojenleşme" ve "yukarıdan aşağıya doğru oluşum" eğilimlerinin ortaya çıktığı görülmüştür. Aksel kodlama sonucunda oluşan kategorilerin ortak noktaları incelendiğinde, izomorfizm temelinde bir bağlantı olduğu söylenebilir.

Anahtar Sözcükler: İzomorfizm, Standardizasyon, Piyasa Merkezlilik, Nesnelleştirme

Keser S., Demirbilek M., Taşçı G., & Henden M., (2024). Globalization in higher education: Discourse analysis in the context of higher education reports. *Journal of Higher Education and Science/Yükseköğretim ve Bilim Dergisi*, 14(2), 147-161. <https://doi.org/10.5961/higheredusci.1240420>

Sıtar KESER (✉)

ORCID ID: 0000-0001-9630-3855

Çekmeköy Public Education Center, İstanbul, Türkiye
Çekmeköy Halk Eğitimi Merkezi, İstanbul, Türkiye
starkeser@gmail.com

Mesut DEMİRBİLEK

ORCID ID: 0000-0002-7570-7807

60th Year Sarıgazi Secondary School, İstanbul, Türkiye
60. Yıl Sarıgazi Ortaokulu, İstanbul, Türkiye

Received/Geliş Tarihi : 22.01.2023

Accepted/Kabul Tarihi: 24.07.2024

Gülşah TAŞÇI

ORCID ID: 0000-0003-0701-2824

İstanbul 29 Mayıs University, Faculty of Education, Department of Educational Sciences, Department of Educational Administration, İstanbul, Türkiye
İstanbul 29 Mayıs Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Eğitim Yönetimi Anabilim Dalı, İstanbul, Türkiye

Muzaffer HENDEN

ORCID ID: 0000-0001-6654-6581

Çekmeköy Public Education Center
Çekmeköy Halk Eğitimi Merkezi



This work is licensed by "Creative Commons Attribution-NonCommercial-4.0 International (CC)".

INTRODUCTION

Globalization is a process that, in various ways, has an impact on the course and existence of individuals, communities, states, and ultimately, the entire world. Globalization, whose effects are discussed in every context, is the subject of scientific research on the basis of its positive and negative effects. Globalization is seen as a context that is fundamentally reshaping the institutional structure of higher education (Beck, 2012; Maringe & Foskett, 2010). In scientific research, many areas, such as different situations, phenomena, institutions, nations, and cultures, are subjected to analytical examinations. In the current study, the effects of globalization on higher education in national and international dimensions were examined by subjecting them to CDA (critical discourse analysis) within the context of higher education reports..

Globalization, which connects the world through economic, social, and cultural multi-layered bonds, is now a recognized process in terms of its existence and effects. Globalization, rather than being an epistemological or ontological reality, is a process by which we have produced information. In other words, it is a process that is created and constructed in the imagination, and that does not contain causality on its own (Geerlings & Lundberg, 2018). However, researchers, policymakers, and civil society organizations disagree about whether globalization is inevitable or not. The problems of who controls the processes within globalization, who are the winners and losers in the fundamental transformations created by globalization, and which policies should be adopted in the face of globalization are frequently discussed and become a subject of research (Gonzalez, 2016). Globalization, in the most general sense, is an international integration process based on the interaction and exchange of ideas, products and cultures (Albrow & King, 1990). In the economic-based definition, *globalization* is defined as a process that produces a single and competitive world economy, and trade is used to explain a worldwide integration of capital flows (Mancini, 2012). In a cultural context, globalization is defined as a process that dissolves or destroys cultural differences around the world, leading to the emergence of a particular set of widely shared values and beliefs (Movius, 2010). With a geographical metaphor, globalization is defined as a system that flattens the world or starts flattening, creating, and imposing itself over fiber networks in a way that leaves no gaps (Friedman, 2007). In the historical context, globalization is defined as the move of people living in a certain geography, the products consumed, the newspapers read, and so on in this geography to different geographies over time and eventually spreading rapidly and becoming everywhere (Ritzer, 2011).

Another definition of globalization is that it is a state of post-modern empire that destroys borders as a process, renders them meaningless, encompasses the world, and reshapes it every day (Hardt & Negri, 2015). Another definition of globalization is a state of fluid modernity in which people, as well as goods and services, become fluid, move everywhere, and change places (Bauman, 2006).

Globalization, which affects life from different aspects, affects societies, individuals, nations, and the whole human condition

through complex connections and causes all differences to become interrelated (Robertson, 1992). The manifestation of these transformations and the state of being related is understood by bringing together historicity, individual experiences, politics, philosophy, and post-modernity in an interactive analytical framework. For example, in the context of individual experiences, personal factors such as who examines globalization on an autobiographical basis, from whose eyes it is viewed, and how it affects whom are taken into consideration. In revealing what lies behind the manifestation of globalization in the historical dimension, it is acted in a context of interpreting the past within the present. In the political context, it is aimed to examine the effects of globalization in daily life, based on the fact that politics is in the life of every individual (White & Cooper, 2016).

In this context, different but intertwined planes such as historicity, individual experiences, and political context require a critical dimension in interpreting and analyzing globalization. According to Foucault (2015), the main purpose in the analysis of globalization, like all other phenomena, should be to reveal the social context that shapes the society and the individual, the knowledge that feeds from this context and determines this context, and the reality behind the ties that emerge as a result of these interactions. In this context, globalization, which can be defined as a higher system or complex interconnectedness, reshapes numerous elements and institutions, such as the individual, the state, and international organizations, while higher education institutions get their share from it. Also, according to Marginson (2022), "Globalisation enlarges global higher education as a space for agentic action" (p.5).

Higher education institutions inevitably experience a multifaceted process of social, economic, educational, administrative, and physical change with the effect of globalization on the one hand, and they can turn into one of the triggers of globalization on the other (Bakioğlu & Keser, 2019). At this point, with knowledge-based production becoming the distinguishing feature of globalizing economies, the intellectual capital produced by universities has turned into an essential component of globalization. Technological developments, especially developments in information technology, have changed the way the world economy is organized and the way higher education is offered (Varghese, 2013). With globalization, higher education institutions have begun to become interconnected, develop joint programs, and exchange applications by being integrated into international networks (Narmania, 2021). With universities integrating into international networks, a period in which radical changes have been imposed on universities, and they have been forced to restructure, has started for universities. With the indoctrination of marketing ideology, university leaders frequently and appropriately talk about the marketization of higher education (Shahnaz, 2021, p.654). These radical changes have not been limited only to the way universities manage their finances, but also affected academic and non-academic activities in universities. Especially when considered in today's context, a period in which higher education institutions are seen and organized primarily with an economic lens is being

experienced. In fact, universities today have begun to become commercial institutions competing to provide knowledge in global markets (Abu Al-Haija & Mahamid, 2021). Universities that have been added to global connections have begun to move away from their traditional roles, such as producing, disseminating science, and serving the public to construct the ideal society and have evolved into structures that enter the orbit of international and national institutions and companies that focus on material profit and growth targets (Raaper & Olsesen, 2016).

It is necessary to consider how the higher education system, which is under the grip of globalization and, therefore, internationalization, has transformed while being repositioned in the context of social relations. The transformation process, which manifests itself in higher education systems depending on the acceleration of globalization, continues on three main lines. One of the elements on which the historicity of this transformation can be observed is the individual. The individual finds his/her representation in academics and students in the higher education system. It is possible to see the thinking system in which emphasis is placed on the individual in the meritocracy put forward by Young (1961). In Young's meritocratic perspective, the individual is seen as someone within the collective structure obliged to mobilize his/her abilities for social good. Society has to create a system that ensures that the right person is in the right place for collective benefit. The individual bears a responsibility to act with dedication. This is a requirement for the society not to experience disasters. In meritocracy, whose context has changed with the effect of globalization, personal benefit has preceded collective benefit. Focused on economic value-based self-interests, the individual must be the most rational and best decision maker about his/her needs and interests (Olssen & Peters, 2005). Being in the right place at the right time has turned into a responsibility undertaken by the individual. Competition has ceased to be a situation to be avoided and has become a norm of today. Meritocracy has entered the service of globalization as a discourse that promotes and normalizes competition. We are in a new era of institutionalization where competition is at the center, all qualities are unquestionably defined to the finest detail, and each quality is required to be proven with documents (Jodhka & Newman, 2007). In this age, when the superiority of diplomas came to an end, higher education institutions have to transform.

In the academy, meritocratic transformation is not the only area where transformation has been observed. Another factor that transforms in parallel with the meritocratic transformation is knowledge. In the words of Seki (2013), information that was described as a public good in the 1950s has now turned into a property that is sold. The inclusiveness and collective nature of information has eroded in the 1980s in parallel with the pace of globalization. Information has now turned into a commercial property that should be sold. Information belonging to the public domain has turned into a commercially salable element.

Education plays a dominant role in the production, transmission, and organization of information as a commercial commodity. This dominant role reveals information capitalism from

the consensus between economics and education. Defining information capitalism as the last stage of globalization, Peters (2010) states that the coalition between education and industry creates pressure on higher education institutions through the capitalization of information, the deterritorialization of information, and the technologisation of education. On the grounds of capitalization, deterritorialization, and technologisation, the new coalition between education and industry based on information capitalism leads to the restructuring of the relations between education, learning, and work (Olssen & Peters, 2005). The relationship between education, work, and learning has also rearranged the role-sharing between actors. Due to the transformation of academic norms, the actors themselves and their relationship forms have also been transformed. Traditional academic norms and roles such as trust, ethics, professional values, freedom of expression, and being a public intellectual have been replaced by elements such as competition, market-centered business norms, institutional commitment, and vertical relations (Olssen, 2002). The redistribution of actors and roles has also transformed the institutional existence of the university.

New interaction networks between actors that emerge with the transformation of knowledge create intense pressure on universities in terms of sourcing and sharing resources. Resource pressure on universities forces universities to cooperate with market actors. These collaborations erode the autonomous structure of the university and result in their transformation into a link in the chain (Matei, 2017). Traditional universities, which shape their own principles, norms, and processes themselves, determine and perform their own forms of activity, and have judicial independence in approving, testing, verifying, and declaring validity (Toker Kılınc, 2017), seem to be replaced by universities that are articulated to the market. Universities that continue their transformation in the historical course tend to identify with the mottos of entrepreneur scientists, entrepreneurial science, and entrepreneurial universities as a result of globalization (Etzkowitz, 2002).

In this regard, when the goals of international organizations such as the World Bank, UNESCO, and the European Union in higher education are examined, the differences resulting from globalization in the orientation of higher education institutions can be seen more clearly. In this connection, in the report issued by the World Bank (2021) on higher education, countries are recommended to train individuals who have the competencies required by the labor market and who are capable and adaptable in economic and social contexts at their higher institutions and to act in a framework based on the knowledge economy in this sense. UNESCO (2020), highlighting the globalization agenda in its report emphasizing accessibility, frequently voices the arguments for international recognition in higher education, mobility, and cooperation between universities, integration into international networks, and meeting demand pressure. OECD (2020), on the other hand, recommends that higher education institutions develop a financing strategy that facilitates their contribution to society and the economy by turning into institutions that establish strong ties with the

labor market. As seen in this framework, these institutions, which have supranational influence and position, carry globalization to a compelling point in the eyes of higher education institutions as a discourse through their networks having instruments such as comparison reports and policy recommendations (Shahjahan, 2012). In this context, the globalization discourse, which creates itself through complex networks at the supranational, international, and national levels, limits the imagination of higher education and limits the development options of higher education in various ways. With their limiting effects, these discourses create a domain of influence that justifies certain actions while invalidating alternative actions (Geerlings, & Lundberg, 2018).

There is a continuous and reciprocal interaction between the power, which has a decisive role and which is accepted as the reference point and knowledge. The relationship between power and knowledge, which feed each other, makes itself recognized by producing discourse. In order to analyze the power of the discourse produced by the relationship between power and knowledge and its sphere of influence, it is necessary to reveal from a critical perspective how the situation is interpreted through which relations, which definitions, and which discourses (Foucault, 2011). In addition, these discourses can produce imaginary representations of what the world should be and rhetoric on which actors can base their actions and policies and reshape the perception of reality by providing a strong ground for maintaining a certain form of globalization and the power relations embedded in it and by making globalization mystifying (Fairclough, 2006).

Critical discourse analysis comes into play at the point of enabling discourse to be handled and analyzed on a critical basis. In this connection, the analysis of the discourses in the reports on the globalization of higher education was carried out on the basis of various higher education reports in the current study. The current study seeks answers to the following questions:

- How are discourses on globalization presented in the reports of various institutions in higher education?
- What recommendations and implications can we learn from these reports?

Conceptual Considerations

Globalization refers to the state of similarity on a global scale, where interdependent production takes place, similar consumption is experienced, and the same impulses are responded to (Williamson, 1998). After major economic and social concerns emerged, this concept began to develop and, over time, became a tool for solving global problems, and various international institutions emerged (Coglianese, 2000). Through these institutions, a competitive environment has been created by ensuring standardization in various fields of service or activity, and various activities for standardization have gained momentum, especially in the field of higher education (Hampson-Jones, 2023). As a justification for this, Carnoy (2005) states that knowledge and innovation lead to globalization and that access to intensive information facilitates standardization and globalization.

According to Cardona, Pardo, and Dasi (2020), this situation has reached a dimension that goes beyond traditional missionary activities in the context of globalization in higher education institutions. According to them, the incorporation of market concepts into university policies and the race to maintain competition cause universities to accept and legitimize some practices of international institutions and organizations, causing them to fall into the trap of “resemblance” or “homogenization” called isomorphism. In this process of similarization, higher education institutions are exposed to various forms of isomorphism (Cardona, Pardo, & Dasi, 2020). Indeed, sometimes it can be “coercive isomorphism” based on formal or informal coercion by culture, society or the state, and sometimes it can be “mimetic isomorphism” based on imitating the solutions of universities facing similar problems, especially in situations where the university faces various problems or uncertainties. There can also be processes of “normative isomorphism” in which university professionals are forced to accept or imitate the norms or standards of professional organizations or networks in their field (Cardona, Pardo, & Dasi, 2020).

METHOD

Data Collection and Analysis

In the current study, four higher education reports covering different institutions were used as the basis for obtaining the data. Discourses such as “introduction,” “editorial introduction,” “preface,” and “executive summary,” which are usually included in the introduction or introductory part of these reports, were analyzed using the critical discourse analysis (CDA) method. CDA is a qualitative analytical approach to critically identify, interpret and explain the ways in which discourses construct, perpetuate and legitimize social inequalities (Wodak & Meyer, 2009; Taşçı, 2021). Therefore, CDA is a useful approach for educational researchers investigating the links between educational practices and social contexts (Mullet, 2008). Given this gap, critical consideration of the state and status of the phenomenon is needed.

In CDA, to decipher semiosis, description, interpretation, and explanation forms are used to reveal the discourse process that shapes the social space (Mullat, 2018). Semiosis, which is the semantic carrier of social practices, appears in three ways (Fairclough, 2001): (1) The first form of semiosis expression is genres, which are part of social activities. Genres that reveal themselves through daily conversations, meetings, interviews, etc., which are expressions of how social life is shaped reflect social activities. (2) Discourse, an expression of different forms of social life, is another aspect of semiosis. The discourses, which are the carriers of various forms of representation, are the expression of the practices of social actors. The discourses shaped by the positions of different actors in the social field are the carriers of the social construction process. (3) The style, which manifests itself in the eyes of individuals, forms the other side of semiosis. The expression forms of social practices are determined by the influence of factors such as social class, sexual orientation, nationality, culture, and ethnicity, which are other aspects that determine the formation of semiosis. Ident-

tities of individuals determine their expression style. In CDA, where social structure, activities, and practices are analyzed through language, order of discourse, and text, the analysis process is carried out in the context of an analytical framework (Fairclough, 2001).

The current study is aimed to analyze the effects of globalization on higher education using critical discourse analysis. The preface texts in the reports prepared by YÖK (The Council of Higher Education), OECD, FICCI-EY, and Eurydice were used for the analysis. The reason for analyzing the higher education systems of India and Türkiye together with two international texts is that both countries are categorized as developing countries. Certain criteria are used to classify countries as underdeveloped, developing, and developed. These criteria are per capita income, economic and social structure, social conditions, and political structure. International organizations such as the United Nations make assessments of the relevant countries in the context of these criteria (Congressional Research Service, 2002).

Table 1 shows that the analysis process was created using the CDA stages presented by Mullet (2018).

Determination and preparation of data sources

In the current study, the prefaces of the reports prepared by YÖK, OECD, FICCI-EY, and European Union were analyzed with CDA.

YÖK, established in 1981 after a military coup in Türkiye, is the central organization controlling all higher education institutions. YÖK maintains its determining role in higher education institutions with the decisions it makes, the reports

it publishes, the strategies it determines, and the policies it proposes. Therefore, the reports prepared by the Council of Higher Education to analyze the situation of higher education institutions in Türkiye should be seen as primary sources. It is possible to make discourse analyses on structuring higher education through these reports. Prefaces in these reports, on the other hand, provide content that presents the framework of the report, reveals the context in which it is written, gives clues about the final purpose of the report, and provides an understanding of the actors involved in the writing of the report. Prefaces which serve as an introduction to written sources such as books, reports, etc., are the sections that contain information about the purpose and the scope of the written sources (Cambridge Dictionary, 2023; Dictionary, 2023). The preface section gives information about the background of the written source, reveals its context, sets the line of thought, and gives clues about the areas it does not contain (Vocabulary, 2023). In addition, a preface provides content about the sources of inspiration that played a role in creating the work (Osworth, 2017). In short, prefaces are part of the written work that plays an important role in expressing its style, genre, and discourse (Gómez, 2003).

Laying out the background of each text

International organizations such as the OECD and the World Bank transform higher education systems into a tool of globalization with the discourse and action pressure they create on economic, social, and cultural fields (Dirlik, 2012). Globally emerging elements such as ranking systems, standardization impositions of accreditation organizations, international research collaborations, student and academic mobility are

Table 1: CDA Stages

Stage of analysis	Explanation
Selection of discourse	The effect of globalization discourse on higher education processes
Determination and preparation of data sources	Prefaces in the reports on higher education structuring
Laying out the background of each text	Tracing the changes in higher education in the context of globalization in texts. Analyzing texts in the context of globalization in historical and social dimensions. Analyzing who is the target audience and which audience are not included in the texts. To reveal the style, the general tendency and genre of the texts are analyzed.
Coding texts and determining themes	Open, axial and selective coding was used in the analysis of the texts together and separately.
Analyzing external relations in texts on the basis of interdiscursivity	Analyzing the relationships between texts and the social context that exists on the axis of higher education. Examination of the relationship between higher education practices and the arguments of the texts.
Analyzing internal relationships in texts	Examining the basic expressions, words, metaphors, sentence syntax in the texts and thus: (1) Examination of the goals of higher education expressed in the texts. (2) Determining the roles and responsibilities emphasized in the texts. (3) Examining the actors in the texts and their positions in the social field. (4) The position of the owner of the text.
Interpretation of the data	Discussion and interpretation of higher education on the basis of globalization in the context of internal and external relations through the themes and codes laid out from text analysis

bringing higher education systems closer to each other (Jakobs, 2020). Higher education institutions that “reified” with the effect of globalization eventually try to overcome this state of reification by taking the path of internationalization. Considering the relationship between globalization and internationalization, in Altbach’s (2004) statement, internationalization includes certain programs and policies applied to higher education institutions and governments to deal with globalization. In other words, internationalization acts as a protective shield as a grid against globalization. In the impossibility of completely excluding global influence, internationalization is a lifeline attached to the desire to soften harsh interventions.

In this framework, the expectation of achieving international norms and convergence, which is not explicitly stated in the discourses of national or international higher education reports, gains importance. Critically analyzing these discourses will reveal the invisible goals in the background. For this reason, the texts and discourses were examined in line with their conceptual background and evaluated with a critical attitude that seeks globalization.

Coding Texts

Open, axial, and selective coding was used to analyze the texts together and separately. The methodological structure in which open coding, axial coding, and selective coding analyses are used together is based on the Grounded Theory Methodology developed by Strauss and Glaser (1967). Using these analysis methods together enables the researcher to examine the documents deeply. In the current study, firstly, with open coding, the data accessed in documents were analyzed by dividing them into separate parts. For this purpose, the examined preface texts are handled independently. The axial coding stage was initiated by establishing connections between the data obtained from individual text studies. In the next step, a selective coding analysis was conducted to determine the central categories.

Open Coding

In this section, the texts in the prefaces in the higher education reports, which are the data source of this study, are divided into small parts and analyzed analytically.

Sample-Study Group

The maximum variation sampling method, one of the purposive sampling methods, was used in selecting higher education reports or documents to be analyzed in the current study. In this sampling method, people, situations, documents, and events that are as different and diverse from each other as possible are included in the research within the framework of the phenomenon being studied and the related purpose and thus, common patterns from different aspects are revealed (Baltacı, 2018; Grix, 2010). At the same time, this method aims to reveal the common meanings shared between various situations, and different aspects of the problem are included in the research (Marczyk et al., 2005). In this context, four higher education reports covering different national (YÖK and FICCI-EY) and international (OECD and Eurydice) samples were included in the

current study in order to ensure document diversity within the framework of the phenomenon being researched.

In addition to the reports of international organizations such as OECD and Eurydice, national examples such as Türkiye and India were also included in the discourse analysis conducted in this direction. Indeed, as Erdem (2012) points out, in recent years, Turkish higher education has been moving in a competitive direction, trying to comply with international criteria and norms (accreditation, rankings, etc.), focusing on quality and efficiency, and taking into account the expectations and demands of the business world. At the same time, according to Erdem, the share allocated to Turkish universities from the central budget is gradually decreasing. A process based on the market economy is being imposed on higher education so that universities can create and find their resources. In addition, Erdem argues that the impact of some global student and faculty exchange programs (Erasmus, etc.) is encouraging a “similar” university and individual structure. This is also reflected in reports written by various official organizations, such as the Foreign Economic Relations Board in 2013, the Ministry of Development in 2015, and the Council of Higher Education in 2014 and 2016, which address and promote the internationalization of higher education in Türkiye (Presidency of the Interuniversity Council of the Republic of Türkiye, 2016).

The situation in higher education in India, a developing country like Türkiye, is similar to that in Türkiye. Adithan and Creese (2010) emphasized the need for higher education in India to adapt to the global knowledge economy, to support the private sector, to internationalize equivalence and degrees, to organize programs according to international quality standards, to develop international cultural understanding and to gain a global dimension in teaching-learning approaches. Rao (2018), on the other hand, in his research conducted in India, justifies globalization in higher education based on being a knowledge society. However, Rao states that globalization may have some negativities for developing countries such as India and that students with low socio-economic status, especially in terms of access to technological tools, will be disadvantaged, and this will cause frustration and unemployment. Hazra (2018) emphasized the importance of global connectivity, interdependence, and integration by stating that globalization has increased the demand for higher education in India. Again, while Hazra states that globalization in higher education has enabled India to open up to the global market, he also admits that traditional values have weakened, the distance between rich and poor has increased, and education has become commercialized and commodified.

Findings

This section presents the findings obtained from the critical discourse analysis carried out over the discourses in the Türkiye-YÖK, OECD, Eurydice, and India-FICCI-EY reports.

The Türkiye-YÖK Report

The first of the analyzed prefaces belongs to the report titled “New Projects in Higher Education, Specialization and Mission

Differentiation in Higher Education” (YÖK, 2020). In open coding, codes were created by analyzing the paragraphs, sentences, words, and grammatical structures (tenses, subjects, verbs, objects) that make up the sentences in the preface of this document. Examples of how the codes obtained from the analyses and shown in Table 1 are reached are as follows:

Example 1: The sentence in the report: “...In today’s world, as a result of the globalization process, higher education institutions show significant changes and developments within the framework of their missions, functions, new strategies, and cooperation models ... Innovation systems of development, competition, strong leading countries in the 21st century: resilient, strong economies, dynamic companies ...”

When this sentence is examined in terms of content, meaning, and structure, it is seen that the present tense is emphasized based on the expressions of the 21st century and today’s world. Words such as “innovation, mission, function, strategy, cooperation models” are market-based arguments frequently used by commercial organizations. In addition, conditional statements such as “as a result of the globalization process... significant changes and developments” can be interpreted as “changes occurring from outside towards inside”. A code called “the objectification of higher education institutions” was created in this connection.

Example 2: The sentence in the report: “...We contribute to the targets of Türkiye for 2023 with projects to strengthen the role of universities in regional development and to identify research universities...”

In this sentence, the emphasis on the future time was made with 2023. When the whole sentence is analyzed, it is seen that the phrase “We contribute to the targets of ...”, which indicates “expectation,” is included. In addition, the phrase “...strengthen the role of universities in regional development...” indicates that universities are positioned in line with market expectations and targets.

Example 3: “...We too carry out many projects in Türkiye for the balanced execution of the trio of national research, higher education and innovation systems, and most importantly, for well-trained human resources ...”

“Too” used as a conjunction in the expression “We too” gives the meaning of a priori conditioning. When this conjunction is considered within the integrity of the sentence, it indicates an addition in terms of higher education institutions. Based on this finding, the “acting with extrinsic motivation” code was generated. Statements such as “innovation systems, well-trained human resources” are examples of market argumentation.

OECD Report

The second of the analyzed prefaces is the report “State of Higher Education: A Year in the Covid-19 Pandemic” (OECD, 2021). In open coding, codes were created by analyzing the paragraphs, sentences, words, grammatical structures (tenses, subjects, verbs, objects) that make up the sentences in the preface of this document. Examples of how the codes obtained

from the analyses and shown in Table 1 are reached are as follows:

Example 4: The sentence in the report: “...however, it may be helpful to look at how other education systems are responding to similar challenges.” In this sentence, there is a reference to finding a solution similar to the practices of other education systems for the existing problem.

Example 5: The sentence in the report: “New policy measures and institutional choices for a more innovative handling of the provisions imposed in terms of the traditional student structure.... is necessary.” This sentence refers to the compulsion of the conditions of the time, which is created by the exclusion of the “traditional” and the inclusion of “innovative”.

Example 6: The sentence in the report: “Students hoping to regain skills or improve their skills ... may choose to acquire skills required in the labor market flexibly and cost-effectively by moving towards faster and more flexible alternatives to academic degrees.” In this sentence, the phenomenon of “labor market” is emphasized. The sentence refers to the student profile that is suitable for the qualifications required by the current market environment.

Example 7: The sentence in the report: “Australian universities that enroll large numbers of Chinese students are expected to lose between \$2 billion and \$3 billion in tuition fees from international students.” This sentence it shows that the concept of “international student” is handled in a way that goes beyond education and training concerns and is seen as a phenomenon that cannot meet market expectations. At the same time, it gives clues that the phenomenon of “international student”, which is an important tool for the structuring of global education, is handled more in line with the aim of global capital.

Example 8: The sentence in the report: “Digital technologies make ‘virtual internationalization’ possible, although it is a less attractive option for higher education students than face-to-face learning.” This sentence emphasizes that digital technologies used in the field of education are used as a tool to create a common understanding within the framework of higher education.

Example 9: The sentence in the report: “But it will require higher education institutions to dedicate themselves to the development of next-generation learning environments ...” In this sentence, a “common” framework defined as “next generation learning environments” has been presented, and it is recommended that students act in line with the boundaries of this framework.

European Commission - Eurydice Report

The third of the prefaces analyzed belongs to the report titled “European Higher Education Area in 2020: Bologna Process Implementation Report” (European Commission/EACEA/Eurydice, 2020). In open coding, codes were created by analyzing the paragraphs, sentences, words, and grammatical structures (tenses, subjects, verbs, objects) that make up the sentences in the preface of this document. Examples of how the codes

obtained from the analyses and shown in Table 1 are reached are as follows:

Example 10: The sentence in the report: "...demonstrated that we are much stronger together when we work together for a greener, more digital and more resilient society. But this requires a higher level of shared ambition and commitment." In this sentence, emphasis is placed on partnership and common commitment in various issues. This situation contains risks that will force the higher education field to develop a common framework and goal, resulting in identity erosion.

Example 11. The sentence in the report: "This edition of the Bologna Process Implementation Report demonstrates two decades of significant progress when it comes to mobility, quality assurance and recognition." In this sentence, there is a particular emphasis on the concepts of "quality assurance and recognition." Given that the quality is evaluated by considering various international standards in terms of higher education institutions, the provision of recognition in this way paves the way for externally supervised standardization and leads to homogeneous structures.

Example 12. The sentence in the report: "Practices work better when higher education systems take into account the experiences of other countries." In this sentence, emphasis is placed on the experiences of other countries, and higher education systems are directed towards common experiences that are considered useful in their implementation processes.

Example 13. The sentence in the report: "...to improve the implementation of Bologna's key commitments following the last Bologna Ministerial Conference in Paris." In this sentence, the concept of "key commitments" emphasizes homogeneous practices that must be fulfilled for higher education institutions and draws attention to externally determined mandatory rules.

Example 14. The sentence in the report: "To ensure that European cooperation fulfills its full potential, we need to set new ambitious priorities for action at the next Bologna Ministerial Conference in November 2020." In this sentence, emphasis is placed on the determination of "new priorities," and the idea of putting forward priorities that will provide a higher identity for higher education institutions comes to the fore.

Example 15. The sentence in the report: "The proposed initiatives will develop through EU policies and programs an inclusive, innovative, interconnected and digitally crafted higher education system that contributes significantly to the European Green Deal and the United Nations' Sustainable Development goals." In this sentence, emphasis is put on the establishment of a "higher education system" determined for higher education institutions, and it is aimed to systematize the target higher education institutions, the structural framework of which is tried to be shaped.

Example 16. The sentence in the report: "European University alliances supported by Erasmus+ and Horizon Europe programs will act as role models through more flexible and modular learning paths." In this sentence, the concepts of "alliance" and "role modeling" emphasize the necessity of eliminating differ-

ences in higher education through a higher level orientation within the framework of common goals, and at the same time, emphasize the orientation of comparing other institutions to the "best one" in terms of being a role model.

Example 17. The sentence in the report: "I want the European Higher Education Area to inspire and support other member countries to take advantage of a similar path." In this sentence, it is emphasized that a structured higher education system constitutes a regulatory example in terms of method, and attention is drawn to the inspiring feature of this "exemplary" construction in terms of simulating the basic dynamics of institutions.

India-FICCI-EY Report

The fourth of the analyzed prefaces is the "Higher Education in India: Vision 2040 " report (FICCI-EY, 2021). In open coding, codes were created by analyzing the paragraphs, sentences, words, grammatical structures (tenses, subjects, verbs, objects) that make up the sentences in the preface of this document. Examples of how the codes obtained from the analyses and shown in Table 1 are reached are as follows:

Example 18. The sentence in the report: "We don't need knowledge, but we need skills, attitudes, and values to shape and develop the future for a stronger global citizenship." In this sentence, the concept of "global citizenship" is emphasized in terms of future vision, and attention is drawn to developing common values, attitudes, and skills in this direction.

Example 19. The sentence in the report: "The pressures faced by individuals, institutions, and societies in this crisis are accelerating the Fourth Industrial Revolution, blurring the boundaries between the physical and digital worlds." This sentence emphasizes the global pressure that organizations face and draws attention to the fact that this pressure imposes social, economic, and technological changes. At the same time, with the concept of "blurring the boundaries," a direct reference is made to globalization.

Example 20. The sentence in the report: "The new age requires individuals to be comfortable with technology, uncertainty, and unpredictable risks." In this sentence, the concept of "new age" is emphasized, and a global perspective and period are indicated in which the changes required by this age affect all people and societies.

Example 21. The sentence in the report is: "Scientific and technological developments are transforming the world, and these changes also affect education systems and processes." In this sentence, a common change is emphasized within the framework of the concept of "world," it is pointed out that this change leads to a necessary transformation in education systems.

Example 22. The sentence in the report: "The report brought together learnings, documented cases, and best practices from the global higher education ecosystem." In this sentence, the concept of "global higher education ecosystem" is emphasized and it is noted that higher education institutions with different

cultural codes are brought together around the concept of “ecosystem” and that belongingness to a new supra-identity has been achieved.

Example 23. The sentence in the report: “We hope that the speeches made at the 16th FICCI Higher Education Summit 2021 will provide governments, industry, universities, and other stakeholders with the right perspective to adapt to the rapidly changing world and develop appropriate strategies to manage this change effectively.” The concept of “adapting to a changing world” in this sentence draws attention and it is recommended to fulfill the requirements of this adaptation. In this way, the existence and necessity of a perspective whose framework has been determined for making a change common is emphasized.

Example 24. The sentence in the report: “In 2020, the higher education ecosystem underwent a dramatic and undeniable change.” The concept of “ecosystem” in this sentence emphasizes a common structure whose framework has been determined.

Example 25. The sentence in the report: “All higher education institutions have had to accept the increase in digital tools and

technology platforms that are restructuring not only academic aspects but also experiential and administrative functions.” The phenomenon of “acceptance” in this sentence refers to a situation that requires the acceptance of external stimuli for change affecting higher education institutions.

Example 26. The sentence in the report: “This pandemic has triggered the transformation of the higher education sector and accelerated the transition to Education 4.0, a technologically supported, student-centered model that supports flexible learning paths and focuses on the knowledge and skills needs of the sector.” In this sentence, an emphasis is placed on an idea that includes a “generalization” regarding the transformation of higher education by the pandemic, and an orientation towards a goal conceptualized as “Education 4.0” is provided. This orientation encourages adaptation to this framework determined for all societies and institutions and efforts to reach the global “structured ideals” put forward.

The codes shown in the examples derived from the examination of the prefaces and introductory texts of various higher education reports and reached in line with the findings are shown in Table 2;

Table 2: Globalization-Related Codes Derived from the Prefaces and Introductory Texts of the Reports Analysed

Country/ Institution	Report	Codes
European Commission-Eurydice Report	<i>The European Higher Education Area in 2020: Bologna Process Implementation Report.</i> (European Commission, 2020).	<ul style="list-style-type: none"> • Commitment to common goals • Standardization • Orientation towards common experiences • Creating a profile suitable for the market • Imposition of the structured system • Higher positioning through alliances • Creating a role model
OECD Report	<i>The state of higher education: One year into the COVID-19 pandemic Report</i> (OECD, 2021).	<ul style="list-style-type: none"> • Similar solutions • Exclusion of traditional attitudes • Creating a profile suitable for the market • Global capital expectations • Fetishization of digital technologies • Commonization of learning environments • Prioritizing the current state
Indian-FICCI-EY Report	<i>Higher Education in India: Vision 2040</i> (FICCI-EY, 2021)	<ul style="list-style-type: none"> • Developing shared values and attitudes • Prioritizing external demands • Pressure of change • Emphasis on the new era • Creating an ecosystem • The tendency to create harmony / similarity • Accepting change • Structured ideals
Türkiye-YÖK Report	<i>New Projects in Higher Education, Specialization and Mission Differentiation in Higher Education</i> (YÖK, 2020)	<ul style="list-style-type: none"> • Prioritizing globalization • Market argumentation • Prioritizing external demands • Objectification of academics • Objectification of higher education institutions • Extrinsic motivation • Emphasis on quantitative measurement • Prioritizing the current state

Axial coding

Based on the relationships between open coding and the codes found, categories were created using axial coding. At this stage, the codes created in open coding were divided into categories based on the connections between them through phenomenology. As stated by Corbin and Strauss (1996), this stage aims to identify categories by discovering connections over phenomena. While creating the categories, it is acted upon a main idea. The categories obtained within the framework of axial coding are given in Table 3 below.

As a result of examining and analyzing the codes obtained from open coding through axial coding in terms of context, meaning,

and factual relations, the categories of (1) objectification, (2) market-centeredness, (3) homogenization tendency, (4) formation from outside towards inside, and (5) formation from top towards bottom emerged.

When the common points of the categories formed as a result of axial coding are examined, it can be said that there is a connection based on isomorphism. The basis of this connection in the context of isomorphism is the similarity of discourse in the analyzed reports. As stated by DiMaggio & Powell, (1983), this concept is used to explain the situation in which organizations that are established and operate within the framework of the same objectives on an institutional basis are forced to become homogeneous and similar. The expression of similar

Table 3: Categories Resulting From Axial Coding

Open Coding Codes	Axial Coding Categories / Sub-categories
<ul style="list-style-type: none"> • Commitment to common goals • Standardization • Orientation towards common experiences • Creating a profile suitable for the market • Imposition of the structured system • Higher positioning through alliances • Creating a role model • Similar solutions • Exclusion of traditional attitudes • Creating a profile suitable for the market • Global capital expectations • Fetishization of digital technologies • Commonization of learning environments • Prioritizing the current state • Developing shared values and attitudes • Prioritizing external demands • Pressure of change • Emphasis on the new era • Creating an ecosystem • The tendency to create harmony / similarity. • Accepting change • Structured ideals • Prioritizing globalization • Market argumentation • Prioritizing external demands • Objectification of academics • Objectification of higher education institutions • Extrinsic motivation • Emphasis on quantitative measurement • Prioritizing the current state 	<p>Objectification</p> <ul style="list-style-type: none"> • Objectification of higher education institutions • Prioritizing structured ideals • Emphasis on quantitative measurement • Objectification of academics • Fetishization of digital technologies
	<p>Acting in a Market-Centred Way</p> <ul style="list-style-type: none"> • Prioritizing globalization • Creating a profile suitable for the market • Exclusion of traditional attitudes • Creating a profile suitable for the market • Global capital expectations • Emphasis on the new era • Market argumentation
	<p>Formation from Outside towards Inside</p> <ul style="list-style-type: none"> • Extrinsic motivation • The tendency to create harmony / similarity. • Accepting change • Prioritizing external demands • Pressure of change • Accepting change
	<p>Tendency for Homogenization [Similarity]</p> <ul style="list-style-type: none"> • Commitment to common goals • Standardization • Orientation towards common experiences • Similar solutions • Commonization of learning environments • Developing shared values and attitudes
	<p>Formation from Top to Bottom</p> <ul style="list-style-type: none"> • Higher positioning through alliances • Creating a role model • Imposition of the structured system • Creating an ecosystem

goals, emphasis on standardization, and homogenization of solution proposals in the examined documents are clues to the tendency for homogenization. Another issue that strengthens the isomorphism-based discourse is that institutional structures are formed from the outside towards the inside, not from the inside towards the outside. Meyer & Rowan (2006) explain this situation because theories prioritize other institutions in determining what they will change in structuring themselves, what they will protect, and how they will overcome potential problems. Similarly, at the higher education level, the state of being from the outside towards the inside, manifests itself in the way of trying to move forward by imitating the institutions that have more experience and are well-established (Cardona, Pardo & Dasi, 2020), objectifies the institutions that imitate. The market creates the conditions that lead to objectification. Higher education institutions that focus on the external to meet the market's demands adopt a discourse that is shaped according to global capital expectations, as the current study revealed. The university, which has no choice other than acting with the arguments of the market, has the illusion that it will meet its financial and human resource expectations by emulating market structures. Higher education institutions embark on a trend that hopes to ensure success by becoming "adapted" by imitating other institutions to attract increased resources (Fay & Zavattaro, 2016). This harmonious isomorphism orientation, a kind of emulation, can also emerge by being stuck in a hierarchical field. The discourse contents in the current study reveal this state of being stuck. Orientation to role models, structured, standardized, and certain areas with specific rules and being under the influence of powerful stakeholders explain this hierarchical structuring tendency and tendency to form from top to bottom at the discourse level. DiMaggio & Powell (1983) explain this situation, which is the compelling aspect of isomorphism, with normative and coercive isomorphism, which manifest themselves with the laws, rules, market

priorities, and accreditation practices of institutions competing with each other for legitimacy.

Ultimately, it would not be wrong to say that emulative coercive or normative isomorphism tendencies are the intersection point of the codes in the current study. The intersection point in the discourses of the analyzed reports is the tendency toward isomorphism.

DISCUSSION

This study presented a CDA analytical framework and presented the results of an analysis of the academic dispute about the effects of globalization on higher education using critical discourse analysis. The study seeks answers to the following questions: How are discourses on globalization presented in the reports of various institutions in higher education? What recommendations and implications can we learn from these reports?

The general conclusion of the documents analyzed in this study is that there is a tendency towards homogenization among higher education structures and institutions, even in different geographical and socio-economic contexts. The desire for change in higher education institutions is based on the motivation to keep pace with environmental changes and to meet incoming demands. Cardona, Pardo, & Dasi (2020), referring to the practices that organizations adopt to respond to the pressures of the internal and external environment, reveal through their research that they tend to imitate the behavioral norms of other actors in the field who face similar situations. This behavior leads to a process of homogenization in organizations, defined as institutional isomorphism. The homogenization tendency at this point manifests itself normatively at the collegial level and mimetically between institutions.

In this study, national and international reports that reflect the globalization of higher education were examined and subjected to discourse analysis. Open coding, axial coding, and selective coding were carried out by examining the Türkiye-YÖK Report at the national level, OECD and EU Eurydice reports at the international level, and the Indian FICCI-EY report, which bears similarities with the Turkish Higher Education system.

As a result of open coding, a total of twenty-nine codes were obtained. As revealed by the axial codes, it can be said that the tendency of "objectification," "market-centered acting," "formation from outside towards inside," "homogenization," and "formation from the top towards the bottom" was observed.

Objectification means that everything (including people) is manipulated and treated as an object, raw material, or resource to be used (Gur & Wiley, 2007). In this definition, objectification in higher education refers to shaping educational processes and outputs in a pre-ordered way according to external demand with a reductionist approach. The findings obtained in the category of the objectification of higher education institutions in the current study, prioritizing structured ideals, emphasizing quantitative measurement, objectifying academics, and fetishizing digital technologies, are consistent with the explanation made by Gur and Wiley (2007) stating that educational

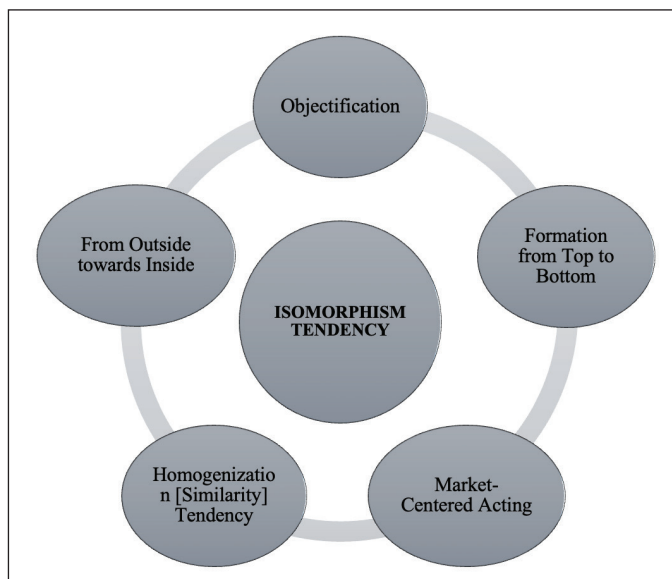


Figure 1: Selective code outlook.

processes are commodified by external manipulation, and thus they are objectified. One of the areas where objectification is most typical is the transformation in information processes. As Mandre et al. (2021) argue, objectification occurs when there is insufficient resistance to exogenous isomorphic pressures. This inability to resist isomorphic pressure also erodes the capacity of institutions to self-organize. Kauppi (2018) explains this transformation observed with the effect of globalization by framing higher education processes with quantitative measurement through knowledge. This measurement is more about the integration of technologies related to the reproduction, transfer, and teaching of knowledge through external interventions in higher education (Guzman-Valenzuela, 2017; Taşçı & Çelebi, 2020). Non-traditional players such as international organizations, regional organizations, accreditation bodies, and other nation-states shape higher education policy content and production processes in global contexts through the activities of international organizations with the argument of technological integration (Shahjahan, 2012). The interventions of these supranational actors in transforming higher education are based on a market-centered restructuring. At this point, we face another theme of the discourse analysis in this study: the marketization of higher education.

In the theme of marketization, with the prioritization of globalization, it is seen that excluding traditional attitudes, creating a profile suitable for the market, global capital expectations, new era emphasis, and market argumentation come to the fore. Market argumentation manifests itself with the “new institutionalism” perspective, which forces universities to restructure at all levels, such as the increasing globalization of education, the increasing emphasis on education markets and school choice, and the rise of accountability systems (Meyer, & Rowan, 2012). As Brown (2014) argues, one of the main consequences of neoliberal policies is the corporatization and marketization of higher education based on the premise that the market can be the primary source of cultural logic and value and replace the democratic state. Considering that the discourse of marketization in higher education is increasing (Hemsley-Brown & Oplatka 2010; Maringe & Gibbs, 2009; Marginson, 1999; Taşçı, 2021), it is possible to say that many studies on higher education support this. For example, studies on the global marketization of higher education are among them (Kwong, 2000).

In their new position requiring them to act market-centered, universities have been drawn into the triple helix, the new institutionalism established with the market and the state, which has manifestations like entrepreneurial universities. As stated by Etzkowitz (2002), in this triple helix, the market, the state, and the university have entered into a new interaction. This new interaction can produce a context in which each actor can assume the role of the other and is likely to transform into the other (Al-Haija & Mahamid, 2021). As stated by Olsen, positioning and transforming, according to the other, is the instrumentalization of universities by making them open to intervention and restructuring through various contracts with arguments such as performance management, prioritizing stakeholder

demands, and generating economic value. This situation, as revealed by the findings obtained from the discourse analyses in the current study, creates a state of “formation from outside towards inside” for the university.

In the formation category from outside towards inside, the focus is on extrinsic motivation, the tendency to adapt/be similar, accepting change, prioritizing external demands, and pressure to change. Formation from the outside towards the inside includes shaping institutional processes, academics, and students according to external demands. This state of formation from outside towards inside, which transforms universities at the institutional level, academics, and students at the individual level into economic entities, erodes the function and intellectual mission of the university, causing them to lose their natural ways and distracting them from serving their main goals, namely, their students and members to become citizens of a country. (Al-Haija & Mahamid, 2021). Transformation according to external demands, a compelling process, puts pressure on the university from an institutional point of view, compresses time, and leaves the university with the delusion of extinction when it is not obeyed. To cope with this delusion while shaping their processes, universities, in the words of Ordorika and Lloyd (2015), immerse themselves in the current hegemonic discourses and thoughts produced by globalization. At this point, universities that try to manage the process of restructuring themselves with the effect of hegemonic discourse tend to homogenize, as revealed in the current study.

In the context of homogenization, the arguments of commitment to common goals, standardization, orientation to common experiences, homogeneous solutions, making learning environments common, and developing common values and attitudes come to the fore. These arguments turn into an element of pressure on universities. Homogenization also leads to the emergence of a hierarchical structure among higher education institutions in that a hierarchical sequence that creates different clusters exhibiting similar structures shows itself. It is possible to see this situation clearly in university rankings made worldwide according to various criteria. In the World University Rankings made by Times Higher Education-THE- (2022), the universities that make up the first clusters and the universities that make up the other clusters do not change the cluster they are in, even if they move up or down within the cluster they are in. The tendency of universities towards a formation from outside to inside plays a role in this clustering. Ordorik and Lloyd (2015) explain this situation, as it can be observed in the process of revealing any hierarchical sequence, by stating that the determinant of the principles of the ranking process is the external reality.

Ultimately, what emerged in the current study is that the categories of homogenization, formation from outside towards inside, market-centeredness, and objectification indicate an isomorphic trend in which universities are becoming similar in a negative context. The idea of pressure to change in higher education is indicative that it comes from institutional theory, which emphasizes the isomorphism process, in which institutions adopt similar procedures to gain legitimacy due to

coercive pressures (DiMaggio & Powell, 1983). Therefore, the pressure for change in higher education worldwide is evident, given the impact of competing pressures from the government, the academic community, and the market. Competition causes higher education institutions to become more similar (Zha, 2009). On this axis, how the countries interpret the competition comes to the fore, and isomorphism better explains this homogenization in higher education.

CONCLUSION

This study presented an analytical framework by examining the globalization of higher education through CDA. In this respect, this study aims to convey the reflections of global policies that shape higher education with CDA. These findings show that the common point of the reports is that they reveal common concerns. However, this study has several limitations. Examining only a few reports in the study is among the limitations. Another limitation is the inadequacy of the studies on this subject, which made the study's analysis process difficult.

In this study, it can be said that the effects of globalization on higher education at the national and international levels were subjected to CDA and shaped by different discourses in higher education institutions, and even standardization efforts became widespread worldwide. As universities become more market-oriented, they become a central node of global capitalism (Etzkowitz et al., 1998). At this point, the actors affecting higher education need to create these policies in the context of their own culture and needs while creating this context. Turning the effects of globalization into positive higher education policies seems beneficial only in these conditions. As expressed by Shahjahan (2015), what is needed is to "slow down". Slowing down is about focusing on building relationships, not about getting stuck with products, but about accepting and allowing uncertainty and being at peace, free from results-oriented fetish manipulation.

REFERENCES

- Abu Al-Haija, Y., & Mahamid, H. (2021) Trends in higher education under neoliberalism: Between traditional education and the culture of globalization. *Educational Research and Reviews*, 16(2), 16-26. <https://doi.org/10.5897/ERR2020.4101>
- Adithan, M., & Creese, R. (2010). *Globalization of higher education: A case study from India*. American Society for Engineering Education. Retrieved from <https://peer.asee.org/globalization-of-higher-education-a-case-study-from-india>
- Albrow, M., & King, E. (1990). *Globalization, knowledge and society*. Sage Publications.
- Altbach, P. G. (2004). Globalisation and the university: Myths and realities in an unequal world. *Tertiary Education and Management*, 10(1), 3-25. <https://doi.org/10.1023/B:TEAM.0000012239.55136.4b>
- Bakioğlu, A. B., & Keser, S. (2019). Küreselleşmenin yükseköğretime paradoksal etkilerinin analizi [Analysis of the paradoxical effects of globalization on higher education]. *Uluslararası Liderlik Eğitimi Dergisi*, 2(2), 8-19. Retrieved from <https://dergipark.org.tr/tr/download/article-file/740941>
- Baltacı, A. (2018). Nitel araştırmalarda örnekleme yöntemleri ve örnek hacmi sorunsalı üzerine kavramsal bir inceleme [A conceptual review on sampling methods and sample size issues in qualitative research]. *Bitlis Eren Üniversitesi Sosyal Bilimler Dergisi*, 7(1), 231-274. Retrieved from <https://dergipark.org.tr/tr/download/article-file/497090>
- Bauman, Z. (2006). *Luquid modernity*. Polity Press.
- Beck, K. (2012). Globalization/s: Reproduction and resistance in the internationalization of higher education. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 35(3), 133-148. Retrieved from <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1077/1331>
- Brown, R. (2014). The marketization of higher education: Issues and ironies. *New Vistas*, 1(1), 4-9. Retrieved from <https://repository.uwl.ac.uk/id/eprint/3065/>
- Cambridge Dictionary (2023). *Preface*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/preface>
- Cardona, L., Pardo, M., & Dasi, A. (2020). The institutional isomorphism in the context of organizational changes in higher education institutions. *International Journal of Research in Education and Science (IJRES)*, 6(1), 61-73. Retrieved from <https://www.ijres.net/index.php/ijres/article/view/639/pdf>
- Carnoy, M. (2005). *Globalization, educational trends and the open society*. Open Society Institute. Retrieved from https://www.opensocietyfoundations.org/uploads/7fab0f35-4f84-4ed7-82d6-ee2346b7c142/carnoy_english.pdf
- Coglianesi, C. (2000). *Globalization and the design of international institutions*. Penn Carey Law: Legal Scholarship Repository All Faculty Scholarship. Retrieved from https://scholarship.law.upenn.edu/faculty_scholarship/1549
- Congressional Research Service (2002). *Developing countries: Definitions, concepts and comparisons*. CRS Report for Congress. Retrieved from https://digital.library.unt.edu/ark:/67531/metadc822497/m2/1/high_res_d/RL31662_2002Dec06.pdf
- Corbin, J. M., & Strauss, A. (1996). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage Publications.
- Dictionary (2023). *Preface*. Retrieved from <https://www.dictionary.com/browse/preface>
- DiMaggio, P. J., & Powell, W. W. (1983). The Iron cage revisited: Institutional isomorphism and collectiverationality in organizational fields. *American Sociological Review*, 48(2), 147-160. <https://doi.org/10.2307/2095101>
- Dirlik, A. (2012). *Küreselleşmenin Sonu mu?* İstanbul: Ayrıntı Yayınları.
- Erdem, A. R. (2012). Küreselleşme: Türk yükseköğretimine etkisi [Globalization: Its impact on Turkish higher education]. *Yükseköğretim Dergisi*, 2(2), 109-117. Retrieved from <https://dergipark.org.tr/tr/download/article-file/598612>
- Etzkowitz, H., Webster, A., & Healey, P. (1998). *Capitalizing knowledge: New intersections of industry and academia*. State University of New York (SUNY) Press
- Etzkowitz, H. (2002). *The triple helix of university - industry - government implications for policy and evaluation*. Retrieved from https://www.donorth.co/appurtenancy/pdfs/etzkowitz_triple_helix.pdf
- European Commission/EACEA/Eurydice (2020). *The European Higher Education Area in 2020: Bologna Process Implementation Report*. Luxembourg: Publications Office of the European Union.

- Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In R. Wodak & M. Meyer (eds). *Methods in critical discourse analysis* (pp. 121-138). London: Sage.
- Fairclough, N. (2006). *Language and globalization*. Routledge.
- Fay, D. L., & Zavattaro, S. M. (2016). Branding and isomorphism: The case of higher education. *Public Administration Review*, 76(5), 805–815. <https://doi.org/10.1111/puar.12626>
- FICCI-EY (2021). *Higher education in India: Vision 2040 Report*. India: Ernst & Young LLP. Retrieved from <https://www.ficci-hes.com/pdf/2021/eyreport.pdf>
- Foucault, M. (2011). Özne ve iktidar [Subject and power] (Çev. Ergüden, I., & Akinhay, O.). Ayrıntı Yayınları.
- Foucault, M. (2015). *Eleştiri nedir? Kendilik kültürü* [What is criticism? Self culture](Çev. M. Erşen). Ayrıntı Yayınları.
- Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. Picador.
- Geerlings, L. R. C., & Lundberg, A. (2018). Global discourses and power/knowledge: Theoretical reflections on futures of higher education during the rise of Asia. *Asia Pacific Journal of Education*, 38(2), 229–240. <https://doi.org/10.1080/02188791.2018.1460259>
- Glaser, B., & Strauss, A. L. (1967). *The Discovery of Grounded Theory Strategies for Qualitative Research*. Chicago: Aldine Publishing Company.
- Gonzalez, B. (2016). *Globalization: Economic, Political and Social Issues*. Hauppauge, N.Y. Nova Science Publishers.
- Gómez, M. B. C. (2003). The preface as a genre in english translations in the 17th century. *Estudios Humanísticos (Filología)*, (25), 185–196. <https://doi.org/10.18002/ehf.v0i25.2697>
- Gur, B. S., & Wiley, D. A. (2007). Instructional technology and objectification. *Canadian Journal of Learning and Technology*, 33(3), 1-23. <https://doi.org/10.21432/T2PW2X>
- Guzman-Valenzuela, C.(2017). Universities, knowledge and pedagogical configurations: Glimpsing the complex university. *Educational Philosophy and Theory* 50 (1):5-17 <https://doi.org/10.1080/00131857.2017.1313717>.
- Grix, J. (2010). *The foundations of research*. Palgrave Macmillan.
- Hampson-Jones, N. (2023). *Higher education and standardization: Knowledge management between generations*. Bsi Education White Paper for Education. Retrieved from <https://unece.org/DAM/trade/wp6/AreasOfWork/EducationOnStandardization/BSI-AcademicWhitepaper.pdf>
- Hardt, M., & Negri, A. (2015). İmparatorluk [Empire] (Yılmaz, A. Çev.) Ayrıntı Yayınları.
- Hazra, M. (2018). Impact of globalization on higher education in India: Key Challenges and issues. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 5(5), 941-945. Retrieved from <https://www.jetir.org/papers/JETIR1805346.pdf>
- Hemsley-Brown, J., & Oplatka, I. (2010). The globalization and marketization of higher education: Some insights from the standpoint of institutional theory. In Maringe, F., & Foskett, N. (Eds). *Globalization and internationalization in higher education*. Continuum Intl Pub Group.
- Jacobs, E. (2020). The homogenizing and diversifying effects of migration policy in the internationalization of higher education. *The International Journal of Higher Education Research*, 83(2), 339-355. <https://doi.org/10.1007/s10734-020-00658-4>
- Jodhka, S., & Newman, K. (2007). In the name of globalisation: Meritocracy, productivity and the hidden language of caste. *Economic and Political Weekly*, 42(41), 4125-4132. Retrieved from <https://www.jstor.org/stable/40276546>
- Kauppi, K. (2018). The global ranking game: Narrowing academic excellence through numerical objectification. *Studies in Higher Education*, 43(10),1750-1762. <https://doi.org/10.1080/03075079.2018.1520416>
- Kwong, J. (2000). Introduction: Marketisation and privatisation in education. *International Journal of Educational Development*, (20), 87-92. [https://doi.org/10.1016/S0738-0593\(99\)00060-7](https://doi.org/10.1016/S0738-0593(99)00060-7)
- Mancini, J. A. (2012). *Globalization partnerships, modernization and future perspectives*. Nova Science Publishers, Inc.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. John Wiley & Sons Inc.
- Mandre, J., Ntayi, J. M., Kabagambe, L. B., & Kagaari, J. (2021). Institutional isomorphism, self-organisation and the adoption of management controls. *Journal of Accounting and Management Information Systems*, 20(2), 332-364. . <https://doi.org/10.24818/jamis.2021.02007>
- Maringe, F., & Gibbs, P. (2009). *Marketing higher education: Theory and practice*. Open University Press.
- Maringe, F., & Foskett, N. (2010). *Globalization and internationalization in higher education: Theoretical, strategic and management perspective*. Continuum International Publishing Group.
- Marginson, S. (1999). Introduction by Guest Editor: Education and the trend to markets. *Australian Journal of Education*, 43(3), 229–240. <https://doi.org/10.1177/000494419904300302>
- Marginson, S. (2022). What is global higher education? *Oxford Review of Education*, 48(4), 492-517. <https://doi.org/10.1080/03054985.2022.2061438>
- Matei L. (2017). Three ideas of academic freedom. In Ignatieff, M. & Roch, S. (Eds.), *Academic Freedom: The global challenge*. Budapest: CEU Press.
- Meyer, H. D., & Rowan, B. (2006). *Institutional analysis and the study of education*. State University of New York Press
- Meyer, H. D., & Rowan, B. (2012). *The new institutionalism in education*. The State University of New York Press.
- Movius, L. (2010). Cultural globalisation and challenges to traditional communication theories. *Platform: Journal of Media and Communication*, 2(1), 6-18. Retrieved from https://platformjmc.com/wp-content/uploads/2015/04/platformvol2issue1_movius.pdf
- Mullat, D. R. (2018). A general critical discourse analysis framework for educational research. *Journal of Advanced Academics*, 29(2), 116–142. <https://doi.org/10.1177/1932202X187582>
- Narmania, D., Chokheli, E., Kharkheli, M., Keshelashvili, G., Kikutadze, V., Gulua, E., Vardiashvili, N., Tofuria, B., & Gavardashvili, D. (2021). *TSU competitiveness assessment based on the research of university entrants' attitude*. Brussels: EUSER.
- Olsen, J. P. (2005). *The institutional dynamics of the European university*. Oslo University: Centre for European Studies. https://doi.org/10.1007/978-1-4020-5971-1_2
- Ordorika, I., & Lloyd, M. (2015). International rankings and the contest for university hegemony. *Journal of Education Policy*, 30(3), 385-405. <http://dx.doi.org/10.1080/02680939.2014.979247>

- Organization for Economic Development and Cooperation [OECD] (2020). *Resourcing higher education: Challenges, choices and consequences*. Oecd Library. Retrieved from https://www.oecd-ilibrary.org/sites/735e1f44_en/index.html?itemId=/content/publication/735e1f44-en
- Organization for Economic Development and Cooperation [OECD] (2021). *The state of higher education: One year into the COVID-19 pandemic Report*. Retrieved from https://www.oecd-ilibrary.org/docserver/83c41957_en.pdf?expires=1714142686&id=id&accname=guest&checksum=4ED5662C5008655BB8F07A89BF4A4013
- Oswort, K. (2017). *What is a preface in a book?* DiggyPod. Retrieved from <https://www.diggypod.com/blog/preface/>
- Peters, M. (2010). Three forms of the knowledge economy: Learning, creativity and openness. *British Journal of Educational Studies*, 58(1), 67-88. <https://doi.org/10.1080/00071000903516452>
- Raaper, R., & Olssen, M. (2016). Mark Olssen on neoliberalisation of higher education and academic lives: An interview. *Policy Futures in Education*, 14(2), 147-163. <https://doi.org/10.1177/1478210315610992>
- Rao, R. (2018). *Globalization and higher education in India: An overview*. Paper presented in National Conference on Emerging Trends and Scope in Digital Banking, Cashless Economy & Innovations in Commerce and Modern Management & International Seminar on Global Economy: Opportunities and Challenges. India, 29-30 September, 2018.
- Ritzer, G. (2011). *Küreselleşme [Globalization]* (Çev: M. Pakdemir). Ayrıntı Yayınları.
- Robertson, R. (1992). *Globalization: Social theory and global culture*. SAGE Publications.
- Seki, İ. (2013). *Bilgi ekonomisinde yeni yaklaşımlar [New approaches in the knowledge economy]*. Çanakkale: Beta Yayınları.
- Shahjahan, R.A. (2012) The roles of international organizations (IOs) in globalizing higher education policy. In Smart J., & Paulsen M. (eds). *Higher education: Handbook of Theory And Research* (pp.369-407). Springer.
- Shahjahan, R. A. (2015). Being 'Lazy' and Slowing Down: Toward decolonizing time, our body and pedagogy. *Educational Philosophy and Theory*, 47(5), 488-501. <https://doi.org/10.1080/00131857.2014.880645>
- Shahnaz, A. (2022). Marketisation of higher education: A genre analysis of university prospectuses in Pakistan. *Higher Education Quarterly*, 76(6), 653– 670. <https://doi.org/10.1111/hequ.12334>
- Taşçı, G., & Çelebi, M. (2020). Eğitimde yeni bir paradigma: Yükseköğretimde yapay zekâ [A new paradigm in education: Artificial intelligence in higher education]. *OPUS International Journal of Society Researches*, 16(29), 2346-2370. <https://doi.org/10.26466/opus.747634>
- Taşçı, G. (2021). The impact of COVID-19 on higher education: Rethinking internationalization behind the iceberg. *International Journal of Curriculum and Instruction*, 13(1), 522–536. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1285811.pdf>
- The World Bank (2021). *Higher education*. Retrieved from <https://www.worldbank.org/en/topic/tertiaryeducation#1>
- Times Higher Education-THE-(2022). World University Rankings 2022. Retrieved from https://www.timeshighereducation.com/world-university-rankings/2022/world-ranking#!/page/0/length/-1/sort_by/rank/sort_order/asc/cols/stats
- Toker Kılıç, N. (2017). *Universitas*. Cumhuriyet Akademisi, (1), 2-3.
- Türkiye Cumhuriyeti Üniversitelerarası Kurul Başkanlığı [Presidency of the Interuniversity Council of the Republic of Türkiye] (2016). *Türkiye’de yükseköğretim ve uluslararasılaşma*. Retrieved from https://cdn.hitit.edu.tr/hitit/files/23530_1610041532492.pdf
- United Nations Educational, Scientific and Cultural Organization [UNESCO] (2020). *Global education monitoring report 2020. Inclusion and education: All means all*. Unesdoc. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000373718>
- White, R. E., & Cooper, K. (2016). Globalization’s promise: Different, like everyone else. Gonzalez, B. (eds.). In *Globalization: Economic, political and social issues* (1-18 pp.). Nova publisher.
- Williamson, J. (1998). *Globalization: The concept, causes, and consequences*. Peterson Institute for International Economics. Retrieved from <https://www.piie.com/commentary/speeches-papers/globalization-concept-causes-and-consequences>
- Wodak, R., & Meyer, M. (2009). *Critical discourse analysis: History, agenda, theory and methodology*. London: Sage.
- Varghese, N. (2013). Globalization and higher education: Changing trends in cross border education. *Analytical Reports in International Education*, 5(5),7-20. Retrieved from <https://aried.info/index.php?journal=arie&page=article&op=download&path%5B%5D=31&path%5B%5D=30>
- Vocabulary (2023). *Preface*. Retrieved from <https://www.vocabulary.com/dictionary/preface>
- Young, M. (1961). *The rise of the meritocracy: An essay on education and society*. London: Thames and Hudson.
- Zha, Q. (2009). Diversification or homogenization in higher education: A global allomorphism perspective. *Higher Education in Europe*, 34(3), 459-479. <https://doi.org/10.1080/03797720903356628>