Postmodern Openings
ISSN: 2068-0236 | e-ISSN: 2069-9387
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2022, Volume 13, Issue 4, pages: 361-375 | https://doi.org/10.18662/po/13.4/522
Submitted: Aprill 17th, 2022 | *Accepted for publication:* July 26th, 2022

Analysis of Societal Researches for Future of Education and Shared Values: Role of Emerging Technologies and Research

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Abstract: This research evaluates existing body of knowledge on societal researches for the future of education and set shared values for social actions. It is aimed that social actions have changed during Covid 19 period and future of education relies on basic steps in relation to solidarity, shared core values for the shared futures. In this respect, it is seen that emerging technologies connect people and give an opportunity to merge values and actions of people though social works. In addition, social works enhance awareness for the solidarity for the shared futures. Technology and education become key factors to shape social actions. It is important to underline social responsibility become needed skill for learners to shape social values for the future. Bibliometric analysis was conducted to evaluate conducted research related to societal values and actions in education within digitalization. It can be concluded that evaluating the themes of societal research puts an emphasis on core needed values for shaping the shared future based on collaboration and solidarity. It is crucial to put emphasis on emerging technologies and research in order to enrich practices for the future of education. It is revealed that digitalization, trust, social work, social inequality, challenges, collaboration, emergency education are key words to be considered as existing body of knowledge.

Keywords: *Digitalization; Education; Online Education; Social Works; Technology.*

How to cite: Altinay, F. (2022). Analysis of Societal Researches for Future of Education and Shared Values: Role of Emerging Technologies and Research. *Postmodern Openings, 13*(4), 361-375. https://doi.org/10.18662/po/13.4/522

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1. Introduction

1.1. Social Actions and Core Values in Education

New tendencies and new ways of life standards has changed the nature of learning and teaching for the future of education. Future skills in digital transformation sheds a light on new codes of behaviours as social action and core values for shared futures. In this respect, it is essential to foster the practice of transformational leadership with future skills in all levels of education.

UNESCO (2020) GEM Monitoring Report puts an emphasis on inclusion and education by underlying the importance of all means all. In this respect, report revealed that there are key factors for exclusion of learners in education systems related to background, identity and ability. It gives examples about gender, age, location, poverty, disability, ethnicity, indigeneity, language, religion, migration or displacement status, sexual orientation or gender identity expression, incarceration, beliefs and attitudes that are core values for social actions and research to shape future of education.

Transformation in societies based on digitalization relies on inclusiveness and accessibility in order to provide services for all. In this respect universal education and value education become essential to foster core values as attention and respect for the collaboration and solidarity.

Reframing humanism for shared futures becomes a direction of social actions and core values. UNESCO 2021 points out enlightening education as a global common good. Education can be considered as global collective responsibility. These key ideas give insights on building together actions through negotiation, communication, mutual support, and cooperation.

The report of International Commission on the Futures of Education (2021) suggests building common public spaces for education by rethinking towards 2050. In this respect, strengthening a common public education, building inclusive educational ecosystems, fostering knowledge co-construction and pedagogical communing, new assigned roles for teachers, key roles for higher education by global solidarity and international cooperation are main arisen issues for future of education. Regarding to key roles of higher education, social responsibility and learning, teaching are key factors for future of education system. Leadership, structural and cultural issues, design issues – specifically related to e-learning within institutional settings, technological issues and delivery issues – the implementation of e-

learning are critical success factor for the new mode of learning in education systems (Allo, 2020; McPherson & Baptista Nunes, 2006).

Recent studies point out that the use of technology and social works based on ethical standards, teaching frameworks for digital sustainability, working on the digital divide and technology literacy, the use of MOOCs in social inclusion, ethical responsibility in societal actions, digital education of children, democratization of education through the use of new technologies are discussed core ideas in the Covid 19 period of time (Debs, et all, 2022; Alkureishi, et all, 2021; Sakalli, 2021).

1.2. Mode of Learning in Covid-19 Time: Is this Sustainable for Future Education?

Recent studies focus on online learning based on perceptions of students and teachers (Akhvlediani, 2020; Muthuprasad, Aiswarya, Aditya, & Jha, 2021; Bokayev, Torebekova, Davletbayeva, & Zhakypova, 2021; Dhawan, 2020; Mukhtar, Javed, Arooj, & Sethi, 2020). The study of Akhvlediani (2020) stated that professors are more motivated with online teaching rather than students although students and teachers faced with challenges in online education. In addition to this, The study of Muthuprasad, Aiswarya, Aditya & Jha (2021) evaluate online learning and the preferences of students in online learning. This study sheds a light on the flexibility and convenience of online classes being positive although there is a need for a hybrid model in practice-based courses. Furthermore, Bokayev, Torebekova, Davletbayeva & Zhakypova (2021) provide insights on the factors of transition to online learning that parents' satisfaction with the quality of education, assessment of teachers' competencies, and the level of government readiness become factors for being transferred to online learning. Dhawan (2020) underlines that the traditional mode of learning challenged to shift online learning in Covid-19 crises time. In this respect, the high level of preparedness on crisis time is happened by online learning (Dhawan, 2020). Mukhtar, Javed, Arooj & Sethi (2020) stress that online learning in Covid-19 crises as remote learning. This makes comfort, accessibility although there are inefficiency and difficulty in maintaining academic integrity. In this respect, training on using online modalities and developing lesson plans with reduced cognitive load and increased interactivities should be considered for better outcomes. On the other hand, Adnan & Anwar (2020) studied online learning based on student perspectives. It is seen that online learning cannot be in good expected results due to lack of access to the internet based on technical as well as monetary issues and the lack of face-to-face interaction with the instructor,

response time and absence of traditional classroom socialization become challenges in online learning in Covid-19 time. Although students experienced challenges in online learning, teachers faced with challenges of availability of facilities, network and internet usage, planning, implementation, and evaluation of learning, and collaboration with parents (Fauzi & Khusuma, 2020). This causes demoralization to teachers in online learning. In addition to this, Adedoyin & Soykan (2020) emphasized challenges in online learning during Covid-19 time. It is underlined that the absence of proper planning, design and development of online instructional programs due to the pandemic and also the crisis-response migration methods, which are adopted by universities, are limited because of delivery media without taking cognizance of effective online education theories and models. The study of Nambiar (2020) emphasized both teachers' and students' perspectives on online learning. The study revealed that quality and timely interaction between student and professor, technical support availability, structured online class modules, and modifications to accommodate conduction of practical classes are common areas for both students and teachers in online learning. Hussein, Daoud, Alrabaiah & Badawi (2020) also examined students' and teachers' perceptions on online learning in Covid-19.

Future direction of education relies on online education. Future skills and core values become needed to empower the educational practices through value adding actions in societies. In this respect, this research aims to evaluate conducted research related to societal values and actions in education within digitalization. In this research following research questions were examined to set existing body of knowledge for the future projections.

RQ1. What is the distribution of research on the social research, works in education within digitalization by country?

RQ2. What are the trends towards keywords in the abstracts of research on social research, works in education within digitalization?

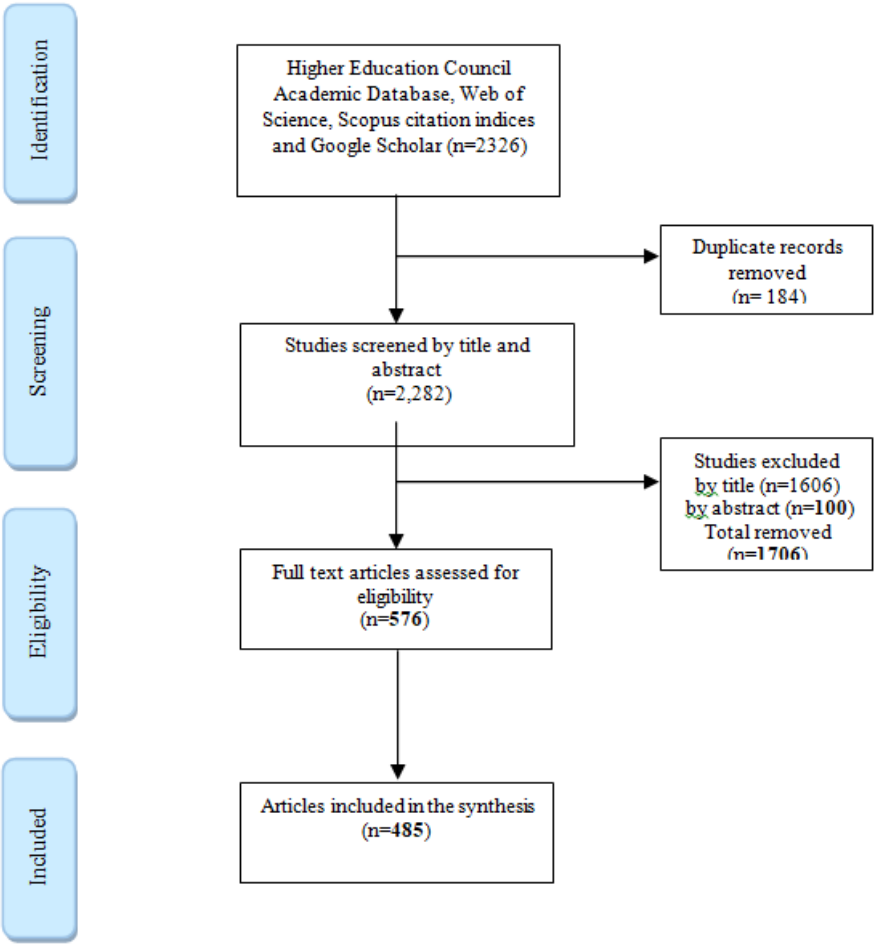
2. Methodology

This study conducted a bibliometric mapping analysis (Heersmink et al*.,* 2011). Bibliometric mapping analysis enables researchers to identify the background of a given research field and the future directions from existing body of knowledge.

Specifically, a systematic literature screening was done to identify the studies which conducted on the integration of technology for societal research and education for the future. Data collection was conducted in the

Web of Science (WOS) database. The word combinations are: ((social research OR social studies OR social work*) AND (education OR future education) AND (technology OR digitalization) AND (covid OR pandemic), (12 April 2022), studies with the above keywords enclosed in the title were identified and extracted from WOS.

As a result, 101, 877 studies were gathered. Studies mainly focusing on technology and societal bases were analyzed. Studies reviewed for titles, abstracts and, if necessary, the full text, following the pre-defined inclusion and exclusion criteria. Specifically, a study was excluded if: (1) it was not written in English; (2) its full text was not available online; (3) it discussed social research, education and the integration of technology; and (4) it discussed during the Covid 19. Figure 1 indicates the detailed selection process based on the PRISMA MODEL.



3. Findings

3.1. Research on the social research, works in education within digitalization by years and country

Table 1. Publication Years

Publication Years	Record Count	% of 485
2021	325	67.010
2020	85	17.526
2022	75	15.464

It is seen that most of the research studies related to social issues are conducted in 2021. This shows in Covid 19 period of time social work-related studies increased.

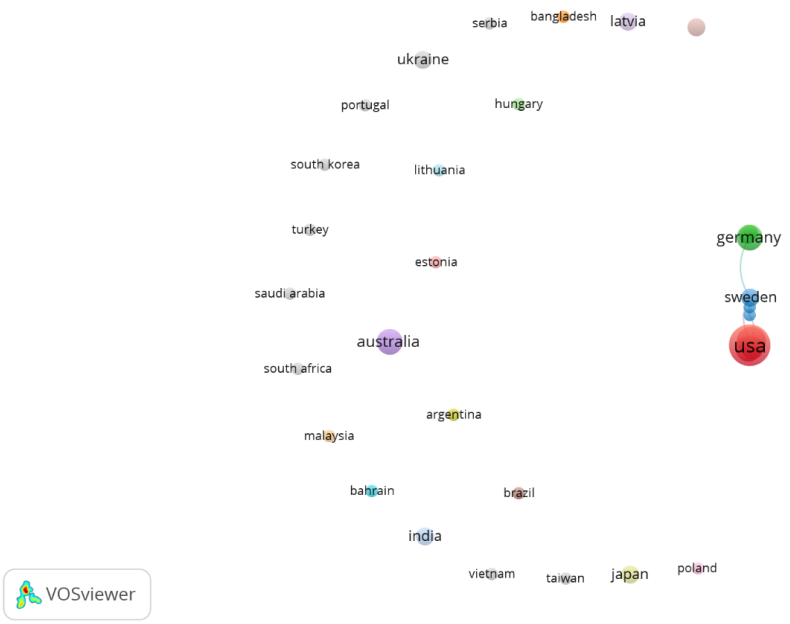


Figure 1. Citation and country analysis

Figure 1 shows us citation of studies and country analysis that USA, Sweden, Germany have the most cited studies. After that, Australia, Hungary, Estonia, Brazil, Lithuania, Hungary, Latvia, Poland, Japan are the countries that work on social issues within digitalization during Covid 19.

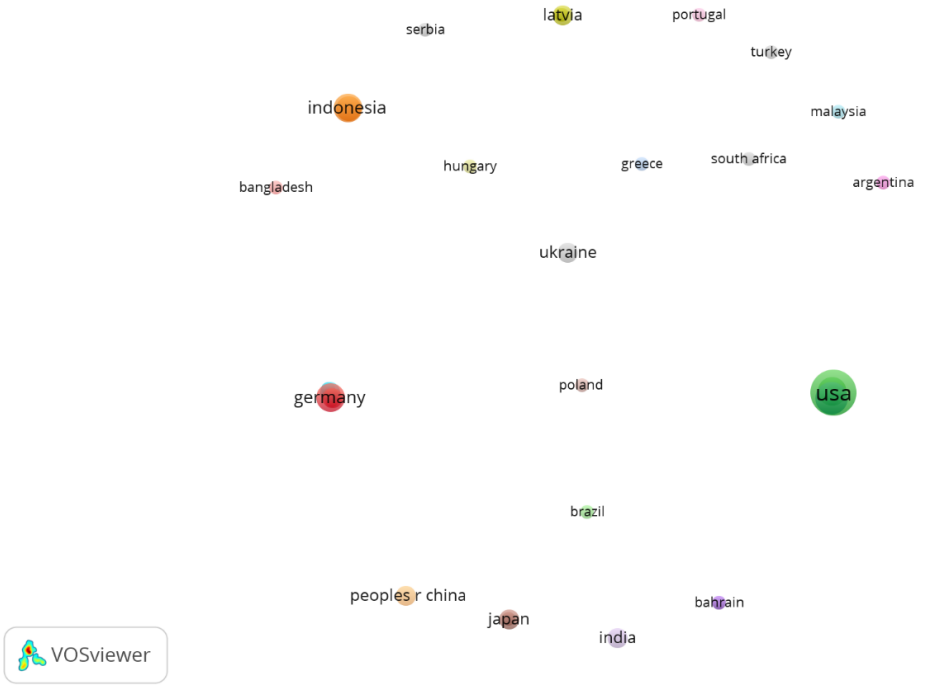
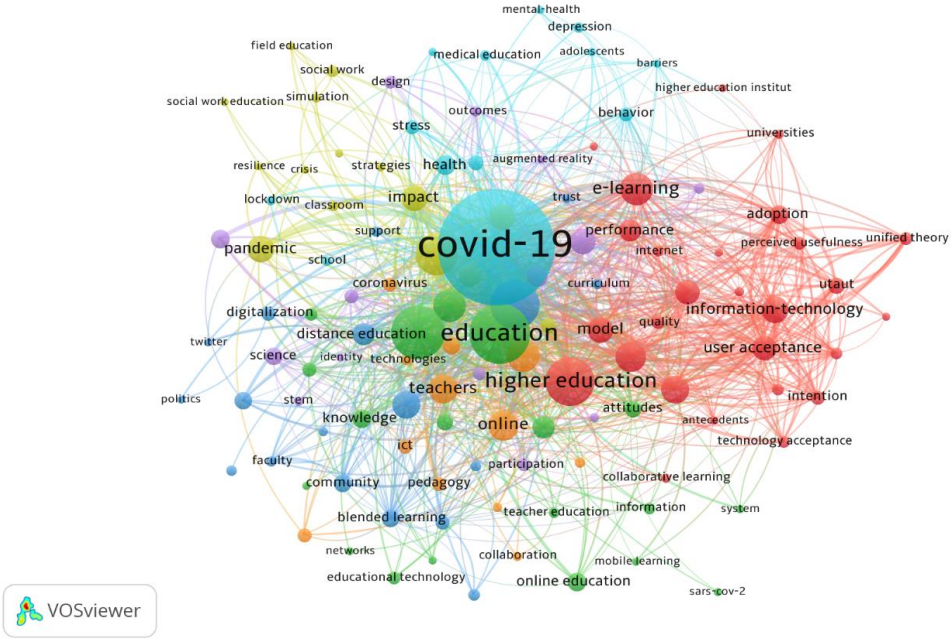


Figure 2. Co authorship and countries

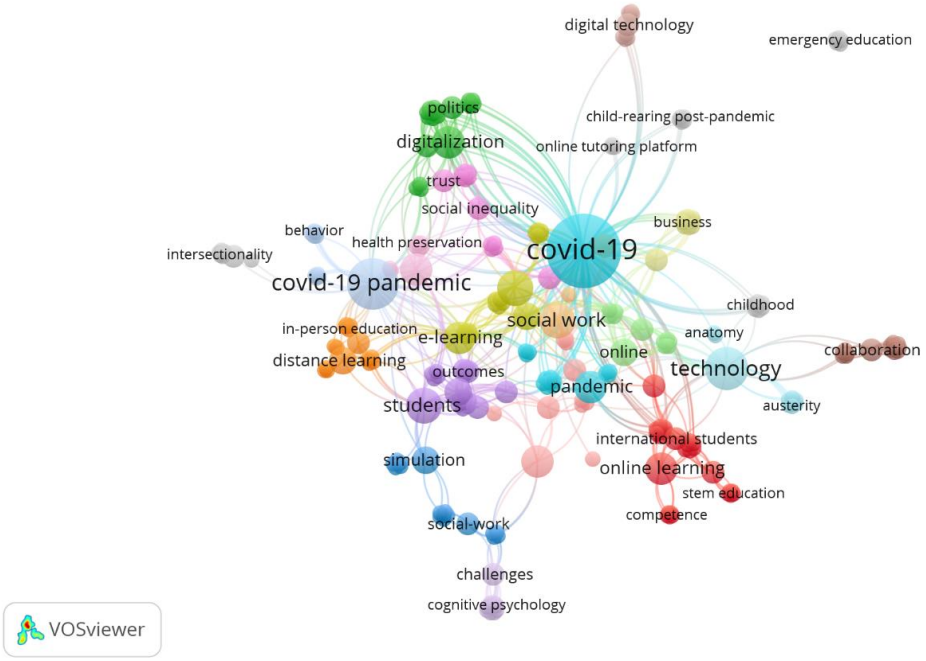
The Figure 2 shows us the link among co-authorship and countries that Indonesia, Germany, USA and Latvia become more apparent and linked related co authorship.

3.2. Trends towards keywords in the abstracts of research on social research, works in education within digitalization

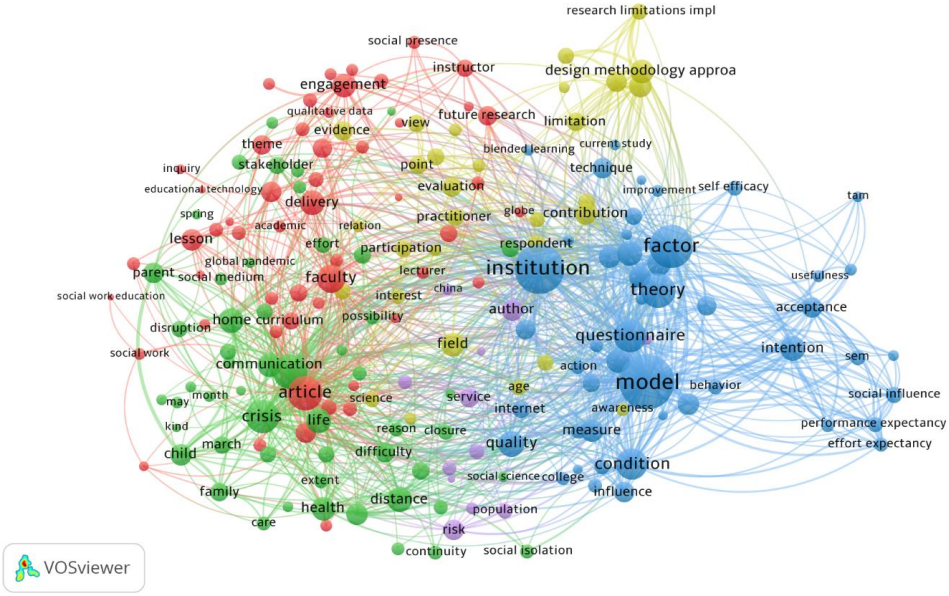
Studies between 2000-2022 indicate basic themes in order to set future projections. In this respect, Figure 3 indicates keywords.



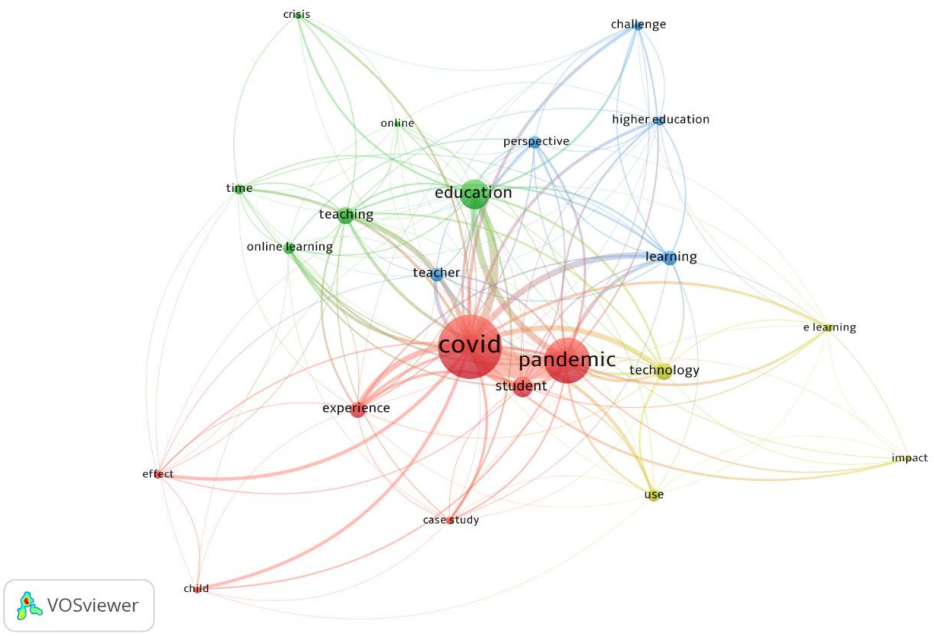
It is seen that Covid 19 becomes center of all social studies. Distance education, teachers, online information technology, e-learning, collaborative learning, model and other keywords are discussed in the studies. Figure 4 in below shows co-occurrence of keywords that can be seen digitalization, trust, social work, social inequality, challenges, collaboration, emergency education are highlighted focuses in the studies.



When all abstracts are analyzed, it is seen that online education and its practices during covid 19 examined in detail. This shows that future of education can set strategies and policies based on this existing body of knowledge, see figure 5.



Title analysis of the studies also summarized the examination of online education in social studies and the role of technology in Figure 6.



4. Discussion

The living environment in today's pandemic conditions, there are many researches on the future direction of education should be based on online education, and it coincides with the results of this study (Al-Hunaiyyan, et al, 2021.) It can be said that it is necessary to further strengthen educational practices through many activities, activities and practices that add value to societies. In this context, the future skills and core values will be needed much more, and what has been experienced during this pandemic process guides education at a significant level. In this research, in order to determine more information for future trends, it will be of great benefit to know how the distribution of social researches and studies in the field of education within the scope of digitalization is according to countries and years. Knowing what the trends towards digitalization are in the future, what should be done in education in the future, and the measures that should be taken from today, this study will significantly guide.

It is seen that most of the relevant research studies in educational studies within the scope of social research and digitalization by years and countries were carried out in 2021. This shows that the studies related to social work have increased to a great extent during the Covid 19 period. After these countries, countries such as Australia, Hungary, Estonia, Brazil, Lithuania, Hungary, Latvia, Poland and Japan come from other countries. In this context, it is understood that these countries are the countries where the most studies on social issues are made within the scope of digitalization in the Covid 19 process. In addition to these, it is understood that Indonesia, Germany, USA and Latvia conduct researches by co-authoring more with each other regarding co-authorship. The fact that these joint studies are more common with these countries, it is understood that they attach much more importance to values in relation to digitalization in their countries and they work hard to keep the values high in their education (Gu, 2021).

Within the scope of the keywords used more in the summaries of the researches made for digitalization in education in social fields, it is seen that the trends are the keywords for more digitalization. It is seen that the studies mainly focus on distance education, teachers, online information technology, e-learning, cooperative learning, model and other keywords. In addition, it is seen in scientific studies that there are keywords such as digitalization, trust, social work, social inequality, difficulties, cooperation, emergency education. In the light of these keywords, it is understood that keywords are used in the direction of digitalization and values in education to be used more widely and effectively (Pokhrel & Chhetri, 2021). In today's

digital world, national and regional governments increasingly identify digitalization as a strategic priority and create large-scale initiatives to promote the digital transformation of science, industry and society. With the ubiquity of digital technologies, more work is being done on universities for innovation projects in educational institutions research and teaching. In this context, it is expected from students and researchers that values become common and developed.

Digitization shows that the concept of "digital" is no longer a necessity but a necessity for educational institutions. In this context, it is understood that social values gain great importance in digitalization processes in all educational institutions, locally or globally. Making the internal structures of schools compatible with values and digital will be an accelerating study to benefit from this process. While the educational institutions of some countries have started serious investments in digital transformation, some countries still have not reached the desired level in terms of investment in digitalization and values. However, when we look at the data, it is seen that it will be a big investment area in the future.

In this process, where educational institutions actually started with great difficulty, it has once again been revealed how important leadership is in developing and increasing social values. Not only at the level of governments, but also in terms of schools, the expectations from the leadership of school administrators have started to become much more. School administrators who will lead the digital transformation process of school leaders in order to develop social values and digitalization, and who successfully overcome this process, are much stronger. We can say that it will continue on its way in a way that will provide more benefit first to its country and then to the world. When all the summaries of the researches are examined, it is understood that more strategies and policies should be determined within the scope of the future of education and applications in the covid 19 process. In this context, it can be said according to the studies that more strategies and state policies should be determined in this direction.

The bibliometric analyzes of countries and keywords can be said according to studies conducted in the USA and European Countries that give more importance to social studies related to education and technology than other countries. Within the scope of the digitalization and Covid 19 process, it is understood that more research should be done on how people's lifestyles and behavioral codes will be in much more education for more social actions and basic values in the education of the future. it can be said that more global solidarity should be done and this issue has become essential for the common future (UNESCO, 2021). Strategic management

and sustainability are key actions for the future of education. It is essential to educate the new generations based on core values in digitalization. For this reason, it is necessary to give much more importance to social responsibility and new learning styles and pedagogy in the education given in schools.

Social values and responsibility become stance of future societies. Technology becomes medium to transfer these values and educate citizens for gaining responsibility. In this respect emerging technologies and applications can be created based on the expectation of citizens and societies. This perspective sheds a light to consider the role of technology and research in fostering social values for actions and social responsibilities. In the shaping of future education, artificial intelligence, social media uses, virtual reality, smart phones through the essence of accessibility will be focus of researches in value education and social responsibility. Shared future relies on setting strategic management and conducting need analysis for further research. In this respect, action plans for the future of education can be formed by values and ethics through the understanding of technology.

5. Conclusion and Future Suggestions

Bibliometric analysis in countries and keywords indicated that USA and European Countries pay attention social studies in relation to education and technology. Digitalization and Covid 19 become basic indicators for conducting research about news ways of life and codes of behaviors that education is the main factor for social actions and core values. In this respect, global solidarity becomes essential for the shared future.

Strategic management and sustainability are key actions for the future of education. Educating new generations within digitalization based on core values is essential. Therefore, putting emphasis on the nature of school context, social responsibility and new ways of learning, pedagogy. Well-being and also leadership for sustainable education should be discussed for the future of education. Based on the results of this research study, it is needed to explore nature of social works and studies in relation to technology.

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