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Technology as a Dichotomy between Transformation of Society and Education:
Albanian Society Case

Abstract

Utopia of Albanian society after the fall of communist regime at the beginning of 1990's was the imitation of Western culture, social, political and economical system. A part of this utopia had as a root the education and technological system. Nowadays, from the technological perspective we live in an information society since information and telecommunication technologies play a constantly expanding role in all fields of social existence of Albanian society. Therefore it has been changed the foundations of social structures, social identities through the new ways of education application. These transformations affect education system and also the social identities of Albanian society.

In this paper it is going to be focused on education and technology. Technology and education has been as a dichotomy of changes because they influence as a positive and as a negative indicator in the transformations of society. By transformation of society also have been seen the reconstruction of Albanian society's structure. The aim of this paper is to maintain an overview of transformations of Albanian society's structure and the reconstruction of social structure as cause of education and technology.

Keywords: Education and Technology; Transformation of Society; Albanian Society

1- Introduction

Towards the end of the 1980's the contours of a 'new world order' became more and more visible. Its rise was marked by the collapse of communist regimes and the increasing political hegemony of neo-liberal market ideologies. These established an environment for socio-economic and political change during the 1990's that would assert considerable reform pressures on all sectors of society, included education and technology also. One of these countries is Albanian too.

In Albania, education was confronted with social, political and economic demands of a kind not encountered during two last decades. It was initially assumed that the main driver of change would be government policy, informed by a participatory policy formulation process and implemented by a new, progressive bureaucracy. But change in education institutions followed a variety of routes that resulted in certain apartheid differences being accentuated and new differences emerging in the institutional landscape. All these 'planetary' and Albanian local changes created environments within which nation states had to consider a reorientation and repositioning of their still predominantly in education systems. This paper will be focus on explanation of terms of education and technology, and their relation in the modern world. Also next part of this paper will continue with the transformations that education create to society. At the end of this paper will be debate about relationships of education, technology and transformation in the society, by taking as example Albanian society.

2-Education and Technology

Education is one of the most important social institutions in each society, which promotes and enables the transmission of knowledge and skills across generations. Education is a very complex institution because it contains different issues such as political, economical, social and cultural. Durkheim argued that education plays an important role in the socialization of children because children gain an understanding of the common values in society, uniting a multitude of separate individuals. Schooling enables children to internalize the social rules that contribute to the functioning of society. So, as institution education plays many roles such as transmit of values of a society or transformation of values of a society from one generation to the other.

Talcott Parsons argued that a central function of education was to instil in pupils the value of individual achievement. This value was crucial to the functioning of industrialized societies, but it could not be learned in the family. The function of education is to enable children to move from particularistic standards of the family to the universal standards needed in modern society. So according to Parsons' writings, education has an understanding as schooling, which makes possible transformation of society. Gidenns defined that, education like health is often seen as an unproblematic social good to which everyone is entitled as right (Giddens; 833). Pierre Bourdieu examines the cultural production as the generation transmission of cultural values, norms and experience and the mechanisms and processes through which this is achieved during the education period. Bourdieu use the concept of habitus, which can described as bodily comportment, ways of

speaking or ways of thinking and acting which are adopted by people in relation to the social conditions in which they exist and move through.

According to classical sociologists of education, education is a process to maintain the economic and social solidarity. As a consequence of the deterioration of the relationship between education and society, the re-interpretation of education as a service-company within society, as marketplace of the future, is becoming the dominant one taking over from the traditional emphasis on academic self-steering of students.

Some of social theorists see education as crucial for individuals to fulfil their potential, but they also argue that education is not confined to or defined by that which is delivered in schools (Giddens; 833). But of course there is a major difference between education and schooling. Because education can be identified as a social institution, that enables and promotes the acquisition of skills, knowledge and the broadening of personal horizons. Education can take place in many social settings, starting form families, peer groups, social group etc. Schooling on other hand refers to the formal process through which certain types of knowledge and skills are delivered, normally via a predesigned curriculum in specialized settings. Bowles and Gintis argued that schools are involved in socialization, but only because this helps to produce the right kind of workers for capitalist companies (Bowles&Gintis; 259).

The rise of globalization made possible new forms of education, but also new opportunities for being educated in different institutions. But firstly, let's explain shortly what globalization is. Globalisation is a far from uncontroversial concept, there is general agreement that most nation states are going through a transformation process that is strongly affected by global trends and pressures. Globalization broadly refers to the expansion of global linkages, the organization of social life on a global scale and the growth of a global consciousness, hence to the consolidation of world society. It is a social and local phenomena with vast implications that effects all us in our everday lives. The enormous diversity of economic and cultural exchanges, political agreements and electronic communication that we have become accustomed to see in different countries of the world, depends on complex social, cultural and educational ties that link countries and people around the world. According to Trigilia, there are many good reasons for assuming that globalizing trends will go together with significant institutional changes and a redefinition of the boundaries between the different forms of economic and social regulation (Trigilia; 263).

Globalisation encompasses global financial markets, growing global interconnectedness, global and regional trade agreements, media, information systems, labour markets, telecommunication, etc. Sometimes globalization is seen as a big idea which encompasses everything, but which delivers little substantial insight into the contemporary human condition' (Cloete, Maassen, Fehnel, Moja, Perold, Gibbon; 169).

Globalization and technological advance have also enabled the formation of a global market in higher education. Although higher education has always had an international dimension. Radically new opportunities are emerging for collaboration among students, academics and educational institutions scattered round the globe. The internet based learning and the formation if 'e-universities', education and qualifications are becoming more accessible to a global audience. The reconfiguring access approach draws on the strengths and enduring understandings of previous social research streams that focussed on technology, impacts, strategy, and information, including theories of an information society. It will not replace other perspectives on ICTs, but can complement, integrate, and extend research from related perspectives. For example, the importance of the technology and choices made about it is a key factor influencing the reconfiguration of access. However, the flaws of technological determinism are addressed by emphasizing that technical choices are just one step in a complex series of other social, economic, cultural, psychological, and other decisions. By recognizing that technology does matter, the reconfiguring access viewpoint also avoids a tendency in some early work within the social shaping of technology perspective towards a social determinism that draws the erroneous conclusion that technological change is of no particular significance. Technological change is a cumulative process, fraught with uncertainties as to direction and outcome. History also suggests that there is no simple technological sleight of hand for transforming production and education. Changes in the world's dominant technologies will lead to significant changes in social structure, education, social institutions, living styles and lifestyles.

The American sociologist Daniel Bell articulated a compelling vision of the 'information society'. He argued that information was the defining resource of a new 'post-industrial' phase of economic development, just as raw materials were the core resource of the agricultural society and energy of the industrial society. The central technologies, techniques, and knowhow for this new era would be those involved in the storing, processing, managing, distribution, communication, and interlinking of information (Bell; 105). And of course education has been effect from drastic changes of technological innovations. ICT's like the Internet can support research and education. The following figure makes possible understanding the impact of technologies in education and learning to the social actors.

Figure 1: *Interrelated roles ICTs can play in access to learning and education* (Dutton; 275)

ICT role in reconfiguring:	Examples of activities
Access to people	– Networking between students, teachers, external experts, parents, and others in the community. – Collaborative research projects. – Institutional networking among administrators.
Access to services	– Packaging and distribution of educational products and services. – Breaking down distinctions between producers and users of educational content. – Facilitating routine transactions, such as Internet access to a course prospectus and online registration.
Access to information	– Searching, screening, and downloading multimedia content. – Drill and practice software with personalized and immediate feedback. – Visualizing and learning-by-doing through interaction with animation and other media
Access to technology	– Learning about ICTs through routine exposure to the technology and its uses. – Using ICTs to improve learning and education. – Providing wired and wireless broadband access in classrooms, offices, on-campus cyber cafés, research laboratories, student dormitories, etc.

The development of knowledge resources which in turn can support the further development of ICT infrastructures in a virtuous cycle (Dutton; 345). Although knowledge is a key resource, the idea of a 'knowledge society' could be misleading for educators, and policy makers if they conclude that the technology actually creates knowledge. Instead, policies should recognize the value of ICTs primarily as carriers that can play a vital role in reshaping access to knowledge and expertise. The extent to which such innovations find productive applications in education and knowledge generation will depend on institutional and policy responses to new ICTs from relevant institutions at all levels. 'According to Dutton and Loader, the vision of a 'virtual' university or classroom based on the use of networked ICTs that eliminate the need for students to be physically present on a campus or in a classroom has been an important influence on e-learning initiatives (Dutton & Loader; 197). So we can say that ICT's in education and in society take a very important place.

3-Education for Societal Transformation

The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby

make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values. Shinde argued that education is a continuous learning process for youth be it formal or informal learning. In a community development process, youth participation should be encouraged and should be involved in different programs (Shinde; 198). Education is perceived as the most crucial tool for both building up social assets and formation and growth of social capital. This is also why educational development occupies a central position in social development in any society. Knowledge is vitally important, but if it is to transform society from a state of relative stagnation to one of dynamism and progress, there must be a general willingness and determination to make use of it in the service of the community. Five principle goals for education which include greater accesses, equal access, quality and excellence, relevance and promotion of social values. According to Rocher, social change is "every observable transformation over time which affects, in a way that is not provisional or ephemeral, the structure of the functioning of the social organization of a given collectively and which modifies the course of its history (Rocher; 341). But social transformation is an accumulative process - that is a process in which insignificant changes accumulate quantitatively until they become significant enough to generate qualitative changes in the entire society (Kirby;11).

Figure 2: Perspectives on ICT and Society (Dutton; 301)

Focus	Key issues	ICT focus
Technology	Role of technology in society. Understanding relationships between technical and social change	Effects of technological change on the control of social and technical systems.
Impacts	Planned and unexpected personal, social, economic, and other impacts and influences of new ICTs. Analysis and forecasting of impacts (e.g. roles of producers, users, consumers, and audiences).	Technical and social aspects of computers, interactivity of new media, and opening of new communication channels.
Strategy	Strategic use of ICTs within a variety of business, social, public administration, and other contexts. Processes shaping the design, implementation, and use of ICTs.	Information system and network design as strategic tools for achieving management, policy, social, personal, and other goals.
Information	Role of ICTs in advancing stages of economic development. Tracking growth of employment, industries, skills, and techniques related to the information sector.	Information as a new economic resource.
Access	Social, economic, and other consequences of reconfiguring electronic and physical access to people, services, information, and technology. Factors that enable and constrain social and technical choices about ICT design and use.	Strategic technical, personal, organizational, social, and policy choices shaping the reconfiguring of access in a variety of arenas.

Consequently to this, we can say that transformation of society through educations brings mentality's change to youth. New technology infrastructures, supplement students programs, learning by doing at computers, teachers and students training etc are some of important elements that have been offer from new forms that education occurs. Also these elements are the main education issues that make possible transformations of society.

4- Education, Technology and Transformation of Society: Albanian Society Case

The spread of information technology is already influencing education in school in a number if different ways. The knowledge economy demands a computer literate workforce and it is increasingly clear that education can play a critical role in meeting this need. For this reason, schools are a crucial forum for young people to learn about and become comfortable with the capabilities of computers and online technology. The mass distribution of books, newspapers and literatures was as distinctive a feature of the development of industrial society as were machines and factories. 'Education provided the skills of literacy and numeracy, giving access to the world of printed materials' (Giddens; 873).

The use of technology in education has been utterly transformed. In most of the developed countries, education systems have been modernized and computerized. The new technologies will not just add to the existing curriculum but hey will undermined and transform it. Young people are growing up in information- and media related society and are much more familiar with its technologies than most adults are. Education systems across the world today are changing quite quickly. One reason for this is the continuing spread and the development of information communication technologies. However, education systems face other challenges as well, not least the question of how they should be funded in the future, an issue that has been particularly contentious in higher education as universities are gradually opened up to larger numbers of people from a variety of social background. New communication technologies form enormous new possibilities in education. They allow the possibility that formal education can escape the confines of the classroom or lecture hall and reach new students anywhere in the world, regardless of age, gender and class. The cheer pace of technological change and the demand of students for computer-literate may mean that those who are technologically component 'leapfrog' over people who have little experience with computers. This threat of a divide between those who are technologically qualified and those who are not reinforces the importance of lifelong learning to cope with the new challenges of life in the formation of age.

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as were machines and factories. 'Education provided the skills of literacy and numeracy, giving access to the world of printed materials' (Giddens; 873). The use of technology in education has been utterly transformed. In most of the developed countries, education systems have been modernized and computerized. The new technologies will not just add to the existing curriculum but hey will undermined and transform it. Young people are growing up in information- and media related society and are much more familiar with its technologies than most adults are. As many scholars argued that many of us design technology-based innovations to aid learning in classrooms, working to ensure that teachers can integrate these without too much difficulty. Studies on the barriers to technology integration and provide supports that help teachers overcome those difficulties. First, it is good to design new innovations to be implemented within the larger context of Digital Teaching Platforms (or some other type of comprehensive curriculum/assessment system). According to Dede, piecemeal improvements are no longer adequate to meet the challenges of education for the 21st century, nor can educators be expected to cobble together overall instructional strategies by aggregating and integrating isolated contributions from scholars. Our interventions need not be comprehensive, but they should be designed to easily fit into larger infrastructures for curriculum and assessment that vendors deliver (Dede; 15).

In Albanian society new technological forms are quite new in two last decades. Consequently to this technology is transforming the way we live. In just the past few years, for example, most of social actors have come to depend on mobile devices. But nowadays most of people almost students rely on mobile technology for many simple tasks, we have yet to its full potential to transform learning. Technology will dramatically change the way education is delivered and improve educational outcomes.

Nowadays, in Albanian education, students access on customization (Students have their own learning styles and triggers, learning at their own pace. Teachers are often unable to constantly track and respond to these differences in learning styles and pace); collaboration (Students often better understand and apply concepts in discussion with peer classmates. Traditional classroom environments often do not allow this, especially with large class sizes or when students live far from one another); adaptive learning (An educational method which uses computers as interactive teaching devices to adapt the presentation of educational material according to students' needs, as indicated by their responses to questions); Learning Management Systems(A learning management system is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events e-learning programs, and training content);Digital textbooks / E-books (An eBook is an electronic version of a traditional print book that can be read by using an electronic device such as personal computer, tablet, mobile phone or an E-book reader) etc.

5-Conclusion

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