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### **Global Education in the Shadow of the Novel Coronavirus: Reflections on the Impact of COVID-19 Outbreak on Education Systems**

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## Editorial

# Global Education in the Shadow of the Novel Coronavirus: Reflections on the Impact of COVID-19 Outbreak on Education Systems

TURGUT KARAKOSE

### Abstract

This current issue of EDUPIJ includes two articles, each with different themes. In the first article, Ozkayran et al., evaluated guidance services, which play a crucial role in crisis management, based on the opinions of inservice teachers. In the second article, Stephens and McLaughlin examined the facilitating role of higher education in social media marketing.

**Keywords:** COVID-19, coronavirus, global education, editorial.



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The novel coronavirus (2019-nCoV or COVID-19) is a contagious respiratory disease that first appeared in Wuhan, in the Hubei province of China in late 2019 (Moccia et al., 2020; Ren et al., 2020; World Health Organization, 2020), and which then rapidly spread to become a deadly worldwide threat to all of humankind (Adams & Walls, 2020; Hui et al., 2020). The current global pandemic caused by the novel coronavirus has profoundly impacted people all throughout the world, claimed in excess of 2.2 million lives (at the time of publication), and has caused significant widespread health, economic, and social turmoil on a scale not witnessed for generations.

With COVID-19 having deeply affected almost every country, the pandemic has also led to radical changes in most education systems. Learning and teaching environments have been forced to change overnight, with dramatic adjustments required by all stakeholders (students, teachers, administrators, parents, etc.) since national governments have had to adopt restrictive strategies that have impacted much of daily life. Countries have given significantly greater importance to the use of information technologies in education in order to provide effective teaching and learning within an emergency environment. In this context, countries have taken rapid steps towards digital transformation in education and the application of distance learning, teaching, and assessment approaches.

Although most studies published on this topic are certainly noteworthy, it is clear that scientific evidence on the effects of the COVID-19 pandemic on global education and education systems is still in its infancy. The EDUPIJ Editorial Team believes that much more well-grounded scientific research is needed which analyzes the varying impact of the COVID-19 pandemic on global education. In this regard, as the Editorial Team, we invite researchers to submit articles (quantitative, qualitative, or mixed-method) to our journal that focus upon the impact of the COVID-19 pandemic on global education. As the EDUPIJ Editorial Team, we welcome the contributions of researchers from different parts of the world regarding local situations in order to evaluate the pandemic's impact on global education from an international perspective. Worldwide scientific studies on this issue will help reveal that all-important bigger picture on how COVID-19 has impacted education on a on global scale.

The EDUPIJ Editorial Team has noted a significant increase in the number of high-quality research articles submitted to EDUPIJ. This current issue of EDUPIJ includes two articles, each with different themes. In the first article, Ozkayran et al. (2020) evaluated guidance

services, which play a crucial role in crisis management, based on the opinions of inservice teachers. The results of their study revealed that the ideal guidance services in a crisis management situation should be objective and include a reassuring approach. In the second article, Stephens and McLaughlin (2020) examined the facilitating role of higher education in social media marketing. Their qualitative research study concluded that the role of higher education was significant in supporting the educational needs of institutions in terms of their social media-based marketing strategies. In this context, the researchers put forward a series of recommendations regarding customized training programs for educational institutions.

I hope you find this current issue of EDUPIJ thought-provoking and useful for your own disciplines.

Most of all, I hope that you, your families, and your colleagues remain safe and healthy during this difficult and challenging time.

Sincerely,

Professor Turgut Karakose

Editor-in-Chief, **Educational Process: International Journal**

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