The Role of Technology, Communication and Education in Increasing National and International Visibility and Recognition

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ABSTRACT
Developments in new communication and media technologies have created new areas of use. In addition to providing users with certain authorities and new opportunities, these technologies have also transformed users into active participants within the system, leading to widespread interest globally. Considering the ongoing scientific and technical revolution, the transfer of desired amounts of knowledge and skills through the global concepts of education has become even more significant at the beginning of the 21st century. The level of education is influenced by teaching strategies and the creative use of new electronic environments in classrooms. In this technological world, it is particularly important for individuals to understand the concepts of modern technology, comprehend their functions, and feel comfortable using them. Due to these and other reasons, the value and importance of technology-related education have been widely recognized. Most technology education programs on a global scale aim to develop skills such as analytical thinking, creativity, problem-solving, teamwork, personal responsibility, initiative, and curiosity. Many leaders have also begun to use these technologies to communicate directly with users. The use of these technologies by leaders within the framework of specific communication strategies in international relations has given rise to new forms of relationships and competitive environments. This article examines the strategies for enhancing the visibility and recognition of individuals or figures at national and international levels through media. By analyzing traditional and digital media channels, public relations methods, social media strategies and brand positioning techniques, the study focuses on the fundamental components of an effective media plan.
Keywords: National Media, International Media, Media Visibility, Media Technology, Media-Education Relationship.

INTRODUCTION

Just as being loved, respected, and valued by others is important for individuals, these emotions and values are equally significant for institutions. Undoubtedly, the foundation of this respect, trust, and appreciation lies in the contributions that an institution makes to its stakeholders and society. Today, institutions are not only striving to maintain financial credibility but also to be admired and appreciated by their stakeholders and the public. The emergence of this struggle has undoubtedly been influenced by the transformations in marketing, changes in consumer behavior, and the phenomenon of globalization.

For a long time, there has been a strong reciprocal relationship and interaction between society and technology. Technology is created by society, yet human behavior and thoughts are also shaped by technology (Postman, 2016, p. 18). This statement aligns with Marx's assertion in *Capital*, which suggests that "humans invent technology, but technology, in turn, transforms human nature." Therefore, if human nature is partially the result of technological development, it becomes crucial to understand the relationship between technology and society to reveal the impacts of technological history and analyze technology itself. This issue also raises questions about how the future of society will be shaped. There is no definitive answer to whether the dominant communication technologies of the twentieth century were radio, television, the internet, and telephones, or whether all these technologies have converged into a single device through technological convergence. In this context, human nature is shaped by the usage and applications of these technologies (Morrisett, 2003, p. 22).

In recent years, the concept of the "mass" has gained considerable prominence within the paradigms of culture and democracy. Concepts such as mass culture, mass democracy, and mass communication, despite carrying negative connotations, are frequently used due to historical social tendencies. The first tendency is related to population growth and urbanization in industrial cities. The second is the concentration of workers in factories, and finally, the organization of labor movements based on these conditions. According to Williams, no one perceives

themselves as part of the mass, as the term implies a negative lower-class connotation. In this context, another negative meaning of the term is that it refers to the rule of the masses in democracy (Arık, 2012, p. 338).

Mass communication tools have the ability to reach broad segments of society and shape opinions, which is why many groups strive to take advantage of these opportunities through new communication technologies (Hermanns, 2017, p. 6). One of the fundamental elements of democratic regimes is ensuring that the public has direct, unmediated, and complete access to information on issues that concern them, enabling them to exchange views, express their thoughts freely, discuss societal matters transparently, and participate in decision-making processes. Indeed, new communication technologies have created novel public spheres through innovations. If these spaces are not regulated and structured by legitimate authorities, they pose a risk of being exploited by global crime, interest, and terrorist organizations. This situation also provides an opportunity for states to influence public opinion, shape policies, and create a base of support in their international relations and conflicts with external actors. Therefore, new communication technologies have introduced new dimensions to public opinion formation and international relations (İçel, 2017, p. 50).

McQuail's influence model suggests that new communication technologies are used to design content and produce broadcasts aimed at shaping society's attitudes, behaviors, agendas, perspectives, and preferences. Through these broadcasts and content, the responses of individuals and societies to certain events are measured. Additionally, the dissemination and speed of distribution of this content across societies and nations further highlight the power of these tools. In response to these developments, societies and nations must assess, interpret, and critically reflect on the events and content they encounter in daily life. Ultimately, when an event occurs, applying this model helps determine whether it has led to institutional changes at the societal or international level and aids in understanding its outcomes and consequences (Usluata, 2003, p. 89).

In the field of international relations, Machiavelli's *The Prince* presents a perspective in which all means and methods are considered permissible to maintain power. The primary means in this regard have traditionally been conventional military warfare. However, in the modern world, wars are increasingly shifting away from physical confrontations. Given the economic costs of war and the speed of information dissemination, waging wars in the realm of perception has become more efficient. In these wars, perception management and manipulation play a crucial role in media strategies. Since media outlets inherently engage in selective reporting, they influence public perception through deliberate editorial choices. Especially in processes where emotions are prioritized over rational arguments, individuals become highly susceptible to manipulation. In this regard, social media, rather than fostering public awareness, deprives individuals of their ability to make personal choices, forcing them to conform to the phenomena it presents (Al, 2017, pp. 207-209).

With the advancement of new communication and media technologies, perception management efforts have reached new dimensions (İnceoğlu, 2015, p. 147). Throughout history, nearly all powerful states and empires have invented and utilized communication tools to serve their interests (Innis, 2006). Perception management has never ceased but has evolved, adapting to technological advancements to serve strategic objectives. Today, perception management strategies exploit the vulnerabilities of social media platforms to interfere in other countries' domestic affairs and assert dominance over their political regimes. Among the countries most adept at identifying these vulnerabilities—despite not owning major social media platforms—is Russia (Akyıl, 2017).

Developing a Global Perspective on Education and Technology
Over the past 50 years, particularly with the rise of digital technologies, the information society has facilitated the global dissemination of knowledge and shaped a world order where regionally and locally focused economic and political events, such as the Arab Spring, have global implications. Selwyn highlights this transformation in this chapter by discussing the role of individuals in the knowledge economy. Examining the transformative impact of educational technologies on individuals, the author argues that the concept of "globalization" is complex, multidimensional, and often misdefined. Instead of viewing globalization as a process, Selwyn approaches it as a discourse.

Criticizing the dilution of the term "globalization" and its portrayal as a panacea in educational discussions, Selwyn explores different perspectives on globalization and examines the role of education within these various approaches. While attempting to present an objective analysis, the author rejects both overly globalist and excessively skeptical perspectives on the globalization of education. Concluding the chapter with questions regarding the relationship between globalization's four dimensions—economic, political, social, and cultural—and education and technology, Selwyn seeks to answer these questions throughout the rest of the book. In a way, the first chapter serves to frame the book's overall discussion. By addressing the multidimensionality of

globalization beyond a shallow, catch-all term, the chapter serves as a guiding reference for readers throughout the book. In this sense, it also paves the way for a critical approach.

Technology Acquisition

Technology encompasses all the knowledge and skills required to effectively and efficiently execute an industrial process, including research, development, production, marketing, sales, and after-sales service.

Technology transfer is broadly understood in the international community as "the transfer of production techniques and knowledge from developed countries to developing countries." However, developed countries themselves use the term "technology transfer" as a process-oriented definition. This refers to the transfer of knowledge from a country's fundamental science and technology institutions to its industrial sector. In this process, knowledge and techniques related to a high-technology field that is believed to have reached an industrialization stage are transferred to the relevant sector—namely, the industry—to generate the expected high added value.

Possessing technology, however, should be understood as the ability to define, design, develop, produce, test, operate, provide logistical support for, and manage a modern system that meets user needs. To own technology in a particular field means having a specific set of knowledge, skills, and capabilities related to that domain. Thus, just as with any other skill or competence, acquiring technological capability is not a matter of simple ownership, such as purchasing goods. Instead, it is an evolutionary competence-building process that involves education, investment, effort, and knowledge accumulation. Just as one cannot purchase the skill of painting, the ability to develop original products and production technologies cannot be bought.

While components and parts necessary for production can be purchased from any country, the most critical aspect is the ability to design. The first step is to determine which systems require design expertise. The core foundation of technology is design technology. Self-sufficiency is only possible when a nation possesses this capability.

The process of acquiring technology can be defined as the activities necessary to gain the knowledge, infrastructure (facilities, machinery, equipment, skilled workforce, etc.), and skills required for identifying, designing, developing, producing, deploying, supporting, institutionalizing, and managing a product or production method through its derivative applications. In modern understanding, the level of integration between fundamental research activities and new product and production technology development efforts within a country is considered an indicator of that country's level of development (Zaim, 2001, p. 1).

Achieving competence in science and technology does not solely mean excelling in "producing science and technology." A nation can only gain a competitive advantage in global markets and have a say in global processes if it possesses the ability to rapidly transform scientific and technological research findings into economic and societal benefits—such as marketable new products, new systems, new production methods, and new public services. In short, the ability to innovate and renew itself is crucial in ensuring technological and economic leadership.

Education Policies

In recent years, as rapidly developing technology has brought societies closer together and made inter-societal interaction inevitable, the dominance of education systems over individuals has been a matter of concern for almost all nations. The approach of absolute truths in teaching has been replaced by more sensitive and intuitive approaches. Consequently, people are increasingly recognizing the necessity of ecological integrity and adopting a lifestyle that is in harmony with all living species and nature. In this context, the distinction between learning and teaching becomes noteworthy. In learning, the student is the determinant, whereas in teaching, the teacher assumes this role. This seemingly minor difference necessitates transforming the school from a teaching environment into a learning environment. In such an environment, the concept of "Teacher" is replaced by "Learning Partner," emphasizing student participation. Under these new conditions, the learning partner must continuously equip themselves with new knowledge—financial circumstances permitting—act as an effective guide, and view examinations not as leverage or a threat against students but as an integral part of the learning process. The new millennium will witness the success of societies composed of individuals who do not merely pursue utility or evade responsibility but can appreciate the beauty of differences, discover themselves, live in harmony with themselves, be conciliatory, productive, problem-solving, and perceive the universality of aesthetic criteria (Yaşar, 2001, p. 1).

The most crucial component of a society, whether technologically advanced or not by today's standards, is human capital. Human capital is generally dependent on education and, more specifically, on real and up-to-date knowledge. While dollar investments can be easily evaluated based on profit or loss, human investment is

challenging to assess due to its qualitative nature. Although part of a nation's wealth is expressed in dollars, a more significant portion lies in human knowledge and its application. Human capital cannot be bought or sold like marketable products, yet it constitutes the most vital infrastructure for a country's technology, economy, and politics. People form the most critical and fundamental part of a society, and their contributions to society rely on their continuous education. The extent and scope of high technology primarily depend on people and how well they are educated and can utilize their skills (Strandberg, 2002, p. 3).

Fears that the current technological revolution will lead to widespread global unemployment are increasing. These concerns are particularly voiced in Europe, where, despite all preventive measures, the unemployment rate among the 15-64 age group remains above 35% of the total population (Employment in Europe 2002, 2002, p. 15). Even in the United States, where the unemployment rate is half the European average, some predict that three out of four jobs will be taken over by robots and computers. However, a review of the technological revolutions of the past 200 years shows that while each revolution has displaced some workers, it has also created numerous new jobs. The key issue is the ability to train individuals with the qualifications demanded by new technology. This requires serious efforts in teaching and education (Başargan, 2000, p. 1).

Educational Technologies

Today, ways of living, learning, and working are rapidly changing. In an environment where all these transformations are taking place, it is impossible for education systems, which bear the mission of preparing individuals for life, to remain unchanged and still fulfill their designated role. In order for individuals to compete in a highly dynamic and volatile labor market and maintain their economic status, they need to acquire and continuously develop and renew their "employability" skills. This ongoing necessity, which becomes increasingly significant throughout individuals' lives, is considered to have led to the emergence and widespread adoption of the "lifelong education" approach. According to Küçüktamer and Yardibi (2017), lifelong learning emerges as a solution for people of different ages and areas of interest.

Lifelong education can be regarded as synonymous with lifelong learning, lifelong integrated learning, continuous learning, and continuing education(Kara, 2023). The origin of these terms lies in the understanding that education is not limited to an initial and final experience confined to childhood but should instead be a continuous process throughout life.

Life itself is a continuous learning process. However, for individuals to keep pace with technological and societal changes, to be prepared for changes related to their personal circumstances (such as marriage, parenthood, career transitions, or aging), and to fully realize their potential for personal development, they need to engage in purposeful and sequential learning. Lifelong education encompasses both intentional and incidental learning experiences. Behavioral changes that occur as a result of an individual's interaction with family, peer groups, and the surrounding environment constitute incidental education, whereas education obtained from formal and non-formal educational institutions is classified as intentional education.

With the widespread use of Internet technologies, one-way learning methods, such as those facilitated by television and video, have been replaced by interactive, electronic learning models. Electronic learning (E-learning) or distance education can be defined as a web-based education system delivered via the Internet, an intranet, or a computer network. While the most apparent difference between e-learning and traditional education may seem to be the technological component, in reality, e-learning represents a fundamental transformation. This approach prioritizes the learner, motivating them to access knowledge and placing them at the center of the learning process. In e-learning, educational activities take place without requiring the teacher and student to be physically present in the same environment at the same time. E-learning is generally conducted in two ways:

1. Individuals engage in self-directed learning at a computer.
2. A group of students and an instructor meet synchronously in a virtual classroom for live instruction.

In developed countries, e-learning is particularly preferred by adults. It is a cost-effective option for businesses in the medium and long term, as it eliminates the need for employees to be away from their workplaces for extended periods during in-service training. With this method, employees can revisit topics they find difficult to comprehend as often as needed, and through multimedia materials—including auditory, visual, and interactive applications—they can enhance their learning experience. Although e-learning remains a relatively new method and discussions regarding its long-term educational outcomes and standardization continue, institutions and organizations in Turkey are already utilizing e-learning and achieving positive results. More effective outcomes will be achieved when e-learning resources are integrated with face-to-face, traditional educational environments and methods. Supporting the in-service training of educational administrators and teachers through new information and communication technology tools—namely, e-learning—should be a short-term goal.

In the new century, the Turkish education system is striving toward a vision in which individuals fully benefit from all the opportunities provided by information and communication technology. In this regard, the Turkish education system should serve as a model and driving force for other institutions and organizations (Aytaç, 2003, p. 1).

Contemporary Technology Education

The most significant impact of technology on individuals and society pertains to their way of life, namely their culture. In the interaction and adaptation between individuals and their environment, science and technology precede changing values. Today, technological culture has become one of the most influential factors shaping and regulating the culture of values. Consequently, integrating individuals with the technological culture they interact with also serves as the foundation for their social adaptation. In other words, for individuals to keep pace with rapidly advancing technological developments and increasingly complex societal structures, they must be equipped with contemporary knowledge, skills, and attitudes. This is only possible through an education system that enables individuals to acquire the competencies required by technological advancements.

Education is both a fundamental right that should be accessible to every individual and a significant tool for shaping the future of society (Akkaya, 2023). One of the primary tools for adapting to a technologically driven cultural environment within the formal education process is technology education. The key aspect of this education is to emphasize contemporary applications of technology, thereby establishing a bridge between the present and the future (Uluğ, 2003, p. 1).

While general education aims to develop shared knowledge, skills, and values for all individuals, vocational and technical education focuses on imparting specialized skills that provide employment opportunities in specific fields. However, it is not possible to draw strict boundaries between general education and vocational-technical education. A modern society requires both forms of education.

Technology education is an educational discipline that integrates these two areas. In an industrialized society, it is impossible for individuals to remain detached from general knowledge of science, technology, and industry. Regardless of the career path individuals choose, general education should provide them with fundamental knowledge about different professions, essential attitudes, skills, and competence in using modern technology. This can only be achieved through technology education, which complements general education. Vocational and technical education, on the other hand, provides individuals with the essential knowledge, skills, and attitudes required for a specific profession.

From the perspective of personal development, technology education plays a crucial role in self-expression and uncovering individual talents. Thus, it introduces new dimensions to education and constitutes one of its fundamental components. Through this education, students gain the ability to make important decisions that will impact their professional lives. The primary objective of Industrial Arts and Technology Education is to help individuals understand the dynamic nature of technology and enable them to utilize it in the most efficient way possible (Şenel & Erden, 1996).

Reflections of Developments in New Communication and Media Technologies on National Policies

With the scientification of politics and the advancement of communication technologies, these two concepts have begun to be addressed under the discipline of political communication. Political actors implement political communication strategies to persuade target groups, masses, or nations to accept and act upon certain ideological objectives (Aziz, 2013, p. 4). During election periods, the use of appropriate methods and techniques increases the likelihood of winning elections. Additionally, these efforts are utilized to pass certain laws in parliament or to persuade public opinion. Beyond shaping public opinion, both ruling and opposition parties resort to such tools to set or shift the political agenda. Political communicators, in addition to leveraging the opportunities provided by traditional media, strive to maximize the use of new communication technologies to outmaneuver their competitors or compete on equal footing (Öztürk, 2014, p. 404; Ekinci, 2016, p. 45).

Recent political and electoral campaigns have demonstrated a strong and dynamic connection between new communication and media technologies (Hermanns, 2017, p. 6). Politicians' adoption of these technologies to communicate with their electorate has led to significant conceptual shifts in the field (Postman, 2016, p. 19). Through new communication and media technologies, political leaders maintain continuous and direct interaction with voters without intermediaries. They exchange ideas on new projects and policies, encourage voter participation in decision-making processes, shape public opinion, gauge societal sentiment, and sustain political support (Rothkopf, 1998, p. 329).

These new media and communication channels enable politicians not only to reach their own supporters but also to send messages to the followers of rival parties and leaders. By making voters feel valued, they expand their voter base and increase their electoral support. These political strategies contribute to the engagement of followers, ensuring their continued interaction within the system and preventing them from seeking alternative sources of political information. This, in turn, helps to establish political and social stability. In an era where the traditional political system is being questioned and representative democracy is perceived as inadequate, such communication technologies provide new opportunities for politicians. The conscious and strategic use of these technologies by politicians is expected to have a positive impact on citizens, fostering a more informed and engaged electorate (Nixon & Johansson, 1999, p. 137).

One of the most distinctive features of new communication technologies is their ability to facilitate multidirectional communication, fostering interaction among users. However, some political leaders have been observed to use these technologies in a one-sided and authoritarian manner. This suggests a lack of understanding of the nature of these technologies, leading to ineffective results and a waste of energy and time. Each new communication technology has its own inherent applications and areas of impact (Yağmurlu, 2019). In this context, new communication technologies should not be treated merely as extensions of traditional media. Using them within the framework of traditional media practices does not offer any added value to users. Thus, merely creating social media accounts and sharing content is different from utilizing these technologies in a manner that aligns with their unique nature and purpose.

Each communication technology has distinct applications and spheres of influence. Generally, the emergence of a new communication technology does not eliminate or replace existing ones. However, some technological devices have successfully integrated multiple applications through technological convergence. Consequently, the consolidation of various communication channels into a single device has led to increased investment in new communication technologies. Additionally, interactive elements such as mentions and hashtags have facilitated the integration of these technologies into politicians' daily communication strategies (Koyuncu & Medin, 2017). As the necessity for both users and politicians to learn and adapt to these new communication technologies becomes increasingly apparent, those who fail to do so face diminishing prospects of political success (Öztürk, 2014, pp. 410–415; Šimunjak & Caliandro, 2019, p. 14).

Conclusion, Discussion, and Recommendations

The increasing visibility in the media can have both positive and negative consequences for individuals and institutions. While this process can enhance personal branding, it may also lead to negative perceptions. In this context, the effects of media visibility have been examined in various academic studies.

Firstly, media visibility has been noted to contribute to individuals' social capital. For instance, Smith (2018) highlights in his study that increased visibility on media platforms expands career opportunities and strengthens social connections. This phenomenon accelerates the personal branding process, particularly in the digital era (Brown, 2020).

However, media visibility also has some adverse effects. In particular, the dissemination of false or misleading information can negatively impact the reputation of individuals and institutions (Jones & Taylor, 2019). Additionally, as media visibility increases, the risk of privacy violations also escalates. Miller (2021) states that the growing presence on social media exacerbates privacy breaches and psychological pressure.

From an institutional perspective, while media visibility enhances brand awareness, it also makes crisis management more crucial. Lee and Kim (2022) assert that as brand visibility increases on social media, crises spread more rapidly, and if not managed effectively, they can harm brands. Therefore, media visibility should be strategically addressed, and crisis communication plans should be developed.

Although media visibility has positive effects on science and education, it also presents certain drawbacks. The rapid spread of misinformation, distortion of scientific facts, and the rise of anti-science sentiments can be significant issues, especially through social media. Misleading perspectives, such as vaccine opposition and climate change denial, reach large audiences, leading to public misguidance and a decline in trust in scientific knowledge. Media visibility offers substantial opportunities in the fields of science and education, facilitating the dissemination of knowledge to wider audiences and contributing to the development of innovative educational methods. However, the risks associated with the spread of misinformation should not be overlooked. Therefore, the responsible and informed use of media in science and education is of great importance.

In conclusion, the increasing visibility in the media presents both opportunities and risks for individuals and institutions. When managed correctly, this process can yield positive outcomes; however, if left uncontrolled, it can result in significant negative consequences. Thus, strategies for enhancing media visibility should be evaluated within the framework of ethical principles and reliability.

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