

Explain the theoretical foundations of digital modernism and its educational implications

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Abstract

Today, digital is one of the most common and familiar words that we are all involved with in some way and has left various effects on aspects of individual and social life, including education. This project aims to explain the theoretical foundations of digital modernism as a new paradigm that was born after postmodernism and also to express its educational implications. The method of the present research is done by descriptive method and concept analysis, which first by explaining the concepts of digital modernism and then by analyzing its concepts to obtain the educational implications of digital modernism. Since in the present study, the type of data is non-statistical, so the method of data collection is library. The research findings show that despite the fact that DJ Modernism is historically behind postmodern, but from a cognitive point of view, it is a concept that oscillates between modernity and postmodern. Also, the educational implications of digital modernism can be examined in at least six areas, all of which have a common chapter based on digital.

Keywords: digital modernism, modernism, postmodernism, theoretical foundations, digital

I. Introduction

Since it is difficult to analyze the approach, philosophy, and foundations of modernism without examining modernism, all discussions of postmodernism must inevitably begin with a description of modernism. Modernism, which some attribute its beginnings to the Renaissance movement, some to the rise of rationalist philosophers, and some to the Enlightenment, with characteristics such as rationalism, humanism, freedom, originality, individual resources, democracy, nationalism, and The origin of nation-states and the existence of universal laws are determined. Bloland (1995) describes modernism as follows: "Modernism requires the belief that there are general propositions that can be discovered through reason, and that science and the scientific method are excellent tools for achieving truth and language. As a tool for achieving reality, modernism, by supporting democracy, promises freedom, equality, justice, a good life, and prosperity, and has argued that, through science and science, goals such as health and the eradication of hunger can be achieved. And poverty and crime were achieved "(Pak Seresht and SafaeiMoghaddam, 2013).But practically after two centuries, modernism failed to achieve many of its ideals and

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goals and, contrary to its promises, failed to provide the means of human well-being. Of course, modernism clearly had many positive consequences, such as the advancement of science and technology and the improvement of material conditions and well-being for some societies. But its negative aspects were very deplorable, including inciting class divisions, the trampling of human values, the killing of minority groups, the domination of authoritarian regimes, and finally the outbreak of world wars. Nietzsche and Heidegger were the first thinkers to criticize modernist concepts in the nineteenth century. Nietzsche's critique of modern reason, his disbelief in ultimate truth and intrinsic values, his emphasis on differences and decentralization, and Heidegger challenged the dominance of technology over man, paving the way for the emergence of postmodern thought. But none of them used the word postmodern. (Barton, 2014).

The term postmodernism has been controversial from the very beginning for critics and experts. Robert B. Ray talks about the term "postmodern"; Because the word "modern" is commonly used to mean "contemporary," the term "postmodernism" has seemed like a sci-fi novel from the beginning. (131: Coyler et al). Because these novels generally deal with the future and the developments that will take place in the future, the term postmodernism has been compared to the term science-fiction novels, both of which refer to the future. In fact, what for eBay. Berry is a place of question and contradiction, the combination of Post and Modern, and the origin of the word postmodern. In other words, if it means modern, contemporary, and present, then how is it applied to the present after the contemporary? Of course, there are always lexical and conceptual challenges in naming the new age and millennium.

Various opinions have been given about the exact time of the beginning of postmodernism, in a way similar to its term. But how the postmodern era was announced dates back to the imitation of the English writer Virginia Woolf by Charles Jenks at the beginning of the modern era. In 1924, Wolfe wrote in an article that modernism, or at least the "modern world," began with the change of human character in December 1910 or so. (96: 1950, Woolf). In 1997, Jenks, following in Wolfe's footsteps and, of course, seriously mocking postmodernism, stated that modernism ended on July 15, 1972 at 3:23 p.m. (Jencks, 1984: 9) Of course, postmodernism left modernism in the form of a bunch of pluralist uprisings around 1960, but it officially came into being in 1972. According to Jenks, postmodern art, like architecture, is influenced by the global village and with it the sense of citizenship has the irony of globalization "(Jenks, 1374: 25).

Although postmodernism began in 1971, mainly in France and in connection with art, it quickly spread beyond Europe, especially to the United States, as well as to other disciplines and sciences in addition to art; So that now, postmodernism has found practical and professional application in America and now digital modernism has been introduced in America and in the educational system, management, planning, industry and environment organization, artistic-cultural policy, and in Women's movements have become one of the common sections (Fani, 2010). Miller and Reil (2014), for example, see postmodernism as the result of a shift in broad historical and ideological orientations that, especially as a result of the faltering consensus on modernist belief in progress and science, are the "grand narratives" of the modernist age. It began with the rejection of nineteenth-century metanarratives such as reason, science, and progress, and was replaced by concepts such as constraint, relativism,

technological and communication advances, various styles and goals, and skepticism about progress. And perfectionism has been replaced. Many scholars have also dismissed DJ modernism as a denial of worldview as a coherent and all-encompassing whole, a denial of waiting for any final solutions and definitive answers, and finally as a spirit of pluralism and pluralism and infertility. Defines modernism. As postmodernism was challenged, DJ modernism emerged.

II. Theoretical foundations of DJ Modernism

Alan Kirby (1977) is the leading researcher and theorist of DJ Modernism. By writing the book *Digi-Modernism*, how new technologies of postmodernism flourish and reshape our culture (published in 2009), he discusses the impact of advances and digital technologies on art and culture in general. Emphasis added. In his view, digitalism has revolutionized the traditional arts and immersed them in the textual life in which we live. In the introduction to his book, he states that DJ Modernism is establishing itself as a new cultural paradigm in the 21st century, adding that Digi-modernist texts are searchable in contemporary culture, from real TV movies to Hollywood fantasy movies, from Platform Web games (2, web) to video games are very complex and range from certain types of radio shows to story changes. Thus, with the advent of the network, the greatest revolution in the publishing world took place since the first publication of the Bible by Gutenberg. Everyone can publish everything, now is the time for democracy, freedom, non-elitism, and breaking the forced doors of the publishing network that has suppressed thinking for centuries and decided what we could read; It is time for the people to confiscate the world of publishing. (65 - 6: 2009, Kirby) DJ Modernism as a theory is still new. Alan Kirby first used the terms "balanced continuity" of postmodernism and "quasi-modernism" instead of DJ modernism in his articles. But later in his book he used the term DJ Modernism. According to him, a modernist text or work, in its purest form, allows the reader or viewer to be physically and physically involved in the creation of the text, to add visible content, or to tangible to the process of the development of the narrative of the form. excuseme. (Ibid)

Kirby first referred to the Internet and then turned to television, cinema and computer games, music, radio, etc. The emergence and implications of these diverse media that fill our cultural space with ideas on texts and how they work Colored, analyzed. Cinema in DJ Modernism is more like a computer game. The images, which once originated in the real world and were formatted by creative directors, were glamorous with music recorded and arranged to guide the viewer's thoughts or feelings; It is now produced by computer. (2009, Kirby) In fact, this new form of text creates a new form of relationship between the writer and the critical reader, which in turn leads to modified theories of domination, truth, and legitimacy.

In Alan Kirby's view, change in the contemporary world occurs with just a click. In the postmodern era, one reads, watches, listens as in previous eras. But in the age of digital modernism, the situation is different. He calls, clicks, searches, selects, moves, downloads. There is a generation gap between people born before and after the 1980s. Those born after the 1980s also find their ages free, independent, innovative, dynamic, capable, autonomous, with a unique voice that can be heard. In contrast, postmodernism and all that precedes it seem elitist,

stagnant, cold and monotonous, which depresses and limits the people of that era. Even those born before 1980 may find contemporary texts harsh, full of lustful, unrealistic, clichéd, soulless, consumerist, meaningless, and mindless writings. (Ibid)

Thus, thinkers and researchers believe in digitalism as the new "ism" in art and emphasize the way in which the digital world has influenced art. TimezWali explains that technology changed the art world in unprecedented ways, all through digital media. (Valley 2002) In the digital world, both the work of art and the art world have been presented to the wider artistic and social community through the Internet. In such an atmosphere, the work of art has its originality, although it is produced and distributed on the screen and is frequently published on sites, but unlike the postmodernist work, it is not copied or duplicated. The prominence of creating artwork digitally and sharing it over the Internet reflects the fact that the artwork you experience on a page at home is genuine and not a reproduction. Because it is produced with the same technology. What is happening here is an opportunity to see the work of art in a very impressive context.

David Hackney (1937-) and his works of art on the iPad are good examples of the meaning and applications of DJ Modernism. Hackney Paintings on the iPad and its publication online on the Guardian site as an original work were seen by millions for free. In fact, Hackney is known as a leading artist in painting on iPad and iPhone. Photography has made a splash in online markets since its digitalization and has played a significant role for art with inventions such as Instagram. According to the governor, painting is not dead, but has taken on a new form with new media and is more accessible than ever. Therefore, it is necessary for official art organizations to pay attention to digitalism and approve it as a revolutionary and prominent movement of the contemporary era. (Ibid) It can even be said that the auction of digital art and the category of digital art on the ebay site is a living document of the widespread digital impact on the artist and his work, as well as the taste of the masses.

The same is true of other artists of the age of DJ Modernism, where the iPhone and iPad have changed the artwork of artists. This influence of technology is more widespread in other fields of art such as music, architecture, video games, etc. For example, video games are valued as a distinctive form of art, and according to Tavinor, they are one of the most important advances in populist art in the last fifty years, leading to the formation of a high philosophical taste for use. Computer technology has become an art. (2009, Tavinor) Nowadays, computer games such as games of chance for screens such as smartphones have attracted a wide audience. In addition to its first teen audience, it has become so popular that its complexity and diverse genres are being analyzed by a group of researchers in the field of game studies in conferences, scientific journals, and specialized organizations.

Lopez and Potter say of the third millennium that today is the best of times and the worst of times, a time of glorification of diversity, a time of fear of the other, that which is different. The age of the wonders of technology and the fear and distrust of science. In times of abundance, poverty is deadly. It is a time of nostalgia for the past and a passion for the present, a time of optimism and hope for human possibilities of freedom and happiness, as well as a terrible pessimism and fear of our future. It is a time of great intellectual success as well as a deep awareness of the severe limitations that are inherent in the conditions of scientific and intellectual production. It is a year that is similar to many years, but it is still unlike the years before this year. The year is two thousand, the gateway to the

new millennium and a good time to pause and thus try to re-evaluate the role of wisdom, philosophy and science. (3: 2001, Lopez and Potter)

While the map of the globe represents the inexpressible totality of the world, the Internet, as a postmodern map, includes the totality itself, which replaces the real world. The real world shifts to the simulated world of the entire Internet of Things, a transparent and immediate world that is fully perceptible and encompassing. (16: Ibid)

It is clear that the vast cultural and social changes of the past two decades have been attributed to digital media. The advent of the Internet and the World Wide Web and their effects are seen as the starting point for profound social and cultural change. In fact, it must be said that the Internet has changed the entire public and private human space. So today's media world is not really an advanced version of twentieth-century media culture, but a very different structure. (319: 2009, Manovich) Today, more than ever, it is impossible to separate culture from technology because all aspects of human life are intertwined with media networks.

However, with the advent of the new millennium, there has been a marked change in attitudes, and there is no longer any talk of break-up or opposition. The prefixes were changed from "de", which means defeat, to "re", meaning reconstruction and correction. This change in prefix, in fact, indicates a change from the negative and the opposite, from shredding things to stitching them together. It also shows that instead of going back to pre-determined situations and contracts, we need to move towards their revitalization and reconfiguration.

But DJ Modernism has its own grand narratives and is different from what was accepted as a grand narrative in modernism. Globalization is one of the most famous of the great new narratives. According to this narrative, everything seems to be virtually universal, such as markets, economics, politics, wars, cultures, issues, cities, citizens, poverty, children, terror, health. Fiurstad and Engberg acknowledge that in such an imaginary space, the world has replaced the country as an arena of tendencies, actions, and developments. Both proponents and opponents of the difficult process of globalization acknowledge that this alternative implies the telegraph of the world, in which the Internet facilitates the flow of goods and ideas among nations, enables access, and connects the world to the network. It becomes complex. (Ibid)

Phrases have been proposed to label postmodernist tendencies, each of which reflects a theory that can be used to extract critical indicators. For example, Eric Ganz promotes the "post-millennium" theory, Ronald Schleman promotes the "performism" theory, and Alan Kirby promotes the "digital modernism" theory. A number of critics are also trying to re-evaluate the theory of modernism by adding a variety of prefixes. Thus the terms "re-modernism" (Katherine Evans), "reverse modernism" (Jim Collins), "supermodernism" (Paul Crowser), "ultramodernism" (Nicholas Boryad), "atomodernism" (Robert Samuels), "critical modernism" (Charles Jenks), "Cosmodernism" (Kristin Murrow), "Hypermodernism" (Giles Lipowski) and "Metamodernism" (Timothy Vermiolen and Robin van den Acker) appear as alternatives to digital modernism in dissertations, articles and sites.

Among the suggested names; Metamodernism, digital modernism and hyper-modernism have been discussed and accepted more in scientific circles than other proposals. It should be noted that these terms are not just words, but are theories of the index of digital modernism, each of which introduces components.

Educational implications of DJ Modernism

Digital modernism in education is primarily a way to flex with the methods of the education system and make a conscious change in the teaching and learning process. And secondly, it tries to end the artificial order created on the basis of the separation of the field of education with work and life. And organize independent and lifelong learning.

Distance education in the United States was introduced by correspondence through the postal service in the late 1800s, however, the theoretical basis for distance learning in the research style was not revealed until 1987 (Saba, 2003, p. 17). Today, computer networks and the Internet and technology have the greatest impact on increasing the number of distance education students. Major and required skills in distance education include teaching and learning theory, educational design, technological skills, communication skills, and executive topics (Dooley, Lindner, Dooley, 2005, p. 19). Distance education has existed since ancient times. The treatise of St. Paul on Christians, sent to the Corinthians and Romans in the first century AD, can be considered a kind of distance education. (Bates, Poole, 2009, p. 108) Correspondence education over time became a study called "guided independent study" in North America. This study includes a list of curricula and studies that a specific group in Universities publish. And the university monitors it by passing an exam locally. But basically, this training was second-hand training and did not have a good reputation (same source)

With the establishment of the Free University in the United Kingdom in 1969, distance education underwent a fundamental change and was established to enhance the qualifications of senior students of the year. To provide services to those who could not enter a traditional university. This training was integrated and consisted of printed correspondence for adults and independent learners and radio and television training programs. Also full-time professors, training technologists, producers, media editors, and executives who did the production and design work for the course. Azad University was able to influence even the "dual method" institutions. To provide face-to-face and independent study on-site universities and distance learning courses, such as the establishment of the Free University in the UK, which led to the establishment of distance learning universities in several countries. These universities include the Free University of Spain (1972), the Allameh Iqbal Free University in Pakistan (1974), and the Free University of Thailand (1978). In Iran, Abu ReihanBiruni University in 1350 for the first time to provide distance education in correspondence and operated in eight disciplines (Talebzadeh, 2006).

Payame Noor University was established in 1987, which was in fact a combination of face-to-face and distance learning tools in the form of correspondence education (same source).

The advent of the Internet has led to a wider range of distance learning.

Some institutions that use dual methods have added e-mail and websites to their curriculum. Nevertheless, printed resources are still the main part of the training courses of distance education institutions (Bates, Pool, 2009, p. 108). Many people use the words internet and web instead of each other. But they are different. The Internet is a vast network that connects computers. Web is a way to access information over the Internet. The web uses browsers to access documents using specified links. Web documents include audio, text, and video graphics (and with Pilia,

2002, p. 18). Many universities, such as British Columbia, have abandoned old print-based courses and designed new ones using a combination of websites, web chat sessions, and print content. And some universities, such as the University of California, Berkeley, offer distance learning courses entirely online. Online learning is the equivalent of a term for network-based learning. This type of learning uses only part of the information technology, which includes the Internet and the Internet (same source). The advantages of e-learning courses over print resources over distance teachers are obvious because it is impossible for students to interact with print resources. However, if students have access to the Internet, holding online discussion sessions is an integral part of web-based courses.

In digital education in general, the potential for non-attendance is highlighted and participants and learners are provided with online and distance learning, where they can communicate and interact in only one Internet system. Be able to watch and discuss lectures and presentations, and engage with educational resources in teamwork. This environment often works with a web conferencing system that allows multiple users to connect to the Internet at the same time, allowing users to attend online classes from anywhere. One of the important features of e-learning software is the ability to take electronic tests while learning virtual.

An online classroom is designed as an environment for learning. An online classroom can also be built to follow continuously or it can be accessed over a set period of time.

Participants in an online class include students and one or more instructors. In this regard, online classes are divided into two categories. Online class without supervision, online class with supervision.

An online class does not always need an active teacher to supervise students and their activities. In this case, students can learn at their own pace and the instructor can only evaluate them. Sometimes there is no teacher at all. This type of online class is called an unsupervised online class in which students are prepared with instructional materials and learn without the help of a tutor, which is essentially a private e-learning course that may have an automated online test. . This model is the most common online class, in which students are provided with only one PowerPoint to read or watch a video tutorial. By that definition, YouTube is a vast array of online classes, even if it is not known by that name.

Online class with supervision

The second type of online class is a class that is supervised and led by a teacher. This class shape is closer to the definition of a traditional class. In this type of online class, there is at least one active instructor, and the lesson is delivered online on a specific date, and students attend the class through a video conferencing program. In this model, students and teachers can really interact in the classroom and be active.

The "sync" online class is the closest type of online class to traditional classes. But because in a synchronous online classroom it is necessary for the teacher to communicate with all students through chat, the number of students in the online classroom is less.

In another category, the types of virtual training in terms of the device that can be suitable for it are:

Web-based training

Virtual training in this method is done through the Internet. It can be said that this method is the most common and widespread method and tries to take exams and issue certificates electronically and on the web.

Classrooms, lesson reports, booklets, chat rooms, e-mails, etc. are all stored on the web. Also, due to the flexibility in the way of providing e-learning, the type of training can be designed and used according to your wishes and activities, existing conditions and facilities, etc. So you can have custom features in your implemented system.

Computer training

In virtual e-learning, there is no need to connect to the Internet or network (only the Internet is used in cases such as tests). In this method, an electronic interface is used to store information and the user uses it by a computer or devices that are used to read the electronic interface. (Such as using training CDs).

Training by portable electronic devices

In this method, portable electronic devices such as ipad, PDA, tablet PC, etc. are used, which are usually more limited methods for training with these devices.

Mobile learning

This new method can be included in the previous group, but due to the increase in the number of mobile phone owners, this method has been called mlearning and it has been placed in the separation category. But using this method requires the provision of appropriate conditions for telecommunications infrastructure.

Many people in the community, especially in big cities, spend a lot of time waiting for vehicles or in traffic, etc. For some time now, people have been taking books with them to make good use of this time. Of course, after a while, the disadvantages were also mentioned, such as the case that ophthalmologists put a lot of emphasis on. They believed that "studying in rough paths is harmful to the eyes." Studying and teaching by voice is more important.

However, it is interesting to know that "training done by the eyes is more effective." Designed to mention:

- Use animated, still images or videos instead of educational text
- Use different sizes for writings according to the texts studied
- Use educational texts with recorded audio or music
- Use of recreational facilities in order to avoid uniformity of training and fatigue

Digital learning

This type of learning is the same as self-study. In this type of learning, there is no communication between the learner and the learner, and the learner receives the educational content through information that has already been prepared. In this type of learning, information is presented in formats such as CDs or DVDs.

Face-to-face e-learning

In this method, the learner and the teacher are physically present in the classroom, with the difference that in these classes, electronic learning tools are also used, such as classes in which PowerPoint, multimedia and... are used to transfer content. Becomes. In this method, communication between people is in the classroom environment or it is done by phone, therefore, in this method, there is no electronic communication.

Asynchronous e-learning

When the learner collects the content (content transfer) and the learner obtains the content (access to the content) there is a delay time between the transfer and the access to the content, so there is an electronic connection but asynchronously . In this way, people can interact with each other through various tools and technologies. This method also uses technologies such as e-mail.

Simultaneous e-learning

In this way, the teacher and the learner meet each other virtually during the transfer of content, which is why there is a virtual presence. Also, all technologies including live audio and video and messaging and other technologies used in asynchronous e-learning are used.

Hybrid / dual, asynchronous e-learning

This type of e-learning is a combination of face-to-face and non-simultaneous learning. In this method, content is transmitted both through face-to-face classes between the teacher and the learner, and through e-learning technologies when people are not physically present in one place. Electronic communication exists only in the asynchronous method of this model, and on the contrary, it is presence, that is, presence only when the transfer of information is face to face.

Combined / dual e-learning, simultaneous

This type of learning is also a combination, but with the difference that it is a combination of face-to-face and simultaneous methods. In this method, the learner and the tutor meet each other in both face-to-face and virtual classes. arrives. Electronic communication is also widely and simultaneously used.

III. Conclusion :

The discussion of the critique of digital modernism is wide-ranging, and each section of the issues raised in the present dissertation requires to be approached from different angles. The present study was the entrance to the era of digital modernism and contemporary critical theories that reflected aspects of this period in digital form and critical indicators in this period, but the door to research on the greatness and breadth of this period is still open and interested researchers In this field, in this field, to deal with strategic and systematic issues and researches, and through it, to achieve a basic topic that can be discussed in scientific and academic topics and fields.

Learning based on new information technology, by making fundamental changes in the concepts of traditional education has been able to eliminate many inefficiencies of educational systems and bring about fundamental changes in education. Therefore, learning is not done only in person. Information and communication technology in time The short time that has passed since its inception has been able to bring about many changes in the way of human life. One of the major areas of change is learning. The role of information and communication technologies in the learning cycle is very important. In traditional learning, one has to read and write constantly and communication is almost one-way. But with the use of information and communication technology and learning, in addition to basic skills, a person needs to have skills in the use of information and communication technologies. Learning based on new information technologies, by making fundamental changes in the concepts of traditional education, has been able to eliminate many inefficiencies of educational systems and bring about fundamental changes in education. Using the virtual world of learning, new and efficient methods of learning can be achieved.

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