Analytical Essay on Postmodern Education and the Problem of Distance Education

Amir Hossein Soltani Fallah[1], Mohammad Bagheri Dadokolai[2*]

1. *PhD student, Department of Philosophy of Education, Shahed University, Tehran, Iran.*
2. *B.A student, Department of Educational Sciences, Farhangian University, Sari, Iran.*

The purpose of the current research is to analyze the postmodern education and the problem of distance education. The method of the current research is carried out by the descriptive and concept analysis method, which first explains the concepts of postmodernism and then analyzes its concepts to get the implications of postmodern education. Since in the current research, the type of data is non-statistical, so the data collection method is library. The findings of the research show that postmodernism tries to encourage cultural pluralism by accepting the equality of all cultures through education. From the point of view of postmodernists, ideal education and training is education and training that has the patience to listen to voices other than the voice of the dominant culture. Also, in the discussion of postmodernism distance education, topics such as the audience of distance education, teaching in distance education and how Its origin and emergence have been discussed. As a result, semi-attendance and non-attendance trainings using information and communication technology are not only complementary to face-to-face trainings, but can also bring a unique opportunity to update content and flexibility in learning and teaching methods. The existence of four factors "the changing world", "unpleasant realities" in the current face-to-face education system, "increasing need for independent education" and the accompanying and necessity of the peripheral factors of education such as family conditions, job and finally "advancement of science and technology" have caused is to change the way of face-to-face training.

*** Corresponding Author Email: mohammadbagheridd19@gmail.com**

Introduction

Today, in most countries, education is considered as a growth industry. In our era, the potential power and ability of education and training for development and progress has been revealed. The countries that have consciously employed education and training have succeeded in realizing this power in achieving their goals and making desirable changes in the cultural and economic fields. , social and political. Of course, the general goal of education in every society is that its people become useful and worthy members according to the model, beliefs, cultural, religious, social and political values of the society (Amini Khalaf Lu, 2017). The theorists of education and training have known the role of education for a long time and tried to specify the type of social system that is based on human talents and makes them flourish. Therefore, it is very important to know the educational schools and viewpoints (Bagheri Dadokalai, 1400). The philosophy of education studies the goals, process, nature of programs, practice and results of education. These studies can be used in the context of education as a social and cultural institution or in a broader sense as the process of human existential growth, that is, how to interpret a person's understanding of the world (for example, understanding objective realities, social habits, history and culture and even our emotions). With the help of the philosophy of education, education can be made harmonious and meaningful in the field of action and opinion. Therefore, the philosophy of epistemological education is a theory to introduce the foundations of correct, coherent, coordinated education and to prevent contradictions and contradictions in practice and education (Ebrahimzadeh, 2012). By reviewing the history of education and training, we will realize that the discussion of education and training has been discussed since the beginning of human beings and has had a special place and importance in every era. One of the eras in which education gained special importance at that time is the era of postmodernism. Postmodernism is one of the currents of thought that has been the most famous and influential in various fields, including in the field of education. Due to the fact that this idea appeared in the age of information explosion, it was not limited in the West, but it has penetrated in many parts of the world, including Islamic countries. In such a way that today, not only in scientific circles, but in various political, social, artistic, etc. fields, postmodern theory is seriously discussed. Nevertheless, postmodernism is not a systematic school of thought that can accurately and decisively state its intellectual framework and educational implications, but as the nature of this movement requires, it always changes its face (Mohsani, 2013).

Postmodernism was first used in 1870 by Chipman who referred to postmodern painting in contrast to impressionist painting. From the very beginning, postmodernism declares war with what was accepted and accepted in the old structure. In the postmodernist view of our world after the Second World War, nothing but failure and rupture can be seen. In general, postmodernism looks pessimistic and skeptical at old and established concepts such as truth, reason, identity, objectivity, progress or emancipation of all, single frameworks and king of narratives. According to Eitgen, postmodernism considers the world to be random, baseless, diverse, unstable, unknown, and a collection of separate cultures or interpretations, which causes doubts about the objectivity of truth, history, and standards, the certainty of natures, and the coherence of identities. . Postmodernism is a kind of cultural style that reflects elements of this historical transformation in a kind of superficial, uncentered, baseless, self-reflective, adaptive, eclectic, and pluralist art that marks the border between "high" and "folk" culture, as well as art And it distorts everyday experience. (Eitgen, 1391).

Jean-Francois Lyotard discusses the failure of the grand narratives of modernism in this era. From Lyotard's point of view, "postmodernism is defined by disbelief in meta-narratives" (Jenkaz, 2004). In fact, by breaking the macro-narratives into sub-narratives, the stability and monotony of the meta-narratives of Western culture is challenged. Maybe all the components that have been crushed and broken by the postmodernists are part of the concerns and concerns of postmodernism. According to Eagleton, "Perhaps the postmodernists are afraid that paying attention to the main narratives will sell all the sub-narratives and turn them into mere works and consequences" (Eitgen, 1391). Because the king's narratives were always at the center of the modernist narrative, and the postmodernists challenged the view of the dual opposition of superior and inferior by loosening their foundations.

However, according to Jameson, "postmodernism as a way of thinking raises internal heterogeneity, ambiguity and apparent contradiction. If we are going to come to terms with the concept of postmodernism, we must somehow come to terms with its ambiguities and contradictions" (Jameson, 1999). In fact, postmodernism portrays a world of contradiction and ambiguity in which "pluralism, dispersion and many truths coexist" (Jameson, 1379).

Postmodernism is not only a continuation of the anti-traditionalist experiences of modernism and has sometimes taken it to the extreme, but it has even tried in various ways to avoid modernist forms, which in turn had become tradition, and by resorting to The patterns

of popular culture in cinema, television, newspaper cartoons and cartoons, and popular music, overthrow the elitism and elite of modernist Chinese, which was called sublime art (Abrams and Herfam, 2017).

By rejecting the entire Enlightenment project, postmodernism shows that the modernist principles of the Enlightenment could not be defended from the very beginning and that their cultural manifestations have now reached the peak of degeneration. In this way, it attacks all the consequences of Enlightenment philosophy, from capitalism and liberal forms of government to science and technology. The foundations of modernism are the opposite of the foundations of postmodernism. Instead of natural reality, anti-realism. Instead of experience and wisdom, socio-linguistic subjectivism. Instead of individual identity and autonomy, various racial, sexual and class groupisms. Instead of human interests as fundamentally harmonious and prone to mutually beneficial interaction, conflict and oppression. Instead of respecting individualism in values and markets and politics, calling for collectivism, solidarity and egalitarian constraints. Instead of glorifying the achievements of science and technology, suspicion tends to open hostility (Hicks, 2011). Postmodernism, as much as it is broad in its social philosophical view and vague in some parts, does not have a coherent view in education. However, the general lines of education can be drawn according to what is obtained from the viewpoint of the thinkers of this approach.

One of the important points of postmodernism in the field of education and training is their respect for ethnic, racial and gender minorities, as well as support for multicultural education (Najarian et al., 2012). By accepting the equality of all cultures, postmodernism tries to encourage cultural pluralism through education. From the point of view of postmodernists, ideal education is education that has the ability to tolerate hearing voices other than the voice of the dominant culture (Hosseini, 2015).

Farahini Farahani, in his book Postmodernism and Education and Training, while stating that it is not possible to design and implement a comprehensive and systematic program for growth and education from the point of view of the teachers of this approach, extracts the following goals from their words(Farahini Farahani, 1383).

1. Education of a critical citizen
2. To provide the conditions for the examination of radical democracy
3. Emphasizing and paying attention to its constructive discourse

4. Examining differences and difference systems as an educational goal
5. Valuing the practicality of knowledge
6. Attention to general culture and cultural studies
7. Self-creation

In addition to the mentioned materials, one of the issues that has been discussed in the postmodern approach in the field of education is the issue of distance education, which will be investigated in this research.

Background Research

Sobhaninejad et al.(2017) in a research titled Pathology of cyberspace in the field of new learning and solutions based on the Holy Quran, suggests that nowadays cyberspace has been widely developed and the world is faced with a large amount of data and diverse information. has constructed. New media including; Internet, satellite networks, computer games, hypertext, etc., as manifestations of virtual space, carry and contain useful content and also implicitly contain many secularist educations that can cause many harms in the field of learning.

Mesbahi Jamshidi et al.(2016) in an article entitled the state of reason, religion and science in the postmodern era and its considerations in spiritual education with an anthropological approach have come to the conclusion that postmodern man's encounter with the category of spirituality is independent of epistemic connection and reliance And there is an existence to these concepts; Because postmodern anthropology considers a nature for humans, according to which the goal and method of spirituality, like human nature, has a fluid nature and is contradictory.

Mohseni (2012) in a research titled "Criticism of postmodernism's approach to values education" has come to the conclusion that postmodernism emphasizes relativism and pluralism and rejects any belief in certainty and absolute value. He has a conflicting immaterialism, he thinks that human identity is strictly social; The emphasis of values on the formative realities and the necessary effects of actions on human destiny does not shine. In terms of educational goals, he insists on institutionalizing pluralism, strengthening the spirit of self-management in students, and in educational principles, he insists on avoiding dogmatism, fighting systematism, and emphasizing individual freedoms. In educational methods, they emphasize inclusive discourse, serious attention to marginalized people, and rejection of role models.

Fani (2013) conducted a research entitled Educational Implications of Lyotard's Post-Modernist Perspective and its Criticism. In the contemporary view of postmodern teachings, especially from Lyotard's point of

view, it gradually becomes a familiar point of view; So that in various fields of politics, art, literature and especially education, it encourages the formation of new issues, the necessity of knowing them requires the implementation of research. In this research, the main goal is to describe the philosophical foundations (ontological, epistemological and value-cognitive) of Lyotard's point of view and infer its educational implications, including educational goals, curriculum, teaching methods, and expressing the crisis of modernism and education. Education is modern. The goal of modern education is to educate a civilized, expert and free citizen. Modern education considers experimental science, empiricism and rationality as the best way of knowing and the methods based on it as the best way of teaching and learning. Post-teacher education and training does not have fixed and global foundations, but is temporary and local. Therefore, it emphasizes dialogue, pluralism, difference, heterogeneity and cultural and anti-authoritarian studies and criticism. Postmodernism reveals the dangers of absolutism and the dominance of absolute and majority views, meta-narratives, meta-discourses, and falsehoods and emphasizes the importance of other minority and local views. Lyotard is mostly silent about educational decisions, and this entails serious risks, including extreme belief relativism, destabilization of normative foundations, and socialization.

Education in the postmodern era
Postmodern subjects
The postmodern curriculum emphasizes topics that increase cultural, historical, political, ecological, aesthetic and theological awareness. This means that this type of curriculum relies on the context and general conditions of human life. The content of the curriculum should be such that it places people in the process of "becoming". The curriculum should seek a kind of transformational education that will make teachers and students investigate issues in an exploratory journey and hope for discovery. Also, awareness and sensitivity towards environmental issues (ecological, physical, social, spiritual) are certain parts of postmodern suggestions in the curriculum. The postmodern curriculum is dialogical, negotiation and interactive in order to reconsider the teacher with the learner and the text with the reader (Farmihani Farahani, 2013).

The post-modern curriculum is against the generality, it does not consider learning to be exclusively the transfer of knowledge, it is interdisciplinary, it does not consider any goal to be better than other goals, and it considers the only criteria of excellence to be attention to difference, diversity, ambiguity, and others. but it does

not provide any final solution, because it considers the result of such efforts to be the creation of a repressive military (Fani, 2010).

Postmodern school
The clearest image that can be presented of the postmodern school is to imagine it as a community. Postmodern society is always in the present and cannot be placed in the past or considered as a project for the future. The perception of community as a cognitive construct is rooted in the process of communication and democracy. Such a school is fluid, questions itself, does not run away from disagreements and contradictions. Only rational aspects are not emphasized. The difference between the postmodern school and the older schools is that in the former, common works and in the latter, common traditions will be the connecting factor of the members. The interaction in the postmodern school is not limited to the intellectual and value systems that everyone brings to the school, but in this type of school, inconsistency and differences of opinion, whether in the form of opinions or actions, are commendable, this hinders coordination and participation. It can't be done. Discourse is the center of cognition and even a means of producing knowledge (Ahanchian, 2012).

Postmodern subjects
Post-moderns consider course subjects and written materials as a source for displaying ideas, information, and also a place for criticism and deconstruction. In general, postmoderns have a challenge with the position of science and scientific knowledge in the current world. Science should not be considered the main factor of truth or, on the contrary, a set of vague opinions. Science is actually a commitment to discourse that promotes mutual understanding. Different sciences such as theology and history have different methods, but none of them is superior or inferior to the other. In general, the view of postmodernism towards science and scientific progress is to modify and improve the theory. This view of science and scientific progress has several requirements in education and training (Farmihani Farahani, 1383).

First of all, such an attitude provides a way to avoid absolutism, domination and autocracy, because scientific knowledge in this way never declares that it is final or real. Second, the view of reforming science with theory can be used practically and directly in the work of teaching and understanding the world, and the effort should always be in the direction of reforming theory and researching better answers. Postmodernists prefer to talk more about information than knowledge when

discussing academic subjects, because information is temporary and constantly changing.

Postmodern teacher

In modern education, the teacher has one of the most important roles. He is responsible for learning and organizing the learning environment, and also provides the conditions that help students to move towards the expected goals (Farmihani Farahani, 1383). In short, in this school:

He is considered a teacher of liberating thinking and a transformative intellectual whose characteristics are moral and critical courage. He provides the conditions for himself and the students to rethink their experiences, recognize and express oppressive relationships, and provide ways to resolve them. Their role is mostly to teach students "how to learn".

Teachers play an essential role in motivating, facilitating the learning process, and facilitating students' creativity. Student and teacher learn together.

Postmodern teaching method

One of the teaching methods desired by the postmoderns, which are sometimes considered as a substitute for the scientific method, is the deconstruction method. (Farmihani Farahani, 1383) Both the teacher and the student must practice the method of deconstruction, and the educational materials and materials must be deconstructed. They believe that scholars should be encouraged to find new ways to rewrite elements and stories in order to be able to find a new way to read a text and divide it into parts and sub-parts (Najarian et al., 2012).

The teaching method in postmodernism can be summarized in the following cases (Farmihani Farahani, 2011):

- The emphasis is on the dialogical and democratic aspect of teaching methods.
- Group learning is cooperative and interaction between individuals and between working groups is encouraged.
- Independent learning is important along with interactive learning.
- Learning streams to replace course materials in the modern program
- The emphasis is on the method of deconstructing, simulating, discourse and meta-analysis.
- Dialogue-oriented education is the basis of work.

Postmodern student

Postmodernist education is mainly student-centered. From the point of view of postmodernism, a student-centered classroom is a classroom in which opportunities are provided for social interactions, research and independent studies, emergence of creativity, and the possibility of experimenting with different learning styles. In such a class, it is the student who creates knowledge. He should not surrender completely and thoughtlessly to the text, but on the basis of deconstruction, the reader is encouraged to be aware and critical of the fact that the author's goals are not always in line with reality. Carefully studying the text and reading it critically, on the one hand, does not allow the structure imposed on an article to affect the review of its content, and on the other hand, it proves to students that the possibilities of meaning , is multiple. In this view, students are encouraged to find the contradictions and inconsistencies in the texts and articles and not ignore them. Awareness of contradictions and contradictions inside a text and knowledge about them helps to develop students' analytical skills. (Farmihani Farahani, 1381).

The issue of distance education

Distance education was introduced in the United States of America in the late 1800s in the form of correspondence through the postal service, however, the theoretical basis of distance education in a research style was not revealed until 1987 (Soltani Fallah, 2019). Today, computer networks and the Internet and technology have the greatest impact on increasing the number of distance education students. The major and required skills in distance education include teaching and learning theory, educational design, technological skills, communication skills, and executive topics (Dooley et al., 2005). Distance learning has existed since ancient times. The treatise of St. Paul of the Christians, which was sent to the Corinthians and Romans in the first century AD, can be considered as a kind of remote education (Paul, 2007). Over time, correspondence education became a study that in North America was called "directed independent study". And the university supervises it by conducting an exam locally. But basically, this training was used as a second-hand training and did not have a good reputation.

In 1969, with the formation of Azad University in Britain, distance education underwent a fundamental change and was established with the aim of improving the qualifications of senior students. To provide services to those who could not enter the traditional university. This training was consolidated and consisted of printed correspondence materials for adults and independent learners and radio and television educational programs. There are also full-time professors, educational technologists, producers, media editors, and executive directors who did the production and design of the course. Azad University was able to influence even institutions with "dual method". To provide face-to-face

efforts at universities and distance courses in guided and independent study, such as the establishment of the Open University in Great Britain, which led to the establishment of distance education universities in several countries. These universities include Azad University of Spain (1972), Allameh Iqbal Azad University in Pakistan (1974), Azad University in Thailand (1978). In Iran, Aburihan Biruni University in 1350 for the first time offered distance education in the form of correspondence and was active in eight disciplines (Rahmani Maimand, 1400). Payam Noor University was established in 1366, which In fact, it was a combination of a set of face-to-face and distance education tools in the form of correspondence education. The emergence of the Internet has led to more expansion and diversity in the way of providing distance education. Some institutions that use dual methods have added e-mail and website to their educational program. However, printed resources are still the main part of the educational courses of distance education institutions (Paul, 1387). Many people use the words internet and web interchangeably. But they are different. The Internet is a huge network that connects computers. The 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.

Many universities, such as British Columbia, have abandoned old print-based courses and designed new courses using a combination of websites, online discussion sessions, and printed materials. And some other universities, such as the University of California at Berkeley, design distance learning courses entirely online. Online learning is a term equivalent to network-based learning. This type of learning uses only a part of information technology, which includes the Internet and electronics.

Modernity and the Internet

The concept of modernity and its definition are related to the movement of technological progress, acceleration of the urbanization process, rapid separation of reliable and cohesive social structures (such as family, religion, ruling race or ethnocentrism and the state) and avoidance of individual agency. Modernity can be thought of as a movement that originates from an epicenter, and that "epicenter" can be understood in a diverse set of representations: religion, the extended family, the small community, the ideology of free will and action. Computer technology is a bridge from modernism to postmodernism. This technology offers us a way to survive and manage this critical phase. It creates ways to separate from the center and create new configurations

of the global individual, which is simultaneously liberating and nostalgic, liberating and limiting. Computer networks offer us the possibility to watch modernity and ways to go through its maze. (Khoun, 2004).

Internet is the achievement of modernity, but at the same time, it is an example of something that is placed in the coordinates of postmodernism. The internet is a centerless idea, something that has no physical presence again, a way to transmit thoughts and sounds and a huge collection of texts that goes around the world from page to page with minimal interference. The Internet constantly violates the rules of capitalist ownership. The Internet, in simple fact, consists of many computers, which are called servers. And they can be identified and addressed to each other through complex communication. A person who can connect directly, either by phone or to part or all of the Internet, is able to find these providers and see what they have to offer. The Internet is ownerless in the true and conventional sense of the word, but using it costs money. There is not much room for passivity in our interactive relationship with the computer screen. We need to know what we are doing, actively search and often interact with what we find. Walter Benjamin's influential theory, which was expressed in the decade, is now used more than ever (Fjellestad and Engberg, 2013).

With the invention of digital culture, we have gained more freedom to enter the realm of thoughts, words, images and representations and find our way with less limitations than the old media. Benjamin wrote in an article "Reproduction of the work of art in the era of mechanical reproduction": "Each day, the desire to carefully examine the same work, through its similarities and reproduction, increases… that every work is taken out of its shell. To kill, to destroy its sense, is a sign of the realization that the "meaning of the universal quality of everything" has increased to such a degree that it is extracted from even a unique work by reproduction…. The regulation of reality for People and people's adjustment to reality is a process that is as vast as it is unlimited with thinking and perception. (Khoun, 2004).

Distance education and evolution of its generations

- The first generation of teacher-centered + process control (Hosseini, 2015).
- Method: Correspondence and program training
- The second generation of teachers - modified axis + the possibility of comprehensive confrontation with new issues.

- Method: The teacher's guidance is provided with printed educational materials, visual and audio programs, and CD.
- The third generation inclusive-centered, self-learning and personal self-research.
- Methodology: Extensive use of ICT.

Distance education audience

Distance learning occurs when the instructor and learner are separated by time or space. This separation requires communication channels to bridge the distance between learners and educators. This type of education is especially attractive to learners whose responsibilities do not allow them to benefit from traditional classrooms or face-to-face teaching methods (Dooley et al. 2005).

In remote education, the teacher and the learner are always separated from each other. Both the preparation of educational materials and the support of the learners are under the supervision of an educational center, where mass communication tools are used. A two-way process that is almost never done in a group (Jencks, 2019). Peter Jarvis defines distance education as: a type of teaching and learning in which the teacher and learners are geographically separated from each other. Therefore, they rely on educational and electronic aids such as printed texts, computers, and the Internet to provide educational services. Distance learning - the teacher's role in this process, distance learning refers to the inclusive role in this process (Eshelman, 2011). This is not to say that no one has accepted the throne as a newcomer due to the "death" of postmodernism. Distance education courses were created as a tool to serve those who do not have time to attend full-time classes. With adults and full-time employees, those living in rural areas. However, the fastest growing groups of distance education learners are on-campus students who want the flexibility to choose units that are not limited by time or place (Saba, 2003).

Teaching in distance education

One of the most important issues in providing a distance learning program is to pay attention to the teaching category. The effect of teaching and learning in distance education is the first criterion that should be considered (Kahun, 2004: 19). Nevertheless, the first question that is raised in relation to the teaching method in the distance education system is that in distance education, will the theory of learning and teaching change?

The answer is that the basic principles of teaching and learning will remain the same and will be used as a basis for effective teaching and learning (Dooley et al., 2005). What is certain is that teaching and learning are changing due to technological advances, the development of

personal computers and the Internet has increased our ability to share intellectual and social resources and access to long-term learning over long distances (Dooley et al., 2005). Despite the emergence of technology that has caused a change in the teaching method, distance education should emphasize on the field of effective teaching because it is an important factor in determining the success of the learner (Saba, 2003). However, the model of distance education in its approach to teaching It has been less innovative (Kahun, 2014). In fact, promoting and enhancing learning is what teaching is all about. Teaching means providing opportunities that facilitate learning, or as Ramsden stated in a simple and beautiful way, "the purpose of teaching is to provide the possibility of learning for learners" (Najumian, 2011).

A capable teacher in the position of traditional and face-to-face education can respond to the needs of students in different ways and use appropriate strategies to convey the material to the learners according to the situations that arise in the classroom.

It is argued that such a possibility exists in the distance learning environment and teachers familiar with this technology can apply such strategies. Schram (2000) states that there is a lot of evidence that shows that lessons or courses are presented in whole or in part through digital networks, of course, technical and professional courses are easily It is no longer taught (Ebrahimzadeh, 1392). Dede (1990) argues that technology and its use in the teaching-learning process can help create an interactive learning environment. Peters and Hurst (1970) define teaching as an effort to realize learning (Simon and Allen, 2003). The teacher in the distance education system can use many methods to fulfill his role, so teaching-learning activity is very important in distance education (Saba, 2003).

According to (Butt, 2011), in pre-modern societies, time and space were more mixed together, and for this reason, the spatial dimensions of social life were influenced by the world of presence, i.e., local activities, for most people. In other words, it is necessary for the students to be in the presence of the teacher in order to hear his solemn and firm words, and for the students to attend classes and obtain degrees from certain universities, they must endure travel, living conditions, and other problems.

Nowadays, it is possible to study in a number of universities in non-attendance and distance learning, and learning experiences are not necessarily immediate and face-to-face experiences. Entering the knowledge-oriented world and man's increasing need for education has always increased the need for "independent learning" throughout his life as he passed the initial simplicity and complicated lives. Semi-attendance and non-attendance

trainings using information and communication technology are not only complementary to face-to-face trainings, but can also bring a unique opportunity to update content and flexibility in learning and teaching methods. The existence of four factors "the changing world", "unpleasant realities" in the current face-to-face education system, "increasing need for independent education" and the accompanying and necessity of the peripheral factors of education such as family conditions, job and finally "advancement of science and technology" have caused is to change the way of face-to-face training. And this transformation has caused the spread of distance education and the formation of the home schooling movement. (Hosseini, 2015).

Conclusion

The results of the present research have shown that postmodernism emerged with a critical approach to modernism and criticized many postmodern issues. One of the issues that postmodernism has taken a special look at is the issue of distance education. Distance education can be done in different ways according to the needs of different people and institutions. People and schools use virtual education platform for various reasons. But what is especially important for all decision makers is the impact of the implementation of the e-learning platform on their return on investment. Any advantage that can help its shareholders increase revenue and profit margin by eliminating unnecessary things in a business has a higher priority for implementation. The more these benefits are for both the teacher and the learner, the more chance they have for selection. In pre-modern societies, time and space were more mixed together, and for this reason, the spatial dimensions of social life were influenced by the world of presence, i.e., local activities, for most of the people. In other words, it is necessary for the students to be in the presence of the teacher in order to hear his solemn and firm words, and for the students to attend classes and obtain degrees from certain universities, they must endure travel, living conditions, and other problems. Nowadays, it is possible to study in a number of universities in non-attendance and distance learning, and learning experiences are not necessarily immediate and face-to-face experiences.

Entering the knowledge-oriented world and man's increasing need for education has always increased the need for "independent learning" throughout his life as he passed the initial simplicity and complicated lives. Semi-attendance and non-attendance trainings using information and communication technology are not only complementary to face-to-face trainings, but can also bring a unique opportunity to update content and flexibility in learning and teaching methods. The

existence of four factors "the changing world", "unpleasant realities" in the current face-to-face education system, "increasing need for independent education" and the accompanying and necessity of the peripheral factors of education such as family conditions, job and finally "advancement of science and technology" have caused is to change the way of face-to-face training. And this transformation has caused the spread of distance education and the formation of the home schooling movement.

Resources

Abrams, Mayer Howard and Geoffrey Galt-Herfam (2008) Descriptive Dictionary of Literary Terms, translated by Saeed Sabziano, Tehran: Rahmana.

Ahanchian, Mohammad Reza (2012). Education in postmodern conditions, Tahura: Tehran.

Amir Amini Khalaf Low, Mahnaz (2017). "Evaluation of education and its relationship with different philosophical views", the third international conference of psychology, educational and behavioral sciences: Tehran

Bagheri Dadukolai, Mohammad (2019). "Examination and comparison of education in the ideology of liberalism and educational philosophy of Islam", 6th National Conference of Human Sciences and Management, Tehran

Butt, Gavin. (2011). After criticism: new responses to art and performance. UK: Blackwell

Derrida, Jacques (1390) About Gramma-Tology, translated by Mehdi Parsa, Tehran: Rokhdad Nu.

Dooley, k. Lindner, J. Dooley, L. (2005). Advanced methods in Distance Education: london: In Formation science publishing (a imprint of Idea group Inc).

Ebrahimzadeh Issa (2012), philosophy of education, 13th edition, Tehran, Payam Noor University Publications.

Eshelman, Raul. (2011). Performatism or the end of postmodernism. Aurora, Colorado: Davis Group.

Fani, Hojatullah (1383). The educational implications of Lyotard's postmodernist view and its criticism, Educational Innovations, Volume 3, Number 9:66-87.

Farahini Farahani, Mohsen (1383). Postmodernism and education, first edition, Aizh, Tehran.

Fjellestad, Danuta and Maria Engberg(2013). "Toward a Concept of Post-Postmodernism or Lady Gaga's Reconfigurations of Madonna". Reconstruction: studies in contemporary culture. Vol. 12, No. 9, 2013.

Hicks, Steven RC (1391). Skepticism and Socialism from Rousseau to Foucault, translated by Hasanpour Sefir, Tehran: Phoenix.

Hosseini, Seyyed Mohammad Hossein (2015). Development of a conceptual model of curriculum change based on theories of chaos and complexity and evaluation of curriculum change in the elementary school of the country's education system based on this model, Khwarazmi University Doctoral Dissertation.

Itgen, Terry (1391) Illusions of Postmodernism, translated by Masoud Kalleban, Tehran, Cultural Research Office.

Jameson, Fardik (1379) Postmodernism and the Cultural Logic of Capitalism, translated by Majid Majidi, Farhang Rajaei and Fateme Giweh Chian, Tehran, Hermes Publications.

Jencks, Charles A. (2019) The Language of Postmodern Architecture, New York: Rizzoli.

Jenks, Charles (1374) What is postmodernism?, translated by Farhad Mortezaei, first edition, Mashhad: Merandiz.

Kahun, Lawrence Yee (2004) Selected texts from modernism to postmodernism, Farsi editor Abdul Karim Rashidian, 4th edition, Tehran, Nei publishing.

Kahun, Lawrence Yee (2004) Selected texts from modernism to postmodernism, Farsi editor Abdul Karim Rashidian, 4th edition, Tehran, Nei publishing.

Mahabadi, Ali, Aesthetics of Digital Cinema (2008), first edition, Farabi Cinema Foundation Publications.

Mesbahi Jamshid, Prasto, Sarmadi, Mohammad Reza, Farajullahi, Mehran, Mirdamadi, Seyed Mohammad, Ismaili, Zohra (2016). The state of reason, religion and science in the postmodern era and its considerations in spiritual education with an anthropological approach, research on Islamic education issues, twenty-fourth year, new period, number 33, pp. 126-95.

Mohseni, Mohammad Assef (2012). Review and criticism of postmodernism's view of values education and training, Islam and educational researches, fifth year, number 1, pp. 25-52.

Najarian, Parvaneh, Paksarsht, Mohammad Jaafar, Safai Moghadam, Masoud (2012). Themes of postmodernism and its educational implications, Journal of Psychological Achievements, Volume 9, Number 1:89-106.

Najoomian, Amir Ali (2013) Post-structuralist semiotics of deconstruction in Peter Eisenman's architecture in the collection of articles on the semiotics of art by Farzan Sojodi, 2nd edition, Tehran, Farhangistan Art.

Najoomian, Amir Ali (2013) Post-structuralist semiotics of deconstruction in Peter Eisenman's architecture in the collection of articles on the semiotics of art by Farzan Sojodi, 2nd edition, Tehran, Farhangistan Art.

Paul, Christian, Digital Technologies as a Medium (2007) Art Magazine No. 75.

Rahmani Maymand, Mojtabi (1400). Postmodernism, Journal of Contemporary Research in Science and Research, third year, number 25, pp. 112-129.

Saba, F. (2003). Distance education theory, methodology and epistemology: A pragmatic paradigm In M.G more & W.G Anderson

Sobhaninejad, Mehdi, Ahmadabadi Arani, Najmeh, Ahmadi Hedayat, Hamid (2017). Pathology of virtual space in the field of new learning and solutions based on the Holy Quran, the 9th Conference of the Philosophy of Education Association of Iran.

Soltani Fallah, Amir Hossein (2019). Explaining the theoretical foundations of digital modernism and its educational implications, Master's thesis, Faculty of Humanities, Shahid University of Tehran.

Villaba, C., & Romiszowski, A.J. (2001). Current and ideal practices in designing, developing, and delivering Web- based training. In B. Kahn (Ed.), Web-based training (pp. 325-342). Englewood Cliffs, NJ: Educational Rechnology Publications

Zamiran, Mohammad (2006) Jacques Derrida and the Metaphysics of Presence, Tehran, Hermes Publishing.