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DIGITAL TECHNOLOGY AND CULTURE

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ABSTRACT

Digital Technology associated Culture is a knowledge base curriculum that mixes the inventive production and significant exploration of digital media. DTC emphasizes a historical, rhetorical, and cultural understanding of digital media thus on prepares students for downside determination and human activity each domestically and globally.

Recently, artists have begun exploitation digital technology to form new cultural forms within the fields of art, literature, and music, and a brand new cultural type called interactive digital multimedia system has emerged, which mixes parts from the new creative, literary, and musical forms. Several of those artists have made works that explore the interactive capabilities of digital technology. These interactive digital cultural forms have inspired cooperative efforts that will have otherwise been tough or perhaps not possible to attain before the arrival of digital technology. Additionally, this component of interactivity has redefined the normal relationship between creative person and audience. because the line between creator and client becomes progressively blurred in interactive digital cultural forms, it becomes necessary to use terms like "source artist" and "mix artist" to raised outline this new artist/audience relationship.

Digital Technology and Culture may be a UCORE arts course with a spotlight on digital media art, as well as origins, theories, forms, applications, and impact on frequently evolving digital technologies and culture. This can be a stimulating digital media arts course for all students, however is particularly helpful for those considering majoring in Digital Arts and Technology. Students can develop skills appreciating and critiquing multimodal texts and different digital media objects. Restricted opportunity to create media objects.

This paper discusses however the employment of digital technologies might support a shift of

cultural practices in teaching and learning, to raised meet the requirements of twenty first century pedagogy learners. a short discussion of the dynamical wants of the learners is provided, followed by a review of the impact of digital technologies on teaching and learning. Within the final section we recommend however digital technologies might give an additional active and versatile learning expertise by adopting a democratic pedagogic approach and by mixing formal learning with informal learning.

KEYWORDS:Digital Technology , inventive production and significant exploration , globally.

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INTRODUCTION:

We have witnessed a world massification of upper education since the late twentieth century. For instance, in 2000, the full incoming of upper education establishments worldwide was regarding one hundred million, two hundred times quite the world incoming as recorded at the start of the twentieth century (Guri-Rosenblit, Sebkova& Teichler, 2007). As calculable by the Observatory on Borderless pedagogy (OBHE), the world incoming of upper education can increase to a hundred twenty five million by 2020 (Laurilland, 2008). This large increase in enrolments has resulted in an exceedingly diversification of student populations, with the overwhelming majority of the scholars currently returning from lower socioeconomic backgrounds, and lots of them square measure mature and half time students. For instance, in England, hr of upper education students in 2002-2003 were over twenty one, and in 1972-73, it absolutely was solely twenty first. This increase was largely owing to the expansion of part time student numbers.

Traditional faculty leavers conjointly currently expect a lot of flexibility in their formal education. several of those students are characterized as 'digital natives' (Prensky, 2001), WHO have mature up with digital technologies, and square measure enclosed by and immersed in technologies in their daily activities. Some commentators maintain that there's a basic distinction between this and former generations of teenagers, in terms of learning designs and the way they access data (Prensky, 2001), as recent advances in neurobiology analysis recommend that technology might have an effect on developments of the brain throughout adolescent years (Ali & cubic content unit, 2007; Carr, 2010). These students expect that technologies ought to be wide employed in teaching and learning. It's therefore argued that teaching in pedagogy establishments ought to reply to these learning variations to accommodate the "more technology-driven, spontaneous, and multi-sensory" learning designs (Prensky, 2001).

HOW STUDENTS LEARN?

With the emergence of globalization and also the information economy, it's become a priority for the economically advanced countries to extend and democratize their innovative capability so as to realize fight within the international market. There'sa high demand for "ingenuity", permanently and powerful concepts which will facilitate address the various social, economic, and environmental challenges that we have a tendency to face within the twenty first century (Homer-Dixon, 2006; Feinstein, Vorhaus& Sabates, 2008). As economically advanced nations area unit shifting from associate degree industrial to a information society, there's associate degree pressing have to be compelled to develop young people's ability to figure creatively and innovatively with information.

There has been plenty of dialogue within the long learning literature on what constitutes the information, skills, and attitudes that a good long learner ought to have. as an example, the ecu Commission has revealed a series of documents on long learning since the flip of the century and one in

all them is that the Key Competences for long Learning: a eu Framework (European Communities, 2007) which incorporates eight competencies (defined as information, skills, and attitudes) that long learners ought to be skilful.

They are:

- Communication within the maternal language
- Communication in foreign languages
- Mathematical competency and basic competences in science and technology
- Digital ability
- Learning to be told
- Social and civic competencies
- Sense of initiative and entrepreneurship
- Cultural awareness and expression (European Communities, 2007).

Digital technology is seen as a driver of growth of the information economy. As observed by Castells (1998), "information technology, and also the ability to use it and adapt it, is that the important consider generating and accessing wealth, power, and information in our time" (cited in Warschauer& Matuchniak, 2010, p.179).

USE OF DIGITAL TECNOLOGIES IN HIGHER EDUCATION

From the analysis that has been undertaken to gauge the general impact of ICT on teaching and learning in teaching within the last 20 years, one will conclude that teaching establishments are slow in taking the fullest advantage of the potential advantages that may be afforded by the utilization of ICT. It looks that ICT was used primarily to support existing teaching practices, "being add on to the standard room experience" (Bates, 2010, p.23), however has not basically reworked it. One massive scale study confirmed this observation. Collis and van der Wende (2002) surveyed 174 teaching establishments in 5 European countries, the USA and Australia and reported that whereas "institution-wide use of ICT is being encouraged" and "the institution of institution-wide ICT is currently in place", the "strategic use of ICT with a read to the various target teams of upper education, has in most cases not been thought of expressly yet" (p.8). This report was revealed virtually ten years ago, however it looks that small has been modified within the last decade, even with the Lai 1267 exponential growth of the utilization of net two.0 technologies by youth. for instance, a recent report revealed by the Commonwealth of Learning for the UN agency World Conference on teaching (Balasubramanian, et al., 2009) maintains that whereas "there could be a trend to introduce eLearning or on-line learning each in courses tutored on field and in distance learning... it's too early to mention whether or not the role of ICTs within the teaching perform of upper education is actually transformative, or whether or not it's merely a repackaging of previous pedagogy" (pp. 19-20).

CHANGING THE CULTURE OF TEACHING AND LEARNING

Digital technologies have the potential to support and form a pedagogy that is additional active, democratic, individualized, flexible, and comprehensive (Laurilland, 2008). whereas it's acknowledged that the socio-political factors mentioned within the previous section might discourage institution-wide use of technologies in teaching and learning, and it's doubtless that these macro factors wouldn't disappear within the short term, it's believed that at the small or grass root level technology use will have an impression on student learning if there's a stronger understanding of the education potentials

and a wider dissemination of exemplary and artistic use of those technologies to indicate however they will be embedded in teaching to boost quality. During this section we'd prefer to explore in short however digital technologies might encourage additional active and versatile learning that may higher meet the wants of the twenty first century learners.

ONLINE LEARNING

With the appearance of the web and alternative communication technologies, we've seen an outstanding growth of e-learning or on-line courses within the last 10 years, part as a result of increasing demand for access to education, and part as a way for cut. For instance, in the U.S., in step with a recent church bench net survey (2011), quite three-quarters (77%) of the colleges and universities offered on-line categories in 2011, and shut to 0.5 (46%) of the scholars graduated within the last 10 years had taken a course on-line. This growth is important, as compared to the education enrollment, as a survey conducted by the Sloan Foundation (Allen & Seaman, 2010) shows that there was a rise of twenty first in on-line course enrolments between 2008 and 2009 in U.S. education establishments, however the rise within the overall enrollment within the same amount in education was just one.2%. On-line education has currently become a vital part of upper education, with on-line courses designed for each distance and on field students. Indeed, near 3 quarters of the chief tutorial officers of the general public education establishments within the U.S. surveyed in 2009 thought-about that on-line education was a crucial a part of their semi permanent strategy (Allen & Seaman, 2010). it's reportable by the Sloan Foundation that in 2008, quite one in four education students took a minimum of one on-line course and simply many years earlier, in 2002, it absolutely was solely concerning 100%. The overwhelming majority (82%) of those on-line students were college boy students.

LINKING FORMAL AND INFORMAL LEARNING

Digital technology blurs the boundary between formal and informal learning experiences. Learning has long been compartmented into formal, non-formal, and informal slots. In educational activity, learning is meant to occur formally through attending lectures, finishing prescribed readings and texts, enterprise laboratory work or field work, and later assessed through internal assignments or examinations. Till recently, there's very little recognition that learning can even occur outside public areas. As mentioned antecedently, up until currently digital technologies haven't been wide employed in teaching and learning. However, outside educational activity establishments, children area unit enclosed by and immersed in technologies in informal settings. A Kaiser Family Foundation report (Ride out, Foehr& Roberts, 2010) shows that within the U.S., 8-18 year olds in 2009 spent four and a [*fr1] hours per day victimization their mobile phones and computers to try to text electronic communication, ask peers, hear music, play games, and watch alternative media, and therefore the 3 preferred activities being visiting social networking sites (e.g. MySpace and Facebook), taking part in laptop games, and looking at videos on websites (e.g., YouTube). These technology experiences could have an effect on however they socialize, communicate, and learn. If students area unit to develop the competencies of being a self-regulated, freelance, womb-to-tomb learner, and be ready to reply to the strain of the information economy, they're going to have to be compelled to learn the way to find out in informal settings, as there's a philosophical doctrine relationship between formal and informal learning.

CONCLUSION

This paper began by highlight the dynamical wants of the twenty first century learners as a result of the massification of upper education and also the demands of the data economy. The utilization of digital technologies has been prompt as a method to retort to those changes. In terms of raising the training experiences of the scholars, the impact of digital technologies has to date been rather restricted. It's prompt that the utilization of digital technologies will improve the standard of the training experiences if they're used as a democratic communicative tool to support collaboration and co construction of data. It's necessary that learner's square measure tuned in to their own learning characteristics in informal settings and adapt them in formal settings (Lai et al. 2011). It's additionally necessary to recognize the mixing of formal and informal learning ways in instruction to arrange students as womb-to-tomb learning learners and innovative data creators within the data society.

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