

ORIGINAL ARTICLE

The Impact of Media on World Educational Policies in the Post-Postmodern Era

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ABSTRACT

This project purpose to investigate the impact of the media on the educational policies of the world in the era of post-postmodernism as a new paradigm that was born after the postmodern era, and also to express its educational implications. The method of the current research is carried out by descriptive method and concept analysis. 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 the post-postmodern was formed in interaction with the postmodern. Perhaps it can be said that in response to this issue, there are different phenomena to be analyzed today, phenomena that postmodern principles are no longer capable of responding to. So postmodern and postpostmodern can co-exist and this means that postmodern is still in motion and has been critiqued. It can be concluded that the common thread of all educational implications of post-postmodernism is based on digital, and the approach of post-postmodernism is trying to abandon traditional education and replace the traditional method with digital-based education and learning. In this research, the education system in the digital age, types of classes in the post-postmodern approach, learning in post-postmodernism, education in the post-postmodern and teaching methods in this approach have been discussed and examined.

KEYWORDS

Post-Postmodernism, Media, Education, World, Politics.



Introduction

In recent decades, new philosophical and social perspectives have emerged in the works of thinkers, including postmodernism. And now one can also point to post-postmodernism. These perspectives have raised new issues and debates in various domains such as philosophy, politics, culture, and the social sciences, and have given rise to new attitudes in education. Twenty years ago, the concept of the “postmodern” proposed something novel. How can one know that postmodernism is dead? Jean-François Lyotard, a French literary theorist and postmodern philosopher, was a pioneer of postmodern theory who gained worldwide fame with the publication of *The Postmodern Condition: A Report on Knowledge* in 1979. Many experts regard this book as marking the beginning of the postmodern movement. It should be noted that the terms “postmodern” and “postmodernism” had been used before Lyotard, especially in the arts, but Lyotard’s book presented these terms as manifestations of a comprehensive social and cultural theory (Charles, 1995). *The Postmodern Condition* argues that the nature and status of knowledge have changed, and that the industrial age, along with the Enlightenment ideals of rationality and progress that characterised it, has come to an end. Indeed, we now live in a new condition that Lyotard calls the “postmodern condition”, in which information technology prevails and emphasis is placed on efficiency and pragmatic values. The loss of belief in meta-narratives, or grand narratives, is another distinctive feature of the current era – those dominant narratives used to justify activities, institutions, values, and cultural forms. Science has become merely a series of language games (Kirby, 2019).

The primary objective of this research is to examine the role and influence of media—particularly digital and networked media—on the formation and transformation of educational policies worldwide, within the framework of post-postmodernism. Post-postmodernism is introduced here as an emerging paradigm that has developed in response to the limitations of postmodern thought. While postmodernism emphasized deconstruction, relativism, and the rejection of meta-narratives, post-postmodernism seeks to reconstruct meaning, synthesize contradictions, and adapt to a highly digitized, media-saturated global reality. This study further aims to articulate the educational implications of this new paradigm, including changes in teaching methods, learning environments, and the conceptualization of knowledge.

Method

The research adopts a descriptive-analytical approach, specifically employing conceptual analysis as its main strategy. Given the theoretical and philosophical nature of the subject, the data are non-statistical and qualitative. Therefore, the method of data collection is library-based (documentary), drawing upon primary and secondary sources including philosophical texts, educational policy documents, media studies, and critical analyses of postmodern and post-postmodern thought. No empirical or survey-based methods were used; instead, the focus is on the interpretation and synthesis of existing theoretical literature.

Results

The findings reveal that post-postmodernism did not emerge in a vacuum or as a complete rejection of postmodernism. Rather, it has evolved in continuous interaction with postmodern ideas. In many

respects, post-postmodernism can be understood as a response to the growing inadequacy of postmodern analytical tools when faced with complex, large-scale, and rapidly changing global phenomena—such as digital media ecosystems, artificial intelligence in education, transnational educational benchmarking, and algorithmic governance. Postmodernism, with its emphasis on fragmentation and irony, struggles to provide coherent solutions for contemporary educational challenges. Thus, post-postmodernism offers a way to move beyond critique toward reconstruction, without falling back into pre-modern or modern certainties. Importantly, the findings suggest that postmodernism and post-postmodernism can coexist. Postmodern critique remains relevant for exposing hidden power structures, biases, and contradictions in educational discourse. However, post-postmodernism adds a constructive layer: it seeks to integrate digital realities, mediate between opposing viewpoints, and propose actionable frameworks for educational policy. In this sense, post-postmodernism does not fully replace postmodernism but rather extends and reorients it.

Discussion and conclusion

The single most important common thread across all educational implications of post-postmodernism is the centrality of the digital. Unlike modernism's focus on print literacy and standardized classrooms, or postmodernism's playful deconstruction of texts, post-postmodernism places digital media at the heart of teaching and learning. The conclusion of this study is that the post-postmodern approach explicitly advocates for moving beyond traditional, transmission-based education and replacing it with digital-based education and learning. This transition is not merely technical but also epistemological: knowledge is seen as distributed, networked, co-created, and continuously updated through media platforms. In detail, the research investigates and discusses the following sub-topics within the post-postmodern educational framework:

1. **The Education System in the Digital Age:** How digital media (social media, learning management systems, MOOCs, AI tutors) reshape educational structures, from curriculum design to assessment methods. The emphasis is on flexibility, personalization, and real-time data feedback.
2. **Types of Classrooms in the Post-Postmodern Approach:** Beyond the physical classroom and the purely virtual space, the post-postmodern classroom is hybrid, fluid, and decentralized. It includes flipped classrooms, networked learning communities, and augmented/virtual reality environments. The role of the teacher shifts from knowledge authority to learning facilitator and media curator.
3. **Learning in Post-Postmodernism:** Learning is viewed as a continuous, participatory, and socially distributed process. It occurs not only through formal instruction but also through media consumption, content creation, algorithmic recommendation, and peer-to-peer interaction. Critical digital literacy becomes a core competency.
4. **Education in Post-Postmodernism:** Education is reconceptualized as an open, adaptive system that responds to global media flows and local cultural contexts. The boundaries between formal, non-formal, and informal education blur. Educational policies increasingly incorporate media-driven metrics (e.g., online engagement, digital portfolios) alongside traditional assessments.
5. **Teaching Methods in This Approach:** Teaching methods move away from lecturing and rote memorization. Instead, project-based learning, inquiry-based learning, gamification, transmedia storytelling, and collaborative online international learning (COIL) are prioritized. Assessment becomes continuous, formative, and often

peer- or AI-assisted. Finally, the study concludes that post-postmodernism offers a renewed vision for educational policy and practice—one that is fundamentally shaped by the pervasive role of digital media. Policymakers, educators, and curriculum designers are encouraged to embrace this paradigm not as a replacement for all that came before, but as a necessary evolution to address the complexities of education in a globally connected, media-rich world.

Modern information technology-based learning, by bringing about fundamental changes in the concepts of traditional education, has been able to remedy many of the inefficiencies of educational systems and bring about profound transformations in education. Thus, learning does not take place only in person. Information and communication technology (ICT), in the short time since its emergence, has been able to create numerous changes in the way humans live. One of the domains that has received a major share of these changes is learning. The role of information and communication technologies in the learning cycle is very significant. In traditional learning, the individual was compelled to constantly read and write, and communication was largely one-way. However, with the application of ICT in learning, in addition to these basic skills, the individual also needs to be proficient in using information and communication technologies. Learning based on modern information technologies, by making fundamental changes in the concepts of traditional education, has been able to remedy many of the inefficiencies of educational systems and bring about radical transformations in education. By using the virtual world in learning, one can achieve new and efficient methods of learning.

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