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Educational Digital Culture Today, An Analysis From Critical Theory

ABSTRACT

Training, seen from the educational technologies that today circulate through social and educational spaces, due to the special circumstances that humanity lives, opens a stage for discussion on the different ways of apprehending or accessing learning from the assumption of a digital culture that impacts education and pedagogy. The study is based on educational theories and teaching innovation, since it is about responding to an unforeseen scenario, and the adaptation of an educational technology that responds to the challenges, from critical theory, of a changing world, which demands an education and a teaching in the present and future times in the present conjuncture. It is a theoretical reflection, whose main objective is to analyze digital culture from a critical theory that is oriented to debate the constituent elements of an educational form that covers us. The study it is approached from the critical paradigm, and as a method the hermeneutical approach is used that, as a result, obtain the implosion of an educational technology in school spaces, giving other meanings to education, teaching and learning. As an important conclusion, as a result of the discussion carried out, is that digital culture ultimately represents a significant need in relation to pedagogical culture, in order to give meaning to the use of new technologies in the school cloisters and for the pedagogical use. What is new is the impact of the use of the Internet, cell phones, individual computers, digital television and digital resources. As a reflection, the systematic study of this reality is suggested that invites reflection from university spaces, in a consistent manner.

Keywords: Learning, Teaching, Education, Advanced technology Educational technology, Traditional technology, critical theory.

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