Comparison of the Features of the Text space (traditional) and meta-text (virtual) with emphasis on poststructuralist theory and its criticism

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Abstract: In Third Millennium, the use of computers and the Internet in education process has caused Meta-text approach to have increasingly more important place in teaching-learning process and has managed to create challenges in contemporary education. In fact, Meta -text approach with multiple functions has increased the impact of ICT. This study aimed to investigate and compare the features of the proto-text (traditional) and meta-text (virtual) with emphasis on poststructuralist theory and its criticism by using descriptive–analytical methods. Then, Implies, doctrine and criticism in the field of education was analyzed with an emphasis on poststructuralist theory. The results indicated that unlike proto-text, meta-text had ability for deconstruction of thoughts and ideas in the field of education. It reflects the release of human consciousness from linearity prison and hierarchy and move toward a new and vast field of possibilities open in structured knowledge acquisition. It tends to change the culture of reading and writing and minimize the boundaries between the writer (author of the textbook or teacher) and the reader (high school student).

• 1- Statement

•   Since the primary purpose of qualitative research is to increase our understanding of how the world was made; therefore, The question of how the world was made means that we live in the world of communication and in the personal and social life that are very complicated; It can be viewed from different perspectives. The main source of knowledge in qualitative research is the researcher involvement in the process of seeking truth and meaning in relation to the subject of research. In fact, "it is an effort for cognitive knowledge to create new and useful insights" (Abedini, 1383: 169)

In this context, Walsh (1995) argues that qualitative research is not only a technique, but he is dealing with a hierarchical approach; and this approach emphasize on recognition of implicit or hidden meanings of historical and conceptual research in the research. Donken (1997) believes that one of the new approaches as a research method penetrated in modern times, in different contexts and created the challenges in contemporary education is the Meta text.

Unlike the proto-text, the meta-text nowadays comes in two senses: On the one hand, it refers to a specific type of computer technology; On the other hand, it refers to a new form of text. Therefore, today with the advent of computer technology and the Internet have made progress in our life and has influence on many areas of our life including education; and it increasingly becomes an issue of greater importance to meta-text approach. This approach overcomes the text-based learning approach and thus it weakens the role of text and text-based teaching and learning processes; and it is considered as a challenge. This research is essential for policy makers and program implementers and planners of Education to invite people to Thoughtfulness during education and avoid from Simple concept and superficiality in terms of methodology. In this context, there are a lot of researches compatible with this subject; in this field, we can name Sajjadi's study (1389) titled "Philosophical Issues covered in the meta-text as a new paradigm and explain its implications for education ", Shekari's study (1389) entitled " ICT Education (ICTE), and the extent of its application in teaching and learning process by faculty members", Zarghami (1389) entitled " Study of philosophical approaches to IT, Review of the role of information technology in education". Therefore, this study aimed to investigate and compare meta-text by using descriptive – analytical methods and then analyze its opposite implications in the context of education.

- ## 2- Findings

What are the Meta-text and its role in education literature with emphasis on poststructuralist theories?
Meta-text is a network of information and a form of biological processes, organization, and reproduction by the human mind "(Torrat, 1994: 42). We face with both modernist and postmodernist approach to interact with the meta-text, modernist view to meta-text is purely technical. In view of modernism, Dillon and Richardson (1996) argue that meta-text is used as providing quick and easy access to the largest quantity of text; but meta-text in postmodernist approach include systems or networks connected to the texts with the option of openness, multiplicity and plurality; and it allows user to interact with a single text of any book or with the large number of users; It has easy access to a nearby interpretations, that is why it leads to dialectics expansion. This provides an opportunity to be always considered as contradictory in an adjacent cross-media space and cause sets of opposing values to be put adjacent to each other. Overall, the role of the meta-text in education literature include disconnection between author and reader's dreams as interpreted by Foucault as the death of the author, and separation of the student from the teacher in education environment.

Table 1- Comparison of the features of the proto-text and meta-text

Meta-text space	Proto-text space
Decentralization and reliance on a single root	Centralistic
Nonlinear	Linear
Being networked and horizontal text	Hierarchical and vertical
Dense and diverse	Classification and established organization
Coexistence and compatibility	Non-biological
Flexible	Inflexible
Spontaneous and molecular movement	Mechanical and imposed motion

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- How is practical application of meta- text as opposed to the proto-text? And what is the role of proto-text in education literature?

1- Deconstruction of relationship between teacher and learner

According to Donkon (1977), fadedness of clear and conclusive boundaries between authors and readers has weakened the concept of education as a means of knowledge transformation which has a great place for many years in the education process. Accordingly, unlike the proto-text, allows user to interact with a single text of any book or with the large number of users; and naturally in interaction with the book, individuals should seek their own notes and to add text; and having nearby interpretations, Conflicting in media environment are discussed that leads to rupture the relationship between author and reader , teacher and student in education environment and results in deconstruction of the author –reader/ teacher- student relationship.

- 2- Encourage the learner to construct meaning through discourse analysis

By encouraging writing, Method of meta-text, indeed, create the opportunity for the expression of ideas and also transferring intended meaning to the reader. In fact, the meta-text is named as effect; and meta-text reflects the release of man conscious from the prison of linearity and hierarchy and movement toward a new and vast field of possibilities (Eco, 1989: 4). Therefore, education and learning based on meta-text use the paradigm that indicates the class as a place to cooperate and content is nothing but an assembly of meanings.

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- 3- Deconstruction of classroom environment

Sajadi (1389) believes that the classroom is changed under the effects of Modern technology and meta-textual approach to learning and teaching. Students outside the classroom programs spend Additional time making this new technology; they send their letters and Email; and they are more skilled than their teachers. Digital and multimedia technologies put the way of teaching subjected to major changes.

- ## 3- Discussion and conclusion

With regard to discussions on the characteristics of the proto-text (traditional) and meta-textual (virtual), With an emphasis on poststructuralist theory and its criticism, it can be acknowledged that , unlike educational proto-text, meta-text tends to change Culture of reading and writing and to minimize the boundaries between author and reader or may even disappear. The focus of the writer is changed to the reader as manufacturer and user of the primary educational and cultural texts and chalenge the nature of the relationship between writer / reader and theory / practice; it prevent reader from deep understanding of the theme of the text and keep them in the context. Dreams make them interpret the text personal and relatively. While the basic purpose of education is to achieve a deep understanding of pedagogy that it is the subject of substantial criticism on cultural and educational text; And this also does not resolve unless the key role to be given to the author instead of the reader. However, the use of meta-text in educational processess in any way does not

mean that text books and other traditional structures of learning and reading are vain; the meta text should be considered as a cultural construct devoted to most of our education that only part of the data, not all of it can be given to inclusive thinking ; dream as a space for development of educational process. Also, It can be also used in line with new teaching methods. It should be emphasized that information and communication technology or ICT in education and training (ICTE) play an important roleas facilitator, not a product.

Resources:

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