

Original Article**Open pedagogy in the thought of Michel Foucault and Jacques Derrida and its evolution in distance education system**Bayram Aghapour^{1*}, Hamid Maleki², Nazila Khatib Zanjani³, Marjan Masoumi Fard⁴

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Received: 2022/06/22**Accepted:** 2022/10/22**Abstract**

The present research was done to conceptualize the open pedagogy in the thought of Michel Foucault and Jacques Derrida and its progression in the distance education system. In terms of the type of research, the present research is theoretical, the statistical population includes all sources and documents related to open pedagogy, the educational perspective of Michel Foucault and Jacques Derrida, and distance education, which contains all electronic and written books, articles, magazines, sites and reliable databases, theses, and doctoral theses. The statistical sample is all available sources and documents related to the subject. The method of data collection is the library and the researchers studied and analyzed all electronic and written books, articles, magazines, sites, and reliable databases, theses, and doctoral theses to the extent of sufficiency. To answer the research question, the collected information was classified, analyzed, and interpreted. Education experts' opinions have been used to determine validity and reliability. Nine key categories were extracted from the collected information: 1. Aim, 2. Teacher, 3. Student, 4. Teaching method, 5. Content and topic, 6. Planning, 7. School, 8. Evaluation, and 9. Resources. The results of the research reveal that the concept of open pedagogy existed in most of the main subcategories, except for the two categories of planning and resources. Open pedagogy is the most suitable pedagogy for distance education.

Keywords

Distance education; Open pedagogy; Jacques Derrida; Michel Foucault

Introduction

By the 21st century, distance education has become one of the most significant forms of education. In this century, distance education takes on a new role in the spread of education at the global level and has been and will be the answer to many of the difficulties faced by traditional education in today's world, where the fast growth of the population on the one hand, and the limitations of traditional education, on the other hand, makes public use of education, in its traditional form, impossible, distance education seems to be a suitable solution. What makes such education possible is the development of technology that the 21st-century man benefits from. Currently that we are talking about the global village and it is possible to communicate with any desired point of this small village in the shortest possible time, open and distance education is the necessity of the present century; an education in which every person irrespective of age, place and time can grow and develop and acquire the necessary skills to live in today's complex world (Aghapour, 2008).

The concept of distance education is a concept that contains all levels of formal and informal, lifelong, intentional, and unintentional education (Bat, 2003). At first, distance education was a general concept that was mostly used to describe the education available in the non-traditional environment of universities, but with the development in technology, the concept of distance

education also changed over time. Accordingly, distance education in its evolution was first used in the meaning of correspondence study, independent study, external study, learning, and teaching from a distance, but later appeared in the form of electronic education, distributed education, virtual learning, computer learning, internet learning, network education, and web-based education. This diversity of meanings is not significant, but it is important to take a complete view of the distance education system and its approaches to attain educational goals (Najafi, 2011).

Numerous experts and commentators in distance pedagogy resolutely state that distance pedagogy needs a new pedagogy, method, and teaching technique. This method is qualitatively different and it is formed based on the unique relationship between teacher and student. They believe that teaching in the current era is not an appropriate method and the teacher is a boring speaker as if he is lecturing in a lecture room and speaks in a buzzing and monotonous manner while reading the material. In this method, students are passive. Modern distance education is student-centered, not teacher-centered. Many commentators believe that the work of distance education teachers in the matter of students' education is to facilitate education (Markel, 2013).

Consequently, to respond to the needs of society, training specialized, thoughtful, committed, creative, and cultured human resources to achieve its own goals, distance education must use appropriate pedagogy, educational technologies, and appropriate teaching-learning processes.

To change educational systems and bring about desirable changes and developments in education, it is essential to use pedagogy in accordance with the current conditions. As traditional educational systems cannot respond to the needs of today's society, new educational systems must replace them. With the alteration of traditional to modern educational systems, new pedagogies need to replace traditional pedagogies and use open pedagogy.

Open pedagogy is generally defined as various resources, tools, and practices to improve educational access, effectiveness, and equity globally. Though, a difficult issue in the history of open education is the trouble of exactly defining this concept. Even in its initial stages, it was difficult to define. In the literature review in the 1970s, open pedagogy was defined as flexibility of space, choice of student activity, enrichment of learning materials, integration of curriculum levels and individual or smaller groups into large groups, as well as the understanding of the teacher as a facilitator of learning and the development of students' responsibility. Open pedagogy is not just an explanation of policy, practices, resources, curricula, and teaching, but also the values inherent within, as well as the relationships between, teachers and students. Consequently, open pedagogy is a slogan or philosophy, metaphor, model, or movement (Cronin, Catherine, and Iain McLaren, 2018).

The term open pedagogy has a long history and has been used in numerous contexts. For instance, Eliot (1973) defines the tension between closed and open pedagogy and focuses more on formal and informal learning and student cooperation at the classroom level. May (1978) discusses open pedagogy in terms of creating an informal classroom where children may develop their confidence by discovering their interests, rather than being bored, humiliated, and alienated. Defoe (1992) considers that open pedagogy is generative of a philosophy in which the content of the course as well as its progress is determined by the needs and preferences of the participants. Daniel (2004) refers to open pedagogy as an equal opportunity for students (Wiley, David, and John Hilton, 2018).

Likewise, for distance education to become a new educational system and to solve the problems and issues of the new generation of education, it must have philosophical and theoretical foundations for the pedagogy it uses. It is necessary to pay attention to the considerations related to technological infrastructure, pedagogical infrastructure, social-cultural infrastructure, management, administrative support, and economic infrastructure (Najafi Hezar Jaribi and Kopaei, 2017).

There is a very close and clear relationship between philosophy and education. Its importance is

such that most philosophers or great educators have made their theories visible and reflective in the form of an educational system. Put differently, offering any definition of “education and tutoring” is directly or indirectly related to philosophy.

The process of philosophizing education and training necessitates a precise understanding of education and training, its issues, and problems. It should be said that the philosophy of education and training is the use and application of “philosophical ideas” to guide or solve the problems of education and training. This does not mean that only we should look for pure philosophical ideas. Rather, it is more significant to implement these ideas in the best way for education.

Consequently, it can be mentioned that “philosophy” is a theory, while “teaching and training” are practical. Though, it should be kept in mind that “practice” that is not supported by guided theories is ineffective and inconsistent, and even theory that does not lead to practice is not only boring but also useless. So: philosophy is drawing ideals, and education is the means and techniques to reach those ideals.

Curricula, teaching and evaluation methods, concepts of teaching and learning, content and concept of time and place, and even the structure and rules of educational systems, are intensely influenced by the philosophy and opinions of educational philosophers. Each of the elements in open and distance education has its unique characteristics regarding the philosophy that governs it. The key constituents of this educational system are the distance learner, the distance education organization, the distance education content, and the distance education and learning environment, which comprises the following features: the distance learner is independent and with his own experiences and perceptions, and self-monitoring, analyzes self-taught texts and creates the world of information in which he lives (Khosravi, 2015).

Regarding the closeness of philosophy and education and the effectiveness of educational systems from the educational philosophers’ opinions, it seems that identifying the concept of the open pedagogical term in the thought of educational philosophers and applying this concept in the field of distance education can help solve subjects and problems. To this end, this research tries to answer the question: How was the concept of open pedagogy in the thought of Michel Foucault and Jacques Derrida and its evolution in the education system.

Research background

Due to his profound ideas and revolutionary views on society, politics, and history, Paul Michel Foucault is one of the most famous thinkers of the 20th century. His visions into the discipline and control of bodies over regimes of truth and power have offered surprising and illuminating avenues to the project of analyzing the modern educational status quo. The increasing volume of research in this field is proof of how far Foucault's work can be applied in education, the complex and creative applications of Foucault's concepts that continue to challenge and unsettle the field of educational research (Peters, 2014).

Michel Foucault is someone who considers himself to be a front-runner in accepting diversity, differences, and pluralism (Bagheri, 1996). The pluralism considered by Foucault in education has diverse aspects. One aspect of it is that it is meaningless to assume fixed, identical, and similar principles and education methods. Another feature is the denial of any leading culture in the focus of education and training. Farmahini Farahani (2004) believes that Foucault considers education and training to be more of a personal, special, and local-situational matter and believes that in the field of education and training, the tone of the interpretation of curricula and the teacher's tone should include polyphony (Sobhaninejad, Ahmad Abadi Arani and Abdullah Yar, 2017).

The principles of education in his opinion are 1. Reversement (inverting the meaning), 2. Discontinuity, 3. Specificity (unique), 4. Exteriority, 5. Interiority, and 6. Multiple Conditioning (Ahmadabadi Arani, Ahmadi Hedayat and Farmahini Farahani, 2019).

Based on Foucault's point of view, there is no complete program for the education of human beings, so, it is not likely to express specific and fixed goals for education and training (Farmahini Farahani, 2004; Esmaili, 2020). Based on Foucault's idea, the purpose of education is to nurture active, creative, and critical students who can discover diverse layers of texts through their critical reading, as well as to cultivate inquisitive students who find different meanings, and to cultivate self-awareness that the student will know himself when he knows his shortcomings and inadequacies. Generally, the aims based on Foucault's idea comprise training creative and critical people, training people who are responsible and flexible, training people who care about language, and also training people who break structures, who can access another kind of rationality apart from normal structures and routines and solve problems in other ways (Zarei, 2010).

Foucault also highlights the cultivation of aesthetics, considering history, and states that one of the goals of education is for students to live and know the events.

From Foucault's point of view, the aims of education are 1. Self-creation (Ahmad Abadi Arani, Ahmadi Hedayat and Farmahini Farahani, 2019; Esmaili, 2020; Zarei, 2010), 2. Resistance and standing against power (Esmaili, 2020), 3. Emphasis on individual and cultural changes (Ahmad Abadi Arani, Ahmadi Hedayat, and Farmahini Farahani, 2019; Dezhgahi and Zamiran, 2006).

Foucault believes in teaching methods such as genealogy, critical, observation, inductive and analogical, etc., referring to the topics of intellectual ethics and intellectuals and nature, maturity including human responsibility, and application of critical rationality (Zarei, 2010). The teaching method must be such that students can analyze texts and be critical, capable, and creative people. The teaching method should support freedom of thought and the student should realize that everything is not 100% right or wrong and everything cannot be a conclusive answer to problems. A problem has diverse answers and to attain this goal, the method of group and dialectic discussion and question and answer should be used. The school is a social and cultural reproducer and contains what Bourdieu calls cultural capital. In the theory of resistance, it is highlighted that the teacher should have a critical relationship with the students instead of an expedient relationship (Mehrjoo, 2020).

One of the methods suggested by Foucault is "discourse". Foucault indicates that the interpretation of discourse tries to disclose the deeper meaning of speech. The class must be planned in such a way that the students continually discuss new ideas and discuss each other's thoughts without end and the teaching method must be such that it makes flexible people develop with the power of criticism and analysis (Farmahini Farahani, 2004; Ahmadabadi Arani, Ahmadi Hedayat and Farmahini Farahani, 2019; Sobhaninejad, Ahmadabadi Arani and Abdullah Yar, 2017). Regarding the genealogy method, instead of being categorized as single intellectual patterns and traditions, political thought is divided into the events that took place at a specific point in time under the influence of the discourse of their era (Salehizadeh, 2011; Sobhaninejad, Ahmadabadi Arani and Abdullah Yar, 2019).

Attention should be paid to humanities in the content of education. Sociology should be used in the content of textbooks, which benefits everyone (Zarei, 2010). The content and methods must contain language and linguistics and interpretation of language. In the content books, pictures and drawings should be used for an improved understanding of the contents. Consequently, the contents of textbooks should be the interpretation of language, music, everyday issues and life affairs, human sciences, social sciences, economic sciences, psychology, psychiatry, physical education, and courses such as language-linguistics, literature, and mathematics, and the content should include the needs and the problems of individuals (Mehrjoo, 2020). Likewise, textbooks must include ethics that give significance to the imagination, attentiveness, elegance, thought, and the discipline of practical wisdom (Foucault, 2019).

Regarding Foucault's philosophical theories, it can be stated that education in the capitalist society legitimizes the control of the dominant group on this base through the open curriculum

and the hidden curriculum. The overt curriculum strengthens the status quo, which favors the ruling minority. The hidden curriculum, with its stress on competition, consumerism, and private ownership, further unites the existing social and economic situation (Farmahini Farahani, 2012; Mehrjoo, 2020, Rohollahi Ojaki, 2013). Foucault believes that those in power in society try to enforce their views on knowledge, curriculum, and teaching to those who lack political and economic power (Sebahanijad, Ahmad Abadi Arani, and Abdullah Yar, 2017).

Based on Foucault's idea, schools are institutions of normalization and standardization. Students are divided into classes and ranks and a hierarchical system overcomes this. In this regard, schools are exemplary educational institutions that work towards normalization and create people of a certain type, with almost similar backgrounds and mindsets, in the direction of those in power (Ahmad Abadi Arani, Ahmadi Hedayat and Farmahini Farahani, 2019). In schools, the traditional methods used by teachers do not lead to real learning, however, teachers can move students even in the worst conditions with special measures (Esmaili, 2020; Rohollahi Ojaki, 2013). Based on Foucault's idea, school discipline forms people and guides them towards self-knowledge to determine their potential and thus develop and attain their interests. This is why a discipline is a form of exercising power and influencing power relations (Murry, 2018).

Based on Foucault's idea, teachers should be aware of the intangible, invisible, and hidden influence of ideas of reality. Teachers are in a network of disciplinary power and are subjects and invisible agents of power (Farmahini Farahani, 2013; Esmaili, 2020). Foucault believes that the teacher's role is to create transformation and connect different subjects with broader social, economic, and political issues in the context of the teacher's duties and powers (Mehrjoo, 2020). The teacher offers opportunities for students to examine and explore on their own. To realize the relationships between the parts of the world, use the method of observation and experience (Naqib Zaradeh, 2000). The teacher tries to organize the class by knowing the teacher and their needs and interest in intergroup relations. Via many behavioral and educational sciences, an attempt is made to control classes without resorting to force and strictness (Zarei, 2010; Sobhaninejad, Ahmadabadi Arani, and Abdullah Yar, 2017). In classroom management, the teacher has identified the social changes in society and social institutions and different disciplinary techniques by using the genealogical research method to apply them on time and according to different situations (Mehrjoo, 2020).

Education leads to a kind of authority. The authority is provided via books and writings and curricula. Foucault, one of the postmodernist thinkers, speaks of the peak of "power/knowledge" and believes that knowledge moves in the direction of consolidating power. Regarding this point of view, curriculum materials and curriculum reinforce the foundations of a certain political system and establish its roots in the new generation (Rabbani and Badri, 2008).

Foucault, like other postmodernists, considers self-evaluation useful. Nonetheless accordingly, he does not negate power, the exam has a singular place in his perspective as an evaluation method in the educational system, by which a kind of visibility is offered between people and people are judged (Hossein Bar, 2011).

Jacques Derrida's thoughts on deconstruction and connected concepts such as difference, justice, otherness, and responsibility can offer a powerful paradigm for creating greater awareness of the issues discussed in education (Higgs, 2002). Derrida can be considered a great educational figure. His innovative and unusual methods created new perspectives in education (Farmahini Farahani, 2014).

Derrida's approach to education is very comprehensive, particularly compared to other philosophers, it is neither evasive nor indifferent to the significance of highly formal institutional education (Williams, 2021). Derridean philosophy offers an active interpretation, resistance, and re-evaluation of humanistic education, of the forms of education regarding the subject of governance, in other words, the dominant forms of education that exist nowadays that

form our educational institutions, theories, and practices (Murphy, 2013).

Derrida believes that the goals are not generally achievable. The goals should not highlight technical and scientific issues but should focus on the development and ability of learners to adapt to swift changes. There is no ideal or absolute goal. The goals are step-by-step and hierarchical, and when one goal is achieved, a higher goal is replaced. The best goals are those that are indicated and defined by the learners (Khalili and Hosseini, 2010; Karimzadeh, 2019).

Considering Derrida's arguments, we can draw some approximate goals for education. They include: Nurturing critical and constructive thinking (Ghorbanian, 2012), creation of knowledge (Khalili and Hosseini, 2010; Karimzadeh, 2019), development of individual and social identity (Ozman and Craver, 2016), (Khalili and Hosseini, 2010), self-creation (Farmahini Farahani, 2004), (Khalili and Hosseini, 2010; Karimzadeh, 2019) (Ghorbanian, 2012), comprehensive education (Ebrahim, Beheshti and Keshavarz, 2010) (Ghorbanian, 2012), self-sufficiency and independence (Ghorbanian, 2012), resolving duality (Kargari Dehkordi, 2008). In line with the method, Derrida's key emphasis is on innovation, creativity and not using effective methods in any situation and the special context in another situation. Based on Derrida's ideas, there is no superior method, and experts must look for effective methods in specific situations and contexts (Moaven Nouq, Moaven Nouq, and Moaven Nouq, 2015). According to Derrida's views, the teaching methods can be mentioned: the method of deconstruction (Ebrahim, Beheshti, and Keshavarz, 2010; Ghorbanian, 2012; Farmahini Farahani, 2014), double reading method (Farmahini Farahani, 2014; Ghorbanian, 2012), teaching method based on questioning education (Karimzadeh, 2019), collaborative learning method (Karimzadeh, 2019), critical method (Kargari Dehkordi, 2008), and discourse method (Ahanchian, 2003).

The student is a very significant element in the education system. Students have understandings that shape their attitudes. We cannot envisage that students have entered the context of education and training with an empty mind and without any assumptions (Kargari Dehkordi, 2008). In Derrida's education process, the child is regarded as a human being, a creator. No fixed definition of a child sets boundaries for him (Karimzadeh, 2019). Cultural variety in the classroom means accepting children and valuing them and their way of life. Teachers must acknowledge and accept differences (Ebrahim, Beheshti, and Keshavarz, 2010; Rabbani and Badri, 2008).

In line with the content, Derrida highlights the needs, interests, and abilities of the learners and diverse and enriches the program as much as possible. The more varied the program is, the better, faster, and easier it is for students to learn. According to Derrida, education means creating and being created, and learners should help themselves to be created and changed during the process. (Moaven Nouq, Moaven Nouq and Moaven Nouq, 2015). Derrida's desired content in education is content that nurtures students' critical faculties so that they can bring all sciences under the rule of criticism (Shani, 2006).

According to Derrida's opinions, one can conclude that he supports an interdisciplinary curriculum in any way. He does not consider the cultural isolation of different fields such as psychology, sociology, anthropology, politics, and history (Farmahini Farahani, 2014). The program must pay attention to the individual changes of people and their cultural dissimilarities and avoid imposing a particular dominant culture, and at the same time offer equal educational opportunities irrespective of social and economic class. Consider all learners (Aghazadeh and Dabiri, 2012). The curriculum based on Derrida's point of view becomes a kind of aesthetic challenge and search for a more profound understanding that leads to justice and responsibility and concealing the boundaries between the center and the periphery (Khandaghi and Ghaderi, 2015).

In Derrida's education and training, teachers are not the ones who transmit information to students, but they facilitate the students' success in acquiring knowledge, and they are guides who have the role of coordinating learning experiences (Ghorbanian, 2012). The key task of the

teacher is to inform the student about another element so that the difference is paid attention to in education (Karimzadeh, 2019).

The school environment from numerous features such as physical conditions (walls, school and classroom architecture, tools and objects in the school..) and emotional relationships between those involved in education, such as the relationships between students and teachers and the relationships between students with each other, have a direct impact on the motivation of learning and morality (Ghorbanian, 2012). Various sounds can be heard from the school door. According to Derrida, diverse voices can be heard in the school, multicultural rituals are taken into consideration, and the school's programs and administration are organized based on multiculturalism. The view is from the center to the edges. Diverse views are inspected and analyzed. The context for dialogue is ready, free, and fresh information feeds the students. The school puts criticism at the top of its work. It welcomes change (Kargari Dehkordi, 2008).

Research method

The current research is theoretical. The consistent method is a descriptive-analytical qualitative method. Based on the nature of the subject, the statistical population includes all sources and documents related to open pedagogy and the educational views of Michel Foucault and Jacques Derrida, including all electronic and written books, articles, journals, sites, and reliable databases, theses, and doctoral theses. The researchers aimed to study and inspect all the sources and documents related to the subject as much as possible. The statistical sample is all available sources and documents related to open pedagogy and the educational views of Michel Foucault and Jacques Derrida. The method of collecting information is a library where researchers studied and analyzed all electronic and written books, articles, magazines, sites, and reliable databases, theses, and doctoral theses to the extent of sufficiency. To answer the research question, the collected information was classified, analyzed, and interpreted.

To determine the validity of the questionnaires, a review was done by a colleague. The classified notes were given to five colleagues who are experts in the field of philosophy of education, who was chosen completely randomly. They were asked to express their opinions while studying the notes. Based on this, a complete review was done by the mentioned members and their opinion was confirmed on the application and validity of the notes.

The retest method was used to calculate the reliability, in such a way that the categories that were obtained from the questionnaire, after a time interval of 30 days, were re-evaluated and classified by a group of 3 members of the faculty members of the Philosophy of Education Department. The total number of categories in two-time intervals of 30 days is equal to 9, the total number of agreements between people in these two times is equal to 8, and the total number of non-agreements between codes in these two times is equal to 1, consequently, the agreement coefficient regarding the retest reliability percentage is equal to 88%. Since the obtained number is more than 60%, the reliability of the categorizations is confirmed, so the checklist has good reliability.

Research findings

To answer the research question: "What was the concept of open pedagogy in the thought of Michel Foucault and Jacques Derrida and its evolution in the distance education system?" 9 main categories were extracted from the collected information: 1. Aim 2. Teacher 3. Student 4. Teaching method 5. Content and subject 6. Planning 7. School 8. Evaluation 9. Sources. To comprehend how the concept of open pedagogy was in the thought of Michel Foucault and Derrida, subcategories for each extracted main category are scrutinized and analyzed in order. To extract and identify subcategories, qualitative content analysis steps, which include three main steps and six steps, have been used as follows: the stage of preparing for analysis (including step one: specifying the research problem, step two: formulating questions and objectives, and step three: defining and specifying the variables), organizing step (including step

four: sampling and selecting the units of analysis and context and the fifth step: coding and categorization) and the stage of reporting the results (including the sixth step: analyzing and inferring the results and reporting).

1. Aim: The subcategories extracted for the aim category in the fields of open pedagogy, distance education, and Foucault and Derrida's thought show that in line with the aim, the concept of open pedagogy in the thought of Foucault and Derrida has open in several subcategories of the purpose given in Table 1.

Table 1. Open pedagogy subcategories of the goal category in the thought of Foucault and Derrida

Category	The subcategory of open pedagogy in the thought of Foucault and Derrida
Aim	Empowering students to lead and solve problems - producing knowledge and sharing - eliminating inequality of opportunities - increasing the degree of socialization - flourishing of all talents - education based on students' abilities - fostering creativity and the power of initiative

Some of the target sub-categories in the thought of Foucault and Derrida that were not among the target sub-categories in open pedagogy extracted in the collected documents, sources, and information are shown in Table 2.

Table 2. Aim Subcategories in the thought of Foucault and Derrida were not open among the sub-categories of aim in pedagogy

Category	The sub-categories of aim in the thought of Foucault and Derrida were not open among the sub-categories of goals in pedagogy.
Aim	Paying attention to dynamism and progress - preserve the framework of culture and implement a certain government - educate critical citizens - provide conditions for radical democracy - emphasize and pay attention to constructive discourse - examine the difference in valuing the practicality of knowledge - provide education for all - pay attention to general culture and cultural studies - self-creation, institutionalizing pluralism - deauthorization - establishing justice and negating superiority - self-organization - nurturing active, creative and critical students - nurturing self-awareness - nurturing responsible and flexible people - nurturing resilient people - nurturing aesthetics - nurturing people with divergent thinking - preparing people for life - nurturing unique and dynamic students - nurturing interpretive people - reasoning and self-direction - resistance and standing against power - having staged and hierarchical goals - goals arise from the environment and the learning process - criticism and review of cultural heritage - comprehensive education

Some of the target sub-categories in the thought of Foucault and Derrida, open pedagogy and distance education were the same as shown in Table 3.

Table 3. Aim subcategories in Foucault and Derrida's thought, open pedagogy, and distance education were the same.

Category	In the thought of Foucault and Derrida, open pedagogy and distance education were the same
Aim	Empowering students to lead and solve problems - producing knowledge and sharing - eliminating inequality of opportunities - increasing the degree of socialization - flourishing of all talents - education based on students' abilities - fostering creativity

2. Teacher: The sub-categories extracted for the teacher category in the fields of open pedagogy, distance education and the thought of Foucault and Derrida show that in line with the teacher, the concept of open pedagogy in the thought of Foucault and Derrida has been open in several sub-categories of teacher, which in Table 4 is here.

Table 4. Open pedagogy sub-categories of the teacher category in the thought of Foucault and Derrida

Category	The subcategory of open pedagogy in the thought of Foucault and Derrida
Teacher	Familiarity with the characteristics and psychological conditions of students - removing obstacles to learning - having a friendly and facilitative relationship - motivating students - being a guide and leader - teaching based on students' abilities - designing teaching activities

Some of the teacher's sub-categories in the thought of Foucault and Derrida that were not among the teacher's sub-categories in open pedagogy extracted in the collected documents, sources, and information are shown in Table 5.

Table 5. Teacher subcategories in the thought of Foucault and Derrida were not open among teacher subcategories in pedagogy.

Category	The sub-categories of the teacher in the thought of Foucault and Derrida were not open among the sub-categories of the teacher in pedagogy.
Teacher	Not imposing your values on the learners - trust and respect the students - provide the context for active participation - bring the students to a level of awareness to engage in social and cultural criticism - use different methods when appropriate - the role of the facilitator is to help the student to get out of the existing situation - having a critical relationship instead of an expedient one - provider of software and list of resources - the role of creating knowledge - responsible for creating the spirit of democracy in the classroom - transformative - they do not think of removing the teacher - the role of scholar, liaison, and helper in learning - the teacher must be critical - encourage students to investigate and explore - paying attention to the relationships within and outside the group and his relationship with the student - respecting individual differences

Some of the sub-categories of the teacher in the thought of Foucault and Derrida, open pedagogy, and distance education were the same as shown in Table 6.

Table 6. Teacher subcategories in Foucault and Derrida's thought, open pedagogy, and distance education were the same.

Category	In the thought of Foucault and Derrida, open pedagogy and distance education were the same
Teacher	Being familiar with the characteristics and psychological conditions of the students - respecting the student's privacy - eliminating barriers to learning - having a friendly and facilitating relationship - motivating the students - guide, and leader

3. Student: The sub-categories extracted for the student category in the fields of open pedagogy, distance learning, and Foucault and Derrida's thought show that in line with the student, the concept of open pedagogy in Foucault and Derrida's thought, in some of the student sub-categories has been open as shown in Table 7.

Table 7. Open pedagogy sub-categories of the student category in the thought of Foucault and Derrida

Category	The subcategory of open pedagogy in the thought of Foucault and Derrida
Student	Being free - trusting the student - discovering based on one's interest - learning based on personal speed and ability - having self-confidence and independence - creating knowledge with the cooperation of the teacher and other students - lifelong learning - learning from peers - being free to choose the course - free to choose the duration of education

Some of the sub-categories of students in the thought of Foucault and Derrida that were not among the sub-categories of students in open pedagogy extracted in the collected documents, sources, and information are shown in Table 8.

Table 8. Student subcategories in the thought of Foucault and Derrida were not open among the student subcategories in pedagogy

Category	The sub-categories of student in the thought of Foucault and Derrida were not open among the sub-categories of student in pedagogy.
Student	Being active - forming an identity and attitude - learning according to the conditions, time, and place - avoiding self-centeredness, paying attention to others - being both a producer and a consumer of knowledge - not giving in to the subject completely and without thinking - a critical approach to texts - being eager to learn - having individual differences - turning into critical citizens - being deconstructive - learning to apply - active and critical participation in political discussions - showing one's disability without any fear - being aware of another element - having sufficient knowledge of one's social and cultural issues - having a relationship with the teacher and other students - being creative and creator - having the rights of a complete human being - understanding each other's differences and respecting the differences - not feeling inferior and undervalued

Some of the student sub-categories in the thought of Foucault and Derrida, open pedagogy, and distance education were the same as shown in Table 9.

Table 9. Student sub-categories in the thought of Foucault and Derrida, open pedagogy and distance education were the same.

Category	In the thought of Foucault and Derrida, open pedagogy and distance education were the same
Student	The freedom of the student - trust the student - discover based on his interest - learns based on personal speed and ability - has self-confidence and independence - creates knowledge with the cooperation of the teacher and other students - learns for life - free to choose the course - free to choose the duration of education

4. Teaching method: The subcategories extracted for the teaching method category in the fields of open pedagogy, distance education, and Foucault and Derrida's thought show that in line with the teaching method, the concept of open pedagogy in the thought of Foucault and Derrida, has been open in only a few of the teaching method's subcategories as shown in Table 10.

Table 10. Pedagogy sub-categories of the teaching method category in the thought of Foucault and Derrida

Category	The subcategory of open pedagogy in the thought of Foucault and Derrida
Teaching method	High student interaction - emphasis on learner participation - using technology to present - creating creativity through participation

Some of the sub-categories of the teaching method in Foucault and Derrida's thought that were not among the sub-categories of teaching method in open pedagogy extracted in the collected documents, sources, and information are shown in Table 11.

Table 11. Sub-categories of teaching method in the thought of Foucault and Derrida were not open among the sub-categories of teaching method in pedagogy

Category	The sub-categories of teaching methods in the thought of Foucault and Derrida were not open among the sub-categories of teaching methods in pedagogy.
Teaching method	A two-way process - cooperative learning method - establishing interaction between individuals and working groups - using democratic and non-authoritarian methods - balancing between independent and interactive learning - applying varied and different learning methods regarding the characteristics of the learner - situationism instead of systematicism - avoiding modeling - genealogy teaching method - critical method - observation method - inductive and comparative method - oral teaching method - group discussion - question and answer - interpretation method - analysis method - deconstruction method - double reading method - discourse method

Some of the sub-categories of teaching methods in Foucault and Derrida's thought, open pedagogy and distance education were the same as shown in Table 12.

Table 12. Sub-categories of teaching method in the thought of Foucault and Derrida, open

Category	In the thought of Foucault and Derrida, open pedagogy and distance education were the same
Teaching method	The categories of high student interaction - emphasis on learner participation - using technology to present - creating creativity through participation

5. Subject and content: The sub-categories extracted for the subject and content category in the fields of open pedagogy, distance learning, and Foucault and Derrida's thought reveal that in line with the subject and content, the concept of open pedagogy in the thought of Foucault and Derrida, has been open only in a few subcategories of subject and content as shown in Table 13.

Table 13. Open pedagogy sub-categories of subject and content in the thought of Foucault and Derrida

Category	The subcategory of open pedagogy in the thought of Foucault and Derrida
Subject and content	based on the student's interest - according to the student's needs and experiences - creating content with the cooperation of the teacher - the ability to share

Some of the sub-categories of subject and content that were not included in the thought of Foucault and Derrida among the sub-categories of subject and content in open pedagogy extracted in the documents, sources, and information collected are listed in Table 14.

Table 14. Subject and content subcategories in the thought of Foucault and Derrida were not open among the subcategories of subject and content in pedagogy

Category	The sub-categories of subject and content in the thought of Foucault and Derrida were not open among the sub-categories of subject and content in pedagogy.
Subject and content	Not fixed subject and content of the course - updating along with the development and progress - the process of developing the content is dynamic - putting people in the process of becoming - creating knowledge with the cooperation of students and teachers - being sensitive to environmental issues - the absence of superior content - increasing learners' problem-solving skills - paying attention to different trends - no fixed content - in the field of content, they emphasize more on information - emphasis on humanities, biology - language and linguistics - use of pictures and paintings for a better understanding of the contents - music - physical therapy - mathematics - daily issues and life affairs - nature - design according to the needs, interests, abilities of the learners - diversity - strengthening the critical faculty

Some of the sub-categories of subject and content in the thought of Foucault and Derrida, open pedagogy, and distance education were the same as shown in Table 15.

Table 15. Subject and content subcategories were the same in the thought of Foucault and Derrida, open pedagogy and distance education

Category	In the thought of Foucault and Derrida, open pedagogy and distance education were the same
Subject and content	sub-categories are based on student's interest - according to student's needs and experiences - content production with the cooperation of the teacher

6. Planning. The sub-categories extracted for the category of planning in the fields of open pedagogy, distance education and the thought of Foucault and Derrida reveal that in line with

planning, the concept of open pedagogy in the thought of Foucault and Derrida was not open in any of the sub-categories of planning.

Some of the sub-categories of planning that were not included in the thought of Foucault and Derrida among the sub-categories of planning in open pedagogy extracted in the documents, resources, and information collected are listed in Table 16.

Table 16. Sub-categories of planning in the thought of Foucault and Derrida were not open among the sub-categories of planning in pedagogy

Category	The sub-categories of planning in the thought of Foucault and Derrida were not open among the sub-categories of planning in pedagogy.
Planning	Planning curriculum design based on the time and place and cultural, social and climatic conditions - curriculum design based on the individual and group life of people - curriculum design to reunite the teacher with the learner of the text or reader - emphasis on pluralism in program design curriculum - designing equal educational opportunities regardless of socio-economic class - paying attention to individual and cultural differences - educational planning is not predetermined - transformational planning - fighting against certain forms of domination in the form of sexism, racism, monophonic approach and political pressures - in the curriculum, the textbooks are only raw materials for thinking, not the final thing - approval and giving importance to the development of critical thinking skills - emphasis on fostering creativity - the curriculum is both compatible with design principles and sustainable - opposition to generality - avoid elitism - government exercises power through curriculum - interdisciplinary curriculum - pay attention to the way of learning in the curriculum - planning should empower people instead of government - attention to justice - rich curriculum design

Likewise, none of the sub-categories of planning were the same in the thought of Foucault and Derrida, open pedagogy, and distance education.

7. School. The subcategories extracted for the school category in the fields of open pedagogy, distance learning, and Foucault and Derrida's thought disclose that in line with school, the concept of open pedagogy in Foucault and Derrida's thought has been open in only a few subcategories the school as shown in Table 17.

Table 17. Open pedagogy sub-categories of the school category in the thought of Foucault and Derrida

Category	The subcategory of open pedagogy in the thought of Foucault and Derrida
School	Informal school - public access to education - attention to student needs, interests, and preferences - democratic and competitive education system - collaborative culture - attention to all needs - not limited to a specific environment

Some of the sub-categories of school that were not among the sub-categories of school in open pedagogy in the thought of Foucault and Derrida are listed in Table 18.

Table 18. Sub-categories of school in the thought of Foucault and Derrida were not open among the sub-categories of school in pedagogy

Category	The sub-categories of school in the thought of Foucault and Derrida were not open among the sub-categories of school in pedagogy.
School	A school is an educational community - school building should give a feeling of peace and comfort - school should develop students' aesthetic feelings - school environment should be suitable for debate and discussion - social and cultural reproduction - providing grounds for self-creation of people - school forces should have a common vision about growth and flourishing - performing collective and cooperative activities - paying attention to the student's interests, tastes and needs - a place to exchange ideas - a single goal should be pursued - there is mutual respect - having a stimulating organizational atmosphere with a growing group spirit - the presence of students with unique combinations - a place for emergent growth - the existence of various voices in the school - setting up programs and running the school based on multicultural thinking - the doors of dialogue are open - the school is a large database of information - the principal and the teacher are not the center of the school relationship - it has a complex and comprehensive human relationship - a network of self-leadership and self-control diversity - every student has his place in the school - the role of the teacher in the school is to create knowledge and facilitate the flow of learning.

Some of the sub-categories of school in the thought of Foucault and Derrida, open pedagogy and distance education were the same as shown in Table 19.

Table 19. Sub-categories of school in Foucault and Derrida's thought, open pedagogy and distance education were the same

Category	In the thought of Foucault and Derrida, open pedagogy and distance education were the same
School	Public access to education - attention to the needs, interests, and preferences of the student - integration of education in life - attention to all needs - not limited to a specific environment

8. Evaluation. The sub-categories extracted for the category of evaluation in the fields of open pedagogy, distance learning, and Foucault and Derrida's thought show that in line with evaluation, the concept of open pedagogy in the thought of Foucault and Derrida was only a few of the sub-categories of open evaluation as shown in Table 20.

Table 20. Open pedagogy sub-categories of the evaluation category in the thought of Foucault and Derrida

Category	The subcategory of open pedagogy in the thought of Foucault and Derrida
Evaluation	Participatory evaluation, self-evaluation, frequent and continuous evaluation, team evaluation, descriptive and qualitative evaluation.

Some of the sub-categories of evaluation in the thought of Foucault and Derrida were not among the sub-categories of evaluation in open pedagogy extracted in the collected documents, sources, and information listed in Table 21.

Table 21. Sub-categories of evaluation in the thought of Foucault and Derrida were not open among the sub-categories of evaluation in pedagogy.

category	The sub-categories of school in the thought of Foucault and Derrida were not open among the sub-categories of school in pedagogy.
Evaluation	The concept of exam and grade has no place - level improvement is not based on quantitative measures - the method of consultation with fellow groups - the result of the evaluation is influenced by personal feedback and the received image of one's situation - the discourse method - the exam establishes a kind of visibility between people does – practical normalizer test method (maintenance technique, stable technique, and normalizer maintenance technique)

Some of the evaluation subcategories in Foucault's and Derrida's thought, open pedagogy and distance education were the same as shown in Table 22.

Table 22. Evaluation subcategories in Foucault and Derrida's thought, open pedagogy and distance education were the same.

Category	In the thought of Foucault and Derrida, open pedagogy and distance education were the same
Evaluation	Self-evaluation evaluation - frequent and continuous evaluation - team evaluation

9. Resources: The subcategories extracted for the category of resources in the fields of open pedagogy, distance education, and Foucault and Derrida's thought disclose that regarding resources, the concept of open pedagogy in the thought of Foucault and Derrida, has not been open in any of the sub-categories of sources.

Some of the sub-categories of planning in Foucault and Derrida's thought that were not among the sub-categories of planning in open pedagogy extracted in the collected documents, sources, and information are listed in Table 23.

Table 23. Sub-categories of sources in the thought of Foucault and Derrida were not open among the sub-categories of sources in pedagogy

Category	The sub-categories of sources in the thought of Foucault and Derrida were not open among the sub-categories of sources in pedagogy.
Sources	Different sources of textbooks - using texts to find social actions - nature - printed and written materials - multiple reality production processes - intelligent networks - interdisciplinary groups - professors and textbooks - electronic media

Sources Different sources of textbooks - using texts to find social actions - nature - printed and written materials - multiple reality production processes - intelligent networks - interdisciplinary groups - professors and textbooks - electronic media

Similarly, none of the sources sub-categories were the same in the thought of Foucault and Derrida, open pedagogy and distance education.

Conclusions and suggestions

Based on the findings, it can be said that the concept of pedagogy has been open in the categories of goal, teacher, student, teaching method, subject and content, school, and evaluation in the thought of Foucault and Derrida. These results have been obtained according to the study of documents, sources, and collected information. The grade of openness of Foucault and Derrida's outlook in the stated categories must be regarded as a continuum of openness and closure, and the subcategories are placed in different parts of this continuum. Likewise, based on the findings, it can be said that under the categories of planning and resources, the views of Foucault and Derrida were not close to the open concept.

As the results revealed, some of the sub-categories of goal, teacher, student, teaching method, subject and content, school, and evaluation were shared between open pedagogy, Foucault and Derrida's perspective, and distance education. This can designate the applicability of Foucault and Derrida's thought and open pedagogy in the distance education system. In addition to the common sub-categories, most of the sub-categories mentioned in distance education are approximately consistent with the concept of open pedagogy.

Consequently, since the goal sub-categories in the thought of Foucault and Derrida are close to the concept of open pedagogy, and also the approximate agreement of the goal sub-categories in open pedagogy, Foucault and Derrida's thought and the distance education system, it can be said that the concept of open pedagogy in the mentioned categories is in the thought of Foucault and Derrida, open pedagogy has been the most suitable pedagogy for the education system.

Regarding the analysis of the collected information in line with the raised question, it can be said that the concept of open pedagogy in the thought of Foucault and Derrida exists mostly under the categories of goal, teacher, student, teaching method, content topic, school, and evaluation, and in some subcategories, these categories were not found. In the sub-categories of planning and resources, Foucault and Derrida did not have an open view in any of the sub-categories.

The categories shared by Foucault and Derrida and the concept of pedagogy were shared with the sub-categories of distance education and these results show the application of Foucault and Derrida's thought and open pedagogy in the distance education system. Consequently, regarding the estimated agreement of the following categories in the thought of Foucault and Derrida and the concept of open pedagogy and the distance education system, it can be said that the concept of open pedagogy existed in the thought of postmodern philosophers and open pedagogy is the most suitable pedagogy for the distance education system.

Since the present research is new, the background check revealed that numerous experimental research directly related to this research have not been done. The results of this research are indirectly aligned and supported with the results of research done by Gargari Dehkordi (2017), Ghorbanian (2011); Karimzadeh (2018); Ahanchian (2012); Zarei (2019); Ismaili (2019); Rohollahi Ojaki (2012).

Using pedagogy as the science and art of learning, especially open pedagogy in public education, higher education, and adult education, is very constructive to face the challenge of increasing the demand for education without increasing the financial resources of educational institutions. Therefore, it is recommended that practitioners and executive officials should try to use the appropriate pedagogy for each type of education for that education.

There are no pedagogies and teaching strategies that have a universal approach and can be used in all situations and conditions, so the administrators and officials must consider the different combinations of groups of students and university students and the conditions and facilities should use appropriate pedagogy to improve the learning results.

The results of the current research can be used in educational systems, all teaching-learning processes, and all organizations and institutions that are somehow related to education and teaching and learning activities. Especially in the distance education system where the teacher

and the learner are geographically separated, open pedagogy can offer suitable methods and strategies, and curriculum to compensate for this. Open pedagogy can be useful in teaching, preparing, and editing educational content, the way of using open educational resources, the extent of using educational content according to the conditions and needs of the learner, choosing tools and facilities, creating the necessary enthusiasm and motivation in learners, providing a practical framework for the educational system to improve quality and efficiency, theoretical conceptualization about the flow of education and research and in the field of selecting and hiring professors and teachers.

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