



Digital Economics and Digital Marketing Review

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Abstract: Digital technology is the representation of information in bits. This technology has reduced the cost of storage, computation, and transmission of data. Research on digital economics examines whether and how digital technology changes economic activity. In this review, we emphasize the reduction in five distinct economic costs associated with digital economic activity: search costs, replication costs, transportation costs, tracking costs, and verification costs.

Keywords: digital economics, digital marketing, data economy, digital education, digital economics and media resource

Introduction

When we talk about the impact of the digital revolution and, in particular, AI and robotics on the economy, it seems important to stress one point right from the outset: During the last two hundred years since the spread of the steam engine, continuous technological progress has been one of the main drivers of economic growth and prosperity, providing us with (exponentially) increased power (energy), productive means, mobility and organization/communication. This has allowed us to provide products and services in ever greater quantities and quality at lower costs [3]. Of course, this development has come at a price, such as ecological damage and a changing climate, as well as fundamental technological risks, such as the potential for global nuclear destruction. These “side effects” certainly need to be taken into account when assessing the (global) economic welfare and accumulated added value of technological progress over time. From an economic perspective, further technological advancements – in particular related to AI and robotics, but also in other (cross-pollinated) fields, such as 3D printing, Nano - and biotechnology – should in principle have a highly positive impact. Technology might even help us address the collateral damage to the environment caused by the dramatic economic expansion of the last two to three centuries, by spurring research into renewable or low-carbon energy sources or even geoengineering, for example. This kind of technological progress, its velocity and the breadth of its socioeconomic implications are best described by Schumpeter’s concept of “creative destruction” [4]. However, it is far from clear if the overall impact of the next technological leap(s) will be seen as positive, whether on an individual or societal level. How will the increased productivity and income spurred by AI, robotics and related technologies be distributed between labour and capital, i.e. between (potentially superfluous) workers/employees, on the one hand, and the owners of technology on the other? How differently will it affect high-skilled and low-skilled workers? In the future, will we all live in a “leisure society” where machines provide us with the means for living? Or will technological progress lead to increased inequality, mass unemployment and impoverishment? How would such a scenario affect the underlying political systems, the role of governments and the welfare state? These are some of the questions that we want to shed light on in this and upcoming publications. The spread of technological benefits certainly does not follow a predetermined trajectory or natural law. In light of increasing automation and abundance, it comes down to a collective choice – at least in democratic societies – of what kind of society we want to live in.

Digital educational:

The digital learning environment of the education system includes a set of ICT tools, the use of which should be systematic and to implement the basic education program of primary general, basic general and secondary general education to meet the requirements of the state educational standard for the formation of conditions and help to achieve learning outcomes in the subject. In addition, the digital learning environment of the education system should be a single communication space for all participants in educational relations, an effective tool for managing the quality of educational programs, the activities of the teaching staff. Thus, the digital learning environment of the education system is a system of effective and convenient provision of information and communication services, digital tools for the learning process, managed and dynamically developed taking into account modern trends in the modernization of education.

In accordance with the requirements of state educational standards for the conditions of implementation of the educational program, the training center of the public educational institution includes:

- 1) Effective management of the educational institution with the use of modern digital tools, modern financing mechanisms;
- 2) Information and library centers equipped with classrooms and book deposits, with workplaces that ensure the preservation of the book fund, media library;
- 3) Placement of products of students' cognitive, educational research and design activities in the educational information environment of the

educational institution;

4) Design and organization of individual and group activities, organization of their time using ICT;

5) Planning the learning process, defining it in whole and individual stages (speeches, discussions, experiments);

6) information resources of the Internet in the school library, educational and artistic literature, collections of media resources in electronic media, replication equipment for reproduction of educational and methodical text-graphic and audio-video materials, creative work of students, providing access to the results of research and design work;

7) Planning the learning process, determining its dynamics, intermediate and final results. Therefore, the training center of the educational institution is a set of digital educational resources, technological tools of information and communication technologies: computers, other ICT equipment, communication channels, learning in a modern educational environment. Is a system of modern pedagogical technologies that provides? The main components of digital education technology are:

1) Technical support;

2) Software;

3) Technical, methodological and organizational support;

4) Coverage of the educational process in the information environment;

5) Paper-based components.

The digital learning environment should perform the following functions:

1) Information and methodological support of the educational process;

2) Planning the learning process and providing it with resources;

3) Monitoring and recording of the learning process and results;

4) Modern procedures for creating, searching, collecting, analyzing, processing, storing and presenting information;

5) Remote communication of all participants of the educational process (students, their parents (legal representatives), teachers, educational institutions, the public), including in the field of distance learning;

6) Long-distance communication of the educational institution with other social sphere organizations: additional educational institutions for children, culture, health, sports, recreation, employment services, life safety.

Creating a digital learning environment in every educational institution is an important process and many factors must be taken into account.

There are a number of important aspects to consider when shaping the digital learning environment in the education system:

a) Increase the level of ICT competence of teachers in the education system;

b) The possibility of introducing information and communication technologies in the teaching of all disciplines;

c) The possibility of introducing information and communication technologies in the activities of educational services of public organizations and service providers;

(g) To equip the education system;

d) Conditions of practical use of computer technologies and other digital means by all participants of educational relations;

e) Open access to information channels of the local intranet, global Internet and media resources;

j) Continuous development of the technical infrastructure of the digital learning environment. The process of shaping the digital learning environment of the education system can be divided into several stages:

1) Organizational phase.

2) The stage of shaping the digital learning environment.

3) Analytical phase.

Digital economics social learning:

Social learning provides the opportunity to communicate and educate people through ICTs and social interaction means [27]. Currently, there is a clear trend of using social media in the educational sector. Social networks make it possible to maintain multiple contacts based on common interests, including learning activity and knowledge sharing. In relation to the emergence of online systems, enabling virtual presence, social media began to spread rapidly. In this context, the term "Virtual Presence" means the indirect interaction of people through media communication channels which become an alternative to face-to-face communication. New platforms are emerging for such new social phenomena as the network community, which, in turn, enhances the social interaction effect of remote users. Formal classical education is complemented by new educational technologies of social media. There is a new term "media education" which provides students with the formation of social communication skills. Currently, there is a tendency of transition from DES to knowledge management systems. More and more specialists in training are influenced by the terms "social learning" and "knowledge management." Creating a knowledge base for a technical support service is one of the knowledge management tools, but not a "Knowledge Management System". The transition from distance learning systems to a knowledge management system not only increases the efficiency of using DES, but is also being introduced with the aim of achieving a second thing - creating a knowledge management phenomenon and a learning culture in a company or at work. The trend of transition to knowledge management systems can be viewed as a natural professional growth of DES which had formed a fairly large knowledge base in order to make the training portal full-fledged and move away from the usual strategy of "learning the course - final certification". If the educational portal is considered as a knowledge management system, it is necessary to apply a fundamentally different approach to the development of educational content and the construction of learning paths. Each new training course should be perceived as another inter subject element that can be used in other educational programs. The more efficient and mobile the controllability of these elements, the easier it will be to use and customize the educational programs themselves and the LMS as a whole. In 2005, Tim O'Reilly described the concept of an "evolved world wide web" which he termed Web 2.0, noting its importance as the next generation of internet systems [<https://www.oreilly.com/pub/a/web2/archive/what-is-web20.html>]. Web 2.0 is a conceptually new perception of the Internet, this is a new Internet era, when the World Wide Web is based not on sites, but on people, their knowledge, and their interaction. In fact, these are the websites of a new generation, the main difference of which is the possibility of using the "collective mind" and "collective activity". Web 2.0 users become creators of

information themselves, they independently develop content. The interactivity of the web pages and the simplicity of the interfaces technologically ensure user involvement, since no special knowledge is required to post information on the Internet. Web 2.0 technologies will provide an adaptive individual learning path via the Internet. Specially equipped calendars integrated into Web 2.0-based platforms independently carry out class planning, all necessary information is stored on the so-called encyclopedic sites or presented in the form of photo, audio or video lessons, and these services do not require synchronization in their work. Knowledge management will enable the implementation of personalization learning technologies, connected to an adaptive approach [5,6]. There is no need to develop a single course or a single educational program. It is enough to register a learning scenario in the LMS that adapts to each individual student, adapts to his level of knowledge and pace of learning. It is necessary to effectively manage the electronic content in the LMS, to be able to create "puzzles" from which an adaptive program is assembled to do it. In the context of learning personalization, it is assumed that the student is managed by the educational content based on the teacher's recommendations. Thus, there is a formation of an individual learning path, taking into account an adaptive approach. It is important to keep track of the relevance of the learning scenario and its constituent elements, to remember that there are other systems and information resources beyond the LMS which can additionally be prescribed in the learning paths.

Digital economics and media resources:

The purpose of this conceptual article is to outline and explain a global paradigm shift in strategic management of new and digital media in the age of new and digital economics. Accordingly, this article presents an analysis of the 5 most-successful international media conglomerates (Time Warner, Walt Disney Co., News Corporation, CBS Corp., and Bertelsmann AG) in regards to their annual revenue, profit, and stock growth, as well as total debt to equity. The article finds that 4 out of the 5 firms are American (Time Warner, Walt Disney Co., News Corporation, and CBS Corp.), and 1 is German (Bertelsmann AG). For the most part, 6 factors are particularly dominant in explaining the profitable growth of leading international media conglomerates at the macro level: cross-media content distribution leveraging and repurposing, innovation management, vertical integration, vertical expansion, media diversification, and large number of shareholders. To more effectively position and leverage new paradigmatic models largely influencing volatile media markets, this article proposes the creation and adoption of repurposed media content and economies of aggregation (triple- and quadruple-play bundling strategies and network externalities) for the emerging Internet Protocol TV, Internet TV, and the mobile-TV markets.

Conclusion:

Digital technology is the representation of information in bits. This technology or economy provides different business paths and in the short term easy way for high economic ways. Digital marketing is a familiar path in this day after COVID-19. Digital technology attach to social and media resources.

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