

# Integrating 21st Century Competencies Into a Digital Teaching and Learning Model: Globalization of the Teaching and Learning Paradigm

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## **EXECUTIVE SUMMARY**

*Globalization and technology are two features of the modern world impacting all activity, and the resultant effect on education is causing much to be questioned about the teaching and learning paradigm. Ways in which the learning experience must change in response to changing global demands placed on societies and economies forms a large part of the current discourse around reforming education. This chapter puts forward a definition of globalization, 21st century skills, and the four main competencies known as the 4Cs, and then makes links between these phenomena as a way of understanding the digitization of education. The connections are possible through a process of gathering reflections and experiences from experienced educational practitioners.*

## **INTRODUCTION**

This chapter reveals a unique perspective on the ways in which globalization is impacting education. Focusing on the integration of 21<sup>st</sup> century skills into a digitized

learning environment from the perspective of experienced educational practitioners allows a view of their experiences as they strive to re-imagine education. The chapter aims to contribute to the views held by educators globally on innovative methodologies for ensuring the resilience of teaching and learning in the 21<sup>st</sup> century.

The study is qualitative in nature using a phenomenological study approach. The objective is the direct investigation of the issue under scrutiny with a description being given of the topic as experienced by individuals practicing within the higher education context. A carefully selected sample of six participants were interviewed representing various Higher Education institutions within the UK, all with widespread teaching experience in face-to-face and online teaching.

It is intended that the findings from this study will be useful to professionals and researchers working in the field of education leadership and administration. The outcomes could be useful to organizations interested in funding educational initiatives, also national education policy makers. Insights from this chapter may support and inform educators and administrators to improve their current practices when working directly with students in the category - K-University. There may be value for other groups such as - educational researchers, educational software developers and textbook publishers.

Presented as a narrative, individual practitioner perspectives are drawn out from the data and presented as a way of sharing best teaching and learning practices. This approach allowed the researcher to explore perceptions of individuals through a series of qualitative interviews that were analysed and presented so as to inform the target audience. Yin (2003) advises that the topic of interest must be thoroughly investigated, only then the essence of the phenomenon is revealed. This provides a clear rationale for the chosen approach, thus allowing connections to be made between globalization of education and 21<sup>st</sup> century skills. Set against the context of digitized learning environments, the research explored the phenomenon through a variety of lenses allowing for multiple layers of understanding to be revealed.

It is envisioned that the recommendations will contribute to the global discourse around the future of education.

This research work is timely and relevant as the global education sector re-imagines a new reality post-pandemic.

## **RESEARCH QUESTIONS**

This chapter explores the perceptions of professional practitioners by using their insights to address the following research questions:

- What is globalization of education?

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