

**Review**

# The Role of Teachers in 21st-Century Education: A Pedagogical Review

Arburim Iseni<sup>1</sup>, Nirmal Joshi<sup>2</sup>, Rahul Dadhich<sup>3</sup>, Shalini Rawat<sup>4</sup>, Tanya Soin Gaurav<sup>5</sup>, S. Markkandeyan<sup>6</sup>

<sup>1</sup>Department of English Language and Literature, State University of Tetovo, 1200 North Macedonia

<sup>2</sup>Assistant Professor, Faculty of Pharmaceutical Sciences, Amrapali University, Shiksha Nagar, Haldwani-263139, Uttarakhand

<sup>3</sup>Pillai College of Arts Commerce and Science, 410206

<sup>4</sup>Assistant Professor, School of Engineering Technology SGRR University Dehradun

<sup>5</sup>Associate Professor, Poornima University, Plot No. IS-2027-2031, Ramchandrapura P.O. Vidhani Vatika Road Sitapura, Rajasthan 303905

<sup>6</sup>Senior Assistant Professor, SASTRA Deemed University, Thanjavur, Tamilnadu, India

---

**Corresponding Author:**

Dr. S. Markkandeyan

**Email:** [drsmkupt@gmail.com](mailto:drsmkupt@gmail.com)

**Conflict of interest:** NIL

**Article History**

Received: 07/01/2025

Accepted: 25/01/2025

Published: 13/02/2025

---

**Abstract:**

The increased demand for learning in the 21st century has made it possible to call for a change in teaching methodologies and utilize technology in the teaching and learning processes suffices the need of the learners. Teachers nowadays do not just impart knowledge but are enablers, instructional designers, technical implementers who enable students to learn and teach and be problem-solvers. Information technology in classrooms such as; online learning, utilization of knowledge sharing application and artificial intelligence has revolutionized traditional learning methodologies. However, these advancements present a number of issues such as lack of digital literacy, lack of adoption and implementation of change, as well as lack of professional learning. This paper will focus on the analysis of teacher's expectations, the implication of the advances in technology in Burriss' Seven Teaching Sins and the significance of professional development in teaching. Based on the literature review of this study, this paper establishes that 21st-century skills are important and that teachers should be provided with tools that can enable students to follow in their self-learning. Drawing from the results, one can infer that leadership for any academic training, teacher professional development, or increased institutional support plays a vital role for shaping the educators for the upcoming scenario in education. This goes further to show the need for joint admission and integration between the faculties of education, policy makers and researchers so as to develop unique and current teaching models.

**Keywords:** 21st-century education, digital pedagogy, technology integration, teacher training, critical thinking, student engagement

---

This is an Open Access article that uses a funding model which does not charge readers or their institutions for access and distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>) and the Budapest Open Access Initiative (<http://www.budapestopenaccessinitiative.org/read>), which permit unrestricted use, distribution, and reproduction in any medium, provided original work is properly credited.

---

**1. Introduction**

Educational system of contemporary society in the era of newly industrialised world has undergone notable revolutionary changes and it has emerged a learner-centred approach from a teacher centred

approach. The expectations towards teacher pedagogy has changed over the years for teachers to incorporate innovative teaching approaches that helps in students' participation, creating solution finding session among others [1]. The transition of

applying technology in the education system has continued to transform modes of instructional delivery and train teachers to be familiar with technology-integrated classrooms and online learning [3]. The shifting of educational paradigms stresses the need to upgraded teachers and educate them all the time to fit the new roles they are set to play. The shift towards increased critical thinking and creativity, as well as integration of different fields has put a teacher in the middle of such change, turning his or her flexibility and teaching skills into crucial factors of educational process [4]. In light of these current trends in the use of technology in learner instruction, the learner must be taught content and also assisted by the teacher who ushers the learners into a world where they can exercise their acquired knowledge practically [6]. That is, due to the availability of blended learning environments, AI, and the use of digital collaboration tools, the teacher is charged with the responsibility of applying these technologies to the teaching-learning process in order to come up with better learning outcomes [7]. In this paper I aim to discuss the change in teachers' responsibilities, the effects that technology and intensity of knowledge have in education and the role and need for professional development in the area of 21st century learning.

## **2. Changing Roles of Teachers in 21st-Century Classrooms**

Formerly, teachers' roles were confined in their functions of passing knowledge. It is important for educators to be caring counselors, responsible for both, curricula and effective use of technologies, in order to address teaching and learning needs of the current generation [5]. Traditional classroom management where the teacher is seen as the one who knows it all has changed to the modern form of teaching where the teacher is the facilitator to pass knowledge and the learner is encouraged to come up with his/her own ideas [8]. Teachers are now expected to prepare students for future jobs such as communication, teamwork, usage of technology [10].

Australian teachers are very different from the teachers who taught in the past, and in the 21st century their roles are to guide the students in the process of knowledge acquisition as opposed to directly providing knowledge. This change is due to emphasis on the use of the student-centered approach that encourages learners to be active and

solve problems [2]. Students themselves instead of listening to a teacher who comes and teaches them, find themselves in a position where they are forced to discover, deliberate, and learn by participating in day to day interactions with others [9]. In specific to this work, Dialogic teaching and learning, which entails disillusioning student\_TRAIN and teacher interaction has been perceived as a quality form of teaching that enhances enhanced understanding [11].

It becomes imperative that the teachers have more responsibility in the incorporation of technology in their teaching. Technological advances including smart boards, A.I. and programmed knowledge delivery systems, virtual classrooms have been adopted by educators in the present time [12]. In the case of the use of educational technology, students are able to learn at their own rate and be provided with learning materials appropriately suited to their needs [14]. Teachers need to acquire technological literacy to enhance usage of the instruments and design exciting, interactive classes [15].

In addition to content knowledge, teachers are the key instigators of effective 21st century skills like learning, speaking, thinking and participating skills [7]. These are important skills that a learner needs in enabling him/her to cope with the society which is constantly evolving [16]. According to the improvement strategy, teachers are required to offer tasks that promote teamwork, problem-solving, and innovation since students will encounter similar challenges in their subsequent schooling and employment [17]. This demands consistent enhancement of teaching practices and practical application of interprofessional perspectives that enhance the students' development [6].

## **3. The Impact of Technology on Teaching Methods**

The use of technology has had a great impact in the ways of teaching and presenting concepts in class to the students in creating new interactive and personal ones. AI, big data analytics and virtual learning environment have replace traditional educational model and paradigms due to provision of active adaptability [13]. Learning management systems, real time quizzes, and online collaborative platforms have been in existence and have boosted the teaching and learning process [10]. However, the integration of technology in teaching also has some of the disadvantages that make educators to undergo

some processes in order to achieve the aims of using technology in teaching.

The concern is that the open learning environments have opened up new opportunities for learning leading to a diversity of learning within and outside classrooms [12]. As adopted by many institutions of learning, virtual learning environments offer the learner access to many resources, simulations and multimedia information that enrich or help the learner to comprehend complicated issues [14]. Moreover, the interaction tools enable the completion of group activities and discussions that enhance group cohesiveness and engagement among the students [15]. Still, the utilization of the new technologies in education seems to be influenced by the extent to which the teachers adjust their practices to innovate adequately [9].

There are also concerns that accompany to the incorporation of technology in education whereby there is a digital divide that has to do with the nature and access to technology, inadequacy of infrastructure, and organizations: resistance to change particularly in the case of instructors [6]. The lack of training and experience in the use of technology is another reason that has been cited and established to be hindering many teachers when it comes to the integration of ICT in teaching [8]. Also, distribution of technologies in between student can lead to maldistribution of learning among the needy cases especially in the dismashed area [10]. To address these they need to receive relevant professional development events, supportive

policies and efficient technologies which will allow teachers and students to take advantage of the technological advancement in learning [11].

#### 4. Professional Development for 21st-Century Teachers

It has also been noted that given the dynamic environment in education today teachers need to keep developing. Continuous professional development, professional development for the integration of teaching innovations in education, information technology, and liberal intersubjectivity forms is crucial as long as it helps prepare teachers for the contemporary class [16]. Thus, schools and other institutions should invest in such activities as professional development that engages teachers into practice aimed at using technologies, developing and implementing the learner-centered approaches, and stimulating cooperation among the practitioners [4]. This means that there should be fruitful cooperation among teachers, policymakers, and researchers when it comes to the provision of proper program for professional development that is consistent with the trends in education throughout the world [17]. This way, the teachers are able to learn from their peers, from methods used by other teachers as well as carrying out advancement-based training that will promote positive handling and development of the education system [3]. Appropriate professional development programs will have lasting effects on the quality of education because these development programs will increase teachers' efficiency in the classroom [1].

**Table 1: Summary of Key Aspects of 21st-Century Teaching and Learning**

Theme	Key Insights	Supporting References
<b>Shift from Traditional to Learner-Centric Approaches</b>	21st-century education emphasizes active learning, collaboration, and problem-solving over passive knowledge reception.	[1], [4], [7]
<b>Role of Teachers as Facilitators</b>	Teachers act as guides, encouraging students to explore and apply knowledge rather than just memorizing facts.	[2], [5], [9]
<b>Integration of Technology in Teaching</b>	Digital tools, AI-driven learning platforms, and virtual classrooms enhance student engagement and personalized learning.	[3], [10], [12]
<b>Development of 21st-Century Skills</b>	Critical thinking, communication, creativity, and collaboration are essential for modern education.	[6], [7], [15]
<b>Challenges of Technology Adoption</b>	Teachers face digital literacy gaps, resistance to change, and infrastructure limitations.	[6], [8], [14]

<b>Professional Development for Teachers</b>	Ongoing training programs in digital pedagogy, interdisciplinary learning, and innovative teaching strategies are crucial.	[4], [11], [16]
<b>Student-Centered Learning Environments</b>	Inquiry-based learning, flipped classrooms, and peer collaboration improve student outcomes.	[5], [9], [13]
<b>Virtual Classrooms and Online Learning</b>	Technology enables global education access, but disparities in digital resources remain a challenge.	[10], [12], [14]
<b>Assessment and AI-Based Learning Tools</b>	AI-powered assessments personalize learning experiences and provide real-time feedback.	[3], [13], [15]
<b>Collaboration Between Educators, Policymakers, and Researchers</b>	Cross-sector collaboration ensures better policies and innovations in teacher training.	[11], [16], [17]
<b>Teacher Adaptability and Future Readiness</b>	Educators must continuously evolve to meet the demands of an ever-changing educational landscape.	[1], [7], [17]

This table outlined and presented a summarized view of the change in roles and responsibilities of the teachers in the 21st-century environment. It calls for teachers to abandon the conventional teaching practices and adopt the modern advanced technology-oriented teaching style. It also describes equally on professional practice and knowledge update, computer competency, and teamwork to enhance the implementation of the advanced teaching/teaching-learning techniques. To overcome the existing challenges, it is necessary to modify the policy, to train teachers, and invest in technology for the sake of education.

### 5. Conclusion

Some of the ways they are making that happen is by embracing and implementing the current more effective teaching methodologies, the incorporation of information technologies in teaching practices. Transforming from the teacher-centered model to student-centered model challenges the educators into being more of enablers, guides and instructional media selectors. Discussing the opportunities, it is necessary to mention that present day students and teachers use digital tools and innovative teaching processes to captivate students and make the learning process more effective; still, there are some issues, including but not limited to digital divide, lack of resources and funds to support the effective usage of technology, and teachers' resistance to change. To address these challenges one has to have continuing professional development, sufficient institutional support and require specific policies be formulated and implemented. Based on the information gleaned from this review, there is need to develop clear and synthetic sets of training skills

for enhanced teachers' competencies in response to Information Communication Technologies and 21st Skills development for students. In this connection, cohesion between educators, policymakers, and researchers is crucial to achieving the stated approach to innovation in teaching strategy. This paper argues that as changes in education persist, the teachers should embrace the change, be creative and be actively involved in the changes. I have found that the improvement of teachers and technology integration in the learning process will provide effective education strategies to prepare the students for a digital environment as well as more efficiently assist the learning disabled students.

### References

- [1]. Kizi DB, Ugli MK. Roles of teachers in education of the 21st century. *Science and Education*. 2020;1(3):554-7.
- [2]. Teo P. Teaching for the 21st century: A case for dialogic pedagogy. *Learning, Culture and social interaction*. 2019 Jun 1;21:170-8.
- [3]. Asad MM, Aftab K, Sherwani F, Churi P, Moreno-Guerrero AJ, Pourshahian B. Techno-Pedagogical Skills for 21st Century Digital Classrooms: An Extensive Literature Review. *Education Research International*. 2021;2021(1):8160084.
- [4]. Kereluik K, Mishra P, Fahnoe C, Terry L. What knowledge is of most worth: Teacher knowledge for 21st century learning. *Journal of digital learning in teacher education*. 2013 Jun 1;29(4):127-40.
- [5]. Tican C, Deniz S. Pre-service teachers' opinions about the use of 21st century

- learner and 21st century teacher skills. *European Journal of Educational Research*. 2019;8(1):181-97.
- [6]. Benade L. Being a teacher in the 21st century. *A Critical New Zealand Research*. 2017.
- [7]. Kim S, Raza M, Seidman E. Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*. 2019 Mar;14(1):99-117.
- [8]. Shafiee NS, Ghani MA. The influence of teacher efficacy on 21st century pedagogy. *International Journal of Learning, Teaching and Educational Research*. 2022 Jan 30;21(1):217-30.
- [9]. Archambault L, Wetzel K, Foulger TS, Kim Williams M. Professional development 2.0: Transforming teacher education pedagogy with 21st century tools. *Journal of Digital Learning in Teacher Education*. 2010 Sep 1;27(1):4-11.
- [10]. González-Pérez LI, Ramírez-Montoya MS. Components of Education 4.0 in 21st century skills frameworks: systematic review. *Sustainability*. 2022 Jan 27;14(3):1493.
- [11]. Ertmer PA, Ottenbreit-Leftwich AT, Tondeur J. Teachers' beliefs and uses of technology to support 21st-century teaching and learning. In *International handbook of research on teachers' beliefs* 2014 Aug 21 (pp. 403-418). Routledge.
- [12]. Bernad-Cavero O, Llevot-Calvet N, editors. *New Pedagogical Challenges in the 21st Century: Contributions of Research in Education*. BoD–Books on Demand; 2018 Jul 4.
- [13]. Goradia T. Role of Educational Technologies Utilizing the TPACK Framework and 21st Century Pedagogies: Academics' Perspectives. *IAFOR Journal of Education*. 2018;6(3):43-61.
- [14]. Maba W, Mantra IB, Widiastuti IA. TEACHERS OF 21ST CENTURY: TEACHERS' ROLES IN INNOVATING LEARNING STRATEGIES AND CHALLENGES. *International Journal of Social Science*. 2023 Apr 13;2(6):2405-10.
- [15]. González-Salamanca JC, Agudelo OL, Salinas J. Key competences, education for sustainable development and strategies for the development of 21st century skills. A systematic literature review. *Sustainability*. 2020 Dec 11;12(24):10366.
- [16]. Darling-Hammond L. Constructing 21st-century teacher education. *Journal of teacher education*. 2006 May;57(3):300-14.
- [17]. Chalkiadaki A. A systematic literature review of 21st century skills and competencies in primary education. *International Journal of Instruction*. 2018 Jul;11(3):1-6.

\*\*\*\*\*