

Self-Perspective of 21st Century Educators: A Challenge in The Globalised Educational World

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In the contemporary techno world the role of a teacher is multi challenged. The role of the teacher is challenged, as the students of present age are gathering ideas from all around. The students are expected to be an all-rounder in every walks of their life. Thus, the role of a successful teacher in teaching the students accordingly should be multi-faceted. In order to fulfil the need of the today's learners the teacher must be a self-creator of the curriculum based on the situation presented at the classroom. The 21st century educators can be an excellence in their self-perspectives to sense the world and make all the students feel to move around. Excellence is not a skill, but it is the attitude of a person that must be the part of every educators. This study focuses on self-perspective of the educators in the modern professional life to endeavour the socio-cultural requisite of the globe and it is found that the 21st century educators can be an excellence in their self-perspectives to sense the world and make all feel to move.

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INTRODUCTION:

If we teach today's students, as we taught yesterday's, we rob them of tomorrow

- (John Dewey, 1916).

The system we live in this world is changing and budding our day to day life that how we access information and communication with our family and friends that are changing the source of our mind and body (Merryfield, 2000). We are living in the most powerful thought-provoking era in the history of universe, being overwhelmed with the information from different platforms; there are books, computers, mobile phones, tablet, television, films etc. But we are still standing in the same structure framed under one roof with a few in mind leaving most of our students, which getting unfocussed stimulation for the mind, body and the mater in learning and teaching (Baker & Giacchino-Baker, 2000).

The problem is that the existing system of global education has been well planned but is being controlled by different languages, cultures, social lives and their philosophical importance (Alfaro, 2008). It was apparent that it was not designed as in the logical culture of the 'the Enlightenment' and in the economic conditions of the European Industrial Revolution.

Our students have been cultivated to perform as excellent self-starters according to the classical-style careers' requirement to face the society (Kampylis & Berki, 2014). Many of our parents dream that their children should be an all-rounder in learning but be constraint in the cultured society not to adopt into the Google generation (Bodycott & Walker, 2000). Most of the educationalists believe that today the brains of our children work contrarily than their parents' expectations that mental and logical thinking be digitalized their ideas, such as one can have multiple talents in sports as well as music, speaking as well as drawing that can help them to develop their critical thinking, but the current generation of educational graders are still in reminiscence in comparison to the Google era (Walters, Garii & Walters, 2009).

Today's children are expected to be multiple skilled to face the day today 'cut throat competitive challenges' and make use of all the opportunities available in the contemporary world. Most of the educational institutions today have an emergency of facing the competitive world with their mission and vision towards the global technology hence all the educators must be aware of the emergence of the Information and Communication Technology (ICT) in their classrooms.

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Information and Communication Technology has contributed a lot to the society, hence the contemporary educators must have been equipped to afford ICT based learning prospects to the students. The Lessons that are taught to the students are to be designed using ICT and Global Technology and not only the lesson but the required basic and essential skills also should be included (Ashish Joshi et.al. 2013). Educators role is a vital and they must plan and equip with perfect strategies and methods that to occupy the students' attention and create more innovative learning environments for them.

21st century educators are well prepared and adopted with technological society: one in harmony with the way of the economic life and technological preference with the future for business and industries; so, they are well aware of the emerging career opportunities available to the students in the upcoming years and also all the essential techniques, skills and talents those are necessary to allow them to locate themselves to participate in the global competition. At the same time the educators are always straining themselves to ensure that the students are not left behind in the progress awaken in the techno world (Alfaro, 2008). The educators' preparation of their learners today must be always focused on training them on the current world for which the educators must survey and live in a globalized technological environment.

The educators must 'be a creator not be a communicator'. They must build in every students that they are adopted towards the 'Learning Ability' and 'Commitment to Learn.' Be an effective 21st century teacher, every teacher must have the innovative skills that their students are also expected to obtain the same skills and in addition to they should be able to help all their students to get progressed and attained towards 21st century skills (Saputri, Rukayah & Indriayu, 2018).

In School the children are the fastest adopters of ICT hence the present education system does not need to teach them how to use these technologies in life but present educational system should diagnose to help students to learn more and quick in all the aspects (Merryfield, 2000). In classroom teaching, it is always preferred that teacher must prepare lesson plan, lesson presentation, feedback and evaluation, home assignments, quality assessments and grading by using only ICT to feed the present students' fast adopting skills.

The effective teacher in the present technological world needs to be adopted towards mediating the educative and non-educative approaches of technologies those are made available to them as well as to the students. The possible shortcoming of technologies is not potential for the students with non-productive usage of worsening their time and energy, but the positive aspect is significant if used properly (Soufiane & Nouredine, 2018).

RELATED STUDIES

Jennifer Pei-Ling Tan (2017); iterates in his study that the 21st century is accepted as the Creative Age by all the teaching professionals. He also strongly made his view that the innovative cognizance of our day today learners are farther ahead of old age students. The present age students reflect their knowledge with Technological revolutions according to the socio-institutional change. Morgan K. Williams (2017) in his research supports Dewey's influence on education on social learning. It is assumed that educational institutions and educators should be symbolic of the social environment and make the students learn the best with natural social settings. His concepts made an effective impact on education as he strongly believed that the students of the age were distinctive learners.

Urusa Ansari & Sufiana K. Malik (2013); while discussing on the image of an effective teacher in 21st century classroom, says that the task of the teacher in current era is not just to impart content based conceptual knowledge. Rather a teacher of the day has to deal with net generation who are equipped with information and communication related knowledge and skills. In teaching and dealing with such type of generation the teacher of the day needs some special skills. So the image of the educators has been changed from tradition to transformational. Julie Faulkner & Gloria Latham (2016); in their study reiterates that while

designing the curriculum the content of the teaching, practices of classroom and learning environments must modify according to the need of the society. But less attention is focussed on the educators' personalities and the curriculum is biased according to the whims and fancies of the curriculum designers. In this paper, it is strongly assured that the educators' mind-sets should meet the requirements of the current and emerging challenges of the education. They also elicit the three essential qualities: adventure, flexibility and innovative problem-solving, those are the characteristics of emerging and experienced educators with more receptive to teach.

Yamith Fandiño (2010); proposes that the educators should be dynamic and critical negotiators, capable of undertaking inventive actions to transform the malpractices of the educational system into the effective pedagogical system. This article also describes how educators can build their individual skills by systematically investigating their teaching styles and classroom situations. The article also states that educators should perform proactively not only to gain and employ supremacy, but also to create a method for self-improvement and professional progression. Steve Warnera and Abtar Kaurb (2017); facilitates that moulding an effective 21st century educators is the need for the contemporary educational system. It should be the main objective of the educators to make the students practise their learnings rather memorizing. This paper also presents the need for the ICT to create an awareness among the students not to memorize the subject and the importance of the learning practices.

OBJECTIVES OF THE STUDY

Based on the related studies the investigators are exploring to review the educators' self-perception and the professional ethics those are the need for the 21st century educational system. Hence this study is to focus on self-perspective of the educators in the modern professional life to endeavour the socio-cultural requisite of the globalised world.

THE 21ST CENTURY EDUCATOR

The 21st Century Educators teach a knowledge which stimulates the students' creativity that will reflect them to learn and utilize. It will also replicate them in to the emerging new world. Our way of teaching approach must highlight the learning in the sprouting technological world of 21st century. All educators must have a clear vision of why to teach, what to teach, how to teach, whom to teach, where to teach, when to teach and the mode to teach (Heather Fry, Steve Ketteridge & Stephanie Marshall, 2009). In techno environment, educators are required to build themselves on global skills and capabilities across the techno literacy, subject knowledge and research methodologies at different levels.

THE CHARACTERISTICS OF THE EDUCATORS IN 21ST CENTURY

A Better Adopter:

The brilliancy of the 21st Century Educators is being shown on how they adapt themselves towards the innovative ways of approaching the course and the syllabus. They could also be capable of utilizing the software and hardware better for a professional model which is a tool used by a variability of age groups in classroom. The Educators must be talented by adapting appropriate self-motivated teaching skills. When the technologies fail, an educator must understand and apply different learning styles even when it all goes wide of the mark inside a classroom (Cushner, 2007). Their teaching style could be clever enough to adapt and to be inclusive of different methods of learning.

Be an Idealistic:

The vital component for the present and the future educators is Creativity and is a key factor of adaptability too. They could sense their potential in the emerging web technology by holding these to operate themselves in attaining their own needs of life, if at all we see our current techno world emerging into unrealistic development in all the fields (Merryfield, 2000). The idealistic teacher can visualise the

development of the emerging technological ideas and products on how those will be used in their classes. They can make suitable associations that strengthen the worth learning upon other extents and influences and as well others to reinforce their own learning that is to give ideas from impossible to possible of their students.

The Best Listener:

He must be a best listener of the world. An educator could observe the needs and deeds of the self-prospective ways of their students. The educator utilizes different methods to enhance and captivate the learners. Being an intense listener he grasps the correct need of the society and the students. In addition to that the educator supplements the students' sharing, adapting to the students' inventions as well as the contributions and innovations in the emerging techno world.

The Risk Taker:

Being an all rounded knowledgeable educator, not only teaches the students but also makes them face the challenges of the ups and downs of the real world. They must learn more so as to take risks and sometimes capitulate themselves to the students' knowledge (Pence & Macgillivray, 2008). A best educator of the 21st century has a vision of emerging technology that could identify and achieve the goals as well enable the practical learning for survival; as well could use the strengths of the digital natives to recognize and direct towards new pedagogy which has the advantage of reciprocal teaching between the educators and the learners (Barkhuizen & Feryok, 2006). Based on the Learning Pyramid it is found that the maximum retaining of knowledge is acquired by teaching others. Hence the effective educator prefers to take risks on teaching and learning with their students.

Better Learner:

"Beauty is in the eyes of the Beholder", - (Margaret Wolfe, 1878).

Everything is beautiful, but perception differs from one another and only a few are updated. The 21st Century educators could be a better learner of the precise around the world. Hence everyone is the learners throughout their life. The educators could endure to learn the budding experiences and sprouting knowledge of their students from the present society so as to adopt themselves according to the needs and understandings of the learners (Darling-Hammond, 2010). In the subject areas like Science and Technology, Life Sciences, Philosophy, Psychology, Management and Arithmetic Knowledge the understandings are fluid and self-motivated that the educators are analysing and varying for their adaptation. To be a better learner cum teacher one must transform and learn the prospects properly.

Role Model:

The teacher must not simply teach the lesson but must teach the reality of life. So the teacher could teach the best behaviours of life to the students that is the anticipation of the society too from the teacher. The students and the parents are having a strong belief that learners will imbibe good values and ethics of everyday life from the educators' behaviour (Cushner, & Brennan, 2007). Educators' character is often the most influencing factor of the students' life in the world. The educators will be spending time frequently for longer and more dependably than the students' parents. The 21st Century educator can also be a model to reflect, whether it's the quiet own inspection of their training style and educational passion or through social media both inside and outside the class room. These are not essentially connected with ICT and the curriculum, but all are equivalent reputation (Darling-Hammond, 2006). They can be a role model in truth, tolerance, care, acceptance, extensive knowledge than their curricula area, techno global awareness, reflection of thoughts, quality in life etc.

Effective Communicator:

A good communication in the teaching context is the art of controlling the classroom. It gives a stimulation and better understanding of knowledge from everyone. The teacher could communicate the source of knowledge with their students in an effective way, which will prove the understanding level of the students' performance in all the aspects (Quezada, 2004). The 21st Century teacher could be an effective communicator. The educators are guaranteed to utilise the tools and technologies that empower the communication and relationship. They can go beyond the knowledge just to know how to do it, how to simplify it, how to stimulate and control it, and how to moderate and succeed it.

Great Leader:

A person's personalities such as good communication, better learning, best adoptability, best understanding will make him to be a great leader (Cushner & Brennan, (2008). The great leaders are the persons who accept and adopt themselves towards the progression of integration of technology that best fits in with a best ICT Trainer and a good educator. The 21st Century Educator must be a great leader and their Leadership quality to coordinate, to adopt, to control, to understand and to manage with clear goals and objectives is the key to the success or failure of any mission.

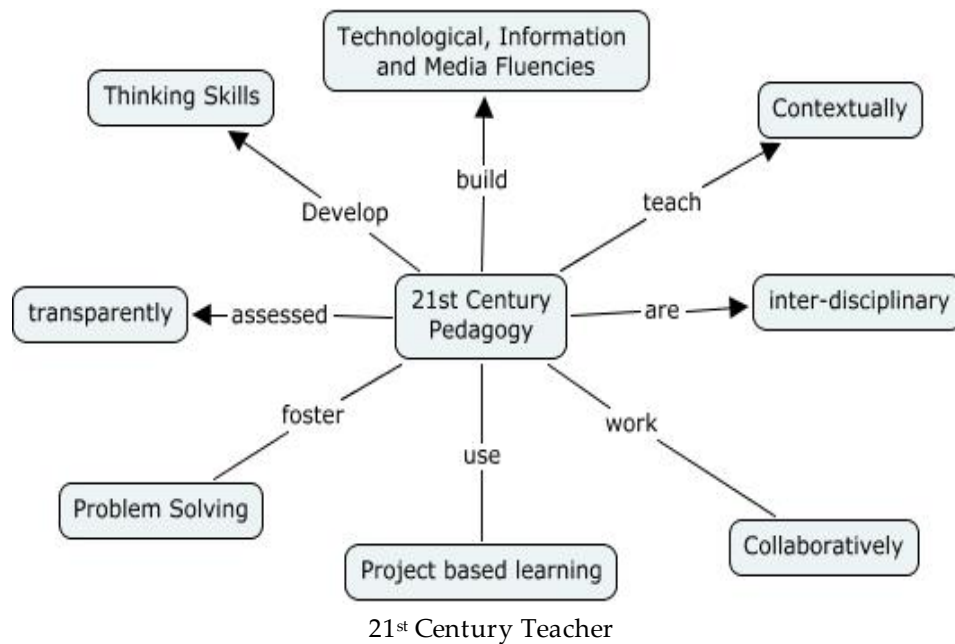
21st Century Education:

For our students to have a present education, our educators need to know how to teach global technology of 21st Century world (Brindley, Quinn & Morton, 2009). "The function of education is to teach one to think intensively and to think critically and intelligence plus character that is the goal of true education." – William Max. So, we the educators could teach effectively and creatively by using our own innovative skills to face the challenges of the globalized techno world of 21st century. So few pedagogical approaches are suggested to the educators to excel in their Teaching Skills to attain the best professionalism in their teaching and learning process of 21st Century global world is discussed by the authors. All the educators could follow these teaching skills in their class room to make it more active.

Self-Perspective Pedagogy of the 21st Century Educators:

A 21st century educator needs to be a creator of many ideas and methods to carve the better world. They expect that the content of the curriculum must be more flexible and innovative which will keep them to fostering the students in different perspectives.

Fig. 1



1. Teach Contextually

In 21st century's mechanical life style to survive, the education makes the human to live and manage better with the sources of knowledge in the society. So as a best teacher, we must give foundation and life skill-oriented education which will help the learners to be a better competent of the modern life. All the educators teach all the subjects to the students with contextual manner (Cushner, 2007). Their vision, mission and the objectives focused on context of the present scenario will lead the students to gain technological knowledge. Information and communication technology are the main source that centralises all other aspects of pedagogical knowledge. Educators could frame the curriculum like the modern artists with new thoughts and imaginations and they must work as reformers in making new generation with contextual understanding.

2. Inter-disciplinary

The educators of 21st century must have inter-disciplinary knowledge in all the fields of education. Because the students from the current world expect different types of knowledge which leads them to wade through the competitive world (Biraimah & Jotia, 2012). They are facing challenges from the technological innovation and modern aspects in the globalised life. For that the learners are always searching for the suitable place which develop them into technical knowledge that leads to develop their personality as a techno man. So the curriculum of the educational institutions must have inter-disciplinary of pedagogical subjects for the students to get different self-perceptions to achieve multi-faceted intelligence.

3. Work Collaboratively

Education could be a collaborative phenomenon in the 21st century world because the reformation of any fields starts only from the proper educational system (Quezada, 2004). The innovations in science and technology shrinks the human to be globalised. Hence, the modern thinking leads to be a collaborative man in all the aspects. The 21st century educators could be collaborative in their goals and objectives and they could teach in classroom with collaborative curriculum. The educators are expected to maintain high standard of students and adopt better classroom management by using different classroom attributes and work collaboratively with the other educators. (Bryan Zugelder et al. 2018). They must collaborate with many personalities whomever join with them in the part of learning. The aspects of globalization is leading everyone into collaborative life. So, the learning and the day to day life must sail in the same boat. Educators

must work collaboratively with all type of learning and teaching activities in the pedagogical perspectives.

4. Project-based Learning

As a good teacher, the learners could be assigned many tasks to fetch the field experience. Project method is one of the modern teaching learning strategies. Now a days the learning process needs hand on experience about the field and aspects (Villegas & Lucas, 2002). It helps students to learn the context of the subject with the exposure towards the present society. Teacher could guide them by side with many projects which deals with the action research in every aspects of life. The previous researches by scholars has proved that projects are the resources of all the knowledge obtained (Cushner, 2007). To develop the techno knowledge among the learners we could adapt our 21st century curriculum that prefers many project-based learning strategies which encourages everyone into the self-learning attitude. The educators of 21st century could design their pedagogical teaching and learning strategies with project-based learning methods. It will lead the learners to face the challenges of the global world of 21st century.

5. Problem Solving Methods

Facing the problem in life with positive attitude is one of the achievements in the self-perspective learning process. As we all are living in the competitive world, everyone has many stresses, conflicts, emotional and mental problems which motivate indirectly to lead them surviving their life with hopeful manner. The 21st century educators could teach the students about problem facing strategies in all the contemporary circumstances. Our modern teaching curriculum could prefer the problem-solving method as one of the major strategies in teaching and learning. The problem-solving method is the eminent acts of understanding the society and culture with an innovative outlook (Darling-Hammond, 2006). The educators could consider practicing the problem-solving strategies in all the subject aspects and activities in everyday classroom. Being a contemporary teacher, one could teach the learners on how to diagnose the situation that would help them to approach the problems positively, not just with the symptoms of the situations.

6. Assess Transparency

Educators are the moderators of the new changes as they are assessing all the transparencies of the subjective and objective aspects of the pedagogical knowledge among the students. They teach with total transparency in all the aspects and methods because it will help them in understanding the subjects and the changes in the techno world (Pence & Macgillivray, 2008). The 21st century educators guide the learners to diagnose the transparency of all the events from every sides that make to understand the exportation of the needs and deeds of the students to face the competitive challenges in the globalized techno world.

7. Developing Thinking Skill

All philosophy says that thinking is a part of living but making the learners to think is the art of teaching (Morgan Williams, 2017). The educators must develop the thinking ability of the students. In the techno world everyone should think before facing every moments of life. Innovative thinking must lead the students to face the challenges courageously in the emerging world (Baker & Giacchino-Baker, 2000). It is the fundamental duty of the educators to develop the students' skill of thinking. The 21st century educators could develop the students' critical thinking skills too because all the realities of the world knowledge is obtained by reasoning and analysing.

8. Influence of ICT

Need for Information and Communication Technology is mandatory in this techno world. In all the teaching and learning, the ICT integrated method is strongly advisable (Aglazor, 2010). As the students are living in the contemporary technological society, they must explore into the science and technology's effective role in learning that makes them more innovative. The educators use computers, tablets, mobile phones with lots of software and hardware in our everyday life which may stimulate them to learn on how to handle them effectively everywhere. Educators are the promoters of modern world because they are stable to balance and update their knowledge with all the upgrading instruments (Brindley, Quinn & Morton, 2009). ICT is the important tool for changing and managing the modern teaching world. All educators themselves have lots of influence in using ICT in every day classroom conversation and teaching strategies. Without ICT no educators could survive in the 21st century. So, the educators should have more influences in handling ICT as a tool for changing and making balanced world.

Self-Perspective of the 21st Century Educators

All educators must redefine the whole perception of learning in relative to our students' empowerments to survive in the techno world and their existing environment. "The principle goal of education is to create men /women who are capable of doing new things, not simply of repeating what other generations have done - men/women who are creative, inventive and discoverers." - Jean Piaget. The educational institutions and the educators could possess the thorough knowledge of self-perspective teaching and learning methodologies as nobody except them can forecast the next generation. The self-perspective of a teacher is to prepare for "CHANGE" in thought, belief, reality, creativity, thinking, learning and teaching.

Conclusion

For implementing the above discussed skills, the educators could foster and be empowered with building information technology, social media fluencies, developing critical thinking ability, project-based learning, problem solving techniques, prognosis and diagnosis assessment with timely feedback and reflection, team teaching and collaborative learning-based curriculum those framed for the students of 21st century. People differ according to their own perception of the world. In this study the investigators found that the 21st century educators can be an excellence in their self-perspectives to sense the world and make all feel to move by facing the challenges positively. Though the present educational system provides everything on the palms, it is up to the beholders. The excellence is not a skill, but it is the attitude of a person that must be the part of every educators.

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