

## **Teacher - A Life Long Learner and His Role in the 21<sup>st</sup> Century Class Room**

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### **Abstract:**

It is in no way an exaggeration to suggest that the illustrious India, recognized for its Vedas, values, and teachers, has had an esteemed and holy standing for the previous ages and will continue to do so. We need to maintain the currency of our knowledge and skill sets since lifelong learning has become the adage of the new millennium. Numerous publications have appeared that analyze lifelong learning from a sociopolitical perspective and discuss its benefits and various strategies. This essay carefully analyses this term before shedding light on the changes occurring in classrooms in the twenty-first century. It also looks at the teacher's function in the classroom in the twenty-first century. The illustrious India, recognized for its Vedas, values, and teachers, has a revered and religious population. The presentation concludes with a quotation about lifelong learning from Dr. Kalam, a living legend in science who spoke to students at the Silver Jubilee Opening Ceremony of the Ernad Muslim Educational Association (EMEA) College of Arts and Science.

### **1. Introduction:**

Lifelong learning is now essential in order to keep up with the science and technological advances of the twenty-first century and to adapt to the requirements of the knowledge society. Education system fosters a culture of lifelong learning, thus its significance should not be understated. For the ability and motivation that are aimed towards potential learning circumstances, the duration and quality of the college education play a crucial impact. Accordingly, college years should be included in the lifelong learning plan. It is in no way an exaggeration to suggest that the illustrious India, which is renowned for its Vedas and morals, has been reciting the Sloka above, which declares the revered and holy status of teachers in India, continuously for the past ages and will continue to do so. However, there have been significant changes in the role of teachers from the traditional era to the computer era and from the "chalk and talk" method.

In contrast, Lombardo makes the case in his essay on the future of education for educational methods that enable a more comprehensive understanding of knowledge (as in wisdom): "Where, in the past, emphasis was placed on memorization, drill, and mechanical learning, education today should facilitate the development of interpretative skills and great knowledge." However, a teacher's duty shifts from being a source of information to being a facilitator and should be one of a lifelong learner. Ever ponder what is meant by "lifelong learning"? The expression "Us are raising lifelong learners" is one that we teachers frequently utilize. How does lifelong learning connect to teaching, and what does it mean?

#### **1.1 Definition of Lifelong Learner**

Lifelong learning (LLL) refers to a continuous, abstract lifelong process of learning that is unaffected by advancing years or other factors. It is education that encompasses all facets of growth—intellectual, social, physical, and emotional. It develops via both official and informal instruction and lasts from birth until death.

Lifelong Learning, Then, Can Be Divided Up by Age Birth-24 years, formal teaching; family nurture is strongest age range of 25 to 65, training in careers and occupations, experience with problem-solving, and enhancement of employment skills 65 years and older, contributing intellectually to society and discovering new hobbies.

Teaching methods from the 20th century are no longer effective. Teachers must adopt innovative teaching methods that are vastly different from those used in classrooms in the 20th century. The curriculum has to be updated to better reflect what students will encounter in the workplace of the twenty-first century.

### **1.2 In the twenty-first century, what does education mean?**

The quick evolution of information technology alters and reshapes social systems. New concepts and information were consequently created by this process of fast transformation. The information era or information society is one of these contemporary terms. Information is the underlying power and the main source of money in an information society. Information is the dominant force that illuminates and guides every facet of social life in the information society; it is an instrument rather than a target. Information is also a way of life, a way of thinking, and a way of living in an information society. Production and usage of reliable information are crucial during this time. The ability to learn is one quality of the person in the information age. The ability to learn is one quality of the person in the information age. In the information age, a person must be able to comprehend, evaluate, and utilize scientific data as well as create new ones and solve issues. It has been crucial to prepare both individuals and society for the future in a way that will enable them to compete with the change itself and to take measures against any potential outcomes that the change process in an information society may bring. Through lifelong learning and improving one's qualifications, a one may be integrated into the quickly evolving information society, find a position in it where s/he belongs, learn new things, and develop new skills. Teachers' evaluations of pupils and how they see them have changed in the information age. Teachers should no longer concentrate on the areas in which their pupils struggle and should instead pay attention to the areas in which they succeed. Education in the modern information society has a social duty and goal that are being examined.

Some characteristics of schooling in this regard include the following:

- The information society will have a social purpose for education. There won't be any schooling that is value-free.
- The discussed educational system need to be an open one. There is no such thing as a finished education, so education should be a service that every segment of society can access; regardless of origin, source of income, or prior education, competent and successful people should have access to education, and people should move up in society through education. Even those with high academic levels should return to college.
- The idea of having completed your education is a myth. Anyone who has high academic levels should return to college.
- Education shouldn't just take place in schools anymore. Every entity that is a "employer" should also be a teacher. Business firms and educational institutions should work together.
- We must be careful to view degrees as an acknowledgement of brilliance rather than as barriers to a person's potential. There will always be advantages for children of wealthy and educated households. However, others shouldn't be unable to overcome this superior position.
- Education is as unique as a fingerprint. Each person learns at a different rate, in a different rhythm, and with a varied attention span.

### **2. How Do We Develop As Lifelong Learners, Then?**

Teachers are not completely responsible for "raising lifelong learners" in the sense that lifetime learning extends beyond the four walls of the classroom, as explained above. Rather, each teacher has a little impact on the overall development of each student. Beyond the effect of the instructor, the involvement of the family, religious authorities, and cultural influences is also important. Lifelong learning cannot be quantified in its entirety since it is an unseen process. Teachers evaluate students in part.

The challenge of how to cultivate lifelong learners still remains for us as educators. The solution is to model lifelong learning in ourselves and in those we raise. As a result, we perfect the art of instruction.

We read we study the things we teach in great detail rather than just on the surface, we engage in cultural experiences, and then we impart to our pupils our own joy for learning. It is the deliberate, positive transformation of a student's intellectual life that a teacher may bring about. Since we instructors are only a small portion of the numerous "teachers" that kids will encounter throughout their lives, we must take advantage of every chance to demonstrate to our pupils via our own actions that we are also lifelong learners.

For instance, the teacher who refuses to think about improving his or her comprehension of a new teaching style or even of the use of the Internet and computer, she reasons, "I don't need to study that stuff." Pen and paper were all there was back then. One who is not a lifelong learner is this instructor, for instance. Learning may occasionally be challenging and even frustrating for people of all ages. However, to use that excuse is unfair to the instructor as well as the students.

**3. According to Longworth (2003), the following are the distinctions between the ideas of education in the 20th century and lifelong learning in the 21st century:**

- **Objectives:** Education in the 20th century provides specific academic goals for the future while also focusing on the present. However, in the twenty-first century, lifelong learning is a notion that not only helps people reach their current goals but also instills in them long-term values and a love of learning. In order to do this, it is imperative that curricula place a greater emphasis on life skills, and that the connections between industry and society and between education and life be made more clear.
- **Association with industry:** In the 20th-century educational idea, there is a basic short-term business strategy that is often centered upon academic issues, and little is done to keep other stakeholders aware and on board. However, there is a complete documented organizational plan for the idea of lifelong learning in the twenty-first century that is available to everyone. This strategic plan encompasses all facets of school activity and transforms the institution into one that promotes lifelong learning. It is vital to create a longer-term school business strategy and make it available to everyone in order to bring about change in the way education is conceptualized. To engage all stakeholders, proactive information strategies must be developed.
- **Teacher in-service education:** Another aspect of the 20th century's conception of education is that some instructors attend educational programmes in accordance with their needs or interests, and institutions occasionally provide seminars just for teachers. However, under the 21st century's notion of lifelong learning, each student has a continual improvement plan for their academic and personal growth that is integrated into the management system and is connected to the school development plan. Written continuous improvement plans for kids' academic and personal growth must be created for this purpose, and they must be shared with parents and the community as well as teachers and administrative employees.
- **The teacher's role:** In the 20th century, teachers were the only human resources available for delivering curriculum; additional resources came from local governments and school activities. However, it is argued against in the notion of lifelong learning to increase human resource by utilizing the skills, talents, and knowledge of governors, parents, and everyone in the community by looking at financing. In order to do this, creative approaches to community involvement in school development must be used in addition to the human and other resources available in the community.
- **Curriculum:** One of the key distinctions between 20th-century and 21st-century educational ideas is that the former focus on discrete subjects, while the latter test students' recollection of knowledge using the fail pass method. But in the twenty-first century, the emphasis of the curriculum is on developing students' knowledge and abilities, as well as their self-esteem and acceptance of values that will last a lifetime. In this respect, the exams serve as a stock-taking exercise for the student's individual educational journey. Personal skill development must be

included in the curriculum if this idea is to be changed. The idea of failure should also be eliminated from the system, and its place should be substituted with tactics for boosting one's own self-esteem.

- **Support services:** In the 20th century, there are few resources available to help instructors who are overburdened recognize and address the social and academic issues that each student faces. All students and their families have access to advice, support, and counseling services under the lifelong learning philosophy. Social issues are quickly discovered, and both learning and social issues are quickly resolved. All students must regularly get individualized learning guidance systems, and the school and community should make use of resources like mentors, in order to eradicate this discrepancy. The quick response mechanism should be started, and the families should be included.
- **Evaluation:** In the twenty-first century, curricula and educational institutions are dependent on test results. The social curriculum included topics on an as-needed basis. There are a few unique local neighborhood programmes. But in the 21st century, it has a global perspective and gains knowledge by giving back to the society in which it lives. A solid social curriculum is developed to foster tolerance and knowledge of other racial groups, religious beliefs, and cultural traditions. It is important to have an active social curriculum in order to improve tolerance and understanding both within and outside of the classroom. Projects connecting students from around the world to one another should make advantage of Internet networks.
- **Instructional strategies:** In the 20th century, teachers played the role of information transmitters by employing didactic instructional tactics including chalk, discussion, and paper activities. However, in the twenty-first century, the teacher's job is to help students enhance their learning abilities by utilizing the motivating potential of tailored active learning programmes like ICT, multimedia, and networks. The instructors should receive training on how to use technology as a variety of learning aids in order to implement this approach. ICT needs to receive a lot of funding for creative projects with business.
- **Relationship with parents:** In the 20th century, parents were welcomed to the school once a term to discuss their child's development, and there were also sporadic public information sessions. However, in the twenty-first century, it is viewed as important to integrate the family in the school's life by fostering closer home-schooling ties and raising their knowledge of the need of taking an active role in school activities. As a result, they are involved in school activities. An overview of all the things parents may do for the school should be included in a family involvement handbook that is created specifically for this purpose. A line of communication through email can be formed with the parents.
- **School activities:** In the 20th century, there is only one play or performance every year, and all of the extracurricular events are organized by passionate instructors. There are occasionally days for presentations and the annual school fair. Through a variety of extracurricular activities, employees, parents, kids, and the community may improve their self-assurance, creativity, and cultural awareness in the twenty-first century. This calls for the establishment of an amazing programme of school organizations, extracurricular activities, cultures, and events that appropriately involves the local community.
- **Vision for the College:** In the 20th century, certain nations focused primarily on academic excellence in order to improve their attractiveness to parents by ranking higher in league tables. In order to improve the school's reputation and meet the demands of society in the twenty-first century, emphasis is placed on the academic and personal achievement of all students. Additionally, everyone is encouraged to share it. This calls for aggressive marketing of the school. The good learning possibilities for all students, employees, and the community at large must be emphasized. The college needs to compile its own overall performance league table.

#### 4. The importance of lifelong learning for everyone

The process of continuing to learn and grow in knowledge, skills, and interest throughout one's life is known as lifelong learning (Richardson, 1978). According to Olakolu (2002), the definition of lifelong learning encompasses a process from "cradle to grave" without being limited to certain years, time periods, organizations, or institutions. In a constant process called lifelong learning, people maintain and advance their knowledge, skills, and principles of behavior. By helping people to reach their full potential, lifelong learning's primary goal is to enhance and improve people's quality of life. Reinsch (2007) claims that lifelong learning .The idea of universal lifelong learning These three phrases can be used to characterize lifelong learning, which is a process through which people continue to learn.

- Fostering lifelong learners should be the primary goal of the whole educational system.
- Businesses, organizations, and industries will need lifelong learning methods in addition to the educational system.
- In this regard, people ought to be independent learners.

The process of learning that lasts the duration of one's life is called lifelong learning. Lifelong learning in this context includes both formal (sponsored) and informal (unsponsored) learning. Formal education includes, but is not limited to, taking part in programmes sponsored by the community, state, military, or your place of employment, professional counseling, and proprietary institutions. It also includes involvement in post-high school education offered by colleges and universities. If you want to value lifelong learning, consider putting up a self-directed learning project, consulting an expert, an experienced peer, or an adult, accessing a library or other resource centre, and engaging in informal learning (Pongratz, 1996). The actions required to improve lifetime learning abilities are as follows: establishing favorable attitudes about reading, writing, speaking, and listening; researching; learning independently; learning skills and study techniques; and higher-order thinking abilities

#### 5. Changes in teacher behavior

Should teachers modify their duties and responsibilities to reflect how the classroom is evolving as well? Teachers no longer conduct their lessons alone. Together with other department members, they now co-teach, team-teach, and collaborate. Students' learning is not just the responsibility of their teachers. In addition to parents and children, other stakeholders including administrators, board members, and teachers are also accountable for the student's education.

Teachers are aware that they must use a range of instructional techniques, as well as technology, to effectively educate their pupils and involve them in the learning process. Teachers stay up to date on industry developments to do this. They actively engage in their own learning as lifelong learners. They look for professional development that enhances their ability to perform better themselves and as educators of students.

Teachers must adapt their classroom behaviors and expertise to fit the changing role they play in the twenty-first century. The educator should be capable of

- Foster learning in the classroom. Each kid is given the opportunity to build his or her own knowledge in a learning environment that is created using the proper tools and possibilities. The instructor is tuned in to her students' needs, has a good sense of how to pace classes, and provide meaningful work that motivates pupils to learn.
- Create a welcoming, helpful, and supportive learning environment for all students. To prevent safety hazards, provide learning-supportive room layouts, and give accessibility to kids with special needs, the teacher must prepare ahead. To foster a supportive and fruitful learning environment for all of the children in the classroom, the teacher is adept at coordinating numerous learning activities. Policies and procedures in the classroom play a key role in fostering a supportive learning environment. The instructor consistently assesses and uses good classroom management strategies. She maximizes teaching time by following routines and processes. The instructor is aware of how to handle interruptions so that there is no negative

influence on the students' instructional time, and the pupils are aware of what is expected of them.

- Make both long- and short-term plans, and include the instructor. assigns assignments where students do research and taking in the information for themselves. Teachers behave as mentors and offer assistance to students as required. The task of project manager is assumed by them.
- Encourage student collaboration inside the classroom. The instructor encourages and models democratic principles and practices, which are crucial in the actual world. Students are given the opportunity by their teachers to collaborate on projects and form connections with classmates and professionals outside of the classroom. Inspire children to learn by stimulating their natural interest and motivation. By giving students situations that foster autonomous, critical, and creative thinking as well as problem-solving abilities, teachers assist students in developing these skills. The instructor sets clear expectations and gives students adequate time to finish assignments. In an environment that values each student's individual developmental needs and promotes positive expectations and respect for one another, students take an active role in their own education.
- Make the pupils feel appreciated. And how to use group projects and a sense of camaraderie to prioritize cooperative group work above individual competing effort.
- Maintain good lines of communication with coworkers, parents, students, and all parties involved. Additionally, students will learn how to use oral, written, and technological communication to create a pleasant learning environment and to include other stakeholders in students' academic progress. Use language to encourage learning, self-expression, and identity development in her pupils.
- Encourage her students to be sensitive to and knowledgeable of other cultures. The instructor should inspire her pupils to study about other cultures and develop in them a respect for people of different backgrounds.

The greatest way to foster these qualities in our children is to provide them with learning opportunities that deal with situations from the real world. Let's use one of Dr. Kalam's addresses to the students at the Silver Jubilee Opening Ceremony of the Ernad Muslim Educational Association (EMEA) College of Art and Science to quote a true story from his life in his own words. Let's hear it from him directly.

## **6. Conclusion:**

Since the purpose of educational institutions is to produce people who are prepared for the new age, the educational fields have undoubtedly seen the biggest reflections of change in the twenty-first century. In the information culture, the ideas that make up traditional education are flipped on their head. In the past, education meant attending official educational institutions that served people for a certain amount of time; today, however, education and teaching environments exist wherever people are, at any time. The requirement for continual learning is a result of the fact that the accessible knowledge and skills are always being updated. The rapid advancement of technology and the quick expansion of knowledge have both made significant contributions to globalization. Due to globalization, the creation of reliable information and its application to new fields has become the fundamental force dictating both domestic and international competitiveness. The main source of prosperity for countries has been information. Due to the creation and utilization of reliable knowledge, which will be a source of income, educational systems and educational institutions now bear additional duties. The ability to develop people with the information, skills, values, and behavior required by today's globalised society while passing down the accessible cultural legacy to future generations is one of schools' major obligations today.

colleges in the twenty-first century should be reorganised into a single system that provides equal opportunities for all students without distinction, is production-based, appropriate for the current vocational standards, allows horizontal/vertical transfers in all periods of education, and, finally, teaches the means and methods of acquiring knowledge with an approach of lifelong learning for all. Before

leaving formal educational institutions, students should be motivated to understand how to study and be able to plan ahead and manage their own learning processes. Overall, lifelong learning is one of the most critical behaviors that children are supposed to develop in college. Teachers used to be the ones who disseminated knowledge, but times have changed. To teach the children of the twenty-first century, teachers should become lifelong learners, and they must demonstrate to pupils how to make sense of the infinite pages of information, how to evaluate it, how to think critically about it, and how to use the ICT world practically.

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