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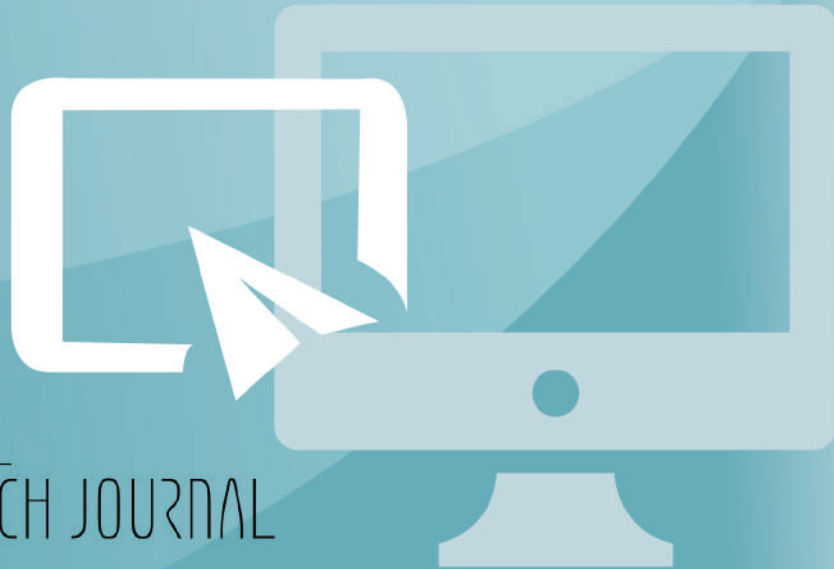Business
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WELCOME TO ISSUE 6

Message from Chief Editor
Global Research Journal (GRJ)~ Sharing Knowledge Through Research

Dear Esteemed Readers,

It is with great pleasure that I present to you Issue 6 of the Global Research Journal (GRJ) on behalf of the GRJ team, themed **"DIGITAL FUTURES: ADAPTING TO THE EVOLVING LEARNING LANDSCAPE."** In this edition, we explore the multifaceted impact of digitalisation on various sectors, encapsulating the innovative strides and adaptive strategies required in our rapidly changing world.

The recently concluded Global Research Conferences 2024 at New College, Oxford University, United Kingdom from 23rd to 26th March 2024, was a resounding success. The conference provided a vibrant platform for scholars and practitioners to converge, share, and collaborate on groundbreaking research. The insights and findings from these conferences have been meticulously compiled and are now presented in this issue.

Our contributors delve into a diverse range of topics, from the transformative role of digital technology in Education, Religion, Leadership, Digital STEM, Language, Business, Self-Empowerment, Psychology. I extend my heartfelt thanks to our esteemed contributors for their invaluable research and to our readers for their continued support.

Together, let us embrace these digital futures, equipped with the knowledge and insights to direct and thrive in this evolving learning landscape.

Warm regards,

Prof. Dr. Parin Somani
Chief Editor, Global Research Journal

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A MESSAGE FROM THE SENIOR EDITOR OF GLOBAL RESEARCH JOURNAL (GRJ)

<u>Dear Esteemed Readers,</u>

It is with great pride that I present a message for Issue 6 of the Global Research Journal, an initiative of the London Organisation of Skills Development (LOSD). This edition, themed "DIGITAL FUTURES: ADAPTING TO THE EVOLVING LEARNING LANDSCAPE," captures the essence of our mission to explore and facilitate adaptation to the rapidly evolving digital world.

The Global Research Conferences 2024, held at New College, Oxford University from 23rd to 26th March 2024, was a remarkable success, bringing together some of the brightest minds to share their groundbreaking research. This edition covers a diverse array of topics, reflecting the wide-ranging impact of digital transformation.

LOSD is dedicated to advancing skills development and lifelong learning to equip individuals to facilitate societalbetterment. The Global Research Conferences and Global Research Journal are one of the seven LOSD initiatives. We would like to share the 7 LOSD initiatives:

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3. **SkillFlex:** LOSD Online Courses (Digital assert)
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6. **LOSD Excellence Awards:** Recognising Individuals & Organisations
7. **LOSD Business Wellbeing Retreat:** Mentorship & meditation

We believe that through these initiatives, societies can understand and embracing change and overcome adversity crucial for personal and professional growth. I extend my heartfelt gratitude to all our contributors, the editorial team, and our readers for their continued support. Together, we can navigate and thrive in this digital landscape.

Sincerely,
DR. SHASHI KANT GUPTA

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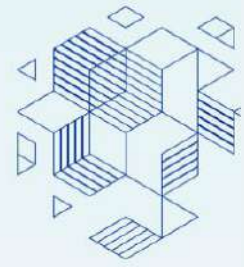
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NAVIGATING THE DIGITAL FRONTIER: ADAPTING EDUCATION TO THE EVOLVING LEARNING LANDSCAPE

Prof. Dr. Parin Somani

Director: London Organisation of Skills Development

Theme of the Article: Education

Research Objectives: Explore the transformative impact of digital technologies on education. Examine how digital tools are reshaping pedagogical strategies. Investigate the influence of digital technologies on curriculum design, focusing on how technology is changing the development, implementation, and assessment of curricula in educational settings. Explore how digital tools affect learner engagement, including how technology enhances student participation, motivation, and collaboration in the learning process.

BIO

Prof. Dr. Parin Somani, Director of LOSD, is a distinguished Academic Scholar, TEDx Speaker, and Author, honoured the title of Mrs Universe 2022 and crowned by Bollywood Actress Mahek Chahal.

With 2 Academic and 6 Honorary Doctorates, she's a multi-award-winner and humanitarian.

She is a prolific author of 19 books, and a record-breaker recognised in Guinness World Records and multiple prestigious record books.

She was invited to deliver a Keynote Speech at Harvard University, Cambridge University and many more. In her global travels to 127 countries, Prof. Dr. Parin Somani tirelessly contributes to education, women empowerment, and youth development.

Abstract

This research study explores the transformative impact of digital technologies on education and the consequent shifts in the learning landscape. The accelerating integration of digital tools has revolutionised educational methodologies, prompting a fundamental reconfiguration of teaching and learning paradigms. Examining a wide array of scholarly sources, this review reveals the multifaceted implications of digitalisation in education. It delves into the diverse ways technology influences pedagogical strategies, curriculum design, and learner engagement.

The synthesis of existing literature highlights the evolution from traditional classrooms to blended and fully online learning environments, emphasising the importance of adaptability in addressing the diverse needs of learners. This research elucidates the potential benefits and challenges associated with this digital transformation. It underscores the democratisation of education

through increased accessibility and personalised learning experiences while cautioning against issues of technological disparity and digital divide. Furthermore, it discusses the pivotal role of educators in navigating this evolving landscape, emphasising the need for professional development to harness the full potential of digital tools and create innovative learning experiences.

Additionally, ethical considerations surrounding data privacy, digital literacy, and the integration of emerging technologies in education are explored.

In conclusion, this study underscores the necessity for educational stakeholders to embrace digital futures and adapt to the evolving learning landscape. It calls for collaborative efforts among policymakers, educators, and technology developers to ensure an inclusive, equitable, and technologically adept educational environment that prepares learners for the challenges of the future.

Keywords:

Digital Transformation, Landscape, Technology, Adaptability, Environment

1.0 Introduction

In today's era of rapid technological advancements, education stands at the forefront of a digital revolution (Wang, Chen, & Yu, 2024). The integration of digital technologies into educational practices has created a paradigm shift, reshaping traditional approaches to teaching and learning and heralding the dawn of a new era in education (Haleem, Javaid, Qadri, & Suman, 2022). As educators, policymakers, and stakeholders drive this digital frontier, it becomes increasingly apparent that adapting education to the evolving learning landscape is essential to meet the needs of 21st-century learners and prepare them for success in an ever-changing world (Jangjarat, Limna, Maskran, Klayklung, & Chocksathaporn, 2023).

There are profound transformations occurring within the field of education as a result of technological advancements. Digital technologies have fundamentally altered the dynamics of education particularly since rapid progression accelerated during the coronavirus (covid-19) pandemic (Somani, 2021). The sudden lockdown regulations enforced upon educational institutions made it imperative for students and institutions to harness digital technologies. Figure 1 highlights the negative and positive covid-19 influence on student's academic activities.

COVID-19 influence on student's academic activities

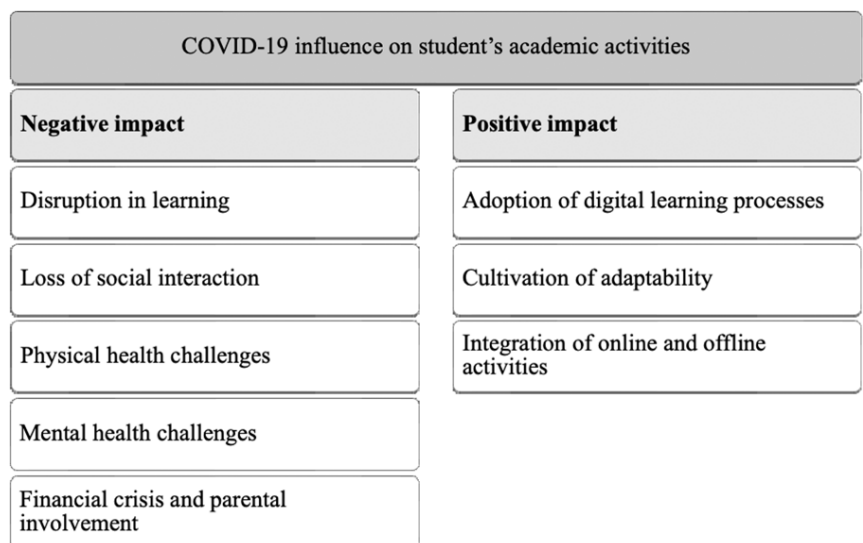| **Negative impact**	**Positive impact**
Disruption in learning	Adoption of digital learning processes
Loss of social interaction	Cultivation of adaptability
Physical health challenges	Integration of online and offline activities
Mental health challenges	
Financial crisis and parental involvement	

Fig 1. (Saha, Atiqul Haq, & Ahmed, 2023)

Digital tools, ranging from interactive multimedia resources to online collaborative platforms, offer unprecedented opportunities to enhance the educational experience and cater to diverse learning styles. However, this digital transformation also presents challenges, including concerns about equity in access to technology, digital literacy, and the ethical use of data.

Objectives

The research aims to explore the transformative impact of digital technologies on education. Specifically, this study seeks to understand how digital tools influence various aspects of education, including pedagogical strategies, curriculum design, and learner engagement. The study objectives:

Examine how digital tools are reshaping pedagogical strategies

Investigate the influence of digital technologies on curriculum design, focusing on how technology is changing the development, implementation, and assessment of curricula in educational settings. Explore how digital tools

affect learner engagement, including how technology enhances student participation, motivation, and collaboration in the learning process.

2.0 Methodology

This study employed a literature review of scholarly sources as the primary methodology to explore the transformative impact of digital technologies on education. In conducting this literature review, various data collection methods were utilised. Existing research and publications pertaining to the digital frontier in education was gathered, synthesised, and analysed. These included comprehensive searches of academic databases such as PubMed, Google Scholar, and ERIC, using relevant keywords and search terms related to digital technologies and education. Additionally, bibliographies of key articles and books to identify additional sources for inclusion in this research were consulted. Ethical considerations were an important aspect of our study. Ethical guidelines were adhered to as all sources have been cited properly and accu-

rately representing the ideas and findings of the authors.

3.0 Results and Discussion

Digital technologies have significantly transformed pedagogical strategies by providing educators with innovative tools and resources to enhance teaching and learning (Okoye, et al., 2023). For example, interactive multimedia presentations, online simulations, and virtual reality applications have revolutionised how concepts are taught and understood in the classroom.

In terms of curriculum design, digital technologies have facilitated the development of more dynamic and flexible learning experiences (Valverde-Berrocoso, Fernández-Sánchez, Revuelta Dominguez, & Sosa-Díaz, 2021). Online learning platforms, digital textbooks, and adaptive learning systems enable educators to tailor curriculum content to individual student needs, fostering personalised and self-paced learning experiences.

Digital technologies have

significantly influenced learner engagement (Nkomo, Daniel, & Butson, 2021). Through the use of gamification, social media integration, and collaborative online platforms, educators can develop interactive and immersive learning environments that encourage active participation and collaboration among students. For example:

• Flipped classroom models, where students learn content at home through digital resources such as videos and online modules, allowing for more interactive and engaging classroom activities.

• Digital tools facilitating project-based learning, allowing students to collaborate on real-world projects while developing critical thinking and problem-solving skills.

• Personalised learning platforms that adapt to each student's needs and learning styles, providing targeted feedback and support to enhance learning outcomes.

The transformative impact of digital technologies on education, with specific examples illustrating how technology influences pedagogical strategies, curriculum design, and learner engagement (Timotheou, et al., 2023). These findings underscore the potential of digital technologies to revolutionise education and improve learning outcomes for students.

When analysing results of the study in the context of existing literature and discussing their implications for educators, policymakers, and other stakeholders. The study's findings align with existing literature, which emphasises the revolutionary impact of digital technologies on education (McCarthy, Maor, McConney, & Cavanaugh, 2023). By leveraging digital tools, educators can design more dynamic and personalized learning experiences, ultimately boosting student engagement and academic achievement.

3.1 Implications of findings to various stakeholders

Educators: Digital technologies present opportunities for educators to innovate their teaching practices and cater to diverse student needs (Ng, Leung, Su, Ng, & Chu, 2023). However, they also require ongoing professional development to effectively integrate technology into instruction and maximise its benefits.

Policymakers:

Policymakers hold a pivotal role in establishing a conducive environment for digital transformation in education. They should prioritise investments in infrastructure, teacher training, and digital literacy programs to ensure equitable access to technology and support its effective integration in schools.

Students:
For students, digital technologies offer new avenues for learning and collaboration. However, ensuring equitable access to technology and addressing issues of digital literacy are essential to prevent exacerbating existing inequalities in education.

Although digital transformation in education offers numerous advantages, it also poses challenges:

Benefits: Increased access to educational resources, personalised learning experiences, enhanced

student engagement, and improved learning outcomes.

Challenges: Technological disparities, digital divide, concerns about data privacy and security, and the necessity for continuous support and professional development for educators.

The study highlights the transformative potential of digital technologies in education and underscores the importance of addressing associated challenges to ensure equitable and effective implementation. By leveraging digital tools thoughtfully and collaboratively, stakeholders can foster an inclusive and innovative educational environment that equips students for success in the digital age.

3.2 Democratisation of Education

Digital technologies have significantly increased accessibility to educational resources and opportunities. Via online learning platforms, students can avail themselves of a plethora of educational resources regardless of their geographical location or socioeconomic background. Additionally, digital tools such as mobile applications and e-books provide flexible learning options that accommodate diverse learning needs and preferences. Furthermore, digital Technologies facilitate personalised learning experiences tailored to individual student needs and preferences. Adaptive learning systems, for example, adjust instruction based on students' learning progress and performance, providing targeted support and enrichment opportunities. This customisation fosters greater engagement and motivation among students and promotes a deeper understanding of content.

However, it's essential to address technological disparities and the digital divide to ensure equitable access to educational opportunities. Despite the widespread availability of digital technologies, disparities persist in access to reliable internet connectivity, devices, and digital literacy skills. These disparities disproportionately affect marginalised communities and perpetuate existing inequalities in education. It's essential to tackle the digital divide to promote social equity and guarantee that all students have equitable opportunities for success in the digital era. Achieving this goal demands collaborative efforts from educators, policymakers, and other stakeholders to provide access to technology, digital literacy training, and support services to underserved communities. By bridging the digital divide, we can create a more inclusive and equitable an educational system that enables every student to achieve their maximum potential.
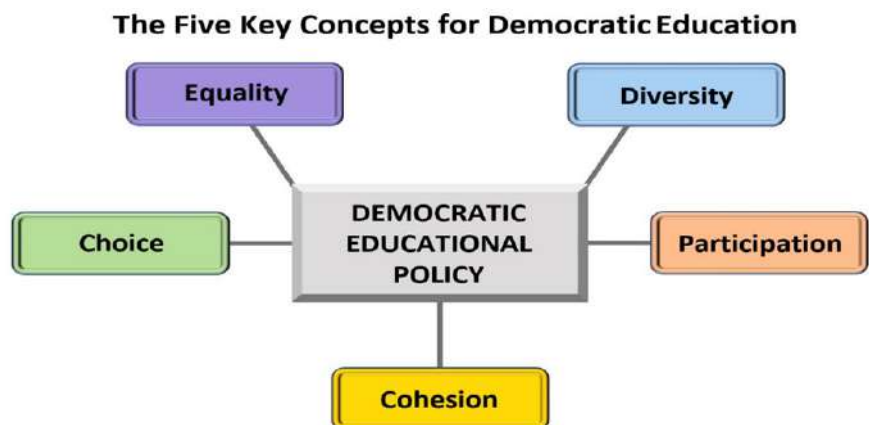
Fig. 2 (Smith & Babich, 2020)

Figure 2 illustrates the five principles of democratic education intersect with the central concept of democratic educational policy. These principles, represented by rectangles, include: equality, diversity, participation, cohesion, and choice, all converging towards the main rectangle of democratic educational policy.

3.3 Role of Educators

Educators play a central role in leveraging digital technologies to enrich teaching and learning experiences. As facilitators of knowledge and guides in the learning process, educators have the opportunity to innovate their instructional practices and create dynamic learning environments that engage and inspire students. By embracing digital tools, educators can personalise instruction, individualise learning experiences, and cultivate collaboration and critical thinking skills among students.

However, to seamlessly incorporate digital tools into their teaching methodologies educators require ongoing professional development and support. Professional development programs provide educators with the knowledge, skills, and resources necessary to leverage digital technologies effectively. Through workshops, training sessions, and collaborative learning communities, educators can learn how to integrate digital tools into their curriculum, design engaging online learning experiences, and address the varied needs of their students.

By investing in professional development, Educators can maximise the capabilities of digital tools to improve student learning outcomes and equip them for success in the digital era. Professional development enables educators to stay abreast of emerging technologies and optimal practices in digital education, empowering them to adjust and innovate in line with evolving educational trends and student requirements.

Educators play a pivotal role in navigating the evolving landscape of digital education. By embracing digital tools and investing in professional development, Educators can establish inventive learning environments that motivate and empower students to excel in the digital era. Through ongoing learning and collaboration, educators can leverage the complete capabilities of digital technologies to enrich teaching and learning experiences, preparing students for success in an ever more digitalised world.

3.4 Ethical Considerations

One of the primary ethical considerations in digital education is data privacy. As the utilisation of digital tools and platforms becomes more prevalent in classrooms, there is a mounting apprehension regarding the gathering, retention, and utilisation of student data. Educators and policymakers need to guarantee the responsible and ethical management of student data, implementing robust measures to safeguard privacy and prevent unauthorised access or misuse of sensitive information.

Another ethical consideration is digital literacy. As digital technologies become increasingly integrated into education, it is imperative to guarantee that all students possess the requisite skills and knowledge to navigate

the digital terrain safely and proficiently. This encompasses comprehending how to critically assess information online, safeguard their privacy and security, and engage responsibly within digital communities. Educators play a critical role in fostering digital literacy skills among students and promoting responsible digital citizenship.

Finally, the integration of emerging technologies in education raises ethical questions about their potential impact on teaching and learning. Innovations such as artificial intelligence, virtual reality, and augmented reality hold the potential to revolutionise education, but they also pose ethical dilemmas regarding issues such as bias, accessibility, and equity. Educators and policymakers must carefully consider the ethical implications of integrating these technologies into educational settings and ensure that they are used in ways that promote equity, inclusion, and social responsibility.

Addressing these ethical concerns is crucial to ensuring that the adoption of digital tech-nologies in education is responsible, equitable, and beneficial for all students. By prioritising data privacy, promoting digital literacy, and thoughtfully integrating emerging technologies, educators and policymakers can establish a secure and morally sound learning environment that enables students to flourish in the digital era.

Ethical considerations surrounding data privacy, digital literacy, and the integration of emerging technologies are essential aspects of digital education. By addressing these concerns thoughtfully and responsibly, we can ensure that the adoption of digital technologies in education promotes equity, inclusion, and ethical practice, ultimately enhancing teaching and learning experiences for all students.

4.0 Conclusion

Throughout our study, we have explored the transformative impact of digital technologies on education. Digital tools are reshaping pedagogical strategies, curriculum design, and learner engagement, ultimately enhancing teaching and learning experiences for educators and students alike. The potential benefits of digital transformation have been highlighted, including increased accessibility, personalised learning experiences, and improved student outcomes.

However, alongside these benefits, we've also identified challenges like technological inequalities, data privacy apprehensions, and the necessity for continuous professional growth. Despite these challenges, it is imperative for educational stakeholders to embrace digital futures and adapt to the evolving learning landscape. The rapid pace of technological change demands a proactive approach to integration, one that prioritises equity, inclusion, and ethical practice. Educators, policymakers, technology developers, and other stakeholders must collaborate to ensure that digital technologies are leveraged responsibly and effectively to support student success. This requires a commitment to ongoing professional development, investment in infrastructure and resources, and

ture and resources, and thoughtful consideration of ethical implications. By embracing digital futures, we can create an educational environment that prepares students for the challenges of the future and fosters lifelong learning and innovation.

The study underscores the necessity for educational stakeholders to embrace digital futures and adapt to the evolving learning landscape. Together, let's work towards creating an inclusive, equitable, and technologically adept educational environment that empowers all students to thrive in the digital age.

4.1 Recommendations:

Policymakers should prioritise investments in infrastructure, technology access, and digital literacy programs to guarantee fair access to digital resources for every student.

Develop and implement policies that support the incorporation of digital technologies into curriculum and instruction, with a focus on promoting equity, inclusion, and ethical practice.

Collaborate with educators,

technology developers, and other stakeholders to address ethical considerations like data privacy, digital literacy, and the responsible adoption of emerging technologies.

Engage in ongoing professional development aimed at enhancing digital literacy skills and seamlessly integrating digital tools into instructional practices. Promote a culture of innovation and collaboration among educators to share best practices, resources, and strategies for leveraging digital technologies to support student learning. Prioritise student-cantered approaches to teaching and learning, utilizing digital tools to personalise instruction and meet the varied needs of every learner.

Design digital tools and platforms with accessibility, usability, and inclusivity in mind, ensuring that they are accessible to all students regardless of ability or background.
Collaborate with educators and policymakers to develop and implement technology solutions that address specific educational needs and challenges.
Prioritise research and

development efforts in areas like artificial intelligence, virtual reality, and adaptive learning to improve the effectiveness and accessibility of digital education.

Finally, collaborative efforts among policymakers, educators, technology developers, and other stakeholders are encouraged to create an inclusive, equitable, and technologically adept educational environment. Through collaborative efforts, we can guarantee that every student has access to the resources, support, and opportunities necessary for success in the digital era.

4.2 Future Directions

Looking ahead, the following highlight potential future trends and developments in digital education, with the importance of ongoing research and innovation in advancing digital learning initiatives. Personalised Learning: A continued focus on personalised learning experiences, with advancements in adaptive learning technologies and artificial intelligence enabling tailored instruction and support for individual stu-

dent needs.

Virtual and Augmented Reality: The incorporation of virtual and augmented reality technologies is anticipated to elevate immersive learning encounters, enabling students to delve into virtual environments and engage with digital content in novel and captivating manners. Collaborative Learning Platforms: Collaborative learning platforms will continue to evolve, facilitating communication, collaboration, and knowledge sharing among students and educators in virtual environments.

Research and innovation play a crucial role in advancing digital learning initiatives and driving positive change in education. By investing in research, we can better understand how digital technologies impact teaching and learning processes and identify effective strategies for integrating technology into educational practices.

Ongoing innovation is essential to address emerging challenges and opportunities in digital education. Staying abreast of the latest developments in technology and

pedagogy, educators and policymakers can adapt their practices to meet the evolving needs of students and ensure that digital learning initiatives remain effective and relevant.

Collaboration and partnerships between educators, researchers, technology developers, and policymakers are key to fostering innovation and driving progress in digital education. By working together, we can leverage collective expertise and resources to develop and implement innovative solutions that enhance teaching and learning outcomes for all students.

The potential of digital education in revolutionising teaching and learning experiences is vast. Through continuous exploration and innovation, we can leverage digital technologies to craft vibrant, inclusive, and captivating educational settings, equipping students for triumph in the digital era.

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WESTERN CULTURAL DICHOTOMY: GREACO-ROMAN HERITAGE CHALLENGES TO MODERN WESTERN VALUES

Paul Fevens
Nova Scotia, Canada

Theme of the Article: Religion

Research Objectives: Generically summarize an overview of the building blocks of Western values through the movement of empire and especially cultural legacy.

BIO

A distinguished professional blending leadership, ministry, and careers in electronics engineering, automation, and financial planning. As a Licensed Lay Minister in the Anglican Church, Paul fosters spiritual and community growth. His diverse educational background and technical prowess drive innovation while his commitment to history and community synthesis reflects a holistic approach to life. A graduate of Acadia University and Crandall University, Paul holds a Bachelor of Arts in History and pursued studies in Religious Studies. With a focus on Electronics Engineering Technology (EET) from DeVry Institute, he excelled as an Automation Solutions Manager at Rockwell Automation, driving efficiency and innovation. Beyond his career, Paul actively participates in leadership and ministry roles within various communities, reflecting a holistic approach to life and work

Abstract

The big picture. This presentation summarizes research tracing the evolution of some of the values Western culture has inherited through the complex interplay of Hellenism, Roman assimilation, the decline of the Roman Empire, and the emergence of Christianity from within. The global expansion of Western influence through colonialism created what we call today 'The West'. It highlights the persistent tension within Western culture, which, now rooted in Christianity, has absorbed and romanticized Greco-Roman influences while inherently possessing conflicting core values. The juxtaposition of Judeo-Christian values with the lingering echoes of Greco-Roman culture generates an enduring internal dilemma, subtly shaping and confusing the fabric of contemporary Western societies. The cultural trichotomy, often masked by modern entertainment's repackaging of ancient mythologies, remains a nuanced and unresolved undercurrent in the Western mindset.

In this paper, I will gener-

ically summarize an overview of the building blocks of Western values through the movement of empire and especially cultural legacy. Going forward, the great movements of the Renaissance and the Enlightenment continued to romanticise the ancient legacy as academic and historical resources allowed deeper study, debate and appreciation of the ancient cultures of the west. I will complete the paper with a short series of examples of contradicting values inherent simultaneously in the western mind.

Key words:

Values,Hellenism, Greco-Roman, Judeo-Christian, Western Culture

1.0 Introduction

The original title of this article used the word dichotomy. The Merriam-Webster definition: a division into two especially mutually exclusive and contradictory groups or entities. In this case we have three mutually exclusive and contradictory cultures merged together over time in the modern western culture.

First let's define culture. It's not civilization. Civilizations rise and fall. Culture is the fabric of society, the fabric of civilizations, which may survive long after the political, economic, or military structure is gone. The flow of history is not fixed in time or place. Cultures are fluid, unlike social and political structures and move through time and space (by space I mean geography).

Most of the time religion is tied to culture as well. Values tend to have either religious or philosophical roots or both mixed together.

Values are trickier to define. The dictionary takes the pragmatic route and defines numerical values or price associated with goods and services. Google gave me what I was looking for:

"Values are the beliefs and principles that you believe are important in the way that you live and work. They (should) determine your priorities, and guide your decisions and the way you act toward others. When the things that you do and the way that you behave match your values, life is usually good." Values are actionable. Values should not be confused with ethics. Ethics are moral constructs often communicated as virtues. Virtues are defined as the quality of doing what is right and avoiding what is wrong or moral excellence (definitions by Oxford Dictionary). Virtues are often defined by the culture or religion we live in.

Before I begin, the modern West is not Greek or Roman. Ancient Greece and Ancient Rome are a legacy. In this respect, the ancient institutional church is also a legacy in this post-Christian era. Every age perceives itself to be modern and, as the centuries go by, see the past in the rear-view mirror, categorized and defined by retrospect. We may repeat the mistakes of the past but we cannot relive the past because the culture of the past is fluid and gone down the river of time. As one culture touches another it creates ripples and even the viscosity of the culture may change. What does endure from each culture is values. The legacies of modern Western culture provide roots for three primary values.

1.1 Ancient Building Blocks of Western Culture

I've chosen to list the historical pivotal dates here because we are discuss-

ing a cultural process and although these dates are significant milestones in that process, they do not define it:

331 BCE Alexander the Great conquers Persia

146 BCE the Romans conquer Greece

63 BCE the Romans come to Israel as peace-keepers

27 BCE the Roman Republic ends, the Roman Empire begins

~33 CE the birth of Christianity

324 CE Constantine the Great retakes the Eastern Roman empire, establishes Byzantium as the new capitol, and decriminalizes Christianity

476 CE official fall of the Western Roman empire (536AD famine)

1453 CE the fall of Constantinople (Byzantium) to the Ottomans

The Germanic invasions of the Roman empire did not change the legacy of the ancient cultures and at times enhanced it. Those cultural legacies are very much alive but adopted and buried or visible in festivals and celebrations related to the ancient cultures. The influences are not based on values but on adoption or modification of what already existed. The German influence was much stronger in the Reformation which is not the topic of this paper.

Hypothetically, imagine someone you know has damaged your reputation. What do you do? Find some way to get back at them to set the record straight? Look for justice or restitution by law in court? Pray for divine intervention and resolution – beginning with forgiveness? There you have it – Ancient Greek, Roman, and Christian approaches. The western mind will consider all three choices and choose one. This is not a strong example but its simplicity serves to illustrate the point. Although modern Western society is rules based; as individuals we are not all necessarily taught the same rules.
Today we live far removed from our Greek and Roman heritage by hundreds and even thousands of years. Yet in the modern western mind ancient Rome still looms large. It's a kind of cultural nostalgia, maybe even a romance with the past. As with many romances we are blinded by our affection and selective memory
However, in the course of the rise and disintegration of the Roman empire, another empire rose from within, whose ethics and values were contradictory to classic Rome, the institution of the Christian church. The church politically and culturally grew stronger as the Roman empire faded. Long before that, Rome had already been infused with another foreign culture, the Greeks; what historians call Hellenism.

Together these three empires constitute or infuse the western cultures of Europe which was exported around the world during colonialism. Outside of the western genre, Greece and Rome and even Christendom have more of an academic interest the way a western culture would look at ancient Egypt or the Aztecs. They are unique and fascinating as history but not legacy.

Our modern western cultures incorporate the influences and values of Ancient Greek, Roman, and Christian cultures. The roots of these cultures are blended together like strands of rope but also create contradictions in western thought and values. However, add to this

what we call the modern age; with the influence of the industrial revolution, the application of science as we know it today, modern democracy, the influence of 'modern' philosophers (rationalism, empiricism, political models, idealism, existentialism, pragmatism, analytic philosophy) all who have built upon or argued with the philosophical originators of mostly Greek philosophers. Also today we are influenced by capitalism, the social sciences, modern medicine, and proper astronomy. The list is long. These are all post-Christian era influences.

This seems like a big topic but I'm hoping to narrow it down.

1.1.1 The ebb and flow of three cultures, the linear approach

The first great influence on the modern western values were the Greeks. However, their initial impact was not in the west but the east. It is well known that Macedonian general Alexander the Great consolidated the Greek states under his leadership and pursued his arch-rival – the ancient Persians. Being somewhat ambitious he took Egypt and the Middle East along the way. His ambition did not stop at Babylon and he stretched the empire all the way to India. The Macedonian empire lasted only for his lifetime. When he died, the empire was divided into four parts by his four most powerful generals. So politically, militarily, and economically the empire did not endure. What did endure was Greek culture and its influence throughout the region.

Greece was called Helle at the time. The military called themselves Hellenic. The culture was labelled Hellenism. Concerning the impact of Hellenism, think of the prevalence of American culture around the world today. Think of both the acceptance and resistance to that culture. Now the Hellenist culture in the Middle East sustained two cultural blows – first the Romans and then the Ottomans. The Ottomans represented a completely different set of values and religion so other than the resilience of Greek architecture the rest is gone east of the Hellespont.

At the time, most cultures kept their spoken language but learned Greek too. Greek became the common language of commerce and literature. However, as most cultures within the realm of Greek influence adopted what the Greeks brought with them; in particular a common language for science, commerce and diplomacy. The common written language became Kione Greek. Many of the ancient written languages under Hellenism faded over time. This is much like English is today; the common language of commerce and science but does not necessarily erase the language heritage of the regions if they are strong enough.

One exception stands out: Israel. Alexander swept through the Middle East around 332 BCE. The last entry of the Canonized Old Testament came shortly after. What Alexander left in his wake was Hellenism. Israel is a passionately monotheistic and survivalist state made up of Judah, Benjamin, and Samaria. Israel had survived with its cultural identity in tact in spite of the Egyptians, the Assyrians, the Babylonians, the Persians, and now the Macedonians. The continuing Hellenization of Judea pitted traditional

Jews against those who eagerly Hellenized. The latter felt that the former's orthodoxy held them back. Hellenism was their version of modernism. Jews were divided between those favoring Hellenization and those opposing it. The New Testament reflects the survivalist nature of the Jewish culture and clearly shows the religious opposed to Hellenism. The rejection of Hellenism carried into early Christian culture. However, the language of many Hebrews was Aramaic and the written language of Kione Greek was adopted. In fact, Jewish scholars at Alexandria were translating the Jewish scriptures into Greek at the time; the Septuagint.

2.0 Classical Greek Culture (Khan Academy)

• The Greeks made important contributions to philosophy, mathematics, astronomy, and medicine. Literature and theatre were an important aspect of Greek culture and still influences modern drama (comedy and tragedy) today.

• The Greeks were known for their sophisticated sculpture and architecture and the Greek culture influenced the Roman Empire heavily. It continues to influence modern cultures today.

• Greeks were also known for family values and close-knit community and for their polytheistic world-view – a great deal of individualism. A thoughtful reading of Greek mythology reveals a constant interplay between the gods and individuals which translates into the life journey of the individual. It was a combination of pleasing the gods as best one can and avoiding being embroiled in the squabbles of the Olympians.

• Greek loyalties were to the city state first. Greek citizens had equality among themselves and most city states had developed variations of democracy. The culture was homogeneous and interacted with other cultures through trade.

• As mentioned, the Greeks were known for their pantheon of gods. A dysfunctional family of superbeings reflecting the short comings of their worshippers. An entertaining mythology still enjoyed today. Mythology was central to Greek culture, the gods were the honoured, and there was no separation of religion and state.

• Later the Greek philosophers began to develop the role of reason and inquiry, stretching the perception of reality past the superstitions about the Olympic gods.

• Finally athleticism was venerated and is still celebrated globally in the Olympics today.

Enter the Romans. The Roman Empire overran Greece in 146BC. Greece was overcome at the battle of Corinth in 146BC and Macedonia two years earlier. The conflict between the Hellenistic and survivalist Jews erupted into civil war a generation before the birth of Christ and the Romans were invited into Israel by its rulers as peace-keepers. The Romans were rapidly absorbing the ancient Greek empire and like the Greeks, were once again focused on challenges from Persia (now Parthia). The Jewish province was now resisting two cultures – Hellenism and Romanism.

Figure 1: Roman Empire at it's geographic peak 117BC

Figure 1: Roman Empire at it's geographic peak 117BC

Greece continued to prosper under Rome. Romans began to adopt Hellenism and ultimately integrated the Greek pantheon into their own. At the same time, Hellenism was spread through the empire by infusing the Roman culture with Greek teachers, the arts, architecture, philosophy, accounting, etc. So Greek Hellenism now moved to the west. Ultimately Roman values and Greek values coexisted throughout the Roman empire.

2.1 Roman Culture

Romanism was pragmatic, heavily meritocratic and accomplishment oriented. Everything served the empire. The empire oper-

ated under the assumption that expanding its boundaries and subjugating the peoples on the periphery was the formula for peace and prosperity inside the empire. The Romans saw everything as a contest of dominance. They thought that in every relationship there was a dominant and submissive party. The Romans were also patriarchal beyond any degree we understand today. Family was a central institution but the pater familias held absolute control over family matters.

· Citizenship - loyalty to the republic and later the empire. As time went on the empire was not a homogeneous society but very cosmopolitan. As peo-

ples were conquered and Romanized, many made their way to Rome itself either in bondage or as emmisaries.

· Democracy – it was partially applied in the republic, it was class based, it disintegrated with the rise of the empire and emperors

· Athleticism – participated in the Olympics, otherwise competition was a spectator sport in the arena.

· Justice – Roman law was supreme and brutally enforced, it was codified under Justinian (Constantinople) 100 years after the Western Roman Empire was gone. It is still the foundation of law in Western culture today.

· Aesthetics – beauty, art, architecture, theatre – influenced heavily by the ancient Greek culture but Rome had some scholars of it's own. Literature and theatre mostly influenced by the Greek culture.

· The Roman sculpture and architecture was influenced by the Greeks but was raised to new heights through innovation and economic

power. In this case the Greek arts were very much Romanized because Rome used cement and could build much grander.

•   Education - Sciences and Math – imported from the Greek and continued to evolve

•   Innovation and Invention – Romans did not trust change, BUT as the empire expanded were willing to adopt what they needed to be successful and to defeat or govern other cultures than their own. One major contribution was the invention of cement/concrete.

•   Slavery and Serfdom – on a much grander scale than the ancient Greeks, Rome's economy depended on it to afford the luxuries of the upper classes, the cost of their cities and the support of far-flung legions expanding the Empire. How many slaves owned was also a status symbol.

•   All military and cities were also subsidized by taxes or tributes. Marcus Aurelius granted Roman citizenship to all male residents of the empire to maximize the tax base. The empire was not a homogeneous society but very cosmopolitan. As peoples were conquered and Romanized, many made their way to Rome itself either in bondage or as emissaries.

2.2 Greek Religious Values

Religion and mythology were mixed together. The mythology explained the gods and heroes of the culture and provided life lessons and some moral code to the hearer. There was no separation of body and soul. There was no orthodoxy or dogma of a personal relationship to the gods and the afterlife was shadows. The ancient Greek was an opportunist with the gods. He chose to worship whichever god he thought would help him advance his cause or help him overcome an obstacle. The city state also had their own patron gods. There was no dispute with the gods of surrounding nations.

2.3 Roman Religious Values

Religion and mythology were more hierarchical. That said, there was a greater acknowledgement of their family ancestors. The mythology explained the gods and heroes of the culture and provided life lessons and some moral code to the hearer. There was no orthodoxy or dogma of a personal relationship to the gods and the afterlife was shadows or nothing at all. The gods of Rome were more formal as overseers and not so much as intervenors. Romans honored the gods to keep them on side. Romans expected the gods to be on their side; it was transactional. Each family had its own shrine to a particular god or goddess. The god of the empire was Jupiter (Zeus). There were other favorites depending on the times, place and the needs of the population. Gods of other nations simply accepted in their context or were Romanized.

2.4 Christian Culture

The flow of history and cultures continues. Picking up the thread from the Roman occupation and eventual destruction of the province of Israel, Jews and Christians became a diaspora throughout the empire. They were mutually exclusive communities except for the survivalist heritage born of the same monotheistic faith of the God of Abraham. The Jews were a diaspora successful in business, commerce, and crafts. From the Maccabean period Rome had agreed to tolerate Jewish religion as long as they didn't interfere with Roman law and administration. The Jews were not a threat to the polytheism of the Roman empire and could be tolerated because they were isolationist. Of course, we know that didn't last.

However, Christians were also spreading through the empire through proselytization. Christians openly opposed and interfered with the Roman polytheism, especially once the emperors started to declare themselves gods. Notably this is right on the heels of the partial Hellenization of Roman culture.

During the same time Latin was becoming the language of administration, law and literature throughout the empire. There was a lot of movement of culture, language, and religion during this time.

Skipping past all of the martyrdom and bloodshed of the early empire, in 313AD Emperor Constantine (the Great) was pivotal in decriminalizing Christian worship. He also epitomized the unity of church and state. Having effectively moved the center of the empire from Rome to Constantinople, the road was paved for the Bishop of Rome to grow in power. Over the next 200 years the mantle of power in the West would shift from the Roman emperor to the Roman Pope. The last western Roman emperor, Romulus Augustus, would be deposed by the Germanic Arian leader, Odoacer, in 476AD and Pope Simplicius forged a cooperative relationship with the newly proclaimed Germanic king of Italy.
The church became a consolidating force in Eastern Rome because the emperor was also the head of the church starting with Constantine himself. The Church of Constantinople evolved into the Greek speaking Eastern Orthodox Church. Hellenism had moved east again. The West soon was disintegrating into competing Germanic kingdoms and the church was becoming the unifying force in the West as Roman institutions crumbled due to invasion, economic collapse, and disease. The church of Rome became the new empire superimposed on the European geography and its governance was imperial, similar to the model from the Roman empire, and Latin was entrenched in the liturgy and business of the church.

Institutional church aside, the Christian religion, now the state religion, continued to spread through governance and evangelism. The Roman empire became a nostalgic notion of the past.

2.5 Christian Social Values
Social core values:

- Citizenship-in the kingdom of God, <u>love one another</u>
- ender unto Caeser what is Caeser's, at this point rulership was local kings
- Democracy – only in some instances after the Reformation. The Reformation and the movement to consolidate the multitude of European kingdoms went hand in hand
Athleticism – a community

activity, no Olympic vision

Justice – Roman laws are the codified root of Western Justice but Christians view justice in the hands of God and focus on forgiveness as a first step

Aesthetics – still Greek until recent modern arts decoupled from the past

Education - Sciences and Math and Literature – the Enlightenment broke the arts and sciences free of constraints from the church, until then education was only in the domain of the clerics

Innovation and Invention – in modern Western culture it is a way of life

Slavery and Serfdom – it took awhile because scripture takes a neutral stand on the subject, but over time Christian principle banned them both but embraced capitalism

2.6 Christian Religious values

Religion and culture are mixed together and monotheistic by definition. There shall be no other God before me. (Exodus 20 vs 3).The One God is represented on earth by the Church and described as

soul and spirit – although poorly defined and open to discussion. The Christian can bypass the metaphysical for a pragmatic faith in God. The Christian prays for providence, blessing, and deliverance.

The institutional church depends on orthodoxy and dogma to preserve established truths but the individual relationship with God depends on faith and experience of each person.

3.0 Summary of the Western Culture – simplified

The Romanized Church dominated what we refer to as the middle ages. In the early 5th century (the 400s) St. Jerome translated the scriptures from Greek to Latin, known as the Vulgate. Pope Gregory 590AD organized missionaries to evangelize Europe and England. St. Augustine of Hippo reintroduced the Greek philosophers into the scholarship of the church with a preference for Platonism. Hellenism is back in the West.
The 15th and 16th centuries saw the reintroduction of classic Greek philosophy and with it, humanism. The Renaissance loosened the romance of Ancient Rome and launched a renewed

interest in all things Greek. So academically Latin and Greek were proceeding together. In 1517 Luther posted the Ninety-five Theses initiating the first serious crack in the Roman church rule. He and other reformers launched the Protestant Reformation dividing the Christian empire and an alternative to the Romanized church and introducing dramatic geo-political change. The liberation of knowledge led to innovation, and invention and exploration. This opened up the period of colonialism which began exporting European culture (western culture) around the world, nowhere more complete than the Americas, the Caribbean, and Australia/New Zealand. As colonialism continued a new phenomenon overcame
Europe and its colonies. The age of Enlightenment is dated as 1685 to 1815. Once again, all things ancient became of interest in the age of reason. The Classic philosophers were thoroughly investigated and Greek philosophy moved West again. All things ancient became popularized outside of the academic milieu. The scientific and medical language still uses Greek and

Latin words for descriptive annotations and definitions and some law.

3.1 Illustrations of the Trichotomy of Western Values

Ambition

Ambition is a strong desire to do or to achieve something, typically requiring determination and hard work. (Oxford Dictionary) "Ixion was a figure in Greek Mythology known for his hubris, or excessive pride. Ambition, and defiance" (Sullivan (2023) Ixion in Greek Mythology) It was mythology which defined the Greek mind-set. Quoting Aristotle: "It seems that ambition makes most people wish to be loved rather than to love others. The truth is that men's ambition and their desire to make money are among the most frequent causes of deliberate acts of injustice." (Note: The attitude toward money in Sparta was an exception).

As with today, ambition is often associated with the successful or the aristocracy. Therefore, there existed both a negative and positive view of ambition. Greek history is poorly documented and focuses on the aristocracy. Home was where the heart was for the Greek freeman,

whether that be city state or his agrarian property. Wars were usually fought until harvest season and the ambition was to go home. It ultimately came down to a form individualism serving the civic good.

Roman: The core ambition to excel as a collective whole, strive for a better tomorrow. The ambitions were to serve the empire. If you disagreed with the empire, then your ambition was to stay alive. Making money was also more important than for the Greeks. Of course, the aristocracy was usually an exception above the rule. Today's modern version is patriotism.

Christian values are explicit in their scripture:
"Make it your business to live a quiet life, to mind your own business." I Thess 4:11
Philippians 2:3 "Let nothing be done through selfish ambition or conceit"
Galatians: "If I were still trying to please men, I would not be a servant of Christ."

3.2 Ascetism

Ascetic as a noun is defines as "a person who dedicates his or her life to a pursuit of contemplative ideals

and practices, extreme self denial usually for religious reasons". (Definition from Oxford Languages) As an adjective, ascetic means "the doctrine that one can reach a high spiritual state through the practice of extreme self denial". 'Ascetic" originates from the ancient Greek term askesis, which means training or exercise". The modern use of the word simplifies to doing without, self-denial.

Greek: In particular the Spartans have been presented to us by historians such as Plutarch as pragmatic, militaristic, and frugal. The storied nature of this city state attracted the Romans because its values seemed to mirror their own. Roman soldiers and bureaucrats occupying foreign lands valued military fitness, service to the state, equality of citizenship, and austerity. The focus of this comparison is austerity. The modern-day version is perseverance, resilience, and determination. Unlike the Romans, the Spartans avoided wealth and money.

Roman: Romans respected the Spartans but there was a more powerful form of ascetism in Roman culture - Stoicism. For the Romans Stoicism origi-

nated in Athens but was borrowed from further east by the philosopher Zeno. Being stoic is being calm and almost without emotion. Stoics mute their feelings and accept whatever is happening. Today, the noun Stoic refers to a person who seems emotionless and almost blank. Mr. Spock on Star Trek characterizes this trait. Emotional outburst, positive or negative, is not being Stoic. Values of the modern Stoic is not about things but living virtuously, making reasoned choices, acting for the common good.

The great philosopher Emperor Marcus Aurelius was a disciple and sponsor of Stoicism. The weakness of Roman Stoicism was that all gods were seen as part of the natural order of things. The concept of only one god was sacrilege to stoics. Thus, Stoicism encouraged persecution of the growing Christian phenomena.

Christian: Asceticism is the practise of the denial of physical or psychological desires to attain a spiritual purpose or goal. Hardly any religion has been with out elements of asceticism.

For Christian culture, asceticism relates to the body, mind, and soul. Christian asceticism is the practice of self-denial (i.e., control of one's passions and base impulses) to overcome our fallen nature with the help and grace of God.

"Do not think about or do anything without a spiritual purpose, whereby it is done for God. For If you travel without purpose, you shall labor in vain." ~ St. Mark the Ascetic. (5th century)

From this value grew Monasticism.

4.0 Conclusion

The confines of the paper limit me to two illustrations of the three ways modern Western thinking weighs the values from the three different legacies. I chose ambition because it is a strong modern value with both positive and negative connotations, I chose Aestheticism because it is a broader consideration in times of constraint and frugality and cannot be wrapped up in one word. A note on the Christian component. One does not have to be a participant in the faith to be influenced by what is already built into our culture. All three cultures are predicated on religion and I avoided the application of faith.

The values handed down to our generation from Greece, through Rome, and through Christendom never went away. None were really dismissed but were layered in and interwoven into the Western culture. They were not mutually compatible. Thus, the trichotomy of Western values.

Much like a philosophy course, each value presented on its own appears to be a valid way of thinking. The modern Western mind gets to choose which one to be actionable.

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SUSTAINABLE BUSINESS, ENTREPRENEURSHIP LEADERSHIP, AND MITIGATING CLIMATE CHANGE

Nkechi Okorocha
Director: Mary Kay

Theme of the Article: Leadership

Research Objectives: Analyse the role of sustainable business practices in mitigating climate change. Investigate the connection between entrepreneurial leadership and the adoption of sustainable practices. Explore how digital tools and innovation can be leveraged to enhance the effectiveness of sustainable business practices. Offer actionable insights for businesses seeking to align their operations with sustainability goals.

BIO

Nkechi Okorocha is a pioneering Nigerian businesswoman who has made history in the UK. She achieved groundbreaking milestones, becoming the first Nigerian businesswoman in the UK to be recognised by the Guinness Book of Records. She also became the first woman to receive the Commonwealth Business Consultant in the UK and Ireland, and Lifetime Achievement Award from BEEFTA. Alongside her husband, Mr. Ike Okorocha, a Consultant Obstetrician and Gynaecologist, Nkechi ventured to the United Kingdom in 1993, seeking new opportunities and a better life for their family. Despite facing challenges as an immigrant and mother of three, Nkechi's determination and resilience supported by her husband propelled her to extraordinary success. She is not only an accomplished accountant but also an author, mindset coach, mentor, and leader of leaders. Her wide-ranging expertise and unwavering commitment to excellence have earned her recognition and accolades both nation-ally and internationally.

Abstract

The profound impact of business operations on climate change has become an undeniable reality in contemporary life. Businesses worldwide are trying to understand how to create a balance between economic pursuits and environmental responsibility.

Through a thorough review of literature, this research analyses the relationship between sustainable business practices, entrepreneurship, and leadership. It also explores

the impact of visionary leadership in fostering a corporate culture prioritising environmental responsibility and long-term sustainability with the objective of mitigating climate change.

Findings reveal that businesses adopting entrepreneurial initiatives grounded in environmental responsibility, innovation, and ethical practices play a pivotal role in mitigating climate change. The integration of sustainable business practices using digital means, coupled with effective leadership and leveraging digital innovations, not only reduces carbon footprints but enhances corporate resilience and long-term profitability.

This research provides actionable insights for businesses aligning their operations with sustainable development goals, emphasising the significance of leadership in fostering a culture of sustainability.

It underscores the need for businesses to embrace practices harmonising economic prosperity with environmental stewardship for a more resilient and responsible global business ecosystem.

Keywords:

Sustainable Business, Entrepreneurship, Leadership, Climate Change, Digital Integration

1.0 Introduction

The stark reality of climate change, primarily driven by human activities, poses an existential threat to the planet's health and the future of humanity (Kraakman, 2022) (IPCC, 2024). Businesses, once viewed as bystanders, are now recognised as major contributors. Their production processes, energy consumption, and waste generation leave a significant carbon footprint (Roletto, et al., 2024). Consumers are no longer passive participants – they are wielding their purchasing power as a powerful tool, demanding transparency and a strong commitment to sustainability from the companies they support (Huangfu, Ruan, Zhao, Wang, & Zhou, 2022). This shift in consumer behaviour has created an urgent need for businesses to transform.

Simply "doing business as usual" is no longer tenable. This academic study delves into the crucial juncture of sustainable business practices, entrepreneurship leadership, and mitigating climate change. It delves into the role of entrepreneurial leadership in nurturing a culture of environmental accountability within Entrepreneurial leaders, characterised by vision, innovation, and a risk-taking spirit (Fontana & Musa, 2017), are uniquely positioned to drive positive change. They can champion sustainability initiatives, spearhead employee awareness campaigns, and develop innovative solutions to environmental challenges.

However, a superficial commitment to sustainability is insufficient. Businesses must integrate environmental responsibility into their core values and operational practices. This can encompass a range of initiatives, such as adopting renewable energy sources, implementing resource efficiency measures, and transitioning to circular economy models (Kumar, Darshna, & Ranjan, 2023). These practices not only demonstrate a commitment to environ-

mental stewardship but can also lead to significant reductions in carbon footprints. Studies show that businesses prioritising sustainability outperform their less sustainable counterparts in the long term (Somani, 2021).

By examining the critical relationship between these factors, this research aims to shed light on how businesses, spearheaded by visionary and entrepreneurial leadership, can contribute to a more sustainable future. This exploration will not only positively impact the environment but also strengthen the competitive edge of businesses in a marketplace increasingly driven by consumer demands for environmental responsibility.

Objectives

This research paper on Sustainable Business, Entrepreneurship Leadership, and Mitigating Climate Change aims to achieve the following objectives:

1. **Analyse the role of sustainable business practices in mitigating climate change.** This objective exam-

cal recommendations that businesses can implement to become more environmentally responsible.

These objectives offer a thorough understanding of how the interplay between sustainable business practices, entrepreneurial leadership, and technological advancements can contribute to mitigating climate change.

2.0 Methodology

This research paper on Sustainable Business, Entrepreneurship Leadership, and Mitigating Climate Change employed a literature review methodology to explore the existing body of knowledge on the subject.

Data Sources:

Academic databases: Scholarly articles were retrieved from reputable academic databases such as ScienceDirect, Google Scholar, JSTOR and Scopus. These databases provide access to peer-reviewed research on a wide range of business and environmental topics.
Publications: Articles from

ines how businesses can reduce their environmental impact through practices like using renewable energy, reducing waste, and implementing resource efficiency measures.

2. **Investigate the connection between entrepreneurial leadership and the adoption of sustainable practices.** This objective explores how entrepreneurial leaders, characterised by vision, innovation, and risk-taking, can champion sustainability within organisations and drive positive environmental change.

3. **Explore how digital tools and innovation can be leveraged to enhance the effectiveness of sustainable business practices.** This objective examines how technologies like big data analytics and cloud computing can help businesses optimise resource use and reduce their environmental footprint.

4. **Offer actionable insights for businesses seeking to align their operations with sustainability goals.** This objective will translate the research findings into practi-

credible business publications like Forbes were used to capture current trends in consumer behaviour and business practices related to sustainability.

Search Strategy: Keywords: A combination of relevant keywords was used to identify relevant literature. Examples include "sustainable business practices," "entrepreneurial leadership," "climate change mitigation," "green economy," "circular economy," and "environmental responsibility."

Inclusion and Exclusion Criteria: Articles were primarily selected based on the following criteria:

Publication Date: The emphasis was on recent publications (from the past decade) to ensure the research aligns with current trends and developments.

Relevance: Articles were included if they directly addressed the research objectives and provided valuable insights into the relationship between sustainable business practices, entrepreneurship leadership, and mitigating climate change.

Peer-Review: Peer-reviewed academic articles were prioritised to ensure the quality and credibility of the research.

Source Credibility: Articles from reputable organisations and business publications were also included to supplement the academic research.

Data Analysis:

A thematic analysis methodology was utilised to examine the gathered literature. This involved identifying recurring themes and concepts across the various sources. The research then synthesised and interpreted themes to cultivate a thorough comprehension of the correlation between the research variables.

3.0 Results and Discussion

3.1 The Role of Sustainable Business Practices in Mitigating Climate Change

The research overwhelmingly confirms a strong correlation between sustainable business practices and mitigating climate change. Businesses are major contributors to environmental issues through their core operations. There is a significant impact that businesses have on the environment, primarily through production processes, energy consumption, and waste generation (Velenturf & Purnell, 2021). However, the research also offers a beacon of hope by implementing sustainable practices, businesses can greatly lessen their environmental impact and play a crucial role in mitigating climate change.

Renewable Energy:

Shifting from fossil fuels to renewable energy sources like solar, wind, and geothermal power offers a significant opportunity to reduce greenhouse gas emissions (Qusay, et al., 2024). These clean energy sources produce minimal to no emissions during operation, drastically reducing a company's carbon footprint. Figure 1 illustrates that renewable energy sources accounted for 40.8% of the power supplied to the National Grid in 2023. To elaborate, wind energy comprised 29.4% of the total, while solar projects contributed 4.9% (Paul, 2024).

Figure description: Supplier fuel mix: UK average (for the year 1 April 2022 to 31 March 2023)

Figure 1 (Paul, 2024)

Resource Efficiency:

Implementing measures to conserve resources like water, raw materials, and energy isn't just environmentally friendly; it can also lead to significant cost savings for businesses (Moshood, et al., 2022). Resource efficiency practices can encompass various strategies, such as optimising production processes to minimise waste, implementing water-saving technologies, and using energy-efficient equipment. These practices not only reduce a company's environmental impact but also improve their resource utilisation and potentially lead to increased profitability.

Circular Economy:

Transitioning from the conventional linear "take-make-dispose" economic model to a circular economy model offers a holistic approach to mitigating climate change. The circular economy prioritises waste minimisation and resource depletion by designing products for disassembly, reuse, and recycling (Sönnichsen, de Jong, Clement, Maull, & Voss, 2024). This can involve practices like extending product lifespans through modular design, developing take-back programs for used products, and incorporating recycled materials into production processes. By closing the resource loop, the circular economy minimises environmental impact and promotes resource sustainability. Furthermore, sustainable business practices often have a ripple effect. By reducing their environmental footprint, businesses not only contribute directly to climate change mitigation but also inspire and encourage other stakeholders to adopt sustainable practices. This creates a positive domino effect, paving the way for a more sustainable future.
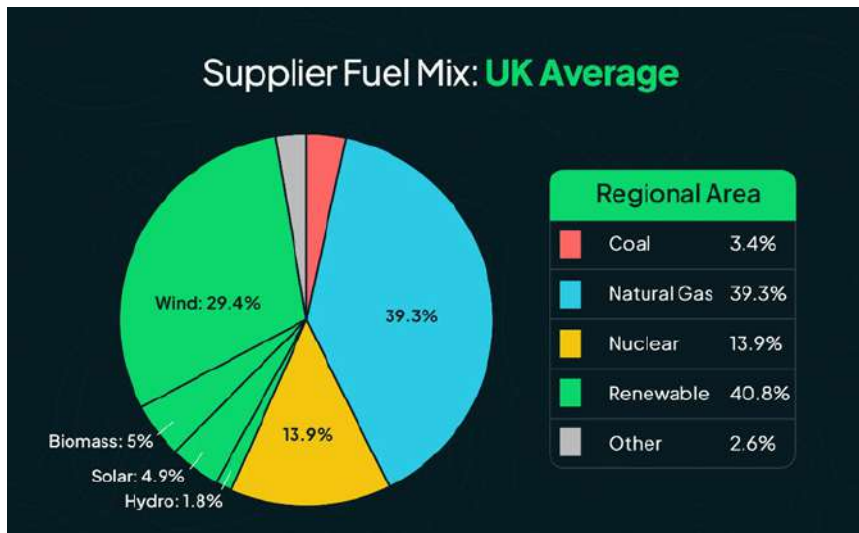
3.2. Entrepreneurial Leadership and Sustainable Practices

The research underscores the critical role of entrepreneurial leadership in fostering a culture of environmental responsibility within organisations. Entrepreneurial leaders, characterised by their visionary thinking, innovative spirit, and willingness to take calculated risks (Nagrecha, 2024), are uniquely positioned to drive positive environmental change. They act as catalysts, facilitating their organisations towards a more sustainable future

through several key strategies:

Championing Sustainability Initiatives

Effective leaders set the tone from the top (Somani, Progressing Organisational Behaviour towards a New Normal, 2021). They actively promote sustainability within the organisation by integrating environmental responsibility into the company's mission, vision, and core values. This commitment manifests in actions like advocating for green investments in renewable energy sources, resource-efficient technologies, and circular economy initiatives (Hariram, Mekha, Suganthan, & Sudhakar, 2023). By championing these initiatives, leaders not only demonstrate their own commitment but also inspire and empower employees to embrace sustainability.

Employee Awareness and Engagement:

A critical component of fostering a culture of sustainability is ensuring employee buy-in (Ketprapakorn & Kantabutra, 2022). Entrepreneurial leaders can spearhead comprehensive employee awareness campaigns to educate employees on the environmental impact of the company's operations and the importance of sustainable practices (PBCom, 2022). This can encompass workshops, training programs, and internal communication initiatives that highlight the company's sustainability goals and empower employees to contribute. Additionally, leaders can create opportunities for employee engagement through initiatives like volunteer programs focused on environmental restoration or internal competitions that incentivise sustainable practices in daily operations.

Developing Innovative Solutions:

Entrepreneurial leaders thrive in environments that encourage innovation (Ercantan, Eyupoglu, & Ercantan, 2024). They can foster a culture of creative problem-solving within their organisations, specifically targeting environmental challenges. This can involve encouraging employees to brainstorm and develop new technologies, products, or business models that address environmental concerns. Additionally, leaders can champion research and development initiatives focused on finding sustainable solutions to industry-specific environmental problems. By fostering a culture of innovation, entrepreneurial leaders empower their teams to become active participants in the fight against climate change.

Furthermore, effective entrepreneurial leaders understand the importance of leading by example (Malibari & Bajaba, 2022). They integrate sustainable practices into their own work styles and decision-making processes. This can involve setting ambitious environmental goals for the organisation, adopting eco-friendly practices within their departments, and demonstrating a personal commitment to sustainability. By leading by example, entrepreneurial leaders inspire others to follow suit and help build a more sustainable future.

3.3. Digital Tools and Sustainable Business Practices

The research highlights the crucial role of digital tools and innovation in amplifying the effectiveness of

sustainable business practices. These tools act as an extension of a company's sustainability efforts, providing valuable data, optimising processes, and driving real-world environmental improvements. Some key digital weapons in the fight against climate change:

Big Data Analytics:

In today's data-focused world, big data analytics has risen as a game-changer for sustainable businesses (Masenya, 2023). Businesses can leverage this technology to collect and analyse large volumes of data pertaining to their operations, including energy consumption, resource use, and waste generation. By analysing with this data, companies can pinpoint areas for enhancement and utilise data-driven insights to streamline their processes. For example, businesses can use analytics to pinpoint inefficiencies in their supply chains, identify opportunities for reducing material waste, or track their progress towards renewable energy goals. This data-driven approach allows businesses to target their sustainability efforts strategically and maximise their environmental impact.

Cloud Computing:

Cloud computing offers a sustainable advantage by enabling businesses to reduce their reliance on physical infrastructure (Yenugula, Sahoo, & Gowswami, 2024). Traditional on-premises data centres require significant energy for cooling and powering servers. By migrating to the cloud, businesses can leverage the efficiency of large-scale data centres operated by cloud providers, who are increasingly investing in renewable energy sources to power their operations. Furthermore, cloud computing facilitates increased flexibility and scalability, empowering businesses to adjust their resource usage based on real-time needs, further minimising their environmental footprint.

Internet of Things (IoT):

The Internet of Things (IoT) is revolutionising the way businesses collect and utilise environmental data (Langley, et al., 2021). IoT sensors can be embedded in equipment, buildings, and even throughout supply chains, allowing for real-time monitoring of energy use, resource consumption, and environmental conditions. This real-time data provides invaluable insights for businesses to identify inefficiencies and make immediate adjustments. For example, a manufacturing plant can use IoT sensors to monitor energy usage on individual machines, allowing them to identify and address energy-consuming equipment. Similarly, smart agriculture techniques can leverage IoT sensors to optimise water usage and fertiliser application, minimising environmental impact.

Beyond these core tools, the digital landscape offers a plethora of other innovative solutions. Artificial intelligence (AI) can be used to automate tasks and optimise resource use, while blockchain technology can improve supply chain transparency and promote sustainable sourcing practices (Tsolakis, Schumacher, & Dora, 2023). By embracing these digital tools and fostering a culture of innovation, businesses can unlock a new level of environmental responsibility and make a substantial contribution to fostering a more sustainable future.

Sustainable business practices offer a viable path towards mitigating climate change. Businesses

that prioritise sustainability not only enhance environmental sustainability but also attain a competitive advantage in a marketplace increasingly driven by consumer demands for environmental responsibility. However, challenges remain. Implementing sustainable practices can require significant upfront investments (Zenghelis, Serin, Stern, & Valero, 2024). Businesses may also face resistance from traditional mindsets within the organisation. Additionally, the effectiveness of these practices relies heavily on strong leadership commitment and employee buy-in.

4.0 Conclusion

The overwhelming scientific consensus indicates a negative impact on climate change, driven by human activities, posing a dire threat to our planet's health and humanity's future. Businesses, once viewed as bystanders, are now recognised as major contributors through their environmental footprint. Consumers are demanding transparency and a strong commitment to sustainability, forcing businesses to re-evaluate their operations (Reichheld, Peto, & Ritthaler, 2023). This research delved into the critical intersection between sustainable business practices, entrepreneurial leadership, and mitigating climate change. The findings highlight the crucial role of sustainable practices like renewable energy, resource efficiency, and circular economy models in reducing a business's environmental impact. Furthermore, the research emphasises the importance of entrepreneurial leadership in driving positive change. Entrepreneurial leaders, characterised by vision and risk-taking, can champion sustainability initiatives, raise employee awareness, and foster innovation for environmental solutions. Additionally, digital tools like big data analytics, cloud computing, and the Internet of Things offer valuable resources for optimising resource use and improving environmental performance.

In conclusion, this research underscores the critical role businesses can play in mitigating climate change. By embracing sustainable practices and leveraging entrepreneurial leadership and digital tools, businesses can transition towards a more sustainable future. This not only benefits the environment but also strengthens their competitive edge in a marketplace increasingly driven by consumer demands for environmental responsibility.

Recommendations

Drawing from the conclusions of this research, the subsequent recommendations are proposed:

Businesses should conduct a sustainability audit to identify areas for improvement in their operations.

Entrepreneurial leaders should champion sustainability within their organisations and develop a clear vision for a sustainable

Businesses should invest in digital technologies like big data analytics and cloud computing to optimise resource usage and reduce environmental impact.

Collaboration with stakeholders, such as suppliers and customers, is crucial to promote sustainable practices throughout the supply chain.

Businesses should prioritise

transparency in their sustainability efforts, communicating their initiatives and progress to stakeholders.

Governments can incentivise sustainable business practices through tax breaks, subsidies, and favourable regulations.

Educational institutions can play a vital role by equipping future business leaders with the knowledge and skills necessary to integrate sustainability into their business models. Further research exploring successful case studies and specific digital tool applications within sustainable business models can provide even more valuable insights for businesses seeking to adopt a more environmentally responsible approach.

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COMING WINTER 2025

DIGITAL STEM: MODERNISING EDUCATION

Roxanne Boodhoo

Research student

Theme of the Article: Digital STEM Education

Research Objectives: to investigate the lack of computational science training in teacher education programs, with a specific focus on learning to program calculators. The method involved analysing the current education system in the UK, particularly looking at the availability of computer-based activities and resources for teachers.

BIO

Roxanne Boodhoo is an accomplished professional with a diverse and versatile background. Her extensive academic training has equipped her with a wide range of skills and knowledge, enabling her to excel in various roles. Roxanne is known for her strong work ethic, diligence, and commitment to undertaking any responsibilities assigned to her. She is deeply passionate about helping and supporting others, making her a compassionate and empathetic individual. Throughout her career, Roxanne has consistently demonstrated a dedication to making a positive impact, whether through her professional work or community involvement, striving to uplift those around her.

Abstract

This study aims to investigate the lack of computational science training in teacher education programs, with a specific focus on learning to program calculators. The method involved analysing the current education system in the UK, particularly looking at the availability of computer-based activities and resources for teachers. Results indicate that only a small percentage of teachers have a background in contemporary computational science, and even fewer have proficiency in foreign languages. This lack of training filters down to students, impacting their learning experience. The study highlights the importance of incorporating computational science into teacher training programs, especially at Key Stage 4 (KS4) where curriculum content overlaps

with computer science. Furthermore, the focus on STEM subjects in the UK educational system may contribute to the siloing of subjects, with an emphasis on science, technology, engineering, and mathematics.

The conclusion emphasises the need for a modern approach to education, focusing on new instructional materials and technologies that go beyond traditional integrated science. The Digital Technologies Education community is identified as a valuable resource for developing modern standards and curricula to address the gaps in STEM education. By bridging the gap between traditional subjects and contemporary technology, educators can better prepare students for the future.

1.0 Introduction

In the European context, STEM (formerly called the nature) education was first defined as a cohesive subject that integrated science, technology, engineering, and mathematics. Later, after science, technology, engineering, and mathematics were redefined, crossing each discipline and teaching related human behaviour art such as music and art, the STEM education of the United States began to explore the human behaviour field of education itself, as shown in Figure 1. Although there are differences in the definition of the meaning of STEM education, all existing definitions consider the development of human resources as the overall goal of STEM education.

Considering the fact that STEM education refers to improved unith muti-disciplinary achievement including education in the 21st century education, within the natural and human sciences, and, perhaps, other fields representing other fields and integrating into (PA) centric multi-disciplines, for the purpose of this study, STEM education refers to the position of relevant disciplines within (PA) centric, nature and human sciences areas. Digitalisation of the teaching process or other aspects has been considered already since the early 1970s, but the main battle for Digitalisation started and became accessible to civil society, for instance, from the 1980s, with the personal computer to the World Wide Web (Su et al., 2022).

Extensive research has established the importance of STEM education in (target) and its cultivation of 21st century top talents. However, the knowledge and skills advocated by current STEM education seem insufficient for this purpose. Therefore, none of these aspects alone can represent the true content of natural science scientific literacy. To balance these two aspects, i.e., the optimisation of the internal structure of natural science scientific literacy and the intervention of digital innovation consciousness, natural science education needs to integrate more diversified and more closely related to reality knowledge and skills (Borovský et al., 2023). The general appearance of new educational technolo-

gies is expected to greatly influence teaching and learning processes, goals, and strategies, determinants of change in schools and museum learning places, knowledge counselling services, in-service teacher professional development, and teacher education approaches. Like other educational technologies, digital educational technologies and related practices have embedded pedagogical assumptions that guide design and use. Educational technologies, especially digital educational technologies, consist of a multitude of specific types, each amounting to diverse practical opportunities, influencing resulting change patterns. Most technologies focus on communication and help to perform societal activities, such as meeting friends and family in video calls, booking travels, and work tasks.

In the proposed IQbl, since it is a combination of a traditional LMS and a digital portfolio, every teacher that gets engaged will have the opportunity to create and manage digital educational resources, open and manage digital spaces for students, in order to create and manage digital student work, monitor the digitised evaluation, etc. Teachers will also have to assign digital personalised feedback, plan educational resources, learning activities, evaluation tools, communication mechanisms, adaptive paths, in a collaborative acquisition of participatory learning. Furthermore, teachers may be able to create and assign exercises about ordered and unordered lists, coordinates and simple plane geometric figures useful for a flipped classroom model. Moreover, there will be a module available to monitor and foment the usage of MOOCs in each class. This will be linked to the room with MOOCs in Micel, in order to have immediate access to the MOOC that a teacher would like to have the students follow. The availability of a digital portfolio can encourage students, teachers and families to participate in the learning process.

STEM education is facing challenges of evolving rapidly so as to cover the revolution of industry 4.0 and related issues. As a result, schools redesign their STEM curriculum by designing new activities for engineering and technology. In this context, information and communication technologies should be regarded as tools in support of innovative educational methods able to foster an integrated approach to Science, Technology, Engineering and Maths (STEM), since ICT tools may provide resources not only for teaching but also for learning the main STEM concepts (Selim, 2021).

1.1 Aim

The aim of the research study is to develop and assess a learning environment that assists teachers in creating digital STEM learning paths aligned with the updated national curriculum. This will involve educators working with students to modify and enhance current learning paths related to engineering, emphasising the interdisciplinary link between science and technology. Teachers will be spurred to incorporate technology into their lessons, enabling them to produce and oversee digital teaching materials, tailor learning paths and digital resources to individual student learning preferences, and recommend MOOCs digital educational resources beneficial for a flipped classroom approach.

2.0 Methodology

The methodology for conducting this research study involved an investigation into the role of teachers in effectively utilising digital technologies for learning. One key aspect that was considered was the various obstacles that teachers faced, including balancing multiple roles and responsibilities within their profession. These roles included teaching in physical or digital spaces, managing communication with colleagues and students, organising classes and digital activities, and staying updated on new technologies. The study also explored how these new responsibilities impacted teaching practices, motivation, and creativity. For example, teachers struggled with learning new technologies, addressing connectivity issues, ensuring privacy and digital security, and managing their time effectively.

Additionally, the research focused on how digital technologies could be used to transform traditional teaching methods into more engaging prac-

tices that promoted deeper understanding and active student involvement. This included implementing a digital STEM mediation model that encouraged critical thinking, creativity, and autonomy in using digital tools. Furthermore, the study investigated the importance of restructuring curricula, didactic materials, and teacher training to support the effective use of digital technologies in education. This included promoting respect for students' ideas and individual skills while fostering a culture of learning and collaboration in a digital society.

3.0 Results and Discussion

3.1 Teaching

The teacher has a decisive role in the effective use of digital technologies. Moreover, the teaching

work poses several obstacles in this regard. The first one is the conflict between various roles with numerous responsibilities, all united in the educator's profile (Rivera-Vargas & Cobo, 2023). For example, teaching must be done in the same, if physical/digital, space in which learning happens and also manages the communication and relationships with co-workers and students as well as those in the extracurricular world. To all this is added the management of classes, as well as laboratory and digital activities, whose organisation can be very heavy. Digital technologies can represent an extra challenge and a solution but these new responsibilities change the practices hitherto identified as effective and can undermine the motivation, improvement and creativity of the teacher. Just think of the extra time spent learning new technologies, starting work,
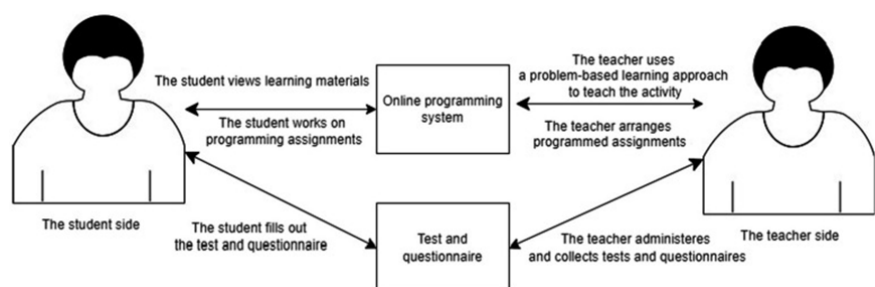

Fig 1. (Su, Y., et al, 2022)

solving problems with the connectivity, privacy constraints, taking care of the digital security of students. Figure 1 depicts the online programming system and the problem-based learning approach for STEM programming administrators.

3.2 Digital Technologies

Digital technologies offers the privileged occasion to revamp traditional didactics into stimulating practices that actively involve students and aim for a deeper understanding of concepts and relations. In order to change schooling methods and promote a cultural change, capable of spurring the transition towards a digital society in which people focus on learning and constructive coexistence with others and nature while embracing global challenges, an encompassing digital STEM mediation model1 is essential (Borovský et al., 2023). To this end, rather than only providing the tools for specific pedagogical insights, it is necessary to renew the structure of curricula and didactic materials and, above all, to form teachers who are able to critically, creatively and autonomously use digital technologies in their daily practice, as well as to promote the development of respect for students' ideas and individual skills (Marín-Marín et al., 2021).

3.3 Computer modelling

In addition, the general course structure and relevant and adequate school scientific background are to be thoroughly presented. Chronologically, carrying out experimental work (Etkind et al., 2008) is one of the main principles in teaching methods and that is confirmed in the developed concept of distance learning. Computer modelling with the use of a method of minimal mathematical model can be an indispensable tool to achieve this goal. The mechanism of the number of different breeding programs for separation completely distinguishes various withdrawal families of barley and the Indian hen population (Xuan Quang et al., 2015). Results of the modelling allow to estimate success of a method of group selection of barley and other selection indices of animals. Variability of a frequency of elite genes changed with increasing of the number of the used markers of the DNA which are located in close proximity as well as recombination frequency of unlinked loci and number of phenotypic traits.

The crisis of 2020 forced education to develop new digital forms, among them digital pedagogy in the sphere of STEM education (Ipek & Ziatdinov, 2018). The technology caused not only a change in the school teaching process, but also led to promoting mathematical and scientific thinking, increasing the motivation and interest of school youth in science: the victories at various All-Russian Olympiads prove it. The hygienic and epidemiologic restrictions caused by the virus did not allow for holding traditional laboratory classes and students' individual problems solving (Somani, 2021). Therefore, the authors had to develop a new course for a distant learning process at the basic level, and a model of a hybrid course, "Digital and computer means in biology", distinguishing the laboratory work parts and obtained data processing, as well as the activation of independent work (individually or

in groups) with the use of simulation modelling in the scientific-investigational (research) mode. The main aspect of the experimental work is computer training of the research activities for a teacher and for a learner at a particular subject.

4.0 Conclusion

The research sought to categorise the direction of this research and to understand what "modernisation" of STEM education means in practice. The research responses bolstered the importance of digital tools to transform education for a modern world. In line with this, the data shared were approximately four times more likely to include references to tools and technologies than they were to mention curriculum. When references to curriculum were made, they were often in relation to finding a balance within the curriculum and to identify the areas most suitable to the modernisation provided by the digital tools and technologies. At the same time, 62% of the data mentioned practices in society and technology. These references to the social nature of the

practices, the idea that students need additional skills and the transfer of learning between school and society, underscore the importance of society for modernisation.

As we have seen, the education landscape is changing (Rivera-Vargas & Cobo, 2023) (Marín-Marín et al., 2021). This digital transformation is impacting every aspect of the industry, and the fields of science, technology, engineering, and mathematics (STEM) are no exception. STEM education and the delivery of these subjects are under strain to maintain both curriculum coverage and student engagement.

With digital and computational technologies becoming central in the economy, in society and in most areas of STEM, the delivery of these subjects has become unmoored from incompatible traditional foundations, sports and media effects. As such, there is a clamour for educational reform, with educators keen to adopt digital and computational technologies in order to "modernise" STEM education. At the same time, many researchers in the areas of education technol-

ogy and human–computer interaction are keen to define exactly what "modernisation" should look like.

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ENHANCING ADULT SECOND LANGUAGE ACQUISITION EXPLORING INNOVATIVE METHODOLOGIES WITH FOUNDATIONAL PRINCIPLES

Yanick Séïde

Founder: Chrysalis Women Empowerment

Theme of the Article: Language

Research Objectives: Explore contemporary methodologies in adult second language education, aligning with foundational principles of adult education.

BIO

Yanick Séïde, founder and CEO of Chrysalis Women Empowerment, is a Certified Master Coach, facilitator, mentor, and international speaker. Her transformative coaching impact extends globally, gracing prestigious stages including the Global Research Conferences at King's College, Cambridge University. Her scholarly contributions, including a published paper in the esteemed Global Research Journal, reflect her commitment to advancing women's empowerment.

Recognised in Guinness World Records, Yanick's expertise shines through various platforms, from podcasts to Purpose Driven Entrepreneur Magazine, where she is a valued contributor.

Abstract

This research explores contemporary methodologies in adult second language education, aligning with foundational principles of adult education. Recognising the diverse characteristics of adult learners, including varied backgrounds, motivations, and cognitive abilities, the study investigates pedagogical strategies to optimise language acquisition outcomes. Informed by adult education principles such as andragogy, transformative learning theory, and experiential learning models, the paper evaluates the effectiveness of these approaches in the context of second language instruction.

The investigation reviews traditional methods (e.g., grammar-translation, audio-lingual) and innovative techniques (e.g., communicative language teaching, task-based learning, technology-enhanced methodologies). The emphasis lies in customising instructional strategies to meet adult learners' unique needs

and preferences, fostering a learner-centred environment that encourages autonomy, utilising digital tools for self-directed learning, and real-world application of language skills.

Ultimately, the goal is to offer educators, curriculum developers, and policymakers valuable insights into practical strategies for facilitating second language acquisition among adults, advocating for a more inclusive and adaptable approach to language education.

Keywords

Adult education, second language acquisition andragogy principles Digital tools

1.0 Introduction

Adult language acquisition poses significant challenges for adult learners, primarily influenced by their previous encounters with language learning during their school years, where achieving complete fluency was often elusive. This paper delves into integrating adult education foundations within adult second language acquisition.

It aims to scrutinise the efficacy of traditional pedagogical approaches vis-à-vis communicative methodologies in teaching a second language to adults. By exploring the nuances of creating a learning environment tailored to the specific needs of adult learners, this paper seeks to advocate for innovative instructional strategies. These strategies enhance engagement and promote experiential learning, enabling learners to apply acquired knowledge in authentic contexts.

Through this comprehensive approach, learners can attain proficiency in the target language with heightened immediacy and confidence.

Background

I share my experience as a second language teacher working with adults in this paper. I have taught both children and adults. I examine second language acquisition among adult learners, drawing from my experiences and insights from implementing methodologies grounded in adult education principles. I aim to explore how these methodologies can

effectively align to create impactful, relevant, and experiential learning experiences for adult language learners. Reflecting on my journey and the strategies employed, I seek to offer valuable insights into the dynamics of language acquisition in adulthood and the transformative possibilities inherent in customised educational methodologies.

Traditional Method versus Communicative Method

In our schooling days, pursuing second language fluency felt elusive. Despite excelling in grammar drills, completing fill-in-the-blank exercises, and adeptly mimicking our instructors' phrases, did these conventional methods truly equip us with fluency? The traditional pedagogy fixated on rote grammar memorisation, repetitive exercises, vocabulary drills, and translation tasks, be it word-for-word or contextual.

Written assignments, including sentence construction using newly acquired vocabulary and cloze exercises, were standard fare. However, despite our diligence in these tasks, fluency remained

an elusive goal, leaving us to question the efficacy of such instructional approaches in achieving genuine language proficiency.

But did these methods truly immerse us in the language, allowing us to use it naturally? More often than not, the answer is no. Despite years of study and good grades, we struggled in real-life situations. There was often a gap between what we learned in the classroom and what we encountered daily, leading to frustration and disappointment.

On the flip side, the communicative approach offers a different experience. It focuses on communication and real-world usage. Picture this: given prompts or instructions, we create role-plays. This approach allows us to apply what we've learned more authentically and creatively, preparing us for real-life interactions. We're encouraged to experiment and play with the language, even with guidance.

Moreover, this approach provides interactions with meaningful context. It's not forced or artificial; it's genuine and relevant. The learners better understand how language structures and vocabulary are used authentically rather than as isolated pieces.

In adult education, implementing these principles enhances the language learning experience by catering to adult learners' unique needs and characteristics. By incorporating foundational tenets of adult education, we equip learners with the tools and confidence to participate actively in the language learning process.

This integration helps bridge the gap between theoretical knowledge and practical application, ensuring learners are prepared to tackle real-world linguistic challenges with proficiency and adaptability. We create a learning environment that fosters autonomy, motivation, and effective language acquisition by emphasising the practical relevance of language skills and providing opportunities for active engagement.

Pedagogy Versus Andragogy

Pedagogy and andragogy are distinct educational approaches tailored to different learner groups. Malcolm Knowles distinguished adult education from children's education in his earlier years. (Knowles, 1973). Pedagogy, derived from the Greek words "paid" (child) and "agogos" (leading), is focused on teaching children. It often involves a structured, teacher-centred approach where the teacher is the primary source of knowledge and instruction. In pedagogical settings, learning is guided by the teacher, emphasising direct instruction, memorisation, and adherence to a set curriculum. The classroom dynamic tends to be hierarchical, with the teacher assuming an authoritative role in guiding students' learning experiences.

Andragogy, on the other hand, is focused on teaching adults. Derived from the Greek words "andra" (man) and "agogos" (leading), it recognises that adults have unique characteristics and motivations that shape their learning preferences. Andragogy adopts a learner-centred approach, where adults take an active role in directing their learning process. It prioritises self-directed learning, problem-solving, and practical application of knowledge. In pedagogical settings, the educator acts

as a facilitator or guide, supporting adult learners in setting their learning goals and navigating their educational journey.

While pedagogy centres on teaching children in a structured environment, andragogy recognises adult learners' autonomy and distinct needs, emphasising self-directed learning and the practical application of knowledge. Adult Education Principles The six principles of adult learning, often referred to as andragogy, serve as a cornerstone in comprehending the dynamics of adult education. These principles offer a structured framework that illuminates the nuances of adult learning processes, equipping educators with valuable insights to navigate and optimise the teaching-learning journey for adult learners.

Need to know

As Knowles underscored, adult learners possess distinct needs that must be acknowledged to facilitate effective learning. Firstly, they require clarity regarding the subject matter—understanding what they are learning, why it holds significance, and how the learner applies it in real-world scenarios. The need for relevance and applicability is a cornerstone for adult learning, ensuring the acquired knowledge and skills resonate with their personal and professional lives.

Experience

Experience is a cornerstone of adult learning, profoundly enriching the educational journey. Unlike children, who are relatively devoid of extensive life experiences, adult learners bring a wealth of personal and professional experiences to the learning environment. These experiences serve as valuable resources, allowing learners to draw connections, contextualise information, and deepen their understanding of the subject matter. By integrating personal experiences into the learning process, adults can make meaningful connections and derive greater relevance from the educational content.

Self-concept

Self-concept is a pivotal aspect of adult learning, distinguishing it from pedagogy aimed at children. Adult learners possess a developed sense of self shaped by years of life experiences, responsibilities, and aspirations. Recognising this individuality, educators must provide opportunities for hands-on learning experiences that cater to adult learners' diverse needs and interests. By fostering a learning environment honouring their unique identities and preferences, educators can empower adult learners to actively engage with the educational content and achieve their learning objectives.

Readiness

Readiness is a critical factor in adult learning, reflecting the learners' eagerness to apply newly acquired knowledge and skills immediately. Unlike traditional pedagogical approaches that emphasise rote memorisation and passive learning, adult learners value the practical relevance of the educational content. They seek opportunities to apply their knowledge in real-life contexts, enhancing their understanding and retention of the material. By addressing this need for immediacy and practicality, educators can create dynamic learning experiences that resonate with adult learners and foster meaningful engagement.

Problem orientation

Problem orientation lies at the heart of adult learning, guiding learners toward educational experiences that address real-world challenges and deliver tangible benefits. Adult learners are motivated by the prospect of acquiring knowledge and skills that directly contribute to their personal and professional growth. Thus, learning activities must be purposeful, offering opportunities for learners to solve real-world problems, make informed decisions, and achieve meaningful outcomes. By aligning educational experiences with the learners' problem-solving orientation, educators can cultivate a sense of purpose and relevance that fuels motivation and engagement.
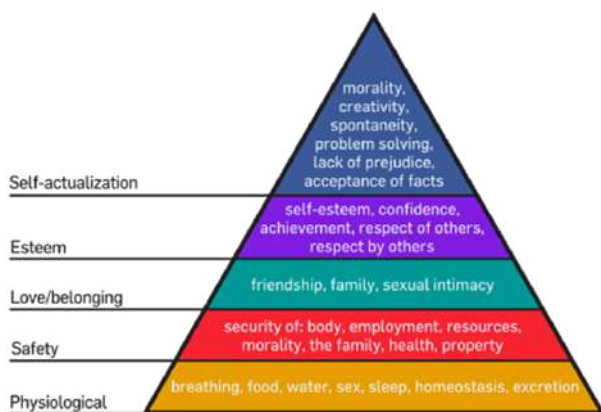
Maslow's Hierarchy of Needs

Figure 1 https://www.simplypsychology.org/maslow.html

Intrinsic Motivation

Intrinsic motivation is a potent driving force for adult learners, fueling their desire to acquire new knowledge and skills for reasons beyond external pressures or incentives. According to Maslow's (1970) theory on human motivation, according to the hierarchy of needs, the bottom of the pyramid is the physiological needs. Safety, love/belonging, self-esteem, and self-actualisation are the remaining levels. (Merriam et al.,2007) While external factors such as job requirements may influence motivation to some extent, the intrinsic drive rooted in personal interests, passions, and aspirations propels adult learners forward.
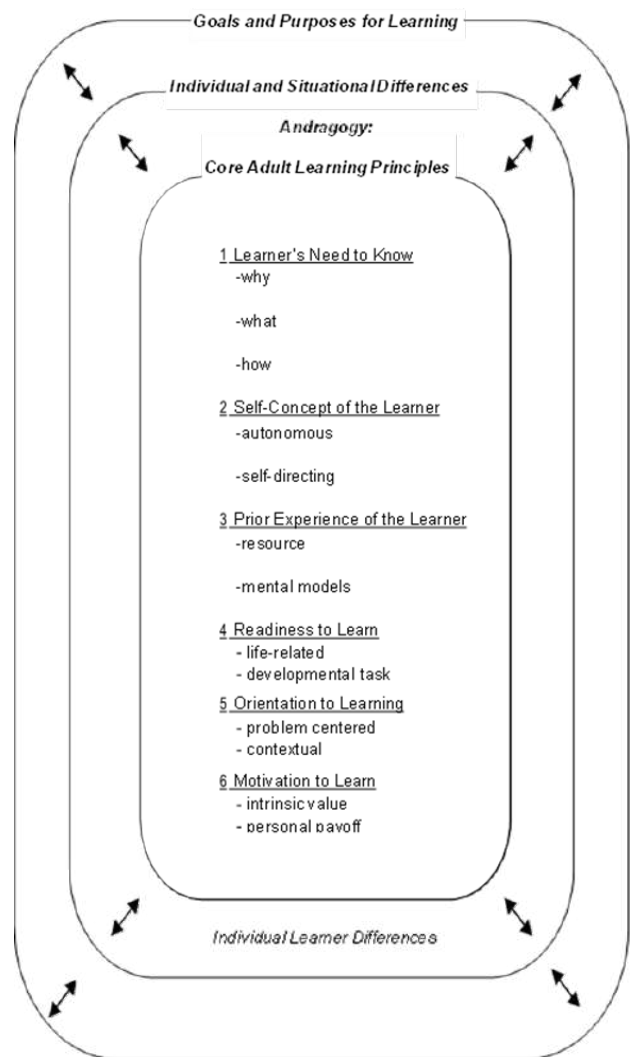

Figure 2. Andragogy in Practice (Knowles, Holton, and Swanson 1998).

Adult motivation to learn is intrinsic and linked to the. Educators must strive to understand and leverage this inherent motivation, tailoring educational experiences that resonate with the learners' goals and aspirations. By tapping into this innate drive, educators can cultivate a learning environment that inspires passion, curiosity, and lifelong learning among adult learners.

Supporting Adult Learner Autonomy

Various strategies can be applied to foster self-directed learning among adults to support learner autonomy. It's fundamental to recognise that adult learners desire to actively engage in their learning process, not merely passively receiving information. Thus, providing opportunities for participation and customisation in their learning journey is imperative.

One strategy to empower adult learners is tailoring learning experiences to their needs and interests. It can involve encouraging exploration of learning opportunities beyond the confines of the classroom. By embracing creativity, educators can design experiences that resonate with learners personally, offering authentic contexts where they can apply their knowledge and skills. This approach enhances the relevance and authenticity of the learning experience and facilitates real-time learning, enriching the educational journey for adult learners.

Providing Resources for Independent Language Learning

Offering resources for independent language training is paramount in adult education. Adult learners possess the autonomy to progress at their own pace, capitalising on their inherent capacity for self-directed learning. This freedom empowers them to seek enrichment beyond the structured classroom curriculum, eliminating the constraints of waiting for specific topics to be covered. Learners can choose resources that align with their learning by providing avenues for independent study, whether through online courses, language apps, or self-study books. Learners can tailor their learning experience to suit their individual preferences, fostering a sense of ownership and motivation. The ability to learn at their own pace accelerates their progress and fosters a sense of ownership over their learning journey. Through online courses, language apps, or self-study books, learners can choose resources that align with their learning preferences, further enhancing engagement and motivation.

Incorporating Technology in Language Training

Integrating technology into language training is a readily available resource that enriches learners' learning experience. With the advent of technology, many interactive programs and second language training apps are at learners' disposal. These resources supplement classroom instruction, providing learners with additional opportunities to reinforce their learning, practice new skills, and address areas of weakness.

Task-Based Learning

Task-based learning emphasises the practical application of language skills, provides immediate relevance, and correlates with the 5th principle of adult education: orientation to learning, which is problem-centred and contextual (Knowles et al. 1998). Learners engage in tasks that they encounter in real-life situations, providing them with opportunities to apply the language they've learned in authentic contexts. For example, the learner can be asked to call somewhere to request information on a service, such as making hotel reservations, ordering at a restaurant, talking to a customer service agent to

place an order, etc.

This approach immerses the learners in tasks that align with their goals and interests. The educators call attention to the intrinsic motivation that drives the adult learner's language acquisition journey. Whether learners are acquiring language skills for academic, professional, or personal reasons, task-based learning reaffirms the practicality and utility of their linguistic proficiency, fostering a deeper understanding and appreciation for the language-learning process.

Project-based Learning

Project-based learning and real-world applications encompass a diverse array of possibilities. For instance, students may engage in projects conducted entirely in the target language, such as delivering presentations on topics relevant to their professional roles, explaining the functionality of equipment or tools, or even demonstrating cooking techniques and recipes. The options are extensive and can be tailored to individual learners.

When selecting projects, students are encouraged to choose topics that resonate with their personal lives or professional endeavours. By aligning projects with learners' intrinsic motivations and interests, educators uphold the principle of meeting learners where they are. This approach sustains learners' motivation and underscores their language skills' immediate relevance and applicability in authentic settings. Ultimately, educators empower learners to actively engage with the language and apply their skills confidently and proficiently by integrating Project-Based Learning and real-world applications into language instruction.

Successful implementation of innovative methodologies

Incorporating personal interest topics enables learners to contextualise their learning in real-world scenarios. It sustains their engagement and underscores the practical relevance and utility of the acquired knowledge. Whether it pertains to applying language skills in personal or professional endeavours, learners perceive a direct correlation between their language proficiency and its tangible benefits. Moreover, linking language learning to real-life contexts enhances learners' readiness and ability to apply their knowledge in real-time situations. The tangible connection between classroom learning and practical application reinforces the importance of acquiring language skills, as learners see firsthand how language proficiency directly benefits them in their daily activities.

In essence, by integrating personal interests and real-life contexts into language learning activities, educators ensure that learners acquire language skills and understand their relevance and applicability. This hands-on approach reinforces the immediacy and practicality of language acquisition, compelling learners to recognise the intrinsic value of mastering linguistic skills in their day-to-day interactions.

Balancing Communicative activities with grammar Instruction

While advocating for a communicative approach, we do not dismiss the importance of grammar instruction. However, we acknowledge that adult learners bring life experiences to their learning

journey and seek to apply their knowledge actively. Rather than presenting grammar as a mere download of information, we propose a method where students uncover grammar rules themselves.

This approach entails immersing students in contextualised activities, such as viewing videos or listening to audio clips featuring the application of targeted language structures. Instead of delivering rules directly, we encourage students to discern grammar patterns within the context, prompting them to analyse how language mechanics operate in real-world scenarios. This approach stimulates their cognitive faculties, fostering a more profound comprehension of language intricacies.

The teacher is facilitative in this method, guiding learners to uncover grammar rules through active participation. Rather than simply imparting information, the teacher prompts ¬ understanding of their strengths and weaknesses,

empowering them to navigate their learning journey effectively. Conversely, summative assessment benchmarks learners' proficiency against established standards, ensuring comprehensive evaluation and fostering continuous improvement. Thus, maintaining equilibrium between the two assessment approaches is crucial for facilitating meaningful language acquisition experiences for adult learners.

4.0 Conclusion

To conclude, this exploration has shown that acquiring a second language doesn't have to be a dry, repetitive exercise devoid of context or joy. It's about infusing fun and authenticity into the learning process, allowing learners to embrace their curiosity, make mistakes, and truly engage with the language.

Technology emerges as a game-changer here, offering many tools like interactive videos and

language apps that seamlessly integrate into our lives. These resources make learning more accessible and enjoyable, making language acquisition a dynamic and personalised experience.

Moreover, by grounding language acquisition in adult education principles, we ensure that learning environments are inclusive and empowering. Recognising the diverse needs of adult learners and catering to their preferences fosters a sense of ownership and motivation. Lastly, finding the right balance between formative and summative assessments is critical. These assessments track progress and empower learners to take charge of their learning journey, building confidence and satisfaction.

By embracing fun, authenticity, and technology while staying true to adult education principles, we can create a more enriching and fulfilling second language acquisition experience.

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ELEVATING ORGANISATIONAL SUCCESS: UNVEILING THE POWER BEYOND TALENT

Dr Bola Benson
Founder: Beyond Talent

Theme of the Article: : Business

Research Objectives: The aim of this research is to explore the realms of organisational excellence beyond the limitations of mere skill sets. This study seeks to facilitate a deeper understanding of the untapped potentials residing within their workforce, fostering a culture centred around fulfilment and purpose-driven engagement.

BIO

Dr. Bola Benson, a seasoned consultant, coach, and speaker, is deeply committed to the transformative power of education, particularly for women. With over 15 years of professional experience, Bola has played a pivotal role in the success of numerous brands, offering expertise in higher education, care services, and professional development training. Her unwavering passion for education and empowerment permeates her work, evident in her role as Managing Director at Global North London Business School and founder of Beyond Talent. Bola's dedication to providing opportunities for growth and learning makes her a commendable leader in her field.

Abstract

Contemporary businesses face an evolving landscape where traditional metrics of success no longer suffice. This study delves into the paradigm shift necessitating a deeper exploration of the untapped potentials within the workforce. The research aims to transcend conventional notions of organisational success by prioritising employee fulfilment and purpose-driven engagement. Employing a comprehensive methodology, this study amalgamates insights from academic literature and industry practices to uncover talent that is present beyond conventional skill sets. Results highlight the transformative impact of recognising individual strengths, passions, and motivations on organisational dynamics.

The discussion underscores the pivotal role of leadership in fostering a culture that nurtures employee fulfilment. By

aligning personal values with organisational objectives, employees transcend their roles, becoming a medium for innovation and growth. Moreover, investing in employee development not only enhances individual performance but also cultivates a vibrant organisational culture.

Leading companies exemplify the benefits of prioritising employee well-being and aligning organisational goals with workforce interests. By cultivating an inclusive environment and prioritising employee growth, these organisations achieve sustainable success and set new benchmarks for excellence.

In conclusion, the study advocates for a holistic approach to organisational success, one that prioritises the well-being and growth of employees. By embracing the power beyond talent, organisations can redefine success, building a brighter future for all stakeholders.

Keywords:

Excellence, Potential, Fulfilment, Engagement, Leadership

1.0 Introduction

The contemporary business world is characterised by a relentless pace of change, forcing organisations to re-evaluate traditional benchmarks of success (Owoseni, 2023). While technical skills remain a fundamental requirement, a growing body of research suggests that a sole focus on these qualifications is insufficient for achieving sustained competitive advantage (Omol, Mburu, & Abuonji, 2023). The imperative lies in acknowledging and strategically leveraging the 'hidden potential' resid-

correlation between employee well-being and innovative output, highlighting the critical role of fostering an environment that unlocks this untapped potential (Wang, Chen, Wang, & Xie, 2022).

Figure 1 highlights that leader endorsement of innovation and coworker exclusion serve as mediating factors in the correlation between employee innovative behaviour and workplace well-being. Put simply, support from leaders for innovation correlates negatively with coworker exclusion, and employee innovation indirectly impacts workplace
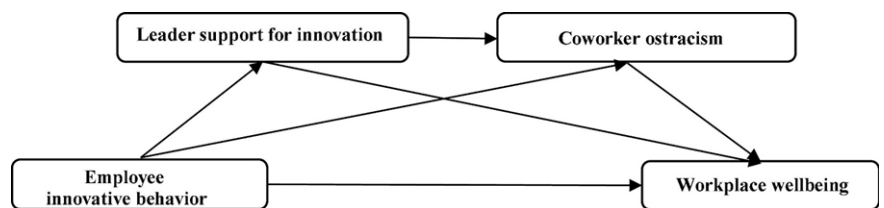

Figure 1 (Wang, Chen, Wang, & Xie, 2022).

ing within the workforce (Nguyen, Malik, & Budhwar, 2022). This potential extends beyond technical expertise, encompassing the unique blend of individual strengths, passions, and motivations that each employee brings to the table. Recent studies demonstrate a strong

well-being through the mediating pathway of leader support for innovation–coworker exclusion. Organisations clinging to transactional employment models, focused solely on tasks and outputs, risk missing out on a wellspring of creativity and ingenuity.

Objectives

The aim of this research is to explore the realms of organisational excellence beyond the limitations of mere skill sets. This study seeks to facilitate a deeper understanding of the untapped potentials residing within their workforce, fostering a culture centred around fulfilment and purpose-driven engagement.

2.0 Methodology

This study employed a systematic literature review to delve into the concept of "power beyond talent" and its impact on organisational success. Electronic academic databases, such as Google Scholar PubMed, Scopus, Web of Science and JSTOR were utilised to conduct an extensive search. Additionally, relevant journals and reputable sources were explored to gain a well-rounded perspective.

The keyword search strategy focused on three core themes:

Organisational Success: "Organisational excellence," "performance excellence," "competitive advantage," "high-

performing organisations." Employee Fulfilment: "Employee engagement," "employee well-being," "workplace motivation," "employee satisfaction." Power Beyond Talent: "Hidden potential," "human capital development," "workforce potential," "intrinsic motivation." The search was restricted to publications within the past five years (2019-2024) to capture the latest research in this evolving field.

A continuous review and refinement process ensured the search terms and inclusion criteria remained relevant. Articles were screened based on title, abstract, and keywords to confirm their alignment with the research objectives. Selected full texts were then evaluated for their overall relevance and methodological soundness.

This critical appraisal guaranteed the incorporation of high-quality research into the analysis.

Through this rigorous methodology, this study aims to unveil the "power beyond talent" and its potential to elevate organisational success. By analysing existing

research, the study will explore how investing in employee fulfilment and harnessing the full potential of the workforce can create a sustainable competitive advantage.

3.0 Results and Discussion

The results of this study have highlighted various aspects of the "power beyond talent" within organisations.

These insights are explored through dedicated subheadings, examining the significance of: developing talent beyond technical skills (Beyond Talent within an organisation), fostering employee fulfilment (Fulfilment in employment) and purpose-driven engagement (Purpose-driven staff), and the impact of investing in staff development (Investing in staff).

3.1 Beyond Talent within an organisation

Business in contemporary life is continually evolving, and it demands a shift beyond a purely skills-based approach to talent management. Leading

organisations recognise that a vast amount of potential lies within their workforce, waiting to be discovered (Somani, 2021). This "power beyond talent" encompasses the unique blend of individual strengths, passions, and motivations that each employee brings to the table (Ntara, 2023). As leaders and decision-makers, it becomes our duty to move beyond a passive reliance on surface-level skills and qualifications. Instead, we must actively seek out and cultivate these hidden talents (Haslam, Alvesson, & Reicher, 2024).

By delving deeper into the diverse capabilities and experiences of our workforce, it is possible to promote employee's innovation, growth, and sustained success (Sypniewska, Baran, & Kłos, 2023). Each employee possesses a unique set of skills, perspectives, and experiences that can contribute meaningfully to the collective good of the organisation (Somani, 2021). Recognising and harnessing these individual strengths lies at the heart of unleashing the full potential of teams.

Leaders as Talent Champions:

Leaders play a pivotal role in fostering an environment that unlocks the "power beyond talent." This requires a proactive approach that involves: Regular Skill Assessments: Implementing regular assessments helps identify individual strengths and areas for development (WEF, 2024).

Investment in Skill Development: Providing opportunities for continuous learning and skill development empowers employees to enhance their capabilities (Hieu, 2020).

Platforms for Talent Showcase: Creating platforms for employees to showcase their talents and expertise fosters a culture of innovation and recognition (Zhang, Zeng, Liang, Xue, & Cao, 2023). By investing in the personal and professional development of their workforce, leaders not only enhance individual performance but also cultivate a wellspring of talent that drives collective success and contributes towards organisational excellence.

3.2 Fulfilment in employment

Fulfilment in employment is not merely a bonus; it is the foundation upon which organisational success is built (Pandya, 2024). When individuals discover true purpose and meaning in their work, they transcend the role of passive contributors, evolving into dedicated stakeholders deeply invested in the organisation's long-term success. This profound sense of purpose fosters not only engagement and loyalty but also ignites a passion for excellence that drives high performance across all levels of the organisation (Patil, et al., 2024).

Aligning personal values with the mission and vision of the organisation creates a powerful synergy. Employees become a medium through which positive change, innovation, and growth can occur. This alignment of purpose and fulfilment forms the bases of a vibrant and thriving organisational culture, one that fosters a sense of shared responsibility and generates a way for sustained success and prosperity.

3.3 Purpose-driven staff

Purpose-driven staff are the essence, of an organisation's success. They

infuse every aspect of the workplace with a contagious energy, enthusiasm, and dedication that fuels innovation and growth (Garr & Freitag, 2020). When employees experience a sense of purpose at work, they transcend the role of mere cogs in the machine. They become passionate champions of the organisation's mission and vision, actively contributing to achieving shared goals.

Their motivation extends far beyond the allure of financial incentives. Purpose-driven staff are driven by an intrinsic desire to make a positive impact, not just on the organisation's bottom line, but also on the world around them (Manzoor, Wei, & Asif, 2021). This intrinsic motivation fuels a dedication to excellence and a willingness to go the extra mile, ultimately propelling the organisation towards sustainable success (Somani, UNDERSTANDING THE CONCEPT OF MOTIVATION AND LIFE SKILLS THROUGH LITERATURE, 2021).

By fostering a culture that aligns individual purpose with organisational goals, leaders can cultivate a workforce brimming with passionate change-makers who are dedicated to leaving a lasting legacy.

3.4 Investing in staff

Investing in staff is not an expense; it's a strategic investment in the future of organisations (Li, 2022). When leaders prioritise the well-being, growth, and professional development of their employees, they unlock a wealth of potential that translates into tangible benefits.

This includes heightened productivity, a surge in innovation, and a trajectory towards sustainable growth.
By providing opportunities for continuous learning, mentorship, and career advancement, we empower our employees to reach their full potential and contribute meaningfully to the organisation's success.

This shift in perspective is no longer theoretical. Leading companies across diverse industries have embraced this new paradigm, investing in staff and are now reaping the rewards (BRUNO, HE, HENISZ, POLLOCK, & ULRICH, 2023). By prioritising employee fulfilment and forging a strong alignment between organisational goals and the best interests of their workforce, these companies are not only achieving traditional measures of success but are also setting new standards for excellence, innovation, and social responsibility. This commitment to their human capital translates into a competitive advantage that facilitates them towards long-term prosperity.

3.5 Increasing productivity

Increasing productivity is a fundamental goal for any organisation seeking to maintain a competitive edge and drive sustainable growth. This can be achieved through a multi-pronged approach that optimises processes, streamlines workflows, and leverages technology to enhance efficiency and output across all operational levels (Rožman, Tominc, & Štrukelj, 2023). Investing in employee development plays a crucial role in this equation. By providing access to training opportunities and the latest tools and resources, organisations empower their workforce with the skills and knowledge necessary to perform at their best (Somani, Progressing

Organisational Behaviour towards a New Normal, 2021). Furthermore, fostering a supportive work environment that prioritises well-being and reduces stress can significantly enhance employee engagement and motivation, leading to higher productivity.

Beyond individual capabilities, fostering a culture of accountability, clear communication, and collaboration is essential for successful teamwork.

Empowering teams to work effectively together, share knowledge, and solve problems collaboratively enables them to achieve higher levels of performance and optimise collective output. Ultimately, prioritising productivity allows organisations to maximise their resources, minimise waste, and achieve greater profitability. This not only ensures long-term success but also positions the organisation for continued growth and competitive advantage in the ever-evolving business environment.

3.6 Leading companies across industries

Leading companies across various industries have embraced a progressive approach that prioritises employee fulfilment, invests in staff development, and aligns organisational goals with employee well-being. This forward-thinking strategy reaps significant rewards. These companies consistently report increased employee engagement, a surge in innovation, and a demonstrably more positive organisational culture. According to Wellable the top ten companies setting new standards for employee engagement in 2024 include: Google, Mastercard, Cisco Systems, Rakuten, Salesforce, Apple, Kaiser Permanente, Microsoft, Society For Human Resource Management (SHRM), NVIDIA (Wellable, 2024).

By fostering a sense of purpose and fulfilment among their employees, these top performers experience tangible benefits in productivity, efficiency, and sustainable growth. They serve as shining examples of how prioritising employee well-being and investing in staff development leads not only to financial success but also to long-term viability and prosperity in today's competitive business landscape.

A Shift in Perspective: Recognising Employees as Assets

This shift in perspective acknowledges employees not simply as workers, but as invaluable assets crucial to the company's success (Davidescu, Apostu, Paul, & Casuneanu, 2020).

This translates into a commitment to creating a supportive and inclusive work environment that actively promotes employee well-being, professional growth, and development.

Fostering Open Communication: A Foundation for Success

Fostering open communication channels and actively soliciting feedback from employees is essential (Kimani, 2024). This ensures their voices are heard and valued, and also helps identify areas for improvement within the organisation. By proactively looking out for the best interests of employees, organisations cultivate a sense of trust and loyalty, ultimately creating a foundation for sustained success and excellence. Figure 2 highlights the impact poor communi-

cation has on workers according to the 2024 state of business communication report.

Hence this emphasises the need for excellence communication within an organisation to thrive towards success.

Investing in People: Beyond Financial Incentives

Leading organisations strive to understand the needs and aspirations of their workforce. This goes beyond offering competitive salaries and benefits. It means providing opportunities for career advancement, skills development programmes, and promoting healthy work-life balance (Liu & Liu, 2022).

4.0 Conclusion

The relentless pursuit of financial gain, market share, and industry accolades has long been the traditional measure of organisational success. However, this study compels us to consider a more holistic perspective. True and sustainable success lies not just in financial metrics, but in the well-be-

Poor Communication Impacts Most Workers

Increased stress — 51%
Lowered productivity — 41%
Strained relationships — 31%
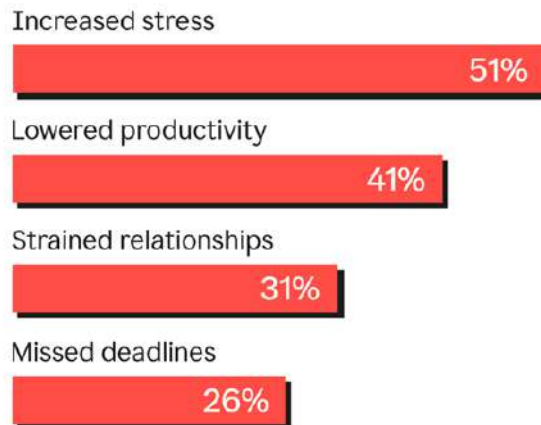Missed deadlines — 26%

Figure 2 (Grammarly, 2024)

ing and happiness of employees. As leaders, there is a fundamental responsibility to look out for the best interests of those under our care, fostering an environment where every individual feels valued, supported, and empowered to reach their full potential.

This research has shed light on the limitations of traditional, purely financial measures of organisational success. It compels us to embrace a more holistic perspective, recognising the well-being and development of our workforce as the foundation of true and sustainable success. Leaders have a critical role to play in fostering an

environment that unlocks the "power beyond talent" within their employees. By nurturing a culture of purpose, fulfilment, and growth, organisations can unleash a wealth of potential for innovation, competitive advantage, and societal impact.

This shift in focus is not merely aspirational; it is a strategic imperative in today's dynamic business world. By prioritising the human element within our organisations, we can build a future where success is not just measured by profit margins, but by the collective well-being and prosperity of our people and the communities we serve.

Based on the research findings presented in this paper, the following recommendations are offered for leaders and organisations seeking to unlock the "power beyond talent" within their workforce and redefine success through a people-centric approach:

1. Invest in Identifying and Cultivating Hidden Potential:

Implement regular skills assessments to go beyond technical expertise and uncover the unique strengths, passions, and talents that each employee possesses.

Develop and implement targeted training and development programs that cater to individual needs and aspirations, fostering continuous learning and growth.

Create platforms and opportunities for employees to showcase their talents and expertise, fostering a culture of innovation and recognition.

2. Foster a Culture of Purpose and Fulfilment:

Align organisational goals with employee values by actively soliciting employee feedback and ensuring a sense of shared purpose.

Empower employees by providing them with ownership of their work and opportunities to make meaningful contributions. Promote open communication and transparency, fostering trust and a sense of belonging within the organisation.

3. Prioritise Employee Well-being and Growth:

Implement initiatives that promote work-life balance and reduce stress, fostering a healthy and engaged workforce.

Offer opportunities for mentorship, career advancement, and professional development, empowering employees to reach their full potential. Invest in creating a supportive and inclusive work environment that celebrates diversity and fosters a sense of community.

4. Measure and Track Impact:

Develop metrics to track the impact of employee well-being initiatives on key performance indicators (KPIs) such as engagement, productivity, and innovation.

Regularly assess employee satisfaction and conduct surveys to identify areas for improvement and ensure alignment with employee needs.

Benchmark against leading companies to continuously learn and adapt best practices in fostering a thriving work environment.

By implementing these recommendations, organisations can move beyond traditional measures of success and unlock the true potential of their workforce. Investing in people is not simply an expense; it's a strategic investment in building a sustainable future for the organisation, its employees, and the wider community.

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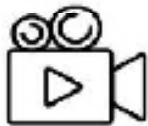
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SELF-EMPOWERMENT STRATEGIES FOR LEARNERS IN A DIGITAL LANDSCAPE

Meeta Desai

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Theme of the Article: Self-Empowerment

Research Objectives: Explore the concept of self-empowerment within a digital learning landscape. Investigates the key strategies that empower individuals to become successful and adaptable learners in this dynamic environment.

BIO

Meeta Desai Meeta Desai is based in Ahmedabad, Gujarat in India; with 18 years of expertise as a mentor, 21st-century skill enhancer, Empowerment Speaker, and a consultant in POCSO (Protection of Children from Sexual Offences and POSH and (Prevention of Sexual Harassment) at Workplace. Meeta has also committed herself to mentoring individuals from diverse backgrounds, extending her guidance even to maids and residents of slums, ensuring they grasp the fundamental principles of self-development. The digital revolution has transformed learning

Abstract

from static classrooms to a dynamic landscape overflowing with digital resources. This research paper aims to explore the concept of self-empowerment within a digital learning landscape. Specifically, it investigates the key strategies that empower individuals to become successful and adaptable learners in this dynamic environment. The paper focuses on how cultivating self-motivation, taking ownership of learning journeys, fostering self-awareness and confidence, and pursuing continuous knowledge acquisition contribute to learner empowerment in the digital age.

Analysis through a review of literature, highlights the need for empowered learners, individuals who are equipped to navigate the complexities of the digital world. The research emphasises cultivating self-motivation through effective goal setting, a positive growth mindset, and consistent action. Additionally, self-efficacy, or the belief in one's ability to learn, is found to be crucial for fostering self-motivation.

Empowerment thrives when learners take ownership of their journeys. Developing strong self-regulation skills, such as time management and critical evaluation of

information, is essential for navigating the vast ocean of digital resources. Self-awareness and self-confidence are identified as fundamental pillars of self-empowerment. Understanding individual learning styles and acknowledging strengths and weaknesses allows for personalised learning experiences.

In conclusion, the ever-changing digital landscape necessitates a lifelong learning mindset. By embracing continuous learning and development, individuals can remain adaptable and contribute meaningfully to a knowledge-driven society.

This research underscores the importance of fostering self-empowerment strategies, empowering learners to thrive in the digital age and unlock their full potential.

Introduction

The digital revolution has irrevocably reshaped the landscape of learning (Qolamani, 2024). Gone are the days of static textbooks and rigid classroom structures. Today, a boundless information is at our fingertips, accessible through a myriad of digital platforms and resources. This dynamic environment, however, presents both opportunities and challenges (Nosike, 2024). To navigate this ever-evolving learning landscape and unlock its full potential, individuals must cultivate a sense of empowerment.

Empowerment, in this context, transcends a mere feeling of confidence (Vivekananda & Meenakshi, 2024). It encompasses a constellation of self-directed learning skills, a driving force that propels individuals to chart their own learning journeys. At the heart of this empowerment lies self-motivation. Self-motivation fuels individual's desire to explore, setting meaningful learning goals and propelling them forward even when faced with distractions or overwhelming information overload (Somani, 2021).

Furthermore, when individuals take ownership of their learning journey, it is crucial for empowerment. In the digital world, this translates to actively seeking out relevant resources, from online courses and tutorials to collaborative learning communities. Individuals become a curator of their own knowledge, utilising technology not as a passive consumer, but as a powerful tool for exploration and mastery. Developing self-regulation skills, such as time management and critical evaluation of online information, becomes essential for maximising learning outcomes (Wei, 2023).

Empowerment also thrives on self-awareness and confidence (Eurich, 2018). Understanding unique learning styles allows individuals to create a personalised learning experience. Understanding individual learning styles is crucial for empowerment (Al-Roomy, 2023). Learners who thrive on visual information might benefit from interactive simulations, while kinesthetic learners might excel with hands-on projects (Chernikova, et al., 2020). By embracing their strengths and acknowledging areas for development,

individuals can tailor their learning approach to optimise knowledge acquisition. Self-confidence also plays a vital role. It empowers learners to leverage technology for learning, embrace the challenges presented by new information, and step outside their comfort zones to explore diverse perspectives. According to Bovaird there are five steps to empowerment where there is trust, authority and autonomy, including selecting the right person, communicating clearly expectations, giving clear instructi instruction, motivate and validate, monitor and provide support where it is needed.

Finally, the journey of empowerment is a lifelong pursuit fuelled by continuous learning. While formal education provides a strong foundation, the ever-evolving digital landscape demands a commitment to lifelong development. Online courses, self-directed learning projects, and engagement with online communities become vital tools for individuals to stay adaptable and relevant in this dynamic environment.

Objectives

This research paper aims to explore the concept of self-empowerment within a digital learning landscape. Specifically, it investigates the key strategies that empower individuals to become successful and adaptable learners in this dynamic environment. The paper focuses on how cultivating self-motivation, taking ownership of learning journeys, fostering self-awareness and confidence, and pursuing continuous knowledge acquisition contribute to learner empowerment in the digital age.

2.0 Methodology

This research paper employs a literature review methodology to explore the concept of self-empowerment in the context of a digital learning landscape. A systematic search was conducted through academic databases such as Scopus, Google Scholar, and JSTOR to identify relevant scholarly articles, peer-reviewed journals, and credible educational resources. The following inclusion criteria was employed: the publication date was limited to the past 10 years to ensure the focus on contemporary digital learning trends. The research focused on self-empowerment, self-directed learning, and/or learner agency in a digital learning environment. All literature was written in English. The research focused solely on traditional, non-digital learning environments. The publications originated from credible sources, journal articles, reports and credible published literature. The following keywords were searched: Self-empowerment, digital learning, Self-directed learning, digital environ-

ment, Learner agency, digital education, Motivation, digital learning. The articles were critically analysed to extract key insights on self-empowerment strategies for learners in a digital environment. Themes and recurring concepts were identified, forming the basis for the discussion of self-motivation, ownership of learning journeys, self-awareness and confidence, and continuous knowledge acquisition. The review aimed to synthesise existing research and present a comprehensive understanding of these strategies as a foundation of empowerment in a digital learning landscape.

3.0 Results and Discussion

The exploration of the literature yielded valuable insights into self-empowerment strategies for learners in a digital environment. The results of the literature review, discusses how self-motivation, ownership of learning journeys, self-awareness and confidence, and continuous knowledge acquisition contribute to learner empowerment. It

examines how these strategies can be implemented to face the complexities of the digital learning landscape and unlock an individual's full potential.

3.1 The Evolving Learning Landscape

Results have revealed that the learning landscape has been transformed by the digital revolution, particularly as a result of the coronavirus (covid-19) pandemic affecting global societies (Somani, E-learning in Tomorrow's Age, 2021). Traditional learning models, have been taken over by technological advancements. Today, a dynamic and ever-evolving environment has several digital learning platforms, a multitude of online resources, and an ever-expanding array of information readily available at our fingertips. While this abundance offers immense potential for personalised and enriched learning experiences, it also presents a unique challenge. Effectively directing information necessitates a fundamental shift towards self-directed learning (Dahal & Bhat, 2024).

The concept of self-directed learning emphasises

the learner's autonomy in shaping an individual's educational journey. Unlike the passive absorption of knowledge in traditional models, self-directed learning empowers individuals to take centre stage, actively seeking out relevant resources, setting learning goals, and managing their own pace and progress (Robinson & Persky, 2020). However, success in this dynamic environment doesn't simply rely on taking charge.

3.2 The Power of Self-Motivation in a Digital age

The array of digital learning resources can be both full of knowledge and a medium of distractions. In this dynamic environment, self-motivation emerges as the crucial driving force that facilitates individuals to navigate effectively and pursue knowledge acquisition (Somani, UNDERSTANDING THE CONCEPT OF MOTIVATION AND LIFE SKILLS THROUGH LITERATURE, 2021). Self-motivation fuels your desire to explore, setting meaningful learning goals that act as your guiding stars. These goals should be specific, chal-

lenging, and yet attainable, providing a sense of direction and purpose in your learning journey.

However, self-motivation extends beyond simply setting goals. It also encompasses maintaining a positive growth mindset (Rhew, Piro, Goolkasian, & Cosentino, 2018). In the face of inevitable challenges and setbacks encountered in the digital learning landscape, a growth mindset allows individuals to view these obstacles as opportunities for learning and development. Abilities are not fixed, but rather can be expanded through effort and perseverance. This optimistic outlook fosters resilience and keeps individuals moving forward (Taherkhani, Kaveh, Mani, Ghahremani, & Khademi, 2023).

Furthermore, self-motivation translates into taking consistent action. The digital world offers a plethora of resources and learning paths, and it's easy to get caught in a constant state of exploration without reaching its depth. Self-motivated learners prioritise focused action over information overload (Martin, 2023). They develop effective time management strategies, schedule dedicated learning periods, and resist distractions that impede progress. This consistent action ensures that the learning journey is not merely a theoretical voyage, but a practical exploration that leads to tangible knowledge acquisition.

Bandura's concept of self-efficacy also plays a vital role in fostering self-motivation (Dale, Schunk, & DiBenedetto, 2021). Self-efficacy refers to an individual's belief in their capabilities to master new skills and learn complex concepts. In the digital learning environment, a strong sense of self-efficacy empowers individuals to tackle challenging learning materials, embrace new technologies, and persist through difficulties. When individuals believe in their ability to learn, they are more likely to approach challenges with a proactive and motivated attitude, ultimately achieving your desired learning outcomes (Shengyao, Salarzadeh, & Mengshi, 2024).

By cultivating self-motivation through effective goal setting, a positive growth mindset, consistent action, and a strong sense of self-efficacy, individuals can navigate digital learning resources with purpose and direction (Lucy, Cronin-Golomb, & Bauer, 2023). This self-motivated approach empowers them to overcome distractions, persevere through challenges, and ultimately unlock their full learning potential in the digital age.

3.3 Taking Ownership

Empowerment thrives when individuals recognise and cultivate their agency. The power to shape their own learning journeys. In the traditional classroom setting, this agency might be limited by a prescribed curriculum and teacher-directed instruction. However, the digital learning landscape offers a unique opportunity for individuals to take ownership of their educational path. This translates to a shift from passive information recipients to active participants in the learning process (Mthembu, Gachie, & Govender, 2023).

Actively seeking out relevant resources is the foundation of taking ownership in the digital world. Learners are actively searching for online resources that

align with their specific goals and interests. This might involve exploring educational websites, subscribing to online courses, or engaging with online communities focused on specific topics.

By actively seeking out diverse resources, individuals become empowered curators of their own knowledge acquisition (Zamiri & Esmaeili, 2024).

Furthermore, taking ownership necessitates utilising technology effectively to support learning. The digital landscape offers a plethora of tools and technologies designed to enhance the learning experience. From interactive simulations and gamified learning platforms to online tutorials and collaborative learning applications, technology can be a powerful asset for self-directed learners. However, simply having access to technology is not enough.

Empowered learners develop the skills to utilise these tools effectively, integrating them strategically into their learning journeys to maximise knowledge acquisition (Li, Reskilling and Upskilling the Future-ready Workforce for Industry 4.0 and Beyond, 2022).

Finally, taking ownership requires assuming responsibility for the pace and direction of learning. Self-directed learners must develop strong self-regulation skills to navigate this freedom effectively (Morris, Bremner, & Sakata, 2023). This includes effectively managing time, setting realistic learning goals, and adhering to personal learning schedules. Additionally, critical evaluation of online information is crucial. The digital world is rife with misinformation and unreliable sources (Aslett, Sanderson, & Godel, 2024).

Empowered learners develop the ability to discern credible information from dubious content, ensuring that their learning journey is built upon a foundation of reliable knowledge. By actively seeking out relevant resources, utilising technology effectively, and taking responsibility for the pace and direction of their learning, individuals cultivate agency and take ownership of their journeys in the digital learning landscape.

The Importance of Self-Awareness and Confidence in a Digital Future
Self-empowerment in the digital learning landscape thrives on a foundation of self-awareness and self-confidence. Research suggests underscores the critical role of self-awareness in identifying individual learning styles, strengths, and weaknesses (Carden, Jones, & Passmore, 2022). Learners in the digital landscape benefit from self-awareness to tailor their educational journeys for optimal success.

Self-awareness extends beyond simply identifying learning preferences. It necessitates acknowledging weaknesses (Oliveira, et al., 2023). Do learners find themselves easily distracted by the constant notifications and temptations of the digital world? Do they struggle with time management in the face of an overwhelming amount of learning resources? Recognising these weaknesses allows individuals to develop targeted strategies to mitigate them, ensuring they don't impede learning progress.

Self-confident learners readily explore new tools and platforms, leveraging technology for learning to enhance their knowledge acquisition (Das, Malaviya, Chakravarthi, Bhandari, & Chaudhary, 2023). They

embrace challenges presented by new information, viewing them as opportunities for growth rather than insurmountable obstacles. This self-confidence also empowers individuals to step outside their comfort zones and explore diverse perspectives. In a world overflowing with information, self-confident learners are not afraid to delve into unfamiliar territory, broadening their knowledge base and enriching their understanding of complex subjects.

Interventions promoting self-compassion and positive self-affirmations can bolster self-confidence and empower individuals to persevere through learning difficulties (Raque, et al., 2023). By fostering a sense of self-compassion, learners can approach setbacks with kindness and understanding, preventing them from being discouraged by inevitable challenges. Positive self-affirmations, on the other hand, can serve as a powerful motivator, reminding individuals of their strengths and capabilities when faced with doubt or uncertainty.

Self-awareness and self-confidence are essential ingredients for self-empowerment in a digital learning landscape (Haleem, Javaid, Qadri, & Suman, 2022). By understanding their unique learning styles and fostering self-confidence, individuals can navigate the complexities of the digital world effectively, leverage technology for learning, and ultimately unlock their full potential as empowered learners.

Seeking Knowledge and Continuous Development

While formal education provides a strong foundation, it is no longer sufficient to equip individuals with the knowledge and skills necessary to thrive in an ever-evolving environment. A continuous pursuit of knowledge and development that empowers individuals to remain adaptable and relevant throughout their lives (Mouchrek & Benson, 2023).

In the digital age, knowledge is not a static commodity; it is a constantly evolving stream. New technologies emerge at an unprecedented pace, industries undergo rapid transformations, and information updates happen in real-time. Individuals who adopt a lifelong learning mindset are best positioned to navigate this dynamic environment. They are not passive recipients of knowledge disseminated during their formal education years, but rather active participants in a continuous learning journey.

Individuals can enrol to online courses offered by universities and educational institutions worldwide, delve into specific topics through self-directed learning projects, or engage with online communities focused on continuous learning and knowledge exchange (UN, 2024). These online resources empower individuals to tailor their learning experiences to their specific needs and interests, fostering a deeper understanding of their chosen fields and igniting their passion for continuous exploration. Furthermore, a lifelong learning mindset fosters adaptability in the face of new technologies (Dennison, 2023).

The digital landscape is constantly introducing new tools and platforms that can enhance learning and knowledge acquisition. Individuals who embrace lifelong learning are more likely to view

these advancements not as challenges, but as opportunities to expand their skillsets and refine their learning approaches. They readily explore new technologies, integrating them into their learning journeys to optimise knowledge acquisition and remain at the forefront of their fields.

Finally, a commitment to lifelong learning empowers individuals to contribute meaningfully to a knowledge-driven society (Reychav, Elyakim, & McHaney, 2023). In a world where information is readily accessible and constantly evolving, the ability to learn, adapt, and share knowledge becomes paramount. Individuals who embrace a lifelong learning mindset become active contributors to this knowledge ecosystem, generating new ideas, sharing their expertise with others, and ultimately propelling society forward through continuous learning and innovation. By adopting a lifelong learning mindset and actively engaging with the vast resources available in the digital landscape, individuals can navigate the complexities of the digital age, remain adaptable and relevant in the face of continuous change, and contribute meaningfully to a knowledge-driven society.

Conclusion

The digital revolution has fundamentally reshaped the way we learn, ushering in an era of self-directed learning and lifelong development. This research paper explored the concept of self-empowerment within this dynamic learning landscape, investigating the key strategies that equip individuals to become successful and adaptable learners. The analysis revealed a clear call for empowered learners who possess the skills and strategies to thrive in the digital world. The findings highlight the importance of cultivating self-motivation through effective goal setting, a positive growth mindset, and consistent action. Furthermore, self-efficacy – the belief in one's ability to learn plays a crucial role in fostering self-motivation.

Empowerment also thrives when individuals take ownership of their learning journeys (Zohuri & Mossavar-Rahmani, 2024). This translates to actively seeking out relevant resources, utilising technology effectively, and taking responsibility for the pace and direction of knowledge acquisition. Developing strong self-regulation skills, such as time management and critical evaluation of information, is essential for navigating the vast ocean of digital resources effectively.

Finally, self-awareness and self-confidence are fundamental pillars of self-empowerment. Understanding one's preferred learning styles and acknowledging both strengths and weaknesses allows individuals to personalise their learning experiences. Additionally, self-confidence empowers learners to leverage technology, embrace challenges, and explore diverse perspectives, fostering a deeper understanding of the world around them.

In the ever-evolving digital landscape, a lifelong learning mindset is no longer a luxury, but a necessity. By embracing continuous learning and development, individuals can remain adaptable and relevant while contributing meaningfully to a

knowledge-driven society. The digital world offers a plethora of opportunities for self-directed learning, from online courses and dedicated learning communities to self-initiated projects and collaborative knowledge exchange. This research underscores the importance of fostering self-empowerment strategies in learners. By cultivating self-motivation, taking ownership of learning journeys, developing self-awareness and confidence, and embracing lifelong learning, individuals can thrive as empowered learners in the dynamic digital landscape, unlocking their full potential and contributing to a future fuelled by continuous knowledge acquisition and innovation.

Recommendations

This research has highlighted the importance of self-empowerment strategies for learners navigating the digital learning landscape. Based on the findings, the following recommendations are proposed:

Empower Learners:
Integrate self-directed learning, goal setting, and growth mindset workshops into curriculums. Promote self-compassion for resilience.

Boost Digital Literacy:

Develop programs for critical information evaluation, online research techniques, and responsible learning technology use.

Curate Resources:
Libraries and institutions can curate high-quality online learning resources for learners.
Adaptive Technologies: Develop AI-powered learning platforms that personalise experiences and recommend resources. Collaborative Learning: Encourage online communities for knowledge sharing and learner support.

By implementing these recommendations, educators, policymakers, and technology developers can work together to empower learners through the digital learning landscape effectively. This will equip individuals with the skills and strategies they need to become lifelong learners, adaptable to change, and active contributors to a knowledge-driven society.

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DIGITAL MINDS: THE IMPACT OF TECHNOLOGY ON PSYCHOLOGICAL PROCESSES IN THE MODERN AGE

BIO

Prof. Dr. Parin Somani
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Prof. Dr. Parin Somani, Director of LOSD, is a distinguished Academic Scholar, TEDx Speaker, and Author, honoured the title of Mrs Universe 2022 and crowned by Bollywood Actress Mahek Chahal. With 2 Academic and 6 Honorary Doctorates, she's a multi-award-winner and humanitarian. She is a prolific author of 19 books, and a record-breaker recognised in Guinness World Records and multiple presti-gious record books. She was invited to deliver a Keynote Speech at Harvard University, Cambridge University and many more. In her global travels to 127 countries, Prof. Dr. Parin Somani tirelessly contributes to education, women empowerment, and youth development.

BIO

Roxanne Boodhoo
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Roxanne Boodhoo is an accomplished professional with a diverse and versatile background. Her extensive academic training has equipped her with a wide range of skills and knowledge, enabling her to excel in various roles. Roxanne is known for her strong work ethic, diligence, and commitment to undertaking any responsibilities assigned to her. She is deeply passionate about helping and supporting others, making her a com-passionate and empathetic individual. Throughout her career, Roxanne has consistently demonstrated a dedi-cation to making a positive impact, whether through her professional work or community involvement, striving to uplift those around her.

Theme of the Article: Psychology

Abstract

The study of the impact of digital technology on psychological processes has been discussed by various scientific disciplines, including neuroscience, cognitive psychology, sociology, and psychiatry. Technological advancements are increasing at a pace unimagined. The consequent changes in lifestyles are inevitable. These underlying changes in day-to-day routine have been going on over the past 20–30 years or so, but they did not become as apparent as during the COVID-19 pandemic. Today a large portion of our everyday lives, work, play and social activities are channelled for virtual strata of different experiences. Overall digital life is becoming a dominant part of our personalities and ways of living.

The overall aim of this study is to bring together some of the latest research that examines the impact of technology on the human brain and the cognitive processes directly linked to the human brain. Via providing up-to-date research approaches, it allows us to better understand how technology can impact our mental states and what we can do to keep our mental health in the digital era.

In just one generation, digital technology has transformed human life. People are now connected not only to each other but also to a digitized world. As a result, by becoming a part of the digital age, our brains are used as rarely before, and researchers have begun to investigate how our brains and cognitive functions are changing as we become ever more immersed in the digital age.

Keywords:

Digital, Technology, Psychology, Brain, Mental Health

1.0 Introduction

In current times, technological advancements are increasing at a pace unimagined (Jusup et al., 2021). The consequent changes in lifestyles are inevitable. These underlying changes in day-to-day routine have been going on over the past 20–30 years or so, but they did not become as apparent as during the COVID-19 pandemic. Today a large portion of our everyday lives, work, play and social activities are channelled for virtual strata of different experiences. Overall digital life is becoming a dominant part of our personalities and ways of living. The article discusses the psychological implications of these shifts. The impacts of absorption of new communication technologies, such as the internet and mobile phones, and online interactions, such as cyberbullying, sexting, and digital addictions, on psychological processes and well-being will be presented.

During the COVID-19 pandemic, the introduced long-term isolation, and hybrid systems of edu-

cation and workplace operations produced new ways of operating, struggling, and creating requirements. What appeared to be temporary solutions for many, quickly started to flip the way normality and virtual reality began to oscillate between each other. The isolation and loneliness imposed by long-lasting quarantine and restrictions showed the importance of understanding not only the effects, but also developing earlier on adequate supporting strategies for individuals and families (Horan, 2023).

(Mohammed, 2023) Parallelly to the scientific developments and the acceptance of e-learning and telemedicine, the question of distancing and isolation, as well as issues of support and coping strategies moved into the focal point of global society together with its virtual environments. In this regard, universities and academic institutions should have had a substantial role in the production of new fields of research and strategies, and in the reconstruction of the curriculum in a transdisciplinary and interdisciplinary way. Such responsible institutional use and re-direction of

knowledge should have been capable of preparing students for the challenges waiting for them in the future and introduced ways of eating healthy, living in a responsible way, coping with stress, and organising their everyday lives and work more consciously. For this, it was necessary to have educational programs and to support research projects that focus both on technology and on the required protective behaviours in health and safety.

Aim

In a dynamic, high-speed, competitive lifestyle, technology plays an important role in the operations of society, economics, and cultures. At the same time, buildings, transportation systems, cities, factories, and homes have become smart and technologically embedded. Along with all this technological advancement, there is a disconnection from social lives and family domains due to such factors as social media, technological tools, the saturation of internet use, and other screen-based virtual representations of realities. Nowadays, we have initials like 'digital natives' and 'digital immigrants' due to

their approaches towards technological factors (Timea Fülöp et al., 2022). Technology is thus considered a double-edged sword that cuts unconstructively both in personal and private lives, as well as in societal disciplines. Germany, whose Ministry of Innovation descriptively and markedly referred to "the age of a digital society", in 2018 published a report and risk analysis while pointing out that in today's "technology-saturated society" factors such as "stress, anxiety, sense of lost, risk of addiction, (emotional and psychological) distancing, and intergenerational separation" have become present risk factors.

The aim of this study is to respond to contemporary challenges that stem from technological advances and have significant psychological consequences by addressing them from the developmental and cross-cultural perspective. It draws attention to technological issues, such as internet addiction, cyberbullying, and the use of new technologies in health, as well as problems connected with an illness as a new way of experiencing matter and a unit of the family system. (Caponnetto

& Milazzo, 2019) Alongside the potential threats associated with the use of new technologies, it shows the developmental and cross-cultural perspectives that change the perception of the world and ourselves. E-health is much more than a new way of treating. It is also a completely new model of subject–environment relationships, giving everyone a sense of agency in their health preservation and provides new means of empowerment.

2.0 Methodology

A mixed-method study was employed to explore the feasibility and acceptability of using online and mobile technology to deliver expanded treatments for mental health compared to standard treatments, frequent barriers to use, facilitators, and barriers to use (Mohammed, 2023). The primary aims explored young males attitudes towards seeking professional mental health services, and towards using online and mobile technology to address mental health issues. In addition, extensive literature searches have been carried out to examine literature within books, journals and credible literature sources. The outcomes of this study will inform future interventions, novel strategies for increasing treatment use among this group, and service provision for young men with mental health problems.

3.0 Results

Cyber Health Psychology: A technological progress has profoundly influenced the rapidity of change and revolutionised communication and relationships (Caponnetto & Milazzo, 2019). The impact of the digital age has impacted on every sector, including the health and wellness sector. This process has also had a major influence on mental health and well-being. It is therefore extremely difficult to study the psychological processes of individuals within this cyber-social or cyber-physical space, as the origin of these comes from the impact of technology. Figure 1 illustrates the number of studies categorised by mental health issues and technology interventions. The findings indicate that apps are the most prevalent form of digital technology, particularly for addressing depression and anxiety. Telemedicine services also
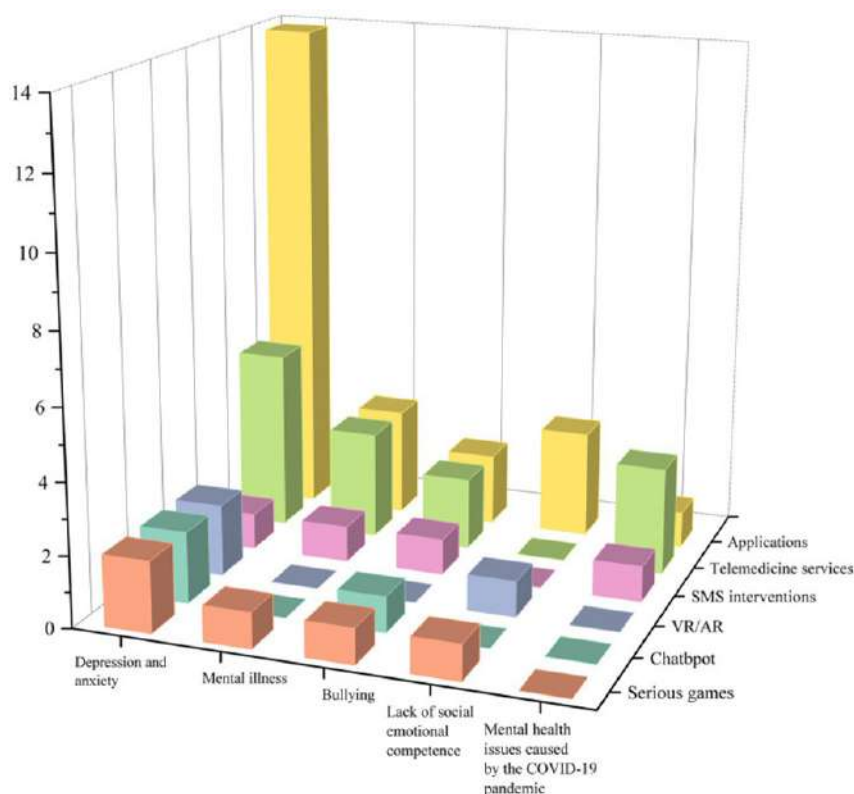

Fig. 1 (Chen, T,. et al, 2024)

rank highly in terms of utilisation. In contrast, there are comparatively fewer instances of virtual reality (VR), augmented reality (AR), chatbots, and serious games. The following sections delve into the specifics of digital technology applications and their unique affordances, tailored to distinct mental health issues.

Cyberpsychology

therefore, becomes an essential form of study for understanding these phenomena and the psychological adaptations occurring with digital communication, emphasising also health and illness repercussions. The ability to adapt to changes in the context of the phenomenon is crucial in the definition of polymedia literacy.

Book Review: The mental health and well-being approaches are a new form of awareness that guides public policies and requiring many professional and personal skills in the management of intrapsychic criticalities (Zsila, 2016). This study explores the modernity of digital health and psychotherapy that enable people and professionals to better manage the mean-

ing of these processes. Given the future scene, the volume is capable of providing new support to address a multi-method study on the efficacy and convenience of psychological approaches in the digital era. Modern and quantitative results on the fusion of clinical and digital interventions are important for new philosophy.

Behavioural interventions: are crucial for a range of mental health problems and CFHI can play a major role in this area of research interest as its clients have a high prevalence of co-occurring substance use disorder, which can be difficult to treat using traditional face-to-face mental health interventions. Other metanalysis also demonstrated similar outcome effect. However, previous results from the meta-ethnography highlighted how potentially negative, as well as potential positive outcomes, can result from technology use in relation to mental health. This focus of these meta-ethnography on users of technology (carers and healthcare professionals) suffered from the drawback of excluding the views of the technology users themselves, recognising the importance of digital technology in the

context of the Covid-19 pandemic.

Digital technology and well-being: are interconnected, influencing each other (Ros Bangun et al., 2021). Digital technology has had a significant and direct impact on people's sense of well-being as it influences people's activities, either personally or professionally, during the contemporary era (Kroenke, 2002). With internet penetration, use of digital technology prevalence has increased around the world and thus society spending more time in the digital environment.

There has been an increased interest in as well as professional focus on the relationship between people, technology, and their well-being. Today's digital world has broadened the statistics with prolific professionals interested in computers, smartphones, and especially the internet in business and education. Like other professionals, lecturers have studied the impact of technology on their careers and the significance of these technologies. S. Ticha examined 194 lecturers in universities and universities of advanced technology in Poland to find that digital

technology is of utmost significance to academia.

Digital communication, digital technology and its services: have witnessed significant improvements under the COVID-19 pandemic. Lockdown situation, and a lack of connectively on the ground have helped promote digital platforms and services. Therefore, institutes have no option but to replace conventional way with digital technology to distribute knowledge and to be in touch with the instructed.

Digital service usage has proven to be dynamic. There are pre-requisites to fulfill and challenges for computer users because of a domination of digital technology. For instance, the knowledge of the hardware, software, network and programming languages is necessary for the job market. Therefore, they have made a special place of professions that deal with information technologies in themselves practicalities.

Technology has the potential of altering psychological processes of individuals. Affective and cognitive susceptibility is common among the young population under the exposure of technological means. If not managed well, the free access of technology can distract its users' attention and hinder with cognitive processes (Pitt et al., 2021).

This research supports earlier findings, which have confirmed the importance of cognitive aspects with the direct or indirect influence of attitude and a short form of emotional intelligence. Digital naïve individuals were directly linked with information literacy, digital communication and digital technology service usage. It has been postulated that while technology gives an opportune moment to individuals to convincingly present their insights, it also offers a behavioural platform to sarcastic behaviour.

Empathy has depth and an astonishing influence on understanding employer behaviour. It has an impact on self-identification with one's own behaviour and motivation among the professional in their work environment (Ros Bangun et al., 2021).

Discussion

Emotional continually coping behaviours are a fixed link which can be directly interpreted as individual's somatic reactions or ideosomatic behaviour.

Results show that the adoption of digital technology has become the main source of increased screen time. Excessive screen time has been frequently associated with negative emotional state: anxiety and depression.

Those impacts on individuals readiness and willingness to adopt digitised technology as a side present a dangerous trend of mental health recommendation. Immunity seems to decrease, while at the same time the trust in science and technology seems to degrade. The back reaction is individual avert and emotional resistance, when affective well-being is affected, and adjusting to the situation is hindered, by affecting cognitive and emotional factors, screen time solidifies into negative mental health effects (Ienca & Malgieri, 2022).

The discussion will overview and summarise the implications of psychological research for several central themes, key questions, and poten-

tial future opportunities. Several issues associated with mind digitalisation are addressed in the current review. We consider first the toll that increased screen time takes regarding children and adolescents and consider how it impacts attention, mental health, and academic performance (Cardoso-Leite et al., 2021). Among children between the ages of 3 and 5, screen time of two hours daily significantly predicts externalising problems by first grade. Similar associations are found in adolescents, where television viewing and video gaming is related to behavioral and emotional problems. A meta-analysis also shows the detrimental effects of problematic screen time on academic achievement.

Conclusion

Digital technology has invaded social, professional, and family life (Butler, 2024). This has contributed to an acceler-ation of learning processes by increasing the possibilities of access to the most varied contents and knowledge. A variable that significantly recurs in virtual reality, and devices offers a glimpse of the great potential which, in the future they could reach in this sense especially if we think of the forthcoming times when 5G connections will spread. It would be right, to this aim, to affront the problems, perhaps still very remote, raised by the constitution of what will be called a sort of "Digital Afterlife", which concerns the problem of the dissipative nature of the computation that could not be neglected if a not directly connected process neither to a specific physical support nor to the one operating in the limits of the traditional quantum mechanics. whose presence is lacking in the real/physical world, concerns the self-tracking: thanks to the many apps present, through the digital mediation, it is possible both to monitor and to improve the personal health. It is quite evident that beyond technological evolution there has been a profound impact, and still on-going conventional (in a certain sense) social evolution: the modern digital world we are living in, the so-called "meta-moiety" in fact, offers both objective and subjective changes in the environment where inhabitants share their lives (Cebo, 2021). It is necessary to think a future where digital information carriers become "immutable" throughout "genetic inheritance". The personal identity in the digital environment will be part of the genetic identity, changing the notion of "bio-identity" to a radically different concept which we call Global Identity. Modern technological potential has been directed to offer such devices to the self-centred imitators as to be provided with technological artifacts able to delude the interlocutor on their own biological nature (Mohammed, 2023). The recent dissemination of the most varied smart

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SELF-DIRECTED LEARNING AND ITS IMPACT ON COGNITIVE DEVELOPMENT: STRATEGIES FOR ACHIEVEMENTS

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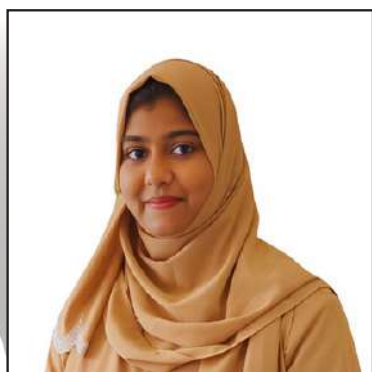
Theme of the Article: Education

Research Objectives: To provide a better understanding of the impact of self-directed learning and the critical role of self-directed learning strategies to enable the development of lifelong learners and its impact on cognitive development.

BIO

Ullfathnisha A., an award-winning educator and pioneering academician, champions enhanced learning with technology. Founder of eProMentors, she inspires future leaders through innovative teaching and educational excellence." Ullfathnisha holds an M.Phil. in Plant Biology and Biotechnology, focusing her research on phytochemical extraction and its applications in cancer treatment using nanotechnology. She also has a Bachelor's in Education, equipping her with strong teaching methodologies and student engagement strategies.

Abstract

Self-directed learning (SDL) has been cited as one of the major outcomes towards educational gains among students. Due to its self-motivated trait linked to SDL, learners are more inclined to acquire knowledge in a self-engaging environment, feeding their motivations to learn from their knowledge acquisition process, and deeply reflecting/evaluation of their learning improvement.

This research aims to provide a better understanding of the impact of self-directed learning and the critical role of self-directed learning strategies to enable the development of lifelong learners and its impact on cognitive development. Furthermore, the findings of this research are aimed to contribute to providing faculty an extensive range of self-directed learning strategies that could be implemented to better respond to the ever-evolving learning landscape.

The literature review utilised various journal articles, books and online resources to gather insights into the impact of self-directed learning on cognitive development and the strategies for achieving success in a rapidly changing digital learning environment. The findings suggest that

self-directed learning has a significant positive impact on cognitive development, with various strategies identified for success in the digital learning landscape. The research discusses implications for future research and practice.

The significance of self-directed learning in shaping cognitive development in the rapidly changing digital learning environment is highlighted. Additionally, it emphasises the need for strategies to promote self-regulated learning behaviors and enhance academic achievement.

Keywords:

Self-Directed, Learning, Education, Digital, Technology, Motivation

1.0 Introduction

In today's rapidly changing world, enabling self-directed learning is seen as "the only concept if education is to make students fit for an undefined life and work in a future that only halfway can be foreseen." It is clear that the importance of self-directed learning is intertwined even more as curriculum designs tend to change from being "planned to achieve intended learning outcomes" to competencies that prepare students for "future challenges in a more complex and unpredictable world"(Robinson & Persky, 2020).

Despite the enormity of the impact of self-directed learning on preparing the future professionals and leaders, it raises an "ambiguity" and "challenge in many institutions of higher learning." The prevalence of student-centered pedagogy that prepares students to become lifelong learners remains a challenge in some institutions, especially as "traditional education methodology" is gaining its foothold in some of these institutions (Bhat & Dahal, 2023).

This research aims to provide a better understanding of the impact of self-directed learning and the critical role of self-directed learning strategies to enable the development of lifelong learners. Furthermore, the findings of this research are aimed to contribute to providing faculty an extensive range of self-directed learning strategies that could be implemented to better respond to the ever-evolving learning landscape. This is much required as an "institution as a whole must support a self-directed learning design." The engagement of students in effective self-directed learning strategies is therefore crucial. With clear self-directed learning strategies, the expectation of learners will be exceptional and exemplary, and engage in activities such as writing reflection journals, engaging in self-assessment, formulating their own learning objectives, seeking and utilising additional resources to meet learning needs, amongst others. In other words, students will continuously engage in self-reflection, figure out their own learning goals, and initiate their own learning activities.

1.1. Literature Review

Logically, the expansion of technology-rich learning environments has facilitated the uptake of self-directed learning. In particular, advances in computing and multimedia platforms have made online learning environments a unique and valuable tool for those who aspire to embark upon

self-directed learning journeys.

As learners interact with different types of multimedia software, their relative proportion of visual, auditory, or kinesthetic learning can influence the learning outcomes for that student. These types of software will often contain text, images, audio, video, and limited interactive elements (Somani, 2021). The combination of multimedia, with self-directed learning, within a computer-based learning environment, is very likely to assist in the enhancement of different cognitive abilities. There is, however, a lack of understanding of the influence of multimedia upon cognitive development (Mkunde, 2024).

In understanding the potential cognitive benefits of self-directed online learning, it is crucial to understand the critical concepts of self-directed learning and of multimedia. A review of the numerous definitions characterising self-directed learning shows that it contains four components. These are decisions about the setting of goals, the identification of human and material resources

for learning, the choosing/implementation of appropriate learning strategies, and the amount of self-control that engages an individual in the learning process. Throughout the 20th century, educational theorists have commented positively on the effectiveness of self-directed learning (Schweder & Raufelder, 2022).

Contemporary educators recognise the importance of this form of learning in the digital age and acknowledge lifelong learning in one's personal and professional development. As a result, educational institutions are increasingly focusing on delivering a system that encourages self-directed learning when teaching adults, with student-centered learning being the most recognised approach (Schweder, 2020).

1.2. Definition and Theoretical Framework of Self-Directed Learning

It is conceptualised as an awareness of the need, ability, right, and capacity to select and engage in those learning experiences least others organise for us. It typically involves goal-setting and prob-

lem-solving, a focus on personal development including identity work, and personal transformation, autoethnographic ways of knowing and epistemic responsibility.

The development of self-directed learning has implications for adult identity development. Adults need to be self-directing in order to become self-authoring or creating individuals. Societies work when their constituents are capable of making responsible and informed choices about their work and when they can participate democratically. Holistic, integrative, self-constructive, and life span/the about learning emphasises the development of ontological competence. This notion suggests that people need to find multiple and synergistic ways to engage in personal transformation rather than being compelled to grow and change in a prescribed manner (Lin, 2023).

The concept of self-directed learning has a long history. Originally, the theorists advocated a comprehensive liberal education in which learners were exposed to signifi-

cant time both within the formal educational institution and within society at large. At this time, self-directed learning was seen as the integration of a subjective way of knowing that occurred outside of educational institutions with those forms of disciplinary knowing traditionally confined to universities. In both cases, self-directed learning was seen as incorporating aspects of identity formation, identity salience, and adult development associated with individuals in late adolescence or early adulthood (Ahammad, 2023).

1.3 Cognitive Development Theories and Their Relationship to Self-Directed Learning

Self-directed learning (SDL) presents a particularly salient platform for educators to engage with learners in multiple contexts given the rapidity and complexity of the learning landscape. Current learning contexts are informed by burgeoning learning theories which position learners as active initiators of learning. These theories, which advocate the construction of meaning which is individual and varied, draw on both early developmental theorists such as Dewey, Erikson, and Piaget, to later cognitive and sociocultural theorists such as Vygotsky, Bandura, and Mezirow to more complex and current theories of SDL and transformative learning by Lee, Skillbeck, Candy, and Brookfield, to the more recent and inclusive interpretation of learning by educational technologists and human-computer interface researchers (Moosa, 2022).

2.0 Methodology

The method involved conducting a comprehensive literature review which incorporated a wide range of diverse journal articles, insightful books, and an extensive array of reliable online resources. This rigorous review aimed to gain a profound and extensive understanding of the manifold effects of self-directed learning on cognitive development, taking into account the multifaceted aspects of this process. Moreover, it sought to identify and pinpoint highly effective strategies that can be employed to ensure resounding success in an ever-evolving digital learning environment, which continuously presents new challenges and opportunities. The meticulous review process involved meticulously analysing and examining the existing extensive body of research in order to gather invaluable insights and draw well-founded conclusions based on the vast and varied range of available information from reputable sources.

3.0 Results and Discussion

3.1. Strategies for Achieving Cognitive Development Through Self-Directed Learning

Achieving cognitive development through self-directed learning is achievable through effective application of learning strategies. However, it is also important to consider the role of the learning environment in the development process. An e-learning environment can often be blended to enhance the conceptual understanding and memory of digital liter-

acies. Once developed, these literacies can ultimately enable the learner to remain competitive in an ever-evolving technological learning landscape (Mohammadi, 2024).

3.1.2. Setting Clear Learning Goals

What does self-direction mean? In the psychological sense, self-direction means taking direction and management of one's growth. It represents one's urge to be effective and competent by demonstrating impacts on his/her surrounding environment. This concept should not be confused with autism or merely solitude. A person might be surrounded by hundreds of people and could still be a self-directed learner.

Self-directed learning is the practice of a learning system where individuals individually take charge of their own growth. Self-directed learning is a concept that relates to managing one's growth by taking control over and responsibility for what, why, and how one learns. In self-directed learning, an individual or a group of individuals has the free-dom to select the specific topics of interest to be studied from numerous resources available, sometimes with the aid of an educational facilitator, but most often without the aid of an educational qualification. The only criterion is that after half a period of study, demonstrations of knowledge are made and recognied (Voskamp et al., 2022).

3.1.3. Utilising Technology and Digital Tools

The digital future of self-directed open learning demands a virtual construct that is technology-rich and immersive in order to lend authenticity, increase motivation, and provide pleasurable and purposeful learning, thus enhancing cognitive development. The virtual learning environment (VLE) in an educational setting may provide the platform in the form of campus networks, integrated learning systems with course management systems (CMS), virtual learning systems (VLS), virtual collaborative systems (VCS), internet protocol multimedia subsystem (IMS) and services such as global synchro-nous online learning, and e-learning 2.0 construct. The learning environment may further be extended by assimilating virtual, augmented, and mixed realities. The provision of technology does not foster student-centered meaningful learning. The blended learning model of the constructivist learning environment with meaningful engagement has the added edge of targeting and promoting self-directed learning (Morris & Rohs, 2023).

Technological advancements and the integration of technology in education have presented an evolution in the teaching and learning landscape. Computers and computer-aided delivery have facilitated the advancement in learning. Internet technology has, in extension, become a major curriculum component and a construct of digital literacy in the 21st century, challenging academic curriculum providers to devise an enhanced interactive pedagogy in which students are co-partners in the process of learning. The recent evolution of open online learning with appropriate substrate

and critical mass support is finally gaining traction (Audrin & Audrin, 2022).

3.1.4. Incorporating Metacognitive Strategies

By teaching students how to use metacognitive strategies, utilising executive functions to plan, monitor, and review completed learning tasks, these strategies improve their learning. The use of metacognitive strategies is positively related to academic achievement and critical thinking proficiency and is reversed by limiting metacognitive training.

There is evidence of the benefits of secondary and higher education as well as the self-awareness of more capable, talented students, for college students and young adults. This group needs to be explicitly informed about and needs to understand the importance of metacognitive strategies in cognitive performance and difficulties in self-regulation related to metacognitive performance.

In addition to setting out goals in an achievable way, experts note that self-directed students tend to engage in planning and goal setting, seeking relevant, needed resources, and new experiences to achieve goals. When they are actively seeking new resources to help them achieve their goals, students who are actively motivated and engaged in their learning. And students who are more engaging in their learning may have a broader context to codify their own experiences rather than just be willing learners. Self-directed learners tend to be more successful learners. This allows them to incorporate metacognitive strategies into learning.

3.2. The Role of Self-Directed Learning in an Ever-Evolving Learning Landscape

While we are focusing on students as digital natives, there are implications for the educators themselves. Recognising the changing landscape, educators may need to further develop their self-directed learning readiness skills to facilitate the learning of their students through these basic elements in tandem (Bhandari et al, 2020).

Through unpacking the literature, we review the various self-directed learning strategies, including the use of various self-regulating tools such as e-portfolio and micro-credentialing for digital natives' journey in critical and creative thinking, so that learners are getting ready not just for the evolution, but to lead the digital futures around the globe.

In light of the plethora of learning modalities enabled by digital technology and increased focus on pedagogies that foster skills for tomorrow's world, it is crucial for educators to explore, understand, and promote learning strategies that will capitalise on the digital futures of an ever-evolving learning landscape. Self-directed learning, with its ability to own one's learning path and learn in any context and time, grounded on the minimum knot of autonomy, planning, and management of resources, is promising in underpinning relevant skills for learners to navigate the digital future learning landscape.

3.2.1. Digital Futures and the Changing Nature of Education

Instead of trying to guess or predict the content and pedagogy of the futures, we should do what independent learners every day do, search, seek, and savor the experiences and information that bring learning alive. There are connections to be made between everything, teased out of individual instances, which then grow and flourish, connecting with each other, expanding; patterns are exposed, sensed, and realised to our benefit (Lauzon & Green-Demers, 2020).

Schools have been using digital technologies for many years, with many schools now having some kind of interactive whiteboard in each classroom. However, many have not progressed beyond this stage as they have been unable to develop suitable pedagogic approaches to move learning on to the next stage. Unfortunately, schools have other major issues to consider. The current situation is not how they work! How can we change them to nurture, develop, create, or what-ever we want to call it, our students of the future? What would self-directed learning look like in 20 years' time, even 50 years' time? We are talking about futures here, as there will be significantly more than one. What might they look like and what might their impact on human learning be? In fact, what might the human interface (but not the human-agent-intelligent machine learning) look like? (Mokoena et al. 2022).

3.2.2. Challenges and Opportunities in Implementing Self-Directed Learning in Digital Environments

The challenges of implementing self-directed learning in digital environments are many and varied. Nevertheless, the opportunities to meet and overcome these challenges and harness the power of self-directed learning in digital environments to significantly enhance the quality of accessed learning and, in so doing, promote cognitive development are manifold. The rapid evolution of the educational digital landscape and the technology that supports it, and the evolving nature of the twenty-first-century workforce and the demands for lifelong learning, place many demands on educators for flexibility, adaptability, and a commitment to developing habits of self-directed learning among learners. Revisited with renewed assurances for their potential in nurturing and developing cognitive behaviors needed by the modern learner for personal and professional success.

Educational digital landscapes or environments represent a family of different types of digital environments where learning is the primary purpose and learning activities and experiences for individual learners lead, support, or supplement formal and/ or informal learning at any level or age. (Zhao et al., 2024).

4.0 Conclusion

Being self-directed is a dimension of being a lifelong learner, but not all graduates of the 21st century education system may currently operate with proficiency in domains typically defined

as indicative of self-direction and self-regulation. Granted that built-in functions for self-assessment are revealed, one model that has become known because those most familiar with it can be identified as self-directed is self-directed learning. It is possible that to continue to be identified as affordable educational programs, open tertiary-access models are demanded that emphasising self-directed learning among aging populations that have been living among the fruits of ongoing research and development in the e-learning field (Brockett, 2023).

The emergent needs of creating lifelong learners are echoed in various macro-documents that chart direction regarding education and human resources at the national, regional, and international levels. The cultural transformation referred to as the changes in cognition with regards to 'learning to learn' is the re-seal of the 21st century scholastic revisionism. The importance of basic literacies, which literacy itself is now subsumed as twenty-first-century literacy along with mathematical literacies and scientific literacies, are being stretched from traditional broad functions to include literacies for the performance of evolving conceptual processes. New cultures surrounding the processes of new literacies address the possibility of a shift in priorities for education and training (McPhail, 2020). These discourses stress more higher-order thinking than rote application and procedural knowledge. A new culture also emphasises how learners can integrate e-communication, collaboration, and information integration, which are exemplified most when facilitated in computer-mediated models of instruction that present situated circumstances for conducting work.

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