Harnessing New Pedagogy: Transforming the Learners in the Twenty-First-Century

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Abstract

This article explores the use of e-teaching-learning in higher education. It focuses on its benefits in classrooms enhancing communication to adapt its curricula, goals, and pedagogies to meet the needs of twenty-first-century learners. It proposes the e-teacher subsystem and blended teaching model as a crucial component of an integrated teaching system to change thinking and learning behavior. The research gathers facts from primary and secondary data. 25 students from NOU and TU were selected, and 5 faculties from the same universities were interviewed. Phenomenography is a qualitative research approach that emphasizes content-oriented explanation and utilizes a qualitative interpretive approach, which has limitations in generalizability to Nepali higher education due to subjectivity and small sample size but has enhanced validity and trustworthiness. The theory consists of two levels: macro-level decentralization and diversification, internationalization and digital technologies, and micro-level teacher-learner relationships combining traditional and innovative methods. The use of new pedagogy is crucial for teachers to improve students' achievement, and it should be revisited to maximize educational objectives. Adapting technology, differentiated instruction, and student-centered approaches is essential. The global movement for a new learning model for the twenty-first century calls for transforming formal education to address complex global challenges. Experts recognize that the transmission or lecture model is ineffective for teaching twenty-first-century competencies, and critical thinking, communication, innovation, and problem-solving are useful to transform the learners.

Keywords: Generation Z, ICT, pedagogy, phenomenography, transformation

Introduction

This paper aims to transform the learners through quality education to be more responsive and informative. The twenty-first century is transforming learners through digital pedagogy to enable learners and teachers to collaborate on content discovery and knowledge creation, and it addresses the challenges of the fourth industrial revolution through digital learning, and digital technologies (Lazarov, 2018). It explores seven issues of pedagogical transformation to improve results for greater educational benefits. The use of new pedagogy makes students able to learn different things through the use of technology, incorporate different instructional strategies in education sector, and increase students' engagement for learning. It justifies the changing roles of teachers and prepares them to use technology to understand cross-cultural differences of the existing society. The emerging technologies in educational frameworks highlight the evolution of technology in education, and students need to acquire computer literacy, information network familiarity, and social and technological skills to participate in an increasingly complex knowledge-based society (Ferguson *et al.*, 2019). Technology has become a tool for facilitating change in the infrastructure and organization of teaching and learning, as well as changing the economic, social, and intellectual contexts.

In a dramatic monologue spoken by Jaques in *All the World's a Stage,* Shakespeare shows his artistic brilliance "All the world's a stage, /And all the men and women merely players" (1986 p. 85)" and explores seven ages of human beings and their implication to illuminate the journey of life. Inspired by Shakespeare's artistic creation, Avara (2023) in "All the Language Classroom's A 'Stage'" views language learning and teaching as a real journey of human beings. He states, "All the language classroom's a stage,/ And all the teachers and students 'merely players',/ In their 'time they play many parts" (p. V). Avara observes that tutors and learners play different roles in facing the challenges of learning. The goal of learning is to adopt and perform their experiences. The success of learning brings joy that outweighs the complexities, and the learners always get ready to move forward facing hardships. As this, distance learning involves a partnership between educators and students focusing on self-directed learning, individual paths, and personal interests. However, the digital education landscape presents challenges and opportunities in developing countries. Inefficient use of technology, increasing the ratio between the component of learning and other elements, and the need for embodied experience are its challenges. Opportunities include broadening learning reach, finding better ways to identify stumbling points, and ensuring everyone has access to the right technology resources. Due to the internet's opportunities, the e-teaching-learning system is a growing trend in developing countries after COVID-19. This pedagogical new approach uses digital materials to create

adaptable, open, and distributed learning environments to eliminate physical interaction between instructors and students to incorporate content experience, pedagogy, and knowledge from multiple media outlets.

The proposed e-learning system comprises three subsystems: the learning subsystem, the learner support subsystem, and the instructor support subsystem. The learning subsystem increases learners' motivation and helps teachers motivate them in their studies. These systems aim to enhance the methodological aspects of the teaching-learning system by introducing a novel approach to learning through a web-based system to improve the learning capacity and enhance the development of knowledge in developing countries like Nepal. The world is experiencing a significant shift in information systems. Web 2.0 has revolutionized education with tools like blogs, wikis, and online social networks to improve communication and cooperation. Generation Z (Gen Z) has adopted an online-led learning style and customized instructional materials. The blended teaching-learning approach i.e. in-person and virtual learning activities bridges the gap between traditional instruction and digital innovation to promote engagement and collaboration. Technological advancements have become a societal priority for sustainable development and quality education. ICT is essential for quality education by boosting teacher training and enhancing student motivation. The strength of new pedagogy has emerged in learners' understandings and knowledge. This e-pedagogy platform has created many more things for learners. However, it has not got its identity as the mandatory part of the teaching, learning, and evaluation system in Nepalese higher education structure.

Phenomenography, as described by Marton in 1981, is a qualitative research approach that focuses on content-based and analytical descriptions of the different ways learners perceive and comprehend their content and existing reality. It emphasizes qualitative differences in how learners understand the content and its shifting centers from the amount of knowledge assimilated to the variations in understanding during the learning process. Traditionally, phenomenographic research has centered on describing differences in how the same object is perceived by individuals within the same group. Its development has extended to theoretical explanations of qualitative writing in learning, and this paper argues that phenomenography, as a pedagogical framework to apply e-learning classroom holds transformative awareness of diverse understandings of complex subject matters. It sheds light on the values of learning, and worldviews that shape human behavior within existing social milieu. For this, the paper also highlights the need for universities to address digital technologies to alter teaching methods and create new learning opportunities. For this, three research questions are set here:

- How does the use of technology alter the roles of content learning and behaviors?
- How does an increasing use of technology result in better educational benefits in the teaching and learning process?
- Why does the use of technology in the teaching-learning process increase the engagement of the students with the content?

Conceptual Framework

The theoretical framework suggests that skill achievement and progress are influenced by a diversity of opinions. Phenomenography theory offers a new pedagogical outline described as a 'pedagogy of learning' (Marton et al., 2004), initiates with the content of learning, and scrutinizes the conditions that enable learning to transpire in an appropriate time. This approach focuses on enhancing teaching-learning practices to progress student learning for perceiving aspects of the social environment (Bowden, 2000; Trigwell, Prosser, & Ginns, 2005). Teaching pedagogy is understood as "a set of related acts aimed at helping another person, or other people, to learn" (Pang & Marton, 2007). The ultimate goal of teaching is to enable learning (Ramsden, 1992) to support students in developing their understanding of the subject matter and changing behavior (Bowden, 2000).

The philosophy of education has evolved over the twentieth century, with movements such as early pragmatism, analytic philosophy, constructivism, post-structuralism, and new pragmatism. Post-modernism, inspired by Dewey's scientific method, offers new possibilities for teaching and learning. Ravanelli and Serina (2014) propose four main learning models: behaviorist, constructivist, informal, and collaborative interaction. The rapid advancement of technology in twenty-first-century pedagogy has made learning and teaching more complex than ever before. Globalization has challenged the primacy of nation-states and impacted developing countries. Collaboration-enabled technologies and contemporary supervisory and assessment styles have increased learners' motivation to learn and adapt to the demands of the twenty-first century. The structure of education is altered by technological advancements (Lazarov 2018). Instructors should think critically about the link between pedagogy and technology in education, integrating educational technology across various levels of pedagogical processes and activities. Advancements in technology have significantly improved resources for teaching and educating for innovation, but educational institutions must fully understand the potential of technology for e-learning.

Empirical studies have justified that digital pedagogical strategies foster critical thinking, and computational thinking and encourage collaboration for

problem-solving. These strategies help teachers understand global issues and shift from teacher-centered pedagogies to instructional practices to meet twenty-first-century needs. New pedagogies appeal to learners' interest in experiential learning and self-construction of knowledge. The development of digital literacy (DL) skills makes information more intuitive and relevant for the new generation. However, challenges include costs, lack of funding, faculty fear, inadequate technical support, concerns about student learning problems, and resistance to change (OECD, 2016). Twenty-first-century education plays a significant role in determining technology use and students' experiential learning activities.

Figure 1:
21st Century Pedagogy (Andrew Churches A.)
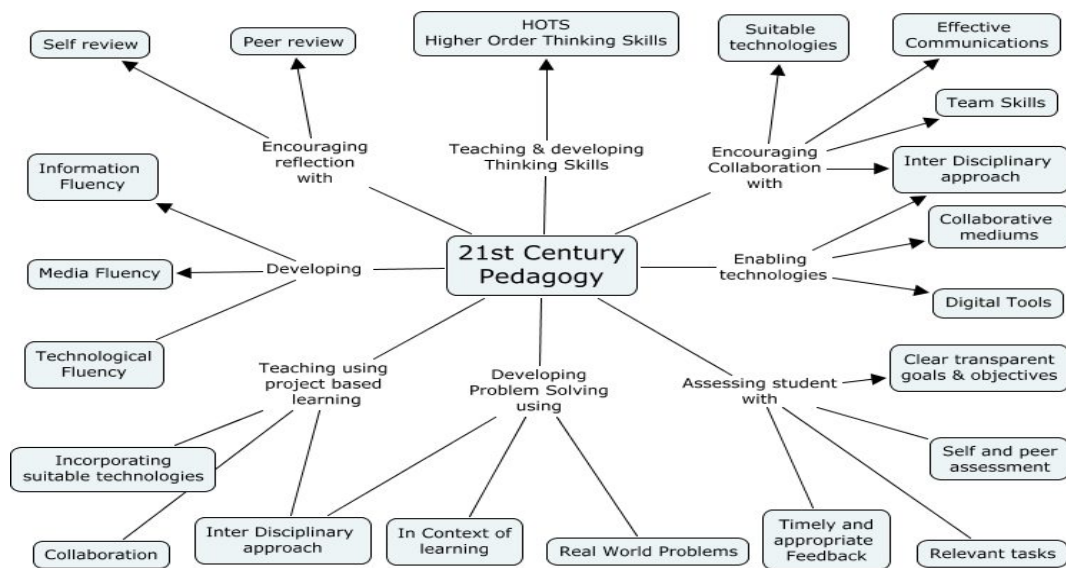
The shift to new pedagogy is driven by unlimited challenges. This encourages curiosity and ownership of learning, and deeper thinking. Students should explore constrains of current pedagogical paradigms and promote authentic instruction for twenty-first-century education. This could help realign teaching strategies allowing meaningful learner-intellectual accomplishments. The integration of ICT (Lazarov 2018) in education often fails due to unclear educational missions and goals. The theory of education consists of macro-level education-society has connected with decentralization, diversification, internationalization, and digital technologies, and micro-level teacher-learner (Akshalov, 2018) is a part of incorporating traditional and innovative methods.

Literature Review

An effective learning atmosphere for virtual activities is increasingly used in education. Teachers must choose teaching strategies that align with goals, and technology-based education. Twenty-first-century skills, such as critical thinking, communication, creativity, problem-solving, and collaboration are crucial for becoming a global citizen in the contemporary world. The United Nations General Assembly designated 2005-2014 as the decade of education for sustainable development to empower leaders to make critical decisions and equip them to face challenges confidently. Holistic education challenges the current educational model's focus on standards, preparing learners for local and global citizenship. Hoffman and Holzhuter (2012) state the need for educational innovation, "Innovation resembles mutation, the biological process that keeps species evolving so they can better compete for survival" (p. 3). Innovation through education brings positive change and enhances learners' social and cultural well-being. The knowledge-formed society through culture learning, and specialization in different fields promotes the learners to be global citizens.

Serdyukov (2017) underlines, "For an individual, a nation, and humankind to survive and progress, innovation and evolution are essential. Innovations in education are of particular importance because education plays a crucial role in creating a sustainable future" (p. 5). In Nepal, culture-based education can guide children's lives and promote meaningful lives. The current educational system neglects rational human development and cultural society, and fails to connect between students and their environment. In the global level, the twenty-first century has brought significant changes to teaching methods. The modern generation transitions from traditional reading to visual perception and classroom discussions. A prosperous, inventive society requires a multidimensional approach to revitalizing the educational system and it fosters learners' autonomy, self-efficacy, critical thinking, creativity, and fostering a common culture that supports innovative education.

Digital technologies, such as computers, smartphones, and internet search engines, alter our way of life, communication, thinking, feelings, and social skills, and reshape our brains (Myamesheva, 2015). Learners can communicate through front channels and covert operations. Universities use technological applications to document lectures and provide access to recordings for self-study (Asarta & Schmidt, 2020). Digital literacy, portable voice, and online chatting are among the multimedia instructional networks. Research into mobile learning is being conducted to improve system performance and widespread use (Tohara, 2021). Technology tools like portfolios, quizzes, and digital storytelling enhance various

abilities, such as collaborative learning and critical thinking. Multimedia design approaches, such as technology-centered and learner-centered approaches, help design multimedia knowledge and facilitate social presence. The process of learning and the creation of knowledge in daily life involves effective teaching and learning activities. Identifying learning problems and their root causes requires careful thought and consistent intervention. Online education uses digital technology to generate knowledge, including multimedia components and collaborative learning settings. Digital discussion forums and learning management systems provide opportunities for student participation and knowledge expansion. Active and socio-cultural learning shifts from a linear orientation to a co-constructing dimension, with technologically enhanced learning, networked collaborative learning, and web-enhanced learning being evolutionary approaches.

Web 2.0, a term coined by Piieri and Diamantini (2014), refers to the integration of modern technologies like YouTube, Facebook, Google, Skype, and blogs into education. It promotes collaboration, communication, and content sharing, allowing learners to create original content and spark debates. The Think Tag Smart e-learning platform is a prime example of this technology. They encourage learners for critical thinking, classroom interaction, and building trust between teachers and students. Web 2.0 technologies are increasingly used in formal learning activities to help learners develop online skills. However, this approach is not without its challenges, as learners may create customized learning environments using various social media platforms and technology. E-learning utilizes multimedia technologies and the internet to improve learning quality, access resources, and facilitate long-distance exchange. Various e-learning systems support workplace, informal, formal, collaborative, and learning content management. Formal universities can provide comprehensive access to learning materials through e-learning, encouraging diverse cultural ideas. The literature review and trend analysis revealed that the higher education system has the highest reported usage of technology tools, and over-satisfaction with technology is higher than reported usage levels.

Research Methodology

This research methodology aims to assess the impact of pedagogical paradigm shifts on authentic teaching and learning in the Nepali higher education system. Marton (1981) used the word 'phenomenography' for a qualitative research approach to emphasize describing and understanding the different ways of perceiving and understanding reality. A phenomenon is perceived as "the thing as it appears to us" (Marton & Booth, 1997). Their principal focus was on the qualitative differences in learners' understanding of subject matter during the learning process rather than acquiring knowledge. Using an interpretive paradigm,

experts like Creswell (2014) state that qualitative research is a method to interpret researchers' observations and understanding to explore the connections between tutors and learners. Pham (2018) emphasizes the importance of understanding learners' values, attitudes, perceptions, and experiences in their natural settings. This approach helps researchers gain a deeper understanding of specific educational challenges, requiring proactive attention and informed input from policymakers and educational planners.

This paper uses qualitative research to understand learners' attitudes, behaviors, and values through a new pedagogical approach. It explores the students' response systems to allow instructors to interact with the learners to respond using their devices (Kisin, 2021). Real-time responses are displayed to individual students or the entire class to track students' comprehension of topics (Sprenger & Schwaninger, 2021). Digital learning has become a popular method for instructors to achieve educational goals due to its scalability and adaptability. The participatory approach (Kincheloe *et al.* 2011) engages in dialogue with the participants to explore digital learning as a new pedagogy in the twenty-first century. It involves participants exploring phenomena without preconceived notions. The inquiry methodology is no longer considered a set of universally applicable rules or abstractions (Lincoln *et al.*, 2018). It directly gathers information from participants to explore phenomena without preconceived notions.

Research Design

The study conducted three different interviews: 15 students studying Bachelor Level at Nepal Open University (NOU), and 10 students studying M. Phil. at Tribhuvan University (TU) to identify the issues stated in the research questions. The students were from humanities, education, and management. Similarly, 5 faculties teaching at NOU and TU were asked to find out common and different aspects of teaching goals and behaviors of learners. The respondents talked about the use of technology and its impacts on results, and interaction among the learners for quality education. For data analysis, the themes are endorsed to identify the pedagogical understanding for transforming learners in the twenty-first century.

Discussion for New Pedagogy

Digital pedagogy incorporates technological teaching which emphasizes online and hybrid learning environments. It is rooted in constructivist theories and advocates for methodologies that enhance the learning atmosphere. It involves strategic curriculum design, instructional strategies, and learner assessment in the digital format. The current literature of teaching-learning shows that pedagogical paradigms should adapt to the rapid advancements in digital technologies in

educational structures worldwide (Ferguson et al., 2019; Lazarov, 2018). Their competencies are essential for effective use in education to connect teaching content with pedagogy. Alam1and Mohanty (2023) acknowledge, "In the contemporary era, the acquisition of information and knowledge has undergone a profound paradigm shift, ushering in an unprecedented era of expedience" (p. 2). The use of technological tools has surpassed pedagogical evolution to shape the future direction of the academic path. Despite some challenges, continuous professional development and adaptation of traditional frameworks of teaching and learning, the new pedagogy addresses the evolving nature of learning. For this, blended learning enhances the engagement of learners and instructors to address various requirements like increasing productivity, supporting small group instruction, promoting learning, and providing additional help for complex topics. However, students' commitment and motivation determine their performance in hybrid courses or blended learning environments. Motivation and engagement in both classical classroom and virtual learning environments depend on purpose, establishing goals, and encouraging urgency. Blended learning combines virtual and physical learning to address major challenges in the education system, combining the best elements of physical and internet delivery of educational resources.

The transformation of twenty-first life has experienced new hardships in teaching-learning. The remarkable adaptability and agility of every society offer strong evidence reflecting on the recent trend of learning. Every obstacle to teaching and learning is merely a part of the complexity, of the opportunity for educational growth and development – as a learning stage. The goal of learning opens up new insights to advance lively discussion, and debates for the development of quality education at a higher level. In the paper "Traversing changing higher education learning spaces: what we bring and what is missing" Valles, Cassy, Nash, Menner, Carm, and Zeivots (2025) draw on Derrida's concept of hauntology to illuminate the possible for past and future educational experiences to "impact the present, and how investigations into what might be presumed or missing from educational narratives could impact present and future discourse" (Elkingtona and Dickinsonp, 2025 p. 15). It provides the new pedagogical outline for teaching and learning in higher education in the twenty-first century.

The phenomenographic values of content-based teaching and learning is useful in diverse disciplinary environments where the learners experience multiple perspectives to comprehend the milieu. Wright and Osman (2018) observe, "Every conception has got an internal structure, whereas phenomenography is concerned with the collective structure of awareness which is presented in the 'outcome space' of variation between 'categories of description' (266). It focuses on what to be taught and how to be learnt in the technological era.
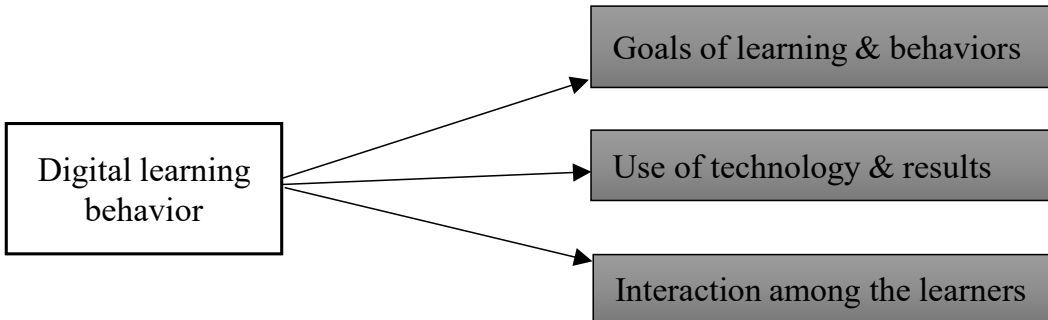
Figure 2:
Digital Learning Behavior (Created by the Author, 2024)

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                                    │  Goals of learning & behaviors │
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┌───────────────────┐               ┌────────────────────────────────┐
│ Digital learning  │──────────────▶│   Use of technology & results  │
│     behavior      │               └────────────────────────────────┘
└───────────────────┘               ┌────────────────────────────────┐
                                    │  Interaction among the learners│
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Figure 2 indicates how digital learning behavior has connections with goals of learning and students' (changing) behavior, and making interaction among the learners in and teaching-learning time for achieving better results. Learning behavior developed by Köse (2010) and Kaur (2013) sets e-learning to create a dynamic learning environment. It employs various pedagogical techniques, teaching philosophies, live instructor-led programming, and various instructional media. It combines real-world job duties with instructional technologies, fostering integration between instructors and learners. The teaching curriculum links physical learning, e-learning, and creating a learning environment for the transformation of learners. Here, the role of teachers significantly influences quality education, and innovation to transform the learners. Crichton (2015) suggests that the changing role of teachers is crucial for enhancing educational innovation.

Goals of Learning and Behavior

There are advantages and disadvantages to every learning strategy, including online learning. Consequently, blended learning makes it possible to combine the greatest elements and benefits of both online and in-person education. Discussion boards, as well as other platforms like Quizizz and Google Classroom, might be beneficial for mixed-methods courses. With blended learning, students may ask about any problems they may be having in the classroom while taking flexible online courses at any time and from any location. Furthermore, course materials are easily accessible to students. They can read articles and perform online exercises based on the content to have a deeper understanding. It helps them when they discuss the information in the in-person lecture. In general, Muxtorjonovna (2020) states that blended learning is desirable because of the easy-to-access resources, live feedback in the classroom, flexible lessons, and no need of constructing to large buildings for the classroom. The common aspect of the students expressed by the students of NOU is:

Lecture recordings are helpful for learning anytime and anywhere. It saves our time for changing behavior and having a flexible schedule. However, online classes can be challenging due to device issues and internet issues. The learners may struggle with long screen time and lack of interaction with classmates and teachers. Online learning removes the hesitation of physical contact, but it can be unhealthy for real-life performance. There is a lack of group discussion and interaction with classmates and teachers. It creates problems for achieving the goals of the curriculum. And, students struggle to understand what teachers are explaining. IT issues, lack of guidance, and phone distractions can also cause a lack of concentration and headaches. Overall, online learning is not a positive experience and can lead to a lack of confidence in asking questions and a lack of understanding about the topics covered.

The digital learning environment at NOU is common. Frequent access to digital technologies has changed many facets of classroom engagement and instruction. Several relevant subjects are covered in the analysis and discussion of collaboration and communication in technologically advanced classrooms. However, the participants are not satisfied with it. As stated in phenomenography, the proposed outline of teaching-learning centers on the critical question of "what is to be learned?" (Wright and Osman, 2018 p. 257) about specific groups, educational environments, and the resolution of learning. Rather than focusing on generic teaching-learning processes, it arranges the understanding of meaning within specific settings.

Digital Technology and Results

Collaboration and communication are twenty-first-century competencies. In the modern culture at large, digital technologies have had a profound effect on communication, and this is also true in the Nepalese higher education system. This has created new opportunities for collaboration since student-teacher engagement may be enhanced and altered in a variety of ways to offer access to a broad range of using digital technologies and enhance digital skills. Collaborative learning enhances critical thinking skills, self-reflection, knowledge construction, and developing meaning for transformational learning. Web 2.0 technologies and virtual worlds are highly advantageous for students' learning. The digital learning method could not improve the required skills that go beyond the subject-specific knowledge of individual courses or disciplines. One of the participants from M. Phil. of TU (2022) stated:

I am from Chitwan and face many family problems. Lack of focus and family disruptions during class get no free time. We students struggle with online learning and classes, which affect our eyes and health. In some cases, the tutors do not have good skills in teaching-learning cases. The way they talk about the use of new pedagogy cannot be implemented in real-time teaching. Our curriculum focuses on the theoretical portion, and the practical aspect is nominal only. The learners' daily responsibilities clash with online classes, and their parents stress them for using their phones for class. They struggle to manage their home and books, with only one phone for class. These are only some problems; there are many problems on a deep level. They have affected achieving better results. In the case of developing countries, the physical mode of teaching imparts knowledge about social activities, and cultural linkage among the learners, and learners focus on learning only.

The learners acquire formal sociability and collaboration competencies from the physical mode of teaching. However, the technological setting enables rich sensual understandings, role-playing simulation, modeling of complex scenarios, real-world locations and activities for experiential learning, and opportunities for co-creation. Every learning environment has advantages and disadvantages of its own. In order to accomplish learning objectives, blended learning seeks to optimize resource use while using the particular benefits of each site. Media components are vehicles that only transport the content of learning. There are situations where some course materials might be better suited to an asynchronous or synchronous learning environment. Ng, Leung, Su, Ng, and Chu (2023) acknowledge, "There is a lack of frameworks or guidelines to inform educators what particular digital competencies are necessary to help students become empowered learners" (p. 143). The teachers and students may be in the same room in a physical classroom. Students confer with classmates and tutors. Practice and group conversations may add interest and depth to a topic. Wright and Osman (2018) observe this teaching-learning viewpoint, "provides an alternative to the dualism between the subjective 'inner' and objective 'outer' world of constructivism…" (p. 260). One drawback of classroom instruction might be the expense associated with students' transportation needs. The teachers and students can be in various places at the same time in a virtual classroom, and the instructor can record sessions for observation of the entire activities.

Digital Technology and Interaction

Pedagogy is the study of teaching that motivates educators to take initiative. It is the range of skills and information that a teacher has to have to choose their

lessons wisely. The changing paradigm of the teaching-learning process necessitates a technology-oriented environment. In today's digital society, digital information, digital reference materials, digitalized education systems, and digital courses are essential. Technology helps them remember the subject, and digital pedagogy enhances their ability to use ICT practically. Its most potent characteristic is its capacity to provide the most enticing and supportive learning environment for interaction. They engage in social interactions and create culturally dependent user-generated content through collaborations, explorations, and information sharing (Mathrani *et al.,* 2022). It will be difficult for instructors to create an environment for lively interaction with the content of the curriculum. One of the participants from NOU expressed:

> *The learners struggle with poor internet connection and electricity issues in remote areas of Nepal. It affects their ability to study online. The major difficulties in taking classes on time due to their home environment become uncomfortable and disturbing. Poor internet connectivity also leads to teachers' voice-breaking and disconnected meetings, resulting in missed important information and poor attendance. It is the main hurdle for linking teaching-learning and interaction.*

The teachers can create a virtual classroom where learners can have an online discussion in real-time. Pupils discussed and assessed one another, asked questions to search for answers, and presented independent projects. Students showed a particular interest in this kind of communication and said it has not increased their academic performance. Because of this, the results suggest that lecturers choose their pedagogical approaches and techniques at random (Benson, Kolsaker, 2015). The research has found that the students participating in both full-time and conversation programs indicated a willingness to obtain the course content in electronic resources.

New Pedagogy and Transforming the Learners

The study highlights digital divides, particularly in the context of Nepali higher education. It emphasizes the need for policymakers to bridge these divides by installing network infrastructure and scaling internet access across urban and rural areas. Educational strategies are influenced by both hard and soft policies and rules, and a deeper education policy analysis is needed to bring the education system an inclusive digital path. The global need has further exacerbated these divides. The discussion with the faculties of NOU (2) and TU (3) involved in Humanities, Education, and Management concentrated on enhancing the twenty-first-century

teacher skills and needs of learners by providing a context-specific understanding of teaching practices and supporting professional development.

The competence of tutors in digital technology is crucial to enhance teaching and professional interactions (Redecker, 2017). The use of technologies can improve learners' communication skills and enable both teachers and learners to share knowledge, experiences, and pedagogies. The main aspect of discussion among the faculties was to identify the need for a curriculum used in those institutions that should establish the relationship between teaching time, context of teaching, and learning time. There is a gap between the proposed e-learning system and the context of teaching in Nepal. The main subsystems e.g. learning sub-system, learner support sub-system, and instructor support sub-system are not integrated to enhance quality education.

The study of knowledge remains a crucial educational goal in the twenty-first century. New curricula should focus on knowledge construction processes, organizing knowledge around big questions, central ideas, and core principles. They should develop diverse thinking skills, such as argumentation, critical thinking, creative thinking, quantitative thinking, system thinking, and meta-cognitive thinking, thinking dispositions, and self-regulated learning skills. Teaching professional development and learning should integrate student thinking development, and assessment frameworks should incorporate innovative methods like inquiry learning, project-based learning, portfolios, computerized simulations, and digital analysis. Only participation in interaction is insignificant, and meaningful discussion can transform the learners to face the challenges of this century. There is a common goal of education if anyone talks about the goals of learning, and the curriculum designer should identify the needs of learners. The pedagogical technology used by the instructors teaching in Humanities, Education, and Management has not altered the learning behavioral patterns of students. Among the 15 learners of NOU and 10 from TU, 9 and 8 learners have stated that educators' professional competencies in the use of digital tools have a positive impact on quality education. Empowering the learners, use of digital resources, and cognitive focus in discussion time facilitate the learners.

The use of digital tools as a part of new pedagogy validates teaching, guidance, collaborative learning, and self-controlled learning (Vazhayil *et al*., 2019, Ng, D.T.K. *et al.* 2023). In the case of Nepal, there is no significant change for better educational benefits in the teaching and learning process. The discussion in the digital classrooms fails to focus on the specific teaching-learning process to increase students' engagement of the students with the content. Arar, Marcos, Saiti, and Guajardo (2022) opine that the result of the experiences, reflections, and in-

depth discussions and the use of technology alters the roles of learning behaviors. The use of technology revolutionizes traditional teaching methods with interactive simulations, multimedia presentations, and educational learning apps. These tools capture students' interest, enhance understanding, and improve professionalization. Collaboration among the learners develops communication skills and prepares learners for the future. The educational institutions in Nepal should formulate new policies for using digital technology to get better results in the teaching and learning process to inspire independent learning. Similarly, if so, the use of technology increases learners' engagement with the content. The use of new pedagogy enhances cognitive abilities, critical thinking, and creativity, boosts self-esteem, and stimulates one to learn new things in a new context. Unlike this, the use of new pedagogy in the twenty-first century especially in the case of Nepal has been observed as insignificant, and it has not developed new skills in the learning sector.

Conclusion and Limitations of the Study

This paper used a qualitative interpretive approach, limiting its generalizability to the Nepali higher education system. The researcher's subjectivity could affect the validity and findings. The purposive sampling method and small sample size of 5 teachers and 25 learners limited the rigor of the findings. However, the study collected sufficient qualitative data through observation, interviews, and focus group discussion, enhancing the validity, trustworthiness, and transferability of the findings. The e-teaching approach with blended learning is a cutting-edge teaching method to offer flexibility due to time and location. It permits the use of a variety of media for the learning process with the use of collaborative learning activities. The human element in this scenario depends on the ability of instructors to skillfully combine different learning settings to inspire students to participate in a range of learning activities and enhance their potential abilities. Educators are crucial in utilizing new pedagogy i.e. use of technology in education enhances teaching, learning and assessment.

More effort has been put into developing a more supportive learning environment where students feel comfortable sharing their knowledge, skills, and experiences. Initiation has been made to facilitate student-teacher. New pedagogy in the twenty-first century in the case of Nepal has been observed as insignificant, and the learners have not developed new skills from digital learning in humanities, education, and management. Through the use of e-learning tools, students may interact with their classmates in virtual classrooms which is supposed to broaden their knowledge, perspectives, and attitudes. However, the interaction between the lecturers and teachers has not been effective in attaining the goals of learning and achieving better results. In the case of students' problem-solving skills, the

instructors should allow them to research issues related to the course contents and select and assess course enrichment resources through the use of technology. The technology needed to create such materials needs to use multimedia networks and the internet to look for more resources for their lessons. It is expected that teachers can utilize technology to create dynamic classrooms to provide a vivid, intriguing, interactive, and dynamic learning environment to encourage learners to explore the world of technology and learn for themselves. Using new pedagogy generates opportunities and challenges for the co-construction of new content and knowledge. It concentrates on teaching-learning as a pedagogical concern and ultimately shapes how tutors and learners interact in the e-classroom. Exhibiting the relationship within the higher education setting, the wider suggestion for interactions beyond academia is significant. This perception invites a reassessment of what is appreciated in university classrooms and highlights how new modes of learning and engagement within these spaces can contribute to developing a new society.

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