

Editorial...

Reimagining Pedagogies and Building Contemporary Knowledge for the 21st Century Education Landscape

This 21st century is ushered in an era of unparalleled technological innovation and intervention in different aspects of society. The use of information communication technologies, robotics, machine learning, and artificial intelligence is common in production to the service industry and has impacted the field of education to produce graduates fit for society. The changes in the society within 21st century are unpredictable, chaotic, and uncertain. The major concern of society is climate change, global warming, food security, and the use of new technologies in different sectors and ascertaining their benefits and hazards, preparing youths with competencies for addressing the global challenges and for the global citizen. The knowledge and competencies required to survive and serve society in the 21st century are different from the ones required for the 20th century and are still evolving. Solving problems humans face at present in this world needs multi-disciplinary knowledge. These needs highlight the importance of a multi-disciplinary journal to disseminate the knowledge created in the fields including its pedagogical aspects. The present issue of the journal aims to address these needs and has published research-based articles on multi-disciplinary areas focusing on pedagogy and contemporary knowledge.

Historically, pedagogy was developed in Ancient Greek society where slaves were given the responsibility of their master's children taking them to school, caring for them physically in schools with chores and play and back home safely is considered an art of caring and named slaves as pedagogue. Later, pedagogy is considered a science, and it is the arts and science of teaching children to lead them to a knowledge world. This task is shifted to educators/teachers. Moreover, the pedagogy now has diverse meanings attached to social transformation for justice, fare and equity, connected to sociological and anthropological issues. With its widening scope, today pedagogy is an important component in education and every level of teaching and learning requires the right pedagogical approaches for better learning of the students. Pedagogy, hence, goes beyond the one-dimensional approach of teaching in a classroom, it extends its boundaries to different approaches of learning.

Learning is possible through different avenues – remote and online learning, personalized learning, flexible and situated reflective learning for critical thinking, problem-solving, and technological innovations. The education programs are not limited to imparting knowledge developed but is widened to develop competencies in students for developing and creating new knowledge. Educators of different disciplines need subject-specific pedagogical competencies and reimagining of pedagogy according to the growing need for knowledge to solve world problems. With this necessity, continued research in pedagogy and contemporary knowledge is the demand of the time.

Technology has become a catalyst for transforming pedagogies in the 21st century. The integration of digital tools, technology, and the use of online learning platforms are the present practices in education. Learning analytics using artificial intelligence has given possibilities of personalized learning as a powerful alternative to traditional classroom-based teacher-student interactional pedagogy. Teaching and learning is not only the business of teacher and students based on the given curriculum, but needs to reformulate the curriculum in the process of learning taking into account several other factors that come in between to hinder and support learning. Students' social-cultural base, cognitive dimension, motivation, interest, and needs are equally important for effective teaching and learning. This widening scope of learning variables demands reimagining of the pedagogy from the present 21st-century perspective. Similarly, contemporary knowledge in different fields enables students to cope with the present society. Contemporary knowledge is the product of present research. Dissemination of contemporary knowledge and pedagogy to wider academia is the present need.

The inaugural edition of the ODEC Journal Interdisciplinary Issues in Education amalgamates a diverse array of research-centric articles elucidating modern epistemologies on societal concerns and pedagogical paradigms across educational levels. This issue boasts six scholarly articles exploring domains like pedagogical innovations, societal empowerment, and leadership dynamics. Readers are poised to garner a wealth of insights, fostering holistic reflections and deeper engagements with the curated content.