21ST CENTURY TEACHING AND SOCIAL BRANDING TRENDS

Zarrina Rakhimova,
Lecturer, Department of Philology and Language Teaching,
ISFT Institute, Tashkent, Uzbekistan

Abstract: This article explores trends in 21st-century teaching and social branding, emphasizing the evolving role of educators in a digitally connected, socially dynamic world. It examines how technology integration, digital literacy, and online platforms are reshaping pedagogical practices. The paper also delves into the concept of social branding, highlighting its implications for teacher identity, professional networking, and personal branding. It proposes strategies for building an effective online presence and engaging with educational communities. The challenges of the digital divide, information overload, and ethical considerations are also discussed as pivotal factors in the transformation of modern education.

Keywords: 21st-century teaching, digital literacy, social branding, online presence, educational technology

1. Introduction to 21st Century Teaching

Education is viewed as foundation of development in any part of the world. Quality of education is important for quality of life; schools provide the opportunity to learn not only academic skills but also social skills necessary for healthy involvement in community activities. Schooling can only be meaningful if it correlates with the actual life situation of the student and contributes to the correct understanding of the world and one's place in it. Hence, school instruction must be relevant to the student's environment; it must be practical and instructive (Jan, 2017). In some cultures, schooling may be seen to be an intrusion, beneficial for improvement of life stance but detrimental to the identification with traditional values. This effect is more prominent in cultures that are considerably different from those in which schooling originated. Though generally schooling contributes to the development of a more sophisticated world view, it happens in a restrained, guided manner. School instruction must help the student to explore his/ her own questions without drowning in a flood of available information. Teachers define through their actions, and frequently more influence education than any abstract educational theory. Teachers do not act upon educational mandates imposed by others but develop their own perspectives of teaching based on beliefs, feelings, experiences, and socialization processes. A contemporary teacher has to take in account the needs of their students. But teacher's own work is ubiquitous and not confined to clearly established grounds. It overlaps with the tasks and competences of psychologist, social worker, police officer, nurse, and custodian. Teacher's work is complex, denotative, and demanding. Schooling exists only by virtue of teachers. Some argue that the absence of teachers means the absence of education. Various cultures have developed their own kind of schooling, but teachers' actions and social

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positioning operate in similar ways across these cultural differences. Teachers are socialized in a process analogous to that of their students. Many have their own student or formative history; some come from a long line of teachers. Education is said to be an inherited occupation. Various cultures have developed their own kind of schooling, but teachers' actions in and outside class operate in similar ways across these cultural differences. Teaching is necessarily social, since it cannot exist in an abstract, homogeneous environment. In both urbanized cultures and cultures that are considerably different from the so-called 'mainstream', it is a complex social activity with specific social patterns and repercussions. Teaching is conducted in a wide range of social spaces, that can be understood as bordering between sanctioned and unsanctioned areas.

2. The Role of Technology in Education

Information and communication technologies (ICT) in education involve technology used to create, promote, and facilitate knowledge through the internet and telecommunications. ICT can be an invaluable tool for teachers who can benefit from using it to prepare students for life in the evolving 21st century and should be incorporated as a pedagogical tool. Instructors spending valuable time on how-to information technology training will not assist teachers who have limited time. A strong effort is required at all levels to leverage these resources into students' learning. To teach in an 21st-century classroom, the instructor should learn to use the technology available. Teaching with technology will be uncomfortable for inexperienced teachers, but thinking about the pedagogy of using multimedia will smooth the process (Jan, 2017).

Teachers and future teachers must be adaptable in using ICT and be able to think critically and change instructional processes, settings, and activities to fit the use of technology, examine decisions made while teaching, reflect on actions, analyze and reconstruct teaching, as well as engage learners in higher-order thinking (Erin Marzilli et al., 2015). Furthermore, teaching and learning require the nurturing of more holistic human qualities such as creativity, innovation, curiosity, ethical awareness, resilience, and entrepreneurship. Teaching is no longer viewed from a transmission perspective. Rather, in modern education, it is important to provide ownership of learning and the opportunity to learn from one another and share with peers.

Youth's creativity and innovation are further enhanced by ICT such as social media, blogs, games, and design technologies. All youth should be able to create their multimedia stories, express themselves looking at a camera, digital canvas, or web page, and communicate in gestures, sounds, and movement to their peers in and beyond the classrooms. Schools and teachers currently do not act on this rich potential. Education institutions tend to furnish classrooms with computers, digital projectors, and smart boards but have given little thought to how this new potential could be developed and leveraged in the educational process.

2.1. Digital Literacy

Digital literacy is a foundational requirement for effective engagement in learning opportunities afforded by technology. By definition, digital literacy consists of the

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individual ability to both effectively and critically navigate, evaluate, and create information using a range of digital technologies. The use of blogs in education is an avenue for teaching practices that authentically incorporates the concepts of digital literacy. As such, the movement from a teacher-centered, text-limited model of blogging to a student-centered, multimedia blogging model will be examined. The educational affordances of blogs for self-directed learning will be presented, adaptations that were made in the blogging curriculum guide for a co-teaching, inclusive classroom environment will be detailed, and the potential for enhancing adolescent literacy achievement through integration of technology in the classroom will be discussed (Erickson, 2017). This teaching and research project will include the development of a reader response blogging curriculum guide, teaching and researching a class of 2nd grade students during their participation in the curriculum, and developing a working professional blog space to encourage continued dialogue and discussion about these practices.

A review of current literature primarily in the field of education, but also from cores of reading, communication, and library studies will provide new perspectives and opportunities for teaching practices that address the digital literacy realities of the 21st century. Blogging, an increasingly ubiquitous form of online communication, functions to create a personal learning environment through hyperlinked, multimedia affordances. Such affordances aid in more authentic acts of literacy. Digital readers, writers, and thinkers are needed to make classrooms spaces of digital inquiry, publishing, and dialogue about meaning. Research, thinking, and practices within the fields of education and literacy studies will be gathered and analyzed so that the design and teaching of the reader response blogging curriculum guide can be effectively realized.

Writing and responding to literature is a process of thinking and learning. Creating spaces for this process to take place is vital to the development of literate individuals and democratic societies. Creating spaces that include the affordances of the internet is vital for readership's informed and critical participation in society. Blogging is one such space that allows for the creation of a digital literacy practices framework.

2.2. Online Learning Platforms

One of the most prominent online learning platforms in Malaysia is the Virtual Learning Environment (VLE) known as Frog. Schools use Frog VLE to complement the teaching and learning process in school and at home. Teachers can plan and create multimedia assignments and activities to encourage student-centred learning. They can monitor students' progress in real-time and provide feedback instantly. In addition, teachers can collaborate in a community of practice to create courses and share learning materials. On the other hand, students can use the Frog VLE to access learning materials and the assignments given by teachers. Through the Frog VLE, students can collaborate to carry out group assignments. Collaboration among teachers and students in VLE is capable of sustaining the community. However, for teachers, there are limitations in complicated interface usage and lack of knowledge to create Frog VLE learning materials and the

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Learning Management System. As for students, they lack the motivation and physical access to the network.

MOOCs promise not only to provide great opportunities for learners, but also to change the educational landscape dramatically. Moreover, the potential of MOOCs has caught the interest of learners, instructors, researchers and entrepreneurs. It is generally accepted that MOOCs are not just a pilot testing ground for the introduction of forms of "open education" in formal educational organisations. MOOCs are perceived as major disruptors to the 1500 years of prosperous educational organisations. This paper aim is to analyse MOOCs in regard to their educational, social and economic dimensions. MOOCs – a pedagogically neutral technological platform for massive and open online courses – disrupt the conventional hypermedia model of educational organizations and OERs, which lacked "massive" and "open" features. MOOCs were invented outside formal educational organizations, but soon actively adopted by them in an attempt to make MOOCs fit their existing structures and processes. There is a need for the analysis of this transitional design and its implications for the future of education.

3. Social Branding in Education

Social branding is the latest hot topic in the higher education landscape. But what does it mean? Branding is the promotion of a particular product or company by means of advertising and distinctive design. Social branding builds on this foundation to position faculty and institutions as distinct educators. In a world filled with problems, educators must supply, develop and showcase their unique solutions, strategies, approach and philosophy in order to build their brand in today's electronically sharing world. Traditionally, branding was placed solely upon institutions, but with the advent of social media, it is now extended to individuals.

Emerging research suggests that a well-developed social brand can help elevate an individual's and an institution's profile. Comments about higher education institutions indicate that increasingly, social institutions can use these tools to inform the public about their services and position themselves in the minds of the consumers. In higher education, it can allow a university to promote itself as a leading place for scholarship, teaching and research or to allow a true expert to shed light on an otherwise unfathomable subject. The drawback is that attention comes at a price in today's volatile society. Topics go viral and can either help or ruin an individual or an institution. At the same time, people seek information and guidance from institutions and people on social media.

This ignites a present-day and dire need for research on social branding and its use in education. How are educators and institutions using social media to brand themselves? Where do they fit on the social branding continuum? To answer these questions, the Social Branding in Education survey was developed. The survey's goal was to ascertain which types of social media networks are used for branding, where needs exist, and which platforms were the most popular and why. Ultimately, faculty participants with experience in using social media in their professional lives were sought. Academic disciplines,

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institutional types and institutional locations are a sampling of variables from which the campuses represented are quite diverse (Johnson & Sanders, 2017).

3.1. Understanding Social Branding

Social branding is a complex and ever-evolving strategy utilized by higher education institutions to build a brand that connects stakeholders socially, philosophically, and emotionally (VIȚELAR, 2019). Traditional branding theories and concepts incorporating cognitive and behavioral branding facets insufficiently reflect the phenomena observed today, leading to a reevaluation of existing branded social theory. Contemporary branded social theory presents a paradox of an anticipated branding demise while witnessing explosive brand growth and development. Brands now permeate everyday life in public, semi-public, and private spaces, with organizations seeking to imprint their brands coercively. In response, social vigor has become an avenue for de-branding. The perplexity of understanding branded social circulation and activity reflects a void in complex, temporalized social branding theories and concepts attuned to current experiences. These theories will need expansion through interdisciplinary lenses and vocabularies to transform the understanding of both branded social and social branding. Classic symbolic interactionism, pragmatism, and in-depth philosophical engagement through a range of social theorists can assist in re-conceptualizing conventional branding notions into social-branded ones for 21st-century research agendas. The need for granular and continual empirical work remains, although popular culture examples are increasingly available. The increasingly branded and social ages demand new theories grounded in the politically levied emotional and philosophically transacted informative spaces.

3.2. Impact on Teacher Identity

Much work has been done analyzing the identity of educators and its interplay with technology in the past decade (World English Journal & DJOUB, 2018); (Reeves, 2018). However, contemporary 21st-century teaching, as well as recently rising social media platforms, has altered the landscape of this interplay. Therefore, future research about 21st-century teaching and social branding trends on teacher identity is urgent. People take on numerous roles and identities throughout their lives, but some more durable than others. Teacher identity formation is profoundly social, dynamic, ongoing, and sometimes counterproductive, representing choices made with older identities in tension while giving rise to newer ways of responding to the world. However, identities also have varying degrees of durability vice versa. All else being equal, identities with stronger agency attached to their construction and/or stronger perceptions of external pressure are less durable and more open to negotiation. And yet, agentic identities can nonetheless "stick." The issues of schools as communities of practice imply that a school's social structures—their activities, power differentials, and collective goals—influence the constructions of learners' identities. That is, schools constitute collected actions that tightly shape how teachers do teaching, the types of conversations (to be) had, and who gets to speak about what and with what authority. Striving to represent or construct identities within these

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networks may compel teachers to consciously or unconsciously negotiate those representations to address competing values or conflicting orientations.

4. Building a Personal Brand as an Educator

The path toward 21st-century teaching and learning must be paved by educators' desire to reinvent themselves and embrace the adoption of social media in the global conversation about their profession. However, there is danger in sedentarism and an absence of engagement in the public square. To enhance professional reputation in pedagogical practice, it is essential for educators to become fully engaged in the culture of social media; it is, in fact, a key criteria of efficacy in a profession that rewards educators who experiment, create, and share ideas in the open. Thought leadership is the social technology that educators must master (Holmes et al., 2017). While many educators respect the profound nature of their contributions in intellectual capital, text has limitations. Text lives occluded within the silos of institutions and fails to connect practitioners across contexts. Educators must therefore shed such phobias and enter the digital age. Only by showcasing insight through remixed text, audio, video, and visual art through a plethora of web tools will the voice of educators be heard by the millions. Personal branding has become an important topic of discussion for organizational leaders. Personal branding is important for any individual preparing for the 21st century; advancement in organizations and a myriad of job opportunities frequently hinge on an individual's ability to showcase a personal brand and fortify that brand with visibility. This is perhaps most important in the field of education, where the perception of educational systems has become a highly talked about topic across the globe. Conversely, a poorly managed personal brand can cause irreparable rifts in career paths and destroy goodwill that sometimes takes many years to build. Today's technology-rich social tools offer unprecedented opportunity for individuals to develop a personal brand and build visibility. Personal branding constructs can bring together elements of their own definitions, delve deeper into discussing what social media is, and provide practical steps organizational leaders can take to begin the journey of developing a personal brand. This brief article aims to discuss personal branding's definition and provide some food for thought on abstract elements in personal branding and visibility.

4.1. Creating an Online Presence

In the modern academic environment, the online presence is becoming increasingly important. The world of research and public sharing of knowledge has changed due to the internet. Researchers around the globe use digital tools to keep in contact with colleagues and collaborators and to keep up with developments in their field. Discussions and dissemination of research outputs and academic activities take place online on platforms including (Goodier & Czerniewicz, 2014). An online presence enables researchers to take advantage of these tools.

In today's digital world, if you use the web, you have an online presence. Academics want to make a difference. Having influence is almost a job requirement. Research and other outputs need to be found and read, and nowadays that means online. But what is an online

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presence? This is a good question, one best answered by breaking the term down into its two aspects. There are two broad categories of online content to consider in an assessment of your online presence: your digital footprint and your digital shadow.

Your digital footprint is your active contribution to the online world. It is made up of not only the content you create and publish online but also the traces you leave behind when you use the web. Your email address, university web page, and location are part of your digital footprint. And so are posts, tweets, blogs, comments on online forums, and many other things you might not think of as academic but which could surface to contribute to your online identity. You should try to maximize this digital footprint. Your digital shadow, on the other hand, is content about you posted by others. Publications, committees, prize nominations, debates, entries, and other items of content that you might have nothing to do with, yet that nevertheless exist and which can contribute to your online profile. You should monitor this digital shadow.

4.2. Engaging with Educational Communities

As educators embrace technology, an inevitable next step is connecting professionally with others via social media channels. Assessment of the effectiveness of different social media platforms for education communities is undertaken to guide effective choice and use of social media in initial teacher education. Data were collected via a comparison of ten different Facebook, Twitter, and LinkedIn accounts specific to education, and analysis via a social media monitoring tool. The nature of user engagement, and differences between platforms and accounts were explored, focusing on the broader educational communities of practice. Several social media channels targeted towards education were discussed, with advantages and disadvantages of each. Facebook, Twitter, and LinkedIn were found to be the more commonly used platforms, while strategies to increase engagement were identified, such as asking questions, post sharing, tagging individuals/posts, and including multimedia. The variety in engagement between platforms indicates questions regarding impact of differing groups on educator connection with educational issues ((A. Hulme et al., 2013)).

The growth of social media has provided new opportunities for interaction between institutions of higher education and communities. Given the enormous, and continually growing, popularity of social media, it is critical for the institutions to seize the opportunity they present. Social media marketing offers a way for an institution to promote its capabilities in a conversational format and to develop deeper connections between colleges and universities and stakeholders ((Kelly, 2014)). This communication medium is a means to ultimately market the institution and foster the initial stages of developing committed constituents. Yet almost universally, institutional officials recognize they are only beginning to realize the potential for social media. It is hoped, this study proves beneficial in providing ideas and benchmarks for institutions newer to the world of social media. Institutions across the country will need to work diligently to develop and implement social media marketing plans that are appropriate for their missions, personalities, resources, and audiences to be successful in the rapidly changing environment of higher education.

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5. The Importance of Networking

A widespread awareness of social media's impact is a great advantage for solid education, generating quality professionals and deepening and disseminating knowledge. With a common global denominator, it allows fundamental issues in education and brands to be thoroughly shared, contributing to the foreseeing of analytical models that are essential to understand what has already happened and how it can be molded. The only issue is how to ensure convergence on strategy, policies, and usage and how to avoid the promotion of personal agendas. Because of the complex context, multi-step research is required, but it is of paramount importance to discuss the issues involved to develop a gradual, fluent, and complete understanding of social media analysis and action.

The first step of this research is to understand the context within which networks operate, including social and academic networks, linkages across the globe, groups created by educational institutions and informal ones, trusted and relevant virtual forums, strategies and actions that engage followers, local and national issues that need to be observed, and how to avoid the web of interactions being chaotic and the local objectives being overwhelmed by global ones. The second step is to analyze the branding dimensions and standards of these networks with respect to their purposes and objectives. The third step is to research how branding is verified as the intended objectives of networking are accomplished. And fourthly, and with the conclusions of the previous steps in mind, it is necessary to create and implement an Action Frame that is to be tested proactively and gradually until all relevant issues are accounted for and alliances form among the followers of the brands in academia and higher education.

An example of a research-lines catalogue on social pedagogy, a small list of professional networks, a matrix integrating branding dimensions with social media actions of higher-education institutions, a systematic approach for providing guidance on social-media design and actions, standards for selecting potential issues on social branding and spreading the word, and a tool for selecting relevant media are the first half of the needed scaffolding. The second half focuses on new studies, including in-depth research concentrated on modeling social branding processes, monitoring new educational social networks trends, guidelines to maximize knowledge acquisition using social networks, and indicators for accountability in social branding and networking. This foreseeing is expected to contribute to generating a comprehensive approach to the teaching and understanding of major social issues (M Eikenberry, 2012).

5.1. Professional Learning Networks

In education today, strong growth can be noted in the development of Professional Learning Networks (PLNs), a rapidly growing kind of online community in which teachers search out, share, and generate resources for their day-to-day practice. While social networks provide tools for asynchronous group discussion, information sharing, and collaborative idea generation, the rise of online community-construction websites has led to a ways in which communities can creep into pre-existing social networks, and be composed of an immeasurable number of unique combinations of members. There is a growing

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demand for social platforms that help educators tackle issues related to isolation in the profession (Watkins, 2013). It is hoped that this learning will improve the 21st century skills of educator participants, leading to a ripple effect within their classrooms and communities. Just as a soccer ball becomes officially viable only if it meets a certain size, weight, and material guideline, this project works with an analytics engineer to properly create a community. Each measurement that is selected will come from educators. This project investigates three Minnesota-based social media communities. Each community will experience a three-month data collection cycle from June to August 2015, using social network analysis and phenomenographic modeling methodologies. Though circumstances may dictate the necessity of switching to a US-based case study educator, the best options for identifying compelling use of social media in education lie in this subset. It is expected this work will document the first articulation of a formalized framework for deepened professional learning networks, adapted to a social media-facilitated environment, exploring ongoing implications for practitioners, technology engineers, and educational theorists. Data collection will be guided by the framework. Through analysis of the networking landscape, insights will be gained into initial interaction of platform users and those beyond, as well as conclusions about long-term cultivation of interaction and professional growth. Each observation day, educators will be contacted to reflect on observed network activity using virtual interviews.

5.2. Collaborative Opportunities

The call for teachers to engage students in collaborative learning through supportive digital technologies continues as a priority of many worldwide education systems (Mangino, 2018). There is a recognition of collaboration as an essential skill for 21st-century learners. Modern research has amassed a plethora of skills, knowledge, and dispositions required to live and work successfully in today's society. Descriptors that have arisen from this evolving body of literature include a broad range of terms: critical thinking, creativity, collaboration, and communication are often phrased as the four critical Cs. As the nature of schooling and learning continues to evolve in response to changes in society, collaborative learning is an expectation of today's 21st-century teachers and students. Despite the impending change, there seems to be confusion among teachers about what collaboration is and how collaboration could be supported by technology. Collaboration is a high level of interaction, and co-construction of meaning it is a process requiring sophisticated skills. Many of today's teachers, who were themselves taught in traditional educational systems do not necessarily have the experience of what a highly collaborative learning experience looks or feels like. It is evident that schools have invested in physical learning environments designed to facilitate collaborative practice. Further understanding of how to effectively engage teachers and students in collective ways of teaching and learning needs to be given attention. There are still many opportunities for further research to explore teachers' and students' articulations of, and approaches to, collaborative learning, and how collaborative pedagogy must shift if it desires to reflect emerging technology and cultural shifts.

6. Innovative Teaching Strategies

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Learning activity and project requirements in courses are usually the same or very similar from semester to semester. Varying active-learning experiences by changing projects and/or activities keeps the material fresher, and because the experiences will be new for students, they will need to expend more effort to understand and perform well in the various active-learning assignments. This also allows faculty to gain new insights and perspectives into the course material and students. Different kinds of active-learning activities and projects provide wider-ranging experiences and applications of the course material. Activities such as case studies, simulations, interviews and surveys, poster presentations, conversations with key players in the discipline, radio spots, or skits may vary class content and experience. Written assignments with fluid requirements allow students to explore various ways of expressing their understanding of the course material.

Smaller, student-led activities that are active and relevant require less faculty preparation, give students practice leading discussions or activities, and engage the class in fresh materials. Self-grading or peer-review assignments help assure students are carefully reviewing each other's work; many active-learning assignments are self-grading. Teaching assistants and/or peer leadership in discussion sections may extend the new learning experiences of the smaller sections to larger groups. Non-traditional class times also allow student-focus and active-learning experience to be different. First-day and last-day classes vary focus, length, setting, and preparation from the semester average, but can have profound impact on class process, student mentality, and course expectations.

Educational technology opens up active-learning possibilities for distance or online classes. In-class presentation software, audience response systems, library reservation systems, and online forums flip the classroom from lecturing to exploring course material and student response. Out-of-class video instruction or assignment submission allows more time in class for active learning. Video editing software, video cameras, digital cameras, and automatic transcription services allow students a range of learning-method options. The new teaching technologies take many forms. The only limit is creativity.

6.1. Project-Based Learning

For the past 30 years, project-based learning (PBL) has been viewed as an innovative instructional approach that focuses on the centrality of a salient project or task for students' learning (M. Grant, 2011). PBL is intended to focus student attention on the deep and broad inquiry and engagement inherent to the project and to develop ownership of the project and its products. In developing project-based learning environments, teachers are challenged to rethink traditional roles and responsibilities in schools. PBL naturally lends itself to projects that require students to research and build those products collaboratively, across space and time.

PBL can be extended beyond the walls of the classroom to include collaboration with students in other schools. However, this poses additional challenges. Collaboration can contribute to interest and motivation in school projects. Local teachers can interact with their students as usual but new questions and issues arise when students newfound workgroup relationship with students outside the classroom.

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Without substantial support, students may choose to communicate in ways that diminish rather than promote collaborative learning. Students recontextualize workgroup knowledge. Drawing from Focus Group and snapshots of student posts to each other, two models of collaboration emerged. In one, students were mostly participants, relying on each other's resources for elaboration, clarification, and new knowledge. Interaction was more egalitarian, less hierarchical. In the other, students asserted more ownership to initiate new topics or ideas and to provide extensive information to peers. Examining how students perceive each other in multiple ways as colleague or co-expert clarifies how this choice influences the effectiveness of collaboration.

Emerging technologies allow for ways to make projects visible for learning and assessment. When others look at student projects, they should observe evidences of understanding, reasoning, and created knowledge. Whether on display in public arenas or not, teachers and others within the classroom need ways of examining students' project work to determine if and how students are learning with and from the task. All students learn best from project-based learning when they have access to needed resources, when there are qualified mentors to help with intellectual and physical tasks, and when monitoring refocusing questions are posed. Thus, formative assessment of student project work needs to be two-pronged, dependence on these potentialities is moderated.

Student project work is lowest affected by teachers' modelling critiquing, rules of whole-class discussion about projects, and guidelines for small group supervision. It is highest affected by computer software and electronic communication in reducing current passive teacher controls, clarifying the meaning of critiques, and explicitly orchestrating student-to-student feedback. In an ideal instructional environment, there is a bi-directional relationship with the above potentialities usable in varied ways and tools that exhibit the parallel potentialities.

6.2. Flipped Classroom Models

A flipped classroom is a form of blended learning that focuses on in-class active learning pedagogy such as cooperative learning, problem-based learning, project-based learning, or inquiry-based learning. According to the flipped classroom concept, students are assigned video lectures to watch at home and then come to class ready to apply that knowledge (Ph.D. Bonk, 2017). This more student-centered approach enables time inside the classroom to be used for hands-on, group learning activities based on content that has been learned and questions that the students have about it. Teachers in a flipped classroom can focus on group facilitation and working with small groups while students learn from each other. Students spend about half their time viewing the lectures outside of class and the other half participating in active learning exercises, group work, and discussions in class. The switch from traditional to flipped classrooms allows for a departure from the passive learning of lecture-based classes by creating a more active learning hybrid model. One of the goals of this whole model—of having students do a lot of the learning themselves rather than passively listening—is that they need to be lifelong learners. The focus is to have students engage in higher-order learning and, in doing so, the educator is encouraged to

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look at their content differently and pull from activities that are active rather than passive. According to a study about instructor and student perceptions of the flipped learning model, the flipped model is viewed favorably as a way to improve learning. How to flip? Explore LMSs initially from a perspective of teaching rather than one of technology. Choose some course elements to flip. Decide how best to flip those elements. Familiarize oneself with the LMS features to be used. Start small and with segments of a course already presented traditionally. Provide situational factors, institutional constraints, and motivation to prevent regression back to primarily lecture teaching styles. To motivate learners to do the prework, frame it as a learning opportunity, use social pressure, offer credits, develop a quiz, articulate objectives. To motivate instructors, present some clear evidence of effectiveness, ease of use, time saved, options to monitor students' use, sustainability.

7. Assessing Student Engagement

Learning happens when a student is engaged in the learning experience. Personal factors, such as pre-course attitude towards the subject matter positively and the student's gender have an effect on student engagement in a marketing class. Classroom factors such as course structure and the assignments given have an effect on student engagement. Also, institutional factors such as the contact between students and staff have a significant effect on student engagement in the marketing class, more so than in the overall degree program. These factors do affect student engagement in the broader business cohort, and some of these are also significant variables when it comes to presenting tangible improvements in student engagement within this cohort. Free-text student comments will shed light on similarities/differences in engagement levels within the two cohorts and illuminate the drivers thereof. Positive changes, changes of no effect, and areas for attention are offered in the theme of recommendations, as are areas for further research (Errey, 2007). An online student engagement scale on measures of engagement with online teaching and learning has been constructed and evaluated. The approach extended previous analyses of the presumed behaviour of engaged students with online learning by obtaining consistent broad behaviour parameters across a typical range of synchronous and asynchronous online course activities (Anderson, 2017). With overwhelmingly positive reliability and validity results using partial credit Rasch modelling of continuous behaviours, the resultant online student engagement scale provides a new powerful tool for measuring engagement in online courses and evaluating courses based on engaging students in on-task behaviours.

7.1. Feedback Mechanisms

Feedback mechanisms are a key component of a promoter system (Clark & Buchheit, 2018). At a basic level, feedback mechanisms show how the school is using the knowledge it gained from performance data to drive improvements. Importantly, this knowledge is filtering through all levels of the organization, from the board to the classroom. The mechanisms capture both verbal and written communication on feedback and specific actions that resulted from the feedback. In analyzing feedback mechanisms, two factors are considered: First, the action orientation of the feedback mechanisms—the extent to which feedback provides direct advice on what the school should do differently. Second, the

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filtering of feedback as knowledge moves through the organization—specifically showing how feedback is revalued and expanded upon as it filters through the organization, and identifying any changes this filtering has on the feedback action orientation.

On reading the findings of the feedback mechanisms, three angles to consider from a promoter perspective at the school level emerged: First, what does the evidence indicate about how the school is using performance data feedback to drive improvements? Second, are there any issues or questions about the school's feedback mechanisms? Third, what questions will prompt a richer and deeper conversation about the school's feedback mechanisms? To answer the pupil performance data issue with a view for school improvement, it is important to note that succinctly surfaced it strongly shaped the view that the school's performance data landscape is extremely rich and varied. Performance feedback is plentiful. It is well crafted, timely, and action-oriented feedback specific to improvement priorities that ensure it is being telegraphed profoundly into the organization. Discussion of performance feedback in schools tends to surface action-orientated feedback that provides direct advice on what the school should do differently; it rarely leans towards deep analysis of the data itself.

7.2. Student-Centered Assessment

A knowledgeable and skilled teacher with a strong belief that "Students really learn most effectively in a collaborative environment that acknowledges their own knowledge and learning styles." Teaching shall no longer be thought simply as imparting knowledge. It must include setting goals for student learning and motivating them to achieve these goals. Students learning in groups, sharing knowledge and learning experiences, explaining their own knowledge or skill, and arguing with each other in friendly (and often fateful) ways. There is also an element of mutual support that goes beyond learning. Students write letters to each other, explaining difficult topics in the hope of persuading each other. While a critical mistake in the explanation is not acceptable to any student, teachers can be warmer and friendlier in guiding students (N. Sharma, 1970). The decade-old designs can be looked at critically, improved, and reinvented as needed, for any new objective in view. Once students are enrolled, an assessment and monitoring mechanism should be implemented.

The need to assess and monitor is going to remain in the future. Ad Hoc committees or pre-formed expert panels would be looking into students' scores in engineering graduation examinations one week or even less before the examination results were to be announced. Before the commencement of each previous semester, there shall be elaborate discussions in the hour-long department meeting on how to monitor student learning in the classes taught or controlled by a particular instructor. Administrators and many faculty members need to be assured that they are not going in for a bloody blind alley (Y. Thieman, 2011). A basic philosophy, a strategy, and procedural aspects would have to be agreed upon after due deliberation. Periodical checks or mid-course eliminations are not going to help clear the loopholes. It should start well in advance of monitoring. It would be useful to check if the stated educational objectives are being followed. Inputs from the employers and students are essential to keep track.

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8. Challenges in 21st Century Education

The development of mass schooling in the 19th century brought about the institution of school as familiar to anyone in the 21st century. The model of buildings providing education clustered in space and time, under the direction of highly trained professional educators, is now, as it was, a model that facilitates the impersonal batch processing of a large number of students of similar ages, with similar educational needs, into a fixed schedule, monotonous noise. This institutional model has now been with Western societies and their education systems for over 100 years after most of the essential components were settled. Education authorities, on the whole, can speak of the familiar school with an eye to successful provision of that school, and nations can speak of meeting the educational needs of their nations and communities within the context provided by this familiar picture (Selwyn, 2019).

The introduction of computers, the internet, learning management systems, and a plethora of other technologies into education has resulted in them being, from a managerial perspective, crowd-pleasers in that they were fully embraced in terms of both funding and professional development. However, to date, their impact on education, at least in terms of the school experience of a school attending adolescent, has been much less progress in providing the tools for a significantly different experience of school and learning. The student experience may be more individualised in terms of the educational material provided to students, i.e., being tailored to address the specific learning needs and experiences of each individual. However, the mock classroom is still the de facto birthday location for the education of school-attending adolescents.

On the one hand, the conventional model of schooling, which has also provided models of higher education for those states where schooling has reached their present levels of development, is now being vigorously attacked for being outdated in its inability to provide for the educational needs of many children and young people. On the other hand, it is difficult to provide an all-encompassing present alternative to this conventional model. Hybrid models of schooling may be developed which are quite different, in important respects, from the conventional model but which still retain many elements of that conventional model as to render comparison straightforward. Many have conjectured how schooling might be different given the technological developments of a range of new media, but these new media are not always likely to be deployed effectively as a means of education.

8.1. Digital Divide

In some educational circles, a new phrase has surfaced: the digital divide. Earlier, other phrases like the ‘information gap’ or ‘knowledge gap’ were in vogue to explain ‘why some people get information and knowledge while others do not’ (K. Becking & Grady, 2019). More recently, educators have started referring to technology equipment availability both for schools and students in order to discuss the inequalities in how well schools are equipped with technology. Viewed from a broader perspective, this concern explains wide differences among schools regarding technology capabilities. Principals in prospected

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studies lamented that their schools were so much less fortunate than other schools. Most saw the differences as a major cause of failure to create a school-wide vision regarding technology (as a via for educational reform).

Of course, the digital divide question is an important one: if schools do not have computers, it is difficult to reinvent oneself as a 'technological' school. However, one should ask whether this is the only concept worthy of research, or whether other, deeper questions deserve more attention. When more technology becomes available to schools, do social differences in the context become less accentuated, or do they become new forms of technological malaise? Are these ideas too sweeping, or have the speakers seen reality? Should, for example, the pedagogical approach in a school change altogether when the number of installed computers doubles overnight? Or is the situation rather that different lessons can be given in the same education, or that students will take on new roles?

It seems that some approaches will work better or worse with more technology than without. It should not come as a complete surprise that technology does not work out equally well in schools as it does in society as a whole. But again these context depended relations are complex and deserve more attention. It seems, therefore, that instead of asking why differences might occur, and why they might also change over time, other questions need asking. Why do some schools have just implemented an Intranet while others are happy to discover their first computers? How have some schools managed to keep pace with the outside technology growth while others appear to have dropped behind? How did some schools escape the usual fear of technology while others made it an immediate reason for fierce and heated debates?

8.2. Information Overload

Moreover, the rise and proliferation of information technology have introduced the phenomenon of "Information Overload." This phenomenon refers to the fact that humankind has accumulated an overwhelming amount of information over its entire course of existence, to the extent that it is impossible to process all of it. Nowadays, due to the singularity of computerized technology, human beings are collecting, seizing and processing "bits" of information faster than the human mind can adequately cope with it. The digitalization and computerization of everything have furthermore made cheaper the means to create and receive information. In a predictable future, an average human being will create an amount of information in one day that will exceed that created in the entire span of the average human life before the invention of digital technology. The amount of daily information available grows exponentially and the diversity of its source circles several tens of millions.

As a result of the above, it is predicted that the amount of information will reach ZB (Zettabyte) where 1 ZB is 1,000,000,000,000,000,000,000 Bytes in the next few years. In term of one human being, this corresponds to an amount of information equivalent to 10 million times the amount of information stored in the human brain. The amount of information available is increasing at a rate that, by 2020, it would reach 7 trillion gigabytes. This much information can be represented at least by 1 billion DVDs. If these were put in series, they

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would represent a length equal to that of the solar system and back again to earth, 1 million times!

In such a digital world, the capacity of an average human being will not only be exceeded in terms of the ability to search, but more importantly, even in terms of the ability to think and to understand information. The mind will not be able to encompass the infinite web-world. The digital world will seem to some degree like a real world of random and chaotic emergence that may surface as "garbage in, garbage out." Only human beings with very distinctive character traits or infrastructure will be able to become a catchment basin for the information flood as well as utilise it. An overwhelming amount and diversity of information will cause a devaluation of the importance of the information itself. Rather, the capability to procure thoughts, allow a filtering of information, is of the utmost importance. Social idiocy becomes pandemic, and information-saturation and paranoia appear as a consequence.

9. The Future of Teaching and Branding

The prospect of teaching is extremely bright everywhere. In the 21st century, learners, mostly young stars, must be welcomed by contemporary interested intelligent inquiries that are woven into their passionate, empathetic, present, and useful life. Nowadays, classrooms need no walls. Education must be democratized and branded. Teachers are to become fully interested to facilitate all learners to break the shackles of socially imposed community constraints and development gauges. We have not only to fall in line entirely with our time but also pre-empt future gadgets of collective development. Thus, new 21st century proactive, creative, interactive teaching parades must be evolved and unleashed in classrooms everywhere through new branding and promotion frameworks. Educational institutions have upgraded multi-trillion dollar wealth providing robust socio-economic prudently consumable goods through diverse and many resources-divested mainstream communication frameworks. Every item of this architecture, an object of trust and result-driven expectancy, is pedagogically branded. Materials are branded, content is branded, exams are branded, classes are branded, students are branded and scholars are branded and their study pursuits are more active than anything conceivable. As per consumer-based brand equity development in 21st century schools must happen through achieving awareness of the brands up to the salience layer of the pyramid summation of excluding critical misconducts and inefficient resources on the same attendance of the competitors, continued analysis of branding performances, subjective, relative positioning along targets up to resonating mind factors of advocacy cohort eigenbrands diversity in class coupled with reaching long range goals through spreading wide cross-media and fold. On the other hand, outrageously rich management growth of ever increasing brand loyalty must adamantly beware of the making of bullet-proof shields enabling the glancing off of attacks that will inevitably happen.

Leadership, with its combination of visibility and values, is the most powerful key to developing trust in an organization. It needs to be intuitive, intelligent, flexible and adaptable – more aviation style than military style. The challenge is to enable the

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protagonists to ask the right questions of themselves: What's changed? What's relevant? What global reputation issues trump local reputations? What's our Achilles heel? What role does the media play? And then to ensure messaging is emotionally engaging and reflective of values in order to respond constructively. That does not require the blow torch in the ear style, but should engender an understanding at a gut level of the facts, their importance, and what can and cannot be said. It should build ownership of the message. 21st century specialists must be playfully challengingly expected to crack badly behaved hard nuts ranging from leading multiplex, multi-language, multi-region versatile positive sum games pedagogy, excess baggage review officer to socio-geo-political stratospheric current affairs analyst, algorithm-driven personified global stakeholders brawler, cheerful unreadable unmistakable industrial aspirants spotting algorithms, along with preventively preextractive brand anchoring scenarios with no place for riders.

9.1. Emerging Trends

The data revolution witnessed in recent years has laid the groundwork for a profound disruption of the global economy. Similar to the Industrial Revolution, this revolution is characterized by three defining features: wide-ranging scope, deep-rooted transformative power, and complex progression. The trend for social branding and social media sustainability is at the forefront of future teaching. To ensure sustainability, those engaged in social branding should develop metrics that span stakeholder concern and involvements in those processes. It is therefore increasingly understood that profit maximization should not extend to the neglect of the social expectations of the enterprise. Transforming perceived threat into opportunity is the fundamental stance in social branding adaptation to change, and is also important in teaching as a practice to manage knowledge externalities.

Further data-wise, a potential upheaval in branding sustainability is in relation to the quality of social media data. The supply and accuracy of spam intelligence would inevitably burgeon, as those social media users turn to the more sophisticated spam detection solutions. Data poisoning is another emerging threat. Concern over the trust of data sourcing and creating mechanisms has led to the rise of synthetic media, particularly deep fakes. Comprehending these emerging trends will facilitate informed, well-planned decisions in approaching the future. A brand focusing on sustainability incurs profitability costs, but the loss would be even greater if the costs are disregarded. All these trends pose unique challenges to social branding. Social branding engagements are therefore restructured along this backdrop. Shared benefit principles are encouraged to promote engagement responsibility, better data governance, and quality fostering, thus enhancing social media structure, implementation, and enrichment for social branding. Data analysis should be reviewed in terms of measurement quantification, foundational theory, and platform engineering. The model should be trained with vision algorithms without training bias. The long-term social media influence of the change is keenly awaited.

The unprecedentedly rapid development of digital technologies has coerced proactively engagement of brands into this risky and volatile platform via the transparent

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social media. The expectations on brands for contributing more of their resource exposure towards efficient change have also rapidly escalated. Meanwhile, the lack of metrics for performance assessment and the approach to risk management presents challenges for social branding efficacy on social media. An audit of these issues has revealed prevalent diligence, engagement responsibilities, and risk fitness problems. A uniqueness-based identification mechanism, a net safety framework, and scarcity flow matrices are specifically conceived modularly. By restructuring social branding along this endemic landscape, brands may enhance their sustainability adaptation to social media, avoid reputational pitfalls, and join hands with stakeholders to benefit from social media. Nonetheless, the sold forecast is necessarily afflicted by incompleteness and inaccuracy. This manner may guide the best possible decision without mishap to an unforeseen converged structure.

9.2. Preparing for Change

In the 21st Century, Education is faced with a unique challenge. The world in which our students will live is changing rapidly on a continuous basis and our schools will be called on to keep pace with and/or adapt to these changes. How are we going to address the changes to education? What does education in the 21st Century mean to our students, staff, administration, and parents here in [insert region]? A group of stakeholders need to form a committee to visit and observe a variety of schools recognizing that school needs are diverse and multi-faceted. Through observation, this committee will focus on addressing social, behavioral, and academic needs (concerns), evaluate how well current programs and practices are addressing those needs, and if needed, recommend a course of action to best achieve this purpose.

Education faces an extraordinary challenge and change (Blake, 2016). Education will be expected to do more with less. This is an extraordinary task at best. If classrooms wish to meet the challenges presented by Change, they must completely reconsider their fundamental beliefs about how and what should be taught and assessed. Change is hard, especially if it requires unlearning what has been learned and clung to for so long. Change is difficult because people tend to overestimate the value of what they have. Change requires that people see how they may benefit from giving that up.

Children must be treated as citizens, not tourists in our classroom. They should not only know, but feel a sense of belonging and ownership in their school. Socio-economic status, ethnicity, genetics, behavioral and/or emotional challenges, learning disabilities, language, knowledge, and ability all influence how a child feels about who they are and if they belong in school. Children need to understand how to behave both inside and outside of school. Through strong affirmations and interventions, they will be given the tools to learn how to socialize appropriately. 21st Century schools must train and teach students how to be constructive citizens in their world.

10. Case Studies of Successful Educators

This teacher created a technology-infused environment that is student-centered. Teacher 1 used an interactive whiteboard, podcasts, and a teacher blog with class notes, assignments, and school scores. Access to technology was on a 1:1 basis in the classroom

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and a computer lab. As this teacher-cycle continued through a school year, the students gained trust and respect, became the teachers of the technology, and critical thinkers. Assignments changed with multiple opportunities for creativity and use of technology. This teacher believed it was essential to model new technologies and adapt to new ideas, reflecting on what went well and what needed improvement. Building relationships, establishing goals with students, and employing a classroom planetarium as a space-saver were characteristics that made this classroom unique.

A distinct pedagogical style existed between the case study teachers. Teacher 1 directed the classroom and insisted on certain topics but fostered creativity in how to respond. Technology fit the curriculum and spurred creative thinking. Creativity and use of technology were tightly woven into the character of this classroom. In contrast, Teacher 5 adopted a student-centered approach after establishing relationships. The classroom was expansive, personal, and connected to projects beyond the school. Relationships with an 85-year-old astronomer and a local news station were used to bring science to life and show its potential uses. Discovery was key to learning, with students on the self-paced assessment scheme determining goals.

Collectively, these six teachers utilized diverse technologies in their pedagogy. Teacher 1 embraced classroom technologies and free multimedia tools. Learning from these lessons, other teachers gained a deeper understanding of teachers' uses of technology and integration. By focusing on these diverse environments, teachers were engaged in conversations about pedagogy, an area of research often under-voiced in the professional literature. With these lessons and cases, the goal was to improve methods, maintaining the focus on teaching.

10.1. Branding Success Stories

The "it" factor, or personal brand, is the manifestation of one's career potential constructed by a professional web presence (Johnson & Sanders, 2017). Personal branding is key to professional and financial success. Not only does personal branding help individuals get an initial job in higher education, but it also provides esteem across a professional network and is influential in the processes of promotion and/or tenure. A spokesperson or brand ambassador is an individual who is positioned as a public face of a group, promotion campaign, or product and contracts an abstract or broader role within the context of the contracting entity. When someone finds a candidate in a search process, they will search for that person's presence on the internet. Public professional websites, or web pages, are a way for a person to develop a virtual identity, making them searchable. This search ability is beneficial in career advancement, both overall and in the specific process of promotion and/or tenure.

Many can develop a virtual identity, but to move beyond it being just a tool for web searching, there must be something of substance to assess. This substance is known as a professional brand, or public persona. A strong brand personifies unique attributes and traits, and it conveys knowledge, qualification, qualifications, and deciding factors. Development of a brand does not happen overnight; it is a long-term investment of one's

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time, effort, and attention. Creating a brand is like a vegetable garden; it is easy to plant seeds, but it takes consistent effort to keep weeds and wayward growth at bay, let alone grow produce worthy of sharing. Creating a dynamic personal brand via social networks or a professional website is a multi-faceted process. An online presence needs to contain social media accounts that are private to friends or relatives, accounts that are public for wide reach, or both. Public social media accounts need personalized URLs. It may be necessary to make adjustments to privacy settings as well. A professional web presence cannot only be about the Facebook or LinkedIn accounts; other sites exist that can add to the overall brand development.

10.2. Innovative Practices in Action

The Landing Page to Civilization project was developed to reflect a changing, beautiful world that fosters lifelong learning outside of the classroom. A platform was created for students to share their own views and cultural perspectives on this world. Students are asked to find a source of media, such as a video or an audio recording, and post it on the timeline of their team's page for the group's classmates to experience. The goal is for students to become more familiar with media that sparks creativity and understanding in other cultures. Before the project, students seemed unwilling to bring photo and text-based resources to share in class. A facelift was planned for the project that required much less preparation than its original format, which would have taken up half the viewing time and sparked tedious conversations about the source's validity and age. Students have shown excitement toward the new format and updated guidelines to provide clearer expectations this semester.

Self-informing: Students can take ownership of their own learning and get excited about sharing with their peers. Media Posting Teams are responsible for sharing media links. Teams select media sources that they have personally viewed, listened to, appreciated, and learned from. Teams have two deadlines for posting one link each. During viewing time, the chosen links are presented, briefly explained, and shown. Captions can describe companies, goals, and the excitement of sharing.

Updating and Locating Media Sources: New media sources can be created or located while old sources can also be updated. Added new media sources may tempt a subset of users or those who need to revisit the focus learning objectives on communities. Refurbished old sources may interest less tech-savvy users. The choice of old media can be limited to keep novice users from embarrassment.

Learning from Peers: Multiple perspectives are fruitful and informative. Most would bring a new focus on media sources to the surface, such as a shift away from images of nature's scenery. Presentations can also be used for comments. Up next, students should individually use one widely-available digital application to create a new media source for viewing together.

Learning through Self-Reflection: Teachers have created a new form of media representation or deepened their acquaintance with sources presented by peers. Teachers

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must create their own sources to have more academic validity. They should also afford insight into the personal view of media sources.

11. Ethical Considerations in Social Branding

Ethics has become a big concern for organisations and managers in a globalised and heavily interdependent world, with a great deal of evidence suggesting that there does not exist a universally common standard for ethical behaviours. The question about ethical standards is even more complicated for branding activities. However, a basic understanding of ethical branding is essential for the development of this new area. In order to better understand the concept of ethical branding, ethical issues in branding have been discussed and the questions about ethical branding raised by practitioners and academics have been summarised (Fan, 2005). The preceding arguments aim to provide a foundation for future work on ethical branding and recommend some possible directions for further research into this new area.

Many branding practitioners and academics have linked or would like to link branding with ethics in their questions and discussions. However, it is noted that many of the questions raised are quite basic and conceptual and a common understanding of the term "ethical branding" itself is still lacking. Little more than a few examples of ethical brand positioning have been provided in the existing literature. Even those best practice cases are purely a collection of real world examples without theoretical development. Ethical branding, as the use of ethical considerations as a basis for branding decisions, is a new area in branding with many complicated issues in need of research. As a starting point, a basic understanding of ethical branding should be established. Ethical concerns in corporate branding decisions, such as naming, renaming, positioning, and targeting, should be the priority research agenda in this new area.

In theory, ethical branding could be examined both normatively and descriptively. The ethical implications and consequences of the rapidly developing area of branding need to be considered and studied. The descriptive questions could include the following: What is ethical branding? What criteria can be used to differentiate ethical branding from unethical branding? Does ethical branding affect consumers' purchasing decisions? How does the company create and communicate an ethical brand? Whether a brand is ethical or unethical involves an ethical judgement which implies an accepted ethical standard of what should or should not be. At a philosophical level, the close relationship between brand/branding and society should be examined. All these normative questions are difficult to tackle and little research has been done in these areas so far.

11.1. Privacy Concerns

Many students enrolled for a K-12 education are using social media sites (SNSs), such as Facebook and Twitter, on a regular basis. The academic use of SNSs in K-12 classrooms provides educators with exciting opportunities to engage students with relevant technology. Nevertheless, many obstacles exist that may impede the educational use of SNSs in K-12 classrooms. Working with SNSs in K-12 classrooms involves addressing issues surrounding cultural considerations, privacy concerns, school administration policy

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concerns, legal issues, and cyberbullying concerns (Howard, 2013). This addresses SNS culture and privacy issues.

Education is an aged institution that is only now adapting to the shifting culture of online social networking. While the Internet allows for greater access to relevant information, academic debate, and positive social interaction, it is also a platform through which many students perpetrate actions and behavior inappropriate for school or damaging to self or others. Right now, SNS-owned content remains the property of the company. So without privacy setting changes by the user, that content remains on the corporation's servers, or in the backup tapes or other storage upgrades, forever. This is, it goes into unending stasis but continues to exist nonetheless. It is estimated that a dozen years of unmatched access to a child's written word creates the norm for a lifetime of memorabilia, primarily for easily searchable abuse. Likewise, fabricated personas are created on SNSs where images of an individual are altered along with written descriptors (Michelle Frankosky, 2015). Hiding behind the anonymity of screen names, kids can share hastily typed, emotionally charged information, words, and images that when shared in the classroom would instantly land the student in detention. Online, these actions are rewarded with "likes" and "friends." However, institutions have been slow to adapt classroom procedures, protocols, and policies that actively seek to mediate these negative behaviors.

In the academic classroom, there are many valid concerns about privacy. Student records along with grades and personal interactions within the classroom are protected by laws in several countries. Outside of the classroom, a student might expect relative anonymity unless misconduct occurs. The classroom can be a place of free expression and risk taking, where ideas are presented for praise or scorn, but they are ideas dealing with particular content. What happens if a student has lost their respect for the privacy of others, perhaps being careless in the act of filming a classmate's reaction to those passing unkind comments regarding appearance or intellect? Will this video be uploaded to YouTube, shared with other users, become part of a media collage featuring all those that are similarly passed judgement on, and garner thousands of hits, some of whom catch the light that makes visible that "uncool" kid? Would it matter if the intent were good, if the reaction was simultaneously touching and painful? Would it still be okay if the passively taken video reveals the student laughing along with the active group of aggressors? The stakes, and pressures, of public renewed-for-everything media are very high. The consequences penetrate ways both subtle and overt, and coerce thoughts and behaviors outside of a student's control.

11.2. Authenticity vs. Performance

Inside higher education circles, there are fraught debates about what it means to be authentic as an academic teacher and researcher. On the one hand, many studies exhort teachers to unsettle the classroom and be provocative with content and processes, bemoaning the prevalence of bland, boring and focus group designed courses that aim for student satisfaction ratings above and beyond rigor or growth (Tomkins & NICHOLDS, 2017). Authenticity and being real are often framed in contrast to performance: so much of

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what teaching and academic life entails – daft, lukewarm and manufactured courses, vaguely accurate promotional photographs, and superficially convivial occasions for speaking and partnership – is about trying to manage the self in some way (McRae, 2017). But, of course, being authentic does not mean dispensing with performance: indeed it involves an enhanced understanding of the performance resources available and a sharpened skill in mobilising them in service of an identity that one has selected and cultivated. Professional social media produced the meta-phenomenon of performances of authenticity as individuals struggled to project images of their pursuit of a good life that were thoroughly authentic whilst under duress to be stylised and brandable social media representations of it. Teachers' authenticity is a relationship that consists in a constantly unfolding challenge to ensure that who is presented in a performative context is what is believed to be real, and that this picture, whilst imperfect and unfinished, is nevertheless as real as possible.

On a rainy afternoon in November, at a relatively swish business school on a small island nation, a first-term lecturer took their seat for an early session while scanning the room for familiar faces. The home secretary for the school's finance and corporate governance students flickered an acknowledgement, and the other students settled in for what they assumed would be some more boring next steps in the quantitative tools markets course now meeting for the third time. This session was different. The speaker had pointedly asked to speak to the advanced students who had distilled previously acquired knowledge and forged new partnerships as a result. However, higher education importation meant this meant re-treading familiar territory in a relatively boring, focus-grouped way. Would it not instead be exciting, disruptive, and thought provoking to hear from an expert in the area?

12. Conclusion

Teaching, education, learning, and literacy are words that host concepts as diverse as cultures. They are a lattice of variables that interrelate with everything in the world, in terms of beliefs, ideologies, power, need, issues, conflicts, etc. A range of future trends, referencing issues that span all of these variables, proposed technologies that span all of these variables and showed an admirable trial in mapping these into matrices that test within the limitations of time, environment and audience, the sustainability of such a venture given the diversity of stages/existing cultures concepts. However, they missed the footprints of teaching and learning itself from a social/bio-chronological perspective on the search of the future of 21st century teaching and learning patterns/trends.

Being capable of learning across the lifespan of humans is a bio-chronological issue, as emerging insight says that humans are genetically hardwired to learn from cradle to grave. Flipped classrooms, learning management system-based content delivery, distance learning venues, MOOCs, etc. share common features in that they are computerized/content delivery fee-based ideas and are implemented on the premise of the concept/functionality of these types. Teaching design on these computerized-based content delivery in forums,

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classrooms, e-learning, and virtual process-based events of all types exhibit great similarity to those of the traditional teaching process identified before computers existed.

These are complete contrary to the pre-computer teaching and learning forms and patterns expounded by shaping of human behavior/ideas of subject and discipline through power discourses and their formation of a host of variably-aged patches of ideas throughout history. Moreover, these historically-coined/aged patches hosted in various fictitious platforms are unable to host thoughts of innovation, as immune to discursive inputtion by power as reified beyond reach by time. Hence these are flat, hindering pursuit of knowledge beyond experienced ideas learned within these localized patches. Therefore 21st century teaching and learning will be less of the previous type of human learning at the professional societal learning age and will be more of culturally-engaging collective inputtion, intensive inputtion of thoughts/ideas beyond locality and the formation of experiments in wider diversity. Furthermore personal and social inputtion of both professional society-collective engaged in culturally-engaged co-creation of thoughts/conditioning of knowledge will emerge as being necessary processes.

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