Review of: "Technological Advancement and Changing Skills: Imperative for a Paradigm Shift in Education Delivery in Zambia"

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Potential competing interests: No potential competing interests to declare.

The argument the writer makes is one that is current and relevant. The issue that plagues most educators is raised well – that we need to change not just the content but also our modes of delivery of instruction. The paper also lists the much-needed skills, competencies and qualities required to be successful in an ever-connected world.

As repeatedly stated by severla global education bodies (Partnership for 21st Century Skills; World Economic Forum; AASA), college, career, and life readiness is determined by global citizenship skills. The driver of success is no longer the amount of information you have memorised, but your critical thinking, creative, collaboration and communication capabilities.

The paper adds to the clarion call for changing our instruction delivery systems – that information transfer isn't what is needed now, it makes educational institutions redundant. Especially with chat GPT, to stay relevant, educational institutions need to go beyond transfer of information to developing gate skills such as collaboration, reflection and cultural responsiveness.

It is also noteworthy that the writer has taken effort to address all four pillars of any learning event – the learner, the teacher, the setting and the administrator.

There are some language errors to be corrected and a few language changes to be made such as "Among these changes influencing the way education is delivered include; knowledge access and dissemination roles that have shifted away from solely the sole responsibilities of the education providers". (I have a reviewed document with some changes marked. I could email it to you if you're interested.)

The strongest and innovative argument that the writer makes is, "Hence, education institutions and other players need to redesign their structures and operations, keeping the potential alongside the challenges of technological advancement." I wish you would develop this. This would be a huge contribution to research that can follow.

A third thing I'd like to mention is that Soft skills/ 21st century skills are not the same as deep learning, so please change the connector used.

There's contextual clarity required for sentences like, "Acemoglu and Autor (2011) have divided skills into cross-functional

and specialized skills, where differentiation refers to the frequency with which those skills occur across all industries as opposed to an industry or profession." What does 'differentiation' mean here?

You've haphazardly listed an exhaustive set of cross-functional and specialized skills, technical and soft skills, emerging skills, cognitive skills, attitudes, competencies, consciousness, etc. Can you try and classify these? That would be more fruitful for readers.

Section 1.1 can benefit with a change in order of paragraphs. Start with "the learners' profiles are also changing." This can be followed by a discussion of skills, attitudes, competencies, etc. required of the 21st century learner that appear at the beginning of this section. End this section with your recommendations/ views/ observations. Otherwise, you're only restating what others have mentioned.

Section 1.3 ends with "Thus, it is imperative to develop hybrid learning environments that fully take advantage of physical, virtual, online and digital tools (Vega, 2013)."

Similar recommendations for sections on learners, teachers and administrators will definitely add strength to your argument.

All the best.