

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

Open Peer Review

Title: Technological Advancement and Changing Skills: Imperative for a Paradigm Shift in Education Delivery in Zambia

Comments

The title is acceptable if greater attention is paid to Zambia's educational system in the content. The article currently makes two mentions of Zambia.

Abstract:

Comments:

The abstract is a good reflection of the content of the paper. However, a fresh suggestion should be made in place of the advice to become a "learner who embraces learning, unlearning, and relearning culture."

Introduction

Comments:

The introduction is rich with literature and impressive. It focuses on the need for a change in basic assumptions in education delivery due to technological advancement and changing skills in the 21st century. However, emphasizing the present difficulties and successes with ICT integration in Zambian education could further improve the introduction. Discussions about Zambia's educational sector's experiences during the Covid-19 outbreak could serve to emphasize this point. In addition, reviewing more recent literature could be beneficial in place of older works that are older than five years. Addressing grammar errors in the document is also crucial. Discussions of the paradigm shift that has been proposed in this paper should pay particular attention to Zambia's educational system.

1. 1. The Learners

Comments;

It appears that the paper places too much emphasis on equipping students with the 21st-

century abilities they require for work in industries. The author may need to explore how to best prepare students for the 21st century overall as a general area of focus of education. In this section, it is vital to analyze the peculiar circumstances of Zambian students as well as review of more recent literature. The discussion in this area may include the controversy over whether using digital technology (ICTs) for teaching and learning is effective.

1. **2.The Teacher or Instructor**

Comments:

It is important to discuss the current situation of teachers in Zambia and to clearly identify the areas in which they need professional development. It is unlikely that many educators will view teachers as little more than a source of information or a guide. It appears that teachers' responsibilities as curriculum implementers and learning facilitators go beyond their roles as information providers and mentors. The author might need to reconsider what teachers should do in the era of digital technologies. The mentioned AACTE (2010) list of 21st century competencies for teachers is more than ten years old. The author needs to make sure the literature is up to date.

1. **3.Learning Environment**

Comments: In this section, it is important to discuss the state of the learning environment

in Zambia. It's crucial to keep the cited sources current. The use of hybrid learning in Zambia has to be more widely discussed.

1. **4.The Administration**

Comments: The literature in this section needs to be updated, and it's necessary to highlight Zambia's administrative accomplishments and challenges in implementing the integration of modern ICTs in education. The writer should try to describe the actual administrative duties needed to support the digital technologies suggested in this area.

2.**Conclusion and Suggestions**

Comments: Suggestions and conclusion ought to be separated. The important takeaways from the writers' submissions should be added to the conclusion, The recommendations ought to be more precisely worded and concentrated on Zambia's educational system.

References

Comments: It is crucial to strictly follow the 7th edition of the APA reference handbook in addition to replacing any literature that is more than ten years old.

General Comments: The paper is an extension of the ongoing work being done by educators around the world to address the challenges associated with successfully integrating digital ICTs into teaching and learning. But as the title of the article suggested, the emphasis should be on the Zambian educational system. Efforts should be made to take care of

grammar errors.

The manuscript is recommended for publication with the suggested changes