

# From Teacher to Developer – Catalyst: An Exploration of Shaping 21<sup>st</sup> Century Learning Modalities

Gillian Zammel<sup>1</sup>, Katrina Kinsella<sup>2</sup>

*<sup>1,2</sup> Higher Colleges of Technology, United Arab Emirates*

## ABSTRACT

This research explores the transformation of educators from traditional classroom-based lecturers to developer-catalysts, responsible for designing and delivering fully self-paced, interactive courses. The shift from face-to-face and hybrid teaching models to a fully digital, self-paced modality requires significant technological, content, and pedagogical adaptation as well as shifting cognitive, social, and emotional dimensions (Halder, 2023; Mishra & Koehler, 2006; Wang & Kang, 2006). Our paper will critically examine the benefits and challenges of these new learning environments, specifically focusing on their impact on educators, and the future of learning. The research will reflect on our own experiences in designing a large-scale, self-paced course, while raising concerns about the sustainability of these models and the potential future roles of teachers. The study documents opportunities and challenges of this transformational process through educators' reflective experiences of mindset changes, technological, pedagogical, content, social, and emotional development.

**Keywords:** Self-paced, self-reflection, developer to catalyst, pedagogical adaptation