

## **Reinventing New Learning Model through Cultural Values and Transformational Education in a Digital Age**

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### **Abstract**

*For some decades now, Nigeria's socio-economic and educational crisis has deepened in every sphere of life, a predisposition attributable to unprecedented challenges from new for technologies and interconnectivity. In existence now is a system of education that is no longer relevant globally, which translates to a paradigm shift in ways students want to learn and how teachers want to instruct. This has resulted in uncertainties of knowledge dissemination, transfer and sustainability. This paper holds the believe strongly that revisiting cultural and values-based education and adjustment to the digitalization process will lead to inclusive learning without boundary, development and transformation in human values. The main thrust of the paper is to re-design, using the qualitative approach, the curricular and courses to reflect activities for the mind, character, and technical skills formation, on a conceptualised tripartite of the three "H": Head, Heart and Hands for online education for positive changes. It is, therefore, expedient to state that the outcome of new models, education for positive change is attainable by using a digitalized formula that synthesizes the head, the hands and the heart. The paper concludes that an induced change in mind-set and borderless education for all will liberate the world from digital uncertainties. Thus, the paper recommends youth-centred real-life application project-based learning and education in human values for the transformation of society. This will help reduce the rigidity of the formal method and a wide range of resource requirements, thereby making it more effective and affordable.*

**Keywords:** *New Models, Cultural values, Transformational Education Digitalization.*

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### **Introduction**

Recently, the whole world is faced with health and educational crisis due to an outbreak of coronavirus that has led to disruption in learning, total lockdown and causing panics and uncertainties in educational and economy sectors. This situation has been attributed to conventional education, lack of integration of telecommunication and computers, and poor access to the required and relevant information on the learning platforms. In operation right now is a combination of conventional and online education which may not be relevant for future learning due occasional insurge and unexpected global disasters such as COVID-19 pandemic, most especially, educational sector. There is evidence of disruption of learning and other vulnerabilities during the recent COVID-19 pandemic and this raises questions, panic and uncertainties about access to information and their suitability to learner's personal needs.

Various researchers have been making deliberate efforts to ensure that they arrive at a more suitable form of education that is more flexible and capable of impacting positively on future learning but the search is still going on. Incidentally, the world is faced with both digitalized and conventional forms of education, but the choice would have to be made on the most suitable mode to future learning. Digitalization of education is seen as a powerful trend of reformation, and modernization of global education. Conventional education, on the other hand, is known for its rigidity and bureaucratic (formal) structure which is limited in some areas (Agbata, 2020).

Meanwhile, amidst the search for possible strategies to sustain future learning, no solid solution has been found yet. Available facts on the ground are speculations and suggestions for further literature and empirical reaserch. However, this article advocates re-designing a new curriculum to incorporate online courses

and digital technicalities with a focus on education in human values program. Cultural and value-based courses will be integrated in the online curriculum. Courses on the digitalized curriculum would be made into audio and video cassettes and distributed to different social media and online learning platforms for the benefit of online learners. In addition, in the re-designed online curriculum, value-based courses are meant to expand consciousness and conscience of learners. This process will be manifested as the unity of head (thought), hand (action) and heart (word). Through this process, learners become aware of their inner selves and acquire competency in academic, mental, social and physical spheres of life, the society and the world as whole. And education in human values program would enable learners to improve themselves and finding solutions to questions and problems learners face in the society. The courses under this program will change the mindset of learners and elicit latent qualities hidden in both teachers and learners to transform and enable them function for a lifelong learning.

### **Argument in Support of Conventional Education**

Despite general criticism, conventional education is still in operation with full impact to develop, protect, and preserve learning. The goal has not changed from transmitting to the next generation, those skills, facts and standards of moral and social conduct that adults considered necessary for the next generation and to establish a form of teaching that focused general information in other to cultivate cultural values in the society. During the period of discussions with colleagues about conventional form of education, some of the discussants confirm it to be effective and familiar to most people. Several benefits of conventional education as confirmed by another researcher are visible as it has been utilized by our fore- fathers, still relevant for all, especially, in the rural communities and because the world needed to function in all areas, it started in a traditional or conventional form that groomed all the current educationists, professionals, technocrats and world reknown leaders. It has driven, sustained and moved the whole world to the present level. Before emergence of digital technicalities, actual learning takes place physically and participatory under this form of education. Traditional

learning is effective because it allows for the wide variety of interpersonal interactions as in the classroom, is this possible with online learning? Students working on assignment together, create rapport, love and unity, collaboration, sharing ideas towards communal goals, body language and think together to solve a problem while being monitored by teacher. Most of all, issues are always clarified through face to face interactions among learners, teachers and fellow mates in the traditional situation Some researchers also agreed on the relevance of conventional form of education despite for guest for digitalized one (Rispoli, 2020; Monnappa, 2019; Huson, 2011).

Above all, it offers solid opportunity for feedback because urgent questions are given responses with instant feedback. Learners enjoy active learning and instant feedback and nobody is left hanging or surfing internet for answers. Learners were able to develop interpersonal communication skills through face to face interactions and this is completely lacking in online learning. All educational activities are organized, managed and all rules and regulations are strictly adhered to, by all stakeholders. Time management, punctuality and discipline are of prime importance. Unfortunately, social benefits like sweet memories of attending schools physically and socialisation are absent in online learning because there are no physical interactions between facilitators and learners. Also, extra-curricular activities, such as field trips and social activities, like sports, clubs and others cannot be enjoyed online. Although online learning is the global trend now, but the fact remains that conventional education cannot be completely replaced by digital learning. Most of all, it will be difficult to forget conventional mode because of physical interaction that takes place between the teachers and the learners, its habits and routines punctuality and discipline, these are the facts that makes it very memorable. Trust between learners and the teachers can only be attained by person to person contact and this level of intimacy cannot be developed in an online setting. Moreover, the system is less expensive and does not require compulsory electricity for computer use or unnecessary burning of data to be on internet (Herman, 2020; Erstad, 2017).

## **Present-Day Education**

There is complexity with present day education due to a combination of conventional and digital forms of education. In my opinion, what makes it complex is due to the fact both learning modes operate on different learning environments. Also, some researchers in the educational sector also agree that the conventional form has bureaucratic structure with series of limitations while the online one is digitalised, flexible, borderless and can take place anywhere without travelling across the globe, sailing through the sea, flying or driving through rigorous mountainous roads. Learners who are education, students are able to have more control over what and how they learn and this method of learning is more effective. And this makes the society push for digitalized learning. Any form of education that overlooks the skill acquisition but lays emphasis only on certificates acquisition should be declared irrelevant because learners should benefit from their training. Conventional education relies only on acquisition/uploading of information, passing examinations, securing qualifications for future employment cannot be relevant to learners in fifty years' time. Some researchers are equally thinking along this researcher's line of thoughts as regards the current modes of education (Lessem, Adodo and Bradly, 2019; Saa- Aondo, 2019; Eastment, 2018; Jones, 2018).

Further, another problem associated with today's education lies in the fact that, it is highly secularised with too much emphasis on academic performance, equipping learners with only technical skills and passing examination to gain well paid jobs in this aggressive and competitive world without provision for overcoming natural disasters that may cause disruption of learning and closure of all levels of education. Again, it lacks certain courses synchronizes unity of thoughts, words deed and character formation, leading to negative attitude towards learning. In Nigeria, it is a fashionable thing for parents to send their children abroad to study any course without emphasis on the mind and character formation and skills that developed that inner potentials. Such children end up returning home with drugs, guns, ideas about rapping, kidnaping, cybercrime, greed as well as thirst for foreign ways of living. The

following researchers also react to the forms of education currently in operation. (Ritchie, 1998; Danjuma et al, 2015; Aleseev, 2011).

Moreso, with this complexity of present-day education, students are no longer at ease with conventional learning because of available digital tools, access and suitable information on the social media and learning platforms. Students want to study and receive wages at the same time and this is only possible with e-learning. Some schools and employment sectors were shut down in the past six months exposing the fact that the present-day education has no provision for filling the gap in time of world crises or disasters. During the global shut-down, only online classes and courses were trending because of digitalization of such programs. Therefore, online which is also borderless education is recommended so as to accommodate online- work –study, real life and project-based programs. In the same vein, teachers want to instruct in a different way and incorporate online classes and courses like cultural and positive values necessary for mind, character and technical skills formation. In this case, the combination of these two modes of education may not be relevant in the next fifty years. Monnappa, (2019), also lends credence to this idea.

As the whole world is yearning for a suitable system of education, redesigning an online curriculum to integrate education in human values program uniquely fills the gap. With provision of all- comprehensive education in the newly designed curriculum, it promises to be a complete programme with all components of a curriculum. And all courses would be captured within the new online curriculum, such as course contents, activities, techniques, instructional methodology, evaluation procedures and a training module. This would be a holistic pedagogy of instruction. The new curriculum suggests and promotes the integration of values with academic subjects and co-curricular activities and with relation to life's real situation through experiential learnings. (IDI/ Ukpabi, May, 2020).

## **Social Media Educational Platforms for Online Learners**

Social media and other educational online platforms will play very crucial and significant roles in the newly redesigned curriculum

because all courses under education for human values program will be empowered on the social media platforms. Some of the known academic e-learning platforms include: Zoom meeting at a scheduled time, Google -Hangout, Learning management System (LMS), Digital Educational tools (DET) and a lot of others. These educational platforms are generally cloud-based soft-wares and both teachers and students are able to access all the digital tools that come as part of it, including interactive contents and virtual classroom, by logging in through a standard web browser (Rosell, 2020). Even facilitators would require planning skills as well as develop skills for capacity to lead motivate and mentor learners. Kalish (2020), in his contribution, lists online classes or Digital platforms capable of boosting facilitators' skills as follows: Youtube, Zoom, LinkedIn, Instagram and others. Alison, Udemy, Coursera, edX, Udacity, LinkedIn Learning, General Assembly, Skillshare, LearnSmart, Codecademy, Pluralsight, Adobe TV, FutureLearn and Academic Earth. Some of these classes are completely free while some are not. Those that more related to university classes include edX, Coursera, Elsevier, Alison, Udemy and so on. All the social media platforms, especially, the online classes would be integrated in the new curriculum (Pswarayi-Riddihough, 2019; Herman, 2020; Kalish, 2020)

Value-based courses will be recorded, videoed and sent to some of the above-mentioned educational platforms. Those learning platforms harmonise conventional and online learning because they create alternative mode of learning for both learners and teachers in the society. The importance of integrating new technologies and education in human values courses in the Nigerian curriculum is to provide learners, both and teachers with different choices for academic advancement. Even online learners would be benefitting from self-development and interpersonal communication skills through such training programmes under Zoom meeting and other electronic workshops, seminars, symposium and so on. This is a better way of utilizing social media platforms and not to promote time wasting and lack of control over their usage. Future learners would be advised and discouraged against using these platforms for irrelevant intentions such as personal information, watching movies, playing games,

just scrolling and just following people as done by the youths (June 21, 2020). Social media platforms will play positive role in attitudinal behaviours of citizens if utilized positively. Already, some of these platforms have been developed into learning and socio-economic activities, so many people have been networking, learn marketing, sell products, learn new skills therefore, leveraging on digital knowledge can be satisfying experience for everyone. Moreso, both the facilitators and learners would benefit greatly from greater access on internet and social media platforms for improved efficiency and self-transformation. The newly designed curriculum would be capable of re-awakening learners' conscience to act on what have been learnt, and the courses video would aid learners to practice and put the acquired skills into action in everyday activities (Agbata, 2020).

### **Concept of Education in Human Values**

Education in human value program is to create the need for meaningful change in education for the future. It should be on records that the real classroom of the future will take place inside the minds of the students, wherever they happen to be. The whole world has been yearning for a system of value-based education especially for the young learners, hence, education in human values programme uniquely fills this gap. With provision of all-comprehensive education in the newly designed curriculum, it promises to be a complete programme with all components of a curriculum and all courses captured within the new curriculum, such as, course contents, learning activities, teaching techniques, instructional methodology, evaluation procedures and a training module. This will be a complete and holistic pedagogy of instruction. The new curriculum will balance the integration of values with academic subjects and co-curricular activities and learners' will be able to relate teaching to life's real situation through experiential learning (Kalianna and Chandran; 2015; Herman, 2020).

Unfortunately, the actual role of education has been narrowed down to developing a manipulative intelligence in order to exploit human and natural resources. This has resulted in man's inability to meet inner aspirations. Above are some of the challenging experiences

in education today. Therefore, it is time to find solution to future learning because today's education only aims at making learners breadwinners and citizens but it offers no secret to neither happy life nor discrimination between real and unreal. But the truth must be told that education is not for a mere living, it is for a lifelong, a fuller, a more meaningful and for more worthwhile living. Although to gain employment is alright, but living a more honest, truthful, transparent, integrity and good quality life are the real goal of education. Above all, character formation and good conduct is the most important. Incidentally, above few points are the missing links in today's education. Meanwhile, education in human values program model curriculum has been established in some schools in India, South Africa and few other countries but the program is yet to be introduced and integrated in the Nigeria's school curriculum. Education in human values has been acclaimed a model of excellence by the government of host the countries, this is why the program has been adopted by educational authorities in a country like Thailand. The program covers, formal, non-formal and informal education and capable of providing lifelong and transformation proces. These programmes will be adapted to suit local cultural aspirations as would be required by national and local educational authorities in a particular.

Judging from the current situation with COVID-19 in the world, re-designing of a new model of curriculum is a path way towards continuity of learning without hitch, panic, fear or disruption of learning activities. The reason is that learning will be personal and suitable information will be accessible. It is always best to adjust for quality education). In the view of Obama (2020), "Education is not a name of any degree or certificate that can be shown to others as a proof. Education is the name of our attitude, actions, language and behaviour with others in real life" Obama's view is in line with promoting education in human values as would be integrated in the new school model. The question is, what has education in human values has to with future education? The answer is a lot because the program is not just ordinary or secular education but an educational program that enlightens and brings out latent potentials in both teachers and learners. It represents an intergrated attempt to perfection of body, mind

and soul but for it to be relevant to the future learners and the society it must be an intergral part of educational and societal progress (SSS Education in Human Values, 2020). Value-based courses that would go directly to the heart, would eliminates desire, greed, materialistic detachment but promote progress, mind and character formation that offers natural satisfaction, deflates ego and confer trianquility on individual and the society (stael, 1999; Ogundele 2012). (Shemis et al, 2020).

### **The Philosophy behind Education in Human Value Program**

This programme draws upon philosophy of Educare and pedagogy of integral education which characterises Satya Sai education in human values, this is why the program maintains coherent because of philosophy of Satya Sai Education and Educare. Sri Satya Sai Baba of India is the founder of this Integral Education, meant to be education for human excellent with the aim of meeingt challenges of future education. Therefore, in the re-designed curriculum, consciousness will be expanded and conscience will be manifested as the unity of head, (thought), hand (action) and heart (word). Through this process, learners become aware of their inner selves and at the same time acquire competency in academic, mental, social and physical spheres of life, the society and the world as whole. Education in human will enable learners to better themselves better, feel more confidence about finding solutions to questions and probles learners' face in clasroom, home and the society. For complete balance of human beings, ability to synchronize thoughts, words and deeds will be developed for learners to learn how to use their mind for good thoughts, uphold truth, dignity and honesty because learners will be dealing with facilitators they have never met and may not see face to face. (Jones, 2018; Sathya Sai Institute of Education, 2017).

Meanwhile, the tripot stand of the unity of "Head, Heart and Hands" is to gaurantee that learners will master the arts of transferring their acquired skills to good deeds. This is the functioning of the Heart, Head and the Hands together and will be intergrated into the digital curriculum. This is known as 3HV and also referd to the harmony of Heart, Head and Hand. The goal of 3HV is the purification of heart. Therefore, education in human values

programme is the 3HV; where the first H is for heart, second H, for head and third H for the Hand. It is the harmony of the head heart and hands that symbolizes true human life. This harmony of head, heart and hands will enable the learners to create good thoughts and think positively all the time. Emphasis will lie in mastering the relationship between expanded consciousness and manifested conscience and this relationship will act as the guiding force in life to monitor the activities of the mind during online learning. This is necessary because the mind is like the wind that blows both foul and sweet fragrance of this world. The mind brings both disappointment and hope to consciousness. This is why the mind must be trained and be guided to focus on good thoughts, words and deeds for better flow of information and individual transformation. And for balance of the five elements to enable learners experience peace of mind within (Oyovbaire, 1983; Shoda, 2020; Layiwola, 2020; 2020). (Wiana, 2019; Sathya Sai Institute of Sathya Sai Education, 2017).

### **Revisiting Popular Culture and Social Values**

Culture is perceived as a set of patterns of human activity within a community as reflected in the customs, laws, dress mode, social standards, religious and traditional belief (Wikipedia, 2020). This paper holds the belief that, revisiting cultural and value-based courses in the new digitalized curriculum will lead to all-inclusive learning without boundary and will sustain it for years to come. Cultural values and positive attitudes are the elixir of life to help human beings grow and develop, and help create the future we want to experience for individual transformation. (Wikipedia, 2020). Integration of traditional culture and societal norms in the newly designed curriculum will elicit natural and positive values already inherent in every individual for application during the period of the online study. The curriculum will reflect the use of videos, audios, articles on value-based education and online short courses on social media platforms to enable learners advance their career at their convenience. Popular culture will strengthen African belief systems, and expose values and good qualities prevalent in African society in the form of music, genres in the society. The focus would be on the youths who

are leaders of tomorrow. Unity is one of the African traditional values and a secret of African integration, social progress and service that will provoke societal change. But the citizens are like rusting machines because they are no longer dedicated to work as they dream of wealth but priority is on materials welfare which can never lead to progress. Any culture that is at variance with the culture of the land and traditional customs is a culture of the metropolis. Unholy accumulation of power, wealth and fame, crime and corruption due to societal decadence will be reduced (Layiwola, 2019; Alekseev, 2013; Njoku, 2015).

### **Expectation of New Model**

The paper reveals that integration education in human values program in the redesigned digital curriculum is a formula that will synthesize the head, the heart and the hands. This is to ensure individuals transformation and sustainability of future education. Education will become experiential, all inclusive and more focused on youths because they will gain employable skills while in school, maintain positive attitudes and values that will help them function for life. The new model is expected to be multicultural in approach and in context to enable learners have required access to information. The outcome of incorporated digital, cultural and values-based courses will elicit innate abilities and inculcate societal values in the learners. Experts in the field of digital and values-based education will work hand in hand with the learners for accessibility of suitable information. For instance, such courses would include; entrepreneurial ship to promote critical thinking and leadership and ethics will promote character formation. The model will be all inclusive for anyone interested in scaling all educational boundaries and bottlenecks associated with formal education. There will be no fear, panic and uncertainties for future because of poor access to education. Acquisition, storage and dissemination of knowledge, will be empowered by social media and other academic platforms and other online classes. Education sector would be migrated from traditional form to online/social media platforms via/Zooms, Cloud and others. Educational institutions would have opportunity to maximize students' learning potentials to ensure enabling environment by providing all

the required digital technicalities to rule out any hitch in the online operations (Agbata, 2020).

Both teachers and learners would benefit from the new model because it would be flexible for courses and programs to be scheduled to fit into everyone's agenda (Wikipedia 2020). Online learning will improve academic performance, both young and old will benefit online degrees, virtual education will be repositioned and learners will no longer be affected by continued closure of schools. The vision of online learning at ensuring personalisation, collaboration and informal learning will be achieved. Online learners will perform better because they will no longer see their instructors as teachers but as facilitators, guides and mentors. They would also want to respect and abide by the instructions of their mentors and facilitators. This independent nature of self-explorations will turn students to be more responsible to themselves, their parents and the society as a whole. The following researchers in the field of online education have also added credence to the relevance of online education. (<https://www.howtolearn.com>; Rispoli, 2020; Barnett, 2004; Agbata, 2020).

## Conclusion

In this position paper, I have presented the importance of re-designing a digital school curriculum for integration of cultural and value-based courses enhance access to required and relevant information for online learners. This will also improve, sustain and add value to digitalized teaching and learning. All lessons on cultural and value-based course will be recorded on a video and send to some learning platforms for use by online learners. There will be a change in the mindset and characters of learners because the process will elicit all the latent virtues and potentials hidden in them. This is the reason why integration of cultural and value-based courses on the new digital curriculum for online users is proposed in this paper. It will also serve as a practical approach that would improve the quest for increased access to information and its suitability to learners' personal needs. Both learners and facilitators will benefit greatly from the new digitalized curriculum because the process will reveal their inner abilities and potentials. This will create a balance and flexibility in the society and will erase all forms of fears, uncertainties as a result of occasional

insurgent and unexpected global disasters such as COVID-19 pandemics.

## Recommendations

The Federal Ministries of Education and policy makers in Nigeria should initiate a national conversation with educational experts, brainstorm to upgrade National policy of Education and offer new education applications and platforms for both schools and higher institutions for the benefit of online learners. Secondly the new online curriculum should incorporate value-based courses that will be used on social media platforms and other online classes to serve as access for online learners and future education. Thirdly, youths centered- real life application project-based learning should be created to enable online learners develop creative skills. This could be driven through Zoom, Cloud and other online academic platforms.

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