

Transformation and Challenges of Teachers' Roles in the Digital Media Age

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Abstract. With the rapid development of digital media, great changes have taken place in the mode of education, but also for the majority of educators to provide new opportunities and challenges. In the digital media environment, teachers should not only play a role of simply imparting knowledge, but also play an active role. This change has changed the traditional way of education, requiring teachers to integrate a variety of digital media into their educational strategies. This requires English teachers to strengthen their digital quality education and adopt creative education methods to meet the growing diversity of learning needs. But there are also problems with digital teaching, such as getting students to participate actively, giving them equal access to technology, and taking into account users' privacy and security. This article discusses the role of teachers in the age of digital media, the impact of technological integration on educational practice, and how educators can flourish in this digital society. On the basis of consulting relevant materials and case studies, this paper makes a deep discussion on how to improve the teaching effect and create a good learning atmosphere.

Keywords: Digital Media; Teacher Roles; Educational Technology; Digital Literacy; Pedagogical Transformation.

1. Introduction

With the development of digital media and the rapid development of science and technology, it has a far-reaching impact on all areas of today's society, including education. In recent decades, computers, smartphones, tablets, interactive whiteboards, and the widespread use of the Internet have revolutionized the way knowledge is acquired and shared. In the past, teachers played the role of "teaching" in class. Now, the relationship between "teaching" has changed. Teachers are no longer confined to the traditional teaching model, but use a large number of digital platforms and technology to help them learn.

In the past, teachers focused on teaching materials and teacher-student interaction. However, the rapid development of digital technology has changed the teaching methods. Today's teachers should make full use of the numerous and complicated digital media, and integrate them into their educational activities to provide new opportunities for business and learning. The role of teachers has been expanded from imparting knowledge to promoting, instructing and life-long learning. At the same time, the environment of technology and network learning has been improved.

In this chapter, we discuss what happens to the role of teachers in a digital media environment. This course explores the challenges that teachers face in learning new technologies, meeting different student needs, and dealing with issues related to digital culture. In addition, in this chapter, we also pointed out the need to adapt to the continuous development of digital teaching reform. The role of teachers is not only to adopt new technologies, but also to establish a learning environment that is conducive to interaction, individuation and student-centered.

This chapter will also explain the framework of this paper, so as to better understand the role of teachers in teaching. Next, we will focus on the benefits and challenges of technology in teaching, the impact and impact of digital media on students' teaching, and the strategy of career development in the digital age. At the end of this chapter, we will summarize how to recognize the important role of this transformation in the future teaching and professional development of teachers.



Fig 1. Digital media teaching

2. The Changing Landscape of Education in the Digital Media Age

The digital media era has completely changed teaching content and teaching experience. With the advancement of technology, classrooms that were previously limited by physical walls and resources have now become a broader and interconnected digital ecosystem. This chapter explores the changes that have occurred in the field of education, with a focus on the role of digital technology in the teaching process, and analyzes their impact and expectations on teachers.

2.1 The Rise of Digital Media in Education

In the early days of digital technology, the use of computers in classrooms was largely limited to specialized subjects like computer science or information technology. But the emergence of high speed Internet, interactive white boards, mobile devices, and cloud facilities has made it increasingly popular in schools. The Internet allows students to immediately access large quantities of data, and the use of tools like video-conferences, web-based collaborative platforms, and LMS has changed the way we provide and interact with content.

In this new environment, educational technology has the potential to break down barriers, providing individualized learning experiences that cater to individual student needs. Interactive media such as videos, simulations, and virtual reality (VR) bring abstract concepts to life, making learning more engaging and accessible. Teachers are now able to use a range of digital tools that enable them to create more creative and flexible teaching methods, offering a more interactive, engaging, and individualized learning environment.

2.2 The Shift from Teacher-Centered to Student-Centered Learning

From a past perspective, teachers are the core of teaching and the most authoritative person in the classroom. In the teaching process, the teacher leads the entire classroom teaching process, while the students are passive recipients. However, with the development of digital media, people's attention to learning methods is also increasing. In the context of online teaching, the changes in the online teaching environment have transformed students from simple knowledge acquisition methods to active learners.

In this situation, students are able to independently acquire knowledge, immerse themselves in a non collaborative learning atmosphere, and have better control over their learning experience. The role of a teacher is no longer simply to impart knowledge, but to guide students in learning, encourage critical thinking, and provide assistance in the process of exploring new perspectives. By integrating digital technology, learning methods are made more flexible, such as personalized learning approaches, interactive evaluations, and adaptive learning methods, thus achieving a student-centered learning approach.

2.3 Technological Tools and Teaching Methods

The combination of digitization and education provides us with a completely new teaching method. By utilizing various sensory techniques, teachers can use different sensations to create a vivid classroom, thereby deepening their understanding and memory of the classroom. Some interactive methods, such as digital simulations, educational competitions, and real-time quizzes, have broken the conventional teaching mode, allowing students to have more fun and efficiency in the classroom.

In addition, this digital platform supports asynchronous teaching, allowing students to proceed at their own pace, access materials, and complete routine post class tasks. Online discussion forums, collaboration platforms, and electronic records can all allow children to immerse themselves in textbooks in a new form that previous teaching models could not achieve. At the same time, the system also provides teachers with a new way to assess students' learning progress, track their learning progress, and provide them with timely feedback.

2.4 The Impact of Social Media and Online Communities

Social media and online communities also play a significant role. For example, YouTube, twitter, An inspiring blog allows students and teachers to share their ideas, resources, and experiences. Through this platform, teachers can communicate with professionals, explore new educational methods, and participate in a global internship community.

Social networks and online communities not only provide a platform for people to communicate with each other, but also create various learning experiences for students. In this digital environment, students can see various perspectives, work together with classmates, and communicate outside the classroom. Social media also promotes critical thinking, enabling students to think from different perspectives and learn to evaluate the reliability of these messages.

2.5 Challenges in Integrating Digital Media into Education

The integration of digital media and teaching has provided many benefits for teaching, but there are also a series of problems. One of the biggest problems is the digital divide, which creates unfair opportunities through the barriers of technology and internet access. However, children living in impoverished areas do not have sufficient facilities and internet access, making it difficult for them to fully integrate into this digital educational environment.

Another challenge is that teachers need to constantly grasp the latest technology. In today's rapidly developing digital media and educational technology, teachers need continuous professional growth in order to better integrate new tools and platforms. This requires time, resources, and assistance from education departments and decision-makers to ensure that teachers receive the necessary training to efficiently utilize technology.

In addition, as people increasingly rely on digital devices, people begin to worry about the privacy of personal data and the security of the Internet. The massive amount of personal information of students in the online environment may cause harm to personal information and may also lead to illegal access. Teachers should always remain vigilant to ensure the security of student information and responsible use of electronic tools.

2.6 Conclusion

In the era of digital media, technology is increasingly permeating every aspect of education. Due to the continuous transformation of teaching through digital media, teachers also need to reposition themselves to adapt to the needs of new technological development and master the curriculum of new technologies. This chapter reviews the rise of digital media in the field of teaching, the shift towards student learning, the integration of new teaching tools, and the role of social media and online communities. While digital media brings us many benefits, it also poses some new questions for our educators. In the following chapters, we will provide a more detailed analysis of the above issues and propose how teachers can improve their practical skills and enhance teaching effectiveness in changing teaching contexts.

3. The Evolving Role of Teachers in the Digital Media Age

With the continuous change in the teaching environment, the teaching role has changed significantly as digital media technologies have been continuously transformed. In the digital era, educators will no longer be simple messengers but will take on a new role, which will make it easier for them to learn in a dynamic, technological environment. This chapter explores the changing duties and expectations of teachers, looking at how they have moved from conventional tutors to digital facilitators, mentors, and life-long learners.

3.1 The Teacher as a Facilitator of Learning

The biggest change in the role of teachers in the digital era is the transition from being an immediate source of knowledge to one that facilitates teaching. In conventional classrooms, the teacher usually acts as an authority figure, giving lectures and guiding the process.

The teaching staff of the Digital Media Era should be able to design and curate learning experiences that encourage student agency and independence. Through the use of digital tools and resources, teachers are able to build a learning environment in which they can control their own education. For example, teachers can offer students a variety of online resources, cooperative platforms, and digital simulations, allowing them to engage in self-directed learning. Instead of just passing on knowledge, teachers lead them to find and use information, to cultivate critical thinking, and to cultivate a more profound appreciation of the topic.

3.2 The Teacher as a Digital Literacy Coach

One of the most important roles teachers have in the digital media era is that of digital literacy coach. Digital literacy includes not only the capacity to access digital instruments and sources, but also the skills needed for critical assessment, creation and communication through technological means. As technology becomes more embedded in everyday life, students must develop these competencies to be successful in both academic and professional environments.

The role of teachers is to make sure that pupils have the digital literacy skills they need in order to navigate the web's information rich environment. Training involves helping students develop the ability to evaluate sources of credibility, manage their online presence, and use digital tools effectively to create and share content. Teachers need to model responsible digital citizenship, teaching students about online ethics, privacy, and security.

In addition, educators need to keep up to date with emerging techniques, instruments, and platforms for effective mentoring of their pupils. They must continually build up their digital literacy skills so that they can educate their pupils on the use of technology in a meaningful and productive manner.

3.3 The Teacher as a Mentor and Learning Coach

Beyond content delivery and digital literacy, teachers in the digital media age are increasingly taking on the role of mentors and learning coaches. This role involves providing individualized guidance to students, fostering a supportive learning environment, and helping students develop soft skills such as communication, cooperation, and problem solving.

In a traditional classroom, mentorship might have been a more informal or secondary aspect of a teacher's role. However, in the context of digital learning environments, the teacher's role as a mentor has become more formalized and essential. As more and more on-line learning platforms are being used, students can become more physically removed from their teachers, which will make it more difficult for them to provide personalized advice. As such, teachers must proactively reach out to students, provide individualized feedback, and use digital tools to maintain an ongoing dialogue with students.

Mentorship also extends to helping students develop skills for self-regulated learning. Teachers should help students to establish personal objectives, monitor their progress, and adjust their learning

strategies as necessary. The teacher's role as a mentor encourages students to take ownership of their education, developing the confidence and skills needed to succeed both in and out of the classroom.

3.4 The Teacher as a Lifelong Learner

The rapid rate of technology change poses problems for educators as well as opportunities. It is now necessary for teachers to constantly adjust to new teaching instruments, strategies and teaching methods. In order to stay abreast of a changing digital environment, educators need to adopt a life-long learning approach.

Teachers are involved in continuous career development, looking for training opportunities, working with co-workers, and testing new digital tools and learning techniques. Such a commitment to life-long learning will guarantee that teachers will continue to play an efficient part in teaching, and will continue to support the teaching process in an innovative manner. It also encourages teachers to be part of a wider professional community in which knowledge and experience are shared, promoting a culture of continual improvement in education.

In addition, there is an increasing demand for teachers to create their own individual education networks (PLNs). This could be done by means of web-based, professional forums, social media, and scholarly meetings, which would enable teachers to remain in touch with other educators, exchange good practices, and keep up with the newest trends in digital education.

3.5 The Teacher as an Advocate for Educational Equity

As digital media is increasingly integrated into the learning process, questions of access and equity are increasingly important. The challenge for educators in the Digital Media Era is to promote fair access to technology and to make sure that all students have a chance of success in a digital learning environment.

The digital divide — the gap between those with access to technology and those without — presents a significant challenge in many educational environments. Teachers are committed to making sure that those who do not have digital tools, internet connections, or technical assistance will not be left behind. This could include calling for more money to be spent on technology in schools, on how to give pupils the tools they need, or on the development of extracurricular activities for those who are unable to have access to the Internet.

Teachers also have a key role to play in making sure that all pupils, irrespective of their origin, acquire the skills they need to prosper in the digital world. Through the creation of an inclusive, accessible learning environment, teachers can help reduce the effects of digital divide and give all pupils the necessary tools for success.

3.6 Conclusion

The change in the teaching role in the digital media era has created new opportunities and challenges. Not only are teachers of content, but they are also educators, tutors, digital literacy trainers, and life-long learners. The shift towards student-centered learning, the integration of digital tools, and growing emphasis on equity and access have redefined what it means to be an educator in the 21st century.

As digital technologies continue to evolve, the role of the teacher will continue to change. Teachers must embrace new technologies, adapt their teaching practices, and develop the skills necessary to support students in a digital world. In this way, they can give their pupils the knowledge, skills and competences necessary for success in an increasingly digital society.



Fig 2. Teachers are constantly improving their digital teaching abilities

4. Challenges Faced by Teachers in the Digital Media Age

Digital media is rapidly integrating into education, which has caused great changes to the course of education. But it also poses a lot of challenges to teachers. Teachers must navigate an increasingly complex educational landscape, where technology is both an asset and a challenge. This section examines the challenges that challenge learners are confronted with in their adaptation to the Digital Media Era, such as technological inclusion, student participation, digital literacy, professional development, and education equality.

4.1 Technology Integration and Digital Tools

One of the main problems that teachers have to deal with is how to integrate digital tools and techniques in their learning processes. Although digital media provides a wider range of resources and learning tools, many educators are finding it difficult to effectively integrate them into their classes. Due to the fast rate of technological progress, new instruments, platforms and sources are constantly being developed, and educators need to adapt to them if they are to continue to play their part effectively.

Many educators face difficulties in choosing the correct techniques that fit with their teaching objectives and satisfy the requirements of their students. Because of the huge amount of digital resources that are available, it is difficult for teachers to identify the best instruments to improve learning outcomes. In addition, educators can be confronted with technological challenges, for example, with compatibility issues among software, hardware and Internet platforms, which may prevent a seamless application of digital tools in class.

In addition, although technology may facilitate learning, it also requires teachers to acquire a certain degree of technological competence. Teachers should be capable of solving problems, giving them technical assistance, and effective management of online learning platforms. Many educators consider that they have not been properly educated about the application of techniques, particularly when digital instruments are constantly being developed or modified.

4.2 Student Engagement and Motivation

Keeping a student involved in a digital media era is increasingly difficult, particularly when it comes to the distractions brought about by technology. While digital platforms offer interactive and multimedia-rich learning experiences, they can also lead to increased distractions. Students may find themselves distracted by social media, gaming, or other online content during lessons, which can negatively impact their focus and participation in class activities.

Teachers have to work harder to catch the attention of their students and keep them motivated in an age when there are countless distractions from digital entertainment and continuous connectivity.

Although digital media can improve educational experience, it may also be harder to develop a profound and targeted commitment to the substances. In order to solve this problem, educators must use strategies that render digital tools meaningful and useful for learners, for example by developing interesting curricula, integrating games into curricula, and encouraging collaborative projects.

Another issue with student engagement is the varying levels of digital literacy among students. Although some pupils can be very good at using digital instruments, others might not have the ability to use them efficiently. Teachers must overcome this divide by offering personalised teaching, personalised support, and making sure that all pupils have the digital skills they need to succeed.

4.3 Digital Literacy and Access to Technology

In the digital media age, digital literacy is essential for learners as well as for teachers, but differences in digital competences may constitute important obstacles to efficient education and training. Although digital tools provide many advantages, they need to have the required skills to be effective. Teachers have a responsibility to assist learners in the development of digital literacy, but they face difficulties in evaluating the current level of pupils and the provision of supplementary guidance tailored to their needs.

Many students, particularly those from disadvantaged backgrounds, lack access to the technology and resources needed to participate fully in digital learning. The digital gap implies that some pupils might not be able to use a PC, smartphone, or a secure Internet connection, which would restrict them from taking part in an on-line study or accessing digital resources. This creates an equity gap, as students with limited access to technology may struggle to keep up with their peers, further exacerbating existing educational inequalities.

Teachers should address these gaps by advocating for more equitable access to technology, creating opportunities for offline learning where necessary, and providing support to students who face challenges in using digital tools. But these problems are usually hard to solve on their own, and they might need institutional or government support to ensure that all students have the same chance to succeed in a digital learning environment.

4.4 Professional Development and Teacher Training

The rapid rate of technical change calls for continuous professional development for teachers to keep up with the latest educational instruments and methodologies. Nevertheless, many teachers have problems getting access to quality training courses which give them the competences needed for effective integration of technology in education.

Many teacher training programs, both pre-service and in-service, have not kept up with the requirements of the digital era. As a result, teachers often feel unprepared to incorporate digital tools into their classrooms. Moreover, the rapidly evolving character of the technique implies the need for teachers to continually update their qualifications and to adjust their learning methods, which may take time and take continuous work.

In order to solve this problem, teachers must have access to periodic career development options aimed at integrating technological learning into their curricula. These opportunities should not only focus on technical skills but also on pedagogical approaches to using technology effectively. Teachers also need to be encouraged by their schools and education establishments to incorporate technology in their classes, including the availability of resources, the time for training and the possibility of working with other educators.

4.5 Privacy, Security, and Ethical Concerns

The proliferation of digital tools and online platforms raises significant concerns about student privacy, data security, and ethical use of technology. As digital tools collect vast amounts of data on students' behavior, performance, and interactions, it is crucial that teachers ensure this data is handled securely and ethically.

Teachers should be aware of the possible dangers involved in the use of a digital platform, and should adopt measures to safeguard their privacy. This includes using secure platforms, maintaining confidentiality, and ensuring that students' personal information is not misused. They also have to teach their children about digital ethics, including responsible online behaviour, the consequences of datacasting, and the dangers related to cyber bullying and online harassment.

While schools and educational institutions often have policies in place to address these concerns, teachers are on the front lines and must ensure that they are following best practices for digital privacy and security. In some cases, teachers might require further assistance and education in order to overcome the complexities of digital morality and data protection.

4.6 Conclusion

The challenges teachers face in the digital media age are multifaceted, ranging from technological difficulties to concerns about student engagement and equity. Teaching staff will have to adjust to the requirements of an ever more digital learning landscape that calls for continuous career development, the inclusion of new techniques and the ability to cope with a wide variety of education needs. Although technology brings many advantages to learning, it also creates new complications which call for careful thought and strategic planning. To tackle this problem, it will be crucial to make sure that educators are ready to play their part in a digital media era, and that all pupils have a chance of success in an ecologically-oriented world.



Fig 3. Teachers continue to take up the challenge of digital education to better help students create a more efficient learning environment through multimedia interaction

5. Strategies for Teachers to Adapt to the Digital Media Age

Because of the continuous transformation of the educational landscape with digital technologies, it is necessary for teachers to devise a strategy for effective integration of those instruments into classroom instruction as well as to overcome the problems addressed in the preceding section. The successful adaptation of teachers in the digital media age requires a combination of pedagogical innovation, professional development, institutional support, and a commitment to fostering digital literacy among students. This chapter explores key strategies that educators can employ to thrive in technology-enhanced learning environments.

5.1 Enhancing Digital Competency and Pedagogical Knowledge

Enabling teachers to effectively navigate the digital media age, they must possess both digital literacy and a strong understanding of digital pedagogy. That means not only learning how to use digital tools, but also when and how to incorporate them into an efficient learning strategy.

Continuous Professional Development: Schools and education establishments shall provide continuing education programmes geared towards the use of new techniques in real life. Teachers are encouraged to take part in seminars, on-line classes, and certificates to improve their digital skills.

Experimentation with Technology: Teachers are encouraged to try out the most effective ways to get their students involved in their classes. Students can be involved through platforms like Google Classroom, Microsoft Teams, and interactive learning apps like Kahoot! or Quizizz.

Blended Learning Approaches: The combination of both conventional and digital teaching techniques provides a more agile, vibrant learning environment. Through the use of LMS (LMS) and Interactive Digital Content, teachers can create a mixed learning experience for all students.

5.2 Promoting Student-Centered and Personalized Learning

The Digital Media Era provides an opportunity for teachers to move away from an atelier to a student-centred one, in which students assume greater responsibility for their education.

Flipped Classroom Model: Under this method, the teaching materials (e.g. video-conferencing and reading) are offered to the students in the house, and the classroom time is devoted to debates, projects, and problem-solving activities.

Adaptive Learning Technologies: AI-driven platforms allow you to customize your learning according to your student's progress and personal requirements. Teachers can use tools such as Coursera, Edmodo, or Smart Sparrow to monitor the performance of their pupils and tailor their teaching accordingly.

Encouraging Collaborative Learning: Global cooperation can be achieved through digital media. Tools like Google Docs, Padlet, and Trello make it easier for students to team up on a project to promote team spirit and critical thinking.

5.3 Addressing the Digital Divide and Ensuring Equity in Education

Access to technology is not uniform across all students, leading to disparities in learning experiences. Teachers need to act proactively to make sure that all students have equal access to digital learning.

Providing Offline Learning Options: If you don't have an Internet connection at home, you can provide a paper source, a scholarship, and an alternate method of participation.

Using Open Educational Resources (OER): The availability of free education materials on line will help close this gap. Sites such as Khan Academy, Open Sky, and Coursera offer high quality resources for the students to take advantage of.

Advocating for Institutional Support: Schools and policymakers should invest in digital infrastructure, including the provision of laptops, tablets, and internet connectivity for underserved communities.

5.4 Building Digital Citizenship and Ethical Technology Use

Given increased reliance on digital media, it is critical for teachers to educate students on responsible digital behavior, online safety, and ethical considerations.

Teaching Media Literacy: Teach students to make critical assessments of online info, detect false news, and learn about ethics in digital participation.

Emphasizing Cybersecurity Awareness: You will be able to teach your pupils about secure Internet practices, such as robust password administration, detection of fraud, and protection of personal information.

Promoting Responsible Social Media Use: Teachers are expected to provide guidance to students on the Internet in an appropriate manner, and to prevent cyber bullying and negative digital messages.

5.5 Strengthening Teacher Collaboration and Professional Learning Networks

Teachers can gain a lot from working with their peers and participating in professional learning communities.

Joining Online Teacher Communities: Platforms such as Edutopia, LinkedIn, and Twitter (through # EdTech or # TeacherTwitter) enable educators to exchange best practices and debate problems.

Participating in Webinars & Meetings: Participation in virtual or face-to-face meetings like asISTE will keep teachers up-to-date with recent developments in education.

Working with Other Educators: Students will be able to work together to develop digital learning programs, share resources, and talk about how to enhance students' skills.

5.6 Encouraging Institutional and Administrative Support

To succeed in the implementation of digital learning strategies, teachers need a solid institutional support.

Investment in School Infrastructure: To make it easier for them to teach by giving them high speed Internet, up-to-date equipment and reliable Learning Management Systems (LMS).

Reducing Administrative Burden: Teachers are frequently faced with heavy administrative workload and do not have enough time to develop their careers. Schools should streamline non-teaching responsibilities so that educators can focus on improving their digital teaching skills.

Creating Support Networks for Teachers: Schools need to set up mentoring schemes in which skilled teachers can help their fellow students to incorporate techniques in their classes.

5.7 Conclusion

The Digital Media Era offers the teaching staff the chance as well as the challenge, which demands that they adjust themselves to the new role and the development of innovative teaching strategies. Teaching can be managed efficiently by improving digital competence, supporting student-centred learning, tackling justice problems, encouraging the application of ethics and cooperation with peers. Additionally, institutional support plays an important role in enabling teachers to implement digital tools effectively.

While technology is still developing, teachers need to take on lifelong learning, keep up to date and adjust to a changing education environment. By implementing these strategies, educators can create meaningful and engaging learning experiences that prepare students for success in a digital world.

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