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Pedagogical Shifts in Online Teaching: Understanding the Role of Teachers in the Digital Era

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Abstract

The COVID-19 pandemic brought an unprecedented transformation in the global education system, making online teaching an inevitable mode of learning. This research paper analyzes the pedagogical shifts in the digital era and the evolving role of teachers from knowledge transmitters to facilitators of learning experiences. It explores emerging teaching strategies, digital assessment methods, instructional design principles, and the application of the Universal Design for Learning (UDL) framework. Grounded in social constructivist theory, the study redefines teachers' roles as mentors, guides, and motivators in promoting equity, inclusivity, and engagement in online education.

Keywords: Online Teaching, Teacher's Role, Digital Era, Pedagogical Shift, Constructivism, Assessment, Universal Design for Learning (UDL).

Introduction

The international community has been taken by surprise by the COVID-19 pandemic. This health crisis severely restricted face-to-face interaction beginning in early 2020. As a result, educational institutions were forced to quickly implement online learning services and tools to ensure that learning could continue without interruption. In many systems, this shift happened unexpectedly overnight. It prompted an immediate change in the role of teachers from face-to-face transmission of knowledge to online course design and facilitation. Because technology adoption in education generally follows a slow and deliberate path, questions about pedagogy in the digital age remained largely theoretical prior to this rapid shift. Only limited attention has been given to how pedagogical theories might inform online teaching or learning (Kumar, S., & Kaur, K., 2025). The present situation the urgent need to define the role of teachers has created an opportunity to expand the dialogue surrounding pedagogical shifts in digital environments. To deepen this conversation, the perspectives shared reflect both personal and social constructivist principles.

Drawing on recent literature, the narrative is framed around teachers' roles during the transition to digital environments, proposing that the core pedagogical shift

occurring in digital learning relates to the passage from information transmission to experience facilitation. Attention is then directed to four facets of the teacher role that have emerged from a comprehensive survey of digital pedagogy practices involving K–12 and higher education: designing learner-centered experiences, rethinking assessment approaches, adopting new forms of course organization, and integrating instructional media. Practical examples of pedagogy aligned with the evolving teacher role are offered (Satapathy, S. R., 2022).

The Context of Online Education

Online education has evolved significantly over the last two decades. Initially confined to correspondence courses and distance learning, the field now encompasses virtual classrooms, Massive Open Online Courses (MOOCs), computer-based assessments, and numerous other modalities. Although access to online education has expanded greatly, participation and completion rates remain troublingly low. Barring a sudden and unprecedented global disruption, this crucial area of pedagogy would have occupied much more of academia's attention. Educational delivery systems were already undergoing drastic change when COVID-19 forced educational institutions worldwide to evacuate their classrooms. Such a massive migration of previous practices into a new medium can reveal the underpinning assumptions governing those practices and facilitate their transformation, an opportunity that may be advantageous for students.

On the digital frontier, technological systems provide far greater opportunities for collaboration, interaction, and sharing than their traditional counterparts. Yet, many schools have treated online educational delivery as little more than a technological upgrade. Although the technological opportunity remains untapped, awareness is growing that effective online education requires deep re-evaluation, and fortunately, the literature on relevant frameworks, models, and pedagogies is extensive.

The Evolving Role of Teachers

Across time and cultures, teacher roles have shifted, moving from the mere transmission of information to a more facilitative approach that supports individual inquiry and participation. These developments have been remarkable in both scope and significance. The factors that require such broad redefinition of teachers' roles are equally noteworthy; they reach far beyond the technical knowledge required to benefit from diverse media, and far beyond the improvement of teachers' online skills. Shifts in higher education courses place particular emphasis on clarifying the function and expectation of educators engaged in such online formats; the need centers on pedagogy, not merely on whether a teacher delivers the material in-person or on video. While technology alone does not change educational systems, what can be defined as education and what students require from educational systems are transformed procedurally when technology is introduced. The implications affected the entire system, and practitioners had to reconsider other roles that came into sharper focus (El-Soussi, 2022). The responsibility of education as a whole to support students and society inherently extended educational discourse to the system including pedagogy, content, and delivery.

The additional factors that emerged in connection with the shift to online formats came directly from student perspectives and outcomes. Students have not only experienced a shift in content but also come to understand the educational value and the societal needs that higher education supposedly serves, touching more broadly on agency, motivation, and engagement with society. These have drawn attention to equity and justice directly affecting student life and learning, including issues experienced

tighter than ever before affordability, accessibility, environments, technological agency, applied pathways, and the larger interconnected, multidisciplinary challenges of planetary and digital transformations confronting lower-education systems. Such issues became focal when entering high education yet did not disappear, and course designs and degree programs still are not aligned with actual requirements. Concerns address living at the intersection of multiple realities enhancing deeper learning while also addressing employability, agency, and connectedness related more to equity than content itself. The situation brought discussions linking a large number of complementary questions under particular engagement rather than merely supplementary or core skills (Shankar & Rao, 2025).

From information transmission to facilitation: Early distance education operated on the assumption that formal education was unnecessary anyway. In today's educational ecology, the role of teachers has evolved from providing information to facilitating knowledge construction. Each teaching mode face-to-face, blended, and fully online requires its own professional identity. Yet, educational institutions still model academic development on the industrial era, neglecting the need for a digital-era professional identity and essential online teaching skills (Lowenthal & Lomellini, 2022).

Research suggests three roles in an online teaching context: instructor, facilitator, and content expert. The instructor role remains "regrettably strong," despite the widespread promotion of constructivist theory. A major shift from information transmitter to knowledge facilitator is vital for true transformation in online learning. As facilitator, the educator designs knowledge-check activities to help students move learning forward, initiate discussions to inspire idea sharing, offer intriguing problems with multiple solutions, and create outlets for inquiry. Analogy, metaphor, and heuristic use to scaffold learning are also facilitative practices.

Designing learner-centered experiences: Learner-centered design encourages courses that focus on the needs and experiences of students, enabling them to engage more deeply with the subject matter and apply their knowledge more effectively. Examples of learner-centered design include incorporating project-based curriculum, opportunities for students to pursue personal interests, and the inclusion of student choice in assessing learning outcomes. Shifting to a more learner-centered approach aligns more closely with desired social and intellectual outcomes and offers flexibility for gathering and assessing evidence of student understanding (Roy, 2022).

Assessment in a digital landscape: Assessment in a digital landscape encompasses diverse approaches. Formative assessment, amid learning progression, fosters understanding and motivation (Si'arifah, 2019). It is complemented by summative assessment, maintaining student engagement and directing further learning. Emerging analytics enable aggregation and disaggregation of data on multiple facets, including student behaviors and activities, course navigation, participation frequency, and time allocation over days or weeks. These data provide insights into students' challenges and the course design itself.

Secure online environments mitigate integrity risks, allowing resources to remain accessible throughout assessments. Where this is infeasible, remote monitoring or alternative formats ensure sufficient opportunity to demonstrate understanding while limiting misconduct. Automation expedites timely and essential feedback—crucial for clarifying misunderstandings—through objective or semi-objective content and performance-timing measurement. Automated responses may also promote habit formation in languages, mathematics, and other fields requiring practice (Kulkarni & Iyer 2024). In addition to individual feedback, aggregated course-level data guide

program adjustments.

Pedagogical Theories in Online Teaching

One of the most significant challenges for educators is aligning theory and practice in online environments. The prominence of theoretical frameworks such as constructivism suggests they are fully applicable. However, experience in hybrid and fully digital contexts reveals constraints that make conventional interpretations unsuitable. Whether deployed within learning-management platforms or in collaborative spaces outside formal courseware, pedagogical design remains critical. COI, Self-Determination Theory, and Universal Design for Learning have marked influence in online education, in proffered theoretical backing, detailed articulation of viable strategies, or frameworks for analysing virtual practice. Establishing Communities of Inquiry in digital formats entails time-intense orchestration of social and cognitive presence that diminishes opportunities for interactive, inquiry-based exploration (Tawafak, Al-Obaydi & Pikhart, 2023). References to instructional transactions within MOOC-like environments would ideally extend both the analytical and practical dimensions of interest. An equilibrium between engagement, competence, and exploration underlies the design of motivation-supportive online courses for both learners and educators.

Constructivism and communities of inquiry online: Education is inherently social, and learning takes place through interaction and collaboration among individuals. Social constructivist pedagogy positions learners as active participants in constructing meaning from their experiences and emphasizes collaborative practices through dialogue. Knowledge is coconstructed in relation to others. In online environments, this approach necessitates intentional attention to social presence, teaching presence, active learning, and collaborative learning; the Community of Inquiry (CoI) framework suggests the integration of these conditions. The framework applies equally to entire courses, learning modules, or single events, thereby supporting the design of virtual collaboration.

Fostering a community of inquiry represents an important pedagogical approach in today's digital society. The need for collaboration arises frequently in professional settings, and collaborative expertise is crucial among information and communication technology (ICT) practitioners. Such expertise relates directly to the broader domain of digital citizenship; the CoI framework can therefore be effectively applied to the design of online education. A digital-organizational analysis approach has been proposed for co-managing collective knowledge within and across organizational boundaries.

Self-determination and motivation in virtual spaces: Immediacy also emerged as a significant motivating factor in Gökgöz's (2022) analysis of online student experiences during the pandemic. Faculty, graduate students, and undergraduates in online and hybrid communication courses identified immediacy as a primary motivator for student engagement and learning. Faculty strategies included connecting through virtual and in-person office hours and maintaining an active presence in online courses via communication and feedback. For graduate students, immediacy-related strategies focused on the importance of building a relationship with students, alongside the provision of respectful, constructive feedback—particularly salient in online communication situations where nonverbal cues may not be clear. Undergraduate students also expressed a preference for face-to-face interaction in relationships with faculty. Individual meetings and an interactive presence were seen as important for developing connections, although anonymity in some circumstances was preferred to protect privacy.

These findings reinforce the need for course design that attends to the motivational factors identified in Self-Determination Theory as relevant in virtual environments. Such factors include the provision of opportunities for engagement and challenge as components of flow, as well as the fulfilment of the basic human needs of autonomy, competence and relatedness. Examples of motivation-supportive design strategies and practices applicable in fully online contexts are also presented.

Universal Design for Learning and accessibility: It is a conceptual framework supporting the design of instruction, curriculum, and assessment to optimize learning opportunities. UDL principles focus on flexibility and adaptability in three main areas of the learning experience: multiple means of engagement, representation, and action/expression. UDL helps educators consider potential barriers to learning in the design phase, moving attention from the learner's disability to the curriculum's accessibility. UDL is considered the program of choice for designing accessible online courses. The rise of online learning has led to increasing numbers of students with disabilities. The U.S. Department of Education (2016) reported 19% of undergraduates self-identifying with a disability, a figure that increases for veterans, students over 30, and the multiracial population. Even though web technologies can improve and broaden accessibility, the traditional online course design process remains unchanged. Accessibility features of a content delivery system may create additional barriers if a faculty member does not know how to use or reinforce them in a course (Mackey & Evans, 2011).

Instructional Design and Curriculum Alignment

When developing curricula and courses for online environments, it is crucial to design and implement learning experiences that actively engage students in the educational process rather than passively receive information. Historically, many courses presented material in a read-and-recite manner, with much of the course delivered by video lectures. Given the rich set of digital tools available (e.g., games, simulations, multimedia), new materials often mirror old paradigms and fail to engage learners. Furthermore, there is an abundance of "fixed-content" online courses being deployed that follow these dated practices. Courses should be designed for collaborative learning rather than individual study, with the intent to promote a community of inquiry at the heart of human learning (Nair, 2024). Such a shift in the medium raises new questions about the nature of both learning and teaching.

While it is possible to structure learning designs based on behaviourist concepts, the affordances of virtual environments suggest the need to accommodate different paradigms. Many modelling approaches task analysis, essential equipment, learning styles, teacher-led stories ignore the role of active learner engagement and peer-to-peer social interaction in constructing knowledge or sharing culture and are therefore less applicable. Teaching online does not diminish the need for teachers; however, the specific roles assumed deserve close examination. As many instructors move to teach with fixed-content courses, they occupy a reduced role. Reflection on online courses is thus critical, with consideration of specific segments devoted to what students learn, how they learn, what curricular resources underpin learning, and other matters that help clarify the pedagogical focus. The opportunity to define, refine, and clarify pedagogical approaches occurs with each new teaching experience, whether face to face, blended, or remote.

Backward design for online courses: Many educational institutions in the world are enticing teachers to migrate into online teaching. In general, institutions utilize either a gradual or breakthrough strategy to develop curriculum reform. It is crucial to first conceptualize course outcomes prior to utilizing educational technology or finding a

website venue. Proposed backward design for online course development recommends starting with defining outcomes, determining assessment strategies, and formulating effective activities rather than pursuing technologies. Research indicates that most effective simulations in training settings foster consequential learning (Mukherjee, 2025). Backward design begins with identifying desired outcomes and proceeds to assessment and learning activities.

Sequencing, pacing, and feedback loops: Progression, cadence, check-ins, and timely feedback shape the online learning experience. At a macro level, learners navigate a sequence of interconnected modules. Each module is broken into topics, which may or may not require fixed timeframes and deadlines. Accessibility of activities and supportive resources also vary. To guide the overall sequence of learning, instructors devise a three-part progression structure: orient, engage, and assess. During orientation, they present initial content, outline expected learning activities, clarify how the new module relates to previous material, and connect outcomes with the overall course purpose. Engagement tasks move toward deeper exploration. Assessment opportunities can occur as self-checks or feedback-eligible submissions, and typically follow learner-centered activities (Singh & Sharma, 2025). Further checklists detail the number of days covering various phases and peer-assessment options to bolster community and presence.

Integration of multimedia and interactive tools: Multimedia and interactive tools keep learners engaged, generate feedback, aid context and material comprehension, facilitate connection and sharing of ideas, and boost extra-curricular learning. Multimedia is defined as combination of two or more formats, such as video, still images, drawings, and sound. Multimedia tools include text and images, animated image, voice-over presentations; application exercises; podcasts; screen capturing; simulation packages or screen capture tools; group presentation software; and e-portfolio repositories. For student interaction and network forming, discussion forums, peer review environmental; blog pages; and social networking tools such as Facebook, Tuiter, WordPress, and Ning can be used. Various tools allow learners to upload, share or comment on their work, creating a continuously expanding archive of student generation work. Such archives promote the establishment of personal learning networks (PLNs), allow peer support requests, and help following various topics and trends.

Teacher Professional Development in the Digital Era

Educators require ample opportunities for continuous growth and collaborative learning that empower them to meet evolving expectations, acquire new competencies, and experiment with different formats, pedagogies, tools, and technologies. The challenge is to establish rich, sustainable professional learning environments that ensure individual and collective professional growth. Structures that foster ongoing learning, regular feedback, and critical reflection about both practice and pedagogy are critically important if teachers are to make informed decisions regarding the design, delivery, and assessment of learning programs. The establishment of communities of practice or action research teams, with the inclusion of mentoring arrangements, promotes a well-defined and supportive framework through which teachers can engage in professional development and share their experiences with others who are doing the same. Research consistently shows that learning communities whether whole-school, subject-based, or digital drastically improve the scope and quality of professional development. Such arrangements enable teachers to explore the implications of online learning for their pedagogical approaches and assist in the establishment of new understandings and more effective practices. Moreover, the formation of professional

learning networks or communities provides access to significant volumes of information, support, and collaboration. Establishing a roadmap for self-evaluation and improvement regarding digital teaching competencies enhances understanding of current practice, identifies areas needing support and development, and establishes a foundation for evidence-based reflection (Dasgupta & Banerjee 2023). Such rubrics can include performance tasks, declarations of experiences or participation, and indicative portfolios of student or program feedback on practice. Frameworks that formalise expectations associated with digital teaching enable educators to reflect on their performance in relation to clearly defined competencies.

Continuous learning cultures for educators: In a digital world, where knowledge is easily at our disposal, teachers move from being information providers to guides who help students reflect on, analyze, and use that information. The Fourth Industrial Revolution, along with a series of challenges brought on by the COVID-19 pandemic, requires educators to reconsider how to perform their roles and rethink their pedagogical approaches for teaching. The nature of learning has changed, whereby knowledge acquisition and retention are two fundamentally different capabilities. Individuals now learn for understanding, application, and creative and critical thinking, rather than memorizing and reproducing by rote. Teachers, therefore, must adapt to such changes in student learning (Biswas, 2022).

Communities of practice and mentoring: Communities of practice and mentoring are key forms of online professional development for teachers. Engaging in a community of practice helps them share their struggles, brainstorm solutions, and grow individually as well as collectively. Communities can take many forms: online or face-to-face, occasional or ongoing, small or large, school-based or district-based, and meeting with various frequencies. Within a community of practice a teacher may become a contributor, planner, or leader. During a community meeting a teacher may share a specific classroom challenge or ask a more general question that requires a multifaceted solution; receive suggestions and, in some cases, probe deeper on each suggestion; ask follow-up questions; and engage in further discussions about the various models presented.

Teachers also benefit from mentoring, whereby they receive more focused guidance. Many formal mentoring programs exist, with varying degrees of structure and requirements for mentors. In some situations a mentor may even support a teacher in the context of a specific challenge or project and provide step-by-step, tailored guidance for choosing, working through, and implementing a classroom solution. In more informal mentoring, a teacher meets with a colleague who, not being the same as the one leading the community of practice, has agreed to converse about a particular situation (Gopika & Rekha, 2025). As the scope of online professional development expands, and as many teachers partake in part-time formal study while remaining active in communities of practice, several designers have explored how to interconnect teachers' pedagogical preparation and their existing community of practice to foster knowledge transfer and influence practice.

Evaluation of digital teaching competencies: An evaluation rubric can produce a clearer understanding of online teaching practices and competencies among university educators. Rubrics are valuable for evaluating the development of significant information or communication technology competencies and determining the attainment of educational goals. Establishing an evaluation rubric that describes significant teaching competencies, identifies performance tasks aligned with those competencies, and outlines evidence to be collected for the performance tasks is critical to understanding and sharing ongoing developments in this important area of practice.

The evaluation rubric outlines five teacher competencies spanning three performance tiers, each accompanied by specific examples of evidence that can be individually or collectively submitted. The competencies encompass course design, facilitation, communication with students, anticipated student engagement, and handling challenging situations. Teacher-paced digital content (e.g., video presentations) is designated as a one-way channel and is thus insufficiently interactive to convey holistic insight about online teaching (Patel, 2023). Although such content is a viable strategy for presenting static course material, examples such as narrated slideshows emphasize the advantages of events that occur during live sessions.

Equity, Inclusion, and Ethical Considerations

The transition to online pedagogies has triggered fresh equity and ethical concerns—issues of access and digital literacy, the influence of data analytics on learner profiles, institutional governance of analytics, and the treatment of underrepresented communities and multilingual learners. Online learning deepens engagement with profoundly ethical issues generally left unexamined in face-to-face courses, and questions of equity, inclusion, and ethics must therefore occupy a more central place in ongoing discussions of pedagogy in digital spaces. To assist educators in thinking through these concerns, it is essential to offer principles, frameworks, and models of practice relevant to online systems.

Addressing the digital divide: Meeting the needs of individuals in various spheres necessitates adequate attention to a prerequisite requirement for effective integration of digital technologies: the proper functioning of broader technological and infrastructural capabilities. The majority of the world's population remains disconnected from the Internet or is taken in by low-speed connections. Affluent nations leverage broadband connections and high-quality devices, while developing states still grapple with inadequate infrastructure and exorbitant data expenses relative to income. The prevailing urban-rural gap in Internet accessibility-limited both by availability of coverage and by willingness to pay-affects educational systems, banking and financial services, effort to perform business transactions, and opportunities to obtain accurate information on agricultural product markets. Mitigation of the digital divide remains one of the priority problems for the majority of nations. Emphasizing initial investments at the governmental level and employing financial means at global levels constitute approaches being pursued. Digital literacy in connection with aided access to devices renders readily deployable anywhere upon completion of governmental efforts to deploy infrastructure (Jiang Yu, 2021).

Privacy, data security, and ethical use of analytics: The ethical use of analytics in educational settings incorporates the transparency of platforms and the accessibility of the data collected. Clearly defined governance structures allow educators to gain a secure understanding of what data is stored, who accesses it, and how it is shared. Data collection constitutes one important consideration. Institutions should ensure guidance on the minimum data collected, on secure storage of sensitive information, and on archiving protocols for inactive users. Furthermore, systems need to allow students to exercise control over their own data, for instance when engaging with optional content. Extracting user trajectories from the systems only for the students who opt-in to the provision constitutes an alternative practice.

Inclusive practices for diverse learners: Inclusivity in online education involves addressing biases, stereotypes and employing suitable tools like learning management systems (LMS), applications, and web conferencing as necessary. Significant interactions promote positive attitudes, satisfaction and involvement, although the accessibility, applicability, modeling, and learning outcomes of tools must be considered.

Students engage socially, customize media for personal, educational and entertainment purposes, but often lack the judgment necessary to fulfill their roles responsibly (Chatterjee, 2025). Lifelong learning strategies encompass mentoring, collaboration, sharing in professional learning communities and attending workshops to sustain development.

Research Gaps and Future Directions

Digital transformation is sweeping across education systems worldwide. Online learning constitutes a disruptive technology, radically altering the educational practices, processes, and outcomes of institutions and systems previously reliant on face-to-face methods. Gaps in research persist concerning those practices, processes, and outcomes. Specific voids exist within the broad topic of online pedagogy, particularly the roles of teachers. The consideration of teachers occupies a distinct place within the discussion, often viewed as critical by influential figures within the field. Emerging evidence demonstrates that, as technology permeates education, teachers must reconfigure practices in light of that technology. However, limited longitudinal exploration of those roles exists. Even less investigation addresses how teachers, having shifted practices in response to that initial technological integration, subsequently adapt as institutions expand the breadth and depth of online offerings. The rapid proliferation of innovative digital learning spaces continues to reshape the pedagogies employed by educators moment to moment, yet systematic exploration of those pedagogies remains elusive. Emerging equipment and tools, from resource repositories to curricula to smart phones, converge to stimulate teacher engagement, fewer studies emerge detailing the anticipated or realized pedagogical impacts of such equipment and tools (Mark, 2012).

Research plays an instrumental role in online pedagogy, providing insights into teacher roles, student engagement, assessment practices, and more. However, existing studies suggest that such work remains limited. This section highlights methodological considerations, including recommended research designs and analyses that would extend the conversation and address critical gaps. Ensuing topics include, respectively, the applicability of emerging technologies and tools, and the need for sustained, longitudinal investigations of course and teacher roles across various educational systems. An effective response to these critical gaps must address five core considerations for researchers investigating online pedagogy. First, mixed-method and narrative approaches explore learners' and teachers' experiences, provide in-depth insights to complement quantitative inquiries, and facilitate practice improvement through reflection on pedagogical and curricular choices. Illustrative data sources include document analyses, learning analytics, and classroom observations, as can video recordings of instructional moments, teacher-facilitated discussions about pedagogical choices, and student feedback gathered during regular check-in conversations that prompt open and honest dialogue. Second, ensemble instruments weigh attitudes toward online education, pedagogical approaches, engagement and motivation, and course design and scaffolding, thereby elucidating essential teacher roles. Third, collaborative autoethnography serves as a vehicle for collective inquiry into affordances and constraints associated with course roles in several innovation frameworks, datasets, and the simultaneous exploration of multiple contexts; creative and technical poetic inquiry policy practices that allow diverse expressions through poetic forms when artefact-focused narrative alone fails to engage participants adequately; and educational and professional portfolios enable reflection after each course or development project on a checklist of critical design, teaching, learning, assessment, and improvement considerations.

Conclusion

The rapid shift to online learning during the pandemic triggered appreciation of educators' critical roles and highlighted traditional educational inequities. In many contexts, these shifts may prove enduring. This paper examined the evolving functions of teachers in online and blended environments and analysed relevant pedagogical theories and design principles. The discussion was anchored in an equity-focused, student-centred, and intentional design framework. The overview elucidated newly emergent teacher responsibilities associated with learner-centred pedagogy, with emphasis on fostering engagement, motivation, and collaboration, as well as broader considerations for digital integration. Implementation of these roles was illustrated through multiple case examples. Supporting educators in their professional and pragmatic development remained essential for addressing learning inequities conveniently and integratively. Online education has emerged as a prominent global phenomenon. Many jurisdictions are expanding their commitments to the corresponding delivery mode, with preliminary data indicating considerable resource allocations. The progressive adoption of online, hybrid, and blended learning across multiple systems highlights the importance of clearly articulated policy frameworks and instructional design strategies. Addressing instructional design and pedagogical integrity is vital for ensuring the efficacy and value of diverse modalities. Combining robust pedagogical, technological, and content knowledge with contextual features, such as curriculum guidelines and stakeholder requirements, underpins the responsive design of intentional strategies that accommodate diverse educational challenges, thereby advancing strategic reform and transformation agendas.

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