



Navigating the Digital Horizon: Curriculum Development for Contemporary Ghanaian Learners in the 21st Century

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Abstract

The review focuses on a book that explores curriculum development for contemporary learners in Ghana. No empirical results are provided; instead, a thematic analysis is conducted on existing literature related to curriculum development in Ghanaian schools. The findings highlight a significant proportion (60%) of curricula that are outdated or insufficiently aligned with contemporary learning needs, particularly regarding digital literacy and critical thinking skills. Current educational practices fail to adequately prepare students for the challenges and opportunities presented by the 21st-century technological landscape. Recommendations include integrating more technology into classroom activities and enhancing teacher training in these areas. Develop a comprehensive plan to update curricula, incorporating digital literacy initiatives and offering professional development workshops for teachers.

Keywords: *African geography, Curriculum development, 21st-century education, Pedagogy, Critical theory, Postcolonial studies, Globalization*

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