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A Framework for Integrating Artificial Intelligence And 21st Century Skills Towards Curricula Innovation Through Foundation Programs of Universities to Support National Development in the 21st Century

Nauman Ahmad

Department of Mathematics and I.T Centre for Preparatory Studies, Sultan Qaboos University, Sultanate of Oman

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Abstract

Education system today is being expected to meet the demands of technological revolution, social change and nation building. It is divided into explicit and implicit curriculum. Explicit curriculum is based on curriculum designed and offered through school and university, on the other hand hidden or implicit curriculum is derived through environment, interaction with family and society, media and digital sources. Along with the changing need of education system today artificial intelligence (AI) and 21st century skills are also considered to be important. Existing literature rarely talks about combining hidden curriculum forms with AI and 21st century skills under one roof at national level. This study reports on a concept paper supported by a structured literature review of curriculum theory, types of hidden curriculum, AI, 21st century skills, blended learning, multimodal learning, micro learning and nation building concepts. The literature review systematically extracted major concepts, theoretical associations and research gaps related to curriculum innovation. The literature was reviewed by theme. The review indicates that most existing curriculum approaches focus on explicit curriculum and institutional learning outcomes, and limited learning systems are driven by social, phantom and concomitant curriculum concepts. Also, most of existing research has rarely connected artificial intelligence in curriculum design, integrated with the design of multimodal contents, strategies for micro learning, blended learning and national integration mechanisms in one cohesive conceptual model. In light of these research gaps, this study develops a framework for curriculum innovation in the Sultanate of Oman integrating explicit, social, phantom and concomitant curricula along with artificial intelligence application, 21st century skills development, multimodal content construction, blended and micro learning inclusions, and implementation through foundation programs of universities, institutions, family members, media sectors and national implementing bodies to foster innovation and lifelong learning. The paper states that an integration of formal and informal learning context within the national framework may lead to greater development of competence, innovation in education and wellbeing. The framework can be the foundation, theory and concept of future researches, reform of curriculum and a source of policies formulation for nation building in the modern technological societies.

Keywords:- Artificial Intelligence, 21st Century Skills, Curriculum Innovation, Hidden Curriculum, Nation Building, Oman

I. INTRODUCTION

Rapid technological advances, globalization and shifting workforce expectations are bringing significant changes to our educational systems. Governments and institutions are becoming accountable for preparing people with the knowledge, skills and flexibility needed to meet the demands of contemporary society. Thus, curriculum innovation is seen as one of the essential aspects of both education development and the progress of nation.

Traditionally, the curriculum was narrowly conceived as written content provided in educational institutions, i.e. Schools, colleges and universities. However, current curriculum theory proposes that learning is not confined to the context of formal school experience, and a learners' development is mediated by social, cultural, institutional and technological

experiences (Kelly, 2009; Priestley et al., 2015). Learners receive constant streams of knowledge, values and behavioural influences from families, social interaction, and mass media.

The literature usually differentiates two terms, i.e. explicit curriculum and hidden curriculum. Explicit curriculum means that knowledge, learning objectives and assessment criteria that are intentionally planned and officially stated and provided in educational institutions (Herr et al., 2020); while hidden curriculum means unstated learning experience and processes through which learners' beliefs, attitudes, ways of communication, values, and behaviour are affected through informal social processes (Jackson, 1968; Ngwa, 2026). Hidden curriculum exists in different ways of which social curriculum, phantom curriculum and concomitant curriculum are representative examples.

The development of social curriculum is based on social, interpersonal, institutional interaction, and even digital and social media (Cortes, 1981; Greenhow & Chapman, 2020). Phantom curriculum refers to what learned from print, text, electronic voice and digital media (Srivastava, 2005; Mitchell, 2016) and concomitant curriculum is derived from family and home (Mitchell, 2016). All these kinds of curriculum have great effects on individuals' way of thinking, communication and their comprehension of ethics and society. While these kinds of curricula have important roles in education, reform or innovation efforts and actions in educational institutions are mostly applied to explicit curriculum.

While the development of curriculum innovation, AI is impacting the field of education, communication, business, and people's daily lives. Al technology plays an increasing role in personalized and adaptive education, intelligent tutoring systems and collaborative learning in the cyber space (Ng et al., 2021). In the same time, 21st century skills such as communication, creativity, collaboration, critical thinking, information literacy and technological literacy are becoming indispensable qualities for lifelong learning and the workforce (Trilling & Fadel, 2009). These changes mean traditional curricula models no longer work efficiently, and there is a need of curriculum innovation that prepare people for sophisticated technological and social environments. Micro learning is a process of dividing learning contents into small portions those could be consumed in small steps (Hug, 2005). Blended learning is a process of integrating digital content with traditional classroom-based instruction (Auster, 2016; Nazarenko, 2015). Visual, Auditory, Read and Write, and Kinaesthetic (VARK) is a well-known educational multimodal that provides different type of learning materials to learners.

Though there has been many research about curriculum innovation, hidden curriculum and its types, AI and 21st century skills, micro learning, blended learning, and multimodal learning separately, and in particular educational settings, there are no studies that combine different types of hidden curriculum including explicit, social, phantom and concomitant curricula with AI technologies, 21st century skills, blended, micro and multimodal learning styles and a national implementation plan at the same time. Moreover, little effort has been made on how to make curriculum innovation contributes to national development and people's welfare.

This conceptual paper is based on a systematic literature review, but it is not an empirical paper since the objective of the paper is to develop and articulate conceptually a model of curricula innovation and development at the national level. A critical literature review was conducted and the literature was analysed through the use of thematic methods to obtain constructs, relationships between constructs and research gaps on curriculum innovation, AI in education and the lifelong learning context. The model recognizes the part played by Foundation Programs at Omani universities, educational establishments, families, the media industry and the National authority in developing collaboration in the national curriculum innovation.

In view of that, the study is guided by the following research question:

How can explicit, social, phantom, and concomitant curricula be integrated with artificial intelligence and 21st Century skills within a unified framework to support curriculum innovation and national development in the Sultanate of Oman?

Based on this question, the objectives of the study are:

- To examine the theoretical and conceptual relationship between explicit and hidden curriculum forms within modern learning environments.
- To explore the role of artificial intelligence and 21st Century skills in curriculum innovation and lifelong learning.
- To propose a conceptual framework that integrates curriculum types, AI technologies, technology-enhanced and multimodal learning approaches, and implementation mechanisms within a national educational context.
- To provide a conceptual foundation for future empirical research, curriculum reform, and educational policy development related to nation building in Oman.

Previously conceptual work was discussed towards curriculum innovation and the integration of emerging educational needs within contemporary learning environments by the author (Ahmad, 2023). However, earlier models provided limited attention to the integration of hidden curriculum forms, blended learning, multimodal learning design, micro learning approach, and coordinated national implementation mechanisms. In addition, the relationships between curriculum forms, artificial intelligence, 21st century skills, and broader societal learning environments were the initial development. Therefore, the current study extends previous conceptual work by proposing a more comprehensive and theoretically grounded framework for the innovation in curricula and national development in the Sultanate of Oman.

II. LITERATURE REVIEW

2.1. Curriculum, Hidden Curriculum, and Contemporary Learning Contexts

The term curriculum is widely used to refer to a formal learning plan that can be used to direct instruction, teaching activities, assessment and learning outcomes. Older views of curriculum are based on formal classroom instruction and prescribed learning content. Modern understandings of curriculum, on the other hand, describe learning as encompassing much more than classroom teaching and formal instruction; it is also a social, cultural, institutional and technological phenomenon that influences people's development (Kelly, 2009; Priestley, Biesta, & Robinson, 2015; Ngwa, 2026).

Researchers argued that such rapid changes in the world resulting from globalization, technological advances and knowledge-based economies are prompting education systems to reconsider their traditional focus on exam-driven curricula as they are no longer relevant to the skills required in the 21st century. Curriculum should not be considered merely a static written document, but as a dynamic process shaped by interaction, environment, policy, technology, and social participation, hence newer skill sets need to be incorporated into the curriculum (Priestley, Biesta, & Robinson, 2015; Ngwa, 2026).

Most of the literature has differentiated between explicit curriculum and hidden curriculum. The explicit curriculum constitutes the learning objectives, documents, curriculum content and activities taught in the learning setting. Hidden curriculum consists of unwritten beliefs, behaviours and norms that the learner is confronted with indirectly via culture, social interaction and the media through normal daily practices. (Jackson, 1968; Herr et al., 2020; Ngwa, 2026). Moreover, the hidden curriculum is associated with the implicit or informal values where the learning takes place outside the formal lessons. These informal lessons determine the communication channels, moral concepts and ideas of social behaviour (Alsubaie, 2015). Therefore, the development of education should not be exclusively targeted toward formal curriculum as learners are being taught by other social and technological contexts as well.

2.2. Social, Phantom, and Concomitant Curriculum

The hidden curriculum is also related to various other types of learning that are related to formal education. As Cortes (1981) states, social curriculum is created by the influences of society which learners come into contact with in the forms of family members, friends and neighbours, mass media, various socialization processes and communities. It affects the values, communication processes, behaviour and understanding of the world. Researcher differentiates between the cultures at homes and the cultures encountered at educational institutions for the learners, which can also be much benefited by the parents.

The concomitant curriculum naturally coexists with the hidden and societal curriculum. It describes those aspects that are communicated and practiced at home, through morals, ethics, and behaviour in a social background of families. The concomitant curriculum is learned through interaction with family, home settings, culture and parental guidance (Mitchell, 2016).

The authors note three advantages of social media when applied to education: it supports, enhances, and encourages active learning, it creates communities, and it encourages and promotes citizens' participation. According to researches, social media should also be linked to learning management systems to enhance the learning process. In contemporary societies, social dimension is more and more impacted by digital media and on-line communication mediums. Social media are strong informal learning environments where people share ideas, create knowledge and social understanding (Greenhow & Chapman, 2020).

Social media and their tools enable users to construct, share, and exchange information and ideas within online communities. In the context of education, social media such as Facebook, WhatsApp and YouTube have transformed learning and teaching experiences among students by fostering peer collaboration and instant communication. These social media applications and platforms are now becoming essential part of education and are focused to enhance student learning and academic achievement. These platforms are facilitating group collaborations to provide instant channels of communication and collaboration (Longkumer, 2025).

Phantom curriculum involves the hidden lessons which the people learn from media and technology for example internet, and online learning. Media messages and transmissions affect people's knowledge, attitudes, feelings, beliefs, values and behaviours. Even the children get a lot of information from the media before entering to school (Srivastava, 2005; Mitchell, 2016). Phantom curriculum is available in the form of radio, television, or any other type of media that can give information. These media messages influence people's attitudes and behaviour, behaviour patterns, opinions, understanding, and perspective (Shane, 1961). Therefore, print media, electronic and voice media can be said as the types of phantom curriculum.

It is noted in the literature that these unwritten curriculum types have significant impact on learners' cognition and social development. However, most of the education systems emphasize on explicit curriculum and disregard the effect of media environment, family learning and social interaction that created a gap between the formal learning goals and the real learning environments (Selwyn, 2022).

Recent research also suggests the further permeability of formal and informal education in the digital environment. Learners keep engaging with information via different media channels, online communities and other AI-enabled systems that shape their knowledge and behaviour. Therefore, innovation in the curriculum requires an enlarged context that can encompass both the written and unwritten aspects of the learning environment.

2.3. Theoretical Foundation of the Study

This research is based theoretically in curriculum theory, hidden curriculum theory and social constructivist learning views. Curriculum theory focuses that learning is not only by formal instruction but also are by the side of experiences, which build up learner's life and social participation (Kelly, 2009).

The hidden curriculum theory also reinforces the idea that values, actions, ways of communication and social awareness are learned through an informal environment such as media exposure, institutional culture, and social interaction (Kridel, 2010; Herr et al., 2020). These perspectives are significant as they reveal the impact of formally written and informally unwritten curriculum shapes on people and societies.

Social constructivist theory also complements the study as it states that; learning takes place through interaction, collaboration and participation in the social and cultural context (Vygotsky, 1978; Palincsar, 1998). Today, this view is particularly important with regard to AI-supported learning environments in which learners are users of digital machinery, social network sites and virtual groups. Moreover, human-centred approaches to AI highlight the importance that AI should encourage learning, creativity, ethical understanding, and human wellbeing instead of focusing on automation (Holmes et al., 2019; Shneiderman, 2025).

These theoretical perspectives collectively support the development of the proposed framework for the curricula innovation and national development.

2.4. Artificial Intelligence and 21st Century Skills in Education

Artificial intelligence is rapidly changing the education, workplaces, communication systems, and everyday life. AI systems can enhance reasoning, problem solving, and decision making, personalization, and adaptive learning. (Ng et al., 2021). As AI technologies continue to expand, educational institutions are expected to prepare learners for technology-rich environments and future workforce demands.

However, at the same time, the 21st Century skills have become critical in education. 21st century skills include Communication, Collaboration, Creativity, Critical thinking, Information literacy, Technology literacy, Media Literacy, Flexibility, Leadership, and Problem-Solving skills (Trilling & Fadel, 2009). Researchers justify that these are the requirements for continuous learning, employability, social participation, and innovation in rapidly changing societies.

The literature further indicates that, when carried out by appropriate pedagogical approaches, the integration of AI can be an avenue for developing 21st Century skills toward innovative educational enhancement (Sain & Baturay, 2024). AI-supported learning environments can promote personalized learning, learner engagement, self-regulated learning, and knowledge building through collaboration.

However, recent research also advises that the usage of AI should not be limited to technical skills alone; ethical considerations, critical thinking, responsible usage of AI in educational contexts, and digital citizenship are vital parts of it (Holmes et al., 2019; Shneiderman, 2025).

Therefore, educational innovation must blend technological concerns with social, ethical, and human-centred learning strategies.

While several studies have explored on the use of AI and the developmen1 of 21st Century skills, the vast majority of studies have been confined to formal education only. There is a limitation in studies looking at the opportunities to integrate AI and 21st Century skills with other curriculum forms: social curriculum, phantom curriculum, and concomitant curriculum. This points to the urgent need to develop a much broader, inclusive framework that effectively integrates the formal and informal learners.

2.5. AI-Supported Learning, Micro Learning, and Learning Design

Blended learning environments and AI support are gaining more interest in higher education and lifelong learning (Holmes et al., 2019). Blended learning is defined as the integration of face-to-face instruction with digital learning and online resources, which enhance the flexibility, engagement and access to the learners (Auster, 2016; Nazarenko, 2015).

The recent advancement in generative AI tools, intelligent tutoring systems, and adaptive learning systems has extended further the use of AI in education. AI-supported systems are able to give learners personalized feedback, recommendations for learning, automate support to the learners and create adaptive learning experiences (Zawacki-Richter et al., 2019). Existing research also suggests that AI tutors are able to enhance the learning outcomes of learners, especially for learners that have specific learning needs (Fischer et al., 2025).

Attending lengthy educational sessions, watching long videos, or using other learning materials can be tiresome, and grasping all the ideas from them can be difficult. Micro learning breaks up learning materials into bite-sized components which facilitate better absorption, retention and sharing of knowledge (Hug, 2005). Similarly, multimodal learning approaches, like the VARK model support different learning preferences through visual, auditory, read/write, and kinaesthetic formats of learning for learners.

The use of discussion forums for peer interaction and student groups, project work, continuous assessment and progress monitoring systems are other strategies that also promote learner engagement and autonomous learning (Wu, 2024). These methods promote collaborative learning, critical thinking, and problem solving skills, which are integral to AI-supported learning environments.

However, the literature often discusses AI-supported learning systems, micro learning and instructional design separately. There is limited research linking all these approaches within a curriculum innovation framework for broader national development and lifelong learning contexts.

2.6. Education, National Development, and Curriculum Innovation

Education contributes to nation building by facilitating social cohesion, communication, participation and a sense of identity (Alesina et al., 2013). Educational systems contribute not only to academic development but also to citizenship formation, social responsibility, and cultural understanding (Spiel et al., 2018).

These days, modern societies need schools that actually get students ready for fast-changing technology, global issues, and the way jobs keep evolving. That is why a lot of countries are pushing hard to reform and update their curriculums. Researchers keep pointing out that real educational change only happens when educational institutions, policy makers, families, the media, and the broader community work together (Fullan, 2007).

In Oman, Foundation Programs in higher education serve as an important transitional phase from pre-university level to university level education. They are designed to support students in developing their academic, technological, and communication skills, as well as to help them prepare to be ready for university (Oman Academic Accreditation Authority, 2017). Because Foundation Programs are a requirement for most universities in Oman, they can be considered a major context for implementing innovative initiatives in curriculum development.

Nonetheless, today's educational reforms primarily concentrate on the obvious form of a curriculum and the goal of institutional learning. There are limited research attempts to integrate explicit, social, phantom, and concomitant curriculum to form a unified national framework supported by AI technologies and 21st Century skills. This gap is especially significant

as individuals are continuously learning in many different media environments, interacting socially with others, engaging with their family at home, and using various digital technologies outside of formal education institutions.

2.7. Research Gap and Need for the Proposed Framework

The literature reveals the growing importance of curriculum innovation, hidden curriculum, artificial intelligence, and 21st Century skills in modern education. Existing studies also acknowledge the influence of digital technologies, social learning environments, and lifelong learning approaches. However, most of the existing research discusses these areas independently and within limited educational contexts.

Current literature mainly focuses on explicit curriculum in schools, colleges, and universities. Comparatively limited attention is given to integrating social, phantom, and concomitant curriculum forms towards broader curriculum innovation frameworks. In addition, previous studies rarely connect AI integration, 21st Century skills, micro learning, multimodal content design, and national implementation mechanisms within one conceptual model.

Another important limitation is the lack of frameworks that conceptually connect curriculum innovation with national development and societal wellbeing. Existing models often focus on institutional learning outcomes rather than wider national learning ecosystems involving families, media sectors, social platforms, and public learning environments.

Integration of AI-supported learning, 21st century skills, micro learning, blended learning, instructional design, and social, and hidden curricula is very important because modern national education systems must prepare their citizens for real-world challenges and to prepare future workforce demands, instead of only focusing on academic achievement. Collectively, these approaches promote critical thinking, creativity, digital literacy, adaptability, other areas of 21st century skills, and lifelong learning. AI and micro learning enhance flexibility and accessibility in the process of learning, and instructional design improves the quality and effectiveness of learning experiences. In addition, social, concomitant and phantom curricula influence learners' values, attitudes, believes and behaviours. Integrating all these elements within a unified curriculum framework can support national development by producing skilled, responsible, and future-ready citizens.

Therefore, this study addresses these gaps by proposing a conceptual framework that integrates explicit, social, phantom, and concomitant curricula with AI technologies, 21st Century skills, learning design approaches, and implementation layers within a unified national model for curricula innovation in the Sultanate of Oman.

III. RESEARCH METHODOLOGY

3.1. Research Design

This study adopts a conceptual research design supported by a structured literature review. The purpose of the study is to develop a conceptual framework for curricula innovation in the Sultanate of Oman by integrating explicit, social, phantom, and concomitant curricula with artificial intelligence (AI), 21st Century skills, and modern learning approaches.

A conceptual approach is appropriate because the study focuses on theory development and conceptual integration rather than empirical testing (Jaakkola, 2020). Therefore, the study synthesizes existing literature to propose a theoretically grounded framework for curriculum innovation and national development.

3.2. Literature Review Process

The study used a structured literature review process to identify relevant studies related to:

- Curriculum theory
- Hidden curriculum
- AI in education
- 21st Century skills
- Blended learning
- Micro learning
- Nation building

A literature review can serve as a research methodology (Snyder, 2019). Literature review was conducted from peer-reviewed journal articles, academic books, conference papers, and institutional reports those were indexed in databases of Scopus, Web of Science, Springer, Elsevier, Google Scholar, and Sage.

The search keywords were "curriculum innovation," "hidden curriculum," "AI in education," "21st Century skills," and "micro learning". Different sources were selected based on relevance to the research, theoretical contribution, and connection to curriculum innovation and lifelong learning environments.

3.3. Data Analysis and Framework Development

The collected literature was analysed using thematic analysis to identify recurring concepts, different relationships, and research gaps (Braun & Clarke, 2006). The analysis was focused on themes related to:

- Explicit and hidden curriculum
- Social, phantom, and concomitant curriculum
- AI integration
- 21st Century skills
- Blended learning

- Micro learning
- Educational development

The review showed that most of the existing studies focus mainly on explicit curriculum and formal educational settings. Limited research integrates hidden curriculum forms with AI technologies, 21st Century skills, and national implementation mechanisms within one conceptual framework.

The study developed a conceptual framework based on these findings through integrating multiple curriculum forms, AI-supported learning, multimodal learning design, and implementation structures for curriculum innovation and national development.

In the framework:

- Explicit, social, phantom, and concomitant curricula function as curriculum forms
- AI and 21st century skills function as moderating variables
- Curricula innovation for skills development and social wellbeing functions as outcome variables

The implementation setting includes Foundation Programs, educational institutions, families, social media platforms, media sectors, and a proposed national regulatory authority, as the successful organization of any framework requires a governing body that has to develop policies and procedures and oversee their implementation.

3.4. Limitations of the Methodology

The study is conceptual, and therefore, based only on secondary literature. The proposed framework is not tested empirically, and not statistically validated. Moreover, the framework is based in the context of the Sultanate of Oman. Its application in different educational and national contexts may differ.

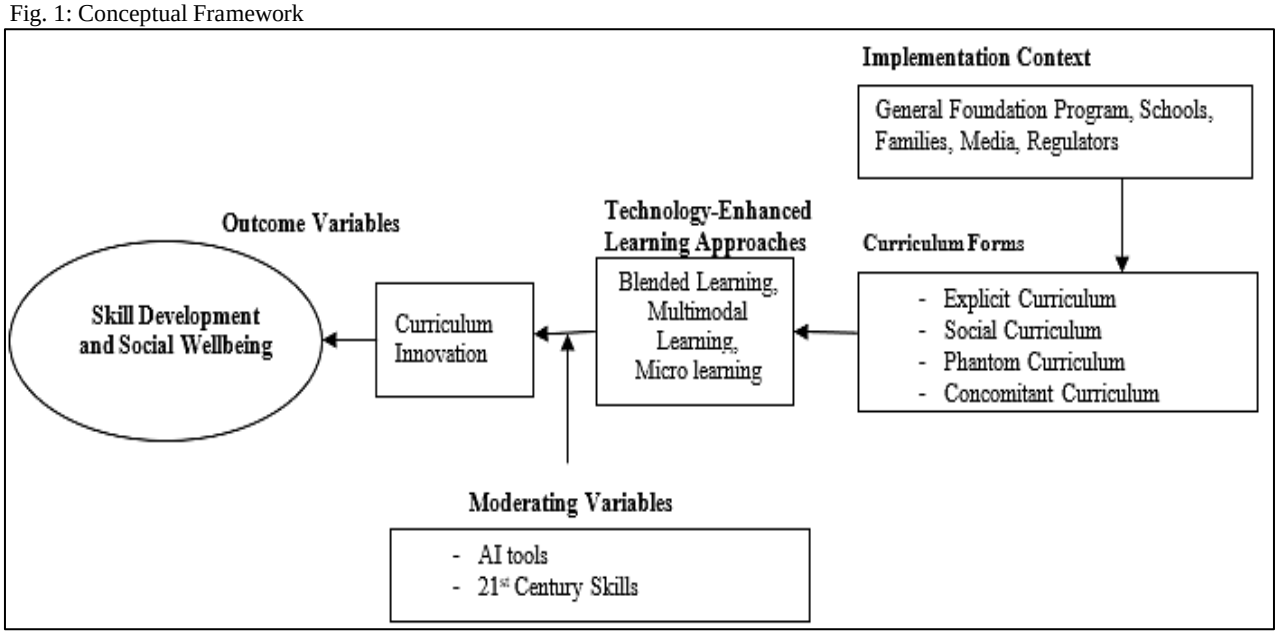
Despite these limitations, the study provides a theoretically based framework that may be used to support empirical research in the future, curriculum reforms and curricula policy development for the entire nation.

IV. CONCEPTUAL FRAMEWORK AND RESEARCH PROPOSITIONS

Following the literature review and thematic analysis, a conceptual framework for curriculum innovation in the Sultanate of Oman is suggested. It comprises social, phantom and concomitant forms of curriculum in relation to artificial intelligence, 21st Century skills and new trends in learning in the Sultanate context in order to foster national development.

The framework builds on theories of the curriculum, hidden curriculum theory and social constructivism. They suggest that learning is also affected by contexts of social interaction, media, and family, not just explicit educational content (Jackson, 1968; Vygotsky, 1978; Kelly, 2009). Fig. 1 presents the conceptual framework developed from the literature review and thematic analysis.

Fig. 1: Conceptual Framework



4.1. Following are Research Propositions

- P1: An integrated form of explicit, social, phantom, and concomitant curriculum positively impacts curriculum innovation.
- P2: Artificial intelligence and 21st century skills strengthen the relationship between curriculum forms, technology-enhanced learning approaches and curriculum innovation.
- P3: Integrated curriculum innovation positively contributes to skills development and social wellbeing.
- P4: Synchronized implementation through educational institutions, families, media sectors, and national regulatory mechanisms supports effective curriculum innovation and national development.

V. DISCUSSION

A conceptual framework was designed for curriculum innovation and national development by combining explicit, social, phantom, and concomitant curriculum types, and technology-enhanced learning approaches with artificial intelligence (AI) and 21st Century skills.

It can be observed in the literature review section; the available research was primarily concerned with the explicit curriculum. Moreover, it mostly relates to the formal educational settings and gives a bit of importance toward integration of other hidden curriculum types, along with 21st century skills, teaching-enhanced digital learning, and AI assisted learning systems. The framework introduced above attempts to connect formal and informal learning systems through one conceptual frame.

The paper has recognized that artificial intelligence and 21st Century skills play a significant role in education development and lifelong learning. Furthermore, AI assisted learning system, multimodal design, micro learning methods, will contribute to learning enhancement, flexibility and developing skills among learners at diverse learning environments.

The inclusion of Foundation Programs, families, media sectors and the national coordination mechanisms as part of curriculum innovation are other significant contributions. This is an argument that education development should transcend formal education institutions.

VI. LIMITATIONS AND FUTURE RESEARCH

This is a theoretical study and does not examine the framework empirically. The proposed framework was built through an extensive synthesis of literature and thematic analysis. Thus, the hypothesized relationships will need to be examined empirically in subsequent studies.

Also, the framework was developed in relation to the Sultanate of Oman, and its implementation in educational and national contexts could be varied.

Future research could also use qualitatively, quantitatively or a mixed method approach to investigate the extent to which this framework is applicable and effective in various educational contexts. Furthermore, the nature of AI supported learning systems, hidden curricula and national implementation would need further study.

VII. CONCLUSION

This paper proposed a model of curriculum innovation which synthesized various concepts of curriculum types (explicit, social, phantom and concomitant curriculum) with AI, 21 Century skills and contemporary learning design.

This framework could be applied by other empirical researchers and policy makers working on the curriculum innovation and the educational reform not only in the Sultanate of Oman but also in the others education system. It can also been see that Foundation Programs, Multimodal Learning Design, Micro Learning, other stakeholders, and national coordination system are also important in a system of learning through the whole life.

Overall, this research contributes to the existing literature by putting curriculum innovation, AI and 21st century skills into a conceptual framework which are linked with national development at the same time. The framework may be useful for other empirical research and policy makers to work on the curriculum innovation and educational reforms not only in the Sultanate of Oman, but also in the other educational systems.

DECLARATION

Conflict of Interest

The author declares no conflict of interest related to this study.

Ethical Approval

Ethical approval was not required because the study is conceptual and based entirely on secondary literature.

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