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## **Abstract**

21 century pedagogy has marked major trends and shifts in the way people learn and pursue their education. These trends involve technology-enhanced learning, student-centered learning, project-based learning, and most importantly global citizenship education. This paper is a combination of a desktop research and a focus group discussion with EFL Master students at Biskra University. It aims to collect data about the Algerian higher education initiatives and practices to integrate some premises of 21<sup>st</sup> C. pedagogy for tertiary learners. The study also aims to answer some questions addressing the motives behind these initiatives and their potential results on raising students' awareness of the relationship between academia and job market. The study found out that many Algerian universities have established career services offices and entrepreneurship programs to help students connect with employers, identify job opportunities, and develop job search strategies. The study also revealed that some Algerian universities have established partnerships with industries to provide students with practical experience and exposure to the demands of the job market, while other universities have incorporated more practical and industry-related syllabi to better align them with the needs of the job market. Thus, to redefine 21<sup>st</sup> pedagogy in the Algerian tertiary education, the study recommended serious considerations to integrate higher-order thinking skills and soft skills in the syllabi, and encourage creativity, leadership and entrepreneurship among students to help them become more independent and self-directed in their learning, which can support them throughout their academic and professional careers.