



Digital personas: A multimodal discourse analysis of Algerian star teachers' identity on social media

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Abstract

Over the past two decades, social media has profoundly reshaped educational communication and professional identity. The expansion of digital platforms has enabled teachers to extend their presence beyond traditional classrooms; however, limited research has critically examined how teachers influence authority and negotiate professional identity within commercialized digital environments. This study addresses this gap by analyzing the social media practices of a prominent teacher influencer through multimodal and critical discourse analysis. The research explores how educators balance their dual roles as instructors and content creators while shaping public perceptions of teaching and learning. The findings reveal a reconfiguration of teacher identity in which personal branding, visibility, and market orientation become central to professional legitimacy. Authority is increasingly performed through strategic self-presentation and audience engagement rather than institutional affiliation alone. The emergence of star teachers signals broader transformations in educational values, professional boundaries, and the commodification of knowledge. This study contributes to understanding how digital culture influences educational practice and highlights implications for teacher professionalism, ethical standards, and the future positioning of education within media-driven societies.

Keywords: Digital identity; discourse analysis; educational commercialization; social media; teacher influencers.

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1. INTRODUCTION

Over the past twenty years, digital technologies have considerably revolutionized various fields, and education is no exception. Among the main driving forces of this change is social media. Though they were originally meant for entertainment and social interaction, these platforms have rapidly evolved into powerful tools for education, continually offering new ways for teachers and students to engage with one another (Wang et al., 2025; Große et al., 2026). In many countries, including Algeria, more educators are turning to social media platforms such as Facebook, Instagram, and, more recently, TikTok to deliver educational content. We cannot deny that these virtual spaces allow teachers to share educational content, help them engage with students, and build their personal brands. More precisely, the shift toward digital education became conspicuous after the Covid-19 pandemic, as the period between 2019 and 2022 accelerated the embracing of online tools in classrooms across the world. Similarly, in Algeria, as more teachers began to engage with students online, a new trend emerged: the "star teacher."

The "star teacher" concept refers to educators who use social media not only to teach but also to promote themselves (Hill-Jackson et al., 2019). These teachers blend teaching, content creation, and marketing, thereby reshaping their professional identities in the digital age (Wang et al., 2020). By building large online communities, they share lessons, provide advice, and reach a broader audience than in a traditional classroom. Seeking to address the evolving needs of Generation Z and Generation Alpha, both of whom are digital natives, Algerian teacher influencers or social media educators have gained significant influence, attracting students from across the country, particularly from urban areas with better internet access. While social media educational content may offer good opportunities to modernize education and extend its impact, it also brings to light several complex issues. This shift in teaching methods could potentially revolutionize how we view education, raising questions about how it might reshape the public's understanding of the teaching profession (Yao et al., 2023). At the same time, the rise of the "star teacher" may have lasting implications for the future of basic education in Algeria. In fact, while this dual role of teachers being also influencers would allow them to connect with their audience in more flexible and creative ways, it can create new challenges. It is this latter idea that has inspired us to reflect on how these changes influence societal perceptions of teachers and the potential consequences of prioritizing an online presence over teaching content.

In the Algerian context, the rise of the star teacher coincides with major changes in the country's education system. In cities, where technology is more accessible, many teachers are using social media to connect with larger and more diverse audiences. They believe that this would allow them to reach more learners beyond the walls of the classroom by offering lessons and guidance on SM platforms to students who might never meet them in person. Some teachers also believe that these platforms provide them with the space they are looking for to showcase their creativity, making learning more engaging for younger generations who are used to digital platforms, which is an opportunity that neither the curriculum nor the classroom environment supports.

Nonetheless, this change may not be taking place in the same way across the country. In rural areas, where access to the internet and technology is limited, both teachers and students miss out on these new opportunities. As a result, rural students do not often benefit as much from modern teaching methods compared to their urban counterparts. Teachers in these areas may also feel left behind or struggle to keep up with the growing world of online education, making the divide between rural and urban education even wider.

At the same time, social media has added new pressures for teachers. Many now find themselves needing to promote their work online, using marketing strategies to stand out in a crowded digital space. While this can bring new opportunities, it also creates challenges. Teachers may feel the need to prioritize content that attracts attention over content that truly benefits students. Success is no longer based only on experience or qualifications but increasingly on building an online following.

These changes raise important questions about the future of teaching. We should, therefore, question the role of educators and how their professional identity is changing in the digital era. As Algeria adapts to these shifts, it is important to consider how this trend is shaping both the role of teachers and the overall education

system, especially in a country where access to resources and opportunities can vary so widely. It is, therefore, of paramount significance to deconstruct the features of online identities of *edufamous* (Selwyn 2018) teachers so as to dissect related socio-cultural phenomena.

In light of this, and in a digitally driven world, people's sense of identity has become increasingly fluid, and this shift has profound implications, especially for professionals like educators. Bauman's (2000) concept of *liquid modernity* helps us understand these changes. According to Bauman (2000), we no longer live in a world where identities are solid and unchanging; instead, we are constantly reinventing ourselves in response to new challenges and circumstances. For teachers, the digital age has made this process even more complicated, as their professional identities are shaped by both their offline presence and their online persona.

In fact, for centuries, a teacher's identity was determinedly rooted in their role in the classroom. The focus was, therefore, on experience, qualifications, and personal interaction with learners. Nonetheless, with the quick proliferation of social media, a new dimension has been added to this role. Teachers now find themselves in a position to market their personal brand online. Indeed, social media platforms provide valuable opportunities for teachers to share ideas, lessons, and connect with a broader audience. Nevertheless, with this visibility comes the risk of presenting a version of themselves that might be less authentic, as they should balance their personal and professional lives.

Bauman's (2000) notion of the *liquid self* is particularly relevant in this context since teachers now have to adapt their professional identities in real time to meet the demands of the digital world. Unlike in the past, when teachers' professional identity was solely shaped by their in-person interactions and classroom teaching, nowadays, teachers are also judged by their online content in terms of how engaging it should be, how well they can communicate digitally, and how they market themselves online. Thus, in today's digital world, our sense of identity has become more fluid, and this shift is especially noticeable for professionals like teachers. Bauman's (2000) concept of liquid modernity helps explain this change. According to Bauman (2000), identities are constantly evolving due to the changing nature of the tech-driven world we are living in.

In this regard, teachers now have to effectively manage their commitment to teaching with the need to build a personal brand. This creates a tension between producing content that grabs attention and focusing on the educational value of what they share. In this sense, teachers may struggle to balance their professional values with the demands of the digital world, where success is often judged by likes, shares, and followers. This shift is changing how they perceive their roles in education due to the amalgamation of two different ways of self-expression: digitally in the virtual world and physically in the real world. As Cover (2015) argues, digital communications technologies have transformed identity representation. He explains that there is an unquestionable shift in identity performance and engagement through digital cultural practices. Additionally, he accentuates the increasing role of online platforms in self-identity formation and curation, and this is what makes "star teachers" construct a complex professional identity that may make them different.

From another perspective, Turkle (2011) explores how digital connectivity, despite enabling constant communication, can lead to feelings of isolation. For teachers, this is particularly relevant. Although social media often allows them to engage with a wider audience, it does lack the personal connection of face-to-face teaching. As a result, teachers may feel a disconnect between their online persona and their true identity, leading to feelings of alienation and a loss of authenticity in their work.

The rise of personal branding is another important factor in how teachers now shape their professional identities. In the past, a teacher's reputation was built on experience and qualifications. Today, success is increasingly tied to the ability to attract and maintain an online following. This shift has caused teachers to focus more on self-promotion, rather than solely on teaching expertise (Kaputa, 2010).

For teachers in Algeria, these challenges can be even more pronounced. Teachers in urban areas, who have better access to digital tools and the internet, are more likely to leverage these opportunities. Nonetheless, teachers in rural areas, who often lack the necessary resources, find themselves at a disadvantage. The digital divide means that not all teachers have equal access to the benefits of online teaching and personal branding, which deepens inequalities in the education system. Rural teachers, in particular, may feel disconnected from

broader trends shaping education, highlighting the disparity in access to technology and educational resources.

In fact, all that we have explained above evokes that the digital age has fundamentally transformed how teachers present and (re-)construct their professional identities. The fluidity of identity, as Bauman describes, is evident in how teachers now manage their online presence. While social media provides opportunities for creativity and professional growth, it also complicates the way teachers view themselves and their roles. The intertwining of personal and professional identities, the rise of personal branding, and the pressures of succeeding in the digital world are reshaping the teaching profession (Beauchamp & Thomas, 2009).

Accordingly, this paper will explore how these Algerian teachers-influencers represent the emergent dual role of being both educator and influencer. It will analyze how they construct their online identities and how they balance their traditional teaching responsibilities with the demands of being an influencer. By looking closely at how teachers present themselves online, this study will shed light on the complex dynamics between education, technology, and professional identity in Algeria.

Currently, identity is understood as fluid, complex, and sensitive to context. People are believed to possess multiple identities and may draw upon different aspects of their identity even within the same setting (Dolón & Todolí, 2008). Similarly, in CDA, identity is viewed as something that is constructed and enacted through language and discourse. The construction of identity is influenced by the context in which it is expressed, including the broader social, political, and historical environment.

The discursive construction of identity pertains to the manner in which individuals portray and navigate their sense of self within a specific setting, frequently in connection with other individuals in society. This procedure encompasses both the portrayal of identity (how individuals position themselves and others) and the enactment of identity (how they behave and communicate within a specific environment). Informed by a discursive view on identity, this study adopts multimodal discourse analysis (MDA) with a focus on both visual and textual dimensions of tutors' identity construction.

Kress and van Leeuwen's (2020) helps us understand identity as shaped by interactions among various semiotic modes. By analyzing these modes, we can gain insight into how people enact and negotiate their identities across different contexts, including advertisements, social media content, political speeches, or casual conversations.

1.1. Purpose of study

In this respect, the rise of star teachers marks a shift in the teaching profession. Educators are no longer just those who deliver lessons in classrooms; they now operate in a digital world where they fit in multiple identities, notably teacher, marketer, influencer, and content creator. This transformation offers new opportunities to expand access to education and to foster creative teaching methods, yet it also raises concerns. With education becoming increasingly commodified, how do teachers ensure that the focus remains on learning outcomes rather than the need for popularity or visibility? As this phenomenon continues to grow in Algeria, it raises critical questions about the future of education in this developing country. How do these evolving roles affect the professional integrity of teachers? And what does this all mean for the long-term development of education in Algeria, where the system is still at its embryonic stage as regards digital transformation? Therefore, this study aims to answer these questions and contribute to a deeper understanding of how the teacher identity is changing in the digital age, which will be achieved through a discursive deconstruction of identity and multimodal discourse analysis. The following sections will present these approaches in detail.

As highlighted earlier, the rise of social media has profoundly transformed various professions, including education. In Algeria, the phenomenon of "star teachers" has gained prominence, with educators using platforms such as Facebook, Tiktok and Instagram to market themselves, attract students, and expand their influence.

This section of the research focuses on a prominent and active teacher on social media to examine the evolution of educators' identities. The present research aimed to address the following questions:

- How do tutors use visual elements (like profile images and videos) to construct their identities?
- What messaging do they use in their account names and profiles to appeal to specific audiences?
- How do these elements work together to portray their expertise and authenticity?

2. MATERIALS AND METHODS

2.1. Multimodal discourse analysis

Researchers in language studies have traditionally focused on written text due to its significance among readers. Initially, individuals were drawn to reading stories, novels, historical and scientific books, and educational materials, even with the advent of the internet. While this focus remains important, recent years have seen a broader increase in academic interest in visual communication. With the rise of social media platforms and various applications becoming primary modes of communication, research, and learning, scholars have shifted their attention towards online platforms and electronic texts. These media now offer a unique blend of audio, visual, and video elements, presenting ideas and information in more dynamic and engaging ways. This evolution has culminated in the emergence of an approach called multimodal discourse analysis, which is dedicated to analyzing texts in their entirety, encompassing all semiotic resources that contribute to the creation of meaning. As Van Leeuwen (2013) states, "communication is multimodal ... many forms of contemporary written language cannot be adequately understood unless we look not just at language, but also at images, layout, typography, and color".

Recognizing that multimodal discourse analysis provides a comprehensive framework for examining online texts that includes not only language but also a range of semiotic modes such as images, photographs, diagrams, and graphics, we have selected this approach for our study to explore how private tutors construct and express their identities online. In Visual Grammar, the three meta functions ideational, interpersonal, and textual are redefined as representational, interactive, and compositional.

Representational meanings are conveyed through two primary structures: narrative and conceptual. In narrative visuals, participants are linked by a vector, symbolizing interactions or actions, where participants are "depicted as doing something to or for each other." (Kress & Van Leeuwen, 2020). On the other hand, conceptual visuals present participants based on their generalized, stable, and timeless qualities, emphasizing their essence (Kress & van Leeuwen, 2020).

Narrative processes highlight actions, events, and relationships between participants. They can be categorized into several types: action processes, which involve physical activity; reactional processes, focusing on gaze or emotional responses; speech processes, depicting verbal communication through elements like speech bubbles or text; mental processes, illustrating thoughts, feelings, or perceptions, often implied via facial expressions; and conversion processes, which depict transformations or exchanges between participants. Additionally, circumstances such as setting (time or location), means (tools or methods), and accompaniment (additional participants or objects not directly involved) provide contextual meaning to these narratives.

Conceptual processes, by contrast, include classificational, analytical, and symbolic processes (Kress & van Leeuwen, 2020). Classificational processes show categories or group memberships, analytical processes focus on parts-to-whole relationships, and symbolic processes convey abstract meanings or ideas. *Interactive meanings* in visuals address the social dynamics between the producer, the viewer, and the represented objects. These dynamics are shaped by contact, social distance, attitude, and modality (Kress & van Leeuwen, 2020). Gaze plays a crucial role: its presence establishes an imaginary connection between participants and viewers, while its absence signals objectivity and factual information. Visuals are categorized as either demand (where a participant's gaze engages the viewer directly) or offer (where information is presented indirectly and impersonally).

Social distance, determined by camera shots, influences the perceived relationship between participants and viewers. Close-up shots suggest intimacy, medium shots convey social familiarity, and long shots imply a formal or distant relationship. Attitude reflects the point of view: a frontal angle conveys involvement, whereas an oblique angle suggests detachment. Camera angles also signify power dynamics: high angles reflect the viewer's dominance, eye-level shots suggest equality, and low angles convey the subject's authority (Kress & van Leeuwen, 2020). Modality pertains to the perceived credibility or realism of the visual. This is assessed through eight modality markers: color saturation, differentiation, modulation, contextualization, depth, illumination, and brightness, and four coding orientations: technological, sensory, abstract, and naturalistic (Kress & van Leeuwen, 2020).

Compositional meta function combines representational and interactive elements to create a cohesive visual message through three systems: information value, salience, and framing (Kress & van Leeuwen, 2020). Different zones of an image, such as left versus right, top versus bottom, and center versus margin, carry distinct informational significance. Salience is determined by features such as placement (foreground or background), size, tonal or color contrasts, and sharpness. Framing devices, like frame lines, establish relationships by connecting or separating visual elements within the image.

2.2. Procedure

After reviewing multiple videos of teachers promoting educational programs on social media, the prominent and evolving role of teachers in the digital landscape became evident. Teachers now function not only as intermediaries between curriculum, textbooks, and learners, but also as marketers, public speakers, and motivators. In recent months, several videos gained rapid popularity due to algorithmic recommendations, often following a common format: teachers emerge as well-known personalities, promoting lessons in distinctive ways within a competitive environment where many aim to sell services or attract followers. Selection of participants for the study was facilitated by the trending nature of these videos, which allowed easy discovery of different sources without accessing personal accounts. One tutor was chosen for detailed analysis due to several factors: engaging content in his videos, prominence and influence on social media, and representation of the key characteristics of a "star teacher," exemplifying broader trends.

This study applies to a multimodal discourse analysis framework informed by Kress and van Leeuwen (2020). Analysis was conducted by first examining individual elements and then exploring the interactions among them. The profile image was analyzed for facial expressions, attire, background, and visual composition to understand identity construction. The account's cover photo was evaluated for language, style, and connotations contributing to identity formation. Video clips were further analyzed for content, language, and visual features to examine how these semiotic resources interact to generate meaning and portray the participant's identity.

2.3. Ethical Considerations

This research adheres to internationally recognized ethical guidelines for studies involving digital and publicly accessible data. The dataset comprises openly available social media content, and no attempt was made to access private accounts or restricted materials.

In line with ethical practices in online research, the study prioritizes respect for digital subjects by avoiding unnecessary identification and by focusing exclusively on professional and publicly constructed identities. The analysis does not involve human subject intervention, personal data collection, or interaction with participants; therefore, formal ethical approval and informed consent were not required.

All data were used strictly for academic and analytical purposes, ensuring responsible interpretation and representation of the content.

3. RESULTS

3.1. Analysis: Discursive construction of identity

The profile picture serves as a powerful semiotic tool for the tutor to communicate aspects of their identity to their audience. In multimodal discourse analysis, the profile image is not merely a static representation but a dynamic element that interacts with the viewer, inviting specific interpretations and reactions. As we examine the tutor's profile image, we consider how visual elements such as facial expression, attire, background, and compositional choices contribute to the construction of identity.

The tutor's facial expression in the profile picture plays a significant role in conveying the tone and mood of the identity they wish to project. A smile, for instance, can suggest approachability, warmth, and friendliness, which may be important for creating a positive connection with students or parents. Alternatively, a more serious or contemplative expression might suggest professionalism, authority, or expertise. In the context of a social media profile, these visual cues help establish the tutor's persona, influencing how they are perceived by their audience.

The choice of clothing and background further enhances the portrayal of identity. The clothing may indicate the tutor's professional standing, whether they aim to be seen as an expert, a peer, or someone who connects on a more personal level with their students. Similarly, the background provides context: a classroom setting signals a traditional educational environment, while an outdoor or casual setting might suggest a more informal, approachable style of teaching. These choices offer implicit messages about the tutor's values, work environment, and teaching style, shaping how they wish to be perceived by their followers.

Another key aspect of the profile picture's composition is its framing. For instance, whether the tutor is positioned centrally or slightly off-center within the image can communicate different levels of prominence. A central, close-up shot often signifies the tutor's dominance in the visual, emphasizing their identity as the focal point of the interaction. This could suggest a self-assured, authoritative presence. In contrast, a more distant or off-center shot might signal humility or an invitation for the audience to focus on the broader context of the teaching experience.

In analyzing the profile image, it is essential to consider the interaction between the tutor and their audience. Does the tutor make direct eye contact with the camera, thus establishing an immediate, personal connection with viewers? Or does the gaze look away, creating a sense of detachment and formality? These visual cues are not accidental but are carefully selected to evoke certain emotional responses from the audience, whether it be trust, respect, or admiration. In this sense, the profile picture acts as a form of visual rhetoric, where the tutor's identity is negotiated and constructed through a combination of personal, professional, and social signals.

Through this analysis, we see how the tutor's profile picture functions not only as a representation of self but also as a means of navigating the complex social dynamics of online platforms. It serves as an introduction to the tutor's identity, offering viewers an entry point into understanding who they are and what they represent. This visual semiotic resource, when combined with other elements such as account name, bio, and posts, contributes to a broader narrative of self-presentation, where identity is continually constructed, deconstructed, and negotiated in response to the audience's expectations and the ever-evolving digital landscape.

The subsequent analysis of the cover photo and video clips will continue to explore how these additional semiotic resources contribute to the discursive construction of the tutor's identity, further illuminating the interplay between visual, textual, and interactive elements in shaping how the tutor is perceived by their followers.

3.2. The profile picture

The analysis of the profile picture (Figure 1) aimed to examine how the tutor presents himself to followers, how he perceives his own identity, and what messages he intends to communicate through the image. The

study also considered whether the tutor anticipates a response from followers, including students or their parents, based on visual cues and semiotic elements within the photograph.

Figure 1

Profile picture



Analyzing the tutor's profile photos, we observed that the image conveys a subjective quality. This subjectivity reflects how the scene is shaped by a particular perspective or angle, tailored to evoke a specific interpretation or emotion aligned with the creator's intentions or emotional state at the time. Regarding representational meaning, the tutor serves as the central participant. His upward gaze and crossed arms suggest engagement in a mental process of contemplation or reflection, emphasizing introspection as a key element of the portrayal.

In today's digital era, the traditional image of the professor has evolved significantly. The stereotypical image of a teacher often associated with a black bag, white blouse, and the familiar scent of classrooms and chalk is now challenged by a diverse range of semiotic resources. Modern professors can now use colors, landscapes, and even music to shape their online identities, offering a more dynamic and multifaceted representation. For instance, in this profile photo, the circumstantial element is the snowy winter landscape, maybe suggesting a sense of solitude and introspection.

In terms of interactional meaning, the professor's posture and gaze suggest a sense of authority and confidence. He is not directly addressing the viewer, which creates a sense of distance and mystery. For Kress and Van Leeuwen (2020), a medium shot including up to the waist implies a more social relationship. The image maintains a moderate social distance, suggesting a formal or professional relationship between the viewer and the professor.

In terms of the compositional meaning, beneath the photo, the phrase '2025 Math is fun and easy with Mr...' is written in both English and Arabic. This tutor, who is gaining significant popularity on social media, provides paid private tutoring for a large number of baccalaureate students in Algeria. Despite his success, he has faced criticism for the overcrowded nature of his classes. The text reinforces the tutor's professional identity as a math educator while also serving as a marketing strategy to attract new students. By emphasizing the ease and enjoyment of learning math, the tutor appeals to students who may find the subject challenging.

3.3. The cover image

Digital platforms have transformed self-representation by providing a wide range of semiotic resources. This Facebook cover image (figure 2) exemplifies how individuals can craft their online personas and experiment with various identity patterns. By strategically exploiting these tools, users can construct engaging narratives about themselves, shaping their digital identities and influencing how they are perceived by others.

Figure 2

Cover image



In terms of the representational meaning, the tutor in this cover image is the central participant, positioned prominently in the frame. His professional attire (beige blazer and watch) and confident posture (arms crossed) signify authority and expertise. Supporting elements, such as text and logos, frame his dual role as both an educator and a marketer. The accompanying text, written in Arabic, "Math with professor ..." explicitly defines his profession and authority as a math tutor, while the list of deliverables (videos, exercises, highlights) highlights his services and resourcefulness.

Analysis of the images in terms of interactive meaning indicated that the tutor's direct gaze engages viewers, fostering a sense of connection and trust. This visual strategy positions the tutor as both approachable and authoritative. About framing and salience, the tutor occupies a dominant position on the right-hand side of the frame, while the text occupies the left. This composition emphasizes both his personal identity and the educational services he offers. The Instagram handle (@morsi.maths) reinforces his presence as a social media influencer. The bold and professional typography used conveys clarity and confidence. The overall polished design ensures high modality, portraying the tutor as credible and trustworthy.

The placement of the different elements on the cover image builds the compositional meaning. Framing, the integration of the tutor's image with the textual elements creates a cohesive representation of his dual role as educator and marketer. The black background signifies professionalism and authority, while the white and red elements ensure readability and emphasize critical information, such as the tutor's name and Instagram handle.

3.4. Videos

We chose four video clips to analyze using a multimodal discourse analysis framework. The aim was to focus more on visual elements such as body language, background, use of colors or objects, but also verbal elements such as use of key phrases, tone of voice, language used, style, and textual elements: i.e., subtitles, on-screen text, or graphics. We also wanted to examine audio elements such as music, sound effects, or background noise. We deliberately selected videos that showcased a variety of social contexts. This approach allowed us to observe how the tutor's presentation of self has evolved, particularly in contrast to traditional academic roles. As experienced educators, these departures from the conventional professorial image prompted particular interest, highlighting the evolving roles and identities of teachers in contemporary educational contexts.

The videos we analyzed depicted diverse scenarios: a classroom lecture, an interaction with students expressing concern for his health, a birthday celebration, and a joyous moment celebrating student success. By extracting and analyzing key frames from these videos, we focused on the most salient representational structures to uncover the underlying meanings and messages.

3.4.1. Video 1

Concerning this video, the focus is on two particular frames (Figure 3 and Figure 4).

Figure 3
Frame 1

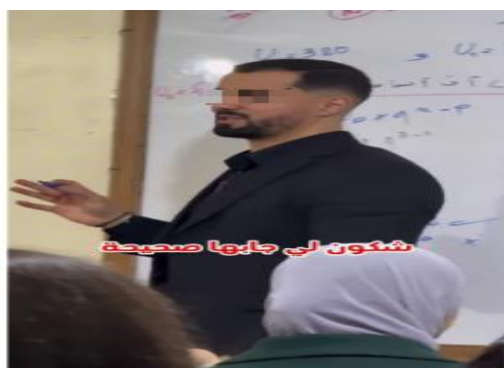


In terms of the representational meaning, the tutor is the only central participant in the frame. He is actively teaching, as indicated by his interaction with the whiteboard. This reflects his traditional role as an educator while reinforcing his authoritative and professional stance. The actions involved, including writing or pointing at mathematical equations positions him as knowledgeable and engaged, aligning with the traditional teacher identity.

The use of a whiteboard, mathematical notations, and formal attire conveys professionalism. However, the neat, almost staged appearance of the setting suggests a dual purpose—not just teaching but also branding himself as a polished, modern educator. In terms of interactional meaning, the tutor looks away from the camera toward the whiteboard, emphasizing a focus on the subject matter. However, the overall video production quality (e.g., framing and lighting) suggests awareness of the audience watching on social media.

In this seemingly conventional scene, the teacher appears to be engaged in traditional teaching using a whiteboard. However, when this image is contextualized within the virtual platform, accompanied by overlapping music, visual cues, and promotional tags, its overall meaning becomes multilayered. The teacher transcends his traditional role, adopting the personas of both a marketer and an Internet personality. This dual role reflects the evolving patterns of online education, where educators navigate multiple identities to engage and attract their audience in a competitive digital space.

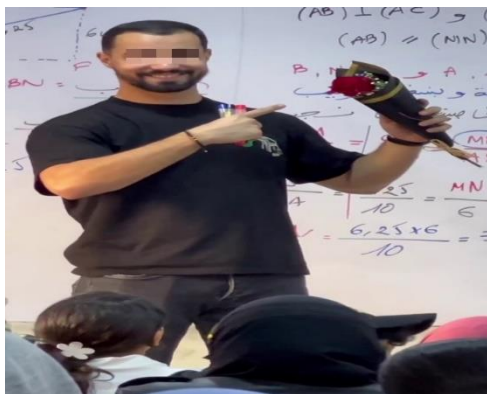
Figure 4
Frame 2



In Frame 2, the overlay text blends humor and informal language, demonstrating influential communication strategies. This textual element adds an extra layer of relatability, appealing to a younger, more digitally savvy audience. The quality of the video production and the teacher's visual engagement with a wider audience reflect his shift to the role of influencer. The use of humor and informal interaction positions them as relatable and charismatic, key traits of successful influencers. By showcasing an entire classroom, the teacher's identity as a "star" is reinforced, indicating his ability to brand the educational experience.

3.4.2. Videos 2 and 3

Figure 5
Videos 2 and 3



In the second and third videos, the two key frames highlight a student offering the teacher a bouquet of roses and the students celebrating the tutor's birthday. These frames depict an informal and inviting study atmosphere, characterized by the thoughtfully decorated classroom. The visual elements, such as decorations, warm lighting, or playful details, move beyond the traditional, rigid academic environment to create a more relaxed and approachable space. This shift fosters a new pattern of thought and behavior toward studying, emphasizing comfort, creativity, and personal connection. By breaking away from conventional classroom norms, this approach redefines the learning experience, making it more aligned with contemporary values of inclusivity and engagement in educational settings.

This video highlights the transformative potential of social media platforms for teachers, allowing them to express facets of their personality that remain hidden in the traditional classroom setting. Within the formal confines of a classroom, a teacher's role is often limited to that of an authoritative figure responsible for delivering curriculum and maintaining order. However, when they step into the digital sphere, they can reimagine themselves as multidimensional personas.

Firstly, teachers can establish deeper emotional connections with their audience by incorporating storytelling and gestures of appreciation, creating an atmosphere of empathy and mutual understanding. These moments of shared emotion go beyond standard pedagogy, inviting students to engage with the teacher on a human level. Secondly, the digital space encourages educators to share personal narratives and emotions, which resonate with their audience and make their lessons more relatable and impactful. This openness fosters a sense of authenticity, bridging the gap between the educator and the learner. Lastly, while maintaining their educational authority, teachers can adopt a more approachable, peer-like manner that encourages interaction and dialogue. This delicate balance allows them to preserve respect while promoting a sense of camaraderie, which is particularly important in the less formal environment of online learning.

Through this transformation, the teacher evolves from being a singular authority figure into a multifaceted personality, an educator, storyteller, motivator, and even a collaborator, reshaping the dynamics of teaching and learning in the digital age.

3.4.3. Video 4

Figure 6
Video 4



This frame depicts a compelling scene where a professor is publicly celebrated by students after announcing exam results. The image shows a student lifting the professor onto their shoulders amidst a crowd of students and their families, with bonfires lit in celebration. At the top of the image, the Arabic phrase, “The lesson is in the endings,” adds meaningful context. The act of lifting the professor onto a student’s shoulders signifies profound respect and admiration, elevating his status both literally and metaphorically. The evident joy and participation of students and their families underscore the communal nature of education. This shared celebration reflects cultural values that emphasize academic achievement as a collective endeavor. Traditionally, the teacher’s involvement in such celebrations was limited to formal school settings. However, through the use of social media and a more inclusive approach, the professor has extended these moments into public spaces, fostering a new atmosphere of engagement and inclusivity.

The bonfires and gathered crowd evoke a sense of victory and unity, symbolizing the professor’s influence beyond the classroom. These elements carry traditional and cultural connotations of communal celebration, further enriching the emotional and cultural significance of the event. From a visual composition perspective, the professor’s central position emphasizes their importance. The combination of bonfires, the celebratory crowd, and the phrase, “What matters is how things end,” reinforces the positive and triumphant tone of the image, making it both emotionally impactful and visually striking.

However, considering the marketing dimension, the public nature of this event and its documentation on social media suggest a strategic element. Such imagery functions as a branding tool, enhancing the professor’s public image and potentially attracting a wider audience or clientele. This focus on visibility and celebration raises questions about the commodification of the professor’s role, where social image might overshadow the educational substance.

4. CONCLUSION

The multimodal analysis of the examined texts highlights a notable transformation in the tutor’s professional identity, illustrating how traditional classroom teachers have evolved into multifaceted figures encompassing roles as educators, content creators, and marketers. This evolution reflects the broader commodification of education in the digital era, where tutors differentiate themselves through strategic branding and self-promotion. The tutor’s professional attire, confident demeanor, and polished presentation assert authority and credibility, positioning him as an expert while simultaneously elevating him to the status of a public figure. Such visual rhetoric indicates shifting power dynamics in education, where authority increasingly derives not only from institutional affiliation but also from personal branding and market visibility.

The tutor’s branding as “@.....maths” exemplifies neoliberal values of individualism and entrepreneurship, demonstrating pressures on educators to commodify expertise and respond to market demands. Through professional visuals, confident presentation, and accessible branding, the tutor attracts a wide audience, with

social media amplifying reach and facilitating the establishment of a loyal following as a trusted authority in mathematics education. The cover photo functions as a deliberate marketing tool, showcasing a strategic approach to brand development through design and messaging. Consequently, the tutor's role extends beyond traditional instruction to encompass marketing, influence, and entrepreneurial activities, reflecting broader shifts in the educational landscape in which digital platforms enable educators to monetize knowledge and expertise.

This analysis exemplifies the emergence of "star tutors" in Algeria, demonstrating alignment with neoliberal ideologies and illustrating how social media reshapes the teaching profession. Educators increasingly adopt roles as marketers and influencers, integrating traditional pedagogy with contemporary branding strategies. Overall, the findings underscore the significance of visual and textual elements in identity construction and audience engagement, while highlighting opportunities for future research to examine the implications of these trends for the teaching profession and learners' perceptions of education.

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