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DIGITAL FUTURE IN EDUCATION. PARADOXES, HOPES AND REALITIES



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From the Editor

This book emerged from a shared vision among dedicated authors, researchers, and contributors, all of whom recognized the profound impact of the digital age on education. In today's rapidly evolving landscape, the paradoxes, hopes, and realities of digital education have become more complex than ever before. It is our collective belief that understanding and navigating this dynamic background is outstanding to shaping the future of learning.

Our editorial journey has been guided by a commitment to rigor, relevance, and inclusivity. Each chapter has been carefully selected and curated to provide a comprehensive and balanced exploration of the digital future in education. We have strived to ensure that this book serves as both a source of inspiration and a practical guide for educators, policymakers, researchers, and anyone passionate about the transformative potential of technology in education.

As the editor of this compelling book, I have had the privilege of collaborating with creative authors, researchers, and experts who have dedicated their passion and expertise to the field of digital education. Their contributions have enriched the discourse on this critical subject matter, and their diverse perspectives have given life to the multifaceted details within these pages.

The chapters of this book drive us on an interesting journey through the dynamic landscape where education and technology converge, offering profound insights into the complexities, promises, and realities that shape our digital educational ecosystem.

Our exploration begins with Chapter 1. *Education and Technology in a Data Driven Society. Turning Data into Education Intelligence* which debates how educational institutions can leverage data to make informed decisions, tailor instruction to individual student needs, pinpoint areas requiring improvement, and optimize the allocation of resources. In a world where data has become a powerful currency, this chapter emphasizes how the abundance of data and technological advancements are reshaping the educational experience and also how personalized learning experiences, improved information access, and enhanced educational outcomes are all attainable through the intelligent use of data and technologies. This optimistic outlook is balanced with a realistic assessment of the challenges and complexities that educators and institutions face when adopting data-driven strategies.

Chapter 2. *Information Epistemology in Digital Learning*, takes a comprehensive look at the multifaceted aspects of digital learning, touching on both its promises and the inherent threats and risks in the digital landscape. The inclusion of case studies, particularly the examination of MOOC, adds a practical dimension to the chapter. These case studies provide tangible evidence of the educational outreach efficacy achieved through digital facilitation, reinforcing the chapter's arguments regarding the value of digitization in education.

Chapter 3. *Online Learning and Digital Education of the Future. The Role of Digital Learning in Education* successfully communicates the benefits of digital learning while acknowledging the challenges and complexities that come with it. Chatterjee & Mousumi provide a comprehensive overview of the ways in which digitalization has made learning more accessible, convenient, and flexible. The chapter also underscores the important role of remote learning and online classes, especially in the context of the global educational landscape, offering students seamless access to a variety of course materials and educational resources via the Internet. The concept of remote learning, once a novelty, try to become step by step a norm in educational institutions worldwide.

Chapter 4. *Connectedness, Collaboration, and Co-creation* is a valuable addition due the fact that offers a holistic view of the transformative potential of connected learning, collaboration, and learner-centric customization. The chapter challenges educators and institutions to adapt to the evolving educational landscape, recognizing that the future of education lies in flexibility, adaptability, and empowering learners.

Chapter 5. *Using Game-Based Learning to Improve Learning Outcomes in K-12 Mathematics Education* provides an insightful exploration of the potential of game-based learning (GBL) in enhancing mathematics education at the K-12 level. The chapter not only discusses the essential elements of GBL but also outlines the practical application of these principles in the creation of an educational game. The author effectively communicates the value of integrating elements of play and interactivity into the learning process, particularly in the context of mathematics education, which often poses challenges for young learners.

Chapter 6. *Exploring the Implementation of Online Learning at the Higher Institutions of Ethiopia: The Case of American College of Technology (ACT) & Harambee University (HU)* presents a comprehensive examination of the experiences and challenges faced by these institutions in implementing online learning programs for their students. The examination of the Learning Management System (LMS) used by the institutions, specifically MOODLE, offers practical insights into the technological infrastructure supporting online education. The variations in the interactions students have with instructors, the institution, and their peers underscore the importance of fostering a supportive and engaging online learning environment.

The chapter's findings regarding the need for periodic feedback to motivate students and enhance their learning experience are significant.

Chapter 7. *Challenges and Opportunities in Language and Literature Education in the Era of Global Connectivity* offers a comprehensive exploration of the complexities faced by language and literature educators in a rapidly globalizing world. Through qualitative research involving interviews, focus group discussions, and classroom observations with both students and teachers, the study provides valuable insights into the evolving landscape of language and literature education. The identification of significant themes related to cultural diversity, multilingualism, and the integration of technology in language learning is an important contribution. These themes reflect the multifaceted nature of language and literature education in the context of global connectivity.

Chapter 8. *Student Performance in E-learning Systems* provides a comprehensive examination of the assessment of student performance, particularly in the context of the COVID-19 pandemic and the widespread adoption of e-learning platforms. The research paper introduces a sophisticated approach, utilizing a convolutional neural network and a two-step system that combines Bayesian model averaging with methods for estimating parameters in a multinomial logistic regression model. The introduction of a convolutional neural network (CNN) to assess student performance represents a forward-looking approach to educational evaluation. CNNs, which have shown success in various domains, are leveraged here to provide a robust framework for analyzing student outcomes. The two-step system, which combines Bayesian model averaging with frequentist methods, adds sophistication to the statistical analysis and enhances the credibility of the findings. This approach contributes to the reliability of the research's empirical example, illustrating its application in analyzing student performance.

The last Chapter 9. *The Impact of Government Expenditure on Education in the Environmental, Social and Governance Models at World Level* presents a comprehensive analysis of the relationship between Government Expenditure on Education (GEE) and various environmental, social, and governance (ESG) factors using data from 193 countries spanning the years 2011-2020. The study employs a variety of statistical methods and machine learning algorithms to examine this complex relationship. The chapter's rigorous analysis, diverse methodologies, and valuable findings make it a valuable resource for policymakers seeking to understand the multidimensional relationship between government spending on education and broader socio-economic and environmental factors.

Each of these chapters contributes to a holistic understanding of the digital future in education, addressing paradoxes, nurturing hopes, and confronting realities. As you embark on this intellectual journey through the pages of this book, I invite you to embrace the complexities, cherish the possibilities, and confront the challenges that lie ahead.

I extend my gratitude to the esteemed authors who have contributed their knowledge and expertise to this book. Their dedication to advancing the discourse on digital education is evident in the quality and depth of their contributions.

With warm regards,

The Editor,

PhD Professor Laura Nicola-Gavrilă

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