

# Thriving in the EdTech Revolution

## A Practical Guide to Technology Integration in Teacher Education

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Series in Emerging Technologies in Education



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# Contents

<b>List of Figures</b>	vii
<b>List of Tables</b>	xi
<b>Foreword: Beyond Translation: Technology Integration as a Creative Act</b>	xiii
Punya Mishra <i>Mary Lou Fulton College, Arizona State University, USA</i> Lindsey McCaleb <i>Mary Lou Fulton College, Arizona State University, USA</i>	
<b>Introduction: Future-making Educators</b>	xvii
Harshith B Nair <i>Regional Institute of Education (NCERT), Mysuru, India</i> G Viswanathappa <i>Regional Institute of Education (NCERT), Nellore</i> Vasileios Paliktzoglou <i>Bahrain Polytechnic, Isa Town Bahrain</i>	
<b>PART I: THE FOUNDATIONS OF EDTECH AND AI IN EDUCATION</b>	1
Chapter One <b>Assessing the Digital Readiness of Pre-Service Teachers</b>	3
Bhaskar Gurramkonda <i>Central University of Kerala, India</i> Vanitha C <i>Central University of Kerala, India</i>	
Chapter Two <b>Empowering Teachers and Students in the Digital Age: Help Educators Cultivate Their Own Digital Competence and Confidence</b>	25
Shraddha Verma <i>Kalinga University, Chhattisgarh, India</i> Vijayalakshmi A <i>CHRIST (Deemed to be University), Bangalore, India</i>	

Chapter Three

**EdTech Frameworks for Effective Technology  
Integration in Teacher Education**

37

Yashi Goyal

*Central Institute of Education, University of Delhi, New-  
Delhi, India*

**PART II: DIGITAL TOOLS AND INNOVATIVE  
PEDAGOGICAL STRATEGIES**

59

Chapter Four

**Enhancing Pedagogy with Digital Tools: Strategies for  
Effective Technology Integration in Teacher Education**

61

Amit Nitinrao Kolhe

*Sanjivani Group of Institutes, Kopargaon, Maharashtra,  
India*

Smita Tukaram Kumbhar

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Research (Autonomous), Kopargaon, Maharashtra, India*

Dhananjay Arun Kumbhar

*Sanjivani University, Kopargaon, Maharashtra, India*

Chapter Five

**Transformative Technology Integration: Practical  
Approaches for Engaging Classrooms**

95

Grace Okubo

*Association of Professional Futurists, Nigeria*

Chapter Six

**Engaging Students in History Class through Digital  
Humanities Methods and Tools: Good Practices and  
Strategies for Integrating Technology and Producing  
Public History**

119

Marina Bantiou

*University of Thessaly, Greece*

Chapter Seven

**Seamless Classroom Integration Strategies for  
Effective Teaching and Learning**

133

Bonashri Gogoi

*Tezpur University, Assam, India*

Chapter Eight	
<b>Integrating AI in Teacher Education</b>	149
Ivy Shen	
<i>Southeast Missouri State University, Missouri, USA</i>	
Jana Gerard	
<i>Southeast Missouri State University, Missouri, USA</i>	
Chapter Nine	
<b>Innovative Approaches to Virtual Reality (VR) and Augmented Reality (AR) in Teacher Education</b>	185
Elhadj Moussa BenMoussa	
<i>University of East London, London, UK</i>	
Chapter Ten	
<b>Use of Artificial Intelligence in Advance Academic Course Development</b>	225
Abirlal Mukherjee	
<i>GITAM (Deemed to be University), Bengaluru, India</i>	
Chapter Eleven	
<b>Navigating the EdTech and AI Revolution: Integrating Technology into Education with Ethical Responsibility</b>	239
Sunita Maharaj-Landaeta	
<i>University of Trinidad and Tobago</i>	
Alfredo Landaeta	
<i>Government of Montserrat</i>	
<b>PART III: OVERCOMING CHALLENGES IN DIVERSE CONTEXTS</b>	261
Chapter Twelve	
<b>The Challenge of the Digital Divide in the Classroom: Insights, Interventions, and Innovations in the Indian Context</b>	263
Alka Ranjan	
<i>JAIN (Deemed-to-be-University), Bengaluru, India</i>	
Chapter Thirteen	
<b>Innovative Approaches Used in Diverse Educational Contexts</b>	281
Soumya Thankam Varghese	
<i>O.P. Jindal Global University, Haryana, India</i>	

Chapter Fourteen	
<b>Navigating the Digital Classroom: Enhancing Educator Skills and Student Outcomes</b>	299
Beenish Rasool	
<i>VIT-AP University, Amaravati, Vijayawada, Andhra Pradesh, India</i>	
Abdul Raffie Naik	
<i>VIT-AP University, Amaravati, Vijayawada, Andhra Pradesh, India</i>	
<b>PART IV: SPECIALISED APPLICATIONS OF TECHNOLOGY IN TEACHER EDUCATION</b>	311
Chapter Fifteen	
<b>Technology Integrated Pre-Service Teacher Preparation in an Educational Psychology Course</b>	313
Alpana Bhattacharya	
<i>Queens College, City University of New York, NY, USA</i>	
Chapter Sixteen	
<b>A World Apart or Same Difference? Reflections on Facilitating Online Global Creative Projects in Music Teacher Education</b>	335
Pauline Black	
<i>University of the Highlands and Islands (UHI) Orkney, Scotland, UK</i>	
Emily Wilson	
<i>Faculty of Education, University of Melbourne, Australia</i>	
Chapter Seventeen	
<b>Integrating Technology in Teacher Education for Medical and Veterinary Instruction: Perspectives on Advancing Practical Skills and Navigating Ethical Demands</b>	349
Anna Tomańska	
<i>Wrocław University of Environmental and Life Sciences, Poland</i>	
<b>About the Contributors</b>	377
<b>About the Editors</b>	387
<b>Index</b>	389

# List of Figures

<b>Figure 1.1</b>	Showing the Assumed Normality of the Data.	8
<b>Figure 1.2</b>	Showing the Comparison of Tools Teachers Use and the Purpose for Which They Use Them.	17
<b>Figure 1.3</b>	Students' Perception of the Use of Technology in Teaching and Learning.	18
<b>Figure 3.1</b>	TPACK Framework.	40
<b>Figure 3.2</b>	SAMR Model.	41
<b>Figure 4.1</b>	Flowchart of the Process of Integrating Technology in Teacher Education.	62
<b>Figure 4.2</b>	Bar Chart of Adoption Rate of Digital Tools in Teacher Education.	69
<b>Figure 4.3</b>	Pie Chart of Challenges Faced by Teachers in Technology Integration.	87
<b>Figure 4.4</b>	Flowchart of Professional Development for Technology Integration.	90
<b>Figure 5.1</b>	Empowering Education: uLesson's Commitment to Accessible, High-Quality Learning for Secondary School Students.	113
<b>Figure 10.1</b>	Chat GPT's response on "Should we Rely Upon ChatGPT in Serious Research?" (GPT 4.0).	230
<b>Figure 12.1</b>	Digital Divide in the Indian Education System.	264
<b>Figure 12.2</b>	Internet Use according to Gender in %.	265
<b>Figure 12.3</b>	Access to digital devices in Adolescent girls and boys.	266
<b>Figure 12.4</b>	Percentage (%) of the Disabled Population according to age group.	266
<b>Figure 12.5</b>	Internet users in India according to Age (in %).	267
<b>Figure 12.6</b>	Households with a Computer and Internet Facilities in %.	268
<b>Figure 12.7</b>	Growth Rate in Urban and Rural India.	268
<b>Figure 12.8</b>	Internet Users in Urban and Rural India (in %).	269
<b>Figure 12.9</b>	Electricity Power Supply in Indian Households.	269
<b>Figure 12.10</b>	Comparison of digital infrastructure in government and private schools.	270
<b>Figure 12.11</b>	Tech-based tools for studying and learning.	270
<b>Figure 12.12</b>	Levels of the Systemic Approach.	274
<b>Figure 13.1</b>	The PRISMA Model Flow Chart.	284
<b>Figure 15.1</b>	Interactive Activity Integrating Breakout Group Function of Blackboard Collaborate.	331
<b>Figure 15.2</b>	Art Education Pre-Service Teachers' Collaborative Work on Differentiated Instruction.	332

<b>Figure 17.1</b>	Specimens Prepared from Organs of Slaughtered Livestock for Dissection (on the Left: Cow Udder, Mammary Gland) And for Ultrasound Examination Exercises, Immersed in Gelatine (on the Right: Female Reproductive Tract and Ultrasound Transducer).	356
<b>Figure 17.2</b>	Educational Room Equipped with Veterinary Mannequins and Simulators.	356
<b>Figure 17.3</b>	Examples of Live Animals Interacting with Students During Veterinary Internships and Practical Training.	357
<b>Figure 17.4</b>	Preserved Animal Specimens and their Tissues (on the Left: Histological Preparations; in the Centre: Animal Preserved in Formalin Solution; on the Right: Museum Collection Display).	357
<b>Figure 17.5</b>	The Respondents Indicated which Technologies, in their Opinions, are Most Commonly Used in the Education of Medical and Veterinary Students.	364
<b>Figure 17.6</b>	Distribution of Subjects Where Respondents Consider Innovative Technologies Most Useful in Education.	365
<b>Figure 17.7</b>	Respondents' Self-Assessment of Preparedness to Use Modern Technologies in the Educational Process.	365
<b>Figure 17.8</b>	Availability of Regular Training and Support in the Use of New Technologies for Teaching at Respondents' Universities.	366
<b>Figure 17.9</b>	Respondents' Beliefs About the Adequacy of the Current Training System for Academic Teachers in Preparing Them to Use Modern Technologies in Education.	366
<b>Figure 17.10</b>	Areas of Skill Enhancement Desired by Respondents if Time and Financial Constraints Were Removed.	367
<b>Figure 17.11</b>	Incidence of Challenges in Complying with Data Protection Regulations in Medical/Veterinary Education Using Technology.	367
<b>Figure 17.12</b>	Technologies Most Promising for the Future of Medical/Veterinary Education in the Next 10 Years, According to Respondents.	368
<b>Figure 17.13</b>	Respondents' Opinions on Whether Technologies Such as AI Could Eventually Replace Traditional Teaching Methods in Medical/Veterinary Education.	368



<b>Figure 17.14</b>	Respondents' Views on the Potential of Technology to Eliminate the Need for Live Models in Education.	369
<b>Figure 17.15</b>	Respondents' Opinions on Whether New Technologies Can Fully Replace the Use of Human and Animal Cadavers in Education.	369



# List of Tables

<b>Table 1.1</b>	Demographic data.	7
<b>Table 1.2</b>	Variation of Data between Raw and log10 (normalised data).	9
<b>Table 1.3</b>	Level of Digital Readiness in Pre-Service Teachers.	9
<b>Table 1.4</b>	Responses Based on Dimension 1 (Basic Digital Skills).	10
<b>Table 1.5</b>	Responses Based on Dimension 2 (Ethical Knowledge).	10
<b>Table 1.6</b>	Responses Based on Dimension 3 (Techno-pedagogy).	11
<b>Table 1.7</b>	Responses Based on Dimension 4 (Socio-digital Practice).	12
<b>Table 1.8</b>	Responses Based on Dimension 5 (Critical content refinement).	12
<b>Table 1.9</b>	Mean Comparison of Gender for Digital Readiness Using t-test.	13
<b>Table 1.10</b>	Mean Comparison of Locality, Age, Exposure to Devices, and Devices They Have for Digital Readiness Through One-Way ANOVA.	13
<b>Table 1.11</b>	Mean and Standard Deviation of Exposure to Devices for Digital Readiness.	14
<b>Table 1.12</b>	Post-Hoc Comparison of Variables in Time of Exposure to Technology.	15
<b>Table 1.13</b>	Post-Hoc Table of Devices They Possess.	15
<b>Table 1.14</b>	Post-Hoc Comparison Readiness in Terms of Devices They Possess.	16
<b>Table 1.15</b>	Correlation Analysis of Five Dimensions with Academic Achievements.	16
<b>Table 2.1</b>	Teaching Aids as per Teaching Method.	31
<b>Table 4.1</b>	Global Strategies for Effective Technology Integration in Teacher Education.	76
<b>Table 4.2</b>	Challenges and Solutions in Integrating Technology in Teacher Education (with Global Case Studies).	83
<b>Table 5.1</b>	Recommended List of Platforms for Selecting E-Books for Language Studies Across Grades.	98
<b>Table 5.2</b>	List of Simulation Software and Virtual Labs for Science Education.	101
<b>Table 5.3</b>	Software for Transforming Social Studies Education.	104

<b>Table 5.4</b>	Digital Forums for Classroom Engagement.	109
<b>Table 10.1</b>	Wadhwani and Loomba, “Artificial Intelligence (AI) in Education Market Size to Exceed \$30 Bn by 2032”.	229
<b>Table 12.1</b>	Factors Contributing to the Digital Divide and Their Impact on Educational Access, Usage, and Outcomes.	273
<b>Table 15.1</b>	Technology Integrated Class Participation Activities for Pre-Service Teacher Preparation.	326
<b>Table 15.2</b>	Technology Integrated Curriculum Unit Presentation Themes, Topics, and Applications.	327
<b>Table 15.3</b>	Peer and Instructor Grading Rubric for Technology Integrated Curricular Unit.	329
<b>Table 15.4</b>	Studies Investigating Pre-Service Teacher Preparation Aligned with TPACK Framework	330
<b>Table 16.1</b>	Sequences in Music Education (Puentedura, 2006).	343

# Foreword

## Beyond Translation: Technology Integration as a Creative Act

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*Translation is that which transforms everything so that nothing changes.*

Günter Grass

*Creativity can be described as letting go of certainties.*

Gail Sheeley

*The French Lieutenant's Woman* (1969) is a complex novel that works at multiple levels. Published in 1969 by John Fowles, it is at one level a story about a woman shunned by Victorian society and at another level a look back at the Victorian age from today's more permissive vantage point. What makes it particularly fascinating is how it works as a piece of meta-fiction: The author steps into the story multiple times to comment on the happenings, openly muses on how the story is to end, and finally chooses to give readers a choice of endings. Reading the last hundred pages is like being caught in a fictional labyrinth of possible endings, each forcing us to rethink everything that has gone before.

This complex structure was long considered impossible to film. As director John Frankenheimer (one of the many directors who tried and failed to adapt the novel to film) said, "There is no way you can film the book. You can tell the same story in a movie, of course, but not in the same way." But the film was made, and it stands to this day as one of the best adaptations of a novel ever put to screen. The secret to its success? The creative team, led by screenwriter Harold Pinter, didn't try to translate the book's meta-fictional devices (something more suited to print). Instead, they reimagined it completely, creating a film

within a film where the Victorian love story is paralleled by a modern-day affair between the actors playing the roles.

**Different medium, different approach, same deep impact.**

The challenge of adapting a complex, multi-layered novel like *The French Lieutenant's Woman* mirrors the creative transformation expected of educators today. We're living through a revolutionary moment in educational technology. ChatGPT and other GenAI tools have burst onto the scene, VR and AR are becoming more accessible, and the digital transformation of education seems to be accelerating at a dizzying pace. Many educators feel like they're being asked to perform their own adaptation, transforming traditional teaching and learning for a rapidly transforming digital age. But just as with film adaptation, the real opportunity isn't in translation, it's in reinvention.

Here's the thing about creative acts: They require both courage and understanding. When Pinter and his team approached *The French Lieutenant's Woman*, they didn't just understand storytelling; they understood cinema as a creative medium. Similarly, effective technology integration isn't just about knowing how to use digital tools or deeply understanding standard pedagogical approaches. On the other hand, it *is* about understanding their creative potential, their limitations, and most importantly, how they might enable entirely new forms of teaching and learning.

This creative mindset gives us permission to “wreak havoc with the structure” while remaining true to the essence. The film version of *The French Lieutenant's Woman* barely resembles the novel in structure, yet it captures its themes and emotional impact perfectly. In education, this might mean completely reimagining a lesson or unit, moving away from traditional formats while keeping core learning objectives intact. It's not about digitising worksheets or putting lectures online, it's about seeing technology integration as an opportunity for creative reinvention.

This creative reinterpretation of technology by educators isn't just an abstract concept; it's actually formalised in the TPACK (Technological Pedagogical Content Knowledge) framework (Mishra & Koehler, 2006). Just as a successful film adaptation requires creative synthesis of cinematic techniques and narrative understanding, effective technology integration demands active integration of technological knowledge, content expertise, and pedagogical craft. These aren't separate considerations — they're the raw materials that educators weave together to create something new. What matters is the thoughtful, creative decision-making that goes into integrating these tools into the learning experience. Sometimes, as with any creative work, knowing what to leave out is as important as knowing what to include.

And just as film adaptation is inherently collaborative — involving writers, directors, actors, and countless others — technology integration thrives on creative collaboration. Teachers working with technology specialists, curriculum designers, and, yes, even students, can create more robust and effective learning experiences. In today's context, this collaboration might even extend to GenAI tools, which can serve as creative partners in brainstorming, content creation, and instructional design.

This brings us to why we are excited to introduce this book: *Thriving in the EdTech Revolution: A Practical Guide to Technology Integration in Teacher Education*. Throughout these chapters, you'll find voices of educators and researchers who approach technology integration not as a technical challenge, but as a creative opportunity. They're sharing stories of creative success and instructive failure, offering frameworks for thinking about technology integration, and most importantly, demonstrating how to maintain pedagogical integrity while embracing technological innovation.

The chapters ahead explore everything from foundational frameworks to cutting-edge applications, from global perspectives to local challenges. But running through all of them is this central idea: Technology integration is fundamentally a creative act. It requires understanding both the medium and the message, the tool and the task, the technology and the teaching, and then creating something new from these elements.

We're living in an age where the pace of technological change can feel overwhelming. Every day seems to bring new tools, new possibilities, and new challenges. But perhaps that's exactly why approaching technology integration as a creative act is so valuable. Creative acts don't succeed by slavishly copying what came before or by blindly embracing every new technique. They succeed by understanding the essence of what they're trying to achieve and finding innovative ways to realise that vision.

As you read through this book, we invite you to approach technology integration as an act of creative translation, preserving the core of effective teaching while boldly reimagining how it can be expressed through new digital mediums. Explore how different technologies might not just replace but reinvent educational experiences. And remember that, like any creative act, technology integration isn't about replication, it's about transformation.

Because it is only when we approach technology integration as a creative act that we can achieve what seemed paradoxical in our opening quotes, we can transform our teaching practices while keeping our educational values intact, just as Günter Grass suggested about translation. And like Gail Sheeley's view of creativity, this transformation requires us to let go of our certainties about traditional teaching methods, not in surrender but in purposeful exploration.

This creative tension – between transformation and preservation, between letting go and holding on – is where the real magic happens. In education, this means having the courage to radically reimagine our teaching methods while maintaining our commitment to deep learning. After all, the magic happens not in the digital tools themselves, but in the creative acts of teachers who, like skilled translators, know how to transform their practice while preserving its essential purpose, just as the best adaptations capture not the letter but the spirit of their source.



# Introduction

## Future-Making Educators

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Education is at a turning point where tradition and change coexist. To meet the challenges of the twenty-first century, we must reconsider what we teach and how and why we teach it. Education must be both a stabilising and a transformative force as society struggles with rapid technological breakthroughs, environmental challenges, and changing cultural landscapes. Educators find their fundamental purpose in the constantly changing relationship with these forces, not just as knowledge facilitators but also as scaffolds of a sustainable and inclusive future.

The great potential of technology, in particular artificial intelligence (AI), resides at the centre of this change. Previously unthinkable levels of personalisation are now possible because of AI technologies like data analytics, virtual tutors, and adaptive learning systems. These innovations minimise constraints that have long impeded equity and access and allow educators to tailor learning experiences to each student's requirements. However, there are also disadvantages, including the potential increase of already-existing inequalities, algorithmic bias, and ethical challenges around data privacy. Educators must embrace these technologies critically, ensuring they serve the majority rather than just a few and preserving the fundamental principles of education, inclusion, equity, and integrity.

### **The Role of Educators as Future-Makers**

Educators today stand at the forefront of shaping a future defined by unprecedented challenges and opportunities. Far beyond the traditional classroom, their role now encompasses the fostering of critical thinking,

creativity, and a lifelong thirst for learning are qualities essential to thriving in an interconnected, ever-evolving world. In this expanded role as “future-makers,” teachers cultivate not just students but also the leaders, innovators, and global citizens who will steer humanity’s course.

This shift demands a revolutionary approach to teacher preparation, one that goes beyond conventional content delivery. Educators must master digital literacy, ethical technology use, and global citizenship to nurture a generation capable of navigating technological advances with a moral compass. Drawing lessons from trailblazing efforts worldwide or grassroots innovations in adaptive learning closer to home, we can see the transformative potential of educators who embrace change. It is within their classrooms that the seeds of progress are sown, making teachers not only knowledge providers but architects of a brighter, more inclusive tomorrow.

### **A Vision for Educator Preparation**

The future demands educators who are as dynamic as the challenges they will face, individuals capable of inspiring and empowering their students in a world where change is the only constant. To achieve this, teacher preparation must undergo a radical evolution, becoming a crucible for developing digital fluency, creative pedagogical approaches, and a capacity for systemic leadership. This is not merely an academic exercise but a moral imperative for the societies we wish to build. Imagine programs that don’t just teach educators how to use technology but challenge them to wield it as a tool for equity, innovation, and transformative learning. Picture a system where teaching excellence is measured not by rote outcomes but by the ability to ignite curiosity, foster critical inquiry, and create lifelong learners. Such a vision is not only necessary but urgent.

Educators must be equipped to bridge the digital divide, confront systemic inequities, and inspire students to become active architects of the future. The call to action is clear: to rethink, reimagine, and revolutionise education for a world that demands nothing less than our very best.

### **Chapter Overview**

The book begins by laying the foundation for understanding the transformative role of technology in education. It introduces the reader to the historical context of digital integration, showing how traditional teaching methods have evolved into digital-first approaches. The narrative emphasises the potential of digital tools to revolutionise learning, using case studies to illustrate early innovations that paved the way for today’s digital classrooms. This context builds a strong base, preparing educators and learners to grasp the underlying

principles of educational technology. Building on this foundation, the book delves into the powerful role of artificial intelligence and machine learning in classrooms. These technologies offer unprecedented personalisation, adapting to the needs of individual learners while enhancing engagement. Ethical considerations, such as data privacy and algorithmic fairness, are explored, providing readers with a balanced view of the promise and challenges of AI. By connecting these discussions to the global context, the narrative broadens to explore how educational technology is being adopted and adapted across diverse socio-economic and cultural landscapes.

As the book transitions into practical applications, it introduces the concept of blended learning. This model harmonises in-person and digital teaching methods, offering a dynamic approach to education. By examining frameworks like TPACK and SAMR, educators are guided on how to seamlessly integrate digital tools while maintaining inclusivity. The discussion naturally leads into the potential of cutting-edge technologies such as virtual reality and gamification, which transform classrooms into immersive environments, fostering deeper student engagement and retention.

The narrative takes a thematic turn, exploring the digital humanities and their impact on history education. By integrating tools like interactive mapping and digital storytelling, students are not merely passive learners but active participants in shaping historical narratives. This theme of empowerment continues with a focus on strategies for seamless technology integration, emphasising the importance of collaborative apps, personalised feedback systems, and multimedia presentations to enrich the learning experience.

Addressing the pressing issue of inequality, the book shines a light on the digital divide. It underscores how access to technology shapes learning outcomes and proposes innovative solutions to bridge this gap. This naturally flows into a discussion on pedagogical innovation, highlighting how emerging technologies can complement traditional teaching methods to create adaptive, student-centred learning experiences. The role of artificial intelligence in advanced curricula is particularly notable here, showcasing its ability to tailor educational pathways and enhance assessment techniques. Ethical considerations return as the narrative evaluates responsible technology integration, discussing issues like algorithmic bias and data security. These discussions are paired with examples of global collaborative learning projects that use technology to foster creativity, cultural exchange, and global citizenship. The focus then shifts to educators themselves, emphasising the importance of continuous professional development. By adopting frameworks like TPACK and participating in lifelong learning, teachers can confidently navigate digital transformations and inspire their students.

The book highlights technologies such as augmented reality and blockchain, predicting their impact on education in the years to come. This forward-looking discussion transitions seamlessly into an exploration of sustainability, linking digital learning to global goals such as climate education. The narrative ends with a deep dive into the application of digital tools in specialised fields like medical and veterinary education, showcasing advanced simulations and ethical considerations that prepare students for real-world challenges. Through each chapter, the book weaves a cohesive narrative that underscores the transformative potential of technology in education. It equips readers with the theoretical understanding, practical strategies, and ethical frameworks needed to thrive in the digital age, advocating for the importance of adapting and innovating in a rapidly evolving landscape. This makes it an invaluable resource for educators, learners, and stakeholders committed to shaping the future of education.

### **AI-Use Declaration Statement**

The chapters of this volume and the content of the chapters are original contributions of the authors to the best of our knowledge. LLMs and Proprietary software like Grammarly AI have been used for syntactical refinement and expression.

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## About the Contributors

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**Shraddha Verma.** Dr. Shraddha Verma is a distinguished educator and researcher with over 22 years of experience in the field of Education. She holds a Ph.D. in Education, an M.Phil., an M.Ed. (where she achieved a top 10 merit position), and an M.Sc. in Botany, specializing in Microbiology. Dr. Shraddha Verma is also UGC NET, CTET, and CGTET certified, reinforcing her academic rigor and dedication to educational excellence. Her contributions include authoring educational materials for SCERT and publishing numerous research papers in both national and international journals. With two patents, two sole-authored books, and four edited volumes to her credit, she remains a prominent voice in educational research. Dr. Shraddha Verma's active participation in conferences and seminars further enriches her perspective on contemporary educational practices. In addition to her academic and research pursuits, she has taken on several key administrative roles. She has served as Center Superintendent, a member of the Board of Studies, and has contributed to committees such as IQAC, NAAC, Academic Audit, Feedback, Scholarship, and Admissions. She is also entrusted with setting and evaluating examination papers, demonstrating her commitment to upholding academic standards. Since December 2022, Dr. Shraddha Verma has held the position of Dean,

Faculty of Education, at Kalinga University, where she leads with a vision of fostering growth and excellence in the field. Recognized for her contributions, she has received both the Innovative Educationist Award and the Academic Excellence Award, highlighting her dedication to advancing education and nurturing future educators.

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**Yashi Goyal.** Ms Yashi Goyal is a post-graduate scholar and researcher enrolled in the Master of Education programme at the Department of Education, University of Delhi. She also holds a master's degree in Chemistry with a specialisation in Physical Chemistry from Miranda House, University of Delhi. Her research work is in the field of inclusive education with a focus on the transformative role of technology, particularly in science education. She has also presented her work at the 21st Annual Kaleidoscope Conference at the Faculty of Education, University of Cambridge, held in May 2024.

**Amit Nitinrao Kolhe.** is a visionary educationist and dedicated philanthropist committed to the economic and social development of rural communities through education and industrialization. With a degree in Computer Engineering and an MBA in Marketing, he blends technological expertise with strategic insight. Recognized as an ICON of Education by Lokmat newspaper and honoured by Maharashtra's Education Minister, Amit is the Managing Trustee of the Sanjivani Group of Institutes, a 38-year-old institution renowned for its academic excellence and infrastructure. He has extensive experience in managing educational institutions in rural India and serves as the Treasurer of the Association of Management of Unaided Engineering and Polytechnic Colleges for Maharashtra State. Additionally, he has contributed to the Maharashtra Government's Committee on Professional Education Policies and

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humanitarian contexts. From 2017 to 2019, she managed education projects for children on the move with the support of UN agencies, and since 2020, she has worked with the International Organization for Migration (IOM) on the Response for Venezuela (R4V) platform. Dr. Maharaj-Landaeta's scholarly endeavours include exploring the implications of emerging technologies on education, particularly their potential to enhance access and equity for vulnerable populations. Her critical analysis of artificial intelligence (AI) focuses on its impacts within educational contexts, emphasizing the importance of ethical practices and equity. Her research aligns with her PhD work at the University of Trinidad and Tobago, which examines educational responses for displaced children. Dr. Maharaj-Landaeta's commitment to innovation and leadership is further reflected in her completion of a UNHCR Innovation Fellowship and a Business Management and Leadership certificate at Harvard Business School.

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## About the Editors

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# Index

## A

artificial intelligence, 17, 54, 95,  
136, 149  
AI, 13, 152, 153, 154, 158, 161  
asynchronous, 69, 301, 338  
audiobook, 346  
audiovisual, 225  
augmentation, 41, 42, 63, 335, 342  
avatars, 157, 205, 228

## B

badges, 73, 105, 112, 206, 302  
befooling, 229  
biomedical, 353, 385  
biometric, 213, 214  
biostructure, 385  
blockchain, xx, 89, 308  
booksmart, 111  
bookshare, 99

## C

cadaver, 354, 369  
canva, 123  
canvas, 72, 107, 108, 111, 233, 300,  
chalkboards, 223  
chatbots, 149, 151, 152, 161, 162,  
170  
chatgpt, xiv, 152, 153, 161, 165,  
168, 226, 229, 230, 231, 232, 241,  
353  
classcraft, 32, 77, 105, 328  
classdojo, 110  
classsim, 202, 203  
claude, 241  
constructivism, 191, 212  
corpus, 130  
coursera, 235, 236, 237

## D

dashboard, 142, 159  
deepfake, 225  
didactics, 379  
dreambox, 75, 77, 105, 106, 110,  
239, 241, 253  
dyslexia, 99, 142

## E

ebooks, 240  
econnect and learn, 240  
edmodo, 76, 108, 109, 110  
edpuzzle, 32, 76, 106, 111, 328, 330  
eduvr, 203, 204  
edx, 235, 236, 237

## F

faceswap, 225  
fintech, 379  
flickr, 125

## G

gamification, xix, 32, 67, 73, 77, 85,  
90, 105, 112  
generative AI, 170, 171, 229, 230,  
233, 353  
genAI, xiv, xv  
geogebra, 100, 328  
gradescope, 244, 245, 246, 255

## H

heterogeneity, 210  
heutagogy, 64  
hypercard, 323  
hyperlinks, 322

hyperlocal, 169

## I

ict, 28, 37, 44, 45, 47, 52, 55, 264,  
271, 277  
icube, 268, 269  
interoperable, 210  
iot, 368, 378

## K

kahoot, 32, 48, 68, 77, 78, 105, 110,  
141, 317  
kaleidoscope, 378  
kindle, 97, 98

## L

Labster, 32, 101  
logician, 227  
lms, xx, 11, 18, 19, 27, 107, 108,  
141, 233, 300, 302, 305, 320, 321

## M

magicschool, 166, 167  
mathgpt, 114,  
memetics, 381  
messenger, 339  
microphysiological, 353  
microsoft, 25, 27, 33, 107, 108, 154,  
324, 380  
mixtape, 344

## N

nanotechnology, 317  
nearpod, 69, 111  
neuroscience, 244

## O

oecd, 46, 154, 253, 255, 282, 360  
oers, 50, 180  
onenote, 108  
openai, 152, 161, 231, 353

## P

penpal, 108  
perplexity, 241, 243  
PhET, 32, 101, 328  
powerpoint, 10, 18, 31, 322, 324

## Q

quizlet, 48, 141, 330  
quizizz, 77, 110

## S

seesaw, 110  
sandscape, 201, 202  
sketchpad, 100  
skype, 108  
smartboards, 31, 37  
smarter tt, 239, 240  
storybird, 77, 255,  
storymapjs, 121, 123, 127

## T

tesol, 319, 381

## U

undp, 381  
unhcr, 254, 382  
unicef, 265, 272, 387

## W

whatsapp, 270, 272, 339  
whiteboard, 41, 62, 73, 302, 320,  
321, 322, 326  
wiki, 109, 316  
wikimedia, 41

## Y

youtube, 76, 338

## Z

zoom, 85, 108, 301, 338, 339

