

CURRENT ACADEMIC STUDIES IN TECHNOLOGY AND EDUCATION 2024

EDITORS

Dr. Teresa A. Oliveira

Dr. Mustafa Tefvik Hebecci



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Review Process

Any paper submitted for the book chapter is reviewed by at least two international reviewers with expertise in the relevant subject area. Based on the reviewers' comments, papers are accepted, rejected, or accepted with revision. If the comments are not addressed well in the improved paper, then the paper is sent back to the authors to make further revisions. The accepted papers are formatted by the conference for publication in the proceedings.

About the Book

The intersection of technology and education exerts a profound and far-reaching influence on societies and learning environments across the world. *Current Academic Studies in Technology and Education 2024* is the latest in a series of texts published annually from selected papers invited by the editors. The present edition consists of contributing international authors from Türkiye, the United States of America, Indonesia, Canada, Iran, Cambodia, Morocco and Kenya. All submissions are reviewed by at least two international reviewers.

The present publication of *Current Academic Studies in Technology and Education 2024* consists of four sections and thirteen chapters, with each chapter focused on a diverse, yet unified, selection of technology and education. The purpose of the book is to provide readers with the opportunity to examine scholarly, peer-reviewed publications in related fields. Every chapter affords valuable insights and knowledge, shedding light on the global significance of the intersection between technology and education.

Foreword

In an era characterized by rapid technological advancements and evolving societal demands, the field of education stands at the forefront of transformative change. This book, structured into four thematic sections, explores the interplay between innovative methodologies, digital technologies, cultural inclusivity, and ethical considerations in education. The chapters collectively offer a comprehensive lens through which contemporary and future educational practices can be critically examined and improved.

The first section, *Technology and Innovative Teaching Approaches in Education*, delves into groundbreaking methodologies that redefine the teaching and learning landscape. From task-based and problem-oriented strategies in language instruction to the application of virtual reality and artificial intelligence in pedagogical practices, this section highlights the dynamic potential of technology to enrich educational experiences.

In the second section, *Using Artificial Intelligence, Blockchain, and Digital Tools in Education*, the focus shifts to the integration of emerging technologies in various educational contexts. Topics such as generative AI, blockchain's convergence with global educational initiatives, and the cultivation of programming skills through gaming illustrate the opportunities and challenges posed by these digital tools.

The third section, *Inclusion, Cultural, and Social Approaches in Education*, underscores the imperative of equity and inclusivity in education. By examining culturally relevant pedagogical frameworks and the historical evolution of inclusive education, this section advocates for transformative practices that address the needs of marginalized communities and foster a sense of belonging for all learners.

Finally, the fourth section, *Ethics and Theoretical Debates in Education*, invites readers to reflect on the philosophical and ethical dimensions of educational practices. Through critical analyses of theoretical divergences and accountability in research publishing, this section provides a space for addressing the moral complexities inherent in the pursuit of knowledge.

This book is the culmination of collaborative efforts by scholars, practitioners, and thought leaders dedicated to advancing educational innovation and equity. It is our hope that the insights presented here will serve as a valuable resource for educators, policymakers, researchers, and students who aspire to shape a more inclusive, ethical, and technologically enriched educational future.

We extend our deepest gratitude to the contributors for their rigorous research and thought-provoking perspectives, as well as to the readers who engage with these ideas in the spirit of continuous learning and improvement.

December 2024

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