Integrating Next-Generation EdTech Pedagogies using mobile-learning strategies in Teacher and Student learning programs

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Abstract- Any analytical frameworks have been published to guide the use of educational technology (edtech) in the classroom. These mechanisms offered an analysis of the role of digital education in education at a macro level. Many of the models are unknowns to the researchers, which can result in the method not being used successfully by both researchers and the practitioners. This paper will report the results and improvements of its findings on the structures and functionality used to draw attention to these frameworks, and which frameworks key stakeholders can find more useful. Besides, these frameworks will impact the approach to contextualise these frameworks within the EdTech Ecosystem, particularly in terms of decision-making method.

Keywords- Edtech, pedagogy, Mobile, M learning

I. INTRODUCTION

Educational tools are being launched at an ever-increasing pace. With schools and districts buying equipment, the sheer existence of edtech pressures teachers to use it with their pupils (Cutrim and Whyte 2012; O'Dwyer, Russell, and Bebell 2004; Nuttall and Brennan 2016). This strain allows teachers to develop new approaches and techniques for blending this learning device together with relevant tools and applications built for it into their instructional procedure. A number of career development programmes have been developed so as to help teachers; scholars have researched the effect they have had on teachers' teaching, use of edtech, and impact on student performance (Blanchard et al. 2016; Hennessy, Dragovic, and Warwick 2018; Hutchison and Woodward 2018). The field that few scholars have concentrated is on the edtech that's been built for use with students. Theory plays a significant role in the improvement of edtech, so a theoretical structure should be set. Without help and assistance for using edtech in a practical way, teachers and students will get stressed and discouraged. Although this study's purpose is to first systematically compile and objectively evaluate a collection of frameworks intended for use with edtech, the E-Ecosystem, while then providing advice on the selection and implementation of such frameworks. Historical structures function as a link between the philosophy and the reality. Seminal instructional systems like Piaget (1970), Erikson (1950), and Rosenblatt (1985, 1994) greatly add to theory of edtech. Koehler's and Mishra's (2006) Technical, Pedagogical, and Material Awareness (TPACK) system and Puentedura's (2010) Replacement, Augmentation, Alteration, and Redefinition (SAMR) framework are two common frameworks. So there are many unique distinctions in online learning and in-person teaching. There's not yet an observational analysis on these methods in a broad EdTech Ecosystem. The information literacy prism combined with the content review approach is used to analyse the articles. Researchers aim to place open educational services (OER) as contact media (Hobbs 1998; Thoman & Jolls, 2004). To examine them three of the Center for Media Literacy's questions were used for the study. Who sent this email? 2. What strategies have you used to draw my attention? 3. How precisely do various people interpret this message? Though divisive, some researchers noted the consistency and sophistication of some of the 5 primary questions (Ashley et al., 2012; Vanwynsberghe & Verdegem, 2013). Moreover, these issues are introduced into media engagement services sponsored by associations and used by students (Common Sense Media, 2020; Media & Learning 2020; Media Literacy Now 2019; Mendoza, 2018). Stakeholders appear to have built a common awareness of the main issues relating to media literacy. There was no description or clarification of the beliefs, lifestyles and points of view reflected or excluded from this message. That is why this message is being delivered. – since the analysis in the above material was not relevant to this report. Future studies should explore this thesis further. The researchers present their thesis by evaluating the literatures and the test parameters. They compare real life evidence from their case study to let the viewer know how they have used the efficacy criterion to pick and use edtech frameworks

Technological advances have been used to encourage education in India for many years, including radio and television. Availability and use of computers, notebooks has become popular. Online use is growing in education . (Vyas and Nirban 2014). The use of ICT in education is strongly supported by the federal government. NPE promoted the ability of new

communication technology to enhance learning. Of all outcomes of PE, the Scheme on Instructional Technology and Computer Literacy and Studies in Schools (CLASS) are the main outcomes (1992). As a result, the teaching and learning communities began the use of technologies for improved teaching and experience. Soon computers can also be used for research and teaching purposes. To be frank, computers have had a great influence on civilization today because of the advent of e-learning. Technology has changed ways of consuming resources, expertise and facilities. This has resulted in the improved control of the education sector at various stages. In 1998, the Government of India came up with National Information Technology Policy and a National Task Force on Information Technology was formed with the aim of making India a pioneer in Information Technology. The pervasive use of Information and Communication Technology (ICT) in our everyday life demanded for the adoption of Electronic Documents and also raised a need to deal with computer based crimes or cyber crimes. The Information Technology Act 2000, passed by the GOI, has allowed allowed and organised use of electronic documents, digital signatures and identified cyber crimes as well as penalties for these acts. This was a significant turning point for the IT industry as it developed exceptionally. It's reinforced further by the Science and Technology Policy 2001, and it calls for linking the teaching of science and technology with the embodied gained knowledge and experiences of India. On the other hand, NPTEL has been an important advancement in the area of technology. It proposes four policy steps- digital library, creation of core curricula in internet, establishment of distance Ph.D programmes and virtual university. In a number of educational and other organisations, it was a good time to introduce information and communication technology (ICT). In this way, for schools it began with Sarva Shiksha Abhiyaan (SSA), which was a centrally funded scheme to accomplish the UEE, which also encouraged access to ICT, in order to manage the standard and to fulfil the digital divide. In December 2004, a full- fledged ICT (Information and Communications Technology) in school programme was initiated and it had been revamped in 2012.

Mobile technology is accessible to the masses and it is growing by the population for many reasons around the globe. Developing nations are the ones showing initiative in it (Ally 2009 and UNESCO 2012). UNESCO points out that weakened nations embrace biodegradable commodities too. GSMS estimates that cell phone market has increased worldwide with over 7.6 billion connections with growth rate of around 4.7 billion unique connections with the penetration rate of 63% to 2015. In sub-Saharan Africa specific subscriber penetration stands at 59 percent. India had 779 connections per 100 population in 2015. This is revealed by the high cell phone use in Diaspora. Mobile phones allow you to access your whole digital life from anywhere at any time (UNESCO 2012, Uden 2007, Nawocha 2010 and JISC 2015). In the book of Traxler (2009), it stated that a mobile computer and wireless technology were transforming the ways things were done in industry, work, art, language, culture, and even education or learning. A study at the London School of Economics shows the people's need for cell phones in every country. In conclusion, the results of the above assertion appears to be confirmed and significant - One in three people will not give up their cell phone for a million pounds or more, with women leading the way on those most likely to refuse. According to the United Nations (2013), sales of these devices are going up at a remarkable pace. This list is shifting continually. Smart devices are digital, compact, linked to a network and make it easy to perform a variety of things with one computer. Smart devices are very compact or convenient.light in weight and at times small enough to hold it in palm of hand or even to put it in pocket like Mobile phones/ cell phones/ handphones, palmtops, smartphones, Personal Digital Assistants (PDAs) or handheld computers, Tablets, and laptops. It is generally easy and simple to carry these devices and use them for communication purposes, collaboration and for teaching learning tasks. UNESCO (2013) believes that mobile technology is altering the way of living and it has begun to change the way of learning also. The fast adoption of these technologies at different levels of teaching and learning (school level, higher education levels, trainings etc) is visible through new educational apps, school activities happening around us. It is putting impact on teaching and learning and also creating link between informal and formal leaning, also the gaps in work and leisure are vanishing. These mobile technologies are proving useful to educators because they are affordable and low cost (UNESCO 2012, Nawocha 2010 and Kukulska-Hulme and Traxler 2005), personal (Nawocha 2010, and Lundin, Lymer, Holmquist, Brown and Rost 2010), familiar (UNESCO 2012,Uden 2007 and Lundin et al. 2010) and also mobile as it connotes, all these features allows for spontaneous access to the enormous educational resources from the internet. Thus arose the need of experts and educators to design appropriate content for learning through these devices and provide other required learner support. Learning through mobile technologies/ devices is known as mobile learning and this term got recognized during 2005 (Berge and Muilenburg 2013). So, a question arises here, what is mobile learning? Is it just about using mobile technologies for teaching-learning in education? Mobile learning has different connotations for diverse groups of people. As mentioned above, the use of these technologies (mobile phones, smart phones) for the purpose of teaching learning is a very superficial meaning of m-learning. These technologies are important enablers for this kind of learning but not complete in itself. Teaching is an art and we can polish this art of teaching through the feedback on our teaching by the supervisors. There are different methods to modify the teacher behaviour like simulated teaching, micro teaching, and practice teaching in real schools. All the methods have different approaches but

supervision and feedback is a common as well as an important aspect. Video recording of teaching sessions plays a key role in micro teaching technique (Ramesh, 2013). Micro teaching is scaled down teaching in terms of complexities of real classroom (Anthonia, 2014). According to behaviourism where if a response is preceded by reward, the likelihood of repeating will increase; likewise, if a response is followed by penalty (Ramesh, 2013; Mc leod 2016). When you lecture, all the behaviours of a teacher come into action. Outer behaviour is measurable as well as observable, with regards to outer behaviour or observable behaviours is also inward and unseen. It can be shown that, outward behaviour represent inner behaviours. It is impossible to calculate the nitty-gritty of thousands of micro-behaviours demonstrated in one minute by a teacher. Micro teaching encourages the student to master skills in very little time and thus increases his learning quality. There is potentially a smaller risk of negligence of observation (Lakshmi, 2009). Video recording of this teaching method enabled classroom teachers to gain insight into their level of teaching (Anthonia, 2014). The focus is on precise rather than vague, which makes it far easier to determine (Spelman & John-Brooks,1972). Micro education offers excellent opportunities to incorporate practise sessions as well as theoretical guidance into the classroom. It is tested across several trials. Kourieos correlated the findings of self-reflection forms from firstly filled by student-teachers directly after hearing micro lessons and a week later after viewing filmed videos. Because of internet use, student-teachers feel stronger respect for instructional practises of teachers. They might view the difference between what they learned and the way the teachers taught. Blomberg and colleague found that videos are more effective in bridging between theory and reality. Some individuals have recorded on the optimistic mindset of students who collect videotaped input on micro teaching sessions of 7 minutes. It is strongly recommended that video guidance should be given during the training sessions. Micro teaching has proved to be successful in improving the skill of instructor in the past five years; Feedback during micro teaching and screening of personal video recordings is amongst the first three most positive attributes to the respondents. Audio Video recording can be helpful in classroom instruction because of social motivators. Spelman & John-Brook (1972) said that an instructor should always keep pace with the students' learning style in order to maximise students' learning opportunities. Today with mobile devices, there is also a means of being able to assess educational effectiveness in actual environments.

The researches are increasingly indicating that the mobile phones can support ubiquitous learning. Teacher education has been an area where the visibility of researches on implementation of mobile phones has been less but lately educators have started coming forward to experiment with this new technology. Cooper (2015), developed the Lesson Observation On-line (Evidence Portfolio) platform (LOOP) and tested its feasibility in the field. The purpose of this platform LOOP was to create an alternative to the traditional model of teaching experience lesson observations done by the institution supervisors by visiting on site in schools and in real time. The LOOP was conceptualized as a Lesson Evidence Portfolio platform where student-teachers were to upload their lesson plans, lesson resources, video recorded teaching lessons, pupil's written outputs during lesson, self evaluation of the lesson through Google drive and share it with their supervisors. It was an asynchronous engagement with the pre-recorded lessons of trainees. The author took the permissions to video record the mathematics lessons from the schools in the Midlands of England and then studentteachers uploaded their three evidence portfolios which provided student-teachers with rich and elaborated experience with detailed evidence about their teaching performance. Initial experiences of the author with one of the universities indicated that it was not just feasible but also achievable, cost effective and a 21st century education provision for encouraging our generations of digital natives to actively engage with technology and their own performance for self awareness, self evaluation and then self development. It was also found during the review that video recordings of the student-teacher's lessons form an integral part of the assessment initiated as Education Teacher Performance Assessment (edTPA) by Stanford University and the American Association of Colleges for Teacher Education (AACTE). It requires a 15-20 minute video of teaching for review in addition to other evidences from a range of sources to develop and improve teaching performance of trainees during lessons. Baran (2014), conducted a qualitative analysis of quantitative and qualitative researches in the literature regarding the integration of mobile learning into teacher education to address the trends and to identify the gaps. 329 articles were gathered for the analysis and they were then organised and coded under different categories like pre-service teacher education, in-service teacher education, type of research etc. The author applied the inclusion criterion and finally selected 37 articles for the further study. Main findings of the study are: (a) researches on mobile learning integration in teacher education contexts have increased; (b) conceptual and theoretical perspectives on integration of mobile learning has been reported rarely; (c) perceptions on mobile learning, attitudes towards this technology and usage patterns show variation amongst the researches; (d) mobile learning integration and use of mobile devices is primarily reported favourable and useful; and (e) A few of the studies have reported challenges. From the review it was easy to make out that mobile learning in teacher education is being used in two ways including ‘teacher training about mobile learning’, and ‘teacher training with mobile learning’. The focus of the earlier is more on training regarding the use of mobile phones while the latter focuses on training teachers with the help of mobile phones, in which mobile phones will be used to increase the quality of teacher education with the former

becoming the pre-requisite. The author has given various recommendations one of them is the need for a systematic study in pre-service teacher education regarding the use of mobile learning which has been carried out in this study. Len-Kibinkiri, (2014) examined the effect of mobile learning on teacher's initial professional development in Cameroon. The researcher saw the influence of 'access to telephone resources, use of multimedia phones and mobile learning individually' on initial professional development of teachers. A sample of 200 student-teachers was drawn from a total of 6 teacher training colleges (3 primary and 3 higher) through different sampling techniques and three hypotheses were formulated. A questionnaire was developed keeping in mind all the variables of the study comprising of 7 sections. Section A of the questionnaire dealt with demographic information of the student-teachers and sections B-G were about mobile learning and teacher development programme. The data was analysed using Pearson's correlation coefficient, t-test and mediated regression. The analysis of data revealed that all the three variables 'access to telephone resources', 'use of multimedia phones' and 'mobile learning' have significant influence on teacher's professional development. Further analysis of means revealed that gender did not have a significant influence on teacher's professional development. The author has also stressed upon the positive attitude towards learning with 'the access to telephone resources, use of multimedia resources and mobile learning' and it is required for the professional development of teachers. Additionally, the author has suggested a partnership between teacher education institutes and telecom companies for subsidised services of mobile phones in learning.. Trainees were very positive for video recording as it gave fare assessment and it helped in releasing the stress as the observer was not sitting in the classroom. It helped in enhancing reflection and critical thinking as trainees recorded each other's videos. They themselves identified areas of improvement in their teaching and also reflected on their language, body postures etc. which led to self improvement. One of the important outcomes from the discussion was to use student's own smart phones to sustain mobile learning and personalisation of learning. Ferry (2009) focused on the use of mobile phones with small action learning sets of pre-service teachers at University of Wollongong, to enhance their learning in environmental education during their practice teaching in host schools. Four sets of 4 PSTs in each set and one set of 6 PSTs were formed and all the participants were given access to Palm Treo 680 mobile phones which has the features of messaging web access, e-mail, digital camera, audio recording, and supported word, excel, power point and pdf files. Due to financial constraints web access and e-mail were not used. Training sessions were conducted with the PSTs for using mobile phones and its different features like camera, messages, recording etc for teaching, learning and reflecting on the teaching sessions. USB card readers were also provided for transferring the data from mobile phones to computers for further sharing. PSTs after the trainings, used the phones themselves depending on their situation and topic of environmental education. Every week a pair of PSTs were asked to lead a discussion with their team mates for the work they have done using the mobile phones. At the end of school experience a survey was conducted to reach at important themes. It was seen that PSTs and their pupils used similar functions of the mobile phones, use of mobile phones as camera or video recording device was the most successful use they made with the given instruments. They captured videos of their teaching episodes and saw the impact of their lessons on the pupils. Audio recording and SMS functions were also found useful during the teaching. Office suite supported by the device was of limited use. PSTs found the device easy-to-use, comfortable in size for capturing videos and data transfer was also convenient. Transfer of audio files and discharging of phone within a day were major challenges reported by the PSTs. The findings of the study indicate that mobile learning in small groups can become a vehicle for sustained professional growth. Similar effort had been made in the present study to record the teaching sessions and self assess the performance as well as chances have been given to verify the feedback given by the researcher. Kong, Shroff and Hung (2009) developed a web and video based system to facilitate self reflection amongst student-teachers and supervisors in Hongkong. During teacher preparation programmes efforts were taken to sharpen teaching competence of student-teachers and to ensure the quality in teaching it became important to reflect on one's own teaching performance after the supervision by the supervisors and improve upon it. This study was basically focused on development of the web and video based system and a reflection framework to motivate the student-teachers to reflect on their teaching performance. Videos could be recorded by student-teachers themselves and this system enabled them to see their respective videos after the teaching was over and to reflect on them without the limitation of time and location. The system provided for a four dimensional framework to guide student-teachers in writing their reflection and a feature to bookmark videos for making it more convenient to write self reflections. This article helps in understanding the importance of videos recording of teaching sessions and watching it post teaching sessions in improving teaching competencies of student-teachers. Wu & Kao (2008), implemented a system of web-based peer assessment using video streaming technology to support the training of pre-service teachers in Taiwan. It helped in viewing peer teaching videos and linking comments to the relevant position on the video. It helped pre-service teachers to understand more precisely the nature of comment. The study was conducted upon thirtysix pre-service computer teachers, peer assessment was conducted in five rounds during their micro teaching and field-teaching sessions. Video recordings were done by peers which led to missing of some

crucial events of classroom. Pre-service teachers were satisfied with peer assessment, they overall perceived the streaming videos as a useful feature. Hundred percent students were found to be positive for watching their own videos or teaching sessions. Sixty one percent students watched their own video several times for self analysis. Also hundred percent students perceived that mark video feature helped them to understand comments better. Quality of videos was compromised in the study as it was compressed for making it possible to play it through internet, but authors have shown acceptance for less than perfect quality of videos. The researchers have worked on watching self videos of teaching and used compressing application for watching it through internet. The present study is using mobile video recording and had adapted many items of perception scale from this research for the present work. Newhouse, Lane, Brown (2007) have reported the perception of the teacher education students of Bachelors of Education programme in Australia, towards the use of digital tools to analyse real classrooms video recorded teaching sessions. It has been observed by the authors that no good classroom teaching examples have been created for bridging the gap between the theory and practice for students to see and learn from. A digital tools system called LessonLab was implemented to see the perception of students towards it. This study attempted to demonstrate the potential of video based case study analysis for teacher education students. The LessonLab system offered tools and means of accessing videos of authentic teaching examples to analyse and reflect upon the content i.e. theory and the practice both together by the teacher education students. Data was collected using a survey and focus group discussion and the results of the study indicated for effective operations of the LessonLab system and a valued experience in video based case study analysis. A few students were found facing difficulty in using the system and were bit negative about the new technology. This study has given a positive direction to the use of videos for creating link between theory and practice. Videos of effective and authentic teaching sessions can assist pre-service teachers in their real life teaching while handling all the conceptual links between the theories of education and strategies of teachings. This practice can give confidence to students in teaching. Generally in Indian scenario one can install such kind of technical system but it will not be used because of the fear of learning specific technology is quite high. The present study is trying to incorporate student-teacher's own technology 'mobile phones'. Seppala et. al. (2003) used mobile technology in teacher training in Finland. Digital pictures and SMS service from the mobile phones was exploited on three different elements i.e. convenience, expediency and immediacy. Sample consisted of eleven student-teachers out of which nine were females and two were males. Nokia Communicator was provided to the student-teachers for the study. The digital pictures of teaching events and activities were captured and shared with the supervisor for comments. Mobile SMS were used for feedback by the supervisor. Student-teachers responded positively during the interview on all the three elements of mobility. Supervising teachers also found this useful as they could use their travelling time with more flexibility. Immediate feedback was very meaningful and useful for student-teachers. A book of edited papers by Universities and Colleges Information Systems Association DSDG (2013) has an article by Gordon et al. focusing on the use of mobile phones to capture and record the field trips during an environmental education course. They have chosen mobile phones to enhance field work learning in terms of data gathering and recording. Mobile phone technology was utilised in two field trips, where students were asked to record video, audio narratives and capture images using their own mobiles or by borrowing and blog spaces in Virtual Learning Environment (VLE) were created to share the data recorded for discussions. Paper based evaluation sheet was circulated in the class for feedback, students expressed that they could record a lot of data easily using the mobile phones and eighty percent said that uploading of data was also very easy. One of the groups specifically faced problems related to connectivity due to limited mobile data connectivity. It majorly affected the task of tagging the location in the data. But data gathering through the mobile devices enhanced the practice. The authors also suggested to apply the similar principles to other fieldwork activities and starting to use culture of Bring Your Own Device (BYOD). Another article in the book by Hamshire et al discusses about the use of iPads for promoting professional skills like communication, practical skills, peer collaboration and reflection amongst the students at the Health Psychology and social care faculty at Manchester Metropolitan University. Faculty bought iPads were made available to the academic staff members through an online booking system. The focus of the study was about the use of iPads' video functionality in practical classes by the students. Students were asked to film their practical sessions for reviewing it later on the mentioned parameters. Every student reviewed and reflected on their own performance and provided feedback on the performance of others through the video.

II. THE ROLE OF FRAMEWORKS WITHIN THE EDTECH ECOSYSTEM

The EdTech Ecosystem is a huge, unwieldy marketplace with a total valuation of $252 billion as of now, and it is not limited to just buyers and sellers. The ecosystem involves edtech vendors themselves, their consumers (educational institutions and students), participants in the market, business trade associations, consultants, local, state and federal governments, think tanks, and vendor suppliers (Cherner and Scott 2019). The players have distinct, and at times conflicting, agendas for being in the marketplace, as well as a willingness to generate income by investing in startups and selling to for-profit institutions, creating innovations and best practises for using

edtech, and philanthropic efforts in improving access to edtech. The individuals' desires are also an artefact of this analysis. They are not factual, optimistic, or apolitical. By using acceptable edtech, one can cultivate particular values. Analyzing the structures help shed light on those purposes in three ways: Next, the organisations participating in ICT and F21L leveraged edtech for enhancing the basic education of students within those areas. It's a global movement known as "edtech" which defines as "education technology", "educational technology", or simply as "ed tech". These structures are important to the overall edtech community because they pull in stakeholders from their respective environments that hold political authority that can then be leveraged to benefit the entire school improvement initiative. Companies manufacture the goods or offer the services necessary to receive income. The loop of organisations establishing structures and then placing laws upon them is a catalyst of the ecosystem.

III. LEARNING, MEDIA AND TECHNOLOGY

These structures guide the types of educational technologies the can be used in schools. For eg, RAT, SAMR, PICRAT, The Wheel, Triple E, and TIM evaluate the edtech on its features but not based on the context of the instruction (Hamilton, Rosenberg, and Akcaoglu 2016). Conclusively, as an organisation adopts a Structure, it is generating a requirement for the unique systems that operate in compliance with the Framework together with the PD learning practitioners will require. It continues to affect this environment because vendors can create and sell what institutions needs to satisfy the needs of the network. TPACK is a third group. IDEA provides a system and goals for teaching that helps use technology, information, and pedagogy in teaching. The system should be used for defining and validating the competencies of teachers who use education technologies with pupils. The contextual factors and teachers' knowledge base for the blendings of edtech into teaching may have an important impact on edtech implementation to facilitate learning. In computing education technology is becoming a part of the students' educational path. This article contextualises the roles of the systems of the Ecosystem. Growing funding and knowledge of Educational Technologies is going to be significant. This thesis seeks to address if who built the edtech frameworks and who got to know about these frameworks? What strategies do they use to catch the attention of others? and how do various people interpret certain cultural beliefs? A content review was performed on nine such systems. These are important questions because systems have the ability to educate teachers' instructional uses of edtech and substantiate researchers' theses. This segment would first list and explain observations. In this report, four groups were identified as actors (research, proponents, organisations, and governments) The Center for Media Literacy's (CMEL) original definition of authorship implies knowing who generated the message and their reason for doing so. The Center for Media Literacy points out that "media messages do not just appear, they are a purposeful construction and through the identification of the author, why the message was constructed can be asked." The answers to these questions about this thesis are conjecture, as this study only focuses on establishing the author's identity. This paper introduces new categories that students will later explore. We analysed the main characteristics that compose a highly efficient contact. These features include lines, images, and shapes in this style. While understanding visual aspects are important to a sentence, realising that these aspects have an effect on the different interpretations we will take away from a phrase. In that way, an unattractive paradigm will affect the way clinicians and researchers use it. Those who use edtech should see through the facade and probe the architecture to uncover the message's purpose.

IV. CONCLUSION

Study explored nine approaches to using e-learning efficiently in the classroom. Based on the outcome of the report, there are many important players interested in designing and using edtech systems. Empirical inquiry must be based on framework's authenticity, accessibility, architecture, and intent. However, this study indicates that there is a need to go beyond alone just SAMR and TPACK. As emerging innovations are made for use in the schools, new guidance for integrating them in the classroom will be required. This research would explain to stakeholders how important factors will contribute to the end outcome of edtech system adoptions.

V. REFERENCES

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