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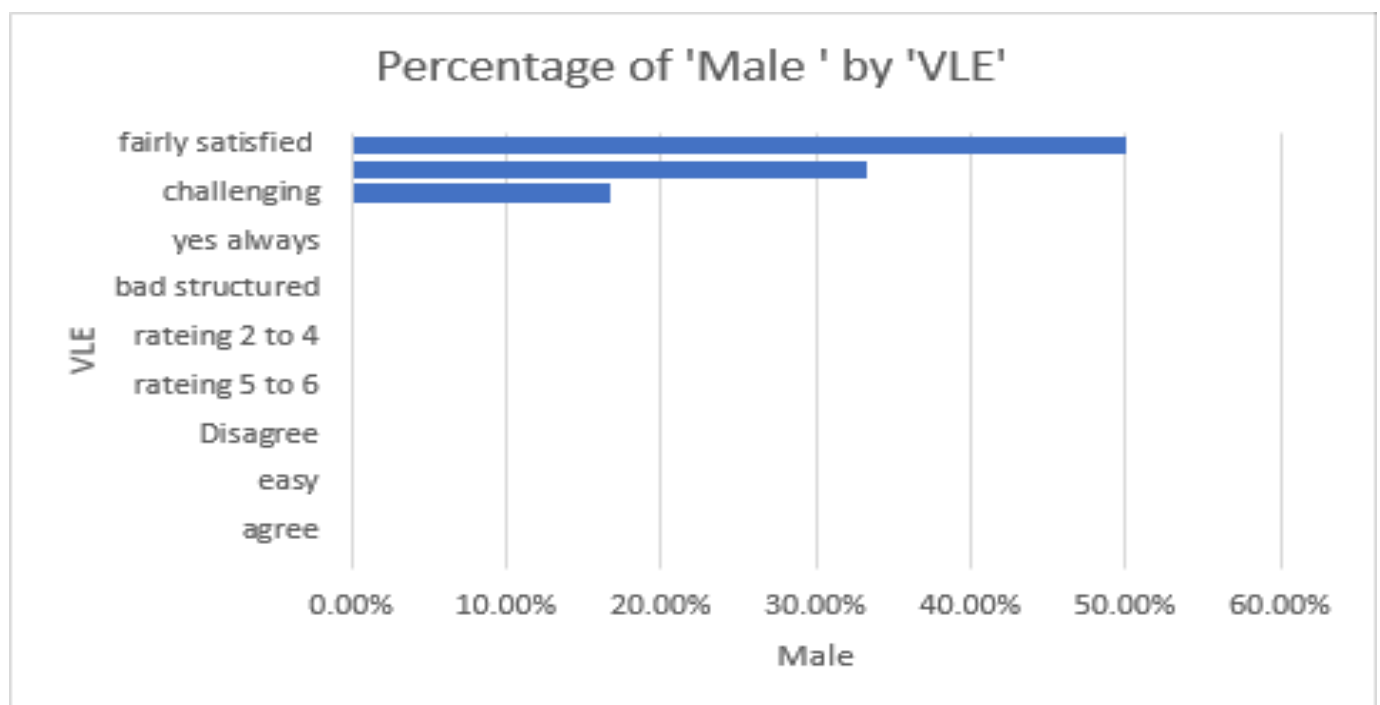
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Introduction

I am writing this report about digital transformation it is a change that society can not ignore. Almost everything we do these days is the outcome of digital revolution. Understanding and communication abilities are required to approach and make decisions when using digital platforms. This module assignment is difficult, but it provides me with the opportunity to experiment and integrate all aspects of modern technology transformation. Developing these talents will be a significant milestone in my professional life.

This work entails gathering primary data by sending out questionnaire surveys to determine how impact VLA learning and moodle app can assist students with their academics studies For me, the app works well. I have quick and easy access to all of the information I require. It is a versatile platfrom. Using the app as help me develop a understanding of using and gathing infromatiom form source I completed my surveys and received the results via the moodle app. After receiving the survey responses from three male students, I created an excel spreadsheet to analyse the data, which resulted in the percentage on the record chart seen in this report.



Visual learning analytics

According to (Gaowei Chan 2020) and other, this study presented a visual learning analytics (VLA) method to video-based teacher professional development to address the problem of overwhelming data in classroom instructional recordings. 46 secondary mathematics instructors were randomly assigned to a treatment group (N = 24) and a control group (N = 22) in a two-year experiment to learn about and integrate academically productive discussion into their teaching. The treatment instructors took part in a VLA-sponsored programme, whereas the control teachers went to standard knowledge-based seminars.

The coding of classroom teaching behaviour revealed that in post-test lessons, teachers in the treatment group significantly increased their use of academically productive talk compared to the control group to encourage students' elaboration, reasoning, and thinking with others in the classroom. The findings imply that, while knowledge-based workshops had some good benefits on the control instructors' beliefs and self-efficacy, these effects were not long-lasting. The use of visual learning analytics to support the treatment group's reflection on the classroom data, on the other hand, had a significant and long-term impact on the teachers' attitudes and self-efficacy, as well as their actual classroom teaching behaviour. Implications for designing VLA to support teacher education programs. Simulations are increasingly used in teacher education programme.

The experiences of thirteen pre-service teachers who engaged in a session with the mixed reality simulation Mursion developed by TLE TeachLivETM, while enrolled in at least one teacher education course with a field experience are examined in this instrumental case study. The used range of coding approaches to assess interview data before drawing statements from codes and derivative themes. Four topics emerged from the data analysis: authentic practice, perceived learning transfer. These themes led the researchers to the following conclusions. The mixed reality simulation provided participants with a more authentic type of practice than their observations during field activities. Participants reported that learning from peer observations during mixed reality simulation sessions was transferred to performance during their own sessions. Some participants reported feeling more confident in using the skills they learned during the simulation with real students and parents. Suspension of disbelief, addressing candidates' needs, and the presence of a peer audience were all hurdles while using the mixed reality simulation. This research has implications for the usage of mixed reality simulations in teacher education in the future. The importance of lifelong learning and professional development is highlighted. The degree of individual variances among team members is referred to as team diversity. It was discovered to have both beneficial and harmful effects on the ability

of science and engineering students in regular classrooms to innovate. As web-based technologies become more prevalent in higher education, researchers must investigate the impact on students who work in online learning environments. As a result, the goal of this study was to assess the diversity of scientific and engineering students' teams and to find parameters that could predict originality in group projects conducted in various learning environments. This research was place in the context of a nanotechnology course that were taught both on-campus and as a vast open online course (MOOC).

The researchers studied three types of students: face-to-face university students ($n = 103$), online university students ($n = 108$), and MOOC students ($n = 109$). The number of participants in each group is determined by the number of submitted and analyzed team projects. Data was acquired via a survey and study of project innovation using a quasi-experimental research methodology. Diverse academic disciplines and academic levels were found to be good indicators of project originality in all three groups. For face-to-face university students, diversity in 'mother language' were found to be a positive predictor of innovation, while for both online groups, it was found to be a negative predictor.

To create new learning environments, information, and communication technologies have been integrated into educational activities. The use of multimedia, such as instructional movies, in ICTs has gotten a lot of scholarly attention. Despite this, the adoption of these technologies in economics education has lagged that of other fields. This research adds empirical evidence to demonstrate the effectiveness of using instructional videos in economics. To begin, videos depicting dynamic graphical representations of macroeconomic processes was created and used as supplemental teaching materials in the macroeconomics curriculum by one student group at the University of Seville (Spain).

Second, the effectiveness of these movies was investigated using inferential analysis on experimental and control groups. The investigation considered potentially significant characteristics such as gender, prior knowledge, and student ability levels. To examine the impact of these materials on the likelihood of getting higher test results, probity and multinomial probabilistic regressions have been computed. The data back up the effectiveness of employing instructional video clips to improve exam performance.

The role of the public school system is to prepare pupils for their future and to qualify them for public life. As a result, knowledge of climate science should be a necessary – and substantial – part of that preparation. This study investigates the potential of 12–13-year-olds as a prepatent group for climate science interventions and provides a novel method to teach climate science via a 3D interactive digital game. 401 students in Austria and Australia were assessed with a climate literacy questionnaire after playing a proof-of-concept climate science game that covers the physical causes and mechanisms of climate change.

Their findings suggest that the digital game can help promote climate literacy in this age range. They have discovered more evidence in this age group of established climate science 'knowledge domains' that provide a natural 'increasing levels of complexity' scaffold that may be utilized to design curricula like the one in the digital game. In brief, these four "knowledge areas" are: Earth in the Solar System; gravity and its effect on the atmosphere; albedo and solar radiation; and greenhouse gases and their warming potential.

In recent years, the adoption of the flip teaching (FT) instructional style in higher education has accelerated. The FT methodology is particularly well suited to laboratory practice sessions: students are provided documents and videos prior to the lab session that explain the theoretical contents and experimental procedure. When this content is reviewed ahead of time, the practice session can be spent to discussing, clarifying, and applying what has been learned. This research examines the impact of the FT technique on students' academic achievement when applied to laboratory practices in two technical degree topics, physics, and electricity. These subjects' laboratory and final grades were compared over the course of four years. All four years had identical qualities, with the exception that two used the traditional teaching technique (TM) while the other two used the flexible teaching method (FT). The statistical study reveals that the students' academic outcomes in both subjects were better under FT than under TM, and that the difference was statistically significant.

Recent years have seen an increase in the number of researchers and practitioners applying virtual reality (VR) to develop social skills, but varying levels of success have been observed when applying these VR training programs. Due to these disparities, review and summary work is needed to determine (a) whether these programs are effective and (b) the attributes of these programs that lead to success. In the current article, we perform a meta-analysis to determine the overall effectiveness of VR training programs for developing social skills, and they also study the effect of several moderating variables that may influence the effectiveness of these programs.

they assess whether certain aspects of the applied hardware (e.g., input devices, output devices), applied software (e.g., game elements, Second Life), participant population (e.g., general/specialized), and study design (e.g., type of control group, type of measure, others) influence the success of these programs.

EBSCO and Google Scholar were used to find sources, and twenty-three samples were included in their meta-analysis after they applied their inclusion criteria. they show that VR training programme perform better than other training programme for improving social skills on average using a random-effects approach, but all the other findings contradict prevalent beliefs about these programmes. Notably, gamified programme performed worse than non-gamified programme, and programme utilising immersive technology (e.g., head-mounted displays) performed slightly worse than non-immersive displays (e.g., monitors).they make recommendations about the effectiveness of VR training for social skills in compared to other training methods, the characteristics of VR training programme that led to better outcomes, and future research and practice directions.

Conclusion

Students between the ages of 12 and 13 should be in the classroom. Despite the studies suggesting that the digital game can help increase climate literacy in the age range, the teacher provides them a concentration act. VLA platform education learning is a great advancement for individuals who wish to study in their own place at their own pace.

Reference

Author : Chen Gaowei (2020) Impact on teachers' beliefs, self-efficacy and classroom talk.

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