Transforming The Future Of Education: The Crucial Role Of Digital Technologies In Promoting Sustainable Development And Empowering Students For A Promising Future

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ARTICLE INFO	ABSTRACT
	Education in the foreseeable future is therefore inevitably unpredictable, given the encounter the world is having today with unrivaled challenges. While it grapples with multifaceted demands of sustainable development, the education sector is today at a crossroads. For that reason, the hypothesis of the paper is as follows: the use of digital tablets is central to creating a more positive outlook for students, educators, and the environment. In this way, it is possible to create a more effective, available, and cost-efficient system of education through the help of digital solutions. Our learners will acquire the needed knowledge and skills to execute their tasks in a dynamic environment. New media technologies are therefore rapidly redefining how society acquires, teaches and disseminates knowledge. The advanced technologies that require application of the new media, including virtual and augmented reality, artificial intelligence and gamification are contributing the changes in the educational process by proposing used modern tools for teaching and interaction. Through the utilisation of these tools, we establish circumstances that will foster sustainability, fairness, and ethical obligation among students - the forthcoming conscientious individuals of society. This paper aims to investigate the potential and drawbacks associated with the utilisation of digital technology in education, while also elucidating the importance of this transformation. He fervently urges educators, policymakers, and other stakeholders to collaborate in utilising digital innovation to establish a sustainable, equitable, and optimistic future for everyone.

Introduction

The complex issues of the twenty-first century, such as global warming, hunger, inequality, and unfairness, cannot be effectively addressed by simply rearranging existing systems. They require fresh perspectives, cooperation, and inventive solutions. That is why, following the modern trend towards achieving the SDGs set by the UN, it can be stated that education will define the future of our world. However, the education segment has its problems. We now live in a world where the traditional models of education that have sustained us for centuries will no longer do. This is a paradigm shift from the mass production model of the Industrial Revolution and the mechanical model of classroom instruction. Staying ahead of the game regarding technology is nearing impossible with the rate at which it is advancing, and the future of our world is on the line. In this connection, digital technologies in education cannot be regarded as a marginal problem anymore but as a core question. Digital technologies are rapidly transforming how students, teachers, and stakeholders learn, teach, and communicate, holding opportunities for change and improvement. Using technologies that are far from rejectable, such as virtual and augmented reality, artificial intelligence, and gamification, digital tools are changing the educational environment, making the process more captivating, practical, and in tune with modern life. However, the possibility of using digital technologies in education does not end in the class. This is an opportunity to advance the concept of digital inclusion to ensure educational services in the UK are as effective and accessible to every learner as possible in the rapidly changing world and global society. With Schwass' framework, we can develop sustainability, equity, and social responsibility in our learning and teaching framework, ultimately creating students who are global ambassadors. This paper investigates the

advancement of digital technologies in learning environments to enhance sustainable development and prepare students for a better future. The state of digital technologies in education will be analysed, and critical opportunities and threats defined in the process. It is here that materials that cover solutions and tools to encourage the use of digital technologies to facilitate sustainable development will come in handy as they shall include virtual field trips and simulations, real-time data analysis, and global collaboration, to mention but a few. However, we will ask how these technologies will shape the future of education and learning and require new learning paradigms, new models of educational delivery, and new forms of institution and system-level collaboration.

Finally, it is for this reason that this paper posits that there is no entity or actors better placed to deliver the future than digital technologies. In this way, acting together and utilising the opportunities of digitalisation, we can establish a sensible, inclusive, and efficiency-focused education environment for learners of the digital generation to meet challenges for professionals in the future world. Therefore, we can work towards creating a sustainable, equitable, and socially responsible environment and graduate active world citizens. Moreover, we can start delivering the economic benefits of digital technologies to everyone across society, geography, and SES.
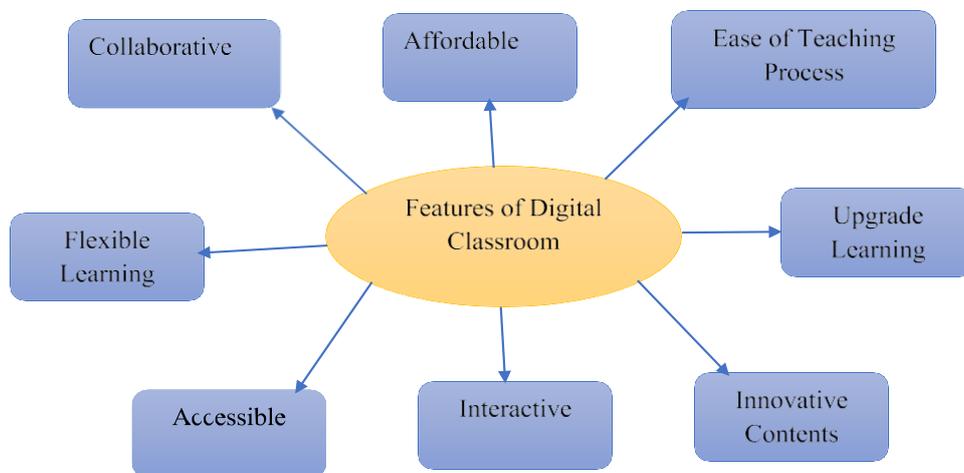
Revolution through Digital Classroom

Figure 1 Features of Digital Classroom

Digital classrooms are defined as social media, multimedia, and modern gadgets such as mobile phones or electronic tablets are included in the teaching process. Integrating education and digital technology into the academic process has dramatically improved today's education. Digital learning applies technology in teaching to address curriculum to achieve faster and better student uptake of knowledge. The emphasis is placed on using information technologies in education to give its whole meaning to the term 'digital classroom.' Students use technological equipment such as laptops, tablets, and Chromebooks to get information from the internet. Instead of your common note-taking approach, most of the curriculum is presented through online engaging platforms and interfaces.(R. Oliver 2005, E. Pacheco 2018) In its simplest form, education entails the sharing of knowledge, and the internet has transformed this through the provision of new forms of media through which such information can be passed across. These technological tools and cyber spaces play significant roles as enablers for learning, opening new realms for both the faculty and the learners. The components that make up a digital classroom are depicted below in *Fig. 1.*

In digital classrooms, educational applications and websites significantly contribute to improving the experiences of the students. Two aspects similar to these public and engaging modern classes include feedback loops and technology. Feedback is crucial since it enables students and teachers to instantly communicate several aspects of the course delivery, including student-to-teacher, student-to-student, or lesson-by-lesson and other related methods. Techniques such as the application of PowerPoint presentations, video demonstration, e-learning, online training, etc., have become some teaching-learning aids incorporated into teaching and enhancing the effectiveness of classroom instruction. Emerging features in information and communication technologies enable students to study several subjects independently in an online class. Earlier types of lesson delivery, including charts of colour codes, beautifully crafted graphs, and complex models, are now rated as primitive. It is now very different from the traditional model, where ideas are pictured on books and blackboards, where teachers write to expound on some facts and use notebooks to record information by hand. (J. Roschelle, M. Sharples, T.W. Chan, S. Grek, 2008, D.N. Nguyen 2011)

Educational Applications of Digital Technologies

Digital technologies offer numerous opportunities for enhancing education, from simplifying teacher creation of instructional materials to developing innovative methods of learning and collaboration. Due to the global reach and proliferation of smart devices, an exciting new era in education has begun. Instructional designers and educators now face an immense responsibility to utilize advanced digital technologies to transform education, providing equitable and efficient learning for all around the globe. Technology is integral in expanding education beyond classroom walls, facilitating digital learning to foster creativity and a sense of achievement among students while encouraging them to explore beyond traditional education methods. (F. Ozdamli, N. Cavus 2021) It is admirable that remote learning technologies are now widely adopted across nations using television, radio, online, and mobile platforms for education. Digital technologies in education enable easy access to information, improved retention and storage of knowledge, enhanced presentation techniques, making classes more interactive, facilitating knowledge sharing among students, and increasing student engagement in learning. Table 1 highlights these applications of digital technologies for education. (E. Lacka, T.C. Wong 2021)

As technology rapidly develops, instructors must adapt by becoming adept at using multiple devices like smartphones and tablets or risk becoming obsolete and marginalized in their teaching careers. (G. Vavoula, M. Sharples 2007) Teachers should utilize all available online resources to craft dynamic, engaging teaching materials that stay up-to-date and relevant. Technology's benefits lie in playing video games or watching animated videos; their significance is determined by how students, parents, and educators utilize it to enhance the educational experience. Integrating technology effectively into instruction elevates students' learning experience and draws their interest. An essential factor in the widespread acceptance of digital learning has been its compatibility with new smart devices, like phones and tablets, making access easier and facilitating uptake faster. Media and technology have slowly injected innovations in the learning mechanisms of those learners at different level and areas of discipline with tools such as animations, games, and AI-enabled Apps in edutainment. Missing from the list is the element of the learning technology process that has been growing in importance in recent years – Big Data analytics and their learning applications. Nevertheless, as schools are extending the accessibility of virtual classrooms, e-learning platforms, and online assessment, they pay attention to the usefulness of gathering detailed performance information about teachers as well as learners.

Sr. No.	Applications	Description	References
1	**Enhance teaching efficiency**	Increasing teaching multiplicative can be attained through improved equipment technology that provides for better planning, practical and organized method, fast evaluation, quality sources as well as new skills and among other gains.	A. Stone, J. Briggs, C. Smith (2002)
2	**Establish digital libraries on the internet.**	Scientific advancements allowed the creation and development of digital libraries with no need of the physical space, and the interaction among students, teachers and researchers in all over the world. Newsgroups enable the subject-specialists to join the discussions that revolve round specific subjects thus enabling the assessment of curriculum, teaching techniques, and assessment procedures.	B. Marks, J. Thomas (2021) Evans, T., & Nation, D. (2013). L.M. Nkomo, B.K. Daniel, R.J. Butson (2021) Y. Beldarrain (2006)
3	**Promote for the advancement of remote education.**	Education through distance learning has been boost through introduction of new technologies. It provides easy reach to all the teaching materials and it also allows easy communication with the instructor. Through the use of social learning platforms, easy creation and group management could be offered to teachers detailing out the groups created as well as managing them.	M.A. Camilleri, A.C. Camilleri (2021) J. Sandars, S. Schroter, (2007) V. Arkorful, N. Abaidoo (2015)
4	**Enhance the instruction of students with exceptional needs.**	The available gadgets, especially to the physically or learning disabled students compel them to understand concepts and participate in class actions swiftly. The technologies for the visually impaired are the new generations of speech recognition tools, screen readers, Braille and TTS. For the hearing characteristics closed-captioning applications also Sound amplifiers and technologies of video conferencing helps sign language and lip-reading.	N.A. Kudratilloev, B.A. Akhmedov (2021), D.J. Skiba, H.R. Connors, P.R. Jeffries (2008), B. Collis, I. Jung (2004)
5	**Create Virtual classroom**	The introduction of ICT into learning has enhanced different Learning Management Systems (LMS). These Learning Management Systems (LSMs) have led to the development of virtual classrooms where one can directly interact with learners. The platform can also be used by teachers to share study materials, perform lessons,	E.Y. Barakina, A.V. Popova, S.S.Gorokhova, A.S. Voskovskaya (2021)

		evaluate students' knowledge, collect feedbacks, as well as answer their questions.	
6	**Develop expertise and enhance cognitive abilities.**	Technologies educate to produce the paradigm of understanding and expertise to ensure student success singularly and in groups. It can be stated that teachers can promote children's curiosity and their inquisitiveness by offering them interesting and teaching materials, which have been linked to their performance.	S.Mystakidis, A. Christopoulos, N. Pellas (2021), Pinho, C., Franco, M., & Mendes, L. (2021). E.A. Tokareva, Y.V. Smirnova, L.G. Orchakova (2019)
7	**Establishing inclusive educational settings**	A comprehensive learning environment ensures equitable access to education for students of varying ability levels within the same setting. Virtual classrooms, video, augmented reality, robots, and other technological tools enhance the classroom experience and promote inclusive learning environments that encourage collaboration and curiosity. Additionally, these tools enable teachers to gather data on student performance.	V. Bozalek, D. Ng'ambi (2013), A. Brem, E. Viardot (2021), O.S. Abilmazhinova (2021)

Cutting-edge Technology Empowers Students For A Bright Future

Technology advancement has been on a hiking speed, meaning that society, its functioning, and education have been changed. It is now common knowledge that society is embracing the powers of technology; therefore, it is time that students are put in a position that would enable them to shape their future through technology. Computer literacy is not a dream but a reality in the modern world of working scenarios. It has been proved that employers demand that their employees have minimal digital competence to enhance computer programming and data analysis skills (Valtonen et al., 2017). The literature review of this paper will focus on the relevance of digital literacy in the current world of work, programs, and interventions designed to improve students' digital competencies and the part that effective technologies play in preparing students for the future. One fundamental skill in the current working world is the ability to interact with technology to acquire, assess, and develop information (Hart, 2011). A Pew Research Center survey established that 77% of employers deem computer literacy a requirement for job seekers (Pew Research Center, 2016). In addition, the World Economic Forum, in a report on the future of jobs, estimates that by 2022, at least 50 percent of the skill sets required for a majority of existing occupations will include elements of new skills not seen as essential to the job at the moment, for instance, data analysis, programming, and digital marketing (World Economic Forum, 2018). To this end, some of the contingency measures that have been put in place include the following: For instance, the lives of European citizen students will be made easier through the European Commission proposal known as Digital Agenda for Europe, which is to work to ensure that citizens including learners have access to training and education in digital skills (European Commission, 2010). In the USA, the current national project, "Computer Science for All," allows all students to study computer science, with a particular emphasis on underrepresented students (The White House, 2016).

 The following programs and initiatives have been cited to increase the digital skills among the students. As indicated in survey by National Center for Education Statistics the students in computer science education programs were seen to have superior and advanced digital competency and were inclined towards Computer Sciences or Computer related occupations/industries (National Center for Education Statistics, 2019).

Technological advancement measures including the application of artificial intelligence, virtual learning, and the blockchain are less negative to the students. For example, the integration of AI in learning makes sequences of learning geared towards the learner thereby enhancing easy learning while the integration of virtual reality enhance learning by making it more enjoyable (Dziuban et al. , 2018). Blockchain can offer methods of establishing the student's credentials and past accomplishments securely and efficiently (Sharples et al., 2019).

 The study has demonstrated that technology in education enhances practical students' engagement, motivation, and general academic performance (Raca et al., 2015). After conducting research, the University of California, Irvine concluded that those students who employed artificial intelligent learning systems recorded better performances than students who did not use learning systems (University of California, Irvine, 2019).

Success Stories and Digital Technology Implementation Case Studies

One major factor that has promoted the innovation of teaching and learning is the incorporation of digital technology in educational programs. The analyses of numerous cases in different countries show how educational stakeholders introduced digital devices inventively to improve the learning process.

 Among the models, the major one is the "Flipped Classroom" model, in which the teaching content is provided online and out of the classroom, and, in turn, the in-class time is spent on exercises, projects, and discussions (Bishop & Verleger, 2013). This approach, which uses platforms like Edmodo and Google Classroom, has significantly increased students' attentiveness and created active collaborative learning communities (Lo & Hew, 2017). Another enlightened program is known as the MOOC in delivering education to the people. With such programs like Coursera and edX, education has become easy to access by persons from around the world, more so for persons within developing nations where resources on education are rare (Yuan & Powell, 2013). These platforms deploy technologies to offer engaging courses with quizzes within course durations, and all are inclusive. In addition, innovative learning platforms such as DreamBox and Knewton have incorporated

Artificial Intelligence (AI) in their systems, expounding education depending on each learner's style (Pane et al., 2014). These technologies recommend content, help students progress at an equal level, and provide feedback immediately. Numerous works point to the effectiveness of implementing digital technology in terms of student outcomes. A study by Escueta et al. (2017) highlighted that integrating technology in a learning environment enhances learning, especially in mathematics and science domains. For example, Khan Academy is an online open source educational system comprising tutorials and exercises that have been considered to enhance the learners' performance in mathematics and other subjects (Murphy et al., 2014). In addition, through technology in the education sector, sustainable development goals are enhanced since there will be less of an education gap, and everyone will be trained for a lifetime. In its study, UNESCO identified that using digital learning tools assists in achieving Sustainable Development Goal 4 (SDG 4), specifically, inclusive and equitable quality education for all (UNESCO, 2020). E-learning allows people to enroll in courses at their convenience regardless of where they are, enhancing social justice.

Apart from academic gains, digital technology has been associated with acquiring skills such as problem-solving, teamwork, and handling information technology. This is why Voogt and Roblin (2012) posited that these skills are essential for students to thrive in the world of the new dispensation and are promoted in digital learning environments. In positive cases of adopting new technology systems in learning, there has been proven success, which should be used as a baseline for subsequent adoption. The specific policies that emerge from these findings address one of the most essential lessons from the paper: teacher training and support. According to Ertmer and Ottenbreit-Leftwich (2010), it has been observed that the efficiency of technological apparatuses in learning is a function of how well teachers can mainstream the technological tools in their practice. Professional development should be continuous to ensure educators are well equipped for the challenge.

Another important consideration is what may be called a supportive environment or context. Accessible internet connection, an equitable number of gadgets per child, and IT support are the stages of any e-learning model. For instance, the "One Laptop per Child" project has some shortcomings because providing those devices has problems associated with lacking infrastructure in some areas (Kraemer et al., 2009). This shows a need to address the infrastructural deficiencies before introducing the technologies into the systems. In addition, the effectiveness of organized digitized processes depends significantly on the levels of cooperation between stakeholders, including educators, students, parents, and policymakers. Research-based on case studies proves that the result is higher when the key stakeholders are involved more effectively in designing and implementing digital technologies (Tondeur et al., 2008).

Last, it is high time to concentrate on scalability and sustainability. That is why defining successful digital programs is about finding out which models can be transferred from one context to another and can be maintained in the long term. The traditional methods of closed-source platforms and creating fixed content have not succeeded in the sustainability and proliferation of digital technologies in education (Wiley et al., 2014).

Challenges and Ethics

Digital technologies have revolutionized education by expanding accessibility, engagement, and efficiency. Education technology facilitates dynamic learning environments and extends access to education by means of virtual platforms and classrooms, thus making education more inclusive and meeting the needs of diverse learners (Didmanidze et al. 2023). The COVID-19 pandemic has also clarified that digital skills literacy is the foundation of sustainable development and innovation (Leal Filho et al. , 2023) . Though there are certain advantages of adopting digital technologies in education paradigm, their implementation has certain challenges which are discussed below – the first and foremost being the digital divide – which in education scenario not only puts a constraint on access to resources and technologies especially in the developing countries but also widens the gap of inequality which is more noticeable in the area of rural education where there is inadequate and or no infrastructure (Suleiman 2023).

Technological change necessitates ongoing adaptation and lifelong learning to remain relevant in an ever-evolving digital environment (Allahyarova, 2022). Finally, digital transformation in education raises significant ethical considerations. Artificial Intelligence (AI) and digital technologies pose significant privacy and data security concerns as well as potential bias issues within educational tools. Digital technology must also be applied with respect for individual human rights in mind, to ensure no one is left out in the digital era (Lipchanskaya & Balashova). Furthermore, Education for Sustainable Development (ESD) calls for ethical teaching practices emphasizing democratic participation as part of global sustainability goals (Samuelsson & Lindstrom 2022).

The main challenge of continuing education in the digital world is undoubtedly the divide between the 'digital haves' and the 'digital have-nots'. Resta and Laferriere (2015), while embracing the fact that more efforts are being made worldwide to avail technologies in an effort to close the digital divide, reveal the reality that 'the digital divide remains a reality both in between and within countries'; more to the point, they establish that 'even today, educational inequalities follow socioeconomic inequalities when it comes to digital resources. ' Exacerbating this problem even more already, UNESCO (2020) released a report that insights that about 43

percent of students across the globe do not have home Internet access—limits them greatly from engaging in digital learning. This schism was especially prominent during the COVID-19 pandemic, which imposed the shift to online learning, and sharply underlined the digital gap (UNESCO 2020). Given that information technologies are becoming less a supplement tool, but the main driver in facilitating education, the benefits of employing the tool to help gather and use student data are questionable on ethical grounds. Williamson (2017) stated that the neo-liberal enactment of data science in education has led to the new forms of governance and control that might erode student rights and their privacy, and hence, the author called for more discussions and analyses of the ethical issues in regards to data enlightened educations.

In their study of ethical issues informing learning analytics, the authors, Prinsloo and Slade (2016), argue that the learning analytics concerns both the positive self-learning and modelling based on the results of training, as well as the negative aspects of data monitoring and profiling. These experts emphasize the need for transparent policies and ethical frameworks that guide the collection and use of student data. Digital technologies offer unprecedented learning opportunities, yet require new forms of literacy. Pangrazio (2016) contends that digital literacy encompasses far more than technical abilities; it involves developing critical digital literacies to empower students in today's digital era. Her work highlights this necessity.

Buckingham, P. (2015) claims that digital literacy education must focus on technical know-how and analyse the media, and technologies that which form up the modern society. He supports the shift in the processes of digital literacy including its societal, cultural, political, and environmental features in the educational change processes. Driving forces for digital transformation can also be associated with sustainability and environmental challenges. Hilty and Aebischer (2015) discuss the various role of ICT for sustainable development, arguing that ICT can help support achievement of sustainable development but its manufacturing and use come with impacts on environment. In a more elaborate commentary, Holmes et al. (2019) urge researchers to take a closer look at the environmental impacts of digital education interventions and, in particular, AI. Though AI continues appearing in educational technologies, there are questions about algorithmic bias and equality; Holmes et al. (2019) discuss the usefulness of AI while pointing out that it has ethically problematic features, including biases, opacity, and the lack of accountabilities when it comes to AI-based educational systems.

Zawacki-Richter et al. (2019) gave an elaborate explanation on uses of AI in higher learning Institutions, including the strengths, weaknesses, opportunities, threats, benefits, and risks of using AI technologies. Their work also highlighted that the ethics of such claims needed to be properly thought through when implemented in learning environments.

Implementation Recommendations

It therefore entails commitment to serious policies that make a reality of greater access, quality learning and human development through the adoption and integration of digital technologies in systems of education. School administrators and teachers have a major responsibility of participating in the formulation of policies that will encourage the adoption of technology at all levels of education. The national policies should therefore be consistent with wider educational objectives to guarantee that the use of technology for purposes of teaching and learning facilitates skills development and training of learners for life in the new economy. Nigeria, for instance, has linked ICT integration in secondary schools with national policy goals, especially Home Economics instruction, where collaboration among stakeholders is highlighted to overcome challenges and empower educators (Oluwagbemileke et al. 2024). As Germany implements its digital strategy and develops "Industry 4.0," public policy has played an essential role in creating an environment conducive to technological progress, supporting human resources and education. This strategy addresses challenges such as the shortage of qualified professionals in MINT (Mathematics, Informatics, Natural sciences, and Technology) and digital skills gaps among workers (Yevtodyeva 2022). Policies must consider the environmental impacts associated with digital health technologies in education. Stakeholders, including organizational leaders, policymakers, and educators, must recognize and address environmental concerns associated with digital technologies implemented into educational strategies (Alami et al., 2023). Effective integration of digital technologies into educational curricula relies on careful strategic planning and collaboration between educators, policymakers, and industry leaders. Their strategies should focus on developing both students' digital competencies and those of educators themselves. One approach to integrating digital technology is curriculum innovation, particularly vocational education. Integrating STEM (Science, Technology, Engineering, and Mathematics) curricula with industry experience can be achieved more effectively when teachers with extensive industry expertise teach STEM curricula - this ensures students gain relevant hands-on experience that prepares them for work (Watters & Christensen, 2018). Digital technology facilitates personalized learning experiences by enabling educators to customize content according to student needs. This approach has proven particularly successful in music education, where computer music technology has wholly altered classroom dynamics and increased student engagement (Sularso et al., 2024). AI and digital skill development are becoming more integral parts of higher education as AI continues to become part of everyday life. Policymakers and educational leaders must prioritize AI training for educators and ensure fair access to technology, allowing institutions to navigate the complexities of digital transformation (Andronic 2024). Effective implementation of digital technologies in education requires collaboration between education institutions, industry players, and technology suppliers.

Such partnerships can bridge the gap between classroom learning and workforce-ready skillsets. Partnerships between schools and industries are essential in vocational education, particularly in STEM fields. By working closely with industry professionals, educational institutions can design curricula that reflect current industry practices while simultaneously preparing their graduates for immediate employment after graduating (Watters & Christensen, n.d).

Integrating entrepreneurship education and digital technology is integral to shaping students into competent entrepreneurs in today's Industry 4.0 world, where digital technologies play a significant role in business operations and innovation (Lukita et al., 2023). Integrating digital skills into Human Resources Management (HRM) provides an environment conducive to digital learning and innovation while simultaneously optimizing operational processes and increasing overall digital literacy among staff (Rohayati 2024).

Conclusion

The digital revolution in education represents an inflection point in human history, offering unparallel opportunities to revolutionize learning, advance sustainable development, and prepare students for an optimistic future. As demonstrated throughout this review, digital technologies are revolutionizing education, from virtual classrooms and adaptive learning platforms to artificial intelligence and blockchain applications. Its adoption in education systems around the world has demonstrated potential for improving the effectiveness of the delivery of lessons, students' achievement and development of skills needed in the 21 ^{st} century. In minutes and other writings there are the examples of various schools and universities which have proved the value of the utilized digital media in educating and engaging students in deeper learning. Yet, this new era of digital learning as evident in online education has its drawbacks majorly as follows. There is a persistent digital divide which likely to deepen existing disparities enhancing privacy concerns, algorithmic fairness and effects from the implementation of technology on the environment. There are other issues also which make the use of AI complicated in education such as the ethical issues which arise from the use of AI in education, the lack of effective digital literacy programs. We need to keep it on the same level because while embracing all the possibilities that digital technologies open for learning, we still adhere to human-centred education. It should point to an enhancement of symbiosis between technology and teaching by which the technology complements teachers in helping student development. Realization of integrated approaches to the use of digital technologies in education o ers a tremendous potential for the development of an effective system of education to meet the needs of learners regardless of their differences due to physical, mental, individual, and social characteristics. As educators, and with careful consideration to an ethic of technology, I believe it is possible to prepare students with the knowledge, skills and beliefs that will enable them to live and be productive in the global society that is fast becoming determined by technology. This shift is not simply the integration of technological tools as the total change of education is in progress. While we innovate and adapt, we must remain faithful to the core purpose of education: educational, encouraging, and preparing learners for the unknown future of the world we live in.

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