IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

‘‘Technology Enabled Educational Practices: Transforming Higher Education’’

DR. PRAMOD SINGH CHAUHAN
Assistant Professor,
Department of Education
Government Degree College,
Nanauta (Saharanpur).

ABSTRACT: Today's literacy combined with new technical developments has led to the proliferation of technology in education since technology plays a far bigger role in the digital age than it did for earlier generations. Today's millennial and Gen classrooms have distinct traits in that they want students to be actively involved in their education and struggle with passive learning. As a result, pupils' education nowadays must incorporate technology. This essay examines the various student generations that educators are currently working with and how they have influenced the evolution of education in the digital age. The importance of revamping and reimagining education in the digital age is also covered in this article, along with some of modern technology and the transition to create new teaching and learning methods. This page provides information about digital education and its elements, as well as new developments in the field, its achievements, and tools that may be utilized to enhance the richness and usability of digital learning environments.

Terms: digital technology, education, and technology

INTRODUCTION: These and other terms have been used a lot in recent years, such as e-learning, educational technology, information and communication technology, computer-aided learning, computer-aided assessment, and computer-mediated communication. But what do they mean, and why should you take the time to learn more about them? In its broadest sense, "technology" could encompass overhead projectors and even paper and pencil, but when we talk about learning technology, we usually mean the technologies that came about as a result of the "Information Revolution,". For many years, there has been discussion about how computers and different technologies might transform education. In the digital age, technology will undoubtedly play a significant role in education. The future of education is being shaped by emerging technologies like 3D printing, cloud computing, and augmented reality (AR). Additionally, in this digital age Unquestionably, with the development of modern technology, education is already beginning to move in their direction.

APPLICATION OF TECHNOLOGY IN EDUCATION: In the digital age, technology will undoubtedly play a significant role in education. The future of education is being shaped by emerging technologies like 3D printing, cloud computing, and augmented reality (AR). Furthermore, it is both locally and worldwide in this digital age. Unquestionably, with the development of modern technology, education is already beginning to move in their direction. The teaching and learning process takes place in the classroom with the use of technology. Given how quickly technology is expanding, its application to instruction and its emergence and development are fully realized in education. As a result, teachers are having difficulty adjusting to their generation of students. The expectations, learning methods, and demands of the current generation of students

who are presently enrolled in schools, colleges, and universities differ from those of previous generations. As a result, this essay examines the generations of students that educators are teaching now and how they have influenced the evolution of education in the digital age. Along with discussing the necessity of instructional transfer learning and the significance of rebuilding and revamping education in the digital age, this presentation also introduces some of the newest technology.

DIGITAL TECHNOLOGY: In the management of education, digital technologies are becoming increasingly important. Digital technology is influencing the activities of parents, students, educators, and legislators. For instance, an infinite amount of information is easily accessible through the Internet. It enables both teachers and students to acquire new methods of instruction. Today's students and educators have a lot of hope thanks to digital technology (phone, computer, table, e-book, social networking, online videos, mobile devices, etc.). Digital skills are becoming the cornerstone for secure performing in the information society in this era of technology and information. The paper's goal is to draw attention to how awareness and education can help build a society that not only embraces technology but also recognizes how it affects our daily life.

EDUCATIONAL TECHNOLOGY: Techniques and technical contrivances are both considered forms of technology. Applying procedures in a methodical manner is just as crucial to achieving a goal as using technical equipment. In actuality, methods are regarded as the technology's software and tools as its hardware. New designs, gadgets, concepts, and procedures are all the consequence of technology. With every new physical gadget comes a new set of methods and approaches. For instance, the evolution of the telephone has resulted in the creation of "hard" components (physical devices) for research purposes, such as telephone books, answering machines, fax machines, and telephone shopping. In order for a student to grow and be able to contribute to the change of the world for a better tomorrow, education—the act or process of gaining and sharing knowledge—is essential. Understanding and learning are fundamental to education. Educational technology is commonly understood to encompass even more than the sum of the two meanings that follow: 1. The use of technology in the classroom 2. Educational technology The employment of audiovisual equipment, or hardware, in educational processes was referred to as the function of technology in education in early developments. Subsequent advancements acknowledge the idea of educational technology, which includes methods and strategies used in the teaching and learning process. Indeed, the software component of educational technology is this. Courseware, or the instructional design and development of a subject, is intimately related to the birth of software.

BLENDED LEARNING: Blended learning is a method that offers creative educational solutions by skillfully combining online activities, mobile learning, and traditional classroom instruction for instructors, trainers, and students. The foundation of blended learning is the notion that learning is an ongoing activity rather than a one-time occurrence. Compared to employing just one learning delivery medium, blending offers a number of advantages (Singh, 2003). Friesen and Norm (2012) define blended learning as a formal education program in which students get teaching and content primarily through digital and online media, but also have some degree of flexibility over their own schedule, location, direction, and speed. By successfully combining traditional classroom instruction with online learning and mobile learning, blended learning offers creative educational options for educators, trainers, and students. Learning can now take place outside of the classroom thanks to technology, which also makes learning resources more accessible.

FLIPPED LEARNING: This teaching paradigm is referred to as flipped classroom, flipped learning, inverted classroom, or inverted learning. Flipped learning is taking the place of terminology like "flipped" or "inverted classroom According to Chen et al. (2018), FL is a hybrid strategy that combines online and in-person classroom activities. Students participate in content learning prior to online learning, which maximizes their active learning during in-person classroom activities.

Technologies for Blended Learning:

LEARNING MANAGEMENT SYSTEMS: A mixed learning environment's technology foundation is frequently a learning management system, or LMS. An LMS is a comprehensive software program that facilitates online material and resource delivery, offers collaborative workspaces for interaction, and handles all administrative tasks related to students, courses, and programs, such as registration, evaluation, and analytics. In addition to well-known, fully functional open-source alternatives like Moodle and Canvas, there are a number of sizable commercial LMS companies, such as Blackboard and Desire Learn. Usually deployed at the school, institution, or district level, an LMS needs technical assistance and infrastructure from a vendor or internally. However, there are also subscription-based learning management systems (LMSs), which are usually used for workplace training, and web-based classroom management systems, like Google Classroom, which can be started by individual teachers. The uses of these less complex systems are frequently restricted to providing a course syllabus, receiving student assignments, and using simple discussion boards.

Web Conferencing: In blended learning, web conferencing can be utilized as an online alternative to tutorials, seminars, or any other synchronous (real-time) learning activity, such group projects. Although it can also be used for one-on-one private tutorials or creative assessment sessions, its most common uses are for many-to-many group meetings (webinars) and one-to-many slideshow-based presentations (webcasts). Incorporating simultaneous video, voice, text chat, whiteboard annotations, and screen sharing, web conferencing technologies are typically quite multimodal, creating dynamic and rich but also difficult learning environments. Though some may be installed internally with the right infrastructure and technical support, the more potent web conferencing tools—like Adobe Connect, Blackboard Collaborate, and Zoom—are usually provided as hosted web services with monthly or per-user subscriptions.

Digital textbooks: Better accessibility, flexibility, and customization (including localized content), lower initial and updating costs, and enriched learning experiences through multimedia content, embedded assessments, and engagement are just a few of the potential major benefits that digital textbooks, or e-texts, may offer over printed texts.

blogs and wikis: Wikis and blogs are online writing tools. In blended learning, wikis can be highly useful for group research and writing projects, whereas blogs are mainly used for reflective, individual writing. Individual students can write reflectively on their own learning and get comments from their peers by using a blog, which is an online journal that can be shared with the class or the public. In addition to reflective writing, other popular blog-based learning activities include citizen journalism, project- or field-based journaling (which functions essentially as an electronic portfolio), and examining and evaluating internet materials or articles.

Collaborative writing environments built around linked webpages are called wikis. Remarkable constructivist learning activities are made possible by the ability for learners (with the proper access) to develop or edit any wiki page at any time using a custom built markup language and management tools. All changes are saved in a restorable list of revisions. Wikis and blogging capabilities are frequently included in LMSs, or they can be readily made using for-profit or nonprofit services like WordPress, Edu Blogs, or Blogger. An open-source program called Media Wiki is used to create wiki platforms. The Wikipedia16 platform is actually powered by this software. However, we must remember that learner privacy concerns must be taken into account with any of the commercial service employed in education.

E-portfolios: Student-maintained collections of writing, papers, and other artefacts that show their learning during a course or program are called electronic portfolios, or e-portfolios. Even though e-portfolios are usually thought of as a means of evaluation (such as a "capstone" project) or as a way to showcase abilities and accomplishments (for future employment), they may also be very beneficial for learners' development since they force them to think critically about and examine their work. Moodle can be coupled with the open source e-portfolio system Mahara.

Simulations, Serious Games and Virtual Worlds: The distinctions between simulations, serious games, and virtual worlds—all more sophisticated types of educational technology—are frequently hazy. Simple simulations are frequently used as open educational resources in blended learning to help explain scientific, technical, or mathematical ideas;

Social Bookmarking, Mashups and Digital Storytelling: The very simple process of gathering, categorizing, and sharing internet resources—like articles, news stories, or photos—is known as social bookmarking. Digg, Scoop, and Del.isio.us. Commercial bookmarking services are widely used. Mashups build on the concept of social bookmarking by enabling students to gather, integrate, and remix material and resources from the internet in more organized ways, resulting in new meanings or interpretations. Wordle, an online service for word cloud creation, is a straightforward example, but over the coming years, more advanced analytical tools should become available. Digital storytelling may be a very rich and significant learning experience, and it can be seen as an extension or "completion" of the idea of mashups.

LEARNING MANAGEMENT SYSTEMS (LMS)

Moodle is an LMS that follows the social constructivist learning philosophy, which holds that students create new knowledge as they engage with their surroundings and can create a shared meaning when they collaborate with others. Assignments, conversations, forums, glossaries, courses, journals, quizzes, and resources are among the components that make up the software.

http://moodle.org is the website for Moodle. Moodle is made to facilitate social constructionism, a method of learning. This is an interactive learning approach. According to the social constructionist school of thought, learning occurs most effectively when students engage with the content, create new content for others, and discuss it with one another. The distinction between a lecture and a conversation is what separates a traditional classroom from the social constructionist philosophy. Using the social constructionist approach for your classes is not mandatory while using Moodle. It does, however, support this approach the best. Apache, MySQL, and PHP (also referred to as the LAMP platform) are the main Linux tools used in the development of Moodle. Additionally, it is frequently tested with the following operating systems: Mac OS X, Netware 6, Solaris 10 (Sparc and x64), and Windows XP, 2000, and 2003 (WAMP). Additionally, supported are Microsoft SQL Server, Oracle, and PostgreSQL.

PLATEFORM FOR ONLINE LEARNING: The term "digital education" refers to the creative application of digital tools and technology, such as the internet and other ICT devices, to improve the teaching and learning process and make education more immersive, inclusive, interactive, and worldwide. Other well-known terms for digital education include e-Learning and technology-enhanced learning. The Ministry of Education has started the following significant projects to advance digital education in India as part of its efforts to make it available to all citizens:

DIKSHA: DIKSHA is “Digital Infrastructure for Knowledge Sharing”. It is a nationwide platform aimed at transforming the nation's educational system. Launched in 2017, DIKSHA is a Ministry of Education initiative run by NCERT. • Teachers and students can access DIKSHA at any time, wherever in India, and it supports 36 Indian languages. • The entire school ecosystem can contribute, participate, and use the platform to accomplish learning objectives thanks to DIKSHA's adaptable and user-friendly regulations and tools. • As part of the Atma Nirbhar Bharat Abhiyan, DIKSHA has also been designated as a One Nation One Digital Platform. Energised textbooks, online courses, content sourcing, content writing, interactive tests, chat boats, question banks, and more are the foundational elements of DIKSHA.

PM eVIDYA: The budget for 2022–2023 included an announcement about PM e-Vidya. Under this digital education network, which was introduced by the Indian government, students would receive their education from the country's top 100 universities online. • PM e-Vidya makes it easier for teachers and students to access online learning materials in multiple ways. On the 12 e-Vidya channels, excellent curriculum-based instructional programming is broadcast. Both Hindi and English are used to create the video material.

MOOCs: An online course designed for widespread interactive engagement and open access through the web is known as a massive open online course (MOOC). MOOCs are a relatively new type of distance learning. "A MOOC is an online course that requires no prior qualifications for entry, can be accessed by anyone who has an Internet connection, and includes large numbers of learners". according to the Commonwealth of Learning (2015). Providers of MOOCs Universities are crucial in the development of MOOCs, yet they hardly ever offer MOOCs directly. Rather, they rely on providers of courses like Coursera, edX, FutureLearn, Udacity, NovoEd, and Iversity, among others. Students can take MOOCs via these platforms or others.

Program on Technological Enhanced Learning (NPTEL): Through online web and video courses in engineering, science, and humanities, NPTEL offers e-learning. By offering free online courseware, NPTEL aims to improve the nation's engineering education system. URL: Online Access http://nptel.ac.in/

SWAYAM: The three pillars of education policy—quality, access, and equity—are the focus of the Government of India's SWAYAM program. SWAYAM seeks to bridge the digital divide among learners who have so far been excluded from the digital transformation and are unable to participate in the knowledge economy. This is accomplished using an in-house IT platform that makes it easier to host all of the courses that are taught in classrooms from ninth grade forward till graduation. All of the courses are interactive, created by the top educators in the nation, and offered to Indian citizens at no cost. The courses offered on SWAYAM will be divided into four sections: (1) video lectures; (2) specially prepared readings that can be printed or downloaded; (3) self-assessment examinations in the form of quizzes and tests; and (4) an online discussion forum for questions. State-of-the-art pedagogy technology, audio-video, and multi-media have been used to enhance the educational process. URL : https://swayam.gov.in/

SWAYAM PRABHA was Inaugurated in 2017. 32 DTH channels make up SWAYAM PRABHA, which broadcasts exceptional educational content around-the-clock. • GSAT-15 is the satellite that SWAYAM PRABHA uses to function. • INFLIBNET created the SWAYAM PRABHA mobile app, which allows users to access all programs on their phones. • SWAYAM PRABHA DTH channels broadcast a two-hour telecast every day for classes 1–10 and a three-hour telecast for classes 11–12. Postgraduate and undergraduate curriculum-based course materials for higher education include a wide range of subjects, including the arts, sciences, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, and agriculture, among others. Through SWAYAM, the platform being designed for MOOCs, all courses would be certified in their detailed offering.: URL https://www.swayamprabha.gov.in/

E-Pathshala: e-Pathshala, an NCERT web portal, was launched in November 2015 and offers educational resources for parents, teachers, students, researchers, and educators via mobile apps made for the Windows, iOS, and Android operating systems. • It includes textbooks and e-books in Hindi, English, and Urdu in the form of Flip Books and e-pubs 3.0. • The Ministry of Education and NCERT collaborated to create E Pathshala, a platform for sharing and exhibiting all educational e-resources, like as audio, video, textbooks, and other digital materials.

NISHTHA: NISHTHA is an acronym "National Initiative for School Heads and Teachers' Holistic Advancement". It is a comprehensive program designed to train educators and raise the standard of education in India. Every head teacher and teacher is required to take part in at least 50 hours of CPD (Continuous Professional Development) opportunities annually in accordance with the requirements of the National Education Policy 2020.

eGyanKosh: Digital learning resources are stored, indexed, preserved, disseminated, and shared via the national digital repository eGyanKosh. Text, pictures, moving images, mpegs, and data sets are just a few of the digital content kinds that eGyanKosh maintains and makes easily accessible. The Indira Gandhi National Open University (IGNOU) created it.

National Digital Library of India: (NDL) A project of the Indian Ministry of Human Resource Development is the National Digital Library. The goal is to gather and compile metadata from a number of national and international digital libraries, together with other pertinent sources, and give a full text index. The library incorporates materials from numerous Indian educational and research institutes' institutional digital repositories. URL: https://ndl.iitkgp.ac.in/

VIDWAN: National Researcher's Network and Expert Database The major database of profiles of scientists, researchers, and faculty members employed by top universities and R&D organizations engaged in teaching and research in India is called VIDWAN: Expert Database and National Researcher's Network. VIDWAN is dedicated to quality and worth. Professionals can include links to articles, textbooks, and other resources on their website. URL: https://vidwan.inflibnet.ac.in/

eShodhSindhu: On the recommendation of an Expert Committee, the MHRD merged three consortium initiatives—the INDEST-AICTE Consortium, NLIST, and the UGC-INFONET Digital Library Consortium—to establish eShodhSindhu. Centrally-funded technical institutions, universities, and colleges covered by 12(B) and 2(f) Sections of the UGC Act are among the member institutions that the e-ShodhSindhu will continue to provide current and archival access to over 15,000 core and peer-reviewed journals, as well as a variety of bibliographic, citation, and factual databases in various disciplines from numerous publishers and aggregators. URL: https://ess.inflibnet.ac.in/

ePGpathshala: The UGC has been tasked by MHRD's National Mission on Education through ICT (NME-ICT) to generate e-content for 77 postgraduate-level disciplines. The most important aspect of the educational system is the content and its caliber. Under the e-PG Pathshala program, high-quality, curriculum-based, interactive content is being generated in a variety of courses spanning the disciplines of the social sciences, arts, fine arts and humanities, natural and mathematical sciences, linguistics, and languages. URL:http://epgp.inflibnet.ac.in/

E-Yantra: Using Robots in Education The goal of MHRD's e-Yantra initiative is to engage instructors and students by introducing robotics into engineering education through interesting, hands-on applications of computer science, math, and engineering principles. URL : http://e-yantra.org/

Virtual Labs: It offers remote access to labs in a number of engineering and scientific fields. Undergraduate and graduate students as well as research scientists would be served by these virtual labs. URL:http://www.vlab.co.in

E-Kalpa (Creating Design): The Ministry of Human Resources, Government of India, launched "Creating Digital-learning Environment for Design," also known as "e-kalpa through Information and Communication Technology. The primary goal is to establish new educational settings that will facilitate the development of essential design-related knowledge, skills, and talents. URL:http://www.dsource.in/course

Webcast: With webcasting, you can broadcast an event anywhere in the world without being constrained by geographical or physical constraints. NIC guarantees the best possible webcast with faultless production quality for your events. With its full event solution, NIC's webcast service provides onsite production, hosting, and streaming to millions of online spectators. URL : http://webcast.gov.in

The Directorate of Open Access Journals, or DOAJ: High caliber, open access, peer-reviewed journals are indexed and accessible through DOAJ, a community-curated online directory. DOAJ is autonomous. All money is raised through donations, with sponsors providing 22% and members and publisher members providing 78%. Being indexed in DOAJ is one of the many free DOAJ services. Every piece of data is openly accessible. With an emphasis on raising the caliber of applications, DOAJ runs an education and outreach program all around the world. URL: https://doaj.org/

Samarth: Samarth is an automation engine made especially for Indian universities and other higher education establishments. By automating their daily operations and keeping to the legislative rules and compliances established by the relevant authorities under the MoE, it enables HEIs to save time and resources.

Class Marker: Teachers, trainers, and others can design bespoke tests and quizzes with Class Marker, an online exam creator and marking tool.

Slido: Slido is a user-friendly polling and Q&A tool. By reducing the distance between presenters and their audiences, it enables individuals to get the most out of gatherings and events. Anyone wishing to facilitate open communication during a live meeting, whether in person or virtually, uses Slido, including corporate communications specialists, trainers, team leaders, conference organizers, and individual presenters.

Google Classroom: With the help of the free online service Google Classroom, users may establish virtual classrooms where they can submit assignments, arrange folders, and examine papers instantly. The Student Learning Department at Keele University first used Google Classroom to develop a blended approach to freestanding academic skills development workshops for the entire university. It offers an online community where students can share and engage in open discussion about the subjects covered in the workshops. Teachers

and students in schools have been the main users of Google Classroom since its inception in May 2014. Higher education institutions are, nevertheless, increasingly using the platform. Google Classroom serves as a single interface to streamline educators' usage of other Google apps and is a component of the G Suite (Google Apps for Education) ecosystem of cloud-based computing programs.

Google-Suite for Education: G-Suite for Education (GS-E) is one of Google's educational offerings that is worth considering. In the digital age, Google for Education is the best resource (Maheshwary & Bhandari, 2019). According to Brown (2018), Google has made significant investments in GS-E and promotes it as a complete component of the Google suite. Additionally, according to Brown (2018), GS-E unifies Google's earlier educational offerings, including Google Apps for Education, into a single system.

Google Scholar: The entire text or metadata of academic literature from a variety of publishing formats and fields is indexed by Google Scholar, a publicly available web search engine (Kumar, 2019). With more than 389 million records, Gusenbauer (2019) found that Google Scholar is the most comprehensive academic search engine when compared to 12 other academic search engines and bibliographic databases.

Google's online tool: An explanation of **Google Docs** Google offers a word processor called Google Docs that allows users to work together in real time while creating and editing documents online. Because it allows for instantaneous and simultaneous editing, Google Docs emerged as an interactive tool. The usage of Google Docs by study participants in educational settings has also been documented in a number of studies by Fayez and Mahmoud (2015), Zheng, Lawrence, Warschauer, and Lin (2015), Neumann and Kopcha (2019), and Abdu, Mohammed, and Al-jaberi (2021).

Google Sheets and Forms: Users can create and update files and surveys online while working together in real time with Google Sheets, a spreadsheet, and Google Forms, a survey management tool. (Almache Granda & Ramirez-Avila, 2020; Kunicki, Zambrotta, Tate, Surrusco, Risi & Harlow, 2019; Mansor, 2012; Scheef & Johnson, 2017) have also addressed the usage of Google Sheets and Forms in instructional activities.

Google Translate Google created Google Translate, a multilingual machine translation tool, to translate documents, webpages, and text between languages.

Google Slides is a presentation creation and demonstration tool that allows for collaborative editing and commenting.

Google Drive: Documents, presentations, photos, and videos may all be stored and shared with Google Drive Cloud storage.

Google Calendar is an event, meeting, and deadline scheduling tool that lets you manage schedules and reminders together.

Google Meet A video conferencing platform featuring screen sharing and messaging for webinars, online meetings, and remote instruction.

Google Earth A web application that lets you travel the world, learn about specific locations, look at the planet's map, and get geographic information.

Google Jam Board A collaborative and creative virtual whiteboard where users can superimpose notes, drawings, text, and images.

The instructional process makes extensive use of Google's digital technologies, including Google Docs, Google Forms, and Google Meet. They make it easier for teachers and students to communicate, collaborate, monitor academic performance, and conveniently organize learning.

CONCLUSION: Since many teachers are digital immigrants, the difficulty in the classroom is that students are now digital and beyond tech-savvy. Teachers need to be ready to teach the "content of the future" through social media, digital, hardware, software, and technology. The new face of education in the digital age is the incorporation of continuous grading, immediate feedback, explicit objectives, challenges, prizes, and positive reinforcement. Above all, steps must be taken to encourage the use of technology in the classroom and to capitalize on the growing popularity of social media, free educational materials, and data-driven learning and assessment methods. As a result, this calls for a new set of skills from educators. The time has come for educators, administrators, educational policymakers, and the ministry of education to review and update the current curriculum to address the demands of the digital age. Numerous disciplines of education have already benefitted greatly from the use of technology. In particular, the educational field has benefited greatly from technology since it focusses on enhancing the efficacy and efficiency of both teachers' and students' educational experiences. For significant improvements in educational success, proposals based on the evolution of current trends in education should be pursued. Ongoing technological use and development can further assist the educational area.

REFERENCES:

1. Yadav, K. (2014). Role of cloud computing in education. *International Journal of Innovative Research in Computer and Communication Engineering*, *2*(2), 3108-3112.
2. Kukulska-Hulme, A. (2009). Will mobile learning change language learning? *ReCALL*, *21*(2), 157-165.
3. Crompton, H. (2015). A theory of mobile learning. In *International Handbook of E-Learning Volume 1* (pp. 309-318). Routledge.
4. Balfour, S. P. (2013). Assessing Writing in MOOCs: Automated Essay Scoring and Calibrated Peer Review™. *Research & Practice in Assessment*, *8*, 40-48.
5. Iaremenko, N. V. (2017). Enhancing English language learners' motivation through online games. *Інформаційні технології і засоби навчання*, (59, вип. 3), 126-133.
6. Khorsandi Taskoh, A., Jamebozorg, Z., & Asgari, A. (2023). New trend of technology in learning and teaching; Emphasizing the Post Covid-19 Challenges and Policies. *Educational Technologies in Learning*, *6*(19), 106-128.
7. Yaseen, B. H., & Shakir, H. (2015). Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur. *International Journal of Education and Literacy Studies*, *3*(3), 31-36.
8. Madini, A. A., & Alshaikhi, D. (2017). Virtual reality for teaching ESP vocabulary: A myth or a possibility. *International Journal of English Language Education*, *5*(2), 111-126.
9. Shivam, R., & Singh, S. (2015). Implementation of Blended Learning in Classroom: A review paper. *International Journal of Scientific and Research Publications*, *5*(11), 369-372.
10. Friesen, Norm (2012), "Report:Defining Blended Learning"
11. Rao, V. (2019). Blended learning: a new hybrid teaching methodology. *Online Submission*, *3*(13).
12. McHone, C. (2020). *Blended learning integration: Student motivation and autonomy in a blended learning environment* (Doctoral dissertation, East Tennessee State University).
13. Dziuban, C. D., Hartman, J. L., & Moskal, P. D. (2004). Center for Applied Research EDUCAUSE.
14. Singh, R. J. (2015). Use of blended learning in higher education-some experiences. *Progressio*, *37*(1), 54-67.
15. Bergmann, J. (2012). Flip your classroom: Reach every student in every class every day. *International Society for Technology in Education*.
16. Maheshwary, P., & Bhandari, A. (2019, April). Case-Study-Google for Education. In *Proceedings of International Conference on Digital Pedagogies (ICDP)*.
17. Izenstark, A., & Leahy, K. L. (2015). Google classroom for librarians: features and opportunities, Library Hi Tech News, 32(9), 1-3. http://doi.org/10.1108/LHTN-05- 2015-0039
18. Neumann, K. L., & Kopcha, T. J. (2019). Using Google Docs for peer-then-teacher review on middle school students' writing. *Computers and Composition*, *54*, 102524.
19. Załoga, W., & BrycZek-WróBel, P. (2023). DIGITAL COMPETENCES OF THE INFORMATION SOCIETY IN THE ASPECT OF SOCIAL SECURITY. *Journal of Modern Science*, *53*(4).

20. Borteye, E., Lamptey, R., White, E., & Humphrey-Ackumey, S. (2024). Knowledge and Use of Google Educational Tools by Postgraduate Students in a Ghanaian University. *International Journal of Information Science and Management (IJISM)*, *22*(1), 1-15.
21. Groves, M., & Mundt, K. (2015). Friend or foe? Google Translate in language for academic purposes. *English for Specific Purposes*, *37*, 112-121.
22. Jaiswal, H. GOVERNMENT OF INDIA'S E-LEARNING PLATFORMS: A STUDY OF ONLINE RESOURCES FOR COMPETITIVE EXAMS.
23. MOJIDRA, R. (2013). Effective Educational Technology and its Application in 21st Century Education. *Education*, *2*(2).
24. Hashim, H. (2018). Application of technology in the digital era education. *International Journal of Research in Counseling and Education*, *1*(2), 1.
25. Obukhova, A., Merzlyakova, E., Ershova, I., & Karakulina, K. (2020). Introduction of digital technologies in the enterprise. In *E3S Web of Conferences* (Vol. 159, p. 04004). EDP Sciences.
26. Ciarli, T., Kenney, M., Massini, S., & Piscitello, L. (2021). Digital technologies, innovation, and skills: Emerging trajectories and challenges. *Research Policy*, *50*(7), 104289.
27. Kaplan, A. (2016). Lifelong learning: conclusions from a literature review. *International Online Journal of Primary Education*, *5*(2), 43-50.
28. Cope, B., & Kalantzis, M. (2008, May). Symposium 2: Ubiquitous Learning: An Agenda for Educational Transformation. In *Proceedings of the International Conference on Networked Learning* (Vol. 6, pp. 576-582).
29. Demirel, E. E. (2016). Basics and key principles of flipped learning: Classes upside down. *International Journal of Languages, Literature and Linguistics*, *2*(3), 109-112.
30. Beaumont, K. (2018). Google Classroom: An online learning environment to support blended learning. *Compass: Journal of Learning and Teaching*, *11*(2), 1-6.
31. Rani, M. Massive Open Online Courses (MOOCs).
32. Sadikul, M. N. O., Shadare, A. E., & Musa, S. M. (2017). Digital education. *International Journal of Advanced Engineering, Management and Science*, *3*(1), 64-65.