



Exploring the Views of Secondary School Teachers in Greece on Interactive Educational Tools

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Abstract

Teachers' opinions on the use of interactive tools are divided. The purpose of this research is to find out what teachers think about the use of interactive technological tools in the learning process. Despite the potential benefits, there is still a long way to go in understanding the problems teachers face in the classroom, such as technical issues, lack of training, or pedagogical concerns. The research that was conducted aims to understand the obstacles, the challenges, and the general assessment of the attitude of educators. By analyzing these tools that will be built in the future, they will be even more efficient, contributing decisively to the change in the learning process. Both the analysis and the research through questionnaires and interviews will pave the way for future research, extensive in sample and scope, and experimental application of interactive material in schools to improve the educational process and achieve the best possible learning outcomes.

Keywords: Teacher's perspectives, secondary education, interactive tools, technology, classroom challenges.

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Introduction

In the era of digitalization and artificial intelligence, the use of interactive devices in education is increasingly widespread. Tools such as Web 2.0 videos, interactive whiteboards, and educational games like Kahoot are now part of the daily learning process. Various studies, such as those conducted by Prensky (2001) and Gee (2003), highlight the positive benefits of using these technologies, ranging from increasing the enjoyment of learning to training complex cognitive functions. These interactive devices allow students to collaborate, interact directly with materials,

and manipulate learning objects reversibly. However, the literature also notes significant concerns, including health risks such as addiction and antisocial behavior (Setzer & Duckett, 1994), decreased empathy (Funk et al., 2003), and increased aggression and decreased academic achievement (Gentile et al., 2004). This paradox raises an important question: how do teachers address this duality in their teaching practices?

The integration of digital tools into education is not without challenges. Several studies, including those by Vu (2015) and Hew & Brush (2007), have identified various barriers such as inadequate infrastructure, lack of teacher motivation and training, and reluctance to abandon traditional methods. Furthermore, heavy workloads, low teacher confidence in using technology, and a lack of willingness to adapt are also inhibiting factors (Zhang & Aikman, 2007; Bingimlas, 2009). Although some studies demonstrate positive teacher attitudes toward digital education, as found by Niemi and Kousa (2020), they also face challenges such as longer preparation times and challenges in effectively monitoring student performance. This diversity of views highlights the complexity of technology adoption, which is influenced by a variety of variables, ranging from teacher age and the subjects taught to geographic location and resource availability.

The COVID-19 pandemic has been a catalyst for accelerating the adoption of educational technology. Amid the crisis, teachers and students have been forced to adapt to distance learning, highlighting fundamental challenges such as the lack of equipment and stable internet connections in rural areas (Lapada et al., 2020). However, this period also opened up new insights. Vavritsa (2023) noted that higher education instructors found benefits in location flexibility, ease of navigation of materials, and a sense of belonging to a broader academic community. Meanwhile, research by Kamal and Illiyan (2021) demonstrated teachers' overall positive perceptions of virtual teaching, despite increased work hours. This shift suggests that the collective post-pandemic experience has reshaped teachers' attitudes toward technology, forcing them to confront critical issues such as privacy, data bias, and pedagogical effectiveness in the use of digital tools (Crescenzi-Lanna, 2022).

This study aims to bridge this gap in the literature by comprehensively exploring teachers' perspectives on the integration of interactive tools into teaching, particularly post-pandemic. The primary focus is on analyzing how the collective experience of the pandemic has changed teachers' views, challenges, and perceptions toward the development of educational technology. While many studies have examined teachers' attitudes toward technology before, this study specifically seeks to identify the evolution of these views over time and compare attitudes "before" and "after" the pandemic. We will also investigate how factors such as teacher confidence, training availability, and infrastructure constraints influence the integration of these tools. Thus, this research not only presents a snapshot of current teacher attitudes but also provides a rich historical foundation for understanding shifting perspectives, which is crucial for designing more effective policies and training to foster digital and critical literacy for future generations.

Methodology

This study adopted a mixed-methods approach, combining quantitative and qualitative methods to answer the research question: "How do teachers perceive the integration of interactive technology tools into classroom instruction?" Participation was voluntary, and research ethics were upheld, with full anonymity, informed consent, and the right to withdraw from the study at any time guaranteed.

Data Collection Instruments and Procedures

Data were collected from 25 secondary school teachers through two main instruments. The first instrument was an online questionnaire distributed via email using Google Forms. This questionnaire consisted of 13 closed-ended questions, including Likert-type and multiple-choice questions, designed to measure attitudes, frequency of use, and challenges related to the use of interactive tools. The second instrument was a semi-structured face-to-face interview with five participants selected through convenience sampling within the researcher's workplace. These interviews aimed to gather more in-depth narrative data regarding their personal experiences, perceptions, and reasons behind their attitudes. All interviews were conducted individually and audio-recorded after obtaining consent, then transcribed for further analysis.

Data Analysis and Validity

Quantitative data from the questionnaires were analyzed using Google Sheets to obtain frequency distributions and descriptive statistics, which helped identify general patterns and trends. For qualitative data from interviews, thematic analysis (Braun & Clarke, 2006) was used to organize and interpret narrative responses. Data triangulation—comparing findings from questionnaires and interviews—was used to enhance the validity and credibility of the research findings, as emphasized by Cohen et al. (2008). This approach ensured that qualitative findings aligned with quantitative data, providing a comprehensive and reliable understanding. The credibility of the interview data was also supported by detailed contextual descriptions, consistent data collection procedures, and researcher neutrality. Overall, this methodology is designed to provide solid and practical insights for future e-learning designers and educators.

Result

Questionnaire

Below are the findings from the questionnaire answered by 25 participants.

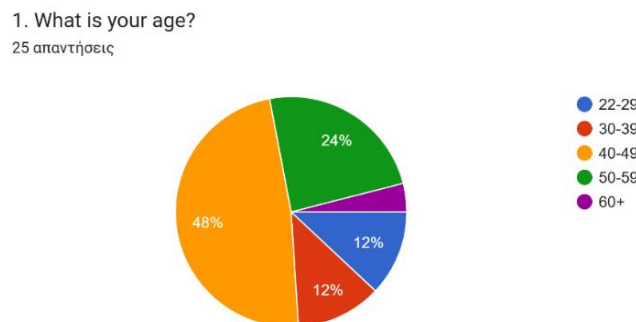


Figure 1. Age of participant

This graph shows the age of the survey participants. It can be seen that 48 percent are aged 40-49, 24 percent are 22 to 39 years old, 24 percent are also aged 50-59, and 4 percent are over 60 years old.

2. What is your level of education?

25 απαντήσεις

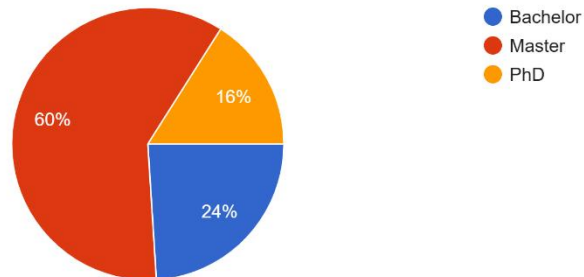


Figure 2. Level education of participant

The graph shows the participants' education levels. Sixty percent have a bachelor's degree, 24 percent a master's degree, and 16 percent a doctorate.

3. Do you work in general or special education?

25 απαντήσεις

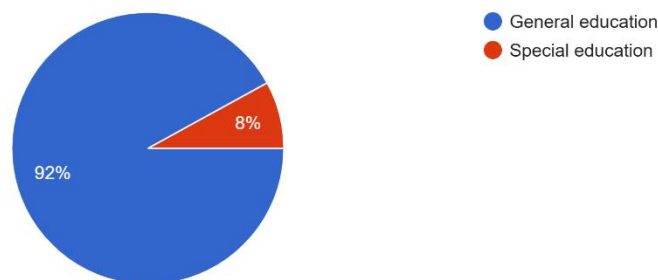


Figure 3. Education of participant

Most participants come from general education (92%) and eight percent from special education.

4. How many years of experience do you have?

25 απαντήσεις

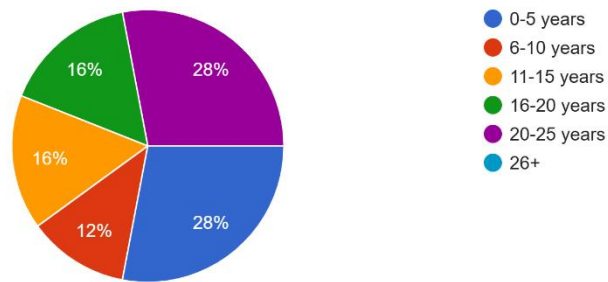


Figure 4. Years experiences of participant

Regarding their experience, 28 percent have 0-5 years, 12 percent have 6- 10 years, 16 percent have 11-15 years, 16 percent have 16-20 years, and 28 percent have 20-25 years.

5. What is your gender?

25 απαντήσεις

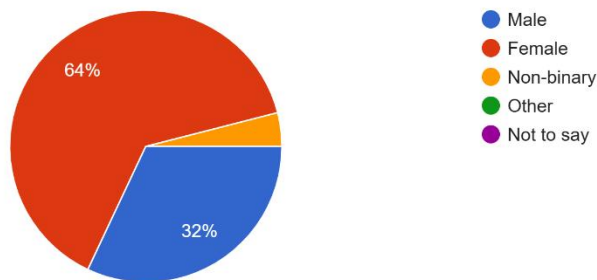


Figure 5. Gender of participant

In this graph, 64 percent identified as male, 32 as female, and 4 percent as non-binary.

6. What is your teaching subject in secondary education?

25 απαντήσεις

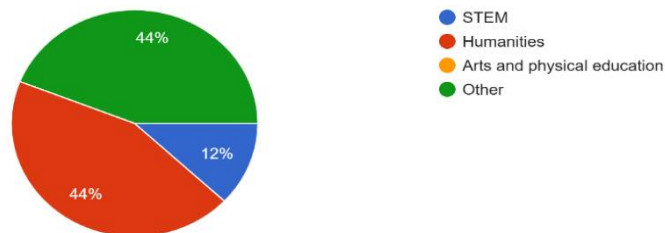


Figure 6. Teaching subject of participant

In this graph, 12 percent teach STEM, 44 percent teach humanities, and 44 percent teach other subjects (e.g., nursing, engineering, economics, etc.)

7. Do you believe that interactive technological tools can enhance student learning?

25 απαντήσεις

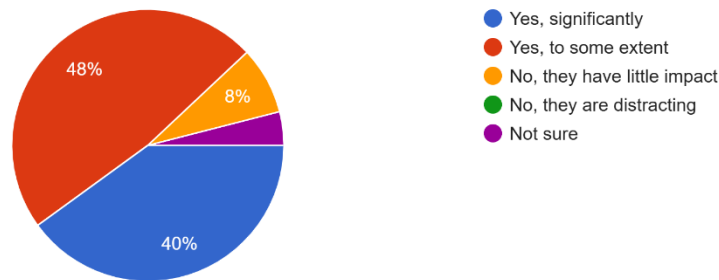


Figure 7. Tool of participant

In this graph, 40 percent believe that interactive tools can significantly improve student learning, 48 percent responded to some extent, 8 percent said they have a reduced impact, and 4 percent are unsure.

8. How often do you integrate interactive technology (smartboards, apps, tablets etc.) in your lessons?

25 απαντήσεις

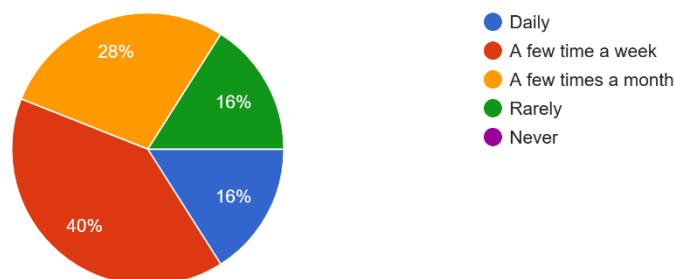


Figure 8. Integration technology

Regarding the frequency of use of these tools in teaching, 16 percent responded daily, 40 percent a few times a week, 28 percent a few times a month, 16 percent rarely, and none ever.

9. What types of interactive tools do you use in your classroom? (Select all that apply)

25 απαντήσεις

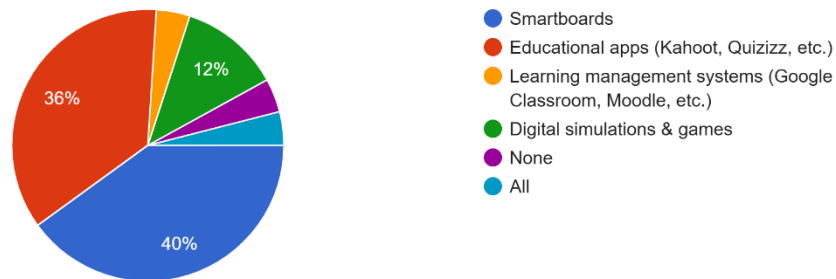


Figure 9. Type of interactive tools

Regarding the types of interactive tools they use in the classroom, 40 percent mentioned smartboards, 36 percent applications such as Kahoot and Quizizz, 4 percent use Google Classroom and Moodle, etc., 12 percent digital simulations and games, 4 percent all, and four percent none.

10. What is the biggest challenge you face when using technology in the classroom?

25 απαντήσεις

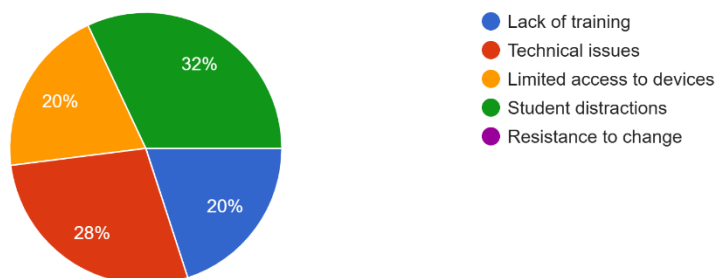


Figure 10. Technology in classroom

Twenty percent of respondents said the biggest challenge they face with using technology in the classroom is the lack of training, 28 percent said technical issues, 20 percent said limited access to devices, and 32 percent said the fragmentation of students.

11. How does using technology impact your lesson planning?

25 απαντήσεις

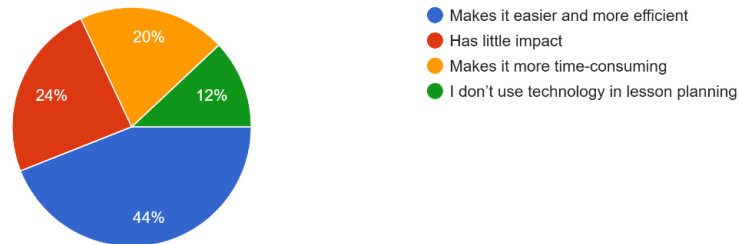


Figure 11. Technology impact

When asked how technology affects your lesson, 44 percent said it makes it easier and more efficient, 24 percent said it has a reduced impact, 20 percent said it makes it more consuming, and 12 percent said they do not use technology in lesson planning.

12. How do students respond to interactive technology in class?

25 απαντήσεις

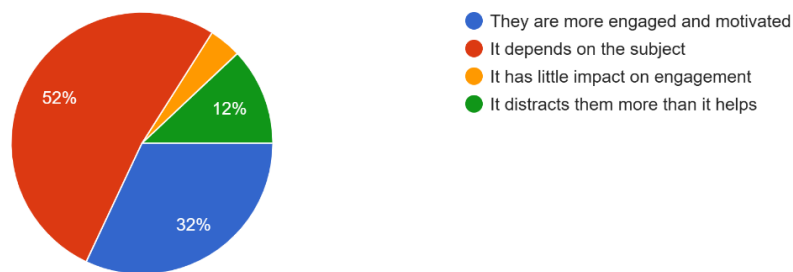


Figure 12. Student respond

When asked how students respond to interactive technology in the classroom, 32 percent said they are more engaged and motivated, 52 percent said it depends on the subject being taught, 12 percent said it distracts them, and 4 percent said it has a reduced impact on engagement.

13. What is your biggest concern about using technology in education?

25 απαντήσεις

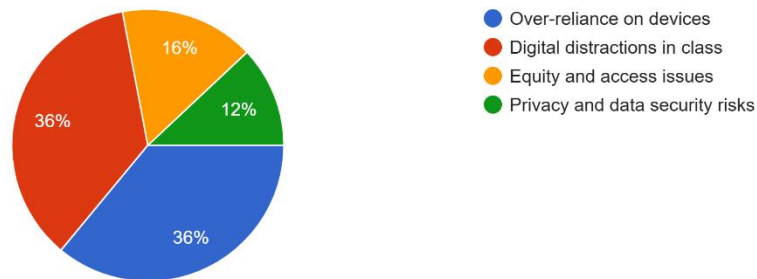


Figure 13. Biggest concern

In the last graph about the most significant concern regarding technology use in education, 36 percent answered that there is over-reliance on devices, 36 percent on digital distractions, 16 percent on equity and access issues, and 12 percent on privacy and data security risks.

Interviews

At this point of this research, the interview findings are presented. Firstly, Table 1 presents information about participants, and secondly Table 2 presents the theming and coding per topic.

Table 1. Information of the participants in the interviews

Participants	Gender	Teaching subject	Level of education	Experience in years
1	Woman	Humanities	Bachelor	30-35
2	Man	STEM	Master	16-20
3	Woman	Humanities	Master	20-25
4	Woman	Humanities	Master	25-30
5	Man	STEM	Bachelor	16-20

Table 2. Theming and coding of the interviews

Theming	Coding
Benefits of the interactive tools	Engagement, feedback, collaboration (EFC)
Drawbacks/challenges of interactive tools	Answer reliability, Distraction, partial participation, inequality, apathy (ARDPPIA)
Impact on teaching methods	Games, platform, limitations, teacher workload, strategic use in lesson flow (GPLTWSULF)
Example of improved learning	Learning gaps, digital timeline, challenges in practical and physical lessons, storytelling, vocabulary learning (LGDTCPPLSVL)
Personal challenges faced	Time consuming, communication problems, distraction (TCCPD)

Concerns/fears about use	Social inequality, isolation, communication challenges, anxiety, decline handwriting skills, reduced critical thinking. (SIICCADHSRCT)
Students' difficulties and management	Tech usability, disinterest, simpler platforms, spelling, AI overuse (TUDSPSAIO)
Ideal features of interactive book	Multimedia, feedback, games, activities (MFGA)

In the following lines, the interviews are analyzed per topic.

1. What are some benefits of using interactive tools in teaching?

The participants responded that visualization makes the lesson more attractive, lively, and illustrative. It was also reported that engagement is enhanced, and the motivation for participation increases. They are also helpful for students with learning difficulties due to the personalized teaching. There is interaction and, therefore, cooperation. At the same time, in addition to the lesson becoming fun, students receive immediate feedback and understand the material better. Finally, it was reported that children show interest in the lesson in which interactive tools are used because they now only want to learn valuable things.

2. What are some potential drawbacks or challenges of using interactive tools in the classroom?

It was mentioned that teachers do not know if the student gives the answers randomly and, therefore, do not know if they possess the material being taught. Teacher training is required to enhance the lesson's quality to address how knowledge is transmitted. It focuses only on what interests them and not all the lesson sections. Attention is increased, especially in hyperactive students. Interactive tools may exacerbate social inequalities and competitiveness and that some subjects cannot be taught only through the computer. It is believed that the student does not learn only by watching but must interact with their classmates. Some practical subjects cannot be taught through such tools. Finally, it was mentioned that indifference can exist on the part of the students, even if the teacher has prepared the best interactive material. This indifference may depend on the social and cultural background of the student.

3. From your experience, how have interactive tools influenced your teaching methods?

Quizzes and games had a decisive impact on the lesson for the first participant. However, as he mentioned, the platforms did not have the desired effect because students do not like to upload material there. It was also said that they do not use them often due to behavioral problems, lack of knowledge of technology, or indifference to expertise. Teaching methods were reported to be affected due to the workload required to produce such material because it takes a lot of time and may not be well designed. Finally, it was reported that they use them either to motivate students at the beginning of the lesson or the end to summarize what was said and to relax.

4. Can you share a specific example of your experience when an interactive tool improved student engagement or learning outcomes?

It was reported that in the case of teaching ancient Greek, students closed their learning gaps through interactive exercises. However, they did not use the material at home, but only in class. And in the history lesson, the digital timeline made the lesson more interesting. Also,

although the virtual simulations helped their lesson, it was reported that it is not easy to use interactive tools in lessons that do live experiments or in physical education that requires physical presence and exercise. However, an interactive fairy tale helped the student to understand the lesson better. Kahoot helped in learning English vocabulary. Finally, it was reported that there was no positive contribution because they cannot stay still and are hyperactive.

5. How you faced any personal challenges while integrating interactive tools into your teaching? If so, what were they?

The problem is that creating material takes a lot of preparation time. There may also be difficulty in communicating with colleagues who all use the same tool in teaching a unit. The most critical problems for another teacher are the distraction of students, the focus on the tool itself and not on knowledge, and the collection of personal data through platforms and tools. In addition, the lesson is difficult for students with autism, and not all tools are suitable for all lessons and student cases. For this reason, it is considered correct to use games with a specific duration so as not to get addicted or tired. Also, because there is distraction or removal from knowledge, the teacher uses digital education in combination with traditional teaching methods.

6. What concerns or fears do you have about using interactive tools in the classroom?

It is considered that you do not learn only by seeing, and therefore, critical thinking is not cultivated, and perceptual ability is weakened. Also, the removal from the book and difficulty handling a pencil are visible, resulting in illegible handwriting. It was reported that the lesson's subject matter may not be assimilated. Also, teachers fear the isolation and introversion of students through such tools. Also, people with Asperger's can become more stressed. Also, competitiveness and loneliness are intense. And finally, social inequality increases in children with different social and cultural background.

7. Have your students encountered any difficulties with interactive tools? How have you addressed them?

One of the main difficulties highlighted concerns the technical use of the tools and adaptation to new platforms. Another teacher notes that students, although familiar with technology due to mobile phones, do not show the same interest in the interactive tools of learning platforms: "They do not want to read and engage with the interactive tool of the school platforms as a means of learning." This highlights the challenge of transforming the recreational use of technology into a more educational and productive process. A particular difficulty concerns students with autism or other special learning needs. To manage this challenge, the teacher adapted to the needs of the student, returning to more traditional teaching methods, offering a calmer and more stable educational experience. Another participant mentioned the difficulty of using digital platforms as a means of sharing educational material. This highlights the need for more user-friendly solutions and platforms that incorporate modern digital communication trends, without violating the boundaries of teachers' professional and personal lives. Finally, the participant expresses his concern about the tendency of students to resort to artificial intelligence solutions instead of creating on their own: This highlights the need to cultivate creative thinking and active participation in the learning process, avoiding the trap of passivization.

8. *Imagine an interactive book-what kind of exercises or activities do you think it should include to enhance student learning?*

One of the most important features highlighted is the need for the interactive book to contain rich and reliable material, which replaces searching on the internet. Teachers suggest the use of multimedia, such as images, videos, and interactive drawings, accompanied by exercises with explanations of problematic points. Another teacher suggested the use of audio narrations: “It would be good if it was carefully made by the right educators to avoid confusion and stress.” Another teacher suggests creating Listening activities in English, with immediate feedback and analysis of errors. Finally, another teacher mentions the need for short quizzes and short-duration activities. The short duration of the activities can help maintain attention and prevent students from becoming tired or frustrated. Teachers want an interactive book that combines multimedia, exercises that foster critical thinking, immediate feedback, and adaptation to student needs.

Discussion

Let us now move on to more specific conclusions based on the findings of our research. After presenting the graphs, we can proceed to a first commentary on them. The participants are generally of a high educational level and have sufficient experience in teaching. In general, while the majority consider interactive tools beneficial, there is still a cautious percentage, doubts, or believes that interactive tools have a limited effect depending on the teaching subject. The main problems and difficulties mentioned are technical issues, the lack of appropriate training, and student distractions. Students' reaction to interactive tools and digital media depends on the teaching subject. Excessive dependence on technology undermines the process; for this reason, it is considered that balance is needed. At the same time, teachers must carefully plan its integration to avoid undesirable consequences. From the interviews, we understand that most teachers are concerned about student distraction, psychosocial impacts, inequality between students, and the fact that they do not know if the material has been fully absorbed.

Older teachers dominate our research, which is shown by the fact that the 40-49 age group (48%) is the most numerous, followed by the 50-59 age group (24%). This means that the opinions come from teachers with much experience, but less familiarity with technology, which may affect classroom teaching. Also, while they have a high educational background, they do not have the required digital competence and consider their training important. Regarding these tools, 16% responded that they use them daily, 28% said they use them a few times a month and 16% rarely. 52% argue that students' attitude per subject influences their integration. A significant percentage claims that technology distracts students. This is also seen in the following finding, where 36% are concerned about excessive dependence on devices and 36% about distraction due to possible reckless use. 44% state that technology makes teaching more efficient, but 20% believe it increases the burden of preparing for teaching. There is also a percentage of 12% that does not use technology in lesson planning. Technology and its tools in classroom teaching are helpful, but they are not the solution for everything. Finally, training is requested, and concern is expressed about possible dependence on students and distraction.

The interviews showed that all teachers have recognized the importance of interactive tools. The positives include involvement, participation, visualization of the material, and immediate feedback. The negatives include the long hours of lesson preparation by teachers, the

need for continuous training of teachers to deal with any technical issues, the removal of students from traditional teaching methods, resulting in teachers not knowing whether complete assimilation, understanding of the material and acquisition of critical thinking and data processing have been achieved, the reduced interaction and socialization due to dependence on technology, the distraction of students' attention, the removal from other traditional or even modern approaches to teaching that may be based, for example, on experiential, collaborative learning, and for this reason, teachers recognize that balance is required.

Combining the data from the research methods, it is observed that the individuals in this small pilot study are aged 40-49 with high education but not digital competence and experience in using interactive tools in the educational process. This may be why they state the need for continuous training since 20 percent recognize that sufficient time is required to prepare the lesson. For this reason, 16 percent use them daily in the learning process. For this reason, they call for the existence of more tools so that they can adapt to different learning environments since the level of the students differs each time. They do not use them daily because this is influenced by their perspective, the infrastructure, and the students' attitude, which now operates utilitarianly and avoids holistic learning. 36 percent of participants are concerned about the psychosocial impacts, excessive screen use, loss of concentration, and distraction. They fear the isolation of students and, therefore, believe that a balance between traditional and new teaching methods is required. Indeed, scholars such as Riyat, Kakkar, & Kakkar (2025) and Martin-Sómer et al. (2024) confirmed the use of interactive tools that they enhance student engagement. However, they also recognize the technical problems, which was also stated during the research. For Ginting & Ramadhan (2024), more studies should be done specifically on the issue of motivation and assimilation of the material. The same applies to excessive dependence and removal from physical interaction, which was also emphasized in the present research and by Achuthan et al. (2025). The same is true for Gray et al. (2005) point out, in addition to engagement as a positive element, the difficulties, stating in particular that the lesson requires more time to prepare, that proper methodology is required, and that it can create inequality relationships for people with motor difficulties. Shkembi et al. (2024) point out that online education causes anxiety, social isolation, and lack of self-discipline, which was also expressed in our research as an observation and concern of teachers. Researchers such as Fitch (2002) and Bossaert et al. (2015) report that social learning is declining, while individualized learning can lead to low self-esteem and performance. The social inequalities mentioned in our research are also confirmed by Zhao (2023:634), who generally finds that, contrary to popular clamor, digital learning resources are not benefiting the lower class significantly.

In addition, the view was expressed that students may randomly answer interactive exercises, something that Wang & Tahir (2018) also observed in their literature review on the Kahoot game and recorded that someone may answer without thinking but randomly. At the same time, it was found that interactive tools promote competitiveness and lead students to anxiety and introversion, which is also confirmed by the research of Wang & Tahir (2018). It was reported that it may create problems in people with autism, which is also confirmed by Malihi (2019), who reports in his research that IQ and anxiety may affect VR usability in people with autism. This element must be taken into account since participatory training is proposed. At the same time, it was reported that motor skills are limited. Purcell et al. (2013:6) report that despite the existence of so many interactive tools, teachers "encourage their students to write at least some texts by hand, because they believe that students do more active thinking, combining and processing when writing by hand, and writing by hand discourages the tendency to copy and paste the work of

others." Sulzenbruck et al. (2011:250) report that "there are indeed specific differences in basic motor skills, depending on the time someone spends typing and writing texts." At the same time, it was reported that personal data is violated through the collection of information from all these platforms, which is also mentioned by Sharma (2024:155) saying that "Educational institutions collect and store sensitive data, such as student records and grades, and this data is vulnerable to breaches. Data breaches can occur due to human error, hacking, or other malicious activity".

It was also mentioned that artificial intelligence leads students to cheat. Garcia-Castro et al. (2024:8) agree with this and say that this would affect the development of essential skills, such as analysis, critical thinking, creativity, and argumentation, leading to passivity in the learning process. It was also supported that assessment is complex through tools and platforms, which is also confirmed by the research of Valizadeh (2022:205), who states that "cheating is more frequent and easier in an online course, and they take this opportunity." Automation like ChatGPT could compromise evaluation processes' fairness, objectivity, and transparency (Debby et al., 2023; Zhai, 2022).

This is a limited study due to the small sample size, as external factors such as teaching content, teaching methods, and learning outcomes were not examined. Nevertheless, it contributes to the stimulation of other such studies with a future plan to expand by exploring the attitudes of more teachers, students, and parents as well. It was understood that teachers as educators are initially cautious because they are addressing children, and our research mentioned important things such as the influence of digital technology on the spelling of words when children produce written speech (see Pesebre et al. 2024), addiction, distraction, and uncertain motivation although the issue of motivation has been studied with positive findings so far (see Chen & Huang 2024, and Ye et al. 2024). For Liu & Moeller (2019:34), "interactive digital tools and virtual learning spaces can be effective in engaging learners with language, content, and culture that promote language proficiency. However, the mere utilization of technology tools does not guarantee learner growth in language proficiency without careful attention to research-informed."

Conclusion

This study explored secondary school teachers' perceptions of interactive technological tools in classroom instruction, focusing primarily on an experienced teaching population aged 40–59. The findings reveal a generally positive recognition of the pedagogical potential of such tools—especially in enhancing engagement, participation, visualization, and feedback. However, despite their high educational background, many participants lack sufficient digital competence, which affects their integration of technology into teaching and underscores the expressed need for ongoing training and support. Notably, the study highlights critical concerns shared by educators: increased preparation time, risk of distraction, overdependence on devices, reduction in student socialization and interaction, and challenges with student assessment and data privacy. Teachers emphasized the importance of maintaining a balanced approach that does not replace but complements traditional methods, suggesting that interactivity should support—not substitute—core educational goals such as critical thinking, collaboration, and holistic learning. The implications of this research are significant for policy makers, educational technology developers, and teacher training institutions. Structured professional development programs, investment in infrastructure, and careful consideration of student diversity (e.g., learning styles, neurodiversity, and social background) are essential to ensure effective and equitable integration of technology. However, the study has limitations. It is a small-scale pilot with a limited sample, and external

factors such as specific teaching content, methods, or learning outcomes were not analyzed. Therefore, while insightful, the results should be interpreted with caution. Future research should broaden the participant base to include students and parents, investigate long-term impacts on learning outcomes, and examine specific interactive tools across diverse educational contexts. As technology continues to evolve, ongoing critical inquiry is vital to ensure it serves educational objectives rather than undermining them. While interactive tools hold promise, their effective use requires digital competence, pedagogical alignment, ethical awareness, and above all, thoughtful integration into meaningful educational practice.

In conclusion, technology is not a panacea; therefore, it must be taken into account that students' needs change not only by day but by minute, which is why they desire changes. All these educators, with their wealth of knowledge and experience, are not fearful. Instead, because they know their subject well and follow current trends in general and digital education, they are more cautious and mindful of the impact their choices may have on the learning process as they are working with underage students. Above all, in everything that is being created, pedagogy must be the umbrella and not technology because technology is a means. Everything should be done in moderation. It is an element to be integrated and not an element to enslave the student's energy. Other types of learning are needed also that fill the student's soul. Issues such as updating curricula, equal access, addressing ethical problems and dilemmas, and collaboration demonstrate that a holistic approach is required to orient educational and technological innovation toward sustainability. However, let us be bold and understand that life is a journey towards knowledge since each of us grows old while constantly learning, and within a collaborative framework, learning can become better within our mass society since we have an obligation to the moral formation of future citizens.

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