



Optimization Design Learning Language English Based Digital

Ibrahim Manda ¹, Sam Hermansyah ²

¹ Universitas Muhammadiyah Sidenreng Rappang, Indonesia

E-mail: ibrahimmanda48@gmail.com

² Universitas Muhammadiyah Sidenreng Rappang, Indonesia

E-mail: sam.hermansyah82@gmail.com

Corresponding author: ibrahimmanda48@gmail.com

Abstract— The time of the Covid-19 pandemic is not yet end create atmosphere Study become more limited. Learning digital based no can avoided for the sake of creation continuity activity education. Teacher as provider, teacher and evaluator on process learning must always internal skill upgrades face reality participant increasingly educated _ fed up will situation condition limitations patterns, media as well access learning. devotion to public This give contribution to language teachers English in the district Sidrap the joined into the English Subject Teacher Conference (MGMP). which method used in activity This in the form of workshops and assistance around design learning Language English digitally based _ material regarding IT literacy teachers, use application KineMaster deep _ prepare learning videos creative, use of assessment platforms through application dojo class and creation of creative E-books with application flip book maker. End from activity accompaniment here, language teacher English can create a learning e-book used in teach and do evaluation to participant educate more online classes interesting and innovative so that presentation material learning can optimal.

Keywords— Based Digital, Design Learning, Language English

Manuscript received 15 April. 2022; revised 20 April. 2022; accepted 25 April. 2022. Date of publication 28 April. 2022. Journal International Inspire Education Technology (JIIET) is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.



How to cite: Manda, I & Hermansyah, S. (2024). Optimization Design Learning Language English Based Digital. *Journal International Inspire Education Technology (JIIET)*, 3(2), 187–194. <https://doi.org/10.55849/jiiet.v3i2.394>

Published by: Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

I. INTRODUCTION

Revolutionary Era Industry 4.0. this era Alone it's a middle age faced by a number of country develop like Also case Indonesia. Era Where life man always depending on sophistication tool technology and information (Goar V. et al., 2024; Salgado-Guerrero J. et al., 2024; Salgado-Guerrero "J.P. et al., 2024). Minister Research, technology , And Education Tall (Menristekdikti)

according to Astini (2019), describes that based on results observation and evaluation beginning about readiness a country for facing this era the era of revolution Industry 4.0, Unitary State Republic Indonesia predicted be one _ categorized country potentially high (Lin & Yu, 2024; Zaphiris P. et al., 2024a, 2024b). This, resulted in our country must Ready with demands period This especially in Education sector.

Revolution Industry become A mapping in world digitization ie called with digital revolution. The digital revolution itself happen Because development world of computing and automation recording in all field. Tjandrawinata (2016) in Astini (2019) say A uniqueness from era This ie implementation A innovation creation man or Which called with artificial intelligence. As for intent from sentence the is human on generation next felt need for do change knowledge knowledge in effort endure living in the modern era this. With Thus, the world of education felt need for adapt self with various the changes there, so No clumsy in convey material lesson to participant originating students _ from generation millennials from side pedagogy, digital skills, literacy basic, literacy technology, literacy human, strengthening education character And prowess live.

Judging glance about role digitization in Education Alone ie can covers all aspect, like reality which we catch Now This as if digitization can replace position book , Teacher, And system learning Which previously Still characteristic conventional (Ahmadian et al., 2024; Soyoof et al., 2024; Yosep et al., 2024). Matter This can raises speculation that future education _ come will characteristic more flexible, open and already Certain can accessible to all circles, without see facet age, social, culture, religion, race or experience education That alone. Form education in period Which will come determined by network possible information _ interact and collaborate, isn't it only oriented building school just.

Role IT or digitization in world education especially on learning Language English already _ become necessity which is not can postponed - cancel again (Almashy et al., 2024; Malgazhdarova et al., 2024; Muthmainnah et al., 2024). Various application already digitally based available in society and Already Ready waiting for utilized optimally for _ necessity education. Like Which disclosed indknet (2004) in Unnes (2009) that function technology information and communication in matter This called with digitization in education own seven function, ie as: a) warehouse science, b) tool help learning, c) facility education, d) standard competence, e) support administration, f) tool help management school , And g) infrastructure education .

A teacher is power necessary education _ own ability professional as has been poured in Regulation Government Number 19 2005 year about National Education Standards that is Article 28 paragraph (3), which obtained with take education (Alvarez et al., 2024; Llovido et al., 2024; Stellacci et al., 2024), training and development self , started with desire and ability in prepare , conduct and evaluate learning and others of course Still related with duties and responsibilities he replied a power educator . discussion Teacher Eye Lesson (MGMP) Alone is receptacle For each other share experience and knowledge between teachers in eye lesson. Ideally MGMP capable increase competence pedagogy and professional teachers in field And as receptacle Keep going renew information latest about need learning .

Regency Sidrap is A regency Which have demographic wide in Province Sumatra North. Regency Sidrap Also own a number of school excellent (Asad et al., 2024; Kohnke et al., 2024; Schoenenberger, 2024), supported by a very Local Government care with education and availability UMS Rappang campus as well as several language teachers active British _ and innovative make the MGMP the language England in the counties Sidrap the felt need For always upgrading skills so that own language teacher English Which own professional competency (Abdelhalim, 2024; Tadiboyina et al., 2024; Zhao, 2024). I should with MGMP, the language teachers English can stage activity in search information updates with inviting appropriate source _ with need. this _ regarding with draft formation MGMP That Alone Which own objective for change culture Work member group Work or discussion Work (boost knowledge, competency and performance) and develop teacher professionalism through activities _ _ development teacher professionalism.

With thereby need done upgrades skills For face digital society specifically for Teacher Language English ie around material design learning Language English digital based (Chowdhury et al., 2024; Esteves & Gonçalves, 2024; Moniza Ray & Ajit, 2024). As for updates that experience more teacher needed now This No run from how can the teacher IT literacy, way use application Kinemaster for _ prepare learning videos creative, use of online assessment platforms through application dojo class and the most near with need

participant educate in deepening teaching material by the teacher namely making Creative e-books with utilise application flip book maker. So through development teacher technology, especially language teachers English (Al-Aosail et al., 2024; Ongoro & Fanjiang, 2024; Ray & Ilangovan, 2024), required utilise developing technology _ moment This For make it easy understanding participant educate with multimedia or digital in learning.

KineMaster

A Teacher in task, must capable designing material teach or learning media with creative and innovative. With matter the expected participant educate obtain Power rates isolated and spared from the word 'bored' in study, especially in the learning process online. Success learning Good online or offline will so influential from availability means or media Which used by Teacher (Deng & Feng, 2024; Luo, 2024; Pikhart et al., 2024). Because the more diverse means or media Which used, fine message or material that learning accepted participant educate will the more optimal. thrifty, accommodated media Which variative Also diversity modality Study participant educate in learning especially learning Language english .

According to Khaira (2021) utilization media learning like form animation videos is A method from Lots method Which Teacher apply in optimization will Study participant educate especially on the eyes lesson Language England. Effort use media learning Which tucked in with videos expected can help participant educate in deepen theory or material categorized learning _ easy, medium and difficult in the digital age. on medium animation videos Can represent presence of millennial teachers when the teacher unable present carry out the KBM process stare advance in a class. Media This become more impact during the covid-19 pandemic such as now which force learning held in a manner virtual or Which called with learning distance away (PJJ).

KineMaster is application professional video editing featured complete for device iOS and Android based. Apart from a few layers of video, audio, image, text and effec, This support various tool Which can used Teacher For make quality videos high. With featuring videos and animations in theme, we make theme interesting maybe.

Matter This No only For teach theory, but also for possible student For focus on what Which Teacher teach. Besides that, videos KineMaster can share YouTube, WhatsApp in a manner direct or in group in platforms media social like Facebook, Google classroom, And Zoom could Meet ng. Matter This For make it easy Teacher in publish videos and so that student can with easy access it.

Dojo Class (Dojo Class)

Kurniawan et al (2020) in Kusuma et al. (2020) stated that the more how sophisticated technology and because the emergence of platforms, then teachers need selective in choose platforms Which will worn on process learning online. Technology on basically give convenience in all aspect life, no except field education. Wrong One application Which introduced in accompaniment This is platform dojo class (dojo class) which can assist teachers in the learning process. Since beginning platform emergence application LMS (Learning Management system) of course designed and addressed For education.

Class Dojo (Class dojo) created For help Teacher in collect relevant data with behavior participant educate (Hwang & Lee, 2024; Santi & Endarto, 2024; Wang et al., 2024; Yafele, 2024). Information that obtained will shared and updated by the system so teachers and parents can with fast know development , behavior and activities participant educate which is child they at school , especially those of them do it inside class (Lai, 2024). Teachers can too add choice form behavior new to in the list as form evaluation for student (Hong et al., 2024; Tang et al., 2024). Every time teacher presses choice behavior positive or negative from participant educate, then will experience change in value they that is +1 or -1 that will added to profile participant educate in class .

Flip book Maker

Application flip book Maker is one application maker flip book. Flip book in design with type animation created classics _ from bunch sheets - sheet paper resemble book thick Which mov. later at each page depicted about process Why Can seen move or animated. On the side other reader Also can as if read book Which actually, with thereby reader get more visual experience good development media learning based multimedia that is flip book. (Chandra, 2016: 30 in Fauzan et al., 2019).

Idea flip book Alone often used for show animation Which Now Lots adopted by developers on some type digital application, like magazine, book, comic, And other. Software Now can make animation flip book with so various. In the book that has made manifold flip book yourself No only text and images, video and audio are also inserted in flip book Which created. Flip book This is booklet or magazine Which usually printed in a manner physique on paper. on the side other exists mechanism programming certain, result can made One form digitization for furthermore Can used as if currently open sheets paper on the monitor screen or gadgets screen. On design this flipbook own ones interesting can raises impression exclusivity, elegance, and innovative.

Sugianto et al., (2017) explained that For Kvisoft Flip book Maker itself that must be installed on a PC or notebook is Kvisoft Flip book maker. Application This is device soft Which designed for convert files PDFs to page-turn publication digital. Application This can change PDF file display becomes more interesting like like A book. Not only tha, Kvisoft Flip book Maker can also create converted PDF files as if become A magazine, Magazine Digital, Flip book, Catalog Company, Digital catalogs and others.

II. METHOD

devotion to Public This addressed on Teacher Language English district Sidrap collected _ in peer teacher community _ given Name Subject Teacher Conference (MGMP). the MGMP Alone No community new among Teacher. Community This pocketing legality under service education province and have management important consists from ie chairman, secretary, treasurer And Chairman Fields as well as member active. Management MGMP Language English in Regency Sidrap is at under shade district.

As for stages activity consists from two activity Which done Which done by the team PkM Lecturer of TBI UMS Rappang and MGMP English Regency Sidrap .

Before held activity this, team do preparation as following:

a) Build communication with the MGMP management in English Regency Sidrap

b) Establish active communication , discuss and formulate needs management MGMP Language English Regency Sidrap

c) Prepare speaker Which in accordance with need MGMP Language English Regency Sidrap

d) Determine time and place implemented Workshops on line and activity Accompaniment in a manner offline

e) Prepare tool And material Which needed For support the way activity this.

Workshops on line Teacher Digital, Design Learning based IT Theme: Upgrades Skill, Face Digital Social

Activity done virtually on the Google Meet platform on the day Friday date 10 month September year 2021 o'clock 08.00 until with 16.00. On activity Workshops on line This program guided by Mother Ade Maryani, S.Pd, an English teacher who also serves as Member Active MGMP Language English Regency Sidrap . Activity This succeed presenting 44 participants from _ of language teachers English in the Regency Sidrap

III. RESULTS AND DISCUSSION

No can denied Again behind say fast development technology information on era globalization trigger exists demands global in world education. this _ Because will always and always There is method adjustment yourself on side quality education specifically adjustment use digitization. In General utilization from technology or digitization in learning With thus, optimization design learning especially on the eyes lesson Language english too will can materialized.

A number of benefit real digitization in optimization learning can look at the upgrade quality products and services in framework acceleration process Study And teach matter This Also aligned with business increase efficiency and effectiveness learning and teaching, estuary all done For repair quality And productivity Source Power Man in matter This educator and participants educate .

Teacher literacy IT

Based on exposure that was found by the informants first on activity devotion to society which is chairman from team PkM program lecturer UMS Rappang English Study, he give description fact teachers in our country Still Far from the word IT literacy compared with participant he taught alone. this fact got he from content news a lot of education reviewed in the media or letter news famous in Indonesia. As a former lecturer _ _ _ as a language teacher English at the High School Level and also ever participate as well as in MGMP container, he realize existence of the MGMP Alone become receptacle important in dig information and containers each other swap thought about How eye lesson Language English This interest. Moreover in circumstances the covid 19 pandemic like moment this. of course just Lots very challenge Which faced, especially in designing learning so that can deliver and get understood by participants educate especially Because learning held in circumstances online.

Make Videos Learning Creative and Innovative

On chance workshops on line this, source person second give explanation that in do editing videos important for do preparation Which ripe so that editing videos walk with with effective and efficient. He also explained, it is important for a teacher for understand stages in preparation do video editing and teacher order get :

- 1) prepare material learning ie objective and which theme clear.
- 2) write scripts For make it easy taking videos.
- 3) make for videos original Can with utilise background green screen as background behind the video.
- 4) prepare property supporters in the videos.
- 5) make title Which interesting.
- 6) open Kinemaster and do editing videos.

He Also expose around excess from application KineMaster namely:

- 1) direct integrated to social media so that videos teach Teacher can reach participant educate in a manner fast and more appropriate target.
- 2) own features Which super powerful and easy used by person lay though.
- 3) give effect transition so that seen professional And No excessive.
- 4) a simple user interface that makes the process easier editing.

5) layers multi for can add more from One layers Good picture, text, audio and video.

6) have filter color And feature adjustment color like brightening, mode dark, and saturation .

7) volume envelopes useful for add or reduce voice or music, add and set audio compressor, and

8) feature control speed and clip graphic platforms Evaluation through Class Dojo (Dojos classes)

In utilizing the Dojo Class Platform (Class Dojo), the application or web can support process learning that is with approach interactive, communicative and informative. this _ because all information and data about learning can distributed by the teacher real to participant teach and too direct accepted by parents participant educate. Characteristics in the Class Dojo Alone ie emoji display or the pictures are interesting, varied and liked by the people participant teach, especially participant learn at the level school medium especially on learning Language England. this matter delivered by Mr. Ahmad Salman Farid, M. Sos, which is a lecturer UMS Rappang Communications Which add color and outlook new for teachers about platforms Learning Online ie dojo class.



Picture 5. Application Class Dojo on Online Workshops

In this online workshop activity, the teacher or participant collected in receptacle or the Google Meeting online platform and presenters give material related Media Learning Alternative named Class Dojo (Dojos classes) Which Can in take advantage in Distance Learning _ or online. Both are web based nor based application, Good Which Sync nor Which asynchronous. Whole participant follow activity This And listening exposure from speaker without There is practice Because only convey material in a manner general and characteristic introduce. Hope participant

Making E-Books on Application Flip book maker

Flip book according Rahmawati et al., (2017) is sheets paper resembling an album or calendar measuring 21 x 28 cm. Excess flip book is help Teacher in prepare material or book teach more interesting so that bring atmosphere different on class online especially to things abstract or events that don't Can presented in class. However lack flip book is only Can used individual or group small, that is only until 4-5 people.

On activity workshops on line happen problem Which experienced by speaker in delivery and presentation steps in making flip book use the application. Speaker experience constraint in show process implementation or Which more known in world learning on line based digital ie fail share screen. Before share screen Which displays application maker flip book display on screen room google meetings Still fine just. As a result speaker using two different devices _ in delivery material and show the process of preparing it the flip book alon. this _ Of course just make online workshop participants become not enough understand. Plus Again time exposure enter time approach ashar. Participant want exists assistance offline for _ practice make material teach with utilise application flip book especially for material Language english.

Continue material on moment workshops Which held in a manner virtual on platforms some google meetings time already _ pass, teacher return Again invited for expose steps making module or textbook _ deep digital based matter This flip book.

Naturally material and accompaniment Which given by speaker accepted very well and enthusiastically by the participants. Whole participant with Spirit follow nd apply direct from laptops they each. However again, again happen availability constraints _ teaching materials already designed before. Almost total from whole Teacher Which follow accompaniment Not yet prepare textbooks with the extension doc, docx or pdf. It's a pity Certain for participant. However matter This No become constraint big. para participant accompaniment still Serious in Learn the processes and steps in make A finished flip book with Insert an existing pdf file got from the internet or which already available laptop them

IV. CONCLUSIONS

After expose whole Suite activity, so from activity devotion to public This can concluded that:

1) Teacher really need for upgrade internal skills IT field for can optimizing learning, especially style learning in Century pandemic like moment this.

2) Technology No Again wow thing that is n't can reached. Technology moment This become bridge between perpetrator educator (teacher) with target (participant educate) For can communicate in a manner two direction in a manner more effective and efficient.

Suggestion

Still a lot lack from activity devotion to that society has going on this. Then it is necessary for more optimizing activity more in Then day on agendas devotion to public so on like:

1) Plan accompaniment in that time more long.

2) Communication with party partners and conditioning participant accompaniment more intense to be together formulate need target perceived activity _ urgent for need teach everyday.

REFERENCES

- Abdelhalim, S. M. (2024). Critical Digital Literacy and the Dynamics of English Language Learning Practices: Saudi Perspectives. *3L: Language, Linguistics, Literature*, 30(4), 306–324. Scopus. <https://doi.org/10.17576/3L-2024-3004-21>
- Ahmadian, S., Brevik, L. M., & Öhrn, E. (2024). Adventures with Anxiety: Gender bias in using a digital game for teaching vocational English. *Journal of Computer Assisted Learning*, 40(6), 2715–2734. Scopus. <https://doi.org/10.1111/jcal.13006>
- Almashy, A., Ahmed, A. S. M. M., Jamshed, M., Ansari, M. S., Banu, S., & Warda, W. U. (2024). Analyzing the Impact of CALL Tools on English Learners' Writing Skills: A Comparative Study of Errors Correction. *World Journal of English Language*, 14(6), 657–667. Scopus. <https://doi.org/10.5430/wjel.v14n6p657>
- Alvarez, C. L., Mirmic, B., Santos, J. C., & Pineda, T. G. (2024). Backward design and authentic performance tasks to foster English skills: Perspectives of Hungarian teacher candidates. *Journal of Pedagogical Research*, 8(3), 98–112. Scopus. <https://doi.org/10.33902/JPR.202427891>
- Asad, M. M., Shahzad, S., Shah, S. H. A., Sherwani, F., & Almusharraf, N. M. (2024). ChatGPT as artificial

- intelligence-based generative multimedia for English writing pedagogy: Challenges and opportunities from an educator's perspective. *International Journal of Information and Learning Technology*, 41(5), 490–506. Scopus. <https://doi.org/10.1108/IJILT-02-2024-0021>
- Chowdhury, M., Dixon, L. Q., Kuo, L.-J., Donaldson, J. P., Eslami, Z., Viruru, R., & Luo, W. (2024). Digital game-based language learning for vocabulary development. *Computers and Education Open*, 6. Scopus. <https://doi.org/10.1016/j.caeo.2024.100160>
- Deng, Y., & Feng, D. W. (2024). Digital multimodal composing in the teaching of English for business communication: A genre-based analysis of student-authored videos. In *Current Trends in EMI and Multimodality in Higher Education* (pp. 225–244). Taylor and Francis; Scopus. <https://doi.org/10.4324/9781003205517-13>
- Esteves, J. R., & Gonçalves, B. S. (2024). Designing Audio-Based Multimodal Interfaces for English Teaching: A Conceptual Model Based on an Integrative Literature Review. In *Springer. Ser. Des. Innov.* (Vol. 35, pp. 53–66). Springer Nature; Scopus. https://doi.org/10.1007/978-3-031-47281-7_5
- Hong, J.-C., Ye, J.-H., Fan, J.-Y., & Ye, J.-N. (2024). Embodied English Grammar Learning: Language Learning Anxiety Predicts Learning Progress Mediated by State Anxiety and Flow. *International Journal of Information and Education Technology*, 14(10), 1356–1366. Scopus. <https://doi.org/10.18178/ijiet.2024.14.10.2166>
- Hwang, Y., & Lee, J.-Y. (2024). Exploring Pre-Service English Teachers' Perceptions and Technological Acceptance of Metaverse Language Classroom Design. *SAGE Open*, 14(4). Scopus. <https://doi.org/10.1177/21582440241300543>
- Kohnke, L., Fong, D., Zou, D., & Jiang, M. (2024). Creating the conditions for professional digital competence through microlearning. *Educational Technology and Society*, 27(1), 183–197. Scopus. [https://doi.org/10.30191/ETS.202401_27\(1\).SP05](https://doi.org/10.30191/ETS.202401_27(1).SP05)
- Lai, C.-J. (2024). Enhancing multimodal output in CLIL education: The impact of VR games on fourth-grade students' English poster designs and presentations in Taiwan. *Humanities and Social Sciences Communications*, 11(1). Scopus. <https://doi.org/10.1057/s41599-024-03999-y>
- Lin, Y., & Yu, Z. (2024). A bibliometric analysis of artificial intelligence chatbots in educational contexts. *Interactive Technology and Smart Education*, 21(2), 189–213. Scopus. <https://doi.org/10.1108/ITSE-12-2022-0165>
- Llovido, J. L., Brogada, M. A. D., Relucio, F. S., Austero, L. D., MacEda, L. L., & Abisado, M. B. (2024). BOSESKO: Designing A Synoptic Multi-Platform Digital System for Citizen Participation. *Int. Conf. Adv. Commun. Technol. ICACT*, 376–383. Scopus. <https://doi.org/10.23919/ICA60172.2024.10472009>
- Luo, Y. (2024). Digital Teaching Model of College English Based on Accurate Recommendation Model. *Applied Mathematics and Nonlinear Sciences*, 9(1). Scopus. <https://doi.org/10.2478/amns.2023.2.01075>
- Malgazhdarova, D. A., Kenzhetayeva, G. K., & Mirici, İ. H. (2024). Application of Communicative Game-based Learning Project “Aengine” for Teaching Grammar EFL Classrooms. *Novitas-ROYAL*, 18(2), 131–145. Scopus. <https://doi.org/10.5281/zenodo.13338632>
- Moniza Ray, S. P., & Ajit, I. (2024). Digital Game-Based Language Learning: The Impact of Story-Driven Game Life Is Strange 1 on Language Learners' Listening Skills. *Journal of Language Teaching and Research*, 15(2), 448–457. Scopus. <https://doi.org/10.17507/jltr.1502.13>
- Muthmainnah, M., Yakin, A. A., Jannah, N., Mursidin, M., & Aqad, M. H. A. (2024). AI-driven content developing and designing for teaching materials of digital healthcare. In *Driving Smart Medical Diagn. Through AI-Powered Tech. And Appl.* (pp. 238–257). IGI Global; Scopus. <https://doi.org/10.4018/979-8-3693-3679-3.ch015>
- Ongoro, C. A., & Fanjiang, Y.-Y. (2024). Digital Game-Based Technology for English Language Learning in Preschools and Primary Schools: A Systematic Analysis. *IEEE Transactions on Learning Technologies*, 17, 202–228. Scopus. <https://doi.org/10.1109/TLT.2023.3268282>
- Pikhart, M., Habeb Al-Obaydi, L., & Klimova, B. (2024). Does digital learning stimulate creativity? *Cogent Arts and Humanities*, 11(1). Scopus. <https://doi.org/10.1080/23311983.2024.2407103>
- Ray, M., & Ilangovan, A. (2024). Digital Game-Based Learning in Higher Education: ESL Teachers and Students Perceptions. *World Journal of English Language*, 14(5), 638–653. Scopus. <https://doi.org/10.5430/wjel.v14n5p638>
- Santi, D. O., & Endarto, I. T. (2024). Evaluating EFL Textbooks for Vocational High Schools in Indonesia: A Corpus-Informed and Lexile-Based Model. *Studies in English Language and Education*, 11(3), 1412–1430. Scopus. <https://doi.org/10.24815/siele.v11i3.34976>
- Schoenenberger, H. (2024). Connected Learning: Origins, Opportunities, and Perspectives of Contemporary Educational Design: A Machine-Generated Literature Overview. In *Connected Learning: Origins, Opportunities, and Perspectives of Contemporary Educational Design: A Machine-Generated Literature Overv.* (p. 212). Springer Nature; Scopus. <https://doi.org/10.1007/978-3-031-37813-3>
- Soyoof, A., Reynolds, B. L., Shadiev, R., & Vazquez-Calvo, B. (2024). A mixed-methods study of the incidental acquisition of foreign language vocabulary and healthcare knowledge through serious game play. *Computer Assisted Language Learning*, 37(1–2), 27–60. Scopus. <https://doi.org/10.1080/09588221.2021.2021242>
- Stellacci, E., Martinelli, S., Carbone, P., Demuru, E., Genuardi, M., Ghiorzo, P., Novelli, G., Di Pucchio, A., Regini, F. M., Guerrera, D., Vitozzi, A.,

- Barbina, D., Venanzi, S., van den Bulcke, M., Boccia, S., Mazzaccara, A., De Nicolo, A., & De Angelis, R. (2024). Bridging the educational gaps of health professionals in oncogenomics: Results from a pilot e-learning course. *Frontiers in Medicine*, 11. Scopus. <https://doi.org/10.3389/fmed.2024.1422163>
- Tadiboyina, V. R., Deepak, B. B. V. L., & Bisht, D. S. (2024). Design and evaluation of a gesture interactive alphabet learning digital-game. *Education and Information Technologies*, 29(11), 13957–13992. Scopus. <https://doi.org/10.1007/s10639-023-12399-9>
- Tang, J. T., Chu, S.-T., & Chang, T.-F. (2024). Enhancing English alphabet handwriting skills in preschool children through digital game-based learning approach. *Innovation in Language Learning and Teaching*. Scopus. <https://doi.org/10.1080/17501229.2024.2352791>
- Wang, C.-C., Chen, H.-C., & Hung, J. C. (2024). Examining learners' cognitive processes and learning emotions in digital game-based vocabulary learning: Evidence from eye-tracking technology and facial emotion recognition. *Interactive Technology and Smart Education*. Scopus. <https://doi.org/10.1108/ITSE-01-2024-0015>
- Yafele, S. (2024). Exploring translanguaging practices in synchronous and asynchronous online-instructed first-year academic literacy interventions. *Southern African Linguistics and Applied Language Studies*, 42(sup1), S186–S206. Scopus. <https://doi.org/10.2989/16073614.2024.2341713>
- Yosep, I., Hikmat, R., Mardhiyah, A., & Hernawaty, T. (2024). A Scoping Review of Digital-Based Intervention for Reducing Risk of Suicide Among Adults. *Journal of Multidisciplinary Healthcare*, 17, 3545–3556. Scopus. <https://doi.org/10.2147/JMDH.S472264>
- Zaphiris P., Ioannou A., & Ioannou A. (Eds.). (2024a). 11th International Conference on Learning and Collaboration Technologies, LCT 2024, held as part of the 26th International Conference on Human-Computer Interaction, HCII 2024. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 14724 LNCS. Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85196846290&partnerID=40&md5=946683875ab7d914f13c0747a1cfc8a9>
- Zaphiris P., Ioannou A., & Ioannou A. (Eds.). (2024b). 11th International Conference on Learning and Collaboration Technologies, LCT 2024, held as part of the 26th International Conference on Human-Computer Interaction, HCII 2024. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 14722 LNCS. Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85197235626&partnerID=40&md5=4e7c89ade785b98f89bdfb556e51ec79>
- Zhao, H. (2024). Design of English viewing, listening, and speaking mobile teaching software based on an interactive digital media algorithm. *Journal of Intelligent and Fuzzy Systems*, 46(2), 3505–3515. Scopus. <https://doi.org/10.3233/JIFS-233741>