

EDUCATIONAL GAMES GOOGLE SITES

EDUCATIONAL GAMES GOOGLE SITES HAVE RAPIDLY BECOME A CORNERSTONE IN THE DIGITAL LEARNING LANDSCAPE, OFFERING TEACHERS, STUDENTS, AND PARENTS EASY ACCESS TO INTERACTIVE AND ENGAGING EDUCATIONAL RESOURCES. IN TODAY'S TECHNOLOGY-DRIVEN CLASSROOMS, GOOGLE SITES STANDS OUT AS A VERSATILE PLATFORM FOR HOSTING AND SHARING EDUCATIONAL GAMES THAT CATER TO A RANGE OF SUBJECTS, AGE GROUPS, AND LEARNING OBJECTIVES. THIS ARTICLE REVEALS THE ADVANTAGES OF USING GOOGLE SITES FOR EDUCATIONAL GAMES, PROVIDES EXPERT GUIDANCE ON CREATING AND CUSTOMIZING YOUR OWN GAMES, AND HIGHLIGHTS BEST PRACTICES FOR MAXIMIZING ENGAGEMENT AND LEARNING OUTCOMES. READERS WILL DISCOVER A VARIETY OF GAME TYPES, INTEGRATION TIPS, ACCESSIBILITY FEATURES, AND PROVEN STRATEGIES TO ENRICH LEARNING EXPERIENCES. WHETHER YOU'RE AN EDUCATOR SEEKING INNOVATIVE TEACHING TOOLS OR A PARENT INTERESTED IN SUPPORTING YOUR CHILD'S LEARNING JOURNEY, THIS COMPREHENSIVE GUIDE TO EDUCATIONAL GAMES ON GOOGLE SITES EQUIPS YOU WITH THE KNOWLEDGE TO LEVERAGE THIS POWERFUL PLATFORM EFFECTIVELY.

- UNDERSTANDING EDUCATIONAL GAMES ON GOOGLE SITES
- BENEFITS OF USING GOOGLE SITES FOR EDUCATIONAL GAMES
- TYPES OF EDUCATIONAL GAMES SUITABLE FOR GOOGLE SITES
- STEP-BY-STEP GUIDE TO CREATING EDUCATIONAL GAMES ON GOOGLE SITES
- BEST PRACTICES FOR DESIGNING ENGAGING EDUCATIONAL GAMES
- INTEGRATING GOOGLE SITES EDUCATIONAL GAMES WITH CLASSROOM ACTIVITIES
- ACCESSIBILITY AND INCLUSIVITY FEATURES FOR EDUCATIONAL GAMES
- TIPS FOR PROMOTING AND SHARING YOUR EDUCATIONAL GAMES GOOGLE SITES

UNDERSTANDING EDUCATIONAL GAMES ON GOOGLE SITES

EDUCATIONAL GAMES GOOGLE SITES REPRESENT A FUSION OF INTERACTIVE LEARNING AND WEB-BASED CONVENIENCE. BY UTILIZING GOOGLE SITES, EDUCATORS AND CONTENT CREATORS CAN DESIGN, HOST, AND SHARE EDUCATIONAL GAMES DIRECTLY WITH STUDENTS OR THE WIDER COMMUNITY. THESE GAMES RANGE FROM SIMPLE QUIZZES AND PUZZLES TO MORE COMPLEX SIMULATIONS AND COLLABORATIVE CHALLENGES. THE PLATFORM'S USER-FRIENDLY INTERFACE ENSURES THAT EVEN THOSE WITH LIMITED TECHNICAL EXPERTISE CAN CREATE ENGAGING GAMES THAT SUPPORT CURRICULUM GOALS AND ENHANCE STUDENT MOTIVATION.

IN THE CONTEXT OF MODERN EDUCATION, EDUCATIONAL GAMES HOSTED ON GOOGLE SITES ALLOW FOR EASY UPDATES, SEAMLESS INTEGRATION WITH OTHER GOOGLE WORKSPACE TOOLS, AND ACCESSIBILITY FROM ANY DEVICE WITH AN INTERNET CONNECTION. THIS FLEXIBILITY MAKES THEM AN IDEAL SOLUTION FOR REMOTE LEARNING, BLENDED CLASSROOMS, AND SUPPLEMENTARY EDUCATION PROGRAMS.

BENEFITS OF USING GOOGLE SITES FOR EDUCATIONAL GAMES

UTILIZING GOOGLE SITES FOR EDUCATIONAL GAMES OFFERS A WIDE RANGE OF ADVANTAGES FOR EDUCATORS, STUDENTS, AND PARENTS. THE PLATFORM'S INTUITIVE LAYOUT AND DRAG-AND-DROP FEATURES MAKE GAME CREATION ACCESSIBLE TO ALL SKILL LEVELS. ADDITIONALLY, GOOGLE SITES SUPPORTS MULTIMEDIA CONTENT, ALLOWING CREATORS TO EMBED IMAGES, VIDEOS, AND INTERACTIVE ELEMENTS TO ENRICH THE LEARNING EXPERIENCE.

- **COST-EFFECTIVE:** GOOGLE SITES IS FREE FOR PERSONAL AND EDUCATIONAL USE.
- **COLLABORATIVE:** MULTIPLE USERS CAN EDIT AND CONTRIBUTE TO GAME CONTENT.
- **SCALABLE:** GAMES CAN BE ADAPTED FOR DIFFERENT GRADE LEVELS AND LEARNING NEEDS.
- **SECURE:** PRIVACY SETTINGS ALLOW FOR CONTROLLED ACCESS AND SHARING.
- **ACCESSIBLE:** GAMES CAN BE PLAYED ON VARIOUS DEVICES, ACCOMMODATING DIVERSE LEARNERS.

THESE BENEFITS MAKE EDUCATIONAL GAMES GOOGLE SITES A PREFERRED CHOICE FOR SCHOOLS AND ORGANIZATIONS LOOKING TO ENHANCE ENGAGEMENT AND FACILITATE INTERACTIVE LEARNING EXPERIENCES.

TYPES OF EDUCATIONAL GAMES SUITABLE FOR GOOGLE SITES

QUIZ-BASED GAMES

QUIZ-BASED EDUCATIONAL GAMES ARE AMONG THE MOST POPULAR FORMATS ON GOOGLE SITES. THEY CAN BE EASILY CREATED USING GOOGLE FORMS AND EMBEDDED DIRECTLY INTO THE SITE, ALLOWING FOR AUTOMATIC GRADING AND INSTANT FEEDBACK. THESE GAMES ARE IDEAL FOR ASSESSING KNOWLEDGE, REINFORCING KEY CONCEPTS, AND PREPARING FOR EXAMS.

PUZZLE AND LOGIC GAMES

PUZZLE AND LOGIC GAMES CHALLENGE STUDENTS TO THINK CRITICALLY AND SOLVE PROBLEMS. THESE MIGHT INCLUDE CROSSWORD PUZZLES, MATCHING ACTIVITIES, AND RIDDLES. GOOGLE SITES' ABILITY TO EMBED THIRD-PARTY WIDGETS AND INTERACTIVE TOOLS MAKES IT SIMPLE TO ADD ENGAGING PUZZLE GAMES THAT PROMOTE COGNITIVE DEVELOPMENT.

INTERACTIVE STORYTELLING

INTERACTIVE STORYTELLING GAMES ENCOURAGE CREATIVITY AND DECISION-MAKING. BY USING BRANCHING NARRATIVES AND CLICKABLE CHOICES, EDUCATORS CAN CREATE STORIES WHERE STUDENTS INFLUENCE THE OUTCOME. GOOGLE SITES SUPPORTS HYPERLINKED TEXT AND MULTIMEDIA, MAKING IT A SUITABLE PLATFORM FOR THESE TYPES OF GAMES.

COLLABORATIVE GROUP CHALLENGES

GROUP-BASED EDUCATIONAL GAMES FOSTER TEAMWORK AND COMMUNICATION SKILLS. GOOGLE SITES ENABLES REAL-TIME COLLABORATION THROUGH INTEGRATED GOOGLE DOCS, SHEETS, AND SLIDES, ALLOWING STUDENTS TO PARTICIPATE IN GROUP CHALLENGES AND PROJECTS REMOTELY OR IN PERSON.

STEP-BY-STEP GUIDE TO CREATING EDUCATIONAL GAMES ON GOOGLE SITES

PLANNING YOUR GAME CONCEPT

BEGIN BY IDENTIFYING YOUR EDUCATIONAL OBJECTIVES AND TARGET AUDIENCE. DECIDE ON THE SUBJECT MATTER, TYPE OF GAME, AND DESIRED LEARNING OUTCOMES. EFFECTIVE PLANNING ENSURES THAT YOUR EDUCATIONAL GAMES GOOGLE SITES ALIGN WITH CURRICULUM STANDARDS AND STUDENT INTERESTS.

SETTING UP YOUR GOOGLE SITE

CREATE A NEW GOOGLE SITE AND SELECT A SUITABLE TEMPLATE OR START FROM SCRATCH. ORGANIZE YOUR SITE STRUCTURE, INCLUDING PAGES FOR INSTRUCTIONS, THE GAME ITSELF, AND SUPPLEMENTARY RESOURCES. CUSTOMIZE THE APPEARANCE TO MAKE THE SITE VISUALLY APPEALING AND EASY TO NAVIGATE.

ADDING INTERACTIVE GAME ELEMENTS

UTILIZE GOOGLE FORMS FOR QUIZZES, EMBED IMAGES AND VIDEOS FOR VISUAL ENGAGEMENT, AND INTEGRATE THIRD-PARTY TOOLS FOR ADVANCED INTERACTIVITY. USE THE DRAG-AND-DROP EDITOR TO ARRANGE ELEMENTS LOGICALLY AND ENSURE A SMOOTH USER EXPERIENCE.

1. EMBED QUIZZES AND SURVEYS USING GOOGLE FORMS.
2. ADD IMAGES, AUDIO, OR VIDEO FOR MULTIMEDIA LEARNING.
3. LINK TO EXTERNAL GAME WIDGETS OR INTERACTIVE CONTENT AS NEEDED.
4. PROVIDE CLEAR INSTRUCTIONS AND FEEDBACK MECHANISMS.

TESTING AND PUBLISHING YOUR GAME

TEST YOUR EDUCATIONAL GAME ON DIFFERENT DEVICES TO ENSURE COMPATIBILITY AND ACCESSIBILITY. GATHER FEEDBACK FROM STUDENTS OR COLLEAGUES AND MAKE NECESSARY ADJUSTMENTS. ONCE FINALIZED, PUBLISH THE SITE AND ADJUST SHARING SETTINGS TO CONTROL WHO CAN ACCESS THE GAME.

BEST PRACTICES FOR DESIGNING ENGAGING EDUCATIONAL GAMES

FOCUS ON CLEAR LEARNING OBJECTIVES

EVERY EDUCATIONAL GAME SHOULD HAVE A DEFINED PURPOSE. SET MEASURABLE GOALS, SUCH AS IMPROVING MATH SKILLS OR ENHANCING VOCABULARY, AND DESIGN GAME MECHANICS THAT SUPPORT THESE OBJECTIVES. THIS ENSURES THAT EDUCATIONAL GAMES GOOGLE SITES DELIVER MEANINGFUL LEARNING OUTCOMES.

INCORPORATE VISUAL AND INTERACTIVE ELEMENTS

USE IMAGES, ANIMATIONS, AND INTERACTIVE WIDGETS TO MAINTAIN STUDENT INTEREST. VISUAL CONTENT HELPS EXPLAIN CONCEPTS AND MAKES GAMES MORE ENGAGING. GOOGLE SITES ALLOWS SEAMLESS INTEGRATION OF MULTIMEDIA TO CREATE STIMULATING LEARNING EXPERIENCES.

BALANCE CHALLENGE AND ACCESSIBILITY

GAMES SHOULD BE CHALLENGING BUT NOT FRUSTRATING. ADJUST DIFFICULTY LEVELS BASED ON AGE AND SKILL, AND PROVIDE HINTS OR FEEDBACK TO GUIDE LEARNERS. THIS BALANCE KEEPS STUDENTS MOTIVATED AND PROMOTES CONTINUED PARTICIPATION.

INTEGRATING GOOGLE SITES EDUCATIONAL GAMES WITH CLASSROOM ACTIVITIES

EDUCATIONAL GAMES ON GOOGLE SITES CAN BE SEAMLESSLY INTEGRATED INTO LESSON PLANS AND CLASSROOM ACTIVITIES. TEACHERS CAN ASSIGN GAMES AS HOMEWORK, USE THEM FOR IN-CLASS COMPETITIONS, OR INCORPORATE THEM INTO FLIPPED CLASSROOM MODELS. THE COLLABORATIVE FEATURES OF GOOGLE SITES ALSO ALLOW FOR PEER REVIEW AND GROUP PARTICIPATION.

- ASSIGN GAMES FOR INDEPENDENT PRACTICE OR GROUP WORK.
- TRACK STUDENT PROGRESS USING EMBEDDED FORMS AND ANALYTICS.
- ENCOURAGE DISCUSSION AND REFLECTION AFTER PLAYING GAMES.

THESE STRATEGIES HELP REINFORCE LEARNING, DEVELOP SOCIAL SKILLS, AND CREATE A DYNAMIC EDUCATIONAL ENVIRONMENT.

ACCESSIBILITY AND INCLUSIVITY FEATURES FOR EDUCATIONAL GAMES

ENSURING THAT EDUCATIONAL GAMES ON GOOGLE SITES ARE ACCESSIBLE TO ALL LEARNERS IS ESSENTIAL. GOOGLE SITES OFFERS BUILT-IN ACCESSIBILITY FEATURES, SUCH AS SCREEN READER COMPATIBILITY AND ALTERNATIVE TEXT FOR IMAGES. GAME CREATORS SHOULD DESIGN WITH INCLUSIVITY IN MIND, PROVIDING OPTIONS FOR AUDIO INSTRUCTIONS, ADJUSTABLE TEXT SIZES, AND LANGUAGE SUPPORT.

CONSIDER THE DIVERSE NEEDS OF STUDENTS, INCLUDING THOSE WITH DISABILITIES OR LANGUAGE BARRIERS, AND TEST GAMES FOR USABILITY ACROSS DIFFERENT DEVICES AND BROWSERS. INCLUSIVE DESIGN ENSURES THAT EVERY LEARNER CAN BENEFIT FROM THE EDUCATIONAL CONTENT.

TIPS FOR PROMOTING AND SHARING YOUR EDUCATIONAL GAMES ON GOOGLE SITES

AFTER CREATING YOUR EDUCATIONAL GAME, IT'S IMPORTANT TO SHARE IT EFFECTIVELY WITH YOUR INTENDED AUDIENCE. USE GOOGLE SITES' SHARING SETTINGS TO CONTROL ACCESS, AND PROMOTE YOUR SITE THROUGH SCHOOL NEWSLETTERS, PARENT COMMUNICATIONS, AND SOCIAL MEDIA. GATHER FEEDBACK FROM USERS TO CONTINUALLY IMPROVE YOUR GAMES AND EXPAND YOUR REACH.

- SET SITE PERMISSIONS FOR PUBLIC OR RESTRICTED ACCESS.
- USE DESCRIPTIVE TITLES AND KEYWORDS FOR SEARCH VISIBILITY.
- ENCOURAGE FEEDBACK AND SUGGESTIONS FOR ONGOING IMPROVEMENT.

EFFECTIVE PROMOTION ENSURES THAT YOUR EDUCATIONAL GAMES GOOGLE SITES HAVE A POSITIVE IMPACT AND REACH AS MANY LEARNERS AS POSSIBLE.

Q: WHAT ARE EDUCATIONAL GAMES GOOGLE SITES?

A: EDUCATIONAL GAMES GOOGLE SITES ARE INTERACTIVE LEARNING ACTIVITIES HOSTED ON GOOGLE SITES, DESIGNED TO TEACH OR REINFORCE ACADEMIC CONCEPTS THROUGH ENGAGING AND ACCESSIBLE FORMATS.

Q: HOW DO I CREATE AN EDUCATIONAL GAME ON GOOGLE SITES?

A: TO CREATE AN EDUCATIONAL GAME ON GOOGLE SITES, PLAN YOUR GAME OBJECTIVES, SET UP A NEW SITE, ADD INTERACTIVE ELEMENTS LIKE QUIZZES OR PUZZLES, TEST FOR ACCESSIBILITY, AND PUBLISH WITH APPROPRIATE SHARING SETTINGS.

Q: WHAT TYPES OF EDUCATIONAL GAMES WORK BEST ON GOOGLE SITES?

A: QUIZ-BASED GAMES, PUZZLES, INTERACTIVE STORIES, AND COLLABORATIVE CHALLENGES ARE EFFECTIVE FORMATS FOR GOOGLE SITES DUE TO THEIR COMPATIBILITY WITH EMBEDDED FORMS AND MULTIMEDIA CONTENT.

Q: CAN GOOGLE SITES EDUCATIONAL GAMES BE USED FOR REMOTE LEARNING?

A: YES, EDUCATIONAL GAMES ON GOOGLE SITES ARE EASILY ACCESSIBLE FROM ANY DEVICE, MAKING THEM IDEAL FOR REMOTE OR BLENDED LEARNING ENVIRONMENTS.

Q: ARE EDUCATIONAL GAMES ON GOOGLE SITES FREE TO USE?

A: GOOGLE SITES IS FREE FOR PERSONAL AND EDUCATIONAL USE, ALLOWING USERS TO CREATE AND SHARE EDUCATIONAL GAMES WITHOUT ADDITIONAL COSTS.

Q: HOW CAN I MAKE MY EDUCATIONAL GAMES ON GOOGLE SITES MORE ENGAGING?

A: INCORPORATE VISUAL AND INTERACTIVE ELEMENTS, SET CLEAR LEARNING OBJECTIVES, BALANCE CHALLENGE LEVELS, AND PROVIDE INSTANT FEEDBACK TO KEEP LEARNERS MOTIVATED.

Q: IS IT POSSIBLE TO TRACK STUDENT PROGRESS IN GOOGLE SITES EDUCATIONAL GAMES?

A: YES, BY EMBEDDING GOOGLE FORMS AND LEVERAGING ANALYTICS, EDUCATORS CAN MONITOR STUDENT RESPONSES AND PROGRESS WITHIN EDUCATIONAL GAMES.

Q: WHAT ACCESSIBILITY FEATURES ARE AVAILABLE FOR EDUCATIONAL GAMES ON GOOGLE SITES?

A: GOOGLE SITES SUPPORTS SCREEN READERS, ALTERNATIVE TEXT FOR IMAGES, ADJUSTABLE TEXT SIZES, AND OTHER ACCESSIBILITY FEATURES TO ACCOMMODATE DIVERSE LEARNERS.

Q: CAN MULTIPLE TEACHERS COLLABORATE ON EDUCATIONAL GAMES USING GOOGLE SITES?

A: GOOGLE SITES ALLOWS FOR COLLABORATIVE EDITING, ENABLING MULTIPLE EDUCATORS TO CREATE, UPDATE, AND MANAGE EDUCATIONAL GAMES TOGETHER.

Q: HOW DO I SHARE MY GOOGLE SITES EDUCATIONAL GAMES WITH STUDENTS AND PARENTS?

A: USE THE SITE'S SHARING SETTINGS TO CONTROL ACCESS, AND PROMOTE YOUR EDUCATIONAL GAMES THROUGH EMAILS, NEWSLETTERS, OR SOCIAL MEDIA TO REACH YOUR AUDIENCE EFFECTIVELY.

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Kelch, Kenneth B., Byun, Peter, Safavi, Setareh, Cervantes, Seth, 2021-02-19 With the increased necessity of using online teaching to ensure students continue to learn, it is imperative that language teachers implement computer-assisted language learning (CALL) techniques into their teaching strategies. TESOL teachers especially must continue to remain up to date on the latest research outlining best practices for the online teaching of English language learners. CALL Theory Applications for Online TESOL Education is a crucial reference work that focuses on online education and CALL in the context of teaching English to speakers of other languages. The book presents research that illustrates the current best practices in online CALL applications in TESOL including works on emerging applications such as mobile language learning, games, and service-learning. It includes chapters that focus on technology-enhanced learning in a variety of configurations, from fully online contexts to face-to-face blended learning contexts that have some degree of a virtual component. While highlighting topics that include e-learning, second language acquisition, and virtual learning environments, this book is ideal for TESOL educators and CALL practitioners who are interested in the ways in which language and culture are impacted by online education. Moreover, K-12 teachers and teacher educators working with linguistically and culturally diverse learners in their classes and communities, as well as administrators, academicians, researchers, and students will benefit from the research contained in this book.

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Education, and Games (LEG) special interestgroup of the IGDA (International Game Developers Association).

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Thillainathan, Niroshan, 2016-01-01 Serious Games nehmen bei der Verbreitung von E-Learning eine besondere Rolle ein. Für den flexiblen Einsatz in der Lehre müssen diese Serious Games an die Lernziele des Lehrenden angepasst werden. In diesem Fall muss jedoch angenommen werden, dass eine programmierunerfahrene Lehrperson zwar die Domänenexpertise und damit das didaktische Wissen mitbringt zu bestimmen, welche Lerninhalte und Lernziele auf welche Art und Weise vermittelt werden können. Jedoch fehlt es ihnen an Spieledesign- und Programmierkenntnissen. Um Lehrende dazu zu befähigen Serious Games an ihre Bedürfnisse und Lernziele anzupassen und dadurch bessere Lernerfolge zu erzielen, wurde in der vorliegenden Arbeit ein modellgetriebenes, visuelles Programmierframework entwickelt, welches ermöglicht, ohne die Programmierung von Softwarecode, eigene Serious Games visuell und modellgetrieben zu entwickeln. Im Rahmen dieser Forschungsarbeit wurden zwei verschiedene Proofs of Concepts gezeigt. Eine Evaluation dieses modellgetriebenen visuellen Programmierframeworks mit Lehrenden hat ergeben, dass sie ohne besondere Schulung, das Programmierframework nutzen und damit eigene Serious Games entwickeln können.

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Stefan Göbel, Josef Wiemeyer, 2014-03-27 This book constitutes the refereed proceedings of the 4th International Conference on Serious Games for Training, Education, Health and Sports, Game Days 2014, held in Darmstadt, Germany, in April 2014. The 13 full papers presented together with 3 short papers, 2 keynotes, and 3 workshop papers were carefully reviewed and selected for inclusion in this book. The topics of the papers are settled in the fields of (game-based) training, teaching and learning, authoring tools, mobile gaming, health and rehabilitation, and citizen science. The papers address a broad scope of issues, including mechanisms and effects of (Serious) Games, adaptation and personalisation, local, mobile, and internet learning and education applications, game, reuse and evaluation, game settings, types of learners, problem solving etc.

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Robyn Jorgensen (Zevenbergen), 2015-10-05 Digital games offer enormous potential for learning and engagement in mathematics ideas and processes. This volume offers multidisciplinary perspectives—of educators, cognitive scientists, psychologists and sociologists—on how digital games influence the social activities and mathematical ideas of learners/gamers. Contributing authors identify opportunities for broadening current understandings of how mathematical ideas are fostered (and embedded) within digital game environments. In particular, the volume advocates for new and different ways of thinking about mathematics in our digital age—proposing that these mathematical ideas and numeracy practices are distinct from new literacies or multiliteracies. The authors acknowledge that the promise of digital games has not always been realised/fulfilled. There is emerging, and considerable, evidence to suggest that traditional discipline boundaries restrict opportunities for mathematical learning. Throughout the book, what constitutes mathematics learnings and pedagogy is contested. Multidisciplinary viewpoints are used to describe and

understand the potential of digital games for learning mathematics and identify current tensions within the field. Mathematics learning is defined as being about problem solving; engagement in mathematical ideas and processes; and social engagement. The artefact, which is the game, shapes the ways in which the gamers engage with the social activity of gaming. In parallel, the book (as a textual artefact) will be supported by Springer's online platform—allowing for video and digital communication (including links to relevant websites) to be used as supplementary material and establish a dynamic communication space.

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information and communication technologies in teaching and learning; information and communication technologies in research and industrial applications.

educational games google sites: Impact and implications of AI methods and tools for the future of education Kingsley Okoye, Samira Hosseini, Kamal Kant Hiran , Julius Nganji, 2024-06-07 The congruence of technology such as AI and its use for education can help transform the different pedagogical practices and future of education. Educational organizations like The UNESCO and The World Bank are already calling for research and development-oriented projects, and creation/mobilization of technological initiatives on how to re-imagine education and operationalize the use of digital technologies for its purpose, the Digitized-Education. Those goals mean or include methodological approaches and wide adoption of the AI-methods in fostering education in the classroom or learning environments. Also noteworthy is the fact that digitized-education is now an inevitable and integral element to achieving the global sustainable development goals (SDGs) particularly the SDG4 that promotes quality of education.

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from various nations to facilitate conversations and debates on pertinent problems, opportunities, challenges, and research discoveries. It is one of its significant and valuable features. Building worldwide relationships and offering participants a fantastic venue to share and exchange outstanding original research findings and creative ideas are the main goals of ICGMSI2023. In the fields of governance, management, social sciences, education and innovation, we live up to our pledge of contributing to the development of a positive outlook. A total of 13 submissions including authors from Malaysia, the Philippines, Saudi Arabia, United Arab Emirates, Indonesia and other countries were approved as full papers for publication and presentation in ICGMSI2023. These papers offer excellent illustrations of recent research on pertinent subjects, such as governance, management, social sciences, innovation and education, among others. I express my gratitude to the authors for presenting the conference and contributing their knowledge and research findings to this occasion. We will be able to develop and clear the path for the future of governance, management, social sciences, education, innovation and related fields with their vision, contributions, and involvement. They are the best players and assets available now and in the future. The authors and delegates had a great time during their visit to Manila in the Philippines and that ICGMSI2023 was fascinating, thrilling, and motivating. We would like to take this opportunity to thank and acknowledge the reviewers who assisted us in maintaining the high caliber of the manuscripts published in the ICMGSI Proceedings. We also sincerely thank the organising staff and conference committee members for their tireless efforts.

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