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RESEARCH ARTICLE

AIMERS THE WEB APP OF MODERN ED TECH WORLD TO MAKE EDUCATION ACCESSIBLE, AFFORDABLE AND EFFECTIVE

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Abstract

The Google Play Store is an Android app store that is large and well-used. It has a lot of information that can be utilized to create an efficient model. We obtained a dataset from Kaggle, which is taken from the Google Play Store and includes 13 different characteristics that can be used to predict the success of an app based on various features. We looked at various classifier models to determine which one provided the highest accuracy for predicting success. We also discussed the process of extracting features and the data visualization performed on the dataset.

Keywords: Machine Learning,Decision Tree, KNN,Gaussian Naive Bayes Model,Logistic Regression Model.

Introduction

There are several reasons why ed tech is important in this era. One reason is that technology has become an integral part of our daily lives and is now being used in various industries, including education. Ed tech can be used to improve the efficiency and effectiveness of the teaching and learning process by providing tools and resources that can be accessed by students and teachers alike. This can help to make education more accessible and inclusive, particularly for students who may not have access to traditional educational resources. Additionally, ed tech can be used to enhance the engagement and motivation of students, making learning more interactive and engaging. Finally, ed tech can be used to support personalized learning and to help students develop the skills and knowledge they need to succeed in a rapidly Changing world. In the light of these thoughts, the main purpose of this study is to identify educational research technology research patterns in the realm of the digital knowledge age.

Educational technology (EdTech) is a dynamic, evolving field and as such, in identifying and mapping research patterns in this field, a systematic approach is required. Starting from when the World Wide Web became publicly available, this study conducts a systematic review of educational technology research patterns. The review showed that after 1993, there was a sudden increase in the number of educational

technology publication, and that in the term of subject areas that most of the contributions come from the same developed countries. The following themes from over the course of almost three decades were identified: 1993-1999 multimedia learning and instructional design; 2000-2004 convergence of educational technology, distance education. And online learning environments, and educational technology integration in traditional learning settings; 2005-2009 revising curriculum for educational technology, educational technology in higher education and distance education, and the bottleneck of the significant differences in educational technology research; 2010-2014 online learning and higher education, integration of ICT and full potential of educational technology; and 2015-2019 data-driven, smart educational technology, big data, and learning analytics. While critical views are increasing, this study also observed that some discourse, such as arguments that EdTech will change education and replace teachers, are constantly articulated throughout the literature.

Massive global developments demand that educational orientation is not limited to learning in classrooms, and students are directed to explore all educational information outside the classroom (Lai et al., 2018). To support this, the concept of intelligent learning or educational technology (EdTech) is promoted as one of the trends with very strong growth in higher education (Bozkurt, 2020). EdTech's advantages involve its flexibility in using a computer or mobile device (smartphone or tablet).

In many cases, the technologies that have been created tend to be first adored but then feared. At a time of such critical discussions and diverse thoughts about the role of technology, it is believed that exploring educational technology research patterns could help provide insight into better understanding the role of technology, taking a critical position towards it, developing strategies and making decisions. In the light of these thoughts, the main purpose of this study is to identify educational research technology research patterns in the realm of the digital knowledge age.

The world of growing education technology. Aimers has a wide range of products, from educational software to laptops and tablets. They aim to be the best at what they do, and for that reason only the best materials are used in the production of their products. This can help to make education more accessible and inclusive, particularly for students who may not have access to traditional educational resources. In the light of these thoughts, the main purpose of this study is to identify educational research technology research patterns in the realm of the digital knowledge age.

Related Literature

The definition of educational technology has evolved drasticallyin line with trans-formations in socio-economic structures. Without clear boundaries, “each building on the previous one” different evolutionary stages of educational technology have been identified: (I) the age of instructional design: a focus on content; (II) the age of message design: a focus on format; (III) the age of simulation: a focus on interaction; and finally, the *new age* of research in educational technology: a focus on learning environments. Likewise, earlier research identified three major research domains within the field of educational technology, namely (I) technology integration, (II) acceptance/attitude of emerging technologies; and (III) learning environments. It has been further argued that technology can be regarded as a tutor, a teaching aid and a learning.

The complex and interdependent nature of education and educational technology requires revisiting scholarly discourses, and in addition to conceptual contributions there have been many attempts to understand the research that has been conducted in educational technology. For instance, conducted a bibliometric analysis of *Computers and Education Journal* and reported that interactive learning environments, teaching/learning strategies and pedagogical issues were the most frequently studied research themes. They also pointed out that student centered research topics increased sharply from the second decade of the 2000s. In a follow up study, performed a bibliometric analysis and reported that game-based learning, technology acceptance model, assessment, virtual reality and language

learning were trending hot topics. They further noted that collaborative learning, e-learning and policy, experiments and method-ologies, and social networks and communities were trending research themes. performed a bibliometric analysis of *The British Journal of Educational Technology* (BJET) and found communication technology, learning process, learning outcome, learning environment, learning experience and educational technology among the most studied research themes. They further noted that learning environments and learning processes were the major concern in articles published in BJET. Their analysis also revealed that topics such as blended learning, collaborative learning, online social communities, socialized e-learning, mobile assisted language learning and game-based learning have an increasing trend while problem-based learning, online professional training and teacher education have a decreasing trend in overall publications in BJET. Bodily, from 2007 to 2017, analysed research and trends in 65 journals.

Chronically, the use of keywords indicated the following topics: "Web CT (2007), hypermedia (2008), digital natives and community (2010), blog (2011), blog and social learning "Web CT (2007), hypermedia (2008), digital natives and community (2010), blog (2011), blog and social learning with (2012), digital literacy, online discussion, and wikis (2013), MOOCs and social network analysis (2014), and MOOCs, gamification, flipped classroom, and open education in (2015 and 2016)" (p. 72). In the same study, trends with longitudinal characteristics were as follows: "2007–2008 had many papers on social types of research and learning, 2009 emphasized K12 research, 2010–2012 had more community-based research, and 2013–2016 focused on mass distribution of education through MOOCs, wikis, blogs, etc." (p. 72). Zawacki-Richter and Latchem (2018) from 1976 to 2016, examined *Computers and Education Journal* through a systematic review approach and identified the following research themes over 40 years: "the advancement and growth of computer-based instruction (1976–1986); stand-alone multimedia learning (1987– 1996); networked computers as tools for collaborative learning (1997–2006); and online learning in a digital age (2007–2016)" (p. 136). With a similar analytic approach, Bond, Zawacki-Richter and Nichols (2019), from 1970 to 2018, analysed articles published in BJET. Their study identified the following research themes: "multimedia learning and the Open University (1970–79); the transition from AV to the design of computer-based learning (1980–89); the evolution of distance education and the rise of interactive learning (1990–99); the implementation and design of online collaborative learning and ICT in schools (2000–09); and learning analytics and mobile collaborative learning (2010–18).

In addition to the above publications, some other studies examined EdTech in a broad sense. Common points can be seen in earlier research. Educational technology research dates back to the early 20th century, with some of the same debates being still very much alive. For instance, just like today, there were concerns about the role of the educator and the fear educators had of being replaced by educational technology and questions about how people learn with educational technology; and the effectiveness of educational technology Moreover, there was an extensive focus on media and delivery methods, from which the influence and dominance of the positivist paradigm emerged, replacing and neglecting critical theoretical perspectives, and more importantly, the human learners.

Proposed Methodology and Discussion

Ed Tech, or educational technology, plays a crucial role in the modern world by providing new and innovative ways to teach and learn. Ed Tech can help improve access to education, increase engagement and motivation among students, and provide more personalized and effective learning experiences. Additionally, Ed Tech can be used to support teachers and educators in their work, helping them to manage their classrooms more effectively and provide better instruction to their students. Overall, the use of Ed Tech can help to improve the quality of education and make it more accessible to people around the world Digitalization of education is important because it can help improve access to education, increase student engagement and motivation and provide more personalized and effective learning experiences. Additionally,

digitalization to can help to support teachers and educators in their work, providing them with new tools and resources to help them manage their classrooms more effectively and provide better instruction to their students. Furthermore, digitalization can help to make education more affordable and accessible, especially for people in remote or understand areas who may not have access to traditional of education can help to improve the quality of education and make it more widely available to people around the world.

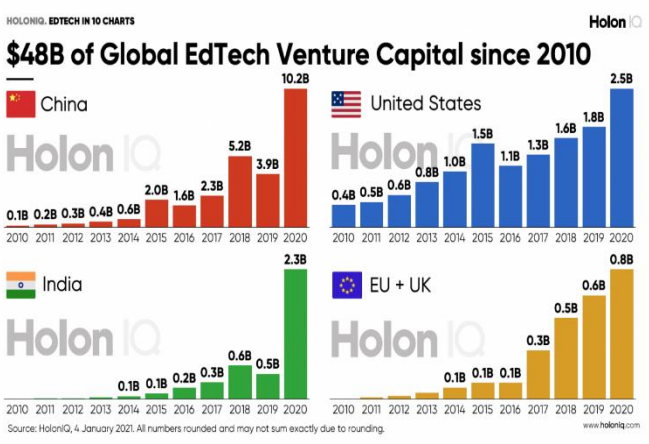

Fig: 1: Revenue graph and demand of ed tech in market

Software Development

Apps are small software programs that can be downloaded and installed on a mobile device or computer. They are typically designed to perform a specific task or provide a specific service, such as a game, a social networking platform, or a tool for managing finances. Apps are typically available through app stores, such as the Apple App Store or Google Play, and can be downloaded and installed on a device by the user. There are many different types of apps available, and they can be used for a wide range of purposes, from entertainment and socializing to productivity and personal organization.

App

Apps are small software programs that can be downloaded and installed on a mobile device or computer. They are typically designed to perform a specific task or provide a specific service, such as a game, a social networking platform, or a tool for managing finances. Apps are typically available through app stores, such as the Apple. A web application is application software that is accessed using a web browser. Web applications are delivered on the World Wide Web to users with an active network connection. App Store or Google Play, and can be downloaded and installed on a device by the user. There are many different types of apps available, and they can be used for a wide range of purposes, from entertainment and socializing to productivity and personal organization.

Technology of Software Development

The technology of software development refers to the tools, techniques, and processes used to create and maintain software programs. This can include a variety of things, such as programming languages, frameworks, libraries, and tools for testing, debugging, and version control. In addition to these technical tools, the technology of software development also includes the methodologies and approaches used to manage the development process, such as agile, waterfall, and lean methodologies. The technology of software development is constantly evolving, with new tools, techniques, and approaches being developed and refined over time. As a result, software developers must be willing to continuously learn and adapt to new technologies in order to stay current and effective in their field. Agile methodology is arguably one of the most popular software development methodologies in recent days. It takes a different approach from the conventional, linear method. Trending Technology in software development are Node.js, React.js, cloud computing, angular, python, blockchain.

Conclusion

It is difficult to provide a conclusion on ed tech startups without more context. Ed tech start-ups are companies that focus on using technology to improve education and learning. Some ed tech startups may be successful, while others may not be as successful. There are many factors that can contribute to the success or failure of an ed tech startup. These factors may include the quality and effectiveness of the educational products or services

being offered, the target market for the products or services, the level of competition in the industry, and the financial and operational management of the company.

In general, starting a company in any industry involves risks and challenges, and the ed tech industry is no exception. It is important for ed tech startups to have a clear vision and mission, a strong business plan, and the necessary financial and operational resources to succeed. They should also be flexible and open to pivoting or adjusting their strategy if necessary.

Future Scope

The future of ed tech looks bright, as technology continues to play an increasingly important role in education and learning. There are a number of trends and developments that are likely to shape the future of ed tech:

Personalized learning:

Ed tech is expected to continue to focus on providing personalized learning experiences that are tailored to the needs and interests of individual students. This may involve the use of adaptive learning technologies, which adjust the content and difficulty level of material based on a student's progress and performance

.

Virtual and augmented reality:

Virtual and augmented reality technologies are expected to play a bigger role in ed tech in the future. These technologies have the potential to create immersive and interactive learning experiences that can make education more engaging and effective.

Artificial intelligence:

AI is expected to become more prevalent in ed tech in the future, with the potential to assist in tasks such as grading, content creation, and student assessment.

Blended learning:

Blended learning, which combines traditional face-to-face instruction with online learning, is expected to become more popular in the future. This approach allows students to learn at their own pace and in a way that is most convenient for them.

Online learning:

The pandemic has accelerated the shift to online learning, and this trend is expected to continue in the future. Online learning platforms, such as MOOCs (massive open online courses), are expected to become more popular and sophisticated, with the potential to offer high-quality education to students around the world.

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