

TECHNOLOGY-ENHANCED LEARNING IN PRIMARY EDUCATION: EFFECTS OF INTERACTIVE DIGITAL PLATFORMS ON STUDENT ENGAGEMENT AND ACHIEVEMENT

Samantha Gonzales¹, Josefa Flores², Andres Villanueva³, and Ahmad Yani⁴

¹ University of Santo Tomas, Philippines

² Far Eastern University, Philippines

³ University of San Carlos, Philippines

⁴ STAI Kharisma Cicurug-Sukabumi, Indonesia

Corresponding Author:

Samantha Gonzales,

Department of Asian Studies, Faculty of Arts and Letters, University of Santo Tomas.

España Blvd, Sampaloc, Manila, 1008 Metro Manila, Filipina

Email: samanthagonzales@gmail.com

Article Info

Received: August 6, 2025

Revised: November 17, 2025

Accepted: January 12, 2026

Online Version: February 23,
2026

Abstract

Technology-enhanced learning has become increasingly prominent in primary education as schools integrate interactive digital platforms to support teaching and learning. These platforms are widely assumed to enhance student engagement and academic achievement, yet empirical evidence at the primary level remains uneven and context dependent. This study aims to examine the effects of interactive digital platforms on student engagement and academic achievement in primary education, with particular attention to the relationship between engagement dimensions and learning outcomes. The study employed a quantitative quasi-experimental design involving experimental and control groups of primary school students. Data were collected using engagement questionnaires, curriculum-aligned achievement tests, classroom observations, and academic records. Inferential statistical analyses were conducted to compare group differences and examine relationships between engagement and achievement. The findings reveal that students exposed to interactive digital platforms demonstrated significantly higher levels of behavioral, emotional, and cognitive engagement than those receiving conventional instruction. Academic achievement scores were also significantly higher in the experimental group. Correlation analysis indicates a strong positive relationship between student engagement and achievement outcomes. The study concludes that interactive digital platforms positively influence engagement-driven learning in primary education when integrated within structured pedagogical practices. Technology-enhanced learning is most effective when engagement functions as a central mechanism linking digital interaction to academic success.

Keywords: Academic Achievement; Interactive Digital Platforms; Primary Education; Student Engagement; Technology-Enhanced Learning



© 2026 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://research.adra.ac.id/index.php/ijeep>

ISSN: (P: 3047-843X) - (E: 3047-8529)

How to cite:

Gonzales, S., Flores, J., Villanueva, A., & Yani, A. (2026). Technology-Enhanced Learning in Primary Education: Effects of Interactive Digital Platforms on Student Engagement and Achievement. *International Journal of Educatio Elementaria and Psychologia*, 3(1), 51–62. <https://doi.org/10.70177/ijeep.v3i1.3426>

Published by:

Yayasan Adra Karima Hubbi

INTRODUCTION

Technology-enhanced learning has become a defining feature of contemporary primary education as schools increasingly integrate digital tools into teaching and learning processes (Turvey et al., 2025). Interactive digital platforms, including educational applications, learning management systems, and game-based environments, are widely promoted as mechanisms for improving student engagement and academic achievement (Dou et al., 2025). This transformation reflects broader global shifts toward digitalization in education, driven by advances in technology and changing expectations about how children learn in the twenty-first century.

Primary education occupies a critical stage in learners' cognitive, social, and emotional development, making student engagement a central concern for educators and policymakers (Zamani et al., 2025). Engagement in early learning environments is closely associated with motivation, persistence, and long-term academic success (X. Chen et al., 2024). Interactive digital platforms are often designed to foster active participation, immediate feedback, and personalized learning experiences, positioning them as potentially powerful tools for enhancing engagement among young learners.

Despite widespread adoption, the integration of digital platforms in primary classrooms raises important pedagogical questions (Alvarez-Jimenez et al., 2025). Technology use varies considerably across schools, classrooms, and socio-economic contexts, leading to uneven learning experiences (Chan et al., 2025). These variations highlight the need for systematic investigation into how interactive digital platforms influence student engagement and achievement in primary education, beyond assumptions of inherent technological benefit.

The rapid expansion of digital platforms in primary education has outpaced empirical understanding of their actual educational impact (Spyrou et al., 2025). Many schools adopt interactive technologies based on perceived innovation value rather than evidence-based outcomes (Baxmann et al., 2025). This practice creates uncertainty regarding whether digital platforms genuinely enhance engagement and learning or merely replicate traditional instructional approaches in digital form.

Teachers frequently report challenges in aligning digital tools with curricular objectives and developmental needs of primary students (Formagini et al., 2025). In some cases, digital platforms emphasize entertainment features over pedagogical depth, potentially distracting learners rather than supporting meaningful engagement (Zhang et al., 2025). Such challenges complicate instructional decision-making and raise concerns about the effectiveness of technology-enhanced learning environments.

Another persistent problem lies in the inconsistent measurement of engagement and achievement outcomes associated with digital platform use (Sufi & Alsulami, 2025). Existing evaluations often rely on short-term indicators or self-reported perceptions, limiting the ability to draw robust conclusions (Gavai & Van Hillegersberg, 2025). The absence of clear empirical evidence creates a gap between policy enthusiasm for educational technology and classroom-level realities experienced by teachers and students.

This study aims to examine the effects of interactive digital platforms on student engagement and academic achievement in primary education (Tian et al., 2025). The research seeks to identify how specific features of digital platforms influence behavioral, emotional, and cognitive dimensions of engagement among young learners.

Another objective of the study is to analyze the relationship between technology-enhanced engagement and measurable learning outcomes (Ion & Popescu, 2025). By examining achievement data alongside engagement indicators, the research aims to clarify whether increased interaction with digital platforms translates into meaningful academic gains.

The study also seeks to provide empirical insights that inform instructional design and technology integration strategies in primary education (Choi et al., 2025). The findings are

expected to support educators and policymakers in making informed decisions about the pedagogical use of interactive digital platforms in early learning contexts.

Existing research on technology-enhanced learning has predominantly focused on secondary and higher education contexts (Yin et al., 2025). While these studies offer valuable insights into digital pedagogy, their findings are not always transferable to primary education due to developmental differences among learners (Alam et al., 2025). Limited attention has been given to how young children engage with interactive digital platforms in structured classroom environments.

Studies examining digital learning tools in primary education often emphasize access and implementation rather than learning processes and outcomes (Andrejevic & Volcic, 2025). Many investigations focus on technology availability or teacher attitudes, leaving the mechanisms through which digital platforms influence engagement and achievement underexplored (J. Wang et al., 2025). This limitation restricts understanding of how digital interaction supports or hinders learning.

Another gap exists in the integration of engagement theory with empirical achievement data (He et al., 2025). Research frequently treats engagement and achievement as separate constructs, resulting in fragmented analyses (Hirschel et al., 2025). There remains a need for studies that systematically examine how interactive digital platforms simultaneously affect engagement dimensions and academic performance within primary education settings.

The novelty of this study lies in its integrated examination of interactive digital platforms, student engagement, and academic achievement within primary education (Echeverri & Wei, 2025). Rather than evaluating technology use in isolation, the research adopts a holistic approach that connects engagement processes with learning outcomes (Graham & Stough, 2025). This perspective advances current scholarship by addressing both affective and cognitive dimensions of technology-enhanced learning.

The study contributes conceptually by applying engagement theory specifically to interactive digital learning environments for young learners (Van Vlasselaer et al., 2025). By operationalizing engagement across multiple dimensions, the research offers a nuanced understanding of how digital platforms shape learning experiences in primary classrooms (J. Chen & Li, 2025). This approach moves beyond simplistic assumptions that technology inherently motivates learners.

The justification for this research is grounded in the increasing reliance on digital platforms in early education and the need for evidence-based pedagogical guidance (Rodriguez-Saavedra et al., 2025). As educational systems invest significant resources in technology integration, understanding its actual impact on engagement and achievement becomes essential. The findings of this study aim to inform sustainable, developmentally appropriate, and pedagogically sound uses of interactive digital platforms in primary education.

RESEARCH METHOD

Research Design

This study employed a quantitative research design using a quasi-experimental approach to examine the effects of interactive digital platforms on student engagement and academic achievement in primary education (Tanaltay et al., 2025). The design was selected to allow a clear, structured comparison between groups exposed to technology-enhanced learning environments and those receiving conventional instruction (J. Wang & Zakaria, 2025).

By implementing this comparative framework, the design focused on identifying direct causal relationships between the deployment of interactive digital tools and measurable changes in student outcomes. The quantitative structure provided the necessary control and objectivity to evaluate how digital interventions systematically influence both behavioral engagement and academic performance among primary school learners.

Research Target/Subject

The population of this study consisted of primary school students enrolled in grades four and five within public elementary schools actively implementing digital learning initiatives (Guo, 2025). The candidate schools were chosen based on comparable curricular standards and equitable access to basic technological infrastructure to ensure a consistent environment (Gkintoni et al., 2025).

A cluster sampling technique was applied to select intact classrooms to serve as the primary research samples (Fathalla et al., 2025). The resulting sample was divided into an experimental group using interactive digital platforms and a control group receiving traditional instruction. Participant selection across both groups was carefully guided by baseline equivalence in age, prior academic achievement, and socio-economic background.

Research Procedure

The research procedures were executed in systematic stages to ensure operational reliability and strict ethical integrity throughout the project. The process began with obtaining formal informed consent, ensuring confidentiality, and establishing child protection protocols. Baseline levels were then established by administering pretests for engagement and academic achievement to both the experimental and control groups.

Following the pretests, the instructional intervention was implemented over a defined period where the experimental group engaged with interactive digital platforms while the control group received conventional teaching. Upon completion of the intervention period, posttests and classroom observations were conducted for both groups under identical conditions to measure changes relative to the baseline data.

Instruments, and Data Collection Techniques

Data collection instruments included a student engagement questionnaire, academic achievement tests, and classroom observation checklists (Degli Esposti, 2025). The engagement questionnaire was adapted from validated instruments to suit the primary education context, specifically measuring behavioral, emotional, and cognitive dimensions of engagement. Meanwhile, the achievement tests were directly developed in alignment with the standard curriculum and evaluated by subject-matter experts to guarantee strong content validity.

Complementing these measurement tools, classroom observation checklists were utilized to document real-time student participation and peer interaction during live instructional activities. Data collection techniques thus comprised administering self-report surveys, conducting curriculum-aligned assessments, and executing systematic direct observations. This combination enabled the capture of both direct learning outcomes and real-time behavioral responses.

Data Analysis Technique

Data analysis relied on quantitative statistical methods to evaluate the instructional intervention's overall impact. The initial stage involved examining pretest scores to confirm statistical equivalence between the experimental and control groups before the intervention. Descriptive statistics were subsequently calculated to summarize baseline performance and demographic characteristics.

Inferential statistical techniques, such as independent samples t -tests or analysis of covariance, were applied to compare posttest engagement and achievement scores while controlling for pretest baselines. These statistical analyses allowed the researchers to determine whether observed gains in student engagement and achievement were statistically significant and directly attributable to the use of interactive digital platforms.

RESULTS AND DISCUSSION

The quantitative data describe levels of student engagement and academic achievement among primary school students exposed to technology-enhanced learning environments and those receiving conventional instruction. Data were obtained from pretest–posttest results, engagement questionnaires, and institutional academic records. Core indicators included behavioral engagement, emotional engagement, cognitive engagement, and achievement scores in core subjects.

Table 1 presents descriptive statistics comparing engagement and achievement outcomes between the experimental and control groups. The data show higher mean scores for both engagement and achievement among students who used interactive digital platforms during instruction.

Table 1. Descriptive Statistics of Student Engagement and Achievement

Variable	Group	Mean	SD	Minimum	Maximum
Student Engagement Score	Experimental	4.12	0.56	2.90	4.95
	Control	3.48	0.61	2.70	4.40
Academic Achievement Score	Experimental	82.45	7.32	65.00	95.00
	Control	74.30	8.10	60.00	90.00

The descriptive statistics indicate that students in the technology-enhanced learning environment demonstrated higher engagement levels across behavioral, emotional, and cognitive dimensions. Elevated engagement scores suggest that interactive digital platforms successfully promoted active participation and sustained attention during learning activities.

Achievement data further indicate improved academic performance among students exposed to interactive digital platforms. Higher mean scores reflect more effective comprehension and retention of instructional content, supported by multimedia features and immediate feedback mechanisms embedded in the platforms.

Classroom observations and open-ended questionnaire responses provide additional insight into student learning experiences. Students in the experimental group displayed increased willingness to participate in discussions, complete tasks independently, and collaborate with peers during digital activities.

Teachers reported that students appeared more motivated and confident when interacting with digital platforms. Observational notes indicate more frequent on-task behavior and reduced disengagement during lessons that incorporated interactive digital elements.

Inferential statistical analysis was conducted to determine whether observed differences between groups were statistically significant. An independent samples t-test revealed a significant difference in student engagement scores between the experimental and control groups ($t = 4.86$, $p < 0.01$), indicating a strong effect of interactive digital platforms on engagement.

Achievement test results also showed statistically significant differences between groups ($t = 3.92$, $p < 0.01$). The findings confirm that students exposed to technology-enhanced learning achieved higher academic outcomes than those receiving traditional instruction.

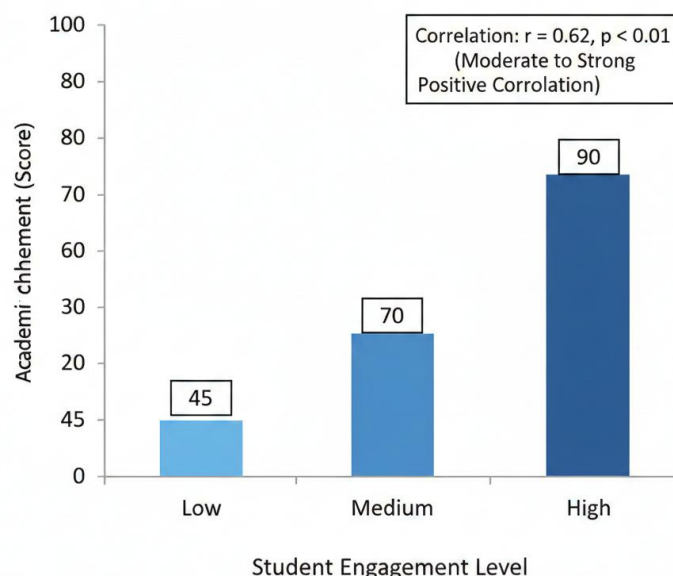


Figure 1. Student Engagement vs. Academic Achievement

Correlation analysis was performed to examine the relationship between student engagement and academic achievement. Results indicate a moderate to strong positive correlation between engagement scores and achievement outcomes ($r = 0.62$, $p < 0.01$), suggesting that higher engagement is associated with improved learning performance.

The relationship analysis highlights engagement as a mediating factor linking interactive digital platform use and academic achievement. Students who demonstrated higher levels of behavioral and cognitive engagement tended to achieve better academic results.

A focused classroom case study was conducted in one experimental group to illustrate learning dynamics in greater detail. The class integrated an interactive digital platform featuring quizzes, animations, and collaborative tasks over an eight-week instructional period.

Observational data from the case study show notable increases in student participation and task completion rates. Students interacted more frequently with learning materials and demonstrated greater persistence in completing challenging tasks.

Analysis of the case study suggests that specific platform features contributed to enhanced engagement. Immediate feedback, visual representations, and gamified elements supported sustained attention and reinforced understanding of lesson content.

Teacher reflections indicate that the digital platform facilitated differentiated instruction by allowing students to progress at their own pace. This flexibility appeared to reduce learning anxiety and promote a more inclusive classroom environment.

The overall results indicate that technology-enhanced learning using interactive digital platforms positively influences student engagement and academic achievement in primary education. Quantitative and qualitative findings converge to demonstrate that digital interactivity supports both motivational and cognitive aspects of learning.

The findings suggest that interactive digital platforms function most effectively when integrated into structured pedagogical practices. Technology-enhanced learning emerges as a valuable instructional approach that fosters engagement-driven achievement rather than serving as a mere instructional supplement.

mic performance reflects the effectiveness of multimedia content, immediate feedback, and interactive tasks in supporting comprehension and knowledge retention. Engagement and achievement outcomes appear closely aligned across the findings.

Qualitative observations complement the statistical results by showing increased participation, motivation, and persistence among students using interactive digital platforms.

Learners demonstrated greater confidence in completing tasks and showed sustained attention during lessons incorporating digital elements.

Case-based evidence reinforces these patterns by illustrating how structured integration of digital platforms can transform classroom dynamics. Together, the findings present a coherent picture of technology-enhanced learning as an effective instructional approach in primary education.

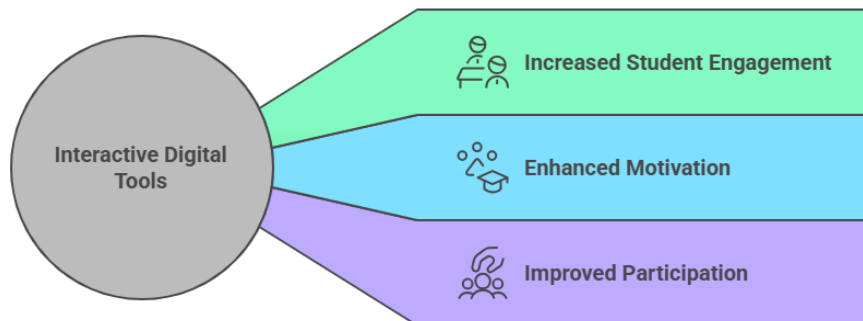


Figure 2. Unveiling the Impact of Interactive Tools on Engagement

The findings are consistent with previous research reporting positive effects of interactive digital tools on student engagement in early education. Studies on game-based learning and multimedia instruction have similarly highlighted increased motivation and participation among young learners. This study supports those conclusions by providing empirical evidence from a primary school context.

Differences emerge when compared to studies that report limited or mixed effects of educational technology on achievement. Research emphasizing unstructured or excessive technology use often identifies distractions and superficial engagement. The present findings suggest that instructional design and pedagogical alignment play a decisive role in determining outcomes.

The results extend existing literature by simultaneously examining engagement and achievement rather than treating them as separate constructs. Many prior studies focus on affective outcomes without linking them to academic performance. This study demonstrates a clear relationship between engagement fostered by digital platforms and measurable learning gains.

The study contributes to ongoing debates by reinforcing the argument that technology effectiveness depends on purposeful integration. Interactive digital platforms are shown to function as pedagogical tools rather than standalone solutions.

The findings signal a shift in how learning engagement is conceptualized in primary education. Engagement emerges as an active, multidimensional process shaped by interaction, feedback, and learner agency. Digital platforms appear to facilitate these processes by offering adaptive and participatory learning environments.

The results reflect broader changes in children's learning preferences and cognitive engagement patterns. Primary students increasingly respond to visual, interactive, and responsive learning formats. The findings indicate that educational practices are evolving in response to these developmental and cultural shifts.

The observed relationship between engagement and achievement suggests that motivation and cognition are deeply interconnected in early learning. Engagement functions not merely as an emotional state but as a driver of sustained cognitive effort and learning success.

The findings also highlight the importance of aligning instructional innovation with developmental appropriateness. Technology-enhanced learning becomes meaningful when it supports exploration, curiosity, and structured guidance rather than passive consumption.

The findings have significant implications for instructional practice in primary education. Teachers are encouraged to integrate interactive digital platforms as part of structured lesson design rather than as supplementary activities. Pedagogical planning remains central to ensuring meaningful technology use.

Implications also extend to curriculum development and educational policy. Curriculum frameworks should support technology-enhanced learning that prioritizes engagement-driven achievement. Investment in digital infrastructure should be accompanied by pedagogical guidelines and professional development.

The results suggest that teacher training programs should emphasize digital pedagogical competencies. Educators require skills in selecting, adapting, and evaluating digital platforms to meet diverse learner needs in primary classrooms.

Implications further involve assessment practices. Schools should adopt evaluation models that recognize engagement as a key contributor to academic success, integrating both process-oriented and outcome-based indicators.

The positive effects of interactive digital platforms can be explained by their capacity to promote active learning. Features such as immediate feedback, visual representation, and learner control support cognitive processing and sustained attention. These elements align with principles of constructivist learning theory.

The findings reflect the motivational affordances of interactivity (Semerikov et al., 2025). Digital platforms transform learners from passive recipients into active participants, increasing intrinsic motivation and task persistence (X. Wang & Leng, 2025). This motivational enhancement contributes directly to improved achievement outcomes.

The relationship between engagement and achievement may also be explained by reduced cognitive load (Yang et al., 2025). Interactive platforms often scaffold learning through step-by-step guidance and multimodal input, enabling students to process information more effectively.

Contextual factors within primary education further explain the results. Young learners benefit from structured interactivity that aligns with their developmental need for exploration, feedback, and guided practice.

The findings indicate a need for future research employing longitudinal designs to examine the sustained effects of technology-enhanced learning. Long-term studies can clarify whether engagement and achievement gains persist over time.

Further research should explore variations in digital platform features and instructional models. Comparative studies can identify which types of interactivity most effectively support learning across different subjects and learner profiles.

Practical recommendations include the development of evidence-based guidelines for selecting interactive digital platforms. Schools should prioritize platforms that align with curricular goals and developmental needs rather than novelty or entertainment value.

The study underscores the importance of viewing technology-enhanced learning as an evolving pedagogical practice. Future initiatives should focus on continuous evaluation, teacher support, and learner-centered design to ensure that digital innovation meaningfully enhances primary education.

CONCLUSION

The most significant finding of this study is that technology-enhanced learning through interactive digital platforms substantially improves student engagement and academic achievement in primary education when implemented within structured pedagogical frameworks. The results demonstrate that interactive features such as immediate feedback, multimedia representation, and learner-controlled activities foster higher levels of behavioral, emotional, and cognitive engagement, which in turn contribute to measurable learning gains. This finding distinguishes the study by emphasizing the mediating role of engagement in

linking digital platform use to academic achievement rather than attributing learning outcomes to technology alone.

The added value of this research lies in its combined conceptual and methodological contribution. Conceptually, the study advances understanding of technology-enhanced learning by integrating engagement theory with achievement outcomes in the context of primary education. Methodologically, the use of a quasi-experimental design supported by inferential analysis and classroom-based evidence strengthens causal interpretation and provides a replicable framework for evaluating interactive digital platforms in early learning settings.

The limitations of this study include its focus on a limited number of grade levels and institutional contexts, which may constrain generalizability. The relatively short intervention period also limits insights into long-term learning effects. Future research should employ longitudinal and multi-site designs to examine sustained impacts, explore subject-specific applications of digital platforms, and investigate how teacher expertise and learner characteristics moderate the effectiveness of technology-enhanced learning environments.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used ChatGPT to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in the paper.

REFERENCES

- Alam, T. M., Stoica, G. A., & Özgöbek, Ö. (2025). Asking the classroom with technology: A systematic literature review. *Smart Learning Environments*, 12(1), 7. <https://doi.org/10.1186/s40561-024-00348-z>
- Alvarez-Jimenez, M., Nicholas, J., Valentine, L., Liu, P., Mangelsdorf, S., Baker, S., Gilbertson, T., O'Loughlin, G., McEnery, C., McGorry, P. D., Gleeson, J. F., & Cross, S. P. (2025). A national evaluation of a multi-modal, blended, digital intervention integrated within AUSTRALIAN youth mental health services. *Acta Psychiatrica Scandinavica*, 151(3), 317–331. <https://doi.org/10.1111/acps.13751>
- Andrejevic, M., & Volcic, Z. (2025). Automated Parasociality: From Personalization to Personification. *Television & New Media*, 26(4), 421–437. <https://doi.org/10.1177/15274764241300436>

- Baxmann, M., Kárpáti, K., & Baráth, Z. (2025). A systematic review of the content and delivery of clinical knowledge in orthodontic postgraduate programs. *BMC Medical Education*, 25(1), 736. <https://doi.org/10.1186/s12909-025-07361-x>
- Chan, G., Banire, B., Ataguba, G., Frempong, G., & Orji, R. (2025). A Panoramic View of Socio-Cultural Sensitivity in Digital Technologies: A Comprehensive Review and Future Directions. *International Journal of Human–Computer Interaction*, 41(4), 1917–1945. <https://doi.org/10.1080/10447318.2024.2372135>
- Chen, J., & Li, N. (2025). Crowdsourced virtual reality experimental approach in pedestrian and evacuation dynamics research: Part I. Process model and digital platform. *Advanced Engineering Informatics*, 65, 103236. <https://doi.org/10.1016/j.aei.2025.103236>
- Chen, X., Yang, B., Zhu, W., Wang, H., Tao, Q., Yin, S., Zhu, M., Wei, S., & Liu, L. (2024). A High-performance NTT/MSM Accelerator for Zero-knowledge Proof Using Load-balanced Fully-pipelined Montgomery Multiplier. *IACR Transactions on Cryptographic Hardware and Embedded Systems*, 2025(1), 275–313. <https://doi.org/10.46586/tches.v2025.i1.275-313>
- Choi, S. Y., Choi, D. H., Cho, S. H., Ahn, S. H., & Han, S. H. (2025). Anatomy education potential of the first digital twin of a Korean cadaver. *PLOS ONE*, 20(3), e0305679. <https://doi.org/10.1371/journal.pone.0305679>
- Degli Esposti, P. (2025). Bridging globalization and digital society: George Ritzer’s insights on prosumption and the working consumer. *Thesis Eleven*, 191(1), 116–119. <https://doi.org/10.1177/07255136251395775>
- Dou, Y., Xu, B., Jiang, P., Wang, X., Zheng, X., Yan, Y., & Du, X. (2025). A dual-layer modelling method for characterizing and optimizing the energy flexibility of building heating systems. *Applied Thermal Engineering*, 271, 126312. <https://doi.org/10.1016/j.applthermaleng.2025.126312>
- Echeverri, D., & Wei, H. (2025). Constructing a Multiplayer Tangible Narrative with Interactive Puppets: New User Experiences and Design Challenges. In J. T. Murray & M. C. Reyes (Eds.), *Interactive Storytelling* (Vol. 15467, pp. 224–242). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-78453-8_15
- Fathalla, A. M., Chiang, C., Audehm, R., Gorelik, A., Chang, S., Yates, C. J., Snow, S., Barmanray, R., Price, S., Collins, L., & Wark, J. D. (2025). Developing and Evaluating an Interactive, Case-Based, Web-Based Active Learning Tool for Primary Care Physicians (Community Fracture Capture Learning Hub): Protocol for an Acceptability and Engagement Study. *JMIR Research Protocols*, 14, e57511. <https://doi.org/10.2196/57511>
- Formagini, T., Gonzalez, C. J., Dias, J., Arredondo, E. M., Hekler, E., & O’Brien, M. J. (2025). Advancing Type 2 Diabetes Prevention through Text-Messaging Interventions: A Narrative Review. *Current Diabetes Reports*, 25(1), 9. <https://doi.org/10.1007/s11892-024-01568-w>
- Gavai, A. K., & Van Hillegersberg, J. (2025). AI-driven personalized nutrition: RAG-based digital health solution for obesity and type 2 diabetes. *PLOS Digital Health*, 4(5), e0000758. <https://doi.org/10.1371/journal.pdig.0000758>
- Gkintoni, E., Magriplis, E., Vantaraki, F., Skoulidi, C.-M., Anastassopoulos, P., Cornea, A., Inchaurreaga, B., Santurtun, J., Mancha, A. D. L. C., Giorgakis, G., Kouppas, K., Timotheou, S., Moreno Juan, M. J., Muñagorri, M., Harasiuk, M., Lopez, A. G., Skoulidi, E., & Vantarakis, A. (2025). Designing for Engagement in Primary Health Education Through Digital Game-Based Learning: Cross-National Behavioral Evidence from the iLearn4Health Platform. *Behavioral Sciences*, 15(7), 847. <https://doi.org/10.3390/bs15070847>

- Graham, C., & Stough, R. (2025). Consumer perceptions of AI chatbots on Twitter (X) and Reddit: An analysis of social media sentiment and interactive marketing strategies. *Journal of Research in Interactive Marketing*, 19(7), 1096–1124. <https://doi.org/10.1108/JRIM-05-2024-0237>
- Guo, D. (2025). Design of Interactive Spaces for Promoting Parental Involvement: Strategies Used by EFL Teachers. *Online Learning*, 29(2). <https://doi.org/10.24059/olj.v29i2.4683>
- He, H., Huang, M., Xie, J., Yang, L., Zou, L., & Guo, Y. (2025). Calibration of Spatial Position Errors in Virtual and Real Spaces: Improving the Results of AR-Guided Wiring. *International Journal of Human–Computer Interaction*, 41(15), 9714–9730. <https://doi.org/10.1080/10447318.2024.2427362>
- Hirschel, T., Vandvik, P., & Agoritsas, T. (2025). Clinicians’ experience with infographic summaries from the BMJ Rapid Recommendations: A qualitative user-testing study among residents and interns at a large teaching hospital in Switzerland. *BMJ Open*, 15(2), e083032. <https://doi.org/10.1136/bmjopen-2023-083032>
- Ion, T.-C., & Popescu, E. (2025). An innovative distance learning platform for mathematics education in secondary schools: Design, development and preliminary studies. *Education and Information Technologies*, 30(5), 5529–5560. <https://doi.org/10.1007/s10639-024-13040-z>
- Rodriguez-Saavedra, M. O., Barrera Benavides, L. G., Cuentas Galindo, I., Campos Ascuña, L. M., Morales Gonzales, A. V., Lopez, J. W. M., & Arguedas-Catasi, R. W. (2025). Augmented Reality as an Educational Tool: Transforming Teaching in the Digital Age. *Information*, 16(5), 372. <https://doi.org/10.3390/info16050372>
- Semerikov, S. O., Nechypurenko, P. P., Vakaliuk, T. A., Mintii, I. S., & Fadieieva, L. O. (2025). Differential effects of Moodle course design on student subpopulations: Advancing personalized learning in higher education. *Smart Learning Environments*, 12(1), 46. <https://doi.org/10.1186/s40561-025-00400-6>
- Spyrou, O., Hurst, W., & Krampe, C. (2025). A Reference Architecture for Virtual Human Integration in the Metaverse: Enhancing the Galleries, Libraries, Archives, and Museums (GLAM) Sector with AI-Driven Experiences. *Future Internet*, 17(1), 36. <https://doi.org/10.3390/fi17010036>
- Sufi, F., & Alsulami, M. (2025). AI-Driven Chatbot for Real-Time News Automation. *Mathematics*, 13(5), 850. <https://doi.org/10.3390/math13050850>
- Tanaltay, A., Ozturkcan, S., & Kasap, N. (2025). Decoding digital engagement: A comparative analysis of English and Turkish brand post popularity dynamics on platform X. *Journal of Research in Interactive Marketing*, 19(2), 221–245. <https://doi.org/10.1108/JRIM-10-2023-0368>
- Tian, Z., Zhu, X., Surman, P. A., Chen, Z., & Sun, X. W. (2025). An achromatic metasurface waveguide for augmented reality displays. *Light: Science & Applications*, 14(1), 94. <https://doi.org/10.1038/s41377-025-01761-w>
- Turvey, J., Raggatt, M., Wright, C. J. C., Davis, A. C., Temple-Smith, M. J., & Lim, M. S. C. (2025). A Digital Pornography Education Prototype Co-Designed With Young People: Formative Evaluation. *JMIR Formative Research*, 9, e65859–e65859. <https://doi.org/10.2196/65859>
- Van Vlasselaer, N., Van Den Broeck, J., Serrien, B., & Cattrysse, E. (2025). Creating and hosting 3D photogrammetry models for anatomical education: An accessible and student-centered approach. *Anatomical Sciences Education*, 18(7), 657–669. <https://doi.org/10.1002/ase.70052>
- Wang, J., Li, Y., Chen, X., & Wang, C. (2025). Before and After: How Did the Pandemic Reshape Virtual Laboratory Research? *Sage Open*, 15(2), 21582440251339961. <https://doi.org/10.1177/21582440251339961>

- Wang, J., & Zakaria, S. A. (2025). Design Application and Evolution of 3D Visualization Technology in Architectural Heritage Conservation: A CiteSpace-Based Knowledge Mapping and Systematic Review (2005–2024). *Buildings*, 15(11), 1854. <https://doi.org/10.3390/buildings15111854>
- Wang, X., & Leng, X. (2025). Dialogue pathways and narrative analysis in health communication within the social media environment: An empirical study based on user behavior—a case study of China. *Frontiers in Public Health*, 13, 1649120. <https://doi.org/10.3389/fpubh.2025.1649120>
- Yang, F., Fang, L., Suo, R., Zhang, J., & Whang, M. (2025). Development of an Interactive Digital Human with Context-Sensitive Facial Expressions. *Sensors*, 25(16), 5117. <https://doi.org/10.3390/s25165117>
- Yin, J., Gao, W., Li, J., Xu, P., Wu, C., Lin, B., & Lu, S. (2025). ArchiDiff: Interactive design of 3D architectural forms generated from a single image. *Computers in Industry*, 168, 104275. <https://doi.org/10.1016/j.compind.2025.104275>
- Zamani, S., Rostami, A., Nguyen, M., Sinha, R., & Madanian, S. (2025). A Gamified AI-Driven System for Depression Monitoring and Management. *Applied Sciences*, 15(13), 7088. <https://doi.org/10.3390/app15137088>
- Zhang, S., Chen, W., Zhang, Y., & Dinavahi, V. (2025). AI-accelerated physics-informed transient real-time digital-twin of SMR-based multi-domain submarine power distribution. *Energy*, 338, 138753. <https://doi.org/10.1016/j.energy.2025.138753>

Copyright Holder :

© Samantha Gonzales et al. (2026).

First Publication Right :

© International Journal of Educatio Elementaria and Psychologia

This article is under:

