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Innovations in Educational Robotics

Advancing AI for Sustainable Development

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Muthmainnah Muthmainnah, and Samantha Curle**



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Preface

The rapid advancements in artificial intelligence (AI) and robotics have ushered in a new era of innovation across various domains, including education. With the increasing integration of AI-driven technologies, particularly in educational robotics, we are witnessing transformative shifts in how learning is delivered, experienced, and sustained. In this volume, *Innovations in Educational Robotics: Advancing AI for Sustainable Development*, we present a collection of pioneering research and insights that explore the profound impact of AI and robotics on education and their role in fostering sustainable development.

This edited volume brings together distinguished scholars and researchers from diverse academic institutions and backgrounds to examine the evolving landscape of educational robotics. The contributions in this book cover a wide spectrum of topics, ranging from the implementation of AI in the metaverse for education, constructivist approaches in robotics learning, and the synergy between AI and robotics in modern education to AI-driven classroom interactions, language learning tools, and professional development for educators. These discussions are set against the backdrop of sustainable development, emphasizing the need for equitable, inclusive, and accessible educational opportunities worldwide.

In *Chapter 1*, Marwa Adel delves into the intersection of AI and the metaverse, highlighting the opportunities and challenges posed by this convergence in education. This is followed by *Chapter 2*, where Niranchana Viswanathan and Ramesh SR examine the feasibility of integrating metaverse technologies in educational institutions in emerging economies, addressing key concerns related to infrastructure, accessibility, and financial investment.

Moving forward, *Chapter 3* by Andi Asrifan and colleagues explores how constructivist learning theories intersect with robotics education to create engaging, student-centered learning environments. *Chapter 4* by Froilan Mobo, Ali Sorayyai Azar, and Ana Liza Garcia discusses the dynamic synergy between AI and robotics in modern education, emphasizing personalized learning and interactive teaching methodologies.

In *Chapter 5*, Manjari Sharma and Sharad Gupta investigate the transformative role of AI in educational robotics, providing case studies and strategic recommendations. This is complemented by *Chapter 6*, where Nihta Liando and Devilito Tatipang examine curriculum development strategies in robotics education, emphasizing inclusivity and interdisciplinary approaches.

Chapter 7, authored by Austin Musundire, shifts the focus to Africa, discussing the challenges and opportunities of integrating AI and robotics into STEM education on the continent. In a similar vein, *Chapter 8* by Prashasti Pritiprada and colleagues presents the concept of “RoboRevolution,” exploring how robotics can contribute to sustainable futures and environmental consciousness.

The subsequent chapters further delve into the transformative impact of AI on education. *Chapter 9* by Nur Aeni and colleagues explores AI-driven classroom conversations, demonstrating how AI enhances student engagement in speaking classes. *Chapter 10* by Zuraina Ali and her co-authors examines the effects of AI-powered language tools on student attitudes and test anxiety, shedding light on the psychological aspects of AI in education.

In *Chapter 11*, Abd Ghofur discusses how AI-integrated robotics can support sustainability education by equipping students with problem-solving skills to tackle real-world challenges. Finally, *Chapter 12* by Sezen Arslan and Samantha Curle addresses the intersection of AI, English Medium Instruction (EMI), and Sustainable Development Goals (SDGs), highlighting implications for teacher professional development.

As editors, we are honored to present this comprehensive volume, which we hope will serve as a valuable resource for educators, researchers, policymakers, and practitioners. The insights shared in this book underscore the significance of AI and robotics in shaping the future of education while emphasizing the ethical considerations, challenges, and opportunities that accompany these advancements.

We extend our deepest gratitude to all the contributing authors for their dedication and scholarly contributions, as well as to our respective institutions for their support. We also thank the readers for their interest in this crucial and evolving field. It is our hope that this book will inspire further research and practical innovations that will drive sustainable educational development in the years to come.

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Samantha Curle is a Reader in Education (Applied Linguistics) at the University of Bath, Director of all MRes programmes, and Institutional Academic Lead for the South-West Doctoral Training Partnership. She is also Adjunct Professor at Khazar University and an Associate Member of the EMI Oxford Research Group. Her research examines factors influencing academic achievement in EMI, including English proficiency and psychological constructs. She has published six edited books (one forthcoming) and her work appears in top journals such as *Language Teaching*, *Applied Linguistics Review*, and *Studies in Higher Education*. Her research spans Africa, Asia, Europe, and South America, with funding from the European Commission, British Academy Newton Fund, British Council, and national research councils in Hong Kong and Turkey. Dr Curle is a Fellow of the Higher Education Academy and the Royal Society of Arts.

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Andi Asrifan, S.Pd, M.Pd, a distinguished figure in the realm of education, particularly in English Language Education, has made significant contributions through his extensive research, teaching, and leadership roles. As the Head of the Institute for Cooperation and International Affairs at Universitas Muhammadiyah Sidenreng Rappang and now a lecturer in Universitas Negeri Makassar (UNM), Dr. Asrifan's academic journey is marked by a rich tapestry of achievements, including a Doctor of Education in English Language Education. His work spans various facets of education, language, and technology, reflecting the diverse topics covered in his publications and research endeavors. These include, but are not limited to, the impact of the COVID-19 pandemic on educational practices, methodologies in English as a Foreign Language (EFL) classrooms, and the integration of technology in teaching and learning processes. Dr. Asrifan's commitment to advancing educational standards and practices is further evidenced by his active participation in international conferences, webinars, and workshops across countries like India, the Philippines, and Pakistan. These events, organized by various institutions and associations, underscore his role as a global educator and thought leader. His dedication to professional development is also highlighted through his involvement in numerous courses and certifications in personal branding, public speaking, and literacy teaching. Moreover, Dr. Asrifan's leadership extends beyond academia into organizational and educational development, where he has served in various

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