

Interactive Educational TV and Special Education: Forwarding Distributed and Affectionate Learning via Cognitive Immersion



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INTRODUCTION

Interactive Educational TV (aka IETV) has emerged recently as a combined methodology of *Distance Learning* and *Remote Control* in the form of an enhanced scheme for providing integrated virtual learning at unprecedented levels.

However, this development has been promulgated amidst two seemingly “self-contradictory” trends that have been witnessed the recent years:

1. Educational TV, the precursor of this “movement”, the source of instigation twofold, as a televised “on air” emission structure and the same time an educational product, has never gained momentum in reaching massive audiences
2. Due to the Covid-19 pandemic restrictions, a vast *Technology Transfer* scheme has been initiated, which, apart from promulgating commercial, cloud-based large-scale corporate arrangements, like Netflix™ or HBO™ as global superpowers in the entertainment sector, has given the hegemony to US driven technologies in the field of Interactive Learning, with videolesson-based instruction being promoted as the most striking method

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This antinomy has to do mostly with the fact that a swift transition has occurred a little way back, from analog broadcasting to digital. In addition, TV emissions are coupled with Internet functionality, leading to Smart TV environments, appropriate for advanced tutoring (Morales-Salcedo & Espinoza, 2019).

The previously mentioned statement #1 in a bold manner describes how Educational TV collapsed in an unobtrusive way in several regions of our world; the next section provides ample background information on how this took place, despite its historically significant contribution for shaping political and ethical correctitude worldwide (Lapinid et al., 2017).

Furthermore, as massive destructions, like warfare, pandemics and collapses relating to communal factors and societal organizations plunder in succession the aggregate of people living together, exceptionally large networks and influential in social terms tools are proposed as antidote (Katzman & Stanton, 2020; Buheji & Ahmed, 2020).

By no means, however, IETV should be perceived as an instigating force changing the physical location or positional rankings of well-established institutions, like those of classic universities - not to mention prestigious establishments approximating those of the *IVY league* (OECD, 2022).

Nevertheless, the magnitude of such an influence in the post Covid-19 era is bound to change the equilibrium of didactic outbreaks, like those experienced by providing teaching during lock-downs in Higher Education (Costado Dios & Piñero Charlo, 2021); indeed, as at least one fifth of the global learning population is left with modest - nevertheless, independent - resources for accessing high-level instruction, it is expected that remote learning is a power force exerted to a degree more or less beyond the cultural diversity of the world's peoples (Thomas et al., 2019).

Traditionally, the instruction offered by Educational TV was complemented by extensive use of libraries, i.e., buildings containing collections of books, journals, films, recorded music, genetic material, etc., organized systematically and kept for research or borrowing.

As IETV vigorously emerges, it is interesting to see how libraries, especially the tertiary education ones, may reshape in quantitative as well as qualitative terms for distributing digital products for academic and schooling environments (Baltimore, 2017). Obviously, apart from their transformation to technological outlets in the Web sphere, there are many more elements in terms of interactivity to be considered (Politis et al., 2019).

Emphasis is paid to tertiary education libraries since they are the hubs of innovation and therefore they play a more significant role than a communal library of the same size would do; furthermore, they are better oriented to serving serious practical purposes, while general libraries are more suited for engagement in activities for enjoyment or recreation. All these put together mean that usually Higher Education (aka HE) libraries worldwide have vast scientific collections in English, the lingua franca for scientific research, while communal libraries predominantly develop their archives in the official language of their location, which usually is not English. In any case, the environment of a library is an intrinsic facilitator of the reading experience and advances learning (Durant & Horava, 2015; Donovan, 2019).

By way of illustration, a good library may well have 10 or sometimes 20 copies of an influential textbook for distribution amongst the collegial population; more than such a quantity would be indeed an exception. If that resource is in digital format, then, this indicatively mentioned number might be easily increased to 100 or 200 (copies for concurrent use), depending on the licensing permit and the financial negotiation between the involved parties and the resulting subscription policies. In this case, statistically speaking, the student body of a HE institute has virtually full access.

In terms of influence, this scale factor of 2 (i.e., 10^2) increase is achieved merely on negotiation grounds. No extra infrastructure, like additional building space or specialized equipment is involved (Migliore et al., 2022). It exerts, therefore, power by a contributing factor of 2.

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