

# Chapter 10


## Virtual First:

**Vitor Lima**

 <https://orcid.org/0009-0008-7575-708X>

*ISLA Santarém, Portugal*

**Ana Filipa Vieira Lopes Joaquim**

 <https://orcid.org/0000-0002-3419-1242>

*ISLA Santarém, Portugal*

### ABSTRACT

*The evolution of ICT and the democratization of AI have opened new paradigms for formal education. However, academia has resisted implementing technology despite identifying the added value of integrating technology into teaching-learning. As an LMS system, the Virtual First platform and the active Inbound Learning™ methodology aim to personalize teaching through constructivism so that students and teachers rediscover motivation and challenge in transmitting and acquiring learning. As mentioned above, the importance of the STEAM method in connecting the components has also been highlighted. Although AI presents itself as a technological phenomenon that presupposes an increase in knowledge, it is not immune to challenges and concerns, mainly of an ethical nature, based on its use, objectives, and purposes. This document presents the evolution of the Virtual First platform while emphasizing the importance of data privacy for its users.*

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## INTRODUCTION

The Virtual First platform is conceptualized based on the active methodology devised by Crivosoft, Lda., called Inbound Learning™ (Lima & Joaquim, 2024; Samartinho et al., 2023).

Exponential technological innovation has created the need to incorporate new technologies into teaching and learning. However, paradigm changes tend to be slow and often rejected by teachers at first.

The academy, despite aiming at continuing the growth of knowledge about integrating and standardization of active learning methods in education (Bacich & Moran, 2018), tends to create barriers and, at times, demonize changes in paradigms established in teaching.

Several authors understand the added value of using active methodologies in the teaching-learning process (Bacich & Moran, 2018; Moran, 2015), as well as the incorporation and internalization of Information and Communication Technologies (ICT) in educational processes (Carter et al., 2021). However, the transition process is institutionally slow, and its aggregation is based on tortuous paths shielded by anxiety covered by the fear that the formal role of the teacher will be surpassed and replaced by Artificial Intelligence (AI).

The core of this chapter is based on the disruptive deconstruction of this paradigm, in which the role of the teacher changes to that of a learning facilitator in symbiosis with technology and the so-called real world.

It is advocated that technology, in general, and AI, in particular, add value to the motivation of those involved in the teaching-learning process. Students and teachers will be challenged in their knowledge through the Inbound Learning™ methodology and the Virtual First platform. They will internalize tools to foster critical thinking and creative problem-solving based on the STEAM method. (Carter et al., 2021; Franco et al., 2018).

This chapter will be divided into three main parts: a brief conceptualization of the active Inbound Learning™ methodology followed by the presentation of Virtual First post-implementation, and ending with the identification of a future roadmap that, in the authors' opinion, will add value to teaching and its constituent individuals.

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