**Infographic Poster**

Nadine K. Thola

School of Education, Liberty University

**Author Note**

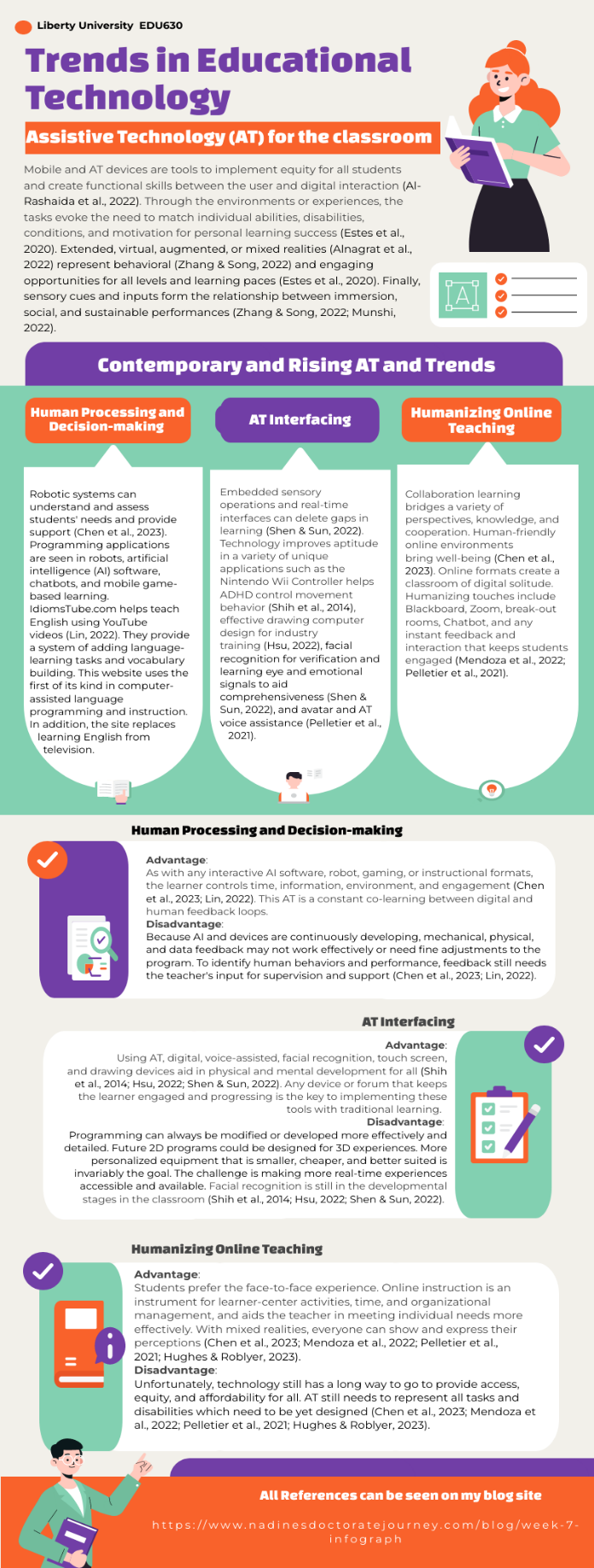
Nadine K. Thola

I have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Nadine K. Thola

Email: nthola@liberty.edu

**Infographic Poster**

****

**References**

Al-Rashaida, M., Amayra, I., Lopez-Paz, J. F., Martinez, O., Lazaro, E., Berrocoso, S., Garcia, M., Perez, M., Rodriguez, A. A., Luna, P. M., Perez-Nunez, P., & Caballero, P. (2022). Studying the effectsof mobile devices on young children with Autism Spectrum Disorder: A systeatic literature review. *Review Journal of Autism and Developmental Disorders*, *9*, 400-415. <https://doi.org/10.1007/s40489-021-00264-9>

Alnagrat, A. J. A., Ismail, R. C., Idrus, S. Z. S., & Alfaqi, R. M. A. (2022). A review of Extended Reality (XR) technologies in the future of human education: Current trend and future opportunity. *Journal of Human Centered Technology*, *1*(2), 81-96. <https://doi.org/10.11113/humentech.v1n2.27>

Chen, X., Cheng, G., Zou, D., Zhong, B., & Xie, H. (2023). Artificial intelligent robot for precision education: A topic modeling-based biblimetric analysis. *Educational Technology and Society*, *26*(1), 171-186. <https://doi.org/10.30191/ETS.202301_26(1).0013>

Estes, M. D., Beverly, C. L., & Castillo, M. (2020). *Designing for accessibility: The intersection of instructional design and disability* (M. J. Bishop, E. Boling, J. Elen, & V. Svihla, Eds.). Springer. <https://doi.org/10.1007/978-3-030-36119-8_8>

Hsu, H.-H. (2022). How facial symmetry influences the learning effectiveness of computer graphic design in makeup design. *Symmetry*, *14*, 1982. <https://doi.org/10.3390/sym14101982>

Hughes, J. E., & Roblyer, M. D. (2023). *Integrating educational technology into teaching:Transforming learning across disciplines* (9th ed.). Pearson.

Lin, P. (2022). Developing an intelligent tool for computer-assisted formulaic language learning from YouTube videos. *ReCALL*, *34*(2), 185-200. <https://doi.org/10.1017/S0958344021000252>

Mendoza, S., Sanchez-Adame, L. M., Urquiza-Yllescas, J. F., Gonzalex-Beltran, B. A., & Decouchant, D. (2022). A model to develop Chatbots for assisting the teaching and learning process. *Sensors*, *25*(5532). <https://doi.org/10.3390/s22155532>

Munshi, G. M. (2022). Assisting Autistic children through virtual reality systems. *Contemporary Issues in Education Research (CIER)*, *15*(1). clutejournals.com/index.php/CIER/article/view/10402

Pelletier, K., Brown, M., Brooks, D. C., McCormack, M., Reeves, J., Arbino, N., Bozkurt, A., Crawford, S., Czerniewicz, L., Gibson, R., Linder, K., Mason, J., & Mondelli, V. (2021). *2021 EDUCAUSE Horizon Report, Teaching and learning edition*. EDUCAUSE. <http://library.educause.edu/resources/2021/4/2021-educause-horizon-report-teaching-and-learning-edition>

Shen, Y., & Sun, S. (2022). Design of international Chinese education promotion platform based on artificial intelligence and facial recognition technology. *Computational Intelligence and Neuroscience*, *2022*, 6424984. <https://doi.org/10.1155/2022/6424984>

Shih, C.-H., Wang, S.-H., & Wang, Y.-T. (2014). Assisting children with Attention Deficit Hyperactivity Disorder to reduce the hyperactive behavior of arbitraty standing in class with a Nintendo Wii remote controller through an active reminder and preferred reward stimulation. *Research in Developmental Disabilities*, *35*(9), 2069-2076. <https://doi.org/10.1016/j.ridd.2014.05.007>

Zhang, Y., & Song, Y. (2022). The effects of sensory cues on immersive experiences for fostering technology-assisted sustainable behavior: A systematic review. *Behavioral Sciences*, *12*, 361. <https://doi.org/10.3390/bs12100361>