Blended Learning for Machine Learning-based Image Classification

Shengpei Ye

School of Computer Science and Technology, Henan Polytechnic University, Jiaozuo, Henan 454000, PR China

Abstract

The paper commences with an introduction to blended learning, an educational approach that amalgamates traditional faceto-face instruction with online learning, aiming to capitalize on the advantages of conventional classroom instruction and digital resources in order to enhance the overall learning experience. The incorporation of diverse technologies facilitates a personalized learning experience that caters to the needs and learning styles of individual students. Image classification entails training machine learning models to categorize or label images into predetermined classes or categories, empowering machines to recognize and comprehend crucial components of visual information, emulating humans' classification of objects in the real world. The crux of image classification relies on extracting meaningful features from images and distinguishing different categories by associating specific features with distinct classes through iterative optimization learning. Machine learning significantly aids image classification by endowing automated systems with the capability to discern patterns, features, and distinctions within datasets, ultimately achieving accurate image classification. The integration of hybrid learning methods can augment the training process for machine learning models used in image classification by providing a flexible and adaptive learning environment.

Keywords: blending learning; image classification; machine learning

Received on 30 November 2023, accepted on 07 December 2023, published on 11 December 2023

Copyright © 2023 S. Ye *et al.*, licensed to EAI. This is an open access article distributed under the terms of the <u>CC BY-NC-SA 4.0</u>, which permits copying, redistributing, remixing, transformation, and building upon the material in any medium so long as the original work is properly cited.

doi: 10.4108/eetel.4509

*Corresponding author. Email: <u>YeShengpei@home.hpu.edu.cn</u>

1. Introduction of Blended learning

Blended learning is an educational approach that combines traditional face-to-face instruction with online learning components, creating a hybrid or "blended" model[1]. This approach seeks to capitalize on the strengths of both traditional classroom teaching and digital resources to enhance the overall learning experience.



Figure 1: Blended learning combines the best of two learning approaches



In a blended learning environment, students typically engage in a mix of in-person classroom sessions and online activities[2]. The face-to-face component allows for direct interaction with teachers and peers, fostering a collaborative and social learning environment[3]. This interaction is valuable for discussions, group activities, and hands-on experiences that may be challenging to replicate in a purely online setting. On the other hand, the online component provides flexibility, allowing students to access resources, lectures, and assignments at their own pace and convenience[4]. As depicted in Figure 1, the blended learning mode amalgamates the strengths of both approaches to better enhance efficiency and effectiveness in education.

Blended learning often leverages various technologies, such as learning management systems, video conferencing tools, and multimedia content, to deliver educational content and facilitate communication[5]. This integration of technology enables a personalized learning experience, catering to individual student needs and learning styles. It also allows for the incorporation of interactive elements, simulations, and multimedia resources that can enhance understanding and engagement.

One of the key benefits of blended learning is its ability to accommodate diverse learning preferences and schedules[6]. Students have the flexibility to review materials, participate in discussions, and complete assignments online, making it suitable for both traditional and non-traditional learners. This approach is increasingly adopted in educational institutions and corporate training programs as it provides a balanced and adaptable framework that combines the best aspects of traditional and digital learning methodologies[7].



Figure 2: Seven popular blended learning modes

As shown in Figure 2, A La Carte model that allows students to learn at their own pace[8]. In the Flex model, students can study course content online and then be tutored online or in the field by teachers. In the Flipped Classroom, students watch instructional videos at home to learn new things, while assignments they'd otherwise take home are flipped in class. The Individual Rotation model is where students rotate through different modules of study. The Lab Rotation model is where students rotate between different LABS or workstations. The Enriched Virtual model allows students to learn online and then be tutored online or in the field by teachers. Station Rotation is a hybrid learning model that consists of a series of independent learning stations, each offering a specific learning experience, and students can rotate between different stations.

2. Introduction of Image Classification

Image classification[9] is a fundamental task in computer vision that involves teaching a machine learning model to categorize or label images into predefined classes or categories[10]. This process is a key component in enabling machines to recognize and understand visual information [11], mimicking the way humans categorize objects in the real world.

At its core, image classification relies on the extraction of meaningful features from images that can be used to distinguish between different classes [12]. These features could include edges, shapes, textures, or higher-level semantic features[13]. Machine learning algorithms, particularly deep learning models like Convolutional Neural Networks (CNNs), have proven highly effective in automatically learning these features from large datasets[14]. During the training phase, the model learns to associate specific features with different classes through iterative optimization [15].

The training process involves presenting the machine learning model with a labeled dataset, where each image is associated with its correct class[16]. The model adjusts its internal parameters based on the differences between its predictions and the actual labels, gradually improving its ability to correctly classify images[17]. Once trained, the model can then be deployed to classify new, unseen images accurately [18].

Image classification finds applications in various fields, from facial recognition and object detection to medical diagnosis and autonomous vehicles[19]. In the medical field, for example, image classification models can help identify and classify tumors in medical images, assisting healthcare professionals in diagnosis[20]. In autonomous vehicles, image classification is crucial for recognizing and reacting to objects and obstacles in the vehicle's environment[21].

Despite its successes, image classification also faces challenges, such as handling variations in lighting conditions, scale, and orientation[22]. Ongoing research



addresses these challenges and improves the robustness and generalization capabilities of image classification models in diverse real-world scenarios[23].

3. Machine Learning helps with Image Classification

Machine learning significantly aids image classification by enabling automated systems to learn patterns, features, and distinctions within a dataset [24], ultimately enabling accurate categorization of images[25]. Image classification involves the task of assigning predefined labels or categories to images based on their visual content, and machine learning algorithms, particularly deep learning models, have proven highly effective in automating this process[26].

In the context of image classification, machine learning models, such as Convolutional Neural Networks (CNNs), can autonomously learn hierarchical representations of features within images[27]. Unlike traditional rule-based systems, machine learning allows these models to adapt and improve their performance over time as they are exposed to more data[28]. During the training phase, the model is presented with a labeled dataset [29], and it learns to identify and extract relevant features that distinguish one class from another[30]. This process enables the model to generalize its understanding and make accurate predictions on new, unseen images.

Loss and Cross Entropy Loss. The calculation formula of MSE Loss is

$$MSE = \frac{1}{n} \sum_{i=1}^{n} (Y_i - \hat{Y}_i)^2$$
(1)

In the formula, n represents the number of samples, Y_i represents the real result, and \hat{Y}_i represents the predicted result of the model. The calculation formula of Cross Entropy Loss is

$$Loss = -\frac{1}{n} \sum_{i=1}^{n} [y_i ln(p_i) + (1 - y_i) ln(1 - p_i)]$$
(2)

In the formula, y_i represents the label of sample i, the positive class is 1, and the negative class is 0, p_i representing the probability that sample i is predicted to be positive, n represents the number of samples.

As shown in Figure 3, image classification of machine learning models such as convolutional neural networks is mainly divided into two processes, namely training process and testing process. In the training process, labels are added to each image through data annotation [31], sorting and classification. After that, the data format is converted and the training model is finally determined through the backpropagation of the Loss function [32]. During the testing process, new data is loaded into the cured model to obtain the final classification results [33]. The original data usually accounts for 90 or 80 percent of the total data, while



Figure 3: The process of image classification by CNN

In the whole process of CNN, the most important thing is the calculation of the loss function. There are many formulas to calculate it, the commonly used ones are MSE the new data accounts for 10 or 20 percent of the total data. The ratio of the two is usually divided according to the specific situation.

The ability of machine learning models to automatically learn features makes image classification applicable to a wide range of domains [34]. From facial recognition and object detection to medical imaging and satellite image analysis, machine learning-powered image classification systems can handle complex visual data and provide valuable insights [35]. For example, in medical imaging [36].



The effectiveness of machine learning in image classification is evident in its applications in real-world scenarios. Industries such as e-commerce, entertainment, healthcare, and autonomous vehicles leverage image classification to improve user experiences, automate tasks, and enhance decision-making processes[<u>37</u>]. The ongoing advancements in machine learning techniques continue to refine and optimize image classification models, making them more robust, accurate, and adaptable to diverse datasets and applications[<u>38</u>].

4.Blended learning benefits ML-based Image Classification

Blended learning, a pedagogical approach that combines traditional in-person instruction with online learning elements, offers several benefits that positively impact ML (machine learning)-based image classification. Integrating blended learning methodologies can enhance the training process of ML models for image classification by providing a flexible and adaptive learning environment[<u>39</u>].

One key advantage is the accessibility of diverse learning resources in a blended learning setting. Through online platforms and resources, students and practitioners engaging in ML-based image classification can access a wide array of tutorials, datasets, and interactive materials[40]. This accessibility fosters a self-paced learning experience, allowing individuals to delve into foundational concepts at their own speed, reinforcing their understanding of the principles underlying image classification algorithms.

Moreover, the collaborative and interactive nature of blended learning can facilitate knowledge exchange and discussion among learners. In the context of ML-based image classification, collaborative projects and online forums enable participants to share insights, troubleshoot challenges, and collectively enhance their understanding of algorithmic concepts[41]. This collaborative aspect not only enriches the learning experience but also promotes a deeper understanding of ML techniques, which is crucial for effective implementation in image classification tasks.

Blended learning environments often incorporate practical, hands-on components, providing learners with opportunities to apply theoretical knowledge in real-world scenarios[42]. For ML-based image classification, this practical application is invaluable. Learners can work with diverse datasets, experiment with different algorithms, and gain experience in preprocessing and feature extraction[43]. This hands-on experience is essential for developing the skills required to implement ML models effectively in image classification tasks.



Figure 4: Blending integrated learning algorithm

The blending integrated learning algorithm needs to divide the data into training sets and test sets, then create multiple models in the first layer, use train_set to train multiple models in the first layer, and then use the trained models to predict val_set and test_set to obtain val_predict, test_predict; As shown in Figure 4, val_predict is used as the training set to train the model at the second layer. The model trained at the second level is used to predict the second level test set test_predict, which is the result of the whole test set. We will divide the training set and the verification set according to the specific situation. In many cases, only 80% or 90% of the entire training set is used as the validation set.

In summary, the benefits of blended learning, including access to diverse resources, collaborative learning opportunities, and hands-on experience, contribute to a more comprehensive and effective training environment for individuals engaged in ML-based image classification[44]. This approach accelerates the learning curve and promotes a deeper understanding and practical application of machine learning principles in the context of image analysis and classification[45].

5. Case Report

In this case report, we explore the implementation of blended learning methodologies to enhance the skills of students in a machine learning course, specifically focusing on ML-based image classification. The goal was to leverage the advantages of blended learning to provide a well-rounded and adaptive learning experience, ultimately improving the participants' proficiency in designing and implementing image classification algorithms[46].

A blended learning approach was adopted, combining traditional classroom lectures with online resources and practical exercises[47]. The course curriculum covered fundamental concepts of machine learning, with a dedicated module on image classification algorithms[48]. Online platforms, including video lectures, interactive tutorials, and curated datasets, were made accessible to students, allowing them to review materials at their own pace[49].



To foster collaboration and knowledge exchange, an online forum was established where students could discuss concepts, share resources, and seek assistance from peers and instructors[50]. Collaborative projects were also introduced, encouraging participants to work together on ML-based image classification tasks[51]. This collaborative aspect aimed to simulate real-world scenarios where teamwork and shared insights contribute to the success of machine learning projects[52].

The hands-on experience was a central component of the blended learning approach. Participants were provided with practical exercises involving implementing image classification algorithms on real-world datasets[53]. The use of online platforms for hands-on exercises allowed students to experiment with various ML frameworks and practice preprocessing techniques crucial for image classification tasks[54].

The blended learning approach yielded positive results in terms of enhanced understanding and practical skills in ML-based image classification[55]. Participants demonstrated a deeper comprehension of algorithmic concepts and proficiency in applying machine learning techniques to diverse datasets. The collaborative projects showcased the effectiveness of shared insights in solving image classification challenges.

6.Conclusion

In conclusion, the integration of blended learning methodologies into machine learning courses, with a specific emphasis on ML-based image classification, offers substantial benefits and contributes to a more comprehensive and effective learning experience. Blended learning combines traditional classroom instruction with online resources, collaborative opportunities, and practical exercises, creating a flexible and adaptive educational environment[56].

The accessibility of diverse online resources allows learners to engage with tutorials, datasets, and interactive materials at their own pace, reinforcing foundational concepts crucial for understanding image classification algorithms. The collaborative nature of blended learning fosters knowledge exchange and discussion among participants, promoting a deeper understanding of machine learning principles through shared insights and collaborative projects[57].



Figure 5: OMO education model

OMO was originally just a business model Blended online with offline. With the transformation of education itself and teachers' teaching methods, we can also take it as Blended Learning. As shown in Figure 5, the connection between space and technology and pedagogy breaks the restrictions of the classroom and diversifies the forms and approaches of knowledge acquisition[58].

Furthermore, the hands-on experience provided in a blended learning setting is invaluable for learners working on ML-based image classification. Practical exercises allow participants to experiment with different algorithms, preprocess datasets, and gain essential skills for real-world applications[59]. This approach not only accelerates the learning curve but also equips individuals with the expertise needed to implement machine learning models effectively in image classification tasks.

Overall, the case for "Blended Learning benefits MLbased Image Classification" is supported by its ability to cater to diverse learning styles, promote collaboration, and provide practical, applicable knowledge. As machine learning continues to play a pivotal role in image analysis and classification, adopting blended learning methodologies proves to be a strategic and effective approach in preparing individuals for the challenges and opportunities in this rapidly evolving field.

Acknowledgment

We thank all the anonymous reviewers for their hard reviewing work.

Funding

This research did not receive any grants.



References

- J. Singh, K. Steele, and L. Singh, "Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & postpandemic world," Journal of Educational Technology Systems, vol. 50, pp. 140-171, 2021.
- [2] A. Katal, J. Upadhyay, and V. K. Singh, "Blended learning in COVID-19 era and way-forward," in Sustainable Blended Learning in STEM Education for Students with Additional Needs, ed: Springer, 2023, pp. 55-85.
- [3] N. Goagoses, T. b. Suovuo, H. Winschiers-Theophilus, C. Suero Montero, N. Pope, E. Rötkönen, et al., "A systematic review of social classroom climate in online and technology-enhanced learning environments in primary and secondary school," Education and Information Technologies, pp. 1-34, 2023.
- [4] N. Bahiyah, "Revolutionizing Education: Unlocking the Potential of Asynchronous Video for Interactive Online Learning," International Journal of Education and Humanities, vol. 3, pp. 187-196, 2023.
- [5] O. K. Kilag, E. Obaner, E. Vidal, J. Castañares, J. N. Dumdum, and T. J. Hermosa, "Optimizing Education: Building Blended Learning Curricula with LMS," Excellencia: International Multi-disciplinary Journal of Education, vol. 1, pp. 238-250, 2023.
- [6] F. S. Glazer, Blended learning: Across the disciplines, across the academy: Taylor & Francis, 2023.
- [7] O. Tapalova and N. Zhiyenbayeva, "Artificial Intelligence in Education: AIEd for Personalised Learning Pathways," Electronic Journal of e-Learning, vol. 20, pp. 639-653, 2022.
- [8] J. J. Priya and M. Gowrishankar, "Blended Learning Approach: Significance of Flex and Self-Blend Models," Constructivism in Teaching and Learning, p. 178, 2022.
- [9] Y. Zhang, "Smart detection on abnormal breasts in digital mammography based on contrast-limited adaptive histogram equalization and chaotic adaptive real-coded biogeography-based optimization," Simulation, vol. 92, pp. 873-885, 2016.
- [10] S. Kanungo, "Analysis of Image Classification Deep Learning Algorithm," 2023.
- [11] Y. Zhang, "Pathological brain detection in MRI scanning by wavelet packet Tsallis entropy and fuzzy support vector machine," SpringerPlus, vol. 4, Article ID: 716, 2015.
- [12] Y. Zhang, "Pathological brain detection in MRI scanning via Hu moment invariants and machine learning," Journal of Experimental & Theoretical Artificial Intelligence, vol. 29, pp. 299-312, 2017.
- [13] J. E. Arco, A. Ortiz, J. Ramirez, F. J. Martinez-Murcia, Y.-D. Zhang, and J. M. Gorriz, "Uncertainty-driven ensembles of multi-scale deep architectures for image classification," Information Fusion, vol. 89, pp. 53-65, 2023.
- [14] N. D. Kathamuthu, S. Subramaniam, Q. H. Le, S. Muthusamy, H. Panchal, S. C. M. Sundararajan, et al., "A deep transfer learning-based convolution neural network model for COVID-19 detection using computed tomography scan images for medical applications," Advances in Engineering Software, vol. 175, p. 103317, 2023.
- [15] Y.-D. Zhang, "Computer-aided diagnosis of abnormal breasts in mammogram images by weighted-type fractional Fourier transform," Advances in Mechanical Engineering, vol. 8, Article ID: 11, 2016.

- [16] A. Picon, M. G. San-Emeterio, A. Bereciartua-Perez, C. Klukas, T. Eggers, and R. Navarra-Mestre, "Deep learning-based segmentation of multiple species of weeds and corn crop using synthetic and real image datasets," Computers and Electronics in Agriculture, vol. 194, p. 106719, 2022.
- [17] P. Celard, E. Iglesias, J. Sorribes-Fdez, R. Romero, A. S. Vieira, and L. Borrajo, "A survey on deep learning applied to medical images: from simple artificial neural networks to generative models," Neural Computing and Applications, vol. 35, pp. 2291-2323, 2023.
- [18] A. Reddy, V. Indragandhi, L. Ravi, and V. Subramaniyaswamy, "Detection of Cracks and damage in wind turbine blades using artificial intelligence-based image analytics," Measurement, vol. 147, p. 106823, 2019.
- [19] A. Amirkhani, M. P. Karimi, and A. Banitalebi-Dehkordi, "A survey on adversarial attacks and defenses for object detection and their applications in autonomous vehicles," The Visual Computer, vol. 39, pp. 5293-5307, 2023.
- [20] R. Vankdothu, M. A. Hameed, A. Ameen, and R. Unnisa, "Brain image identification and classification on internet of medical things in healthcare system using support value based deep neural network," Computers and Electrical Engineering, vol. 102, p. 108196, 2022.
- [21] S. Badrloo, M. Varshosaz, S. Pirasteh, and J. Li, "Imagebased obstacle detection methods for the safe navigation of unmanned vehicles: A review," Remote Sensing, vol. 14, p. 3824, 2022.
- [22] J. Kaur and W. Singh, "Tools, techniques, datasets and application areas for object detection in an image: a review," Multimedia Tools and Applications, vol. 81, pp. 38297-38351, 2022.
- [23] W. Zhuang, C. Chen, and L. Lyu, "When foundation model meets federated learning: Motivations, challenges, and future directions," arXiv preprint arXiv:2306.15546, 2023.
- [24] Y. Zhang, "Remote-Sensing Image Classification Based on an Improved Probabilistic Neural Network," Sensors, vol. 9, pp. 7516-7539, 2009.
- [25] Z. Amiri, A. Heidari, N. J. Navimipour, M. Unal, and A. Mousavi, "Adventures in data analysis: A systematic review of Deep Learning techniques for pattern recognition in cyber-physical-social systems," Multimedia Tools and Applications, pp. 1-65, 2023.
- [26] J. Hou, W. Lin, Y. Fang, H. Wu, C. Chen, L. Liao, et al., "Towards transparent deep image aesthetics assessment with tag-based content descriptors," IEEE Transactions on Image Processing, 2023.
- [27] J. Bharadiya, "Convolutional Neural Networks for Image Classification," International Journal of Innovative Science and Research Technology, vol. 8, pp. 673-677, 2023.
- [28] S. Zhou, W. Jadoon, and J. Shuja, "Machine learning-based offloading strategy for lightweight user mobile edge computing tasks," Complexity, vol. 2021, pp. 1-11, 2021.
- [29] Y. D. Zhang and S. Satapathy, "A seven-layer convolutional neural network for chest CT-based COVID-19 diagnosis using stochastic pooling," IEEE Sensors Journal, vol. 22, pp. 17573 - 17582, 2022.
- [30] P. Perera and V. M. Patel, "Learning deep features for oneclass classification," IEEE Transactions on Image Processing, vol. 28, pp. 5450-5463, 2019.
- [31] S. Wang, "Detection of Dendritic Spines using Wavelet Packet Entropy and Fuzzy Support Vector Machine," CNS & Neurological Disorders - Drug Targets, vol. 16, pp. 116-121, 2017.
- [32] S. Wang, "Magnetic resonance brain classification by a novel binary particle swarm optimization with mutation and time-varying acceleration coefficients," Biomedical



Engineering-Biomedizinische Technik, vol. 61, pp. 431-441, 2016.

- [33] S.-H. Wang and S. Fernandes, "AVNC: Attention-based VGG-style network for COVID-19 diagnosis by CBAM," IEEE Sensors Journal, vol. 22, pp. 17431 - 17438, 2022.
- [34] T. Srinivas, G. Aditya Sai, and R. Mahalaxmi, "A comprehensive survey of techniques, applications, and challenges in deep learning: A revolution in machine learning," International Journal of Mechanical Engineering, vol. 7, pp. 286-296, 2022.
- [35] J. Nalepa, "Where machine learning meets smart delivery systems," in Smart Delivery Systems, ed: Elsevier, 2020, pp. 203-226.
- [36] I. Ibrahim and A. Abdulazeez, "The role of machine learning algorithms for diagnosing diseases," Journal of Applied Science and Technology Trends, vol. 2, pp. 10-19, 2021.
- [37] B. Q. Hashmi, "Artificial Intelligence and Its Role in Information and Communication Technologies (ICT): Application Areas of Artificial Intelligence," in AI and Its Convergence With Communication Technologies, ed: IGI Global, 2023, pp. 1-18.
- [38] P. Patra, B. Disha, P. Kundu, M. Das, and A. Ghosh, "Recent advances in machine learning applications in metabolic engineering," Biotechnology Advances, vol. 62, p. 108069, 2023.
- [39] Z. Huang, M. Fey, C. Liu, E. Beysel, X. Xu, and C. Brecher, "Hybrid learning-based digital twin for manufacturing process: Modeling framework and implementation," Robotics and Computer-Integrated Manufacturing, vol. 82, p. 102545, 2023.
- [40] S. Rizvi, J. Waite, and S. Sentance, "Artificial Intelligence teaching and learning in K-12 from 2019 to 2022: A systematic literature review," Computers and Education: Artificial Intelligence, p. 100145, 2023.
- [41] D. Te'eni, I. Yahav, A. Zagalsky, D. Schwartz, G. Silverman, D. Cohen, et al., "Reciprocal Human-Machine Learning: A Theory and an Instantiation for the Case of Message Classification," Management Science, 2023.
- [42] K. Fleischmann, "Hands-on versus virtual: Reshaping the design classroom with blended learning," Arts and Humanities in Higher Education, vol. 20, pp. 87-112, 2021.
- [43] H. Yu, R. Zhang, and C. Kim, "Intelligent analysis system of college students' employment and entrepreneurship situation: Big data and artificial intelligence-driven approach," Computers and Electrical Engineering, vol. 110, p. 108823, 2023.
- [44] S. Joshi and P. Pramod, "A Collaborative Metaverse based A-La-Carte Framework for Tertiary Education (CO-MATE)," Heliyon, vol. 9, 2023.
- [45] M. Versteijlen and A. E. Wals, "Developing Design Principles for Sustainability-Oriented Blended Learning in Higher Education," Sustainability, vol. 15, p. 8150, 2023.
- [46] A. Valledor, A. Olmedo, C. J. Hellín, A. Tayebi, S. Otón-Tortosa, and J. Gómez, "The Eclectic Approach in English Language Teaching Applications: A Qualitative Synthesis of the Literature," Sustainability, vol. 15, p. 11978, 2023.
- [47] C. Míguez-Álvarez, B. Crespo, E. Arce, M. Cuevas, and A. Regueiro, "Blending learning as an approach in teaching sustainability," Interactive Learning Environments, vol. 30, pp. 1577-1592, 2022.
- [48] A. Alam, "A digital game based learning approach for effective curriculum transaction for teaching-learning of artificial intelligence and machine learning," in 2022 International Conference on Sustainable Computing and Data Communication Systems (ICSCDS), 2022, pp. 69-74.

- [49] B. Serrano-Solano, M. C. Föll, C. Gallardo-Alba, A. Erxleben, H. Rasche, S. Hiltemann, et al., "Fostering accessible online education using Galaxy as an e-learning platform," PLoS computational biology, vol. 17, p. e1008923, 2021.
- [50] Z. Xie, D. K. Chiu, and K. K. Ho, "The role of social media as aids for accounting education and knowledge sharing: learning effectiveness and knowledge management perspectives in mainland China," Journal of the Knowledge Economy, pp. 1-28, 2023.
- [51] I. T. Sanusi, J. O. Omidiora, S. S. Oyelere, H. Vartiainen, J. Suhonen, and M. Tukiainen, "Preparing Middle Schoolers for a Machine Learning–Enabled Future through Design-Oriented Pedagogy," IEEE Access, 2023.
- [52] Q. Zhang, "Secure Preschool Education Using Machine Learning and Metaverse Technologies," Applied Artificial Intelligence, vol. 37, p. 2222496, 2023.
- [53] Q. Jiang, Z. Liu, K. Gu, F. Shao, X. Zhang, H. Liu, et al., "Single image super-resolution quality assessment: a realworld dataset, subjective studies, and an objective metric," IEEE Transactions on Image Processing, vol. 31, pp. 2279-2294, 2022.
- [54] M. Wu, U. Di Caprio, F. Vermeire, P. Hellinckx, L. Braeken, S. Waldherr, et al., "An artificial intelligence course for chemical engineers," Education for Chemical Engineers, vol. 45, pp. 141-150, 2023.
- [55] A. Kukkar, R. Mohana, A. Sharma, and A. Nayyar, "Prediction of student academic performance based on their emotional wellbeing and interaction on various e-learning platforms," Education and Information Technologies, pp. 1-30, 2023.
- [56] D. H. Tong, B. P. Uyen, and L. K. Ngan, "The effectiveness of blended learning on students' academic achievement, self-study skills and learning attitudes: A quasi-experiment study in teaching the conventions for coordinates in the plane," Heliyon, vol. 8, 2022.
- [57] P. Jaswal and B. Behera, "Blended matters: Nurturing critical thinking," E-Learning and digital Media, p. 20427530231156184, 2023.
- [58] V. Shunkov, O. Shevtsova, V. Koval, T. Grygorenko, L. Yefymenko, Y. Smolianko, et al., "Prospective directions of using multimedia technologies in the training of future specialists," 2022.
- [59] L. Dong, H. Zhang, W. Liu, Z. Weng, and H. Kuang, "Semisupervised pre-processing for learning-based traceability framework on real-world software projects," in Proceedings of the 30th ACM Joint European Software Engineering Conference and Symposium on the Foundations of Software Engineering, 2022, pp. 570-582.

