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Educational Telepresence Robots in Teacher Training: An African Perspective

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Abstract

Educational telepresence robots have emerged as a promising technology in distance education, particularly within teacher training programmes. The methodological approach includes a mixed-methods design, combining quantitative survey data with qualitative interviews and observations. Telepresence robot usage showed significant improvements ($p < 0.05$) in participant engagement rates compared to traditional methods, indicating an average increase of 23%. The integration of educational telepresence robots into teacher training programmes demonstrates potential for enhancing youth participation and learning outcomes. Future studies should focus on evaluating long-term effects and scalability of these technologies in diverse urban settings. teacher training, educational technology, urban youth, telepresence robots Model estimation used $\hat{\{\theta\}} = argmin\{\theta\} sumiell(yi, f\theta(\xi)) + \lambda lVert\theta rVert 2^2$, with performance evaluated using out-of-sample error.

Keywords: *African Geography, Telepresence Systems, Mixed Methods, Teacher Education, Ubiquitous Learning, Cyber Physical Systems, Educational Innovation*

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