
Automated & Extended AI/Infinite Intelligence Hearthstone AI bot

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SIA registrar. It may be beneficial for digital highways
and regions to develop "linking" lists of MNPs to register
the "commonalities" of the MNP. This study reflects the
range of services available to improve digital transitions
across contexts and geographies. Notably, most of the
tools identified in this study are tailored for students with
special needs. Many of the MNP tools are offered at no
cost (for example, Smartphone for Students or
SMART!), while others rely on private companies
providing training and technical support. Further
research should be done to identify the cost-
effectiveness and cost-benefit of each of the MNP tools
identified in this study. The inclusion of language and
communication provisions are often overlooked in the
digital education literature. Programs may fail to
explicitly include these important supports in their digital
programs or fail to identify alternate language and
communications strategies or methods to facilitate access

to and use of digital learning materials by the linguistic and culturally diverse populations that they serve. It is critical that digital programs identify and consider methods to provide access to translations of resources and materials that are useful, efficient, and effective for the learners that they serve. Limitations {#sec2-8}

----- Several limitations were identified in this study. The study relied on a single, purposive sampling method, so the results may not be generalizable to other contexts or geographies. Because of this, caution must be used when developing policy and program implications. While the study adopted a non-probability sampling method, the sample size was not large (*n* = 18). The survey was completed in one country, so any factors unique to that context may not be generalizable. Findings may not be generalizable to other topics or to more complex groups of students (e.g., graduate students). That said, results suggest that opportunities exist to address MNPs across a diverse range of contexts and systems. Further research could explore ways to further address these MNP needs across multiple contexts and geographies. CONCLUSIONS {#sec1-5}

===== This study identifies several digital transitions supports that can be accessed and used by

students with special needs. To address these f678ea9f9e

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