

Abstract

The world today has greatly been influenced by the advancements in technology, which has resulted to changes across all sectors of life, which includes the education sector. Moreover, the COVID-19 pandemic as of March 2020 resulted to more ICT integration in most sectors including education, leveraging on emerging technologies like the Internet of Things (IoT), Mircea et al., 2021. IoT refers to the network of interconnected people and devices to the world wide web (www) powered by the internet and is already in use in Education where learning and academic institutions are now incorporating IoT in educational activities, considering the ubiquitous nature of the IoT devices, Kassab et al., 2020a. However, despite the many technological advances, the adoption, and the impact of IoT in education is still in its infancy, Dai et al., 2021. According to the United Nations sustainable goals of 2015, quality education is both Inclusive and equitable, and promotes lifelong learning. Therefore, regardless of the adopted technologies, quality education should be facilitated to all people within the population, Kayhan et al., 2015a. Considering the world population of 15% that is of people living with disabilities according to World Health Organization, this paper therefore is a systematic review of literature for the period 2010 to 2021, on the implications of Internet of Things (IoTs) on the Education for students with disabilities, to highlight benefits, challenges, adopted scenarios, technologies, as well as gaps and notable areas for further research.