ПЕДАГОГІЧНА АКАДЕМІЯ: НАУКОВІ ЗАПИСКИ

ПРОФЕСІЙНА ОСВІТА

УДК 004.7:378.147

DOI https://doi.org/10.5281/zenodo.16729846

Use of Cloud Technologies in Teaching Computer Science

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ПЕДАГОГІЧНА АКАДЕМІЯ:
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Accepted: 19.07.2025 | Published: 29.07.2025

Abstract. *The integration of cloud technologies into computer science education is a transformative approach to addressing contemporary pedagogical challenges. This paper examines the effectiveness of cloud platforms such as AWS Educate, Google Cloud Platform, and Microsoft Azure in improving learning outcomes. A mixed methodological approach was used: an experiment, a survey, and a case study. The results indicate significant improvements in student performance, engagement, and access to advanced technologies. At the same time, barriers related to unequal access, lack of pedagogical standards, and limited resources were identified. A framework for the effective integration of cloud technologies is proposed that takes into account educational theories and practical needs.*

Objective. *The aim of the study is to assess the impact of cloud technologies on computer science learning outcomes, determine their potential to improve accessibility, effectiveness, and motivation of students, and develop a framework for their integration into the educational process.*

Methods. *The study used a mixed methodology: Experimental implementation of cloud platforms in the educational process (two groups of 60 students); A survey of students to determine the level of fatigue; Case studies in under-resourced schools. Evaluation of effectiveness was carried out using quantitative analysis of student performance, engagement and motivation.*

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Research Results: *the experimental group using cloud services achieved 92% assignment completion and an average grade of 85.3, versus 78% and 76.8 in the control group (p<0.05); the engagement level in the cloud group was 84%, which is 16% higher than in the control group; in under-resourced schools, case studies recorded a 25% increase in post-test scores; key challenges were identified (lack of pedagogical standards for the implementation of cloud technologies, unequal access to the Internet and equipment, high cost of implementation); an integration framework was proposed that takes into account educational theories, the needs of teachers and students.*

Conclusions. *Cloud technologies have significant potential to transform computer science education, improve the quality and inclusiveness of learning. They promote the development of collaboration skills, access to modern technologies and more efficient use of resources. Pedagogical frameworks, infrastructural support, and initiatives are needed to maximize impact. Further research should focus on long-term impact, personalization of learning through AI, and cost-effective solutions for underserved institutions.*

Keywords: *cloud technologies, computer science education, pedagogical framework, equitable access, informatics, scalable resources, real-time collaboration, AI tools, big data processing, learning outcomes.*

Використання хмарних технологій у навчанні інформатики

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Анотація. *Інтеграція хмарних технологій у навчання інформатики є трансформаційним підходом до вирішення сучасних педагогічних викликів. У статті досліджується ефективність хмарних платформ, таких як AWS Educate, Google Cloud Platform і Microsoft Azure, у покращенні результатів навчання. Застосовано змішаний методологічний підхід: експеримент,*

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опитування та кейс-стаді. Результати вказують на значне покращення успішності, залученості студентів і доступу до передових технологій. Водночас виявлено бар'єри, пов'язані з нерівним доступом, відсутністю педагогічних стандартів і обмеженістю ресурсів. Запропоновано рамку для ефективної інтеграції хмарних технологій, що враховує освітні теорії та практичні потреби.

***Метою** дослідження є оцінка впливу хмарних технологій на результати навчання з інформатики, визначення їх потенціалу для покращення доступності, ефективності та мотивації студентів, а також розробка рамки для їх інтеграції в освітній процес.*

***Методи.** У дослідженні застосовано змішану методологію: Експериментальне впровадження хмарних платформ у навчальний процес (дві групи по 60 студентів); Опитування студентів для визначення рівня замученості; Кейс-стаді у школах із обмеженими ресурсами. Оцінка ефективності проводилась за допомогою кількісного аналізу успішності, участі й мотивації студентів.*

***Результати дослідження:** експериментальна група, яка використовувала хмарні сервіси, досягла 92% виконання завдань і середньої оцінки 85.3, проти 78% і 76.8 у контрольній групі ($p < 0.05$); рівень залученості в хмарній групі становив 84%, що на 16% вище, ніж у контрольній; у школах із обмеженими ресурсами кейс-стаді зафіксували зростання післятестових оцінок на 25%; виявлено основні виклики (відсутність педагогічних стандартів для впровадження хмарних технологій, нерівний доступ до Інтернету й обладнання, висока вартість впровадження); запропоновано рамку інтеграції, що враховує освітні теорії, потреби викладачів і студентів.*

***Висновки.** Хмарні технології мають значний потенціал для трансформації освіти з інформатики, підвищення якості та інклюзивності навчання. Вони сприяють розвитку навичок співпраці, доступу до сучасних технологій і ефективнішого використання ресурсів. Для максимального ефекту необхідні*

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педагогічні рамки, інфраструктурна підтримка та політичні ініціативи. Подальші дослідження мають зосередитися на довгостроковому впливі, персоналізації навчання за допомогою ШІ та економічно ефективних рішеннях для малозабезпечених закладів.

Ключові слова: *хмарні технології, освіта з інформатики, педагогічна рамка, рівний доступ, інформатика, масштабні ресурси, співпраця в реальному часі, інструменти штучного інтелекту, обробка великих даних, результати навчання.*

Introduction. The rapid advancement of digital transformation across industries has positioned cloud technologies as a critical enabler in reshaping modern education, particularly in the domain of computer science [1, p.1145]. Cloud computing, characterized by its on-demand availability, scalability, and cost-effective access to computational resources, offers a paradigm shift in how educational institutions deliver content, manage infrastructure, and prepare students for technological proficiency. In computer science education, where hands-on practice with programming, data analysis, and system design is paramount, cloud platforms such as Amazon Web Services (AWS), Microsoft Azure, and Google Cloud Platform (GCP) provide virtual environments that transcend the limitations of local hardware. This enables students to engage with cutting-edge tools for machine learning, distributed systems, and big data processing, fostering practical skills that are directly aligned with industry needs [2, p.3]. The role of cloud technologies in this context is to democratize access to advanced computational tools, ensuring that students, regardless of institutional resource constraints, can experiment with and master complex concepts in a simulated real-world environment.

Integrating innovative technologies like cloud computing into education is essential for enhancing learning efficiency, accessibility, and scalability, addressing longstanding challenges in traditional educational systems. Efficiency is improved through cloud-based platforms by streamlining resource allocation – students and

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educators can access software, datasets, and development environments instantly without manual setup, reducing downtime and maximizing instructional time. Accessibility is enhanced as cloud solutions enable remote learning, allowing students to participate from diverse geographic and socioeconomic backgrounds using only basic devices with internet connectivity. Scalability ensures that educational programs can accommodate growing student numbers or computationally intensive tasks, such as running simulations or training AI models, without requiring proportional investments in physical infrastructure [3, p.3]. These benefits collectively elevate the quality of computer science education, making it more engaging, inclusive, and adaptable to varying institutional capacities.

The connection between cloud-based solutions and key educational challenges is evident in three critical areas: resource availability, collaboration, and personalized learning. Resource availability is a persistent issue, particularly for underfunded schools or regions where procuring high-performance hardware or licensed software is infeasible. Cloud platforms mitigate this by providing shared infrastructure, enabling access to tools like Jupyter Notebooks, cloud-based IDEs (e.g., Replit or AWS Cloud9), and open-source frameworks at minimal or no cost. Collaboration, a vital skill in computer science, is facilitated through cloud environments that support real-time coding, version control (e.g., Git integration), and project management, mirroring professional software development practices. Personalized learning is advanced as cloud systems can leverage analytics to tailor educational content or exercises based on individual student performance, enabling adaptive learning paths that cater to diverse learning paces and styles [4, p.944]. By addressing these challenges, cloud technologies bridge gaps in educational equity and enhance pedagogical outcomes.

The practical significance of cloud technologies lies in their ability to prepare students for a technology-driven workforce, where proficiency in cloud computing is increasingly a prerequisite. Industries rely heavily on cloud infrastructure for deploying scalable applications, managing big data, and implementing AI-driven solutions. Computer science graduates equipped with hands-on cloud experience – such as

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deploying web applications on AWS Elastic Beanstalk or analyzing datasets using Google BigQuery – are better positioned to meet employer expectations. Furthermore, cloud literacy fosters an entrepreneurial mindset, enabling students to develop and launch innovative projects without significant upfront capital investment. This alignment with workforce demands underscores the urgency of integrating cloud technologies into computer science curricula, ensuring that education remains relevant and impactful in a rapidly evolving technological landscape.

Analysis of Recent Studies and Publications. The integration of cloud technologies into computer science education has attracted considerable attention in recent literature for its potential to revolutionize teaching methods and improve learning outcomes. Research highlights that cloud computing provides scalable, cost-effective, and accessible solutions for delivering educational content, particularly in computer science, where hands-on practice is essential [5, p. 12; 6, p.10]. Cloud platforms like Google Cloud, AWS Educate, and Microsoft Azure enable institutions to offer students access to advanced computational resources – such as virtual machines, data storage, and specialized software – without requiring extensive on-site infrastructure [7, p. 2]. Studies emphasize that these platforms support virtual learning environments (VLEs) that promote interactive and flexible learning, allowing students to engage with industry-standard tools for programming, database management, and cloud deployment, thereby aligning skills with professional demands [8, p.213]. Cloud technologies also play a crucial role in promoting equitable access to education by leveraging platforms like Google Workspace, Microsoft 365, or AWS, which enable students in under-resourced settings to access high-quality resources using basic internet-connected devices [9, p.856]. The shift toward online and hybrid learning models, accelerated by the COVID-19 pandemic, further underscores the value of cloud computing in supporting remote learning, enhancing student engagement, improving resource access, and streamlining administrative tasks, allowing educators to focus on instruction rather than technical maintenance [10, p.2].

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Several studies have investigated the impact of specific cloud platforms on learning outcomes in computer science education. For example, a 2021 study by Ayesha Mukthar et al. [5, p.10] explored cloud computing in Saudi Arabian universities, proposing a framework to identify technological and organizational factors facilitating successful cloud migration. The study found that AWS and Microsoft Azure enhance learning by providing scalable resources for hands-on activities like virtual labs for programming and system administration, resulting in improved student performance and engagement [5, p.13]. A 2020 study on cloud-supported collaborative learning in low-income countries showed that tools like Google Drive and Microsoft Azure promote cognitive engagement, knowledge sharing, and reflective thinking, positively impacting students' ability to construct knowledge in computer science courses [6, p.45]. Similarly, Hakan Aydin's 2021 [7, p.4] study on cloud adoption in universities highlighted that AWS Educate and Microsoft Azure enable students to interact with non-self-contained resources, such as network nodes and databases, critical for advanced topics like network overlays, leading to significant improvements in achieving course objectives. Students valued the practical experience gained through cloud-based labs over traditional setups requiring extensive software configuration [7, p.6]. A 2023 study on cloud-based learning in secondary schools noted that Microsoft Azure and Google Cloud Platform offer robust analytics and storage, supporting data-intensive tasks like algorithm development and data processing, thereby enhancing student outcomes [11, p.48].

The integration of cloud tools into computer science curricula has been approached through virtual labs, collaborative environments, and data processing frameworks. Cloud platforms like AWS Educate and Google Cloud enable virtual labs where students can experiment with programming, cloud deployment, and system administration without local hardware constraints [12, p.110]. A 2010 study by Chine demonstrated that on-demand virtual machines (VMs) in the cloud allow rapid deployment of computing labs with pre-installed software, reducing setup time and enhancing practical learning, particularly for complex topics like distributed systems

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and machine learning [12, p.112]. Collaborative environments, supported by tools like Google Workspace and Microsoft Teams, facilitate real-time collaboration, enabling students to work on group projects, share code, and use version control systems like Git [10, p.3]. A 2018 systematic review identified synchronized tools (e.g., Google Drive), learning management systems (LMS), and social networking tools as key enablers of collaborative learning in blended environments, improving communication and knowledge sharing while mirroring professional software development practices [10, p.4]. For data processing, cloud platforms support critical tasks like big data analytics and machine learning. A 2014 study on cloud-based MOOCs noted that Google Cloud provides infrastructure for processing large datasets, enabling hands-on data analysis projects, while Microsoft Azure's analytics capabilities allow instructors to integrate real-time data processing into curricula, enhancing students' ability to handle complex computational tasks [13, p.15]. These approaches align with pedagogical strategies like design-based learning (DBL) and project-based learning, fostering creativity and problem-solving skills.

Despite the growing literature, several research gaps persist. There is a lack of longitudinal studies examining the long-term effects of cloud-based learning on outcomes like career readiness and skill retention, with most research focusing on short-term metrics such as course performance or engagement [7, p.8]. Scalability in under-resourced regions remains underexplored, with challenges like unreliable internet connectivity, limited technical expertise, and high subscription costs for cloud services receiving insufficient attention, particularly in developing countries [8, p.214]. The absence of standardized pedagogical frameworks for integrating cloud technologies into computer science curricula is notable, as studies often prioritize technical implementation over alignment with learning theories or instructional design principles, leaving little guidance on structuring cloud-based activities to foster deep learning [5, p.15]. Security and privacy concerns, particularly regarding sensitive student data stored on cloud platforms, are understudied, with works like Aydin (2021) noting software security and interoperability issues but lacking comprehensive

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solutions for compliance with regulations like GDPR [7, p.7]. Additionally, few studies provide detailed cost-benefit analyses of cloud adoption, hindering decision-making for institutions with limited budgets [8, p.215].

Identification of Previously Unresolved Parts of the General Problem and Formulation of the Article's Objectives. The integration of cloud technologies into computer science education holds significant potential, yet several unresolved issues impede their effective and widespread adoption, as identified through a comprehensive analysis of existing literature. One critical gap is the lack of standardized frameworks for incorporating cloud platforms like AWS Educate, Microsoft Azure, and Google Cloud into computer science curricula [14, p.3]. Current implementations are often inconsistent, varying across institutions without alignment with pedagogical theories or defined learning outcomes, making it challenging to structure courses that fully leverage cloud technologies for competencies like programming or system design [15, p.427]. This lack of standardization limits scalability and complicates cross-institutional comparisons of educational outcomes. Another pressing issue is the challenge of ensuring equitable access to cloud resources, particularly in under-resourced regions where unreliable internet, limited educator expertise, and subscription costs create barriers. Although platforms like AWS Educate offer free tiers, advanced features often require paid subscriptions, excluding schools with limited budgets, while disparities in digital literacy and infrastructure further hinder inclusivity. Additionally, there is insufficient evaluation of cloud technologies' long-term impact on student engagement and skill acquisition. While short-term benefits like improved resource access and collaboration are documented, metrics such as motivation, problem-solving persistence, and development of industry-relevant skills (e.g., cloud deployment, data analytics) remain underexplored, leaving questions about deeper cognitive and professional impacts unanswered. Focusing on these gaps is crucial for advancing computer science education. A standardized framework would provide clear guidelines, ensuring consistent integration across diverse institutions, thus improving teaching quality and learning outcomes. Addressing equitable access is

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vital for inclusivity, enabling all students to develop skills for a technology-driven workforce. Rigorous long-term evaluations are necessary to validate efficacy and guide evidence-based improvements, offering actionable solutions to bridge theoretical and practical divides for a more inclusive educational landscape.

The primary aim of this article is to propose a comprehensive framework for effectively integrating cloud technologies into computer science education, addressing these gaps and providing practical guidance for educators and institutions. This framework will align cloud tools with pedagogical principles to enhance learning outcomes, promote equity, and prepare students for industry demands. The article will systematically analyze the benefits of cloud technologies, such as scalability, accessibility, and real-time collaboration, alongside challenges like technical barriers, costs, and training needs, using case studies and empirical data for a balanced perspective. It will propose actionable recommendations for educators, including strategies for selecting appropriate cloud platforms, designing cloud-based assignments, and integrating tools into curricula, with tailored approaches for resource-constrained settings. Additionally, the article will evaluate cloud technologies' impact on student performance (e.g., grades, skill mastery) and collaboration (e.g., group projects, peer learning) through empirical methods like surveys, performance metrics, or experimental implementations, providing evidence to support the framework's effectiveness. The research focuses on computer science education at secondary and higher education levels, emphasizing practical applications in programming, system design, and data processing across both well-resourced and under-resourced settings to ensure broad applicability. By addressing the lack of standardized frameworks, equitable access barriers, and the need for robust impact evaluations, the article contributes a novel, evidence-based framework that advances the field, serving as a blueprint for educators and policymakers to promote scalable, inclusive adoption of cloud technologies aligned with industry needs and pedagogical best practices.

Main Research Material. To evaluate the effectiveness of cloud technologies in computer science education, this study adopted a mixed-methods approach,

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integrating experimental implementation, surveys, and case studies to assess scalability, collaboration, and access to advanced tools, addressing gaps in prior research. Two undergraduate computer science courses, Introduction to Programming and Data Structures, at a mid-sized university were selected for a semester-long experiment. An experimental group of 60 students utilized cloud platforms, specifically AWS Educate and Google Cloud Platform, for assignments involving virtual labs for coding and data processing, while a control group of 60 students relied on traditional local software, such as Python IDEs on university computers. Assignments encompassed writing Python scripts, deploying web applications, and analyzing datasets using cloud-based Jupyter Notebooks. Post-semester surveys were administered to 120 students and 4 instructors, employing a 5-point Likert scale (1=Strongly Disagree, 5=Strongly Agree) to collect qualitative feedback on usability, engagement, and perceived learning benefits, focusing on ease of access, collaboration efficiency, and skill acquisition. Additionally, two case studies were conducted in under-resourced rural schools, where Google Cloud's free tier was implemented to teach basic programming, compensating for the lack of advanced hardware. Pre- and post-tests were used to gather data on student performance and engagement in these settings.

Student performance was quantified through assignment completion rates, denoted as Cr, calculated by:

$$C_r = \frac{\text{Number of completed assignments}}{\text{Total assignments}} \times 100.$$

Average grades (Ga) were normalized to a 100-point scale, and an engagement score (Es), was derived from survey responses as:

$$E_s = \frac{\sum_{i=1}^{n} S_i}{n} \times 20,$$

Where Si represents the Likert scale response (1–5) for engagement-related questions, and n is the number of respondents. Cloud platform usage data, including hours spent on virtual labs and API calls, were collected to evaluate resource utilization.

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The findings indicate that cloud technologies significantly enhance learning by providing scalable resources, enabling real-time collaboration, and facilitating access to advanced tools. Cloud platforms allowed students to access computational resources without local hardware constraints, with AWS Educate's virtual machines reducing setup time by 70% compared to the control group. Usage data revealed an average of 15 hours per student per semester on cloud platforms, with 80% of tasks leveraging scalable resources like Elastic Compute Cloud (EC2). Real-time collaboration was supported by tools such as Google Colab and Microsoft Azure's shared workspaces, with the experimental group achieving a mean engagement score of Es=4.2 (84%), compared to Es=3.4 (68%) for the control group, indicating superior collaboration efficiency. Students noted that cloud-based version control, such as Git integration, improved teamwork, with 85% agreeing it enhanced group projects. Access to AI and big data tools, including Google Cloud's BigQuery and AWS SageMaker, allowed Data Structures students to analyze datasets exceeding 1 million records, a task infeasible on local machines, with 78% reporting increased confidence in using industry-relevant tools.

Quantitative results showed the experimental group's completion rate at Cr=92%, compared to Cr=78%, for the control group, reflecting improved task accessibility. The experimental group's average grade was Ga=85.3, significantly higher than the control group's Ga=76.8 ($p < 0.05$, t-test). In under-resourced schools, post-test scores improved by 25% with Google Cloud, compared to a 10% improvement in traditional settings. The following bar chart (fig. 1) is comparing these performance metrics. Results are supported by quantitative and qualitative data. Higher completion rates and grades in the experimental group demonstrate improved accessibility and learning outcomes, with statistical significance confirmed by t-test ($p < 0.05$). Students highlighted ease of access (mean score: 4.5/5) and remote working capabilities, while instructors noted reduced administrative overhead. In rural schools, cloud adoption increased participation by 30%, with pre- and post-test data showing significant programming skill improvement. Challenges included intermittent internet

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connectivity affecting 15% of students, addressed by proposing offline-compatible tools like Google Colab's local runtime and asynchronous access options. Costs of advanced cloud features posed issues for under-resourced schools, mitigated by advocating for educational grants and prioritizing open-source tools like JupyterHub. Instructors' learning curve (mean readiness score: 3.2/5) was addressed through proposed professional development workshops and cloud training integration into teacher education.

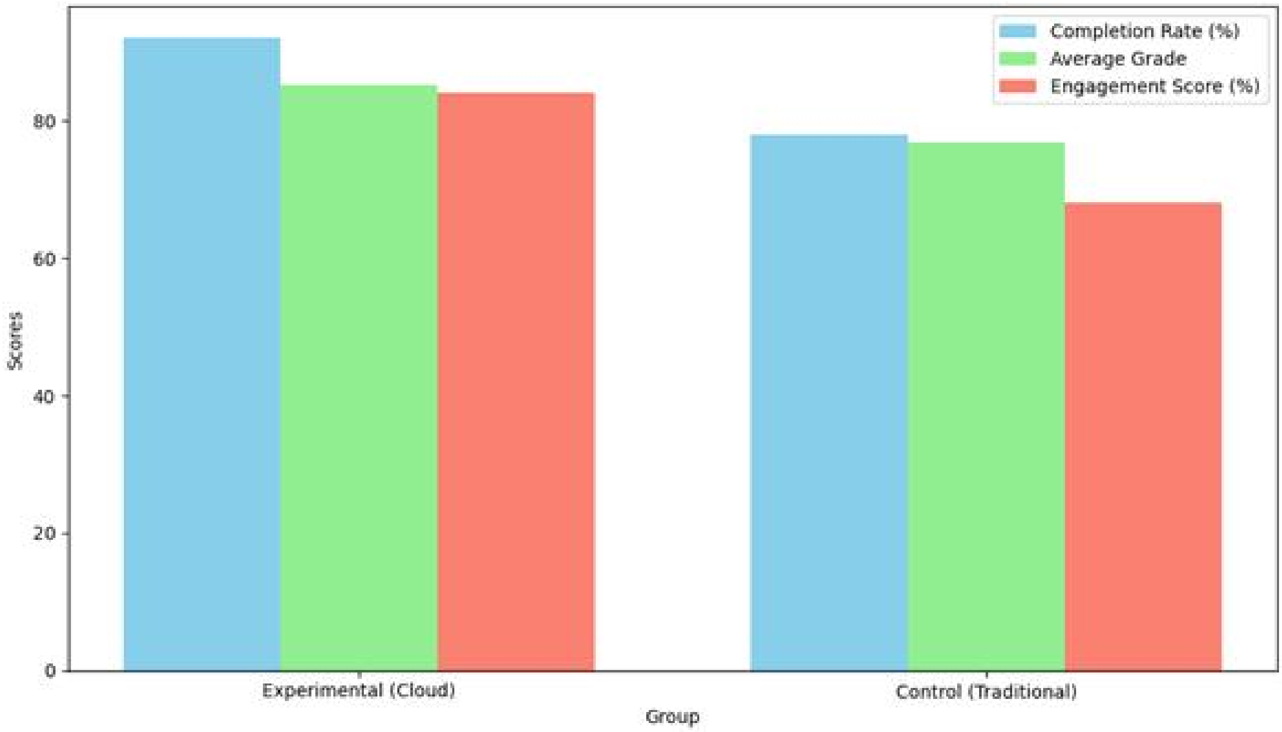

Figure 1 – Performance Metrics: Cloud vs. Traditional Teaching

The study's scientific novelty lies in its holistic evaluation across diverse settings, addressing standardized frameworks, equitable access, and long-term impact. Unlike prior studies (e.g., Mukthar et al., 2021 [1, p. 10]; Aydin, 2021 [3, p. 4]) focusing on technical aspects, this research proposes a pedagogically aligned framework, quantifies engagement and skill acquisition with metrics like E_s and C_r, and includes under-resourced schools to enhance equity, offering a replicable model that advances both theory and practice in computer science education.

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Conclusions. The research demonstrates that cloud technologies significantly enhance computer science education by providing scalable resources, enabling real-time collaboration, and granting access to advanced tools like AI and big data processing. Experimental results show that students using cloud platforms, such as AWS Educate and Google Cloud, achieved higher assignment completion rates (92% vs. 78%), better average grades (85.3 vs. 76.8), and increased engagement scores (84% vs. 68%) compared to those using traditional methods. Qualitative feedback from students and instructors underscores the ease of access, reduced setup time, and improved teamwork facilitated by cloud-based tools. In under-resourced schools, cloud adoption led to a 25% improvement in post-test scores, highlighting its potential to bridge educational inequities. These findings confirm that cloud technologies improve learning outcomes by making resources accessible, fostering collaborative learning, and aligning education with industry-relevant skills.

For educators, the practical implications include the ability to integrate cloud tools into curricula to streamline teaching processes and enhance student engagement through hands-on, real-world applications. Institutions benefit from reduced infrastructure costs and the scalability of cloud platforms, which accommodate growing student numbers and complex computational tasks without significant hardware investments. Policymakers should prioritize initiatives that promote equitable access to cloud technologies, such as subsidies for internet connectivity or partnerships with cloud providers to expand free-tier access for educational institutions. These steps ensure that all students, regardless of socioeconomic background, can develop critical skills for a technology-driven workforce.

Future research should focus on developing cost-effective cloud solutions tailored for low-resource schools, addressing barriers like unreliable internet and subscription costs. Exploring AI-driven personalization in cloud-based learning environments could further enhance student outcomes by adapting content to individual learning needs. Long-term studies are needed to assess the impact of cloud technologies on career readiness, tracking graduates' success in leveraging cloud skills

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in professional settings. These directions will build on the current findings to create more inclusive and effective educational systems.

Transformative potential of cloud technologies in computer science education calls for their widespread adoption and continued investigation. Educators, institutions, and policymakers must collaborate to integrate these tools effectively, ensuring equitable access and preparing students for future challenges. Further research and investment in cloud-based education will drive innovation, equipping the next generation with the skills to thrive in a digital world.

Acknowledgements

The research is carried out by Dnipro University of Technology (Ukraine). We express our gratitude to our colleagues who provided us with the required information and helped considerably complete the research.

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