

1. Record Nr.	UNISA996465610003316
Titolo	21st Century Learning for 21st Century Skills [[electronic resource]] : 7th European Conference on Technology Enhanced Learning, EC-TEL 2012, Saarbrücken, Germany, September 18-21, 2012, Proceedings / / edited by Andrew Ravenscroft, Stefanie Lindstaedt, Carlos Delgado Kloos, Davinia Hernández-Leo
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ISBN	3-642-33263-3
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (XVIII, 553 p. 130 illus.)
Collana	Programming and Software Engineering ; ; 7563
Disciplina	005.7
Soggetti	Application software Artificial intelligence Information storage and retrieval Computer communication systems User interfaces (Computer systems) Data mining Information Systems Applications (incl. Internet) Artificial Intelligence Information Storage and Retrieval Computer Communication Networks User Interfaces and Human Computer Interaction Data Mining and Knowledge Discovery
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	International conference proceedings.
Nota di bibliografia	Includes bibliographical references and author index.
Nota di contenuto	21st Century Learning for 21st Century Skills: What Does It Mean, and How Do We Do It -- Exploiting Semantic Information for Graph-Based Recommendations of Learning Resources -- An Initial Evaluation of Metacognitive Scaffolding for Experiential Training Simulators -- Paper Interfaces for Learning Geometry -- The European TEL Projects Community from a Social Network Analysis Perspective -- TinkerLamp 2.0: Designing and Evaluating Orchestration Technologies for the

Classroom -- Understanding Digital Competence in the 21st Century:
 An Analysis of Current Frameworks -- How CSCL Moderates the
 Influence of Self-efficacy on Students' Transfer of Learning
 -- Notebook or Facebook? How Students Actually Use Mobile Devices
 in Large Lectures -- Enhancing Orchestration of Lab Sessions by Means
 of Awareness Mechanisms -- Discerning Actuality in Backstage:
 Comprehensible Contextual Aging -- Tweets Reveal More Than You
 Know: A Learning Style Analysis on Twitter -- Motivational Social
 Visualizations for Personalized E-Learning -- Generator of Adaptive
 Learning Scenarios: Design and Evaluation in the Project CLES --
 Technological and Organizational Arrangements Sparking Effects on
 Individual, Community and Organizational Learning -- The Social
 Requirements Engineering (SRE) Approach to Developing a Large-Scale
 Personal Learning Environment Infrastructure -- The Six Facets of
 Serious Game Design: A Methodology Enhanced by Our Design Pattern
 Library -- To Err Is Human, to Explain and Correct Is Divine: A Study of
 Interactive Erroneous Examples with Middle School Math Students
 -- An Authoring Tool for Adaptive Digital Educational Games -- A
 Dashboard to Regulate Project-Based Learning -- Lost in Translation
 from Abstract Learning Design to ICT Implementation: A Study Using
 Moodle for CSCL -- The Push and Pull of Reflection in Workplace
 Learning: Designing to Support Transitions between Individual,
 Collaborative and Organisational Learning -- eAssessment for 21st
 Century Learning and Skills -- Supporting Educators to Discover and
 Select ICT Tools with SEEK-AT-WD.-Key Action Extraction for Learning
 Analytics -- Using Local and Global Self-evaluations to Predict
 Students' Problem Solving Behaviour -- Taming Digital Traces for
 Informal Learning: A Semantic-Driven Approach -- Analysing the
 Relationship between ICT Experience and Attitude toward E-Learning:
 Comparing the Teacher and Student Perspectives in Turkey
 -- Integration of External Tools in VLEs with the GLUE! Architecture: A
 Case Study -- Mood Tracking in Virtual Meetings -- Teachers and
 Students in Charge: Using Annotated Model Solutions in a Functional
 Programming Tutor -- The Effect of Predicting Expertise in Open
 Learner Modeling -- Technology-Embraced Informal-in-Formal-
 Learning -- Towards Automatic Competence Assignment of Learning
 Objects -- Slicepedia: Automating the Production of Educational
 Resources from Open Corpus Content -- Fostering Multidisciplinary
 Learning through Computer-Supported Collaboration Script: The Role
 of a Transactive Memory Script -- Mobile Gaming Patterns and Their
 Impact on Learning Outcomes: A Literature Review -- Adaptation "in
 the Wild": Ontology-Based Personalization of Open-Corpus Learning
 Material -- Encouragement of Collaborative Learning Based on
 Dynamic Groups -- An Authoring Tool to Assist the Design of Mixed
 Reality Learning Games -- An Automatic Evaluation of Construction
 Geometry Assignments -- Ask-Elle: A Haskell Tutor: Demonstration
 -- Backstage – Designing a Backchannel for Large Lectures
 -- Demonstration of the Integration of External Tools in VLEs with the
 GLUE! Architecture -- Energy Awareness Displays: Prototype for
 Personalised Energy Consumption Feedback -- I-Collaboration 3.0: A
 Model to Support the Creation of Virtual Learning Spaces -- Learning
 to Learn Together through Planning, Discussion and Reflection on
 Microworld-Based Challenges -- Making Learning Designs Happen in
 Distributed Learning Environments with GLUE!-PS -- Math-Bridge:
 Adaptive Platform for Multilingual Mathematics Courses -- MEMO –
 Situated Learning Services for e-Mobility -- PINGO: Peer Instruction for
 Very Large Groups -- Proportion: Learning Proportional Reasoning
 Together -- Supporting Goal Formation, Sharing and Learning of

Knowledge Workers -- U-Seek: Searching Educational Tools in the Web of Data -- XESOP: A Content-Adaptive M-Learning Environment -- A Collaboration Based Community to Track Idea Diffusion Amongst Novice Programmers -- Argument Diagrams in Facebook: Facilitating the Formation of Scientifically Sound Opinions -- Authoring of Adaptive Serious Games -- Collaborative Learning and Knowledge Maturing from Two Perspectives -- Computer Supported Intercultural Collaborative Learning: A Study on Challenges as Perceived by Students -- Just4me: Functional Requirements to Support Informal Self-directed Learning in a Personal Ubiquitous Environment -- Observations Models to Track Learners' Activity during Training on a Nuclear Power Plant Full-Scope Simulator -- Practical Issues in e-Learning Multi-Agent Systems -- Students' Usage and Access to Multimedia Learning Resources in an Online Course with Respect to Individual Learning Styles as Identified by the VARK Model -- Technology-Enhanced Replays of Expert Gaze Promote Students' Visual Learning in Medical Training -- Towards Guidelines for Educational Adventure Games Creation (EAGC).

Sommario/riassunto

This book constitutes the refereed proceedings of the 7th European Conference on Technology Enhanced Learning, EC-TEL 2012, held in Saarbrücken, Germany, in September 2012. The 26 revised full papers presented were carefully reviewed and selected from 130 submissions. The book also includes 12 short papers, 16 demonstration papers, 11 poster papers, and 1 invited paper. Specifically, the programme and organizing structure was formed through the themes: mobile learning and context; serious and educational games; collaborative learning; organisational and workplace learning; learning analytics and retrieval; personalised and adaptive learning; learning environments; academic learning and context; and, learning facilitation by semantic means.

2. Record Nr.	UNINA9910161860103321
Autore	Fiorillo, Clara <1953- >
Titolo	La messa in scena di uno scherzo fiabesco : Hansel und Gretel di Engelbert Humperdinck e Adelheid Wette / Clara Fiorillo ; introduzione di Antonella di Luggo
Pubbl/distr/stampa	Napoli, : Giannini Editore, 2016
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