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Nota di contenuto	Rethinking the Role of Education and Educators -- 1. Multidisciplinary Learning Environments Generating Innovation Competences – Some Examples from Turku University of Applied Sciences in Finland -- 2. Aiming to Support Students' Expertise in Higher Education: A Theoretical Case Study on Evaluation of Learning Environments with the Model of Domain Learning -- 3. Application of Five Models of Academic Developer Practice to Develop Educators for Applied Learning -- 4. Changing the Mindset of Engineering Educators to Teach Design Studios -- 5. Where Do Students Go: A Review of Educational Pathways for Students and Graduates in a Four-Year Degree Program in an Ontario College -- Vocational and Professional Education -- 6. Design and Multidisciplinarity: Co-Creation in Practice -- 7. Synergy for Success: How to Better Develop Vocational and Professional Education

and Training in Hong Kong? -- 8. Vocational Education 4.0: Vocational Education and the Effects of Digitalization on Vocational Education in Germany -- 9. Work Integrated Learning and Co-Curricular Collaboration with Cricket Hong Kong -- Curriculum and the Future of Work -- 10. The Global Partners European Alliance – Charting Its Course -- 11. Curriculum for the Future of Financial Trading -- 12. Research on High-End Character Design Market -- Innovative Pedagogies and Instructional Design -- 13. Collaboratively Informed, Individually Implemented: Instructor Approaches to (Biomedical) Engineering Studio Teaching -- 14. Connecting the Dots: Practice as Research (Par) as an Innovative Creative Industries Pedagogy -- 15. The Impact of Competition-Based Learning on Enhancing Students' Motivation, Engagement and Professionalism: A Case Study of Fashion Design Undergraduates in Hong Kong -- 16. The Relationship between the Aesthetic Attributes of Sports Bras Design and the 3D Body Measurements of Generation Y Females in Hong Kong -- 17. Students Take Over as Curriculum Co-Designers and Facilitators: A Case Study from Engineering -- Adaptive Learning Technologies -- 18. Creating Academic Legitimacy for Education 4.0: The Case for Embedding Pragmatism and Ethics into Teaching Design -- 19. The Use of Innovative Customer Relationship Management Technologies for Developing a Framework for Health Education of Ageing Population -- 20. Developing Clinical Reasoning Skills in Undergraduate Sports Therapy Students: The Effects of an International Collaboration Using an Online Interactive Learning Platform -- 21. Real-World Simulation: Software Development -- Data Analytics, Assessment and Feedback -- 22. Learning Outcomes of Design-Streamed Students and Management-Streamed Students in a Combined Design Thinking Class -- 23. International Peer-Assisted Learning (Ipal).

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### Sommario/riassunto

This edited volume sets the stage for discussion on Education 4.0, with a focus on applied degree education and the future of work. Education 4.0 refers to the shifts in the education sector in response to Industry 4.0 where digital transformation is impacting the ways in which the world of work and our everyday lives are becoming increasingly automated. In the applied degree sector, significant change and transformation is occurring as leaders, educators and partners evolve smart campus environments to include blended learning, artificial intelligence, data analytics, BYOD devices, process automation and engage in curriculum renewal for and with industries and professions. This volume aims to profile and enhance the contribution of applied educational practice and research particularly in the applied degree sector and includes contributions that show case real world outcomes with students and industry as partners. This edited volume includes a wide range of topics, such as rethinking the role of education and educators; curriculum and the future of work; industrial partnership, collaboration and work integrated learning; vocational and professional practices; students, industry and professions as partners; employability skills and qualities for the 21st century world of work; innovative pedagogy and instructional design; adaptive learning technologies; and data analytics, assessment and feedback. The contributors come from different parts of the world in higher education, including, Canada, China, Finland, Germany, Hong Kong, Italy, Macau, Singapore and the United Kingdom.

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