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Nota di contenuto	Work-in-Progress: Development of the Discipline "Innovations in Engineering Pedagogy" as part of an Advanced Professional Training for Educators of Engineering Schools in -- Design and Implementation of the International Center of Engineering Education at the University of Talca (Chile) under Igip and the Dresden School of Engineering Pedagogy -- Features Of The System Of Advanced Training And Professional Retraining Of Educators Of Higher Technical Schools In Modern Conditions -- IGIP Prototype Curriculum, Teachers' Professional Development and Distance Education in Russia during COVID-19 Pandemic -- The Improvement of Engineering Subject Didactics and the Didactic Abilities of Teachers for Teaching Social Sciences Students: Case of Engineering Graphics -- Designing Didactic Orders For Written Examinations - A Topic For The Didactic Training Of Teaching Staff In The Engineering Sciences -- Engineering Educators Training in the Context of Socio-Economic and Technological Trends of Kazakhstan -- Professional Skills for Developing Supportive Learning Environments -- Poster: The Difference in Adaptation Process between First-Year Students Majoring in Engineering and Human Sciences.

This book contains papers in the fields of engineering pedagogy education, public–private partnership and entrepreneurship education, research in engineering pedagogy, evaluation and outcomes assessment, Internet of Things & online laboratories, IT & knowledge management in education and real-world experiences. We are currently witnessing a significant transformation in the development of education and especially post-secondary education. To face these challenges, higher education has to find innovative ways to quickly respond to these new needs. There is also pressure by the new situation in regard to the Covid pandemic. These were the aims connected with the 23rd International Conference on Interactive Collaborative Learning (ICL2020), which was held online by University of Technology Tallinn, Estonia from 23 to 25 September 2020. Since its beginning in 1998, this conference is devoted to new approaches in learning with a focus on collaborative learning. Nowadays the ICL conferences are a forum of the exchange of relevant trends and research results as well as the presentation of practical experiences in Learning and Engineering Pedagogy. In this way, we try to bridge the gap between ‘pure’ scientific research and the everyday work of educators. Interested readership includes policymakers, academics, educators, researchers in pedagogy and learning theory, school teachers, learning industry, further and continuing education lecturers, etc. .

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