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Titolo	Trends on Active Learning Methods and Emerging Learning Technologies // edited by Francisco José García-Peñalvo, María Luisa Sein-Echaluce, Ángel Fidalgo-Blanco
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Disciplina	371.39
Soggetti	Educational technology Teaching Education - Data processing Digital Education and Educational Technology Didactics and Teaching Methodology Computers and Education
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Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Improving the motivation of first-year undergraduate students through transversal activities and teamwork -- Conceptualizing a teacher training for identifying STEAM-Lab spaces to address diversity gaps -- Mentoring high ability university students: an experience with Computer Science undergraduates -- Challenge-based learning: Inter-University implementation in Animal Breeding -- The use of new technologies applied to the project-based learning method in an international context: VII Virtual Intensive Programme on the Future of Banking and Finance -- Historical Architectural Heritage as a Generator of Real Immersive Educational Environments for Project-Based Learning -- Evaluating the adaptation of a secondary teacher training programme: A case in the time of pandemic -- Error-controlled exercise training and its impact on learning -- Programme for the prevention of musculoskeletal and psychosocial disorders in professional training -- Teaching Physics to first-year university students with the flipped classroom -- Global indicators for measuring

the learning of the active students.

Sommario/riassunto

This book uncovers the crucial issues in learning technologies in this digital transformation moment, specifically within the COVID-19 umbrella effects. Remote learning, educational technologies, or distance learning are usually used topics by teachers, students, and researchers because the educational context should be transformed and even reinvented itself drastically. Technologies have been used more intensively in the last year than during the last decade. However, what is the effect of these "new" technologies on the teaching and learning methodologies? Are teachers and students fully digital competent to integrate these technologies in their teaching and learning activities? In this book, the authors claim to go forward that the online teaching conception to replicate the face-to-face teaching through a camera. They propose adapting the active methodologies to the online or hybrid context, which is a challenge that must be corroborated with rigorous educational research.
