

1. Record Nr.	UNISA996466336903316
Titolo	Advances in Web-Based Learning – ICWL 2019 [[electronic resource] ] : 18th International Conference, Magdeburg, Germany, September 23–25, 2019, Proceedings // edited by Michael A. Herzog, Zuzana Kubincová, Peng Han, Marco Temperini
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	3-030-35758-9
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (XIV, 358 p. 74 illus., 47 illus. in color.)
Collana	Information Systems and Applications, incl. Internet/Web, and HCI ; ; 11841
Disciplina	374.26
Soggetti	Education—Data processing Computer communication systems Artificial intelligence Computers Application software Special purpose computers Computers and Education Computer Communication Networks Artificial Intelligence Information Systems and Communication Service Computer Appl. in Social and Behavioral Sciences Special Purpose and Application-Based Systems
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Semantic Web for E-Learning -- Timing the Adaptive Learning Process with Events Ontology -- Ontology-based Modelling for Cyber Security E-Learning and Training -- Retrieval of educational resources from the Web: a comparison between Google and online educational repositories -- Designing a User-Friendly Educational Game for Older Adults -- Learning Analytics -- Be Constructive: Learning Computational Thinking Using Scratch™ Online Community -- What can Interaction Sequences Tell us about Collaboration Quality in Small Learning Groups

-- An architecture and data model to process multimodal evidence of learning -- Cheating Detection Method Based on Improved Cognitive Diagnosis Model -- Measuring Students' Stress with Mood Sensors: First Findings -- Measuring Similarity to Observe Learners' Syntactic Awareness in Web-Based Writing Environments -- Cross-Cultural Reflections of Tertiary Students on ICT-Supported Innovations -- Computer Supported Collaborative Learning -- The characteristics of tutor blogging predicting student reflection in blogs -- A Collaborative Learning Grouping Strategy with Early Warning Function Based on Complementarity Degree -- Does group size affect students' inquiry and collaboration in using computer-based asymmetric collaborative simulations -- Towards the design and deployment of an item bank: An analysis of the requirements elicited -- Assessment and Pedagogical Issues -- Self-Regulatory Strategies of Students Enrolled in a Distance and Online Education Program in University -- Visualising and Re-using Innovative Pedagogical Scenarios -- Automated Grading Of Short Text Answers: Preliminary Results In A Course Of Health Informatics -- E-learning Platforms and Tools -- Audience Response Systems Reimagined -- ULearn: Personalized Medical Learning on the Web for Patient Empowerment -- Visualizing Search History in Web Learning -- Promoting Inclusion in Vocational Education and Training programs using Open Educational Resources -- SALMON: Sharing, Annotating and Linking Learning Materials Online -- WEBLORS - a Personalized Web-Based Recommender System -- Automatic Topic Labeling for Facilitating Interpretability of Online Learning Materials -- Forward-Looking Activities Supporting Technological Planning of AI-Based Learning Platforms -- Mobile Learning -- Analyzing Integrated Learning Scenarios for Outdoor Settings -- Possibilities of Blended Learning to Develop Orientation and Navigation Skills of Tourism Management Students -- Juniorstudium - Study Digital while Going to School -- An Overview of Learning Design and Analytics in Mobile and Ubiquitous Learning -- Poster papers -- Evaluating Image Training Systems for Medical Students -- Domain-Specific Extensions for an E-Assessment System -- Designing a Mobile-Assisted English Reading Class for College Students -- Design of MicroLearning course of dynamic web pages' basics in LMS with interactive code testing units -- Design considerations for a mobile sensor-based learning companion -- Exploring the Fully Online Learning Community Model: Comparing Digital Technology Competence and Observed Performance on PBL Tasks -- On the Development of a Model to Prevent Failures, built from Interactions with Moodle.

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## Sommario/riassunto

This book constitutes the proceedings of the 18th International Conference on Advances in Web-Based Learning, ICWL 2019, held in Magdeburg, Germany, in September 2019. The 15 full, 15 short, and 7 poster papers presented in this volume were carefully reviewed and selected from 68 submissions. The contributions were organized in topical sections named: Semantic Web for E-Learning, Learning Analytics, Computer Supported Collaborative Learning, Assessment and Pedagogical Issues, E-learning Platforms and Tools, Mobile Learning, and Poster Papers. The chapter "Does Group Size Affect Students' Inquiry and Collaboration in Using Computer-Based Asymmetric Collaborative Simulations?" is available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](http://link.springer.com).

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2. Record Nr.	UNINA9910707959603321
Titolo	Continuation of the national emergency with respect to Libya : communication from the President of the United States transmitting notification that the national emergency with respect to Libya, that was declared in Executive Order 13566 of February 25, 2011, is to continue in effect beyond February 25, 2017, pursuant to 50 U.S.C. 1622(d) ; Public law 94-412, Sec. 202(d) ; (90 Stat. 1257)
Pubbl/distr/stampa	Washington : , : U.S. Government Publishing Office, , 2017
Descrizione fisica	1 online resource (3 pages)
Collana	House document / 115th Congress, 1st session ; ; 115-8
Soggetti	Economic sanctions, American - Libya Libyan property - United States Legislative materials. United States Foreign relations Libya Libya Foreign relations United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Referred to the Committee on Foreign Affairs." "January 17, 2017."