

| | |
|-------------------------|--|
| 1. Record Nr. | UNINA9910831497203321 |
| Autore | Auer Michael E |
| Titolo | Towards a Hybrid, Flexible and Socially Engaged Higher Education : Proceedings of the 26th International Conference on Interactive Collaborative Learning (ICL2023), Volume 1 |
| Pubbl/distr/stampa | Cham : , : Springer International Publishing AG, , 2024 ©2024 |
| ISBN | 3-031-51979-5 |
| Edizione | [1st ed.] |
| Descrizione fisica | 1 online resource (567 pages) |
| Collana | Lecture Notes in Networks and Systems Series ; ; v.899 |
| Altri autori (Persone) | CukiermanUriel R Vendrell VidalEduardo Tovar CaroEdmundo |
| Disciplina | 378.17 |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di contenuto | Intro -- Preface -- Committees -- Contents -- Collaborative Learning -- Work in Progress: Course Design and E-Learning-Environment for Scientific Competency Development for Bachelor's Degree Students Within the Framework of Self-determination Theory -- 1 Introduction -- 2 Context and Theory -- 2.1 Theory -- 2.2 Evaluation Results of Preceding Semester -- 2.3 Requirements for Course Design -- 3 Approach -- 3.1 Course Objectives -- 3.2 Differences in This Semester's Student Group -- 3.3 Course Planning and Structure -- 3.4 Coherence with the Social Environment -- 4 Evaluation -- 4.1 Questionnaire -- 4.2 TAP -- 5 (Anticipated) Outcomes and Discussion -- 6 Conclusion -- References -- Fostering Self-directed Learning in Engineering Undergraduates: A Collaborative Approach -- 1 Introduction -- 2 Literature Review -- 3 Methodology -- 4 Results and Discussion -- 5 Conclusion -- References -- Collaborative Learning Spaces from Research to Practice: The KAEBUP Platform -- 1 Introduction -- 1.1 Addressing Urban Challenges in Academia and the Profession -- 1.2 Collaborative Blended Learning Approaches in Urban Form Studies -- 1.3 Related Work on Collaborative ICT Platforms -- 2 The Research to Practice Platform (R2P) -- 2.1 R2P Platform Architecture -- 2.2 Platform Testing and Evaluation -- 2.3 |

Other Platform Functionalities/Features -- 3 Conclusions - Learning, Co-construction, and Co-evolution of Knowledge through CLAs -- References -- How Many Roads? Critical Thinking and Creativity in Higher Education and Mathematics -- 1 Introduction and Context -- 2 Methodology -- 3 Data Collection and Analysis -- 3.1 Implemented Learning Methodologies -- 3.2 Exploratory Studies -- 3.3 Project Results -- 4 Discussion and Conclusions -- References.

Assessing the Development of Soft Skills Among HEI Students in the VAKEN Process Preliminary Findings from Three Sprint weeks -- 1 Introduction -- 2 Developing and Assessing Soft Skills -- 2.1 Developing and Learning Soft Skills -- 2.2 Assessing the Development of Soft Skills -- 3 Method -- 3.1 The Assessment Tool Construction and Procedure in VAKEN -- 3.2 Procedure -- 3.3 Method for Analysing Data -- 4 Empirical Analysis and Results -- 5 Discussion -- 6 Conclusions -- References -- Learning-by-Doing as a Method for Teaching the Fundamentals of Light to Physics Educators and Students Online -- 1 Introduction -- 1.1 Education in Physics and Physics Experiments -- 1.2 Hands-on Physics Education in Greece -- 1.3 Hands-on Online Education -- 2 The Online Course in Light -- 2.1 Description of the Online Experiments on Light and Optics -- 2.2 Description of Experiments on Light and Optics for K-5 and K-6 Students -- 3 Research Questions -- 4 Methodology -- 4.1 Participants -- 4.2 Research Method -- 5 Results -- 5.1 Students' Results -- 6 Discussion and Conclusion -- References -- Transferring Analogue Teaching to Digital Delivery: Blended Learning Across an International Network for Socio-cultural Sustainability -- 1 Introduction -- 2 Purpose -- 3 Approach -- 4 Actual Outcomes -- 5 Conclusions and Recommendations -- References -- Motivations for Becoming a Voluntary Mentor: A Case Study on What Experienced Scholars Gain from Mentoring Their Peers -- 1 Introduction -- 2 Methods -- 3 Results and Discussion -- 4 Conclusion -- References -- Integrating Collaborative Annotation into Higher Education Courses for Social Engagement -- 1 Introduction -- 2 Background/Literature Review -- 3 Software Implementation -- 3.1 Pedagogical Aspects -- 4 Research Study -- 4.1 Sampling -- 4.2 Instrumentation -- 4.3 Preparation -- 5 Conclusions -- 6 Discussion and Future Work. References -- Norms for Team Process and Outcome Measures by Race/Ethnicity and Gender -- 1 Teamwork in STEM Education and the Goal of This Work -- 1.1 The Benefits and Challenges of Teamwork in STEM Education -- 1.2 The Particular Challenges for Minoritized Populations in Teams -- 1.3 The Goal of This Work - Norms for Various Process and Outcome Measures -- 2 Team Processes and Outcomes -- 2.1 Conflict -- 2.2 Psychological Safety -- 2.3 Cohesion -- 2.4 Team Satisfaction -- 2.5 Warmth and Liking -- 2.6 Competence -- 2.7 Task Interdependence -- 2.8 Team Viability -- 2.9 Team Processes and Outcomes in Diverse Teams -- 3 Methods -- 3.1 Participants -- 3.2 Data -- 4 Findings -- 4.1 Findings by Gender -- 4.2 Findings by Race/Ethnicity -- 5 Discussion and Conclusion -- 5.1 Discussion of Findings by Gender -- 5.2 Discussion of Findings by Race/Ethnicity -- 5.3 Conclusion -- References -- Learning to Research Through Inquiry-Based Learning - A Field Report from Exploratory Sexual Research in Psychology -- 1 Introduction -- 2 Competence-Oriented Research and Education and Inquiry-Based Learning -- 2.1 Competence-Oriented Research and Education (CORE) -- 2.2 Inquiry-Based Learning -- 3 Context and Intended Learning Outcomes -- 3.1 Context -- 3.2 Intended Learning Outcomes -- 4 Capstone-Research-Project in Explorative Sexual Research -- 4.1 Teaching and Learning Concept -- 4.2 Four Student Sub-Projects -- 5

Conclusion, Summary and Outlook -- References -- Collaborating Towards Humanizing Pedagogies in Teaching and Learning: Case of Universities of Technology in South Africa -- 1 Introduction -- 2 Overview of Higher Education in South Africa -- 3 Methodology -- 4 Our Stories Through Academic Lenses -- 5 Conclusion -- References -- Gamification Based Collaborative Learning: The Impact of Rewards on Student Motivation -- 1 Introduction -- 2 Methodology. 2.1 Participants -- 2.2 Collaborative Game-Based Learning Activity -- 3 Results -- 4 Discussion -- 4.1 Student Motivation Outcomes -- 4.2 Collaboration Between Team Members Outcomes -- 4.3 Increasing Students Challenge -- 5 Conclusion -- References -- Job Lab Collaborative Approach: An Innovative Model for Enhancing Graduates' English Language Skills -- 1 Introduction -- 2 Collaborative Approach -- 2.1 Five Principles of Collaborative Learning (CL) -- 3 JobLab - Innovative English Learning Model -- 3.1 Five Pillars of Job Lab's Collaborative Approach -- 3.2 Speaking Anxiety -- 3.3 JobLab Collaborative Approach -- 4 Methodology -- 4.1 Experiment -- 4.2 Participants -- 4.3 Study Design -- 4.4 The Aim and Objectives -- 4.5 Hypotheses of the Research -- 4.6 Hypotheses of the Research -- 5 Discussions -- 6 Conclusion -- References -- Integrating DGBL and Collaborative Learning in Enterprise Resource Planning Courses for Students with Engineering Background -- 1 Introduction -- 2 Literature Reviews -- 2.1 DGBL Pedagogy and Related Application -- 3 Research Methods -- 3.1 Digital Situation Operation -- 3.2 Digital Enterprise Resource Management Operation Simulation Platform -- 4 Instructional Content and Game Characteristics Design for ERP Learning -- 4.1 Instructional Content of ERP -- 4.2 Game Characteristics of ERP with MonsoonSIM -- 4.3 Develop New Teaching Materials and Plans -- 4.4 Integrate Online Business Simulation Competition, ERP, and Data Analysis Tools into Teaching Plan -- 5 Results and Analysis -- 6 Conclusion -- References -- Collegial Video-Based Reflection on Teaching in Teacher Education - Reflection Processes and Levels of Reflection Quality -- 1 Theoretical and Empirical Background -- 2 Research Subject and Research Questions -- 3 Method -- 3.1 Design -- 3.2 Sample -- 3.3 Qualitative Analysis -- 4 Results -- 5 Discussion -- References. Digital Transition in Education -- Digitization in the Field of Engineering Teacher Training -- 1 Introduction -- 2 Problem Statement and Research Question -- 2.1 Problem Statement -- 2.2 Research Question -- 3 Technical Vocational Teacher Education at University of Siegen and Upper Austrian University of Teacher Education -- 4 The Siegen Model of Teacher Education: The Principle of Academic Learning (AL) -- 5 Further Procedure Regarding Collaboration and Content Transfer -- 6 Conclusion and Outlook -- References -- Students' Views on the Internet of Things in Engineering Education -- 1 Introduction -- 2 Internet of Things -- 2.1 Industrial and Consumer Internet of Things -- 2.2 IoT Architectures -- 3 Problem Statement and Research Overview -- 4 Methodology and Design of the Empirical Survey -- 4.1 Design of the Questionnaire -- 4.2 Hypotheses -- 4.3 Selection of the Participants -- 5 Results -- 5.1 Reliability of the Questionnaire -- 5.2 Description of the Participants -- 5.3 Student Specific Results -- 5.4 Answer to the Research Question -- 6 Conclusions, Limitations, and Recommendations -- References -- A Collaborative Learning Model in Engineering Science Based on a Cyber-Physical Production System Line -- 1 Theoretical Implementation -- 1.1 Competencies-Based Approach -- 1.2 Approach Implementation -- 2 Pedagogical Implementation -- 2.1 Pedagogical Professionalization -- 2.2 Collaborative Model -- 2.3 Pedagogical

Process -- 3 Technical Implementation -- 4 Pre-seminar Survey -- 5
Conclusion -- References -- Digital Learning Environments to Support
Autonomous Learning Processes of Mathematically Creative and Gifted
Students -- 1 Introduction -- 2 Context -- 2.1 Digital Interactive
Mathematical Maps (DIMM) -- 2.2 Autonomy of the Mathematically
Creative and Gifted -- 2.3 Work and Education 4.0 -- 3 Purpose -- 3.1
Traditional Fostering.
3.2 Digital Transition.
