1.	Record Nr.	UNINA9910865286103321
	Autore	Auer Michael E
	Titolo	Smart Technologies for a Sustainable Future : Proceedings of the 21st International Conference on Smart Technologies & Education. Volume 1 / / edited by Michael E. Auer, Reinhard Langmann, Dominik May, Kim Roos
	Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2024
	ISBN	9783031618918 9783031618901
	Edizione	[1st ed. 2024.]
	Descrizione fisica	1 online resource (370 pages)
	Collana	Lecture Notes in Networks and Systems, , 2367-3389 ; ; 1027
	Altri autori (Persone)	LangmannReinhard MayDominik RoosKim
	Disciplina	006.3
	Soggetti	Computational intelligence Engineering - Data processing Cooperating objects (Computer systems) Industrial engineering Production engineering Computational Intelligence Data Engineering Cyber-Physical Systems Industrial and Production Engineering
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	Fostering Experiential Learning and Situational Awareness Via Reporting and Broadcasting from Pilot Projects -- Real Estate Insights A Boardgame based Experiential Learning Approach -- Heating System Case Study For Simulation Based Control System Analysis -- Perception Of The Importance Of Laboratory Learning Objectives By Female And Male Engineering Students -- Automated Code Readability Feedback on Student Awareness -- An Easy to use Experimental Platform for Advanced Control Teaching in Wuhan University -- LLM Integration in Workbook Design for Teaching Coding Subjects -- A Research Led

Contribution Of Engineering Education For A Sustainable Future -- IoT Laboratories based on Reconfigurable Platforms with Analog Coprocessor -- Sovereign Software An Open source Alternative.

Sommario/riassunto	This book includes the proceedings of the 21st International Conference on Smart Technologies & Education (STE2024). The "International Conference on Smart Technologies & Education" (STE) is an annual global meeting dedicated to the fundamentals, applications, and experiences in the field of Smart Technologies, Online, Remote, and Virtual Engineering, Virtual Instrumentation, and other related new technologies. Nowadays, online and smart technologies are the core of most fields of engineering and the whole society. Consequently, the motto of this year's STE2024 was "Smart Technologies for a Sustainable Future". The STE conference is the successor of the long-standing annual REV Conferences and the annual meeting of the International Association of Online Engineering (IAOE) together with the EduNet World Association (EWA) and the International Education Network (EduNet). In a globally connected world, the interest in online collaboration, teleworking, remote services, and other digital working environments is rapidly increasing. In response to that, the general objective of this conference is to contribute and discuss fundamentals, applications, and experiences in the field of Online and Remote Engineering, Virtual Instrumentation, and other related new technologies like Cross Reality, Open Science and Big Data, Internet of Things and Industrial Internet of Things, Industry 4.0, Cyber Security, and M2M and Smart Objects. Another objective of the conference is to discuss guidelines and new concepts for engineering education in higher and vocational education institutions, including emerging technologies in learning, MOOCs and MOOLs, and Open Resources. This year, STE2024 has been organized in Helsinki, Finland as an onsite event supporting remote presentations, from March 6 until March 8, 2024. The co-organizers of STE2024 were the Arcada University of Applied Sciences, the International Association of Online Engineering (IAOE) together with the Global Online Laboratory Consortium (GOLC), the International Education Network (EduNet), and the EduNet World Association (EWA). STE2024 has attracted 140 scientists and industrial leaders from more than 40 countries.

2. Record Nr.	UNINA9910842295103321
Autore	Clanton Harpine Elaine
Titolo	Service Learning in Higher Education : From Pedagogy to Practice / / by Elaine Clanton Harpine
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2024
ISBN	9783031513787
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (180 pages)
Disciplina	378.01
Soggetti	School psychology Professional education Vocational education Teaching Learning, Psychology of Social psychiatry Education and state School Psychology Professional and Vocational Education Pedagogy Instructional Psychology Clinical Social Work Education Policy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Yes, I Want to Use Academic Service-Learning. Where Do I Begin? -- Chapter 2. The Advantages of Using Academic Service-Learning in a University Classroom What Does the Research Say? -- Chapter 3. Why Is It Important to Select the Right Service-Learning Project? -- Chapter 4. How Does Academic Service-Learning Help Students Learn in the Classroom and from the Textbook? -- Chapter 5. Creating an Intrinsically Motivating Learning Environment: Promoting Student Engagement and Intrinsic Motivation -- Chapter 6. Building an Academic Service-Learning Pedagogy How Can a Course Incorporate Academic Service-Learning? -- Chapter 7. Designing an Academic

Service-Learning Course How Can Faculty Members Measure Learning and Student Reflection? -- Chapter 8. What Should an Academic Service-Learning Syllabus Include? -- Chapter 9. Applying the Principles of Change What Type of Leadership Should I Provide? -- Chapter 10. What Impact Will the Academic Service-Learning Project Have on the Community? How Can I Best Prepare my Students to Work at an Off-Campus Community Setting?.

| Sommario/riassunto | This practical guide assists university faculty in developing and implementing service-learning courses and projects across multiple disciplines. It examines how embedding academic service-learning projects into the core curricula benefits not only the students, but also their universities and communities. The book describes ways in which service learning becomes a powerful teaching method using step-by-step explanations, real-world examples, and instructor checklists and handouts. Chapters detail how to integrate academic service-learning projects into classroom pedagogy and evaluate student experience. Key areas of coverage include: Strategies for ensuring that students engage with academic service-learning projects from the initial stages through completion. Guidance on embedding an academic service-learning curriculum into traditional coursework to supplement students' textbook knowledge and classroom experiences to address real-world problems in the community. Research confirming the ways in which students learn more and score higher on end-of-the-semester tests when courses incorporate academic service-learning projects. Steps to incorporate service-learning projects across various disciplines and coursework to enrich student learning and produce positive outcomes for universities and communities. Service Learning in Higher Education is an essential resource for professors and graduate students as well as teachers and educational professionals in such varied fields as school and clinical child psychology, educational psychology, social work, pedagogy, educational practice and policy, sociology, anthropology, and all related disciplines. |