

1. Record Nr.	UNINA9910865240203321
Autore	Zaphiris Panayiotis
Titolo	Learning and Collaboration Technologies : 11th International Conference, LCT 2024, Held As Part of the 26th HCI International Conference, HCII 2024, Washington, DC, USA, June 29-July 4, 2024, Proceedings, Part II
Pubbl/distr/stampa	Cham : , : Springer International Publishing AG, , 2024 ©2024
ISBN	9783031616853 9783031616846
Edizione	[1st ed.]
Descrizione fisica	1 online resource (300 pages)
Collana	Lecture Notes in Computer Science Series ; ; v.14723
Altri autori (Persone)	IoannouAndri
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Foreword -- HCI International 2024 Thematic Areas and Affiliated Conferences -- List of Conference Proceedings Volumes Appearing Before the Conference -- Preface -- 11th International Conference on Learning and Collaboration Technologies (LCT 2024) -- HCI International 2025 Conference -- Contents - Part II -- Serious Games and Gamification -- Domus: An Educational Multiplayer Game for Touch Tables Using a Tangible User Interface -- 1 Introduction -- 2 Related Work -- 3 Domus -- 3.1 Interface and Interaction -- 4 User Study -- 4.1 Participants -- 4.2 Apparatus -- 4.3 Procedure -- 5 Results and Discussion -- 5.1 Learning Outcomes Questionnaire -- 5.2 SUS Questionnaire -- 5.3 Free-Form Comments -- 5.4 Insights and Implications -- 6 Conclusions and Future Work -- References -- The Use of Gamification in Mathematics Education: Enhancing Geometry Comprehension with High School Students -- 1 Introduction -- 1.1 Justificación -- 2 Methodology -- 2.1 Justification -- 3 Results and Discussion -- 4 Conclusions -- References -- A Gamified Learning Experience for Teaching European Values in English Lessons -- 1 Introduction -- 2 Project Description -- 3 Design of the eLearning Course -- 4 Gamification Strategy -- 4.1 Gamification Elements -- 4.2 Branching Scenarios -- 4.3 Game-Based Resources -- 5 Expected

Implementation and Impact -- 6 Discussion and Conclusions --
References -- Spatial Cognition Through Gestural Interfaces: Embodied
Play and Learning with Minecraft -- 1 Introduction -- 2 Methods -- 2.1
Technical Details -- 2.2 User Study -- 2.3 Spatial Task -- 3 Findings --
4 Discussion -- 5 Conclusion -- References -- How Hexad Player
Types Affect Student Behaviour in Three Versions of a Peer-Quizzing
Game -- 1 Introduction -- 2 Background and Related Work -- 2.1
Player Typologies -- 2.2 Using Player Typologies to Tailor Educational
Games.
3 Methodology -- 3.1 Research Tool: A Peer-Quizzing Educational
Game -- 3.2 Study Design -- 4 Results -- 4.1 Comparison Between
Activities in the Three Groups -- 4.2 Hexad Player Types in the Three
Groups -- 4.3 Hexad Player Types and Engagement in Game Activities
-- 5 Discussion -- 6 Conclusion -- References -- Exploring the Impact
of Purposeful Board Games in Higher Education -- 1 Introduction -- 2
State of the Art -- 3 Research Setting -- 4 Evaluation and Lessons
Learned -- 4.1 Purposeful Board- and Card Games -- 4.2 Surveys and
Reports -- 4.3 Game Distribution and Game Event Organisation -- 4.4
Preparation and Reflection -- 5 Conclusion and Future Research --
References -- Implementation and Usability Evaluation of an Online
Videogame for Learning Musical Harmony -- 1 Introduction -- 2
Related Work -- 2.1 Distance Learning -- 2.2 Educational Videogames
-- 2.3 Educational Music Games -- 2.4 Musical Harmony Educational
Tools -- 2.5 Usability on Mobile Devices -- 2.6 Asynchronous Games
-- 3 Game Design -- 4 Solution Design -- 5 Game Controls -- 6
Evaluation Methodology -- 7 Evaluation Sample -- 8 Instruments -- 9
Results -- 10 Conclusions of the Evaluation -- 11 Discussion --
References -- Analysis of Gamification Elements in E-Learning -- 1
Introduction -- 2 Background and Related Work -- 2.1 On E-Learning
-- 2.2 On Gamification -- 3 Methodology -- 3.1 Convenience Sampling
Through an Online Survey -- 3.2 ARCS Model -- 3.3 User Experience
Questionnaire -- 4 Results -- 4.1 Descriptive Statistics -- 4.2 Results
on RQ 1 -- 4.3 Results on RQ 2 -- 4.4 Case Study: Moodle vs. Duolingo
-- 5 Discussion -- 6 Conclusion -- References -- Contextualizing
Plans: Aligning Students Goals and Plans During Game-Based Inquiry
Science Learning -- 1 Introduction -- 2 Scientific Reasoning During
Self-regulated Learning -- 2.1 Scientific Reasoning.
2.2 Self-regulated Learning -- 2.3 Goals and Plans -- 3 CRYSTAL
ISLAND -- 3.1 Planning Tool in CRYSTAL ISLAND -- 4 Current Study --
5 Method -- 5.1 Participants -- 5.2 Experimental Procedures -- 5.3
Analytical Mapping Approach -- 6 Preliminary Results -- 7 Discussion
-- 7.1 Limitations -- 7.2 Future Directions -- 8 Conclusion --
References -- Novel Learning Ecosystems -- Mobile Sensor Interfaces
for Learning Science -- 1 Introduction -- 2 Related Work -- 2.1 Factors
Influencing the Curricular Integration of Technologies -- 2.2 Mobile
Devices and Sensors in Science Education -- 2.3 Construction
of Scientific Models Using Sensor Technology -- 3 Method -- 3.1
Research Strategies -- 3.2 Examples of Experimental Activities
with Mobile Sensors -- 4 Results -- 4.1 Model for Integrating Mobile
Sensors in Science Classes -- 4.2 Suggestions for Mediating the Use
of Sensors Before Classes -- 4.3 Survey Results -- 5 Discussion
and Conclusions -- 5.1 Limitations of the Study -- 5.2 Future Work --
References -- Optimizing Training Paths Using Bellman Equations
to Improve E-Learning with Q-Learning -- 1 Introduction -- 2 E-
Learning -- 3 Adaptive Learning Design -- 4 Le Q-Learning -- 4.1 Q-
Function -- 5 Equation de Bellman -- 5.1 4-Bellman's Equations for Q-
Learning -- 6 Conclusion -- References -- A Real-Time Learning
Progress Indicator Updater for Non-reactive Instances in Learning

Management System Courses - A User Requirement Based
on Evaluation -- 1 Introduction -- 1.1 Some Features of Moodle LMS --
1.2 Learning Platform for the Acquisition of Digital Competences
for Professional Nurses -- 2 Evaluation Method Used in the Iterative
Development Process -- 3 Methodology -- 3.1 Pre-test -- 3.2 First
Test-Phase -- 3.3 Analyses of the Progress Indicators -- 3.4
Development of the Moodle Plugin Live Course Progress UI Updates --
3.5 Second Test-Phase -- 4 Results.
5 Discussion -- 6 Conclusion and Outlook -- References -- Towards
SDGR-Compliant Cross-Border Education Services -- 1 Introduction --
2 Use Cases and Once-Only Technical System -- 2.1 Use Cases -- 2.2
Interaction Patterns -- 2.3 Canonical Evidence -- 2.4 Infrastructure --
3 Cross-Border Application for Study Grants -- 4 User Experience --
4.1 Students -- 4.2 University Administration -- 5 Lessons Learnt --
5.1 Analysis and Design -- 5.2 Customization, Integration, and Testing
-- 6 Conclusion -- References -- Teachers' Perspective
on the Implementation of GDPR in Schools - A Design-Oriented Case
Study -- 1 Introduction -- 2 Data Protection in the Schools -- 2.1
An Ecological Perspective on GDPR in the Schools -- 2.2 Activity Theory
and GDPR -- 3 Method -- 4 Managing GDPR Within the School Ecology:
Analysis and Discussion -- 4.1 Education in GDPR -- 4.2 Data About
Students -- 4.3 Intersecting Ecologies -- 5 Discussion -- 6 Conclusion
-- References -- A Communication Support System for Japanese
Language Learners Using Code-Mixing -- 1 Introduction -- 2 Related
Work -- 3 Code-Mixing Machine Translation -- 4 Code-Mixing Method
-- 4.1 Dictionary-Based Code-Mixing -- 4.2 Machine Translation (MT)
Based Code-Mixing -- 4.3 Implementation -- 4.4 Preliminary
Experiment -- 5 Design Proposal -- 5.1 System Architecture -- 5.2
User Interface Design -- 6 Discussion and Future Direction -- 6.1
Influence of Chinese-Origin Character -- 6.2 Hiragana Usage -- 7
Conclusion -- References -- A Study on Sensors in Higher Education --
1 Introduction -- 2 Literature Review -- 3 Methodology -- 4 Analysis
and Findings -- 5 Conclusion -- References -- Hybrid Spaces in Higher
Education: A Comprehensive Guide to Pedagogical, Space
and Technology Design -- 1 Introduction -- 2 Background and Context
-- 2.1 MCT -- 2.2 SALTO -- 2.3 The Portal -- 2.4 Expanding the PST
Framework.
3 Educators -- 3.1 Flexibility -- 3.2 Trust and the Human
Element/Factor -- 3.3 Motivation and Engagement -- 3.4 Ownership --
4 Students -- 4.1 Motivation and Ownership -- 4.2 Collaboration --
4.3 Arena for Student Active Learning and Social Activities -- 5
Conclusion and Final Remarks -- 5.1 Pedagogy -- 5.2 Space -- 5.3
Technology -- References -- Promotion of Emotional Learning in
Technical and Social Domains: A Systematic Review -- 1 Introduction
-- 2 Methods -- 3 Findings -- 4 Results -- 4.1 Research Question 1:
Which Possibilities Exist to Support Emotional Learning in a Learning
Environment? -- 4.2 Research Question 2: How to Obtain and Observe
Emotional States of Students in Higher Education? -- 5 Discussion -- 6
Conclusion -- References -- Improving Student Team Formation
in Design Classrooms Using a Novel Approach -- 1 Introduction -- 2
Methodology -- 2.1 Survey -- 2.2 Data Analysis, Visualization,
and Synthesis -- 2.3 Advantages and Disadvantages of Considered
Team Formation Criteria -- 2.4 Sharing Visualizations and Team
Finalization Through Discussion -- 3 Significance and Discussion --
3.1 Significance -- 3.2 Discussion -- References -- A Proposal
for an Interactive Assistant to Support Exploratory Data Analysis
in Educational Settings -- 1 Introduction -- 2 Background -- 3
Methodology -- 3.1 User Stories -- 3.2 Data Preprocessing Strategies

