Record Nr. UNINA9910865253303321 Autore Stephanidis Constantine **Titolo** HCI International 2024 Posters: 26th International Conference on Human-Computer Interaction, HCII 2024, Washington, DC, USA, June 29-July 4, 2024, Proceedings, Part IV / / edited by Constantine Stephanidis, Margherita Antona, Stavroula Ntoa, Gavriel Salvendy Cham: .: Springer Nature Switzerland: .: Imprint: Springer. . 2024 Pubbl/distr/stampa **ISBN** 9783031619533 9783031619526 Edizione [1st ed. 2024.] Descrizione fisica 1 online resource (418 pages) Communications in Computer and Information Science, , 1865-0937;; Collana 2117 Altri autori (Persone) AntonaMargherita **NtoaStavroula** SalvendyGavriel Disciplina 005.437 004.019 Soggetti User interfaces (Computer systems) Human-computer interaction Application software Artificial intelligence Computer networks User Interfaces and Human Computer Interaction Computer and Information Systems Applications Artificial Intelligence Computer Communication Networks 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 -- 26th International Conference on Human-Computer Interaction (HCII 2024) -- HCI International 2025 Conference -- Contents - Part IV -- HCI in Learning and Education -- Al-Ahadeeth: A Visualization Tool of the Hadiths'

Chain of Narrators -- 1 Introduction -- 2 Methodology -- 2.1 Data --

2.2 Tool Development -- 3 Al-Ahadeeth Tool -- 4 Conclusion --References -- Designing for Self-Regulated Learning: A Dual-View Intelligent Visualization Dashboard to Support Instructors and Students Using Multimodal Trace Data in Classrooms -- 1 Introduction -- 2 Design Principles and Architecture -- 2.1 Design and Gross-Level Structure -- 2.2 Affective Dynamics Learning Analytics -- 2.3 Phase Specific (PS) Learning Analytic Exemplar -- 3 Data Management: From Collection to Visualization -- 4 Future Research and Direction -- 4.1 Real-Time Data Utilization and Decision Making -- 4.2 Challenges and Limitations -- 4.3 Future Research -- 5 Conclusion -- References --Evaluation of Augmented Reality Applications for the Teaching-Learning Process -- 1 Introduction -- 1.1 Augmented Reality -- 1.2 Benefit of the Use of Technology in Education -- 1.3 Description of the Augmented Reality Applications Evaluated -- 1.4 Virtuality tee --1.5 Merge Object Viewer -- 1.6 Humanoid 4D -- 2 Methodology -- 2.1 Participants -- 2.2 Instruments -- 2.3 Procedure -- 3 Results -- 4 Conclusions -- References -- AlgoTutor: An Integrated Learning Platform for Data Structures and Algorithms with Real-Time Guidance and Interactive Visualizations -- 1 Introduction -- 2 Literature Review -- 3 AlgoTutor -- 3.1 System Architecture -- 3.2 AlgoTutor Features -- 4 Discussion and Future Work -- 5 Conclusion -- References. Early Prediction of Mathematics Learning Achievement of Elementary Students Using Hidden Markov Model -- 1 Introduction -- 2 Literature Review -- 2.1 Misconceptions in Mathematics -- 2.2 HMM in Educational Research -- 3 Method -- 3.1 Participants -- 3.2 Instruments -- 3.3 Data Collection and Model Training -- 4 Results --4.1 Graphical Presentation -- 4.2 Comparing the Predictive Performance of HMM and Baseline Models -- 5 Discussion and Conclusions -- References -- Generative Artificial Intelligence and Interactive Learning Platforms: Second Language Vocabulary Acquisition -- 1 Background and Purposes -- 2 Intelligent Tutoring Systems -- 3 Quizlet Q-Chat: Enhancing Learning Experience Through Al-Powered Tutoring -- 4 Implications for Instructional Designers and Language Practitioners -- References -- Virtual Reality Supporting Physical Education Teaching in Brazilian Elementary Schools -- 1 Introduction -- 2 Literature Review and Related Work -- 2.1 Analyzed Work -- 2.2 Related Work -- 3 The Proposed Solution Design -- 4 Next Steps and Implementation Challenges -- 5 Conclusion -- Appendix I --References -- Classification Tools to Assess Critical Thinking in Automotive Engineering Students -- 1 Introduction -- 2 Methodology -- 3 Results and Discussion -- 4 Conclusions --References -- Bioindicators of Attention Detection in Online Learning Environments -- 1 Introduction -- 2 Experimental Design -- 3 Data Analysis -- 3.1 Feature Extraction from Videos -- 3.2 Feature Extraction from Bioindicators -- 3.3 Performance Data -- 3.4 Statistical Analysis -- 3.5 Machine Learning Analysis -- 4 Experimental Results --5 Conclusion -- References -- Adaptive Learning Environments: Integrating Artificial Intelligence for Special Education Advances -- 1 Introduction -- 2 Related Works -- 3 Method -- 3.1 Participants -- 3.2 Instruments and Materials -- 3.3 Procedure. 4 Results and Discussion -- 5 Conclusions -- References -- On-Demand Internationalization for Learning Management System Moodle -- 1 Introduction -- 2 Methodology -- 2.1 Needs Analysis for the Multi-language Option -- 2.2 Appropriate AI-Powered Translation Service -- 2.3 Preliminary Considerations -- 2.4 Concept and Technical Implementation -- 3 Results and Discussion -- 4 Conclusion -- References -- Examining the Impact: Pencil-and-Paper

Versus Touch-Screen Assessments in Augmented Reality Learning -- 1

Experiment Process -- 3 Results -- 4 Discussions -- 5 Conclusion --References -- Developing a Teacher Self-Reflection E-portfolio Platform for the Improvement of Noticing Skills of Childcare Teachers -- 1 Introduction -- 2 Importance of the Teacher Self-Reflection Portfolio (SRP) -- 3 Developing a Teacher Self-Reflection E-portfolio Platform -- 4 Conclusion and Discussion -- References -- Dishonesty Tendencies in Testing Scenarios Among Students with Virtual Reality and Computer-Mediated Technology -- 1 Introduction -- 1.1 Related Work -- 1.2 Research Questions -- 2 Method -- 2.1 Data Collection --2.2 Participants -- 2.3 Study Setup -- 3 Results and Discussion -- 4 Conclusion -- References -- Towards Blockchain-Based Incentives for STEM Education -- 1 Introduction -- 2 Background -- 2.1 Blockchain in Higher Education -- 3 Our Approach -- 3.1 Goal Orientation -- 3.2 Achievement -- 3.3 Reinforcement -- 3.4 Competition -- 3.5 Fun Orientation -- 4 Discussion -- References -- Exploring Media Modalities for Cultural Heritage Learning on Social Platforms: A Comparative Analysis of Short Videos, Nine-Grid Pictures, and Sequential Pictures -- 1 Introduction -- 2 Literature Review -- 3 Methods and Materials -- 3.1 Experimental Method and Materials --3.2 User Interview. 4 Results and Discussion -- 4.1 Emotional Impact -- 4.2 Effects of Cognitive Load -- 4.3 Influence of Learning Effect -- 5 Conclusion -- References -- Enhancing Searching as Learning (SAL) with Generative Artificial Intelligence: A Literature Review -- 1 Introduction -- 2 Related Work -- 2.1 Concept of Searching as Learning -- 2.2 Technology Advancement in Searching as Learning -- 3 Methodology -- 3.1 Literature Search -- 3.2 Selection Criterion and Process -- 3.3 Data Extraction and Analysis -- 4 Results -- 5 Discussion -- 6 Conclusion -- References -- Learning Beyond the Classroom in the Al Era: A Generation Z Perspective -- 1 Introduction -- 2 Literature Review -- 2.1 Digital Informal Learning and Technology Acceptance Model -- 2.2 Motivation and Procrastination Behavior Towards Digital Informal Learning -- 2.3 Conceptual Model for This Study -- 3 Method -- 3.1 Data Collection --3.2 Measures -- 4 Data Analysis and Results -- 4.1 Descriptive Statistics -- 4.2 Structural Equation Model -- 5 Discussion -- 5.1 Implications -- 5.2 Limitations -- 6 Conclusion -- References --Collaboration of Digital Human Gestures and Teaching Materials for Enhanced Integration in MOOC Teaching Scenarios -- 1 Introduction --2 Method -- 2.1 Data Preparation -- 2.2 Data-Driven Pose Generation -- 2.3 Collaborative Gesture Synthesis -- 3 Results -- 4 Future Work -- References -- Enhancing an App for Sustaining Motivation in Learning -- 1 Introduction -- 2 Method -- 3 Data Generation Process -- 4 Results -- 5 Conclusion -- References -- Multidimensional Three-Dimensional Space Learning in Human-Computer Interaction -- 1 Introduction -- 2 Literature Review -- 3 Research Methods -- 3.1 Research Objects and Samples -- 3.2 Research Methods Adopted -- 3.3 Experimental Design -- 3.4 Data Collection and Analysis Process -- 4 Research Results -- 4.1 Sample Characteristics. 4.2 Main Findings -- 4.3 Reactions and Observations -- 5 Discussion -- 5.1 Interpretation of Research Results -- 5.2 Analyze the Impact of HCI on Students' Learning Outcomes and Learning Experience -- 5.3 Relationship Between Research Results and Existing Theories -- 5.4 Limitations and Future Directions -- 6 Conclusion -- References --

Integrating Collaborative Learning into Youth Art Education:

Preservation and Innovation of Guangzhou's Polo Birth Culture -- 1

Introduction -- 2 Method -- 2.1 AR-Based Learning Design -- 2.2

Introduction -- 2 Research Background -- 2.1 Cantonese Porcelain Skills -- 2.2 Guangzhou Polo Birth Culture Culture -- 2.3 Learn Collaborative Techniques -- 3 Strategies for the Application of Collaborative Learning Techniques in Youth Art Education -- 3.1 Collaborative Learning Technology Framework -- 3.2 Research Methods -- 4 Research Process -- 5 Research Results -- 5.1 Comprehensive Data Analysis -- 5.2 Specific Case Studies -- 6 Conclusion -- References -- Learning Foreign Language Vocabulary Through Task-Based Virtual Reality Immersion -- 1 Introduction -- 2 Related Works -- 3 Methods -- 3.1 Participants -- 3.2 Language Lesson Conditions -- 3.3 Procedures -- 3.4 Data Analysis -- 4 Results -- 5 Discussion and Future Work -- 6 Conclusion -- References --ContextVis: Envision Contextual Learning and Interaction with Generative Models -- 1 Introduction -- 2 Related Work -- 2.1 Leveled and Themed Language Learning -- 2.2 Generative Models for Education -- 2.3 Interaction Design for Human-Al Collaboration -- 3 The ContextVis System -- 4 Case Study: Contextual Vocabulary Learning --4.1 Dashboard for Educators -- 4.2 Playground for Learners -- 5 Discussion -- References -- Designing a Tangible Interactive Learning System for Children's Art Education: A Multi-Sensory Design Approach -- 1 Introduction -- 2 Previous Works -- 3 Requirement Gathering -- 4 Summary of Design Goals. 5 Design Implementation.

Sommario/riassunto

The seven-volume set CCIS 2114-2120 contains the extended abstracts of the posters presented during the 26th International Conference on Human-Computer Interaction, HCII 2024, held in Washington, DC, USA, during June 29-July 4, 2024. The total of 1271 papers and 309 posters included in the HCII 2024 proceedings were carefully reviewed and selected from 5108 submissions. The posters presented in these seven volumes are organized in the following topical sections: Part I: HCI Design Theories, Methods, Tools and Case Studies; User Experience Evaluation Methods and Case Studies; Emotions in HCI; Human Robot Interaction. Part II: Inclusive Designs and Applications: Aging and Technology, Part III: eXtended Reality and the Metaverse: Interacting with Cultural Heritage, Art and Creativity. Part IV: HCl in Learning and Education; HCI in Games. Part V: HCI in Business and Marketing; HCI in Mobility and Automated Driving; HCI in Psychotherapy and Mental Health. Part VI: Interacting with the Web, Social Media and Digital Services: Interaction in the Museum; HCI in Healthcare. Part VII: Al Algorithms and Tools in HCI; Interacting with Large Language Models and Generative AI; Interacting in Intelligent Environments; HCI in Complex Industrial Environments. .