1. Record Nr. UNINA9910887886403321

Autore	Ferreira Mello Rafael
Titolo	Technology Enhanced Learning for Inclusive and Equitable Quality Education : 19th European Conference on Technology Enhanced Learning, EC-TEL 2024, Krems, Austria, September 16–20, 2024, Proceedings, Part II / / edited by Rafael Ferreira Mello, Nikol Rummel, Ioana Jivet, Gerti Pishtari, José A. Ruipérez Valiente
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2024
ISBN	3-031-72312-0
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (296 pages)
Collana	Lecture Notes in Computer Science, , 1611-3349 ; ; 15160
Altri autori (Persone)	RummelNikol JivetIoana PishtariGerti Ruipérez ValienteJosé A
Disciplina	006.3
Soggetti	Artificial intelligence Application software User interfaces (Computer systems) Human-computer interaction Social sciences - Data processing Education - Data processing Artificial Intelligence Computer and Information Systems Applications User Interfaces and Human Computer Interaction Computer Application in Social and Behavioral Sciences Computers and Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	-- Exploring Children’s Interaction with AR to Enhance Spatial Skills: Case Study on Geometry Learning. -- Mapping Employable Skills in Higher Education Curriculum Using LLMs. -- Exploring collaboration readiness with multimodal learning analytics: The value of generative preparation activities. -- Singular Action, Complex Cognition: An Intelligent Tutoring System in Riichi Mahjong. -- Leveraging Intelligent

Tutoring Systems to Enhance Project-Based Learning in Workforce Training at Community Colleges. -- Learning Analytics-Supported Learning Design for a Dutch Distance Learning University. -- Evaluation of an LLM-powered student agent for teacher training. -- Achieving tailored feedback by means of a teacher dashboard? Insights into teachers' feedback practices. -- Learning Analytics Beyond Traditional Classrooms: Addressing the Tensions of Cognitive and Meta-Cognitive Goals in Exercise Sessions. -- An experimental study into the effects of an advisory dashboard on students' online and offline learning. -- BloomLLM: Large Language Models Based Question Generation Combining Supervised Fine-tuning and Bloom's Taxonomy. -- Seeing the Forest from the Trees: Unveiling the Landscape of Generative AI for Education through Six Evaluation Dimensions. -- Design Framework for Multimodal Learning Analytics Leveraging Human Observations. -- Integrating generative artificial intelligence tools to develop digital competences in secondary schools. -- Tracking students' progress in educational escape rooms through a sequence analysis inspired dashboard. -- Design and orchestration in the age of GenAI: an activity theory perspective. -- Beyond Search Engines: Can Large Language Models Improve Curriculum Development. -- Comparison of Large Language Models for Generating Contextually Relevant Questions. -- Conceptual Design of Multimodal Learning Analytics for Spoken Language Acquisition. -- Investigating teachers' perceptions and needs in whole-school level technology integration. -- Enhancing Student Motivation through LLM-Powered Learning Environments: A Comparative Study. -- Multimodal Sensing of Goals and Activities During Interactions With a Co-created Robot. -- Making Diagnostic Decisions Count: Design and Development of a Virtual Patient Environment for Fostering Medical Education. -- Design and Development of an AI-Enhanced Collaborative Chat Platform for Medical Education. -- The Impact of Robotic Programming Environments on Computational Thinking with an Effect on Word Reading Fluency and Decoding. -- Are you up for DigiTech? The role of internal and external drivers in the adoption of digital technology in education. -- Recommending Is Reflecting: A Surprising Benefit of Social Recommender Systems for Teachers. -- Rhetor: Providing LLM-based Feedback for Students' Argumentative Essays. -- FLeD Learning Design Tool: Scaffolding Flexible Scenarios Through the Use of Flipped Learning Patterns. -- Supporting Learning Engagement and Teacher Awareness in Video-Based Learning through the Evoli Video-Annotation Tool. -- A Code Analysis Tool to Help Students in the Age of Generative AI. -- REOJocs: A Card Game about Teacher Community and Open Educational Resources Platforms. -- Evaluating a Teaching Analytics Dashboard in Adult Education: Lessons Learned. -- Play My Math: First development cycle of an EdTech tool supporting the teaching and learning of fractions through music in algebraic notation. -- WebWriter: Authoring & Remixing Explorables. -- A Speech-based Dialogue System for Training Oral Examinations. -- Scalable Mentoring Support with a Large Language Model Chatbot. -- GoaLearn App: A Goal-Setting and Monitoring Application to Support Students' Self-Regulated Learning.

Sommario/riassunto

The two-volume set LNCS 15159 and 15160 constitutes the proceedings of 19th European Conference on Technology Enhanced Learning, EC-TEL 2024, which took place in Krems, Austria, in September 2024. The 37 full papers, 25 poster papers, and 10 demo papers presented in the proceedings were carefully reviewed and selected from 140 submissions for research papers, and 26 poster and 19 demo submissions. They focus on effective technology adoption in

educational settings, ethical concerns, and the possible digital divide these technologies could create. The theme for the 2024 conference aimed to explore the role of Technology-Enhanced Learning (TEL) in this critical context and in achieving the United Nations' Sustainable Development Goal for education: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.".