

1. Record Nr.	UNINA9911069823103321
Autore	May Dominik
Titolo	2025 Yearbook Emerging Technologies in Learning // edited by Dominik May, Michael E. Auer
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2026
ISBN	9783032090584
Edizione	[1st ed. 2026.]
Descrizione fisica	1 online resource (488 pages)
Collana	Learning and Analytics in Intelligent Systems, , 2662-3455 ; ; 59
Altri autori (Persone)	May
Disciplina	006.3
Soggetti	Computational intelligence Education - Data processing Engineering - Data processing Computational Intelligence Computers and Education Data Engineering
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Rethinking Roles — Educators, Students & AI Literacies -- Leveraging Agentic AI for Enhancing Multiple Assessments on Hands-On Learning -- Reflective Human-AI Collaboration: Preparing STEM Students for Future Work with XR Labs and NLP Technologies -- Adaptation of Engineering Higher Education to Teaching Industry 4.0 Technologies: Faculty Perspectives on Opportunities, Challenges, and Needs -- A Workshop on Planning and Operating Robot Manipulations Using AI and Isaac Sim -- Generative AI in Practice — Tools, Feedback & Learning Design -- Exploring the Impact of Generative AI in Engineering Education: A Scoping Review of Applications and Innovations -- AI Support System in the Remote Laboratory NetLab.
Sommario/riassunto	This book approaches digital transformation in higher education through an integrative lens, helping readers understand how generative AI, learning analytics, immersive environments, and evolving academic roles can be harnessed to create more adaptive, inclusive, and trustworthy learning experiences. Its novelty lies in treating AI not as an isolated trend but as part of a wider ecosystem of technologies shaping pedagogy and institutional strategy. The scope spans

conceptual, empirical, and design-based studies from across the globe, all rigorously peer-reviewed. Aimed at scholars, educators, and institutional leaders, the book serves both as a reference and a practical guide for informed decision-making, curriculum design, and innovation initiatives.
