

1.	Record Nr.	UNISA996279974203316
	Titolo	HealthCom : 2014 IEEE 16th International Conference on e-Health Networking, Applications and Services : 15-18 October 2014, Natal, Brazil // Institute of Electrical and Electronics Engineers
	Pubbl/distr/stampa	Piscataway, New Jersey : , : Institute of Electrical and Electronics Engineers, , 2014
	ISBN	1-4799-6644-4
	Descrizione fisica	1 online resource (123 pages)
	Disciplina	610.2854019
	Soggetti	Medical care - Data processing Medical informatics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910865244603321
	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 I // edited by Panayiotis Zaphiris, Andri Ioannou
	Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2024
	ISBN	9783031616723
	Edizione	[1st ed. 2024.]
	Descrizione fisica	1 online resource (322 pages)
	Collana	Lecture Notes in Computer Science, , 1611-3349 ; ; 14722
	Altri autori (Persone)	IoannouAndri
	Disciplina	5,437 4,019
	Soggetti	User interfaces (Computer systems) Human-computer interaction User Interfaces and Human Computer Interaction
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia

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 I -- Contents - Part II -- Contents - Part III -- Designing Learning and Teaching Experiences -- Digital Nudging in Online-Learning Environments: Enhancing Self-regulation and Decision Through Usability-Centric Design -- 1 Introduction -- 2 Theoretical Background -- 2.1 Nudging in Education -- 2.2 Influence of Usability and Design on Nudging -- 3 Objective -- 4 Method -- 4.1 Design-Oriented Development of the Nudges -- 4.2 Usability Tests -- 4.3 Post Interviews -- 5 Results -- 5.1 Presentation of the Developed Nudges -- 5.2 Results of the Usability Test -- 5.3 Results of the Post-interviews -- 6 Discussion -- 7 Conclusion and Future Work -- References -- Pedagogical Foundations of a Short Term Intensive Online Course for Businessmen on Development of Negotiating Skills in English -- 1 Introduction -- 2 Creating a Short-Term Intensive Course for Businessmen on Development of Negotiating Skills in English -- 2.1 Pedagogical Goals and Means for Their Implementation -- 2.2 Choosing Online Instruments for Creating the Online Course -- 2.3 The Course Syllabus -- 3 Research Questions -- 4 Procedure -- 4.1 The Organization of the Intensive Course Implementation -- 4.2 The Selection of Participants for the First Course Run Through the Pre-Course Survey -- 4.3 The Characteristics of the Participants of the First Course Run -- 4.4 Data Collection in the First Run of the Course -- 4.5 Teaching in the First Run of the Course Implementation -- 4.6 The Second and Third Runs of the Course Implementation -- 5 Results and Discussion. 5.1 The Use of Online Instruments by Students from the Experimental Group During Independent Work -- 5.2 Assessment of Oral Speech Improvement -- 5.3 End-Course Questionnaire -- 5.4 The Analysis of the Second and Third Runs of the Intensive Course -- 6 Conclusions and Further Work -- References -- Interface Design for Educational Chatbot to Increase Engagement for Online Learning: A Conceptual Design -- 1 Introduction -- 1.1 Chatbots as a Way to Increase Engagement -- 1.2 Interface Design as a Problem Space -- 2 Literature Review -- 3 Methods -- 4 Conceptual Findings -- 5 Design Discussion and Conclusion -- References -- Tools to Support the Design of Network-Structured Courses Assisted by AI -- 1 Introduction -- 2 Learning Platform Concepts -- 2.1 Personalized and Adaptive Learning Platform -- 2.2 Learner's Autonomy -- 2.3 Adaptive Learning Concept -- 3 Design Revision Tools -- 3.1 Shortest Paths -- 3.2 Number of Activities -- 4 Conclusions -- References -- The Co-design Process of an Instructor Dashboard for Remote Labs in Higher Education -- 1 Introduction -- 2 Background -- 2.1 Collaborative Learning in Remote Labs -- 2.2 Supporting Orchestration of Collaborative Learning with Learning Analytics -- 3 RIALHE Project -- 4 Co-design of the Instructor Dashboard -- 5 Results and Discussion -- 6 Future Plans -- References -- Using Self-determination Theory to Design User Interfaces for Instructor Dashboards -- 1 Introduction -- 2 Background and Previous Work -- 2.1 Dashboards -- 2.2 Self-determination Theory -- 3 Method -- 3.1 Design Heuristics Rooted in the SDT -- 3.2 Design of the Instructor Dashboard UI -- 3.3 Evaluation of the Instructor Dashboard UI -- 4 Results -- 5 Discussion -- 6 Conclusions and Future Work -- References -- Digital Pedagogies for Higher Education: The Design of an Online Training Programme for Academic Staff -- 1 Introduction.

1.1 Background -- 1.2 Pedagogical Competences -- 1.3 Digital Competence in Higher Education -- 1.4 Transdisciplinarity -- 2 The Training Programme -- 2.1 Methodology -- 2.2 Problem Identification -- 2.3 Context and Target Audience -- 2.4 Programme Design -- 2.5 Aims and Learning Outcomes -- 2.6 Content -- 2.7 Mode of Implementation -- 3 Discussion -- 4 Limitations -- References -- User-Centered Design of Adaptive Support in a Continuing Education Online Course: Findings from a Design-Based Research Process -- 1 Introduction -- 2 Theoretical Background -- 2.1 Self-regulated Learning in Continuing Online Education -- 2.2 Adaptive SRL Support -- 3 Methodological Approach -- 4 Context -- 5 Cycle 1: Informed Exploration -- 5.1 Participants -- 5.2 Dataset -- 5.3 Data Analysis -- 5.4 Results -- 5.5 Conclusion from Cycle 1 -- 6 Cycle 2: Enactment -- 6.1 Step 1: Initial Intervention Design -- 6.2 Step 2: Prototype Articulation -- 6.3 Step 3: Development of a Revised Design -- 6.4 Conclusion from Cycle 2 -- 7 Cycle 3: Evaluation -- 7.1 Participants -- 7.2 Procedure -- 7.3 Dataset and Data Analysis -- 7.4 Results -- 7.5 Conclusion from Cycle 3 -- 8 Overall Discussion and Conclusion -- References -- How to Design Features for Promoting Social and Emotional Interactions During Computer Supported Collaborative Learning -- 1 Introduction -- 2 Theoretical Background -- 2.1 CSCL and the Socio-Emotional Side of Learning -- 2.2 Existing CSCL Tools for the Socio-Emotional Side of Learning -- 2.3 Research Questions -- 3 Methods, Participants and Instruments -- 3.1 Methods -- 3.2 Participants -- 3.3 Instruments -- 4 Results -- 5 Discussion -- 6 Limitations -- 7 Conclusion -- 8 Future Research -- References -- Innovative Design of Interactive Shadow Puppets for Children Based on STEAM Education Concept -- 1 Introduction -- 2 Literature Review. 2.1 Digital and Intelligent Upgrade of STEAM Education Concept -- 2.2 Modern Innovation of Shadow Puppet Art -- 2.3 STEAM Education Concept and Shadow Puppet Innovation -- 3 Methodology -- 3.1 Research Objects and Methods -- 3.2 Research Process and Experiments -- 4 Experimental Results and Analysis -- 4.1 Material Testing -- 4.2 Joint Testing -- 4.3 Exercise Testing -- 4.4 Display Carrier Testing -- 5 Design Practice -- 5.1 Design Concept -- 5.2 Product Details -- 6 Conclusion -- References -- Investigating Learning Experiences -- Uses of Robotics to Improve the Instrumental Skills of Students with Autism Spectrum Disorder Through the Development of New Inclusive Contexts (Divintech) -- 1 Introduction -- 2 Project Description -- 3 Justification and Main Contributions. Initial Hypothesis -- 4 Objectives, Methodology, and Work-Plan -- 5 Impact -- 6 Conclusions -- References -- In the Footsteps of Learning: A Comparison of Robotic and Human Instructor Movement in the Classroom -- 1 Introduction -- 2 Background -- 2.1 Classroom Arrangement -- 2.2 Proxemics and Spatial Pedagogy -- 2.3 Embodied Pedagogy -- 2.4 Telepresence Robots as Teachers -- 3 Methodology -- 4 Results -- 4.1 Instructor Movement -- 4.2 Instructor Resting Positions -- 5 Discussion -- 5.1 Instructor Movement -- 5.2 Instructor Resting Positions -- 6 Conclusion -- 7 Future Work -- References -- Discovering Improvement Opportunities and Challenges for Pharmaceutical Companies Adopting Digital Training Technologies: A Case Study -- 1 Introduction -- 1.1 Objectives -- 2 Background and Related Work -- 2.1 Case Context -- 2.2 Evaluating Training -- 2.3 Evaluating Digital Training Technologies -- 3 Methodology -- 3.1 Study Participants -- 3.2 Data Collection -- 3.3 Data Analysis -- 3.4 Ethical Issues and Trustworthiness of Data -- 4 Results -- 4.1 The Rich Picture -- 4.2 PACT Analysis. 4.3 Interview Findings and Observations -- 5 Discussion -- 5.1

Context and Users -- 5.2 Isolating Training Technology or Method as a Parameter -- 5.3 The Lack of a Baseline -- 5.4 Evaluating Impact -- 6 Conclusion and Future Work -- 6.1 Conclusion -- 6.2 Future Work -- 6.3 Limitations -- References -- Blended Learning Based on H5P Interactive Exercises: Insights from a Case Study -- 1 Introduction -- 2 Background -- 2.1 Blended Learning (BL) -- 2.2 Flipped Learning (FL) -- 3 Case Study -- 3.1 Context -- 3.2 Flipping Content with H5P -- 3.3 User Testing -- 3.4 Data Collection Methods -- 3.5 Participants -- 3.6 Conducting User Tests -- 4 Results -- 4.1 User Experience -- 4.2 Academic Performance -- 4.3 Attitudes -- 5 Discussion -- 5.1 Cross-Analyzing Data -- 5.2 Strengths and Limitations -- 6 Recommendations -- 7 Conclusions -- References -- Evaluating the Efficacy of Automated Video Editing in Educational Content Production: A Time Efficiency and Learner Perspective Study -- 1 Introduction -- 2 Learning with Videos, Good Learning Videos and Their Automated Editing -- 3 Methodology -- 3.1 Evaluation of the Workflow -- 3.2 Evaluation of Video Quality -- 4 Results Concerning Video Production -- 5 Results for Preserving Quality -- 5.1 Survey Participation and Participants -- 5.2 Differences in Assessment of the Learning Videos Variants -- 5.3 Insights from Open Questions -- 6 Discussion -- 7 Conclusion -- References -- A Qualitative Case Study of Perceptions and Attitudes Towards Remote Internships and a Model for Their Implementation -- 1 Introduction -- 2 Method -- 2.1 Objective -- 2.2 Methodology -- 2.3 Participants -- 2.4 Instrument -- 3 Results -- 3.1 Semantic Analysis Results -- 3.2 Content Analysis Results -- 4 Conclusion -- References -- Integrating Individual and Collective Skills: A Rubric-Based Model for Teamwork Competence Assessment.
1 Introduction.

Sommario/riassunto

This three-volume set LNCS 14722-14724 constitutes the refereed proceedings of the 11th International Conference on Learning and Collaboration Technologies, LCT 2024, held as part of the 26th International Conference on Human-Computer Interaction, HCI International 2024, which took place in Washington DC, USA, during June 29 – July 4, 2024. The total of 1271 papers and 309 posters included in the HCII 2023 proceedings was carefully reviewed and selected from 5108 submissions. The LCT 2024 conference addresses theoretical foundations, design, and implementation, as well as effectiveness and impact issues related to interactive technologies for learning and collaboration, including design methodologies, developments and tools, theoretical models, learning design or learning experience (LX) design, as well as technology adoption and use in formal, non-formal and informal educational contexts.
