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Titolo	21st Century Learning for 21st Century Skills [[electronic resource] ] : 7th European Conference on Technology Enhanced Learning, EC-TEL 2012, Saarbrücken, Germany, September 18-21, 2012, Proceedings / / edited by Andrew Ravenscroft, Stefanie Lindstaedt, Carlos Delgado Kloos, Davinia Hernández-Leo
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Collana	Programming and Software Engineering ; ; 7563
Disciplina	005.7
Soggetti	Application software Artificial intelligence Information storage and retrieval Computer communication systems User interfaces (Computer systems) Data mining Information Systems Applications (incl. Internet) Artificial Intelligence Information Storage and Retrieval Computer Communication Networks User Interfaces and Human Computer Interaction Data Mining and Knowledge Discovery
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	International conference proceedings.
Nota di bibliografia	Includes bibliographical references and author index.
Nota di contenuto	21st Century Learning for 21st Century Skills: What Does It Mean, and How Do We Do It -- Exploiting Semantic Information for Graph-Based Recommendations of Learning Resources -- An Initial Evaluation of Metacognitive Scaffolding for Experiential Training Simulators -- Paper Interfaces for Learning Geometry -- The European TEL Projects Community from a Social Network Analysis Perspective -- TinkerLamp 2.0: Designing and Evaluating Orchestration Technologies for the

Classroom -- Understanding Digital Competence in the 21st Century:  
 An Analysis of Current Frameworks -- How CSCL Moderates the  
 Influence of Self-efficacy on Students' Transfer of Learning  
 -- Notebook or Facebook? How Students Actually Use Mobile Devices  
 in Large Lectures -- Enhancing Orchestration of Lab Sessions by Means  
 of Awareness Mechanisms -- Discerning Actuality in Backstage:  
 Comprehensible Contextual Aging -- Tweets Reveal More Than You  
 Know: A Learning Style Analysis on Twitter -- Motivational Social  
 Visualizations for Personalized E-Learning -- Generator of Adaptive  
 Learning Scenarios: Design and Evaluation in the Project CLES --  
 Technological and Organizational Arrangements Sparking Effects on  
 Individual, Community and Organizational Learning -- The Social  
 Requirements Engineering (SRE) Approach to Developing a Large-Scale  
 Personal Learning Environment Infrastructure -- The Six Facets of  
 Serious Game Design: A Methodology Enhanced by Our Design Pattern  
 Library -- To Err Is Human, to Explain and Correct Is Divine: A Study of  
 Interactive Erroneous Examples with Middle School Math Students  
 -- An Authoring Tool for Adaptive Digital Educational Games -- A  
 Dashboard to Regulate Project-Based Learning -- Lost in Translation  
 from Abstract Learning Design to ICT Implementation: A Study Using  
 Moodle for CSCL -- The Push and Pull of Reflection in Workplace  
 Learning: Designing to Support Transitions between Individual,  
 Collaborative and Organisational Learning -- eAssessment for 21st  
 Century Learning and Skills -- Supporting Educators to Discover and  
 Select ICT Tools with SEEK-AT-WD.-Key Action Extraction for Learning  
 Analytics -- Using Local and Global Self-evaluations to Predict  
 Students' Problem Solving Behaviour -- Taming Digital Traces for  
 Informal Learning: A Semantic-Driven Approach -- Analysing the  
 Relationship between ICT Experience and Attitude toward E-Learning:  
 Comparing the Teacher and Student Perspectives in Turkey  
 -- Integration of External Tools in VLEs with the GLUE! Architecture: A  
 Case Study -- Mood Tracking in Virtual Meetings -- Teachers and  
 Students in Charge: Using Annotated Model Solutions in a Functional  
 Programming Tutor -- The Effect of Predicting Expertise in Open  
 Learner Modeling -- Technology-Embraced Informal-in-Formal-  
 Learning -- Towards Automatic Competence Assignment of Learning  
 Objects -- Slicepedia: Automating the Production of Educational  
 Resources from Open Corpus Content -- Fostering Multidisciplinary  
 Learning through Computer-Supported Collaboration Script: The Role  
 of a Transactive Memory Script -- Mobile Gaming Patterns and Their  
 Impact on Learning Outcomes: A Literature Review -- Adaptation "in  
 the Wild": Ontology-Based Personalization of Open-Corpus Learning  
 Material -- Encouragement of Collaborative Learning Based on  
 Dynamic Groups -- An Authoring Tool to Assist the Design of Mixed  
 Reality Learning Games -- An Automatic Evaluation of Construction  
 Geometry Assignments -- Ask-Elle: A Haskell Tutor: Demonstration  
 -- Backstage – Designing a Backchannel for Large Lectures  
 -- Demonstration of the Integration of External Tools in VLEs with the  
 GLUE! Architecture -- Energy Awareness Displays: Prototype for  
 Personalised Energy Consumption Feedback -- I-Collaboration 3.0: A  
 Model to Support the Creation of Virtual Learning Spaces -- Learning  
 to Learn Together through Planning, Discussion and Reflection on  
 Microworld-Based Challenges -- Making Learning Designs Happen in  
 Distributed Learning Environments with GLUE!-PS -- Math-Bridge:  
 Adaptive Platform for Multilingual Mathematics Courses -- MEMO –  
 Situated Learning Services for e-Mobility -- PINGO: Peer Instruction for  
 Very Large Groups -- Proportion: Learning Proportional Reasoning  
 Together -- Supporting Goal Formation, Sharing and Learning of

Knowledge Workers -- U-Seek: Searching Educational Tools in the Web of Data -- XESOP: A Content-Adaptive M-Learning Environment -- A Collaboration Based Community to Track Idea Diffusion Amongst Novice Programmers -- Argument Diagrams in Facebook: Facilitating the Formation of Scientifically Sound Opinions -- Authoring of Adaptive Serious Games -- Collaborative Learning and Knowledge Maturing from Two Perspectives -- Computer Supported Intercultural Collaborative Learning: A Study on Challenges as Perceived by Students -- Just4me: Functional Requirements to Support Informal Self-directed Learning in a Personal Ubiquitous Environment -- Observations Models to Track Learners' Activity during Training on a Nuclear Power Plant Full-Scope Simulator -- Practical Issues in e-Learning Multi-Agent Systems -- Students' Usage and Access to Multimedia Learning Resources in an Online Course with Respect to Individual Learning Styles as Identified by the VARK Model -- Technology-Enhanced Replays of Expert Gaze Promote Students' Visual Learning in Medical Training -- Towards Guidelines for Educational Adventure Games Creation (EAGC).

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#### Sommario/riassunto

This book constitutes the refereed proceedings of the 7th European Conference on Technology Enhanced Learning, EC-TEL 2012, held in Saarbrücken, Germany, in September 2012. The 26 revised full papers presented were carefully reviewed and selected from 130 submissions. The book also includes 12 short papers, 16 demonstration papers, 11 poster papers, and 1 invited paper. Specifically, the programme and organizing structure was formed through the themes: mobile learning and context; serious and educational games; collaborative learning; organisational and workplace learning; learning analytics and retrieval; personalised and adaptive learning; learning environments; academic learning and context; and, learning facilitation by semantic means.

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