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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).

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.
