

Daniel Spikol

Ryu, Hokyoung, Parsons, David

The Multimodal Learning Analytics Handbook Michail Giannakos, Daniel Spikol, Daniele Di Mitri, Kshitij Sharma, Xavier Ochoa, Rawad Hammad, 2022-10-08 This handbook is the first book ever covering the area of Multimodal Learning Analytics (MMLA). The field of MMLA is an emerging domain of Learning Analytics and plays an important role in expanding the Learning Analytics goal of understanding and improving learning in all the different environments where it occurs. The challenge for research and practice in this field is how to develop theories about the analysis of human behaviors during diverse learning processes and to create useful tools that could augment the capabilities of learners and instructors in a way that is ethical and sustainable. Behind this area, the CrossMMLA research community exchanges ideas on how we can analyze evidence from multimodal and multisystem data and how we can extract meaning from this increasingly fluid and complex data coming from different kinds of transformative learning situations and how to best feed back the results of these analyses to achieve positive transformative actions on those learning processes. This handbook also describes how MMLA uses the advances in machine learning and affordable sensor technologies to act as a virtual observer/analyst of learning activities. The book describes how this “virtual nature” allows MMLA to provide new insights into learning processes that happen across multiple contexts between stakeholders, devices and resources. Using such technologies in combination with machine learning, Learning Analytics researchers can now perform text, speech, handwriting, sketches, gesture, affective, or eye-gaze analysis, improve the accuracy of their predictions and learned models and provide automated feedback to enable learner self-reflection. However, with this increased complexity in data, new challenges also arise. Conducting the data gathering, pre-processing, analysis, annotation and sense-making, in a way that is meaningful for learning scientists and other stakeholders (e.g., students or teachers), still pose challenges in this emergent field. This handbook aims to serve as a unique resource for state of the art methods and processes. Chapter 11 of this book is available open access under a CC BY 4.0 license at link.springer.com.

The Wiley Handbook of Learning Technology Nick Rushby, Dan Surry, 2016-02-23 The Wiley Handbook of Learning Technology is an authoritative and up-to-date survey of the fast-growing field of learning technology, from its foundational theories and practices to its challenges, trends, and future developments. Offers an examination of learning technology that is equal parts theoretical and practical, covering both the technology of learning and the use of technology in learning Individual chapters tackle timely and controversial subjects, such as gaming and simulation, security, lifelong learning, distance education, learning across educational settings, and the research agenda Designed to serve as a point of entry for learning technology novices, a comprehensive reference for scholars and researchers, and a practical guide for education and training practitioners Includes 29 original and comprehensively referenced essays written by leading experts in instructional and educational technology from around the world

Mobile, Ubiquitous, and Pervasive Learning Alejandro Peña Ayala, 2015-12-12 This book is concerned with the mobile, ubiquitous, and pervasive learning arena. It presents a collection of works corresponding to four categories: reviews, studies, conceptual proposals, and approaches. As a result of the submission and revision processes eight manuscripts were accepted and organized into the aforementioned four parts as follows: ·Review: a couple of chapters offer a survey of related works. One concerns with the diversity of mobile, ubiquitous, and pervasive labor, where interested findings are unveiled based on correlations. Other focuses on adaptive and adaptable architectures that are suitable to implement ubiquitous learning sceneries, whose contribution represents a model of a domain specific architecture. ·Studies: two chapters explore issues related to the effect of question styles made through smartphones and tablets, and the disposition of teachers to exploit mobile devices at classroom. ·Conceptual: a pair of chapters offer a given proposal, the first to develop adaptive mobile learning systems by means of a framework based on contextual information; and the second with the purpose to share some guidelines of how to apply cloud computing in the development and operation of mobile.

Approaches: two chapters apply a specific paradigm as part of a whole application and reveal the achieved impact. One of them uses augmented reality to encourage children to learn about trees as context-sensitive informal learning. The other, immerses children in playing a learning game to learn math by cooperating between members team and interacting through mobile devices. This volume will be a source of interest for researchers, practitioners, professors, and postgraduate students aimed at updating their knowledge and finding targets for future work in the mobile, ubiquitous, and pervasive learning field!

Technology Enhanced Learning Erik Duval, Mike Sharples, Rosamund Sutherland, 2017-05-11 This book gives an overview of the state-of-the-art in Technology Enhanced Learning (TEL). It is organized as a collection of 14 research themes, each introduced by leading experts and including references to the most relevant literature on the theme of each cluster. Additionally, each chapter discusses four seminal papers on the theme with expert commentaries and updates. This volume is of high value to people entering the field of learning with technology, to doctoral students and researchers exploring the breadth of TEL, and to experienced researchers wanting to keep up with latest developments.

Sustaining TEL: From Innovation to Learning and Practice Martin Wolpers, Paul A. Kirschner, Maren Scheffel, Stefanie Lindstaedt, Vania Dimitrova, 2010-09-15 These proceedings of the 9th European Conference on Technology Enhanced Learning (EC-TEL 2010) exemplify the highly relevant and successful research being done in TEL. Because of this great work, this year's conference focused on "Sustaining TEL: From Innovation to Learning and Practice." The last decade has seen significant investment in time, people, and money in innovating education and training. The time has come to make the bold step from small-scale innovation research and development to large-scale and sustainable implementation and evaluation. It is time to show the world (i.e., government, industry, and the general population) that our field has matured to the stage that sustainable learning and learning practices - both in schools and in industry - can be achieved based upon our work. The present day TEL community now faces new research questions related to large-scale deployment of technology enhanced learning, supporting individual learning environments through mashups and social software, new approaches in TEL certification, and so forth. Furthermore, new approaches are required for the design, implementation, and use of TEL to improve the understanding and communication of educational desires and the needs of all stakeholders, ranging from researchers, to learners, tutors, educational organizations, companies, the TEL industry, and policy makers. And the TEL community has taken up this challenge. As one can see in this volume, in its 9th year the conference was once more able to assemble the most prominent and relevant research results in the TEL area. The conference generated more than 150 submissions which demonstrates a very lively interest in the conference theme, thus significantly contributing to the conference's success.

Researching Mobile Learning Giasemi Vavoula, Agnes Kukulska-Hulme, 2009 This title sets out the issues and requirements for mobile learning research and presents recent efforts to specify appropriate theoretical frameworks, research methods and tools. Leading researchers in the field present their experiences and approaches to key aspects of mobile learning research such as data capture and analysis.

ECGBL 2015-9th European Conference on Games Based Learning Robin Munkvold and Line Kolås, 2015-09-18

Orchestrating Inquiry Learning Karen Littleton, Eileen Scanlon, Mike Sharples, 2012-03-12 There is currently a rapidly growing interest in inquiry learning and an emerging consensus among researchers that, particularly when supported by technology, it can be a significant vehicle for developing higher order thinking skills. Inquiry learning methods also offer learners meaningful and productive approaches to the development of their knowledge of the world, yet such methods can present significant challenges for teachers and students. Orchestrating Inquiry Learning addresses the key challenge of how to resource and support processes of inquiry learning within and beyond the classroom. It argues that technological support, when coupled with appropriate design of activities and management of the learning environment, can enable inquiry learning

experiences that are engaging, authentic and personally relevant. This edited collection of carefully integrated chapters brings together, for the first time; work on inquiry learning and orchestration of learning. Drawing upon a broad range of theoretical perspectives, this book examines:

Orchestration of inquiry learning and instruction
 Trajectories of inquiry learning
 Designing for inquiry learning
 Scripting personal inquiry
 Collaborative and collective inquiry learning
 Assessment of inquiry learning
 Inquiry learning in formal and semi-formal educational contexts

Orchestrating Inquiry Learning is essential reading for all those concerned with understanding and promoting effective inquiry learning. The book is aimed at an international audience of researchers, post-graduate students, and advanced undergraduates in education, educational technology and psychology. It will also be of interest to educational practitioners and policy makers, including teachers, educational advisors, teacher-students and their trainers.

Transforming Learning with Meaningful Technologies Maren Scheffel,Julien Broisin,Viktoria Pammer-Schindler,Andri Ioannou,Jan Schneider,2019-09-09 This book constitutes the proceedings of the 14th European Conference on Technology Enhanced Learning, EC-TEL 2019, held in Delft, The Netherlands, in September 2019. The 41 research papers and 50 demo and poster papers presented in this volume were carefully reviewed and selected from 149 submissions. The contributions reflect the debate around the role of and challenges for cutting-edge 21st century meaningful technologies and advances such as artificial intelligence and robots, augmented reality and ubiquitous computing technologies and at the same time connecting them to different pedagogical approaches, types of learning settings, and application domains that can benefit from such technologies.

Proceedings of the Tenth ACM Conference on Learning Scale Daniel Spikol,2023

Emerging Technologies for Education Ting-Ting Wu,Rosella Gennari,Yueh-Min Huang,Haoran Xie,Yiwei Cao,2017-02-17 This book constitutes the thoroughly refereed post-workshop proceedings of the First International Symposium, SETE 2016, held in conjunction with ICWL 2016, Rome, Italy, in October 2016. The 81 revised papers, 59 full and 22 short ones, were carefully reviewed and selected from 139 submission. They cover latest findings in various areas, such as emerging technologies for open access to education and learning; emerging technologies supported personalized and adaptive learning; emerging technologies support for intelligent tutoring; emerging technologies support for game-based and joyful learning; emerging technologies of pedagogical issues; emerging technologies for affective learning and emerging technologies for tangible learning.

New Horizons in Web Based Learning Yiwei Cao,Terje Våljetaga,Jeff K.T. Tang,Howard Leung,Mart Laanpere,2014-12-05 This book constitutes the revised selected papers of the workshops of the 13th International Conference of Web-based Learning, ICWL 2014, held in Tallinn, Estonia, in August 2014. This volume comprises papers of six workshops: 1. The Seventh International Workshop on Social and Personal Computing for Web-Supported Learning Communities (SPeL 2014) 2. The First International Workshop on Peer-Review, Peer-Assessment, and Self-Assessment in Education (PRASAE 2014) 3. International Workshop on Mobile and Personalized Learning (IWMPL 2014) 4. The First International Workshop on Open Badges in Education (OBIE 2014) 5. The Fourth International Symposium on Knowledge Management & E-Learning (KMEL 2014) 6. The Future of e-Textbooks Workshop (FeT 2014).

Data Driven Approaches in Digital Education Élise Lavoué,Hendrik Drachsler,Katrien Verbert,Julien Broisin,Mar Pérez-Sanagustín,2017-09-04 This book constitutes the proceedings of the 12th European Conference on Technology Enhanced Learning, EC-TEL 2017, held in Tallinn, Estonia, in September 2017. The 24 full papers, 23 short papers, 6 demo papers, and 22 poster papers presented in this volume were carefully reviewed and selected from 141 submissions. The theme for the 12th EC-TEL conference on Data Driven Approaches in Digital Education' aims to explore the multidisciplinary approaches that effectively illustrate how data-driven education combined with digital education systems can look like and what are

the empirical evidences for the use of datadriven tools in educational practices.

Intersecting Art and Technology in Practice Camille C Baker, Kate Sicchio, 2016-12-19 This book focuses on the artistic process, creativity and collaboration, and personal approaches to creation and ideation, in making digital and electronic technology-based art. Less interested in the outcome itself – the artefact, artwork or performance – contributors instead highlight the emotional, intellectual, intuitive, instinctive and step-by-step creation dimensions. They aim to shine a light on digital and electronic art practice, involving coding, electronic gadgetry and technology mixed with other forms of more established media, to uncover the practice-as-research processes required, as well as the collaborative aspects of art and technology practice.

Performing the Digital Martina Leeker, Imanuel Schipper, Timon Beyes, 2017-03-31 How is performativity shaped by digital technologies - and how do performative practices reflect and alter techno-social formations? *Performing the Digital* explores, maps and theorizes the conditions and effects of performativity in digital cultures. Bringing together scholars from performance studies, media theory, sociology and organization studies as well as practitioners of performance, the contributions engage with the implications of digital media and its networked infrastructures for modulations of affect and the body, for performing cities, protest, organization and markets, and for the performativity of critique. With contributions by Marie-Luise Angerer, Timon Beyes, Scott deLahunta and Florian Jenett, Margarete Jahrmann, Susan Kozel, Ann-Christina Lange, Oliver Leistert, Martina Leeker, Jon McKenzie, Sigrid Merx, Melanie Mohren and Bernhard Herbordt, Imanuel Schipper and Jens Schröter.

Innovative Mobile Learning: Techniques and Technologies Ryu, Hokyoung, Parsons, David, 2008-10-31 This book includes the challenges and practical experience of the design of M-Learning environments, covering current developments in M-learning experiences in both academia and industry--Provided by publisher.

Artificial Intelligence in Education Elisabeth André, Ryan Baker, Xiangen Hu, Ma. Mercedes T. Rodrigo, Benedict du Boulay, 2017-06-22 This book constitutes the refereed proceedings of the 18th International Conference on Artificial Intelligence in Education, AIED 2017, held in Wuhan, China, in June/July 2017. The 36 revised full papers presented together with 4 keynotes, 37 poster, presentations, 4 doctoral consortium papers, 5 industry papers, 4 workshop abstracts, and 2 tutorial abstracts were carefully reviewed and selected from 159 submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences, education, game design, psychology, sociology, linguistics as well as many domain-specific areas.

Architectures for Distributed and Complex M-Learning Systems: Applying Intelligent Technologies Caball, Santi, Xhafa, Fatos, Daradoumis, Thanasis, Juan, Angel A., 2009-10-31 Explores state-of-the-art software architectures and platforms used to support distributed and mobile e-learning systems.

A Companion to Digital Art Christiane Paul, 2022-01-06 Reflecting the dynamic creativity of its subject, this definitive guide spans the evolution, aesthetics, and practice of today's digital art, combining fresh, emerging perspectives with the nuanced insights of leading theorists. Showcases the critical and theoretical approaches in this fast-moving discipline Explores the history and evolution of digital art; its aesthetics and politics; as well as its often turbulent relationships with established institutions Provides a platform for the most influential voices shaping the current discourse surrounding digital art, combining fresh, emerging perspectives with the nuanced insights of leading theorists Tackles digital art's primary practical challenges – how to present, document, and preserve pieces that could be erased forever by rapidly accelerating technological obsolescence Up-to-date, forward-looking, and critically reflective, this authoritative new collection is informed throughout by a deep appreciation of the technical intricacies of digital art

Grand Challenges in Technology Enhanced Learning Frank Fischer, Fridolin Wild, Rosamund Sutherland, Lena Zirn, 2013-10-15 This book presents a key piece of the vision and strategy developed in STELLAR. It sets out a new mid-term agenda by defining Grand Challenges for research and development in technology-enhanced learning. Other than mere technology prizes, STELLAR Grand Challenges deal with problems at the interface of social and technical sciences. They pose problems that can be solved only in interdisciplinary collaboration. The descriptions of the Grand Challenge Problems were sent out to a number of stakeholders from industry, academia, and policy-making who responded with insightful, creative and critical comments bringing in their specific perspectives. This book will inspire everyone interested in TEL and its neighboring disciplines in their future projects. All of the listed problems, first hints with respect to the approach, measurable success indicators and funding sources are outlined. The challenges focus on what noted experts regard as important upcoming, pending, and innovative fields of research, the solution of which is within reach in a timeframe of a mere 2 to 15 years of work.

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