International Workshop on Evidence-Based Technology Enhanced Learning

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Research on Technology Enhanced Learning (TEL) investigates how information and communication technologies can be designed in order to support pedagogical activities. The workshop proceedings collects contributions concerning evidence based TEL systems, like their design following EBD principles as well as studies or best practices that educators, education stakeholders or psychologists used to diagnose or improve their students’ learning skills, including students with specific difficulties. The international ebTEL'12 workshop wants to be a forum in which TEL researchers and practitioners alike can discuss ideas, projects, and lessons related to ebTEL. The workshop takes place in Salamanca, Spain, on March 28th-30th 2012.

International Workshop On Evidence Based Technology Enhanced Learning Related Books

2nd International Workshop on Evidence-based Technology Enhanced Learning
Research on Technology Enhanced Learning (TEL) investigates how information and communication technologies can be designed in order to support pedagogical activities. The Evidence Based Design (EBD) of a system bases its decisions on empirical evidence and effectiveness. The evidence-based TEL workshop (ebTEL) brings together TEL and EBD. The first edition of ebTEL collected contributions in the area of TEL from computer science, artificial intelligence, evidence-based medicine, educational psyc...

E-Learning Technologies and Evidence-Based Assessment Approaches (Advances in Information and Communication Technology Educati)
educational researchers and academicians need the latest advances in educational technologies in order to enhance instruction and aid student assessment and learning. E-Learning Technologies and Evidence-Based Assessment Approaches provides a variety of contemporary solutions to identified educational problems related to the assessment of student learning in e-learning environments. This book draws on research and evaluation expertise of academicians engaged in the day-to-day challenges of using ...

Technology Enhanced Learning
This book focuses on how technology may create new learning environments and enhance basic learning processes. The book identifies and informs some of the strategic decisions involved in designing and implementing new technology to enhance learning. It also examines specific learning applications of TEL in order to understand the context of different learning environments, as well as some of the critical lessons learned in designing these environments. Mixing both conceptual perspectives and act...

Sinep 2009. 1st International Workshop on Si Based Nano-Electronics and -Photonics
The main objective of this International Workshop in Vigo is to target this major problem by bringing together scientists and engineers specialized on various different topics related to group IV semiconductors. In five consecutive sessions dedicated to - Group IV materials: CMOS and further extension of the roadmap - Group IV materials: Nano-photonics - Material aspects and characterization on nano-scale - Nanostructures and material processing on atomic scale

Technology Enhanced Learning and Cognition
The use of technology in learning has increased dramatically. Training and education is now utilizing and almost integrated with the World Wide Web, podcasts, mobile and distant learning, interactive videos, serious games, and a whole range of e-learning. However, has such technology enhanced learning been effective? And how can it better serve training and education? E-learning must be 'brain friendly', so it optimizes learning to the cognitive architecture of the learners. If technology enhance...
Inclusive Technology Enhanced Learning

Inclusive Technology Enhanced Learning draws together a remarkable breadth of research findings from across the field, providing useful data on the power of technology to solve cognitive, physical, emotional or geographic challenges in education. A far-ranging assessment, this book combines research, policy, and practical evidence to show what digital technologies work best for which learners and why. Inclusive Technology Enhanced Learning takes a number of unique perspectives, looking at uses o...

Promotive Activities in Technology-Enhanced Learning

Numerous studies indicate that learning is most effective in terms of persistency when it addresses the whole person rather than merely the intellect. A set of promotive activities that foster significant learning have been extensively researched in classroom settings. The major scientific goal of this work is to investigate whether and how promotive activities may be applied in technology-enhanced learning settings. Besides transferring existing activity patterns to the online context, this wor...

Recommender Systems for Technology Enhanced Learning

As an area, Technology Enhanced Learning (TEL) aims to design, develop and test socio-technical innovations that will support and enhance learning practices of individuals and organizations. Information retrieval is a pivotal activity in TEL and the deployment of recommender systems has attracted increased interest during the past years. Recommendation methods, techniques and systems open an interesting new approach to facilitate and support learning and teaching. The goal is to develop, deploy a...

Evidence-Based Interventions for Students with Learning and Behavioral Challenges

This book assembles into one volume summaries of school-based intervention research that relates to those who deal on a regular basis with the growing body of students having high-incidence learning disabilities and/or behavior disorders: special educators, school psychologists, and clinical child psychologists. Chapter authors begin with an overview of their topic followed by a brief section on historical perspectives before moving on to the main section - a critical discussion of empirically b...

The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective

Brings together scholars to assess teaching and learning issues that cut across most disciplines. This work also examines the scientific evidence on what constitutes effective teaching in college classrooms, on the psychometric integrity of measures of teaching effectiveness, and on the use of such measures for promotion and salary decisions.

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