
Sessió

SO 1.1: Nous perfils, habilitats i formes d'aprenentatge

Hora:

Dimarts, 29/06/2021:

10:00 - 11:00

Ponències

Student identity development as inquirer during the master thesis in an online university

Angelos Konstantinidis, Antoni Badia

Universitat Oberta de Catalunya, España

This study aims to elaborate a model for the assessment of inquirer student identity. The model presents inquirer student identity as a dynamic multiplicity of ten competencies. A questionnaire that measures students' inquiry functions during the development of the master thesis was constructed. 85 students from an online university responded to the questionnaire. Findings revealed that students are engaged with inquiry functions to a considerable extent during the development of their thesis.

Introducing Teacher of the Day in the Databases Course of the New Degree on Digital and Computing Interaction Techniques at Universitat de Lleida. Lessons learned from a pilot study

Sergio Savago

Universitat de Lleida, España

This paper discusses the lessons learned from introducing teacher of the day, a variant of peer tutoring, in an undergraduate course of the new Degree of Digital and Computing Interaction Techniques at Universitat de Lleida. Teacher of the day fostered a learning environment wherein students engaged in active learning over a semester, playing new roles for them (peer teaching and assessment). Students rated the activity as excellent and reported learning about academic and non-academic aspects.

Web Accessibility for All

Pilar Orero, Estel·la Oncins, Anna Matamala

UAB, Espanya

Nobody challenges the importance of having accessible webs, web content, and web interaction. This is the aim of the new European Directive on Web Accessibility following the compromise with the UN Convention on the Rights of Persons with Disabilities. The communication will describe a newly funded ERASMUS+ project named IMPACT. It will define the skills and competences towards training for the implementation of the European Standard on Accessibility of ICT products and services EN301 549.

Learning to learn: university student perceptions of a science of learning intervention

Marc Beardsley, Judit Martínez-Moreno, Davinia Hernández-Leo

Universitat Pompeu Fabra, España

Many students use ineffective learning strategies and lack confidence in their learning skills and knowledge. This paper presents the results of a pre- and post-survey study involving first-year university students that completed a 2-hour classroom lesson on the science of learning. The results of the study confirm that students perceive that they lack knowledge and confidence about learning; and that students found a lesson on the science of learning to be beneficial.

Computational Thinking as a cross-curricular competence for a better use of technological tools and resources

Javier Bilbao, Eugenio Bravo, Olatz Garcia, Carolina Rebollar, Concepcion Varela

University of the Basque Country, Espanya

We are at the dawn of a digital age in which knowledge and the application of appropriate methods must be acquired by students. In this context, we propose the inclusion of Computational Thinking (CT) as a transversal competence in the education system, from Primary Education to university. To this end, we are carrying out studies to measure the level of CT and its cross-curricular implementation, both at pre-university and university level.

An experience on Challenge-based learning for entrepreneurship at higher education

Javier Manuel Asenjo Fernández, Jean-Claude Rodríguez Ferrera-Massons

URL / IQS, Espanya

Challenge-based learning is an active methodology that outperforms in the context of the entrepreneurship at higher education. It increases motivation from students towards the subject and also increases the propensity to develop real-life ventures. The communication focuses in the case of IQS School of Management in Barcelona (Catalonia, Spain)

THE FUTURE MEDIATORS FOR LIVE EVENTS: LTA PROJECT ACADEMIC AND VOCATIONAL TRAINING

Estella Oncins, Pilar Orero, Anna Matamala

Universitat Autònoma de Barcelona, España

The rapid-evolving legislations at EU level, along with an increasing demand for intralingual mediation in face-to-face and online working contexts, urges the need for all-rounder experts that understand intralingual mediation as a multifaceted and multilayer service. To tackle this situation, the EU co-funded project LiveTextAccess (LTA) has developed a comprehensive training to educate new professionals willing to enter the field of Real-time Intralingual Subtitling (RIS).