

Sesió

S.Oral 5.8

Hora:

Jueves, 10/07/2025:

17:00 - 18:30

Ponencias

Harnessing the Power of Citizen Science in Universities: A certified training experience for academic researchers and social actors

Josep Perelló, Isabelle Bonhoure, Rebekah Breeding

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This study examines a pioneering certified training program in citizen science, designed for academic researchers and social actors. The training emphasized social dimensions of citizen science and featured a dynamic format. Pre-survey results indicated broad familiarity with citizen science concepts but limited knowledge of implementation tools. This initiative marks a significant step in integrating citizen science into university curricula and professional development in the Spanish context.

A JOURNEY WITH FRODO: A PATH FOR HIGHSCHOOL STUDENT TRANSITIONING TO UNIVERSITY

Gina Chianese, Marco Ius, Matteo Cornacchia, Elisabetta Madriz

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The transition from high school to university is a crucial phase requiring self-awareness and decision-making. This paper examines a project by the TLC at the University of Trieste, inspired by Frodo Baggins from The Lord of the Rings. Engaging 80 high school students in narrative-driven workshops, it emphasized self-discovery, responsibility, and collaboration. Using creative techniques, it showcased the transformative potential of narrative pedagogy in supporting authentic educational choices.

Towards Caring Institutional Analytics: A case study illustrating the exploration of language biases

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Our study focuses on institutional analytics in higher education decision-making and the need of considering contextual biases. We contribute with a case study in a university in Catalonia using (reliable) student grades and satisfaction data from 22 professors who teach at least one course in Catalan and at least one course in English to identify language-related biases or interrelationships. Our study sheds light on the relevance of this perspective and its implications.

EVOLVING VALUES, LAGGING PRACTICE: INTEGRATING ETHICS IN ICT ENGINEERING PROGRAMS

Aurelio Ruiz García, Davinia Hernández Leo

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This study examines the integration of social impact in Information and Communication Technologies engineering curricula, focused on perceptions of faculty in leadership roles. It highlights a gap between expressed interest and the ability to do it, identifying challenges in curricula redesign using collective processes. It stresses the need for research in pragmatic standardized frameworks that guide these processes, strategies for internalizing them within the community and evaluation systems.

Challenges and strategies for professional identity in EME: An analysis from a Teaching Innovation Network

Julie Waddington, Mònica Puntí, Glòria Mateu, Pere Pons, Norbert Blanco, Ingrid Vilà

Universitat de Girona, Espanya

This study analyses the challenges and strategies for developing the professional identity of teachers in EME. Based on experiences analysed at Universitat de Girona, it highlights how confidence in language skills and positive perceptions can influence teaching practice. It discusses linguistic insecurities and impostor syndrome, offering strategies to overcome these challenges. This work is part of a broader project compiled in "English Medium Education: A Handbook for Teachers."