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CONFERENCE SESSIONS

ORAL SESSIONS, 3rd July 2017

MOOCs: Massive Open Online Courses (1)
Online Assessment (1)
Serious and Educational Games (1)
Augmented Reality & 3D Experiences
University-Industry Cooperation (1)
Distance Learning
STEM in Primary and Secondary Education
Professional Development of Teachers (1)
Coding & Programming in Schools
Technology Enhanced Health Sciences Education

MOOCs: Massive Open Online Courses (2)
Online Assessment (2)
Serious and Educational Games (2)
Virtual Reality Experiences
University-Industry Cooperation (2)
Personal Learning Environments
STEM in Higher Education
21st Century Skills
New Platforms to Teach Coding Skills
Experiences in Engineering Education

Learning Analytics
Quality Assurance & Evaluation
Game-based Learning & Gamification (1)
Videos for Learning
Entrepreneurship
Educational Trends & Best Practices (1)
Technology Enhanced Maths Learning
ICT Skills and Competences among Teachers (1)
Computer Science Education
CLIL Experiences in Foreign Languages

Open Educational Resources
Quality Assurance in Higher Education
Game-based Learning & Gamification (2)
Educational Software and Videos
Employability & Workplace Training
Technology Enhanced Learning (1)
Maths in Primary & Secondary Education
ICT Skills and Digital Literacy
Leading Institutional Change
New Trends in Health Sciences Education

POSTER SESSIONS, 3rd July 2017

Emerging Technologies in Education and e-Learning
Experiences in Education
ORAL SESSIONS, 4th July 2017

- e-Learning & b-Learning Experiences
- Assessment of Student Learning (1)
- Online Collaborative Learning
- Technology Enhanced Learning (2)
- Exchange & International Programmes
- Gender Issues
- Links between Education and Research
- Student Support in Education
- Professional Development of Teachers (2)
- New Trends in Post-graduate Education

- Blended Learning
- Assessment of Student Learning (2)
- Project Based Learning
- Web Technologies in Education
- International Projects
- Multicultural Education
- Tutoring and Coaching
- Special Education (1)
- Pre-service and In-service Teacher Experiences (1)
- New Trends and Experiences in Business Education

- Flipped Learning
- Assessment of Student Learning (3)
- Collaborative Learning Technologies
- Apps & Mobile Technologies
- Pedagogical Innovations (1)
- Intercultural Competences
- Curriculum Design
- Special Education (2)
- Pre-service and In-service Teacher Experiences (2)
- Museums & Cultural Heritage Learning

- e-Learning Projects and Experiences (1)
- Learning Management Systems
- Collaborative Learning Experiences
- Emerging Technologies in Education (1)
- Pedagogical Innovations (2)
- Language Learning Innovations
- New Trends and Experiences in Physics Education
- ICT Skills and Competences among Teachers (2)
- Pre-service and In-service Teacher Experiences (3)
- Architecture and Design Educational Experiences

- e-Content Management and Development
- e-Learning Projects and Experiences (2)
- Collaborative Learning Environments
- Emerging Technologies in Education (2)
- Educational Trends & Best Practices (2)
- Technology in EFL Learning
- Educational Management
- Teacher Training
- Career Development of Educational Staff
- Sustainability Education

POSTER SESSIONS, 4th July 2017

- Global Issues in Education and Research
- Pedagogical Innovations and New Educational Trends
VIRTUAL SESSIONS

Academic Research Projects
Barriers to Learning
Blended Learning
Collaborative and Problem-based Learning
Computer Software on Education
Computer Supported Collaborative Work
Curriculum Design and Development
Distance Learning
E-content Management and Development
e-Learning, Training, Evaluation and Assessment
e-Learning Projects and Experiences
Education and Globalization
Educational Management
Educational Software Experiences
Educational Trends and Best Practice Contributions
Educational/Serious Games
Emerging Technologies in Education
Enhancing Learning and the Undergraduate Experience
Entrepreneurship curriculum
Evaluation and Assessment of Student Learning
Experiences in Game Based Learning
Flipped Learning
Gamification
General Issues in Education
Impact of Education on Development
International Projects
Language Learning Innovations
Leadership in 21st Century Education
Learning and Teaching Methodologies
Learning Experiences in Higher and Further Education
Learning Experiences in Preschool Education
Learning Experiences in Primary and Secondary Education
Lifelong Learning
Links between Education and Research
Massive Open Online Courses (MOOCs)
Mobile and Tablet Technologies
Multicultural Education
New Learning/Teaching Models
New projects and Innovations
Online/Virtual Laboratories
Pedagogical Innovations in Education
Pre-service and In-service Teacher Experiences
Research Methodologies
Special Education
STEM in Education
Student Support in Education
Technology-Enhanced Learning
The Bologna Declaration and ECTS Experiences
Training educational staff
Transferring Skills and Disciplines
University-Industry Cooperation
Videos for Learning
Virtual Learning Environments (VLEs)
Vocational Training
Workplace Training and Employability Issues
# EDULEARN17 TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INITIAL TEACHER TRAINING: AN ACTION TO POTENTIATE THE ADOPTION OF SMARTPHONES AND TABLETS TO TEACH CHEMISTRY</td>
<td>1</td>
</tr>
<tr>
<td>A. Grunewald Nichele, L. Zielinski do Canto</td>
<td></td>
</tr>
<tr>
<td>A VIRTUAL WORLD FOR THE TEACHING AND LEARNING OF NATURAL SCIENCES</td>
<td>6</td>
</tr>
<tr>
<td>F. Nunes, F. Herpich, M. Zungace, A. Grunewald Nichele, F. Antunes, L. Tarouco, J. Valdeni de Lima</td>
<td></td>
</tr>
<tr>
<td>DIGITAL CAPABILITIES: WHERE PEOPLE AND TECHNOLOGY INTERSECT</td>
<td>14</td>
</tr>
<tr>
<td>A. Bartlett-Bragg</td>
<td></td>
</tr>
<tr>
<td>MOOCs ARE NP-COMPLETE: IMPLICATIONS FOR PRICING POLICY, DIGITAL LEARNING TRANSACTION STREAMS AND BUSINESS MODELS</td>
<td>22</td>
</tr>
<tr>
<td>B. Sabirana</td>
<td></td>
</tr>
<tr>
<td>CORRECTION OF PHONOLOGICAL DEFICITS IN STUDENTS WITH DYSLEXIA THROUGH THE USE OF A PHONEMIC ALPHABET, THE INITIAL TEACHING ALPHABET (I.T.A.)</td>
<td>33</td>
</tr>
<tr>
<td>B. Debner, J. Anderson</td>
<td></td>
</tr>
<tr>
<td>LESSON OBJECTIVES IN TERMS OF KNOWLEDGE AND COGNITION</td>
<td>41</td>
</tr>
<tr>
<td>W. Rauscher, D. Mathumbu, M. Braun</td>
<td></td>
</tr>
<tr>
<td>INQUIRY-BASED SCIENCE LEARNING IN DIGITAL AGE: RETHINKING THE SAMR MODEL</td>
<td>42</td>
</tr>
<tr>
<td>D. Tsybulsky, I. Levin</td>
<td></td>
</tr>
<tr>
<td>FUTURE DIRECTION OF URBAN PLANNING EDUCATION: THE MALAYSIAN UNIVERSITIES-INDUSTRY EXPERIENCE</td>
<td>47</td>
</tr>
<tr>
<td>R.K. Zatari, R.N. Raja Ariffin, I. Ngah, J. Ariffin, S.M.H. Syed Subli, I. Mohd @ Ahmad, N. Abdul Aziz</td>
<td></td>
</tr>
<tr>
<td>APPLYING THIRD-PARTY MOOCs IN PROGRAMMING EDUCATION: A CASE STUDY</td>
<td>53</td>
</tr>
<tr>
<td>M. Saari, T. Määkinen, P. Linna</td>
<td></td>
</tr>
<tr>
<td>AN INNOVATIVE TEACHING APPROACH TO CIRCULATORY AND SKELETAL SYSTEMS BASED ON COMPARATIVE VERTEBRATE ANATOMY AND PHYSIOLOGY</td>
<td>60</td>
</tr>
<tr>
<td>A. Favaron, E. Ancena, S. Bramuzzo, E. Callegaro, L. Guidolin, P. Irato, G. Santovito</td>
<td></td>
</tr>
<tr>
<td>PROJECT-BASED LEARNING AS A MEANS TO STIMULATE ENTREPRENEURIAL MINDSET IN ENGINEERING EDUCATION</td>
<td>68</td>
</tr>
<tr>
<td>O. Dahlhi, H. Hasleberg</td>
<td></td>
</tr>
<tr>
<td>EVALUATION OF TRANSFERRING SKILLS IN A FIRST DEGREE COURSE</td>
<td>78</td>
</tr>
<tr>
<td>E. Checa, J. Martin, A. Balaguer, J. Beltrán</td>
<td></td>
</tr>
<tr>
<td>THE ADOPTION OF EDUCATIONAL TECHNOLOGY FROM THE PERSPECTIVE OF BEHAVIORAL REASONING THEORY</td>
<td>88</td>
</tr>
<tr>
<td>M. Karapanos, T. Berchert, A. Schneider</td>
<td></td>
</tr>
<tr>
<td>TEACHING COORDINATION: A NEED, A REQUIREMENT AND A CHALLENGE IN THE EUROPEAN HIGHER EDUCATION AREA</td>
<td>96</td>
</tr>
<tr>
<td>S. de la Blanca de la Paz, J. Hidalgo Navarrete, E. Moreno Fuentes, C. Burgos Bolós</td>
<td></td>
</tr>
<tr>
<td>THE KINGDOM OF FUNGI IN PRIMARY SCHOOL: AN EDUCATIONAL RESEARCH IN BIOLOGY FIELD</td>
<td>102</td>
</tr>
<tr>
<td>G. Meneghetti, S. Bramuzzo, E. Callegaro, L. Guidolin, P. Irato, G. Santovito</td>
<td></td>
</tr>
<tr>
<td>FORMATION OF RESPONSIBILITY AS A PROFESSIONALLY IMPORTANT QUALITY AMONG STUDENTS AT HIGHER EDUCATIONAL INSTITUTIONS</td>
<td>111</td>
</tr>
<tr>
<td>E. Bogatskaya, S. Nevolnikova, E. Krasnova</td>
<td></td>
</tr>
<tr>
<td>VULNERABLE ROAD USERS IN SOUTH AFRICA: USING THE THEORY OF PLANNED BEHAVIOUR TO INFLUENCE THE ROAD SAFETY EDUCATION CURRICULUM</td>
<td>118</td>
</tr>
<tr>
<td>G. Van Dijk, L. Malan, H. Fourie</td>
<td></td>
</tr>
<tr>
<td>THE USE OF GENERIC SKILLS IN COMPLETING MASTERS THESES. INSIGHT FROM ONLINE MASTERS IN TRANSLATION STUDENTS</td>
<td>119</td>
</tr>
<tr>
<td>A. Bécart</td>
<td></td>
</tr>
<tr>
<td>WHY (NOT) LEARN ENGLISH: GENDER DIFFERENCES IN LEARNERS’ MOTIVATION AND DEMOTIVATION</td>
<td>124</td>
</tr>
<tr>
<td>P. Krčelić</td>
<td></td>
</tr>
<tr>
<td>UP2U, THE EUROPEAN PROJECT TO CLOSE THE GAP BETWEEN SECONDARY AND HIGHER EDUCATION</td>
<td>136</td>
</tr>
<tr>
<td>A. Vieira de Castro, P. Szegedi, B. Tóth, M. Grammatikou</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>APPLICATION OF ARTIFICIAL NEURAL NETWORKS TO SUPPORT PERSONALISED</td>
<td>141</td>
</tr>
<tr>
<td>LEARNING</td>
<td></td>
</tr>
<tr>
<td>E. Kurilovas</td>
<td></td>
</tr>
<tr>
<td>DISCIPLINE EMBEDDED ACADEMIC LITERACY INTERVENTIONS: EVALUATING AN</td>
<td>149</td>
</tr>
<tr>
<td>INSTRUCTIONAL SCAFFOLDING AND TECHNOLOGY ENHANCED APPROACH</td>
<td></td>
</tr>
<tr>
<td>B. Vivian, L. Malan</td>
<td></td>
</tr>
<tr>
<td>FREE AND OPEN SOURCE SOFTWARE AND RASPBERRY PI 3 COMPUTER IN</td>
<td>150</td>
</tr>
<tr>
<td>TEACHING AND LEARNING THE CODING SKILLS AND ACQUIRING DIGITAL</td>
<td></td>
</tr>
<tr>
<td>COMPETENCES</td>
<td></td>
</tr>
<tr>
<td>P. Oreski, M. Varga</td>
<td></td>
</tr>
<tr>
<td>A TOOL FOR PRACTICING ABOUT CLASSIC CRYPTOGRAPHIC ALGORITHMS</td>
<td>157</td>
</tr>
<tr>
<td>INTEGRATED IN VIRTUAL LEARNING ENVIRONMENTS</td>
<td></td>
</tr>
<tr>
<td>A. Caballero, P. López, F. Perenñigue</td>
<td></td>
</tr>
<tr>
<td>THE IMPORTANCE OF LISTENING STUDENT’S OPINIONS TO IMPROVE LECTURING</td>
<td>162</td>
</tr>
<tr>
<td>METHODOLOGIES</td>
<td></td>
</tr>
<tr>
<td>A. Lejardi, J. Muñoz, E. Zuza</td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGIES IN PROJECT WORK IN FOREIGN LANGUAGE</td>
<td>168</td>
</tr>
<tr>
<td>TEACHING OF NON-LINGUISTIC STUDENTS</td>
<td></td>
</tr>
<tr>
<td>A. Kovaleva, E. Dynova</td>
<td></td>
</tr>
<tr>
<td>FOUNDATIONS OF VIDEO PRODUCTION: AN INTENSIVE COURSE MODULE ON</td>
<td>173</td>
</tr>
<tr>
<td>BEST PRACTICES TO ENHANCE EXPERIENCES OF EDUCATIONAL TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>EDUCATORS AND PROFESSIONALS</td>
<td></td>
</tr>
<tr>
<td>S. Leahy</td>
<td></td>
</tr>
<tr>
<td>NEW TOOLS FOR LEARNING CONTROL PROCESSES</td>
<td>177</td>
</tr>
<tr>
<td>J.A. Tarrés, M. Delgado-Aguilar, X. Espinach, F. Julian, M. Alcalà</td>
<td></td>
</tr>
<tr>
<td>LEARNING MATHEMATICS AND SCIENCES IN AN OUTDOOR ENVIRONMENT</td>
<td>184</td>
</tr>
<tr>
<td>M. Ugille, J. Allegaert, H. Van de Kerckhove</td>
<td></td>
</tr>
<tr>
<td>SELF-PRACTICING OF LOGIC CIRCUITS THROUGH MOBILE DEVICES: LECTURERS’</td>
<td>187</td>
</tr>
<tr>
<td>AND STUDENTS’ PERCEPTIONS</td>
<td></td>
</tr>
<tr>
<td>M. Seraj, C.S. Grofie, R. Drechsler</td>
<td></td>
</tr>
<tr>
<td>COMPARATIVE RESEARCH OF THE CONTENT OF INFORMATICS AS A TEACHING</td>
<td>197</td>
</tr>
<tr>
<td>SUBJECT AT BASIC SCHOOLS IN THE CZECH REPUBLIC AND SLOVAKIA</td>
<td></td>
</tr>
<tr>
<td>H. Bučková, J. Dostál</td>
<td></td>
</tr>
<tr>
<td>APPS AS GAMES TO HELP STUDENTS IN THEIR LEARNING PROCESS</td>
<td>203</td>
</tr>
<tr>
<td>J.A. Tarrés, H. Oliver, M. Delgado-Aguilar, I. Perez, M. Alcalà</td>
<td></td>
</tr>
<tr>
<td>THE DEVELOPMENT OF SELF-EVALUATION IN NON-COGNITIVE COMPETENCE</td>
<td>210</td>
</tr>
<tr>
<td>Y.C. Sung, I.C. Tsai</td>
<td></td>
</tr>
<tr>
<td>DESIGN AND IMPLEMENTATION OF NON-CLASSROOM SUPPORTIVE ACTIVITIES</td>
<td>217</td>
</tr>
<tr>
<td>FOR A BASIC LABORATORY COURSE IN THE CHEMISTRY AND ENGINEERING</td>
<td></td>
</tr>
<tr>
<td>CHEMISTRY DEGREES AT THE UNIVERSITY OF THE BASQUE COUNTRY</td>
<td></td>
</tr>
<tr>
<td>S. Arrasate, G. Beobile, O. Castillo, I. Gil de Muro, M.T. Herrero,</td>
<td></td>
</tr>
<tr>
<td>M.T. Insausti, S. Pérez</td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENTAL IMPACT ASSESSMENT: AN OPPORTUNITY TO LEARN BY DOING</td>
<td>225</td>
</tr>
<tr>
<td>N. Rojo Azaceta, G. Gallastegui Ruiz de Gordoa, D. Encinas Matagón,</td>
<td></td>
</tr>
<tr>
<td>Z. Gómez-de-Balugera López-de-Alda, N. Durana Jimeno</td>
<td></td>
</tr>
<tr>
<td>STRATEGIES TOWARDS PLURILINGUALISM - HOW STUDENTS SPEAK MORE IN</td>
<td>234</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE CLASSES AND ACHIEVE BETTER RESULTS IN EUROPEAN</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE EXAMS</td>
<td></td>
</tr>
<tr>
<td>I. Stritzelberger</td>
<td></td>
</tr>
<tr>
<td>FLIPPED CLASSROOM AT UNIVERSITY LEVEL. A CASE OF BASIC SUBJECT</td>
<td>235</td>
</tr>
<tr>
<td>F. Aznar Gregori, C. Rico Maestre, M. Pujoł López, R. Rizo Adeguer</td>
<td></td>
</tr>
<tr>
<td>RESEARCH ON THE SPATIO-GEOMETRIC REASONING COMPETENCE OF</td>
<td>240</td>
</tr>
<tr>
<td>UNDERGRADUATE CHEMISTRY STUDENTS AT THE UNIVERSITY OF BARCELONA</td>
<td></td>
</tr>
<tr>
<td>J.A. Farrera, M. Corbella, I. Angurell, R. Gargallo, M. Sorret, R.</td>
<td></td>
</tr>
<tr>
<td>Reigada, E. Nicolás</td>
<td></td>
</tr>
<tr>
<td>VIRTUAL REALITY TECHNOLOGY ENHANCED LEARNING</td>
<td>245</td>
</tr>
<tr>
<td>Y. Cai</td>
<td></td>
</tr>
<tr>
<td>STRATEGIES TO ESTABLISH THE STRUCTURE AND THE EVALUATION SYSTEM OF</td>
<td>249</td>
</tr>
<tr>
<td>THE STUDENT PROJECTS IN THE BACHELOR ENGINEERING IN INDUSTRIAL</td>
<td></td>
</tr>
<tr>
<td>DESIGN AND PRODUCT DEVELOPMENT AT UNIVERSITAT POLITÈCNICA DE</td>
<td></td>
</tr>
<tr>
<td>VALÈNCIA – CAMPUS OF ALCOI</td>
<td></td>
</tr>
<tr>
<td>E. Julià Sanchís, A. Jordá Vilaplana, M. Valor Valor, L. Pla Ferrando, S. Sempere Ripoll, J.F. Picó Silvestre, M.A. Bonet Aracil, J.A. Martínez Cerver</td>
<td></td>
</tr>
</tbody>
</table>
RESEARCH ON THE MATHEMATICAL REASONING COMPETENCE OF STUDENTS AT THE CHEMISTRY DEGREE OF THE UNIVERSITY OF BARCELONA

BRIDGING RELATIONSHIPS BETWEEN EDUCATION, REFUGEE CRISIS AND TOURISM
R. Krasteva, E. Pantelis

ASSESSMENT OF ETHICS COMPETENCES IN DENTISTRY STUDENTS
I. Macpherson, M.V. Roqué, I. Segarra

BLENDED LEARNING IN ELECTRONICS AND AUTOMATION ENGINEERING: A STUDY OF SOFTWARE AND HARDWARE NEEDS FOR PRACTICAL TEACHING

BIG DATA: A REVOLUTION THAT WILL CHANGE THE EDUCATION LANDSCAPE
R. Faizi, S. El Fkihi, R. Chiheb, R. Romadi

INFORMATION AVAILABILITY AND THE PROCESS OF ACADEMIC INTERNATIONALIZATION (ON THE EXAMPLE OF SOUTH-WEST UNIVERSITY “NEOFIT RILSKI” - BLAHOEVGRAD)
M. Levunlieva, T. Kryakova-Dineva, R. Krasteva

SMACCS, PREPARATION OF A CURRICULUM AND DEVELOPMENT OF AN ERASMUS MUNDUS JOINT MASTER DEGREE IN SMART CITIES AND COMMUNITIES, A STEP TOWARDS EXCELLENCY FROM UMONS
C.S. Ioakimidis

WHAT HINDERS TEACHERS FROM EMBRACING WEB 2.0 TECHNOLOGIES IN EDUCATION?
R. Faizi, A. El Afia, S. El Fkihi

DO MCQS SOLVE THE PROBLEM?
L. Kamal, M. El Saady

ATTITUDE OF PEDAGOGICAL HIGH SCHOOL STUDENTS TO IMPLEMENTATION OF INCLUSIVE EDUCATION
S. Ignatjeva, L. Fedina, D. Iliško

ELECTROCHEMISTRY FOR NON-ELECTROCHEMISTS: A POSTGRADUATE FORMATIVE PROJECT
A. Domènech-Carbó, M. Martini, N. Montoya, J. Piquero-Cilla

LEXICAL ACTIVITIES IN LEARNING SPANISH AS A FOREIGN LANGUAGE
A. Noskova

AUGMENTED REALITY AS A TOOL IN COMPELLARY SECONDARY EDUCATION
C. Moron, D. Ferrandez, P. Saiz, M. Gonzalez

A STEM EXPERIENCE FOR HIGH SCHOOL STUDENTS JOINING THE UNIVERSITY THROUGH A PROJECT ON AGRICULTURE
E. Sendra, C. Navarro, R. Martínez, M.A. Mas, M.C. Perea, E. Sayas-Barberá

COMPARING OSCE/OSPE SCORES OF BIOCHEMISTRY LABORATORY IN MALE AND FEMALE NURSING STUDENTS AT SHAHID BEHESHTI UNIVERSITY OF MEDICAL SCIENCES FROM 2011 TO 2015
S. Hosseini, J. Vartanoosian, F. Hosseini

FOOD SCIENCE FOR HIGH SCHOOL STUDENTS: A UNIVERSITY-HIGH SCHOOL COLLABORATIVE PROJECT
E. Sayas-Barberá, E. Sendra, R. Martínez, M.A. Mas, M.C. Perea, C. Navarro

SO, STUDENTS HAVE BEEN GIVEN FEEDBACK, NOW WHAT?
T.M. Thorseth, M.S. Kahrs

HIGH SCHOOL STUDENTS ACCESS TO DIGITAL TOOLS IN EDUCATION
L. Almen, C. Bjursell

INTERNATIONAL ONLINE COURSE: A PILOT EXPERIENCE OF A CLINICAL REASONING COURSE FOR PHYSIOTHERAPY STUDENTS FROM THREE COUNTRIES
G. Gonzalez-Caminal, M. Kangasperko

EYE TRACKING APPLIED: VISUAL EXPERTISE IN CODE REVIEWS
F. Hauser, M. Reiß, M. Nivala, J. Mottok, H. Gruber

USING THE TOURO RUBRIC FOR ONLINE EDUCATION AS A FORMATIVE TOOL FOR IMPROVING ONLINE COURSES
M. Stoltz-Loike

INTERDISCIPLINARY WORK FOR INDUSTRIAL TECHNOLOGY AND INFORMATION AND COMMUNICATIONS TECHNOLOGY SUBJECTS (I.C.T.)
C. Moron, D. Ferrandez, A. Payán, R. Sanjuan
SOCIAL COMPETENCE AND PROACTIVE COPING IN TEACHERS
M. Popelková

THE ERA-CHAIR SUGGESTION SCHEME, EXPERIENCE AND FACTS FROM A NEW TOOL APPLIED TOWARDS RESEARCH EXCELLENCE IN E.U. LESS FAVORED REGIONS
C.S. Ioakimidis

BADGES AS A COMPLEMENTARY ASSESSMENT AT SECONDARY SCHOOLS
D. Šuňíková, Z. Kubincová

COMPUTER-BASED ASSESSMENT OF READING IN 7- TO 10 Y-O CHILDREN: THE ROLE OF VOCABULARY IN WORD READING AND COMPREHENSION
N. Bailloud, P. Auphan, A. Magnan, J. Ecalle

CITIZENSHIP EDUCATION: A LITERATURE REVIEW OF EXISTING EVIDENCE IN THE ARAB-PAN CONTEXT
U. Al-Khateeb, R. Comas-Forgas

MATHEMATICS TEACHING EFFICACY: DOES HAVING EXPERIENCE REALLY MATTERS?
M. İşiksal-Bostan, R. Ayan

AN INVESTIGATION INTO USING A COLLABORATIVE GAMIFIED LEARNING ENVIRONMENT AS A TOOL TO ENHANCE THE LEARNING OF BASIC COMPUTER PROGRAMMING CONCEPTS
M. Prichard

LEARNING EFFECTIVENESS OF USING INTERACTIVE TEACHING MATERIALS ON FORTH GRADERS’ SCIENTIFIC CONCEPTS AND ARGUMENTATION ABILITY
K.W. Hu, Y.L. Lu

ADAPTIVITY IN SYNCHRONOUS MOBILE COLLABORATIVE LEARNING
M. Holenko Dlab, I. Boticki, N. Hoic-Bozic, C.K. Looi

USING EXPERIMENTAL INVESTIGATION FOR EDUCATIONAL PURPOSES: CHARACTERIZATION OF A HEAT EXCHANGER
R. Youssi, B. Detuncq

ACTIVE CITIZENSHIP IN SYRIAN FORMAL EDUCATION: THE GAP BETWEEN THE EDUCATION POLICY AND THE CURRICULUM, POTENTIALITY AND PROPOSALS FOR ITS IMPROVEMENT
U. Al-Khateeb, R. Comas-Forgas

ADDRESSING THE TENSIONS THAT EXIST WHEN MAKING OBJECTIVE EVALUATIVE JUDGMENTS IN SMALL LEARNING AND TEACHING PROJECTS IN HIGHER EDUCATION
E. Huber

COGNITIVE DEMAND IN OBSERVED LESSONS AND NATIONAL TESTING COMPARED TO PISA MATHEMATICS RESULTS IN LATVIA
I. France, L. Cakane, D. Namsone, A. Cirulis

A STUDY OF THE IMPLEMENTATION OF THE NEW PHYSICAL EDUCATION CURRICULUM IN THE ROMANIAN PRIMARY EDUCATION
L.G. Talaghir, M. Ion-Ene

DEVELOPING AN AUGMENTATIVE AND ALTERNATIVE COMMUNICATION SYSTEM FOR A CHILD WITH AUTISM SPECTRUM DISORDER
L. Voniati, M. Christopoulou

PSYCHOMOTORICITY - A FUNDAMENTAL COMPONENT OF PRIMARY SCHOOL STUDENTS’ MOTOR ACTIVITIES
L.G. Talaghir, T.M. Iconomescu

WHAT FACTORS INFLUENCE LEARNER ENGAGEMENT WITH FUTURELEARN MOOCS? A CASE STUDY FROM BATH
F. Casson, M. Salter, M. Hepmadi

WORKING WITH SYRIAN REFUGEES: WHAT TEACHERS AND TEACHER EDUCATORS NEED TO KNOW
M. Benedetti, S. Reece

BIG DATA TECHNOLOGY - CAN WE ABANDON THE TEACHING OF NORMALISATION?
B. Byrne, D. Nelson, R. Jayakumar

USABILITY OF MOOCS FOR DEVELOPMENT OF TRANSVERSAL SKILLS
M. Divjak, V. Kolenc Potocnik
TRAINING COVERAGE FOR LOCAL AUTHORITIES’ EMPLOYEES LIFELONG LEARNING IN POLAND AS PART OF ACTIONS CO-FINANCED FROM THE EU FUNDS IN 2007-2013
A. Januszewski, M. Klemke-Pitek 528

IN4WOOD: DEVELOPING AN ONLINE AND FREE TRAINING COURSE TO ADAPT THE CURRICULA OF WORKERS AND MANAGERS OF WOOD AND FURNITURE SECTOR TO THE SKILLS REQUIRED BY INDUSTRY 4.0

THE PECULIARITIES OF THE REALIZATION OF THE INDIVIDUAL EDUCATIONAL PATHS WHEN TEACHING FOREIGN LANGUAGES TO THE ELDERLY
G. Raspaeva, M. Tsepel 544

ECONOMIC AND SOCIAL FACTORS OF STUDYING FINANCE AND ACCOUNTING: THE CASE OF THE MASTER DEGREE STUDENTS AT THE UNIVERSITY OF GDANSK
E. Spigarska, E. Majerowska 553

INTERNATIONAL SUMMER SCHOOLS: AN EFFECTIVE WAY OF LEARNING

LEARNING TRAJECTORIES WITH BAYESIAN STUDENT MODEL FOR AUTONOMOUS STUDY IN FLIPPED LEARNING
L. Descalço, A. do Canto Filho, J. Valdeni de Lima 564

HOLY COWS. THE APPLICATION OF THE PRINCIPLES OF CONNECTIVISM ON THE DESIGN OF A STUDENT CENTRED AND OUTPUT ORIENTED LEARNING ACTIVITY, USING THE EXAMPLE OF AN EXERCISE FOR UNDERGRADUATE BUSINESS STUDENTS IN AUSTRIA AND INDIA
R. Beinhauer 570

DESIGN OF A PROPOSAL FOR EVALUATION OF OPEN EDUCATIONAL RESOURCES IN VIRTUAL COMMUNITIES
P. Ibáñez-Cubillas, Y.M. Rodríguez-Delis, A.B. Pérez-Torregrosa 577

CREATIVITY AS ASSESSED ATTRIBUTE IN MATHEMATICAL OPEN ENDED PROBLEM SOLVING
K. Bulkova, S. Ceretkova 583

CONSTRUCTIVIST APPROACH TO INTERCULTURAL COMMUNICATION TEACHING AND LEARNING
S. Kurteš, T. Larina, V. Ozyumenko 591

THE IMPACT OF ARCHITECTURAL STUDIO CONDITIONS ON STUDENTS’ CREATIVITY
O. Izobo-Martins, D. Aboderin, G. Abah, D. Ilolo 598

CONSIDERATIONS ABOUT AN EFFECTIVE LEARNING OF THE OBJECT ORIENTED PARADIGM IN THE TRANSITION OF THE PROCEDURAL PARADIGM BY COMPUTER PROFESSIONALS
R. Vieira Pinto, I. Carlos Alcântara de Oliveira 608

TRAINING EVALUATION OF LOCAL AUTHORITIES’ EMPLOYEES LIFELONG LEARNING IN POLAND AS PART OF ACTIONS CO-FINANCED FROM THE EU FUNDS IN 2007-2013
M. Klemke-Pitek, A. Januszewski 617

EMPOWERING STUDENTS FOR QUALITY STUDY AS DEMONSTRATORS
Ž. Kotnik 626

TEACHING OF UNIVERSITY-LEVEL ACCOUNTING IN COLLABORATION WITH THE ENTITIES CERTIFYING THE ACCOUNTING PROFESSION – THE EXAMPLE OF THE FACULTY OF MANAGEMENT AT THE UNIVERSITY OF GDANSK
G. Bucior, E. Spigarska 633

PRACTICAL PROPOSAL FOR THE APPLICATION OF AUDIOVISUAL RESOURCES AS SUPPORT FOR TEACHING IN ARTISTIC EDUCATION
A. Horno López 642

FOSTERING CULTURAL HUMILITY THROUGH SHORT-TERM STUDIES ABROAD
M. Benedetti 647

MODIFICATIONS OF DEVELOPMENT ENVIRONMENT FOR USE IN THE ARCHITECTURE FIRST METHODOLOGY
R. Pecinovský, J. Pavličková 648
MERGING NEUROSCIENCE AND EDUCATION: IMMERSING AFFECTIVE-BEHAVIORAL-COGNITIVE INSTRUCTION WITHIN THE CONSTRUCTS OF THE ACADEMIC CURRICULUM  
R. Granger Ellis, R. Speaker, Jr.  

654

GAMIFICATION TO ENGAGE AND MOTIVATE STUDENTS, ACHIEVING LEARNING GOALS IN MULTIDISCIPLINARY SUBJECTS: NANOBIO MEDICINE CASE  
M. Arruebo, V. Sebastian  

655

ACTIVE METHODOLOGIES APPLIED IN THE CLASSROOM CAN BE HELPful TO LEARN THE MANAGEMENT OF A PHARMACY OFFICE  
L. Saenz Del Burgo, J. Ciriza, G. Puras  

660

THE INFLUENCE OF GRADUATES OF PHD PROGRAMS ON THE LEVEL OF INNOVATION IN THE RUSSIAN ECONOMY  
V. Gurtov, L. Shchegoleva  

666

TECHNOLOGY OF CHOICE: CHALLENGES AND OPPORTUNITIES OF MOBILE PHONES IN SCHOOL  
A. Grigic Magnusson, Y. Hård Af Segerstad, S. Sofkova Hashemi  

672

THE USE OF MOBILE LEARNING TECHNOLOGY AS A TOOL TO FOSTER PROACTIVE LEARNING IN ENGINEERING  

682

THE ROLE OF INDUSTRY COUNCILS IN THE BUSINESS OF HIGHER EDUCATION  
D. Monahan, J. Holcomb  

688

THE MEDIATIONAL ROLE OF PROSOCIAL BEHAVIOURS IN THE ASSOCIATION BETWEEN PARENT-CHILD RELATIONSHIP QUALITY AND SCHOOL PERFORMANCE  

693

EVERYDAY FAMILY LIFE AND MULTIPLE ROLES OF THE FEMALE DOCTORAL STUDENTS  
M. Maunula  

694

INFORMATION AND COMMUNICATION TECHNOLOGY AS A TOOL FOR TEACHING AND TEACHER DEVELOPMENT: A CASE STUDY OF MTHUNZIWOXO SECONDARY SCHOOL, KWAZULU-NATAL  
K. Ngwane, B. Mbatha  

702

LEARNING ANALYTICS FOR MODELLING STUDENT ENGAGEMENT IN E-LEARNING ENVIRONMENTS  
M. Pankiewicz  

712

EXPERIENTIAL LEARNING, A COLLABORATIVE WAY TO EDUCATE UNDERGRADUATES IN THE REAL WORLD  
T. Olson  

716

EVALUATION OF TWO MODELS OF TEACHING AS ORIENTED-RESEARCH AS A TOOL TO OVERCOME ALTERNATIVE IDEAS ABOUT SEASONS  
A. Menargues Marcilla, R. Limiñana Morcillo, J.R. Díez Lopez, R. Colomer Barbera, D. Zuazagoitia Rey-Baltar  

720

SIMULATING LIFETIMES WITH ACTUARIAL SURVIVAL MODELS  
A. Fernández-Morales  

725

A LITERATURE REVIEW OF THE ROLE OF PROFESSORS IN UNIVERSITY STUDENT PLAGIARISM  
D. Gottardello, M. Valverde, M.M. Pamies  

732

STUDENTS’ ATTITUDES TOWARD COMPUTER SCIENCE IN ELEMENTARY SCHOOL  
J. Lasic-Lazić, K. Pavliña, A. Pongrac Pavliña  

741

DYNAMIZATION OF THE CLASSES OF INTERNATIONAL MARKETING USING PRACTICAL CASES IN COLLABORATION WITH COMPANIES AND WITH GROUPS OF DIFFERENT INTERNATIONAL UNIVERSITIES  
V. Gallart Cannabourt, F. Suay Pérez, I. Trevisan  

747

SCIENCE TEACHING IN PRIMARY EDUCATION: A PRELIMINARY ANALYSIS OF ALTERNATIVE CONCEPTIONS OF CHILDREN ABOUT REPRODUCTION IN PLANTS  
R. Limiñana Morcillo, C. Nicolas Castellano, A. Menargues Marcilla, I. Lujan Felix-Pascual, S. Rosa Cintas, A. Rey Cabero, E. Perales Romero  

752

REGIONAL STUDIES IN EDUCATION OF RUSSIA AND EDUCATIONAL LINGUISTIC AND CULTURAL STUDIES PROGRAM ON CHINESE LANGUAGE  
S. Barov, T. Orlova, Y. Medvedev  

758

ADAPTIVE EDUCATION – A SYSTEMIC VIEW  
A. Matei, M.C. Gogu  

766
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER DIFFERENCES IN THE INQUIRY-BASED INFORMATION LITERACY</td>
<td>773</td>
</tr>
<tr>
<td>INSTRUCTION: A SIX-YEAR STUDY</td>
<td></td>
</tr>
<tr>
<td>L.C. Chen, Y.H. Chen</td>
<td></td>
</tr>
<tr>
<td>USE OF FILM FOOTAGE IN CHINESE LANGUAGE TEACHING</td>
<td>780</td>
</tr>
<tr>
<td>S. Barov, T. Orlowa, Y. Medvedee</td>
<td></td>
</tr>
<tr>
<td>FROM HACKATHON TO STUDENT ENTERPRISE: AN EVALUATION OF CREATING</td>
<td>789</td>
</tr>
<tr>
<td>SUCCESSFUL AND SUSTAINABLE STUDENT ENTREPRENEURIAL ACTIVITY</td>
<td></td>
</tr>
<tr>
<td>INITIATED BY A UNIVERSITY HACKATHON</td>
<td></td>
</tr>
<tr>
<td>D. Cobham, C. Cowen, B. Hargrave, K. Jacques, J. Laurel, S. Ringham</td>
<td></td>
</tr>
<tr>
<td>BRIDGING THE EDUCATIONAL GAP BETWEEN THE JOB MARKET AND DIGITAL</td>
<td>797</td>
</tr>
<tr>
<td>NATIVES</td>
<td></td>
</tr>
<tr>
<td>P. Peres, A. Mesquita</td>
<td></td>
</tr>
<tr>
<td>ACADEMIC MODELS OF EDUCATION SUPPORTED BY INFORMATION TECHNOLOGY</td>
<td>804</td>
</tr>
<tr>
<td>A. Drabik, L. Banachowski, A. Chądżyńska-Krasowska, J.P. Nowacki</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS OF ROBOTICS-BASED LEARNING INTERVENTIONS FOR PREVENTING</td>
<td>810</td>
</tr>
<tr>
<td>SCHOOL FAILURE AND EARLY SCHOOL LEAVING IN GENDER CONTEXT</td>
<td></td>
</tr>
<tr>
<td>L. Daniela, R. Strods, D. Alimisis</td>
<td></td>
</tr>
<tr>
<td>THE CURRENT NEED OF EDUCATION IN THE FIELD OF RISK MANAGEMENT</td>
<td>819</td>
</tr>
<tr>
<td>M. Hudakova, V. Mika, M. Masar</td>
<td></td>
</tr>
<tr>
<td>PROJECT EOM - THE USE OF DIGITAL TOOLS FOR AN ACTIVATION OF</td>
<td>828</td>
</tr>
<tr>
<td>CONCEPTUAL-CHANGE-PROCESSES AT MATHEMATICAL MISCONCEPTIONS</td>
<td></td>
</tr>
<tr>
<td>F. Johlke</td>
<td></td>
</tr>
<tr>
<td>THE IMPACT OF GLOBAL TRENDS ON FOREIGN LANGUAGE TEACHING IN RUSSIA</td>
<td>834</td>
</tr>
<tr>
<td>M. Yashina, N. Poliakova, E.V. Kaznetsova, T.A. Potikhonova</td>
<td></td>
</tr>
<tr>
<td>PROSPECTS AND CHALLENGES, FROM TEACHING AND TUTORING NUMERICAL</td>
<td>841</td>
</tr>
<tr>
<td>METHODS IN AVIATION TO IN-HOUSE BUILDING AND DEVELOPING FLIGHT</td>
<td></td>
</tr>
<tr>
<td>SIMULATOR AND 3D VIRTUAL REALITY LABORATORY</td>
<td></td>
</tr>
<tr>
<td>I. Andrei, S. Berbente, G. Stroe</td>
<td></td>
</tr>
<tr>
<td>WAYS OF USING INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES</td>
<td>850</td>
</tr>
<tr>
<td>AT THE UNIVERSITY</td>
<td></td>
</tr>
<tr>
<td>N. Poliakova, M. Yashina, S. Popova</td>
<td></td>
</tr>
<tr>
<td>SOCIAL AND LANGUAGE ADAPTATION OF MIGRANT CHILDREN IN THE MODERN</td>
<td>855</td>
</tr>
<tr>
<td>SYSTEM OF RUSSIAN PRESCHOOL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>A. Borissova, N. Dugalich, Y. Ermoshin</td>
<td></td>
</tr>
<tr>
<td>FORMATIVE ASSESSMENT IN HIGHER EDUCATION: DETECTION AND IMPROVEMENT</td>
<td>862</td>
</tr>
<tr>
<td>ON LEARNING LEVEL</td>
<td></td>
</tr>
<tr>
<td>L. Babo, J. Azvedo, C. Torres, A.P. Lopes</td>
<td></td>
</tr>
<tr>
<td>TEACHING ENGLISH USING A BILINGUAL SCIENCE LITERACY COMIC</td>
<td>871</td>
</tr>
<tr>
<td>R. Fernández-Flores, R. Lautrie</td>
<td></td>
</tr>
<tr>
<td>GOAL SETTING STRATEGY IN ECONOMIC DISCOURSE: PROSODIC PECULIARITIES</td>
<td>876</td>
</tr>
<tr>
<td>AND LINGUODIDACTIC ASPECTS</td>
<td></td>
</tr>
<tr>
<td>A. Radyuk, M. Banshechikova, O. Lisyutina</td>
<td></td>
</tr>
<tr>
<td>FORMAT CHOICES ARE CONTENT CHOICES: UNDERSTANDING WHAT YOUR ELEARNING</td>
<td>882</td>
</tr>
<tr>
<td>SHOULD LOOK LIKE</td>
<td></td>
</tr>
<tr>
<td>R. Leporati, K. Tilton</td>
<td></td>
</tr>
<tr>
<td>STATISTICAL SURVEY OF THE OUTCOME OF EFFECTIVE USE OF COMPUTER</td>
<td>887</td>
</tr>
<tr>
<td>SIMULATIONS IN STUDENTS’ LEARNING</td>
<td></td>
</tr>
<tr>
<td>G. Covatartu, M.M. Cazacu, I. Radinschi, V. Ciocan, V. Fratiman, F.E.</td>
<td></td>
</tr>
<tr>
<td>Turcanu</td>
<td></td>
</tr>
<tr>
<td>QUALIFICATIONS FRAMEWORK AND QUALITY ASSURANCE, SIGNIFICANT CO-</td>
<td>894</td>
</tr>
<tr>
<td>WORKING TOOLS FOR MODERNIZATION OF HIGHER EDUCATION</td>
<td></td>
</tr>
<tr>
<td>M. Costoiu, S.E. Zaharia</td>
<td></td>
</tr>
<tr>
<td>EINSTEIN OR COLUMBINE: THE DARK SIDE OF INTELLIGENCE, CREATIVITY, AND</td>
<td>905</td>
</tr>
<tr>
<td>TALENT. THE SOCIO-AFFECTIVE DEVELOPMENTAL NEEDS OF GIFTED AND HIGH</td>
<td></td>
</tr>
<tr>
<td>ACHIEVING STUDENTS</td>
<td></td>
</tr>
<tr>
<td>R. Granger Ellis</td>
<td></td>
</tr>
<tr>
<td>METROLOGY EXPERIMENTS TO UNDERSTAND WAVE PHASE AND DIFFRACTIVE</td>
<td>915</td>
</tr>
<tr>
<td>CONCEPTS</td>
<td></td>
</tr>
<tr>
<td>Gallego, A. Beléndez</td>
<td></td>
</tr>
<tr>
<td>THE QUESTIONING AS A SUPPORTER OF CRITICAL THINKING IN PROBLEM</td>
<td>923</td>
</tr>
<tr>
<td>SOLVING</td>
<td></td>
</tr>
<tr>
<td>H. Campos, T. Ferreira</td>
<td></td>
</tr>
</tbody>
</table>
UNDERSTANDING ACADEMIC INTEGRITY: PERCEPTIONS OF UNIVERSITY
STUDENTS AND LECTURERS
I. Gaizauskaite, J. Bieliauskaite, N. Valaviciene

DO YOU WANT A STRONG CLASS? “CULTURE” IT!
E. Papaioannou

DESIGNING SCHOOLS. BETWEEN PEDAGOGY AND ARCHITECTURE
B. Weyland

BODY AWARENESS AS A TEACHING METHOD FOR LEARNING THE SCHROTH
TECHNIQUE IN PHYSIOTHERAPY STUDENTS
A. Medina-Rincón, C. Bagar-Calafat, A. Lopez-Messeguer, M. Girabent-Farrés

PROMOTING A CULTURE OF REFLEXIVITY IN UNDERGRADUATE NURSING
EDUCATION
K. Weaver, D. Bulman

TOWARD SUCCESSFULLY INTEGRATING MINI LEARNING GAMES INTO SOCIAL
VIRTUAL REALITY ENVIRONMENTS – RECOMMENDATIONS FOR IMPROVING
OPEN AND DISTANCE LEARNING
S. Mystakidis, E. Berki, J. Valtanen

TEACHING ENGLISH PRONUNCIATION ONLINE: A GAMIFICATION JOURNEY
K. Bityutskikh, N. Kuzmina

EXPERIMENTAL STUDY OF THE EFFECT OF EDUCATIONAL INTERACTION ON THE
FORMATION OF THE FUTURE MANAGERS’ READINESS FOR BUSINESS
CORRESPONDENCE
N. Kuzmina, K. Bityutskikh

EXTENDING LEARNING ANALYTICS WITH MICROLEVEL STUDENT ENGAGEMENT
DATA
I. Balasooriya, E. Mor, M.E. Rodríguez

ADVANTAGES AND DISADVANTAGES OF ELECTRONIC TEXTBOOKS IN FOREIGN
LANGUAGE TEACHING AT UNIVERSITY
E. Andreieva, I. Korneva, E. Kapustina

COMPUTER TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING IN HIGH
SCHOOL AS A FORM OF IMPLEMENTATION OF THE COMPETENCE APPROACH
E. Andreieva, I. Korneva, E. Kapustina

TECHNOCRITICAL ARCHITECTURE FOR A HIGHER EDUCATION INSTITUTION
R.B. Silva-López, J.I. Castillo Velázquez, J.A. Hernández Rodríguez, H. Pablo-Leyva

DEVELOPING OF SCIENCE CARICATURES REGARDING WASTE AND RECYCLING
D. Çelikler, Z. Aksan, N. Yenikalayıcı

STUDY REGARDING THE STUDENTS’ PERCEPTION ON THE TEACHING AIDS
L.G. Popescu, G.M. Moraru

USING BLENDED LEARNING TO DIFFERENTIATE THE LEARNING PROCESS IN A
COMPUTER PROGRAMMING COURSE
O. Dæhli

MODELING OF PROCESSES FOR VIRTUAL AND DISTANCE EDUCATION
R.B. Silva-López, I.I. Méndez-Guerrero, E. De la Garza Vizcaya

DEVELOPMENT AND IMPLEMENTATION OF INTERACTIVE MOBILE E-LEARNING
APPS FOR EUROPEAN NURSING EDUCATION (DIMEANE) – A TRANSNATIONAL
PROJECT
K.H. Urstad, S. Alanar Cort, E. Navarro-Illana, B. Ofedal, R. Windle, A. Løkken, V. Hvidsten, K.

USING LEARNING ANALYTICS TO INFORM THE PROCESS OF FORMATIVE
FEEDBACK: INTERACTION AND INTERVENTION IN ONLINE AND BLENDED
LEARNING COURSES
M. Thomas

PECULIARITIES OF MULTICULTURAL EDUCATIONAL PARADIGM IN THE FRAME
OF GLOBALIZATION
A. Reznikova, D. Ushakov

SPEECH DEVELOPMENT DEVIATIONS AT AN EARLY AGE
E. Sheremeteva, O. Kovaleva, I. Menendez Pidal

STUDY ON IMPROVING THE DEVELOPMENT OF NON-FORMAL EDUCATIONAL
ACTIVITIES IN ACADEMIA
L.G. Popescu, G.M. Moraru
COLLABORATIVE LEARNING: DEVELOPING A FRAMEWORK FOR THE INTEGRATION OF ONLINE COLLABORATIVE LEARNING TOOLS
A. Banteli, A. Du Plooy, S. O’Dwyer
1066
BARRIERS AND OPPORTUNITIES FOR 3D PRINTING IN DANISH SCHOOLS: A QUALITATIVE STUDY
A. Lund, H. Negendahl, D. Hammersha, T. Ryberg
1077
ANALYSIS OF THE RESULTS OF THE FOUR YEARS OF RUNNING OF AN OSCE IN PEDIATRICS, DO WE DO IT WELL?
M.A. Pino Vázquez, E. Urbaneja Rodríguez, R. Garrote Molpeceres, A. Mayo Iscar, R. Cuadrado Asensio, B. Coco Martín, A. Rodríguez Paredes, H. González García
1087
IMPROVING GREEN PHARMACY COMPETENCES OF PEOPLE WITH ID (INTELLECTUAL DISABILITIES)
1093
EVALUATION BY EXPERTS OF THE OPERATIONAL DIMENSION FOR MEASUREMENT OF THE IMPLEMENTATION OF E-LEARNING IN HIGHER EDUCATION
D.M. Cardona-Román, J.M. Sánchez-Torres, J.M. Duart
1099
WHY ARE WE ALL DIFFERENT?
M.P. Ribate, L. Lomba, V. López, E. Zuriaga, B. Giner, C.B. García
1108
PROBLEM-BASED LEARNING: DIVERSITY AND FLEXIBILITY OF STUDENTS’ EXPERIENCE
E. Misitišnaitė-Bačauskienė
1113
DIALECTICS OF INCLUSION IN A EUROPEAN MULTICULTURAL EDUCATIONAL ENVIRONMENT
M. Ioannidou, S. Mitakidou, E. Tressou
1123
IDENTITY STYLES OF SOCIAL MEDIA AND NETWORK GAMES USERS
E. Gurba, K. Gurba
1130
ENHANCING LEARNING AND TEACHING IN ENGINEERING MATHEMATICS WITH TECHNOLOGY
K.M. Rinneheimo
1136
BLENDED LEARNING IN ELECTRONICS AND AUTOMATION ENGINEERING: A STUDY OF SOFTWARE SUPPORT AND BEST PRACTICES
1143
LIFE SKILLS: UNDERGRADUATE STUDENTS PERCEPTION OF A PUBLIC UNIVERSITY
J.C. Aguayo Chan, E. Duarte Briceño
1150
THE ARTS AS A VEHICLE TO SCHOOL LITERACY
S. Mitakidou, E. Tressou
1157
THE EXPERIENCES OF NURSES AND PUBLIC HEALTH NURSES ON INTERNATIONAL STUDENT EXCHANGE
H. Hertell
1162
LEARNING ANALYTICS TO CLASSIFY STUDENTS ACCORDING TO THEIR ACTIVITY IN MOODLE
M. Vela-Pérez, A. Hernández-Estrada, G. Tirado Domínguez, M.E. Martínez Rodríguez, J.L. Peñaloza Figueroa
1166
QUALITY TEACHER IN A PRACTICAL PROGRAM OF PEDIATRICS
M.A. Pino Vázquez, E. Urbaneja Rodríguez, A. Mayo Iscar, R. Carrotoe Molpeceeres, R. Cuadrado Asensio, B. Coco Martín, A. Rodríguez Paredes, H. González García
1173
CASE STUDIES ON USING THE COMPUTABLE DOCUMENT FORMAT TO ENHANCE THE LEARNING EXPERIENCE: HIGH SCHOOL PHYSICS AND UNDERGRADUATE HEAT TRANSFER
R. Fernández-Flores, B. Hernández-Morales
1179
STRATEGIES OF COLLABORATIVE LEARNING IN A COURSE OF THE DEGREE IN TOURISM
P. Alberca, L. Rodríguez
1186
NATIONAL GEOGRAPHIC LEARNING AND CONTENT-BASED INSTRUCTION OF ENGLISH FOR AVIATION
M. Zakharova
1190
“WHERE AND HOW ARE THE STUDENTS NOW?” - A CASE STUDY LOOKING AT STUDENTS THROUGH BELBİN TEAM ROLES TEST, PEER EVALUATION AND SELF-ASSESSMENT
J.F. Johannsson, E. Svansson, G. Oskarsson
1196
SELECTED ASPECTS OF LIFELONG LEARNING  
M. Cárachová  

TRANSFERRING CULTURAL MEANINGS: A CASE OF TRANSLATION CLASSROOM  
R. Kasperavičienė, J. Motiejūnienė, D. Venckienė  

SATISFACTION OF PHYSIOTHERAPY STUDENTS TOWARDS A FORMATIVE EVALUATION PROGRAMME APPLIED TO CARDIOVASCULAR PHYSIOTHERAPY  
E. Marqués-Sulé, C. Moya Antón, M.A. Cebriá I Iranzo, N. Sempere-Rubio, N. Cezón Serrano  

MONITORING SYSTEM IN THE CONTEXT OF A TECHNOLOGICAL DISTANCE TEACHING-LEARNING ENVIRONMENT  
O. Silva, J. Nunes, A. Sousa, J. Cabrál  

TUTORING INNOVATION IN THE DEGREE OF PEDAGOGY: THE PROJECT "MULTIDISCIPLINARY ORGANIZATION FOR EUROPEAN ADAPTATION TO HIGHER EDUCATION"  
J.A. Pareja Fernández de la Reguera, J.A. Fuentes Esparrell, M. Fernández Cabezas, A.M. Hernández Sánchez  

CLASSROOM SPACES AND TECHNOLOGY. OPTIMISING THE USE OF IPADS WITH YOUNG LEARNERS. A CASE STUDY FROM A COMMUNITY SCHOOL KINDERGARTEN CLASS  
L. Morgan, M.G. Peter  

THE IMPORTANCE OF COMPUTER SYSTEMS SECURITY COURSE IN COMPUTER SCIENCE STUDIES CURRICULA – A CASE STUDY  
G. Koziel, M. Dziuba-Koziel  

USING GOOGLE FORMS AS AN ON-LINE EVALUATION SYSTEM IN CARDIOVASCULAR PHYSIOTHERAPY  
E. Marqués-Sulé, C. Moya Antón, N. Cezón Serrano, M.A. Cebriá I Iranzo, N. Sempere-Rubio  

UNIVERSITY STUDENTS' SELF-EFFICACY IN THE SAFE USE OF THE INTERNET  
D. Dishdah, N. Cavus  

THE INFLUENCE OF ASSESSMENT TYPE ON STUDENTS KNOWLEDGE LEVEL – A CASE STUDY  
G. Koziel, M. Dziuba-Koziel  

KM - TOOL FOR KNOWLEDGE CAPITAL MANAGEMENT  
M. Cárachová  

MULTIPLE INTELLIGENCES, A CONCEPT THAT HELPS TO FOCUS ON EDUCATION AT PERSONAL LEVEL  
L. Aguilar-Santelises, M. Cruz-Millán, M. Aguilar-Santelises, J.D. Alemán-Suárez, M.T. Corona-Ortega, A.G. Rojas-Fernández, A. García-Del Valle  

CAN EMOTIONAL BALANCE TRAINING REDUCE STRESS AND ANXIETY, AND PROMOTE TRAIT MINDFULNESS AMONG COLLEGE STUDENTS? - A BRAZILIAN INVESTIGATION  
C. Bianchini, E. da Silva Grazziano, R. Carla Machado, D. Maria Xavier de Souza, M. do Perpetuo Secorrio Lage Avelar  

A PROPOSAL TO WORK THE DIGITAL COMPETENCE IN MATHEMATICS IN SECONDARY SCHOOL  
E. Alberdi Celaya, J. Muñoz Matute, M.I. Eguia Ribero, M.J. González Gómez  

STRATEGIES FOR TEACHING STATISTICS BASED ON COLLABORATIVE WORK AND PROBLEM SOLVING  

EXPERIENCES OF THE UNIVERSITY STUDENTS ABOUT HAZING RITUALS IN TWO COUNTRIES  
O. Silva, S. Caldeira, A. Sousa, M. Mendes, M. Martins, R. Miranda  

A PRAGMATIC PERSPECTIVE IN ENGLISH FOR CIVIL AVIATION  
M. Zakharova, A. Serezhkina  

USING LSP DICTIONARIES IN TEACHING FOREIGN LANGUAGES: COLLABORATIVE APPROACH  
N. Udina  

STUDENT ASSESSMENT IN TEAM PROJECT-BASED LEARNING: CHALLENGES AND EXPERIENCES  
C. Bil, G. Dorrington  

WHAT THE SUBTYPES OF INTRINSIC AND EXTRINSIC MOTIVATION CAN TELL US ABOUT LEARNING OUTCOMES  
M. Toyama, M. Akatsuka, T. Hori
MODELING THE N-QUEENS PROBLEM USING MATHEMATICAL SOFTWARE
E. Alberdi Celaya, J. Muñoz Matute

TOWARD PREDICTORS OF SUCCESS IN ONLINE EDUCATION
B. Woolridge, L. Carter, M. Hutchinson

STORIES FOR SCIENCE CLASSES: EXPERIMENTAL INTERACTIVE METAPHORS
X. Zhang, E. Poljak

A SYSTEMATIC REVIEW OF THE LITERATURE ON THE TEACHING AND LEARNING
OF REQUIREMENTS ENGINEERING
M. Pereira, V. Mendoza, D. Assis, A. Farias, R. Fagundes, M. Lencastre

CONCURRENT DESIGN FACILITY FOR AEROSPACE EDUCATION
C. Bil, P. Marzocca

A PROPOSAL OF STRUCTURING THE DISCIPLINE OF REQUIREMENTS
ENGINEERING USING PBL
M. Pereira, M. Lencastre

GENDER ATTRITION RATE DIFFERENCES AMONG ESTATE MANAGEMENT
STUDENTS OF UNIVERSITIES WITHIN SOUTH-WEST NIGERIA
N.J. Peter, C. Aiyedun, S. Oloyede, O. Iroham, A. Olusatayo

WHAT DRIVES STUDENT MOTIVATION? AN INTENSIVE, TABLET-BASED,
EXPERIENCE SAMPLING APPROACH
D. Clark, Y. Okamoto, S. Chiba

CREATING ENGAGING INSTRUCTION AND STUDENT PROJECTS UTILIZING
AUGMENTED REALITY (AR)
A. Brenner

UTILIZING AN EPORTFOLIO IMPLEMENTATION FRAMEWORK TO TRANSITION
TEACHER EDUCATION CANDIDATES FROM PAPER TO ELECTRONIC
A. Brenner, S. Blevins

USE OF NEW LEARNING TECHNOLOGIES AND MULTIMODAL INTERACTIONS TO
FAVOR THE PROCESS OF KNOWLEDGE’S MEDIATION IN INCLUSIVE CLASSROOMS
WITH DEAF STUDENTS
V. Cândido de Assis Souza, S. Guimarães Silva Gomes, A. Luis Santos de Souza

AN ANALYSIS OF PERCEPTIONS OF SPEAKING FLUENCY ACTIVITIES: CLASSROOM
APPLICATION
K. Leon, J. Maldonado, J. Villarreal

COMPETENCE DEVELOPMENT OF TEACHERS IN THE HANDLING OF THE VIRTUAL
LEARNING ENVIRONMENT (VLE) DEVICES
H. Md Suhadi, F. Shahbodin

INDUSTRY UNIVERSITY COOPERATION
M. Igarashi

AN ANALYSIS OF SECONDARY SCHOOL CHEMISTRY CURRICULUM IN TERMS OF
EDUCATION FOR SUSTAINABLE DEVELOPMENT: A CASE FROM TURKEY
C. Türkmen, G. Teksöz, Y. Boz

THE USE OF THE INITIAL TEACHING ALPHABET (I.T.A.) FOR ACQUISITION OF
ENGLISH PHONOLOGY, VOCABULARY, GRAMMAR, READING, AND WRITING BY
SPEAKERS OF OTHER LANGUAGES
J. Anderson

INTEGRATED LEARNING SCENARIOS
U.A. Guerrero

CAN PRESERVICE TEACHERS LEARN TO USE MULTIPLE INSTRUCTIONAL
TECHNOLOGIES IN ONE SEMESTER?
J. Herrelko

A NEW THEORETICAL PERSPECTIVE OF ENTREPRENEURSHIP
T.T. Lim, Y.F. Foo

THE EFFECTS OF DIGITAL LITERACY ON POSTGRADUATE STUDENTS’ USE OF THE
INTERNET FOR ACADEMIC PURPOSES
P.S. Omarali

WHAT IS BEING ASSESSED IN UNIVERSITY WORKPLACE LEARNING?
J. Garraway, L. Reddy

VISUAL AND INTERACTIVE PARALLEL TRANSPORT ON SURFACES WITH
MATHEMATICA
S. Yukita
DOES CLASS SIZE IMPACT THE EFFECTIVENESS OF PEER LEARNING USING PERSONAL RESPONSE SYSTEMS IN LARGE QUANTITATIVE UNITS?
C. Kaur, L. Macquarie

1467

UNFOLDING CASE STUDIES THROUGHOUT THE CURRICULUM TO STIMULATE STUDENTS’ DEEPER LEARNING
N. Reimer, L. Berghoff

1473

FLIPPING THREE WAYS: ENGAGING UNDERGRADUATES AND ACADEMICS THROUGH CREATIVE USE OF TECHNOLOGY IN THE FLIPPED CLASSROOM
H. McGrice, B. Loveys, S. Karanicolas

1481

DESIGN AND DEVELOPMENT OF AN ACADEMIC PORTAL FOR SUPERVISED PRACTICE IN THE EDUCATIONAL AREA OF PSYCHOLOGY
A. Buenrostro, P. Bañuelos, A. Santos

1488

INTEGRATING MATHEMATICS TECHNOLOGY WITH MECHANICAL ENGINEERING CURRICULUM
A. Tinnirello, E.A. Gago

1496

PARTICIPATION IN PROJECTS IN PROFESSIONAL TRAINING
G. Mata Hernández

1506

HOW MUCH IS TOO MUCH IN E-MATERIALS? CASE STUDY IN ENGINEERING
H. Kinnari-Korpela, S. Suhonen

1512

THE ABACUS AND THE WEB BEHIND THE GREAT WALL: “FLIPPING” FOREIGN LANGUAGE COURSES IN MAINLAND CHINA, THAT IS THE QUESTION
R. Cervera

1519

FUTURE MATHEMATICS PROJECT: ENHANCING LEARNING AND TEACHING OF ENGINEERING MATHEMATICS WITH TECHNOLOGY
H. Kinnari-Korpela, K.M. Rinneheimo

1524

TWO EDUCATIVE EXPERIENCES TO CONTRIBUTE TO A CULTURE OF PEACE THROUGH THE PERSPECTIVE OF GENDER STUDIES
J. Camargo, C. Camacho, D.E. Garcia-Gonzalez, E. Tejada

1529

A CREATIVE WRITING WORKSHOP AS A PROPER PLACE FOR PEACE EDUCATION: A NOVEL
J. Camargo

1536

CROSS-DISCIPLINARY CURRICULUM DIALOGUE: BLENDED LEARNING IN EVIDENCE-BASED SECONDARY PRE-SERVICE TEACHER EDUCATION
P. Hunter

1540

GOOGLE APPS IMPLEMENTATION IN AN ONLINE UNIVERSITY
J.L. Monte Galiano

1541

SCIENCE POPULARIZATION VIDEOS BY INDEPENDENT YOUTUBE CREATORS AND USER’S APPROPRIATION STRATEGIES: QUALITATIVE ANALYSIS OF USER COMMENTS
J.L. Crawford Visbal, L. Crawford

1546

EDUCATIONAL FUNCTION OF CREATING A STUDENT VIDEO IN A FOREIGN LANGUAGE
N. Zhabo, M. Avdonina, I. Likhacheva, N. Grigoryan, I. Bykova

1555

VIDEO SUBMISSIONS AID STUDENTS GRASP THE SPREAD PLATE TECHNIQUES BETTER
K.M. Yam

1561

ASSESSMENT OF THE LEVEL OF STUDENTS’ PRODUCTIVE ACTIVITY IN SOLVING MATHEMATICAL TASKS
L. Shakirova, M. Falileeva, M. Kinder

1570

FOSTERING LEARNING THROUGH MEDIA GAMES IN COMPUTER SCIENCE
G. Ortiz, A. García de Prado, J. Boubeta-Puig

1576

REINFORCED CONCRETE STRUCTURES DESIGN FOR ARCHITECTURE DEGREES: A PROBLEM-BASED LEARNING PROPOSAL
J.M. Ortega

1580

APRÈN AMB PITAVOLA: A CONTEMPORARY AFTER-SCHOOL PROGRAM FOR A WAKING STEM SKILLS
A. Dorca, C. Yañez de Aldacoa, N. Macià, V. Llorente

1585

AN AUTOMATED SYSTEM FOR EVALUATING 21ST CENTURY SKILLS USING GAME-BASED ASSESSMENTS
N. Awwal, C. Scoular, M. Alom

1593
PERSONALIZED LEARNING IN GEOTECHNICAL STRUCTURES TECHNOLOGY
J.M. Ortega

STUDENT ENGAGEMENT IN MOOCS WITH APPROPRIATE FORMATIVE ASSESSMENT AND FEEDBACK PRACTICES
N. Floratos, T. Guasch, A. Espasa

LET’S TAKE A LOOK AT BIG DATA: LEARNING ANALYTICS METHODS AND TOOLS FOR VISUALIZATION
D. Miteva, E. Stefanova

MEASURING IMPORTANT CHARACTER STRENGTHS IN NORWEGIAN SPECIAL FORCES OFFICERS
O. Boe, F.A. Nilsen, O. Kristiansen, P. Krogdahl, H. Bang

QUALITY EVALUATION TOOL FOR E-LEARNING MATERIAL
I. Kazaine, I. Arhipova

INCREASING RUSSIAN ARCTIC ZONE EMPLOYABILITY
S. Shabaeva, I. Stepus

SERVICE EVALUATION AS A TOOL OF MOTIVATION FOR SOLDIERS’ CAREER DEVELOPMENT
L. Kubinyi, T. Dolečková

MATHEMATICAL COMPETENCES OF STUDENTS IN SOLVING APPLIED PROBLEMS
R. Hornyak Greganova, D. Orszaghoova

USE OF A CONCEPTUAL AND VISUAL GLOSSARY AS A LEARNING TOOL FOR TECHNICAL DRAWING AND COMPUTER AIDED DESIGN COURSES
V. Pérez-Belis, C. González-Lluch, M.J. Bellés, V. Gracia-Íbáñez, M. Vergara, S. Mondragón, V. Monfort

INFORMATION COMPETENCES OF MATHEMATICS TEACHERS FROM STUDENTS’ POINT OF VIEW
R. Hornyak Greganova, D. Orszaghoova

VISUALIZATION OF STOKES PARAMETERS WITH THE HELP OF ROTATING-WAVEPLATE POLARIMETER AND A LIQUID CRYSTAL ON SILICON MICRODISPLAY
F.J. Martínez, R. Fernández, A. Márquez, M.L. Álvarez, J. Francés, S. Gallego

FLIPPED SYMPOSIUM: DEVELOPING THE SPIRIT OF THE FUTURE RESEARCHER
B. Conan, S. Carolan

MAKING EDUCATION THROUGH INTERFACE (CULTURE): THE EXPERIENCE OF FEDERICA WEBLEARNING
D. De Notaris

MOODLE-BASED MULTIMEDIA WEB-NOTEBOOK TO ENHANCE THE LEARNING FROM TEACHING LABORATORY SESSIONS

SCIENTIFIC LITERACY AT THE BEGINNING OF THE 21ST CENTURY
A. Costa, M. Loureiro, M. Ferreira

HOW DO MATHEMATICS TEACHERS LEARN FROM VIDEOTAPED LESSONS OF UNKNOWN PEERS? EXPLORING POSSIBLE MECHANISMS THAT CONTRIBUTE TO CHANGE IN TEACHERS’ PERSPECTIVES
R. Karsenty

A NEW WAY TO ATTRACTIVENESS OF LEARNING PROCESS IN PRIMARY SCHOOLS IN SLOVAKIA
B. Bačová, E. Lenárová

EDUCATION FOR BATTERED WOMEN AT SUPPORT INSTITUTIONS: EMPOWERMENT OR DISEMPOWERMENT?
E. Gelbudiene, B. Janiunaitė

INFLUENCE OF LEVEL OF STUDIES ON PERCEPTION OF STUDENTS REGARDING THE QUALITY OF EDUCATIONAL SERVICES FOR HIGHER EDUCATION
N. Manea, N.D. Ignat

LIAR (LANGUAGE INTERFACE FOR AUTISTIC’S REHABILITATION): TECHNOLOGICAL AIDS FOR SPECIALISTS SUPPORTING THE ACQUISITION OF VERBAL BEHAVIOR IN PERSONS WITH AUTISM
A. Rega, A. Menmitto, L. Iovino

VIRTUAL MINI-GAMES - A SERIOUS LEARNING TOOL FOR SENSORY SUBSTITUTION DEVICES
A. Moldoveanu, B. Taloi, O. Balan, I. Stanica, D. Flamaropol, M.I. Dascalu, F. Moldoveanu, I. Mocanu
EDUCATIONAL INNOVATION PROJECT AT UPV (SPAIN): “WITH YOUR HANDS. EARTH AS A MATERIAL FOR DEVELOPING CREATIVE AND CONSTRUCTIVE SKILLS”  
C. Mileto, F. Vegas López-Manzanares, L. García-Soriano, V. Cristini  

ACTIVE GAMING TO PROMOTE PHYSICAL ACTIVITY FOR ELDERLY PEOPLE  
R. Taerel, I. Mocanu, O. Balan, A. Moldoveanu, A. Morar  

RESEARCH-BASED CURRICULUM FOR UNIVERSITY FRESHMEN INTERNATIONALIZATION  
A. Atabekova, R. Gorbatenko, T. Shoustikova  

AN EMPIRICAL STUDY ON THE INTEGRATION OF COMPUTATIONAL THINKING PRINCIPLES IN PRIMARY AND SECONDARY SCHOOLS OF CASTILLA-LA MANCHA  
P. Bermejo, A. Bermúdez, C. Carrión, G. Díaz, G. Fernández, I. García  

AGILE PRACTICES THROUGH SERIOUS GAMES IN HIGHER EDUCATION  
H. Tsalapatas, O. Heidmann, D. Styla, S. Kourias, E. Houstis  

DEVELOPMENT OF DIGITAL COMPETENCIES IN PRESCHOOL TEACHER TRAINING  
L.H. Sillat, K. Kollom, K. Tammets  

RECENT TRENDS IN ELEARNING AND DIGITAL PEDAGOGY IN LINGUISTICS AND TRANSLATION STUDIES AT HE IN RUSSIA  
I. Vasilyeva, N. Sokolova, N. Mikheeva  

AN EXAMINATION OF PRE-SERVICE TEACHERS' ATTITUDES TOWARDS THE USE OF VIDEO AS A PROMPT FOR REFLECTION  
J. O’Flaherty, A. McDonagh  

USING MOOCS TO EDUCATE AND ENTHUSE THE DATA PROFESSIONALS OF TOMORROW  
L. Burns  

REFRESHING “GRAPH OF INTERNAL FORCES”  
A. Aznar, J.I. Hernando, J. Ortiz  

MATHEMATICS APPLIED TO ENGINEERING PROCESSES: A PRACTICAL GUIDE TO INCREASE STUDENTS’ MOTIVATION  
S. Le Clainche, J.M. Pérez, E. Ferrer  

QUALITY ASSURANCE OF UNIVERSITY MANAGEMENT: ONTOLOGICAL ROLE OF LANGUAGE AUDIT  
A. Atabekova  

EMPIRICAL STUDY AND PERSPECTIVE OF LEARNING NETWORKS IN DIGITAL AGE  
I. Wessmann, C. Rikort, A. Martens  

THE INFLUENCE OF INTERACTIVE LECTURES ON STUDENTS’ CONCEPTUAL UNDERSTANDING IN STEM EDUCATION  
P. Hockicko, G. Tarjányiová, D. Šršňáková  

THE EFFECT OF COOPERATIVE BLENDED LEARNING DESIGN ON DEVELOPING ACHIEVEMENT AND SATISFACTION WITH LEARNING AMONG GRADUATE STUDIES STUDENTS  
A.M.G. Salama, E.S. Elkhamisi, A.M. Nouby  

THE RESEARCH OF SUBJECTIVE DIVERSITY OF M. DRABBLE’S NOVEL “THE REALMS OF GOLD” AT ENGLISH LITERATURE CLASSES  
A. Blagoveshchenskaya, I. Ainoutdinova  

THE BEGINNING OF LEARNING BUILDINGS: ICT FOR AN EXHAUSTIVE CONTINUOUS EVALUATION  
A. Del Río, A. Aznar, A. Del Río, J.I. Hernando  

DEVELOPING DIGITAL WORKED EXAMPLES TO EFFICIENTLY DEVELOP PROCEDURAL KNOWLEDGE  
M. Wynder, M. Joubert, G. Parle  

CROWDSOURCING AS AN EFFECTIVE TECHNOLOGY FOR TEACHING FOREIGN LANGUAGES AT RUSSIAN UNIVERSITIES  
I. Ainoutdinova, A. Blagoveshchenskaya  

IMPLEMENTATION OF A NUMERICAL FITTING PROGRAM AS A DIDACTIC RESOURCE IN TECHNICAL HIGHER EDUCATION  
A. Díaz, I.I. Cuesta, J.M. Alegre  

SERIOUS GAMES FOR BUILDING DIGITAL SKILLS FOR EMPLOYABILITY  
H. Tsalapatas, O. Heidmann, E. Houstis
DEVELOPMENT OF A MULTIMEDIA TOOL THAT IMPROVES THE UNDERSTANDING OF RANDOM PHYSICAL PROCESSES
A. Díaz, I.I. Cuesta, J.M. Alegre 1920

DISCIPLINARY DIFFERENCES AND STUDENTS’ ONLINE LEARNING PREFERENCES: IF NOT ONE SIZE, THEN HOW MANY?
J. Ellis 1926

PROTECT YOURSELF FROM THE SUN, PROTECT YOURSELF FROM LUPUS

STUDENTS’ PERCEPTION OF THE USE OF BUILDING INFORMATION MODELLING (BIM) FOR SUSTAINABLE ARCHITECTURE DESIGNS
A. Joseph, E. Moshood, O.A. Dare-Abel, E. Ibeam, W. Agha-Okeke, O. Uwakonge, M. Oyegbila 1943

ACADEMIC LITERACY SUPPORTED BY INTEGRATED CONTENT AND LANGUAGE TEACHING – EVIDENCE FROM STUDENTS’ PERCEPTIONS
P. Hellsten, I. Ilvonen, H. Jauni 1949

I-SPOT: A WEBCAM INSTRUMENT FOR STANDARD AND PERSONALIZED FEEDBACK ON COMMUNICATION SKILLS
J. Kuntze, M. Hommes 1955

A CRITIQUE OF REAL ESTATE AGENCY IN NIGERIA: POLICY, PEDAGOGY AND PRACTICE
O. Oloke, A. Ayedun, A. Oni 1960

TRAIN THE TRAINERS ON LEARN GEOMETRY BY DOING

ACTIVITIES IN MATHEMATICS COURSE FOR UNDERGRADUATE STUDENTS: FROM ORIGAMI TO SOFTWARE
M.L. Spreafico 1977

DEVELOPMENT OF AN EMERGENCY MANAGEMENT COURSE INTEGRATED IN AN ADVANCED MASTER EDUCATIONAL PROGRAMME
G. Boogaerts, J. Degrève, G. Vercruysse 1987

TRAINING THE FUTURE ICT INNOVATORS ON OPEN SCIENCE PLATFORM

MONITORING AND IMPROVING STUDENTS LIFESTYLE HABITS
J. Boubeta-Puig, A. Izquierdo-Díaz, A. García de Prado, G. Ortiz 1995

HOW CAN THE OFFICER OPERATIONALIZE THE INTENT OF THE JOINT OPERATIONAL DOCTRINE IN HIS/HER LEADERSHIP THROUGH EFFECTIVE HOLISTIC COMMUNICATION?
T. Holth 1999

AFFORDANCES OF A TASK-BASED SPEAKING PRACTICE IN AN E-TANDEM PLATFORM: THE ISSUE AROUND NATIVE AND NON-NATIVE SPEAKERS
M. Fondo-Garcia, P. Carroll, C. Faber 2009

FOSTERING DIGITAL LITERACY WITHIN THE SERBIAN EDUCATION SYSTEM
L. Markovic, A. Vranes, M. Jelic Mariokov 2016

IMPACT OF EDUCATIONAL VIDEOS ON ENGINEERING
I. Egues, X. Erdocia, M.A. Andrés 2024

REDESIGNING AN INTRODUCTORY DATABASE COURSE TO UTILIZE TUTORIAL-BASED LEARNING
E. Lokkila, E. Kurvinen, P. Larsson, M.J. Laakso 2029

DISCLOSE GEOMETRY TO EDUCATE TO SHAPE READING
C. Cumino, M. Pavignano, M.L. Spreafico, U. Zich 2035

UNIVERSITY STUDENTS’ READING PLATFORM PREFERENCES AND POTENTIAL REASONS
Z. Kazanci, E. Bada 2043

ALGEBRA TITLES - A DYNAMIC PROPOSAL FOR MULTIPLYING POLYNOMIALS IN BASIC EDUCATION
A.P. Lima Gandra, A.P. Aires, P. Catarino 2050

ANALYSIS OF THE POSSIBILITIES FOR ENHANCING STUDENTS’ TRAINING PERFORMANCE IN HARD SKILLS SUBJECTS
K. Rasheva-Yordanova, I. Kostadinova, B. Nikolova, Y. Hadzhiyska 2058

INCLUSION OF TEACHER CONSTRUCTIVISM IN SYSTEMATIC PROFESSIONAL CONTINUOUS DEVELOPMENT
E. Trnova, J. Trna 2064
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHER EDUCATION IN THE ERA OF DIGITAL TRANSFORMATION</td>
<td>2073</td>
</tr>
<tr>
<td>P. Petrova, I. Kostadinova</td>
<td></td>
</tr>
<tr>
<td>DESIGNING A MORE PEDAGOGICALLY EFFICIENT ICT CERTIFICATION TOOL</td>
<td>2078</td>
</tr>
<tr>
<td>F. Lazarinis, V.S. Verykios, E.C. Stavropoulos, C. Karachristos, P. Demertzí</td>
<td></td>
</tr>
<tr>
<td>TEAMWORK SKILLS BUILDING AND REFLECTIVE PRACTICE IN THE MEDICAL</td>
<td>2086</td>
</tr>
<tr>
<td>SCIENCES USING EPORTFOLIO LEARNING AND AUTHENTIC ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>P. Polly, T. Thai, J.L. Yang, A. Luo, C. Herbert, N. Jones, T. Lewis, R. Vickery, S. Schibeci</td>
<td></td>
</tr>
<tr>
<td>ALGEBRA TITLES IN BASIC EDUCATION: AN EXAMPLE WITH ALGEBRAIC</td>
<td>2087</td>
</tr>
<tr>
<td>EXPRESSIONS</td>
<td></td>
</tr>
<tr>
<td>A.P. Lima Gandra, A.P. Aires, P. Catarino</td>
<td></td>
</tr>
<tr>
<td>AN ANALYSIS OF THE INTERACTIVITY CAPACITY OF CLOUD-BASED EBOOK</td>
<td>2095</td>
</tr>
<tr>
<td>ENVIRONMENTS FOR OPEN AND DISTANCE LEARNING</td>
<td></td>
</tr>
<tr>
<td>E. Erdogan, M. Kesim</td>
<td></td>
</tr>
<tr>
<td>EVALUATING QUALITY OF LEARNING AT UNIVERSITY USING EXPERT SYSTEM</td>
<td>2106</td>
</tr>
<tr>
<td>B. Walek, M. Krizova</td>
<td></td>
</tr>
<tr>
<td>I AM WHAT I DO: USING DIGITAL DEVICES TO DETECT BEHAVIOURAL PATTERNS</td>
<td>2112</td>
</tr>
<tr>
<td>IN STUDENT SPATIOTEMPORAL DATA</td>
<td></td>
</tr>
<tr>
<td>S. John, R. Butson, R. Spronken-Smith</td>
<td></td>
</tr>
<tr>
<td>LINGUISTIC AND CULTURAL SOCIALIZATION OF MIGRANTS BY MEANS OF</td>
<td>2121</td>
</tr>
<tr>
<td>EDUCATION (CASE STUDY: TATARSTAN, RUSSIA/CALIFORNIA, THE USA)</td>
<td></td>
</tr>
<tr>
<td>L. Slavina, J. Mustafina, C. Gatauillina, N. Nuruddinova</td>
<td></td>
</tr>
<tr>
<td>THE VIEWS OF TEACHERS AND STUDENTS REGARDING THE PROBLEMS AT A SCHOOL</td>
<td>2130</td>
</tr>
<tr>
<td>SYRIAN REFUGEE CHILDREN EDUCATED</td>
<td></td>
</tr>
<tr>
<td>M. Karakús</td>
<td></td>
</tr>
<tr>
<td>OBSERVE, UNDERSTAND AND REPRESENT AN ARCHITECTURAL SHAPE:</td>
<td>2131</td>
</tr>
<tr>
<td>METHODOLOGICAL AND PRACTICAL APPROACHES</td>
<td></td>
</tr>
<tr>
<td>U. Zich</td>
<td></td>
</tr>
<tr>
<td>INQUIRY-BASED LEARNING MEETS LEARNING ANALYTICS AND STYLES</td>
<td>2140</td>
</tr>
<tr>
<td>M. Bedek, J. Mack, D. Albert</td>
<td></td>
</tr>
<tr>
<td>NEW APPROACHES IN THE LANGUAGE POLICY OF FRANCE: LANGUAGE OF</td>
<td>2147</td>
</tr>
<tr>
<td>EDUCATION, LANGUAGE OF SURVIVAL, LANGUAGE OF FORMER PARENT STATE</td>
<td></td>
</tr>
<tr>
<td>E. Maklakova, J. Mustafina, L. Mustafina, I. Sokolova</td>
<td></td>
</tr>
<tr>
<td>STUDY OF HERD BEHAVIOR IN THE ADOPTION OF CAREER</td>
<td>2153</td>
</tr>
<tr>
<td>M.A. Asadullah, S. Mirza, S. H. Hussain Awan</td>
<td></td>
</tr>
<tr>
<td>INNOVATIVE AND INTEGRATED NEW SOLUTIONS FOR SUSTAINABLE EMPLOYABILITY</td>
<td>2166</td>
</tr>
<tr>
<td>PROJECT</td>
<td></td>
</tr>
<tr>
<td>A. Matas-Terron, E. Elosegui, D. Casquero</td>
<td></td>
</tr>
<tr>
<td>LEARNING BUSINESS ADMINISTRATION BY PLAYING: GAMIFICATION EXPERIENCE</td>
<td>2170</td>
</tr>
<tr>
<td>AT UNIVERSITY OF BARCELONA</td>
<td></td>
</tr>
<tr>
<td>A. Núñez-Carballosa, L. Guitart-Tarrés, F. Achcaoucaou, P. Miravitlles, N. Jaría Chacón, C. Cruz-Cazares, R. Huertas García</td>
<td></td>
</tr>
<tr>
<td>COMPARING PLAY-BASED LEARNING TO GRAPHICAL PROGRAMMING IN</td>
<td>2176</td>
</tr>
<tr>
<td>PROGRAMMING EDUCATION</td>
<td></td>
</tr>
<tr>
<td>R. Lindén, A. García Díaz, E. Kaila, E. Lokkila, M.J. Laakso</td>
<td></td>
</tr>
<tr>
<td>FOUR SERIOUS E LEARNING PROBLEMS THAT WILL NOT GO AWAY—COST IS ONLY</td>
<td>2185</td>
</tr>
<tr>
<td>ONE OF THEM</td>
<td></td>
</tr>
<tr>
<td>R. Stephen</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS OF USING ICT FOR CONTINUOUS SUMMATIVE ASSESSMENT IN</td>
<td>2190</td>
</tr>
<tr>
<td>MATHEMATICS AND FOREIGN LANGUAGES AT J. J. STROSSMAYER UNIVERSITY OF</td>
<td></td>
</tr>
<tr>
<td>OSIJEK (CROATIA)</td>
<td></td>
</tr>
<tr>
<td>J. Matotek, A. Štefić</td>
<td></td>
</tr>
<tr>
<td>LINEAR MOMENTUM CONSERVATION: A VIRTUAL LAB EXPERIENCE</td>
<td>2199</td>
</tr>
<tr>
<td>J.A. Gómez-Tejedor, F.J. Manjón, R. Martínez-Sala, J.A. Monsoriu, I. Salinas, J.A. Sans, V.P. Cuenca-Gotor, M.H. Gimenez</td>
<td></td>
</tr>
<tr>
<td>SERIOUS GAMES ON HEALTH AND SAFETY FOR MOBILE LEARNING</td>
<td>2204</td>
</tr>
<tr>
<td>J. González, E. Rodríguez</td>
<td></td>
</tr>
<tr>
<td>ADULT EDUCATORS’ ADOPTED ONLINE TEACHING ROLES IN ONLINE AND BLENDED</td>
<td>2213</td>
</tr>
<tr>
<td>LEARNING ENVIRONMENTS</td>
<td></td>
</tr>
<tr>
<td>B. Philipsen, J. Tondeur, C. Zhu</td>
<td></td>
</tr>
<tr>
<td>THE ROLE OF IMMERSIVE TENDENCY IN VIRTUAL LEARNING ENVIRONMENTS</td>
<td>2219</td>
</tr>
<tr>
<td>S. Chiquet</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>MULTI-LEVEL ADAPTATION OF AN EDUCATIONAL GAME TO INDIVIDUAL</td>
<td>2220</td>
</tr>
<tr>
<td>STUDENT’S GAMEPLAY, KNOWLEDGE AND EMOTIONS</td>
<td></td>
</tr>
<tr>
<td>S. Petrovica</td>
<td></td>
</tr>
<tr>
<td>CURRENT TRENDS IN AUDIOVISUAL TRANSLATION RESEARCH: THE DIRECTION</td>
<td>2231</td>
</tr>
<tr>
<td>OF THE NEW GENERATION</td>
<td></td>
</tr>
<tr>
<td>A. Bécart, M. Chapado-Sánchez</td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT OF A FLEXIBLE REMOTE LABORATORY ENABLING AUTOMATIC</td>
<td>2232</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>A. Adda Benattia, A. Benachenhou, M. Moussa</td>
<td></td>
</tr>
<tr>
<td>RESULTS OF A STUDENT SURVEY OFFER BLUEPRINT FOR PART-TIME MASTER</td>
<td>2236</td>
</tr>
<tr>
<td>PROGRAMME</td>
<td></td>
</tr>
<tr>
<td>G. Kugler, B. Petendra, P. Schuler</td>
<td></td>
</tr>
<tr>
<td>AUTONOMOUS AND COLLABORATIVE LEARNING BY DOING A ZOTERO LIBRARY</td>
<td>2245</td>
</tr>
<tr>
<td>ON FEMINIST RESEARCH METHODOLOGIES</td>
<td></td>
</tr>
<tr>
<td>N. Vergés Bosch, B. Biglia, E. Almeda Samaranch, C. Camps Calvet, J.</td>
<td></td>
</tr>
<tr>
<td>Bonet Martí</td>
<td></td>
</tr>
<tr>
<td>THE USE OF COMMUNIT-E-NGAGEMENT FOR GLOBAL LITERACY DEVELOPMENT</td>
<td>2251</td>
</tr>
<tr>
<td>OF PRE- AND IN-SERVICE TEACHERS IN AN ONLINE GRADUATE TESOL PROGRAM</td>
<td></td>
</tr>
<tr>
<td>C. Crosby</td>
<td></td>
</tr>
<tr>
<td>THE AVAILABILITY OF DIGITAL RESOURCES IN FRANCOPHONE COUNTRIES IN</td>
<td>2257</td>
</tr>
<tr>
<td>OFFLINE MODE</td>
<td></td>
</tr>
<tr>
<td>P.F. Descheerder</td>
<td></td>
</tr>
<tr>
<td>E-LEARNING AT THE UNIVERSITY OF ZILINA</td>
<td>2258</td>
</tr>
<tr>
<td>J. Fabus, I. Kremenova, V. Fabusova, D. Tothova</td>
<td></td>
</tr>
<tr>
<td>THE DEFICITS OF COMPETENCES DETECTED ANALYSING THE RESULTS OF A</td>
<td>2264</td>
</tr>
<tr>
<td>PEDIATRICS OSCE IMPROVEMENT AFTER IMPLEMENTING SPECIFIC ACTIVITIES</td>
<td></td>
</tr>
<tr>
<td>H. Gonzalez García, M.A. Pino Vázquez, E. Urbaneja Rodríguez, R.</td>
<td></td>
</tr>
<tr>
<td>Garrote Molpeceres, A. Mayo Iscar, P. Gonzalez Izquierdo, R.</td>
<td></td>
</tr>
<tr>
<td>Cuadrado Asensio, B. Izquierdo López</td>
<td></td>
</tr>
<tr>
<td>LABOR INSERTION THROUGH SPECIALIZED TRANSLATION STUDIES. MASTER’S</td>
<td>2268</td>
</tr>
<tr>
<td>DEGREE IN SPECIALIZED TRANSLATION. GERMAN/SPANISH/FRENCH/ENGLISH</td>
<td></td>
</tr>
<tr>
<td>CASE STUDY</td>
<td></td>
</tr>
<tr>
<td>R. Márquez Garrido</td>
<td></td>
</tr>
<tr>
<td>THE USE OF NEW TECHNOLOGIES IN SPECIALIZED TRANSLATION STUDIES:</td>
<td>2273</td>
</tr>
<tr>
<td>MASTER’S DEGREE IN SPECIALIZED TRANSLATION: SPANISH AND GERMAN CASE</td>
<td></td>
</tr>
<tr>
<td>STUDY</td>
<td></td>
</tr>
<tr>
<td>R. Márquez Garrido</td>
<td></td>
</tr>
<tr>
<td>PEDAGOGICAL ROBOTICS AS A TOOL TO WORKERS DEVELOPMENT TO INDUSTRY</td>
<td>2283</td>
</tr>
<tr>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>D. Maia, R. Filer Maia</td>
<td></td>
</tr>
<tr>
<td>HOW TO DESIGN A GAMIFIED EDUCATION? THEORY AND DESIGN OF A</td>
<td>2286</td>
</tr>
<tr>
<td>GAMIFIED CURRICULUM FOR IGA, INN</td>
<td></td>
</tr>
<tr>
<td>A. Nordby, B. Gunnerud, M. Berg Strandvik</td>
<td></td>
</tr>
<tr>
<td>HOW GAMIFICATION CAN CHANGE PEOPLE’S BEHAVIOR – DESIGN AND</td>
<td>2294</td>
</tr>
<tr>
<td>EXAMPLES FROM A CREATIVE GAMIFICATION CLASS AT IGA, INN 2017</td>
<td></td>
</tr>
<tr>
<td>A. Nordby, B. Gunnerud, M. Berg Strandvik</td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL VIRTUAL REALITY TOOL TO TEACH STUDENTS TO RESPECT</td>
<td>2301</td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>S. González Izard, S. Ventura Muñoz</td>
<td></td>
</tr>
<tr>
<td>EMPOWERING LEARNERS THROUGH ONLINE REFLECTIVE JOURNALING IN</td>
<td>2309</td>
</tr>
<tr>
<td>GRADUATE NURSING THEORIES EDUCATION</td>
<td></td>
</tr>
<tr>
<td>K. Weaver, R. Chiavitti</td>
<td></td>
</tr>
<tr>
<td>THE MULTIDIMENSIONAL DRIVERS OF FINANCIAL LITERACY OF ITALIAN</td>
<td>2319</td>
</tr>
<tr>
<td>STUDENTS</td>
<td></td>
</tr>
<tr>
<td>S. Longobardi, M.M. Pagliuca, A. Regoli</td>
<td></td>
</tr>
<tr>
<td>LAYERING LEARNER SUPPORTS. A CASE STUDY EXAMINING LEARNER</td>
<td>2327</td>
</tr>
<tr>
<td>EXPERIENCE OF A MOBILE COMMUNICATIONS AND SUPPORT APP</td>
<td></td>
</tr>
<tr>
<td>M. Waters</td>
<td></td>
</tr>
<tr>
<td>AREVIDEOGAMES A WASTE OF TIME? - THE PEDAGOGICAL VALUE OF</td>
<td>2336</td>
</tr>
<tr>
<td>VIDEOGAMES: A MULTI-STAKEHOLDER APPROACH</td>
<td></td>
</tr>
<tr>
<td>C. Sousa, S. Henriques, C. Costa</td>
<td></td>
</tr>
<tr>
<td>CRITICAL THINKING FROM BIOSCIENCE UNDERGRADUATE STUDENTS’</td>
<td>2342</td>
</tr>
<tr>
<td>PERSPECTIVE: A MIXED METHOD RESEARCH STUDY</td>
<td></td>
</tr>
<tr>
<td>A.A. Battaglia</td>
<td></td>
</tr>
</tbody>
</table>
VIDEO ENHANCED OBSERVATION AND TEACHER DEVELOPMENT: TEACHERS’ BELIEFS AS TECHNOLOGY USERS  J. Batlle, P. Miller  2352

EXPLORING THE LINK BETWEEN EXPERIENTIAL LEARNING AND HAPPINESS IN THE CLASSROOM: EMPIRICAL EVIDENCE IN CHILE, MEXICO AND SPAIN  L.M. Cerdá Suárez  2362

BARRIERS TO ACCEPTANCE AND LEARNING OF ICT TECHNOLOGIES IN AN EUROPEAN AMBIENT ASSISTED LIVING PROJECT  B. Cramariuc, I. Mocanu, L. Malicki, A. Florea  2372


LANGUAGE PERFORMANCE OF ROMA CHILDREN IN A LANGUAGE THAT IS NOT NATIVE  M. Čerešňáková, R. Rosinský, M. Samko, K. Vanková  2389

INTERACTIVE VIRTUAL REALITY SYSTEM FOR AUSCULTATION TRAINING  S. González Izard, J.A. Juanes Méndez  2402

A DATA MODEL FOR LEARNING ANALYTICS IN MOODLE  T. Dondorf, H. Nacken  2409


FLIPPED LEARNING EXPERIMENT IN VIDEO-BASED EDUCATION  M. Myllymäki, I. Hakala, T. Härmänmaa, S. Laine  2425


PERCEIVED BENEFITS AND ACTUAL USE OF TECHNOLOGY IN ACADEMIC TEACHING — EVIDENCE FROM AN ENGINEERING COLLEGE  G. Naveh, A. Shelef  2435

ARONSON PUZZLES AND ROLE-PLAYING GAMES: POWERFUL TOOLS FOR TEACHING PLANT YIELD BREEDING IN A MASTER DEGREE SUBJECT  M. Leiva-Brondo, J. Cebolla-Cornejo, R.M. Peiró, A.M. Pérez-de-Castro  2445

INTEGRATING OUTDOOR ADVERTISING BILLBOARD VALUATION INTO ESTATE MANAGEMENT CURRICULUM IN NIGERIAN UNIVERSITIES  A. Oni, S. Oloqede, O. Durodola, A. Olavunnim  2453

CONSTRUCTION INHERITANCE. TRANSFER OF KNOW-HOW FROM OLDER CONSTRUCTION WORKERS TO YOUNG ONES  J. González, B. Oliete  2459

THE HARMONIC INTEGRATION OF CULTURE AND SKILLS IN DESIGN: AN INTERDISCIPLINARY EXPERIENCE IN HIGHER EDUCATION  I. Suteu, A. Brovelli, M. Scalzi  2462

PROJECT-BASED LEARNING IN CHEMISTRY: THE ROAD FROM HIGHER EDUCATION TO APPLIED RESEARCH  A. Berenguer-Murcia, R. Ruiz-Rosas, R. Torregrosa-Maciá, A. Bueno-López, D. Lozano-Castelló  2469

TASKS INVOLVING PERIMETER AND AREA OF PLANE FIGURES: ANALYSIS OF A MATHEMATICAL TEXTBOOK  M. Ronchetti, T. Lattisi, A. Zorzi  2476

ARCHITECTURE FOR A VIDEOLECTURE ANNOTATION SYSTEM  M. Ronchetti, T. Lattisi, A. Zorzi  2481

DEVELOPING ESP STUDENTS’ AUTONOMY IN RUSSIA: CHALLENGERS AND PROSPECTS  A. Litvinov, O. Chernova, Z. Volkova, M. Ivanova, S. Kogotkova, A. Ivanova  2490
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISUAL REPRESENTATION (TABLE) TO RECREATE A ROUTINE MATHEMATICAL EXERCISE</td>
<td>2514</td>
</tr>
<tr>
<td>P. Montenegro, C. Costa, B. Lopes</td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT OF METACOGNITIVE STRATEGIES OF STUDENTS</td>
<td>2521</td>
</tr>
<tr>
<td>D. Mara</td>
<td></td>
</tr>
<tr>
<td>SPEECH IMPROVEMENT FOR INTELLECTUAL DISABILITIES AND AUTISM: AN EXPERIMENTAL STUDY ON TECHNOLOGICAL SUPPORTS</td>
<td>2527</td>
</tr>
<tr>
<td>L. Shattella, S. Cencenchi, G. Cordaro, A. Imperatori Gelosa, C. Pagliardini</td>
<td></td>
</tr>
<tr>
<td>MATLAB GAMIFICATION OF REACTION KINETICS FOR CHEMICAL ENGINEERS</td>
<td>2535</td>
</tr>
<tr>
<td>R. Ruiz-Rosas, A. Berenguer-Murcia, R. Torregrosa-Macía</td>
<td></td>
</tr>
<tr>
<td>GETTING DIGITAL INCLUDED SENIOR LEARNERS THROUGH THE TABLETS, NEEDS AND REQUIREMENTS FROM SENIORS@DIGIWORLD PROJECT</td>
<td>2542</td>
</tr>
<tr>
<td>H. Saiz-Sánchez, P. Escuder-Mollon, A. Rubert-Albiol, S. Luna-Ojeda, K. Schuberth</td>
<td></td>
</tr>
<tr>
<td>CHEMISTRY – AN EXPERIMENTAL SCIENCE</td>
<td>2548</td>
</tr>
<tr>
<td>LIFELONG LEARNING IN ROMANIAN SMES WITH SPECIAL FOCUS ON THE SMALL SIZE ENTERPRISES</td>
<td>2557</td>
</tr>
<tr>
<td>D. Pasnicu</td>
<td></td>
</tr>
<tr>
<td>THE WE WELCOME WORK (WWW) PROJECT: ONLINE APPRENTICESHIP SIMULATOR INTRODUCING WORK STRATEGIES TO STUDENTS, TEACHERS AND COMPANIES</td>
<td>2564</td>
</tr>
<tr>
<td>C.A. Colibaba, I. Gheorghiu, S. Colibaba</td>
<td></td>
</tr>
<tr>
<td>ENHANCING THE STUDENT MOTIVATION AND USE OF GOOD PRACTICES IN THE UNDERGRADUATE TEACHING LAB</td>
<td>2569</td>
</tr>
<tr>
<td>J. García-Cañadas, F. Romero-Gavilán</td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY ENHANCED SECOND LANGUAGE LEARNING IN PRIMARY SCHOOL</td>
<td>2573</td>
</tr>
<tr>
<td>L. Negrini, L. Botturi</td>
<td></td>
</tr>
<tr>
<td>THE EFFECT OF PHYSICAL ACTIVITIES ON THE DEVELOPMENT OF MOTOR ABILITIES IN INTACT AND INTEGRATED CHILDREN WITH BEHAVIOR DISORDERS</td>
<td>2583</td>
</tr>
<tr>
<td>E. Chovanova, T. Dubayova</td>
<td></td>
</tr>
<tr>
<td>A BLIND DATE BETWEEN ACADEMIC CURRICULUM AND JOB MARKET: THE STRATEGIC ROLE OF SOFT SKILLS</td>
<td>2592</td>
</tr>
<tr>
<td>D. Dias, D. Soares</td>
<td></td>
</tr>
<tr>
<td>PROJECT-BASED LEARNING IN INSTRUMENTAL TECHNIQUES FOR UNDERGRADUATE PHARMACY STUDENTS</td>
<td>2598</td>
</tr>
<tr>
<td>L. Pérez, L. Ruiz, J.L. Vilas-Vilela</td>
<td></td>
</tr>
<tr>
<td>ENACTING INSTRUCTIONAL LEADERSHIP IN MULTIPLE DEPRIVED SCHOOL CONTEXTS: CHALLENGES AND POSSIBILITIES</td>
<td>2608</td>
</tr>
<tr>
<td>T.T. Bhengu, B.N. Mkhize</td>
<td></td>
</tr>
<tr>
<td>OUTCOME DRIVEN INNOVATION IN THE CONTEXT OF BLENDED LEARNING – A NEED-BASED INNOVATION APPROACH FOR DIGITALIZATION OF HIGHER EDUCATION</td>
<td>2609</td>
</tr>
<tr>
<td>F. Piller, S. Brenk, H. Nacken</td>
<td></td>
</tr>
<tr>
<td>TUTORING AND ITS EFFECT ON TEACHERS. OUTCOMES FROM A RESEARCH PROJECT ON SCHOOL DROP-OUTS</td>
<td>2624</td>
</tr>
<tr>
<td>J.M. Weber, R. Vognova</td>
<td></td>
</tr>
<tr>
<td>CREATING A SME, A PROJECT-BASED LEARNING APPROACH TO IMPROVE KNOWLEDGE AND TRANSVERSAL SKILLS ON CHEMISTRY UNDERGRADUATES</td>
<td>2625</td>
</tr>
<tr>
<td>L. Ruiz, L. Pérez, J.L. Vilas-Vilela</td>
<td></td>
</tr>
<tr>
<td>FROM NETWORKED LEARNING TO SMART LEARNING ENVIRONMENTS: A POSSIBLE PATH TOWARD A LEARNING ECOLOGY</td>
<td>2632</td>
</tr>
<tr>
<td>B. Godejord</td>
<td></td>
</tr>
<tr>
<td>THE SENIORS@DIGIWORLD PROJECT: TOWARDS DIGITAL LITERACY OF SENIOR LEARNERS BY THE PROMOTION OF TABLETS</td>
<td>2640</td>
</tr>
<tr>
<td>R. Esteller-Curto, H. Saiz-Sánchez, K. Schuberth, I. Zemaitiene, G. Barna, A. Gallardo-Sanz</td>
<td></td>
</tr>
<tr>
<td>ITEACH, ILEARN, IPADS AT LEEDS UNIVERSITY BUSINESS SCHOOL</td>
<td>2644</td>
</tr>
<tr>
<td>C. Wilkinson</td>
<td></td>
</tr>
<tr>
<td>APPLICATION OF 'THE ALTER BAHNHOF VIDEO WALK' TO DEVELOP EMPATHY BETWEEN TEACHERS AND STUDENTS</td>
<td>2645</td>
</tr>
<tr>
<td>F. Tusa, T. Fontaines-Ruiz, X. Briceño, E. Tusa</td>
<td></td>
</tr>
</tbody>
</table>
HIGHLIGHTING ENTREPRENEURSHIP SKILLS IN ACADEMIC CURRICULA: “I STILL HAVEN’T FOUND WHAT I’M LOOKING FOR”  
D. Dias, D. Soares  
2653

ADAPTING LEED CRITERIA INTO ARCHITECTURAL DESIGN TO PROVIDE A PERSPECTIVE FOR ENERGY EFFICIENCY IN AN UNDERGRADUATE DESIGN STUDIO COURSE: A CASE STUDY  
S. Ceylan, E.U. Topçu  
2658

SKILLS AND ABILITIES ALIGNED WITH THE CURRENT MARKET CONTEXT  
M.D. Andújar-Montoya, E. García-González, M.A. López-Peral  
2669

BIM METHODOLOGY. A TOOL FOR IMPROVING THE LEARNING OF CONSTRUCTION SYSTEMS  
M.A. López-Peral, E. García-González, M.D. Andújar-Montoya  
2675

COMPUTER SCIENCE INCLUSION IN THE SCHOOL CURRICULUM  
B. Mannova, C. Preston  
2682

AN EXPERIENCE USING TEAM RULES FOR IMPROVING TEAM WORK IN SOFTWARE ENGINEERING UNDERGRADUATE EDUCATION  
D. Tamayo Avila, W. Van Petegem  
2685

EDUCATION BY RESEARCH IN URBAN DESIGN STUDIO  
K. Kristianova, V. Joklova  
2691

APPLICATION OF COLLABORATIVE VIRTUAL ENVIRONMENTS IN URBAN DESIGN STUDIO  
V. Joklova, K. Kristianova  
2695

E-LEARNING IN THE TEACHING-LEARNING PROCESS AT POSTGRADUATE LEVEL: APPLICATION TO GEOMET SUBJECTS  
2699

CASE STUDY GAMELEARN: A CONCEPT FOR SUPPORTING EXTRACURRICULAR COMPETENCE DEVELOPMENT FOR STUDENTS  
2705

APPRAISING ENTREPRENEURSHIP EDUCATION IN A NIGERIAN UNIVERSITY  
C. Moses, E. Ezema, I. Ezema, A. Omolade  
2708

A PRELIMINARY STUDY OF USING VARIOUS STRATEGIES WITH INTERACTIVE RESPONSE SYSTEM ACTIVITY  
Y.H. Wang  
2715

COMPARISON OF STUDENTS', EXTERNAL INSTRUCTORS' AND INSTRUCTORS' OWN EVALUATION OF TEACHING QUALITY IN HIGHER EDUCATION - APPLICATION OF A SPECIAL EVALUATION WEB PORTAL  
R. Bochmann, C. Koczieszki, D. Trommler, A. Peters, H. Rindermann  
2720

BOOSTING STUDENT ENTREPRENEURSHIP THROUGH IDEALAB CONCEPT IN WESTERN BALKAN COUNTRIES  
D. Cirić, V. Todorović, B. Lačić  
2726

AN E-LEARNING PROJECT TO FACILITATE THE ELABORATION OF ACADEMIC-SCIENTIFIC WORKS IN HIGHER EDUCATION STUDIES  
2736

SERVICE QUALITY, ORGANISATIONAL CULTURE, AND TECHNOLOGY ACCEPTANCE TOWARDS IBESTARINET APPLICATION IN NORTHERN MALAYSIA  
N.K. Yeop Yunus, M.H. Kamarudin, T.Z. Zachariah  
2742

THE IMPORTANCE OF DATABASE MANAGEMENT SYSTEMS IN PSYCHOLOGICAL AND EDUCATIONAL RESEARCH - A SOLUTION FOR THE FUTURE  
R. Bochmann, M. Beggiato, C. Koczieszki, H. Rindermann  
2751

WHAT DO STUDENTS OF A HIGHER EDUCATION INSTITUTION THINK ABOUT FLIPPED LEARNING  
A.P. Lopes, F. Soares  
2759

COLLABORATIVE PROJECTS FOR DEVELOPING TECHNOLOGICAL AND PROFESSIONAL COMPETENCES IN ACTUARIAL SCIENCE  
E. Trigo Martínez, A. Fernández-Morales  
2767

TO MOOC OR NOT TO MOOC: A MULTIPLE METHOD EVALUATION OF FACE-TO-FACE AND MOOC HYBRID IN AN UNDERGRADUATE ENVIRONMENT  
S. McNamarah, L. Facey-Shaw, G. Gordon, S. Muir  
2773
THE INFLUENCE OF MEDIA ON RISING AWARENESS ABOUT NON-FORMAL ENTREPRENEURIAL EDUCATION: CLASSIC VS. NEW MEDIA IN CROATIA
D. Ćirić, I. Bilić, A. Račuž

TEACHERS’ PERCEPTIONS OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE CLASSROOMS AT ANADOLU UNIVERSITY SCHOOL OF FOREIGN LANGUAGES
E. Koral

ENGINEERS ON WHEELS: A MOBILE APPROACH TO ENGINEERING OUTREACH
L. Markey

A COMPARATIVE STUDY OF CYBER-SECURITY KNOWLEDGE IN HIGHER EDUCATION INSTITUTES OF FIVE COUNTRIES
E. Berki, C. Kandel, Y. Zhao, S. Chaudhary

BLENDED LEARNING & MOOC: PERSPECTIVE OF A COURSE OF A HIGHER EDUCATION INSTITUTION
F. Soares, A.P. Lopes

IMPROVED ECO – THEATRE AS EDUCATIONAL TOOL FOR THE ENVIRONMENTAL AWARENESS OF ELEMENTARY STUDENTS
E. Andrýkoupoulou, K. Koutrouba

RUSSIAN LANGUAGE COURSE-LEAVING EXAM FOR FOREIGN STUDENTS: ENTERING INTERNATIONAL UNIVERSITY IN RUSSIA
N. Pomortseva, A. Dolzhikova, A. Ivanova

A NEW DIMENSION FOR LEARNING AND TEACHING ONLINE: THE PEDAGOGICAL VARIATION MODEL
M.S. Rogers

AN ASSESSMENT OF EMPLOYABILITY SKILL POTENTIALS OF NIGERIAN UNIVERSITY GRADUATES
C. Ayedun, O. Diurodolu, A. Oluwatayo, K. Ojelade

USING BIG DATA FOR IMPROVING STUDENTS’ SKILLS IN THE DEVELOPMENT OF SCALABLE DECISION SUPPORT SYSTEMS

CONTEMPORARY TEACHING PROBLEMS ON THE EXAMPLE OF AN IT TEAM PROJECT
T. Szymczyk

PRACTICAL OUTPUTS TO APPLY DIGITAL TOOLS IN LIFE LONG LEARNING: MODERN PROJECT
A. Soeiro, C. Rojo, F. Uras

THE REFLECTIONS OF EDUCATION CONCEPTS ON PHYSICAL SPACE: A CASE STUDY
S. Ceylan, E.U. Topçu

LEMA AS A DIGITAL OBJECT MANIPULATION LEARNING ENVIRONMENT
A. Breda, E. Rocha, M.I. Santos

BRIDGING THE GAP BETWEEN EDUCATION AND PRACTICE: THE “TOWN AND GOWN” INITIATIVE OF COVENANT UNIVERSITY, NIGERIA
I. Ezema, A. Opoko, O. Olatunji

SMART EDUCATION FOR HEALTH – ESTABLISH
A.M. Baldea, M. Garabet, I. Neacsu

TRENDS AND INNOVATION IN EXECUTIVE EDUCATION PROGRAMS FINAL MASTER THESES: THE EAE BUSINESS SCHOOL CASE
R. Alfaro, M. Vilà, G. Calleja, C. Tomàs

VIEWS OF GIFTED CHILDREN’S PARENTS ABOUT THE MOST COMMON PROBLEMS THEIR CHILDREN ENCOUNTER IN EDUCATION
F. Karakuş

CONCEPTUALISING STUDENT DEVELOPMENT THROUGH PARTICIPATORY REFLECTION AND ACTION (PRA) IN A COMMUNITY OF PRACTICE
R. Ferreira, W. Fraser

EDUCATION INNOVATION IN AUTOMATIC CONTROL BY USING 3D TECHNOLOGIES
J.R. Llata, R. Sancibrian, E. Gonzalez Sarabia, C. Torre-Ferrero, J.M. Blanco, J.T. San-José

PLAGIARISM IN ACADEMIC WORK BY STUDENT TEACHERS
M.J. Hernández-Amorós, M.E. Urrea-Solano, J. Ripoll-Ferránů

xxvii
PROFESSIONAL DEVELOPMENT THROUGH SOCIAL NETWORK COMMUNITIES
P. Ibáñez-Cubillas, F. Nogueira, M.J. Gallego-Arrufat

METAPHORS AS A RESOURCE FOR DISCOVERING THE LEADERSHIP MODELS THAT FUTURE TEACHERS ASSOCIATE WITH THE JOB OF PRINCIPAL
M.E. Urrea-Solano, M.J. Hernández-Amorós

A NEW APPROACH FOR IDENTIFYING LEARNING STYLES BASED ON COMPUTERIZED ADAPTIVE TESTING
S. Rami, M. Hnidia, M. Khalidi Idrisi, S. Benmani

RELIABILITY EVALUATION OF KNOWLEDGE E-TESTING BASED ON STATISTICAL METHODS

RESEARCH INFORMED TEACHING – PEPPER THE ROBOT ATTENDS LECTURES
B.M. Byrne, A. Rossi

TRAFFIC SAFETY EDUCATIONAL SYSTEM BASED ON MIXED REALITY AND DUAL VIEW ENVIRONMENT
S. Togawa, A. Takeda, H. Hirose, T. Naka

E-LEARNING IN PROFESSIONAL AND TECHNICAL EDUCATION – ROMANIAN EXPERIENCE
M. Goga, I. Stana

A PRELIMINARY STUDY TO EXPLORE MOBILE LEARNING IN THE 6TH GRADE MATHEMATICS CLASSROOM IN THE UNITED ARAB EMIRATES
J. Johnson, D. Corey, R. Tamim

PROPOSAL OF A MODEL FOR THE SUCCESSFUL IMPLEMENTATION OF E-LEARNING AT THE UNIVERSITY OF TRÁS-OS-MONTES E ALTO DOURO
C. Vaz, J. Borges, E. Peres, J. Sousa, M. Reis

COMPARISON OF TWO AUDIENCE RESPONSE TOOLS BY SMARTPHONE AT UNIVERSITY LEVEL
I. Vallet-Bellmunt, T. Vallet-Bellmunt, E. Zubiria-Ferriols, I. Bel-Oms, T. Martínez-Fernández

GAMES FOR MEDIA AND INFORMATION LITERACY – DEVELOPING MEDIA AND INFORMATION LITERACY SKILLS IN CHILDREN THROUGH DIGITAL GAMES CREATION
C. Costa, K. Tyner, S. Henriques, C. Sousa

THE USE OF VIRTUAL REALITY IN EDUCATION AND LEARNING: A CASE STUDY FOR TEACHING CRIME SCENE INVESTIGATION
A. Cardwell, J. Murray, R. Croxton, B. Nurse

PROCESS OF CREATING A QUESTIONNAIRE TO ANALYZE TEACHER’S FEEDBACK: EXPERTS PANEL RESULTS
I. Armadans, A. Castrechini, C. Porrúa-García, C. Almendro

STUDENT-GENERATED VIDEOS AS A LEARNING TOOL AT UNIVERSITY STUDIES: SOME EXPERIENCES
R. Arruabarrena, A. Sánchez, I. Usandizaga, M. Toribio

THE STUDY HABITS OF ACADEMIC HIGH FLYERS: A PRELIMINARY SURVEY OF FEMALE ARCHITECTURE STUDENTS IN COVENANT UNIVERSITY
A. Opoko, A.A. Oluwatayo, I. Ezema

A METHOD FOR ASSESSING CREATIVITY AND INNOVATION OF INDUSTRIAL PRODUCTS BY ENGINEERING STUDENTS
R. Sancibrian, E. Gonzalez Sarabia, J.R. Llata, J.T. San-José, C. Torre-Ferrero, J.M. Blanco

INSTITUTIONAL PRACTICES FOR ADOPTION OF DISTANCE LEARNING/B-LEARNING IN HIGHER EDUCATION INSTITUTIONS: PROMOTING TEACHERS MOTIVATION
A. Maia, J. Borges, C. Vaz, P. Martins, A. Reis, J. Barroso, J.L. Mourão

EVALUATING E-LEARNING: USING AN ELECTRONIC SURVEY TO INVESTIGATE THE LEARNERS’ REACTION
J. Aroldi, D. Alavarce, A. Shahriari-Rad, H. Peres

TRAINING, PRACTICE, AND ASSESSMENT OF STUDENT’S PUBLIC SPEAKING COMPETENCE IN THE GENERAL HEALTH PSYCHOLOGY MASTER

MEASURING THE COLLECTIVE INTELLIGENCE EDUCATION INDEX
J. Meza, O. Ortiz, E. Simó, J.M. Monguet
MORE ABOUT THE FORMAT OF PROBABILISTIC PROBLEM PRESENTATION:
EVALUATING THE ROLE OF CONTEXTUAL AND INDIVIDUAL VARIABLES ON THE
ACCURACY OF SOLUTION
M. Agus, M.L. Mascia, I. Matta, A.M. Porru, E. Pessa, M.P. Penna

LECTURERS' PERCEPTIONS OF 21ST CENTURY GRADUATES ATTRIBUTES IN
UNDERGRADUATE HUMANITIES PROGRAMMES
R. Ditisele, A. Mji

MODEL FOR A REGULAR EVALUATION OF THE EFFECTIVENESS OF MANAGEMENT
 PROCESSES IN HIGHER EDUCATION USING CORRECTIVE ACTIONS
Y. Hadzhiyska, I. Iwunov, K. Rasheva-Yordanova

ACADEMIC ITALIAN STUDENTS DIFFICULTIES
M.L. Mascia, G. Dettori, M. Agus, V. Spiga, M.A. Zanetti, M.P. Penna

EXPLORING RELATIONSHIPS BETWEEN COGNITIVE LOAD IN PUPILLARY
RESPONSE AND LEARNING ACHIEVEMENTS
D.M. Huh, Y.S. Lee, D.S. Kim, J.H. Kim, I.H. Jo

FLIPPED LEARNING TO GAIN METHODOLOGICAL RESEARCH SKILLS IN AN
UNDERGRADUATE COURSE: AN ITALIAN PILOT EXPERIENCE
A. Bevilacqua

DEVELOPMENT OF TUTORIALS TO PROMOTE SELF-DIRECTED PROGRAMMING
LEARNING: APPLICATION TO POSTGRADUATE STUDIES
T. Plomaritis, M. Puig, I. Laiz, J.J. Muñoz-Perez

COPIING WITH EDUCATIONAL EMERGENCIES. A RESEARCH-EDUCATION PROJECT
WITH TEACHERS IN ITALY
A. Agosti, A. Bevilacqua

MODELLING A UNIVERSITY LEARNING CONTEXT IN BLENDED LEARNING. A CASE
STUDY BASED ON ADULT EDUCATORS TRAINEESHIP PROGRAM
M. Bariglio, A. Galimberti, M.B. Gambacorti-Passerini, T. Morgigno, C. Palmieri

FLIPPED CLASSROOM IN HIGHER EDUCATION WITHIN A VIDEOCONFERENCING
CONTEXT: A DESIGN-BASED RESEARCH APPROACH
F. Meyer, V. Barré, N. Lefebvre, C. Gandon

THE UNIVERSITY STUDENT'S ATTITUDE WHEN THE WORK PARTNER IS REPLACED
N. Sanchez-Choez, J. Román-Vázquez, A. Dávila

USE OF ROLE PLAYS AND CASE STUDIES IN THE COURSE OF BUSINESS ENGLISH
E. Monakhova

DISPOSITIONAL EMPLOYABILITY IN ONLINE UNIVERSITY: UPDATING FACTORS
ON RESILIENCE, MOTIVATION, AND SOCIAL CAPITAL
J.F. Martínez-Cerdá, J. Torrent-Sellens

TED TALKS IN THE SCIENCES: A CLIL EXPERIENCE IN HIGHER EDUCATION
F. Carducci

INTERNATIONAL DIMENSION IN UNIVERSITY-BUSINESS COOPERATION:
EVIDENCE FROM FINLAND, SWEDEN AND RUSSIA
V. Kompanets, J. Viitäinen

THE USE OF GAMIFICATION TO FACILITATE LEARNING OF MULTIMEDIA
SUBJECTS IN UNDERGRADUATE EDUCATION STUDENTS
A. Alémán, A. Becerra, M.C. García

FOSTERING THE CLASSROOM ATTENTION USING COLLECTIVE INTELLIGENCE
EDUCATION TOOLS
O. Ortiz, J. Meza, E. Simó, J.M. Monguet

WAYS OF STUDYING IN E-LEARNING: THE ICT-SPACE-TIME CONTINUUM
J.F. Martínez-Cerdá, J. Torrent-Sellens

THE USE OF VOICE MESSAGE TO INCREASE ORAL COMMUNICATION SELF-
EFFICACY BEYOND THE CLASSROOM
D. Collí Novelo, M. Becerra Polanco

THE PERSONALITY ASPECTS OF THE PUPIL OF THE PRIMARY SCHOOL
INFLUENCING THE SELF-ASSESSING PROCESSES IN THE TECHNICAL EDUCATION
P. Částková

THE CO-CONSTRUCTION OF A BILINGUAL GLOSSARY OF TERMS FOR
ENGINEERING DESIGN TECHNOLOGIES AS PART OF LEARNING IN ENGINEERING
THROUGH A COLLABORATIVE CLIL APPROACH
M. Gaspar, M. Régio, M. Morgado
COLLABORATIVE TOOLS FOR UP2U PROJECT TASK MANAGEMENT AND TEAM INVOLVEMENT
A. Vieira de Castro, P. Szegedi, B. Tóth, M. Cardoso

LITERACY LEARNING TOOL FOR STUDENTS WITH HEARING DISABILITY, THROUGH TEACHING METHODOLOGIES OF FOREIGN LANGUAGES AND GAMES
E.F. Ortiz

DESIGN THINKING IN LEARNING PROCESSES AT HIGHER EDUCATION IN COLOMBIA
J. Jiménez-Ibarra, T. Magal-Royo, B. Jorda-Albúñana, C. Ruiz-Arias

INTERACTIVE RESOURCES BASED ON SERIOUS GAMING FOR ACTUARIAL EDUCATION
M.C. Mayorga-Toledano, A. Fernández-Morales

PERCEIVED ADVANTAGES IN THE USE OF E-EXAMS – COMPARATIVE TAM-MODEL STUDY AMONG STUDENTS AND TEACHERS
H. Aramo-Immonen, K. Liikamaa, A.M. Felicetti

TRANSFERABLE COMPETENCIES OF STUDENTS IN TECHNICAL FIELDS AT A SECONDARY VOCATIONAL SCHOOL
L. Směkalová, K. Němejc

PROMOTING PRE-SERVICE TEACHERS’ ENGAGEMENT IN PROFESSIONAL LEARNING THROUGH PARTICIPATION IN ONLINE LEARNING COMMUNITY: SUPPORT FROM PRACTITIONERS
E. Alwafi, C. Downey, G. Kinchin

ENRICHMENT OF EXPERIENTIAL LEARNING ACTIVITIES
A. Peiro-Signes, M.V. Segarra-Oña, O. Trull-Domínguez

INTRODUCTION OF SOME PRINCIPLES OF ELECTRONIC LEARNING IN THE EVALUATION OF THE EFFICACY OF EDUCATION IN THE FIELD OF REHABILITATION IN BULGARIA
I. Koleva, K. Yoshinov, B. Yoshinov

FLEXIBLE GROUPING OF DIVERSE LEARNING SITUATIONS IN INITIAL TEACHING
P. Valli, S. Lähdesmäki

SOFTWARE IMPLEMENTATION FOR THE AUTOMATED MANAGEMENT OF E-TUTORING IN MOODLE: ENGINEERING DEGREES AS EXAMPLES OF APPLICATION

CUMULATION OF COLLECTIVE TACIT KNOWLEDGE IN HIGHER EDUCATION
K. Liikamaa, H. Aramo-Immonen

COLLABORATIVE KNOWLEDGE FLOW — MAPPING THE E-LEARNING ENVIRONMENT
I. Daugule, A. Kapenieks

USING ONLINE ASSESSMENT AND PEER INSTRUCTION TO IMPROVE MATHEMATICAL OUTCOMES FOR NON-ENGLISH NATIVE STUDENTS
R. Zein, F. Al Anouti, M. Farag

A LINEAR REGRESSION AND CORRELATION EXCEL TASK WITH ENGINEERING STUDENTS
J. Mendonça, G. Gonçalves, L. Babo, C. Torres

DEVELOPMENT AND IMPLEMENTATION OF A METHODOLOGY FOCUSED ON PROJECT-BASED LEARNING (PBL) TO IMPROVE TRANSVERSAL COMPETENCE IN LEARNING/TEACHING OF THE SUBJECT OF GRAPHIC EXPRESSION

E-LEARNING POTENTIALS AND CHALLENGES IN LEARNING MANAGEMENT SYSTEMS: THE ILI EXPERIENCE
F. Nami

EVALUATION OF ONLINE TRAINING ON PRESSURE INJURY
J. Aroldí, H. Ciqueto, D. Alavarce

SCREENCASTING EXPERIENCES TO ENGAGE BLENDED LEARNING
A. Aldecoa Arnaiz, L. Benito del Valle Escuriza, A. Celestino Gutiérrez

COMPUTATIONAL THINKING IN K-12 AND HIGHER EDUCATION SCHOOLS
H. Prieto-Sanz, M. Alba, F. Pía

LIFELONG LEARNING AND THE SENSE OF LIFE IN A SENIOR POPULATION: AN INTERGENERATIONAL COMPARISON
L. Směkalová, K. Němejc
DEVELOPMENT OF THE ATTITUDE TO MATHEMATICS IN FUTURE PRIMARY SCHOOL TEACHERS AS A DETERMINANT OF THEIR SELF-EFFICACY
R. Dofková, J. Kvintová

THE PERSONAL IS THE POLITICAL: AN INQUIRY INTO THE LIVED EXPERIENCES AND EMOTIONS OF ENGLISH TEACHERS IN SINGAPORE SECONDARY SCHOOLS
W. Liew

RETHINKING LEARNERS' GOALS AND TEACHERS' ROLES IN THE GLOBALIZING WORLD
M. Guzakova, O. Kocheva

USER EXPERIENCE EVALUATION OF IMMERSIVE VIRTUAL CONTEXTS: THE CASE OF THE VIRTUAL MUSEUM OF THE TIBER VALLEY PROJECT
A. Pagano, E. Pietroni, I. Cerato

PALAEOENVIRONMENT CHANGES ANALYSIS USING PROGRAMMING TECHNIQUES: OSTRACODS ASSEMBLAGE AS CLIMATIC PROXY
A. Alonso, A. Casillas, L. Ortega, M. Penagarikano

MAYA: A MULTIMODAL CONVERSATION ANALYTIC APPROACH TO INVESTIGATE COLLABORATIVE COMPUTER-MEDIATED STORY-WRITING ACCOMPLISHED BY FOUR TEACHERS
B. Arend

INTERACTIVE TEACHING IN THE FLIPPED CLASSROOM TO ENHANCE STUDENTS' APPROACH TO LEARNING
S. Simelane-Mnisi, A. Mji

TECHNOLOGY USE IN PRESCHOOL EDUCATION: A SYSTEMATIC MAPPING STUDY
V.G. Başer Gülsoy, S. Sezgin, N. Sevim Çırak, A. Ulutaş

3D VETLAB: FUTURE VETERINARY LEARNING
J. Sanz Duenas, C. Rojo Salvador, I. de Gaspar y Simón, C. Pérez Díaz

IOT SYSTEM FOR EXPERIMENTAL TEACHING
M. Hodon, J. Micek, M. Kochlan, M. Hudik

TEACHING LATIN AMERICAN VOCABULARY WITH DOUBLE SENSE: A SYSTEMATICAL APPROACH
E. Popova, Z. Ignashina

TRANSMEDIA STORYTELLING AS A NEW TECHNOLOGY IN HIGHER EDUCATION
A. Kolosova, N. Poplavskaya

A COMPARISON BETWEEN KAHOOT! AND SOCRATIV IN TWO BUSINESS SUBJECTS IN UNIVERSITY EDUCATION
T. Martínez-Fernández, T. Vallet-Bellmunt, E. Zubiria-Ferriols, I. Bel-Oms, I. Vallet-Bellmunt

RENEWING SCHOOL: THEORIES AND METHODOLOGIES FOR A PROJECT OF ENGAGED RESEARCH FOR SCHOLASTIC INNOVATION
M. Guerra, F. Antonacci

AMERICAN STUDENTS TRAVEL TO RUSSIA FOR PROJECT-BASED LEARNING AND RESEARCH
O. Pavlov, S. Nikitina, A. Ilyinsky

CREATIVE RESEARCH IN SCHOOLS: A METHODOLOGY FOR TEACHER-RESEARCHER
M. Guerra, F.V. Villa

IS CONTINUOUS ASSESSMENT AN ADEQUATE INSTRUMENT TO HELP STUDENTS WITH DIFFICULTIES IN LARGE GROUPS? THE CASE OF CIVIL ENGINEERING
J.A. Ramírez Masferrer, P. Kindelan, F. Escolano

EVALUATING AND USING AVAILABLE TECHNOLOGICAL RESOURCES FOR A LOW COST ONLINE MATHEMATICS REFRESHER PROGRAM
J. Frost, J.P. Dreher, A. Breiding

TEACHER'S ATTITUDES AND THEIR METHODOLOGICAL IMPACT ON LEARNER'S MOTIVATION
R. Bencze, M. Chrappán

FOREIGN LANGUAGE AND INTERCULTURAL COMPETENCE: A CHALLENGE IN HEALTHCARE EDUCATION AND PRACTICE
J. Bartolomié, M.T. Moreno

SECONDARY SCHOOL STUDENTS' ATTITUDES TOWARDS SCIENCE SUBJECTS
M. Chrappán, R. Bencze
OPTIMISING THE COMBINATION OF LEARNING PLATFORMS TO IMPROVE BLENDED LEARNING
J.A. Ramírez Masferrer, P. Kindelan, F. Escolano

EVALUATION OF STUDENT PROFESSIONAL TRAINING IN THE STUDENT EDUCATION PROCESS
M. Zajdel, M. Michalcewicz-Kaniowska, K. Andruszkiewicz, B. Durau-Banaszewska, M. Klemke-Pitek

MAKE LEARNING MORE INTERESTING BY USING VIRTUAL REALITY
T. Szymczyk

INTERNAL EDUCATION QUALITY ASSURANCE SYSTEM – A POST-IMPLEMENTATION EVALUATION
M. Zajdel, M. Michalcewicz-Kaniowska

USING ARCGIS ONLINE TO INTEGRATE GEOGRAPHIC INFORMATION SYSTEMS (GIS) IN A SCIENCE METHODS COURSE
J. Desouza

METAPHORS OF LEADERSHIP IN POLISH EDUCATION
J. Kołodziejczyk

ONLINE COURSE FOR THE DIMINUTIONS OF THE BULLYING PHENOMENON IN ELEMENTARY EDUCATION STUDENTS - A RESEARCH EXPERIENCE
M. Uribe-Guarín, M. Vargas-Gil, S. Zabala-Vargas

THE USE OF 3D PRINTING TECHNOLOGY FOR EDUCATIONAL ENHANCED LEARNING: APPLICATION TO AEROSPACE STRUCTURES

FACTORS THAT MAKES LANGUAGE LEARNING SUSTAINABLE: CONSIDERATION FROM QUESTIONNAIRE SURVEY TOWARD JAPANESE LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE
Y. Ikuma

COMBINATORIAL GAMES AS TESTBEDS FOR LEARNING PATTERNS RECOGNITION: THE NIM APP
E. Rocha, A. Breda

TUTORIAL ATTENTION MENTOR PROGRAM: TUTORING STUDENTS
A. Portillo, M.L. Fernando, M.A. Pérez, C. Pérez

TEACHERS AND THEIR PROFESSIONAL DEVELOPMENT
J. Kołodziejczyk, R. Ulatowska

THE SATISFACTION OF SOPHOMORE DENTAL STUDENTS WITH THE VIRTUAL MICROSCOPY PRACTICALS USED IN HISTOLOGY AND ANATOMICAL PATHOLOGY COURSE
R. Arriazu

BLENDED LEARNING AS A TEACHING SUPPORTING SOLUTION IMPROVING THE QUALITY AND EFFECTIVENESS OF THE EDUCATION PROCESS
J. Binda, K. Repková Štofková

HOW TO EVALUATE THE SUCCESS OF NOVEL LEARNING TECHNOLOGIES: A NEW MODEL FOR ENSURING EARLY ADOPTION IN THE CLASSROOM
J. Playfoot, C. De Nicola, F. Di Salvadore, G. Guarino

RELEASE THE CROWD! FACILITATE STUDENT PRODUCTION OF OPEN EDUCATIONAL RESOURCES IN HIGHER EDUCATION
P. Lauvås

TOWARD THE SERVICE SCIENCE VIEW OF EDUCATION
O. Pavlov, F. Hoy

THE MANAGEMENT OF INSTITUTIONAL INNOVATION PROCESS THROUGH THE INTRODUCTION OF INSTRUCTIONAL TECHNOLOGY IN VET CENTERS. A COMPARATIVE CASE STUDY
M. Perini, M. Pentassuglia

DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL SOFTWARE IN TEACHING ENGLISH FOR SPECIFIC PURPOSES
O. Melnikova, G. Bamburkina, D. Borovilova

EXAMINING THE FEARS AND CONCERNS OF UNIVERSITY STUDENTS
T. Yıldırım, S. Caner

SOME EXPERIENCE WITH E-LEARNING SUPPORT OF EDUCATION IN THE UNIVERSITY ENVIRONMENT
Z. Štofková, K. Gašová, J. Štofková
SYNTHESIS OF PEDAGOGICAL ANNOTATIONS
N.T. Graf von Malotky, R. Nicolay, A. Martens 3655

GAMIFICATION TO FIGHT LACK OF MOTIVATION AND HETEROGENEITY IN ENGINEERING
C. Alcaraz, E. Abdo, R. Halir, J. Toutouh, M. Ruiz, D.H. Stolfi 3662

VISUALIZATION, EXPERIMENTATION AND DISCUSSION: A TEACHING STRATEGY FOR TEACHING-LEARNING OF MECHANICS OF MATERIALS
J. Montoya 3669

UAV- UNMANNED AERIAL VEHICLES – ELECTIVE COURSE FOR ROMANIAN HIGH SCHOOLS
A.M. Baldea, M. Garabet, V. Prisacariu 3678

STUDENT PROJECT FOCUSED ON THE DESIGN OF A SMALL URBAN ELECTRIC CAR
J. Formánek, J. Jirásko 3686

ROBOTIC CHASSIS FOR ANDROID PHONES
M. Hodon, J. Mícek, O. Karpis, P. Sevčík 3692

STRUCTURAL LITERARY ANALYSIS AS A WAY TO DEVELOP CRITICAL READING SKILLS OF EFL LEARNERS
A. Gilmanova, O. Melnikova 3697

IMPROVEMENT OF TEACHING METHODS AT UNIVERSITY OF WEST BOHEMIA
A. Max, J. Formánek 3702

EDUCATIONAL TOURISM: THE RELATIONSHIP BETWEEN CULTURE PERSONALITY AND THE PERCEPTION OF THE COUNTRY AS AN IDEAL STUDY DESTINATION
E. Malota, M. Gáti 3707

TEACHER AND SCHOOL FACTORS ON TEACHER’S JOB SATISFACTION FOR SPAIN AND FINLAND: EVIDENCES FROM TALIS 2013
O. Yıldırım, S. Bilican Demir 3715

TEACHING INNOVATION PROJECT ON STRUCTURAL SOLUTIONS FOR HIGH VOLTAGE ELECTRICAL LINES USING 3D MODELING IN MECHANICAL ENGINEERING DEGREE PROGRAMS
J. Ferreiro-Cabello, E. Fraile-García, M. Corral-Bobadilla, R. Lostado-Lorza, G. Villoslada-Villoslada 3723

TEACHING SUSTAINABLE RESOURCE GOVERNANCE IN A TRANSDISCIPLINARITY DISCUSSION: IDENTIFYING THE POTENTIAL FOR TRANSFORMATION IN HIGHER EDUCATION
D. Iliško, O. Dedels, J. Badjanova, K. Juhnevica, S. Ignatjeva 3730

MOBILE LEARNING IN NON-FORMAL CONTEXTS. EXPLORING THE NEXUS OF PRACTICE AND USE OF MOBILE TECHNOLOGIES AMONG SMALLHOLDER FARMING COMMUNITIES IN RESOURCE LIMITED ENVIRONMENTS
D. Nampijja 3741

DOES THE INTRODUCTION OF AN OVERALL STUDY STRATEGY EMPOWERING STUDENTS TO USE APPROPRIATE STUDY STRATEGIES
H. Øysæd, R. Andersen, P.E. Garmannslund, A. Prinz, M. Schmidt 3753

WEAK INDUCTIVE TEACHING METHODS AND GAMIFICATION. RESULTS BASED ON STUDENTS NETWORKS ANALYSIS
M.A. Alarcón Conde 3764

THE RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS’ SATISFACTION WITH GENERAL AND EDUCATIONAL FACILITIES AND THEIR REPEATED CHOICE CONCERNING THE HIGHER EDUCATIONAL DESTINATION
M. Gáti, E. Malota 3774

IMPLEMENTING AN ELEARNING PROGRAM WITH A DECENTRALIZED INSTRUCTIONAL DESIGN TEAM
J. Holcomb, T. Greer 3780

SATISFACTION OF MECHANICAL ENGINEERING STUDENTS AT THE UNIVERSITY OF LA RIOJA WITH INTERNSHIPS IN BUSINESSES
E. Fraile-García, J. Ferreiro-Cabello, M. Corral-Bobadilla, R. Lostado-Lorza 3786

VIDEO-BASED EDUCATION: FORMATS AND KNOWLEDGE PROCESSES IN THE MOOC ERA
N. D’Amico, D. De Notaris 3792

LEARNING WITH SHERLOCK: GAMIFICATION TO ENHANCE THE ACQUISITION AND DEVELOPMENT OF ACADEMIC SKILLS IN BIOMEDICAL EDUCATION IN CHINA
E. Pritchard 3799
INNOVATIONS TO DESIGN PERSONALIZED LEARNING ENVIRONMENTS FOR STEM EDUCATION OF THE FUTURE?
K. Clements, E. Wallin

LEARNERS LEFT TO THEIR OWN DEVICES THE CHALLENGES OF STUDENT SCAFFOLDING IN OUTDOORS MOBILE LEARNING ACTIVITIES
K. Zetali, J. Nouri

PEER OBSERVATION AS A LEARNING TOOL IN PRE-SERVICE TEACHING PRACTICE
S. Čurković Kalehnić

ROLE OF SCHOOL IN ADDRESSING DISCIPLINARY ISSUES FROM THE PERSPECTIVE OF NOVICE TEACHERS
M. Procházka, M. Víteková, Z. Gudussova, M. Sulková, B. Melková, K. Spácková

KINDERGARTEEN TEACHER IN THE NETWORK OF COMMUNICATION STRATEGIES
M. Víteková, M. Procházka

FLIPPED CLASSROOM FROM THE TEACHING PERSPECTIVE
M.P. Castellanos Chamorro, I. Mosquera Gende, A. Conde Del Río

DIGITAL FABRICATION AND EPHEMERAL ARCHITECTURE: TEACHING INNOVATION IN THE FINAL DEGREE PROJECT FOR THE CREATION OF NEW PROFESSIONAL OPPORTUNITIES
A. Martín-Pastor, A. López-Martínez, H. Santos-Calvo

TEACHING THE STANDARD MODEL OF PARTICLE PHYSICS AT SCHOOL – AN ALTERNATIVE APPROACH
P. Lindenau

CASE STUDY: A CONCEPT FOR DEVELOPING EXTRACURRICULAR ENTREPRENEURSHIP COMPETENCES FOR STUDENTS AT THE FACULTY OF ENGINEERING IN FOREIGN LANGUAGES
I.C. Mustata

DISENTANGLING LEARNING PROCESSES: HOW TO DESCRIBE THE E-LEARNING EXPERIENCE FOR DISADVANTAGED TARGET GROUPS
G. Agrusti, V. Damiani

DEVELOPING AN EPORTFOLIO AS A CAPSTONE EXPERIENCE FOR GRADUATE STUDIES IN INFORMATION SCIENCE: A PROCESS-TO-PRODUCT MODEL AND ITS IMPLEMENTATION
P. Wang

CLASSIFYING ROCKS: A PRACTICAL EXERCISE TO LEARN PROGRAMMING THROUGH GEOLOGICAL CONCEPTS
A. Alonso, A. Casillas, L. Ortega, M. Penaigarkano

IMPLEMENTATION OF A SCHOOL OF TRAINERS FOR THE INTEGRATION OF ACTIVE PEDAGOGICAL STRATEGIES IN PHYSICS LABORATORIES
A.R. Lizcano, D.A. Miranda, J.H. Martínez, M.J. Sanz

IMPLICATION OF THE UNIVERSITY INSTITUTION IN THE GRADUATES PROFESSIONAL MONITORING
A.A. Collado, S. Fachelli

UNRAVELLING THE CONCEPT OF INTERNATIONALISATION IN TERTIARY EDUCATION
C. Vilaseca Cobacho, I. Mosquera Gende

CONTENT LEARNING IN PRIMARY EDUCATION DEGREE BY MEANS OF FLIPPED CLASSROOM
A. Penichet-Tomas, J.M. Jimenez-Olmedo, B. Pueo, J.A. Carbonell-Martínez

DATING YOUR SUPERVISOR: A GAMIFIED APPLICATION FOR ALLOCATING STUDENT DISSERTATION SUPERVISORS
J. Murray, R. Wetzel, Z. Claret-Scott

DEVELOPING INNOVATION ACTIONS FOR IMPROVING THE STUDENTS’ COMPETENCES OF THE TOURISM FINAL DEGREE PROJECT
M.I. Lara Ortiz, B. Forés-Julian, J.B. Ferreres Bonfill

APPLICATION OF THE COMPETENCES IN GEOMETRY IN THE MASTER THESIS PROJECT (MUGIE) OF BUILDING ENGINEERING. THREE CASE STUDIES
A. Martín-Pastor, J.A. Barrera-Vera

INTERCULTURAL DIALOGUE FOR EDUCATION IN THE MEDITERRANEAN REGION
T. Kiryakova-Dineva, M. Hadzhipetrova-Lachova, Y. Chankova

THE USE OF WEB-BASED AUDIOVISUAL LECTURES IN CLASSROOM AND FLIPPED LEARNING
J.M. Jimenez-Olmedo, A. Penichet-Tomas, B. Pueo, J.A. Carbonell-Martínez
UP2U ECOSYSTEM TO ENGAGE SECONDARY SCHOOLS, TEACHERS AND STUDENTS
A. Vieira de Castro, A. Third, P. Szegedi, I. Hatzikis, K. Vogias, M. Zimniewicz

COMPUTER SUPPORT OF TEACHING PLANE GEOMETRY BY MEANS OF LATEX
P. Monina, A. Naziev

BLENDED LEARNING CHALLENGES FOR INTERNATIONAL STUDENTS IN THE US
G. Tusch

ORGANIZATIONAL AND JOB TRANSFORMATIONS IN QUÉBEC’S UNIVERSITIES
M. Maltais, G. Strois

EXPLORING THE RELATIONSHIPS BETWEEN THE COMPONENTS OF ARGUMENTATION COMPETENCE AND THEIR RELATIONSHIPS WITH DOMAIN-SPECIFIC KNOWLEDGE
A. Valero Haro, O. Noroozi, H. Biemans, M. Mulder

ASSESSING THE IMPACT OF A PLAN FOR IMPROVING THE STUDENTS’ COMPETENCES OF THE TOURISM FINAL DEGREE PROJECT
J.B. Ferreres Bonfill, B. Forés-Julías, M.L. Lara Ortiz

PERSONAL DIGITAL ASSISTANTS AND WEARABLES: CURRENT AND FUTURE DEVELOPMENTS IN EDUCATIONAL CONTEXTS
S. Sezgin

UNRAVELING THE SPECTER WITHIN: SOCIAL MEDIA IN EDUCATION IN GHANA
A.O. Adu-Marlo, Y. Oheneba-Sakai

REAL ESTATE EDUCATION IN NIGERIA: THE NEED FOR NEW PARADIGMS
S. Oloyede, C.O. Iroham, M. Ajibola, C. Ayedu

"PERFIL CURRICULAR" - A DIFFERENT ACADEMIC YEAR IN PORTUGAL
J. Lampreia, J.J. Alferes, F. Santana

ENTREPRENEURIAL ATTITUDES AND INTENTIONS AMONG HUMANITIES STUDENTS: WHICH FACTORS AFFECT THEM?
C. Neves, A. Diós

EMBEDDING LEARNING ANALYTICS IN TARGETED RETENTION PROGRAMS TO ENHANCE THE UNIVERSITY EXPERIENCE FOR COMMENCING STUDENTS
S. Kutieleh

A PROJECT TO HELP STUDENTS WITH HIGH LEARNING ABILITIES IN MATHEMATICS IN SECONDARY SCHOOL: DEVELOPMENT AND RESULTS

IN THE FOOTSTEPS OF DARWIN – AN INNOVATIVE USE OF THE STORY MAP APP FOR TEACHING AND LEARNING
J. Desouza

CONTENT MANAGEMENT SYSTEMS AS PART OF EDUCATION IN THE FIELD OF WEB SCIENCES
Z. Kolarovszki, P. Kolarovszki

THE ALCHEMY OF ANIMATION: A NEUROPLASTIC ART MEDIA OF COMMUNICATION AND TRANSFORMATION
I. Carpe

AUTOMATIC GENERATION OF EDUCATIONAL QUIZZES FROM DOMAIN ONTOLOGIES
O. Rodríguez Rocha, C. Faron Zucker

THE STUDENT DESIGN BEHAVIOR AND AFFECTIVE SKILLS TO FAVOR ACADEMIC AND CAREER SUCCESS
D.A. Sitar-Taut, I. Mocanu, L.M. Stanca

ANALYSIS OF INDICATORS OF UNIVERSITY’S SCIENTIFIC ACTIVITY
O. Zyateva, E. Pitukhin, I. Peshkova, M. Bezborodov

UP2U, BRIDGING THE GAP BETWEEN SCHOOLS AND UNIVERSITIES THROUGH INFORMAL EDUCATION
A. Vieira de Castro, P. Szegedi, M. Grammatikou, E. Shmueli

WOMEN AND DISTANCE EDUCATION: EXPERIENCES FROM THE UNIVERSITY OF GHANA DISTANCE EDUCATION PROGRAMME
A.O. Adu-Marlo, I.K. Biney
THE EVALUATION OF THE DEVELOPMENT OF AUDITORY PERCEPTION IN INDIVIDUALS WITH EXPRESSIVE LANGUAGE DISORDER IN THE CONTEXT OF EDUCATION
J. Tabachová, K. Vítášková, L. Kytnarová

SYSTEMS OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF THE DYNAMIC DEVELOPMENT OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Z. Štofková, O. Poniščiaková, S. Štofko

CURRICULAR INTEGRATION OF PHYSICS AND MATHEMATICS IN A CHALLENGE BASED LEARNING ENVIRONMENT
R.D. Santiago Acosta, A. Hernández Medina, M.L. Quezada Batalla, E. Hernández Cooper

3D PRINTING ONLINE LEARNING ENVIRONMENTS: MULTIPLE APPROACHES TOWARDS SELF-LEARNING OF ENGINEERING DESIGN STUDENTS
A. Piikkarainen, M. Gaspar

PERCEPTION OF VISUAL SCHEMES IN CHILDREN WITH AUTISM SPECTRUM DISORDER, INTELLIGENT DISABILITY AND DEVELOPMENTAL LANGUAGE DISORDER AND ITS IMPACT ON EDUCATION
K. Vítášková, L. Kytnarová, J. Tabachová

PRACTICE AND FORGETTING CURVES DEDUCED FROM SCALE INVARIANCE
M. Riopel

COUNTING CHALLENGES: A TEACHING CASE ABOUT SERIOUS GAME DEVELOPMENT
L. Reginauto, S. Durso, E. Cornacchione

TO FLIP OR NOT TO FLIP? EXPLORING THE BEST MIX: AN ACTION RESEARCH STUDY REGARDING TEACHING PEDAGOGY FOR A POSTGRADUATE RESEARCH METHODS MODULE
S. Sun, M. Smith, P. Cowley, D. Hyams-Ssekasi

AN AFFECTIVE INTELLIGENT TUTORING SYSTEM IN THE SPECIAL EDUCATION OF INDIVIDUALS WITH AUTISM
A.L. Mondragon, A. Dufresne, R. Nkambou, P. Poirier

NONLINEAR EQUATIONS AND MATHEMATICAL SKILLS
M. Caligaris, G. Rodríguez, L.F. Laugero

BRINGING CULTURAL HERITAGE INTO PRIMARY SCHOOL CLASSROOMS. DESIGNING A VIRTUAL LAB
C. Yañez de Aldecoa

THE EXPRESSION OF THE EDUCATIONAL COMPETENCE IN THE LEARNING ENVIRONMENT OF THE SPECIALIZED UNIVERSITY
D. Gudaityte, E. Butrime, V. Tuomaite

THE CRITICAL ROLE OF PEDAGOGY CONNECTING LEARNERS WITH THE CHALLENGING OPPORTUNITIES OF LIVING IN A DIGITAL WORLD
A. Paulino, A. Mouta

DESCARTES AND NEWTON ON THE PROBLEM SOLVING WITH THE HELP OF EQUATIONS
A. Naziev

PREPARING STUDENTS TO APPLY TRANSVERSAL SKILLS - A CASE STUDY IN HIGHER EDUCATION
H. Belchior-Rocha, F. Almeida, I. Casquillo, J. Ferreira

PEDAGOGY AND VIDEOGAMES: THE SERIOUS GAMES AGE
F. Ramos, I. Miralles, C. Andres-Roqueta

SOCIAL WORK CURRICULA TO TODAY’S LABOR MARKET
H. Belchior-Rocha, J. Ferreira, P. Ferreira

ERASMUS MUNDUS INTERCULTURAL COMPETENCE - RESULTS AND EMIC TOOLKIT
D. Lučić, M. Solari, H. Martins, M. Yarosh

MAKING IT HAPPEN: THE ONLINE COLLABORATIVE LEARNING COMMUNITY, FROM THEORY TO PRACTICE
Z.M. Charlesworth

SPIRAL MODEL REINFORCED IN TEACHING INTRODUCTORY PROGRAMMING COURSE
M. Djordjevic
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOME ASPECTS OF GRAMMAR &quot;NONTRADITIONALITY&quot; IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE</td>
<td>4195</td>
</tr>
<tr>
<td>E. Palekha, L. Akhmerova, J. Kapralova</td>
<td></td>
</tr>
<tr>
<td>INTEGRATING GAMES INTO TEACHING INTERPRETING</td>
<td>4200</td>
</tr>
<tr>
<td>R. Mukhametzyanova, A. Gainutdinova</td>
<td></td>
</tr>
<tr>
<td>CONCEPTIONS OF CREATIVITY MATHEMATICS: THREE CASE STUDIES WITH STUDENTS IN 3RD CYCLE OF BASIC EDUCATION</td>
<td>4203</td>
</tr>
<tr>
<td>A. Rodrigues</td>
<td></td>
</tr>
<tr>
<td>GRAMMAR THROUGH GAMES IN UNIVERSITY ENGLISH CLASSES</td>
<td>4209</td>
</tr>
<tr>
<td>A. Gainutdinova, R. Mukhametzyanova</td>
<td></td>
</tr>
<tr>
<td>IMPROVING CREATIVE PROBLEM SOLVING SKILLS IN VOCATIONAL HIGHER EDUCATION STUDENTS THROUGH INTERDISCIPLINARY PROJECT-BASED LEARNING</td>
<td>4213</td>
</tr>
<tr>
<td>C. Martins, C. Soares, F. Marques, L. Gonçalves, S. Estrela</td>
<td></td>
</tr>
<tr>
<td>TEACHERS’ TRANSFER OF OWN STRATEGY USE TO THEIR TEACHING – HOW WORRIED SHOULD WE BE?</td>
<td>4223</td>
</tr>
<tr>
<td>N. Klapwijk</td>
<td></td>
</tr>
<tr>
<td>PORTUGUESE HIGHER EDUCATION SYSTEM AND BOLOGNA PROCESS IMPLEMENTATION</td>
<td>4224</td>
</tr>
<tr>
<td>F. David, R. Abreu</td>
<td></td>
</tr>
<tr>
<td>&quot;SUSTAINABLE MANAGEMENT OF RESOURCES&quot;: EVALUATION OF PRACTICAL ACTIVITIES IN NATURAL SCIENCES TEXTBOOKS OF THE 8TH GRADE ACCORDING TO THE COGNITIVE LEVEL</td>
<td>4232</td>
</tr>
<tr>
<td>TEACHERS’ COLLABORATION IN VIRTUAL REALITY ENVIRONMENTS</td>
<td>4239</td>
</tr>
<tr>
<td>G. Bujdosó</td>
<td></td>
</tr>
<tr>
<td>TRAINING EDUCATIONAL STAFF IN MOTIVATIONAL INTERVIEWING</td>
<td>4245</td>
</tr>
<tr>
<td>T. Hudson-Matthew</td>
<td></td>
</tr>
<tr>
<td>GEOMAGNETIC FIELD AND PALEOMAGNETISM: PROPOSAL OF A LABORATORY PRACTICAL ACTIVITY</td>
<td>4247</td>
</tr>
<tr>
<td>G. Pereira Correia, C. Romualdo Gomes</td>
<td></td>
</tr>
<tr>
<td>ROBOTICS IN MIDDLE SCHOOL: CHILDREN AND ROBOTS</td>
<td>4256</td>
</tr>
<tr>
<td>J. Amorim, F.L. dos Santos, M. Silva Santos</td>
<td></td>
</tr>
<tr>
<td>MOBILE LEARNING WITH GAMIFICATION AND AUGMENTED REALITY IN PORTUGUESE HIGH EDUCATION</td>
<td>4263</td>
</tr>
<tr>
<td>F. Moreira, N. Durão, C.S. Pereira, M.J. Ferreira</td>
<td></td>
</tr>
<tr>
<td>USE OF CORRELATED INTERACTIVE SIMULATIONS AS AN INSTRUMENT FOR UBQUITOUS LEARNING IN INTEGRAL CALCULUS</td>
<td>4274</td>
</tr>
<tr>
<td>S. De Federico, M. Avothadini</td>
<td></td>
</tr>
<tr>
<td>PARENTAL INFLUENCE ON COLLEGE STUDENT PROBLEM DRINKING</td>
<td>4284</td>
</tr>
<tr>
<td>T. Hudson-Matthew</td>
<td></td>
</tr>
<tr>
<td>MINDFULNESS FOR STUDENTS, TEACHERS AND PARENTS OF PUBLIC SCHOOLS (COMMUNITY BASED APPLICATION)</td>
<td>4288</td>
</tr>
<tr>
<td>S. Benvenuti, R. Navarro Torres</td>
<td></td>
</tr>
<tr>
<td>VIDEO IN HIGHER EDUCATION: A COLLECTION OF GOOD PRACTICES</td>
<td>4295</td>
</tr>
<tr>
<td>I.J. Sistermans</td>
<td></td>
</tr>
<tr>
<td>FROM TECHNOLOGY TO PEDAGOGY - USING E-LEARNING INITIATIVE TO DRIVE PEDAGOGY REFLECTION AND REDESIGN</td>
<td>4305</td>
</tr>
<tr>
<td>X. Qi, D.E. Gonda, E. Oh</td>
<td></td>
</tr>
<tr>
<td>AT FACE VALUE: WHY DO INDIVIDUAL STUDENT USE EMOTICONS WITHIN TEXT-BASED ONLINE ACADEMIC DISCOURSE?</td>
<td>4312</td>
</tr>
<tr>
<td>T. Avery</td>
<td></td>
</tr>
<tr>
<td>ENTREPRENEURIAL CHARACTERISTICS OF PROSPECTIVE LI-ID PRENEURS</td>
<td>4319</td>
</tr>
<tr>
<td>HOW DO UNDERGRADUATE TEACHERS PROMOTE ICT INNOVATION: A CASE STUDY IN CHILEAN PRIMARY TEACHING PROGRAM</td>
<td>4325</td>
</tr>
<tr>
<td>J. Garrido-Miranda, V. Haas, J. Rodriguez</td>
<td></td>
</tr>
</tbody>
</table>
THE POP-UP CAMPUS: A UNIQUE LEARNING EXPERIENCE THAT BRINGS BUSINESS AND DESIGN STUDENTS TOGETHER TO SOLVE COMPLEX COLLABORATIVE CHALLENGES
D. Kidwell, B. Flåten, E. Arntsen, B. Lindquister

USING INVARIANCE TO MODEL PRACTICE, FORGETTING, AND SPACING EFFECTS
M. Riopel, P. Chastenay, G. Fortin-Clément, P. Potvin, S. Masson, P. Charland

A FLIPPED LEARNING APPROACH USING SOCIAL MEDIA. STUDY CASE: ELEMENTAL PROGRAMMING IN HIGHER EDUCATION
R.B. Silva-López, M.I. Silva-López, J. Fallad Chávez

DEVELOPMENT OF A STUDENT E-ORIENTATION MODULE VIA A DESIGN-BASED RESEARCH CYCLE
E.O. Baek, T. Medrano, K. Godfrey

INCLUDED OF MULTIMEDIA PRESENTATIONS IN THE FIRST LEVEL OF BASIC EDUCATION IN VERACRUZ, VERACRUZ, MEXICO FOR THE TRANSMISSION OF CULTURE IN KINDERGARTENS
F. Leyva Picazzo, F. Verdalet Guzmán, S.G. Flores Aguilar, J. León Sánchez

IMPACT OF GAME-BASED LEARNING ON STUDENTS IN HIGHER EDUCATION
S. Vásquez, M. Peñafiel, A. Cevallos, J. Zaldumbide, D. Vásquez

CRITIQUE FROM A DISTANCE: A NEW APPROACH
E. Reeder

DESIGN FRAMEWORKS FOR MOBILE LEARNING
E.O. Baek

INSTRUCTIONAL STRATEGIES FOR SUPPORTING THE UNDERGRADUATE OBJECT ORIENTED PROGRAMMING TEACHING PROCESS: A SCOPING REVIEW

"SMART PICTURES" OF ITALIAN BANKS' HUMAN CAPITAL: A SOFTWARE TOOL FOR MAPPING COMPETENCES AND PLANNING TRAINING COURSES
A. Boldi, E. Ciuffa, L. Pavone, B. Romani, G.B. Ronsivulle

GAMIFICATION, FLIPPED AND COLLABORATIVE LEARNING IN MATHEMATICS TEACHING WITH ENGINEERING STUDENTS
R.B. Silva-López, J.U. Ocampo García, J.A. Rodríguez Hernández

ASSESSING BARRIERS TO UNIVERSITY STUDENTS' EMPLOYABILITY: A SELECTED UNIVERSITY PROGRAMME
C.N. Ngwane

APPLICATION OF E-LEARNING MATURITY MODEL IN HIGHER EDUCATION
M. Peñafiel, S. Luján-Mora, S. Vásquez, J. Zaldumbide, A. Cevallos, D. Vásquez

ON THE ROLE OF WORKING MEMORY CAPACITY AND SIGNALING IN MULTIMEDIA LEARNING
M. Nakamura, C. Suzuki

USING MANIPULATIVES TO TEACH MIDDLE GRADES MATH
Y.R. Kim, M.S. Park

DOES EDUCATION SPENDING REALLY ACCELERATE GROWTH? A COMPARISON OF DEVELOPED AND DEVELOPING COUNTRIES
J. Tapia, A. Sierra, L. Valenzuela

DESIGN AND TESTING OF A METHODOLOGY FOR THESIS ADVISORY AS AN APPROACH FROM PROJECT MANAGEMENT

A PROPOSAL OF A VISUALIZATION TOOL IN MOODLE'S WIKI TO MEASURE PARTICIPANTS' INTERACTION APPLYING GRAPH THEORY AND SOCIAL LEARNING ANALYTICS TECHNIQUES
G. Zampieri, I. Oliveira

ACTIVE LEARNING AND INTRINSIC MOTIVATION IN DIFFERENT DOMAINS: APPLYING A CONSISTENT SET OF PRINCIPLES OVER DISTINCT SETS OF LEARNING GOALS
M. Hashimoto

THE KNOWLEDGE OF NURSES IN THE PRENATAL CARE CONTEXT
M. Dias Gonçalves, I. Sanches Giacometti Kowalski, A. Cristina de Sá

CAN TUTORING AND MOTIVATION HELP OVERCOME SOCIOECONOMIC BARRIERS? A CASE STUDY FOR A MICROECONOMICS COURSE
M. Chavee Gomez, A. Guerrero Montenegro, M. Ruano Casanas
RESOLVING LEARNING PATHWAYS USING TRANSITIVE ITEM NETWORKS ONLINE
C. Lang, E. Choi, K. Wójcik, T. Sienkiewicz

LEARNING ENGLISH AS MEANS OF DEVELOPING STUDENTS’ ANALYTICAL COMPETENCE
E.V. Ponomarenko

A CASE STUDY OF GLOBAL PROJECT COLLABORATION BETWEEN THREE UNIVERSITIES FROM THREE COUNTRIES
K. Laose

IN-SERVICE TEACHERS’ VIEWS ON PEDAGOGICAL ETHICS IN TEST-ORIENTED SCHOOLS
T. Koshmanova, T. Ravchyna, D. Otalbaye

THE EFFECTS OF INTERVENTION FOR SELF-REGULATION AND PLANNING ON EXECUTIVE FUNCTIONS, METACOGNITIVE AWARENESS AND MATH PERFORMANCE AMONG COLLEGE STUDENTS WITH ADHD
D. Tzuriel, G. Trabelsi, V. Shomron

TEACHERS’ USE OF EMBEDDED INSTRUCTION IN INCLUSIVE PRESCHOOL CLASSROOMS
S. Rakap, S. Kalkan, A. Parlak-Rakap

TERTIARY DELIVERY MODES AND CONSTRUCTION INDUSTRY SECTOR HABITS, DO THEY MATCH YET?
L. Kestle, T. Puolitaival

GAMES FOR CULTURAL UNDERSTANDING: SERIOUS PLAY IN THE BLENDED LEARNING CLASSROOM
W. DeFehr

REMOTE EE LAB LEARNING USING GOOGLE GLASS
L. Lam, M. Langley, A. Berger

PRESCHOOL TEACHER’ USE OF STRATEGIES TO SUPPORT SOCIAL-EMOTIONAL COMPETENCE IN YOUNG CHILDREN: A DESCRIPTIVE STUDY
S. Rakap, S. Rakap, S. Kalkan

THE CONSTRUCTION OF PHYSICAL MODELS AND THE DIFFICULTY OF THEIR MATHEMATICAL REPRESENTATION
H. Serrano, Y. Minami

SPREADSHEETS IN PHYSICS: DIDACTIC TOOLS FOR LEARNING CONCEPTS OF GEOMETRICAL OPTICS
I. Grigore, C. Berlic, V. Barna

CREATING AN ONLINE ORAL HISTORY DIGITAL ARCHIVES: A COMMUNITY COLLABORATION PROJECT BETWEEN SACRAMENTO STATE UNIVERSITY AND THE FILIPINO AMERICAN NATIONAL MUSEUM
J. Sobredo

INTERNATIONAL AND DOMESTIC STUDY PROGRAMMES COMPARED: RECENT GRADUATES’ PERSPECTIVE
G. Druteikiene, J. Martinaucius, A. Miskinis, J. Sarupciute

ADULT SPEED LITERACY USING TECHNOLOGY
N. Mumtaz, M. Husnain, M.Z. Miyan, H. Baloch, A. Hasan Qurashi

AUDIT OF ENGINEERING QUALIFICATIONS AS REGIONAL EDUCATIONAL POLICY DIRECTION
L. Bamnikova, I. Sholina, N. Reprintseva

GAMIFICATION OF SUSTAINABILITY: THE HYBRID GAME DESIGN
E. Polyak, B. Cantrell, J. Hennes, E. Parker, M. Tart, Z. Winton

USING LEARNING ACTIVITIES DATA FROM MOOCS TO REVISE COURSE CONTENT
G. Mutanov, Y. Alimzhanov, Z. Saxenbayeva

INTERNATIONAL TECHNICAL ORGANIZATIONS - IEEE AND BEST - AS OPPORTUNITIES FOR A CAREER DEVELOPMENT AND GAIN TECHNICAL EXPERIENCE OF STUDENTS
K. Baran

DEVELOP TECHNICAL INTERESTS OF YOUNG PEOPLE ON THE EXAMPLE OF THE ORGANISATION A TECHNICAL CAMP
K. Baran

EDUCATIONAL IMPACTS OF 1-1 TABLET PROJECTS IN CANADIAN SCHOOLS
T. Karsenti, J. Bügmann
KNOWLEDGE FORMATION IN NATURAL RESOURCE BASED REGIONS IN OLD INDUSTRIALISED NATIONS: IS AN ACADEMIC DEGREE A PANACEA TO OFFSET THE IMPACT OF INDUSTRIAL RESTRUCTURING?
C. Nuur

EXPLORING STUDENTS PREFERENCES FOR USE OF MOBILE TECHNOLOGIES IN A SPECIFIC EDUCATIONAL CONTEXT AT A TECHNICAL UNIVERSITY
M.G. Ianos, T.D. Chicioreanu

INNOVATIONS IN SUPPLEMENTARY PEDAGOGICAL STUDY: LEARNING STYLE INSIGHTS TO INCREASE THE QUALITY OF BEGINNING TEACHERS EDUCATION
P. Pavlasek

USING ROLE-PLAYING TECHNIQUES IN AN UNDERGRADUATE MARKET RESEARCH CLASSROOM

TEACHING A FOREIGN LANGUAGE FOR SPECIFIC PURPOSES AT A MASTER DEGREE PROGRAM
I. Meskhova, O. Sheremetieva, L. Spynu

THE ROLE OF ICT IN TEACHING A FOREIGN LANGUAGE
I. Meskhova, O. Sheremetieva, L. Spynu

THE NEW MODEL OF EDUCATION OF UNIVERSITY STUDENTS IN THE FIELD OF ENVIRONMENTAL SECURITY
A. Fanfarová, L. Mariš

ENHANCING THE LEARNING OF ROBOTICS FOR UNDERGRADUATE STUDENTS THROUGH A SOFTWARE PLATFORM BASED ON CAD DESIGNS AND MATLAB
G. Loreto-Gomez, J. Rodríguez-Arce, V. Montaño Serrano, Y. Sanchez-Villa, S. González-García, D. Barriga-Florès

STUDENT-TEACHERS’ VIEW OF THEIR ROLE AS MEDIATORS OF LEARNING
L. de Jager, B. Fraser, R. Fereirra

ASTROCODE: A SERIOUS GAME FOR THE DEVELOPMENT OF COMPUTATIONAL THINKING SKILLS
J. Bione, P. Miceli, C. Sanz, V. Artola

INTEGRATING THE SUSTAINABLE DEVELOPMENT GOALS IN HIGHER EDUCATION THROUGH FINANCE SUBJECTS
A. Fernández, M.J. Muñoz, J.M. Rivera, I. Ferrero, E. Escrig, R. León, L. Bellés, I. García, L. Ibáñez

DIGITAL SOLUTIONS FOR ALTERNATIVE ROUTES INTO HIGHER EDUCATION – POSSIBILITIES AND CHALLENGES OF DIGITAL TEACHING AND LEARNING SCENARIOS FOR REFUGEES: FIRST RESULTS FROM THE INTEGRAL² PROJECT
R. Suter, F. Rampelt

GEOMETRY IN MOTION. BETWEEN RESEARCH, EDUCATION AND OUTREACH
S. Benvenuti, I. Giancamilli, A. Renieri

THE MOBILE SCHOOL OF LITTER AND SUSTAINABILITY IN COPENHAGEN - AN EXPLORATIVE CASE STUDY
S. Skavn, L. Luscombe, J. Nielsen

THE EDUCATIONAL USE OF SMARTPHONES AT UNIVERSITY
E. Vázquez-Cano

PEER REVIEW: IMPROVING INTRINSIC MOTIVATION
N. Stumpel, K. Houthuijs, R. Schippers

COMPARISON OF LIFE SATISFACTION AND SUBJECTIVE ASSESSMENT OF HEALTH IN RELATION TO SELF-REPORTED BMI IN CURRENT CZECH AND AMERICAN PROSPECTIVE TEACHERS
J. Kominová, S. Dubesova Cakirpaloglu, M. Sigmund, J. Tomanová

TEACHING THE REGRESSION AND SIMPLE LINEAR CORRELATION THEME WITH E-LEARNING SUPPORT
M. Pineda Becerril, A. Aguilar, O. García, F. León

ELABORATION OF A DIGITAL BOOK AS A SUPPORT IN TEACHING OF SUBJECT GRAPHS OF THE SUBJECT OF STATISTICS AT THE FESC
M. Pineda Becerril, A. Aguilar, O. García, F. León, J. Axotla

CO-CREATIVATION OF A TEACHER AND STUDENTS AS ONE OF SYSTEM FORMING FACTORS OF COLLABORATIVE LEARNING AT HIGHER EDUCATION INSTITUTIONS
E. Dorofeeva, R. Gubaydullina
MOTIVATIONAL APPROACH TO TEACHING MATHEMATICS IN BACHELOR AND MASTER STUDY
P. Böhm, M. Vojtekova, Z. Štofková

DIGITAL STORYTELLING AS A TOOL FOR REFLECTIVE PRACTICE OF LEARNING SUPPORT
L. Dreier

DISCOURSE FUNCTIONAL RELATIONS REVISITED: MASTERING CAUSATIVITY AS MEANS OF COMMUNICATIVE IMPACT
E.V. Ponomarenko

BOYS AND GIRLS COME OUT TO PLAY: GENDER DIFFERENCES IN CHILDREN’S PLAY PATTERNS
D. O’Connor, M. McCormack, C. Robinson, V. O’Rourke

THE AGE OF IMAGINATION: IMAGINING PLAY AND INVENTION: IMPLICATIONS FOR CREATIVE DEVELOPMENT
D. O’Connor, M. McCormack, C. Robinson, V. O’Rourke

THE PECULIARITIES OF UPDATING THE INTERCONNECTION OF NEUROSCIENCE AND EDUCATION IN THE DISSERTATION DISCOURSE
O. Fedotova, P. Ermakov, I. Abakumova, V. Latun

A CHILD WITH LEARNING DIFFICULTIES IN THE MAINSTREAM SCHOOL OF LATVIA. ARE THE RIGHTS TO EDUCATION FULLY ENSURED?
D. Ņimante, L. Daniela

INTERNATIONALIZATION OF ACTIVITY OF THE ACCREDITATION AGENCIES IN THE SPHERE OF EDUCATION
O. Fedotova, V. Latun, E. Platonova, I. Okuneva

THE INFLUENCE OF LEGAL CHANGES ON THE EVALUATION AND PROMOTION SYSTEMS IN HIGHER EDUCATION – A CASE STUDY FROM POLAND
I. Jonek-Kowalska

TEACHING SUPPORT TO THE EDUCATIONAL PROCESS BY LEARNING MANAGEMENT SYSTEM
D. Tothova, L. Semelakova, M. Hostovecky, J. Fabus

INNOVATIVE STRATEGIES TO IMPROVE WORD READING, VOCABULARY AND LISTENING COMPREHENSION OF ESL READERS: A PSYCHO-LINGUISTIC PERSPECTIVE UTILISING MULTIPLE LANGUAGES
A. van Staden

COGNITIVE-LINGUISTIC CORRELATES OF L2 READING: A CASE STUDY OF BEGINNER ESL READERS
A. van Staden

LEARNING DIGITAL AND TECHNOLOGY LITERACY IN THE ERA OF EXPONENTIAL RATE OF CHANGES
C. Achutti

KNOWLEDGE AND SKILLS’ IMPROVEMENT OF AGE-DIVERSIFIED EMPLOYEES IN POLAND. A COMPARATIVE ANALYSIS IN LIGHT OF DEMOGRAPHIC CHANGES
M. Cichorzewska, I. Mendryk

INTEGRATION & USE OF EDUCATIONAL TECHNOLOGY IN UNDERGRADUATE CURricula AT THE UNIVERSITY OF ZULULAND – AN ACTAD PERSPECTIVE
N.B.W. Mlitwa

M-LEARNING READINESS OF THE UNIVERSITY OF ZULULAND: A STRUCTURATION THEORY PERSPECTIVE
N.B.W. Mlitwa

AN APPLICATION OF DELIVERABLES DEPENDENCY MATRIX (DDM) TO PROJECT BASED LEARNING
T. Yokemura, M. Inoue

CO-TEACHING IN HIGHER EDUCATION: TEACHING COLLABORATION “BY EXAMPLE” – LESSONS LEARNT FROM SELECTED CASE STUDIES
C. Maroulis, A. Missenyi, P. Papadopoulou, M. Lytras

EXTENDED RESPONSIBILITY ASSIGNMENT MATRIX (ERAM) SUITABLE FOR A CROSS FUNCTIONAL PROJECT
T. Yokemura, M. Inoue

FRENCH L2 OBJECT CLITIC ELICITATION TASKS
A. Jebali
UNDERSTANDING VALUE AND CONNECTION: EXPERIENCES OF INSTRUCTIONAL STAFF THAT WORK WITH STUDENT COHORT LEARNING GROUPS
C. Hickson

IMPROVING ENGLISH ORAL COMPETENCY ON CHILDREN THROUGH COOPERATIVE LEARNING
D.T. Hinojosa Espinosa, E. Alvarado Martínez

NURSING CONSULTATION TO THE BLIND PERSON: EVALUATION OF THE KNOWLEDGE ON COMMUNICATION ACQUIRED THROUGH DISTANCE EDUCATION

TRAINING OF BLIND SIMULATED PATIENTS: EXPERIENCE REPORT
E. Rodrigues Maia, M.J. Henrique Alves, L.M. Freitag Pagliuca

THE EFFECTIVENESS OF OBJECTIVE STRUCTURED PERFORMANCE EVALUATION (OSPE)-BASED SETTING VERSUS CONVENTIONAL PRACTICAL IN ENHANCING KNOWLEDGE AMONG MEDICAL STUDENTS

ACCOMPANIMENT, COMMUNITY AND SOCIAL RESPONSIBILITY IN THE DEGREE IN COMPUTER ENGINEERING AT UNIVERSIDAD FRANCISCO DE VITORIA
T. de Dios-Alíja, C. de la Calle, O. Peñalba

HUMAN VALUES AND MORALITY OF ADOLESCENTS WHO HAVE BROKEN THE LAW: THE GAME OF CHESS IN A SOCIOEDUCATIONAL INSTITUTION
L. Rezende Jr, A. Sá, C. Pato

THE NORWEGIAN MILITARY ACADEMY’S CONCEPT OF LEADERSHIP DEVELOPMENT
O. Boe, H. Hjortmo

SUPPORTING FIRST-YEAR LEARNING: A DIFFRACTIVE READING OF LIZZIO’S FIVE SENSES OF SUCCESS THROUGH THE POLITICAL ETHICS OF CARE
N. Mkonto, E. Esambe, S. Pather

ONSCREEN MARKING FOR ELECTRONICALLY SUBMITTED ESSAY TYPE QUESTIONS
J. Möller, G. Du Plessis

UNDERSTANDING MATHEMATICS TEACHERS’ LIMITED USE OF A TECHNOLOGICAL RESOURCE
G. Stols, R. Ferreira, A. Van Der Meerwe, A. Pelser, W. Olivier

FILE UPLOADING SCENARIOS IN A MODERN LEARNING MANAGEMENT SYSTEM
F. Kappe, N. Scerbakov

OBJECT-ORIENTED ARCHITECTURE OF A MODERN LEARNING MANAGEMENT SYSTEM
F. Kappe, N. Scerbakov

THE EUROPEANA SPACE MOOC: CREATIVE WITH DIGITAL HERITAGE
F. Truyen, S. Taes, C. Colangelo

EFFECTS OF THE METHODOLOGY SERVICE-LEARNING (SL) IN THE TEACHING OF MATHEMATICS IN A CURRICULUM ENRICHMENT SECONDARY EDUCATION COURSE
P. Juan Verdoy, M. Baldayo, J. Gil Gómez, G. Lorenzo Valentín

SECOND LANGUAGE TEACHING IN PORTUGUESE PRIMARY SCHOOL - SOME LEGAL NOTES
C. Ravasco

THE EFFECT OF DIFFERENTIATED INSTRUCTION ON LOW-ABILITY STUDENTS: A QUASI-EXPERIMENTAL STUDY
K.L. Chue

ENGAGING WITH ACADEMIC INTEGRITY: A FOCUS ON THE TEACHER
E. Huber, O. Coady

INSTRUCTIONAL DESIGN OF A REMOTE LAB SESSION
A. Benachenhou

TEACHING INNOVATION AND USE OF ICT IN UNIVERSITY EDUCATION
E. Rosales-Asensio, E. Gonzalez
ORIENTATION AND COLLABORATIVE/COOPERATIVE WORK OF MULTIDISCIPLINARY TEACHING TEAM OF THE FACULTY OF PHARMACY (UNIVERSITY OF GRANADA) FOR THE CONTINUOUS IMPROVEMENT OF TEACHING. 8-YEAR TRAJECTORY

DEVELOPING STUDENTS' CULTURE OF TRUST AS A PREVENTIVE MEANS OF COMBATING CYBER EXTREMISM
L. Astakhova

RESEARCH AND EDUCATIONAL INNOVATION
E. Rosales-Asensio, E. González

THE ÇA JOUE! PLATFORM: BUILDING AN AUTONOMOUS E-LEARNING TOOL TO HELP NON-FRENCH-SPEAKING STUDENTS AND COLLABORATORS BECOME ACCUSTOMED TO THEIR NEW LINGUISTIC AND SOCIO-CULTURAL ENVIRONMENT
R. Noir, E. Pralong

DETECTION AND SOLUTION OF SPECIFIC ACADEMIC NEEDS IN UNIVERSITY STUDENTS

USING EFFECTIVE METHODS TO TEACH AND LEARN PHYSICS
H. Mohottala

MOTIVATING STUDENTS FOR MAKING EXERCISES IN AN ONLINE COURSE BY PROVIDING THEM SELF-EVALUATION CAPABILITIES
J. Boydens, J. Peuteman, A. Janssens

CYBER SECURITY EDUCATION IN PUBLIC ADMINISTRATION; CASE STUDY ON GAMIFICATION METHODS USED IN EUROPE
D. Catalui

THE SMARTPHONE IN THE CONTEXT OF THE CLASSROOM IN THE PRIMARY SCHOOL AND IN THE HIGHER EDUCATION
P. Quadros-Flores, A. Flores, A. Ramos

WHAT TEACHERS DO, OBSERVE, AND FEEL IN PEDAGOGICAL PRACTICE THROUGH THE USE OF DIGITAL RESOURCES
P. Quadros-Flores, A. Flores, A. Ramos

GRADUATE COURSES IN EQUINE THERAPY FOR UNIVERSIDADE DE BRASÍLIA (UNIVERSITY OF BRASÍLIA)
J. Leônidas Soares, A. Ribeiro da Silva, G. Lins Magalhães, J. de França Barros

SMART WAREHOUSE DESIGN BASED ON REMOTE TECHNOLOGY

THE PARTIAL VALUE ASSOCIATION DISCOVERY ALGORITHM TO IDENTIFY ENGINEERING RETENTION AND SUCCESS CHARACTERISTICS
N. Ye

BOOSTING STUDENT LIFE SATISFACTION AND ENGAGEMENT TO IMPROVE ONLINE STUDENT RETENTION
H. Slavensky, H.J. Hansen, M.B. Knudsen

ADDRESSING FLIPPED CLASSROOM FROM SEVERAL TEACHING METHODOLOGIES. AN INTERDISCIPLINARY EXPERIENCE
J.S. Artal-Sevil, M.J. Luesma, N. Guillén-Monzón, E. Romero-Pascual

NEW FREE ICT TOOLS TO MANAGE TUTORING AND SCHEDULE MEETINGS. A SIMPLE CASE OF APPLICATION TO TEACHING
J.S. Artal-Sevil, E. Romero-Pascual, J.M. Artacho-Terrer

AXIOLOGICAL APPROACH TO THE FOREIGN LANGUAGE CREATIVE STUDY IN A TECHNICAL COLLEGE BY FOLK PEDAGOGY MEANS
P. Baklanov, I. Arkhipova, D. Zhdanov

ENVIRONMENTAL RECOVERY TRAINING FOR BIOLOGICAL INCIDENTS: IMPRESSIONS FROM PHARMACY STUDENTS
A. Peña-Fernández, M.A. Peña, M.D. Ollero, C. Hurtado, S. Fenoy

INTRODUCING TRAINING TO Respond TO CHEMICAL INCIDENTS IN THE PHARMACY DEGREE AT THE UNIVERSITY OF SAN PABLO CEU (SPAIN)
A. Peña-Fernández, M. Evans, A. Magnet, F. Izquierdo, C. Del Aguila
USING COMMUNITY DEVELOPMENT PROJECTS AS PROBLEM-SOLVING EXPERIENCES FOR MULTI-DISCIPLINARY DIGITAL ARTS STUDIO CLASSES
C. Cornett

TEACHING DIFFICULT ISSUES OR PEOPLE – OR BOTH: TOOLS FOR OVERCOMING ADULT EDUCATION CHALLENGES
T. Brower

REINFORCEMENT OF MATHEMATICAL CONCEPTS FOR HIGH SCHOOL STUDENTS DURING ALGEBRAIC, GEOMETRY AND CALCULUS COURSES USING COMPUTATIONAL AIDS
A. Ramirez Lopez, D.F. Muñoz-Negron, J.A. Alcántara-Cardenas

EXPLORING A VIDEO REPOSITORY: HOW DO MUSIC TEACHERS WITH DIFFERENT PROFILES REASON WHEN SEARCHING FOR VIDEOS?
A. Bautista, J. Wong, C. Tan, S.L. Chua, H.P. Ho

USING KEYWORDS TO SEARCH FOR CLASSROOM VIDEOS: WHAT ARE MUSIC TEACHERS INTERESTED IN?
C. Tan, A. Bautista, J. Wong, S.L. Chua, H.P. Ho

TRAINING AND DEVELOPMENT OF SECONDARY SCHOOL TEACHERS OF FOREIGN LANGUAGES FOR THE EFFECTIVE INTEGRATION OF EDUCATIONAL TECHNOLOGIES: AN EXPLORATORY SURVEY
K. Němejc

TEACHING AIDS REQUIRING EDUCATIONAL TECHNOLOGIES IN THE CONTEXT OF EVALUATION OF EDUCATION
K. Němejc, L. Smékalová, M. Slavík

THE EUROPEANA THEMATIC COLLECTION ON PHOTOGRAPHY - AN OPEN RESOURCE FOR EDUCATION FROM PHOTOCONSORTIUM
F. Truyen, S. Taes

VIRTUAL ENVIRONMENTS BASED ON GAMIFICATION: JEOPARDY AS A LEARNING SCENARIO
P. Briceño, L. Madera, R. Medina, R.A. Aguilar Vera

FOREIGN LANGUAGE SKILLS: A CHALLENGE FOR THE ECONOMY

QUALITY ASSURANCE – MYTH OR REALITY?
J. Běrešová

A DEVELOPMENT OF TEACHER TRAINING PROGRAM COMBINED WITH GEOLOGICAL FIELD OBSERVATION AND EXPERIMENTS AT OUTCROPS ON LAKE BIWA, SHIGA PREFECTURE, CENTRAL JAPAN
K. Sawada, M. Murata

THE FORMATION OF STUDENTS’ COMMUNICATIVE COMPETENCE BY CONSIDERING THEIR PERSONALITY FEATURES
K.F. Makayev, M.A. Yakhin, G.Z. Makayeva, M.K. Gulkanyan

DEVELOPMENT OF EDUCATIONAL EQUIPMENT AND LINKING EDUCATIONAL PROCESS WITH RESEARCH
M. Kutaj, M. Boroš

DESIGNING HIGHER EDUCATION DIGITAL COURSE TO BOOST ENTREPRENEURSHIP COMPETENCIES
A.C. Gemçalves, M.J. Sousa, R. Cruz

DIGITAL LEARNING METHODOLOGIES AND TOOLS – A LITERATURE REVIEW
M.J. Sousa, R. Cruz, J.M. Martins

CREATING AND IMPROVING THE SYSTEM OF TEACHERS’ PROFESSIONAL DEVELOPMENT IN THE REPUBLIC OF TATARSTAN IN 1920 - 1930S
O. Eegrafova, N. Chernova, R. Shakirova, G. Antropou

AN ASSESSMENT OF SWEDISH HIGHER VOCATIONAL EDUCATION
H. Oseiya

GAMIFICATION AS A COMPREHENSIVE TRAINING TOOL: "SERIOUS GAME UFV" ENTREPRENEURIAL EXPERIENCE
I. Puebla Sánchez, A. Torres Martín, J.M. Peláez Marqués, R. Ayestarán Crespo

THE TEACHEX PROJECT – GUIDING ISRAEL HIGHER EDUCATION INSTITUTIONS TOWARDS TEACHING EXCELLENCE
P. Pouyioutas, N. Ioannides

E-LIQAL – THE E-LEARNING INSTITUTIONAL QUALITY ASSURANCE LABEL
P. Pouyioutas, N. Ioannides
AUDIO DESCRIPTION AND INCLUSIVE EDUCATION: A RESEARCH IN PRIMARY SCHOOL CLASSES
S. Pinnelli, A. Fiorucci 5230

TEACHER-STUDENT RELATIONSHIPS IN ONLINE COURSES
H. Yak, D. Levy 5240

AMAZED BY MAKING: TEACHERS' EXPERIENCES WITH PBL
O. Dor, D. Levy 5241

FISICAST: A PODCAST TO TRAIN SCIENTIFIC REASONING
R. Faccini, G. Li Causi, G. Organtini, G.V. Pallottino 5247

JOB SATISFACTION IN HIGHER EDUCATION: A CASE STUDY IN SPAIN
M. Saraiva, M.C. del Río-Rama, D. Cataraga, J. Álvarez-García 5254

PROMOTING THE PHYSICS LABORATORY WITH LAB2GO

FEATURES OF USE OF THE STRUCTURAL COMPONENTS OF A CREOLIZED TEXT IN AN ABC-BOOK: TRENDS TO CONCEPTUAL INVERSION
O. Fedotova, V. Latun, I. Okuneva 5269

ANALYSIS OF SHAPE GRAMMARS IN THE CONTEXT OF CREATIVITY
S. Ozdemir 5274

TURQUALITY IN INDUSTRY: A GUIDE FOR UNIVERSITY-INDUSTRY COLLABORATION
Y. Ozdemir, U. Yigit, S. Ozdemir 5283

A. Ferando, M.C. Martinez-Tomas, J.L. Cruz 5289

FROM MOLECULE TO OUTCOME: EVIDENCE BASED MEDICINE AND PHARMACOLOGY APPLIED THERAPEUTICAL PRACTICES IN MEDICAL LEARNING
H. Guimaraes, J.L. Freire Pinto, R. Varotti Pereira, C. de Alencar Domingues 5296

TRANSFORMATIONS OF TRADITIONAL LITHUANIAN CULTURE INFLUENCED BY INTERCULTURALITY: A CASE OF LITHUANIAN 10TH-12TH FORMS PUPILS' OPINION
I. Bilbokaitė-Skiauterienė 5300

EXPLORING THE RELATIONSHIP BETWEEN THE TIME OF COMPLETING ONLINE QUIZZES AND STUDENTS' PERFORMANCE IN ACADEMIC WRITING
C. Armatas, A. Tse, J. Chow, D. Fung, J. Chen, C. Chan 5306

EXPERIENCES IN COMMUNICATIONAL INTERACTION IN MATHEMATICS
J. Cabral, V. Silva, O. Silva 5312

PROFESSIONAL LEARNING COMMUNITIES: A LITERATURE REVIEW
I. Garcia Garcia, M. de la Morena Taboada 5322

PSYCHOLOGICAL MECHANISMS OF THE MEDIA INFORMATION REPRESENTATION IN THE VIRTUAL SPACE OF THE XXI CENTURY
N. Guslyakova, A. Guslyakova 5332

DO YOU LIKE SCIENCE? RESULTS OF POLISH STUDENTS QUESTIONNAIRE SURVEY IN PISA 2015 STUDY
M. Chrzanowski, K. Spalik, E.B. Ostrowska 5339

POLISH STUDENTS' SCIENCE REASONING SKILLS IN THE CONTEXT OF TWO BIG EDUCATIONAL STUDIES: PISA AND LABORATORY OF THINKING
M. Chrzanowski, E.B. Ostrowska 5340

USING GAME-BASED LEARNING TO IMPROVE SECOND LANGUAGE ENGLISH SKILLS IN SOUTH AFRICA
H. Mfeka, T. Butchart 5347

UNIVERSITY - ENTERPRISE INTELLIGENT CORPORATE TRAINING SYSTEM
A. Afanasjew, T. Afanasjewa, N. Votl, I. Ionova, M. Ukhanova 5355

MUSICAL I.C.T. ESSENTIAL EDUCATIONAL AND DIDACTIC RESOURCES FOR FUTURE TEACHERS
O. Casanova, R.M. Serrano 5366

FLIPPED LEARNING IN MUSIC EDUCATION AT UNIVERSITY
R.M. Serrano, O. Casanova 5370

AN ADHD STUDENT IN A DIFFICULT CLASSROOM: WHEN THE CONTEXT MAKES A DIFFERENCE
S. Pinnelli, C. Sorrentino 5375
PRESERVICE TEACHERS KNOWLEDGE AND APPLICATION OF CULTURALLY RESPONSIVE TEACHING TECHNIQUES IN MATHEMATICS INSTRUCTION
L. Herner-Patnode, H.J. Lee

UNIVERSAL DESIGN FOR LEARNING APPROACH AND SCHOOLWIDE ENRICHMENT MODEL: A CRITICAL PERSPECTIVE
C. Sorrentino, S. Pinnelli

INTERNATIONALIZATION STRATEGIES FOR ARCHITECTURAL STUDIES
R. Merí de la Maza, A. Díaz Segura

PROPOSAL FOR THE IMPLEMENTATION OF INNOVATIVE APPROACHES IN TEACHING PROCESS BASED ON INTERACTIVE LEARNING MODELS
B. Mičieta, V. Biňasová, I. Medvecká

COMPARING ONLINE DISTANCE UNIVERSITIES
A. Brasher, W. Holmes, D. Whitelock

CAN COMPETENCE FRAMEWORKS BE THE PANACEA FOR TEACHERS’ FIRST-YEAR SHOCK?
Z. Mohamed, M. Valcke, B. De Wever

THE IMPACT OF BLENDED PROFESSIONAL DEVELOPMENT PROGRAMME ON DEVELOPING THE INSTRUCTIONAL PRACTICES OF INSTRUCTORS AT QATAR UNIVERSITY
A. Ahmed

TEACHING A FOREIGN LANGUAGE THROUGH ART
Z. Fomina

AUDIOVISUAL MATERIALS IN ASPECT OF INTERACTIVE TRAINING IN A FOREIGN LANGUAGE
A. Miftakhova, M. Varlamova

STUDENT AS PARTNERS: SUPPORTING WORK READY GRADUATES THROUGH COLABORATION
K. Plastov, S. Karamchandani, C. Snelling, R. Cooper

‘NOW I VIEW THE WORLD DIFFERENTLY’: A CASE FOR CONSTRUCTIVIST APPROACH TO TEACHING CRITICAL LITERACY
S. Bilic

STRATEGIES TO ENCOURAGE CRITICAL THINKING IN A VIRTUAL COURSE FOR ONLINE TUTORS
M. Osnaya-Moreno, M. Mijangos-Torres, C. Barona

INTEGRATION OF ROBOTS IN THE TEACHING-LEARNING PROCESS FOR THE DIFFERENT EDUCATIONAL LEVELS
C. Lizarraga, Y. Quiñonez, R. Aguayo, J. Peraza

EDUCATING THE ARCHITECT. A PHILOSOPHICAL APPROACH TO RENOVATE THE ARCHITECTURAL PROJECT DESIGN TEACHING
R. Merí de la Maza, C. Mejía Vallejo

SOME MISCONCEPTIONS IN UNDERSTANDING OF FRACTIONS
G. Pavlovicová, V. Števcová

METHODOLOGIES AND INNOVATION IN CLASSROOM INSTRUCTION IN THE SUBJECT INTEGRATED DENTAL CLINIC. TOOLS TO EVALUATE STUDENTS' SATISFACTION AND THEIR INVOLVEMENT IN QUALITY ASSESSMENT PROCESSES

CONDITIONS OF SCHOOLS AND ITS INFLUENCE ON STUDENTS’ ACADEMIC ACHIEVEMENT. A STUDY OF SENIOR HIGH SCHOOLS (SHS) IN AWUTU-SENYA AND EFFUTU EDUCATIONAL DISTRICTS IN THE CENTRAL REGION OF GHANA
D. Yelkpieri

CREATING AN APP FOR LANGUAGE AND CULTURE INCIDENTAL LEARNING: THE CASE OF THE ILocalApp PROJECT
A. Valva

FROM THE E-LOCAL ITALIAN COURSE TO THE E-LOCAL ITALIAN MOOC
A. Valva

PROFESSIONAL DEVELOPMENT AND TRAINING OF SCHOOL MANAGERS: A VIEW FROM THE INSIDE
D. Vlachopoulos, A. Makri
ENHANCING THE TRANSITIONAL EXPERIENCE OF TAUGHT POSTGRADUATE STUDENTS: A CASE STUDY FROM AN ONLINE DISTANCE LEARNING PROGRAMME IN GEOGRAPHICAL INFORMATION SYSTEMS
H. Durham

EVALUATING MULTI-USER VIRTUAL ENVIRONMENT TECHNOLOGY FOR VISUAL ARTS INQUIRY USING ACTION CASE RESEARCH
M. Flannery

CONSIDERING VARIOUS STAKEHOLDERS’ VIEWS IN THE DESIGN OF A HYBRID STEM LEARNING ENVIRONMENT - PERCEPTIONS FROM FINLAND AND GREECE
T. Mäkelä, D. Pneumatikos, H. Immonen, N. Fachantidis, M. Kankaanranta, P. Christodoulou

GAMIFICATION IN HIGHER EDUCATION – STUDENTS AND ACADEMICS INTEREST IN GAMING
P. Kimmitt

PROBLEM-DRIVEN NETWORKED LEARNING
M. Missikoff

HANDWRITING IN THE COMPUTER AGE. THE PRODUCTS OF GRAPHOMOTOR ACTIVITIES OF CHILDREN IN LIGHT OF EXPERIMENTAL STUDIES
A. Domagała, U. Mirecka

HANDWRITING IN THE COMPUTER AGE. TECHNIQUE OF GRAPHOMOTOR ACTIVITIES IN PUPILS BEGINNING PRIMARY SCHOOL – EXPERIMENTAL STUDIES
A. Domagała, U. Mirecka

THE PROBLEMS OF DEVELOPMENTAL DYSLEXIA IN LOGOPEDIC EDUCATION IN POLAND
A. Domagała, U. Mirecka

SOCIAL ACCEPTANCE OF RENEWABLE ENERGY SOURCES IN POLAND - GUIDELINES FOR EDUCATION PROCESS
E. Ropuszyńska-Surma, M. Węglarz

POSSIBILITIES OF DISTRIBUTED SYSTEMS IN GRID AND CLOUD
P. Svec

BEYOND ROLLING STOCK: AN INNOVATION MANAGEMENT CHALLENGE TO ENHANCE POSTGRADUATE INDUSTRIAL MANAGEMENT EDUCATION
A. Kapanen, A. Preis, S. Dressler, T. Rachfall

EFFECTS ON THE USE OF THE «FLIPPED CLASSROOM» STRATEGY IN THE DIFFERENT EDUCATIONAL STAGES OF PHYSICAL EDUCATION
A. Ferriz-Valero, S. Sebastià-Amat, S. García-Martínez

TRAINING STUDENTS TO BECOME DIGITALLY COMPETENT: AN EXPERIENCE ON THE DIGCOMP 2.0 FRAMEWORK
I. Escario, M.J. Laperia, R. Hermoso, M.A. Zapata, L. Bordonaba, R. Soriano, E. Escar

DO THE PUPILS AND STUDENTS UNDERSTAND ELECTROCHEMICAL VOLTAGE SERIES?
H. Ciidlóvi, L. Pawera

CURRICULAR VULNERABILITY OF YOUNG PHYSICAL EDUCATION (PE) TEACHERS IN TUNISIA. AN INQUIRY
I. Souid, C. Allin, P. Liotard, P. Fargier

IMPROVING DEMOCRATIC AWARENESS AND PARTICIPATION TO THE EUROPEAN UNION WITH DIGITAL NARRATIVE-BASED LEARNING: A REVIEW OF LITERATURE ON ITS OUTCOMES AND IMPLEMENTATION ISSUES
G. Pellon, J.P. Plaza I Font, J. Alvarez

TUTORING AND ACADEMIC/PROFESSIONAL ORIENTATION FOR STUDENTS OF THE PHYSICS DEGREE AT THE UNIVERSITY OF GRANADA, SPAIN

UNDERSTANDING INTERNATIONAL STUDENTS IN U.S. UNIVERSITIES: MOTIVATION, RESILIENCE, & SATISFACTION
Y. Lim, H. Mostafá

PHYSICS EDUCATION IN HISTORICAL PERSPECTIVE AND FUTURE TRENDS
L. Pawera, T. Miléř, P. Sládek

CONVENTIONAL RADIO, THE LATEST MOTIVATION TO LEARN SCIENCE AMONG EUROPEAN YOUTH
A.A.M. Reid, J. Mäkiö, R. Serrano Rodríguez, C. Rioja Del Río

5503 5510 5517 5527 5536 5543 5550 5556 5563 5573 5579 5589 5598 5609 5614 5625 5626 5631 5639 5645
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A VISUAL ANALYTICS METHOD FOR ASSISTING SCIENTISTS AND STUDENTS IN</td>
<td>5651</td>
</tr>
<tr>
<td>THE IDENTIFICATION OF BIOLOGICAL SPECIES WITH MULTIACCESS ELECTRONIC</td>
<td></td>
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<tr>
<td>KEYS</td>
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<tr>
<td>A. Gonzalez-Torres</td>
<td></td>
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<tr>
<td>ANALYSING THE TEACHING EXPERIENCES OF INSTRUCTORS USING ITUNESU</td>
<td>5661</td>
</tr>
<tr>
<td>WHEN TEACHING FOUNDATION MATH 020 CLASSES</td>
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<tr>
<td>N. Al Hashlamoun</td>
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<tr>
<td>USING EXPERIMENTAL CENTRIC LEARNING PEDAGOGY TO IMPROVE ECE</td>
<td>5673</td>
</tr>
<tr>
<td>EDUCATION IN THE USA AND AFRICA</td>
<td></td>
</tr>
<tr>
<td>Y. Astatke, K. Connor</td>
<td></td>
</tr>
<tr>
<td>HELPING TEACHERS TO THINK ABOUT THEIR DESIGN PROBLEM: A PILOT STUDY</td>
<td>5681</td>
</tr>
<tr>
<td>TO STIMULATE DESIGN THINKING</td>
<td></td>
</tr>
<tr>
<td>D. Hernández-Leo, S. Agostinho, M. Beardsley, S. Bennett, L. Lockyer</td>
<td></td>
</tr>
<tr>
<td>CULTURE, COMMERCE AND THE ENVIRONMENT: NEW DIGITAL HUMANITIES</td>
<td>5691</td>
</tr>
<tr>
<td>PROJECTS AND INNOVATIONS</td>
<td></td>
</tr>
<tr>
<td>J. Piribeck</td>
<td></td>
</tr>
<tr>
<td>HUMANISTIC AND SOCIAL SCIENCES IN HIGHER EDUCATION CURRICULA: A</td>
<td>5698</td>
</tr>
<tr>
<td>FACTOR THAT BRINGS TANGIBLE VALUE TO PRODUCTIVE COMPANIES</td>
<td></td>
</tr>
<tr>
<td>J.I. Pelaez, P. Witt, F.E. Cabrera, G. Vaccaro</td>
<td></td>
</tr>
<tr>
<td>PEUCILARITIES OF CHILD’S UPPRING ON THE MONTESSORI METHOD IN</td>
<td>5707</td>
</tr>
<tr>
<td>KAZAN (RUSSIA)</td>
<td></td>
</tr>
<tr>
<td>L. Sakaeva, G. Ismagilova, E. Martynova</td>
<td></td>
</tr>
<tr>
<td>USING WEB-BASED NOTEBOOKS FOR BLENDED-LEARNING IN COMPUTER SCIENCE</td>
<td>5714</td>
</tr>
<tr>
<td>J. Albrecht</td>
<td></td>
</tr>
<tr>
<td>COMPUTER TERMS AS A RESULT OF DERIVATIONAL PROCESSES IN THE GROUP</td>
<td>5721</td>
</tr>
<tr>
<td>OF NOUNS DENOTING A PERSON</td>
<td></td>
</tr>
<tr>
<td>A. Miftakhova, M. Varlamova</td>
<td></td>
</tr>
<tr>
<td>SUCCESS OR FAILURE AS PARTICULARITIES OF ACADEMIC LEARNING IN INITIAL</td>
<td>5726</td>
</tr>
<tr>
<td>TRAINING EDUCATION</td>
<td></td>
</tr>
<tr>
<td>C. Bucur, L. Ciolan, A. Petrescu, C. Radulescu, D. Csorba</td>
<td></td>
</tr>
<tr>
<td>BLENDED BUSINESS COURSE DESIGN: PREFERENCES OF MATURE STUDENTS</td>
<td>5735</td>
</tr>
<tr>
<td>K. Goeman, L. De Mol, S. Poelmans</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS OF THE ACQUISITION OF DIGITAL COMPETENCE IN TECHNICAL</td>
<td>5742</td>
</tr>
<tr>
<td>DRAWING IN HIGHER EDUCATION</td>
<td></td>
</tr>
<tr>
<td>V. López-Pena, V. López-Chao, D. Ramiro Aparicio</td>
<td></td>
</tr>
<tr>
<td>FACTORS THAT INFLUENCE SAUDI SECONDARY TEACHERS’ ACCEPTANCE OF E-</td>
<td>5749</td>
</tr>
<tr>
<td>LEARNING TECHNOLOGIES</td>
<td></td>
</tr>
<tr>
<td>I. Zalah, S. Greener, D. Gill</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS OF THE USE OF CAD-3D TO DEVELOP SPATIAL CAPABILITY</td>
<td>5760</td>
</tr>
<tr>
<td>V. López-Chao, V. López-Pena, D. Ramiro Aparicio</td>
<td></td>
</tr>
<tr>
<td>INTEGRATION OF LANGUAGE SKILLS THROUGH INTERACTIVE STORYTELLING</td>
<td>5766</td>
</tr>
<tr>
<td>L. Bekaryan, A. Ayunts</td>
<td></td>
</tr>
<tr>
<td>COMPARATIVE LEARNING ANALYTICS APPLIED TO CREDIT AND NON-CREDIT</td>
<td>5770</td>
</tr>
<tr>
<td>CCNA COURSES DELIVERED ONLINE AND FACE-TO-FACE</td>
<td></td>
</tr>
<tr>
<td>B. Tretola, K. Islam, S. Yousaf</td>
<td></td>
</tr>
<tr>
<td>E-LEARNING MODULES SUPPORTING EDUCATION FOR SUSTAINABLE DEVELOPMENT</td>
<td>5777</td>
</tr>
<tr>
<td>– STATE OF THE ART AND FUTURE RESEARCH DIRECTIONS</td>
<td></td>
</tr>
<tr>
<td>J.M. Anke, M. Schumann</td>
<td></td>
</tr>
<tr>
<td>ONLINE RESOURCES AS AN EXTENSION OF DIGITAL MEDIA INSTRUCTION AND</td>
<td>5787</td>
</tr>
<tr>
<td>CLASSROOM INTERACTION</td>
<td></td>
</tr>
<tr>
<td>J. Livingston</td>
<td></td>
</tr>
<tr>
<td>HOW VALUE ORIENTATIONS OF STUDENTS CAN PREDICT THE CHARACTERISTICS</td>
<td>5791</td>
</tr>
<tr>
<td>OF THEIR SOCIAL COGNITION?</td>
<td></td>
</tr>
<tr>
<td>G. Kozhukhar, A. Belousova</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE RESEARCH IN TEACHING A SPECIAL-PURPOSE LANGUAGE</td>
<td>5797</td>
</tr>
<tr>
<td>A. Sultanova, N. Aristova</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY STUDENTS’ ATTITUDES TOWARD TEAMWORK: A CROSS-CULTURAL</td>
<td>5807</td>
</tr>
<tr>
<td>STUDY</td>
<td></td>
</tr>
<tr>
<td>M. Šerić, D. Garbin Praničević</td>
<td></td>
</tr>
</tbody>
</table>
APP CREATION IN SCHOOLS FOR DIFFERENT CURRICULA SUBJECTS - LESSONS LEARNED
B. Spieler, C. Schindler, W. Slany, O. Mashkina

GRADE POINT AVERAGE AS A WAY TO ANALYZE AND IMPROVE STUDY PLANS FOR HIGHER EDUCATION INSTITUTIONS
S.B. González-Brambila, J. Figueroa

ACTIVE PARTICIPATION OF THE STUDENTS IN THE FORMAL EDUCATION IN THE DEGREE IN ENGINEERING IN INDUSTRIAL DESIGN THROUGH THE DESIGN STUDENT ASSOCIATION "ETSIDI-DESIGN"
S. Nuere, R. Díaz-Obregón, J. García Vaquero

EXPERIMENTATION WITH MATERIALS TO CREATE CERAMIC PRODUCTS BY MANUAL AND DIGITAL PROCESSES IN A DESIGN WORKSHOP
C. Aun Bertoldi, B. Del Curotto, D. Dantas

EMPLOYERS PERSPECTIVE OF THE EMPLOYABILITY SKILLS GAP IN REAL ESTATE EDUCATION IN NIGERIA
A. Oluwatobi, C. Ayedun, O. Ajibola, O. Irham, O. Akinjare

THE INTERACTIVE LECTURING METHOD: AN EXPLORATORY STUDY FROM THE PERSPECTIVE OF INTERNATIONAL COLLEGE STUDENTS
M. Šerić, M. Cuadrado García

HOW CAN THE INITIAL TEACHER TRAINING AT THE UNIVERSITY OF MADEIRA HIGHLIGHT LEARNING BY PARTICIPATION?
P. Brazao, F. Gouveia

KNOWLEDGE MANAGEMENT EPISTEMOLOGIES, METHODOLOGIES, AND TECHNIQUES
V. Stylianou, A. Savva

PUTTING THE DIGITAL IMMIGRANTS IN THE DIGITAL NATIVES’ SHOES – AN EXPLORATION OF STAFF EXPERIENCES WITH TECHNOLOGY INTEGRATION ON A TEACHER TRAINING COURSE IN HE
M. Pazio

INFO-COMMUNICATION KNOWLEDGE AND DIGITAL EDUCATION: CULTURAL POLICY AND DIGITAL COMMUNICATION
G. Gantzias

EDUCATING IN MODERN TIMES: THE COMBINATION OF HOLONIC MANUFACTURING AND SIX SIGMA
P. Torres-Palacio

THE CAPACITY-OPPORTUNITY-MOTIVATION (COM) MODEL OF DATA-INFORMED DECISION-MAKING IN EDUCATION
I. Yanovitzky, C. Blitz

WHY DO OUR STUDENTS IN ECONOMICS AND BUSINESS ADMINISTRATION HAVE MANY PROBLEMS TO ASSIMilate MATHEMATICAL SKILLS RELATED TO INTEGRAL CALCULUS?
A.M. Martin, C. Paralera, A.F. Tenorio

RESONANCE WITH THE SPIRITUAL: UNDERGRADUATE FRAMES OF THINKING IN A DIGITAL AGE
P. Fitzsimmons, J. Kasler, E.L. Lamphar

USE AND PERCEPTION OF COOPERATIVE LEARNING BY COLLEGE FACULTY
M. Hunter

AUTOMATED ASSESSMENT OF SHORT ANSWER USING NLP
V. Kumari, R. Chatterjee

A METHOD TO CONNECT MATHEMATICS AND SCIENCES USING A COMPUTER ALGEBRA SYSTEM
J.P. Bécar, J.C. Canonne, L. Vermeiren, F. Robert, E. Cartignies

EMENTORING TO SUPPORT AND ENABLE RESEARCH INTEGRATED LEARNING USING AUTHENTIC ASSESSMENT IN A THIRD YEAR UNDERGRADUATE SCIENCE COURSE IN PATHOLOGY AT A RESEARCH INTENSIVE UNIVERSITY
P. Polly, B. Cochran, G. Jones

USING MOBILE DEVICES TO IMPROVE POSTGRADUATE NURSES’ ACCESS TO LEARNING
S. Rees, H. Farley, C. Moloney

TOWARD A COLLECTIVE INTELLIGENCE RECOMMENDER SYSTEM FOR EDUCATION
J. Meza, L. Vaca, E. Simó, J.M. Monguet
ADAPTIVE EMI: THE SPONTANEOUS EVOLUTION OF ENGLISH-MEDIUM INSTRUCTION
K. Volchenkova, E. Yaroslavova, A. Chuvashova

TRUSTING AND TRUSTED: DEVELOPING AND DEPLOYING MOBILE DEVICES TO SUPPORT IN-PRISON LEARNING
H. Farley, J. Doyle, S. Rees

UNIVERSITY & SOCIETY AS A CURRICULAR SPACE FOR THE PROFESSIONAL TRAINING IN THE FOREIGN LANGUAGE
K.L. Mendoza Bravo, A.V. Castellanos Noda

VIRTUAL TEAMS: LEARNING INTERCULTURAL BUSINESS COMMUNICATION BY DOING
S. Swartz

STUDENT COACHING APPROACHES IN ACADEMIC TECHNOLOGY CONTESTS
A. Zeid, R. El-Bahey

STUDENT SATISFACTION IN THE CONTEXT OF HIGHER EDUCATION. A LITERATURE REVIEW
D. Rouca, C. Sanchez, A. Ramon, X. Ferràs

THE APPLICATION OF THE COLLABORATIVE (TEAM) APPROACH IN SOLVING PRACTICAL PROBLEMS IN TECHNOLOGY EDUCATION
J. Timire

THE POTENTIAL OF TABLETS IN ELEMENTARY EDUCATION: EXPLORATORY STUDY OF LEBANESE STAKEHOLDERS’ PERSPECTIVES
F. Zain, M. Yunis, W. Alhussaini, I. Osta

GOOGLE FORMS AND SMARTPHONES: EVALUATION OF AN ALTERNATIVE TO CLICKER SYSTEMS FOR COLLECTING FEEDBACK FROM STUDENTS
G. Bubaš, A. Čižmešija

CAREER GUIDANCE AT VOCATIONAL SCHOOLS IN CZECH REPUBLIC
J. Jirsáková, L. Herout

EFFECTIVE TOOLS TO ENGAGE STUDENTS AND INCREASE THEIR INTERACTION WITHIN ONLINE COURSES
A. Chekour

EXAMINATION OF FRACTION CONCEPT FORMATION USING STATISTICAL IMPLICATIVE ANALYSIS
L. Klimentová, L. Rybanský

RELIABILITY ANALYSIS IN SCORING RUBRICS FOR ASSESSING PROBLEM SOLVING

SELECTED ASPECTS OF SENIOR CITIZENS EDUCATION IN THE FIELD OF DIGITAL TECHNOLOGIES WITHIN THE CONCEPT OF UNIVERSITY OF THE THIRD AGE
L. Herout, J. Jirsáková, K. Tomšíková

COLLABORATIVE LEARNING BASED ON SEMANTIC TECHNOLOGIES. AN EXPERIENCE IN COMPUTER SCIENCE ENGINEERING
S. Baldassarri, P. Álvarez

FRENCH VS. GERMAN: THE COMPLEXITY BEHIND FOREIGN LANGUAGE CHOICES IN TROUBLED TIMES
C.N. Giannikas

A PROPOSED FRAMEWORK TO MAP ABC LEARNING MODEL IN E-LEARNING SYSTEM
N. A Nabi Khan, R. Chatterjee, R. Dasgupta

IMPROVING LEARNING PROCESS THROUGH DIGITAL FABRICATION TECHNOLOGIES
C. Lorenzo

RECRUITING UNIVERSITY ENTRANTS VIA SOCIAL NETWORKS
A. Feshchenko, V. Goiko, A. Stepanetsko

FINANCIAL LITERACY OF UNIVERSITY STUDENTS AND COMPARISON WITH CHOSEN COUNTRIES IN THE CONTEXT OF INCREASING THE SKILLS OF PUPILS
P. Marinčić, B. Jecorová

STUDENTS’ PERCEPTION ABOUT THE USE OF ACTION-BASED METHODOLOGIES
P. Silva, R. Bertuzi
THE INVERSE RELATION BETWEEN SCAFFOLDING AND COMPLEXITY IN DESIGN EDUCATION
E.J. Granberg, M. Suleiman, H. El-Hamami

ADVANCES AND BARRIERS TO EDUCATION FOR CIVIL PROTECTION IN THE EARLY 21ST CENTURY
T. Mileš, P. Marinič

USING THE DEWIS-R INTERFACE TO CREATE STATISTICS E-ASSESSMENTS
I. Weir, R. Gwynllyw

E-LEARNING IN VOCATIONAL EDUCATION AND TRAINING (VET): CHALLENGES AND OPPORTUNITIES
P. Silva, J. Luzia, J. Ribeiro

PROBLEM-BASED LEARNING PRACTICES IN MATHEMATICS FOR HIGHER EDUCATION
C. Varela, J. Bilbao, O. García, C. Rebollar, E. Bravo

INTEGRATING VIRTUAL REALITY INTO 3D DESIGN CURRICULUM
S. Foster

AN EXAMPLE OF THE INNOVATIVE EDUCATION OF THE UNIVERSITY STUDENTS OF CHEMISTRY AIMED AT THE BUSINESS SUCCESS IN SLOVAKIA
J. Plchová, M. Zatrochová

WHAT IS THE ATTITUDE OF FUTURE TEACHERS TO DIGITAL TEACHING/LEARNING?
P. Sládek, J. Válek

EVALUATION OF GROUP PROJECTS: AN EXAMPLE OF GOOD PRACTICE FROM HERIOT-WATT UNIVERSITY (UK) AND POTENTIAL APPLICABILITY TO EDUCATION STUDENTS AT THE UNIVERSITY OF GRANADA (SPAIN)
S. Pla-Pueyo, F. Gonzalez García, D. Arnold, A. Gardiner

INNOVATIVE SOLUTION TO IMPROVE THE NATURAL RISK MANAGEMENT IN CRITICAL INFRASTRUCTURES
C. Cioaca, M. Bocoianu

THE ROLE OF FAMILIAR SUPPORT IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCES IN PRIMARY EDUCATION
A. Conchado, F.M. Torres Amanqui, E. Vázquez Barrachina

THE ROLE OF THE SELF-REFLECTION IN THE UNDERGRADUATE TEACHING PRACTICE IN VOCATIONAL SUBJECTS
K. Šmejkalová, P. Sládek

REPUTATION OF PEDAGOGUES AND IMAGE OF THIS PROFESSION IN LITHUANIA: POLITICAL, SOCIETY AND EDUCATIONAL ASPECTS
R. Bibokaitė, I. Biboškaitė-Skiautėriénė

TAKING THE STANCE: ON THE IMPORTANCE OF REFLECTIVE PRACTICE PERCIEVED BY TEACHER EDUCATORS. CLARIFYING THE ROLE OF TEACHER EDUCATORS
L. Zavadskienė, R. Bubnys

THE USE OF THE TRAFFIC PLAYGROUND IN THE PRE-GRADUAL TEACHING PRACTICE
K. Šmejkalová, P. Sládek

GEOGEBRA IN THE TEACHING OF OPTICS
C. Vázquez Ferri, J. Espinosa Tomás, J. Perez Rodriguez, B. Domenech Amigot, C. Hernandez Poveda

DOES A ‘GOOD’ LEARNING SPACE, AS DETERMINED BY THE STUDENT BODY, LEAD TO ENHANCED TEACHING AND LEARNING AND/OR STUDENT SATISFACTION?
R. Butler, J. Rhodes, N. Karodia

DIFFERENCES IN THE INTERDISCIPLINARY TEACHING OF MUSIC AND MATHEMATICS BETWEEN GALICIA (SPAIN) AND LISBON (PORTUGAL)
R. Chao-Fernandez, S. Román-García, A. Chao-Fernandez

ICT IN THE MUSIC CLASSROOM. ACHIEVING MUSICAL LITERACY IN THE 21ST CENTURY
S. Román-García, R. Chao-Fernandez, A. Chao-Fernandez

SPECIFICS OF LESSON PREPARATION OF TECHNICAL SUBJECTS AT VOCATIONAL SCHOOLS IN THE CZECH REPUBLIC
P. Pecina, P. Sládek
THE NEED FOR INTEGRAL APPROACH IN GLOBAL EDUCATION AND GLOBAL CITIZENSHIP 6219
V. Valtinbergs, I. Ebele

E-LEARNING QUALITY ASSURANCE IN TEACHING COURSES DESIGN THROUGH SYSTEMIC APPROACH: ASSESSMENT BY RESULTS 6228
P. Mihnev, T. Zafirova-Malcheva

HOW BACHELOR STUDENTS PARTICIPATE IN AN INTERNATIONAL TEACHING INNOVATION ACTIVITY. BUSINESS ETHICS, CASE STUDY 6235

ENACTING DIVERGENT LEARNING DYNAMICS IN TEAMWORKING: THE CASE OF TECHNOLOGY BATTLES 6244
M. Bonifacio, L. Angeli, M. Stoycheva

DEVELOPING ENGAGEMENT STRATEGIES IN THE BLENDED LEARNING TRIANGLE: THE CASE OF I&E EDUCATION IN THE EIT DIGITAL 6254
M. Stoycheva, M. Bonifacio, M. Marchese, M.D. Klabbers, M. Ilieva, G. Pisoni, L. Angeli, A. Guarise

MANIFESTATION OF THE REFLECTIVE PRACTICE CONCEPT IN STUDENT-CENTERED TEACHER EDUCATION 6262
L. Zavodskiene, R. Babnys

PROJECT-BASED LEARNING IN AN INTERNATIONAL VIRTUAL CLASSROOM TO TEACH GLOBAL SOFTWARE ENGINEERING 6263

ADDING PEER INTERACTION TO READING, WEB-BASED EBOOKS WITH COMPUTER GAMES 6274
G. Smith

TOWARDS SCALABLE COLLABORATIVE LEARNING FLOW PATTERN ORCHESTRATION TECHNOLOGIES 6277
K. Manathunga, D. Hernández-Leo

FLIPPING FOR CRITICAL ANALYSIS: EVALUATING THE EFFECTIVENESS OF A NOVEL TEACHING APPROACH IN POSTGRADUATE LAW MODULES 6287
M. Liu

IMPROVING THE PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN A PHYSICS COURSE THROUGH VIDEO-BASED LEARNING 6288

COMMUNITY ENGAGEMENT IN ACTION: WE ARE TO DO GOOD TO OUR COMMUNITIES 6294
J. Pennman, J. Thalluri

DEVELOPMENT OF NOVEL ECG GAMIFICATION PLATFORM GAME-ECG 6303

ACTION RESEARCH AS A PROFESSIONALISING METHOD: WORK INVOLVING THE IDEAS OF SECONDARY-LEVEL SCHOOL STUDENTS ON DOCUMENTATION, CULTURE AND SCIENTIFIC COMMUNICATION 6307

SMART EDUCATIONAL PROCESS BASED ON PERSONAL LEARNING CAPABILITIES 6316
M. Gavriushenko, R. Lindberg, O. Khrijenko

DIGITAL STORYTELLING AS AN EFFECTIVE FRAMEWORK FOR THE DEVELOPMENT OF COMPUTATIONAL THINKING SKILLS 6325
M. Kordaki, P. Kakavas

APPROPRIATION OF WEB 2.0 TOOLS IN EDUCATION: A SCIENTOMETRIC ANALYSIS 6336
E. Rodriguez-Martínez, M. Sánchez-Torres, D.M. Carádou-Román

DIGITAL TOOLS USED FOR THE DEVELOPMENT OF COMPUTATIONAL THINKING IN PRIMARY EDUCATION: A TEN YEAR SYSTEMATIC LITERATURE REVIEW 6346
M. Kordaki, P. Kakavas

MULTIDISCIPLINARY TEACHING CONFORMATION OF A HUMANISTIC CENTRE AND THE USE OF AUDIOVISUAL NARRATIVES AS A DIDACTIC RESOURCE 6357
M. Ramírez Cordero

VOCATIONAL EDUCATION: A PANACEA TO ECONOMIC DEVELOPMENT IN NIGERIA 6363
TRADITIONAL, ONLINE, OR HYBRID CLASSROOM? RESULTS FROM A NATURAL EXPERIMENT
I. Yanovitzky

WEBOMETRIC ANALYSIS OF TOP ARAB WORLD UNIVERSITIES: BEST PRACTICES FOR WEB RANKING
I. Madhoun, A.M. Hamouda

JUST HOW MUCH PRACTICE MAKES PERFECT? USING AN ONLINE TEST AS A REVISION TOOL FOR STUDENTS
P. Bocij, M. Gautam

BUSINESS INTELLIGENCE APPROACH – A PRACTICAL TOOL FOR COMPETENCE BASED CURRICULUM DEVELOPMENT
J. Myllärniemi, N. Helander, P. Hellsten, T. Mahlamäki, S. Repo

EXPERIENCES IN DEVELOPING AND APPLYING A NEW METHODOLOGY IN MASTER’S DEGREE

EDUCATIONAL MODEL OF PRIVATE SECURITY SERVICE EMPLOYEES IN COUNTRIES OF THE FORMER EASTERN BLOC
A. Šiser

PERSONALITY’S EFFECT ON PEER ASSESSMENT ABILITY IN CASE METHOD CONTEXT
T. Mahlamäki, T. Valkeinen, J. Myllärniemi, P. Hellsten, S. Repo

COMPETENCE BASED EDUCATION – THE ANSWER FROM HIGHER EDUCATION TO THE LABOUR MARKET?
P. Tasi, K. Balázsné Farkas

TEACHER AS A RESEARCHER: TO BE OR NOT TO BE?
M. Máeots

BENEFITS OF COACHING IN THE MANAGER DEVELOPMENT AND LEARNING
P. Seemann, K. Repková Štoková

DEVELOPING SPIRITUAL AND MORAL CULTURE OF ACADEMIC STUDENTS. CASE STUDY OF THE RUSSIAN EDUCATION
T. Rusakova, T. Morozova, E. Gabdrakhmanova

SPIRITUAL AND MORAL COMPONENT AS PART OF THE PEDAGOGICAL COMPETENCE CLUSTER. THE CONTENT AND CONDITIONS DEVELOPED IN NON-TEACHING ACADEMIC STUDENTS
E. Gabdrakhmanova, T. Morozova

BLENDED LEARNING VERSUS TRADITIONAL TEACHING. A COMPARATIVE STUDY BASED ON STUDENTS’ PERSPECTIVES AND ACHIEVEMENTS
C. Montaudon-Tomas, M. Muñoz-Ortiz, J.A. Fernández-Pérez

EVALUATION OF ACCEPTANCE AND USE OF THE E-LEARNING SYSTEM AMONG THE UNIVERSITY STUDENTS IN ECUADOR
R. Ramírez-Anormaliza, R. Tolozano-Benites, M. Astudillo-Quionez, V. Suárez-Matamoros

DIDACTIC ANALOGIES USED IN COLLEGE PHYSICS LEARNING
H. Agúlar

GENERATOR OF PROBLEMS WITH ITS SOLUTIONS FOR THE COURSE OF NUMERICAL METHODS IN ENGINEERING
H. Pablo-Leyva, R.B. Silva-López, I.I. Méndez-Garrula

MULTICULTURAL CLASSROOMS: ADVANTAGES FOR FOREIGN AND LOCAL STUDENTS. A COMPARATIVE STUDY
M. Malcon-Cervera, C. Montaudon-Tomas

CAN WE LIVE WITHOUT MATHEMATICS? AN EXAMPLE OF A GAME BASED LESSON IN THE PRIMARY EDUCATION
T. Zafirova-Malcheva

CONTEXT-BASED AND PROJECT-ORIENTED TRAINING COURSE IN INFORMATION AND COMMUNICATION TECHNOLOGIES FOR BACHELOR STUDENTS IN PHYSIOTHERAPY
P. Mühner

IMPROVING THE LEARNING POTENTIAL OF TAKE-HOME EXAMINATIONS WITH FOLLOW-UP STUDENT COLLABORATION
K. Siren
DISSEMINATION OF THE RESEARCH TOWARDS YOUTH: TWO ACTIVITIES OF EXPLORATORI
D. Grau, I. Torra, E. Badia, K. Prieto

IMPLEMENTATION OF CDIO INITIATIVE IN NEW EUROPEAN EDUCATION PROGRAMS IN RAW MATERIALS

TECHNOLOGY-MEDIATED ACTIVE LEARNING: CONCEPT, PERSPECTIVES AND CHALLENGES
D. Pappa, C. Makropoulos, V. Pitsilis

CONSTRUCTION OF INDIVIDUAL BIOREACTORS. HOW TO USE THEM THROUGH PROJECT-BASED LEARNING FOR COMPETENCIES IN DESIGNING, ANALYZING AND INTERPRETING EXPERIMENTS IN LARGE GROUPS OF STUDENTS
I.S. Sanmartin Santos, A.I. Lloret Alcañiz, I. Ventura González, J.A. Prieto Ruiz

CATEGORIZATION OF BUSINESS ENGLISH COMMUNICATIVE SKILLS: A PROPOSAL
T. Carvalho, P. Almeida, A. Baluda

LONGITUDINAL USE OF BUSINESS GAME FOR ICT LEARNING FOR STUDYING BUSINESS
I. Patasiene, M. Patasius, R. Kregzdyte

APPS DEVELOPMENT AS A CATALYZER OF MOBILE LITERACY: BRIDGING ACADEMIA AND RURAL COMMUNITIES IN SOUTH AFRICA
L. Dalvit

DEVELOPMENT OF SCIENCE PROCESS SKILLS HAS TO BE AN INTEGRAL PART OF EDUCATION IN MEDICAL BIOPHYSICS
V. Haverliková

PROJECTS FOR THE DEVELOPMENT OF BIOTECHNOLOGICAL PRODUCTS. HOW TO ADAPT THEM FOR LABORATORY PRACTICES USING THE PROBLEM-BASED LEARNING METHODOLOGY
I.S. Sanmartin Santos, A.I. Lloret Alcañiz, I. Ventura Gonzalez, J.A. Prieto Ruiz

STRENGTHENING ENGINEERING SKILLS BY MEANS OF PROBLEM SOLVING ORIENTED COURSES IN HIGHER EDUCATION PROGRAMS
E. Capon-García, E. Muñoz, K. Hungerbühler

THE EFFECT OF “RESEARCH BASED LEARNING ACTIVITIES” ON STUDENTS’ INTENTION TO DO RESEARCH IN GRADUATE COURSES
M.H. Camacho, M. Valcke, K. Chiluiza

GAMIFICATION IN NEUROSURGERY EDUCATION
D. Topalli, N.E. Cagiltay

BUILDING GLOBAL CITIZENSHIP COMPETENCE THROUGH A SERIOUS GAME IN A VIRTUAL LEARNING ENVIRONMENT TO MAKE HIGHER EDUCATION STUDENTS BETTER EMPLOYABLE CANDIDATES IN THE GLOBAL WORKPLACE
A. Chatziziloiu, F. Paraskeva

USING INTELLIGENT SUPPORT SYSTEMS FOR ENDOSCOPIC SURGERY TRAINING: ANALYSIS OF HAND MOTION
D. Topalli, N.E. Cagiltay

THE DYNAMIC MIRROR
A. Balestra

LEARNING TO MAKE DECISIONS WITH STRATEGY TOOLS: HOW IS IT DONE?
S. Groesser

EFFECTIVENESS OF FREE & OPEN SOURCE TOOLS TO ENHANCE GAME BASED LEARNING EXPERIENCE IN SCHOOL EDUCATION
V.R. Naidu, H. Al Balushi, S. Bhatia

CRITICAL TECHNOLOGY ENHANCED LEARNING, ART AND DESIGN, AND HIGHER EDUCATION
M. Sclater, V. Lally

LAB OR REALITY: DEVELOPMENT AND ANALYSIS OF BUSINESS MODELS BY THE CYBERNETIC DAO COMPANY MODEL
S. Groesser

YOUNG CHILDREN AND TECHNOLOGIES: FROM TEACHERS BELIEFS TO CHILDREN EXPERIENCE
L. Parigi, A. Anichini, R. Bartolini, S. Chipa
ABOUT THE CONCEPT OF COMPUTATIONAL THINKING AND ITS EDUCATIONAL POTENTIALITIES BY PRE-SERVICE TEACHERS
M. Estebanell Minguez, J. González Martínez, M. Peracaula Bosch, V. López Simó

EYE TRACKING STUDY OF THE INFLUENCE OF THE FORM OF PRESENTATION OF ALGORITHMS ON THE EFFICIENCY OF LEARNING PROGRAMMING
M. Dziećikowski

ADOPTING A HUMAN RIGHTS BASED APPROACH TO DEVELOPMENT PROGRAMMING
A. Bruun

RECOGNITION OF PRIOR LEARNING – OUTCOME-ORIENTED APPROACHES TO THE RECOGNITION AND ASSESSMENT OF MOOC-BASED DIGITAL LEARNING SCENARIOS
F. Rampelt, R. Suter

IMPLEMENTATION OF THE LEARNING EVALUATION MODEL PRESENTED BY J.G. KALBFLEISCH
L. Castillo Cabay, N. Sanchez-Choez

LANGUAGE TRAINING AND THE MEANING OF LANGUAGE TRAINING FOR OFFICERS OF THE MINISTRY OF DEFENCE DEPARTMENT OF THE CZECH REPUBLIC IN COMPARISON WITH OTHER CHOSEN ARMIES OF THE EUROPEAN UNION
A. Čuttová

INTERDISCIPLINARY APPROACH IN THE DEVELOPMENT OF TECHNOLOGY-MEDIATED EXPERIENCES - THE CASE OF A HEALTH SYSTEM TO PROMOTE PHYSICAL ACTIVITY FOR OLDER ADULTS
R. Santos, A. Queirós, C. Martins, A. Sileu, M. Rodrigues, L.J. Gonçalves

THE EFFECTS OF THE TEACHERS’ PROFESSIONALISM AND SELF-EFFICACY ON STEM EDUCATION
G. Sarti

TEACHERS’ ATTITUDES AND BARRIERS FOR THE EFFECTIVE USE OF ICT IN CLASSROOMS IN THE MOTHEO DISTRICT
J.S. Louw, M.P. Rankhumise

ON THE VERGE OF A NEW WORLD: USING TABLET COMPUTERS IN VISUAL ART EDUCATION
E. Arıcı

HOW DOES INFORMATION TRANSFORM TO INFORMATION DESIGN?
M. Kucuk, M. Ince

TEACHER STUDENTS INVOLVED IN WRITING PARTS OF THEIR OWN TEXTBOOK
A.R. Jenssen

BUILDING A COMMUNITY ONE GROUP AT A TIME
B. Fortier, O. Laplante

CHANGING THE WAY OF TEACHING TO EMPOWER STUDENTS’ LEARNING
G. Rodríguez, M. Caligaris, N. Cabo, L.F. Laugero

TEACHERS’ PERCEPTIONS OF THE BENEFITS OF ICT USAGE IN THE CLASSROOM: A CASE STUDY IN THE MOTHEO DISTRICT IN SOUTH AFRICA
J.S. Louw, M.P. Rankhumise

COMPETITIVENESS ANALYSIS THROUGH EXPERIMENTAL DESIGN IN UNIVERSITY STUDENTS
L. Castillo Cabay, N. Sanchez-Choez, D. Izquierdo García

FIRST EXPERIENCE WITH E-LEARNING COURSE SUPPORTING THE PRACTICAL TRAINING IN MEDICAL BIOPHYSICS
V. Haverlíková

SENSOR AND ELECTRONICS EDUCATIONAL DATABASE: USING TECHNOLOGY TO TEACH TECHNOLOGY
J. Budd, H. Daniels, W. Wang, O. Hitson, K. Tseng

CREATIVITY AND GAME-BASED LEARNING
F. TomoS, O. Shabalina, C. Malliarakis, O. Balan, P. Mozelius

FIVE OPEN SOURCE WORD LISTS FOR ESL/EFL LEARNERS & THE FREE ONLINE TOOLS TO EXPLOIT THEM
C. Browne

IS THIS AUTHENTIC ASSESSMENT?: A COMPARISON OF COLLEGE FRESHMAN SEMINAR STUDENTS’ RUBRIC DEVELOPMENT AND PROJECT GRADES
D. Brennan, E. Granda, L. Cimino
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Literacy from Oral History of Oiteiro Community</td>
<td>6741</td>
</tr>
<tr>
<td>Theorising the Inviting Pedagogy Model for Multicultural Educational Contexts in Africa</td>
<td>6749</td>
</tr>
<tr>
<td>Open But Not Free: Sustainable Open Educational Resources (SOER) in a Secondary/Polytechnic STEM Curriculum</td>
<td>6752</td>
</tr>
<tr>
<td>Gamification, a Didactic Strategy in Higher Education</td>
<td>6761</td>
</tr>
<tr>
<td>Personal Development, Knowledge and Socio-Educational Value of Folk Narratives in Present-Times: Pre-Service Teachers’ Experiences in KwaZulu-Natal, South Africa</td>
<td>6772</td>
</tr>
<tr>
<td>Studio Café: Research Reflection on Design Teaching and Learning</td>
<td>6777</td>
</tr>
<tr>
<td>Quality Engineering Teaching for Quality Engineering Learning</td>
<td>6785</td>
</tr>
<tr>
<td>Number Sense iPad Apps</td>
<td>6790</td>
</tr>
<tr>
<td>Designing a Cloud Platform for Interactive Game Activities in Web-Based E-Learning</td>
<td>6797</td>
</tr>
<tr>
<td>Recruiting and Developing Strong Teachers: A Case Study of South Asia</td>
<td>6805</td>
</tr>
<tr>
<td>Motivation to Language Training</td>
<td>6815</td>
</tr>
<tr>
<td>Mobile Technology and Social Networks: Mapping Architecture Students’ Practice and Awareness for Educational Possibilities</td>
<td>6820</td>
</tr>
<tr>
<td>Reflective Learning: Using a Diagnostic Assessment as Learning – Conceptual Thread Approach in Addressing Acquired Learning Deficits in Mathematics in South Africa</td>
<td>6828</td>
</tr>
<tr>
<td>Leveraging Differentiated Instruction Through an Adaptive-Interactive Video Activity</td>
<td>6839</td>
</tr>
<tr>
<td>The Leadership Strategies of the University Administrations on Improving Peaceful Ecosystems for the International Students and Researchers</td>
<td>6848</td>
</tr>
<tr>
<td>The Assessment Movement: Faculty Can Lead the Way!</td>
<td>6849</td>
</tr>
<tr>
<td>The Role of University Faculty Members in the Spiritual and Moral Development of Future Teachers Within the Educational Space of Higher Education Institutions</td>
<td>6854</td>
</tr>
<tr>
<td>Innovations in English Language Teaching at the University Level: Flipping the Classroom</td>
<td>6862</td>
</tr>
<tr>
<td>Design-Build Workshops in Architectural Education. A Case Study; Adobe Bus Stop in Northern Cyprus</td>
<td>6868</td>
</tr>
<tr>
<td>The Future of the Universities: How to Make Ready the Universities Through Big Data Mining and Management</td>
<td>6877</td>
</tr>
<tr>
<td>Project-Based Learning: The Case of Architecture and Urbanism Courses in Brazil</td>
<td>6878</td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>USING 3D INFORMATION PRODUCTION AND VISUALIZATION TECHNOLOGIES FOR STIMULATING ONES’ COGNITIVE SKILLS AT K-12 EDUCATION LEVELS</td>
<td>6888</td>
</tr>
<tr>
<td>J. Franco</td>
<td></td>
</tr>
<tr>
<td>LINKS BETWEEN MOLECULAR BIOLOGY RESEARCH, EDUCATION AND LEARNING BY INTEGRATING WET LAB AND IN SILICO LAB</td>
<td>6897</td>
</tr>
<tr>
<td>R. del Gaudio</td>
<td></td>
</tr>
<tr>
<td>EFFECTIVE MANAGING APPROACH FOR ACCREDITATION OF ENGINEERING COLLEGE</td>
<td>6898</td>
</tr>
<tr>
<td>H. Bahaiatham, A. Alshehri</td>
<td></td>
</tr>
<tr>
<td>EXPERIENCES IN THE DEVELOPMENT OF AN INFORMATION SYSTEMS TO SUPPORT ENTERPRISE SUSTAINABILITY COURSE</td>
<td>6907</td>
</tr>
<tr>
<td>R. Chalmeta, M. Mollar</td>
<td></td>
</tr>
<tr>
<td>WEAVING MATHS AND ELECTRONICS IN A HARDWARE PROGRAMMING EXPERIMENTATION</td>
<td>6912</td>
</tr>
<tr>
<td>J.P. Bécar, F. Robert, J.C. Canonne</td>
<td></td>
</tr>
<tr>
<td>PROMA: AN ONTOLOGY BASED APPLICATION FOR EDUCATION/INDUSTRY COLLABORATION</td>
<td>6919</td>
</tr>
<tr>
<td>H. Gasmi, A. Bouras</td>
<td></td>
</tr>
<tr>
<td>LABORATORY PRACTICE TO TEACH THE DIFFERENT VARIABLES IN DEVELOPING A NOVEL USE OF AN EDIBLE POLISACARIDE, AGAR-AGAR</td>
<td>6928</td>
</tr>
<tr>
<td>C. Rius-Alonso, Y. Gonzalez-Quezada, G. Cruz-Martinez</td>
<td></td>
</tr>
<tr>
<td>SOLVING PROBLEMS UNIVERSITY INDUSTRY</td>
<td>6934</td>
</tr>
<tr>
<td>C. Rius-Alonso, Y. Gonzalez-Quezada, S. Aguilar-Padilla</td>
<td></td>
</tr>
<tr>
<td>CHALLENGES OF FOREIGN STUDENTS’ ADAPTATION TO RUSSIAN EDUCATIONAL ENVIRONMENT</td>
<td>6940</td>
</tr>
<tr>
<td>T. Peredrienko, E. Balandina, E. Istomina</td>
<td></td>
</tr>
<tr>
<td>INVESTIGATING PREVALENCE AND INDICATORS OF NOMOPHOBIA AMONG UNDERGRADUATE PRE-SERVICE TEACHERS</td>
<td>6947</td>
</tr>
<tr>
<td>O. Dönmez, M. Karasu</td>
<td></td>
</tr>
<tr>
<td>DESIGN OF A PERSONAL FINANCIAL EDUCATION WORKSHOP ADDRESSED TO NEW STUDENTS OF THE FACULTY OF ADMINISTRATION AT THE UNIVERSIDAD VERACRUZANA, CAMPUS VERACRUZ</td>
<td>6948</td>
</tr>
<tr>
<td>S.G. Flores Aguilar, G. Capetillo, L. Tiburcio, F. Leyva Picazo, D. Betancourt, H. Zizumbo Ramírez</td>
<td></td>
</tr>
<tr>
<td>ACADMIC COMPETITION AS A MONITORING EVENT</td>
<td>6951</td>
</tr>
<tr>
<td>T. Peredrienko, A. Skorobogatova</td>
<td></td>
</tr>
<tr>
<td>THE IMPACTS OF THE BIG DATA MANAGEMENT ON THE MANAGEMENT OF THE UNIVERSITY HOSPITALS</td>
<td>6955</td>
</tr>
<tr>
<td>G. Sart, S.I. Kirbaslar</td>
<td></td>
</tr>
<tr>
<td>A VIRTUAL ESCAPE GAME FOR OLDER ADULTS’ INTERACTION AND SOCIAL ENGAGEMENT: A REPORT ON THE DESIGN AND USABILITY</td>
<td>6956</td>
</tr>
<tr>
<td>A. Doroudian, D. Kaufman</td>
<td></td>
</tr>
<tr>
<td>IMPACT OF LONG-TERM PRACTICAL TRAINING ON SCIENCE TEACHERS’ PERFORMANCE AND THEIR ATTITUDE TOWARD CREATING A BETTER SCIENCE EDUCATION ENVIRONMENT</td>
<td>6963</td>
</tr>
<tr>
<td>M. Abu-Dieyeh, Z. Said, H. Marouf, A. Abu Hanieh, M. Al-Anwari</td>
<td></td>
</tr>
<tr>
<td>TRANSVERSAL SKILLS: THE KEY TO IMPROVE EMPLOYMENT OPPORTUNITIES THROUGH MOOCS</td>
<td>6968</td>
</tr>
<tr>
<td>J. Martín-Gutierrez, C.E. Mora-Luis, C. Hernández Jorge, R. Trujillo González</td>
<td></td>
</tr>
<tr>
<td>LIFELONG LEARNING AT FACULTY OF CIVIL ENGINEERING BRNO UNIVERSITY OF TECHNOLOGY</td>
<td>6978</td>
</tr>
<tr>
<td>B. Kovarova</td>
<td></td>
</tr>
<tr>
<td>EXPERIENCES IN THE DEVELOPMENT OF BIG DATA FOR ENTERPRISE MANAGEMENT COURSE</td>
<td>6987</td>
</tr>
<tr>
<td>R. Chalmeta, M. Mollar, S. Orenga</td>
<td></td>
</tr>
<tr>
<td>ATTITUDES OF SEVENTH AND EIGHTH GRADE STUDENTS TOWARDS INTEGRATING HUMOR IN MATH LESSONS</td>
<td>6991</td>
</tr>
<tr>
<td>A. Gazit</td>
<td></td>
</tr>
<tr>
<td>DEVELOPING AND EVALUATING AN EDUCATIONAL SOFTWARE FOR SCIENCE IN KINDERGARTEN: A CASE STUDY IN THE GREEK CONTEXT</td>
<td>6999</td>
</tr>
<tr>
<td>A. Spai, A. Giannakoulopoulos, V. Gialamas</td>
<td></td>
</tr>
<tr>
<td>PREPARING UNIVERSITY STUDENTS FOR SUCCESSFUL ONLINE STUDY</td>
<td>7007</td>
</tr>
<tr>
<td>L. Smith</td>
<td></td>
</tr>
</tbody>
</table>

lvii
“KEYWORDING” IN FACEBOOK GROUPS: A CASE STUDY ON GROUPING POSTS IN AN INFORMAL ONLINE LEARNING COMMUNITY
S. Caner, S. Doğan, B. Celik

THE ROLE OF RANKINGS IN THE MARKETING UNDERTAKEN BY UNIVERSITIES THROUGH THEIR INSTITUTIONAL WEBSITES
O. Morad Abadi

CORRELATION BETWEEN DIFFERENT COMPETENCES ANALYZED IN A PEDIATRIC OSCE
H. González García, M.A. Pino Vázquez, E. Urbañez Rodríguez, R. Garrido Molpeceres, R. Cuadrado Asensio, B. Izquierdo López, A. Mayo Iscar, P. González Izquierdo

MSC DEGREE ON MANAGEMENT OF SUSTAINABLE AND ECOLOGICAL TOURISM: FIRST YEAR OF THE ACADEMIC PROGRAMME

COLLABORATIVE LEARNING AS A TOOL FOR SOCIAL INNOVATION
A. Matei, A.M. Tirziu

AN INTER-OPERABILITY AND OPEN SOURCE PROBLEM FOR INTEGRATED LIBRARY SYSTEM (KOH) AND DIGITAL LIBRARY (DSPACE) AS SINGLE SYSTEM
S. Khan

DIGITAL REVOLUTION AND JOURNALISTIC EDUCATION
M. Negizbayeva, E. Dudinova, L. Mukhamadzyeva

THE ROLE OF OPEN SOURCE TECHNOLOGY IN DEVELOPMENT OF E-LEARNING EDUCATION
S. Khan, M. Alajmi

LEADING CHANGE - THE PHILOSOPHY AND PRACTICE OF THE 5PS
S. Olivier

MOBILE DEVICE APPLICATIONS IN PHYSICAL EDUCATION: INVESTIGATING NEW PEDAGOGICAL POSSIBILITIES
D. Vidotto

THE INTEGRAL TRAINING AS AN EDUCATIONAL PARADIGM AT PUBLIC UNIVERSITY IN VERACRUZ, MEXICO
M.E. Senties Santos, H. Zizumbo Ramírez, J.A. Acosta Cázares, C. Ruiz Garrido, G. Ruiz Blanco

UNIVERSIDAD VERACRUZANA STUDENTS PROVISIONING SOCIAL SERVICE IN PERAJ-MÉXICO PROGRAM
M.E. Senties Santos, H. Zizumbo Ramírez, C.P. Garrido Vargas, M.E. Fragoso Terán, M. Pérez Mugica, C. Ruiz Garrido

WHOLESCALE INSTITUTIONAL CURRICULUM REFORM
A. Robertson

SHARE, COLLABORATE, AND SAVE TIME
T. Dimovski

THE CHALLENGES OF HIGHER EDUCATION IN EDUCATIONAL PROGRAMS BASED ON A PROFESSIONAL COMPETENCY APPROACH
H. Zizumbo Ramírez, M.E. Senties Santos, C.P. Garrido Vargas, G. Ruiz Blanco, M.E. Fragoso Terán, S.G. Flores Aguilar

ACADEMIC TUTORING AS A SUPPORT STRATEGY FOR HIGHER EDUCATION STUDENTS

A NEW PARADIGM FOR EDUCATIONAL TECHNOLOGY PROVISION
M. Turpie

REMODELLING THE ESTATE TO CREATE CONTEMPORARY LEARNING ENVIRONMENTS
I. Simpson

THE ROLE OF THE UNIVERSITY OF VERACRUZ AS AN INSTITUTION OF HIGHER EDUCATION IN THE STRENGTHENING OF STUDENTS’ VALUES
G. Ruiz Blanco, C.P. Garrido Vargas, M.E. Senties Santos, M. Pérez Mugica, C. Ruiz Garrido

IMPACT OF EXTERNAL QUALITY ASSURANCE MECHANISMS ON THE DEVELOPMENT OF INTERNAL QUALITY ASSURANCE WITHIN THE HIGHER EDUCATION INSTITUTIONS OF GEORGIA
I. Grdzelidze, N. Alavidze

PLAY; PEDAGOGY, THEORY AND PRACTICE
M. Macintyre, Y. Kunter, A. Macintyre, C. Martin
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAINING AND EVALUATION OF ROAD TUNNEL OPERATORS</td>
<td>7105</td>
</tr>
<tr>
<td>P. Danišović, J. Šrámek, Ľ. Remek</td>
<td></td>
</tr>
<tr>
<td>TEACHER STUDENTS IN THE NORWEGIAN PRACTICAL PEDAGOGICAL EDUCATION COURSE</td>
<td>7110</td>
</tr>
<tr>
<td>A. Amsrud, M.L. Amundsen, M. Bunting, K.R. Engh, P.E. Garmannslund</td>
<td></td>
</tr>
<tr>
<td>FRAMEWORK &amp; THRESHOLD CONCEPTS LEADING TO INNOVATIVE TEACHING IN BIOCHEMISTRY</td>
<td>7115</td>
</tr>
<tr>
<td>I. Bailey, S. Trinder, S. Bailey, A. Thumser</td>
<td></td>
</tr>
<tr>
<td>INTERACTIVE METHOD “EVERYONE TEACHES EVERYONE” IN DEVELOPING LISTENING SKILLS AT RUSSIAN LANGUAGE LESSONS FOR FOREIGNERS</td>
<td>7116</td>
</tr>
<tr>
<td>I. Galiullina, L. Chumaraeva, R. Gataullina, G. Fassakhova, L. Islamova</td>
<td></td>
</tr>
<tr>
<td>PREVENTING PLAGIARISM IN THE ACADEMIC WORLD</td>
<td>7120</td>
</tr>
<tr>
<td>S. Suardiaz</td>
<td></td>
</tr>
<tr>
<td>POSTPONEMENT BEHAVIOUR AND LEARNING HABITS IN HIGHER EDUCATION STUDENTS</td>
<td>7121</td>
</tr>
<tr>
<td>A. Amsrud, M.L. Amundsen, P.E. Garmannslund</td>
<td></td>
</tr>
<tr>
<td>THOUGHT-IMAGES AS CULTURAL ARTIFACTS: FORMING A COLLECTIVE IDENTITY IN DIGITAL SPACE</td>
<td>7128</td>
</tr>
<tr>
<td>S. Dugal, R. Singh, R. Kinder, N. Smith, M. Odetunde, M. Garcia, A. Lansing, V. Lewandowski, N. Liddy, S. Noel, B. Pare, D. Strassfield</td>
<td></td>
</tr>
<tr>
<td>USING AUTHENTIC RESOURCES TO SUPPORT TRI-MODAL COMMUNICATION IN ONLINE GERMAN COURSEWORK</td>
<td>7131</td>
</tr>
<tr>
<td>J. Dobberfuhl-Quinlan</td>
<td></td>
</tr>
<tr>
<td>FACTORS AFFECTING UNIVERSITY STUDENTS’ ONLINE INFORMATION SEARCH BEHAVIOR</td>
<td>7139</td>
</tr>
<tr>
<td>A. Saban, I. Celik</td>
<td></td>
</tr>
<tr>
<td>PRELIMINARY DESIGN OF A PLE TO IMPROVE SPANISH EFL UNDERGRADUATE STUDENTS’ COMMUNICATIVE SKILLS</td>
<td>7140</td>
</tr>
<tr>
<td>G. Carrión Delgado</td>
<td></td>
</tr>
<tr>
<td>VIRTUAL PROGRAMMING LABS IN THE COMPUTER PROGRAMMING LEARNING PROCESS, PREPARING A CASE STUDY</td>
<td>7146</td>
</tr>
<tr>
<td>M. Cardoso, R. Barroso, A. Vieira de Castro, A. Rocha</td>
<td></td>
</tr>
<tr>
<td>IMPROVE EDUCATION, BASED ON TECHNOLOGY, IN HIGH SCHOOLS THROUGHT AN EUROPEAN INITIATIVE</td>
<td>7156</td>
</tr>
<tr>
<td>R. Barroso, M. Cardoso, A. Vieira de Castro, A. Rocha</td>
<td></td>
</tr>
<tr>
<td>A COMPARATIVE STUDY OF THREE MODES OF INSTRUCTION DELIVERY OF A COLLEGE ALGEBRA COURSE</td>
<td>7164</td>
</tr>
<tr>
<td>A. Chekour</td>
<td></td>
</tr>
<tr>
<td>SOCIALISING UNDERGRADUATE STUDENTS INTO RESEARCH METHODS AND ETHICS</td>
<td>7170</td>
</tr>
<tr>
<td>C.N. Ngwane</td>
<td></td>
</tr>
<tr>
<td>ICT STUDY IN ENGLISH IN THE EYES OF POLISH AND KYRGYZ STUDENTS</td>
<td>7175</td>
</tr>
<tr>
<td>M. Miłosz, N. Israilova, E. Miłosz</td>
<td></td>
</tr>
<tr>
<td>ANYWHERE, ANYTIME, ANYONE: TRANSITIONING TOWARD 21ST CENTURY LEARNING</td>
<td>7182</td>
</tr>
<tr>
<td>A. Couros</td>
<td></td>
</tr>
<tr>
<td>COURAGEOUS EDVENTURES</td>
<td>7183</td>
</tr>
<tr>
<td>J. Magiera</td>
<td></td>
</tr>
<tr>
<td>TRANSFORMING THE STUDENT EXPERIENCE WITH INNOVATION</td>
<td>7184</td>
</tr>
<tr>
<td>M. Evans</td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGIES AND THEIR OPPOSITION AT THE UNIVERSITY: THE CASE OF A RUSSIAN PEDAGOGICAL UNIVERSITY</td>
<td>7185</td>
</tr>
<tr>
<td>O.A. Burukina, I. Vorobyeva, G. Kutepova, L. Zvyagin</td>
<td></td>
</tr>
<tr>
<td>ACADEMIC MOBILITY FOR FUTURE PROFESSIONALS’ DEVELOPMENT THROUGH THEIR OWN EYES</td>
<td>7196</td>
</tr>
<tr>
<td>O.A. Burukina, N. Kushcheva</td>
<td></td>
</tr>
<tr>
<td>INTERPERSONAL BEHAVIORAL QUALITY RELATIONS: THE BULLYING BEHAVIORAL CASE AND THE EMOTIONAL AND SOCIAL SKILLS OF YOUNG PORTUGUESE STUDENTS</td>
<td>7208</td>
</tr>
<tr>
<td>M.E. Bizai, M. Saraiva, T. Nogueiro, F. Jorge</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>SOCIAL NETWORKS APPLIED TO UNIVERSITY</td>
<td>7214</td>
</tr>
<tr>
<td>P. Abelairas-Etxebarria, J. Mentxaka</td>
<td></td>
</tr>
<tr>
<td>A STUDY ON THE EFFECT OF VISUALIZATION IN TEACHING ENTITY-RELATIONSHIP DIAGRAM (ERD) TO RELATIONAL SCHEMA MAPPING</td>
<td>7219</td>
</tr>
<tr>
<td>L. Yang, L. Cao</td>
<td></td>
</tr>
<tr>
<td>FORMATTING THREADED DISCUSSIONS FOR ENHANCED E-LEARNING: EXPLORING BEST PRACTICES</td>
<td>7220</td>
</tr>
<tr>
<td>M. Cole, D. Shelley, L. Swartz</td>
<td></td>
</tr>
<tr>
<td>SKILLS TO GO: REINVENTING HIGHER EDUCATION</td>
<td>7226</td>
</tr>
<tr>
<td>I. Pantzalis, L. McGovern, M. Nastanski</td>
<td></td>
</tr>
<tr>
<td>STUDENT TEACHERS' UNDERSTANDING OF THE TEACHER AS CARER</td>
<td>7232</td>
</tr>
<tr>
<td>S. van Putten, L. Beukes, H. Botha</td>
<td></td>
</tr>
<tr>
<td>SCAFFOLDING FROM STUDENTS IN UNIVERSITY ESL CLASSROOM</td>
<td>7233</td>
</tr>
<tr>
<td>R. Ayapova</td>
<td></td>
</tr>
<tr>
<td>CREATIVE METHODOLOGY TO EXPLORE THE SOCIAL PROBLEMS OF HEARING LOSS IN MARGINALISED COMMUNITIES</td>
<td>7240</td>
</tr>
<tr>
<td>S.C. Fidler, J. Ashton</td>
<td></td>
</tr>
<tr>
<td>CHALLENGES TO COLLABORATIVE LEARNING IN ARCHITECTURAL EDUCATION IN THE MIDDLE EAST</td>
<td>7242</td>
</tr>
<tr>
<td>L. Mathew, D. Thomas, S. Rajan</td>
<td></td>
</tr>
<tr>
<td>THE EXISTENTIAL STUDENT: UNDERSTANDING TODAY’S HIGHER EDUCATION STUDENTS</td>
<td>7252</td>
</tr>
<tr>
<td>S. MacMillan</td>
<td></td>
</tr>
<tr>
<td>SUPPORTING DIVERSE LEARNING AND LIFE NEEDS THROUGH UNIVERSAL DESIGN FOR LEARNING</td>
<td>7258</td>
</tr>
<tr>
<td>J. Ableser</td>
<td></td>
</tr>
<tr>
<td>HIGHER EDUCATION-CORPORATE STRATEGIC ALLIANCES – WHY CAN’T WE JUST GET ALONG? A PROPOSED THEORETICAL FRAMEWORK</td>
<td>7263</td>
</tr>
<tr>
<td>J. Lax</td>
<td></td>
</tr>
<tr>
<td>THE ROLE OF EDUCATIONAL LEADERSHIP ON PARTICIPATION IN THE NATIONAL PROGRAM OF SCIENCE AND TECHNOLOGY FAIRS OF COSTA RICA</td>
<td>7275</td>
</tr>
<tr>
<td>M. Gonzales</td>
<td></td>
</tr>
<tr>
<td>SOFTDRIFT KIT A NEW TOOL FOR TEACHING RADIO FREQUENCY (RF) AT THE UNDERGRADUATE LEVEL</td>
<td>7284</td>
</tr>
<tr>
<td>E. Salib, A. Funkhouser</td>
<td></td>
</tr>
<tr>
<td>MICRO AND MOBILE LEARNING IN ENTERPRISES – WHAT ARE BENEFITS AND CHALLENGES OF THESE LEARNING CONCEPTS?</td>
<td>7292</td>
</tr>
<tr>
<td>J. Decker, M. Schumann</td>
<td></td>
</tr>
<tr>
<td>DIGITAL TECHNOLOGY AND INTERDISCIPLINARY TEACHING PRACTICES: THE DEVELOPMENT OF DIGITAL AUTHORIAL EDUCATIONAL MATERIALS IN THE UNDERSTANDING OF TEACHING PRACTICES</td>
<td>7302</td>
</tr>
<tr>
<td>L. de Lima, R. Loureiro, B. Aguiar, G. Teles</td>
<td></td>
</tr>
<tr>
<td>STUDENT-TEACHERS’ EXPERIENCES OF OPEN ACCESS ONLINE RESOURCES FOR LESSON PLANNING</td>
<td>7311</td>
</tr>
<tr>
<td>W. Fraser, R. Ferreira, R. Callaghan, R. Mampane</td>
<td></td>
</tr>
<tr>
<td>LEARNING BY DOING IN THE BACHELOR’S DEGREE OF TECHNICAL ARCHITECTURE AT THE UNIVERSITAT JAUME I</td>
<td>7312</td>
</tr>
<tr>
<td>L. Reig, M.J. Raud, M. Braulio, A. Lecha, P. Huedo, T. Gallego, A. Pitarch, B. Sáez, J. Babiloni</td>
<td></td>
</tr>
<tr>
<td>HOW SCRUM IMPROVES PROJECT-BASED COURSEWORK AT UNIVERSITY</td>
<td>7322</td>
</tr>
<tr>
<td>F. Babic</td>
<td></td>
</tr>
<tr>
<td>SOME PARTICULARITIES OF STUDENT SATISFACTION WITH THE VISUAL ARTS TEACHING METHODOLOGY COURSE TAUGHT AT CROATIAN FACULTIES OF TEACHER EDUCATION</td>
<td>7329</td>
</tr>
<tr>
<td>S. Opic, M. Zupanic Benic</td>
<td></td>
</tr>
<tr>
<td>THE USE OF IPAD AND IWATCH AS AN ELEMENT OF IMPROVEMENT IN THE SOCIAL AND LEARNING SKILLS OF STUDENTS WITH DOWN SYNDROME</td>
<td>7338</td>
</tr>
<tr>
<td>G. Lorenzo, G. Arráez, A. Lledó, A. Lorenzo-Lledó</td>
<td></td>
</tr>
<tr>
<td>DESIGNING A COURSE FOR SIGNIFICANT LEARNING</td>
<td>7343</td>
</tr>
<tr>
<td>R. Stolyar</td>
<td></td>
</tr>
</tbody>
</table>
USING AUGMENTED REALITY TO ENHANCE THE STUDENTS’ LABORATORY EXPERIENCE
S. Smith, M. Khechara

INTEGRATED WORK BASED PLACEMENTS – SHIFTING THE PARADIGM TO SUPPORT THE DEVELOPMENT OF CAPABILITY AND EMPLOYABILITY?
S. Smith

TUTORING STUDENT-ATHLETES: THE PEDAGOGICAL MODEL OF UNIVERSITY OF ROME FORO ITALICO
E. Isidori, E. Laterza, E. Angelillo, A. Fazio

ARCHAEOLOGICAL CHEMISTRY: REVEALING TRACES OF THE PAST
E. Manzano, S. Cantarero, A. Garcia, F. Contreras, F. Martinus, J.L. Vilchez

SEVENTH GRADERS’ GRAMMATICAL KNOWLEDGE: A COMPARATIVE STUDY
F. Devos, V. Van Vooren, A. Mottart

CONSISTENCY BETWEEN PEDAGOGICAL ASSESSMENT AND SELF-ASSESSMENT OF EDUCATIONAL RESULTS IN THE CONTEXT OF PROFESSIONAL AND PERSONAL DEVELOPMENT OF STUDENTS
N. Bordovskaia, E. Koshkina, M. Tikhomirova, N. Bochkina

TEACHERS’ ATTITUDES TOWARD COMPUTER-ASSISTED INSTRUCTION IN SCIENCE TEACHING
V. Županec, T. Pribićević, T. Miljanović, B. Radulović

TEACHERS’ ATTITUDES ON THE IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN BIOLOGY TEACHING
V. Županec, B. Radulović, T. Pribićević, T. Miljanović

DEVELOPING AN EDUCATIONAL BOARD GAME USING INFORMATION TECHNOLOGY

DEVELOPMENT OF AN EDUCATIONAL TOOL FOR STUDENTS OF DENTISTRY DEGREE: CRANIOMANDIBULAR DYSFUNCTION STUDY IN PEDIATRIC PATIENTS
M.E. Sánchez, N.E. Gallardo, A. Adanero Velasco, A.M. Calleja, G. Feijóo

ANALYSIS OF RELATIONSHIPS BETWEEN PROBLEMATIC INTERNET USE AND ATTACHMENT STYLES
A.O. Akturk, A. Elíasuk Bulbul, I. Celik

STRUCTURES OF COOPERATIVE LEARNING IN L2 INSTRUCTION: AN EXPLORATORY STUDY WITH SPANISH PRIMARY SCHOOL CHILDREN
J.J. Calvo Valiente, A. Devis Arbona, A. Gómez-López

HOW FAR CAN WE GO WITHOUT LEAVING THE CLASSROOM? RESULTS OF AN INTERNATIONAL COOPERATION EXPERIENCE WITH STUDENTS IN MEXICO AND PORTUGAL
B. Barbosa, C. Prado-Meza

STUDENTS’ PERCEPTION OF “PUZZLE-BASED LEARNING” EFFECTIVENESS: AN EXPERIENCE FROM HIGHER EDUCATION
M. Perez-Perez, A.M. Serrano-Bedia, G. García-Piqueres, M. Obeso

MOODLE SATISFACTION: FACTORS AFFECTING EFFECTIVENESS AND USE OF THIS E-LEARNING TOOL
A.M. Serrano-Bedia, M. Perez-Perez, G. García-Piqueres, M. Obeso

MEDIA ADAPTATION TO IMPROVE THE PERFORMANCE OF STUDENTS IN THE GRADUATION DESIGN PROJECTS
D. Eldardiry, I. Elghonaimy

AN EXPERIMENTAL COURSE IN SOLVING GLOBAL PROBLEMS
J. Collins, E. Arnold

TRENDS AND FEATURES OF INTERNATIONALIZATION OF HIGHER EDUCATION AS A MAJOR FACTOR OF HIGHER EDUCATIONAL INSTITUTIONS DEVELOPMENT
T. Vitenko, V. Shanaida, P. Drożdziel, R. Madleňák

FEATURES OF CREATING A SOLID MODELS AND ASSEMBLY OPERATIONS AT CAD-SYSTEMS
T. Vitenko, V. Shanaida, P. Drożdziel, R. Madleňák

POSITIVE SOCIALIZATION, ITS FOSTERING IN AN ELEMENTARY SCHOOL GROUP THROUGH STORYTELLING AND COOPERATIVE PLAY
M.V. Espejel López, E. Duarte Briceño, J.C. Aguayo Chan, M.L. Pinto Loría

INNOVATION AND ITS MANAGEMENT IN EDUCATIONAL INSTITUTIONS
R.A. Gomez Ortiz, L. Rocha Lona, X.E. Macotela Mendez
BUILDING ENTREPRENEURSHIP COMPETENCIES THROUGH THE DEVELOPMENT OF GEOGRAPHIC INFORMATION SYSTEMS APPS
M.F. Matamoros Huerta, R. Bueckmann Diegoli, A. Santana Reynoso

CHILDREN'S ABILITIES IN THE AREAS OF COMPARISON, ARRANGEMENT AND WORK WITH A WHOLE
K. Cubova, S. Pechouckova

TEACHING ADULTS: GRAMMAR AND LEXICAL CORRELATION
N. Belenkova, V. Davtyan

ASSESSMENT OF PRIMARY 4TH- GRADE STUDENTS' COGNITIVE MODELING COMPETENCIES : MUSIC COURSE PROBLEM
N. Şahin, A. Eraslan

REALITY VS VIRTUAL REALITY: AFFECTIVE DOMAIN LEARNING OUTCOMES IN MEDICAL ANATOMY TEACHING
R. Tedman

INTERNATIONAL DIALOG AMONG STUDENTS FOR RAISING AND VISUALIZING GENDER ISSUES
E. Pitri, A. Lai

PREDICTORS OF THE ACTUALIZATION OF THE RESEARCH POTENTIAL OF CHINESE FIRST-YEAR STUDENTS STUDYING AT HOME AND IN RUSSIAN UNIVERSITIES
E. Petanova, N. Bordovskai, Q. Fan, X. Wang

THE ROLE OF VET CERTIFICATIONS IN MOOCS

MOOCS EXPERIENCES FROM 2012 TO 2016. FROM COMMUNITIES AND CONTESTS TO PRACTICE-BASED MOOCS AND CERTIFICATIONS
S. Martin, E. Sanristobal, F. Garcia-Loro, M. Alonso, G. Díaz, M. Castro

REVEALING PRIMARY SCHOOL CHILDREN'S MATHEMATICAL MODELING POTENTIAL: HAIRDRESSER SALON PROBLEM
N. Şahin, A. Eraslan

MODELS OF USE OF ICT TOOLS AND TEACHERS' ATTITUDES TO THEM
M. Klement, K. Bártěk, J. Dostál

TEACHERS' PERCEPTION ON JOB-RELATED STRESS AND LEISURE ACTIVITIES
D. Rolison, M. Daniel, L. Kelley

WHAT MAKES A MOBILITY CHAMPION? QUALITATIVE INSIGHTS ON TEACHERS' MOBILITY EXPERIENCES
B. Barbosa, C. Santos, S. Filipe, M. Pinheiro, D. Simões, G. Dias

A SIMPLE APPROACH TO UNDERSTAND SOLID STATE CHEMISTRY WITH THE EXAMPLE OF A PIEZOELECTRIC MATERIAL INCORPORATED IN A BIRTHDAY CARD SPEAKER

TEACHING IN ENGLISH
T. Baranovskaya, V. Shaforostova

ESP AND EMI
T. Baranovskaya, V. Shaforostova

CRITICAL THINKING PROBLEMS OF TAIWANESE STUDENTS IN LEARNING SPANISH AS A FOREIGN LANGUAGE
J.M. Blanco Pena

MOOCS AS A NEW APPROACH TO ESP VOCABULARY DEVELOPMENT
M. Rudneva, T. Popova

SUSTAINABLE SCHOOL FOR MED AREA: AN INTERNATIONAL DESIGN EXPERIENCE IN THE ENVIRONMENTAL DESIGN COURSE OF THE ARCHITECTURE SCHOOL AT THE UNIVERSITY OF FLORENCE
R. Romano, P. Gallo

PHONOLOGICAL ORAL DEVELOPMENT IN PLURILINGUAL ENVIRONMENTS
E. Moraleda Sepulveda, T. Carchenilla, A. Martínez Cano

SOCIAL COMPETENCE ASSESSMENT IN FOURTH GRADE ELEMENTARY SCHOOL STUDENTS
C.M. Madera Farfan, M.L. Pinto Loría, E. Duarte Briceño, J.C. Aguayo Chan, M.V. Espejel López
PRACTICAL DEMONSTRATION OF STRUCTURAL PRINCIPLES IN SIMPLE SYSTEMS
M.C. Serna Moreno

TEACHING STUDENTS OF ENGLISH AS L2 HOW TO PRODUCE REQUESTS CORRECTLY: A LEXICAL-CONSTRUCTIONAL APPROACH
L. Pérez-Hernández

GRAPHIC AND INTERACTIVE VISUALIZATION OF UNIVERSITY WORK DATA AS A TOOL TO REDUCE DROPOUT RATES
B. Doersam, J. Schneitz

COMPARATIVE STUDY OF BLENDED FACE-TO-FACE AND HYBRID ONLINE PHYSICAL SCIENCE COURSES
S. Sertsu, F. Chacon, W. Lawrence

LARGE EDUCATIONAL PROJECT FROM THE MANAGEMENT TEAM'S PERSPECTIVE
M. Plechanska-Wojcik, M. Miłosz, M. Dzięńkowski

UNSW KNOWLEDGE MAPS: AN ONLINE TOOL FOR KNOWLEDGE MAPPING WITH AUTOMATED FEEDBACK
V. Ho, G. Velan

ACTIVE LEARNING EXPERIENCE: STUDENT SATISFACTION AND STUDENT PERFORMANCE ANALYSIS
N.I. Ismail, M.S. Liew, A.P. Herman

MOVING VIRTUAL AND AUGMENTED REALITY IN THE LEARNING CLOUD: DESIGN PRINCIPLES FOR AN AGORA OF ACTIVE VISUAL LEARNING SERVICES IN STEM EDUCATION
M. Lytras, P. Papadopoulou, A. Misseyanni, C. Maroudi, W. Alhalabi, L. Daniela

"TOM THE ANIMAL LOVER": AN EXAMPLE OF EDUCATIONAL DIGITAL GAME FOR PRESCHOOL CHILDREN AGED BETWEEN 4-5
O. Yilmaz, B. Özkan

MAKING CONNECTIONS IN TECHNICAL WRITING: LINKING INFORMATION GATHERING AND PROFESSIONAL CORRESPONDENCE WRITING FOR ENGINEERING STUDENTS
D. Balint

EMPHASIZING NOTE-TAKING AND OUTLINE MAPPING DEVELOPMENT FOR RESEARCH PAPER WRITING
D. Balint

IMPLEMENTATION OF AN INTERDISCIPLINARY EDUCATIONAL PATH WITHIN "GLASSWORKS IN POMERANIA REGION, CRAFTS AND INDUSTRY" PROJECT
K. Daliga, J. Dąbal, T. Widerski

DESIGN CRITERIA OF VIDEO ELEMENTS AND THEIR EFFECTS ON SIMULATION BASED COMPETENCE MEASUREMENT
J. Kleinhaus, T. Ketschau

FEATURES OF USING THE STAGING METHOD IN TEACHING LEGAL SPANISH AS THE SECOND LANGUAGE
E. Zvereva, K. Chilingaryan

THE IPAD: TEACHERS’ PERCEPTIONS AND PREFERENCES
A. Gülecoglu

ICT TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING: MODERN EDUCATIONAL PLATFORMS AS MOTIVATION TOOLS IN LANGUAGE LEARNING
E. Zvereva, K. Chilingaryan

METHODOLOGY AND EXPERIENCES IN PROVIDING E-LEARNING TESTS FOR INTERNATIONAL STUDENTS IN TECHNICAL THERMODYNAMICS: THERMOE-INT
C. Grau Turuelo, O. Banos García, C. Breitkopf

LEADERSHIP ORIENTATION IN THE DIGITAL AGE HIGHER EDUCATION IN KENYA
M. Kiula, E. Waigambo, J. Kiñor

RHETORIC OF THE DIGITIZED FACULTY – A CROSS CULTURAL ETHNOGRAPHIC STUDY OF HIGHER EDUCATION LECTURERS AT THE CROSSROADS OF PEDAGOGIC CHANGE
H. Glover, H. Collins, F. Myers

DECOPA: COLLABORATIVE STRATEGIES TO IMPROVE ANALYSIS AND SYNTHESIS SKILLS FOR UNDERGRADUATE STUDENTS
A. Amores Arrocha, B. García Jarana, E. García Suárez, L. Casas Cardoso, A. Jiménez Cantizano

ACCESS & EQUITY IN TERTIARY EDUCATION
S. Rizwan, A. Huma
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVELOPING DIGITAL EDUCATIONAL MATERIALS FOR NURSING AND SUSTAINABILITY: THE RESULTS OF AN OBSERVATIONAL STUDY</td>
<td>7750</td>
</tr>
<tr>
<td>RETHINKING EDUCATION IN THE DIGITAL ERA- THE USE OF MOOCS IN FASHION DESIGN MANAGEMENT DEGREES</td>
<td>7755</td>
</tr>
<tr>
<td>J. Collins</td>
<td></td>
</tr>
<tr>
<td>STRATEGIC MANAGEMENT THROUGH FLIPPED LEARNING</td>
<td>7759</td>
</tr>
<tr>
<td>N. Franco-Leal, R. Díaz-Carrion</td>
<td></td>
</tr>
<tr>
<td>AN ASSESSMENT STRATEGY FOR LEARNING IN A FIRST YEAR PROGRAMMING COURSE: A CASE IN OPEN DISTANCE E-LEARNING</td>
<td>7764</td>
</tr>
<tr>
<td>D. van Heerden, M. van Der Merwe</td>
<td></td>
</tr>
<tr>
<td>DIGITAL GAME-BASED LEARNING FOR THE NET GENERATION: PERCEPTIONS OF UNIVERSITY STUDENTS</td>
<td>7774</td>
</tr>
<tr>
<td>S. Roodt, B. Saunders</td>
<td></td>
</tr>
<tr>
<td>USING TECHNOLOGY IN CLASS, NOT JUST HAVING TECHNOLOGY IN CLASS</td>
<td>7784</td>
</tr>
<tr>
<td>T. Talmo, G.A. Stoica, R. Stockert</td>
<td></td>
</tr>
<tr>
<td>AN INNOVATIVE VIRTUAL REALITY EDUCATIONAL ENVIRONMENT FOR SCHOOL PHYSICS EDUCATION: SLOVAKIA CASE</td>
<td>7790</td>
</tr>
<tr>
<td>Z. Paškova</td>
<td></td>
</tr>
<tr>
<td>WAYS OF ENCOURAGING AND EVALUATING REFLECTIVE THINKING IN PRIMARY AND SECONDARY SCHOOL STUDENTS: EXAMPLES FROM A UK BASED INTERNATIONAL AWARDING BODY</td>
<td>7798</td>
</tr>
<tr>
<td>M. Kwalwa, S. Shaw</td>
<td></td>
</tr>
<tr>
<td>CONTENT AND LANGUAGE INTEGRATED LEARNING: A TEACHING EXPERIENCE IN STRATEGIC MANAGEMENT</td>
<td>7807</td>
</tr>
<tr>
<td>R. Díaz-Carrion, N. Franco-Leal</td>
<td></td>
</tr>
<tr>
<td>GOING BEYOND CLICKERS: USING A VERSATILE WEB-BASED RESPONSE SYSTEM FOR ENGAGING AUDIENCES IN COLLEGE CLASSROOMS AND IN PUBLIC SCIENCE EVENTS</td>
<td>7811</td>
</tr>
<tr>
<td>M. Sarvary, K. Gifford</td>
<td></td>
</tr>
<tr>
<td>THE STUDY OF STRATEGIES OF CURRICULUM LEADERSHIP UNDER THE CURRICULUM REFORM - CASE STUDY OF TAIWAN PRESCHOOLS</td>
<td>7818</td>
</tr>
<tr>
<td>Y.K. Lin, C.T. Chang</td>
<td></td>
</tr>
<tr>
<td>THE APPLICABILITY OF INNOSPICE MODEL IN DEVELOPING COUNTRIES: A CASE STUDY</td>
<td>7825</td>
</tr>
<tr>
<td>ANALIZING THE DIFFERENCE BETWEEN THE PEER ASSESSMENT AND THE TEACHER ASSESSMENT</td>
<td>7834</td>
</tr>
<tr>
<td>C.B. Garcia García, C. Garcia García, M.M. Lopez Martín</td>
<td></td>
</tr>
<tr>
<td>THE MAZE OF DEFINITIONS ON ACADEMIC INTEGRITY AND RELATED TERMS – IS IT EASY TO APPLY IN PRACTICE?</td>
<td>7840</td>
</tr>
<tr>
<td>I. Gaizauskaitė, L. Tauginienė</td>
<td></td>
</tr>
<tr>
<td>AUTISTIC STUDENTS IN EXPERIENCING SYNESTHESIA</td>
<td>7845</td>
</tr>
<tr>
<td>L. Ploch</td>
<td></td>
</tr>
<tr>
<td>MUSICAL PREFERENCES OF STUDENTS WITH A MODERATE DEGREE OF INTELLECTUAL DISABILITY</td>
<td>7855</td>
</tr>
<tr>
<td>L. Ploch</td>
<td></td>
</tr>
<tr>
<td>ACADEMIC AND CULTURAL EXCHANGE IN ONLINE TEACHING</td>
<td>7864</td>
</tr>
<tr>
<td>N. Mingazova, H. Lee Mello, E. Gafiyatova</td>
<td></td>
</tr>
<tr>
<td>METHODOLOGICAL AND DIDACTIC CHALLENGES OF TEACHING ELECTRICAL ENERGY SYSTEMS TO SECOND YEAR STUDENTS</td>
<td>7868</td>
</tr>
<tr>
<td>F. Milano</td>
<td></td>
</tr>
<tr>
<td>IMPACT OF GEOGEBRA APPS IN COURSES</td>
<td>7878</td>
</tr>
<tr>
<td>M. Barchilon Ben-Av, I. Gurevich</td>
<td></td>
</tr>
<tr>
<td>ACTUALIZATION OF PHYSICAL EDUCATION SYSTEM IN REGIONS OF THE RUSSIAN FEDERATION: EXPERIENCE OF SOUTH URAL</td>
<td>7879</td>
</tr>
<tr>
<td>E. Cherepova, A. Khufizieva, A. Aminov, I. Cherepova, G. Yakovleva</td>
<td></td>
</tr>
<tr>
<td>APPLICATION AND ANALYSIS OF NEW METHODOLOGIES BASED ON MODELS, ANALOGIES AND ICT ON THE TEACHING OF PHYSICS</td>
<td>7889</td>
</tr>
</tbody>
</table>
THE DOUBLE DEGREE PROGRAM "HISTORY AND DIALOGUE OF CULTURES" OF THE PEOPLE’S FRIENDSHIP UNIVERSITY OF RUSSIA AND THE UNIVERSITY GRENOBLE-ALPES AS AN ASPECT OF INTELLECTUAL MIGRATION AND FRENCH-RUSSIAN INTERNATIONAL COOPERATION IN THE FIELD OF EDUCATION
A. Dolzhikova, R. Arslanov, M. Moseikina, E. Linkova, L. Bukalova

EXPERIENCE TEACHING ELECTRICAL ENERGY SYSTEMS TO NON-ELECTRICAL ENGINEERING STUDENTS
F. Milano

BRINGING PRE-SCHOOL PLAYFUL LEARNING TO THE UNIVERSITY
R. Stackert, T.M. Thorseth, T. Talmo

APPROACH TO CONCEPTIONS OF HIGH EDUCATION TEACHERS AT THE BEGINNING OF THEIR TEACHING CAREER AND ITS FUTURE PROJECTION
R. Flores Delgado, L. Montejano Castillo, M. Díaz Chávez

SOME ASPECTS OF LIFE STORIES FOUND IN TEACHING PROPOSALS OF TEACHERS FROM THE NATIONAL POLYTECHNIC INSTITUTE
L. Montejano Castillo, R. Flores Delgado, R. Flores Delgado

AN INTERDISCIPLINARY PROJECT OF MATHEMATICS AND SCIENCE BASED ON AUGMENTED REALITY
L. Delgado Martín, M.A. Gimeno-González, T. Martín-García, F. Almaraz-Menéndez, C. Ruiz Méndez

INTEGRAL AND SUSTAINABLE FORMATION IN GRADUATES FROM AGRIBUSINESS IN THE NORTH UNIVERSITY CENTER, UNIVERSITY OF GUADALAJARA, MEXICO
J. Núñez, R. Cabral, J. Cárdenas, E. Lomeli, A. Noriega, O. Zamora

TYPOLOGY OF UNIVERSITIES AS A STRUCTURAL BASIS OF THE NONLINEAR MODEL HIGHER EDUCATION IN THE RUSSIAN MACRO-REGION
G. Zborovsky, V. Katashinskikh

NETWORK INTERACTIONS OF UNIVERSITIES AS A FACTOR OF DEVELOPMENT OF THE HIGHER EDUCATION IN THE RUSSIAN MACRO-REGION
G. Zborovsky

THE INTERACTIVE WHITEBOARD IN PRIMARY SCHOOL SCIENCE AND INTERACTION
E. Aflalo

NEGOTIATING BOUNDARY CROSSING FROM TRADITIONAL OR INDIGENOUS KNOWLEDGE TO MODERN WESTERN SCIENCE: A SOUTH AFRICAN XHOSA PERSPECTIVE
K.M. Ngcoza

MULTIMEDIA PROJECT "CULTURE AND TRADITIONS OF THE COUNTRIES OF THE TARGET LANGUAGE"
M. Avdonina, N. Zhabo, I. Stepanov, V. Ulyumdzhieva, E. Notina

LEARNING STYLES, ACCEPTANCE AND EFFECTIVE USE OF VIRTUAL LEARNING ENVIRONMENTS IN HIGHER DISTANCE EDUCATION
J.R. de Mendonça, D. Gomes Filho, C. De Muylder

GAME-BASED STRUCTURAL DEBRIEFING: A DESIGN TOOL FOR SYSTEMS THINKING CURRICULUM
Y.J. Kim, O. Pavlov

ANALYSIS OF LEARNING EFFECT OF FLIPPED LEARNING BASED COMPUTER USE LESSON
C. Kim, S. Heo, D. Son

PERFORMANCE INDICATORS USED BY STAKEHOLDERS TO RANK UNIVERSITIES IN ZIMBABWE
A.S. Chiromo

RANKING EUROPEAN UNIVERSITIES BASED ON THEIR LEVEL OF INTERNATIONALIZATION: THE EUROPEAN UNIVERSITY-INTERNATIONALIZATION INDEX
M. Maricic, N. Zornic, V. Jeremic

WHAT IS A 'SUCCESSFUL LEARNING OUTCOME'? V. Gynmild

LEARNING ANALYTICS AND TASK DESIGN IN SCIENCE EDUCATION V. Gynmild

REVISITING EVALUATION AND ASSESSMENT IN STEM EDUCATION: A MULTIDIMENSIONAL MODEL OF STUDENT ACTIVE ENGAGEMENT
P. Papadopoulou, M. Lytras, A. Misseyanni, C. Marouli
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating the Impact of Information and Communication Technology on Teaching and Learning in Health Training Institutions of Ghana</td>
<td>8034</td>
</tr>
<tr>
<td>Exploring Collaborative Learning as an Active Learning Approach in Higher Education</td>
<td>8041</td>
</tr>
<tr>
<td>E-Learning and Art of Programming: A Context Oriented to</td>
<td>8051</td>
</tr>
<tr>
<td>“Okay, Yes It’s True” – Doing Discovering Work in a Tangible-User-Interface-Mediated Joint Problem Solving Physics Activity</td>
<td>8057</td>
</tr>
<tr>
<td>Designing and Implementing a Big Open Online Course by Using a 3D Virtual Immersive Environment – Lessons Learned</td>
<td>8070</td>
</tr>
<tr>
<td>History and Posters: Dynamizing Elements in the Learning Process at Telecommunication Engineering</td>
<td>8080</td>
</tr>
<tr>
<td>Directions in the Development of Discourse in an Online Multicultural Environment</td>
<td>8088</td>
</tr>
<tr>
<td>Leadership by the Curriculum Department Coordinator: Teachers’ Perceptions</td>
<td>8098</td>
</tr>
<tr>
<td>ArsNova.Click – a Game-Based Audience-Response System for STEM Courses</td>
<td>8107</td>
</tr>
<tr>
<td>Student “Attendance” in Online Lectures</td>
<td>8112</td>
</tr>
<tr>
<td>Flippino: A Mobile Application on Reading for the Dyslexic Students of WordLab</td>
<td>8117</td>
</tr>
<tr>
<td>Octagonal Performance Analyses of Secondary School Teachers</td>
<td>8127</td>
</tr>
<tr>
<td>A Comparison of Adult Learners’ Performance in Blended Vis-À-Vis in Face-To-Face Courses</td>
<td>8128</td>
</tr>
<tr>
<td>Engineering Design Process – An Appropriate Pedagogical Approach for Technical and Vocational Education</td>
<td>8134</td>
</tr>
<tr>
<td>Personal and Social Predictors of School Belonging Among Secondary and High School Students</td>
<td>8143</td>
</tr>
<tr>
<td>Assessment of Individual Students Participation in Group Work</td>
<td>8151</td>
</tr>
<tr>
<td>An Analysis of the Integration of ICT in Education from the Perspective of Teachers’ Attitudes</td>
<td>8156</td>
</tr>
<tr>
<td>Impact Analysis of the Educational Material in Higher Education</td>
<td>8163</td>
</tr>
<tr>
<td>Examination of Some Factors That May Impact on Students’ Attitude on E-Assessment</td>
<td>8168</td>
</tr>
<tr>
<td>Students with Disabilities: The All-Russian Cut and Experience of Adaptation in the Environment of Multicultural Higher Education Institution</td>
<td>8177</td>
</tr>
</tbody>
</table>
THE ROLE OF EXTRACURRICULAR ACTIVITIES IN TEACHING LITHUANIAN AS FOREIGN LANGUAGE  
S. Juzeleniene, L. Alesiunaite, R. Brunевичiūtė, L. Rasčauskaite  

PROJECTX - A TOOL TO PROMOTE STUDENT MOBILITY  
R. Beloiu, M. Cervantes, I. Ferrer Ballester  

RURAL MATHEMATICS: A LOOK ABOUT THE PAST IN THE POINT OF VIEW OF THE PRESENT  
P. Catarino, C. Costa  

A LEARNER-CENTERED MODEL  
H. El Shawarby, K. Helmy  

IDENTIFYING AND EXAMINING OUTSTANDING TEACHING AT A UK HIGHER EDUCATION INSTITUTION AND THE LESSONS IT PROVIDES FOR FIRST YEAR LECTURERS AND THEIR STUDENTS  
C. Bartle, C. Wilson  

THE ROLE OF THE PRINCIPAL IN INTEGRATING ICT AMONGST TEACHERS  
E. Wasserman, N. Daifni  

BEAN BAGS: AN EXPERIENTIAL LEARNING ACTIVITY FOR QUALITY CONTROL  
A. Peiro-Signes, M.V. Segarra-Oña, O. Trull-Domínguez, M. de Miguel-Molina  

PROFESSIONAL DEVELOPMENT – WHAT IS THE DIFFERENCE BETWEEN ONLINE AND TRADITIONAL TEACHER’S TRAINING?  
E. Wasserman, R. Migdal  

IMPACT ASSOCIATED TO THE RESEARCH RESULTS GENERATED BY EIDOS DOCTORATES (UPV/EHU)  
G. Barandika, B. Bazán, M.K. Urtiaga, M.I. Arriortua  

ASSESSMENT STRATEGIES FOR GENERIC SKILLS IN A MULTIDISCIPLINARY AND MULTI LEVEL CONTEXT  

THE CIRCULAR ECONOMY CONCEPT IN THE FORMATION OF EIDOS DOCTORATES (UPV/EHU)  
G. Barandika, B. Bazán, M.K. Urtiaga, M.I. Arriortua  

EVALUATING THE VISUALIZATION TOOL SIMREAL TO SUPPORT THE LEARNING OF MATHEMATICS: A CASE STUDY IN TEACHER EDUCATION  
S. Hadjerrouit  

THE IMPACT OF EMOTIONAL INTELLIGENCE ON SELF-PRESENTATION TACTICS OF STUDENTS MAJORING IN PSYCHOLOGY  
T. Volkodav, T. Semenoseskikh, Z. Bruk  

IMPACT OF LEARNING BADGES IN A SERIOUS GAME  
A. Teles Vieira  

ON THE IMPACT OF VIRTUAL LIVE IN-CLASS AND VIRTUAL DISTANCE TEACHING ON WRITING ABILITY  
R. Aminzadeh, A. Chaichi  

FORECAST FOR 2020 OF DIGITAL LITERACY IN ECUADORIAN SOCIETY  
J. Ibujés Villacís, N. Sanchez-Choez  

A DIDACTIC MODEL OF TRAINING BACHELORS-PHILOLOGISTS BASED ON INFO-COMMUNICATIONS ENVIRONMENT  
A. Khusainova, M. Lukoyanova  

RAISING AWARENESS, UNDERSTANDING AND USE OF AN ACADEMIC INTEGRITY POLICY AND PROCESS WITHIN A MULTI-MODAL UNIVERSITY. THE VIEW FROM ONLINE FACULTY  
S. Langlois  

AUTISTIC CHILD IN KINDERGARTEN  
S.K. Nazaruk, A. Klim-Klimaszewska  

ARCHITECTURAL EDUCATION IN KINDERGARTEN  
A. Klim-Klimaszewska, S.K. Nazaruk  

USING PROJECT-BASED LEARNING TO DEVELOP PROFESSIONAL SKILLS IN MECHANICAL ENGINEERING STUDENTS  
J. Barbosa, J. Arenas Berrio  

THE ROLE OF HUMAN TALENT IN THE BUSINESS STRATEGIES OF DIRECT SELLING COMPANIES IN QUITO  
J. Ibujés Villacís, M. Patiño Galdraga
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGITAL PARENTING: COMPETENCES AND INDICATORS</td>
<td>8319</td>
</tr>
<tr>
<td>F. Yaman, O. Dönmez, I. Kabakçı Yurdakul</td>
<td></td>
</tr>
<tr>
<td>CHILDREN'S LITERARY PROTAGONIST WITH A SOCIAL DISADVANTAGE IN THE</td>
<td>8320</td>
</tr>
<tr>
<td>INCLUSIVE EDUCATION OF PUPILS FROM THE ROMA ETHNIC GROUP IN SLOVAKIA</td>
<td></td>
</tr>
<tr>
<td>B. Hlebova</td>
<td></td>
</tr>
<tr>
<td>ARCHITECTURAL DESIGN AND A THIRD TEACHER CONCEPT IN A DIGITAL ERA.</td>
<td>8332</td>
</tr>
<tr>
<td>PLAY CULTURE, INFORMAL LEARNING AND PUBLIC SPACE SOLUTIONS FOR</td>
<td></td>
</tr>
<tr>
<td>COMMUNITY BUILDING</td>
<td></td>
</tr>
<tr>
<td>M. Balcer-Zgraja</td>
<td></td>
</tr>
<tr>
<td>JOB BURNOUT IN PHYSICAL EDUCATION TEACHERS IN CHELYABINSK</td>
<td>8343</td>
</tr>
<tr>
<td>E. Cherepov, A. Khafizova, G. Yakovleva</td>
<td></td>
</tr>
<tr>
<td>MAKING SENSE OF TEXT RESPONSES - THE SEQUEL</td>
<td>8348</td>
</tr>
<tr>
<td>G.A. Stoica, T.M. Thorseth, T. Talmo</td>
<td></td>
</tr>
<tr>
<td>THE STUDENTS' LEARNING EXPERIENCES IN A MULTIPROFESSIONAL LIVING LAB</td>
<td>8354</td>
</tr>
<tr>
<td>A. Eskelinen, C. Saartikivi</td>
<td></td>
</tr>
<tr>
<td>CYBERBULLYING: PREVALENCE AND RISK FACTORS FOR BEING A VICTIM, BULLY</td>
<td>8358</td>
</tr>
<tr>
<td>AND Bystander</td>
<td></td>
</tr>
<tr>
<td>R. Escortell, B. Delgado, M.C. Martínez-Monteagudo, C. Inglés</td>
<td></td>
</tr>
<tr>
<td>LEARNING ABOUT RENAISSANCE ARCHITECTURE IN THE XXI CENTURY.</td>
<td>8366</td>
</tr>
<tr>
<td>INTEGRATING HISTORY, THEORY, AND DESIGN</td>
<td></td>
</tr>
<tr>
<td>L.C. Pérez-Moreno, L.M. Lus-Arana</td>
<td></td>
</tr>
<tr>
<td>CREATIVITY AND MULTIPLE INTELLIGENCES: DIFFERENCES ACCORDING TO</td>
<td>8376</td>
</tr>
<tr>
<td>GENDER AND COURSE IN PRIMARY AND SECONDARY EDUCATION</td>
<td></td>
</tr>
<tr>
<td>M.C. Martínez-Monteagudo, R. Escortell, B. Delgado, C. Inglés</td>
<td></td>
</tr>
<tr>
<td>FACILITATING SUCCESS OF STEM MAJORS WITH POOR MATHEMATICS PREPARATION</td>
<td>8385</td>
</tr>
<tr>
<td>FREE SOFTWARE COMMUNITIES AS AN EXAMPLE OF OPEN COMMUNITIES AND</td>
<td>8395</td>
</tr>
<tr>
<td>EDUCATION NETWORKS</td>
<td></td>
</tr>
<tr>
<td>F. Antonacci</td>
<td></td>
</tr>
<tr>
<td>ACTORS AND FACTORS BEHIND THE DEVELOPMENT OF INTERNAL QUALITY</td>
<td>8402</td>
</tr>
<tr>
<td>ASSURANCE SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>O. Tavares, C. Sin, P. Videira</td>
<td></td>
</tr>
<tr>
<td>A STUDY ON ICT RESOURCES IN THE INTERVENTION OF STUDENTS WITH</td>
<td>8410</td>
</tr>
<tr>
<td>SPECIAL EDUCATIONAL NEEDS</td>
<td></td>
</tr>
<tr>
<td>G. Lorenzo, A. Lledó, G. Arráez, A. Lorenzo-Lledó</td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL FACTORS OF FORCED MIGRANTS' INTEGRATION INTO LOCAL</td>
<td>8414</td>
</tr>
<tr>
<td>SOCIETIES</td>
<td></td>
</tr>
<tr>
<td>V. Bereznaja-Demidenko, E. Stuopyte</td>
<td></td>
</tr>
<tr>
<td>THE FEASIBILITY OF ONLINE ASSESSMENT OF STUDENTS' INDUCTIVE</td>
<td>8423</td>
</tr>
<tr>
<td>REASONING SKILLS ABILITIES IN NAMIBIA</td>
<td></td>
</tr>
<tr>
<td>L. Kambeyo, B. Csapo</td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT OF IECEU E-LEARNING PLATFORM AND ITS INTEGRATION INTO</td>
<td>8428</td>
</tr>
<tr>
<td>CRISIS MANAGEMENT TRAINING</td>
<td></td>
</tr>
<tr>
<td>M. Kallonen, I. Boštjančič Pulko</td>
<td></td>
</tr>
<tr>
<td>COMPLEX OF EDUCATIONAL ACTIVITIES FOR FOREIGN LANGUAGE</td>
<td>8436</td>
</tr>
<tr>
<td>VOCATIONALLY-ORIENTED COMPETENCE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>A. Kovalova, E. Dynová</td>
<td></td>
</tr>
<tr>
<td>CULTURAL POLICY AND PARALLEL DIPLOMACY AS FRANCO'S TOOLS TO FACE</td>
<td>8441</td>
</tr>
<tr>
<td>INTERNATIONAL CONDEMNATION OF HIS REGIME</td>
<td></td>
</tr>
<tr>
<td>K. Papaoannou</td>
<td></td>
</tr>
<tr>
<td>PERSONALITY CHARACTERISTICS OF TEACHERS AND STUDENTS OF</td>
<td>8444</td>
</tr>
<tr>
<td>EDUCATIONAL SCIENCES IN THE CONTEXT OF SELECTED FACTORS OF LIFE</td>
<td></td>
</tr>
<tr>
<td>SATISFACTION</td>
<td></td>
</tr>
<tr>
<td>S. Lemrova, S. Dobesova Cakipaloglu</td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIP BETWEEN SOCIAL NETWORK USE AND SELF- ESTEEM AMONG</td>
<td>8453</td>
</tr>
<tr>
<td>PRE-SERVICE TEACHERS</td>
<td></td>
</tr>
<tr>
<td>S. Dobesova Cakipaloglu, J. Kvintová</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>THE FUTURE BELONGS TO THOSE WHO PREPARE FOR IT TODAY: HOW THE NMC</td>
<td>8459</td>
</tr>
<tr>
<td>HORIZON REPORT (HIGHER EDUCATION EDITION) CAN HELP YOU PLAN YOUR</td>
<td></td>
</tr>
<tr>
<td>INSTITUTION’S TECHNOLOGICAL FUTURE</td>
<td></td>
</tr>
<tr>
<td>D. McDonald</td>
<td></td>
</tr>
<tr>
<td>MENTAL HEALTH OF PUPILS WITH ADHD IN THE SLOVAK REPUBLIC – A PILOT</td>
<td>8463</td>
</tr>
<tr>
<td>STUDY</td>
<td></td>
</tr>
<tr>
<td>T. Dubayova, E. Chovanova</td>
<td></td>
</tr>
<tr>
<td>THE SOCIALIZATION PROCESS OF REFUGEE CHILDREN IN POLISH SCHOOLS</td>
<td>8468</td>
</tr>
<tr>
<td>S.K. Nazaruk, E. Tokarewicz</td>
<td></td>
</tr>
<tr>
<td>CONSTRUCT: AN EDUCATOR-ORIENTED DESIGN STUDIO FOR AMBIENT</td>
<td>8475</td>
</tr>
<tr>
<td>EDUCATIONAL GAMES</td>
<td></td>
</tr>
<tr>
<td>E. Poutouris, M. Korosi, A. Leonidis, N. Louloudakis, C. Stephanidis</td>
<td></td>
</tr>
<tr>
<td>INCORPORATING MULTIPLE-CHOICE QUESTIONS INTO STATICS COURSE: A CASE</td>
<td>8485</td>
</tr>
<tr>
<td>STUDY OF VIRTUAL PLATFORM VERSUS TEXTBOOK METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td>J. Barbosa, J. Restrepo Ochoa, J. Arenas Berrio</td>
<td></td>
</tr>
<tr>
<td>THE DEPTH FUSION OF EDUCATION IN ELEMENTARY SCHOOL AND</td>
<td>8490</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY - BASED ON THE ANALYSIS OF QUESTIONNAIRES</td>
<td></td>
</tr>
<tr>
<td>Q. Tang, J. Lastochová, D. Nocar, K. Bártke</td>
<td></td>
</tr>
<tr>
<td>PERSONALIZED EDUCATION IN CHEMISTRY USING COGBOOKS ADAPTIVE</td>
<td>8496</td>
</tr>
<tr>
<td>LEARNING TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>P. Smith</td>
<td></td>
</tr>
<tr>
<td>TEACHING THREE-DIMENSIONAL GRAPHICS WITH YOUTUBE AS SUPPORT</td>
<td>8506</td>
</tr>
<tr>
<td>PLATFORM</td>
<td></td>
</tr>
<tr>
<td>M.A. Roque López</td>
<td></td>
</tr>
<tr>
<td>THE SECRET OF ABC RAPID LEARNING DESIGN - “THINK GLOBALLY, ACT</td>
<td>8513</td>
</tr>
<tr>
<td>LOCALLY”</td>
<td></td>
</tr>
<tr>
<td>M. Milani, I. Pinelli, N. Perović, C. Young</td>
<td></td>
</tr>
<tr>
<td>THE INTRODUCTION OF AN IDEA OF INDIVIDUALIZED LEARNING IN HIGHER</td>
<td>8520</td>
</tr>
<tr>
<td>SCHOOL ON AN EXAMPLE OF THE DIDACTIC COMPLEX ON A FOREIGN</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>A. Yusupova, T. Ivanova, D. Tyabina</td>
<td></td>
</tr>
<tr>
<td>THEORETICAL QUESTIONS OF APPLYING THE TECHNOLOGY OF ASSESSMENT</td>
<td>8528</td>
</tr>
<tr>
<td>CENTRE IN TEACHING FOREIGN LANGUAGES IN HIGHER SCHOOL</td>
<td></td>
</tr>
<tr>
<td>T. Ivanova, A. Yusupova, D. Tyabina</td>
<td></td>
</tr>
<tr>
<td>USE OF MATHS VIDEO TUTORIALS. WHAT ARE THE USERS LOOKING FOR?</td>
<td>8536</td>
</tr>
<tr>
<td>J.A. Santos-Mellado, C.M. Acuña Soto, O. Blasco-Blasco, V. Liern</td>
<td></td>
</tr>
<tr>
<td>FUSING CURRICULUM TO MAXIMIZE LEARNING: THE IMPACT OF MERGING</td>
<td>8542</td>
</tr>
<tr>
<td>BUSINESS SCHOOL STRATEGIES WITH SOCIAL WORK EDUCATION</td>
<td></td>
</tr>
<tr>
<td>P. Senger, L. McGovern</td>
<td></td>
</tr>
<tr>
<td>UNDERSTANDING THE FINANCIAL SITUATION FROM THE CLASSROOM.</td>
<td>8543</td>
</tr>
<tr>
<td>EXPERIENCES TO INCREASE CRITICAL JUDGMENT</td>
<td></td>
</tr>
<tr>
<td>O. Blasco-Blasco, V. Liern</td>
<td></td>
</tr>
<tr>
<td>MUTUAL TRUST AS A DEVELOPMENT RESOURCE OF HIGHER EDUCATION</td>
<td>8548</td>
</tr>
<tr>
<td>P. Ambarova</td>
<td></td>
</tr>
<tr>
<td>IMPROVING THE QUALITY OF EDUCATIONAL LEARNING ENVIRONMENTS FOR</td>
<td>8555</td>
</tr>
<tr>
<td>ACTIVE LEARNING TECHNIQUE IN EGYPTIAN PUBLIC PRIMARY SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>D. Sarhan, I. Gawad, A. Abdou</td>
<td></td>
</tr>
<tr>
<td>DIGITAL FORENSICS CURRICULUM AND TRAINING: STRUGGLES WITH A DISTINCT</td>
<td>8566</td>
</tr>
<tr>
<td>DISCIPLINE AND ONTOLOGY FOR LEARNING</td>
<td></td>
</tr>
<tr>
<td>G. Humphries</td>
<td></td>
</tr>
<tr>
<td>THE ACADEMIC TUTORING FOR ADEQUATE DECISION MAKING IN THE</td>
<td>8576</td>
</tr>
<tr>
<td>ADMINISTRATION DEGREE OF THE VERACRUZANA UNIVERSITY</td>
<td></td>
</tr>
<tr>
<td>S.G. Flores Aguilar, I. Betancourt, G. Capetillo, F. Leyva Picazzo,</td>
<td></td>
</tr>
<tr>
<td>D. Betancourt, R. Carmona, K. Sedano</td>
<td></td>
</tr>
<tr>
<td>AULA PROJECT AS A METHODOLOGICAL STRATEGY FOR THE DEVELOPMENT OF</td>
<td>8580</td>
</tr>
<tr>
<td>EDUCATIONAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>S.G. Flores Aguilar, G. Capetillo, F. Leyva Picazzo, I. Ortiz, H.</td>
<td></td>
</tr>
<tr>
<td>Zizumbo Ramírez, E. Torres, D. Betancourt</td>
<td></td>
</tr>
<tr>
<td>AN INSIGHT INTO CHALLENGES OF TEACHING A BUSINESS AND SUSTAINABILITY</td>
<td>8583</td>
</tr>
<tr>
<td>COURSE: THE LESSONS LEARNT THE HARD WAY</td>
<td></td>
</tr>
<tr>
<td>M. Balzarova</td>
<td></td>
</tr>
</tbody>
</table>
A SURVEY OF POSTGRADUATE PROGRAMS IN MATHEMATICS AND STATISTICS IN THAILAND
C. Kesamoon, K. Budsaba, P. Patthanangkoor

'INCENTIVISED READING'-USING AN ONLINE VLE TO IMPROVE ENGAGEMENT AND ATTAINMENT IN STUDENT LEARNING
L. Beard

PUSHING THE LIMITS IN PEDAGOGY: ANALYZING MODELS OF CURRICULUM DELIVERY WITH A YOUTUBE GENERATION
P. Senger, L. McGovern

USING WEB 2.0 TOOLS TO ENHANCE FEEDBACK AND WRITING INSTRUCTION FOR MULTILINGUAL LEARNERS OF ENGLISH
A. Grigoryan

BUILDING CONNECTIONS BETWEEN FINLAND AND SPAIN THROUGH THE USA. JOHNSON VISITING SCHOLAR EXPERIENCE AT THE FINNISH INITIATIVES PROGRAM
L.C. Pérez-Moreno, D. Vega-López

THE SAFETY TRAINING IN THE MUNICIPALITY
J. Svetlík, M. Kutaj, A. Veľáš

MATH ONLINE TESTS: A RASCH ANALYSIS
G. Messineo, S. Vassallo

A MULTIDIMENSIONAL SCALING TO ASSESSMENT INNOVATION COMPETENCY
M. Mari-Benlloch, M. Martínez-Gómez, V. Giner-Bosch, J.A. Marin-García

THE EFFECT OF THE APPRENTICESHIPS ON THE UK HIGHER EDUCATION
T. Coole, F. Ioras, I. Bandara, M.P. Arraiza, J.V. López

OPTIMISM, SOCIAL SUPPORT AND SELF-EFFICACY AMONG IRANIAN STUDENTS
F. Sabouripour, S. Roslan, Z. Ghiami

HIGH SCHOOL CHEMISTRY TEACHERS’ SELF-REPORTED VERSUS REAL PRACTICES OF CLASSROOM ASSESSMENT
K. Izci

INVERTED JIGSAW: AN AUTONOMOUS AND COOPERATIVE TECHNIQUE FOR LEARNING EXTENSIVE CONTENTS IN A HIGHLY DYNAMIC DOMAIN
P. Saiz, I. Saratxaga, M. Aguado

THE IMPORTANCE OF EMOTIONS IN THE PROCESS OF FORMING THE CULTURAL AND AESTHETIC ATTITUDE OF YOUNG CHILDREN TO REALITY
I. Aryabkina, A. Spiridonova

DEVELOPMENT PROCESS OF E-LEARNING AT THE UNIVERSITY DUISBURG-ESSEN: LESSONS LEARNED AND FUTURE TASKS
A. Petschenka, S. Heinrich, J. Liebscher, C. Helmstedt, I. van Ackeren

FLIPPED LEARNING BASED METHODOLOGY PROPOSAL FOR THERMAL ENGINEERING
I. Gómez-Arriaran, M. Odriozola-Maritorena, I. Sellens, A. Erkoreka, K. Martín-Escudero

FINE-GRAINED LEARNING ANALYTICS DATA ACQUISITION IN THE LEARNING MANAGEMENT SYSTEM MOODLE
S. Leuchter

A GAME DEVELOPMENT COURSE FOR NON-CS MAJORS
L. Ivanov

EDUCATION AND HERITAGE: THE ROLE OF FLAMENCO IN PRIMARY EDUCATION LAWS IN SPAIN
R.M. Perales Molada, E. Moreno Fuentes

INNOVATION OF TECHNICAL EDUCATION TO ENHANCE PRACTICAL KNOW-HOW
T. Keckstein, J. Jirásko, M. Hynek, P. Votápek

WHY TEACHERS OF SCIENCE STILL BECOME A CENTRE IN THE LESSONS DESPITE HAVING PREPARED A LESSON PLAN THAT COULD PROMOTE ACTIVE LEARNING: A CASE STUDY AT SECONDARY SCHOOL IN ZAMBIA
C.K. Namayanga, G. Sato

 PATTERNS IN KNOWLEDGE MANAGEMENT RESEARCH
K. Büyükk, A. Bozkurt

WEARABLE TECHNOLOGY: THE CURRENT STATE OF THE ART
A. Bozkurt
USING SIMPLE EXPERIENTIAL LEARNING ACTIVITIES ENCOURAGE LEARNING OF OPERATIONS MANAGEMENT CONCEPTS
A. Peiro-Signes, O. Trull-Domínguez, M.V. Segarra-Oña, B. de Miguel-Molina

A STUDY OF BARRIERS TO ONLINE LEARNING IN DISTANCE EDUCATION IN CHINA
Q. Wang

EXTERNAL FUNDING AS A LIFE-LINE FOR HIGHER EDUCATION
H. Mäkelä

TEACHER PRESENCE: A QUALITATIVE COMPARISON OF IRANIAN AND QUEBECER SECOND LANGUAGE STUDENT TEACHERS’ PROFESSIONAL REPRESENTATIONS
M. Gazaille, R. Aminzadeh

GLOBALIZATION, INTERNATIONALIZATION AND ACADEMIC MOBILITY: A CONCEPTUAL OVERVIEW AND THE BRAZILIAN NATIONAL HIGHER EDUCATION SYSTEM
S.R. Machado de Campos, R. Henriques, M. Higuchi Yanaze

NEUROSCIENCE FOUNDATIONS IN TEACHER PROFESSIONAL DEVELOPMENT DELIVERS UNEXPECTED ADAPTIVE EXPERTISE OUTCOMES
K. O’Mahony, C. McQuinn, J. Williamson, N. Abe, H. Buckland, S. Cunningham

FEEDBACK GIVEN, FEEDBACK RECEIVED: LESSONS FROM A DISTANCE LEARNING COURSE
C. Savvidou

TEACHERS’ PERCEPTIONS OF THE ORGANIZATIONAL PROFILE OF THEIR SCHOOL
T. Chen-Levi

ENHANCING STUDENTS’ ABILITY TO «VARIABLE CONTROL» THROUGH INQUIRY-BASED SIMULATIONS
A. Michaloudis, E. Hatzikraniotis

TAPPING INTO PEDAGOGICAL KNOWLEDGE THROUGH THE USE OF SMARTPHONES
S. Sun, M. Smith, D. Hyams-Ssekasi, P. Cowley

LEARNING STATISTICAL CAPACITY CONCEPT THROUGH AN EXPERIENTIAL LEARNING ACTIVITY
O. Trull-Domínguez, A. Peiro-Signes, M.V. Segarra-Oña

THE EFFECT OF THE CLASSROOM’S ENVIRONMENT ON THE LEARNING EXPERIENCE OF PRIMARY AND SECONDARY SCHOOL STUDENTS IN OTA, OGU STATE
B. Adeyoe, T. Mutfwang, E. Umoren, O.N. Chima, O.A. Williams

E-LEARNING TOOLS IN TEACHING DATABASE CONCEPTS
A. Andreica

3D TECHNOLOGIES AND CREATIVITY IN CHILDHOOD EDUCATION
N. Serrano, M. Pocinho, M. Farnicka, S. Garcés

PECULIAR FORMS OF CLASSES AT PRESCHOOLS – THE USE OF A CALCULATOR IN TEACHING MATHEMATICS
E. Jagiello

GAMIFICATION IN THE CONTEMPORARY HIGHER EDUCATION - EMPIRICAL STUDIES FROM THE POINT OF VIEW OF STUDENTS
M. Wawer, P. Muryjas

ENHANCING BLENDED-LEARNING AND IMPROVING LEARNING RESULTS TOWARDS PROFESSIONAL ETHICS IN THE PHYSIOTHERAPY DEGREE
M. Aguilar-Rodriguez, E. Marqués-Sulé, S. Cortés-Amador, N. Sempere-Rubio, R. Faubel

THE APPEARANCE: A PEDAGOGICAL COLLABORATION IN DESIGN STUDIO
S. Nawaz, H. Ul Ain

ENHANCING ONLINE LEARNING: THE USE OF OPEN COURSE WARE AS A TECHNOLOGICAL PLATFORM FOR THE STUDY OF COMMUNITY PHYSIOTHERAPY
E. Marqués-Sulé, N. Sempere-Rubio, R. Faubel, S. Cortés-Amador, M. Aguilar-Rodriguez

COOPERATION AS AN ELEMENT OF WELL-BALANCED CHILD’S DEVELOPMENT
E. Jagiello

3D PRINTING AS A RESOURCE IN THE DEVELOPMENT OF MULTIPLE INTELLIGENCES
E. Aragón, L. Rodríguez-Parada, N. Serrano, Y. Del Águila
E-PORTFOLIO AS AN ALTERNATIVE EDUCATIONAL TECHNOLOGY AND MEANS OF SELF-PRESENTATION IN THE LABOR MARKET: SCIENTOMETRIC DISCOURSE
O. Fedotova, V. Latun, E. Platonova, I. Okuneva

KNOWLEDGE TRANSFER DIGITAL TRANSFORMATION
T. Stoynov

TECHNOLOGY ENHANCED LEARNING, A CASE STUDY IN PHARMACOLOGY CLASS
A. Jesus, A. Silva, P. Peres, L. Oliveira

SIGNING SCIENCE – INTRODUCING DEAF STUDENTS TO LABORATORY PRACTICE
J. Barral, S. Rodrigues-Mascarenhas, V. Rumjanek

ON THE FORGETTING OF COLLEGE ACADEMICS: AT "EBBINGHAUS SPEED"?
B. Subirana, A. Bagiati, S. Sarma

THE ETEST BUILDER: A RENAISSANCE IN EDUCATIONAL ASSESSMENT PRACTICE
G. Patrimonio

EVALUATING A BLENDED LEARNING IN EDUCATIONAL TECHNOLOGY FOR TEACHER EDUCATION STUDENTS
G. Patrimonio, M.K. Calumpang

BRIDGING ACADEMIC KNOWLEDGE AND PROFESSIONAL PRACTICE THROUGH A STRUCTURED INTERNSHIP PROGRAM
N.I. Ismail, M.A. Yusof, A.P. Herman, M.I.A. Manaf

ROLES OF KINDERGARTENS IN PROPER SPEECH DEVELOPMENT IN CHILDREN
J. Petrová

RESEARCH STUDY ON JOINED-UP LINEAR HANDWRITING IN ELEMENTARY SCHOOL STUDENTS IN THE CZECH REPUBLIC
M. Fasnerová

THE STRATEGIC INTERACTION OF UNIVERSITY STUDENTS IN RELATION TO THE PROTECTION OF THE ENVIRONMENT
N. Sanchez-Choez, J. Ibujés Villacís

EMERGING PRACTICES WITH TABLETS IN SWEDISH SCHOOLS
J. Nouri, T. Sundman, T. Cerrato Pargman

SYSBOOK IN TEACHING OF SYSTEMS
A. Benedek, J. Horváth Cz.

LEARNING IN HIGHER EDUCATION: MACHINIMA VS TRADITIONAL VIDEO
S. Gregory, B. Gregory

RESEARCH FOR SILLY BILLY: TECHNICAL COLLEGES’ STUDENTS CONDUCT A SCIENTIFIC RESEARCH
B. Mohamed

RESEARCH ON THE ASPECTS OF READING IN PRIMARY AND PRE-PRIMARY EDUCATION FROM THE PERSPECTIVE OF TEACHERS
M. Fasnerová, J. Petrová, K. Červinková

TEACHING IDIOMATIC SPEECH AT FOREIGN LANGUAGE CLASSES
N. Poliakova, N. Skitina, V. Shabanova

INNOVATIVE MODEL FOR PRACTICAL TRAINING OF STUDENTS IN A REAL WORKING ENVIRONMENT
S. Dentchev, I. Peteva, G. Zhablyanova, K. Bosakova

CORPUS-BASED APPROACH TO TEACHING PHRASEOLOGICAL UNITS FOR FOREIGN LEARNERS
N. Skitina, N. Poliakova, V. Shabanova

THE EMPOWERMENT OF YOUNG PEOPLE WITH INTELLECTUAL DISABILITY BY PROVIDING SOCIO-EDUCATIONAL SERVICES AT DAY CENTRES
R. Raudelitnaité, V. Gužžinskienė

THE DEVELOPMENT OF COMPETENCES BY SOCIAL WORKERS WORKING WITH YOUNG PEOPLE WITH INTELLECTUAL DISABILITY
R. Raudelitnaitė, V. Gužžinskienė

A PROJECT ON BUILDING SUSTAINABLE POLICIES FOR SOCIALIZATION OF CULTURAL HERITAGE IN SOUTHEAST BULGARIA – RELATION BETWEEN MODERN EDUCATION AND RESEARCH
E. Savova, I. Peteva, K. Bosakova

A STUDY ABOUT ATTITUDES TO MATHEMATICS IN PRIMARY SCHOOL
J.L. Martín Maldonado, M.M. Lopez Martin
ACM/IEEE Recommendations for Computing Curricula and the Needs of the Polish CS Industry 9050
M. Skublewska-Paszewska, M. Miłosz, E. Łukasik

Learning with OREL Software 9058
E. Mitam, C. Resteau

E-Learning as a Supporting Tool in Education for Computer Science Students 9065
E. Łukasik, M. Skublewska-Paszewska

The Profile of a Freshman Year Student of a Teacher Training Course in Terms of His/Her Attitude to Mathematics 9071
R. Dofková, M. Uhlířová

Improvement of Public Authority Personnel Training Process 9077
S. Blumberga, S. Simonovica

Girls Get Tech: A Smart Model for Engaging Females in STEM 9082
J. Barber, S. Sanderson

Improvement of Personnel E-Learning Environment in Governmental Financial Organisation 9087
S. Blumberga, D. Kalberga

A Training Network for Green Data Centres Operations Management Through Staff Exchange 9093

Blended Learning in the Continuous Training of Magistrates: Evaluation of a Hybrid Regime Training Model by a Group of Trainees 9102
J. Caldera, N. Pedro

STEM-Education Through a Foreign Language Plus a Dash of Digital (E-FL-STEM): Addressing Both the Content- and the Language-Dimension of Knowledge 9109
Y.L.T. Ting

CulturePad: Connecting Aboriginal Children, and School to Aboriginal Language and Culture Through the Use of Technology 9119
J. Pagram, A. Campbell, M. Cooper

Strategies of Profession Oriented Foreign Language Education 9127
M. Evdokimova

Active and Collaborative Methodologies to Develop “Sustainability and Social Responsibility” as a Cross Curricular Skill in the Degree of Human Nutrition and Dietetics 9135

Readiness Levels of Science Students in Writing About Inorganic Compounds 9141
N. Yenikalaycı, Z. Aksan, D. Çelikler

The Epidemic of the Twenty-First Century: Obesity. Keys to Face It 9146
N. Iglesias, R. Lucas, E. Galbis, M.V. de Paz

Co-Creation to High Ability Students: Pedagogy and Technology 9150
M.Y. Uribe-Ríos, T. Joré, R. Fabregat, J.P. Meneses-Ortegón

Nutrition & Labeling. A Critical Issue to Be Faced by Future Health Graduates 9162
N. Iglesias, R. Lucas, E. Galbis, M.V. de Paz

Sustainability and Social Responsibility in the Degree in Human Nutrition and Dietetics: Definition of the Competence and Development of Evaluation Tools 9167
A. Lasa, I. Etaio, M.A. Bustamante, O. Martinez, J. Miranda, D. Rada, E. Simón, I. Larretxi, V. Navarro, I. Txurruka

Teaching the Development of Basics Video Games to Artists Through Blender 9174
M.A. Roque López

Pre-Service Primary Teacher Attitudes Towards Mental Mapping in Mathematics 9182
M. Uhlířová, R. Dofková

Discussing the Thesis Writing - How Do Doctoral Students and Supervisors Communicate? 9189
C. Killander Cariboni
USING OPEN SOFTWARE TO TEACH RESOURCE ASSESSMENT OF RENEWABLE ENERGIES
A. Urresti, A. Ulazia, M.M. Antxustegi, M. González Alriols, A. Campos-Celador, G. Ibarra-Berastegi

PROJECTS OF THE UNIVERSITY OF LIBRARY STUDIES AND INFORMATION TECHNOLOGIES (ULSIT) FOR MANAGEMENT AND IMPROVEMENT OF EDUCATIONAL PROCESSES IN MODERN INFORMATION ENVIRONMENT
I. Pavlova, M. Pavlova, S. Tsekova

‘LEARNING BY DOING’ OR HOW TO QUICKLY AND EASILY MOTIVATE YOUNG PEOPLE TO CARRY OUT RESEARCH
S. Denchev, D. Stoyanova, R. Yotova, T. Varadinova

DEVELOPING INTERACTIVE ELEARNING COURSES BASED ON HTML5 FOR STUDENTS IN TEXTILE ENGINEERING
A. Buhu, L. Buhu

MOTIVATION OF MEDICAL STUDENTS TO STUDY PHYSICAL, CHEMICAL AND BIOLOGICAL SCIENCES – SURVEY RESULTS
E. Kralova

PROBLEMS AND PERSPECTIVES OF UNIVERSITY EDUCATION IN NATIONAL SECURITY IN THE ERA OF GLOBALIZATION
I. Pavlova, G. Zhablyanova, M. Pavlova, S. Tsekova

HOW DO YOU ASSESS STUDENTS IN A LARGE-SCALE DIGITAL LITERACY PROGRAMME DURING NATIONAL HIGHER EDUCATION PROTESTS?
J. Cleophas, J. Stollenkamp, M. Sibanda

PHYSICAL-MATHEMATICAL CONCEPTS IN A SIMPLIFIED STUDY OF THE PROTOCOL OF THE LAUNCH OF A ROCKET TO PUT A SATELLITE INTO ORBIT
J. Bravo, J.V. Sánchez, M. Ferri, A. Balaguer, E. Checa, J. Marín

HIGHER EDUCATION TEACHERS MEET MOBILE TECHNOLOGY: APPLICATION AND ACCEPTANCE
R. Schulz, A. Lazareva, G.M.N. Isabwe, A. Prinz

GROUP UNDERGRADUATE RESEARCH SUPERVISION, STUDENT EVALUATIONS, PERFORMANCE AND STAFF RESOURCE EFFICIENCY AT A NORWEGIAN UNIVERSITY
J. Johannesson

HOW TO INCREASE REVENUE GENERATION BY MAXIMIZING THE (CUSTOMER) EXPERIENCE OF THE DIGITAL LEARNER?
A. Otero, C. Moreno, S. Mallon

UNAVOIDABLE QUINTESSENCE OF HANDS-ON LABORATORIES VERSUS VIRTUAL LABORATORIES: AN EDUCATIONAL DILEMMA

SOCIAL ADVERTISEMENTS AS A TOOL FOR LANGUAGE TEACHING AND LEARNING
R. Baranauskiene, S. Juzeleniene, S. Sarkauskiene

MATHEMATICS EDUCATION REINFORCED THROUGH INNOVATIVE LEARNING PROCESSES
M. Tramonti

INNOVATIONS AND TRAINING: INTEGRATION OF INTERNATIONAL PROJECTS IN THE PROCESS OF TRAINING IN CULTURAL HERITAGE FOR YOUNG SCIENTISTS, PHD STUDENTS AND STUDENTS
D. Stoyanova, R. Yotova, T. Varadinova

SCIENCE FOR THE EYES AND MINDS – TEACHING SCIENCE TO THE DEAF
L. Cunha, J. Barral, A. Flores, R. Schiaffino, V. Rumjanek

RESEARCH OF STUDENTS’ LEARNING OUTCOMES AS A CONDITION FOR A CURRICULUM DESIGN
N. Kasatkina, E. Rudneva, T. Churekova, E. Kagakina, N. Rusakova

SEMESTER PROJECTS IN MEDICAL BIOPHYSICS PROMOTE ACTIVE LEARNING
E. Kralova, E. Ferencova, M. Trnka

STUDENT VIEWS OF TECHNOLOGY-MEDIATED WRITTEN CORRECTIVE FEEDBACK
H.W. Kjaergaard

CULTURE MATTERS WHEN LEARNING: AN INTERNATIONALIZATION AT HOME PROJECT IN A COMPUTER ENGINEERING PROGRAM
M.L. Sierra-Huedo, F. Pérez, A. Domingo, V. Monasterio
THEORY OF ARGUMENTATION IN THE EDUCATION 9327
G. Jasečková, N. Krivoňáková, E. Vojtvová

GAMIFICATION AT SCHOOL 9334
A. Perttula, P. Tuomi

CHANGING LANDSCAPE OF SPECIAL EDUCATION PREPARATION AND PRACTICE 9341
F. Ačfísky, J. Lamb

FLIPPING THE CLASS – DEVELOPING A SOCIAL INNOVATION PROJECT; A FLIPPED-CLASS CASE STUDY IN A STUDY ABROAD PROGRAM 9344
L. Rogel

PRELIMINARY DESIGN OF AN APPLICATION TO IMPROVE THE TEACHING AND LEARNING PROCESS 9350

USE OF A MOLECULAR VISUALIZATION FREE SOFTWARE IN A CHEMISTRY MODULE 9355
M. Zubitur, M. Sánchez

INTEGRATING MACHINE TRANSLATION INTO MOOCs 9360
S. Castilho, F. Gaspari, J. Moorkens, A. Way

PERSPECTIVES OF TEACHING, LEARNING AND EVALUATION CENTERED ON STUDENT IN ACTUAL DIDACTICS 9366
E.L. Mara

COMPARING THE INTEGRATION OF A SERIOUS GAME IN A MASSIVE OPEN ONLINE COURSE AND IN A REGULAR UNDERGRADUATE COURSE 9371
T. Nunes, M. Cunha de Souza, E. Cornacchione

THE CONCEPT OF ‘HOME’ INTERNATIONALIZATION IN HIGHER EDUCATION: EXPERIENCE OF SOUTH URAL STATE UNIVERSITY 9378
Y. Seryapina

GAMIFICATION METHODS: APP TO IMPROVE THE LEARNING-TEACHING PROCESS IN UNDERGRADUATE AND POSTGRADUATE STUDENTS 9385

GAME-BASED EVALUATION AND SELF-ASSESSMENT OF THE ACQUIRED KNOWLEDGE IN THE LABORATORY SESSIONS OF QUANTITATIVE METHODS 9390
I. Narbón Perpiñá, J. Peiró Palomino

THE TECHNOLOGY BETWEEN TRADITION AND MODERNITY IN THE LEARNING OF GEOMETRY: THE USE OF THE SPIROGRAPH IN CLASS 9397
M.G. Frassia

COMPUTER PROGRAMMING TO SUPPORT PROBABILITY EDUCATION: AN EMPIRICAL APPROACH 9407
A. Serpe

ATLAS OF ORAL AND DENTAL HISTOLOGY WITH ACCESS BY QR CODE 9416
R. Arriazu

A. Weller

MEANINGFUL LEARNING AND TWO LEVELS OF FOCUSED AND DIFFUSE THINKING MODES: A PRACTICAL EXPERIENCE IN THE PHYSICS LECTURE 9431
J.M. Bergues, D. Chinarro, L. Bruton

DEVELOPMENT AND ANALYSIS OF PSYCHOSOCIAL CASE STUDIES BY STUDENTS TO BUILD BRIDGES BETWEEN THEORETICAL CONCEPTS AND EVERYDAY REALITY 9438
O. Saldàna, A. Rodríguez-Carballeira, E. Espelt, E. Antelo

E-ASSESSMENT OF RELATIONAL DATABASE SKILLS BY MEANS OF LEARNSQL 9443
C. Quer, A. Abelló, X. Burgués, M.J. Casany, C. Martín, M.E. Rodríguez, O. Romero, T. Urpí

ONLINE STUDENT RESPONSIBILITIES AND INSTITUTIONAL VALUES 9449
C. Todd, L. Carver

APPROACHING OF ICT IN CO-CREATION OF DIGITAL EDUCATIONAL MATERIALS WITH SUPPORT OF AUTHOR’S TOOLS 9455
X. Oña Serrano, O. Pantoja, K. Mejía, J. Román-Vásquez

ONLINE SELF-LEARNING ACTIVITIES IN MATHEMATICS BY USING A QUIZ WITH GOOGLE FORMS 9463
C. Calvo Jurado, M. Candel Pérez
DEFINITION OF THE MAIN FEATURES OF THE STUDENT PROJECTS FOR THEIR DEVELOPMENT AND ASSESSMENT IN THE BACHELOR ENGINEERING IN INDUSTRIAL DESIGN AND PRODUCT DEVELOPMENT AT UNIVERSITAT POLITÈCNICA DE VALÈNCIA – CAMPUS OF ALCOI

SOUTH–SOUTH MIGRATION OF ZIMBABWEAN TEACHERS: MOTIVES FOR MIGRATION AND FUTURE CAREER PLANS
J. de Villiers, Z. Weda

THE INTEGRATION OF ETHICS INTO THE ENGINEERING CAPSTONE DESIGN COURSE
L.O. Jimenez-Rodriguez

ON-LINE 3D VIEWER FOR EVALUATION OF BIOLOGICAL ANTHROPOLOGY STUDENTS

ASSESSING SKILLS IN HIGHER EDUCATION: THE RELEVANCE OF EXPERIENTIAL LEARNING, RUBRICS AND COLLABORATION WITH EXTERNAL PARTNERS
V. Baeu, M. Jiménez, A. Pinto

SERVICE-LEARNING AND THE ASSESSMENT OF SOCIAL RESPONSIBILITY IN HIGHER EDUCATION BY EXTERNAL PARTNERS
V. Baeu, A. Pinto, M. Jiménez

EMPLOYABILITY FOR GENERATION TEF STUDENTS: FROM 96% TO 99%, A STUDY AT THE UNIVERSITY OF WOLVERHAMPTON, UK
M. Khocharah, R. Broad, S. Smith

DIDACTIC SUPPORT OF SCHOOLCHILDREN’S BASIC INFORMATION CULTURE FORMATION IN THE INSTITUTIONS OF SUPPLEMENTARY EDUCATION OF CHILDREN
M. Lukoyanova, A. Khusainova

THE CURRICULUM CONTENT OF INFORMATICS AS A TEACHING SUBJECT AT BASIC SCHOOLS IN THE CZECH REPUBLIC BETWEEN 1996 AND 2005
J. Dostál, X. Wang

TRAINING IN METIC INTELLIGENCE: CHANCES AND PROBLEMS
W.U. Scholz

MOVING TO FLIPPED LEARNING: A DYNAMIC FRAMEWORK TO GUIDE INSTRUCTORS’ MIGRATION PROCESSES IN HIGHER EDUCATION
D. Jiménez-Castillo, A. Estrella-Ramón, M.A. Iniesta-Bonillo, R. Sánchez-Fernández

FIRST STEPS IN LEARNING GERMAN: HOW TO LEARN LEXIS
N. Belenkova, I. Kruse

ARE SPANISH UNIVERSITY STUDENTS READY FOR LECTURES IN ENGLISH?
R. Hailir, S. Yelamos-Guerra

ENHANCING CONCEPTUAL THINKING WITH INTERACTIVE CONCEPT DISCOVERY (INCOD)
M. Etkind, U. Shafrir

KEEPING THE BEAT AS A MEASURE OF SPECIFIC LEARNING DIFFICULTIES USING MIDI CONTROLLER
E. Gyarmathy, C. Kertesz, F. Bertalan

SUPPORT OF INNOVATION, EDUCATIONAL SCIENTIFIC-RESEARCH AND RESEARCH-DEVELOPMENTAL WORK ON UNIVERSITIES IN SERBIA
O. Sedlak, A. Grebor, Z. Ciric, A. Marčeken Horvat, D. Stojic

HOW SERIOUS GAMES UNFOLD THEIR POTENTIAL IN FURTHER TRAINING IN LOGISTICS. RESULTS OF A MULTIPERSPECTIVE EMPIRICAL REQUIREMENTS ANALYSIS
S. Kaczmarek, N. Straub, M. Henke

ADULTS AND CHILDREN ENGAGING WITH EPORTFOLIOS IN AN EARLY CHILDLHOOD EDUCATION SETTING
T. Hooker

TEACHERS LEARNING ABOUT TEACHING AND LEARNING ON THE JOB: THE DUAL AND INTERACTING ROLE OF EDUCATIONAL AND ARCHITECTURAL INFRASTRUCTURE
J. Spillane, M. Hopkins, M. Shirrell, T. Sweet, M. Ortiz
PARENT INTERVENTION AND REDUCTION OF SCHOOL DISPLACEMENT
J. Cupul-May, Y. Mézquita-Hoyos, M. De Lille-Quintal

EFFECTS OF AN EDUCATIONAL INTERVENTION IN READING COMPREHENSION
G. Escalante-San Román, Y. Mézquita-Hoyos, M. De Lille-Quintal

HOW SCHOOL PRINCIPALS USE TIME: EVIDENCE FROM SOUTH AFRICA
V. Chikoko

TOWARDS AN INTELLIGENT TUTOR SYSTEM BASED ON ADAPTIVE WORKFLOWS
M. Beggoudh, M. Khalidi Idrissi, S. Bennani

ANALYSIS OF THE RELATIONSHIP BETWEEN EMPATHY AND FAMILY FUNCTIONING IN DENTISTRY STUDENTS OF THE LATIN AMERICAN UNIVERSITY OF SCIENCE AND TECHNOLOGY (ULACIT), SAN JOSE, COSTA RICA
E. Duran, M. Padilla, R. Utsman, A. Reyes-Reyes, A. Calzaadilla-Núñez, V. Díaz-Narváez

ART THERAPY GROUPS IN THE SCHOOL SETTING: EFFECTS IN THE REDUCTION OF ATTENTION PROBLEMS FOR PRESCHOOL TO UPPER ELEMENTARY CHILDREN
M.L. Alonso-Borso di Carminati

A METHOD OF FEEDBACK IN MEDICINE ADAPTED TO THE REALITY OF NURSING PLACEMENTS: STUDY OF ITS ACCEPTABILITY BY TRAINEES AND SUPERVISORS
K. Lechasseur, J. Goudreau, J. Gagnon, M.P. Gagnon, L. Côté

CHILD PROTECTION PROTOCOL TRAINING IN SPAIN: TEACHER’S RECOGNITION AND REPORTING OF CHILD ABUSE AND NEGLECT
M.L. Alonso-Borso Di Carminati

CONSTRUCTION OF A CORDEL FOR WOMEN’S AWARENESS REGARDING PAP SMEARS

CONSTRUCTION OF AN EDUCATIONAL BOOKLET ON PREVENTION OF SEXUALLY TRANSMITTED INFECTIONS IN THE ELDERLY

EVALUATION OF AN ONLINE TRAINING COURSE FOR LEARNERS WITH SPECIFIC LEARNING DIFFERENCES: FINDINGS FROM AN INTERNATIONAL PROJECT
S. Fernandes, T. Pessoa, A.A. Carvalho

A PILOT STUDY USING TABLET COMPUTERS FOR TEACHING ADDITION TO THE FIRST GRADE STUDENTS
N. Zaranis

TABLET COMPUTER ASSISTED COUNTING AND CALCULATING ACTIVITIES FOR KINDERGARTEN CHILDREN
N. Zaranis, V. Valla

USING A PHONETIC ALPHABET, THE INITIAL TEACHING ALPHABET (I.T.A.), TO REMEDIATE READING DISABILITIES IN FIRST-YEAR COLLEGE STUDENTS
S. Moore

SUPPORTING WRITTEN COMMUNICATION SKILLS IN STATISTICS COURSES
B. Tasic, J. Hannah

L1 OVERUSE AND ITS EFFECTS ON L2 LEARNING: FROM READING WITH TRANSLATION FROM L1 TO WRITING IN L2 ENGLISH STUDENTS OF THE UNIVERSITY OF MASCARA (ALGERIA) AS A CASE STUDY
A. Chami, O. Boucheta, S. Benmammar, H. Rabahi, A. Benahmed, N. Sebda, L. Kazi-Tani, S. Djeffal

TABLET APPS TO REPLACE PRIMARY SCHOOL HOMEWORK: A GAMIFICATION AND CONSTRUCTIVIST LEARNING APPROACH
K. Petrova, A. Rahimi

INTERNET ACCESS, TECHNOLOGICAL CONSUMPTION AND DIGITAL IDENTITY OF COMMUNICATION STUDENTS IN LATIN AMERICAN UNIVERSITIES: UNIVERSIDAD SAN IGNACIO DE LOYOLA (PERU) & UNIVERSIDAD DE LA COSTA (COLOMBIA)
L. Crawford, J.L. Crawford Visbal

MODEL FOR DETERMINING PEDAGOGICAL FACTORS AFFECTING THE RETENTION RATES OF FIRST-YEAR ENGINEERING STUDENTS
T. Acosta, F. Natas, A. Proaño, S. Luján-Mora
PRESERVICE TEACHERS’ PERSPECTIVES ON MODELING ACTIVITIES
Y.R. Kim, M.S. Park
9738

HOW TO EDUCATE “FOR” ENTREPRENEURSHIP? A TEACHING INNOVATION PROJECT ADDRESS TO FUTURE PSYCHOLOGISTS
A. Castrechini
9744

TRAINING GRADUATE FACULTY TO DELIVER ONLINE COURSES IN THE HEALTH SCIENCES
M. Stoltz-Loike
9751

ACQUIRING INTERCULTURAL COMMUNICATIVE COMPETENCE IN AN ASIAN NETWORKED LANGUAGE LEARNING CONTEXT
H. Lee, S.H. Kim
9752

PERCEIVED INFORMATION GAP BETWEEN ACADEMIA AND INDUSTRY: A QUALITATIVE STUDY
U. Celikkan, Y. Sahin
9756

DEVELOPING 21ST CENTURY LEARNING SKILLS IN STUDENTS USING A BLENDED LEARNING PROGRAM IN A LEARNING MANAGEMENT SYSTEM
T. Stephens, E. Priest
9766

WHAT INDUSTRY NEEDS AND WHAT WE TEACH IN INFORMATION TECHNOLOGY: A QUANTITATIVE STUDY
Y. Sahin, U. Celikkan
9775

EVALUATION OF DIGITAL TEACHING SKILLS
M.A. Martínez Mayoral, J. Morales, R. Calvo, J. Molina
9786

COOPERATIVE LEARNING FACILITATED THROUGH BLACKBOARD: A STUDENT’S PERSPECTIVE
M. Simelane, R. Steyn
9793

DESIGN AND IMPLEMENTATION OF A CLASSROOM ATMOSPHERE MANAGEMENT SYSTEM
9803

A CONTENT ANALYSIS OF STUDIES ON ECONOMICS OF EDUCATION AND PLANNING PUBLISHED IN TURKEY
E. Kesim
9812

A LITERATURE REVIEW AND CONTENT ANALYSIS ON INTERACTIVE E-BOOKS
M. Kesim, H. Yildirim
9824

THE USE OF CLICKERS IN PEDIATRIC PRACTICUM CLINICAL SESSIONS IN DENTISTRY GRADE AT VALENCIA UNIVERSITY
V. Paredes Gallardo, V. García Sanz, N. Zamora Martínez, B. Tarazona Álvarez, C. Bellot Arcis, M.A. Peiró Guijarro
9830

ASSESSING TEACHERS’ INTERCULTURAL SENSITIVITY THROUGH MOTIVATIONAL ORIENTATION SCALES
9836

EFFECTS OF DYNAMIC ASSESSMENT IN 3D IMMERSIVE VIRTUAL REALITY (3D-IVR) ENVIRONMENT ON COGNITIVE MODIFIABILITY AND THE IMPACT OF SPATIAL IVR CHARACTERISTICS
D. Tzuriel, G. Eshel-Kedmi, D. Passig
9842

APPLICATION OF PROBLEM-BASED LEARNING IN FOREIGN LANGUAGE CLASSES
V. Sibul, I. Smirnova, D. Zozulya
9843

USING PHENOMENOGRAPHY TO CAPTURE THE VARIATIONS IN STUDENTS’ ATTITUDES TOWARDS COMPUTER ASSISTED LANGUAGE LEARNING
K. Stylianou, A. Parmaxi, S. Kyriacou
9848

“TINKERING” AS LEARNING REINFORCEMENT TOWARDS MULTIDISCIPLINARITY IN RESEARCH-ORIENTED EDUCATION
A. Dochshanov
9855

CROSS-CULTURAL BUSINESS COMMUNICATION COURSE AS INTERDISCIPLINARY TEAM-TEACHING
I. Smirnova, V. Sibul, N. Demidova
9860

CULTURAL INFLUENCES ON CRITICAL THINKING DEVELOPMENT IN ALGERIAN HIGHER EDUCATION EFL CLASSES
A. Melouah
9864

GENDER PAY GAP. EXPLORING EVIDENCE FROM RECENT GRADUATES
9875
IMPROVING SCHOOL-UNIVERSITY COLLABORATION IN STUDENT TEACHERS’ FIELD EXPERIENCE THROUGH A JOINT ASSESSMENT PROCESS
J. Onrubia, T. Mauri, R. Colomina

VALUE EDUCATION PHILOSOPHY IN RUSSIA AND INDIA
M. Mefodeva, R. Khairytdinov, A. Fakhrutdinova

EVALUATION OF THE RESEARCH-ORIENTED LEARNING ENVIRONMENT IN A RESEARCH ASSOCIATION
K. Haas, J. Mottok

USE OF MOOCS FOR SPREADING KNOW-HOW ON CIRCULAR ECONOMY AND ENVIRONMENTAL SUSTAINABILITY
N. Loste, C. Callao, B. Giner, D. Chinarro

THE TEACHERS’ STRATEGIES OF IDENTIFYING AND DEVELOPMENT OF GIFTED STUDENTS IN FOREIGN COUNTRIES
A. Fakhrutdinova, G. Gali, M. Mahmutova

EDUCATIONAL AND SOCIAL ROBOT, DESIGN FOR THE FUTURE
C. Rioja Del Río, F. Leon Zacarias, A. Morgado Estévez, J.L. Rodríguez Aparicio, J. Maekioe, T. Mäkelä

ROLE OF EDUCATION MARKET FOR CREATIVE INDUSTRIES
D. Milosev, M. Kostic-Stankovic, V. Vukmirovic

FORMATION OF THE LINGUISTIC IMAGE OF RUSSIA AMONG INTERNATIONAL STUDENTS IN THE PROCESS OF LINGUOCULTURAL ADAPTATION (BASED ON THE MATERIAL OF THE TEXTS OF RUSSIAN MEDIA)
M.A. Bragina, N. Pomortseva, V.N. Levina

ACTIVE MEASURES FOR PROMOTING INTERCULTURAL DIALOGUE AND SENSITIVITY IN A FACULTY THOUGHT IN FOREIGN LANGUAGES
A.M. Neagu, M.C. Suciu, D.A. Mitrea, I.C. Mustata

SELF-QUESTIONING BY KINDERGARTEN CHILDREN
R. Glaubman, H. Glaubman

INNOVATION MATHEMATICS PROJECT, BLENDED EDUCATION IN PRACTICE: A CASE STUDY AT DELFT UNIVERSITY OF TECHNOLOGY
J. Gordijn, A. Oosterhout, W. Dijkstra

PROMOTING DIGITAL LITERACY AND CRITICAL ANALYSIS IN SOCIAL PSYCHOLOGY UNDERGRADUATE STUDENTS
J. González-Conde, N. Codina, J.V. Pestana, R. Valezziuela

MUSIC AND DYNAMICS: DIFFERENT UNIVERSITY ENVIRONMENTS, SIMILAR RESULTS
M. Hernandez-Lopez, F.J. Martín-Alvarez, J. Mendoza-Jimenez

EXPLORING THE DEGREE OF INTEGRATION OF SUSTAINABILITY IN BUSINESS CURRICULA AT THE UNIVERSITY OF ALMERIA: AN STUDENTS’ PERCEPTION
M.M. Gálvez-Rodríguez, N. García de Frutos, R. Antolin-Lopez, A. Sáez-Martín

A PRACTICAL CASE OF COORDINATION OF LABORATORY PRACTICES IN UNDERGRADUATE COURSES IN MECHANICAL ENGINEERING

STRATEGIC SHIFT TO USE E-LEARNING IN HIGHER EDUCATION IN SAUDI ARABIA – A CASE STUDY
D. Abi Haidar, K. Hussein

A CASE STUDY OF LEARNING INNOVATION USING EDUCATIONAL VIDEOS FOR THE ENVIRONMENTAL ENGINEERING SUBJECT

THE STUDY OF PROFESSIONAL FATE OF GRADUATES AS A SOURCE OF INFORMATION ABOUT THE LEARNING-TEACHING PROCESS - EXAMPLE OF LUBLIN UNIVERSITY OF TECHNOLOGY (POLAND)
P. Drożdżel, A. Arent, A. Walczyna, A. Mazur-Sokół

LANGUAGE LEARNING OPPORTUNITIES IN ONLINE INTERCULTURAL PEER INTERACTION
S.H. Kim, H. Lee

BURNOUT OF UNIVERSITY EMPLOYEES AND ASSESSMENT OF LEARNING-TEACHING PROCESS QUALITY
P. Drożdżel, A. Walczyna, A. Arent

USING VIDEO LECTURES IN E-LEARNING PLATFORM TO IMPROVE PHYSICS TEACHING AT UNIVERSITY LEVEL
D. Amendola, A. Perali, D. Vitali
DIGITAL GAME-BASED LEARNING: WHY, WHEN AND HOW
P. Neves Rito
10025

THE USE OF MICROCONTROLLERS FOR NON-PROGRAMMERS: A REVIEW ON THE STATE OF THE ART
P. Neves Rito
10029

CONTENT MANAGEMENT FOR E-LEARNING AN INTEGRATED SOLUTION
P. Steininger
10036

MOOC DISCUSSION FORUMS - FIRST STEPS OF ACADEMIC COMMUNICATION
M. Rudneva, T. Popova
10044

INVESTIGATING THE EXTENT OF USE OF BUILDING INFORMATION MODELLING (BIM) IN DEPARTMENT OF ARCHITECTURE, COVENANT UNIVERSITY OTA, NIGERIA
O. Uwakonye, A. Otooseni, A.A. Oluwatayo, E. Erebor
10049

ENHANCING FACTORS OF BUSINESS INTERNATIONALIZATION SURVEY: STRUCTURAL VALIDATION PROCEDURES
C. Azevedo Lobo, A.T. Ferreira, C. Costa-Lobo
10057

ANALYSIS OF THE LEARNING EXPERIENCE IN THE PROGRAM FOR SENIORS AT THE UNIVERSITY OF VIGO
X. Costoya, F. Santos, D. Fernández-Nóvoa, M. de Castro, M. Gómez-Gesteira
10061

CONCEPTUAL FRAMEWORK FOR THE ADOPTION OF COMPUTER-AIDED ARCHITECTURAL DESIGN (CAAD) IN THE TEACHING AND LEARNING OF ARCHITECTURE
O. Uwakonye, J.M. Igwe, A. Olotuah, A.A. Oluwatayo
10066

COMPARATIVE STUDY OF THE LEARNING EXPERIENCE IN THREE DIFFERENT ACADEMIC LEVELS AT THE UNIVERSITY OF VIGO
D. Fernández-Nóvoa, F. Santos, X. Costoya, M. de Castro, M. Gómez-Gesteira
10077

COMPARING STUDENTS ENTREPRENEURIAL COMPETENCES IN A INDIVIDUAL AND GROUP BUSINESS PLAN
R. Ferreras, A.B. Hernández, E. Serradell
10082

ASSESSING MOTIVATION AND LEARNING
N.M. Bizim
10088

THE ROLE OF INTERDISCIPLINARY INTEGRATION WHILE DEVELOPING COGNITIVE PROCESS AMONG STUDENTS
V. Vetrinskaya, A. Ivanova, S. Burikova, V. Lukovtseva
10089

SPANISH COMMUNICATIVE STRATEGIES IN TEACHING OF SPANISH TO RUSSIAN STUDENTS
O. Chesnokova
10094

DEVELOPMENT OF THE CROSS-PLATFORM VIRTUAL LABORATORY ON PHYSICS
Y. Daineko, M. Ipalakova, M. Brodyagina, M. Yunikova, M. Bekturganov
10107

APPLICATION OF INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS AT THE INTERNATIONAL INFORMATION TECHNOLOGY UNIVERSITY
K. Uskenbayeva, Z. Aytmagambetov, A. Daineko, T. Duzbayev, Y.E. Mishina, T. Pyagay, M. Brodyagina
10113

BEYOND THE MUSEUM'S OBJECT. ENVISIONING STORIES
E. Pietroni, E. d'Annibale, D. Ferdani, M. Forlani, A. Pagano, L. Rescic, C. Rafa
10118

USING APP INVENTOR FOR CREATING EDUCATIONAL APPLICATIONS
P. Voštinár
10128

LEARNING CELL BIOLOGY AND HISTOLOGY IN CONTEXT: NEW APPROACHES
10134

GEOGEBRA APPLETS FOR GRAPH THEORY
P. Voštinár
10142

ENGLISH FOR OCCUPATIONAL PURPOSES (EOP) AN ELECTIVE COURSE FOR FRESHMAN STUDENTS AT AN ENGLISH MEDIUM UNIVERSITY (EMU)
G. Siper
10149

POSITIONING THEORY: A FRAMEWORK FOR WOMEN LEADERSHIP TRAINING
D. Fortier, D. Murray
10150

DIGITAL AND WORKING SKILLS 4.0 – INNOVATIVE LEARNING AND KNOWLEDGE EXCHANGE THROUGH COLLABORATIVE LEARNING SCENARIOS FOR THE DIGITAL SOCIETY
S. Rathmayer, S. Spieker, J. Müllner
10157
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORING SKILLS AND COMPETENCIES OF INNOVATION: A MEASUREMENT MODEL</td>
<td>10161</td>
</tr>
<tr>
<td>M. Mari-Benlloch, M. Martínez-Gómez, J.A. Marín-García</td>
<td></td>
</tr>
<tr>
<td>A QUALITATIVE REVIEW OF ACADEMICS PERCEPTIONS ON QUALITY IN HIGHER</td>
<td>10166</td>
</tr>
<tr>
<td>EDUCATION: A KEY PERFORMANCE INDICATORS APPROACH</td>
<td></td>
</tr>
<tr>
<td>E. Varouchas, M.A. Sicilia</td>
<td></td>
</tr>
<tr>
<td>AN ICT INTEGRATION SELF-DIRECTED LEARNING PROCESS FOR TEACHERS IN</td>
<td>10174</td>
</tr>
<tr>
<td>GAUTENG, SOUTH AFRICA</td>
<td></td>
</tr>
<tr>
<td>R.P. Molete</td>
<td></td>
</tr>
<tr>
<td>DIGITAL LEARNING OBJECTS BY THE VIEW OF CZECH MATHEMATICS TEACHERS</td>
<td>10175</td>
</tr>
<tr>
<td>K. Bárték, D. Nocar, J. Laitochové</td>
<td></td>
</tr>
<tr>
<td>LEARNING PERSONALISATION IN VIRTUAL LEARNING ENVIRONMENTS</td>
<td>10180</td>
</tr>
<tr>
<td>APPLYING LEARNING ANALYTICS</td>
<td></td>
</tr>
<tr>
<td>E. Kurilovas, J. Manencenko, I. Krikun</td>
<td></td>
</tr>
<tr>
<td>GAMIFICATION THROUGH MOBILE DEVICES: A LEARNING DESIGN AIMED AT</td>
<td>10189</td>
</tr>
<tr>
<td>SELF-REGULATED LEARNING</td>
<td></td>
</tr>
<tr>
<td>G. Tur, M.R. Rosselló, C. Pinya</td>
<td></td>
</tr>
<tr>
<td>EVALUATION BASED LEARNING APPLIED TO FINAL YEAR DEGREE PROJECT IN</td>
<td>10197</td>
</tr>
<tr>
<td>CIVIL ENGINEERING – USE OF GAMIFICATION TOOLS</td>
<td></td>
</tr>
<tr>
<td>R. Pacheco-Torres, F. Escalona, R. Sánchez, E. Cerro-Prada</td>
<td></td>
</tr>
<tr>
<td>E-LEARNING AND SMART-EDUCATION IN TRANSPORT UNIVERSITY</td>
<td>10204</td>
</tr>
<tr>
<td>V. Voronin, E. Timoshina, N. Tushin, E. Malygin, Z. Nasedkina</td>
<td></td>
</tr>
<tr>
<td>STUDY HABITS AND MOBILE DEVICES</td>
<td>10210</td>
</tr>
<tr>
<td>J. Zambreno, G. Londoño</td>
<td></td>
</tr>
<tr>
<td>SUPPORT OF THE EDUCATIONAL POTENTIAL OF FATHERHOOD IN THE</td>
<td>10214</td>
</tr>
<tr>
<td>EDUCATIONAL ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>A. Chekhonin, S. Ignatjeva</td>
<td></td>
</tr>
<tr>
<td>METHODOLOGICAL ASPECTS IN TRAINING BUSINESSPEOPLE: ENGLISH</td>
<td>10220</td>
</tr>
<tr>
<td>DECLARATIVE SENTENCES INTONATION CONTOURS IN BUSINESS NEGOTIATIONS</td>
<td></td>
</tr>
<tr>
<td>E. Malyuga, S. Orlova, M. Ivanova, A. Krouglav</td>
<td></td>
</tr>
<tr>
<td>THE ISSUE OF LEXICAL INTERFERENCE IN TEACHING LSP</td>
<td>10228</td>
</tr>
<tr>
<td>S. Orlova, E. Malyuga, M. Ivanova, A. Krouglav</td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT OF AN INNOVATIVE AND HARMONISED EUROPESE</td>
<td>10233</td>
</tr>
<tr>
<td>CURRICULUM IN PURCHASING AND SUPPLY MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>L. Berger, N. Straub, M. Henke</td>
<td></td>
</tr>
<tr>
<td>ADAPTING NEW ENGLISH-RUSSIAN TRANSLATION SYLLABI TO NEW</td>
<td>10243</td>
</tr>
<tr>
<td>EDUCATIONAL STANDARDS</td>
<td></td>
</tr>
<tr>
<td>S. Bobrova, E. Popova</td>
<td></td>
</tr>
<tr>
<td>SECONDARY TEACHERS’ INTERVENTIONS IN THE CLASS FROM THE PERSPECTIVE</td>
<td>10249</td>
</tr>
<tr>
<td>OF PHYSICALLY DISABLED STUDENTS</td>
<td></td>
</tr>
<tr>
<td>M. Hanková, S. Vátrová</td>
<td></td>
</tr>
<tr>
<td>TOWARDS A DEFINITION AND IDENTIFICATION OF LEARNING OBSTACLES IN</td>
<td>10259</td>
</tr>
<tr>
<td>HIGHER SOFTWARE ENGINEERING EDUCATION</td>
<td></td>
</tr>
<tr>
<td>R. Reuter, F. Hauser, C. Gold-Veerkamp, J. Mottok, J. Abke</td>
<td></td>
</tr>
<tr>
<td>BUILT HERITAGE RESEARCH AND EDUCATION</td>
<td>10268</td>
</tr>
<tr>
<td>A.M.T. Martins, J.S. Carlos, M.C.S. Nepomuceno</td>
<td></td>
</tr>
<tr>
<td>A METHOD TO ENGAGE TEACHERS IN CO-DEVELOPMENT OF E-LEARNING</td>
<td>10278</td>
</tr>
<tr>
<td>PRACTICES</td>
<td></td>
</tr>
<tr>
<td>L. Lak Risager, V. Luth-Hanssen, J. Nielsen</td>
<td></td>
</tr>
<tr>
<td>IMPACT OF APPROACHES TOWARDS ENGLISH TEACHING IN A MULTICULTURAL</td>
<td>10286</td>
</tr>
<tr>
<td>STUDENTS ENVIRONMENT: A CASE STUDY</td>
<td></td>
</tr>
<tr>
<td>N. Fardows, S. Nayer, D. Nayer, R. Mariam</td>
<td></td>
</tr>
<tr>
<td>BIBLIOMETRIC STUDY OF SCIENTIFIC PRODUCTION DOCTORAL THESIS IN</td>
<td>10291</td>
</tr>
<tr>
<td>INCLUSIVE EDUCATION</td>
<td></td>
</tr>
<tr>
<td>A.M. Porto Castro, M.J. Mosteiro García, E.M. Gerpe Pérez</td>
<td></td>
</tr>
<tr>
<td>IMPACT OF ENDOWMENT FUND IN THE FINANCIAL SUSTAINABILITY OF AN</td>
<td>10297</td>
</tr>
<tr>
<td>ACADEMIC INSTITUTE: A CASE STUDY OF EDWARDES COLLEGE OF KHYBER</td>
<td></td>
</tr>
<tr>
<td>PAKHTUNKHWA PAKISTAN</td>
<td></td>
</tr>
<tr>
<td>N. Fardows, S. Nayer, S. Jaffar, H. Yousaf, Z. Nayer</td>
<td></td>
</tr>
</tbody>
</table>
DIGITAL TEXTBOOKS: ANALYSIS TOOL FOR SCIENCE EDUCATION IN THE FIRST YEARS OF SCHOOLING
J. Pinheiro Peixinho, R. Marques Vieira

LIFELONG LEARNING ON SUSTAINABILITY FOR PERSONAL, PROFESSIONAL AND SOCIAL TRANSFORMATION: ANALYZING A SEVEN YEAR EXPERIENCE FROM THE UNIVERSITY OF THE BASQUE COUNTRY
I. Palacios-Aguinde, J. Unzueta, G. Rodríguez-Loinaz, M. Onaindia

INVESTIGATING RELATIONSHIP BETWEEN LEARNING PROCESS AND PERFORMANCE OF TEAM PROJECT IN ENGINEERING EDUCATION
K. Thanasisan, C. Wongviriyaowong

THE USE OF PROBLEM-BASED LEARNING METHODOLOGY IN ORDER TO ACQUIRE MARKETING TOOLS TO BE USED AT THE COMMUNITY PHARMACY
G. Puras, J. Ciriza, L. Saenz Del Burgo

THREE-YEARS FOLLOW-UP OF ACADEMIC GOALS IN YEAR 2 PHYSIOTHERAPY STUDENTS AT UNIVERSITY OF VIGO
G. Rodríguez-Fuentes, M. de Oliveira

THE EVOLUTION OF THE BEHAVIOUR OF LEARNING APPROACHES OF SECOND YEAR PHYSIOTHERAPY STUDENTS (3-YEAR FOLLOW-UP)
G. Rodríguez-Fuentes, M. de Oliveira

DYNAMIC DEVELOPMENT OF DIGITAL TRAINING IN EDUCATIONAL FIELD
I. Getova

FORSAN: TRAINING FORMATING PROFESSIONALS AT BIOMEDICAL RISKS THROUGH HIDDEN PATHOGENESE GAMES INCLUDED ON A MOBILE WEB
P. Aparicio Martínez, A.J. Perea-Moreno, S. Pinzi, M.P. Martínez-Jiménez, M. Vaquero-Abellán

UNDERGRADUATE FINAL PROJECT: LEARNING STUDENTS’ OPINION
S. de Juan Espinosa, J.A. Fernández Sánchez, V. Sabater Sempere, J.F. Tari Guilló, J. Valdés Conca

PROFESSIONAL INSERTION OF MASTER AND DOCTORATE STUDENTS IN THE FIELDS OF COMMUNICATION
M.T. García Nieto, D. Jivkova Semova, G. Padilla Castillo

DIGITAL GAME-MEDIATED SECOND LANGUAGE EDUCATION: VIEWING FROM TEACHERS’ PERSPECTIVE
S. Zhou, R. Renne, N. Galloway

A FLIPPED CLASSROOM IS AN INCLUSIVE CLASSROOM: MAKING THE MOST OF CLASS TIME FOR THE MOST LEARNERS
R. Leporati, K. Tilton

OPTIMIZATION OF FOREIGN LANGUAGE CLASS ACTIVITIES AT A NON-LINGUISTIC UNIVERSITY
M. Banshchikova, A. Radyuk, T. Kachalina, I. Kazieva

STUDENT CONTRIBUTIONS IN GROUP PROJECTS: THE IMPACT OF PEER ASSESSMENT, BASED ON BELBIN’S ROLES, ON WORK INPUT, STUDY ASSESSMENT AND LEARNING PROCESSES
G. Oskarsson, S. Sonnson, J.F. Johannsson

VIRTUAL LABORATORIES AND VIRTUAL WEB PLATFORMS AS LEARNING TOOLS IN HIGHER EDUCATION

HOW TO EDUCATE A PROSPEROUS PRE-SCHOOL TEACHER
L. Kerin Jevtic

AN INTEGRATED TOOL FOR MANAGING CONSTRUCTION WORKS IN CIVIL ENGINEERING: APPLICATION TO BREAKWATERS
P. Díaz-Carrasco, J. Del-Rosal-Salido, R. Bergillos, M. Clavero, A. Motiño, A. Baquerizo, M. Ortega-Sánchez

DISTANCE EDUCATION FOR THE TRAINING OF NURSING STUDENTS ON COMMUNICATION WITH THE BLIND PERSON

AN AUGMENTED REALITY-BASED PLATFORM FOR USERS’ TRAINING AND PERFORMANCE ASSESSMENT FOR NEUROSURGICAL TARGETING TASKS
H. Ghandorh, S. de Ribaupierre, R. Eagleson

VALIDATION OF AN ONLINE TECHNOLOGY ON BREAST HEALTH TO VISUALLY IMPAIRED AND NON-IMPAIRED WOMEN
A. Carvalho, S. Leite, M. Silva, L. Pagliuca
UNBIASED EVALUATION OF WORKGROUPS MEMBERS IN THE FIELD OF CIVIL ENGINEERING


STRENGTHENING ENGAGEMENT AND SCHOOL AFFINITY THROUGH ACADEMIC STUDENT CLUB FACILITATION

D. Cyr, S. Leblanc, A. Malkiewich

LEARNING WITH ROBOTICS, NEW TECHNOLOGIES IN HIGHER EDUCATION TO LEARN PROGRAMMING AND MATHEMATICAL FUNCTIONS


ENGLISH LESSONS – REINFORCERS OF STUDENTS’ AUTONOMY

L. Kerin Jevtic

THE USE OF ANALOGIES IN ONLINE BUSINESS UNDERGRADUATE COURSES

D.L. das Graças Conceição, E. Marquiere Reis Silva, C. De Muylter, J. Lopes La Falce, P. Verga Matos

DESIGNING INQUIRY-BASED LEARNING CONDITIONS WITHIN 3D-SIMULATION ENVIRONMENT

J. Montusiewicz, S. Skulimowski

BLENDED LEARNING, FLIPPED CLASSROOM AND VIRTUAL ENVIRONMENT: CHALLENGES AND OPPORTUNITIES FOR THE 21ST CENTURY STUDENTS

R. Capone, P. De Caterina, G.A.G. Mazza

WHAT KIND OF PERSONALITY TRAITS COMPUTER SCIENCE STUDENTS HAVE AND HOW CAN WE IMPROVE THEM TO INCREASE THEIR SUCCESS AT UNIVERSITY?

R. Takacs, Z. Horváth

MEASURING PERFORMANCE IN PRINCIPLES OF ECONOMICS: DOES THE GENDER GAP STILL EXIST?

D. Sabiston, A. Leung

DEVELOPING COLLABORATION SKILLS THROUGH EXTRACURRICULAR PROJECT WORKING IN GERMAN LANGUAGE LEARNING AT A NON-LINGUISTIC FACULTY

N. Severova, M. Chigasheva

THE DEVELOPMENT OF KNOWLEDGE TESTS WHEN STUDYING ACADEMIC TEXTS IN HIGHER EDUCATION

E. De Bruyne, K. Aesaert, M. Valcke

VIRTUAL WEB FOR THE ASSESSMENT OF TRAINING OF TECHNICIANS IN METAL STRUCTURES (MECES-1 EQF-5) WITHIN THE TECHNICAL COLLEGE SPANISH EDUCATION FRAMEWORK


ROLE OF TRUST IN MODERN E-LEARNING MODELS

K. Gurba, E. Gurba

A MODEL FOR ADOPTION OF CLOUD COMPUTING FOR E-LEARNING: A CONCEPTUAL VIEW

I. Ewuzie, A. Usoro

TECHNOLOGY-ENHANCED LEARNING BY UAV AND CLOUD COMPUTING FOR SUSTAINABLE ENVIRONMENT EDUCATION

PROJECT-BASED LEARNING IN AN INTERNATIONAL VIRTUAL CLASSROOM TO TEACH GLOBAL SOFTWARE ENGINEERING

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Abstract
Software development today is a global process. Multi-national teams, in different time zones, with different native languages, all need to work together on large software projects. Many global software development projects have failed to deliver the expected cost savings or have not been completed on time. Programming skills alone are not enough for today’s IT graduates. In addition to knowledge of agile project management methods, intercultural understanding is vital in order to work together in geographically distributed, international teams. Due to time and budgetary constraints, few computer science students have the opportunity to acquire the international experience necessary to work together with software developers from different cultural backgrounds.

The question arises about what is the best method to teach these intercultural soft skills. In this paper, a virtual, team-teaching experience between two universities is described: the National Polytechnic Institute in Mexico City, Mexico and the Nuremberg Institute of Technology in Germany. At each university, a team of approximately 20 students in each country cooperate on a group project. Communication between the two groups is limited to video conferences, chats and e-mail. The teams exchange documents and code using cloud-based project management and collaboration software.

Two different teaching methods are compared for two different semester classes: a traditional, instructor-based lecture vs. a project-based learning approach. Results will be presented comparing the results of these two approaches.

Keywords: Project-Based Learning, Global Software Engineering, Virtual Classroom, International, Intercultural.

1 INTRODUCTION
Information technology enables people world-wide to share and communicate. The software which people use to connect and collaborate with one another is often developed by multi-national teams. Team members can be located in different geographic locations, in different time zones and speak different native languages. Global software development presents a number of new challenges:

- Geographic distance: It can take more than twice as long to complete the same task in a distributed team as it would take for a co-located team[1].
- Time differences: Theoretically, time zone differences should enable distributed teams to work around the clock. In reality, they often hinder synchronous, real-time communication between team members at the different locations [2].
- Language differences: Groups in countries which speak different languages may encounter difficulties communicating verbally in real-time. Each group may need extra time to translate their thoughts into a common foreign language, such as English, which serves as an additional communication filter. Non-native speakers may feel reluctant about participating in telephone or video conferences [3].
- Trust: Teams in different countries who have never actually met often experience difficulty in establishing the types of informal communication which comes naturally to co-located teams [4].
- Cultural differences: Misunderstandings due to cultural differences have repeatedly proved to be one of the most difficult challenges to overcome in successful global software engineering [5], [6].

This means that programming skills alone are no longer sufficient for IT graduates. Today’s IT graduates need to learn both international project management methods as well as the intercultural skills necessary to collaborate with team members in other countries. According to Romero [7], a wide variety of soft skills are necessary for success in global software engineering, such as communication,
teamwork and conflict resolution skills. He emphasizes the importance of following intercultural abilities: self-criticism, dealing with uncertainty and ambiguity, appreciating diversity and multiculturalism, understanding cultures and customs of other countries.

Due to time and budgetary constraints, few students have the opportunity during their study programs to spend an entire semester abroad in order to acquire international experience. Thus, the question arises as to which is the best method to teach students these vital intercultural skills.

In this paper, a virtual, team-teaching experience between two universities is described: the National Polytechnic Institute in Mexico City, Mexico and the Nuremberg Institute of Technology in Germany. At each university, a team of approximately 20 students in each country cooperate on a group project to develop a software product. Two teaching methods are compared: classical, instructor-based lectures and Project-Based Learning (PBL).

2 BACKGROUND

2.1 Intercultural Challenges in Global Software Engineering

One of the first researchers to use empirical methods to investigate the cultural differences in the software industry was Hofstede [8], who applied multivariate statistical methods to analyze data collected from thousands of IBM employees world-wide. Hofstede classified differences in cultural perspectives according to five dimensions:

- Power distance: The attitude of a society to inequalities among individuals in a society (PDI)
- Collectivism vs. individualism: The degree of interdependence among members in a society (IDV)
- Masculine vs. feminine: Success and achievement vs. caring for others (MAS)
- Uncertainty avoidance, ambivalence: Feeling threatened by unknown situations (UAI)
- Long-term vs. short-term orientation: Planning for the future vs. living in the present (LTO)
- Indulgence vs. restraint: The extent to which life is to be enjoyed vs. showing restraint (IND)

These dimensions can be used as a framework to make international project teams more aware of country-specific differences. With respect to our situation, Hofstede’s analysis [8] shows that Mexico and Germany differ significantly on these five cultural dimensions:

In addition to these five cultural dimensions, Laroche [9] differentiates between two ways how different cultures perceive time: M-time (monochromatic) and P-time (polychromatic). Monochromatic cultures, such as Germany, tend to start and end a meeting at a precisely scheduled time. Polychromatic cultures, such as Mexico, may feel that such a meeting is being rushed through and then cut off abruptly, before they have a chance to adequately express their views.

As evident from the comparisons above, Mexico and Germany differ considerably on the cultural dimensions of power distance, individualism, long-term orientation and time perception. Masculinity and uncertainty avoidance score high for both cultures. The two teams of students need to consciously adapt to different views on the power distance between students and professors. German
students need to recognize that their individual grades for the course may not be as important as the success of the entire group. The dynamic, short-term flexibility of the Mexican team can be unsettling for the German team, who are used to long-term planning. The polychromatic time perception of the Mexican team can conflict with the monochromatic German view of time.

2.2 Teaching Global Software Engineering

Beecham, et.al. [10] and Clear, et.al. [11] conducted systematic reviews of papers to define the challenges facing global software engineering education, including: global distance, teamwork, soft skills, stakeholders, infrastructure, development process, and curriculum. Hoda, et.al [12] discuss socio-cultural challenges in global software engineering education. They conducted a case study of 14 participants from 10 different universities in 8 countries. They identified six dimensions which caused significant challenges: 1) language 2) concept of time 3) attitude towards grades 4) assumptions about national culture 5) autonomy 6) influence of lecturer. Fortaleza, et.al. [13] conducted a literature review of 19 courses in global software engineering in 25 countries. They propose creating a collective repository to store and report research experiences to build a teaching network community.

A number of other European universities have conducted learning experiments designed specifically for global software engineering, which was geographically distributed over four universities within one country. In this case, the emphasis was primarily on overcoming geographic distance. Team members shared a common language and culture, but had to cooperate remotely from different sites. A different joint European cooperation [15] developed a course on software design for teams distributed in different European countries. The project had to overcome the additional challenge of team members who spoke different languages, but who shared a common European cultural heritage. Petkovic [16] described an international cooperation to teach global software engineering between an American and a German university. In addition to the language barrier, significant time differences between Germany and the U.S. also had to be addressed. A virtual, team-teaching cooperation between two universities in Germany and Mongolia is described by Ende, et.al. [17]. In addition to the expected geographical and temporal differences, enormous barriers in language and culture presented huge obstacles for the students. Solutions to anticipated problems, such as distance and time differences could be alleviated by scheduling video conferences in advance. Although the language barrier could be somewhat alleviated by translation software, the cultural barrier proved to be almost insurmountable.

3 METHODOLOGY

3.1 Project-Based Learning (PBL)

This paper investigates the effectiveness of “Project-Based Learning” (PBL), a term which although it is often used interchangeably with the term “Project-Based Learning”, has a slightly different focus. Problem-Based Learning was first introduced to teach medicine at the McMaster University in Canada [18]. The idea is to replace instructor-centered, frontal lectures which emphasize the passive consumption of material and the rote memorization of facts. As an alternative, students actively self-organize to investigate and construct their own solutions in a case study. The central hypothesis of problem-based reasoning is that students learn more effectively when the learning process is centered on a concrete problem. Barrows [18] defined six major principles of problem-based learning:

1. Learning is student-centered.
2. Learning occurs in small student groups.
3. A tutor is present as a facilitator or guide.
4. Authentic problems are presented at the beginning of the course, before any preparation or study.
5. Problems presented used as tools to gain necessary knowledge and problem-solving skills.
6. New information is acquired through self-directed learning, objectives and assignments.

Project-based learning is similar to problem-based learning. According to Savery [19], project-based learning is also organized around achieving a shared goal as defined by a project. While working on the project, the problems which students encounter generate “teachable moments”. Instructors provide guidance, feedback and suggestions according to the needs of the students within the context of the project. Because the project is defined as an external outcome, Savery criticizes that this diminishes the learner’s role in setting defining the problem goals and parameters. This experiment implements Project-Based Learning (PBL), because problems in software engineering are often defined externally.
Richardson and Delaney [20] present the use of PBL in teaching software engineering. They successfully applied a hybrid PBL approach in an undergraduate class which included five Irish students and three foreign exchange students. They found the approach effective in teaching the required skills. Woodward [21] developed instructional modules based on project-based learning to teach information systems. A combination of experiential learning, cooperative learning strategies and a dialog-based analysis of cases was shown to have a positive effect on the development of students' soft skills. Rodrigues and Santos discuss a framework for applying PBL to computing education [22]. They emphasize the need to adhere rigorously to the pre-defined processes of the Problem-Based-Learning method. Mendes Silva, et.al. [23] found that an adapted version of PBL gave more realism to teaching software engineering. Nuha [24] found that PBL correlates quite well with Scrum [25] practices in software engineering.

3.2 Description of the International Team-Teaching Experiment

In this paper, a virtual, team-teaching experience between two universities is described: the National Polytechnic Institute in Mexico City, Mexico and the Nuremberg Institute of Technology in Germany. At each university, a team of approximately 20 students in each country cooperate on a group project to develop a software product.

Two different teaching methods are compared for two iterations of the same class (Global Software Engineering) conducted in two different semesters:

1. a project-based learning approach (March 2016)
2. instructor-based lectures followed by a project phase (Winter Semester 2016/2017).

For the project-based learning approach, a real-world international software development project was simulated. Students participated in an intensive, all-day block seminar which ran for seven consecutive days. Students were assigned a messy, real-world problem, without detailed instructions on how to solve it. Communication between the two groups was limited to electronic means: video conferences, chat and e-mail. The teams exchanged documents and computer code using cloud-based project management and collaboration software. Due to the seven hour time difference between Mexico and Germany, students only had about a one hour time window each day when they could communicate in real-time via video conference. All other communication was conducted asynchronously. At the end of each group's working day, they sent a report of their progress and any questions they had to the other group. At the beginning of each group's working day, they first reviewed the progress reports and questions which the other group sent them overnight while they were asleep. This method of distributed team work is often referred to as “Follow the Sun” [26].

During the traditional, instructor-based lecture, students were given weekly lectures about different aspects of global software engineering, such as “international project management”, “agile software development”, “collaboration tools for distributed project management” and “intercultural communication”. After this initial eight-week lecture period, students from each group attempted to collaborate on a group project.

3.3 Collaboration Tools for International Projects

There are different challenges when working as geographically separated teams, which need to be taken into account by selecting and properly using tools for communication and organisation between and within teams. These tools must meet certain requirements. For a student project, the tools should be available without additional cost to the participating universities. An intuitive user interface is desirable, as users tend to adapt and use these tools more willingly.

In addition to regular E-mail communication, it is essential to support fast and direct exchange of information to define as well as to coordinate the common goals of a collaboration. Video and voice communication have shown to be the most effective – especially if backed up with instant messaging for asynchronous information sharing [27]. Considering that other countries have different service quality for internet connections, bandwidth must be considered as well. Instant messaging can also function as backup communication method if the bandwidth is too low to support video or voice chat.

To support the project described in Subsection 3.2, Google Hangouts(R) was picked by the students as tool of choice that fulfills all of the requirements. It is similar to Facebook in look and feel, and therefore is easy to use, but focuses more on video and voice communication. To use this free tool on a desktop PC, a Google account and the installation of a browser plugin is required. Moreover, all of
the common mobile devices are also supported. Google Hangouts organizes communication in groups created by users. It provides the option to engage in conference-like instant messaging as well as to call all members of a user group. Alternatively, users can also be contacted directly via a private two-person group conversation. Google Hangouts was chosen over the other tools because of the free accessibility, the number of students who already had the necessary account and the overall low bandwidth requirements [28] the tool comes with.

After the means of communication were defined, it was important to be able to organize and coordinate the shared effort of all of the participants. Groups of students should be able to work on shared tasks independently without having to wait for each other and with sufficient transparency to have an outline of the current work’s state. To enable this type of agile development process, pin board styled tools are common. All users share common boards and each board has columns added with post-it like cards. Each card represents a task that must be completed to achieve the project’s goals.

During the project’s execution; Trello(R) was chosen as organisational tool, as it fulfils these requirements and the students already had experience with it. Trello can be accessed by creating a specific Trello account or by using an existing Google account, which fits well together with using Google Hangouts for communication. It is rather intuitive to set up, with a more complex rights management to be done if multiple users are supposed to share and access a single (pin) board. On a board, it is possible to create multiple columns, as seen in Figure 3.

![Figure 3: Example of a Trello pin board to organize tasks](image)

Cards can be created and assigned to columns and afterwards moved freely between columns or even between different boards. Besides a title, a card includes a description field where any text with somewhat limited text design can be put into. The cards can be assigned to specific users and given a due date. To group cards together for clarification, they can be labelled with text and colour to make them easy distinguishable. Each card can be commented on, as is common on social media websites. A strict history of user actions is appended to each card. The best-known application achieving a similar agile development process is Jira(R), which requires a license and is not available for free.

3.4 Measurement of Skills and Experience Gained

Castro-Hernández, et.al. [29] compared interaction-based measures and their ability to predict task cohesion within global collaborative learning environment. They found a statistically significant correlation of linguistic characteristics and information exchange similarity with task cohesion, when controlled by culture. Quantity-based metrics, such as the information exchange rate, were an even better predictor of cohesion within distributed learning teams than similarity-based measurements.

In this work, in spite of cultural differences, it is important to detect benefits on each participant team. The German team was made up of master's degree students, who had more experience in the following methods: agile project management methodologies such as Scrum [25], the tools used in software development projects (as described in Section 3.3), and English as a second language to
communicate with people in neighboring countries. It is important to explicitly recognize these differences. For the Mexican team, the situation was quite different. Scrum in European countries is a term associated with the Rugby with a group of people pushing another group to get a goal, while in Mexico it is an unfamiliar term that needs to be explained and exemplified to be understood. English in Mexico has only recently become mandatory for bachelor degree students, therefore only few students were able to maintain a conversation. Global software engineering is not a widespread term.

With the above scenario, the motivation is to exhibit the Mexican side measurement of factors involved in the global software development experience to produce a Web site that provides local information to foreign students during their mobility.

The factors considered in this study are:

1. Global team coordination.
2. Experience using a common language to collaborate with foreign developers.
3. Usage of tools that support Global development, in this case: Trello(R) for activities management, Slack(R) for communications purposes, and GitHub(R) to share the software developments.
4. Experience presenting result on fora.
5. Experience developing software using agile methodologies.

At the beginning and at the end of each course, students filled out a questionnaire asking them to judge how important the following seven factors were for the success of a global software engineering project:

1. Geographical distance
2. Time zone difference
3. Different native languages
4. Proficiency in a third, shared language
5. Cultural differences
6. Familiarity between teams
7. Trust between teams.

4 RESULTS

4.1 Results from the project-based learning method

As two quite different cultures worked together on this collaboration, it is interesting to have a look at the results of the other team involved. Right from the start, it was expected that the results would be seen from a different perspective than on the Mexican side.

According to Hofstede [8], the high value for uncertainty avoidance means that ambiguous situations can be extremely disquieting for Germans. German students usually expect detailed specifications and clear instructions. To test this hypothesis, the PBL group [18], was intentionally assigned a vague, messy problem. This forced them to improvise and organize without specific instructions about the role they should play, which resulted in the group feeling uneasy. This strongly influenced initial contacts with the Mexican collaboration partners. German students felt a need for clarity. For instance, during the first video-call with the Mexican students, the German students predominantly dealt with the need to gather information about how the collaboration should proceed and what the roles of each team should be. This typical attention to "business first" intimidated the Mexican students, who expected an initial phase of social contact to ease team-building.

The PBL method caused an intense demand for communication both within each team as well as between the two teams. With a focus on the intra-team workload organization, it can be concluded that PBL had a positive impact on the German team. As the project progressed, the team identified what the difficulties in this intercultural collaboration were and how to alleviate them. The primary focus was on cultural specifics and a clear definition on how the collaboration would take place, including organizational and capacity-affecting topics. The most important adjustments implemented were:

- Discussion agenda: After the first meeting with the Mexican team, the German team understood that the timeframe to communicate was short and therefore had to be organized. Meetings were planned based on a written discussion agenda, which each group received ahead of time.
- E-mail communication: E-mails often remained either unanswered or were not read reliably outside of class time. Since E-Mails could only serve as a one-way information channel, any coordination agreements had to be made during video conferences.
• Excursiveness and spontaneity: In contrast to habitual German inflexibility, Mexicans students improvised ideas and goals quite agilely. German students were surprised by sudden requests for additional requirements during the project, which had not been initially agreed on at the outset. They had to learn to break with their habit of sticking to detailed plans and to try to be as agile as their Mexican collaboration partners, where necessary.

4.2 Results from the lecture-based method

During the winter semester of 2016/2017, the next iteration of students were first introduced to the topic of Global Software Engineering through a series of traditional lectures. The class met once a week for four hours, with an initial lecture period which lasted eight weeks, followed by a project cooperation period of four weeks. The lecture topics presented the theory and methods central to global software engineering, including IT offshoring, nearshoring and reshoring, adaptation of agile software project management methods to distributed teams, intercultural aspects of global software engineering, as well as team-building and conflict resolution in international projects.

The initial and final results from the Mexican team are presented in Table 1. The results are also presented in Figure 4, showing important benefits to the Mexican team, who for the first time interacted with a foreign team using a different language, tools, and a project that needed collaboration to produce a shared result.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Measure</th>
<th>Initial state</th>
<th>Final state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global team coordinators</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Common language usage</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Global teams tools usage</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Global programming</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Forum experience</td>
<td>0</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

When comparing their respective contributions to the final project, it was observed that the more experienced students on the German side contributed more than the Mexican participants. The formula (1) is proposed to give a measure of the participation that in such a case could serve to give an idea of contributions and if it is the case to divide benefits. Ideally, this formula should have 50% for each of the factors when teams share similar skills and experience.

$$F_1 + F_2 = 1$$

The factors $F_1$ and $F_2$ are used to equilibrate the contributions to the product. In this case the values are estimated as $F_1 = 3/4$ for the German team, and $F_2 = 1/4$ for the Mexican team. These measures indicate that the German team tripled the contributions considering their Mexican counterpart. If more teams participate, additional factors should be included, resulting in lower fractions.

4.3 Comparison of results from project-based vs. lecture-based methods

Prior to and after completing the learning project, the German students were asked to complete a questionnaire to measure their impression of factor relevancy for international collaboration. The questionnaire’s scale reaches from 1 (not important) up to 4 (very important). Although the number of participants in each survey (19 for project-based, 14 for lecture-based) was not large enough to be statistically significant, differences between the two groups can be discerned.
Table 2. Comparison of initial and final opinions of each team.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Method: PBL</th>
<th>Method: Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial</td>
<td>Final</td>
</tr>
<tr>
<td>Geographical distance</td>
<td>2.47</td>
<td>3.00</td>
</tr>
<tr>
<td>Time zone difference</td>
<td>3.63</td>
<td>3.75</td>
</tr>
<tr>
<td>Language differences</td>
<td>3.21</td>
<td>2.60</td>
</tr>
<tr>
<td>Proficiency in shared language</td>
<td>2.84</td>
<td>3.00</td>
</tr>
<tr>
<td>Cultural differences</td>
<td>2.52</td>
<td>2.95</td>
</tr>
<tr>
<td>Familiarity between teams</td>
<td>2.58</td>
<td>2.90</td>
</tr>
<tr>
<td>Trust between teams</td>
<td>3.47</td>
<td>3.55</td>
</tr>
</tbody>
</table>

Figure 5. Changes in Opinions on Importance for GSE

For the students in the PBL Semester in March of 2016, 10 of the 19 German participants already had experience in working with teams from other nations. None of the students could speak Spanish, most students judged their English skills to be “advanced”. All of them were native German speakers. The perceived importance of “geographical distance” and “cultural differences” increased the most. These aspects have proven to be more important than initially anticipated. Their experiences with the Mexican team changed their ideas about punctuality and communication. Also, the factor “familiarity between teams” was deemed more important at the end of the project. If the teams would have had more time to socialize this could have been prevented early on. The importance of language differences declined over the duration of the project. This is a result of the insight that if both teams speak a shared language, the differences in language matter less. At least one of the collaboration partners on each side should be sufficiently proficient in the shared language to enable purposeful communication.

During the lecture-based semester in the Winter of 2016/1027, one student from the Mexican team could speak excellent English and served as the manager of communication for the team in Mexico. On the German team, one student could speak Spanish, three students were from countries other than Germany: Denmark, Portugal and Russia. Most of the students on the German team classified their English skills as “advanced”. This may explain the large discrepancy in the opinions about the importance of language differences between the classes in two different semesters. The diversity of languages within the German team gave them a greater appreciation of language differences overall. The opinion of importance of familiarity between teams also increased similarly to the students from the PBL semester. The changes in opinion regarding the importance of the other factors, such as geographical distance, time zone differences, trust between teams and cultural differences was not as drastic as during the PBL semester. During the lecture phase of this course, students did not experience levels of stress comparable to the PBL semester. Students passively consumed the information presented, without internalizing it.
5 CONCLUSIONS

As a result of the experience gained during two semesters of the same class taught by PBL in March of 2016 and by traditional lectures in the Winter of 2016/2017, the following conclusions are presented: Students reported that PBL was much more challenging than a traditional lecture. At the end of the intensely focused, one week seminar, many members complained of exhaustion. German students experienced anxiety due to the ambiguity inherent in the lack of detailed specifications. It should be noted that the students enrolled were either in the final year of their bachelor’s degrees or were graduate students. Although PBL could theoretically be used with less experienced participants, the danger of cognitive overload as described by Kirschner [30] should not be ignored.

PBL had quite a positive effect on the project members’ performance and on their learning success. Held as an all day, one week course during the semester break, it allowed students to participate in a realistic simulation of an international project, in two countries with a seven hour time gap, different languages and cultures. The evaluation and feedback meeting after the project’s end showed that the team valued this real-world experience working on an international project, instead of just learning about it theoretically. Measured by the subjective experience and learning success, students felt they had gained more relevant knowledge by experiencing the situation firsthand. Thus, the conclusion from German students were quite positive. Although none of the students expressed a desire to have all of their classes taught exclusively according to PBL, they judged it to be an excellent method to deepen knowledge and gain experience international projects. The participants agreed that PBL was much more effective than a conventional lecture.

REFERENCES


