

EDULEARN¹⁵

7TH INTERNATIONAL CONFERENCE
ON EDUCATION AND NEW LEARNING
TECHNOLOGIES

BARCELONA (SPAIN)
6TH - 8TH OF JULY, 2015



CONFERENCE PROCEEDINGS



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WELCOME INTRODUCTION

Dear EDULEARN15 participants,

We are delighted to welcome you all to the 7th annual International Conference on Education and New Learning Technologies.

After seven years, EDULEARN has become a reference event for lecturers and researchers from all over the world. It is the ideal place to be inspired by innovative ideas, different educational perspectives and to establish international partnerships.

Above all, we wish to thank all delegates who have participated, sharing their unique experiences and projects. More than 600 attendees from 80 different countries have contributed to the program, making EDULEARN15 a multidisciplinary and truly international conference.

We hope that your participation at this conference will provide you with an opportunity to open your minds to new educational innovations, to share your knowledge with other experts, and to be an active part of the *connection between technology and education*.

Thank you very much for your valuable contribution to EDULEARN15!

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New Technologies in STEM Education (2)
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Training educational staff
Transferring Skills and Disciplines
Tutoring and Coaching
University-Industry Cooperation
Vocational Training

ABOUT EDULEARN15 Proceedings USB

HTML Interface: Navigating with the Web browser

This USB includes all presented papers at EDULEARN15 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "EDULEARN15.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected paper in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

Full Text Search: Searching EDULEARN15 index file of cataloged PDFs

If you have Adobe Acrobat Reader version 6 or later (www.adobe.com), you can perform a full-text search for terms found in EDULEARN15 proceedings papers.

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3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 9 and later:

1. In the "Edit" menu, choose "Search". You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click "Load".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:

1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:

1. In the "Edit" menu, choose "Full Text Search".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

IMPLEMENTATION OF “B-LEARNING” METHODOLOGIES AT THE HIGHER EDUCATION CONTEXT; A CASE STUDY

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Abstract

The Open University in Spain is one of the world's leading providers of flexible, high-quality online degrees and distance learning or sometimes referred to as “e learning”. Its mission is to be closer to people and places, aiming to provide suitable distance learning for everybody. The university campus is physically centred in Madrid but the internal administrative structure is organised in different “associate centres” distributed all over the country in the different counties, acting as local offices.

New teaching resources have been successfully implemented in this student-centred system, based on the student ability required to achieve objectives, specified in terms of the learning outcomes and competences to be acquired. Nowadays this university is developing an extraordinary new educational architecture leading to improve the network that already offers to these associate centres. The educational method followed here fits in the new blended learning concept or “b-Learning”, where, on the one hand “magister and practicum lectures” can be conjugated together with tutorship's attendance, and on the other hand “personal work” that fellows manage according to their availability by means of study materials, virtual platforms, radio and television broadcasting, etc. One of these elements adopted is based on virtual tools such as the so called Audio Visual technology over IP (AVIP). It allows a better interaction between lecturers and students through both pre-recorded material, ready to visualize, or by live web conferences.

Here, a full description of this learning and teaching tool will be addressed, followed by its application under a particular case study, reporting finally the outputs obtained with an online survey passed to the students, addressing both perceptions and auto-evaluation of their respective role inside this complex scenario of new blended learning processes in which the university is immersed.

Keywords: b-Learning, teaching methodologies, Higher education, ECTS experiences, Open University.

1 INTRODUCTION

Blended learning or “b-Learning” can be considered as a flexible approach to a learning process taking advantage of some online training and assessments online, but also uses other procedures for the completion of a traditional training method, such as classroom sessions, web-based courses and general knowledge management practices [1]. Blended learning can be also used to describe a learning procedure combining various event-based activities; including tutorship's and other live teaching modalities [2].

It should be differentiated from, on the one hand, the ubiquitous learning or “u-learning” where students become totally immersed in the learning process and on the other hand from the term mobile learning or “m-learning” referring to the use of handheld information-technology (IT) devices, such as PDAs (Personal Digital Assistants), mobile phones, laptops and tablets, in any of the teaching and learning activities [3].

This is a student-centred system [4], based on the student workload required to achieve the objectives of a particular programme, preferably specified in terms of the learning outcomes and competences to be acquired by fellows [5]. In other words, students became to play a key role in this scenario so they should be fully motivated to do so. For achieving this, a virtual tool has been implemented in the learning process eliminating barriers such as distance and availability due mainly to family matters and working conditions.

What are the key features of each approach?. In which situations could be used?. What blended techniques can be adopted to enhance learning? [6, 7]. Three specific attitudes can be distinguished:

- IT Information Technology.
- M_t Measured value of a variable at instant t.
- \bar{M} Measured mean value of a variable at instant t.
- PDA Personal Digital Assistant.
- R^2 Square of the Pearson product moment correlation coefficient.
- X_t Predicted value of a variable at instant t.
- \bar{X} Predicted mean value of a variable at instant t.

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