

# Friday 28 June 2019

## First Afternoon Session: 14:30 – 17:05

Room A 14:30 – 16:35	Room B 14:30 – 16:35	Room C 14:30 – 16:35	Room D 14:30 – 16:35
<p style="text-align: center;"><b>Teachers' Training</b> Moderator: Perry Binder, <i>Georgia State University (United States)</i></p>	<p style="text-align: center;"><b>Technology in Education</b> Moderator: Michael D. Santonino III, <i>Embry-Riddle Aeronautical University College of Business - Worldwide (United States)</i></p>	<p style="text-align: center;"><b>Primary School Teachers' Training</b> Moderator: Deb L. Marciano, <i>Valdosta State University (United States)</i></p>	<p style="text-align: center;"><b>Primary School Education</b> Moderator: Julia Huisman, <i>Stenden University of Applied Sciences (The Netherlands)</i></p>
<p>What Motivates Teachers towards Expertise Development: A Mixed-Methods Study of the Relationships between School Culture, Internal Factors, and State of Flow <i>Amanda Shuford Mayeaux, University of Louisiana at Lafayette (United States)</i></p> <p>Self-Study Modules in University Pedagogy for the Professional Development <i>Hélène Meunier, Université du Québec à Montréal (Canada)</i></p> <p>Exploring the Potential of 'Bromance' to Promote Teacher Learning and Change <i>Michael Buhagiar - James Calleja, University of Malta (Malta)</i></p> <p>Teachers' Attitudes Towards Theatrical Laboratories and Experiential Learning: Lithuanian Case <i>Giedrė Strakšienė, Klaipėda University (Lithuania)</i></p> <p>Professional Development Policy for Novice Science Teachers in the Omani Ministry of Education: The Stakeholders' Perspective <i>Sulaiman Abdullah Al Jamoudi, Ministry of Education (Oman)</i></p>	<p>MOOCs to Semantic Web Education <i>Francisco J. García Tartera, Universidad Complutense de Madrid (Spain)</i> <i>Vitor Gonçalves, Polytechnic Institute of Bragança (Portugal)</i></p> <p>Integrating Cybersecurity Labs into Traditional Curriculum Design <i>Suzanna E. Schmeelk - Denise Dragos, St. John's University - New York (United States)</i></p> <p>AduLeT Project and its Community of Practice: An Insight into Technology Advanced Use within Higher Education <i>Vitor Gonçalves - Isabel Chumbo, Polytechnic Institute of Bragança (Portugal)</i></p> <p>Augmented Reality: 3D Holograms for Engaged Learning <i>Janet Holland, Emporia State University (United States)</i></p> <p>Artificial Intelligence as a Disruptive Technology in Education <i>Vatroslav Zovko, University of Zagreb (Croatia)</i></p>	<p>Defending Children's Right To Play: Things we Learned while Implementing the Principles of Contextual Education <i>Austėja Landsbergienė, Vaikystės sodas (Lithuania)</i></p> <p>The Montessori Approach to Early Childhood Education: Benefits and Challenges of Mixed-Age Classrooms as an Essential Montessori School Feature <i>Illaria Navarra, Georgetown University (United States)</i></p> <p>EXCEED: Excellence in Elementary Education - A Program Transformation <i>Barbara R. Ridener, Florida Atlantic University (United States)</i></p> <p>Double the Effort: How Counselor-Parent Partnership Encourages Child Education <i>Amal Taha Fahoum, Sakhnin College for Teacher Education (Israel)</i></p> <p>Primary Pupil's Perceptions of their Participation in a Performative Music Project - Crianças ao Palco <i>Sandrina Milhano - Jenny Sousa, CICS NOVA IP Leiria (Portugal)</i></p>	<p>Educating the Gifted in Russian Region: Pilot Study in Udmurtia <i>Julia Chernenko - Anna Borisova - Arina Grosul, National Research University - Higher School of Economics (Russian Federation)</i></p> <p>Non-Academic Self-Concept of Gifted Pupils <i>Dominika Hosova, Constantine the Philosopher University in Nitra (Slovakia)</i></p> <p>Enhancing Young EFL Learners' Grammar Awareness <i>Kateřina Dvořáková, University of South Bohemia (Czech Republic)</i></p> <p>"Inspire me, Start Early" - An Innovative Complimentary STEM Program Designed, Developed and Delivered for Primary School Pupils <i>Lee Kar Heng, TBSS Center for Electrical and Electronics Engineering (Singapore)</i></p> <p>A Second Language Teaching Method Based on New Technology and Kinaesthetic Approach <i>Giulia Gatti, University of Siena (Italy)</i></p>

**Coffee Break and Poster Session 16:35 – 17:05**

of Education

# AduLeT Project and its Community of Practice: An Insight into Technology Advanced Use within Higher Education

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## Abstract

For the last two decades one cannot overlook the fact that there have been major improvements in the area of educational technology. Schools and universities also try to accompany the evolutionary pace of this new technological stance introduced in the teaching-learning process. Moreover, the spread of tablets, smartphones and social networks has accounted for an unavoidable immersion into the technological world by both students and lecturers. Hence, it has been most impossible to become indifferent to these tools which can provide valuable support to the different teaching methods. On the one hand, students, as digital natives, adhere easily and enthusiastically to these new teaching approaches. On the other, lecturers are sometimes bereft of ideas when it comes to motivating the students and introduce innovative methodologies to their own teaching. Therefore, technology enhanced learning tools can boost lecturers' skills in regard to the use of technologies in an advanced way. The aim of this paper is to present the platform Community of Practice (CoP), which is the ultimate visible result of the Advanced use of Learning Technologies in higher education (AduLeT) project, a collaborative 3-year (2016-2019) research project funded by the European Commission, involving seven partner countries. CoP meets the standards that teaching nowadays requires aiming at providing higher education lecturers with a substantial matrix of tools and methods combined, which will grow with the increase in the number of users, and hence become more complete. We shall demonstrate the use and effectiveness of the CoP by showing some practical examples and by highlighting several insightful user experiences within the Portuguese higher education context. To establish a connection with the main target audience, we organised two workshops and a multiplier event to our institution lecturers and to lecturers from other higher education institutions, disseminating the results and involving more lecturers in this community. Thus, we intend to materialize in this paper a summary of the project, essentially, in the Portuguese perspective. During the multiplier event, we had very positive reactions from the lecturers regarding the CoP, confirming our belief of the project being an innovative and high-profile facilitator of technology advanced use within the higher education context. After this event, the participants were also asked to fill in a satisfaction survey on the use of the CoP. In the paper, we shall then put forth and analyse the survey answers so that we reach some conclusions regarding the efficacy and applicability of the CoP.

**Keywords:** *AduLeT, Community of Practice, educational tools, user experiences;*

### References:

- [1] Atherton, P. 50 ways to use Technology Enhanced Learning in the classroom: practical strategies for teaching. London & Thousand Oaks: Sage, 2018.
- [2] Flavin, F. Technology-enhanced learning and higher education. *Oxford Review of Economic Policy*, Volume 32, Issue 4, 1 January 2016, Pages 632–645, URI: <https://doi.org/10.1093/oxrep/grw028>
- [3] AduLeT project website, 2019, URI: <http://www.adulet.eu>
- [4] AduLeT CoP. User comment, 2019, URI: <https://dev.adulet.eu/ux/method-and-tool-details/10/282/en>