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Multimodal teaching strategies include role play, role conversion,
classroom report, answering doubts, interactive inquiry, etc. Adult
English teaching mode generally adopts the hybrid teaching mode of
combination of online learning and offline learning.

A Study on Multimodal Teaching Mode for Adult English ...
Multimodal Pedagogy and L2 Vocabulary Retention [PP: 142-153] Khadijeh
Aghaei Department of English Language and Literature Gonbad Kavous
University, Iran Fariba Khederzadeh Gouglani Department of English
Language Teaching, Golestan Science and Research Branch, Islamic Azad
University, Gorgan, Iran ABSTRACT One of the major problems learners
face in vocabulary learning either in EFL or ESL ...

Multimodal Pedagogy and L2 Vocabulary Retention
Vocabulary teaching is an indispensable part in English teaching in primary schools since vocabulary is considered as the basic element and mainstay of any language. However, it is also one of the most difficult parts for many teachers since the process of vocabulary teaching is often considered as a boring and monotonous one.

An Analysis on English Vocabulary Teaching in Primary Schools
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Coteaching and cogenerative dialoguing are ways of learning to teach that truly bridge the gap between theory and praxis, as new teachers learn to teach alongside peers and more experienced teachers. These practices are also means of overcoming teacher isolation and burnout. Through cogenerative dialogue sessions, new and experienced teachers, university supervisors, researchers, and administrators are able to create local theory for the purpose of improving teaching and learning. In this book, contributors from four countries report on how coteaching and cogenerative dialoguing worked in their situation.

This edited volume sets the stage for discussion on Education 4.0, with a focus on applied degree education and the future of work. Education 4.0 refers to the shifts in the education sector in response to Industry 4.0 where digital transformation is impacting the ways in which the world of work and our everyday lives are becoming increasingly automated. In the applied degree sector, significant change and transformation is occurring as leaders, educators and partners evolve smart campus environments to include blended learning, artificial intelligence, data analytics, BYOD devices, process automation and engage in curriculum renewal for and with industries and professions. This volume aims to profile and enhance the contribution of applied educational practice and research particularly in the applied degree sector and includes contributions that show case real world outcomes with students and industry as partners. This edited volume includes a wide range of topics, such as rethinking the role of education and educators; curriculum and the future of work; industrial partnership, collaboration and work integrated learning; vocational and professional practices; students, industry and professions as partners; employability skills and qualities for the 21st century world of work; innovative pedagogy and instructional design; adaptive learning technologies; and data analytics, assessment and feedback. The contributors come from different parts of the world in higher education, including, Canada, China, Finland, Germany, Hong Kong, Italy, Macau, Singapore and the United Kingdom.

Augmented Reality (AR) has many advantages that include increased engagement and interaction as well as enhanced innovation and responsiveness. AR technology has applications in almost all domains such as medical training, retail, repair and maintenance of complex equipment, interior design in architecture and construction, business logistics, tourism, and classroom education. Innovating with Augmented Reality: Applications in Education and Industry explains the concepts behind AR, explores some of its application areas, and gives an in-depth look at how this technology aligns with Education 4.0. Due to the rapid advancements in technology, future education systems must prepare students to work with the latest technologies by enabling them to learn virtually in augmented ways in varied platforms. By providing an illusion of physical objects, which takes the students to a new world of imagination, AR and Virtual Reality (VR) create virtual and interactive environments for better learning and understanding. AR applications in education are covered in four chapters of this book, including a chapter on how gamification can be made use of in the teaching and learning process. The book also covers other application areas of AR and VR. One such application area is the food and beverage industry with case studies on virtual 3D food, employee training, product-customer interaction, restaurant entertainment, restaurant tours, and product packaging. The application of AR in the healthcare sector, medical education, and related devices and software are examined in the book's final chapter. The book also provides an

overview of the game development software, Unity, a real-time development platform for 2D and 3D AR and VR, as well as the software tools and techniques used in developing AR-based apps.

This book presents the outcomes of four years of educational research in the EU-supported project called ROLE (Responsive Online Learning Environments). ROLE technology is centered around the concept of self-regulated learning that creates responsible learners, who are capable of critical thinking and able to plan their own learning processes. ROLE allows learners to independently search for appropriate learning resources and then reflect on their own learning process and progress. To accomplish this, ROLE ?s main objective is to support the development of open personal learning environments (PLE's). ROLE provides a framework consisting of "enabler spaces" on the one hand and tools, content, and services on the other. Utilizing this framework, learners are invited to create their own controlled and preferred learning environments to trigger and motivate self-regulated learning. Authors of this book are researchers, developers and teachers who have worked in the ROLE project and belong to the ROLE partner consortium consisting of 16 internationally renowned research institutions, including those from 6 EU countries and China. Chapters include numerous practical tutorials to guide the reader in creating innovative and useful learning widgets and present the best practices for the development of PLE's.

From June 22 to June 24, 2021, Hasso Plattner Institute, Potsdam, hosted the seventh European MOOC Stakeholder Summit (EMOOCs 2021) together with the eighth ACM Learning@Scale Conference. Due to the COVID-19 situation, the conference was held fully online. The boost in digital education worldwide as a result of the pandemic was also one of the main topics of this year's EMOOCs. All institutions of learning have been forced to transform and redesign their educational methods, moving from traditional models to hybrid or completely online models at scale. The learnings, derived from practical experience and research, have been explored in EMOOCs 2021 in six tracks and additional workshops, covering various aspects of this field. In this publication, we present papers from the conference's Experience Track, the Policy Track, the Business Track, the International Track, and the Workshops.

This book contains a selection of articles from The Europe, Middle East and North Africa Conference on Technology and Security to Support Learning 2016 (EMENA-TSSL'16), held between the 3th and 5th of October at Saidia, Oujda, Morocco. EMENA-TSSL'16 is a global forum for researchers and practitioners to present and discuss recent results and innovations, current trends, professional experiences and challenges in Information & Communication Technologies, and Security to support Learning. The main topics covered are: A) Online Education; B) Emerging Technologies in Education; C) Artificial Intelligence in Education; D) Gamification and Serious games; E) Network & Web

Technologies Applications; F) Online experimentation and Virtual Laboratories; G) Multimedia Systems and Applications; H) Security and Privacy; I) Multimedia, Computer Vision and Image Processing; J) Cloud, Big Data Analytics and Applications; K) Human-Computer Interaction; L) Software Systems, Architectures, Applications and Tools; M) Online Languages and Natural Language Processing N) E-content Development, Assessment and Plagiarism; O) Secure E-Learning Development and Auditing; P) Internet of Things and Wireless Sensor Networks.

Today's students are tomorrow's leaders, and the college years are a critical period for their development of ethical standards. Cheating in College explores how and why students cheat and what policies, practices, and participation may be useful in promoting academic integrity and reducing cheating. The authors investigate trends over time, including internet-based cheating. They consider personal and situational explanations, such as the culture of groups in which dishonesty is more common (such as business majors) and social settings that support cheating (such as fraternities and sororities). Faculty and administrators are increasing their efforts to promote academic honesty among students. Orientation and training sessions, information on college and university websites, student handbooks that describe codes of conduct, honor codes, and course syllabi all define cheating and establish the consequences. Based on the authors' multiyear, multisite surveys, Cheating in College quantifies and analyzes student cheating to demonstrate why academic integrity is important and to describe the cultural efforts that are effective in restoring it. -- Gary Pavela, Syracuse University

This book constitutes the refereed proceedings of the Second International Conference on Intelligent Interactive Technologies and Multimedia, IITM 2013, held in Allahabad, India, in March 2013. The 15 revised full papers and the 12 revised short papers were carefully reviewed and selected from more than 90 submissions. The papers present the latest research and development in the areas of intelligent interactive technologies, human-computer interaction and multimedia.

This book deals with research in open challenges in Management Engineering in the 21st century, as well as selected opportunities and solutions to remedy them. Management Engineering is an emerging field that extends the analytical methods used in traditional Industrial Engineering and Industrial Organization to address the economic, behavioral and social dimensions of companies and their environments. Management Engineering extends its domain beyond the firm and the market to encompass the modeling and policy design of physical landscapes populated by social agents. The developments of the 21st century have made it necessary to adopt an integrative and global view of the different methodologies and tools that facilitate managers' decision-making processes, ranging from the strategic to the

operational level. This book equips readers with precisely these urgently needed resources.

This volume on virtual and augmented reality (VR/AR) and gamification for cultural heritage offers an insightful introduction to the theories, development, recent applications and trends of the enabling technologies for mixed reality and gamified interaction in cultural heritage and creative industries in general. It has two main goals: serving as an introductory textbook to train beginning and experienced researchers in the field of interactive digital cultural heritage, and offering a novel platform for researchers in and across the culturally-related disciplines. To this end, it is divided into two sections following a pedagogical model developed by the focus group of the first EU Marie S. Curie Fellowship Initial Training Network on Digital Cultural Heritage (ITN-DCH): Section I describes recent advances in mixed reality enabling technologies, while section II presents the latest findings on interaction with 3D tangible and intangible digital cultural heritage. The sections include selected contributions from some of the most respected scholars, researchers and professionals in the fields of VR/AR, gamification, and digital heritage. This book is intended for all heritage professionals, researchers, lecturers and students who wish to explore the latest mixed reality and gamification technologies in the context of cultural heritage and creative industries. It pursues a pedagogic approach based on trainings, conferences, workshops and summer schools that the ITN-DCH fellows have been following in order to learn how to design next-generation virtual heritage applications, systems and services.

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