

INTED **2024**

18th International
Technology, Education and
Development Conference

4-6 March 2024
Valencia (Spain)

CONFERENCE PROCEEDINGS



Sharing the Passion for Learning

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Edited by
Luis Gómez Chova, *University of Valencia, Spain*
Chelo González Martínez, *Polytechnic University of Valencia, Spain*
Joanna Lees, *CEU Cardinal Herrera University, Spain*

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Preface

The INTED2024 Conference Proceedings contain the papers presented at the 18th International Conference of Technology, Education and Development, held in Valencia, Spain, from the 4th to the 6th of March 2024. INTED takes place annually and its aim is to bring together academics and researchers to continue the exchange of innovative ideas and research. Participants from over 78 countries joined INTED2024 to learn about the changing world of education and learning technologies.

INTED's focus is on Education and Educational research. Since many international education experts attended the conference, participants were able to network and collaborate with other delegates from around the world, participating in thematic sessions, networking activities, workshops and interactive sessions. The keynote speeches are available at IATED Talks: iated.org/talks.

The INTED2024 Proceedings, exclusively in English, are included in the IATED Digital Library: library.iated.org. The INTED2024 International Program Committee was composed of lecturers and researchers from multiple countries. A blind peer review process was followed to guarantee the quality of the final publication, in which the following points were evaluated: information content, relevance to the educational field, general structure, clarity of contents, originality, and relation to the conference topics and disciplines.

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We wish to extend our most sincere thanks to all who contributed to the INTED2024 Proceedings. Thanks for your dedication and for sharing your passion for learning.

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INTED2024 Keynote Speakers

Mike Sharples – The Open University (UK)



Keynote speech:

Social Generative AI: A Future for International Education

Development of Generative Artificial Intelligence is following the same path as the World Wide Web: research, breakthrough, integration into workplace tools, development of apps. For the Web, the next major development was social media and services. I suggest we will soon see the emergence of “Social Generative AI” – AI systems interacting with humans and with other AI tools in complex social networks. Social Generative AI will have profound implications. In education it will offer new roles for AI as a conversational partner and collaborator; it will break down language barriers and connect people across cultures. However, Social Generative AI may also erode trust in information and create networks of interacting machines beyond human control. In my talk, I will propose we develop social AI for education that is not only effective and ethical but also caring and founded on good pedagogy. The result could be a future for international education that merges human empathy and experience with social artificial intelligence.

Biography:

Mike Sharples is Emeritus Professor of Educational Technology at The Open University, UK. He gained a PhD from the Department of Artificial Intelligence, University of Edinburgh on Cognition, Computers and Creative Writing. His expertise involves human-centred design and evaluation of new technologies and environments for learning. He provides consultancy for institutions worldwide including UNESCO, UNICEF, universities and companies. As Academic Lead for FutureLearn.com he led pedagogy-informed design of the open learning platform. He is an Associate Editor of the International Journal of Artificial Intelligence in Education. He is author of over 300 published papers in the areas of educational technology, learning sciences, science education, human-centred design of personal technologies, artificial intelligence and cognitive science. His recent books are *Practical Pedagogy: 40 New Ways to Teach and Learn* and *Story Machines: How Computers Have Become Creative Writers*, both published by Routledge, and *An Introduction to Narrative Generators*, published by Oxford University Press.

Sarah Newman – Harvard University (USA)**Keynote speech:*****Facing this Moment Critically & Creatively: AI Pitfalls & Opportunities for Educators***

Many educators are intimidated and overwhelmed by the rapid availability and uptake of AI tools like ChatGPT. How do these tools change the value of skills we've held dear to learning — and expression — such as writing? How do they exacerbate inequities between learners? What do they mean for the role of educators? And what can, and should, we do right now?

New technologies have always changed how we learn, and how we teach. As an educator and AI researcher who leads the AI Pedagogy Project, I will offer recommendations (and some warnings) about how to best face this moment. We need to be both critical and creative. We need to separate AI hype from reality. As overwhelming as it feels, the introduction of these AI technologies offers a chance to revisit and revise what hasn't been working in education, while protecting what is most important. Centered on the value of interdisciplinarity, informed by technology ethics, and leveraging the opportunity that this indeed is, this talk will offer pitfalls to avoid, and concrete recommendations that educators can apply immediately.

Biography:

Sarah Newman is Director of Art & Education at metaLAB at Harvard University, a project of the Berkman Klein Center for Internet & Society. Her work explores the social, ethical, and pedagogical dimensions of artificial intelligence and other emerging technologies through research, art, and teaching. Newman leads the AI Pedagogy Project, a resource to provide educators materials for responsible engagement with AI technologies. Newman's research focuses on data transparency. She co-founded and serves as Research Lead of the Data Nutrition Project, which aims to mitigate bias in data-driven systems through tools and educational practices. Newman holds a BA in Philosophy from Washington University in St. Louis and an MFA in Imaging Arts from the Rochester Institute of Technology. She is also an installation artist who has exhibited work in New York, Miami, Berlin, London, and Rome, and has attended artist residencies in Germany, Italy, and Sweden. Previous honors include: AI Grant, Harvard Assembly Fellow, Harvard Berkman Klein Fellow, a Rockefeller AI Resident, Artist-in-Residence at Northeastern School of Law, and a grantee of the Notre Dame Tech Ethics Lab, a grantee of the National Endowment of the Arts, and winner of the 2022 Ars Electronica Award for Digital Humanity.

Conference Tracks & Sessions

The INTED2024 conference program is available online at <https://iated.org/inted2024>

ORAL SESSIONS MONDAY

Fostering Critical Thinking
Virtual Reality
Learning Analytics & Data Science Experiences
Post-Pandemic Scenarios in Education
Exchange & Mobility Programmes
Barriers to Learning & Inclusive Practices
Science Popularization and STEM Education
English as a Medium of Instruction
Challenge and Problem-Based Learning
Augmented Reality
Digital Assessment
From COVID to Construction: Creating a Sense of Belonging
Intercultural and Multicultural Education
Inclusive Education Teacher Training
Learning Factories & Remote Laboratories
AI and Chatbots in Language Learning
Game-Based Learning
Extended Reality
Feedback and Assessment
Technology Enhanced Learning
Employability Trends and Challenges
Equality, Diversity and Inclusion
Teaching STEM
English for Special Purposes
Active Learning Experiences
e-Learning Experiences
Assessment in the Era of Generative AI
21st Century Skills
Tales from the trenches of Entrepreneurship Education and Innovation in HEIs
Special Education
Computer Science and Cybersecurity Education
Online and Technology-Enhanced Language Learning

POSTER SESSIONS MONDAY

Emerging Technologies in Education
Pedagogical Innovations in Education

ORAL SESSIONS TUESDAY

Making Learning Accessible to Diverse Students
Students' and Teachers' Perceptions of AI
Virtual Learning Environments
Digital and AI Skills for Educators
Workplace & Lifelong Learning 1
Curriculum Design Experiences
Mathematics in Higher Education
English as a Foreign Language
Service Learning & Community Engagement
Generative AI in Education
Mentoring & Tutoring

Pre-service Teachers' Experiences
 Workplace & Lifelong Learning 2
 Quality in Education
 Promoting STEM Careers
 Student Wellbeing
 Pedagogical Innovations
 Generative AI Chatbots
 MOOCs & Open Educational Resources
 Professional Development of Teachers
 Entrepreneurship Education
 Educational Management and Digitization
 Science Outreach and Communication
 Student Safety and Protection
 Collaborative & Team-Based Learning
 Research on Generative AI in Education
 Blended and Hybrid Learning
 ICT Skills among Teachers
 University-Industry Cooperation
 Leadership in Education
 STEM in Schools
 Health Sciences Education
 Student Engagement
 Application of AI in Education
 Mobile Learning
 Unlocking the Potential: Quality and Growth in Initial Teacher Education
 Education for Sustainability
 Institutional Cooperation in Education
 Architecture & Civil Engineering Education
 Transnational Medical Education: AIWMU Joint Medical Education Program

POSTER SESSIONS TUESDAY

Educational Trends and Experiences
 Challenges in Education and Research

VIRTUAL SESSIONS

DIGITAL & DISTANCE LEARNING

MOOCs & Open Educational Resources
 Blended & Mobile Learning
 LMS & VLEs
 e-Learning Experiences
 Distance Education in COVID-19 Times

DIGITAL TRANSFORMATION OF EDUCATION

Data Science & AI in Education
 Learning Analytics & Educational Data Mining
 Digital Transformation
 21st Century Skills

INNOVATIVE EDUCATIONAL TECHNOLOGIES

Virtual & Augmented Reality
 Social Media in Education
 Videos for Learning
 Technology Enhanced Learning

TEACHER TRAINING & ED. MANAGEMENT

ICT & Digital Skills
 Teacher Training and Support
 Professional Development of Teachers
 Educational Management

ACTIVE & STUDENT-CENTERED LEARNING

Gamification & Game-based Learning
Flipped Learning
Problem & Project-Based Learning
Pedagogical Innovations
Active & Experiential Learning
Cooperative & Team-Based Learning

ASSESSMENT, MENTORING & STUDENT SUPPORT

Assessment & Evaluation
Mentoring & Tutoring
Student Support & Motivation
Student Wellbeing
Developing Soft and Transversal Skills

EDUCATIONAL STAGES & LIFE-LONG LEARNING

From Pre-school to Secondary Education
Vocational Training
Transition to the Job Market
Developing Entrepreneurship in Education
Life-Long & Workplace Learning

QUALITY & IMPACT OF EDUCATION

Quality in Education
Learning Space Design
Service Learning & Community Engagement
Social Impact of Education

INCLUSION & MULTICULTURALITY

Inclusive Education
Diversity Issues
Special Educational Needs
Multicultural Education

LANGUAGE LEARNING AND TEACHING

Foreign Languages
New Technologies in Language Learning
Intercultural & Sociocultural Competences

DISCIPLINE-ORIENTED SESSIONS

Architecture & Interior Design
Health Sciences Education
Sustainable Development Goals in Education
Business & Tourism Education

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Mathematics & Statistics
Engineering Education
Computer Science Education
STEM Experiences

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AN INNOVATIVE METHODOLOGY FOR THE TRAINING OF ADULTS WITH OBSTACLES THROUGH UNDERTAKING AND EMPLOYABILITY IN THE THIRD SECTOR

R. Navarro Cerveró¹, R. Sixto Iglesias¹, L. Gómez Estrada², L. Gómez Estrada¹, J.L. Gómez Ribelles³

¹RedTree Making Projects Coop V (SPAIN)

²Ikasia Technologies SL (SPAIN)

³Universitat Politècnica de València (SPAIN)

Abstract

We present an innovative methodology for the training of adults based on promoting their entrepreneurship in the third sector aimed at adults between 18 and 35 years old with severe obstacles (whether economic, educational, cultural, disability, etc.). It establishes a learning process to enable the user to develop the curricular competencies of adult education and provides specific training for the management of projects and social entities through specific contents, thus encouraging their active participation and social entrepreneurship in third-sector entities throughout Europe.

This methodology is consolidated in the “*Course the Training in the Third Sector for Adults with Difficulties*”, which is free of charge and is composed of a virtual part of 960 hours over 16 subjects that establish autonomous and adapted work processes in small work groups, plus a significant tutorial activity, and also master classes by leading personalities in the European third sector. All of this is carried out within a unique, free-use platform adapted to the needs of its users and allows any educator to set up virtual learning centers like the one we have called “Benita Gil 2.0 Second Chance Center” (E2.0C), which hosts the course. This methodology is complemented by the possibility for participants to carry out two months of paid internships in third-sector entities (European networks, NGOs, associations, social cooperatives, etc.) in countries other than theirs, to take on the tasks of a project technician. At the end of the course, participants will present their own social entrepreneurship project, which may be financed by ethical and solidarity banking entities linked to the project, to provide them with real employment opportunities and contribute to the inclusion of the group to which they belong.

Keywords: adult training, employability, third sector.

1 INTRODUCTION

Collaborating with a social entity is a very good opportunity to set achievable and exciting goals that encourage people to study, and acquire practical training while contributing to improving the European society and thus strengthening the social fabric and encouraging participation. Nonetheless, the recruitment of third-sector workers, personal involvement, volunteering experience, and the existence of exclusionary obstacles beyond the qualification itself are also specifically valued. This makes the third sector a very good opportunity for the employability of adults with difficulties who have carried out volunteering activities.

The methodology we apply is designed for European young adults and migrants without specific studies and with obstacles derived from both early school leaving and/or economic, social, educational, or cultural barriers. This profile has a defined age range (between 18 and 30 years old), a specific socioeconomic situation (unemployment), and a lack of completed levels of basic personal education.

In the European Union, early school leaving is defined as young people between the ages of 18 and 24 who have completed at most lower secondary education and do not continue to receive further education or training [1]. The percentage of early school leavers in the EU as a whole has been falling in recent years, from 13,8% in 2010 to 9,7% in 2021 [2]. This reduction has made it possible to meet the target of <10% by 2020 set in 2009 in the *Strategic Framework for European Cooperation in the field of Education and Training* [3]. According to Eurostat's latest estimates, in 2022, 9,6% of young people aged 18 to 24 in the EU had completed lower secondary education at most and were not in education nor continuing their training, while 11,1% of young men and 8,0% of young women in the EU left education and training prematurely [4].

On the other hand, at the beginning of 2022, just over 447 million people lived in the European Union. From them, some 38 million were born outside the Union and 5,3% of the total (almost 24 million), were citizens of non-EU countries. At the end of 2021, the EU was home to almost 10% of the world's more than 32 million refugees [5]. People born outside the EU have an income 25% lower than that of EU citizens, with at-risk-of-poverty rates more than double that of EU citizens (46,2% versus 19,3%) and comparatively very low levels of education, which means that half of non-EU citizens do not have a basic education. Among youth born within the EU, the percentage of those neither in education nor work is 11,8%, versus 20,9% among those born outside the EU. Even more surprising is the difference and the high percentage of these youth who leave school prematurely, at 8,3% and 26,1% respectively [6].

All these data are the core of the significant number of youth towards whom we aim our strategy.

2 METHODOLOGY

The methodology is inspired by the experience of *second chance schools* (E2C or E2O for its acronym in French -*école de la deuxième chance*- and Spanish -*escuelas de segunda oportunidad*- respectively) designed to make it easier for youth who left their studies to acquire basic training that will allow them either to rejoin the education system or to integrate into the labor environment, also through entrepreneurship. Their origins are traced back to the European Commission's 1995 *White Paper on Education and Training entitled "Teaching and Learning: Towards the Cognitive Society"* [7], which sets its main methodological parameters: *use of the best teachers, adapted teaching pace, new motivations, internships, multimedia resources, and classrooms with few students.*

To the E2C experience, we add the use of 2.0 methodologies through the use of a specific public and free-use platform that enables the creation of E2.0C virtual educational centers. This is an innovative initiative that, thanks to the project "*Virtual lifelong learning centers E2.0C: an opportunity to promote inclusion through educational action and social participation*", funded by the EU, is being implemented during the years 2022 to 2024, with the direct participation of seven entities from five EU countries [8].

E2C (or E2O) were born to fill the gap between formal education systems and traditional adult education. The latter does not meet the needs of young adults in situations of exclusion for a variety of reasons. Discrimination and the lack of self-confidence make it necessary to develop a more practical educational methodology capable of inspiring young adults and driving them towards concrete feasible successes that will enable them not only to obtain basic qualifications but also to enter the world of work.

The objective is to undertake comprehensive actions to address the different particular situations of the beneficiaries, not only in terms of training but also taking their social inclusion into account. To this end, personalized support, aid, and advice are provided that cover topics beyond professional and academic training, such as learning basic social and personal skills to guarantee the autonomy and integration of the beneficiaries.

The educational response is clearly differentiated from ordinary schools, as it is a resource for people who have previously had difficulties in them, hence the need to resort to informal and innovative frameworks for the development of personalized training pathways. One essential methodological objective is to establish the personal link between students and personalized learning in a center and a course, resorting to continuous and specialized tutorial attention to pursue specific integration objectives: the return to formal education, labor insertion, entrepreneurship, improvement of their quality of life, reinforcement of their autonomy and personal maturity, etc.

Personalized itineraries are agreed upon with young users. Consensus and personalization are necessary requirements for the process of social inclusion. This involves the strengthening of self-knowledge, self-esteem, autonomy, and personal motivation, providing them with the personal, transversal, and professional skills that are so necessary.

The teachers' commitment to these goals and priorities is a basic need. The professionals of an E2.0C center must have a significant vocational impulse. The figure of the ever-present, accessible, and close tutor is key in the development of integration and learning strategies.

Another essential feature of this methodology is to develop learning through practice. Learning by doing is one of the most successful ways of learning among the pedagogical resources available. We deal with people who have had difficulties with formal education, often taught with methodologies that tend to prioritize theoretical and memory learning over practical learning and the resolution of real problems.

The educational methodology we develop combines three conceptual lines: digital learning, E2C, and the third sector of the social economy. To this end, it adapts a training coherent with the adult education curricula (basic in nature) but with a practical aim, especially towards employability in the third sector.

The European associative fabric mobilizes a very important workforce, estimated at more than 29 million workers (including both employees -45% of them- and volunteers -55%-), representing just over 13% of the European working population. Thus, this places the third sector, in terms of employment, only behind trade and manufacturing, and ahead of relevant industries such as construction, transport, and the financial sector [9].

The educational methodology developed here combines various techniques and procedures: it develops learning through digital methodology by using its own learning platform and providing content in various formats, to make it as accessible as possible from anywhere and at any time, and to favor both the freedom of schedules and the permanent availability of contents that will be organized into subjects.

The platform allows any teacher to build their own campus with a structure exactly like that of an educational center but in a virtual way (with a secretary's office, synchronous and asynchronous virtual classrooms fully adapted to adults, a library with bibliography and resources, a cafeteria where they can chat with other students, a laboratory for virtual volunteer internships, a preparation room for physical and virtual mobilities, etc.).

The course developed in the virtual center is comprised of 16 subjects planned to have a monthly development. Each subject is structured into personal sessions on the platform, created so they can be implemented with full freedom by each student. Each session is created with contents of all kinds so that its proper development and comprehension covers a maximum of two hours. The sessions are coupled with procedures to self-assess the understanding of the contents (via multiple choice questions) that aren't exclusive nor imply an external assessment. The aim of these surveys or tests is for students to check for themselves the extent to which they have understood and assumed the corresponding skills and knowledge.

The digital environment also allows to develop synchronous teaching activities on a weekly basis (virtual lessons) and also direct tutorial attention (synchronous too) to strengthen links with the virtual center and learning. The training activities also include the monthly participation of highly qualified people in the third sector environment (due to their professional experience or the responsibilities carried out) and the subjects covered in the course in a *masterclass* format.

At the same time, the project-based learning methodology is also developed, proposing the development of a personal project in each of the units or subjects that comprise the didactic program, on a cumulative basis, which will lead to the achievement of a great result at the end of the school year. The partial projects will be monthly and will be presented in common through a synchronous virtual meeting in which all registered users will participate.

As a self-assessment procedure to check the acquisition of knowledge, in addition to the final project (the cumulative result of the partial projects), two types of surveys will be developed: on the one hand, as already mentioned, the personal sessions will end with a self-assessment test through multiple choice questions that allow the student to assess whether they have understood the contents they studied; and on the other hand, at the end of the monthly cycle of each subject they will do another multiple choice test to check the level of knowledge acquired in each of the 16 subjects. A personalized tutorial activity will allow to monitor the results of these surveys or tests to support each student so they reinforce the aspects that seem more difficult to them and to promote their self-learning.

This methodology culminates in proposing to the student the possibility of carrying out a two-month paid internship in third sector entities abroad, so they can carry out the tasks of a project and entity manager. With the practical learning and the project carried out during the course, students will be encouraged to develop their own social entrepreneurship project, for which they can get support, even financial, from the entities that comprise the network that promotes the project, with the ultimate goal to provide real opportunities for employment and inclusion.

3 RESULTS

All the necessary infrastructure to develop the course can be obtained from the results of the project "Virtual lifelong learning centers E2.0C: An Opportunity to promote inclusion through educational action and social participation" [8] funded by the Erasmus+ Programme, whose web space hosts both the

digital platform used and other documents necessary for anyone to use this methodology, build their own virtual center, and implement courses with varied content.

The educational results obtained provide not only practical training in the design and management of projects and entities in the third sector but also key competences for lifelong learning, driven by the Council Recommendation of May 22nd 2018 on key competences for lifelong learning [10]. This training is aimed more at promoting skills and aptitudes by developing functional skills and learning than at the mere acquisition of knowledge. Personalized curricular paths follow the principles of lifelong learning by key competences and incorporate them into the day-to-day development of the theoretical and practical teachings taught. More specifically, the competencies integrate the following characteristics:

Communication in the mother tongue: materials of all kinds and tutorials and other activities are provided and carried out in the official language of the center (Spanish). In this way, the ability to express oneself and interpret both oral and written expressions is encouraged. The curricular activity promotes knowledge of vocabulary, grammar, text types, and language functions. Oral and written communication skills are also encouraged, as well as the ability to express oneself by matching the context.

Communication in foreign languages: the development of two months internships in social entities of the third sector abroad provides the students with an essential tool to acquire knowledge in foreign languages (first of English but also the language of the country of the internship).

Mathematical competence and basic competences in science and technology: these competences are included and developed when dealing with issues related to the economic management of entities and projects, especially related to the development of budgets, reports, accounting, etc.

Digital competence: it is primarily promoted because of the digital nature of the school itself, which contributes decisively to increasing students' knowledge and skills related to their digital autonomy. The curriculum also has specific sections to develop basic technological skills, since it incorporates issues like the use of office automation and graphic design applications.

Learning to learn: project-based learning presents each student with the challenge of developing a complex project based on partial projects embodied within each of the subjects that comprise the school's curriculum. This provides them with the challenge of learning to solve the problems they find through procedures that -on their own initiative or suggested by tutors- provide them with the solutions they need. The whole process of developing personal projects is aimed at fostering the competence of learning to learn.

Social and civic competences: these are at the heart of the motivation of this course, since its main objective is to provide training in the field of social entities in the third sector, their needs, volunteering, etc.

Sense of initiative and entrepreneurship: an intrinsic part of the curriculum, since the training aims to prepare young people to acquire the confidence and ability to undertake and develop their own projects in this area.

Cultural awareness and expression: the curricular contents include the specific and applied treatment of critical thinking in order to promote the proper understanding of diversity and its values, the assumption of the existence of different points of view and assessment of all kinds -including aesthetic and cultural-, the development of questioning and creativity skills, or the respect and appreciation of cultural diversity expressions.

The collaboration of students with a social entity is a central element in the learning and curricular results since at the end of the course each participant who has successfully completed the training will be awarded a diploma stating:

- The name of the training action,
- The training contents,
- The teaching mode,
- And the duration and period of the action.

Likewise, participants who complete the training action without a positive evaluation will be awarded a certificate of attendance.

Another part of the methodological line is that the training actions are subject to quality evaluation by the students as a way to contribute to the improvement of future training processes.

Lastly, and culminating the theoretical and practical learning, the student will be encouraged to benefit from the project carried out during the school period to use it as their own social entrepreneurship project. The network behind the project is firmly committed to providing the necessary support, including financial support, to offer real opportunities for employment and inclusion.

4 CONCLUSIONS

With the development of a specific methodology that combines different elements, it is possible to obtain results adjusted to the personal needs of young people who are outside the educational system and the world of work. The involvement of a network of third-sector organizations in this project provides us with a specially adapted framework to integrate these youth with barriers. The use of a specific platform provides the basic tool necessary for curricular adaptations and personalized tutorial attention to promote a new approach to the didactic environment of youth who left their studies. Added to this is the practical learning carried out in third-sector entities abroad, which will provide many students with a unique experience that they weren't able to access before. In short, we intend to achieve an emotional link between the students and the theoretical-practical training taught, providing it with an easily perceptible utility that acts as the driving force and motivation to get a job in third-sector entities, undertake the adventure of creating new entities, or rejoin formal education.

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