

# Zamonaviy Pedagogik Texnologiyalar

Artificial Intelligence and Information Technologies Science, Technology, and Human Health VIII. ASC 2024 / FALL CONGRESS Collaboration as a Basis for the Development and Modernization of Society Globalization and Innovation The Foundation of Scientific Research, Social Development, and Modernization Innovation and Global Issues 4: Congress Book Til va adabiёт ta"limi Pedagogik Mahorat va Pedagogik Texnologiyalar The Integrated Technology Classroom Search and research Towards Discursive Education Making Learning Systems Work Critical Digital Pedagogy in Higher Education Postdigital Ecopedagogies Conceptualising the Digital University ICT, Pedagogy and the Curriculum Teaching Crowds Pedagogy and ICT Use in Schools around the World Critical Digital Literacies: Boundary-Crossing Practices Stratosphere Postdigital Participation in Education Arvind Dagur Prof. Dr. Ufuk Karadavut - Assoc. Prof. Dr. Tuychiyev Golibjon Urmonjonovich - Dr. Xoshimjonov Sharofiddin Kozimjon o'g'li - Assoc. Prof. Dr. Osman Yilmaz - Dr. Nida Palabiyik Prof. Dr. Bakhtiorjon Bakirovich AKBARALIYEV - Prof. Dr. Ufuk KARADAVUT - Prof. Dr. Manzura YUNUSOVA - Prof. Dr. Muhammad ASHFAQ - Prof. Dr. Nasiba NORALIYEVA - Prof. Dr. Azizbek EGAMBERDIEV - Dr. Logaiswari INDIRAN - Dr. Talha TURHAN - Dr. Cumali YAŞAR Assoc. Prof. Dr. Gökben BAYRAMOĞLU - Assoc. Prof. Dr. Osman Yilmaz - Dr. Nida PALABIYIK - Dr. Üstün YÜKSEL Nurettin Bilici Utanova Vaziraxon Maxmudjon Qizi Joan Riedl Ana GARCÍA-VALCÁRCEL Christina E. Erneling Bob Farmer Suzan Köseoğlu Petar Jandrić Bill Johnston Viv Ellis John Dron Nancy Law Michael Fullan Andreas Weich

Artificial Intelligence and Information Technologies Science, Technology, and Human Health VIII. ASC 2024 / FALL CONGRESS Collaboration as a Basis for the Development and Modernization of Society Globalization and Innovation The Foundation of Scientific Research, Social Development, and Modernization Innovation and Global Issues 4: Congress Book Til va adabiёт ta"limi Pedagogik Mahorat va Pedagogik Texnologiyalar The Integrated Technology Classroom Search and research Towards Discursive Education Making Learning Systems Work Critical Digital Pedagogy in Higher Education Postdigital Ecopedagogies Conceptualising the Digital University ICT, Pedagogy and the Curriculum Teaching Crowds Pedagogy and ICT Use in Schools around the World Critical Digital

Literacies: Boundary-Crossing Practices Stratosphere Postdigital Participation in Education *Arvind Dagur Prof. Dr. Ufuk Karadavut - Assoc. Prof. Dr. Tuychiyev Golibjon Urmonjonovich - Dr. Xoshimjonov Sharofiddin Kozimjon o'g'li - Assoc. Prof. Dr. Osman Yılmaz - Dr. Nida Palabiyik Prof. Dr. Bakhtiorjon Bakirovich AKBARALIYEV -Prof. Dr. Ufuk KARADAVUT- Prof. Dr. Manzura YUNUSOVA- Prof. Dr. Muhammad ASHFAQ- Prof. Dr. Nasiba NORALIYEVA- Prof. Dr. Azizbek EGAMBERDIEV -Dr. Logaiswari INDIRAN -Dr. Talha TURHAN -Dr. Cumali YAŞAR Assoc. Prof. Dr. Gökben BAYRAMOĞLU- Assoc. Prof. Dr. Osman Yılmaz - Dr. Nida PALABIYIK - Dr. Üstün YÜKSEL Nurettin Bilici Utanova Vaziraxon Maxmudjon Qizi Joan Riedl Ana GARCÍA-VALCÁRCEL Christina E. Erneling Bob Farmer Suzan Köseoğlu Petar Jandrić Bill Johnston Viv Ellis John Dron Nancy Law Michael Fullan Andreas Weich*

this book contains the proceedings of a non profit conference with the objective of providing a platform for academicians researchers scholars and students from various institutions universities and industries in india and abroad and exchanging their research and innovative ideas in the field of artificial intelligence and information technologies it begins with exploring the research and innovation in the field of artificial intelligence and information technologies including secure transaction monitoring real time assistance and security for advanced stage learners researchers and academicians has been presented it goes on to cover broad knowledge and research trends about artificial intelligence and information technologies and their role in today s digital era depiction of system model and architecture for clear picture of ai in real life discussion on the role of artificial intelligence in various real life problems such as banking healthcare navigation communication security etc explanation of the challenges and opportunities in ai based healthcare education banking and related industries recent information technologies and challenges in this new epoch this book will be beneficial to researchers academicians undergraduate students postgraduate students research scholars professionals technologists and entrepreneurs

it is a valuable academic work that contains full texts of the academic studies presented within the scope of innovation and global issues congress 4 in antalya by inglobe academy and includes multidisciplinary studies turkish innovation and global issues congress 4 kapsamında sunulan akademik çalışmaların tam metinlerinin bulunduğu multidisipliner çalışmalar içeren değerli akademik bir eserdir

this book explains the subject and tasks of pedagogical technologies and pedagogical skill as well as the need for the origin emergence and formation of pedagogical technologies the content purpose subject and tasks of the subject pedagogical technologies and pedagogical skill definitions given to the concept of pedagogical technologies today and their analysis peculiarities of pedagogical technologies sources methodological bases of pedagogical technology and its difference from private methodology

this ground breaking book was written to help teachers do the seemingly impossible engage in one to one and small group teaching and learning experiences with twenty five to thirty students in the classroom the innovative model is based on the concept of learning stations carefully designed and equipped classroom areas in which four to six students work together to accomplish a specific educational task learning stations may be as simple as a table and chairs used for specific learning discussions or as high tech as two or three computers networked together sharing a printer an area for videotaping or an area for watching videotapes or videodisk the educational plan for using learning stations is the defining feature of the model the teaching and learning design presented offers a commonsense effective strategy for integrating technology and effective teaching to provide the personalized learning students need today step by step it takes the reader through the transition from the traditional to the technology based classroom and from an authoritarian teaching model to a more collaborative one readers will appreciate this ready to use resource filled with detailed explanations sample plans dozens of classroom examples and a real understanding of teacher concerns about incorporating new technology and new methods into their teaching the author has thoroughly pilot tested revised and debugged the suggested plans and activities in the classroom

descripción resumen inglés the present volume represents a compilation of international teacher education practice and research with a focus on teacher education for contemporary contexts it draws upon the diverse educational perspectives teaching procedures knowledge and situated contexts where the discipline takes shape the sections of this book comprise research papers accepted for presentation during the 18th international study association on teachers and teaching isatt biennial conference that will take place from july 3rd to july 7th in salamanca spain around 300 delegates from 57 countries across the globe and a large scientific committee of 80 colleagues have contributed academically and professionally to support our ability to share the contents of this

volume the main conference topic is search and research searching is the action of looking carefully at people objects and situations in order to find something concealed or to discover something beyond the ordinary this is what teachers do in their classrooms and primarily search represents their endeavours to construct professional knowledge as a result of developing practice researching is systematic inquiry that intends to discover new knowledge and or to refute educational theories a process typically rendered by teacher educators and other researchers the focus of this 18th biennial isatt conference is to bring together both search and research connecting practice and theory or praxis with the purpose of offering relevant solutions to realistic classroom problems the editorial process followed three differentiated phases the first phase required abstract submission with the purpose of being accepted for the conference a double or triple blind review was conducted to evaluate whether the papers submitted were suitable for the conference a rate of 87 of the papers were accepted for presentation the second phase encouraged authors to voluntarily submit a full paper of 3 000 words a total of 111 full papers were then subjected to an open review process with the main purpose of suggesting to authors ways of further improving the presentation of their valuable research a third phase not yet completed and therefore beyond the scope of this book was the review and selection of the outstanding papers papers that were deemed eligible for the post proceeding publication i e less than 15 of the total the central intent of the book is to contribute to fostering scholarly discussions and to inform future teaching trajectories strengthen lines of research in teacher education and demonstrate the opportunities and constraints in our professional work its added value highlights the commonplace in international research that serves to depict how the field of teacher education is moving forward in an increasingly global society all in all teachers teacher educators and researchers learn by effective communication processes whether in in personal professional interactions or in the use of digital technologies positive interactions lead to building strong communities of learners which in turn leads to the production of valuable knowledge and better understandings about learning and teaching with the upcoming commemoration of its 800th anniversary in the year 2018 the university of salamanca as the oldest university in operation in spain is proud to host the isatt 18th biennial conference and to support the exceptional work of many researchers in the field of teacher education by compiling and editing the work in this volume furthermore the local organizing committee and the isatt executive committee hope you will experience a rewarding intellectual experience as a result of your contributions and knowledge as both academics and practitioners thank you very much for providing us this exciting opportunity to work with you we warmly welcome you to salamanca a truly historic and a

contemporary context descripción resumen español castellano el presente volumen está integrado por una recopilación de prácticas e investigaciones internacionales de formación docente centradas en la formación de profesores en la sociedad actual se basa en las diversas perspectivas educativas los procedimientos de enseñanza conocimiento y contextos sociales las secciones de este libro comprenden trabajos de investigación aceptados para su exposición en las xviii conferencia bienal internacional de estudios de profesores y enseñanza isatt que tendrá lugar del 3 al 7 de julio en salamanca españa alrededor de 300 delegados de 57 países de todo el mundo y un gran comité científico de 80 colegas han contribuido académica y profesionalmente en favor de este evento el tema principal de la conferencia es la búsqueda y la investigación buscar es la acción de mirar cuidadosamente a las personas objetos y situaciones para encontrar algo escondido o descubrir algo más allá de lo ordinario esto es lo que los maestros hacen en sus clases y sobre todo la búsqueda representa sus esfuerzos para construir conocimiento profesional como resultado del desarrollo de la práctica cotidiana la investigación es una investigación sistemática que pretende descubrir nuevos conocimientos y o refutar teorías educativas un proceso que suelen dar los educadores de profesores y de otros investigadores el objetivo de esta 18ª conferencia isatt es reunir tanto la búsqueda como la investigación conectando la práctica y la teoría o praxis con el propósito de ofrecer soluciones relevantes a los problemas reales de la clase el proceso editorial siguió tres fases diferenciadas 1 requirió el envío de resúmenes con el propósito de que fuesen aceptados para la ser expuestos en la conferencia se realizó una revisión doble ciego o triple para evaluar si los artículos presentados eran adecuados se aceptó una tasa de 87 de los trabajos para su presentación 2 la segunda fase requirió de los autores en envío en período voluntario de un trabajo completo de 3 000 palabras un total de 111 trabajos fueron sometidos a un proceso de revisión abierta con el propósito principal de sugerir a los autores formas de mejora 3 una tercera fase aún inconclusa y por lo tanto fuera del alcance de este libro fue la revisión y selección de los documentos pendientes los documentos que se consideraron electos para la publicación posterior al procedimiento es decir menos del 15 del total la intención central de esta obra es contribuir a fomentar el debate académico e informar sobre futuras trayectorias de enseñanza fortalecer las líneas de investigación en la formación del profesorado y demostrar las oportunidades y limitaciones en nuestro ámbito su valor es el de destacar el lugar común en la investigación internacional que sirve para describir cómo el campo de la formación de maestros avanza en una sociedad cada vez más global en general los maestros los educadores de educadores y los investigadores aprendan mediante procesos de comunicación eficaces ya sea en interacciones personales profesionales o en el uso de tecnologías digitales las interacciones

conducen a la construcción de comunidades fuertes de estudiantes que a su vez conduce a la producción de conocimientos valiosos y mejores sobre el aprendizaje y la enseñanza con la próxima conmemoración de su 800 aniversario en el año 2018 la universidad de salamanca como la decana de las españolas se enorgullece en acoger la xviii conferencia bienal de isatt y apoyar el trabajo excepcional de muchos investigadores en el campo del profesor educación investigador editando la obra además el comité organizador local y el comité ejecutivo de isatt esperan que experimente una lectura gratificante como resultado de sus contribuciones y conocimientos tanto académicos como profesionales muchas gracias por brindarnos esta emocionante oportunidad de trabajar con usted les damos la bienvenida a salamanca un contexto verdaderamente histórico y a su vez contemporáneo

as technology continues to advance the use of computers and the internet in educational environments has immensely increased but just how effective has their use been in enhancing children s learning in this thought provoking book christina e erneling conducts a thorough investigation of scholarly journal articles on how computers and the internet affect learning she critiques the influential pedagogical theories informing the use of computers in schools in particular those of jean piaget and theory of mind psychology erneling introduces and argues for a discursive approach to learning based on the philosophy of ludwig wittgenstein and the psychology of lev vygotsky this book not only addresses an urgent pedagogical problem in depth but also challenges dominant assumptions about learning in both developmental psychology and cognitive science

recent efforts to solve the problems of education created by neoliberalism in and out of higher education have centred on the use of technology that promises efficiency progress tracking and automation the editors of this volume argue that using technology in this way reduces learning to a transaction they ask administrators instructors and learning designers to reflect on our relationship with these tools and explore how to cultivate a pedagogy of care in an online environment with an eye towards identifying different and better possibilities this collection investigates previously under examined concepts in the field of digital pedagogy such as shared learning and trust critical consciousness change and hope

this book conceptualizes ecopedagogies as forms of educational innovation and critique that emerge from negotiate debate produce resist and or overcome the shifting and expansive postdigital ecosystems of humans

machines nonhuman animals objects stuff and other forms of matter contemporary postdigital ecosystems are determined by a range of new bioinformational reconfigurations in areas including capitalism imperialism settler colonialism and ontological hierarchies more generally postdigital ecopedagogies name a condition a question and a call for experimentation to link pedagogical research and practice to challenges of our moment they pose living breathing expanding contracting fluid and spatial conditions and questions of our non chronological present this book presents analyses of that present from a wide spectrum of disciplines including but not limited to education studies philosophy politics sociology arts and architecture

despite the increasing ubiquity of the term the concept of the digital university remains diffuse and indeterminate this book examines what the term digital university should encapsulate and the resulting challenges possibilities and implications that digital technology and practice brings to higher education critiquing the current state of definition of the digital university construct the authors propose a more holistic integrated account that acknowledges the inherent diffuseness of the concept the authors also question the extent to which digital technologies and practices can allow us to re think the location of universities and curricula and how they can extend higher education as a public good within the current wider political context framed inside a critical pedagogy perspective this volume debates the role of the university in fostering the learning environments skills and capabilities needed for critical engagement active open participation and reflection in the digital age this pioneering volume will be of interest and value to students and scholars of digital education as well as policy makers and practitioners

this book explores the impact new information and communication technologies are having on teaching and the way children learn the book addresses key issues across all phases of primary and secondary education both in the uk and internationally ict pedagogy and the curriculum looks at the relationship between ict paradigms of teaching and learning and the way in which curriculum subjects are represented three principal areas are addressed the wider perception of ict in society culture and schooling the challenges to pedagogy the way in which ict not only supports learning and teaching but changes the nature of curriculum subjects the tensions between the use of technology to replicate traditional practices and the possibilities for transforming the curriculum and pedagogy are explored offering an original and distinctively critical perspective on the way in which we understand

ict in education it will be of interest to all primary and secondary teachers and those in initial teacher training who are concerned about current technology initiatives in education and how to respond to them

within the rapidly expanding field of educational technology learners and educators must confront a seemingly overwhelming selection of tools designed to deliver and facilitate both online and blended learning many of these tools assume that learning is configured and delivered in closed contexts through learning management systems lms however while traditional classroom learning is by no means obsolete networked learning is in the ascendant a foundational method in online and blended education as well as the most common means of informal and self directed learning networked learning is rapidly becoming the dominant mode of teaching as well as learning in teaching crowds dron and anderson introduce a new model for understanding and exploiting the pedagogical potential of based technologies one that rests on connections on networks and collectives rather than on separations recognizing that online learning both demands and affords new models of teaching and learning the authors show how learners can engage with social media platforms to create an unbounded field of emergent connections these connections empower learners allowing them to draw from one another s expertise to formulate and fulfill their own educational goals in an increasingly networked world developing such skills will they argue better prepare students to become self directed lifelong learners

how is information and communication technology ict changing teaching and learning practices in secondary schools worldwide in the 21st century this is the central question addressed by researchers involved in the series of surveys comprising the second information technology in education study sites the question is a multifaceted one with each facet raising additional questions relating to both theory and practice these include the following what traditional and new pedagogies are evident in the 21st century what is the role of ict in the teaching and learning process what ict infrastructure is available in schools how can teachers and their administrators be prepared for effective practice how have these conditions and considerations changed since the first sites survey in 1998 what are the trends within and between national education systems what do the differences and similarities between these systems suggest how should change be promoted in education in order to support teachers in their work is there evidence that key strategic factors commonly found in ict related educational policies do influence teachers pedagogical use of ict because these questions are interconnected the sites 2006 researchers recognized that if we

are to make sense of changes in pedagogical practices as a result of its use then we need to view those practices in terms of the interacting layers in the 22 education systems surveyed

how would you implement critical digital literacies in your own classrooms and educational programs you will find a valuable resource to answer that question in this volume with a pronounced focus on social justice seventeen contributors advance the theories and praxis of critical digital literacies aimed at literacy teacher education and english education practitioners this volume explores critical practices with digital tools the chapters highlight activities and approaches which cross the boundaries of genre critical data literacy materiality critical self reflection preservice teacher education gender young adult literature multimodal composition assessment gaming podcasting and second language teacher education authors also explore the challenges of carrying out both the critical and the digital within the context and confines of traditional schooling contributors are claire ahn julianna Ávila alexander bacalja lourdes cardozo gaibisso edison castrillón angel elena galdeano matthew hall amber jensen elisabeth johnson raúl alberto mora luci pangrazio ernesto peña amy piotrowski amanda miller plaizier holger pöttsch mary rice and anna smith

an exploration of the world of emerging technologies discusses the inevitable influence of technology on teaching and learning and shows how it can be applied to positively impact school classrooms

this open access book examines the interrelations and correlations of the postdigital condition and its relationship to education with a particular focus on participation contributions reflect on how educational institutions are affected by the recent transformations of media technologies and practices and how at the same time institutions such as schools and universities are supposed to enable people to participate in media practices in an informed and reflective way how and under what conditions can teachers and students participate in contemporary media constellations the book will be of interest to academics and researchers involved in teacher education digital pedagogy educational technology instructional design education philosophy and media education

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