

Forschungsplattform "Bildung in der digitalen Welt" Quarterly Newsletter

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Welcome to the ForBiD Newsletter!

"A newsletter is a printed or electronic report containing news concerning the activities of a business or an organization that is sent to its members, customers, employees or other subscribers. Newsletters generally contain one main topic of interest to its recipients. A newsletter may be considered grey literature." [source: [Wikipedia](#)]

With this newsletter, the ForBiD Team would like to inform you about on-going events, research and new publications on the topic of "Education in a Digitized World" within our team and beyond.

But first let us introduce the newest members of ForBiD: During the summer of 2021, a quartet consisting of four WISNA-professorships has been completed and this is us representing the following disciplines:

- Jun.-Prof. Dr. Eva Gredel (Germanistische Linguistik): [Digitale Kommunikation in Vermittlungskontexten](#)
- Jun.-Prof. Dr. David Wiesche (Bildungswissenschaften): [Digitales Lehren und Lernen im Schulkontext](#)
- Jun.-Prof. Dr. Irene-Angelica Chounta (Computer Science): [Computational Methods in Modeling and Analysis of Learning Processes](#)
- Jun.-Prof. Dr. German Neubaum (Psychology): [Psychological Processes of Education in Social Media](#)

This quartet will be coordinating research (strategies), funding (plans) and events in the upcoming years. *"We four are excited to "kick off" the ForBiD platform (see events) and bring together the various amazing directions of educational research within our university"* explains Prof. Dr. Chounta who represents computer science in this quartet.

EVENTS

Upcoming:

- ForBiD 1st International Symposium June, 13 2022 on "Education in the 2020's Digital World: Reimagining and redesigning digital learning and teaching in the post-pandemic world" [more information soon to follow]

Past event: ForBiD Kick off Workshop (20.12.2021)

During the kick-off workshop that was organized online, we got together with members of the UDE community to discuss hot and timely topics related to the skills and competencies necessary for the Lifelong Learning in (and after) the 21st-century. Our goal was to connect with the participants focusing on generating ideas, future research directions and common interests. The discussion was structured into two thematic workgroups. We provide notes, and reflections on the workgroups' discussion:



Workgroup 1: Learning Analytics for Collaborative Contexts

We started from the premise that across their lifespan, lifelong learners are involved in (many) digital collaborative contexts. Participants noted that one of the most frequent digital collaborative activities they engage with is collaborative writing -- either for writing reports, papers, or project work in general; but also collaborative learning assignments, and collaborative task management (for example, creating and maintaining to-do lists, and producing or curating content for online platforms -most noticeably, wikis).

The mode of communication (that is, synchronous or asynchronous), the facilitating tools and the collaborative strategies (for example, defining roles and responsibilities) depend on the nature of the activity, the goals and the team's synthesis and can vary from being pre-decided or well-structured to evolving organically. Participants pointed out the need to establish awareness, coordination and feedback mechanisms for supporting digital collaboration and offered insights regarding the use of participation-analytics (such as balanced distribution of workload), or process-analytics (towards agenda development and early coordination) to promote successful collaboration. Additionally, we discussed the role of norms and attitudes when designing for digital collaboration and automatic, data-informed support mechanisms; for public collaborative platforms, one can potentially consider hedonistic aspects that may impact to collaborative practices.

Workgroup 2: Merging Informal and Formal Learning Contexts

This workshop was motivated by the observation that in today's digital world formal and informal learning contexts increasingly merge, bringing new challenges not only to users but also to us researchers. In the workshop, we first thought about particular technological scenarios in which informal and formal learning contexts merge such as Wikipedia or other social media that involve, for instance, citizen science initiatives. As we discussed during the workshop, these blending contexts come with new questions for research: How can we assure the quality of learning outcomes in those contexts? How can you separate the net effect of each, formal and informal learning? What is more effective? What are the criteria to judge the quality of information within informal learning? What is the effect of badging informal learning more systematically?

Of course, all of these questions are accompanied by theoretical and methodological challenges when studying them. From an instructional point of view, we still need to address key questions such as "how can we give learners more control over the shares of formal and informal learning?" and "how can you maintain joy/fun in the transition from informal to formal learning?"

We look forward to working on these questions with many of you in the upcoming weeks. Please do not hesitate to contact us if you would like to further pursue these discussions.

RESEARCH

- A misinformation bubble on COVID-19? A recent study by the team “Psychological Processes of Education in Social Media” examined to what extent there were information clusters in YouTube in which misinformation on COVID-19 was spread without any correction. [Read more](#)
- The AG Digital Teaching and Learning in the School Context has started a cooperation project with a Gymnasium in Rheinberg, which will focus on the implementation of learning scenarios in virtual worlds in the school context.

Publications

- Gredel, E. (2021). [Wikipedistik in Vermittlungskontexten des DaF/DaZ-Unterrichts: Kollaborative Textproduktion mithilfe von CMC-Korpora analysieren und reflektieren](#). In *Korpora Deutsch als Fremdsprache* 1(2) (pp.74-94). doi: <https://doi.org/10.48694/tujournals-83>
- Wiesche, D. & Volmering, L. (2021). Virtuelle Realitäten im Sportunterricht? Berührungspunkte von VR, Bewegung, Spiel und Sport und Medienkompetenz. *SchuleDigital* (12).
- Aprin, F., Manske, S., Chounta, I. A., & Hoppe, H. U. (2021). [Is This Fake or Credible? A Virtual Learning Companion Supporting the Judgment of Young Learners Facing Social Media Content](#). In *International Conference on Web-Based Learning* (pp. 52-60). Springer, Cham.
- Roa, E. R., Chounta, I. A., & Pedaste, M. (2021). [Towards using pedagogical agents to orchestrate collaborative learning activities combining music and mathematics in K-12](#). In *Proceedings of the Doctoral Consortium of Sixteenth European Conference on Technology Enhanced Learning*, September 20–21, 2021, Bolzano, Italy (online)
- Neubaum, G. (2021). [“It’s going to be out there for a long time“ The influence of message persistence on users’ political opinion expression via social media technologies](#). *Communication Research*. <https://doi.org/10.1177/0093650221995314>
- Röchert, D., Shahi, G. K., Neubaum, G., Ross, B., & Stieglitz, S. (2021). The networked context of COVID-19 misinformation: Informational homogeneity on YouTube at the beginning of the pandemic. *Online Social Networks and Media*, 26, 100164. <https://doi.org/10.1016/j.osnem.2021.100164>



Projects

- Irene-Angelica Chounta and *colaps* kick-off in February, 2022 the project “Digital Readiness in European Higher Education Institutions: a Data-driven Framework Guided by Institutional and Instructional Analytics” (**DigiReady+**) that is funded by the programme Erasmus+, action type KA220-HED - Cooperation partnerships in higher education. The project consortium consists of seven partnering institutions and organizations from Greece, Spain, Germany and Estonia and they aim to define a framework and develop a prototype, in the form of a web tool, in order to assess digital readiness of higher education institutions using data-informed indicators.
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TEACHING

- Learning to discuss with “the other side”? In a recent student project in collaboration with the app “Diskutier mit mir” (supervised by Jun.-Prof. Dr. German Neubaum and Jana Dreston, M.Sc.), students of “Applied Cognitive and Media Science” (B.Sc.) are examining to what extent engaging in digital discussions with people holding opposing political views can foster their political tolerance. [Read more](#)
- As part of the [Aurora Alliance](#), Eva Gredel has been awarded an Aurora Mini Grant for an innovative teaching project entitled “MultiCorp: Multilingual Corpora as Learning Infrastructures for the Acquisition of Languages and Literacies in Digital Societies”. The teaching project will be carried out in cooperation with Prof. Dr. Daniel Pfurtscheller from the Aurora partner university in Innsbruck.
- Lehrkräftefortbildung Informatik 2021: Irene-Angelica Chounta delivered a workshop during the teachers’ training event that was organized by [DDI](#) and held virtually on December 3rd. The aim of the workshop “Using Learning Analytics to Design Personalized Student Models and to Provide Student-Centered Feedback” was to demonstrate how to use analytical methods for exploring data and designing appropriate feedback.

Upcoming courses and seminars

- [Intelligent Learning Environments](#) (master course)
Lecturer: Irene-Angelica Chounta



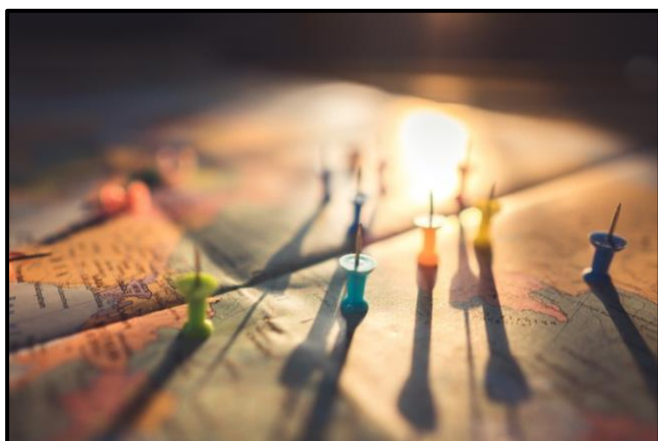
ON OTHER NEWS

Visiting Scholars

- Fulbright Visiting Scholar Prof. Dr. Anne Oeldorf-Hirsch visited the Department of Computer Science and Cognitive Science to collaborate on the topic of “Algorithmic Literacy” [Read more](#)
- PhD Candidate Paraskevi Topali, (University of Valladolid, Spain) concluded her 3-months research visit at the research group *colaps*, Department of Computer Science and Applied Cognitive Science. During her time in UDE, Paraskevi explored the use of learning analytics for designing automated feedback in MOOCs.

Academic Functions

Since January 2022, Eva Gredel is co-editor of the section „Resources“ of the journal „Zeitschrift für germanistische Linguistik“ (De Gruyter), in which scientists present tools, resources, and research infrastructures from linguistics and the Digital Humanities.



Community Outreach

In December, Irene-Angelica Chounta delivered an online workshop with the topic “Data Analysis using R” as part of the “Female Code Lab” initiative. The initiative was organized by The Female Code Lab is co-organised by DATAWO, Greek Women in STEM, Greek Girls Code and Girls in Tech – Greece and it aimed to promote programming and coding to women/femininities with no or limited prior experience.
