

TEEM 2017 Doctoral Consortium Track

Francisco J. García-Peñalvo

GRIAL Research Group,
Research Institute for Educational
Sciences, University of Salamanca,
37008 Salamanca, Spain
fgarcia@usal.es

María Soledad Ramírez-Montoya

Escuela de Humanidades y
Educación, Tecnológico de
Monterrey, Monterrey, México
solramirez@itesm.mx

Alicia García-Holgado

GRIAL Research Group,
Research Institute for Educational
Sciences, University of Salamanca
37008 Salamanca, Spain
aliciagh@usal.es

ABSTRACT

Doctoral Consortium is presented in TEEM Conference since its first edition and has the aim to help doctoral students to play an important role in an International Conference, interacting with other researchers, both novels and experienced, to improve their PhD works. In this TEEM edition 11 contributions have been accepted and presented.

CCS CONCEPTS

• Applied computing~Education

KEYWORDS

Knowledge society; technology; education; PhD programme; doctoral consortium.

1 INTRODUCTION

The four previous editions of TEEM Conference [1-4] have had a strong link with the Education in the Knowledge Society PhD Programme at the University of Salamanca (Spain) (<https://knowledgesociety.usal.es>) [5-8].

Since the first edition of the Doctoral Consortium [9-12] the main goal has been focused on providing a space for fostering the communication between the students and the highly valuable international researchers involved in the TEEM Community in order to share their research advances and receive an invaluable feedback about it.

The Fifth edition of the Doctoral Consortium provides an opportunity for PhD students to explore and develop their research interests in an interdisciplinary context, under the guidance of a senior researchers' panel. The students present their dissertation work following the track format guidelines in order to have a clear description of the progress of their researches. They can benefit from the feedback provided by other students in a similar situation as well as senior researchers in the field.

In this context, the Doctoral Consortium has four goals:

- Providing a space for feedback on student's current research and guidance on future research directions.
- Offering each student comments and fresh perspective on their work from researchers and students outside their own institution.
- Promoting the development of a supportive community of scholars and a spirit of collaborative research.
- Contributing to the TEEM goals through interaction with other researchers and conference events.

Regarding the topics of the Doctoral Consortium, these match with the main research lines of the Education in the Knowledge Society PhD Programme, although, we are happy to receive contributions of different programmes:

- Education Assessment and Orientation.
- Human-Computer Interaction.
- Interaction and eLearning.
- Computers in Education.
- Communication Media and Education.
- Medicine and Education.
- Robotics in Education.
- Engineering and Education.
- Information Society and Education.

The topics or research lines are the central axis to organize the presentations of the students' works. The session is divided in two parts. First, each student has ten minutes to present his/her work and later he/she receives feedback from the senior researchers.

The second part of the Doctoral Consortium is focused on establishing synergies between the students who develop their work in the same research line.

2 PAPERS IN THE TRACK

Now, the accepted papers will be briefly presented.

Guerrero and Igartua [13] try to analyze those factors that can increase the identification with stigmatized characters' protagonists of narrative messages designed to improve the intergroup attitudes. In this sense, previous research has demonstrated the importance of identification with the characters as one of the fundamental mechanisms of narrative persuasion. However, the study of the factors that increase the identification with the characters of a narrative message is still scarce.

Sánchez-Holgado and Arcila-Calderón [14] present a research plan on the adoption of user-generated media for the creation of scientific transmedia storytelling, based on the Unified Theory of Acceptance and Use of Technologies (UTAUT) model, which proposes that the intention to adopt technologies and the real adoption are positively influenced by the performance expectancy and negatively by the effort expectancy.

Ramos Méndez and Ortega Mohedano [15] want to research about students' smartphone usage and consumption habits in the context of the University of Salamanca.

Cerezo and Frutos [16] try to analyze the behavior and the reactions that different types of users present in the interaction with different apps on cultural heritage.

Merchán-Sánchez-Jara et al. [17] aim to develop a theoretical model for the integration of performing music variants (technical and/or expressive) that are transmitted orally or through informal channels (marks, notes or text annotations), and usually from teacher to student, within a particular stylistic or interpretive school.

Mangas-Veja et al. [18] tackle the steps to Creating quality standards for scientific content in digital environments through the development of an utility model.

Albelda and de la Mano [19] explore the impact of school libraries on students' reading achievement at primary and secondary school in Spain.

Caballero González and García-Valcárcel Muñoz-Repiso [20] aim to design, integrate and evaluate educational activities mediated by ICT resources and programmable educational robots, in initial education students, obtaining collaborative learning and Training of computational thinking skills

Iniesto et al. [21] describe a set of initiatives to benefit MOOC providers in achieving greater accessibility and disabled learners to improve their lifelong learning and re-skilling.

García-Hernández and González-Ramírez [22] aim to assess the effects of an e-textbook on the engagement towards the learning of Discrete Mathematics in university students, using a quasi-experimental quantitative methodology.

Basulto Ramírez and de Pablos Pons [23] address a descriptive work about the evolutionary process of distance and semi-distance education in Cuba, the current transformations implemented by the Ministry of Higher Education, the technological conditions that Cuban universities have and the teaching practices of Cuban History.

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