

### **Competence Awareness of ICT Integration into Teaching: Technological Dimensions of learning Experiences within an Erasmus+ KA1 Project for Digital Leader Teachers from Veneto**

Marina De Rossi, Filippo Viola

This article provides an analysis of data extracted from specific sections of a semi-structured questionnaire filled in by 29 Expert Leader Teachers (Animatori Digitali or AD in Italian) taking part in an Erasmus+ KA1 Project before and after their mobility abroad. These teachers were asked to answer questions concerning the Didactic Dimension, the Professional Managing Context, ICT in Education, Data Processing, Communication, and Content Creation, to the purpose of assessing how their competences had improved in consequence of their experience in the Erasmus+ project. Through a mix-method process, combining the analysis of questionnaires and the reports by the teachers after their mobility abroad, it was possible to compare quantitative and qualitative data with reference to emerging significant categories in the relevant dimensions. Research showed that Erasmus+ mobility had a positive effect on teachers' awareness of the importance of ICT for education in a European dimension with a significant increase in values on a 3-graded Likert scale concerning such items as "I can exploit ICT potential to create effective exchanges with colleagues from other countries" (+22,5%), and "I can promote ICT use so that it gives an added value to teaching and learning" (+11,8%). Such positive outcomes were confirmed from a qualitative analysis of teachers' reports on their experiences abroad: the most relevant concepts found in text corpus showed teachers' increased awareness of their competences in all the dimensions considered.

*Keywords:* ICT, innovation, didactics, competences, teaching training

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## **Linking Scholars through International Dialogue and Collaboration**

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International dialogue and sharing student experiences can help develop empathy and cultural understanding. This article shares the cross-cultural experience of American doctoral students and recent adult education alumni from Ireland. We examined how the opportunity for international dialogue became an example of transformative and intercultural learning. Through technology, learners engaged to gain a deeper understanding of each other's personal narrative. The students also recognized how the educational systems in each nation has impacted their learning journeys.

*Keywords:* comparative adult education, intercultural dialogue, transformative learning.

## **Herzberg's Theory of motivation as a Predictor of Job Satisfaction: A Study of Non-academic Community College Employees**

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This study was designed to identify the factors that influence non-academic community college employees with a focus on the State of Iowa, United States. Non-academic employees have been mostly overlooked in the body of research on job satisfaction of higher education employees, with much of the research focusing on faculty members. Herzberg's Theory of Motivation, which states that there are two sets of factors that influence job satisfaction, was used as the theoretical framework for this study. The study utilized multiple regression analysis to examine how multiple factors influence overall job satisfaction. Data was collected using an electronic survey instrument.

The findings showed that several motivator factors were significant predictors of overall job satisfaction including achievement, responsibility, work itself, recognition, growth and development, and sense of accomplishment. The findings also showed that several hygiene factors were significant predictors of overall job satisfaction. There are significant implications of this study for community college leaders and administrators especially in the United States.

*Keywords:* Herzberg, motivation, community colleges, job satisfaction, Iowa.

# **The Awareness of Being: Mindfulness Embodied Cognition and Well-Being**

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Formative processes are always crossed by a link of meaning that orients us in the paths of existence and defines the structure of our being in the world. The contrast between the emotional/affective aspect and the rational/cognitive aspect represent the main source of tension (Dewey, 1968) that characterizes human suffering. The recent neuro-scientific acquisitions and the neuropedagogical field of investigation enriched by many speculative ideas (Minichiello & Pastena, 2015), favor the idea of a circular relationship between perception and action. The complexity of the educational event is characterized by a constant communicative-interpretative movement between the educating and the educator, where signatures of various kinds come into play. mindfulness (Siegel, 2011), as the subject's ability to cultivate the wealth of experience (Siegel, 2015), could respond to the "social need" (Beck, 2000) of emotional management, with drive control (Gordon, 2014) to avoid drifting from conflict, which places the educational in a prominent formative position (Corona, De Giuseppe, 2016, p. 101).

*Keywords:* consciousness, emotions, corporeity, education, flipped inclusion, mindfulness.

## **An Additional Collaborative Tool within an EMI Course: An Experience with Padlet**

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The paper describes an experience of use of the Padlet application within an Italian course held in English within a master's degree course. The contribution begins with a reflection on the proposal of collaborative strategies to engage students in the learning process and on *EMI – English as a Medium of Instruction* to support the internationalization processes of European universities. The paper continues with the description of the design process of collaborative activities with Padlet, in order to support the learning process of the disciplinary contents provided in English and to encourage interaction between attending and not attending students.

*Keywords:* Padlet, EMI, active learning, discussion methods, higher education.