11TH INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION

CONFERENCE PROCEEDINGS

SEVILLE (SPAIN) 12-14 NOVEMBER 2018
### ICERI2018 COMMITTEE AND ADVISORY BOARD

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CONFERENCE SESSIONS

ORAL SESSIONS, 12th November 2018

Mobile Learning
Tutoring & Mentoring
ICT and Digital Skills among Teachers (1)
Work-Integrated Learning: University-Industry Collaboration
Technology Enhanced Learning (1)
Barriers to Learning and Social Inclusion
Learning Space Design
Special and Inclusive Education (1)
Maths and Statistics in Higher Education

Social Media and Social Networks in Education
Assessment of Student Learning (1)
ICT and Digital Skills among Teachers (2)
University-Industry Collaboration
Advanced Educational Technologies
Student Support and Engagement (1)
Architecture and Design Education
Special and Inclusive Education (2)
STEM Education (1)

Massive Open Online Courses & Open Educational Resources
Assessment of Student Learning (2)
Soft Skills Development
New challenges for the Higher Education Area
Active Learning Experiences in Higher Education
Student Support and Engagement (2)
3D Technologies and BIM in Architecture and Engineering
Dyslexia & Speech Learning Disorders
Computer Science Education (1)

e-Learning Experiences
e-Assessment
Information and Digital Literacy
Internation-alization in Higher Education
Virtual Reality in Education
Quality Assurance in Higher Education
Business and Economics Education
Equity and Inclusive Education
Integrating Emerging Technologies and New Material with Design

POSTER SESSIONS, 12th November 2018

Pedagogical Methods and Innovations
Emerging Technologies in Education and Research
ORAL SESSIONS, 13th November 2018

Technology Enhanced Learning (2)
Serious Games & Game-Based Learning (1)
Community-Based Learning
Work-Integrated Learning, Research and Societal Impact
Project and Problem Based Learning (1)
Early Childhood Education
Pre-Service Teacher Education (1)
Pre-service Teacher Experiences in STEM
Language Learning Education
Learning Analytics
Serious Games & Game-Based Learning (2)
Community Engagement Education
Entrepreneur-ship Education
Technology for Active Learning
Curriculum Design Experiences
Pre-Service Teacher Education (2)
Maths in Primary and Secondary Education
Foreign Language Teaching and Learning (1)

Learning Management Systems (LMS)
Gamification
Sustainability Education
Work Employability
Experiential Learning
Management in Higher Education
Pedagogical Innovations & Educational Research
Computer Science Education (2)
Foreign Language Teaching and Learning (2)

Flipped Learning
Digital Skills and Student Support
Adult and Vocational Education
Workplace Learning
Collaborative and Peer-based Learning
Leadership and Management in Education
Teacher Training
Technology Enhanced Learning in STEM Education
Multicultural Education Challenges

Blended Learning
Creativity and Design Thinking in Education
Student Mental and Physical Well-being
Internships and Workplace Learning
Project and Problem Based Learning (2)
Experiences and Research in Education
Professional Development of Teachers
STEM Education (2)
Gender Issues in Education

POSTER SESSIONS, 13th November 2018

Global Issues in Education & Inclusive Learning

New Trends and Experiences in Education
**VIRTUAL SESSIONS**

- 21st Century Skills
- Academic Research Projects
- Accreditation and Quality in Education
- Active and Experiential Learning
- Adult Education
- Advanced Classroom Applications and Technologies
- Assessment of Student Learning
- Assistive Technologies and Accessible Resources
- Barriers to Learning
- Blended Learning and Flipped Classroom
- Bullying Prevention and Awareness
- Collaborative and Problem-based Learning
- Creativity and Design Thinking
- Critical Thinking and Problem Solving
- Curriculum Design
- E-content Management and Development
- e-Learning Experiences
- Early Childhood Education
- Educating Individuals with Intellectual Disabilities
- Educating Individuals with Sensory and Motor Disabilities
- Educating the Educators
- Education for Sustainability
- Education Practice Trends and Issues
- Education, Research and Globalization
- Emerging Technologies in Education
- Emerging Technologies in Education and Research
- Employability Issues and Trends
- Flipped Learning
- Game-based Learning and Gamification
- Gender and Equality in Education
- Global Issues in Education & Inclusive Learning
- ICT and Digital Skills
- In-service Teacher Training
- Inclusive Learning, Cultural Diversity and Special Education
- Informal Learning
- International Projects
- Language Learning Innovations
- Leadership and Educational Management
- Learning and Teaching Innovations
- Learning Management Systems (LMS)
- Life-long learning
- Links between Education and Research
- m-Learning: Mobile Applications and Technologies
- Multicultural Inclusion and Indigenous Perspectives
- New challenges for the Higher Education Area
- New Challenges in Education and International Cooperation
- New Trends and Experiences in Education
- Online Assessment
- Organizational, Legal and Financial Aspects
- Pedagogical Innovations
- Pedagogical Methods and Innovations
- Post-graduate Education
- Pre-service Teacher Experiences
- Primary and Secondary Education
- Professional Development of Teachers
- Research Management
- Research Methodologies
- Research on Technology in Education
- STEM Education Experiences
- Student Support and Motivation
- Technology in Teaching and Learning
- Tutoring and Mentoring
- Undergraduate Education
- University Networks
- University/Industry Experiences
- Virtual Learning Environments (VLE)
- Vocational Training
- Work Employability
- Workplace Learning
About 1 in 59 children has been identified with Autism Spectrum Disorder (ASD) according to estimates from the Autism and Developmental Disabilities Monitoring (ADDM) Network at the Centre for Disease Control (CDC). Moreover, the increasing number of adults and people becoming elder with ASD highlights the need of new specific care, approaches, interventions and competences for both specialized and non-specialized health and social care staff.

Working with people with ASD requires specific and specialized competences and skills that, currently, are obtained through the experience at care centres for people with ASD or even through occasional courses that professionals find outside their discipline or field of work. Moreover, most of the training initiatives and contents are very focused on children with ASD and they are also the age group population receiving more efforts and services especially for educative inclusion.

Therefore, it is necessary a new educational strategy able to qualify professionals giving an answer to the over-the-life needs of a person with ASD in the different contexts and spheres of life. The experiences that have shown higher levels of development in people with ASD are in general associated to organisations or care centres with specialized services that demonstrate the positive relationship between training, specialization of professionals and a better outcome for the future for the person with ASD and his/her family.

The project entitled “Inclusion of people with autism in Europe. Towards a specialized training model for professionals, IPA+”, funded under the Erasmus+ Programme from the European Commission (ref. 2016-1-ES01-KA204-025061) aims at strengthening skills of professionals working (currently or expected in the future) with people with autism through the development of a course at European level that will be based on basic and specific and real curricular needs. Through this transnational project entities working in ASD from Spain, Belgium, Portugal and Serbia have developed a sound research on the training needs of professionals
working with people with ASD. On the basis of these findings a curriculum of contents was designed and validated by consulting an international and multidisciplinary panel of experts. The validated IPA+ curriculum was further developed into two courses with different complexity levels and their corresponding learning modules and syllabuses. The first course (Level I) offers an introductory approach to ASD and the second one (Level II) has a deeper approach.

These two courses have been implemented in a pilot study performed in Burgos (Spain), Lisbon (Portugal) and Belgrade (Serbia) with a starting sample of 127 professionals. Courses have been deployed by a blended format through the organization of some face-to-face sessions and the support of MOODLE platform for eLearning activities. The pilot experience running IPA+ courses have been evaluated through several questionnaires developed on the basis of the Kirkpatrick’s Model.

Preliminary data are based on the evaluation performed before the start of the training in which participants mainly expected to gain and update knowledge and skills to work with people with ASD with the main purpose to improve their current or future performance at work. In the following months a complete evaluation with conclusions of the effectiveness and usefulness of the IPA+ courses will be drawn and duly presented.

**keywords:** autism, training, professionals, pilot, transnational, erasmus+