

Chapter 7

Perceived Innovative Teaching Procedures in Higher Education From Students' Perspectives From a Sentiment Analysis Approach

Ernesto D'Avanzo

University of Salerno, Italy

Miltiadis Demetrios Lytras

American College of Greece, Greece

Jose Picatoste

Universidad Autónoma de Madrid, Spain

Isabel Novo-Corti

Universidade da Coruña, Spain

Paola Adinolfi

University of Salerno, Italy

ABSTRACT

In the fourth revolution era talking innovation is not only necessary for improving and forwarding all social and economic activities, but also is it an exigence of those who are demanding high-quality goods or services. This is important for knowledge services, and becomes a core issue for educative issues designed for the millennials or digital natives. Sometimes, these exigencies are no shown directly, but it is possible assessing them by means of the analysis of sentiments, which reflects a range of feelings which are not clearly verbalized and even self-recognized. This paper analyzes sentiments for assessing the importance of innovative procedures in higher education, from the point of view of the students. A prototype architecture – LADEL (Learning Analytics Dashboard for E-Learning) - is introduced, for dealing with the diverse e-learning domains. Some experiments are conducted. This demonstrated the necessity of innovative procedures in higher education, since it is a widespread, multidisciplinary and transversal demand, even it is not always explicit.

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1. SENTIMENTS AND INNOVATIVE FRAMEWORKS IN HIGHER EDUCATION: THE ERASMUS STUDENTS INFLUENCES IN CITIES AND VICE VERSA

According the “El Pais” (the most relevant Spanish newspaper in the country which is higher receptor of Erasmus Students: Spain), states on May, 27th, 2007, that the Erasmus program has been, first and foremost, the most notable marketing exercise of that idea called ‘Europe’ in the last 30 years, undoubtedly the greatest illusion (in the sense of ‘hope’ and also of ‘artifice’) The now battered Union is able to offer its citizens. If nobody remembers the European Constitution and many doubt the solvency and intentions of the Monetary Union, everyone praises the benefits of Erasmus mobility. This is particularly clear for countries like Spain, which is the most important receptor of Erasmus students.

It is commonly known that the Erasmus program surpasses the academic environments where young people develop their university learning activity. This European program has served to change the lives of those who are involved in it. In addition, the life of these young people in other European cities during one or two semesters of their studies of degree, takes place in a moment of full personal boil, where the feelings are intense and, often, in evolution.

The Erasmus program is innovative in itself, however, it is necessary to disregard two fundamental aspects:

On the one hand, Erasmus are represented as the embodiment of the European project, successful polyglots whose transnational experiences would have served to refine and enhance their professional competences within the framework of that ideal, competitive and sophisticated Europe.

On the other hand, some forums talk about their stays with a certain disdain (and some envy), pointing out their tendency to participate in all kinds of parties and unrest, including high doses of alcohol and sex, which would result in the dilapidation of the time of Dedication to class and study.

Then, the innovative procedure of this program, which is now thirty years old and has been supporting more than 4.4 million students, is not only on mobility, but also in the conformance of new teaching environments and new urban geographies.

Rankings order universities, allowing them to be compared by condensing heterogeneous information about their characteristics and results into one indicator. Rankings simplify complexity, but offer a simple ordering, with some advantages and some disadvantages: they facilitate their assessment to users who do not have the time or the preparation to analyze in depth the performance of a university institution but conceal differential features of The universities which could be relevant. The students’ mobility by means of Erasmus programs or other alternatives influences the mark on the ranking in an indirect way and, at the same time, the position on this ranking is a factor influencing the chosen university for the international mobility. Hazelkorn (2013) claims that *university rankings mechanisms* in use are subject to several drawbacks such as, for example, *measurement accuracy*, measuring the *university as a whole institution*, and the way data is being collected for measuring specific indicators at universities. For instance, only the *average quality* of a university is measured, while individual subjects are not considered in the computation. And different compilers have adopted different methods to produce these rankings (Bebegal-Mirabent & Ribeiro-Soriano, 2015). Moreover, indicators such as *university reputation* have a higher influence value than some others (Olcay & Bulu, 2016), especially on social media (Bunzel, 2007; Kietzmann, Hermkens, McCarthy & Silvestre, 2011). In this sense it appears unsurprising that Higher Education institutions turned to social media strategies to target and attract new students (Constantinides & Zinck Stagno, 2012). Furthermore, relevant educational factors such as *quality of teaching*

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