PUBLICATIONS

Per Bergamin, since 2017

Comprehensive list of publications:

Peer-reviewed publications in international scientific journals

Imhof, C., Bergamin, P., & McGarrity, S. (2021). Prediction of dilatory behaviour in online assignments. *Learning and Individual Differences*, *88*, DOI:10.1016/j.lindif.2021.102014

Comşa, I.-C., Molnar A., Tal, I., Bergamin, P., Muntean, G.-M., Muntean, C.H. & Trestian, R. (2021). A machine learning resource allocation solution to improve video quality in remote education. *IEEE Transactions on Broadcasting, 67(3), 664 – 684*.https://doi.org/10.1109/TBC.2021.3068872

Moser, I., Chiquet, S., Strahm, S. K., Mast, F. W., & Bergamin, P. (2020). Group Decision-Making in Multi-User Immersive Virtual Reality. Cyberpsychology, Behavior, and Social Networking. https://doi.org/10.1089/cyber.2020.0065

Mirata, V., Hirt, F., van der Westhuizen, C., & Bergamin, P. (2020). Challenges and Contexts in Establishing Adaptive Learning in Higher Education: Findings from a Delphi Study. *International Journal of Educational Technology in Higher Education*. https://doi.org/10.1186/s41239-020-00209-y

Hirt, F., Werlen, E., Moser, I., & Bergamin, P. (2019). Measuring emotions during learning: lack of coherence between automated facial emotion recognition and emotional experience. *Open Computer Science, 9(*1), 308-317. https://doi.org/10.1515/comp-2019-0020

Bergamin, P.B., Werlen, E., & Bochud , Y.E. (2017). Scaffolding collaborative learning in pairs within a technology-enhanced learning environment. *International Journal of Information and Education Technology*. doi: 10.18178/ijiet.2017.7.1.839

Peer-reviewed conference papers

Werlen, E., Imhof, C., & Bergamin, P. (2021). Emotions in the parliament: Lexical emotion analysis of parliamentarian speech transcriptions. Proceedings of the 6th Swiss Text Analytics Conference (Swiss-Text 2021), Winterthur, Switzerland, June 2021.

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Holthaus, M., Bergamin, P. (2019). Wo führt der Weg entlang - Adaptive Learning im Fernstudium. Status Quo und die nächsten Schritte an der FFHS. *HFDcon: Safety first? Datensicherheit und innovative Lehre zusammendenken*, Bonn, Deutschland, 21. Oktober 2018.

Pancar, T., Holthaus, M. Bergamin, P. (2019). Enhanced System Usability Scale for Adaptive Courses. In: *The Twelfth International Conference on Advances in Human-oriented and Personalized Mechanisms, Technologies, and Services, CENTRIC 2019*, Valencia, Spain, 24-28 November 2019.

Mirata, V. & Bergamin, P. (2019). Developing an Implementation Framework for Adaptive Learning: a Case Study Approach. In: *Proceedings of the 18th European Conference on e-Learning*, Copenhagen, Denmark, 7-8

Werlen, E., Imhof, C., Benites, F., & Bergamin, P. (2019). The reader's feeling and text-based emotions: The relationship between subjective self-reports, lexical ratings, and sentiment analysis. In: M. Cieliebak, D. Tuggener, & F. Benites (eds.), Proceedings of the 4th Swiss Text Analytics Conference (Swiss-Text 2019), Winterthur, Switzerland, June 2018. doi: 10.21256/zhaw-18859

Holthaus, M., Pancar, T., Bergamin, P. (2019). Recommendation Acceptance in a Simple Adaptive Learning System. *The Eleventh International Conference on Mobile, Hybrid, and On-line Learning, eLmL 2019, Athen, Greece*, 24. – 28. Februar 2019.

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Hirt, F. S., Moser, I., Werlen, E., Imhof, C., & Bergamin, P. (2018). A comparison of students' emotional self-reports with automated facial emotion recognition in a reading situation. In: *Proceedings of the Sixth International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 320-327). ACM. Oktober. https://doi.org/10.1145/3284179.3284230

Mangili, F., Antonucci, A., Poulopoulou, M.F., Werlen, E., & Bergamin, P. (2018). Machine Learning for Real-Time Analysis of Reader Attention by Facial Expression and Eye Tracking Data. Fachkonferenz Technik, Architektur und Life Sciences (FTAL). Industrial Applied Data Science. Switzerland, Lugano, October 18th and 19th 2018.

Imhof, C., Bergamin, P., Moser, I., & Holthaus, M. (2018). Implementation of an adaptive instructional design for a physics module in a learning management system. 15th International Conference on Cognition and Exploratory Learning in Digital Age 2018 - CELDA 2018, Budapest, Hungary, 21.-23. Oktober 2018.

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Holthaus, M., Hirt, F., Bergamin, P. (2018). Simple and Effective: An Adaptive Instructional Design for Mathematics Implemented in a Standard Learning Management System. 2nd International Conference on Computer-Human Interaction Research and Applications - CHIRA 2018, Sevilla, Spain, 19. – 21. September 2018. doi: 10.5220/0006927601160126

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Laubscher, D., Bailey R., Bergamin P., & van der Westhuizen C. (2019). A teaching–learning framework for adaptive instruction using cooperative learning and Socratic questioning to promote self-directed learning: A systematic literature review. In E. Mentz, J. De Beer & R. Bailey (Eds.), Self-Directed Learning for the 21st Century: Implications for Higher Education *(*NWU Self-Directed Learning Series, Volume 1, pp. 239 – 281). AOSIS, Cape Town. doi: 10.4102/aosis.2019.BK134

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Bergamin, P., & Hirt F. S (2017). Selbstreguliertes Lernen und die Implementation technologiebasierter Lernunterstützung im Fernstudium. In H. von Korflesch & B. Lehmann (Hrsg.), Online-/Distance Education. Entwicklungslinien und Trends des Fernstudiums (S. 44 - 79). Baltmannsweiler: Schneider Verlag Hohengehren GmbH.

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Mirata, V. & Bergamin, P. (2020). Cattedra UNESCO in insegnamento a distanza personalizzato e adattivo. archi. Frammenti di Svizzera in Africa. 02, 7-8.

Mirata, V. & Bergamin, P. (2019). Jeder lernt anders. Herausforderung personalisiertes Lernen. Bildung: eine Beilage der Unternehmerzeitung und Handel heute, 02, 18-19

Mirata, V., & Bergamin, P.B., (2018) Jeder lernt anders. *Unternehmerzeitung Spezial Aus- & Weiterbildung,* 17-18.