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The logo for IDOCAL features the word "idocal" in a lowercase, sans-serif font. The letters "i", "d", "c", and "a" are dark brown, while the "o"s are a golden-brown color. The "o" in the middle is larger and positioned higher than the others, with a smaller "o" below it. The logo is set against a white background within a yellow-bordered square, which is itself centered within a larger orange-to-brown gradient rectangle.

idocal

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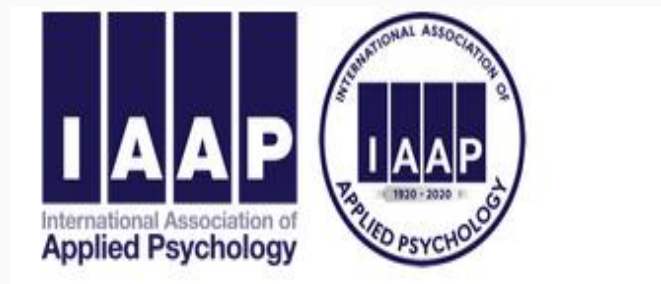
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1. Resources: IAAP The Centennial Collection
2. Publication: The Effects of Using a Fully Integrated Mobile Application to Access Learning Management Systems in Higher Education
3. Video: Journal of Applied Psychology Update
4. Project: The go 2 rail Survey: Support for Data CollectionLa Semana Internacional de las organizaciones flexibles, saludables y sostenibles

## 1. Resources: IAAP The Centennial Collection

In celebration of the Centennial of IAAP, [we present a special collection of lectures](#) from members around the world, available to IAAP members during December. Topics include organizational psychology, the history of applied psychology, well-being, ethics, and more. This collection includes videos and conferences from 35 professionals in the field of applied psychology from all around the world.

[The Centennial Collection Directory](#)



## 2. Publication: The Effects of Using a Fully Integrated Mobile Application to Access Learning Management Systems in Higher Education

Congratulations to professor Jose Maria Peiro for his new publication in the *Journal of Universal Computer Science*.

### Abstract

The use of mobile devices in the classroom is increasingly frequent. However, the LMS are still not completely adapted to this format, preventing students from using all the LMS web-functionalities in their mobiles. Hence, we present and evaluate the use of a new mobile application fully integrated with Learning Management Systems (LMS). We examined access to LMS by 95 postgraduate university students, differentiating between the services accessed and the means used. Students belonged to four consecutive promotions. In the first two, access to the system was through the web, while in the third and fourth, an app fully integrated with the LMS was available. The results showed an overall increase in access to LMS, with a considerable reduction in access via the web in favor of access via the application. Significant differences were found in the access patterns to communication and assessment services depending on the students' age, gender, academic major and previous m-learning experience. Satisfaction with the LMS rose when the app was available, with greater growth within the academic major on IT and previous m-learning experience group. Finally, students with high performance accessed the system significantly more than those with low performance. In conclusion, the integration of the app with the system showed useful and efficient results. The app eased the use of the system, increased student satisfaction with LMS, and student performance improved with increased access.

### Recommended citation

Martín, J.L., S. Sastre, J.M. Peiró and J. R. Hilerá (2020). The Effects of Using a Fully Integrated Mobile Application to Access Learning Management Systems in Higher Education. *Journal of Universal Computer Science* 26, n.º 9.

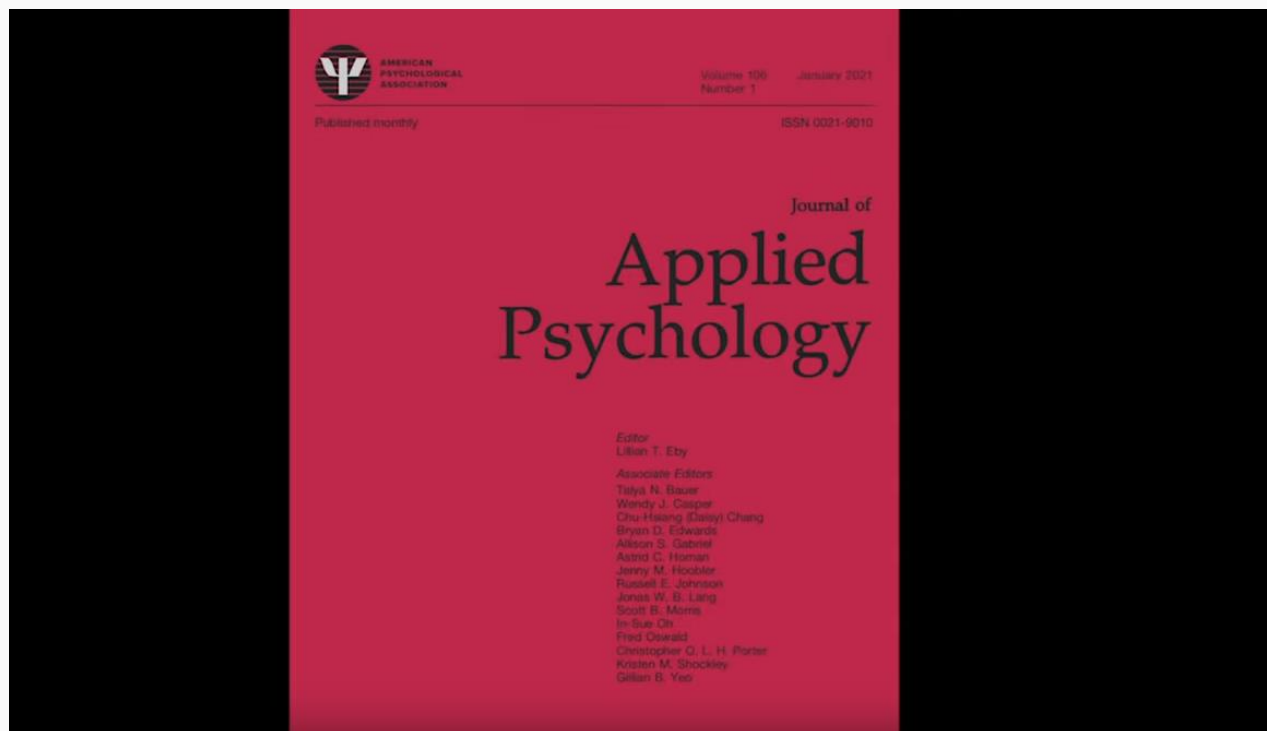
Link to the [article](#)



### 3. Video: Journal of Applied Psychology Update

In this video the incoming editor of the Journal of Applied Psychology, Lillian Eby explains the new editorial policy of the journal. She explains the new announcements and the modified criteria of this high impact factor journal.

Click [here](#) to watch the full video



## 4. Project: The go<sub>2</sub> rail Survey: Support for Data Collection

Our PhD student at IDOCAL, Guido Martinolli, has recently won with the go<sub>2</sub> rail team the Alumni PGM Micro-Award issued by Climate-KIC (<https://www.climate-kic.org>), a relevant European institution focusing on innovation for tackling climate change. Their project aims at promoting more sustainable travel behaviours among Erasmus+ students. Indeed, the 77% of the travels to and back from the exchange universities are done by plane, thus are highly unsustainable (approx., 35'000 tons of CO<sub>2e</sub> are emitted every year in those trips)!

Without further ado, the go<sub>2</sub> rail team is now in the prototyping phase, which is conducted with a scenario-survey! Help them out by sharing the go<sub>2</sub> rail survey with your graduates and undergraduates and with other European university professors so that they can do the same with their students! Here the links and possible templates to forward to the students:

*(English below)*

El equipo #go<sub>2</sub> rail, un equipo de recién graduados del "Journey", la escuela de verano de innovación climática más grande de Europa respaldada por Climate-KIC (<https://www.climate-kic.org>) está trabajando por encontrar soluciones para luchar contra el cambio climático. Esta encuesta de 4 minutos quiere poner a prueba su idea de promover viajes de larga distancia más sostenibles entre los Erasmus+. ¡Tus respuestas los ayudarán a orientar los próximos pasos en el proyecto!

Aquí están los enlaces:

Español **ES** <https://forms.gle/x5dQGr3EVVxVaBs69>

Alemán **DE** <https://forms.gle/bwjAueoKyrzffdg8>

Francés **FR** <https://forms.gle/URLBE4nC86Hw3WfD6>

Inglés **GB** <https://forms.gle/iE7GcUk8vR1bSJZT9>

Italiano **IT** <https://forms.gle/BujPnnUYtXF5J67U7>

Portugués **PT** <https://forms.gle/z9n4LZX4rXZNzgif9>

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The #go<sub>2</sub> rail team, a team of recent graduates from the "Journey", Europe's largest climate innovation summer school supported by Climate-KIC (<https://www.climate-kic.org>) is working for finding solutions to fight climate change. This 4-minutes survey is to test their idea that wants to promote more sustainable long-distance travels among Erasmus+ students. Your answers will help them in guiding their next steps!

Here are the links:

English **GB** <https://forms.gle/iE7GcUk8vR1bSJZT9>

French **FR** <https://forms.gle/URLBE4nC86Hw3WfD6>

German **DE** <https://forms.gle/bwjAueoKyrzffdg8>

Italian **IT** <https://forms.gle/BujPnnUYtXF5J67U7>

Portuguese **PT** <https://forms.gle/z9n4LZX4rXZNzgif9>

Spanish **ES** <https://forms.gle/x5dQGr3EVVxVaBs69>



*Transitioning EU's Next Generations  
Travel Behaviours*

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