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Ben Bachmair
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Mobile Learning

Structures, Agency, Practices

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Mobile Learning Norbert Pachler, Ben Bachmair, John Cook, 2009-12-15 As with television and computers before it today's mobile technology challenges educators to respond and ensure their work is relevant to students What's changed is that this portable cross contextual way of engaging with the world is driving a more proactive approach to learning on the part of young people The first full length authored treatment of the relationship between the centrality of technological development in daily life and its potential as a means of education Mobile Learning charts the rapid emergence of new forms of mass communication and their potential for gathering shaping and analyzing information studying their transformative capability and learning potential in the contexts of school and socio cultural change The focus is on mobile cell phones PDAs and to a lesser extent gaming devices and music players not as the next new thing but meaningfully integrated into education without objectifying the devices or technology itself And the book fully grounds readers by offering theoretical and conceptual models an analytical framework for understanding the issues recommendations for specialized resources and practical examples of mobile learning in formal as well as informal educational settings particularly with at risk students Among the topics covered Core issues in mobile learning Mobile devices as educational resources Socioeconomic approaches to mobile learning Creating situations that promote mobile learning Ubiquitous mobility and its implications for pedagogy Bridging the digital divide at the policy level Mobile Learning is a groundbreaking volume sure to stimulate both discussion and innovation among educational professionals interested in technology in the context of teaching and learning Handbook of Mobile Learning Zane L. Berge, 2013-06-19 Winner of the AECT Division of Distance Learning DDL Distance Education Book Award This handbook provides a comprehensive compendium of research in all aspects of mobile learning one of the most significant ongoing global developments in the entire field of education Rather than focus on specific technologies expert authors discuss how best to utilize technology in the service of improving teaching and learning For more than a decade researchers and practitioners have been exploring this area of study as the growing popularity of smartphones tablets and other such devices as well as the increasingly sophisticated applications for these devices has allowed educators to accommodate and support an increasingly mobile society This handbook provides the first authoritative account of the theory and research that underlies mobile learning while also exemplifying models of current and future practice *Mobile Learning* M. Pegrum, 2014-07-23 This book explores the use of mobile devices for teaching and learning language and literacies investigating the ways in which these technologies open up new educational possibilities Pegrum builds up a rich picture of contemporary mobile learning and outlines of likely future developments *Refining Current Practices in Mobile and Blended Learning: New Applications* Parsons, David, 2012-01-31 This volume draws together all the articles published by the International Journal of Mobile and Blended Learning in its second year of publication 2010 As the use of mobile technology for personal and business applications continues to grow it naturally follows that educators and researchers will

investigate the use of mobile devices for knowledge sharing and learning Refining Current Practices in Mobile and Blended Learning New Applications provides perspectives on new approaches to learning theory and practice in increasingly mobile immersive environments Situated at the intersection of theory and practice this book provides foundational research on the development and implementation of mobile games the delivery of mobile and blended learning and philosophical underpinnings of this emerging discipline *Work-based Mobile Learning* Norbert Pachler, Christoph Pimmer, Judith Seipold, 2011 The increasing use of mobile devices in work contexts has the potential to alter our work and learning practices This is particularly true for knowledge workers In addressing the implications of this transformation the book offers a multifaceted collection of different concepts and cases of mobile learning in work environments from international contexts The contributions are centred on the question of how individual users and organisations can harness mobile devices for learning and education The range of examples presented in this book demonstrates that mobile devices foster situated approaches to learning in and across work contexts The book is targeted at both practitioners trainers or managers in charge of in company training and researchers who are interested in designing implementing or evaluating work based mobile learning

Theorising and Implementing Mobile Learning Matthew Kearney, Kevin Burden, Sandy Schuck, 2020-10-19 This book focuses on teaching and learning with mobile technologies with a particular emphasis on school and teacher education contexts It explains a robust highly acclaimed contemporary mobile pedagogical framework iPAC that focuses on three distinct mobile pedagogies personalisation authenticity and collaboration The book shows how mobile pedagogical practice can benefit from use of this framework It offers numerous cutting edge research resources and examples that supplement theoretical discussions It considers directions for future research and practice Readers will gain insights into the potential of current and emerging learning technologies in school and teacher education Rethinking Pedagogy for a Digital Age, 2013-04-17 Through a critical discussion of the issues surrounding the design sharing and reuse of learning activities the second edition of *Rethinking Pedagogy for a Digital Age* examines a wide range of perspectives on effectively designing and delivering learning activities to ensure that future development is pedagogically sound learner focused and accessible This powerful book examines the reality of design in practice shares tools and resources to guide practice analyses design within complex systems discusses the influence of open resources on design includes design principles for mobile learning explores practitioner development in course teams presents scenarios for design for learning in an uncertain future Illustrated by case studies from across disciplines and supported by a helpful appendix of tools and resources for researchers practitioners and teachers the second edition of *Rethinking Pedagogy for a Digital Age* is an essential guide to designing for 21st Century learning *Hybrid Learning* Simon K.S. Cheung, Joseph Fong, Lam-For Kwok, Kedong Li, Reggie Kwan, 2012-07-16 This book constitutes the refereed proceedings of the 5th International Conference on Hybrid Learning ICHL 2012 held in Guangzhou China in August 2012 The 32 contributions presented in this volume were carefully reviewed and selected from numerous

submissions In addition two keynote talks are included in this book The topics covered are computer supported collaborative learning experiences in hybrid learning electronic learning pedagogical and psychological issues hybrid learning systems and organizational frameworks for hybrid learning *Proceedings of the 2nd International Conference on Languages and Arts across Cultures (ICLAAC 2022)* I. G. A. Lokita Purnamika Utami, Ni Putu Era Marsakawati, 2022-12-14 This is an open access book The 2nd International Conference on Languages and Arts across Cultures ICLAAC aims to provide a venue for lecturers teachers researchers as well as language and art professionals to share their insights experiences and ideas This conference will also bridge the knowledge gap by presenting their works on languages and arts issues The event will provide limitless resources and opportunities to interact with prominent scholars in this field worldwide This will allow us to significantly expand our existing global network The conference theme will give us a better understanding of humans through languages and arts The development of cultural value occurring in today's global communities is certainly a stimulant for artist and language users in creating their artifacts Restoring cross cultural understanding is a bridge to understanding the complexities of language culture and the role of art in them Cross cultural understanding refers to people's attempts to understand one another particularly between people of different cultural backgrounds Significant cultural and artistic creations are incorporated into a language that promotes scholarly debate and scientific comprehension As an attempt to minimize the spread of covid 19 virus the conference presenters will be invited to present their papers online via zoom

Mobile Pedagogy and Perspectives on Teaching and Learning McConatha, Douglas, Penny, Christian, Schugar, Jordan, Bolton, David, 2013-07-31 Distance learning has existed in some form for centuries but modern technologies have allowed students and teachers to connect directly no matter what their location using the internet and mobile devices Mobile Pedagogy and Perspectives on Teaching and Learning explores the tools and techniques that enable educators to leverage wireless applications and social networks to improve learning outcomes and provide creative ways to increase access to educational resources This publication is designed to help educators and students at every level optimize the use of mobile learning resources to enhance educational experience and improve the effectiveness of the learning process regardless of physical location Supporting Multiculturalism in Open and Distance Learning Spaces Toprak, Elif, Kumtepe, Evrim Genc, 2017-11-03 The growing interest in transnational cooperation in education across borders has different implications for developed and developing countries It is true that globalization affects all societies but not at the same speed and magnitude Supporting Multiculturalism in Open and Distance Learning Spaces is a critical scholarly resource that examines cultural issues and challenges in distance education arising from the convergence of theoretical administrative instructional communicational and technological dimensions of global education Featuring coverage on a broad range of topics such as cultural diversity interaction in distance education and culturally sensitive instructional design this book is geared towards school administrators universities and colleges policy makers organizations and researchers **Teaching and Mobile**

Learning Flavia Santoianni, Corrado Petrucco, Alessandro Ciasullo, Daniele Agostini, 2022-01-31 Teaching and Mobile Learning Interactive Educational Design is a groundbreaking book which shows how to design innovative educational mobile learning environments to instructional designers curriculum developers and learning professionals The book aims to solicit teachers educators and practitioners to adapt their teaching with the help of educational digital models related to mobile technologies Mobile learning is a revolution in concepts like space sound production and learning to get more and more customized in always connected and ever changing educational mobile learning environments Researchers and academicians can be trained in cognition processes in learning management of mixed reality and virtual bodies Mixed reality mobile technologies are becoming tools for education and training in mixed reality mobile learning Readers of this book will understand how user and device innovative interactions are borderline with attention deficit disorder digital amnesia and information overload The book develops educational knowledge on how to manage mobile technology and specific learning disorders to monitor the use of smartphones and technology tools and to empower their role in learning enhancement processes

Mobile and Ubiquitous Learning Shengquan Yu, Mohamed Ally, Avgoustos Tsinakos, 2017-11-16 This book explores the latest trends and technologies in the field of mobile and ubiquitous learning It highlights best practices in technology enhanced learning and explores how new technologies such as mobile augmented and wearable technologies are shaping instructional design strategies and the content curriculum development process The book consists of approximately 20 chapters written by international experts in the field of mobile and ubiquitous learning The authors hail from Austria Brazil Canada China Greece India Malaysia Mauritius Saudi Arabia Spain Sweden and the United Kingdom Topics covered include but are not limited to Use of social media in mobile learning Contexts of learning and challenges of mobility Designing for formal informal and non formal learning Mobile virtual reality a promising technology to change the way we learn and teach Mobile applications for encyclopedias Ethical considerations in the incorporation of mobile and ubiquitous technologies into teaching and learning Use of augmented reality in mobile learning for students with disabilities Using wearable technology to support transfer of expertise and Core technologies in mobile learning Providing valuable insights on the future of education and the upcoming pedagogies that will be applied in traditional distance and blended learning the book offers educators and stakeholders essential guidance in making innovations for the new generations of learners in the 21st century

The Handbook of Technology and Second Language Teaching and Learning Carol A. Chapelle, Shannon Sauro, 2017-09-05 The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning The rapidly evolving language technology interface has propelled dramatic changes in and increased opportunities for second language teaching and learning Its influence has been felt no less keenly in the approaches and methods of assessing learners language and researching language teaching and learning Contributions from a team of international scholars make up the Handbook consisting of four

parts language teaching and learning through technology the technology pedagogy interface technology for L2 assessment and research and development of technology for language learning It considers how technology assists in all areas of language development the emergence of pedagogy at the intersection of language and technology technology in language assessment and major research issues in research and development of technologies for language learning It covers all aspects of language including grammar vocabulary reading writing listening speaking pragmatics and intercultural learning as well as new pedagogical and assessment approaches and new ways of conceiving and conducting research and development The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive multifaceted implications of technology for language teachers learners materials developers and researchers

International Handbook of E-Learning Volume 1 Badrul H. Khan, Mohamed Ally, 2015-02-20 The International Handbook of e Learning Volume 1 provides a comprehensive compendium of research and theory in all aspects of e learning one of the most significant ongoing global developments in the entire field of education Covering history design models instructional strategies best practices competencies evaluation assessment and more these twenty seven contributions tackle the tremendous potential and flexibility inherent to this rapidly growing new paradigm Past and present empirical research frames each chapter while future research needs are discussed in relation to both confirmed practice and recent changes in the field The book will be of interest to anyone seeking to create and sustain meaningful supportive learning environments within today's anytime anywhere framework from teachers administrators and policy makers to corporate and government trainers

The Handbook of Informal Language Learning Mark Dressman, Randall William Sadler, 2020-02-03 Provides a comprehensive and unique examination of global language learning outside of the formal school setting Authored by a prominent team of international experts in their respective fields The Handbook of Informal Language Learning is a one of a kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning outside of a formal education environment It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning along with the growing area of digital language learning and the future of this relevant field in national development and language education The Handbook of Informal Language Learning examines informal language learning from both theoretical and practical perspectives Structured across six sections chapters cover areas of motivation linguistics cognition and multimodality digital learning including virtual contexts gaming fanfiction vlogging mobile devices and nonformal programs and media and live contact including learning through environmental print tourism study abroad The book also provides studies of informal learning in four national contexts examines the integration of informal and formal classroom learning and discusses the future of language learning from different perspectives Edited by respected researchers of computer mediated communication and second language learning and teacher education Features contributions by leading international scholars reaching out to a global audience Presents an exciting and

progressive selection of chapters in a rapidly expanding field of research and teaching Provides a state of the art collection of the theories as well as the historical cultural and international cases relating to informal language learning and its future in a digital age Covers 30 key topics that represent pioneering findings and new research The Handbook of Informal Language Learning is an essential resource for researchers students and professionals in the fields of language acquisition English as a second language and foreign language education

The Wiley Handbook of Global Workplace Learning Vanessa Hammler Kenon, Sunay Vasant Palsole, 2019-04-16 Inclusive Guide Provides Practical Applications for Workplace Education Theory from Diverse Perspectives The Wiley Handbook of Global Workplace Learning explores the field of workplace education using contributions from both experts and emerging scholars in industry and academia Unlike many previously published titles on the subject the Handbook focuses on offering readers a truly global overview of workplace learning at a price point that makes it accessible for independent researchers and Human Resources professionals Designed to strike a balance between theory and practice the Handbook provides a wealth of information on foundational topics theoretical frameworks current and emerging trends technological updates implementation strategies and research methodologies Chapters covering recent research illustrate the importance of workplace learning topics ranging from meditation to change management while others give pragmatic and replicable applications for the design promotion and implementation of impactful learning opportunities for employees at any company regardless of industry A sampling of topics addressed includes Using an Experiential Learning Model to Design an Assessment Framework for Workplace Learning Measuring Innovative Thinking and Acting Skills as Workplace Related Professional Competence Multiple chapters specifically addressing international business such as Competency in Globalization and Intercultural Communication Global Strategic Planning and Global Talent Management Research and recommendations on bridging generational and cultural divides as well as addressing employee learning disabilities With its impressive breadth of coverage and focus on real world problem solving this volume serves as a comprehensive tool for examining and improving practices in global workplace learning It will prove to be a valuable resource for students and recent graduates entering the workforce and for those working in Human Resources and related fields

Mobile, Ubiquitous, and Pervasive Learning Alejandro Peña Ayala, 2015-12-12 This book is concerned with the mobile ubiquitous and pervasive learning arena It presents a collection of works corresponding to four categories reviews studies conceptual proposals and approaches As a result of the submission and revision processes eight manuscripts were accepted and organized into the aforementioned four parts as follows Review a couple of chapters offer a survey of related works One concerns with the diversity of mobile ubiquitous and pervasive labor where interested findings are unveiled based on correlations Other focuses on adaptive and adaptable architectures that are suitable to implement ubiquitous learning sceneries whose contribution represents a model of a domain specific architecture Studies two chapters explore issues related to the effect of question styles made through smartphones and tablets and the disposition of teachers to exploit

mobile devices at classroom Conceptual a pair of chapters offer a given proposal the first to develop adaptive mobile learning systems by means of a framework based on contextual information and the second with the purpose to share some guidelines of how to apply cloud computing in the development and operation of mobile Approaches two chapters apply a specific paradigm as part of a whole application and reveal the achieved impact One of them uses augmented reality to encourage children to learn about trees as context sensitive informal learning The other immerses children in playing a learning game to learn math by cooperating between members team and interacting through mobile devices This volume will be a source of interest for researchers practitioners professors and postgraduate students aimed at updating their knowledge and finding targets for future work in the mobile ubiquitous and pervasive learning field

Learning to Teach Using ICT in the Secondary School Marilyn Leask, Norbert Pachler, 2013-10-08 Learning to Teach Using ICT in the Secondary School offers teachers of all subjects a comprehensive practical introduction to the extensive possibilities that ICT offers pupils teachers and schools Underpinned by the latest theory and research it provides practical advice and guidance tried and tested examples and covers a range of issues and topics essential for teachers using ICT to improve teaching and learning in their subject The third edition has been fully updated in light of rapid changes in the field of both ICT and education and includes six brand new chapters Key topics covered include Theories of learning and ICT Effective pedagogy for effective ICT Using the interactive whiteboard to support whole class dialogue Special needs and e inclusion Literacy and new literacies NEW Multi play digital games and on line virtual worlds NEW Mobile learning NEW e Safety Supporting international citizenship through ICT NEW Linking home and school ICT tools for administration and monitoring pupil progress NEW Tools for professional development Including case studies and tasks to support your own learning as well as ideas and activities to use with all your students Learning to Teach Using ICT in the Secondary School is a vital source of support and inspiration for all training teachers as well those looking to improve their knowledge If you need a guide to using ICT in the classroom or for professional support start with this book

Tomorrow's Learning: Involving Everyone. Learning with and about Technologies and Computing Arthur Tatnall, Mary Webb, 2018-01-25 This book constitutes the refereed post conference proceedings of the 11th IFIP TC 3 World Conference on Computers in Education WCCE 2017 held in Dublin Ireland in July 2017 The 57 revised full papers and 10 short papers were carefully reviewed and selected from 116 submissions during two rounds of reviewing and improvement The papers are organized in the following topical sections futures of technology for learning and education innovative practices with learning technologies and computer science education and its future focus and development Also included is The Dublin Declaration which identifies key aspects of innovation development successes concerns and interests in relation to ICT and education

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