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Mobile Learning

Structures, Agency, Practices

Springer

Mobile Learning Structures Agency Practices

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Mobile Learning Structures Agency Practices:

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,Lin Muilenburg,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 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 pedagies 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   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   *Mobile Learning in Schools* Jocelyn Wishart,2017-10-03 Mobile Learning in Schools explores the potential for using mobile devices in diverse school and college settings around the globe It evaluates the exciting opportunities mobile initiatives bring and shares experience of where things can go wrong in order to ensure that those embarking on new projects are fully informed Drawing on a wide range of international perspectives it unpicks knotty sociocultural issues including lack of sustainability behavioural and ethical concerns and explores successful student learning Key issues considered include mobile learning in primary schools teaching and learning with mobile devices in secondary schools opportunities inside and outside school pedagogical principles and sustainability mobile learning for initial teacher training and CPD ethical considerations behaviour matters disruption plagiarism cheating cyberbullying assessing mobile learning With annotated further reading and questions to trigger reflection and further discussion amongst readers this thought provoking text provides a detailed survey of this often controversial topic It is essential reading for all those engaged in understanding the potential for using mobile devices to support students learning   *Mobile Learning* Scott McQuiggan,Jamie McQuiggan,Jennifer Sabourin,Lucy Kosturko,2015-03-04 Explore the game changing technology that allows mobile learning to effectively reach K 12 students Mobile Learning A Handbook for Developers Educators and Learners provides research based foundations for developing evaluating and integrating effective mobile learning pedagogy Twenty first century students require twenty first century technology and mobile devices provide new and effective ways to educate children But with new technologies come new challenges therefore this handbook presents a comprehensive look at mobile learning by synthesizing relevant theories and drawing practical conclusions for developers educators and students Mobile devices in ways that the laptop the personal computer and netbook computers have not present the opportunity to make learning more engaging interactive and available in both traditional classroom settings and informal learning

environments From theory to practice Mobile Learning explores how mobile devices are different than their technological predecessors makes the case for developers teachers and parents to invest in the technology and illustrates the many ways in which it is innovative exciting and effective in educating K 12 students Explores how mobile devices can support the needs of students Provides examples screenshots graphics and visualizations to enhance the material presented in the book Provides developers with the background necessary to create the apps their audience requires Presents the case for mobile learning in and out of classrooms as early as preschool Discusses how mobile learning enables better educational opportunities for the visually impaired students with Autism and adult learners If you re a school administrator teacher app developer or parent this topical book provides a theoretical well researched discussion of the pedagogical theory and mobile learning as well as practical advice in setting up a mobile learning strategy *Structure, Agency, and the Philosophical Problem of Foundations* Lewis David Zipin,1999 **Techniques and Guidelines for Social Work Practice** Bradford W. Sheafor,Charles R. Horejsi,Gloria A. Horejsi,1988 <u>Mobile Learning</u> János Kristóf Nyíri,2003 **Science, Learning, Identity** Wolff-Michael Roth,Kenneth George Tobin,2007 Over the recent years identity has become one of the most central theoretical concept and topics of scholarship in a number of disciplines including science education In this volume leading science educators articulate in carefully prepared case studies their theoretical perspective on science learning and identity More importantly the authors of the chapters that in the different parts of the book engage each other in a collaboratively written chapter concerning some of the central issues that have arisen from their individual studies and in particular they engage each other over the similarities and differences between their approaches This book which features detailed case studies of identity as both resource and outcomes of learners in a variety of settings will be of interest to anyone concerned with learning science in and out of schools The book also caters for readers who have wondered about how identity mediates science learning and simultaneously how engagement in science related tasks and activities mediates the emergence and development of identities The general tenor of all chapters is a cultural historical and sociocultural framework that is brought to issues of identity thereby inherently transcending the individual person and linking identity to cultural possibilities **Creative Learning 3-11 and how We Document it** Anna Craft,Teresa Cremin,Pamela Burnard,2008 Focusing on the how what and why of creative learning this book seeks to explore new theoretical practical and methodological directions for engaging with it **Learning Through Field Instruction** Martha L. Urbanowski,Margaret M. Dwyer,1988 **Assessment and Learning** John Gardner,2006 The only book of its kind to provide a comprehensive overview of assessment used to support learning Assessment and Learning makes this area accessible and understandable for a wise range of users This unique text is a major source of practice based theory on assessment for learning a formative assessment to support individual development and motivate learners Key areas covered in the book include the practice of learning for assessment in the classroom developing motivation for learning professional learning and assessment for learning and assessment and theories

of learning   **Language Teacher Identities** Matthew Clarke,2008 This book explores the development of the first cohort of students to complete a new Bachelor of Education in English language teaching in the United Arab Emirates theorizing the students learning to teach in terms of the discursive construction of a teaching identity within an evolving community of practice   **Effective Social Work Practice** Elsie M. Pinkston,1982   *Case Scenarios for Teaching and Learning Social Work Practice* Shirley M. Haulotte,Jane A. Kretzschmar,2001 Suitable for practice courses at the BSW or MSW levels the 40 carefully crafted vignettes in this collection are drawn from actual cases and combine practitioner expertise rigorous scholarship and current social work knowledge A wide range of settings client systems and problems are presented as are suggestions for assessing the information provided and formulating an intervention plan The first three units are organized chronologically proceeding from beginning to middle and ending phases of practice with clients Unit four includes cases focusing on special issues exceptions to the rule in social work practice such as conflicting values and ethics working with diverse populations and working with involuntary clients Readers interested in focusing on particular groups and kinds of issues will also find a helpful index of cases organized by issue and client population   LBK Dialogues Alena Lukes,Marek Zvelebil,2004 These fifteen papers originated at the Origins of LBK symposium held at the 8th Meeting of the EAA in Thessaloniki in Greece in 2002 Their aim is to summarise recent developments in research and fieldwork in order to encourage debate surrounding the Mesolithic Neolithic transition in eastern Europe   **Current Index to Journals in Education** ,2000   The Praeger Handbook of Education and Psychology Joe L. Kincheloe,Raymond A. Horn,2007

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