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Titolo	Mobile and Ubiquitous Learning : An International Handbook // edited by Shengquan Yu, Mohamed Ally, Avgoustos Tsinakos
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Collana	Perspectives on Rethinking and Reforming Education, , 2366-1666
Disciplina	371.358
Soggetti	Educational technology Education - Data processing Learning, Psychology of Digital Education and Educational Technology Computers and Education Instructional Psychology
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Learning Theories Related to Mobile and Ubiquitous Learning -- Historical Perspectives of Use of Mobile and Ubiquitous Learning -- Theoretical/Pedagogical Models for Mobile and Ubiquitous Learning -- Instructional Design for Mobile and Ubiquitous Learning -- Use of Mobile and Ubiquitous Learning in Distance Education -- Use of Mobile and Ubiquitous Technologies for MOOC -- Smart Education with Mobile and Ubiquitous Learning -- Context-aware Technologies -- Mobile Game-based Learning -- Augmented Reality in Mobile and Ubiquitous Learning -- Teacher Training in Mobile and Ubiquitous Learning -- Case Studies of Mobile and Ubiquitous Learning -- Future Trends of Mobile and Ubiquitous Learning -- Emerging Mobile and Ubiquitous Technologies -- Wearable Technologies for Mobile and Ubiquitous Learning -- Theoretical Foundations for Mobile and Ubiquitous Learning -- Learner Support for Mobile and Ubiquitous Learning -- Learner Interaction in Mobile and Ubiquitous Learning -- Quality Standards for Mobile and Ubiquitous Learning -- Ethical Considerations in Mobile and Ubiquitous Learning -- Preparing Faculty and Learners

for Mobile and Ubiquitous Learning -- Policy and Practice for Mobile and Ubiquitous Learning -- Use of Social Media in Mobile and Ubiquitous Learning -- Other Topics Related to Mobile and Ubiquitous Learning.

Sommario/riassunto

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.
