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Nota di contenuto	Part 1 Conceptual framing of mobile technology-enhanced workplace -- 1 Setting the scene: Professional learning in a hybrid space -- 2 Workplace learning as a hybrid space -- 3 mLearning in workplace learning -- 4 Designing a mobile technology capacity building framework for workplace learning -- Part 2 Mobile technology capacity building resources for workplace learning -- 5 Staying professional and safe -- 6 Considering issues of time and place -- 7 Planning learning activities -- 8 Initiating dialogue -- 9 Networking -- 10 Creating learning opportunities on-the-go -- 11 Deepening the reflection -- Part 3 Extending professional learning and practice through mobile technology -- 12 Epistemic fluency and mobile technology: A professional-plus perspective -- 13 Learning to be a deliberate professional in the mobile age -- 14 Fostering agency to enhance learning and working with mobile technology.

Sommario/riassunto

This book presents a mobile technology capacity building framework that offers academics, students, and practitioners involved in workplace education a deeper understanding of, and practical guidance on, how mobile technology can enhance professional learning. Approaching professional and workplace learning as a hybrid space in which work, learning and technology meet, the book discusses the value of mobile technology in shaping professional education, particularly during student placements. The framework focuses on staying professional and safe, considering issues of time and place, planning learning activities, initiating dialogue, networking, creating learning opportunities on-the-go, and deepening reflection. It is designed to assist students and their educators to use mobile technology knowledgeably and responsibly, and to help bridge the gap between university learning and workplace practice. This book also contributes to a better understanding of the interconnectedness between learning, practice and technology. It demonstrates how to enhance learning and working with mobile technology by drawing on two perspectives: the 'professional-plus' and the 'deliberate professional'. .
