Mobile Pedagogy and Perspectives on Teaching and Learning

Part of the Advances in Mobile and Distance Learning (AMDL) Book Series

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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.

Topics Covered:
• Cloud Learning
• Compatibility of Technology
• Curriculum Development
• Differentiated Instruction
• Educational Constructivism
• eReaders and Mobile Devices
• Differentiated Learning
• Mobile Platforms
• Open Source Learning
• Self-Directed Learning

Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners. Ideal for classroom use.

Douglas McConatha is a professor, entrepreneur, civic activist, and an award winning teacher, as well as a founder or partner in a variety of Internet companies. He holds a PhD from the University of Utah and an MPH from Yale University, and has published more than 40 articles and three books dealing with aging, technology, and health.
Section 1: Current Demonstrations and Developments in the Field of Mobile Pedagogy

Chapter 1
Towards a Mobile Learning Pedagogy
Hamm Scott E. (Abilene Christian University, USA)
Drysdale Jason (Abilene Christian University, USA)
Moore Diana (Abilene Christian University, USA)

Chapter 2
Student Development of E-Workbooks:
Chan Selena (Christchurch Polytechnic Institute of Technology, New Zealand)
Fisher Katrina (Christchurch Polytechnic Institute of Technology, New Zealand)
Sauer Peter (Christchurch Polytechnic Institute of Technology, New Zealand)

Chapter 3
Podcasting and Pedagogy
Kendall Ross (Waikato Institute of Technology, New Zealand)

Chapter 4
Communities of Communication:
Rogers Laurie Stone (Stephen F. Austin State University, USA)

Chapter 5
E-Book Readers for Everyone: Fatih Project
Keskin Nilgün Özdamar (Anadolu University, Turkey)
Sarsar Firat (Georgia State University, USA)
Gallagher Michael Sean (University of London, UK)

Section 2: Research, Theory, and Practice with Mobile Pedagogy and Differentiated Instruction

Chapter 6
Mobile Learning for All:
Pérez Luis F. (University of South Florida, USA)
Bryant Ezzard (University of South Florida, USA)

Chapter 8
Does Mobile Technology Have a Place in Differentiated Instruction?
Cumming Therese M. (University of New South Wales, Australia)

Chapter 9
Mobile Technology and Differentiated Learning:
Orr Ann C. (Eastern Michigan University, U.S.A.)
Conley John F. (Eastern Michigan University, U.S.A.)

Chapter 10
A Multiple-Case Study Examining Teachers’ Use of iPod Touches in Their Pedagogical Practices for English Language Learners
Liu M. (The University of Texas at Austin, USA)
Navarrete C. (The University of Texas at Austin, USA)
Maradiague E. (The University of Texas at Austin, USA)
Wivagg J. (The University of Texas at Austin, USA)

Section 3: Implications for Emergent and Innovative Applications of Mobile Pedagogy

Chapter 11
New Demands of Reading in the Mobile Internet Age
Cho Byeong-Young (Iowa State University, USA)
Woodward Lindsay (Iowa State University, USA)

Chapter 12
Teach Literacy with iPad Device:
Santori Diane (West Chester University, USA)
Smith Carol (West Chester University, USA)
Schugar Heather (West Chester University, USA)