CONTENTS

Dedication v

Foreword xi
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Preface xv
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Acknowledgements xxiii

Introduction xxv

Bibliografische Informationen
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Part I 1

Linking Mobile Technologies and Digital Media Literacy

Chapter 1. *Connecting Mobile Learning and Digital Media Literacy* 3
This chapter will open the discussion on how media literacy education is the better theoretical framework for the development of mobile learning in the classroom.

Chapter 2. *Technology as a Transliteracy: Creativity and Learning* 19
Literacy concepts are interrelated. Mobile learning exists as another entity within this construct. This chapter will delve into the role of information literacy, the value of creativity in m-learning, and its potential as reflected through various applications and solutions in teaching and learning

Chapter 3. *Participatory Culture, Civic Engagement, and Equal Access in Practice* 37
Participating in the world happens naturally through mobile technologies, but how does that produce civic engagement, if at all? At the same time, where is the equal access for learning or even in conceptualization? This chapter will evaluate how these three concepts connect and work together through teaching mobile tools.

Chapter 4. *Privacy, Student Data—Knowledge as Empowerment* 51
A look to the future with m-learning will extend the thinking of digital media literacy into the importance of understanding data privacy while managing content with m-learning.

Part II 71

Global Perspectives on Mobile Technologies: Online Social Networks-Practices and Perception of Youngsters (9–16), Their Teachers and Parents in Portugal
This section highlights how mobile learning has enabled connections to be made in a more universal way. Through the look at a study conducted in Portugal with Vitor Tomé, the following chapters investigate how mobile technologies have shifted educational methodologies and applications in the teaching practice.

Chapter 5. *Uses and Practices* 73
This chapter focuses on online social networks use by students (9–16), teachers, and parents; as well as on the most common practices they develop online, namely news consumption, communication with others, posting and sharing habits, and online relationship among them.

Chapter 6. *Perceptions of Risks and Opportunities* 119
Teachers and parents are more concerned about the risks than the opportunities of students in social media, mainly because the mainstream media are focused on risky situations. The connection between online and offline risks as well as between risks and opportunities is discussed in this chapter based on the perceptions coming from the field (students, teachers, and parents).

Chapter 7. *Learning Perspectives From Students, Teachers, and Parents* 143
Teachers, students, and parents agree that social media have pedagogical potential but they do not see the formal and informal contexts like two sides of a coin, which would be the learning. This chapter focuses on the potential learning possibilities available through online social networks, while also examining the reasons why online social networks are barely used in the classroom

Chapter 8. *Concluding Thoughts* 171
This final chapter pulls together both sections of the book while also revisiting some of the main topics found throughout.

Appendices 175

Appendix A. US-DOE National Education Plan Conclusions and Recommendations 177

Appendix B. Student Privacy Pledge Signers 181

Appendix C. Student Data Privacy, Accessibility, and Transparency Act (MODEL LEGISLATION) 185

Index 205