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This book explores and further
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theoretical and empirical research in open and distributed learning, and addresses the impact of the “ data revolution ” and the emergence of learning analytics on this increasingly diverse form of educational delivery. Following an introductory chapter that maps the book ’ s conceptual

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rationale, the book discusses the potential, challenges and practices of learning analytics in various open and distributed contexts. A concluding chapter briefly summarises the chapters before providing a tentative future research agenda for learning analytics in open and distributed

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This book constitutes the proceedings of the 14th International Conference on Mobile and Contextual Learning, mLearn 2015, held in a cruise ship leaving from and arriving to Venice, Italy, in October 2015. The

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22 revised full papers and 6 short papers presented were carefully reviewed and selected from 81 submissions. The papers deal with the topics related to the theme of the conference: "The mobile learning voyage: from small ripples to massive open waters". The conference theme

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paid tribute to the developments that brought mobile learning from its infancy steps in the early 2000s to maturity in 2015, while simultaneously paving the way for the broad and open waters ahead with new developments and progress in mobile learning, and emerging

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practice in pre-service teacher education. Authors such as Lederman and Lederman describe the student teaching practicum (or work-integrated learning [WIL]), which is an essential component of pre-service teacher education, as the ‘ elephant in the room ’ . These authors note

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that 'the capstone experience in any teacher education programme is the student teaching practicum... [a]fter all, this is where the rubber hits the road'. However, many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student

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teacher to develop their own footing and voice as a teacher. This is the ' gap ' that this research book addresses. Most of the chapters in the book report empirical data, with the exception of two chapters that can be categorized as systematic reviews. WIL is addressed from various angles

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in the chapters. Chapter 6 focuses on research related to what makes Finnish teacher education so effective, and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school (based on Finnish insights) in

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Johannesburg. Chapter 3 highlights the challenges faced in open-and distance learning teacher education contexts. Several of the chapters disseminate research findings on alternative interventions to classic WIL, namely, where “ safe spaces ” or laboratories are created for student

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teachers to learn and grow professionally. These could either be simulations, such as software programmes and avatars in the intervention described in Chapter 2; student excursions, as the findings in chapters 5, 7 and 10 portray; or alternative approaches to WIL (e.g.

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Chapters 11 and 12). The book is devoted to scholarship in the field of pre-service teacher education. The target audience is scholars working in the fields of pre-service teacher education, work-integrated learning, and self-directed learning. The book makes a unique contribution in terms

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of firstly its extensive use of Cultural-Historical Activity Theory as a research lens, and secondly in drawing on various theoretical frameworks. Both quantitative and qualitative research informed the findings of the book.

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Organized topically rather than historically, this book provides an excellent introduction to the subject of African Philosophy. Samuel Oluoch Imbo synthesizes the ideas of key African philosophers into an accessible narrative. The author focuses on five central questions:

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What are the definitions of African philosophy? Is ethno-philosophy really philosophy? What are the dangers of an African philosophy that claims to be 'unique'? Can African philosophy be done in foreign languages such as English and French? Are there useful ways to

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make connections between African philosophy, African American philosophy, and women's studies? By making cross-disciplinary and transnational connections, Imbo stakes out an important place for African philosophy. Imbo's book is an invaluable introduction to this

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dynamic and growing area of study.

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