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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 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 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 ambient technologies.

These proceedings represent the work of researchers participating in the 10th International Conference on e-Learning (ICEL 2015) which is being hosted this year by the College of the Bahamas, Nassau on the 25–26 June 2015. ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings, display their work in progress and discuss conceptual advances in the area of e-Learning. It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of e-Learning available to them. With an initial submission of 91 abstracts, after the double blind, peer review process there are 41 academic Research papers and 2 PhD papers Research papers published in these Conference Proceedings. These papers come from some many different countries including: Australia, Belgium, Brazil, Canada, China, Germany, Greece, Hong Kong, Malaysia, Portugal, Republic of Macedonia, Romania, Slovakia, South Africa, Sweden, United Arab Emirates, UK and the USA. A selection of the best papers – those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL (the Electronic Journal of e-Learning [www.ejel.com](http://www.ejel.com)). These will be chosen for their quality of writing and relevance to the Journal's objective of publishing papers that offer new insights or practical help into the application e-Learning.

The Handbook of Theological Education in World Christianity is the first attempt to map and analyze developments in theological education on a global scale. This volume, with contributions from 98 leaders in theological education from around the world, provides a comprehensive introduction to the major themes and contexts in the international discourse on theological education, surveys of the issues and challenges faced in different regions, and introductory essays on the developments in the major denominational families in World Christianity. The editors are Dietrich Werner, World Council of Churches, Geneva; David Esterline, McCormick Theological Seminary, Chicago; Namsoon Kang, Brite Divinity School, Fort Worth; and Josha Raja, Queen's Foundation, Birmingham.

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Distance and Blended Learning in Asia is a unique and comprehensive overview of open, distance learning (ODL) and information and communication technology (ICT) in Asian education and training. Broad in coverage, this book critically examines ODL and ICT experiences from Japan to Turkey and from Sri Lanka to Mongolia – drawing conclusions from the successes and failures, and recommending ways in which planning, management and practice may be developed for the world's largest concentration of adult open and distance learners. This pioneering book draws on Asian theory, research and practice to identify the strengths, weaknesses and challenges in all sectors of Asian education and training. It critically and insightfully discusses the ideas, skills and practices that are necessary to advance knowledge in leadership and management, professional development, innovation and quality assurance and research and diffusion. Distance and Blended Learning in Asia provides an insightful, informative and critical review of ODL / ICT developments in schools, open schooling, colleges, universities, workplace training, professional development and non-formal adult and community education. The book is an invaluable reference for ODL / ICT professionals, educators and students anywhere in the world, and is essential reading for all of those involved in ODL / ICT in Asia.

This volume presents a wide-ranging selection from the writings of a leading contemporary philosophical theologian, Vincent Brümmer. In his many books and articles Brümmer has demonstrated how the tools of philosophical analysis are not only fruitful but also essential for dealing with the central issues of systematic theology. The title of this volume, Meaning and the Christian Faith, highlights two characteristic themes that recur throughout the many writings of Vincent Brümmer. Much of his work has been devoted to exploring the meaning of the Christian faith, and especially of its central claim that God is a personal being whose fellowship believers may enjoy. On the other hand, Brümmer has also shown that religious belief should not be understood as an explanatory theory but rather as a way in which believers understand the meaning of their lives and their experience of the world and direct their lives accordingly. Thus in the Christian tradition believers claim that their lives are meaningful because they seek to attain ultimate happiness in the love of God. In the introductory sections throughout this volume Vincent Brümmer describes how he came to pay attention to the various themes dealt with in his writings and explains why he came to deal with them in the ways he did.

This book explores ways in which creative research practice can be explicitly and mindfully geared to make a difference to the quality of social and ecological existence. It offers a range of examples of how different research methods can be employed (and re-tuned) with this intention. The book suggests that what Romm names "active" research involves using the research space responsibly to open up new avenues for thinking and acting on the part of those involved in the inquiry and wider stakeholders. The book includes a discussion of a range of epistemological, ontological, methodological and axiological positions (or paradigms) that can be embraced by inquirers implicitly or explicitly. It details the contours of an epistemology where knowing is recognized to be grounded in social relations, as a matter of ethics. While focusing on discussing the "transformative paradigm" and attendant view of research ethics, it considers to what extent the borders between paradigms can be treated as being permeable in creative and active inquiries. Apart from considering options for enhancing responsible research practice during the process of inquiry (and reconsidering mixed-research designs) the book also considers options for responsible theorizing that is inspirational for pursuing goals of social and ecological justice.

This publication is a collection of 40 oral testimonies about Beyers Naud, , but also about the apartheid era in general and about the role that Christianity played in that period. In addition to an abundance of insights on Beyers Naud, by those who knew him best, it offers perspectives on the movements and entities that Naud, associated himself with; for example, the Christian Institute, the South African Council of Churches and the people involved in both. Stories unfold ? of faith and suffering, as well as betrayal, all against the background of an overtly racist apartheid state and by implication against a capitalist system with class divisions that degraded human beings and denied their human dignity.y

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Technology-Supported Teaching and Research Methods for Educators provides innovative insights into the utilization and maintenance of technology-supported teaching and research methods for educators. The content within this publication represents the work of e-learning, digital technologies, and current issues and trends in the field of teaching and learning in the context of contemporary technologies. It is a vital reference source for school educators, professionals, school administrators, academicians, researchers, and graduate-level students seeking coverage on topics centered on the integration of effective technologies that will support educators and students.