Mobile Learning Pedagogy:

Slide 2

Good day everybody, and welcome to the webinar on the pedagogy of mobile learning. At the end of this short webinar, you should be able to identify effective mobile learning pedagogical practices that integrate existing learning and teaching theories and approaches while recognizing the pedagogical nuances of mobile learning.

Enjoy the webinar!

Slide 3

Let's start by looking at the key characteristics of mobile learning. Mobile learning is portable and flexible. It is the portable mobile devices that we use to access mobile learning, to communicate, to interact with peers, experts, and content of learning. It is flexible because we can complete mobile learning activities from wherever we are, at the time of convenience; except for the few activities that would be time or place bound. It is a type of learning that has a capability of being student-centered. In well-designed mobile learning, we address the unique needs and preference of our students. Mobile learning tends to be personal. Quite often it is our private mobile devices that we use to enter into mobile learning transactions. Therefore, we know that the tools we are using are familiar tools and help us to customize the learning. Mobile learning experience tends to be really complex and fragmented at times, so it's very important that we make sure that there is guidance and facilitation incorporated into effective mobile learning. It tends to be chunked-up since we often enter into those learning transactions while on-the-go, on-demand, impromptu – smaller pieces of learning are actually much more convenient. Learning, then, is often on and off. We have to make sure that, in the design and the guidance we provide to our learners, we try to combine all these chunked-up bits of learning seamlessly so students can learn over time. Many would agree that mobile learning is pervasive and ubiquitous; it enters into our formal learning time, as well as our informal life. We combine formal and informal learning while carrying devices across the various aspects of our life.

Slide 4

These are some of the benefits of mobile learning. Learning using mobile devices definitely fits into the lives of learners and teachers. You can utilize your dead time while waiting in a line-up, commuting, or you can access learning when you put some time aside for focused, more structured, learning activities. Immediacy of communication is a vital benefit. You can communicate with people whenever you need their support. You can also exchange information and share data. You can access learning from remote areas, from isolated places and situations, or, if you live in dispersed communities, mobile learning is a great way of accessing resources at a distance. You can access your peers and experts from wherever you are, whenever you need their support. Mobile learning is also received as an acceptable way for learners to receive reminders, and chasers, and notifications. Through those, we can help our learners with their time management. By using bit-sized e-learning resources, and delivering those to our students in various situations in life and work, we can actually help them with field practice or work-

based learning. For example, clinical practice - when leaners send questions to us about situations that they're encountering and, as experts, we are able to send information back to them through the social networks or other tools on our mobile devices. It's a great way of combining the abstract representational knowledge and concrete environmentally situated knowledge that can be integrated together as part of the mobile learning activities and experiences.

Slide 5

Being able to incorporate active learning into the learning and teaching experience would be another valuable benefit of learning with mobile devices. Brining in those activities that are experiential, that are hands-on, and take place in real-life context, enhances the learning process and the learning outcome as well. Therefore, situating learning activities in a context that supports learning, by motivating students, by bringing in additional information, is what we can do while designing effective mobile learning. It's important that students would be able to complete learning activities that are embedded into real-world situations and locations, so that students can reflect in close proximity to the learning event. Using mobile devices, students and teachers are able to capture date, record the learning process, create their own learner-generated artifacts and exchange those as well. Context inspired authentic content and challenges, is another very important element of learning with the use of mobile devices. Learners can go into new learning environments they've never had a chance to visit and experience, before those mobile learning tools became available to them. Therefore, by using and designing mobile learning in such a way that we support user autonomy, we can help users to become self-regulated students and progress with their learning with less and less support and scaffolding from the experts. Then there are opportunities for flexible collaboration and knowledge co-creation, as well as higher levels of accessibility for learners that have special educational needs.

Slide 6

What types of learning are appropriate for mobile learning?

According to Naismith et al. (2004), mobile technologies can be used in the design of different types of learning activities and experiences. They listed these six types of learning:

Starting with **behaviorist learning** where feedback and reinforcement can be facilitated by mobile devices, and then moving on to **constructivist learning** where new concepts and new knowledge are built with the help of using devices when learners are engaging in the social and physical space with others as well as communicating through the mobile tools. **Situated learning** is when learners take a mobile device into an educationally relevant real-world location, and they learn from that particular setting, from that particular context that is full of information. **Collaborative learning** is when mobile devices are essentially the tool for communication and exchange of resources, as well as insights and other types of information. **Informal and lifelong learning** is when we use mobile devices in a less structured, opportunistic way. We are usually driven by our own personal curiosity or the need to look up some information, or maybe write a quick email to an expert or a peer, asking a question when the information is not available in any other way but through a mobile device. **Supportive learning** is where mobile devices help monitor progress of the learner. They help you look up your schedules and dates, review and manage your progress, help you with your time management, and many other types of learning that probably aren't listed here, but you can think of right now.

Slide 7

All-in-all, learning using mobile devices enables learning that is authentic, contextual, collaborative and connected, personalized, active, relevant and meaningful. It is individually collaborative, but guided by experts and supported by experts, as well as peers who are sharing information with you – their insights, who are evaluating and peer-evaluating. Through all of that, it is learning that is empowering and engaging.

Slide 8

I'd like to share with you a brief example of mobile assisted language learning study. Here at the college, a community college in Toronto, Canada, second language students were using mobile devices to augment their in-class learning with authentic practice in the real-world. They used their mobile devices to communicate with their language teacher; to communicate with other peers; to listen to models of how to utter certain sentences in English; also, to look up resources and information such as dictionaries; but, more importantly, to interact with each other and to interact, and record the interaction, with real language speakers – native speakers of the English language – and, also to interact with the environment to capture and to create artifacts, and capture photos, videos and audio recordings of how people use the language and what the meaning of particular words, or of particular sentences would be. Student used their phones to work on group activities such as creating an audio dictionary of the English language. They put together an interactive map of the landmarks of Toronto. They worked on creating a database of idioms that were supported with pictures of the use of those idioms in the real-world, and recordings of what the right pronunciation of the words would be. They also put together a radio program. And all was recorded using their mobile devices. The real-life language practice that students were able to participate in, with the help and support of mobile devices, is, what they called at the end, a very effective, engaging and empowering mobile assisted language learning experience.

Slide 9

I hope you enjoyed the video and had some of your questions answered. I hope you're going to take the new learnings into your learning and teaching practice.

Thank you for participating and have a good day.