Outcome:

To identify effective m-learning pedagogical practices that integrate existing learning and teaching theories and approaches while recognizing the pedagogical nuances of mobile learning.
Characteristics of M-Learning

• Portable and flexible
• Student-centred
• Personal, private and familiar
• Complex and fragmented
• Chunked-up > on-off > spaced over time
• Pervasive and ubiquitous: \textit{formal} + \textit{informal}
Benefits of M-Learning 1/2

• Fit into the lives of learners (*productive ‘dead’ time*)
• Immediacy of communication (*incl. speech and data-sharing*)
• Enhanced access to learning (*dispersed communities, isolated situations*)
• Access to experts and peers on-the-go
• Perceived as an acceptable way for learners to receive reminders and chasers (*time management*)
• Bite-sized e-learning resources delivered to learners (*field practice, work-based learning*)
• Abstract (*representational*) and concrete (*environmentally-situated*) knowledge integrated

Modified from http://www.jiscinfonet.ac.uk/infokits/mobile-learning/why-mobile-learning
Benefits of M-Learning 2/2

• Active experiential learning
• Contextualized learning
• Capturing data, record of learning processes
• Authentic content and challenge
• Learning across contexts
• New learning environments
• Learner autonomy
• Flexible collaboration
• Accessible (special educational needs)…
Types of Learning

- Behaviourist
- Constructivist
- Situated
- Collaborative
- Informal and lifelong
- Supported  (Naismith, Sharples, Vavoula, & Lonsdale; 2004)

...contingent on needs and context
Pedagogy

Away from:
• Instructionalism
• Behaviourism

Toward the blend:
• Authentic
• Contextual
• Collaborative, connected
• Personalized
• Active and meaningful
• Guided by experts
• Supported by experts and peers
• Engaging and empowering
Case Study

- Mobile-Assisted Language Learning
- College English as a Second Language students
- Augmenting in-class with authentic practice

>> Ecological Constructivism

(Figure modified from Palalas, 2012)