

Mobile Learning: Pedagogy

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

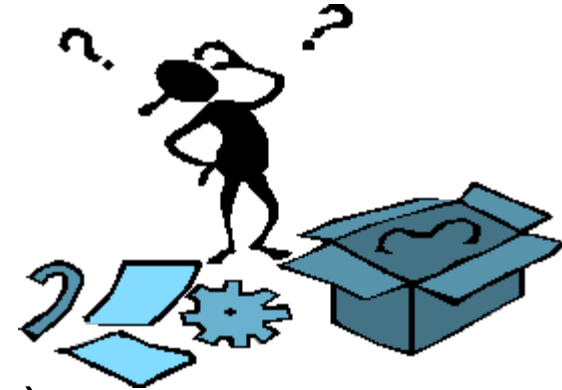
- Portable and flexible
- Student-centred
- Personal, private and familiar
- Complex and fragmented
- Chunked-up > on-off > spaced over time
- Pervasive and ubiquitous: *formal + informal*

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**

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:

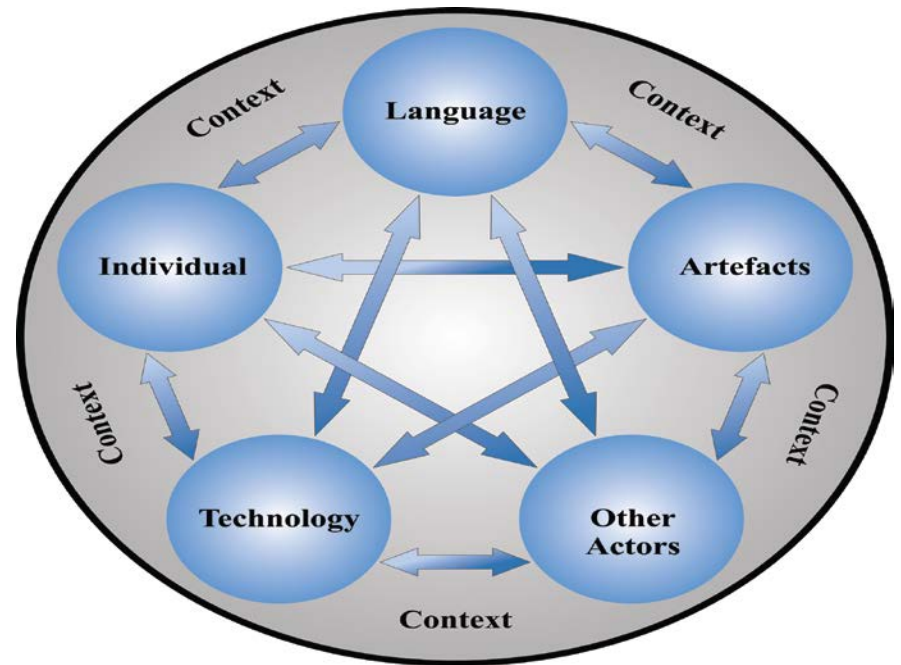
- Authentic
- Contextual
- Collaborative, connected
- Personalized
- Active and meaningful
- Guided by experts
- Supported by experts and peers
- Engaging and empowering



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)