

# Case Studies: Use of mobile technology in Education

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# **Course Delivery Using Mobile Devices**

# Mobile Course Delivery

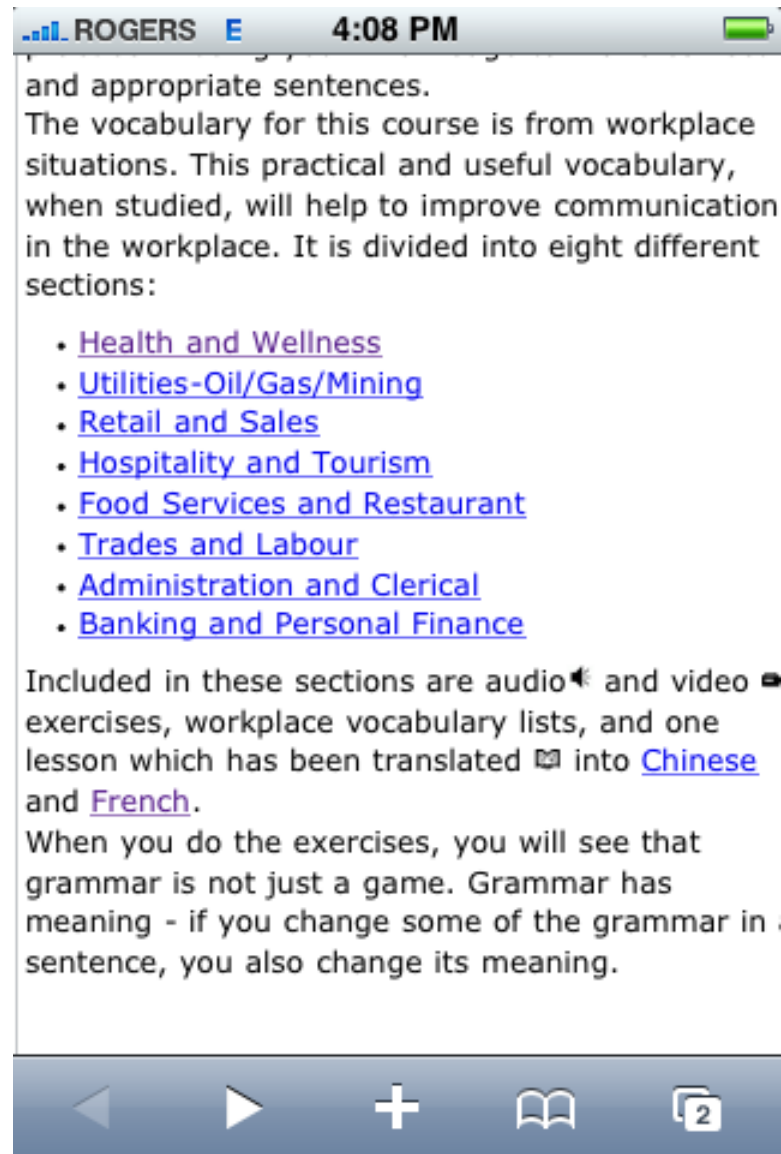
- Study was directed to over 500 students in 3 different computer science courses (all are completely online and distance delivery)
- Students were asked to complete a unit of study using a mobile device then complete a survey
- Many students completed one or more units

# What Activities Should Mobile Devices Support

Access to Online Assignments	17
Login to courses and study materials	15
Peer-to-peer interaction	12
Course Forums	12
Access to Quizzes	12
Access to Helpdesk	11

# English as a Second Language (ESL)




# Mobile Learning Lessons in Different Sectors



and appropriate sentences.

The vocabulary for this course is from workplace situations. This practical and useful vocabulary, when studied, will help to improve communication in the workplace. It is divided into eight different sections:

- [Health and Wellness](#)
- [Utilities-Oil/Gas/Mining](#)
- [Retail and Sales](#)
- [Hospitality and Tourism](#)
- [Food Services and Restaurant](#)
- [Trades and Labour](#)
- [Administration and Clerical](#)
- [Banking and Personal Finance](#)

Included in these sections are audio  and video  exercises, workplace vocabulary lists, and one lesson which has been translated  into [Chinese](#) and [French](#).

When you do the exercises, you will see that grammar is not just a game. Grammar has meaning - if you change some of the grammar in a sentence, you also change its meaning.

The screenshot shows a mobile application interface with a status bar at the top displaying signal strength, the name 'ROGERS', a battery icon, and the time '4:08 PM'. The main content area contains text and a list of links. At the bottom, there is a navigation bar with icons for back, forward, home, search, and a page indicator showing '2'.

# Multimedia Features -video



ROGERS E 4:09 PM

WORKPLACE ENGLISH

Athabasca University

Exercise 9.3: Video Questions

Click on the icon to watch a short conversation between a medic and about an injured worker named Susan. [\(MP4\)](#) [\(MOV\)](#) See [Appendix 14](#) for a transcript of this conversation.

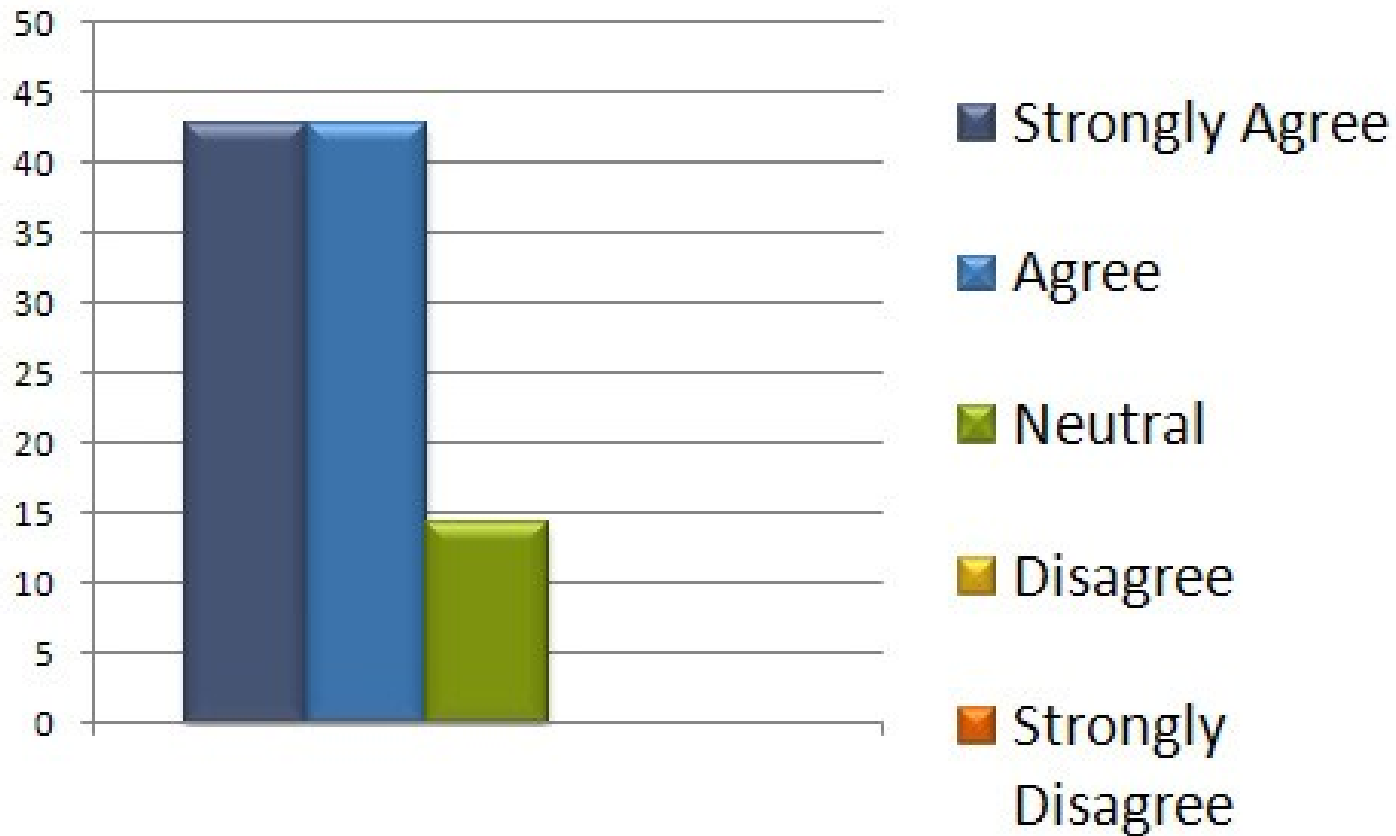
**Answer the following questions.**

1. What is the **first** question the medic asks?
  - How are you?
  - What happened?
  - Are you allergic to anything?
  - Could I get an aspirin?
2. How does the burn look?
  - not too bad
  - really bad
  - good
  - painful

Navigation icons: back, forward, home, search, and a page indicator showing 2.

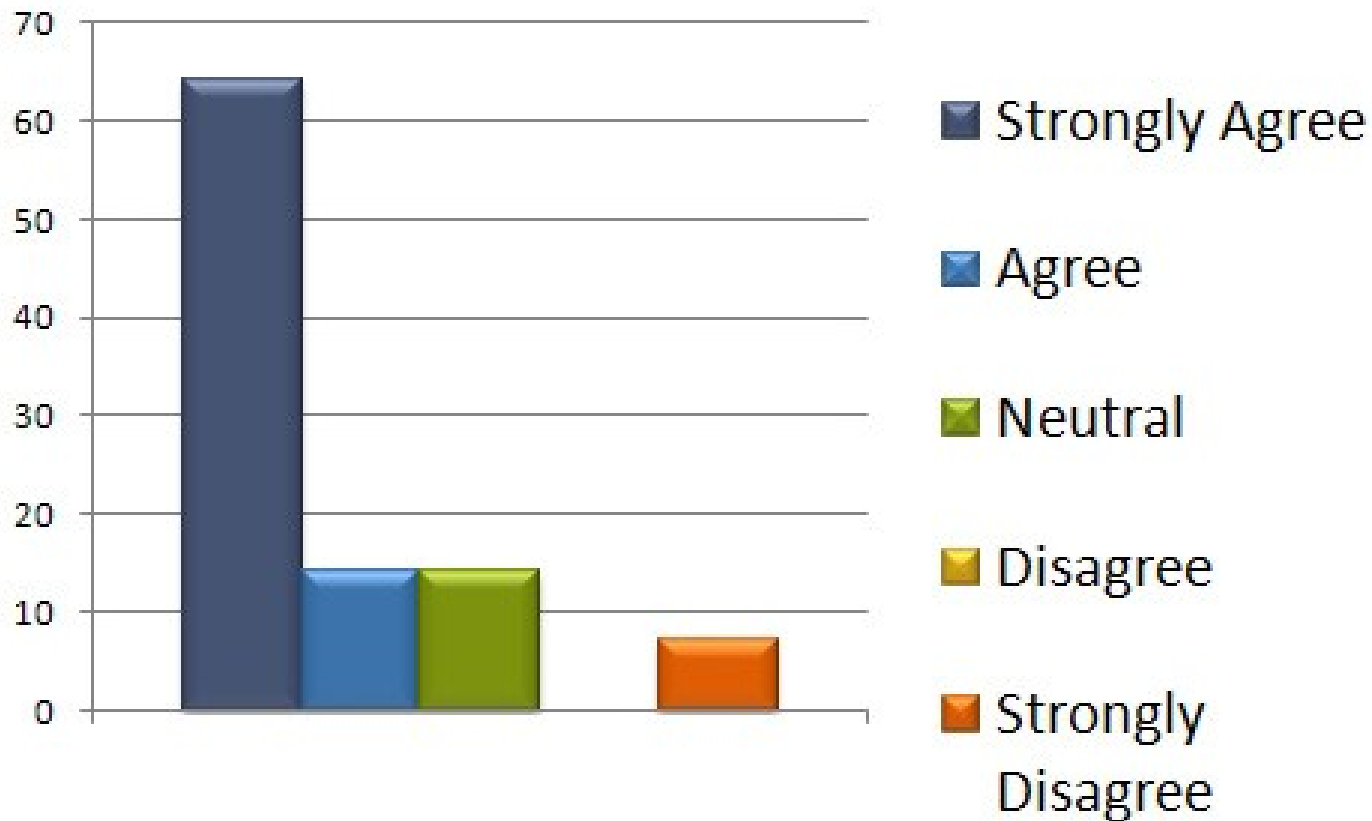
- [Health and Wellness video followed by interactive](#)

**Q7 The technology provides flexibility for me to learn anywhere and at anytime.**

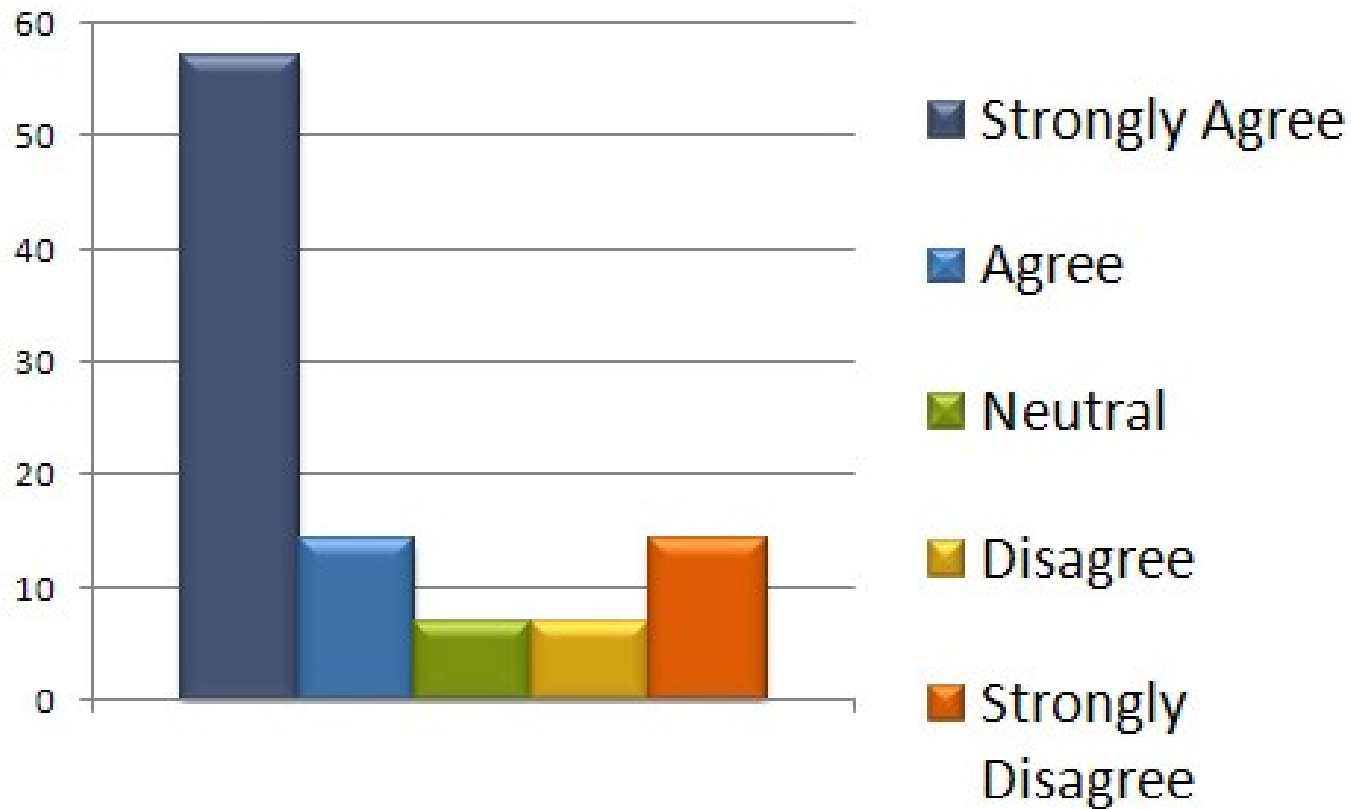




**Q14 The use of this type of technology could make learning materials more easily available.**



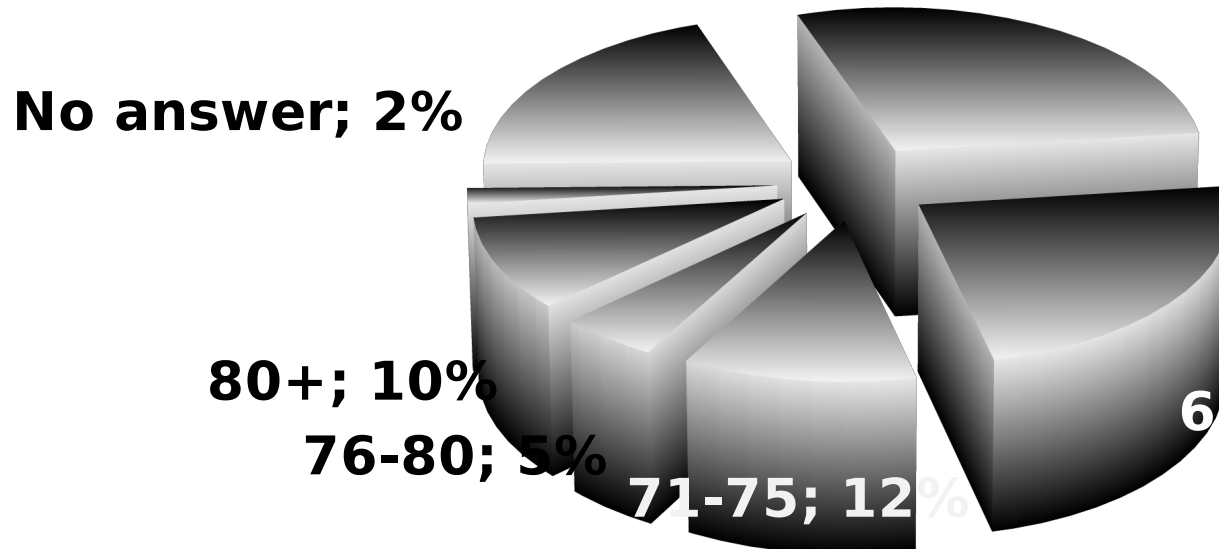
## Q26 I would like to take other lessons using mobile technology.



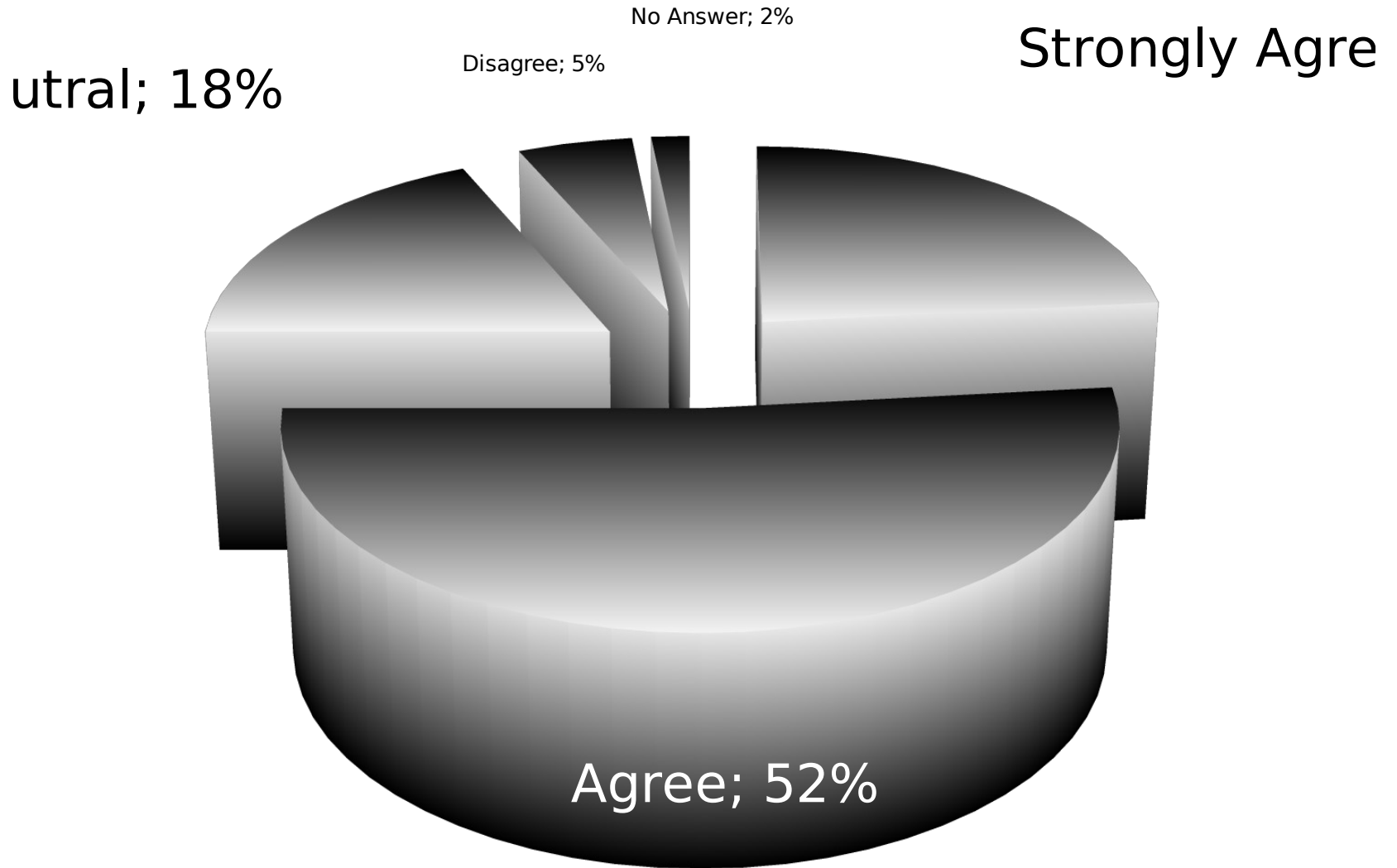
# Mobiles for lifelong learning

Use of E-reader by mature adults

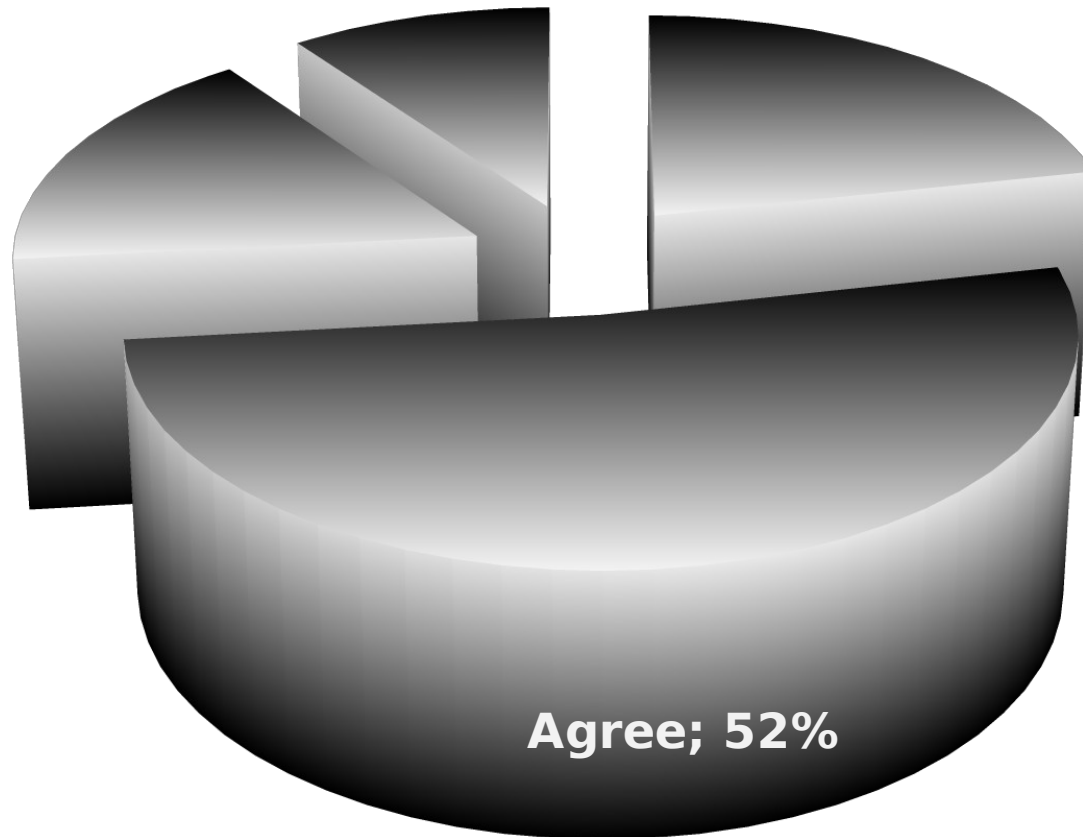
## Percentage in Each Age Group 55-80+



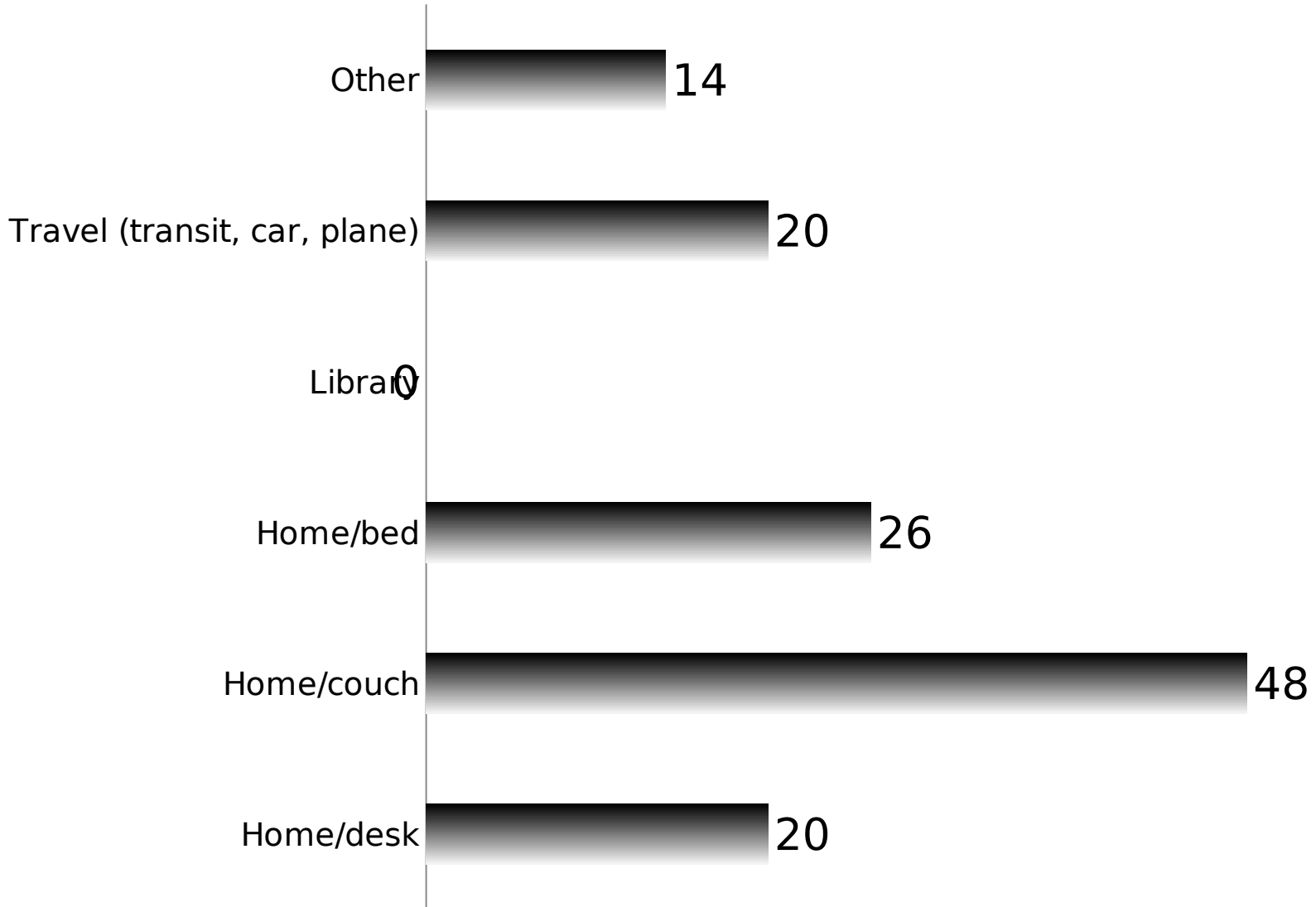
# The Use of this Technology Increases Access to Resources



# The E-Reader Features would be Useful When Taking a Course



## Places Where you used the E-Reader





# **Workplace Learning Using Mobile Technology**

## **Qatar Workplace**

# Project Details

- Project funded by the Qatar Foundation – Qatar National Research Fund
- Collaborative project with Athabasca University, Qatar University, Qatar Petroleum, Qatar Mobility Innovations Centre
- Develop training lessons for delivery on mobile technology to improve English Skills in the workplace

Because of its flexibility, mobile learning can be used to educate all age groups