

Experience Sharing and Discussion on Mobile Learning Research



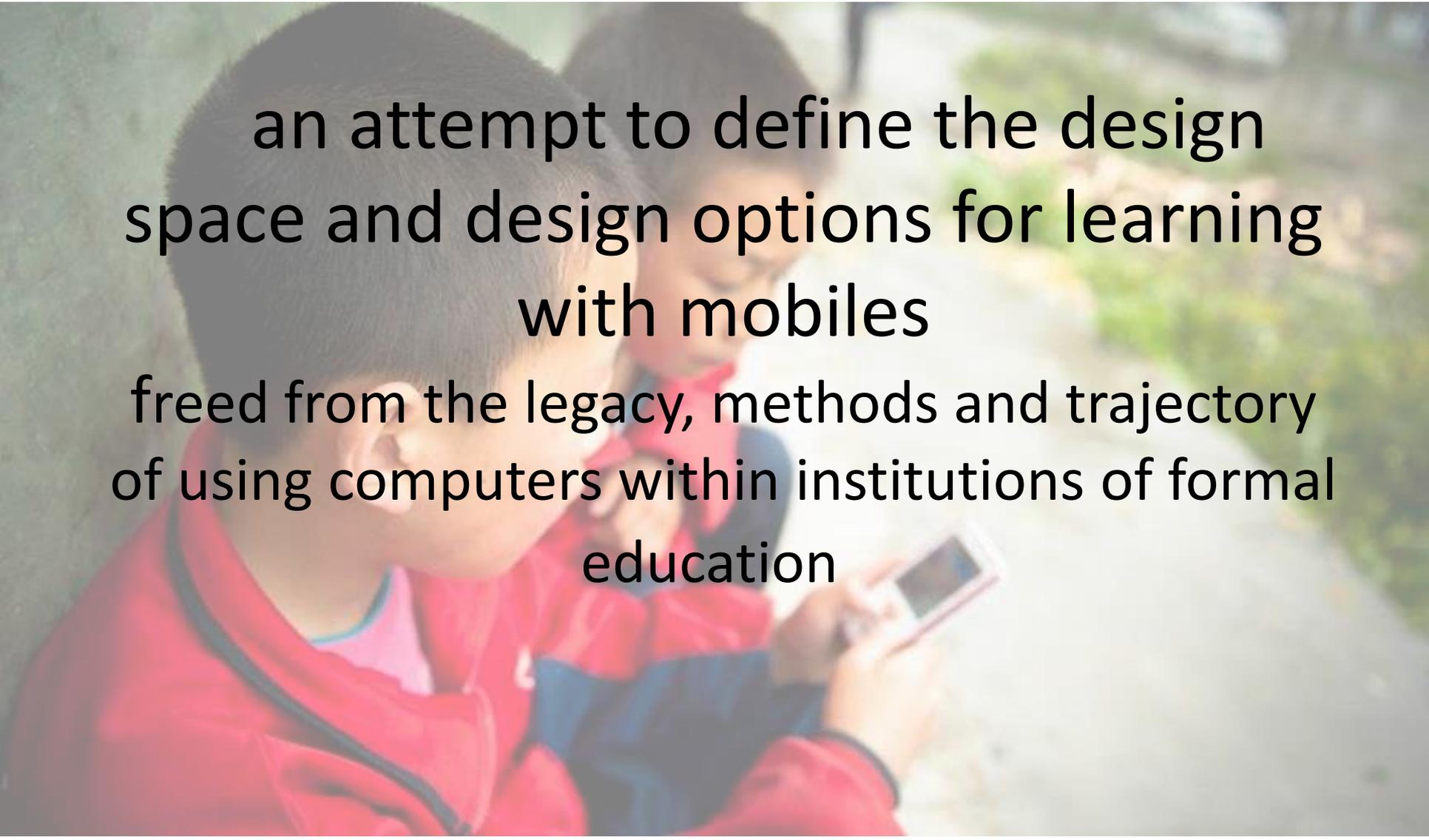
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defining the design space

an attempt to define the design
space and design options for learning
with mobiles

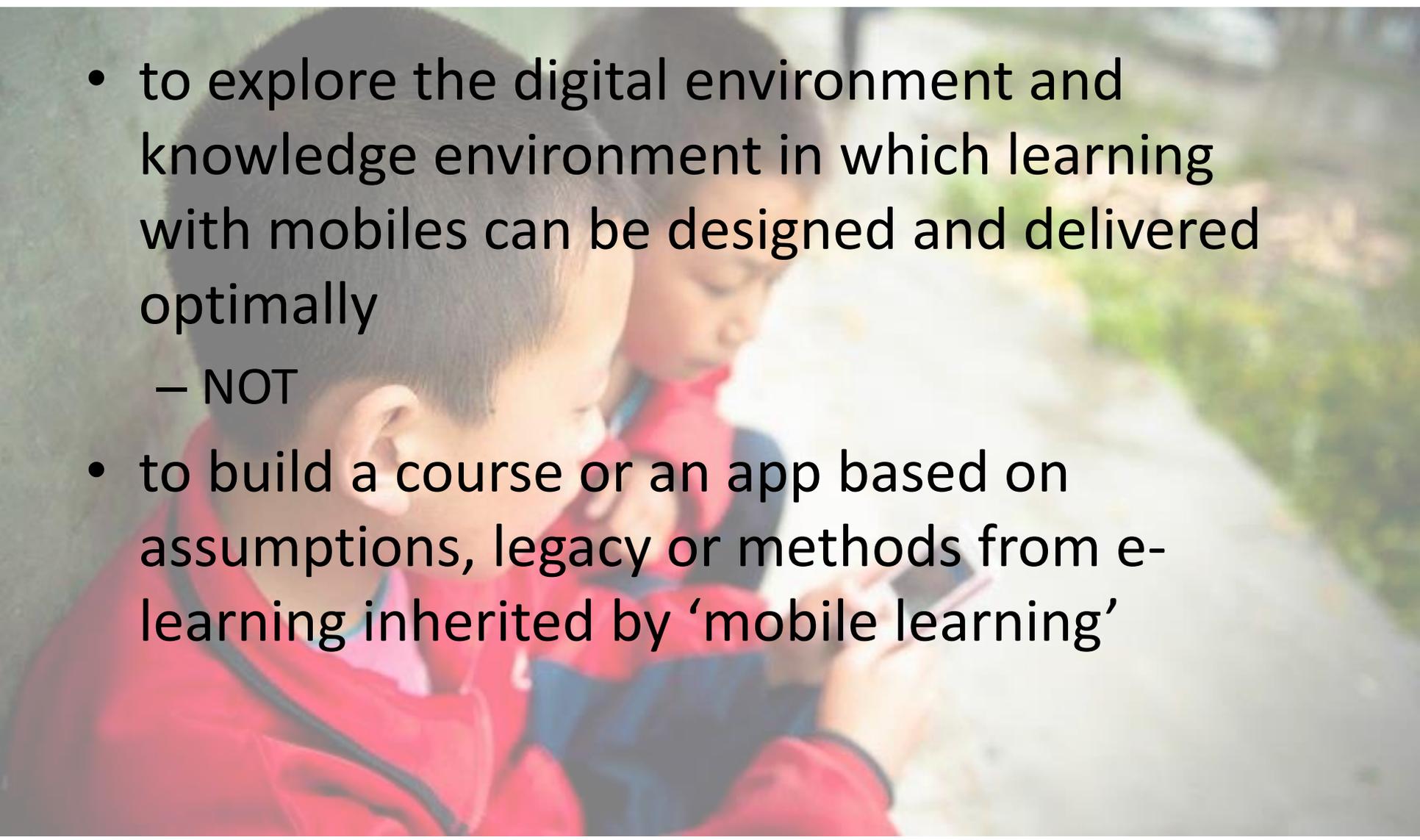
freed from the legacy, methods and trajectory
of using computers within institutions of formal
education



A Workshop

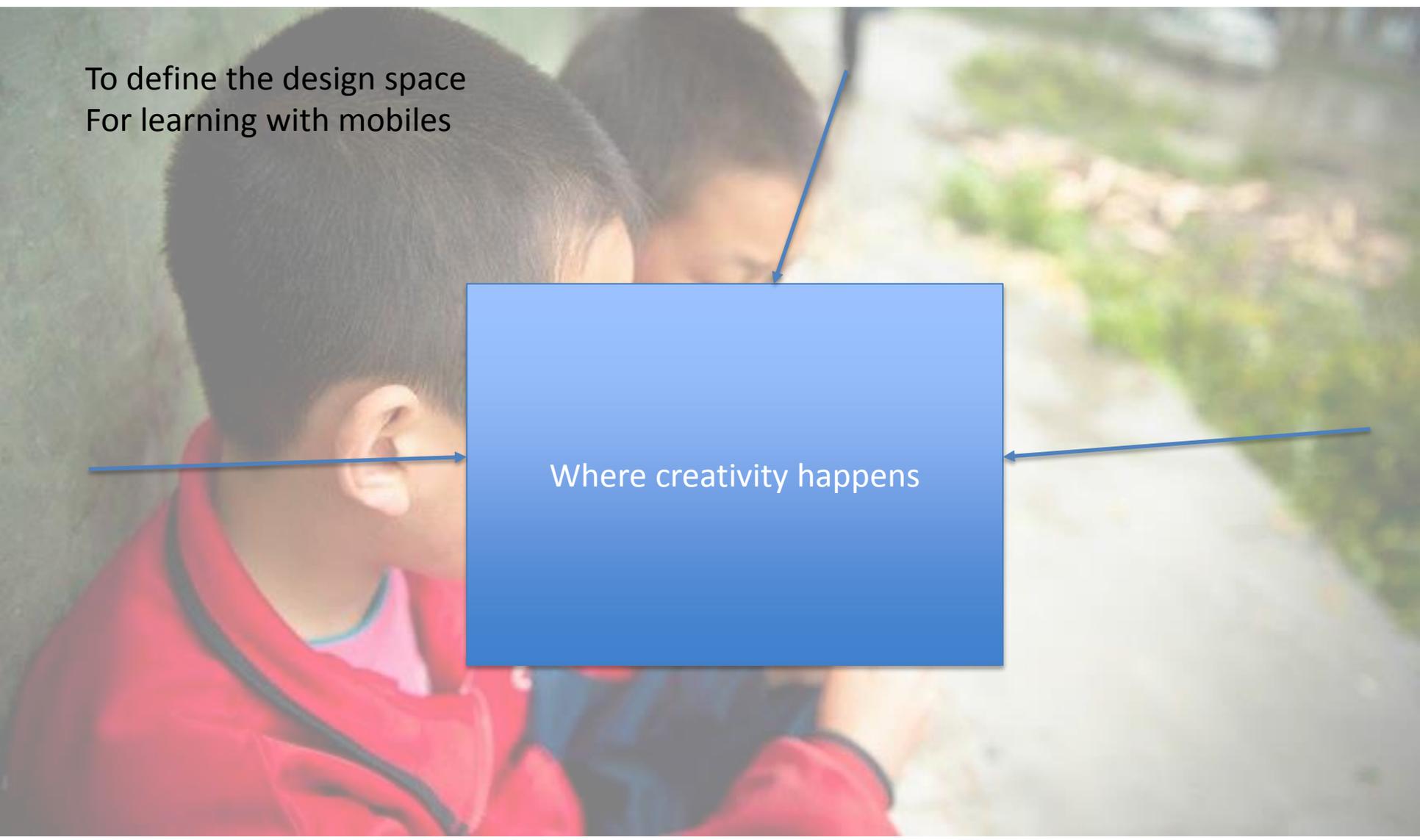
- 
- A photograph of two young children, likely of East Asian descent, sitting outdoors. They are both wearing bright red jackets. The child in the foreground is looking down at a white smartphone held in their hands. The child behind them is also looking down, possibly at the same phone. The background is a blurred outdoor setting with a paved path and some greenery.
- Meaning
 - we work on something
 - NOT
 - you learn how to do something
 - A workshop for educators

Aim

- to explore the digital environment and knowledge environment in which learning with mobiles can be designed and delivered optimally
 - NOT
 - to build a course or an app based on assumptions, legacy or methods from e-learning inherited by ‘mobile learning’
- 
- A photograph of two children, a boy and a girl, looking at a smartphone together. The boy is in the foreground, wearing a red jacket, and the girl is behind him, also wearing a red jacket. They are outdoors, with a blurred background of greenery and a path.

Aim

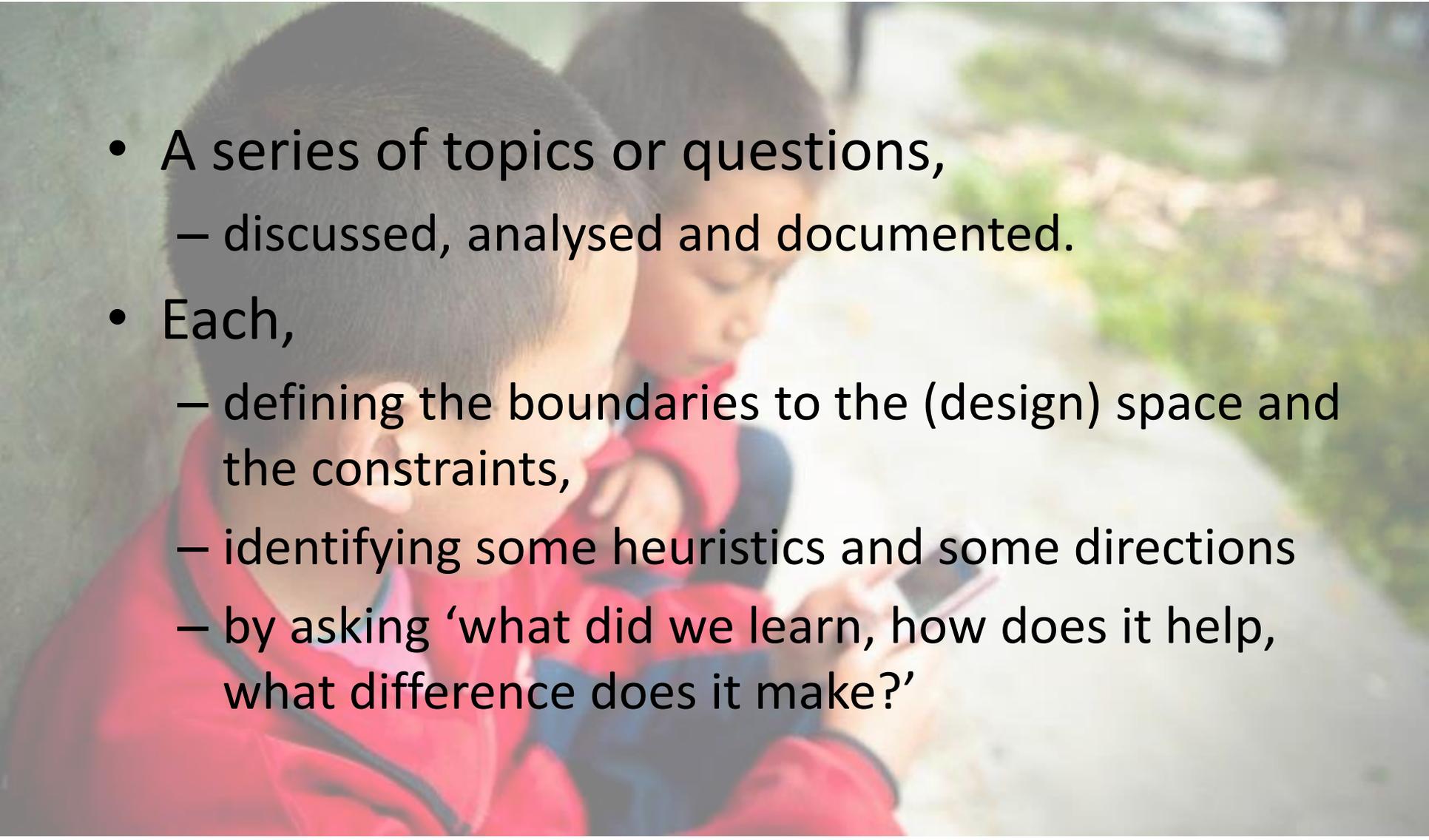
To define the design space
For learning with mobiles



Where creativity happens

Method

- A series of topics or questions,
 - discussed, analysed and documented.
- Each,
 - defining the boundaries to the (design) space and the constraints,
 - identifying some heuristics and some directions
 - by asking ‘what did we learn, how does it help, what difference does it make?’



Two Basic Questions

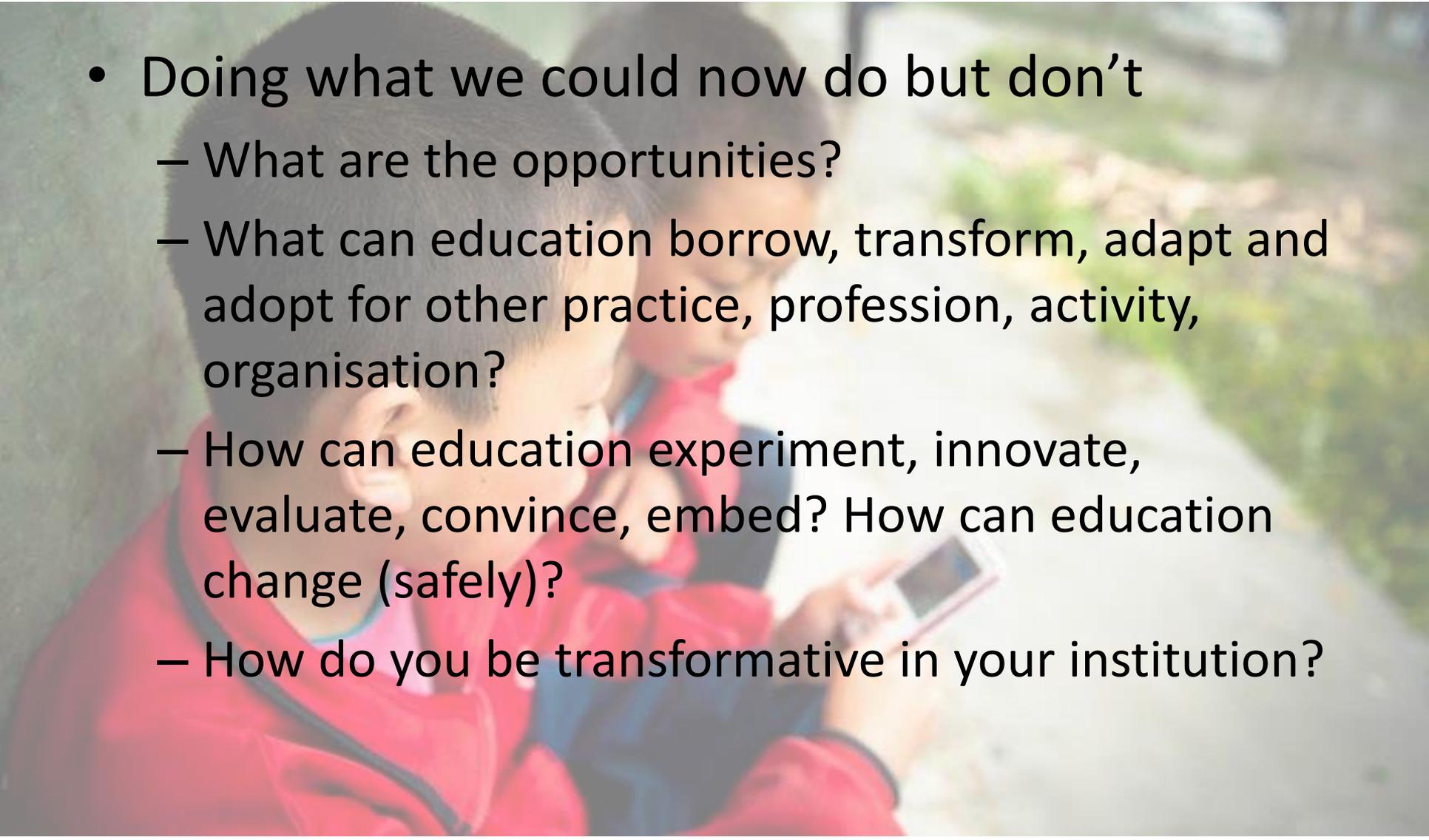
- How do we use mobiles?
 - AND
 - How do we acquire and use knowledge?
 - in societies where mobiles are pervasive, ubiquitous, intrusive, dominant
- 
- A photograph of two children, a boy and a girl, sitting outdoors. The boy in the foreground is wearing a red jacket and looking intently at a white mobile phone held in his hands. The girl behind him is also wearing a red jacket and looking down at the phone. The background is a blurred outdoor setting with a paved path and some greenery.

What's the Problem?

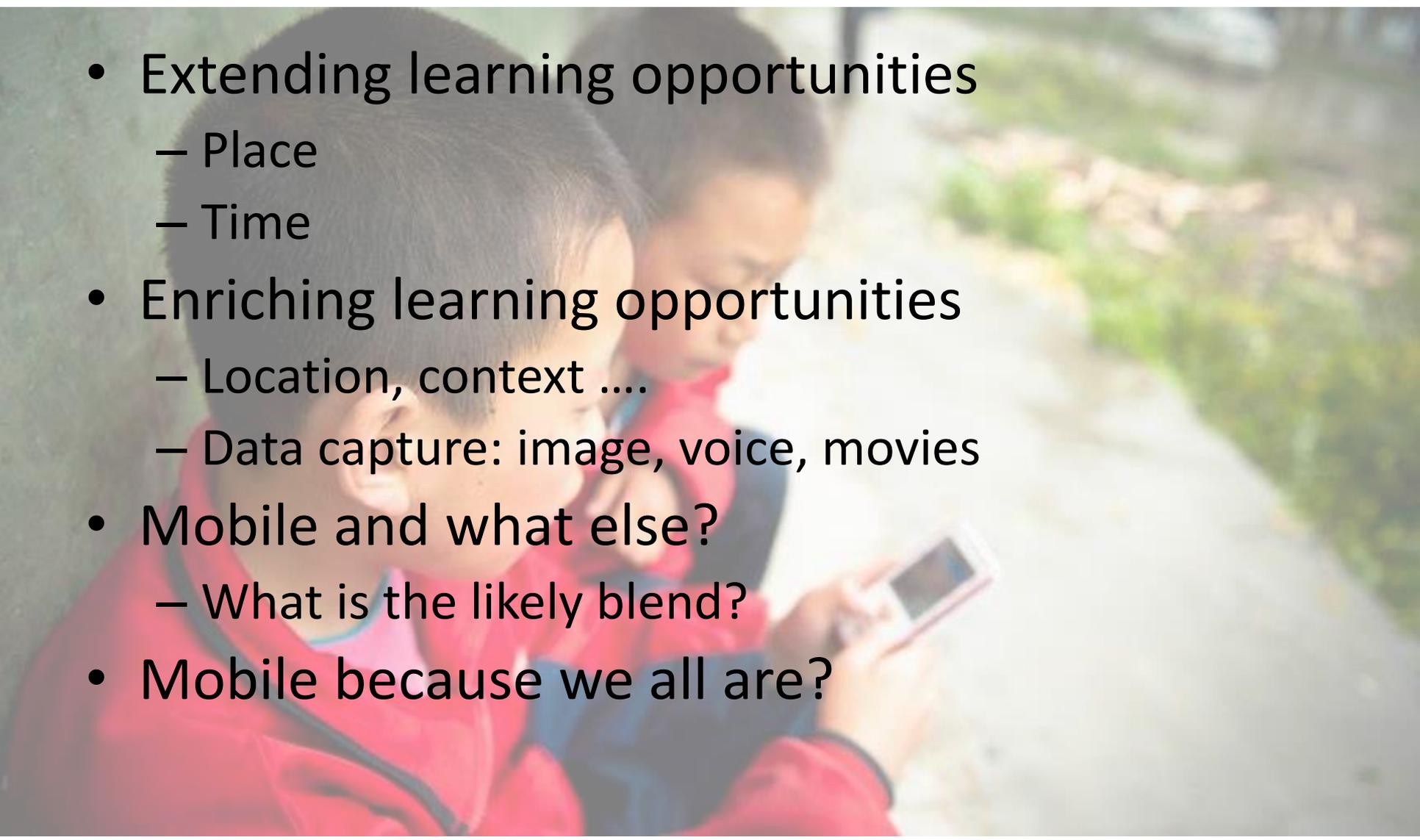
- Doing what we do but better
 - What problem, what need (of yours) could learning with mobiles solve?
 - How would you know it had been solved? How much would it cost, what would it take?
 - What were the alternatives? Opportunity costs? Risks?
 - How do you measure, compare, decide?
 - In what ways does education need to catch up / keep up?

What's the Opportunity?

- Doing what we could now do but don't
 - What are the opportunities?
 - What can education borrow, transform, adapt and adopt for other practice, profession, activity, organisation?
 - How can education experiment, innovate, evaluate, convince, embed? How can education change (safely)?
 - How do you be transformative in your institution?

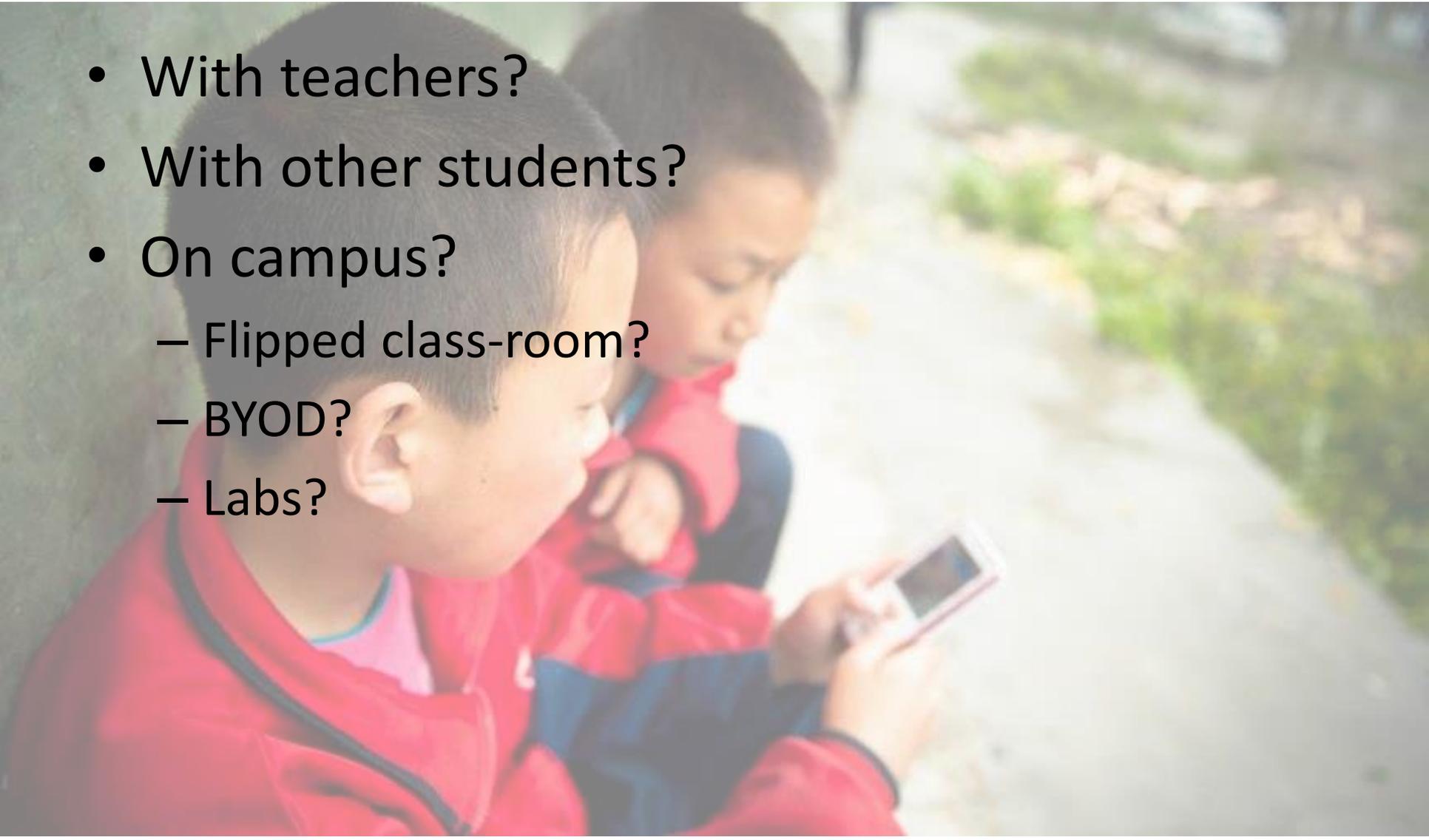


Why Mobile?

- Extending learning opportunities
 - Place
 - Time
 - Enriching learning opportunities
 - Location, context
 - Data capture: image, voice, movies
 - Mobile and what else?
 - What is the likely blend?
 - Mobile because we all are?
- 
- A photograph of two children, a boy and a girl, both wearing red jackets, looking at a smartphone held by the boy. They are outdoors, with a blurred background of a path and greenery.

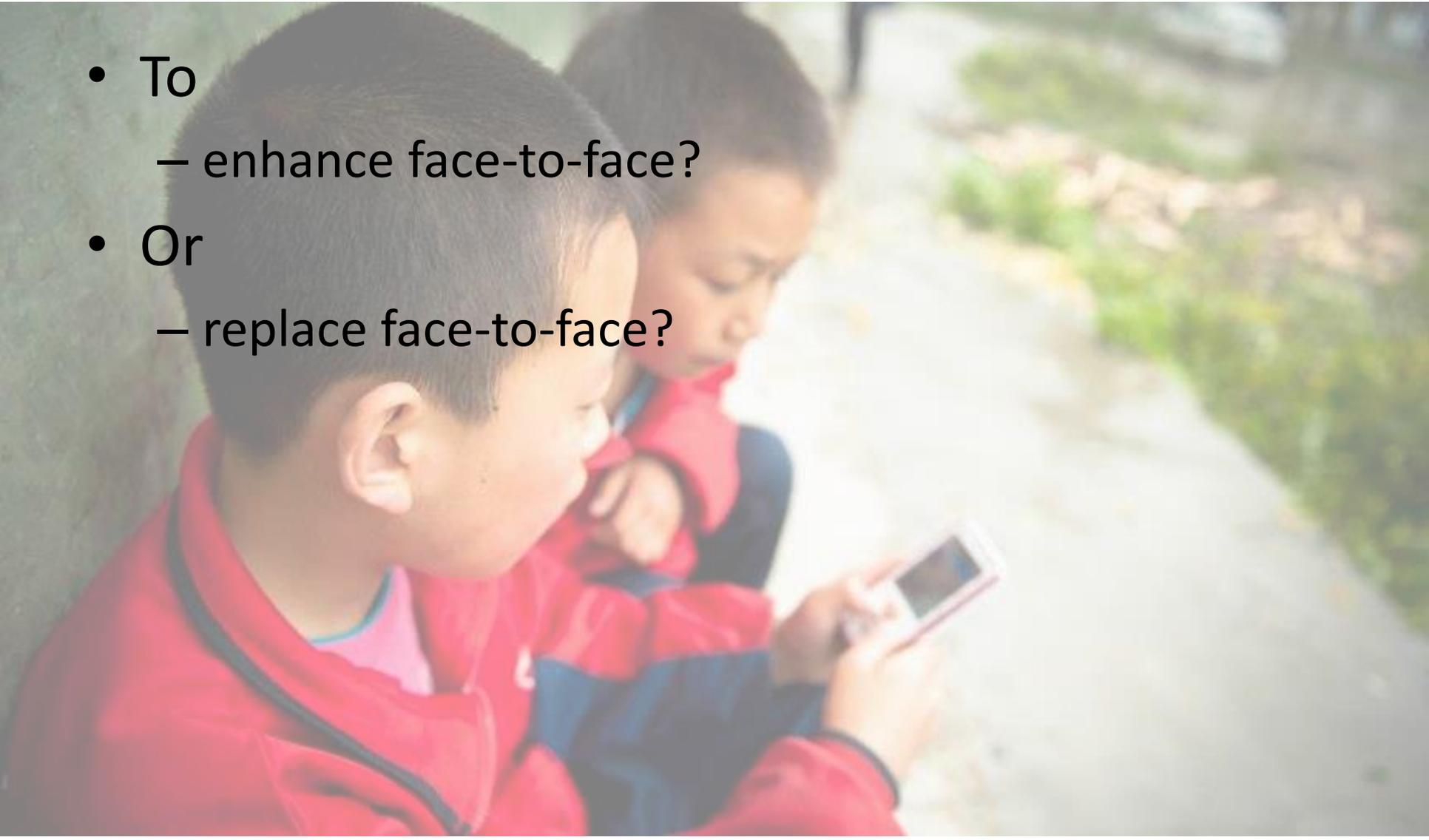
Why Face-to-Face?

- With teachers?
- With other students?
- On campus?
 - Flipped class-room?
 - BYOD?
 - Labs?



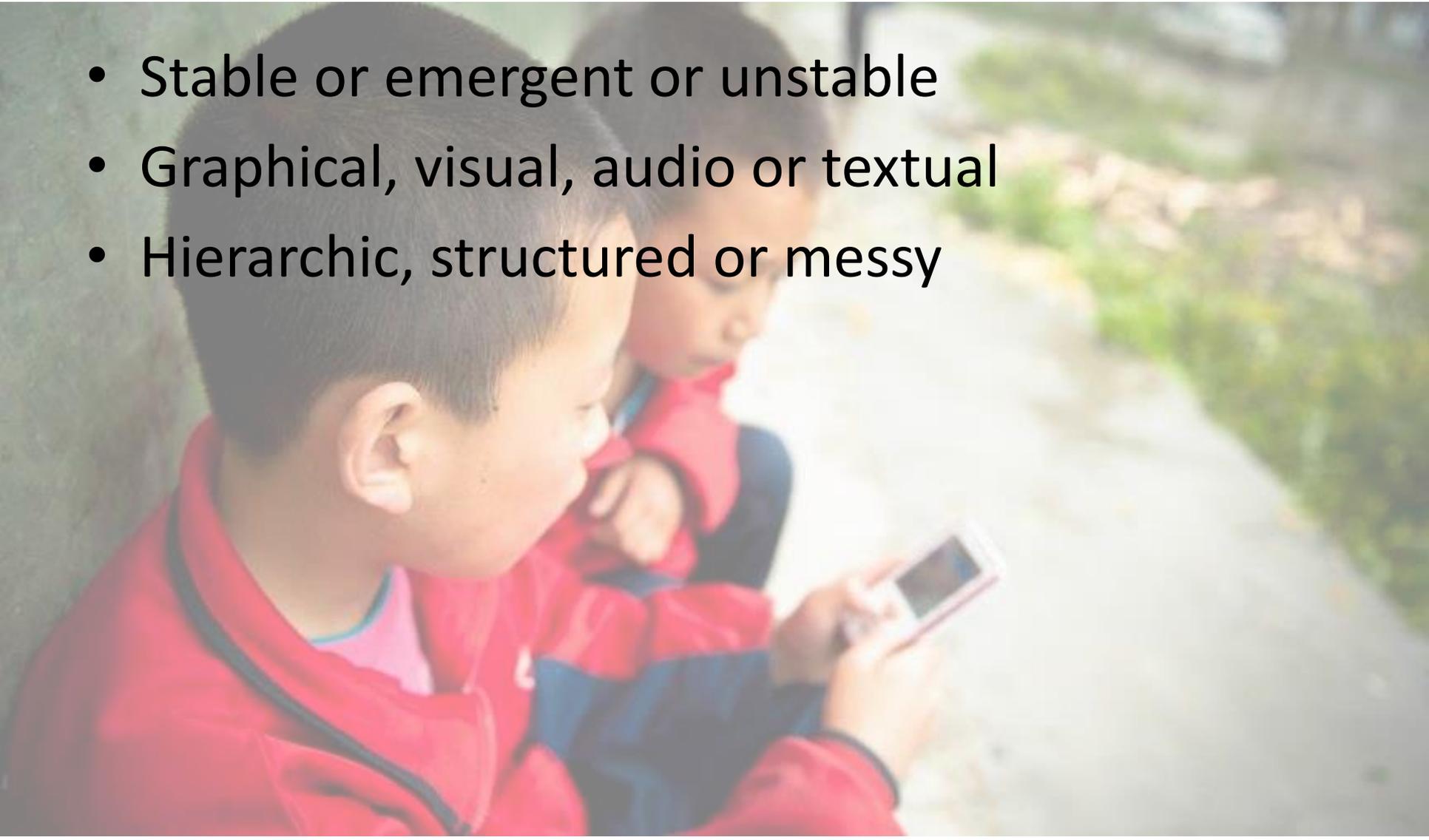
Why Digital?

- To
 - enhance face-to-face?
- Or
 - replace face-to-face?

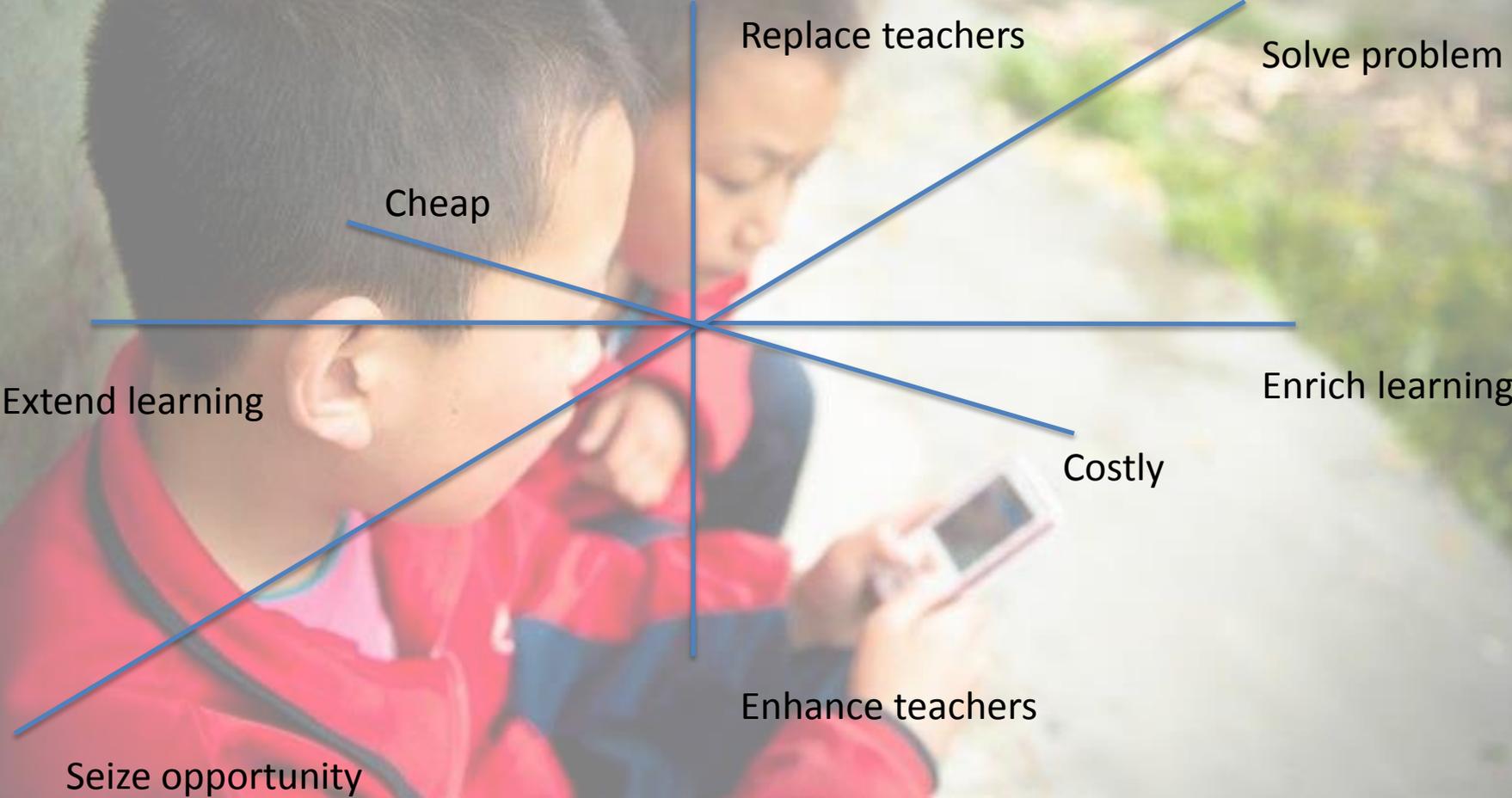


Curriculum as content

- Stable or emergent or unstable
- Graphical, visual, audio or textual
- Hierarchic, structured or messy



Design Space v1



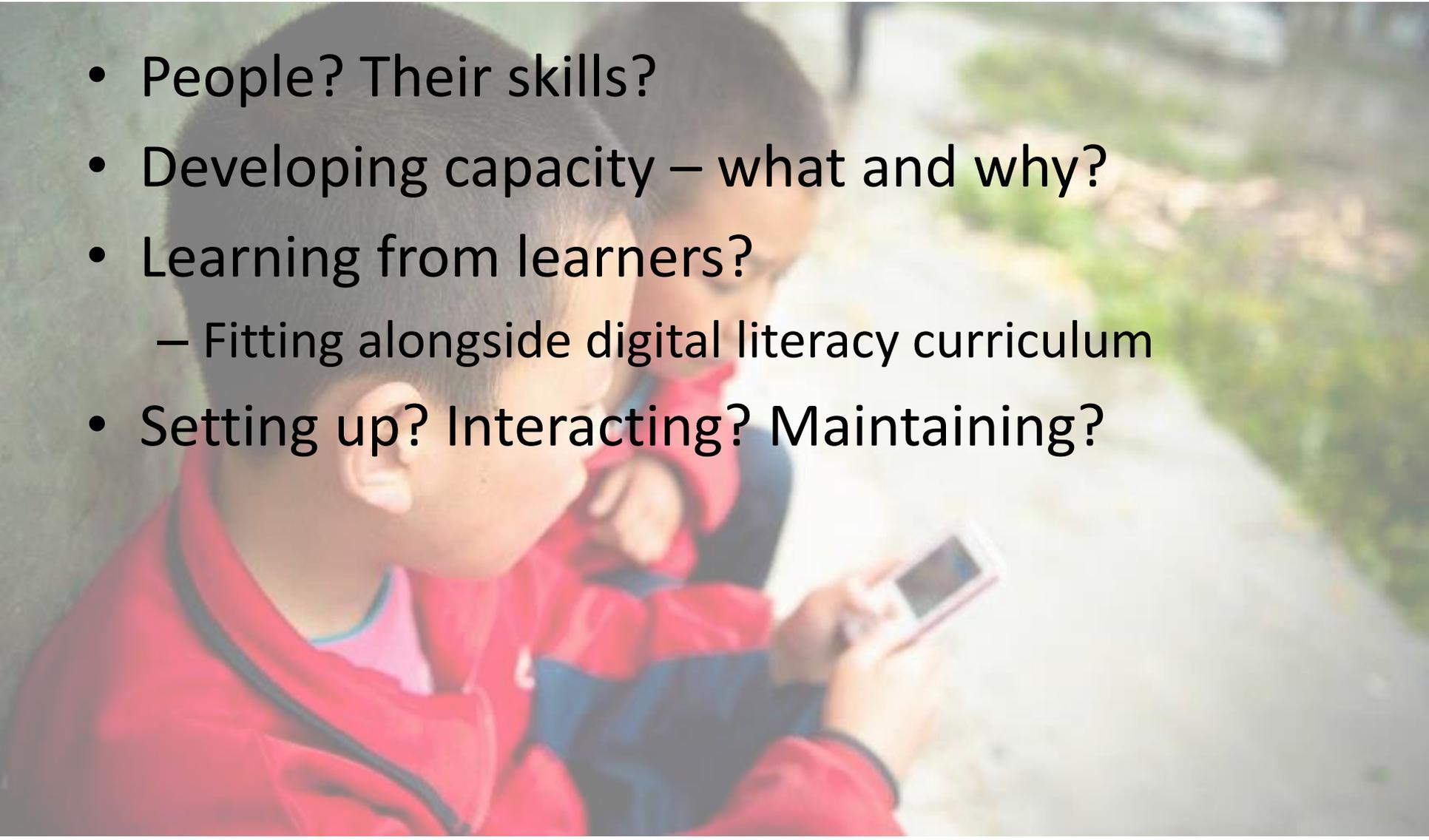
Why Mobile?

- What about
 - Equity
 - Sustainability
 - Scale
 - Accessibility
 - Opportunity
 - Quality?

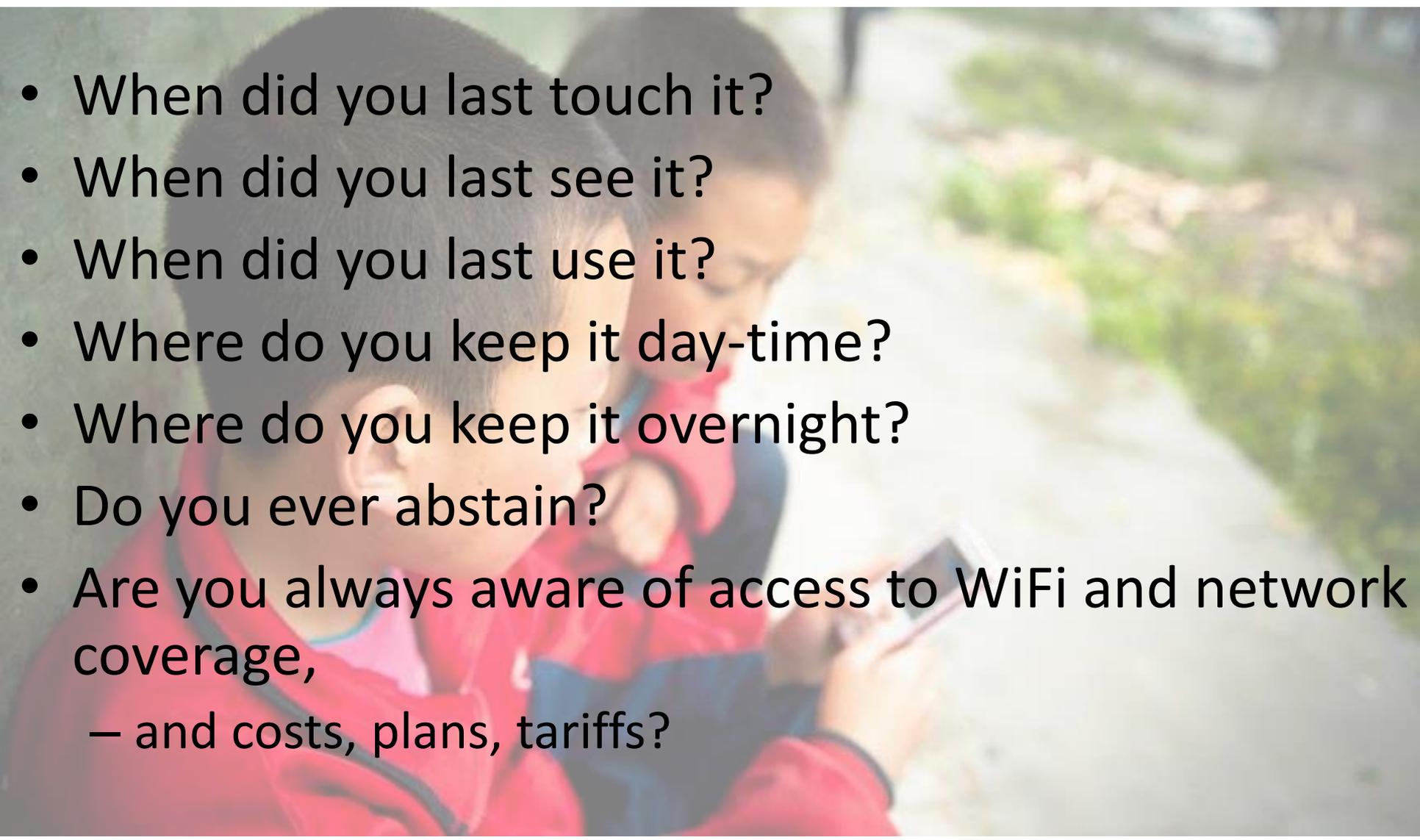


What are Your Resources

- People? Their skills?
- Developing capacity – what and why?
- Learning from learners?
 - Fitting alongside digital literacy curriculum
- Setting up? Interacting? Maintaining?

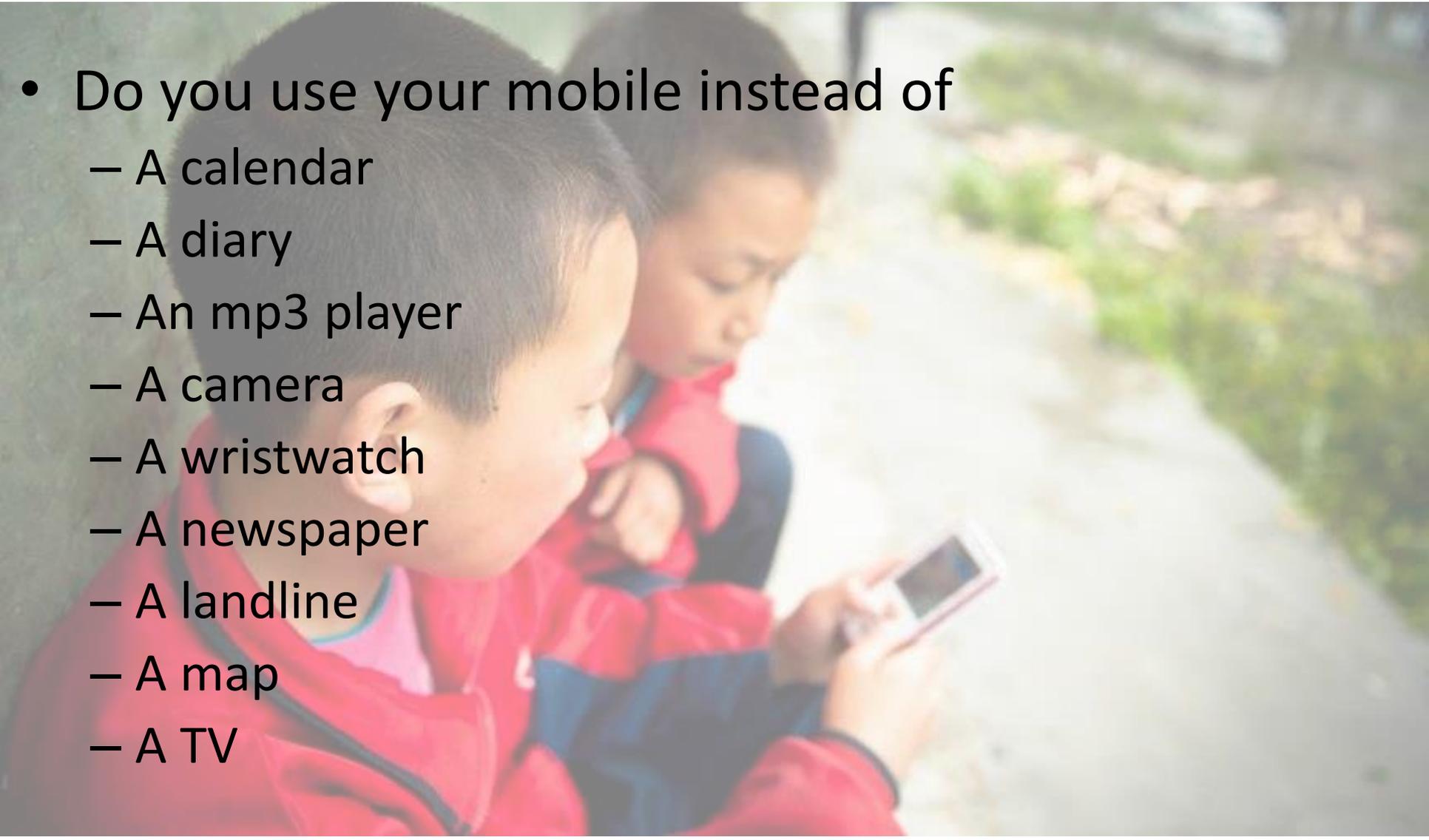


Living with your Mobile

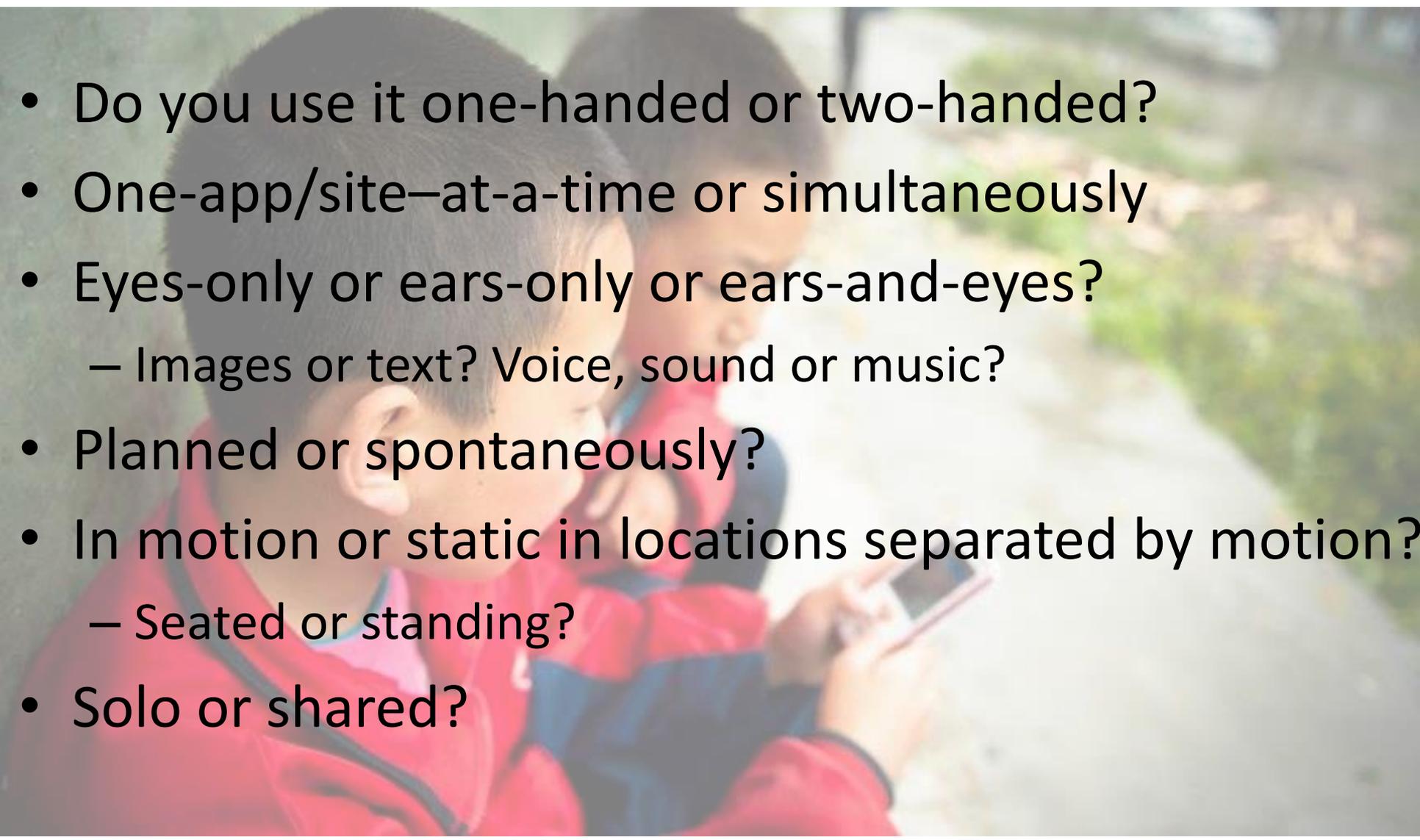
- When did you last touch it?
 - When did you last see it?
 - When did you last use it?
 - Where do you keep it day-time?
 - Where do you keep it overnight?
 - Do you ever abstain?
 - Are you always aware of access to WiFi and network coverage,
 - and costs, plans, tariffs?
- 

Living with your Mobile

- Do you use your mobile instead of
 - A calendar
 - A diary
 - An mp3 player
 - A camera
 - A wristwatch
 - A newspaper
 - A landline
 - A map
 - A TV



Living with your Mobile

- Do you use it one-handed or two-handed?
 - One-app/site-at-a-time or simultaneously
 - Eyes-only or ears-only or ears-and-eyes?
 - Images or text? Voice, sound or music?
 - Planned or spontaneously?
 - In motion or static in locations separated by motion?
 - Seated or standing?
 - Solo or shared?
- 
- A photograph of two young children, a boy and a girl, sitting on a paved path outdoors. They are both wearing red and blue jackets. The boy in the foreground is looking down at a smartphone held in his hands. The girl behind him is also looking at the phone. The background is a blurred outdoor setting with greenery and a building.

Living with your Mobile

- walking,
- conversing
- queuing
- shopping
- driving
- being driven
- commuting
- standing
- sitting
- jogging, cycling
- interacting

- indoors
- outdoors
- meetings,
- classrooms
- corridors, pavements, streets
- concerts, films, recitals, readings
- restaurants, cafes
- plenaries, lectures, seminars
- trains, buses
- beds
- toilets, bathrooms



Living with your Mobile

- Do you use different devices for work, study, recreation

- Do you allocate different times to different digital activities?



Living with your Mobile

In order to

- connect
- produce
- transform
- share
- discuss
- consume
- store

- information
- text
- ideas
- images, movies
- audio
- opinions



Living with your Mobile

In order to

- Buy
- Sell
- Exchange

- Digital commodities
- Physical commodities



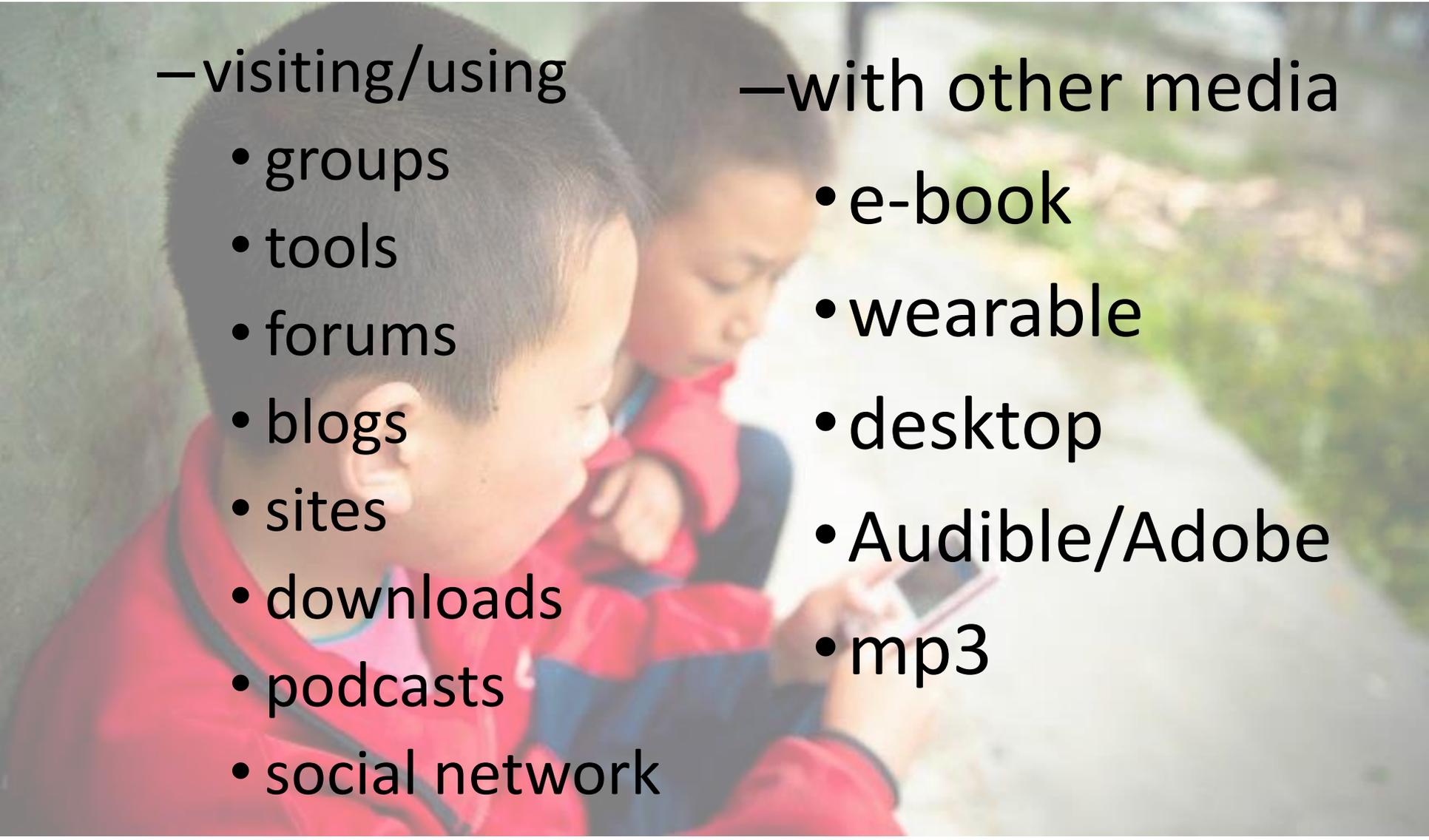
Living with your Mobile

–visiting/using

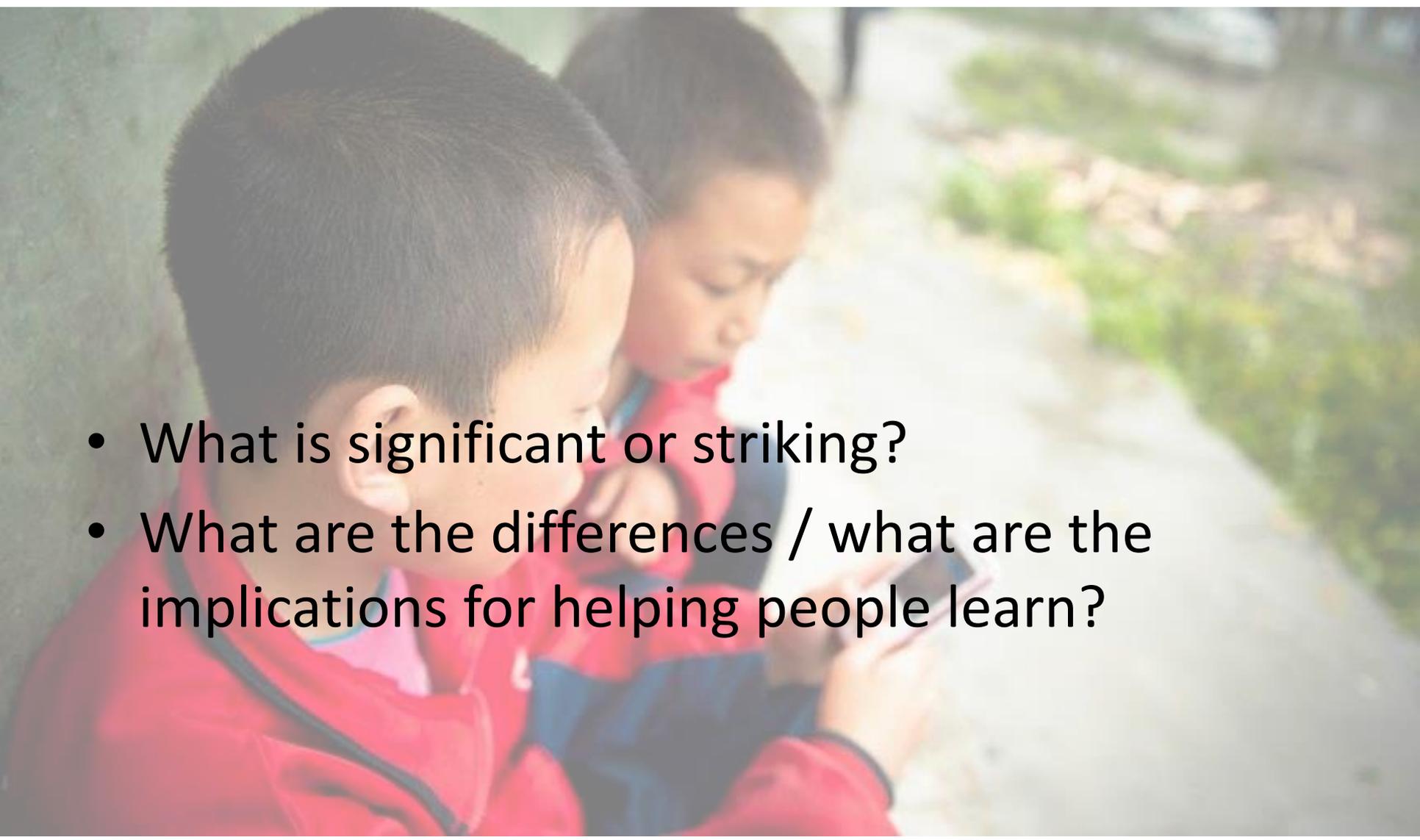
- groups
- tools
- forums
- blogs
- sites
- downloads
- podcasts
- social network

–with other media

- e-book
- wearable
- desktop
- Audible/Adobe
- mp3



Living with your Mobile

- 
- A photograph of two children, a boy in the foreground and a girl behind him, both wearing red jackets. They are looking down at a smartphone held by the boy. The background is a blurred outdoor setting with a path and some greenery.
- What is significant or striking?
 - What are the differences / what are the implications for helping people learn?

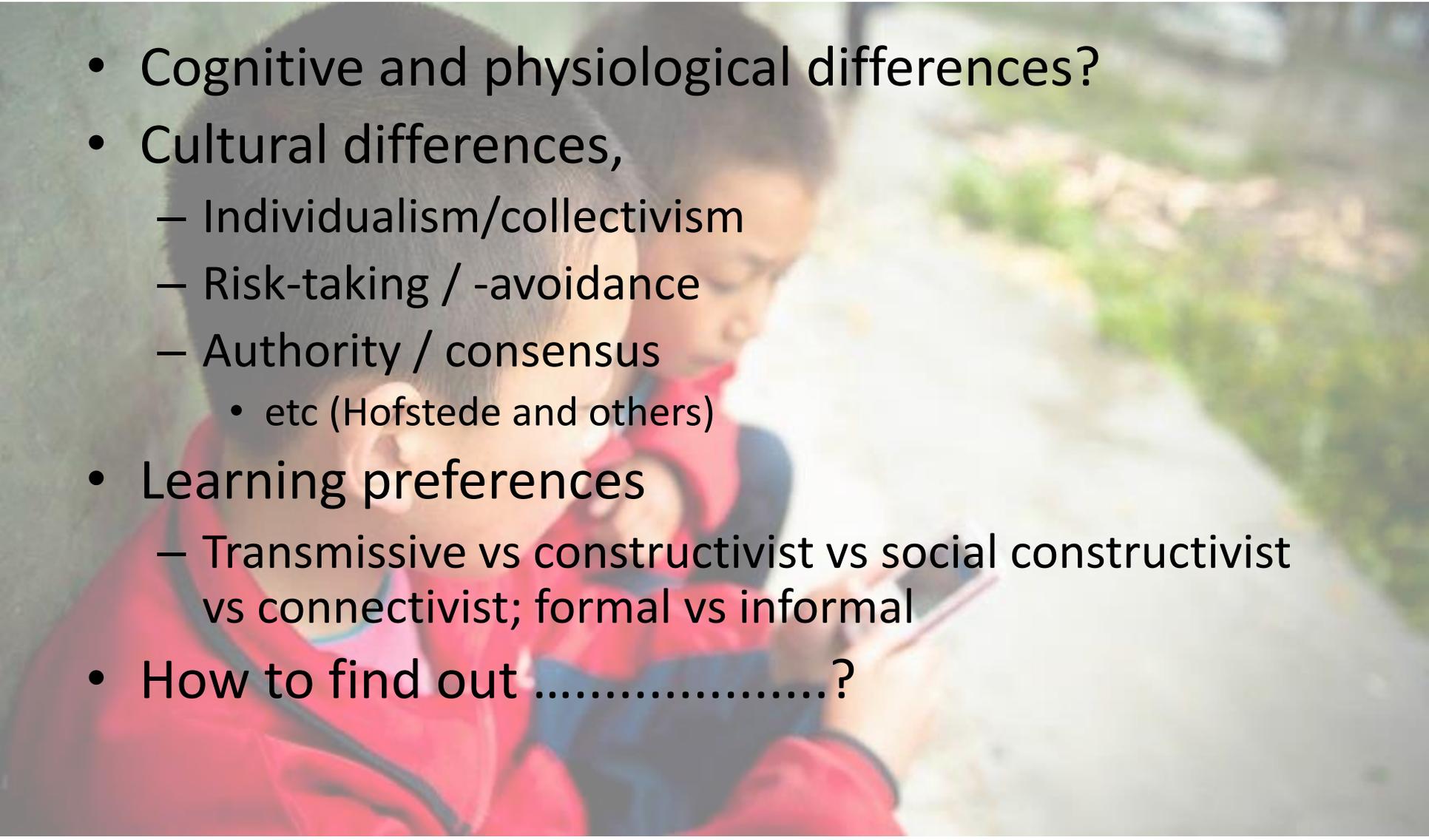
How do Learners Access?

- What can you assume safely about your students' access?
 - Reliable coverage?
 - 3G or 2G coverage?
 - WiFi
 - Cafes and restaurants
 - Buses and trains
 - Public libraries
 - Campus, college, school and?



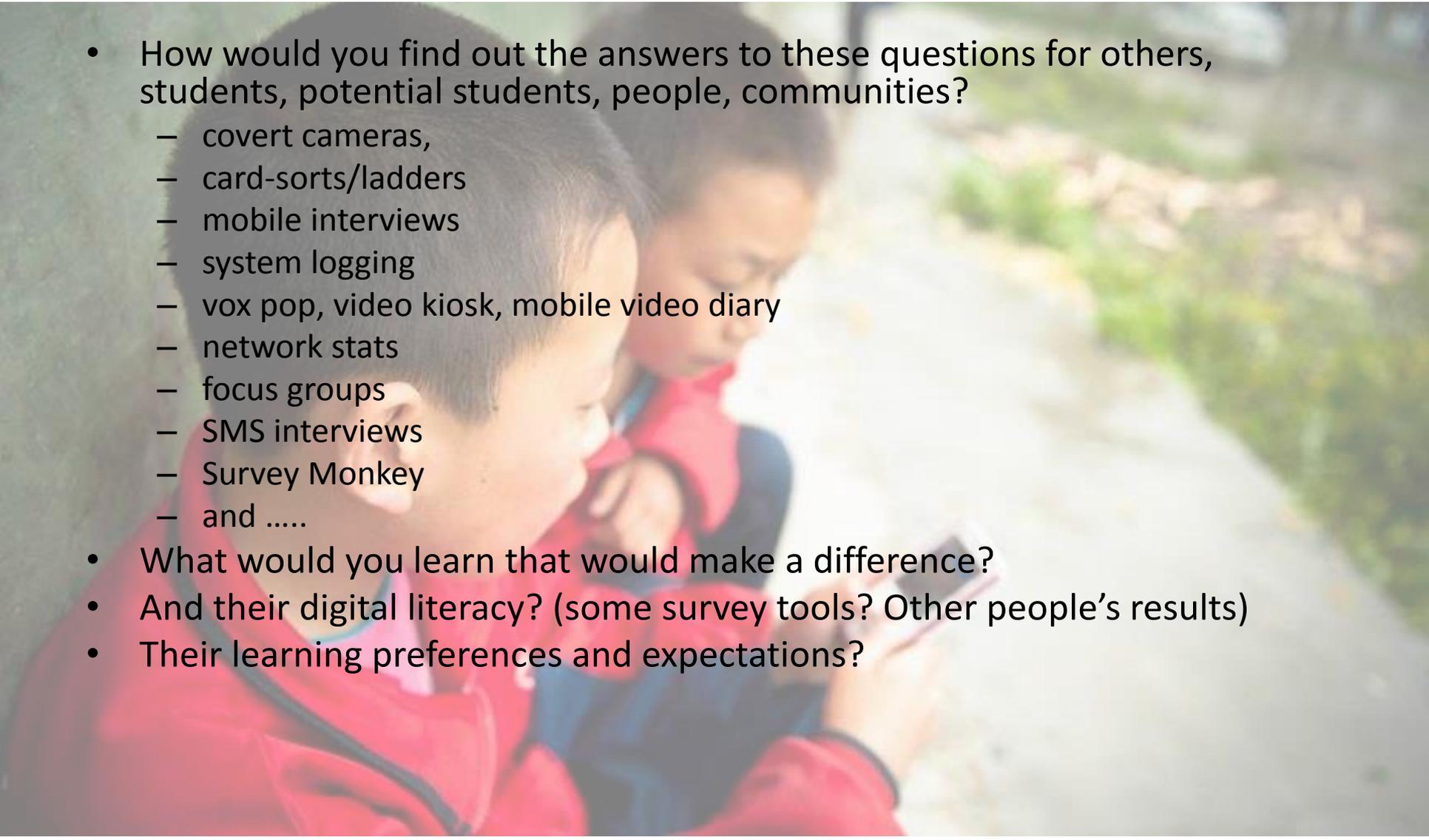
What do Know About Learners?

- Cognitive and physiological differences?
- Cultural differences,
 - Individualism/collectivism
 - Risk-taking / -avoidance
 - Authority / consensus
 - etc (Hofstede and others)
- Learning preferences
 - Transmissive vs constructivist vs social constructivist vs connectivist; formal vs informal
- How to find out



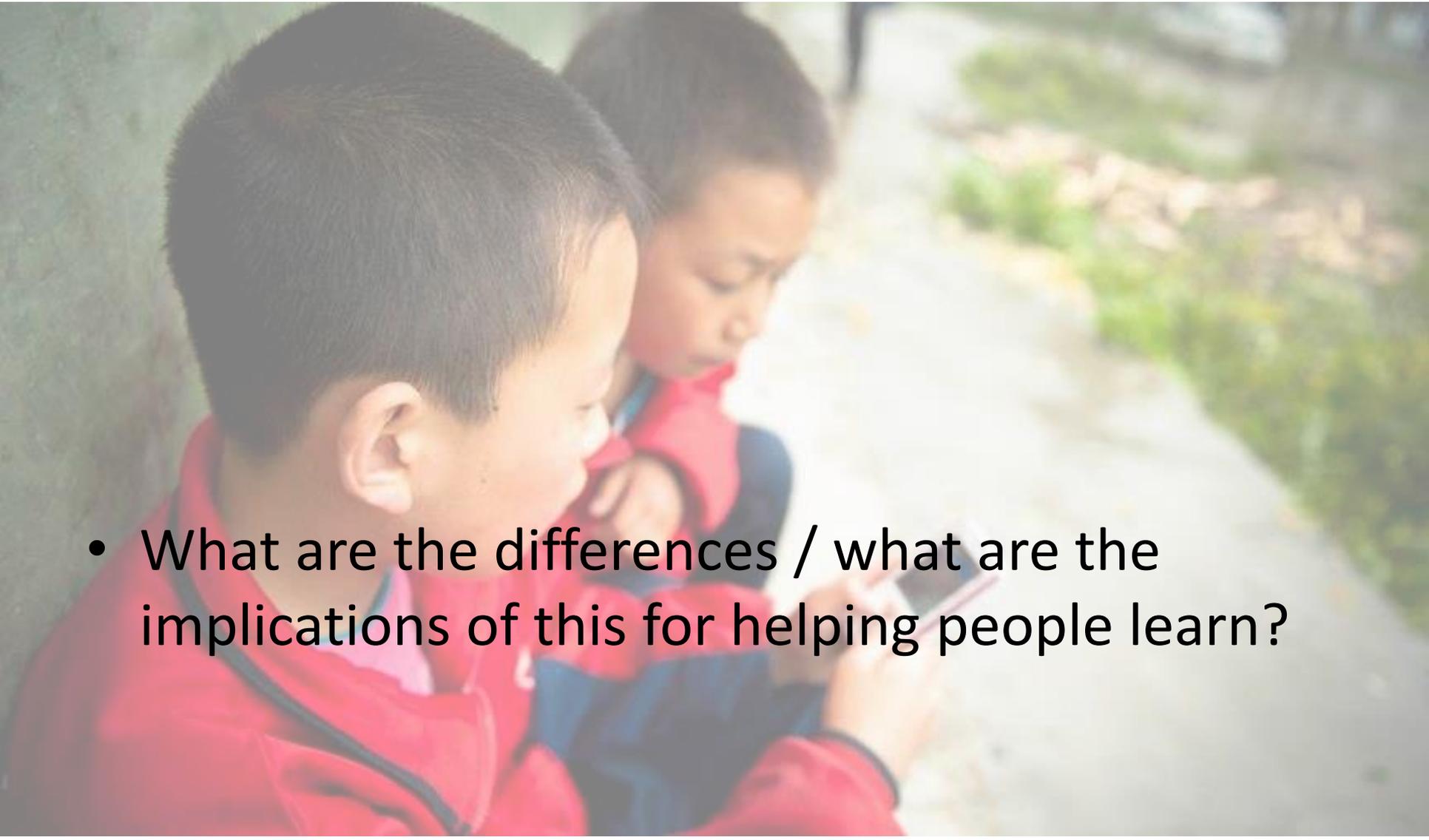
How do Learners live with Theirs?

- How would you find out the answers to these questions for others, students, potential students, people, communities?
 - covert cameras,
 - card-sorts/ladders
 - mobile interviews
 - system logging
 - vox pop, video kiosk, mobile video diary
 - network stats
 - focus groups
 - SMS interviews
 - Survey Monkey
 - and
- What would you learn that would make a difference?
- And their digital literacy? (some survey tools? Other people's results)
- Their learning preferences and expectations?



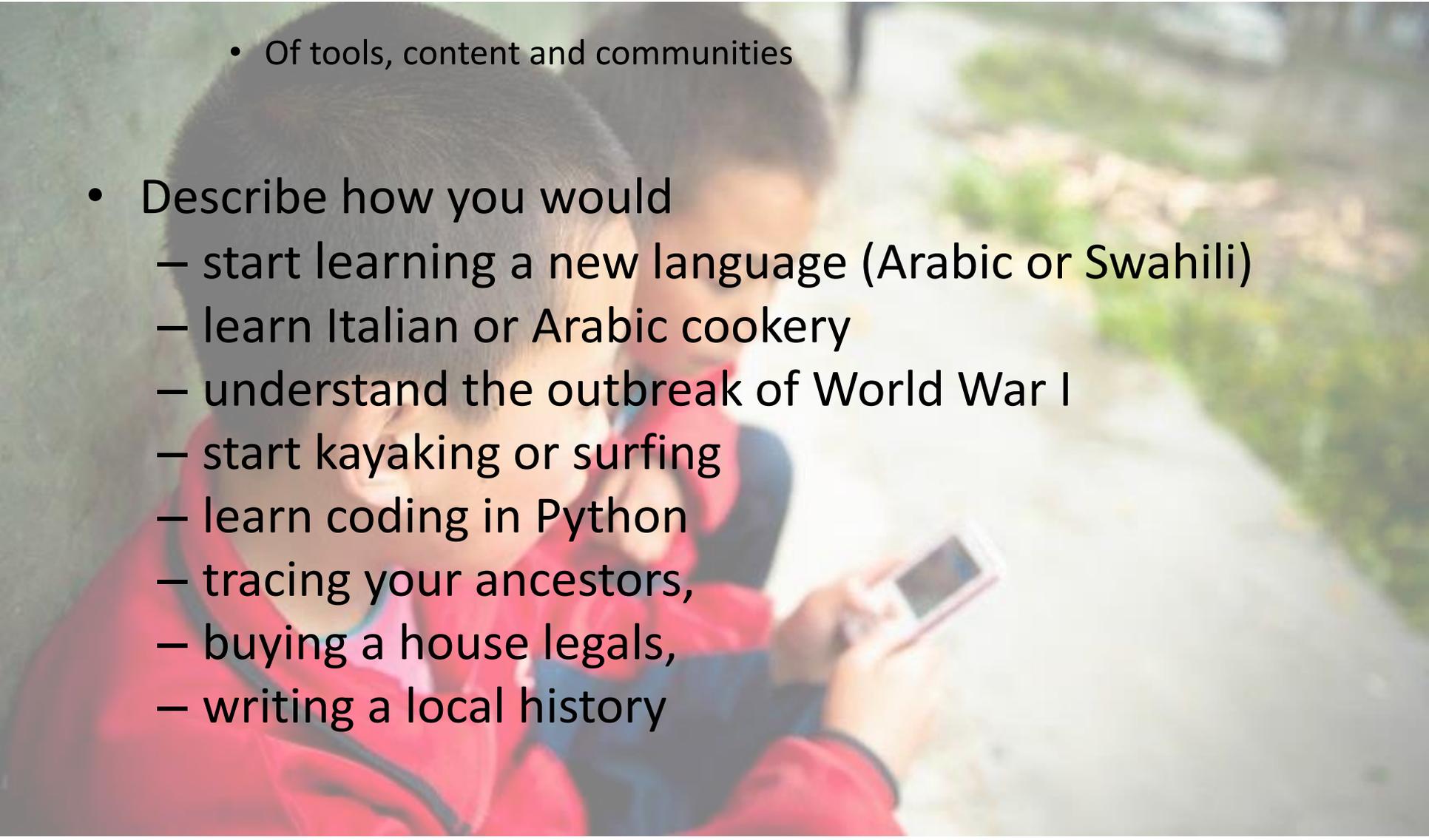
How do Learners live with Theirs?

- What are the differences / what are the implications of this for helping people learn?



Learning from Abundance

- Of tools, content and communities
- Describe how you would
 - start learning a new language (Arabic or Swahili)
 - learn Italian or Arabic cookery
 - understand the outbreak of World War I
 - start kayaking or surfing
 - learn coding in Python
 - tracing your ancestors,
 - buying a house legal,
 - writing a local history



Learning from Abundance

- Of tools, content and communities
- Describe how you would make choices
 - Trust
 - Reputation
 - Loyalty
 - Authority
 - Recommendation
 - Ratings
 - Habit (inertia)
 -other?

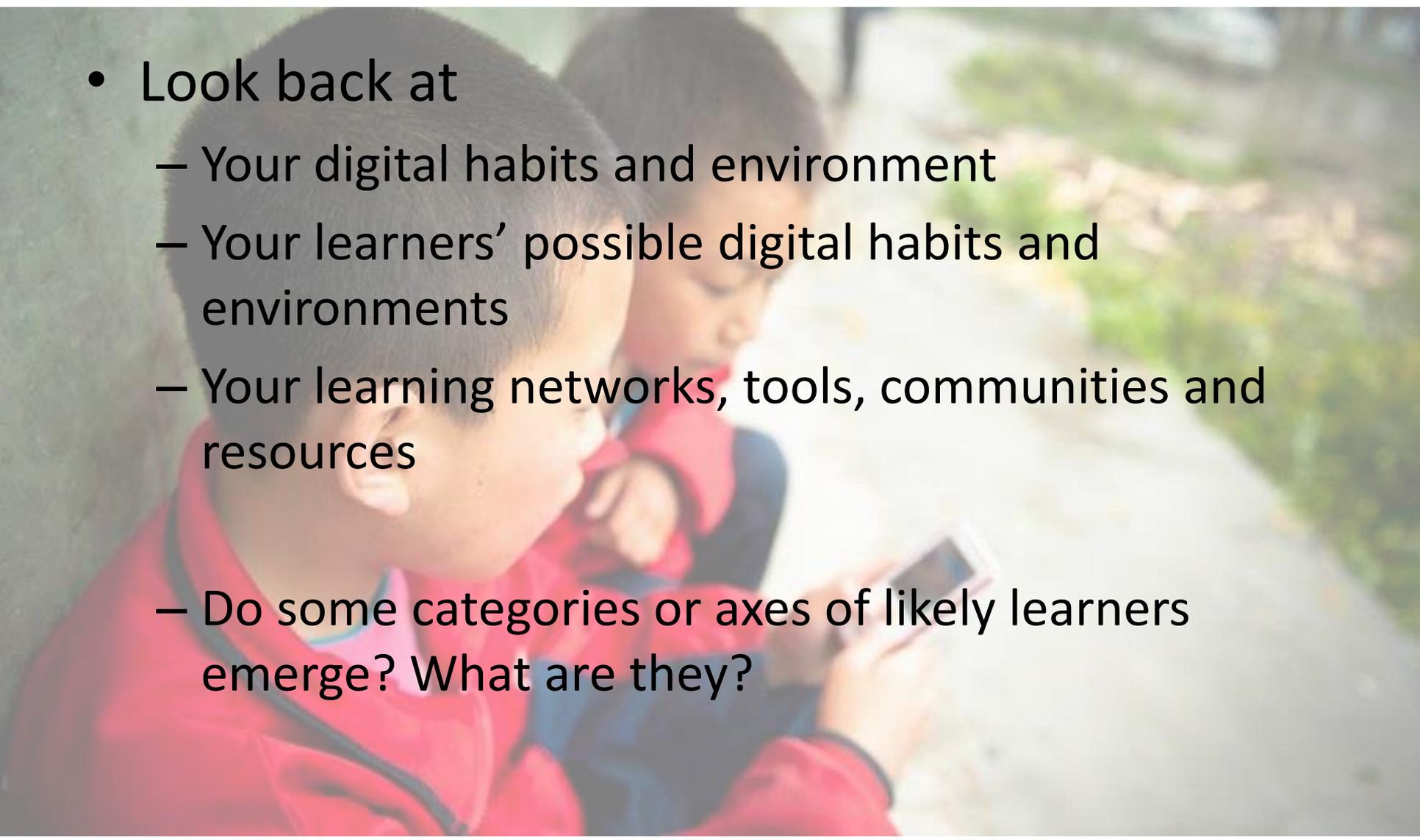


Learning from Abundance

- What are the differences / what are the implications of this for helping people learn?



Archetypes, Personæ or Categories?

- Look back at
 - Your digital habits and environment
 - Your learners' possible digital habits and environments
 - Your learning networks, tools, communities and resources
 - Do some categories or axes of likely learners emerge? What are they?
- 
- A photograph of two children, a boy and a girl, sitting outdoors. The boy in the foreground is wearing a red jacket and looking at a smartphone held in his hands. The girl behind him is also wearing a red jacket and looking down. The background is a blurred outdoor setting with greenery and a path.

Personae

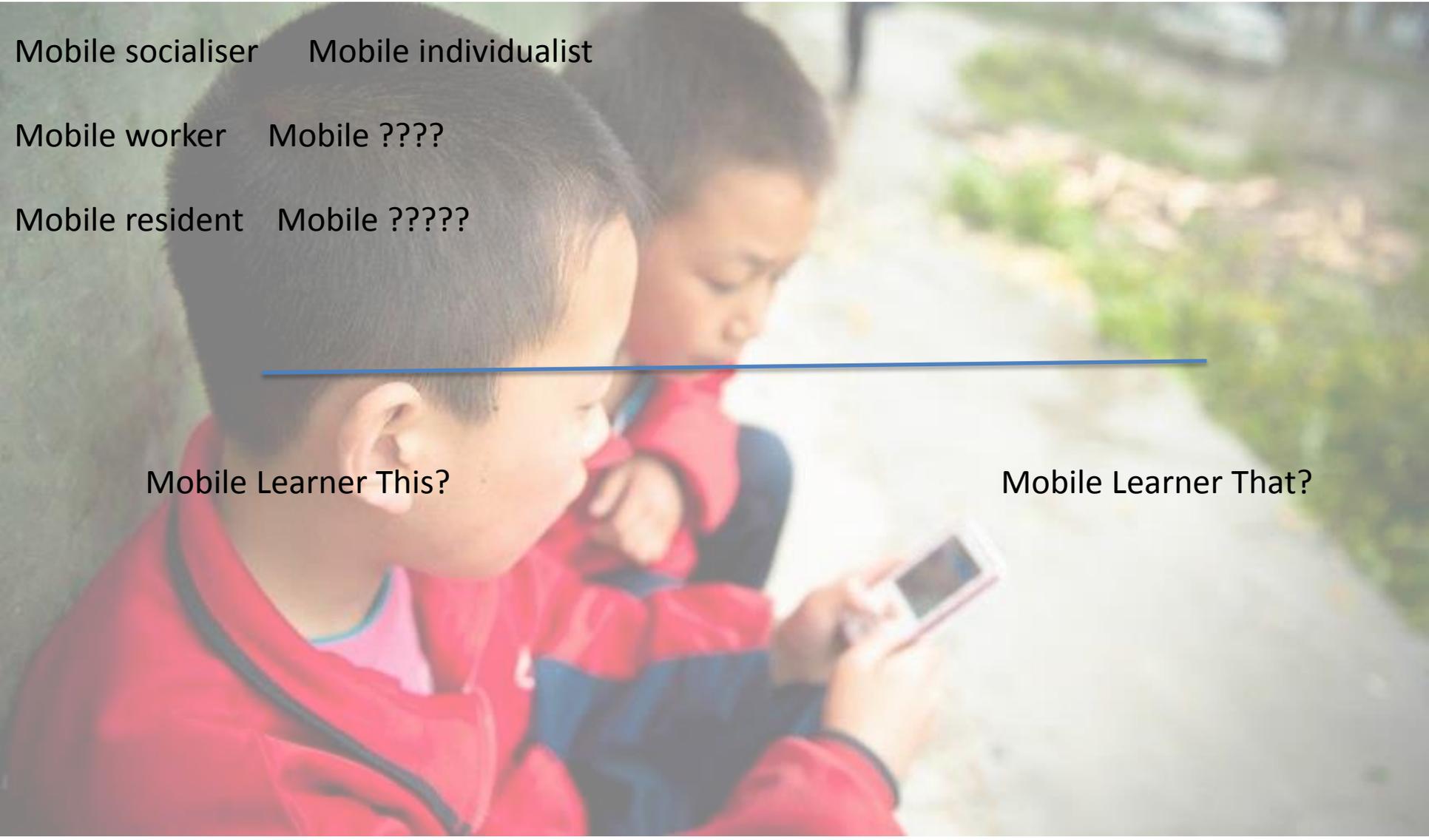
Mobile socialiser Mobile individualist

Mobile worker Mobile ????

Mobile resident Mobile ?????

Mobile Learner This?

Mobile Learner That?



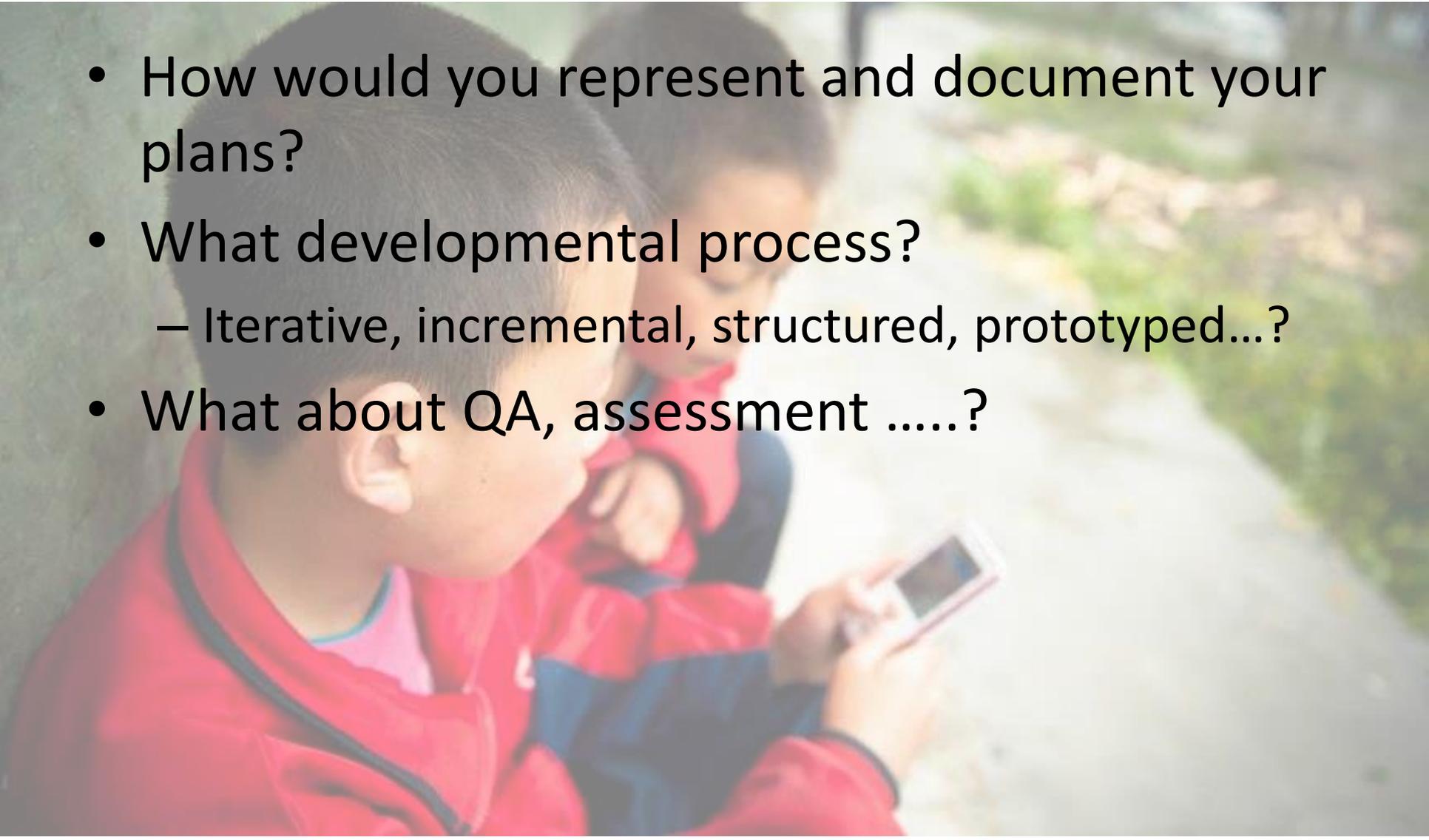
Archetypes, Personæ or Categories?

- What are the differences / what are the implications of this for helping people learn?

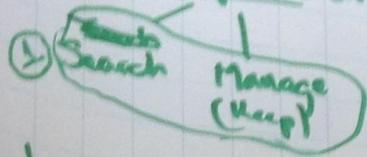


Design

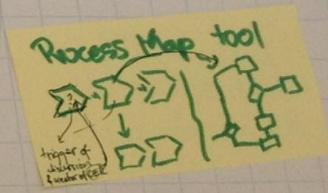
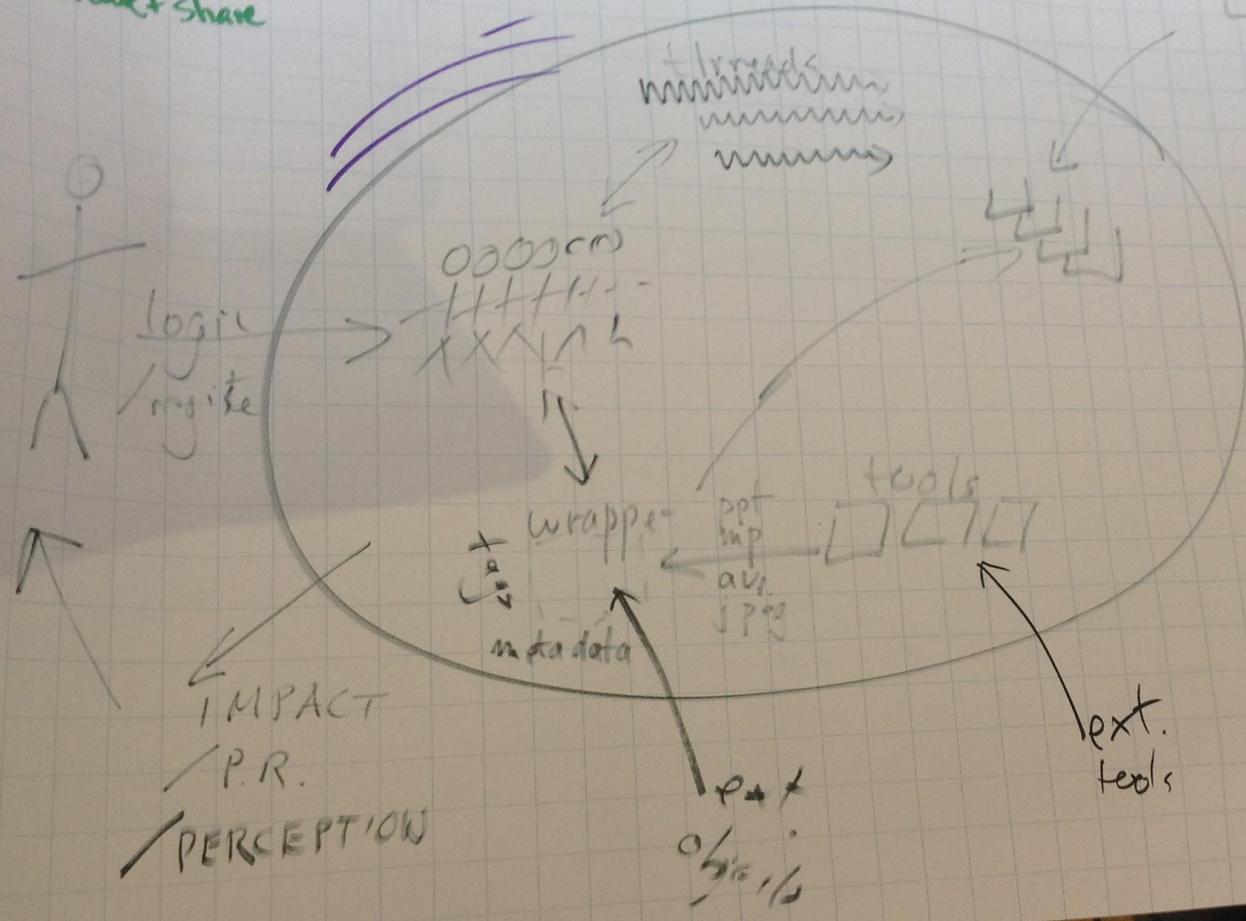
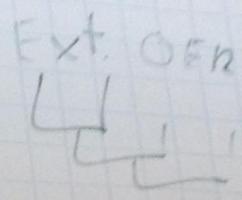
- How would you represent and document your plans?
- What developmental process?
 - Iterative, incremental, structured, prototyped...?
- What about QA, assessment?



① Share objects with a goal



② Create + share



- ~~user~~ - sharing found objects.
- sharing own experience / objects.

m

MobiMOOC

guest | Join | Help

MobiMOOC

Home
Recent Changes
Pages and Files
Members
Search

MobiMOOC hello (home)
Information on the course
Changes and a 500\$ Award

The recorded webinars
are listed here.
All the 18 mLearning
projects that were build during
the MOOC can be found here

8 - 14 September 2012
Information on mLearning (fac:
Inge de Waard)
a project (including
discussions)

15 - 22 September
A different look at mLearning
fac: all of us participants
Issues on mLearning (fac:
Inge de Waard)

a MobiMOOC hello!

Edit 0 106

Welcome to the MobiMOOC course wiki!

If you visit this wiki, you are probably interested in the free, open and online MobiMOOC course which ran from Saturday 8 September - Sunday 30 September 2012 and focused on learning/training with mobile devices (mLearning). You can peruse all the resources via this wiki, the menu on the left and the recordings of the seminars which you can see here: <https://mobimoooc.wikispaces.com/Repository+of+audio+and+video+files>

This MobiMOOC course is now finished, but if you are interested in joining our wonderful group of mLearning experts and enthusiasts, put the upcoming **MobiMOOC knowledge sharing festival** in your agenda. .

Upcoming events on mLearning (specific details will follow soon):

For those wanting to set up their own MOOC, feel free to have a look at the **Kindle (digital) eBook** that is on sale at Amazon. The title of the eBook is "**MOOC YourSelf - Set up your own MOOC for Business, Non-Profits, and Informal Communities**", it is written by the organizer of MobiMOOC Inge Ignatia de Waard and the book can be found online here:

<http://www.amazon.com/MOOC-YourSelf-Non-Profits-Communities-ebook/dp/B00CDVZ2AW>

MobiMOOC 2014 is being discussed at present and for this edition we hope to redesign the approach and come up with a surprise for all of us. Will keep you posted. In the meantime, feel free to browse the current material.

MobiMOOC Knowledge sharing festival (free for all): this Community of Practitioners gathering is planned for 2014 & will run for 2 weeks.

17 mLearning projects were build during MobiMOOC with a wide range of interests and approaches. And resulting in **collaborations across countries and even continents**. Feel free to look at the descriptions of the project via the related discussion posts here:

<http://groups.google.com/group/mobimoooc-projects>

Closing seminar and Announcing the MobiMOOC Award Winner took place on *Sunday 30 September 2012*.

The winner of the MobiMOOC Award is Videhi Bhamiti with her mobile project: m-Shakti to empower Indian women facing rape and molestation.

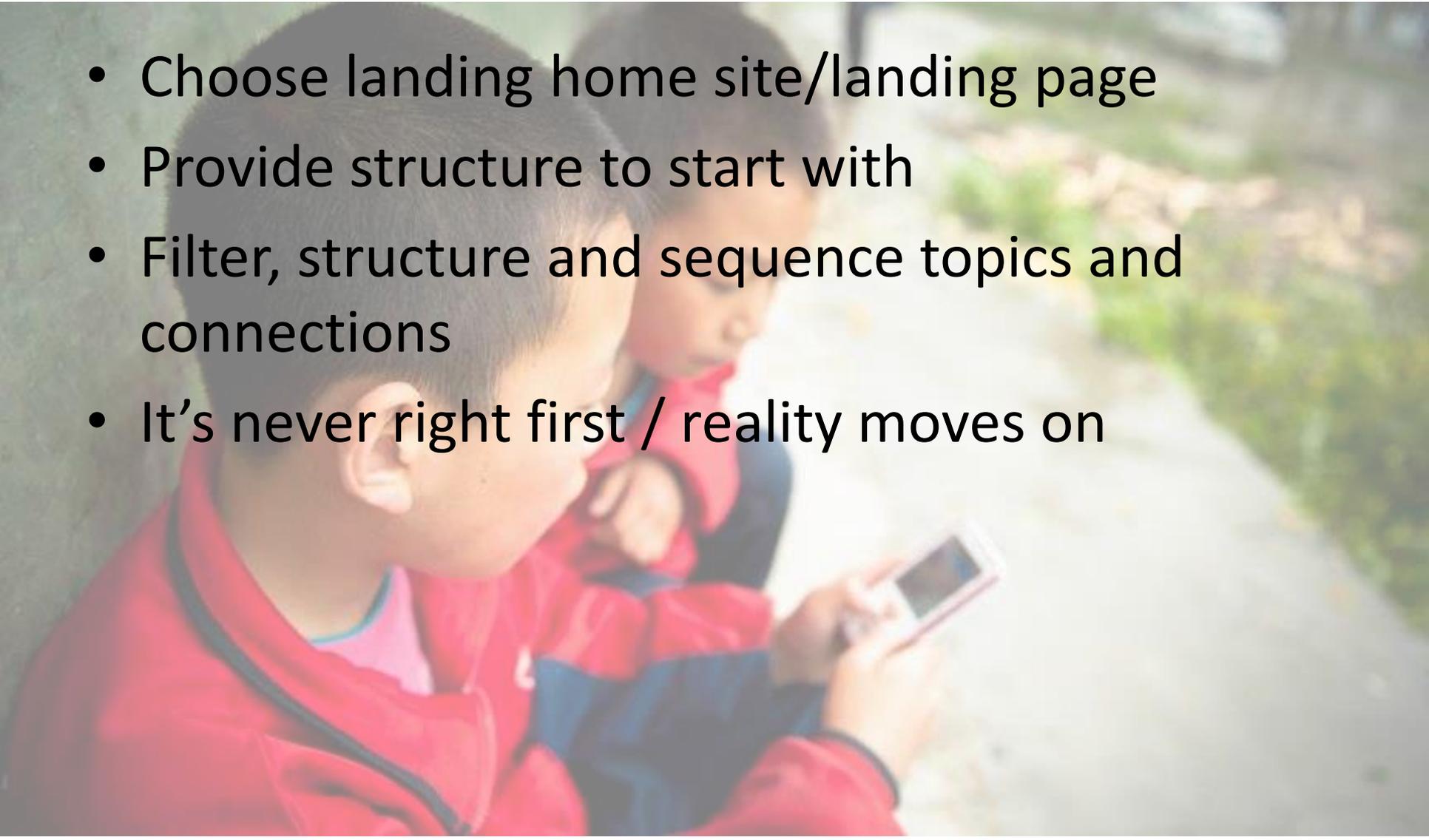
<https://groups.google.com/d/msg/mobimoooc-projects/HG1o0Dshwoo/OSVY4UqofCYJ>

Possible Principles and Practices

- Use what learners already have, already know, already use, already like.
- Encourage participation, ownership, creation, community, criticality
- Build so that learners can contribute, create, curate and also rate and review the ability of others to contribute, create, curate
- Build for resilience, change, diversity...
- Remember your learners, their habits, access, aptitudes, preferences, behaviour
 - Amazon, TripAdvisor, Wikipedia, iTunes, Good Reads... what else?

Practical Principles and Practices

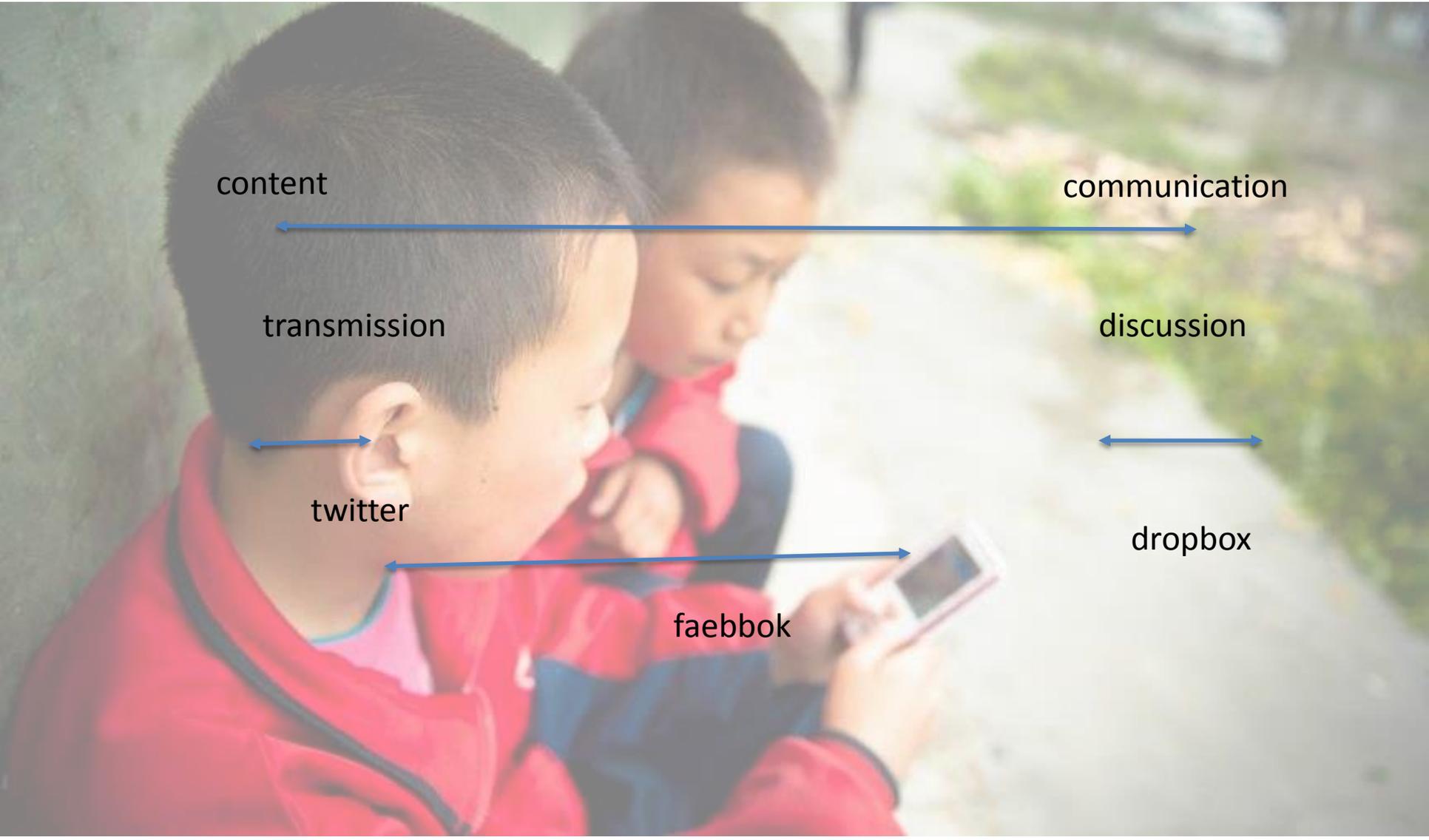
- Choose landing home site/landing page
- Provide structure to start with
- Filter, structure and sequence topics and connections
- It's never right first / reality moves on



- 
- A photograph of two young boys in red jackets sitting outdoors. The boy in the foreground is looking at a smartphone held by the boy behind him. The background is a blurred outdoor setting with a path and greenery.
- Collate / curate / categorise /structure first draft of tools, content, communities
 - Define these for students OR
 - Define the search terms?
 - Build in learner analytics
 - Adopt DBR, RAD, iterative approaches

Tools

- Facebook, LinkedIn, Ning, Joomla, Drupal, WordPress: host communities, resources and profiles
 - practicalities: choose open vs closed, choose moderation or not
- Google Docs, SlideShare, Dropbox, Flickr, YouTube, Panopto: host content and reviews
- Zotero, Scoop.It, Flipboard, Pulse, Evernote, Google Currents, Diigo: curates external content and/or local content
- Hangouts, Twitter, Skype, Adobe Connect, Slack, Basecamp: connects learners
- Survey Monkey: facilitates quizzes, surveys and feedback
- Trello, SimpleMind+: helps learners manage learning, individual and in groups
- Prezi, QuickOffice, Kingsoft Office, Sliderocket: facilitates the creation of learner content
- Google, Bing, Google Scholar: finds content and communities



content

communication

transmission

discussion

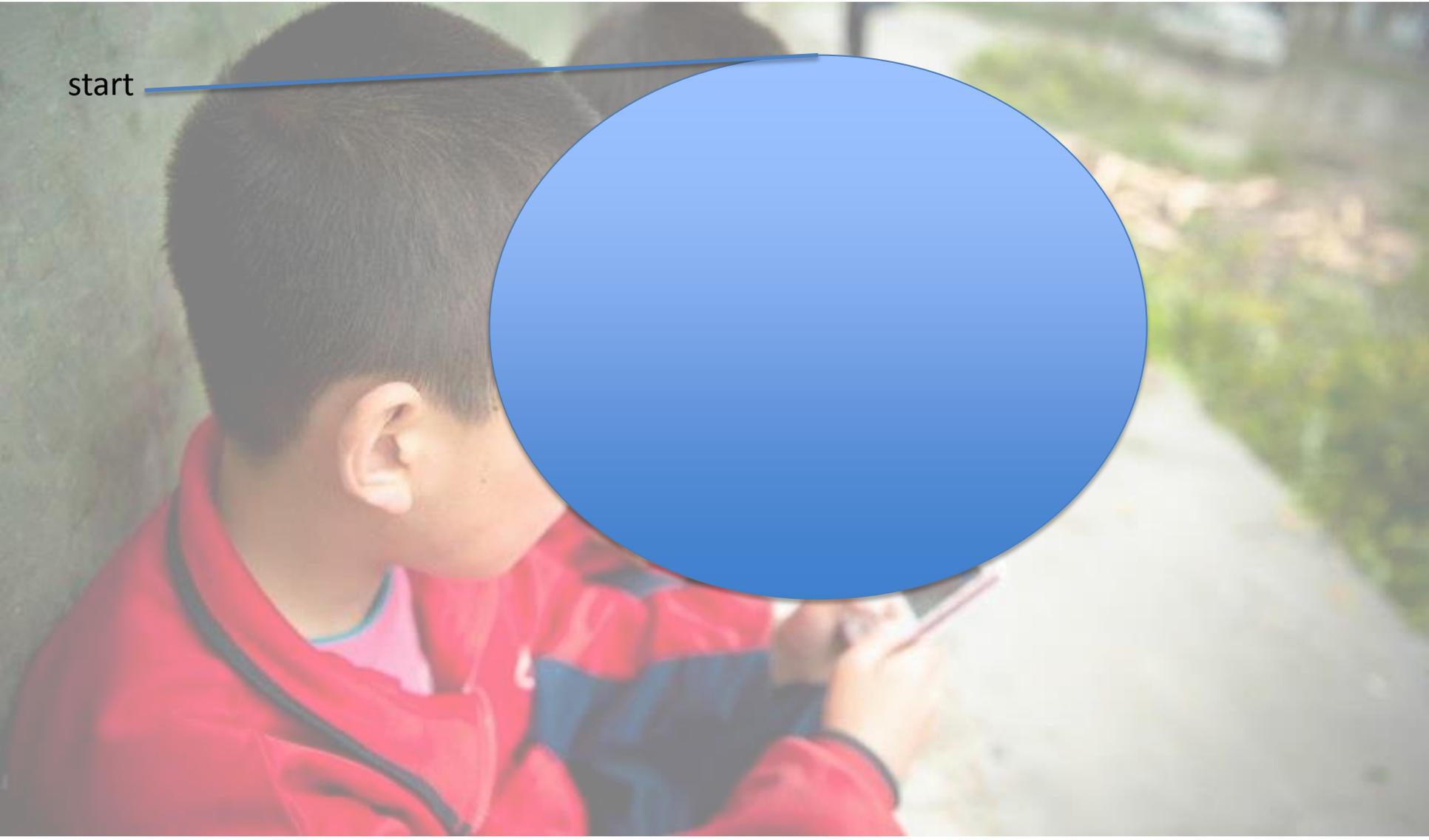
twitter

dropbox

faebbok

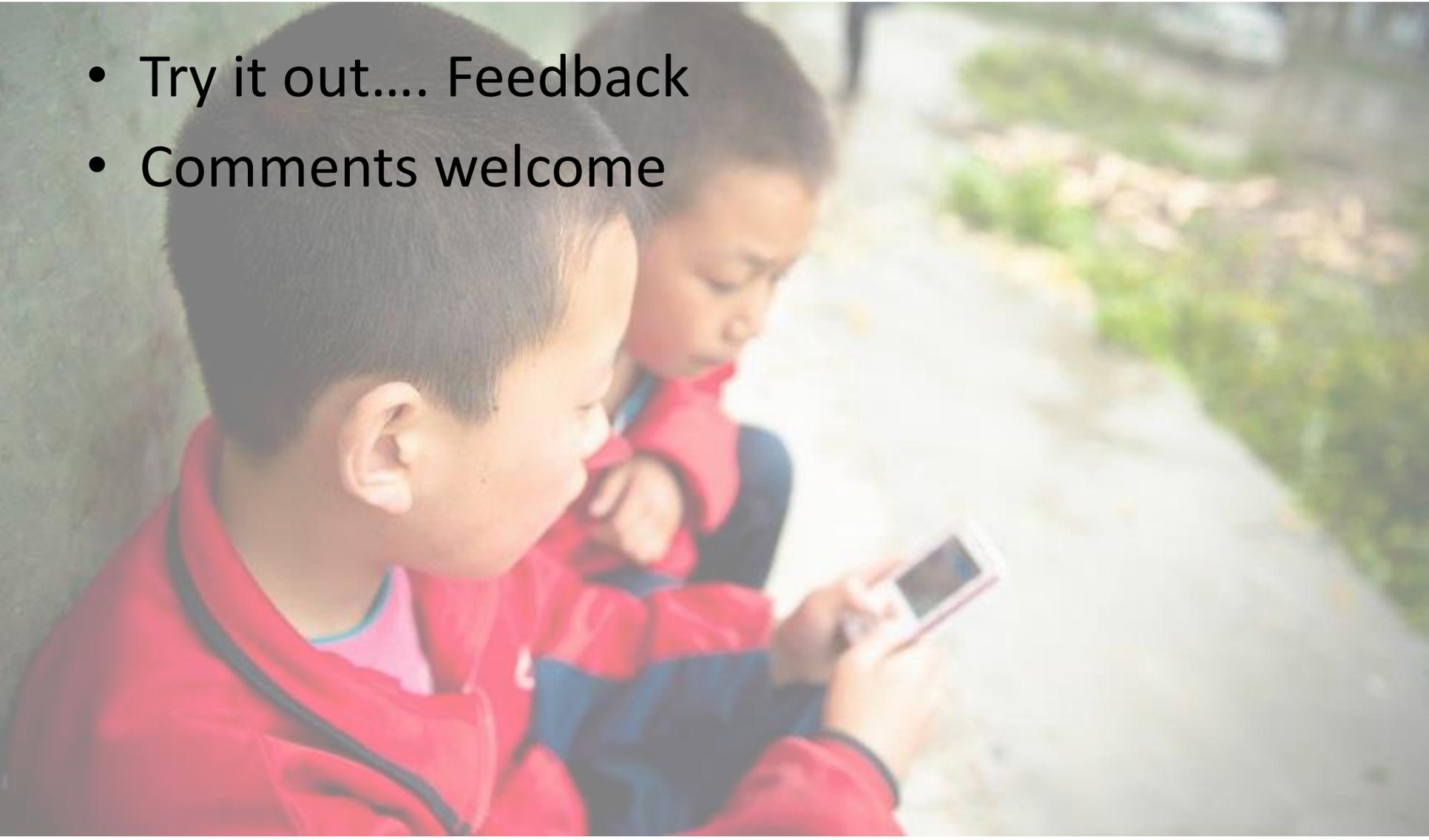
The development/delivery cycle

start



What Next?

- Try it out.... Feedback
- Comments welcome



Thanks



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