Mobile Learning: Device and Collaboration

DESCRIPTION

The near ubiquity of mobile devices in the general population has provided the technological tools to support seamless, just-in-time, lifelong learning applications. Mobile learning is a response to the proliferation of these devices and has led to an ongoing convergence between learning and technology (Kosturko, McQuiggan, & Saborurin, 2015). Design recommendations center on aligning mobile learning implementations to learning goals and objectives and leveraging activities that take advantage of the hardware and software affordances of mobile devices.

Learning while interacting with instructors and peers is an integral part of the mobile learning experience with the potential to develop collective cognitive responsibility and enhance 21st century communication and collaboration skills. (Dolan 2005; see also Bransford, et al., 1999; Churchill, et al., 2001; Dillenbourg, 1999; Zurita, et al., 2003; Zurita & Nussbaum, 2004).

LEARNER IMPACTS

- Attitude
- Behavior
- Motivation
- Self-regulation

CAPABILITIES

- Management: Performance based grouping
- Cognitive Tools: Synchronous social learning: audio/video based
- Cognitive Tools: Flashcard and concept map creation

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Context-aware augmented reality field trips
- Simple Technology: Notifications and prompts
- Content Support: Culture and language learning practice scenarios

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SELF-ASSESSMENT INSTRUMENT

Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Purpose/ Model	The product strategy is aligned to mobile learning as a core principle of a learner-centered product.	The product team is exploring mobile learning as a core LDP for creating a more learner-centered product. The product strategy is exploring integrating an evidence-based model of mobile learning.	The product team considers mobile learning to be an important LDP for creating a more learner-centered product. The product strategy considers mobile learning at a high level but does not currently align to an evidence-based model.	The mobile learning LDP does NOT align to the product strategy and is not necessary to explore further.	= _____
Mobile Learning Application	The product uses empirically-based recommendations concerning mobile learning.	Principle is applied only to a specific area of the product and more learner feedback is needed to improve principle application.	Product team thinks applying this principle would add value to their product strategy. Product team has applied similar principles to their product strategy.	This principle is NOT currently being applied to any area of the product and is NOT needed to improve the product.	= _____
Mobile Learning Delivery	The impact on a capability or service aligned to this principle has been gathered/reported on.	Product team is in early discussions about partnering with LD team to validate this principle with learners. Product team has specific capabilities they need to validate this principle with.	Product team needs more information about how this principle might be tested with learners using LD's validation services.	This principle does NOT need to be validated in order to inform product design & development.	= _____
Learner Characteristics	Design & development are currently using validation reports to further align the principle and the product strategy.	Product team is currently exploring how validation results and recommendations could be used in product design & development.	Product team feels there is time in the schedule to include validation data to inform product design & development. Product team needs a consultation to learn more about validation services and results reports.	This principle does NOT need to be validated in order to inform product design & development.	= _____
Formative/ Summative Applications	The formative and summative applications make proper use of mobile learning LDP recommendations for creating assessments.	Product team is currently exploring how recommendations for designing assessments for mobile learning could be used in product design & development.	Product team feels there is time in the schedule to include time spent on assessment application design & development. Product team needs a consultation to learn more about designing mobile learning assessments.	Formative/summative applications will NOT be used to inform product design & develop.	= _____