



# Mobile devices in an Interprofessional Community of Practice #NPF14LMD

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The use of mobile devices shows promise in supporting practitioners to develop professional ePortfolios to document their ongoing learning and practice. This poster illustrates how practitioners within an interprofessional community of practice use mobile devices to develop professional identities. The affordances of mobile technology enable transformative ways of using multi-media in ePortfolios to showcase authentic practice and field-based learning in developing professional identities. The experiences of a practitioner focus group using mobile devices is analysed using a cultural historical activity theory (CHAT) framework to foreground changes in conceptions about Professional Learning and Identity Development (PLID).

**Keywords:** mobile devices, mLearning, ePortfolios, Interprofessional practice, professional identities

## Introduction and context

This study is part of a wider project #NPF14LMD (funded by Ako Aotearoa) looking at the uses of mobile devices by learners and professionals. The poster complements other panel and sharing practice sessions submitted for the conference (tagged with #NPF14LMD). The context for this project is an ongoing professional development course for practitioners within Inclusive Education. The practitioners included Resource Teachers from the seven specialist areas of Autism, Blind and Low Vision, Deaf and Hearing Impairment, Learning and Behaviour, Gifted Education, Complex Educational Needs and Early Intervention. The practitioners were invited to use mobile devices to document and narrate their professional learning and identity development in ePortfolios.

## The Questions

A small focus group (10) of practitioners representative of the larger cohort were invited to consider whether using mobile devices changed the way they were able to document their ongoing professional learning and reflect on their professional practice. Practitioners were asked to identify which mobile devices they used, and for which practices. Participants were asked to comment on the affordances that mobile devices provided and how this influenced their reflection on practice.

## Description

A Cultural Historical Activity Theory framework was used to analyse the activity of using mobile devices for professional identity development. This poster illustrates the dimensions of the CHAT analysis of using mobile devices in an Interprofessional community of practice, showing how the use of mobile devices contributed to changed conceptions of professional learning and identity development. These dimensions included:

- **Subjects:** Resource Teachers from seven specialist areas within Inclusive Education
- **Tools:** Mobile devices as outlined by the practitioner participants
- **Object:** Examples of ePortfolios on professional learning, development and identity
- **Rules, Community, Division of Labour:** Tensions and opportunities for learning & practice as identified by participants
- **OUTCOME:** changed conceptions of professional learning and identity development **PLID**

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