Easing into mobile learning

Angela Murphy

Australian Digital Futures Institute

University of Southern Queensland

Helen Farley

Australian Digital Futures Institute

University of Southern Queensland

Audio/Visual Requirements

Room set up workshop style (group tables of 6 – 8) with the following: AV - Data projector and screen, whiteboard.

Abstract

Research has identified that students have access to and use a wide range of mobile devices to informally support their learning practices, however few students have access to educator-led initiatives to support mobile learning (Farley, Lane, Hafeez-Baig & Carter, 2014). Many educators are keen to leverage the affordances of mobile technologies to improve collaboration, interactivity and personalization within their courses, yet tight budgets and lack of training opportunities leave them wondering where to begin. This session will discuss a eight principles that have emerged from a recent study conducted by researchers from the University of Southern Queensland (USQ), in partnership with researchers at the Australian National University (ANU) and the University of South Australia (UniSA) (Farley, Murphy & Johnson, 2015). The aim of the project is to develop a Mobile Learning Evaluation Framework (MLEF) and is funded by the Australian Government's Collaborative Research Network (CRN) program. The eight principles offer educators practical, low-cost tactics that will facilitate their engagement with mobile learning and encourage them to challenge their current teaching methods.

This discussion will also report on the findings of the research on the differences between students studying primarily on-campus compared to those who study primarily in an online environment. This discussion will assist educators who have both on-campus and online students with adjusting their approach to ensure that all students have equal opportunities to maximize the benefits of mobile learning and feel included and integrated despite their geographic location.

Session Agenda

1. The session will begin with an overview of the Mobile Learning Evaluation Framework which is aims to support leaders and educators in higher education institutions to provide sustainable mobile learning opportunities to students. This will be streamlined by the provision of a pamphlet giving details of the projects so that too much time is not taken up with this portion of the program.
2. Attendees will be asked about their previous experience with implementing mobile learning initiatives in their teaching practices and how their students are spontaneously using mobile technologies to support their learning. Attendees will be encouraged to share these experiences with the group.
3. Attendees will be provided with information gathered during the project about the needs, issues and practices of students engaging mobile technologies in their learning, including issues such as wireless connectivity.
4. We will consider as a group the issues and challenges identified by educators in attempting to implement mobile learning initiatives within their teaching practice or learning institutions.
5. The session will conclude with a discussion around the eight principles that emerged from the

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study and potential for additional strategies that may be employed to encourage the sustainable implementation of mobile learning initiatives within higher education institutions.

References

Farley, H., Murphy, A. & Johnson, C. (2015) How Do Students Use Their Mobile Devices to Support Learning? A Case Study from an Australian Regional University. *Journal of Interactive Multimedia in Education*. https://doi.org/10.5334/jime.ar

Murphy, A., Farley, H., Lane, M., Hafeez-Baig, A. & Carter, B. (2014). Mobile learning anytime, anywhere: What are our students doing? *Australasian Journal of Information Systems,* 18 (3), 331-345. https://doi.org/10.3127/ajis.v18i3.1098

Murphy, A. & Farley, H. (2015). Easing into mobile learning. In T. Reiners, B.R. von Konsky, D. Gibson, V. Chang, L. Irving, & K. Clarke (Eds.), *Globally connected, digitally enabled*. Proceedings ascilite 2015 in Perth (pp. 721-722). https://doi.org/10.14742/apubs.2015.1039

Note: All published papers are refereed, having undergone a double-blind peer-review process.