

mLearning with workplace based apprentices: - trials, tribulations and triumphs



eFest 2006
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What is mLearning?

mLearning can be defined as :-
"the acquisition of any knowledge and skill using mobile technology, anywhere, anytime, that results in an alteration of behaviour."

(Geddes, 2004)



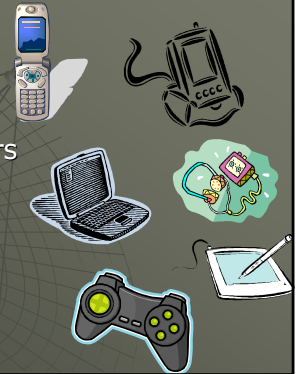
Why mlearning?

- ◆ The rise of ubiquitous computing
- ◆ Concept of EVERYWARE
- ◆ Convergence of mobile & PDAs
- ◆ Workplace based learners
- ◆ Mobile learners



mLearning tools

- ◆ Mobile phones
- ◆ "Smart" phones
- ◆ PDAs
- ◆ Ipods & mp3players
- ◆ Laptops with WiFi
- ◆ Tablet PCs
- ◆ UMPCs
- ◆ Game consoles



Why use mobile phones

- ◆ Generation Y
- ◆ Familiar tools / Familiar tasks
- ◆ %age of bakery apprentices with access to PCs unchanged since 2000
- ◆ 100% mobile phone ownership with apprentices



Advantages with using mobile phones

- ◆ Ubiquitous
- ◆ Accessible
- ◆ Efficient
- ◆ Flexible
- ◆ Reliable
- ◆ Interactive





Disadvantages of using mobile phones

- ◆ Small screen size
- ◆ Limited memory
- ◆ non-compatibility issues
- ◆ Integrating existing PC applications
- ◆ Variety of platforms
- ◆ Links to LMS

Capabilities of current 3G phones

- ◆ Voice communication
- ◆ MMS - Phone/video cams
- ◆ SMS - text messaging
- ◆ WAP via Bluetooth, WiFi or phone
- ◆ Accessories - GPS, MP3, ebooks, radio, TV
- ◆ Interactive games & other Flash based applications



Learning applications on 3G phones

- ◆ Flash cards - [languages](#), [road code](#), [StudyTxt](#)
- ◆ Formative assessments - multiple choice / short answer questions - [e TXT](#), [Aristotle](#), [mobile podcasting](#) / vodcasting

Learning applications on 3G phones

- ◆ Manga comics - [instructions / directions](#)
- ◆ Collaborative quizzes - mobile WIKIs - voting on choices
- ◆ SMS - learner support, learning content

Learning applications on 3G phones

- ◆ Phone / video cam - collection of learning evidence - [photos](#), [videos](#), [voice](#)
- ◆ GPS - geographically based [field trips](#)



Vision

- ◆ Blended delivery of theory of baking
- ◆ Using SMS for formative assessments
- ◆ Collection of evidence for [eportfolio](#) using mobile phone
- ◆ Archive evidence on web 2.0 applications
- ◆ Link to CPIT LMS so that collation of evidence possible on block courses

Trial 1: Using eTXT



- ◆ Formative assessments via SMS using [eTXT™](#)
- ◆ Findings:-
 - Multiple choice questions preferred
 - Difficult to enter short answers
 - 4 questions a day seen to be ideal
 - SMS provides good access to apprentices

Trial 2: Web 2.0 applications for eportfolios

- ◆ Making use of [Moblogging](#)
- ◆ Accessed solely via mobile phones
- ◆ Evaluation of 2 to 3 [Web 2.0](#) applications for compiling eportfolios
- ◆ Build up capability to produce mLearning platform



Trial 3: Incorporating into LMS

- ◆ Using open source LMS (Moodle) to construct customised platform
- ◆ Mash up with Web 2.0 applications ([flickr](#), [filemobile](#), [springdoo](#))
- ◆ mLearning friendly interface
- ◆ Templates for archiving multi-media eportfolio content



Trial 4: Full distance delivery

- ◆ Maximise PUSH factors of using SMS
- ◆ Using SMS for course info. formative assessments, maintaining contact
- ◆ Hard copy for content (or could be distributed on [SD cards](#) / mini disk)
- ◆ Consolidate theory with practice
- ◆ Eportfolio via mobile phone



What have we learnt?

- ◆ Good things take time
- ◆ SMS currently preferred method
- ◆ Web 2.0 applications mostly in beta
- ◆ Paucity of mobile accessible applications in NZ
- ◆ PCs still required to consolidate eportfolio



To continue on from this presentation?

- ◆ Contact:- chans@cpit.ac.nz
- ◆ blogging at <http://mportfolios.blogspot.com/>
- ◆ Wiki at <http://cpitwebtwoinfo.pbwiki.com>

