# Unearthing new pedagogy and creative modes of learning with mobile technologies in the classroom.

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### Outline of the key presentation points

These new learning niches use technologies to enable people of all ages to pursue learning on their own terms" (Collins and Halverson, 2009, p.3).

**Redefining Learning whereby UNDERSTANDING is the focus.** Providing students with the chance to have their own voice! Considering the changes in usage patterns, and the modes of learning amongst the students in our classes.

**Mobile Devices Study**

400 Students
Survey monkey
Online collection
Quantitative and Qualitative
Considering the access that students have and the types of devices that they would like to use

**Interesting things**

Increase social connection i.e., facebookIncreased use for organization

Over 80% have data on their devices anyway!

Use of phone calls and text, diminished use of emails

**Their responses indicated that** close to 90% of the student want to see these devices implemented into their daily education

Their preferred type of device is an iPad - a preference of 93% sampled

**Important Features**

Connectivity

Wireless capacity

Apps it can run

Graphics, Creativity and sound

Integration of access

**14. Which of the following aspects to you consider important when selecting a mobile device?**

| | Not important at all | Unsure | Important | Very important | Rating Average | Response Count |
|---|---|---|---|---|---|---|
| Portability | 2.1% (8) | 6.8% (26) | 43.2% (164) | 47.9% (182) | 3.37 | 380 |
| Cost | 14.3% (55) | 17.7% (68) | 41.3% (159) | 26.8% (103) | 2.81 | 385 |
| Connectivity (wireless) | 1.6% (6) | 4.2% (16) | 25.8% (99) | 68.4% (262) | 3.61 | 383 |
| The apps it can operate | 3.1% (12) | 12.0% (46) | 34.3% (131) | 50.5% (193) | 3.32 | 382 |
| Internet access | 1.6% (6) | 6.6% (25) | 22.3% (85) | 69.6% (265) | 3.60 | 381 |
| Flexibility | 6.4% (24) | 23.9% (90) | 40.1% (151) | 29.7% (112) | 2.93 | 377 |
| Able to be creative | 9.7% (37) | 19.7% (75) | 34.7% (132) | 35.8% (136) | 2.97 | 380 |
| Access to good sound | 4.7% (18) | 16.4% (63) | 38.1% (146) | 40.7% (156) | 3.15 | 383 |
| Access to good graphics | 3.9% (15) | 9.4% (36) | 36.7% (140) | 49.9% (190) | 3.33 | 381 |
| Quality of battery - operating time | 1.6% (6) | 3.6% (14) | 27.1% (104) | 67.7% (260) | 3.61 | 384 |
| Product quality | 0.3% (1) | 2.9% (11) | 25.7% (98) | 71.1% (271) | 3.68 | 381 |
| Integration of access i.e., calls, text, internet | 4.2% (16) | 10.6% (40) | 31.9% (121) | 53.3% (202) | 3.34 | 379 |
| | | | | answered question | | 390 |

### Questions to be considered

- What about the impact upon the modes of learning?
- What about the creating mind? The synthesizing mind?
- What about the cloud, the environment, collaboration, understanding and construction of new knowledge?
- The visual, aural, oral, text based, kinesthetic learner?
- Related pedagogy, assessment, curriculum and learning design?

# Issues to consider

*Creative use of apps (easy assessment, soundrop etc), and also online tools like Edmond and Prezi for example. Providing students with the option of expressing and demonstrating their understanding in different and relevant ways!*

**Their perceived issues**
- Cyberbullying
- Use of social networks
- Their relationship with the teacher - student remaining in the teacher - apprentice model
- Influence of the traditional teaching expectations, ie quiet, listening etc
- Might be used for things other than 'learning' - facebook, texts?
- The impact of games and their relationship with the classroom environment
- The teacher not being needed

**Critical Challenges**
- Need for training in digital literacy
- Lack of alignment between how today's students think and work versus the products and practice used to support their learning
- Resistance to change in an established system
- Disconnect between student's learning experiences inside and outside the classroom (Horizons Report, 2010)

**Social Networking - Web 2.0**
- Social networking from the 1990s: ICQ and MIRC. Personal experience: Seen as a distraction
- Q: Pilot study: "What is the greatest distraction when completing homework tasks"
- A: Facebook
- Traditional view of teachers when facing a new technology: ignore or suppress

- Students remarkable ability to get around obstacles
- Turning the tables on this distraction: "If you can't beat 'em join 'em"

**Social Classroom**
- Edmodo: similar to Facebook - **Like**, **Comment** and **Share**
- Quick overview of differences: teacher administrative powers, post assignments, grades, quizzes, polls, etc.

**The 'Share' Button**
"Safe" Teacher: students remain at their computers. Not allowed to stand up and walk around the class. Not allowed to swap headphones. Teacher wanders and checks student work
- "Progressive" Teacher: Teacher roams around and check work. Last 15 minutes is sharing time. Students stand up, take off their headphones and move to the computer on their left
- Students started sharing more of their work using Edmodo
- Students sharing videos, websites, links, compositions

**Liking and Commenting**
3 sources of feedback: Teacher, Peer and Self
- Students are often reluctant to make comments on each others work, or comments are too generalised or simplistic
- Social networking however has built a strong feedback system with the use of the like and comment button
- Students feel more comfortable leaving feedback on students posted work

**The Voice**
The last theme underpins the other two themes
- Students can submit work in their own way: text, images, video, presentations, etc.
- Students can comment and contribute in a different forum
- Supports multiple learning modes

**Considerations for discussion include**

♦ Pedagogy - feedback and assessment

♦ Social Media - Incorporating this - making learning fun!

♦ Provide the reluctant learner with a new voice to unearth their creativity

♦ Models of learning - constructivist or constructing?thinking routines?formative - not summative? risk takers and creators...

♦ The acknowledgment of the changing learning environment as opposed to the classroom

♦ Placing an onus on the 'process' rather than the 'product'

♦ Having fun! Considering Howard Gardner's 'Frames of Mind'



*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*

**"it is advantageous to develop multiple, diverse representations of the same entity-be it arithmetic multiplication, the nature of the political revolution, the current competitive landscape in one's business, the topography of one's hometown, the contours of one's life. Such multiple representations are the grist for new ways of thinking about an entity, a problem, or question: they catalyse creative questions and spawn creative solutions" (Gardner, p 87, 2008).**

**Thank you for attending our session today. Please feel free to ask us any questions or email us for further information on the presentation.**