Network for Mobile Learning Scenarios

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Rationale

At a first glance, the use of mobile technologies for learning is not obvious. This is because mobile technologies are commodity items and originally not designed for learning but for entertainment, communication, networking etc. Also, these technologies are sold as part of users' lifestyle choices and for media consumption. At a second glance though, a manifold range of opportunities emerges. However, no standardised concepts exist (yet) for the systematic use of mobile technologies for teaching and learning. With its work the Network for Mobile Learning Scenarios, which is a network of the London Mobile Learning Group (LMLG; www.londonmobilelearning. net), aims to provide concepts of how to use mobile technologies for everyday teaching and learning.

Aim

The aim of the network is to provide perspectives for the implementation of mobile technologies in teaching and learning contexts, be it formal or informal, during school or leisure time, at workplace or university, or in which place or time of the day ever, by providing "scenarios" for learning and teaching with mobile technologies. In contrast to large-scale projects scenarios can be understood as modular units which are replicable, scalable and transferable and apply to the use in specific learning. Part of the conceptual considerations of the network is a perspective of a cultural ecology which covers amongst others the everyday use of mobile technologies, different social contexts and milieus in which people are learning, as well as different demands of educational institutions and their policies. Target groups of the work of the network are both teachers and educational researchers.

Activities

Network members meet on a regular basis. Current activity is the common design of a template that can be used by teachers to plan and describe Mobile Learning Scenarios in formal learning settings such as school, university, vocational education and training. Also, the template will be basis for the description of scenarios that will be made publicly available via http://scenarios.londonmobilelearning.net.

Structure

Besides designing mobile learning scenarios, the network aims to establish structures which allow for sharing of experiences with mobile learning. This will be realised by referring to the following activities and structures:

(a) The local hubs: Local hubs are distributed over the participating countries and organised locally. Part of the function of the hubs is the realisation of local activities as well as the organisation and chairing of network meetings. Current local hubs are at Augsburg, Bristol, Florence, Hull, Innsbruck, London, Ludwigshafen, Vienna, Zürich.

(b) Internal web based communication tool: A weblog (nfmls.londonmobilelearning.net) is used for communication amongst members related to the collaboration that is necessary to design scenarios, to write papers or to prepare common activities etc.

(c) Platforms for the presentation of projects: Dissemination of the scenarios will be made public in late 2014 / early 2015 via scenarios.londonmobilelearning.net as well as through other digital and paper based media.

(d) Initiator of this open network is the London Mobile Learning Group (LMLG). The network is open to any person interested in the aims of and eager to participate in the activities of the network. Members are organized via the local hubs and/or via working groups established around any of the projects of the network.

Recent outcomes

Ekanayake, Sakunthala Yatigammana, and Jocelyn Wishart. 2014. «Mobile phone images and video in science teaching and learning». Learning, Media and Technology 39 (2): 229–249. doi:10.1080/17439 884.2013.825628.

Rummler, Klaus. 2014. «Foundations of Socio-Cultural Ecology: Consequences for Media Education and Mobile Learning in Schools.» MedienPädagogik 24 (10. July): 1–17. http://www.medienpaed. com/24/#rummler1407.

Seipold, Judith. 2014. «Mobile Learning: Structures, Concepts and Practices of the British and German Mobile Learning Discussion from a Media Education Perspective.» MedienPädagogik 24 (15. Aug.): 30–52. http://www.medienpaed.com/24/#seipold1408.

Feedback on our work is very welcome

Contact for more information

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Visit us at
http://www.londonmobilelearning.net
http://scenarios.londonmobilelearning.net

Draft template for scenarios

Title: [< 10 words]

Featured Image: [appears in headline of the scenario post]

Level/Year of education: [choose from list]

School subject / course: [enter text]

Learning aims and objectives:

Relation to the local or national curriculum: [if available]

Duration: [number of lessons / hours without preparation time]

Working modes: [e.g. individual / group work]

Technology: [e.g. mobile equipment used, hard- and software, further equipment]

Access to intranet/ internet via WIFI or other mobile networks:

Costs for hardware, software, infrastructure: [if so]

Keywords:

Year the scenario was realised in:

Draft template for scenarios

Country the scenario was realised in:

Contact of person who owns copyright of the scenario:

[e-mail]

Ethical and/or safety concerns:

[100 words; What issues do other teachers need to plan ahead for?]

Narrative description of the practical implementation of the scenario:

[150-200 words; Description of the scenario, including e.g. photos, videos, sounds - info that makes teachers want to realise this or their own scenario.]

Brief reflection:

[100 words; How happy are you with the implementation of the mobile learning scenario? How did the learners like it? Looking back, what would you keep and what would you change?]

Learning benefits:

[100 words; E.g. subject knowledge, co-operation, personalised learning, collaborative knowledge building, learning independent from time and place, distributed learning etc.]

Further links:

[100 words; E.g.: Would you like to provide further URLs or references? Was the scenario realised in co-operation with colleagues, universities, school, networks, etc.? Do you have any theoretical framework available that fits planning, implementation or evaluation of the scenario? etc.]