

Pedagogy and Mobile Learning

Presented by Ed O'Brien, Ericsson

Agenda

- What is Pedagogy
- How do people learn?
- Which applies most?
- E and M learning – Critique Study
- Conclusion



Pedagogy

The underpinning models, practices and philosophy of both teaching and learning which structure the organisation and design of course content. These values, conscious or subconscious structure and shape every teacher and students approaches to and expectations of learning

How do people learn?

- **Associative**
 - Building concepts or competencies step by step
- **Constructive (Individual)**
 - Achieving understanding through active discovery
- **Constructive (Social)**
 - Achieving understanding through dialogue and collaboration
- **Situative**
 - Developing practice in a particular community

Mayes and de Freitas (2004)

Associative

- Learn by association through basic stimulus-response
 - Later by associating reasoning
- Key theorists include Skinner, Gagne
- Pedagogic approaches:
 - Guided instruction
 - Drill and practice
 - Instructional design
 - Socratic design

Constructive (Individual)

- Learn by exploring the world around them
 - Receive feedback and draw conclusions
- Learning can be applied to new contexts and expressed in new ways
- Key theorists include Piaget, Papert etc
- Pedagogic approaches
 - Experimental Learning
 - Constructivist learning
 - Problem/Research based learning

Constructive (Social)

- Peer learners and teachers play a key role in development by engaging in dialogue with the learner
 - Shared understanding
 - Provide feedback
- Key theorists: Vygotsky
- Pedagogic approach: Reciprocal teaching, conversational model, collaborative learning

Situative

- People learn by participating in communities of practice, progressing from novice to expert through observation, reflection, mentorship etc.
- Key theorists: Lave and Wenger
- Pedagogic approach:
 - Situated Learning
 - Work based learning

eLearning/mLearning: Which method suits?



Constructivism (Individual)

- Teaching

- Interactive environments and appropriate challenges
- Encourage experimentation and discovery of principles
- Adapt teaching to existing concepts/skills
- Coach and model metacognitive skills

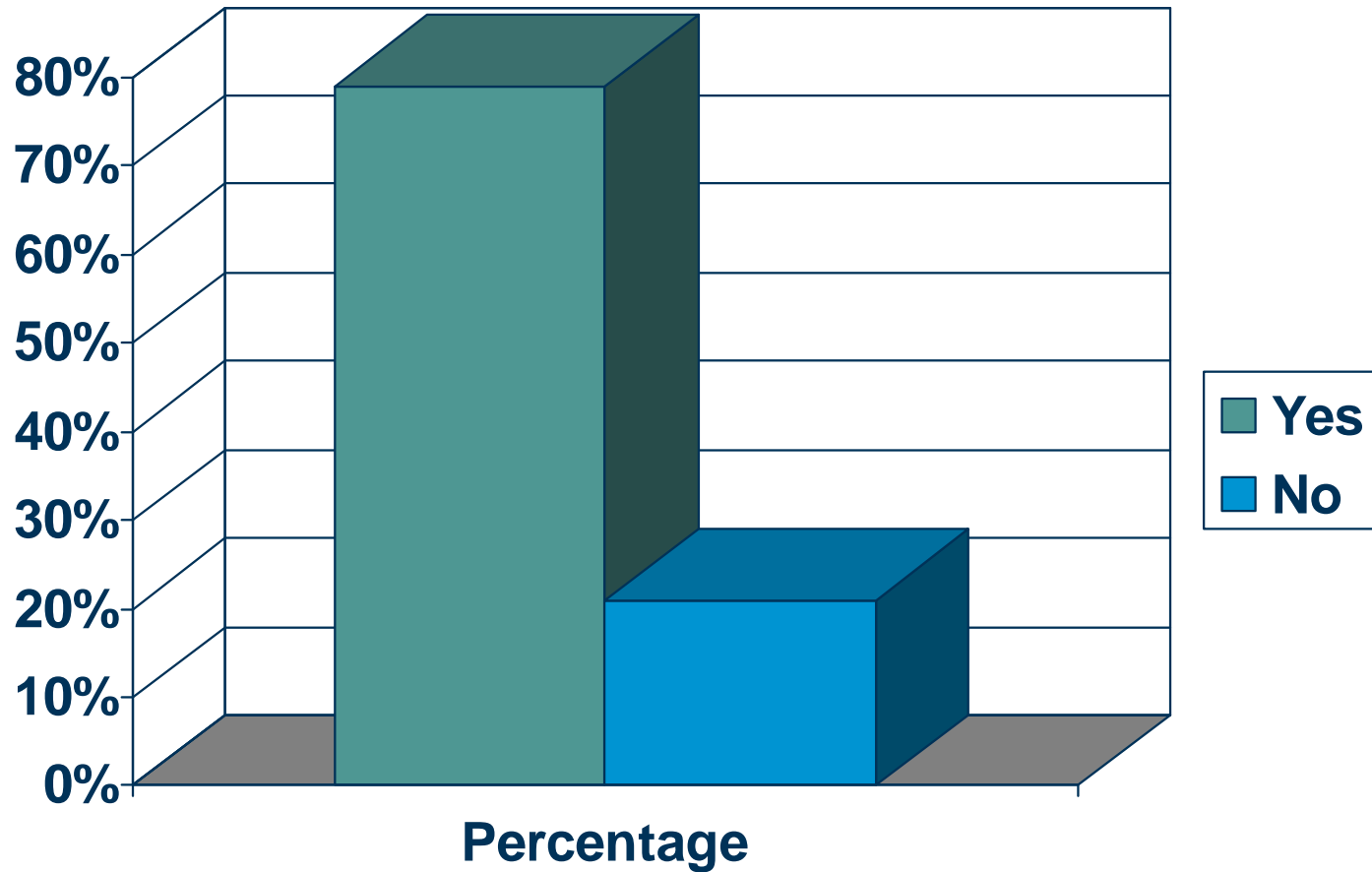
- Learning

- Active integration of concepts
- ill-structured problems
- Opportunities for reflection
- Ownership of task

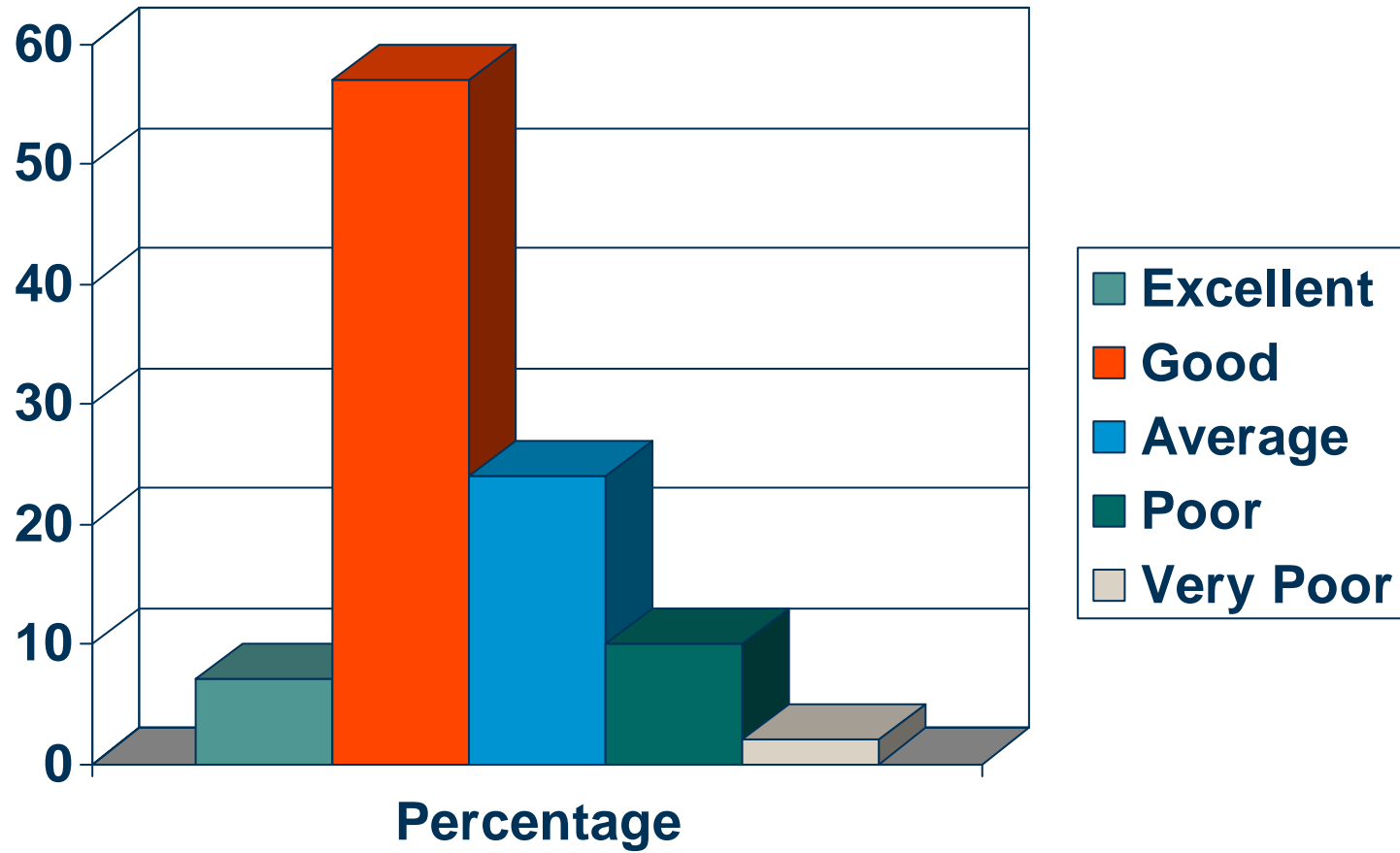
Pilot study critique of eLearning and mLearning

- IMS course on eLearning and mLearning
- No deliberate numbers set for Male vs. Female; Young vs. Old
- 86% degree or higher level
- Work for Ericsson so you would expect them to be technologically advanced 😊

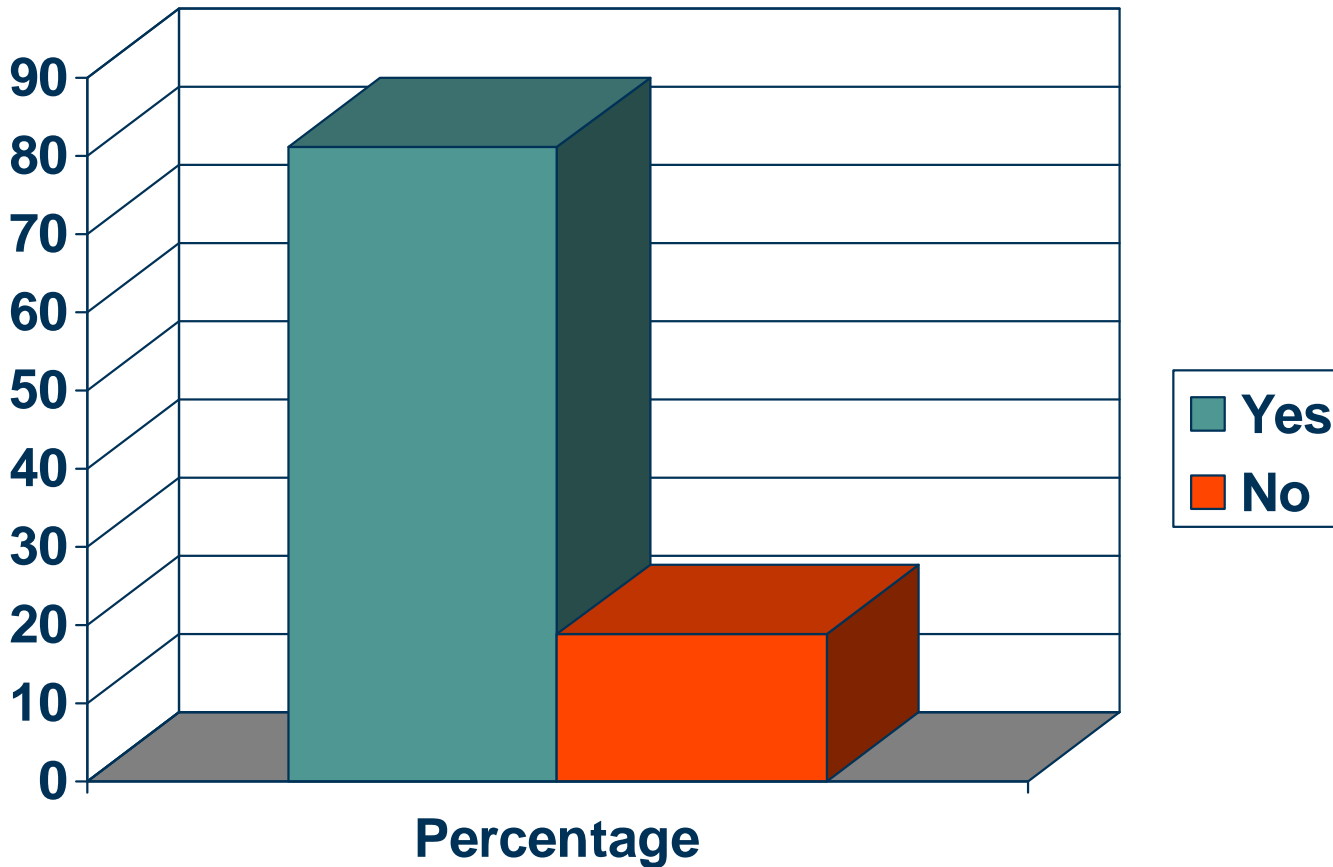
Would you consider taking another course in this format?



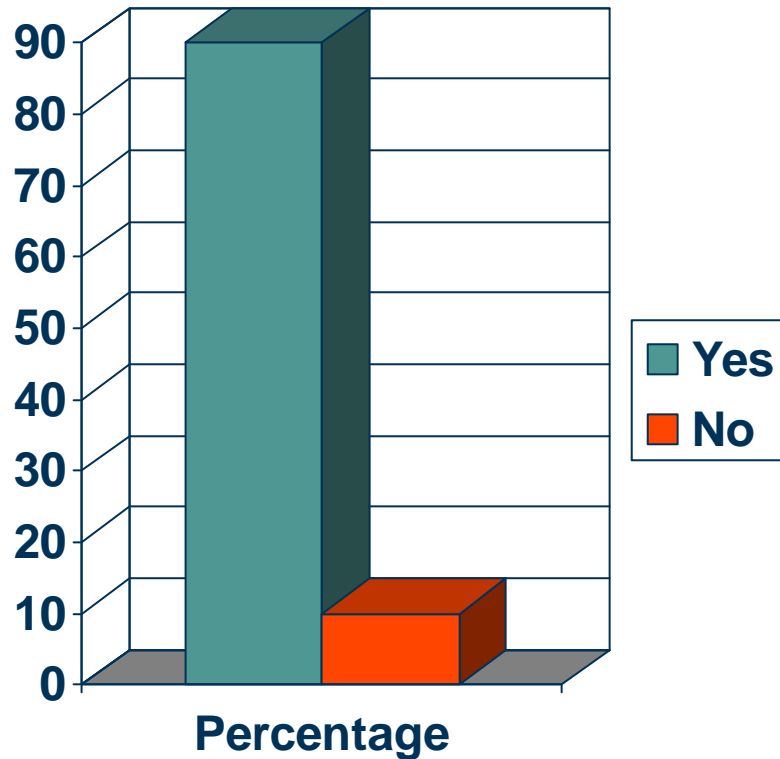
Overall rating of course



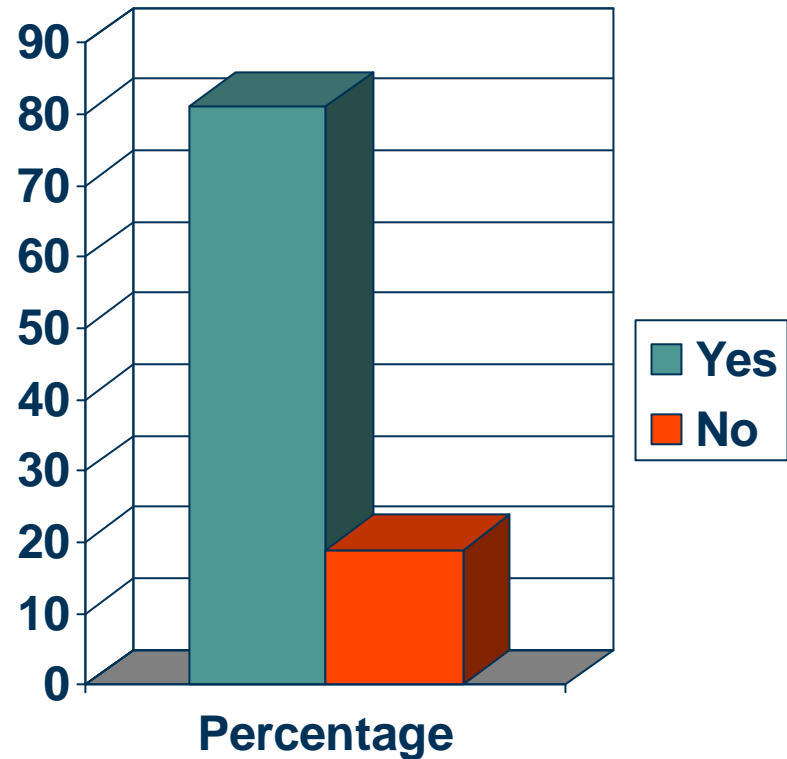
Increased understanding of IP Multimedia Subsystem (IMS)



Access/Navigation

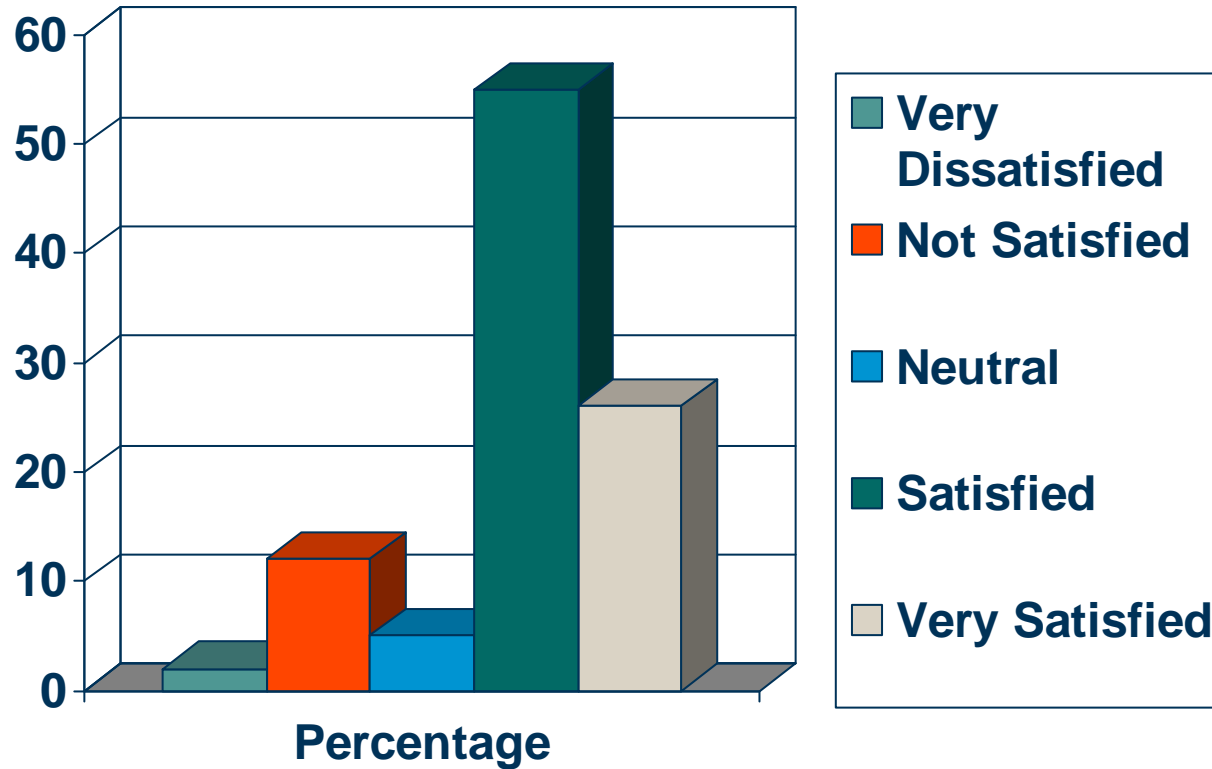


Access - Ease

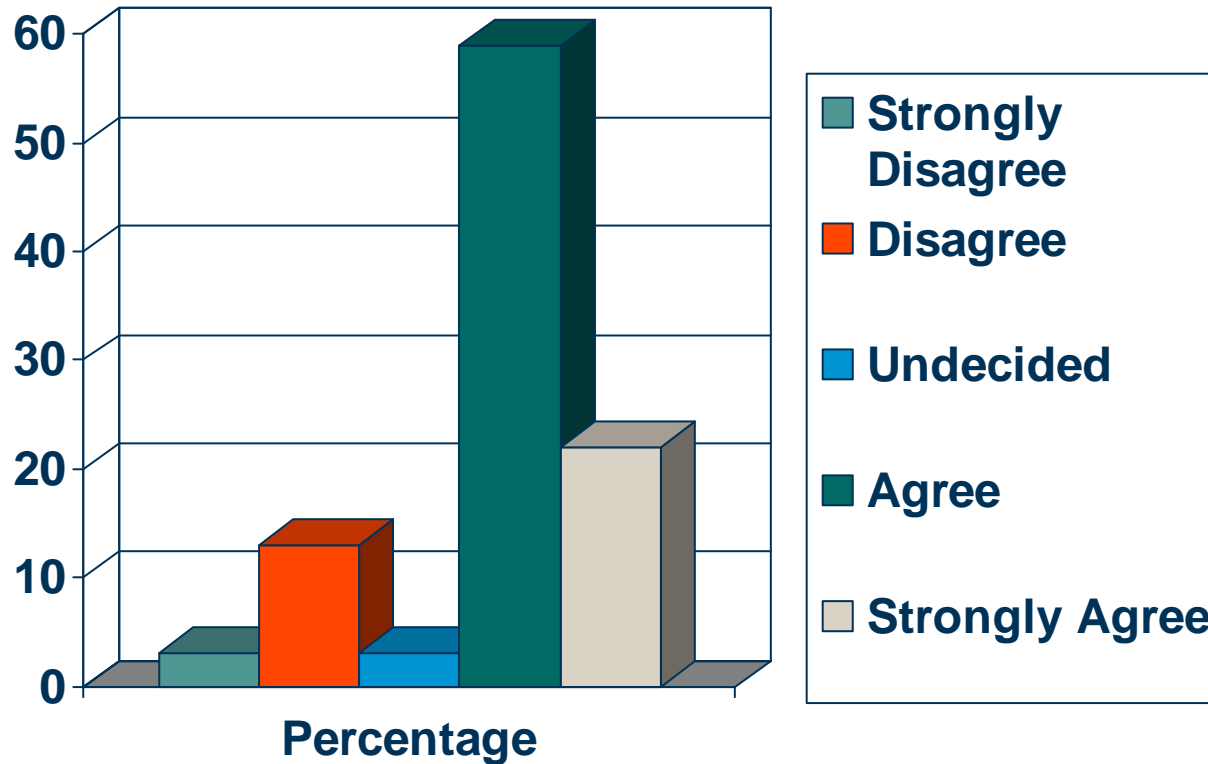


Navigation - Ease

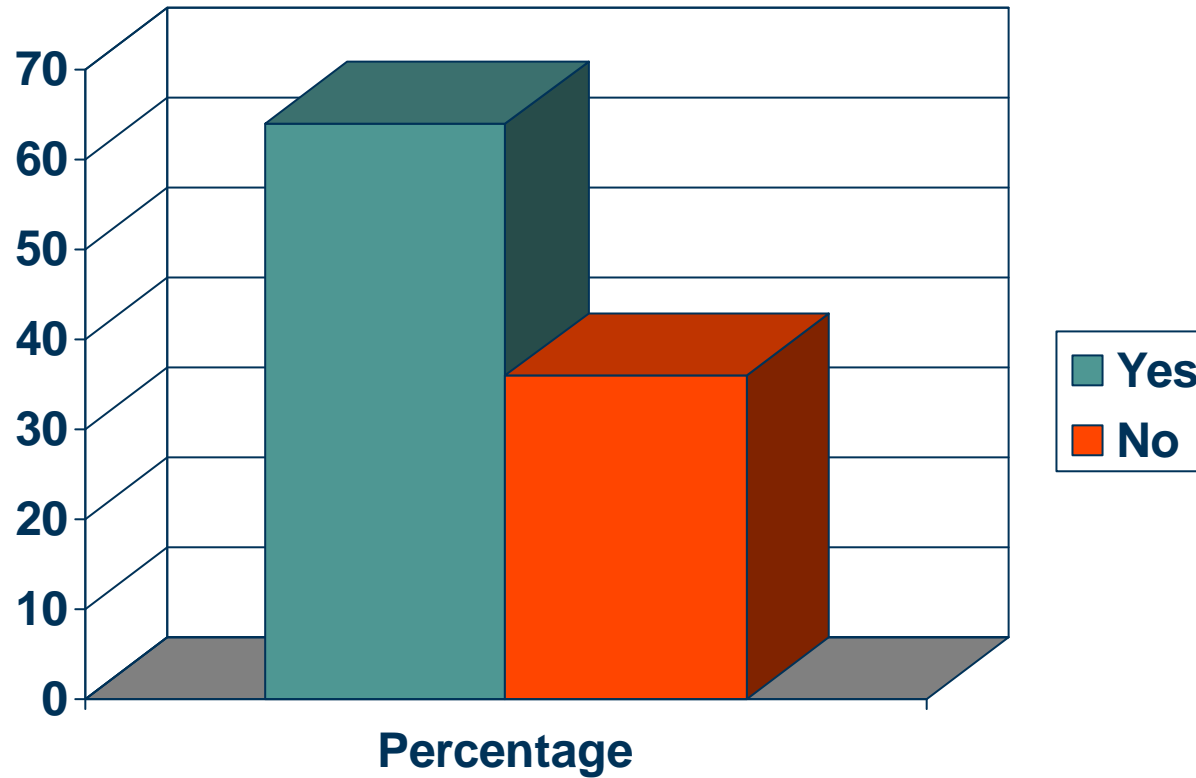
Satisfaction with look and feel of course



Self Assessment – Increased Understanding



Instructor Led Training Vs e/mLearning



Comments

- mLearning
 - Screen size
 - Limited functionality
 - Interface
 - Convenient
 - ‘Bite’ size learning
- eLearning
 - Screen Size
 - Longer time can be spent Learning
 - Excellent for overview level



Conclusion

- Constructive (individual) is the method of learning for mlearning
- mLearning needs to be:
 - Interactive
 - Challenging
 - Allow time for reflection
 - Skill based (level)
 - Allow for assessments to take place



Website

- <http://www.ericsson.com/ericsson/corpinfo/programs/index.shtml>

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