Guidelines for learning/teaching/tutoring in a mobile environment

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Abstract: Mobile learning is an emergent paradigm in a state of intense development fuelled by the confluence of three technological streams, ambient computing power, ambient communication and development of intelligent user interfaces (Sharples et al., 2002). A consequence of this rapid development is that the pedagogy of mobile learning has yet to become clearly established. The purpose of this report is: 1. To attempt to define mobile learning in terms of a flexible model that will enable developers, tutors and learners to identify learning practices and effective pedagogies incorporated in a particular ‘learning space’. 2. To identify key elements that are unique to mobile learning, and provide initial check list indicating pedagogically useful learning activities that can be supported by the technologies. 3. To look at the current literature on the pedagogy of mobile learning and thereby assist designers in developing a user-centred approach that is driven by ‘learner pull’ rather than ‘technological push’ and to provide sign posts for tutoring, teaching and learning with mobile devices. In addition literature from other paradigms, such as e-learning and online communities, is included where the results are thought likely to contribute to the mobile pedagogical paradigm. 4. To begin compiling a database of guidelines which capture this expertise.

http://www.mobilearn.org/
A mobile learning app also means that tutors can upload materials using a smartphone. Giving teachers the same flexibility as students saves them time, which is a valuable commodity in the education sector when everyone is busy. It also gives tutors the ability to upload new reading materials and research on-the-go. With the right mobile learning solutions, tutors should be able to upload course materials in a variety of formats, providing they’re mobile-friendly for the students reading them in the app or downloading them.

When you are designing a mobile learning environment, the user-experience is a key consideration. Quick, easy to navigate and intuitive is what students and teachers want, otherwise it could prove an underused service. Smart learning is one thing and systematic learning is next. App based learning enables both. Mobile apps help in systematic learning. Apps are arranged in such a way that it promotes not only a craving for learning but systematic learning. The apps are arranged in a systematic way that it becomes possible for students to go with the flow without even realising.

12. Portability. There are no constraints for mobile phones.


Below are guidelines for each of the above reasons:

1. To determine problem areas for the student. This practice reinforces the learning process for the student and allows both student and tutor feedback on the effectiveness of the tutoring session. 5. To clarify something this is not clear. When teaching new skills, the tutor should stop at various points and ask, "Do you understand this?" "Is this part clear to you?" "Do you have any questions about this?" Often, students are afraid to ask questions, even to a tutor, for fear of appearing incompetent. Some tutors will give hints if the student does not answer in a reasonable time so as not to make the student embarrassed by lack of knowledge. No one wants to make the student feel as though he or she is being interrogated.