

Best Practice in Mobile Lifelong Learning

Robert Farrow, Agnes Kukulska-Hulme,
Alice Peasgood, John Pettit

Mobile Technologies In Lifelong Learning

best practices





What is MOTILL?

“Mobile Technologies in Lifelong Learning: Best Practices”

- A one year project funded with support from the European Commission
- Elaboration and analysis of the everyday use of mobile technologies and their potential for lifelong learning
- Working with policymakers to increase awareness of the possible impact of mobile technologies on lifelong learning policies

Project Partnership

The MOTILL Project involves researchers
from four countries:

		Italian National Research Council Institute for Educational Technology of Palermo/Italy (coordinator)
		The Open University Institute of Educational Technology United Kingdom
		Trinity college Dublin Crite (Centre for Research in IT in Education) Schools of Education and Computer Science & Statistics Ireland
		Corvinus University of Budapest Department of Information Systems Hungary

Policy Context - EU

Decision no. 1720/2006/EC of the European Parliament established an action programme in the field of lifelong learning

MOTILL is funded under the National Lifelong Learning Strategies – Transversal Programme 2007-2013

“Delivering lifelong learning for knowledge, creativity and innovation” [5585/08 EDUC 24 SOC 46]

Education and Training 2010 work programme

European Qualifications Framework

Digital Europe: Europe's Fast Track to Economic Recovery

“We now have to bring about a Europe committed to the radical transformation towards a knowledge-based society.”

José Manuel Barroso, President of the European Commission (2009)

Viviane Reding, EU Commissioner for Telecoms and Media Digital Europe (Ludwig Erhard Lecture 2009)

1. Legislate for the reform of European telecoms
2. Investment in next generation (fibre-optic/mobile) networks
3. Development of ‘Long Term Evolution’ (LTE) 3G telecom network
4. Accelerate digital TV switchover to free radio spectrum
5. Make it easier (and more attractive) to access European digital content
6. Europe's digital economy should be opened up to small businesses
7. Developing a safe and consumer-friendly European space for mobile payments
8. Making better use of innovative ICT solutions to meet the objective of a low-carbon economy

Policy Context - UK

Digital Britain (2009)

“The ability of Digital Britain to contribute its full potential to our future economic growth is critically dependent on having enough people with the right skills in the right place at the right time to develop and apply the new technologies.”

E-skills UK and Skillset identified a lack of appropriate investment in professional ‘digital workforce’

Britain is undergoing a transition to high-speed mobile broadband

Forthcoming major review of the secondary curriculum will emphasise the application of digital knowledge in ‘real life’ contexts.

Policy Context - UK

Inquiry into the Future of Lifelong Learning (2009)

Compared with most European countries, the UK has high participation rates in education and training, and quite high levels of flexibility in formal education. However, the IFLL identified several systemic blocks to the development of a longer-term strategy for lifelong learning.

- Initial education does not serve as a secure foundation for lifelong learning
- An imbalance of opportunity and support for learning through different stages of life
- Inadequate recognition of the increasingly diverse transitions into and from employment
- Educational inequalities accumulate over the life course to an unacceptable extent
- For all the rhetoric, a high-skilled economy is not yet in prospect
- Finding a way through the system is complex, opaque and demotivating for too many
- The governance of the system is micromanaged, over-centralised, and insufficiently stable
- Infrastructure: buildings, technologies and services are inadequate / not well integrated
- The 'system' is not sufficiently intelligent, i.e. it does not create and use information as well as it might in order to innovate and improve

Why MOTILL?

Mobile technologies are widely used, and the use of mobile devices transcends age, sex, income and ethnicity

There is a growing but disparate evidence base for the impact of mobile technologies upon lifelong learning

National and EU policies have not yet taken significant steps to integrate lifelong learning and mobile technologies – the MOTILL Project aims to promote this type of integration

Successful integration of mobile technologies and lifelong learning promotes effective pedagogy, helps to develop the digital economy and contributes toward meeting the various targets for lifelong learning

MOTILL Project Outcomes

1. Scientific Annotated Review Database (SARD)
2. Methodological Framework (Evaluation Grid)
3. Collection of Best Practices (BPC)
4. Web Portal

Scientific Annotated Review Database

Objectives

Identifying current research in the areas of mobile technology, lifelong learning and transitions

Facilitating the creation of a collection of tags to identify the main concepts in the area of mobile technologies and lifelong learning

Providing a repository of research based literature to inform the Evaluation Grid and Best Practices Collection

Bespoke individual reviews designed for use both by educational researchers and policymakers

Scientific Annotated Review Database

Process

Design and testing of the SARD

The development of a tagging system

The selection of papers

The review and tagging of papers

The peer-review of the papers and reviews

Final editorial review

Implementation of online interface

Evaluation Grid

Objectives

Developing a method for identifying key elements of the relationship between mobile technology and lifelong learning

Providing a tool to assist partners in the identification and assessment of mobile lifelong learning projects

A framework for the rank and comparison of effective uses of mobile technology in lifelong learning

A system for capturing best practice ‘scientifically’

A way of highlighting shortcomings in present practices and opportunities for the future

Evaluation Grid



Best Practice Collection

Objectives

To identify and capture mobile lifelong learning projects throughout Europe

To build a picture of the development of mobile learning in each partner country

To assess best practice by applying the Evaluation Grid

To identify exemplars of best practice

To share best practices with practitioners through the web portal

Highlighting shortcomings in present practices and opportunities for the future to policymakers

‘Best’ Practice? The Case Against...

Implies that there can be single, optimum solutions to complex problems

Contains an assumption that ‘experts’ know more than practitioners:
what role for the skilled judgements of experienced professionals?

‘What Next? Perfect Practice?’ (Coffield & Edward, 2009)

KEY POINT: Need to engage with communities of practice

MOTILL Web Portal

<http://www.motill.eu>

Facebook Group

<http://tinyurl.com/yzozhwm>

Twitter

<http://twitter.com/MOTILLproject>

LinkedIn

<http://tinyurl.com/yzo3hfe>