

Mobile Technologies in Lifelong Learning Best Practices

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Agenda

- An overview about the project
- MOTILL Project Outcomes
- The project approach
- What have we learnt ?
 - Management
 - Pedagogy
 - Policy
 - Ethical
 - Transitional
- Some numbers

What is MOTILL?

- **“Mobile Technologies in Lifelong Learning: Best Practices”**
- A **one year** project funded with support from the European Commission within the NLLS - Transversal programme - KA1
- 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

Aims and objectives

Thus, the project focuses on the use of mobile technologies as a key factor to develop flexible LLL frameworks for education and training.

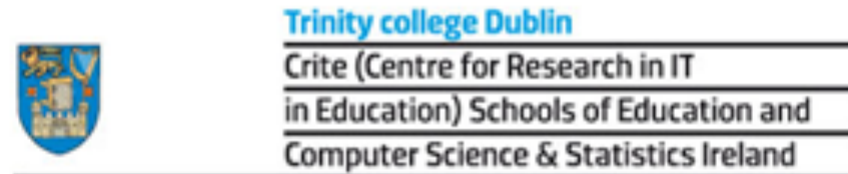
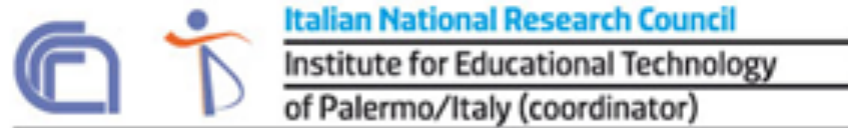
- To involve policy makers that should sustain the strategic plans and learning activities based on the results of the project

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- To promote an increase in the rate of people involved in training programs.

Project Partnership

The MOTILL Project involves researchers from 4 countries :



Why MOTILL?

- Mobile technologies are widely used, and the use of mobile devices transcends age, gender, 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

SARD - 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

SARD - 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

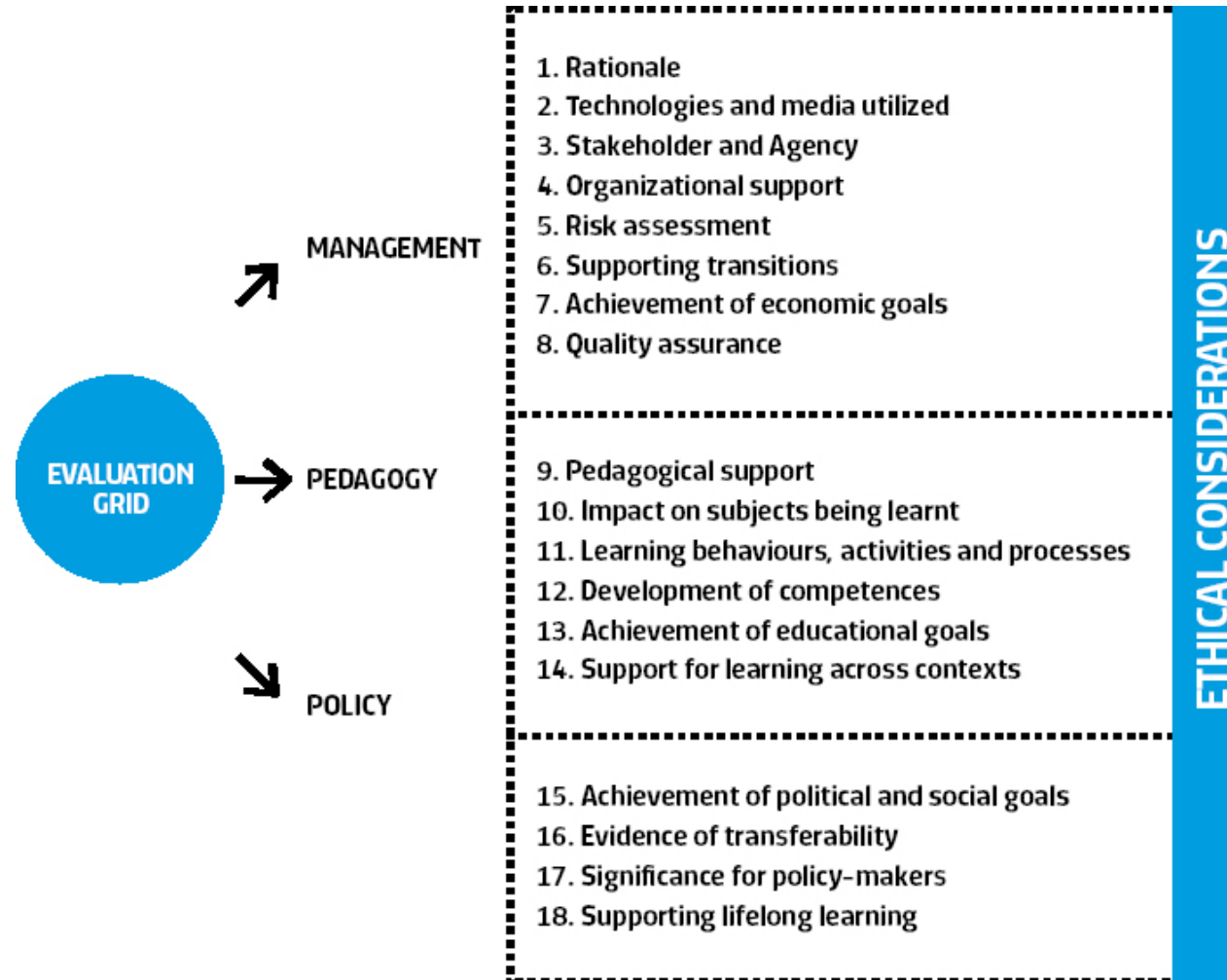
Providing a tool to assist partners in the identification and assessment of mobile lifelong learning projects

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

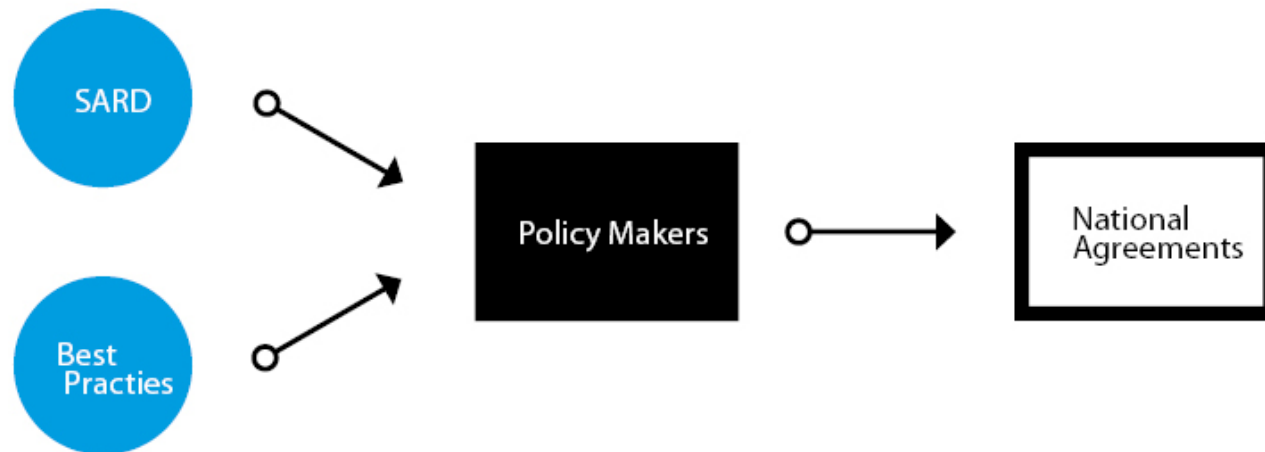
To identify exemplars of best practice

To share best practices with practitioners through the web portal

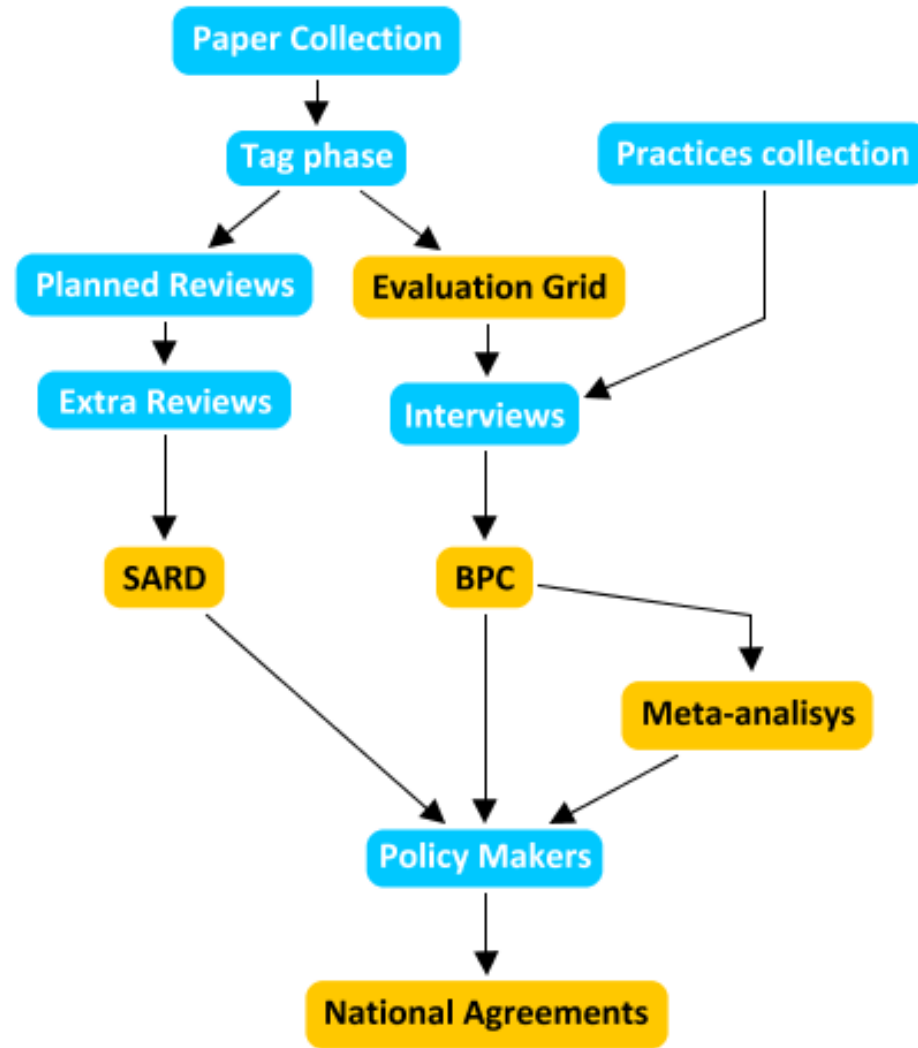
Highlighting shortcomings in present practices and opportunities for the future to policymakers

The project approach

The MOTILL project brought the identified good practices and methodologies to the attention of policy makers.



The project approach



What have we learnt ?

Considerations & Suggestions

- To highlight the aspects of the ‘best practices’ which are most relevant for the beneficiaries of the project results, such as policy-makers and teachers
- General considerations and suggestions on how mobile technologies can best support lifelong learning are proposed and categorized according to following dimensions:
 - management
 - pedagogy
 - policy
 - ethical considerations

Management

- The analysis describe a complex scenario in which the use of mobile technologies in LLL is very flexible.
- In the case studies, **the most common application** of mobile technologies is for educational and training purposes.
- Schools, universities and educational staff have been involved in the following activities:
 - Creating contents specifically designed for mobile devices;
 - Setting up new pedagogies and educational practices supported by mobile technologies;
 - Designing tools and infrastructures to make contents available on new channels and devices.

Management

Our analysis raises a number of issues that need to be considered in order to maximize the effectiveness of the experience:

- Hardware and internet connection are still onerous and they rapidly become obsolete;
- Educational staff are often lacking in technological skills and it may be expensive to train them;
- Mobile learning activities are not effective if teachers are not comfortable with the technologies being used;
- Digital content rights, policies and privacy rules need to be defined.

Management

It is evident from the case studies that mobile learning projects require effective procedures for monitoring **quality assurance**.

- Strong measures and indicators are needed to guarantee the quality of both the outcomes and the implemented methodologies.
- Further guidance has been provided by the production of various national and international scientific papers in which methodologies and results were analyzed in depth.

The projects in this collection have utilized the unique affordances of mobile technologies to construct learning approaches in support of educational and social goals which may be summarized as follows.

- In relation to learners:
 - Facilitating access and social inclusion;
 - Responding to learners' needs (such as collaboration); and their technology use habits;
 - Enabling students to manage and direct their own learning.
- In relation to contexts of learning:
 - Taking learning out of the classroom and into the real world;
 - Enabling construction of learning in context;
 - Providing learning content based on contextual information; about the user.
- In relation to curricula and learning content:
 - Using ontologies to create multidimensional curricula that work at scale and cater to individual needs;
 - Enabling mass-customized learning content delivery;
 - Helping teachers and instructors to provide personalized content for students.

Pedagogy

- A range of familiar pedagogical approaches is evident across the case studies - including **behaviourism**, **cognitivism** and **constructivism**.
- But the projects have also led to the development of **new models** of instruction to fulfill specific educational aims.
- The new models attempt to describe the agency of the learners, the various settings where learning takes place, and how it is necessary to re-think the educational process, content and objectives.

Pedagogy

- The need for those in post-compulsory education to manage and direct their own learning is widely recognised as essential to their success as lifelong learners.
- The case studies demonstrate how the use of mobile technologies has increased the level of engagement of the learner with the learning activities.
- There is also evidence of positive impacts on learners' self-perception.

- There are various issues emerging from the policy related findings of the MOTILL good practice selection. These issues cover a wide range of **economic** and **social problems**, where mobile learning can make a positive contribution.
- However, policy makers should also keep in mind that, just like any other solution, mobile learning only works if there is sufficient financial backing.
- To sum up the most important policy related factors, the MOTILL project created the following list:
 - Educational challenges
 - Social challenges
 - Financial challenges

Policy - Challenges

Educational challenges:

- national accreditation and acknowledgment of mobilized courses is still problematic;
- mobile learning addresses problems regarding the organization of educational curricula, which needs to be solved;
- open content initiatives proved to be viable, worth to raise further attention.

Social challenges:

- mLearning initiatives are tackling horizontal Lifelong Learning policies, like discrimination based on race, religion, location, health or age;
- through lifelong learning processes mLearning applications act towards the favor of social groups, which are at risk of being marginalized. This experience is transferable across Europe;
- mLearning may have a significant impact on social inclusion of immigrants across Europe;
- mobile technology in education works towards widening participation in educational activities.

Financial challenges:

- there are models and good examples for cheap mobile learning;
- however new forms of funding are necessary, as institutions have great difficulties when integrating the latest technology into their administrative and educational processes.

Ethical considerations

- Due to the diverse nature of the projects evaluated a range of ethical issues emerged. These issues can be categorized under three main headings:
 - Accessibility
 - Giving learners access to the mobile technologies
 - Privacy and Security
 - The provision of private and secure learning environments for learners
 - Copyright
 - To adhere to the relevant copyright and media ownership

Transition

- Our studies suggest that the mobile technologies play a crucial role in promoting transition.
- The projects analyzed show that they can facilitate the passage from one state to another. This happens by
 - moving informal competences to a formal scenario
 - improving the level of study
 - supporting movement between learning institutions (e.g. from school to university)
 - changing from individual and uncreative work to collaborative creative interactions
 - supporting the change from illness to wellness

Some numbers

National meetings

- 18 National meetings in 4 countries
- 60 people from 47 Research institutes, Universities, policy makers ...

Agreements

- 24 Declaration of intent for best practices adoption
- Large number & prestigious policy makers → the MOTILL results have been greatly appreciated

Dissemination

- About 2000 Researches, Teachers, Decision Makers throughout 18 National and International conferences where the project was introduced

Exploitation

- A tangible result of the MOTILL project is an agreement signed with the school IC L. Sciascia (Palermo - Italy) which has just produced a

long-term result

- with the activation of a project (between the school and the CNR-ITD), has been funded by the Sicilian Government, to hold a course in the use of Mobile Technologies as part of a Lifelong Learning programme.
- This course is to be activated, in the next few months, for 40 adult students, currently excluded from the educational cycle and living in a disadvantaged area of Palermo (the ZEN suburb). In this way the MOTILL project is promoting an increase in the number of people involved in training programs.



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