

# UNESCO mLearning

## K-20 Teaching & Learning with Mobile Technologies in North America



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# N. America Education System



## United States

- U.S. Department of Education, Federal Communications Commission
- State Departments of Education
- Local Education Agencies (LEAs) or Districts

## Canada

- No Federally Designated Organization
- Provincial Ministries of Education
- Districts

# Study



- Survey of 18 US states and 3 Canadian provinces
- Over 20 expert interviews
- Review of policies, practices, and programs from N. America
- Literature review of resources

# N. American Use of Mobiles



- **Early Stage:** N. American teachers and students are beginning to tap into the potential of m-learning
- **Local Initiatives:** Majority of m-learning initiatives being led by school districts and schools

# Learning Today



- Enabling Communication
- Linking Formal/Informal
- Creating Community
- Engagement/Participatory Learning



# Why mLearning?



- More **personalized learning**
- Connecting **formal/informal** learning
- Often **project based**
- Enables **shift in teacher role**
- **Text common** for information to parents/communities/students

# Varying Approaches



- Education System **Provides Mobile Devices** for All Students
- **Bring Your Own Technology** (BYOT) Initiatives
- **Hybrid** Shared Expense for Devices and/or Data Plans by District or School and Parents

Advantages/Disadvantages

# Essential Conditions



- **Visionary leadership and commitment**
- **Robust technology capacity** to support changes
  - Gwinett Co, GA reports doubling of bandwidth needs yearly by allowing students to use their on devices on campus
- **Professional Development** geared to new learning approaches with collaborative tools
- **Scalability**
- **Policies** that promote and enhance the initiative
- **Assessments** demonstrating the effectiveness of the initiative

# Educational Policy Drivers



- **Common Core State Standards Movement** in U.S.
- High **Dropout Rate** in U.S.
- Supportive **Policy Statements** (Digital Learning Now, Principals/NASSP, CoSN)
- E-rate **Mobile Pilots** in U.S.
- **U.S. Vision:** National Broadband Plan and National Educational Technology Plan.

# Enablers



- Students and Teachers **Comfort Level** with Mobile Devices
- Increasingly Students **Already Own** Devices



# Barriers



- Concerns About **Equity** for those Without Devices
- Concerns about Student “**Distraction**”
- Prohibitions of Mobiles under **Acceptable Use Policies**
- Concerns by **Parents, Policymakers & Educators**
- Fear of **Cheating**
- Concern About **Cyber Bullying**
- **Cost of Data Plans for Non School Use**
- Requires **Pedagogy Paradigm Shift**

# N. American mLearning Examples

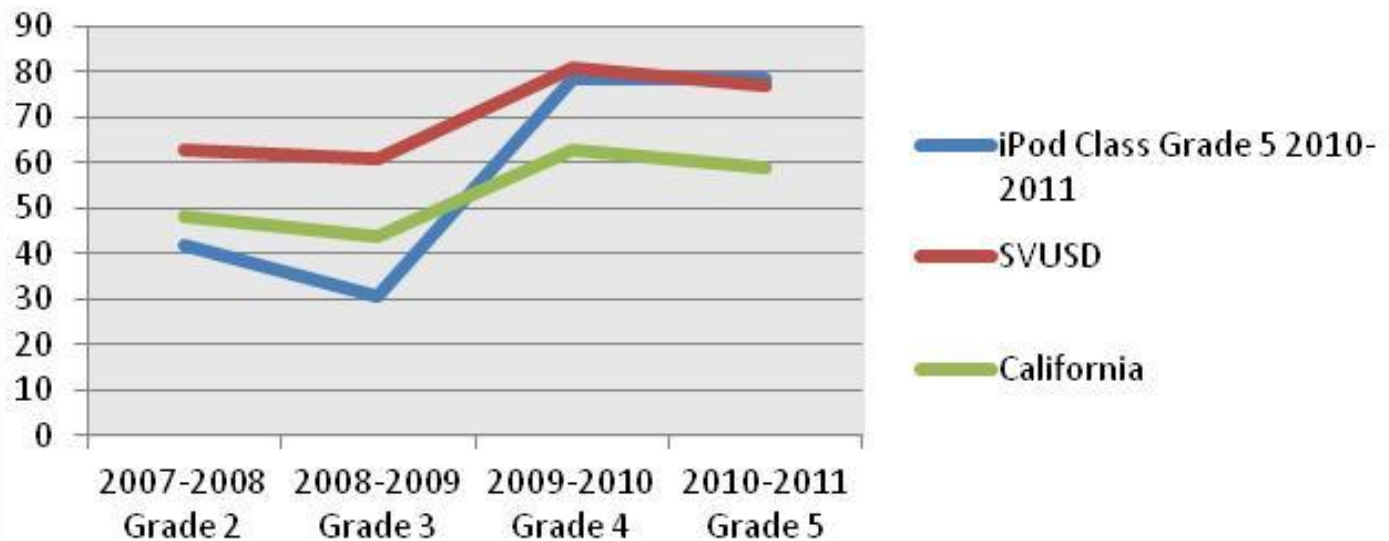


- **Abilene Christian University, TX** (Higher Education funded)
- **Katy Independent School District, TX** (PreK-12 School District funded)
- **Forsyth County Schools, GA** (PreK-12 School District, BYOT)
- **Saddleback Valley Unified School District, CA** (PreK-12 School District, Mix of District Funded and BYOT)

# Saddleback Valley Unified District, CA



## % of Students Scoring Proficient or Advanced on CST in English-Language Arts



# Conclusions



- Educators are beginning to see **potential** of m-Learning.
- Quality and quantity of **options expands learning possibilities.**
- Views of **Policymakers/Public/Media** on m-Learning are critical.
- Conversations at **local level.**
- Federal (in the U.S.), state/provincial goals, policies, and programs provide an **important catalyst or inhibitor.**

# Recommendations



- **Rethink Acceptable Use Policies**
- Use mobile technologies **to support an instructional paradigm shift**
- Ensure **24/7 access**– outside school is critical
- **Job-embedded, relevant PD for teachers**





*In times of change, learners inherit the Earth; while the learned find themselves beautifully equipped to deal with a world that no longer exists.*  
Eric Hoffer



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