Aligning migration with mobility

female immigrants using smart technologies for informal learning show the way

Agnes Kukulska-Hulme

UNESCO Mobile Learning Symposium, Paris, February 2013
Agenda

• Mobile pedagogy: achievements & challenges

• MASELTOV project – information services, incidental language learning, community building

• Smart city learning in the ‘ubiquity era’: what can we expect?
Mobile pedagogy: breakthroughs

• Flexible collaboration
• Faster feedback
• Social or study support at point of need
• Expanded space for reflection and self-monitoring

• Context-inspired, authentic content and challenge
• Location-based discoveries and memories
• Connecting learning across settings

Caters to learner diversity
A route to learner autonomy
Continuity across the life span
Friends and family drawn into learning
Threats to mobile pedagogy as a force for good

- Disruption in classrooms and family life
- Health hazards: physical, mental, social
- Personal safety concerns
- Issues of data privacy, data security, trust
- Inadequate infrastructures, lack of support, high costs
- Perpetuates some inequalities
- Subject to unpredictable commercial forces
- Increasingly sophisticated technology
- May trivialize or debase education

Confusion around who is guiding learners
Paradoxical new learning: mobile yet situated, individual yet social

Lingobee
Marcus Winter
University of Brighton

MiLexicon
Joshua Underwood
Institute of Education

Toponimo
Tommy Sweeney
University of Nottingham
Mobile language learning revolution –
a lens on the world, a way to connect with others

capture

talk

translate

ask

notice
Immigrants Are More Robust, Interactive Users of Mobile Technology than Overall US Population

Source: Digital Diaspora, November 2012 (Immigrant sample in Philadelphia)
MASELTOV is developing a “mobile assistant”: a collection of context-aware smartphone services for immigrant groups

Information services, points of interest, life skills, language learning, translation, community building, games

“integration is a two way process of mutual accommodation by all immigrants and residents of EU countries” (cf. European Parliament, 2005)

www.maseltov.eu
MASELTOV focuses on user groups with a similar background:

- their home country is **not a member of the European Union**
- current length of stay in the EU is **5 years or less**
- low education = **not beyond 8 years of schooling**
- speakers of 3 main languages of large migrant groups in Europe: **Turkish, Arabic and Spanish**

### Mobile phone owners users in Spain (2007-2011)

<table>
<thead>
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<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>Spanish users</td>
<td>86.0</td>
<td>88.4</td>
<td>90.1</td>
<td>91.8</td>
<td>92.6</td>
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<tr>
<td>Foreigners</td>
<td>94.5</td>
<td>94.3</td>
<td>95.0</td>
<td>97.3</td>
<td>95.9</td>
</tr>
</tbody>
</table>

Source: Maseltov Deliverable D2.1, based on National Statistics Institute data
Train journey from home to city centre: *learning journey*

- **Incident:** understanding notice board
- **Task:** asking directions
- **Task:** navigating
- **Task:** finding station

**Learner’s journey**

**Outcomes**
- Introduced to more vocabulary related to transport
- Building language skills around asking directions
- Decision about what to do next
- More confident in speaking vocabulary related to travelling

**Social**

**Tools**
- Text Lens
- Navigation tool
- Language tool

**Tasks**
- Understands route, tool use
- Understands vocabulary related to travel

**Place**

**Structured learning**

**Reflect/plan**

**Time**
Community support for informal mobile learning

Geo-social radar

Mobile Q&A forum

busuu online community
Smart city learning

- New configurations of human mobile assistance: friends, volunteers, mentors, online community

- Cognitive challenge arising from ubiquitous interactions: multiple devices, points of interest, augmented reality

- Informal content and curricula built up from discovery of learner requirements
Implications

• **Teaching roles** need to evolve to encompass wide-ranging support for informal learning

• **Strong guidance on aspects of personal safety and security**

• **Review of language and communication curricula** -- taking account of opportunities for mobile-supported, situated social learning

• **New measures of learner progress and achievement**
Thank you

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International Association for Mobile Learning

www.iamlearn.org