Mobile learning in adult education

Guidelines for practitioners and examples of good practices

Norbert Pachler
Institute of Education
University of London
Mailto n.pachler@ioe.ac.uk
Website www.londonmobilelearning.net
Profile www.norbertpachler.net

Maria Ranieri
Dep. of Education & Psychology
University of Florence
Mailto maria.ranieri@unifi.it
Website www.lte.unifi.it
Profile unifi.academia.edu/mariaranieri
www.londonmobilelearning.net

The London Mobile Learning Group

- Theory
  The London Mobile Learning Group’s analytical engagement with mobile learning takes the shape of a conceptual model of a cultural ecology in which educational uses of mobile technologies are viewed in ecological terms as part of a cultural and pedagogical context in transformation.
  read more ▶

- Research
  Members of the LMLG are involved in a number of research projects around theory and practice of learning with mobile media. Projects, books and databases are part of their work in progress.
  read more ▶

- Services
  The individual members of LMLG are specialised in specific areas around learning with mobile media and offer different services such as seminars, keynotes, project conceptualisation etc.
  read more ▶

About LMLG - The London Mobile Learning Group

Mobile learning is an emerging, and rapidly expanding field of educational research and practice across schools, colleges and universities as well as in the work place. The London Mobile Learning Group (LMLG) brings together an international, interdisciplinary group of researchers from the fields of cultural studies, sociology, semiotics, pedagogy and educational technology. The group is working on a theoretical and conceptual framework for mobile learning around the notion of cultural ecology. The analytical engagement with mobile learning of the group takes the shape of a conceptual model in which educational uses of mobile technologies are viewed in ecological terms as part of a cultural and pedagogical context in transformation.

Project website: www.mymobile-project.eu
Growing significance of mobile devices

- learners are making technology their own (appropriation) for and through
  - identity formation
  - social interaction
  - meaning-making
  - entertainment
  - learning in informal contexts

Project website: www.mymobile-project.eu
Socio-cultural ecology

- **agency**: appropriation, meaning-making, habitus of learning, naïve native expertise
- **practices**: normalization, self-expression, communication, user-generated content and contexts
- **structures**: convergence, milieus, fragmentation, provisionality, discontinuity

Project website: [www.mymobile-project.eu](http://www.mymobile-project.eu)
New habitus of learning

- learning as purposive work with cultural resources
- seeing one's life-world framed both as a challenge and as an environment and a potential resource for learning
- expertise is individually appropriated in relation to personal definitions of relevance
- the world has become the curriculum populated by mobile device users in a constant state of expectancy and contingency
- interrelationship between
  - target-orientation,
  - self-representation and
  - play

Project website: www.mymobile-project.eu
User-generated contexts

- the processes by which users of mobile digital devices, which - through convergence (and increasingly also location and context awareness) - afford synergies of knowledge distributed across people, communities, location, time (life-course), social contexts, sites of practice, networks and systems etc, engage in the constant negotiation of a mutual understanding of their learning situations with others affiliated in increasingly loose configurations

- mobile digital devices enable external representations of knowledge beyond the 'here and now' to be drawn on and constructed to augment individual learners' internal conceptualisations of knowledge and the social uses that are made of knowledge in specific sites (of learning)

- (mobile) contexts as responsive zones of human development and learning in terms of life-course and life-worlds

Project website: www.mymobile-project.eu
MyMobile – The project

**Who** bildung.com+medien (DE), Department of Education & Psychology, University of Florence (IT), Institute of Education (UK), Media Animation (BE)

**When** 2010-2012

**What** Defining instructional strategies and guidelines for mobile learning in adult education

**How** Through a series of national workshops aimed at testing the use of mobile devices as cultural and learning resources for adults’ identity (trans)formation and social empowerment

Project website: [www.mymobile-project.eu](http://www.mymobile-project.eu)
MyMobile – The practice

An example: “Mobile 2.0 to support visibility and job search”

Target n. 1 – Disadvantaged adults

People in search of a first job or people with difficulties in finding new jobs requiring media skills and competences and of immigrants looking for new opportunities in the Italian marketplace. About 15 persons from Italy, Romania, South America...

Objectives – ‘Re-inventing’ themselves

To help adult disadvantaged learners develop digital skills to promote self-representation and increase personal visibility for job searching and placement. The focus was on how to design, implement and disseminate a multimedia CV through mobile phones and tools.
MyMobile – The practice

An example: “Mobile 2.0 to support visibility and job search”

Target n. 2 – Young adults

Graduate students, between 20 and 30 years old, in search of a first job after completing their academic career. About 10 students mainly from Italy

Objectives – ‘Inventing’ themselves

To support young adults’ identity formation and to develop their capacity to express and represent themselves by using digital media.
MyMobile – The practice

An example: “Mobile 2.0 to support visibility and job search”

Young adults
Full immersion workshop during a weekend, with 8 hours of sessions per day for an overall amount of 16 hours. Use of digital storytelling Apps such as Storyrobe 1.0

- Activation of pre-existing knowledge
- Getting started with personal digital storytelling
- Brainstorming on self-presentation
- Designing a multimedia self-presentation
- Implementing and disseminating mobile self-presentation

Technological familiarization
- Getting started with multimedia CV
- Brainstorming on personal CV
- Designing a multimedia CV
- Implementing and disseminating multimedia CV

Disadvantaged adults
Workshop of two months, with one 2-hour session per week for an overall amount of 16 hours. Use of Photo Story 3
MyMobile – The practice

An example: “Mobile 2.0 to support visibility and job search”

Mobile self-presentation

Personal picture

Coming from

My University is..
MyMobile – Results & Recommendations

• **From the user’s perspective**: different motivations and expectations according to the age entail balancing gaps between skills and expectations and help young adults to take a distance.

• **From the designers’ perspective**: to balance gaps in adults and promote self-reflection in young adults promote in one case gradual appropriation and individual work, in the other case full immersion and then transfer and reflection.

• **From the stakeholders’ perspective**: need to provide more (technological/social/cultural) support to adult learners to involve them in mobile lifelong learning developing appropriate lifelong learning Apps and supporting research in the field.
Thank you!

http://www.mymobile-project.eu