

Mobile Learning in the Asia Pacific: Current Status and Policy Implications

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Overview

- Current status of mobile learning in the Asia Pacific
- Findings from a questionnaire study on mobile learning policies
 - Experts on mobile learning from seven countries and regions
- Policy recommendations from a systemic change perspective
 - micro-, meso-, and macro- levels considerations

Mobile Phone Diffusion in the Asia Pacific

- Asia-pacific region varies in great measures in the areas of governance, leadership, political and economic status, and more importantly, in socio-cultural aspects.
- Varying degrees of ICT implementation and integration
- *Mobile Learning*: unique region with both mature (e.g., Japan, Korea, Singapore) and potential (e.g., Cambodia, Viet Nam, India) countries.

Mobile Cellular Subscriptions

	Per 100 population			% change per annum
	2000	2005	2010	2005-2010
(Top 5)				
Macao, China	32.7	110.7	206.4	13.3
Hong Kong, China	80.3	125.5	190.2	8.7
Viet Nam	1.0	11.5	175.3	72.4
Maldives	2.8	69.0	156.5	17.8
Singapore	70.1	102.8	143.7	6.9
(Bottom 5)				
Bangladesh	0.2	6.4	46.2	48.5
Afghanistan	0.0	4.3	41.4	57.3
Nepal	0.0	0.8	30.7	107.4
DPR Korea	0.0	0.0	1.8	-
Myanmar	0.0	0.3	1.2	32.8

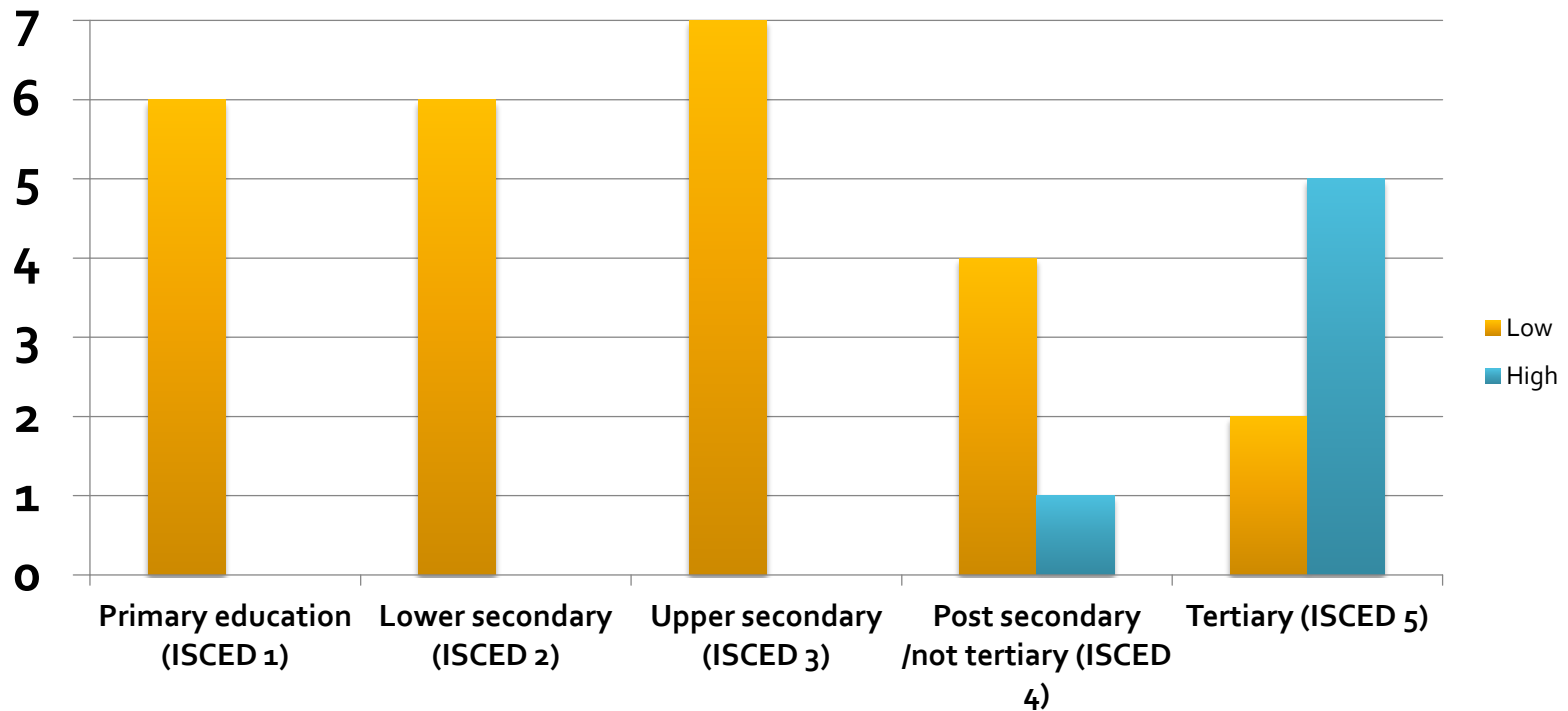
Key Characteristics of Mobile Learning in the Asia Pacific

- Making Learning More Accessible
 - Adult literacy rate in the South Asia region: 65%
 - Literacy education with mobile phones in rural areas (e.g., MILLEE project in India)
- Personalized and Self-Directed Learning
 - South Korea: nation-wide plan toward digital textbooks by 2015
 - Bangladesh: “English in Action” & BBC Janala
- Issues: Disruptive Technology for Learning
 - Malaysia: MOE circulated a letter to prohibit the use of mobile phones in schools.

Questionnaire Study: Polices on Mobile Learning in the Asia Pacific

- Seven experts completed the questionnaire via an online platform: Indonesia, Japan, Korea, Malaysia, Singapore, Taiwan, and Thailand
- The use of mobile phones in education is supported through various funding sources and initiatives
- At the education ministry level, however, **no clear strategy or policy** regarding the use of mobile phones in education
- Mobile learning under the **macro context of policy plans about ICT, distance learning, and lifelong learning.**
- Most initiatives and projects on mobile learning implemented **remain on a small-scale and an ad-hoc basis.**

Level of Mobile Learning Activities Across Educational Sectors



Other Findings

- **Future support:** All participants are optimistic about their countries' support of mobile learning in the near future.
- **Role of the Main Stakeholders**
 - Government, regional authorities, local educational authorities, telecom providers, students, and educational specialists/scholars as important stakeholders in the enterprise to promote the “use” of mobile phones in education
 - Teachers and parents play **dual roles** in the preclusion as well as the use of mobile phones in education

Synthesis of Mobile Learning in the Asia Pacific

Category 1	Mature mobile market, high penetration of mobile phones, strong ICT infrastructure, mobile learning considered under a broad context of national-level ICT policies	e.g.) Korea, Singapore, Malaysia
Category 2	Growing mobile market, medium-high penetration of mobile phones, basic ICT infrastructure, use of mobile phones for distance learning and informal learning contexts	e.g.) Bangladesh, India, Pakistan, the Philippines
Category 3	Emerging mobile market, low-medium penetration of mobile phones, weak or basic ICT infrastructure, little mobile learning activities	e.g.) Afghanistan, Nepal

Policy Recommendations: Systemic Change

Macro-level

- Ministries, Policy makers
- Strategic planning for sustainability and scalability

Meso-level

- Research Institutions, Telecom Providers, IT companies, NGOs
- Recontextualization of pedagogical discourse

Micro-level

- School Administrators, Teachers, Students, Parents
- Construction of classroom-based interaction

Policy Considerations

- **Macro-level :** Formulate clear national-level policy directions and plans on the use of mobile phones in education
 - Providing unifying framework , Prudent phasing of new policies, Fostering dialogues and ensuring alignment
- **Meso-level :** Enable greater congruence between the national policy-makers at the ministry-level and teachers and students at the ground-level
 - Contextualizing policies, Sharing findings , Bundling resources and providing niche expertise, Building long-term relationship
- **Micro-level Considerations:** Formulate concrete actions, rules and guidelines dealing with logistical and pedagogical issues
 - A Clear vision, Policy on acceptable use and preventive programs , Teacher professional development

A Vision for Mobile Learning in the Asia Pacific by 2030

- Knowledge Ladders” framework (Kozma, 2011) differentiates educational policy approaches into three broad categories: *basic education*, *knowledge acquisition*, *knowledge-deepening* and *knowledge-creation*
- Basic education and knowledge acquisition approach is a predominant paradigm of learning adopted in most mobile learning cases.
- A vision for future mobile learning needs a macro-level plan about how countries can progress from basic education and knowledge acquisition to knowledge deepening and knowledge creation types of learning.

A Vision for Mobile Learning : Suggestions

- Building knowledge repertoire: a shared platform where teachers can exchange ideas on mobile learning practices.
- A conglomeration of regional-level associations or consortium is necessary for concerted efforts toward a clear vision of mobile learning in the Asia Pacific region.
- Establishing a common communication channel is likely to create a synergistic impact where countries can gain access to manifold possibilities and diverse implementation paths