

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 policy
 - 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 Phone Diffusion*: 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

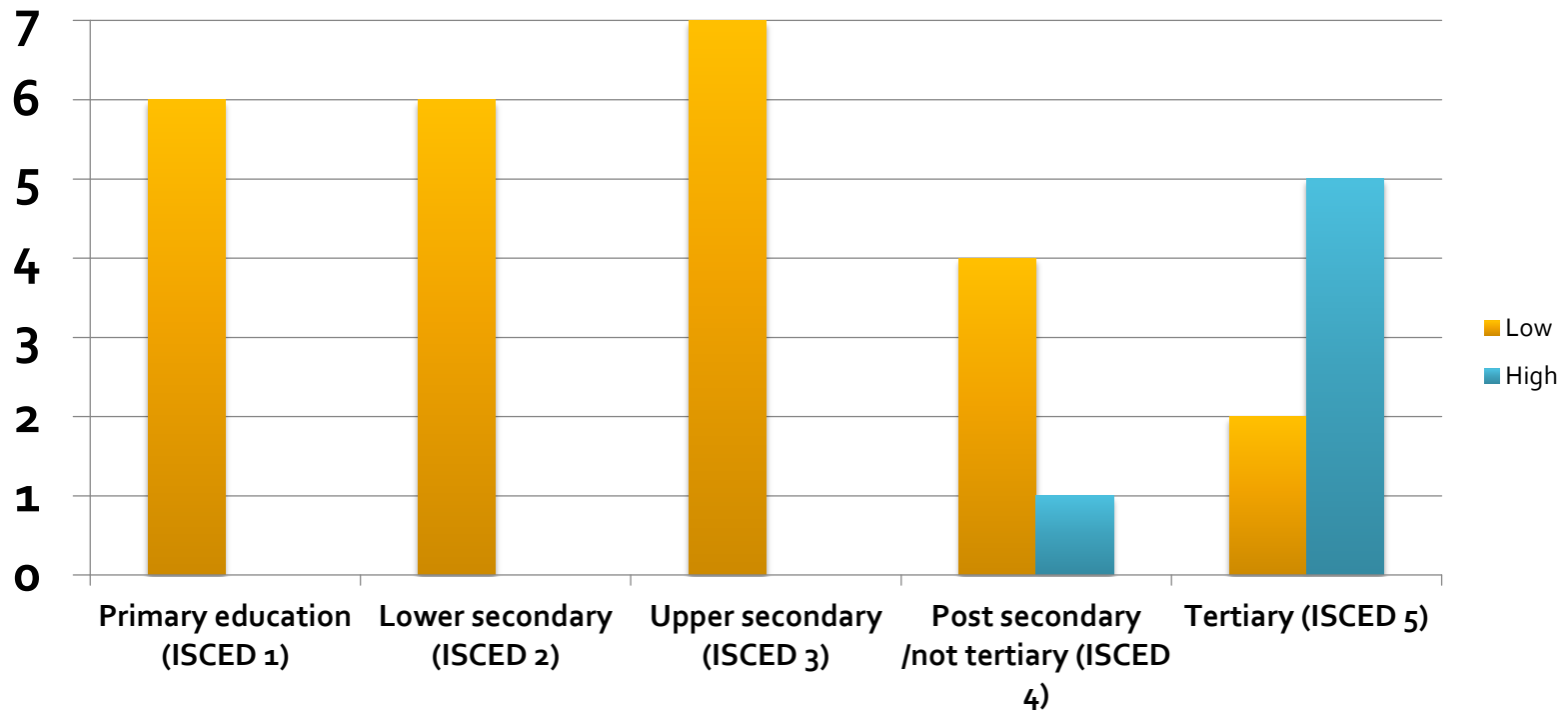
Key Characteristics of Mobile Learning in the Asia Pacific

- 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: Policy 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



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

A Vision for Mobile Learning in the Asia Pacific by 2030

- “Knowledge Ladders” framework (Kozma, 2011): differentiates educational policy approaches into four 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.