Promoting mobile learning through the establishment of a mobile learning community

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Overview

- Introduction
- The TDG project
- Students' & teachers' experiences & perceptions of mobile learning
- The Mobile Learning Community (MLC)
- Factors for establishing an effective MLC
- Conclusion

Introduction

- **Teaching & learning in the 21st century**

➢ The substantial growth of wireless and mobile technologies has changed "the delivery of knowledge through the digital learning from distance learning (dLearning) to electronic learning (e-Learning) and eventually to the mobile learning (m-Learning) model of today" (Bidin & Ziden, 2013, p. 721).

Introduction

- **Mobile learning in Hong Kong tertiary education**

➢ The advanced development in mobile devices which are widely available, more convenient, and less expensive (Wu et al., 2012), has greatly enriched and assisted students' subject learning in higher education, especially in Hong Kong where there is free wifi service in many public places and people can get relatively cheap data packages for smartphones with Internet access (Wang & Ma, 2017).

➢ Students' in-class learning experiences are connected with those out-of-class (Lai & Gu, 2011), which helps to contextualize the learning and facilitate students' academic success (Kukulska et al., 2011).

The TDG Project

- **Promoting Mobile Learning in the EdUHK and beyond through further development of a Mobile Learning Community**

Project leaders: Dr WANG Lixun; Dr MA Qing Angel

Co-Is: Prof. LIM Cher Ping; Prof. KONG Siu Cheung; Dr. Tim TAYLOR

Research Assistant: Ms WONG Lai Kwan

Duration: Sep. 2016 - Aug. 2018

Project objectives

- Finding out students' and teachers' perceptions on the use of mobile technologies in learning/teaching

- Further development of a mobile learning community

- Collecting e-portfolios about students' mobile learning experiences and share them through the Mobile Learning project website

- Promoting mobile learning through organizing a series of seminars/workshops/sharing sessions on mobile learning conducted by EdUHK staff and students and experts from outside EdUHK

- Evaluating the effectiveness of the MLC activities through various methods

Project **objectives 1 & 2** and outcomes

1. Finding out students' perceptions on the use mobile technologies in learning subject knowledge
2. Finding out teachers' perceptions on the use of mobile technologies in teaching tertiary level courses

- Methodology

➢ Quantitative (online survey questionnaire for both lecturers and students)

➢ Qualitative (follow-up individual interviews for both lecturers and students)

Project **objectives 1 & 2** and outcomes

- Data collection

➢ 49 teaching staff from various departments completed the online questionnaire for teachers

➢ 110 students from different disciplines (Science, Social Science, Education, Arts and Humanities, etc.) completed the online questionnaire for students

➢ 11 teaching staff (22.4%) and 35 students (31.8%) participated in the follow-up individual interviews

● **Major Findings**

◆ Both teachers & students shared the same view, believing mobile learning would become a trend in the coming future.

◆ Students are much more proactive in taking advantage of mobile learning than the faculty members.

◆ Some teachers believe that the overuse of mobile technologies in teaching would bring negative effects on student learning.

● **Major Findings (cont.)**

➢ **The effectiveness of using mobile technologies for subject teaching & learning**

◆ Engaging if the learning activities are associated with learning strategies and pedagogical goals

◆ Promoting deeper learning and self-learning

◆ Teachers can prepare specific assignments for students to complete, and they can carry them out using their mobile devices anytime, anywhere

- **Major Findings (cont.)**

➢ **The ineffectiveness of using mobile technologies for subject teaching & learning**

◆ Distraction: students using apps for recreation rather than for learning

◆ Time-consuming for teachers to plan the use of mobile technologies in the classroom

◆ Some technical problems may arise, which requires the teacher to troubleshoot the issues

● **Major Findings (cont.)**

◆Teachers are more willing to pay a reasonable price for an app that would facilitate their teaching, while students would rather look for free resources/substitutes, which would limit their choices and might have a negative impact.

Project objective 3 and outcomes

3. Further development of a mobile learning community among tertiary students and academic/teaching staff, motivating them to use mobile technologies in learning and teaching various tertiary level courses

- **MLC Membership:**
- ➢ **A total of 764 members has been recruited**
- ➢ 85 teaching staff
- ➢ 679 students

The Mobile Learning @ EdUHK website:

http://corpus.ied.edu.hk/ml-eduhk/

← → C ⌂ ⓘ corpus.ied.edu.hk/ml-eduhk/ 🔍 ☆ ♡ ⋮

Mobile Learning @ EdUHK

Supported by Teaching Development Grant

🔍 Search

Home   Sharing Sessions   Teachers' e-Portfolios   Students' e-Portfolios   App Reviews   Useful Links

Home

Welcome to Mobile Learning @ EdUHK.

This Teaching Development Grant project aims to promote Mobile Learning in the EdUHK and beyond through further development of a Mobile Learning Community we have established.

On this website, you will be able to get access to video clips of sharing sessions on mobile learning, students' and teachers' e-Portfolios on mobile learning, app reviews, and useful links about mobile learning.

We hope you find the resources shared on this site valuable! Please register to become a member of our mobile learning community!

Register Here

ABOUT THIS SITE

This Mobile Learning @ EduHK website is supported by Teaching Development Grant, and is maintained by Department of Linguistics and Modern Language Studies, The Education University of Hong Kong

Project **objective 4** and outcomes

4. Collecting e-portfolios about students' mobile learning experiences and share them through the self-developed Mobile Learning Community website

- **Students' progress**
- ➢ Over 120 App Reviews uploaded (http://corpus.ied.edu.hk/ml-eduhk/app-reviews/)
- ➢ 17 e-portfolios (http://corpus.ied.edu.hk/ml-eduhk/students-e-portfolios/)

← → C ⌂ ⓘ corpus.ied.edu.hk/ml-eduhk/app-reviews/   ⊖ ☆ ♡ ⋮

Mobile Learning @ EdUHK

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Home   **Sharing Sessions**   **Teachers' e-Portfolios**   **Students' e-Portfolios**   **App Reviews**   **Useful Links**

App Reviews

Please click on the app icon to read the app review and download the app.

Listening

BBC New

Sounds Right

Learning English for BBC

Scallop News

英语魔方秀 (Mofunshow)

6-Minute English

Mobile learning e-Portfolio

Mobile app-English Radio	British Council -Johnny Grammar's word challenge	Self-reflection on mobile learning

by KWOK, WING YU 11096597

English radio is only supported by itunes/App Store

英語電台 - 雅思托福多益聽力口語 IELTS TOEFL IBT TOEIC, 新聞廣播, 英文交友
Liang Yuan ›
顯示 App 內購買

Introduction

*Everyone gets his/her mobile phone and uses it day by day. You can imagine that it can also be another platform for you to learn! I would like to introduce you an app called 'English Radio'! It is a **free platform** for you to integrate English into your daily life! Let's get started!*
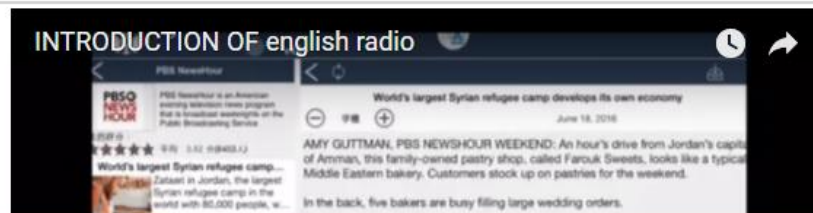
40 seconds to know how i use English Radio

40 seconds to know how I use it English Radio

Read the global news!

I made the video by myself~Let's check it~

INTRODUCTION OF english radio

The main page of English Radio

BBC WORLD SERVICE

Project **objectives 5 & 6** and outcomes

5. Promoting mobile learning through organizing a series of seminars/sharing sessions conducted by staff and students all year round

6. Inviting experts from outside EdUHK to give public lectures on mobile learning (http://corpus.ied.edu.hk/ml-eduhk/sharing-sessions/)

Project objectives 5 & 6 and outcomes

	Date	Time	Speaker	Title of the Seminar
1	4 November 2016	11:30-12:30	Prof. LIM Cheolil Seoul National University	Mobile Learning in Higher Education: Seoul National University Cases
2	22 March 2017	12:30-13:30	Dr WANG Lixun EdUHK	Mobile-assisted English learning practices among tertiary students in the EdUHK
3	17 May 2017	12:30-13:30	Dr MA Qing Angel EdUHK	Using online student response system and discussion forum to assist student learning of linguistic courses
4	29 September 2017	16:00-17:00	Dr LAI Chun University of Hong Kong	What Does Learners' Self-Directed Out-of-Class Use of Mobile Devices for Language Learning Tell Teachers about Language Teaching inside the Classroom
5	24 November 2017	16:00-17:00	Dr WONG Ka Wai Gary University of Hong Kong	What is the Next Generation of Mobile Learning? Shifting the Learning Paradigm with Computer-Mediated Reality
6	10 January 2018	16:00-17:00	Dr Christoph Hafner City University of Hong Kong	Mobile-assisted language learning: Theory and practice
7	5 March 2018	16:00-17:00	Prof Glenn Stockwell Waseda University	Mobile-assisted language learning: Challenges, opportunities, and possibilities
8	18 April 2018	11:30-12:30	Prof Joseph Colpaert University of Antwerp, Belgium	The place of mobile learning in a multimodal learning environment
9	20 June 2018	12:30-13:30	Student participants in the mobile learning E-portfolio competition	Student Sharing Session cum Mobile Learning E-portfolio Competition Award Ceremony

Sharing Sessions

Moments of sharing sessions are highlighted here for recap.

2018/01/10

Mobile-assisted language learning: Theory and practice

Dr Christoph Hafner (The City University of Hong Kong)

Abstract

The introduction and now ubiquitous use of smartphones has had a profound effect on social practices, including those related to second and foreign language learning. A key new affordance is that of mobility. This can refer to mobility in physical space, mobility of technology, mobility in conceptual space, mobility in social space, and the dispersion of learning over time. All of these different kinds of mobility create connections between various kinds of language learning experiences, across both formal and informal learning spaces. In this presentation, I will review some key principles of mobile-assisted language learning. I will then demonstrate how these principles are relevant to two innovative language learning projects conducted in the Department of English at the City University of Hong Kong. The first of these is an implementation of project-based learning on a course in English for science, in which students were tasked with creating a digital video scientific documentary, involving a range of connected, mobile learning experiences. The second is a collaborative, interdisciplinary project to create video-based learning materials for law students, which can be accessed through mobile technologies, again extending learning to a range of connected spaces. I will conclude by considering the implications of these projects for the future of mobile-assisted language learning.

Mobile Assisted Language Learning: Theory and Practice

English for science project

Project **objective 7** and outcomes

7. Evaluating the effectiveness of the MLC activities through various methods

- Evaluation survey has been administered at the end of each seminar/workshop/sharing session to evaluate the effectiveness of these sessions

- All teaching staff and students at EdUHK have been invited to evaluate the Mobile Learning @ EdUHK website (http://corpus.ied.edu.hk/ml-eduhk/).

- Two external experts have been invited to evaluate the effectiveness of the project activities.
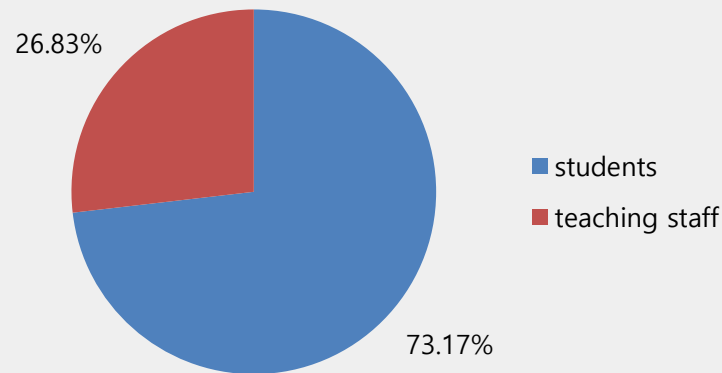
Project **objective 7** and outcomes

- Standard evaluation questionnaires were developed and handed out to the participants at the end of each activity.
- The data collected show that on average 97% of the participants agreed or strongly agreed that the sessions were worth attending and provided them with valuable information about how mobile technologies facilitate language learning/teaching and subject learning/teaching.
- Some participants left very positive comments, as can be seen as follows:

  "Insightful ideas provided. Many useful cases to introduce the theories."

  "Wonderfully shared! Great learning experience."

  "Thank you for the sharing. It's helpful and applicable. Please continue your great job!"

  "I have never heard of this kind of technology in education field before. Great insights."

  "Thank you for the talk."

Project objective 7 and outcomes

- Evaluation on the MLC website (online survey):
- ➢ The link of the online survey were sent to all teaching staff and students at EdUHK
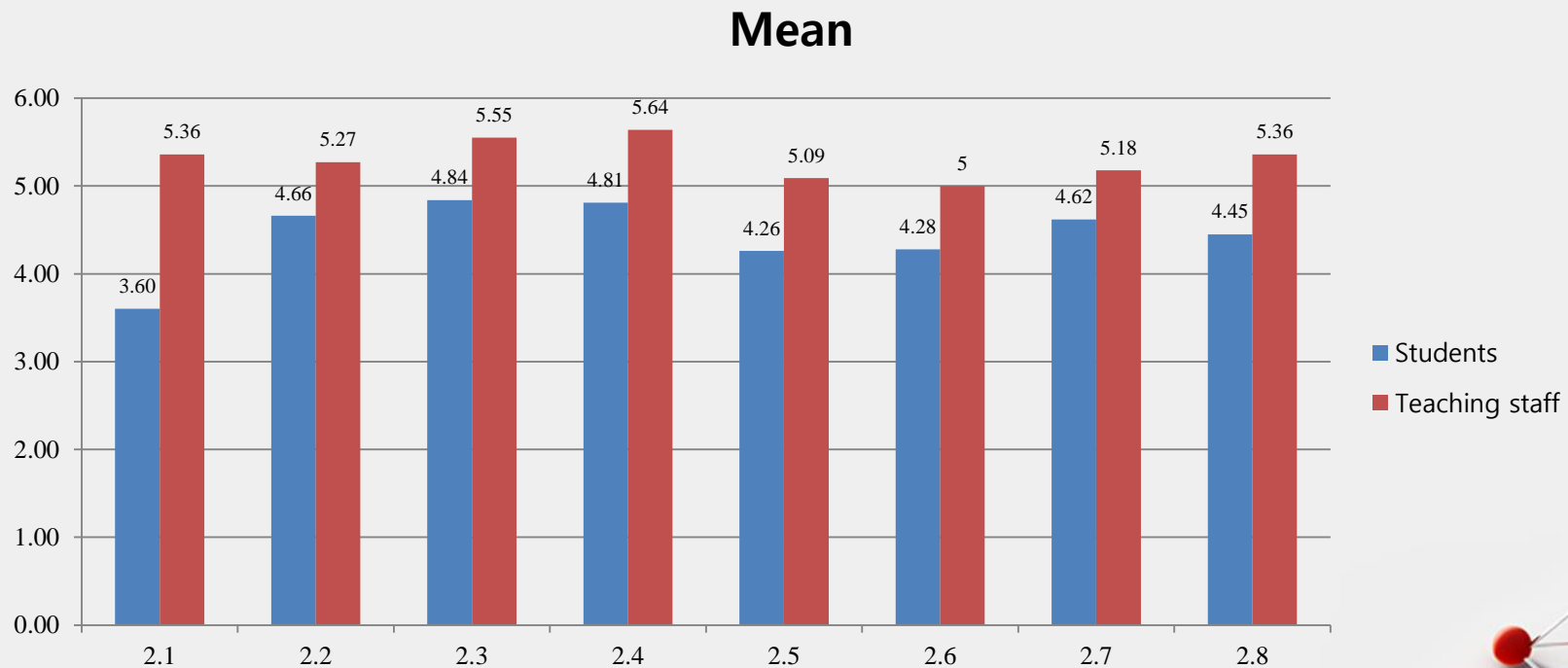1. 41 responses were received

26.83%

73.17%

■ students
■ teaching staff

Project objective 7 and outcomes

- Evaluation on the MLC website (online survey):

➤ The rating of the website in terms of the following aspects (a scale from 1 to 6)

2.1 The content is informative for mobile learning/teaching.
2.2 The content is useful for mobile learning/teaching.
2.3 The content is easy to understand.
2.4 The organization of the content is clear.
2.5 I am inspired by the content presented on the website for mobile
  learning/teaching.
2.6 The website is well-organized.
2.7 The website is user-friendly.
2.8 Overall, I am satisfied with the website.

Project objective 7 and outcomes

- ## Evaluation on the MLC website (online survey):
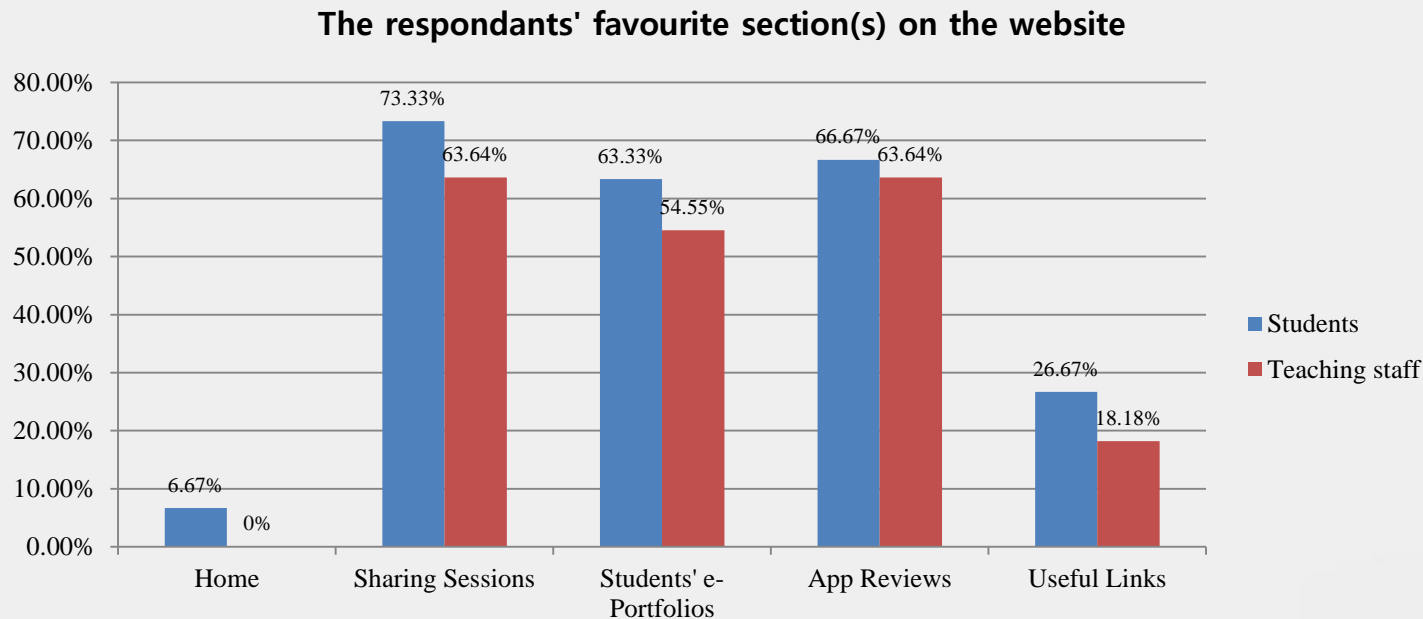 - ➤ The rating of the website in terms of the following aspects (a scale from 1 to 6)

Mean

Project objective 7 and outcomes

- Evaluation on the MLC website (online survey):

➢ Most items received a mean score above 4 (out of 6), e.g. for the item "The content is useful for mobile learning/teaching", students gave a mean score of 4.66, while teaching staff gave a mean score of 5.27, showing that both teaching staff and students found the MLC site helpful.

➢ Teaching staff seem to be even more satisfied than the students by the content of the site.

Project objective 8 and outcomes

- Evaluation on the MLC website (online survey):
- ➢ The favourite section(s) on the website of the respondents

The respondants' favourite section(s) on the website

Legend:
- ■ Students
- ■ Teaching staff

Section	Students	Teaching staff
Home	6.67%	0%
Sharing Sessions	73.33%	63.64%
Students' e-Portfolios	63.33%	54.55%
App Reviews	66.67%	63.64%
Useful Links	26.67%	18.18%

Project objective 8 and outcomes

- Evaluation on the MLC website (online survey):
- ➢ The favourite section(s) on the website of the respondants
- ➢ The section of 'Sharing Sessions' were most welcomed by both teachers (63.64%, ranked it the 1st) and students (73.33% ranked it the 1st)
  - Student A: I enjoyed watching the video clips under the sharing sessions.
  - Student B: It's nice to know more information of mobile learning from different speakers.

- ➢ The second favourite section is 'App Reviews' (teachers: 63.64%; students: 66.67%)
  - Student C: The App Reviews are very useful.
  - Teacher A: Students' works are very creative and inspiring.

- Other Comments:
  - Teacher B: Please promote this website through workshops for students and teaching staff so as to collect more feedback about the website, as well as to promote the functions of this website. Thanks!
  - Student D: Nice website, a lot of useful resources.
  - Student E: Great resources, thanks!

Project **objective 8** and outcomes

- Comments from two external experts regarding the MLC activities and website

➢ The MLC website is considered a very successful platform for resource sharing, for nurturing the growth of the MLC and for promoting mobile learning in general. One expert concluded:

➢ Overall, the freely and publicly available website provides a valuable resource for not only students and teachers within the university, but also the general public who may be interested in learning more about the advantages and values of mobile learning.

➢ As for the MLC activities, one expert commented:

➢ The activities and information hosted through the project are multifaceted and help to promote students' and teachers' mobile learning and teaching through various venues: affective support (peer experience sharing); capacity support (specific resource recommendations and reviews); social support (the concept of a mobile learning and teaching community); and cognitive support (guidance on mobile learning). Thus, the support provided on the site was quite comprehensive and targeted various components that are critical to enhancing students' and teachers' engagement with mobile learning.

Mobile Learning E-portfolio Competition, 2018

- All students at EdUHK were invited to participate in this competition from February to May 2018
- The e-portfolios were assessed in the following four areas:
  Content, Layout, Organization and Language
- Requirements:
- ➢ Write one to two app reviews (about 200 words each) introducing the apps you have used to learn English or other subject knowledge related to your major (such as Mathematic, Science, Music, Visual Arts, etc.). Give details of how the apps are useful in helping you to learn English or other subject knowledge.
- ➢ Write a personal reflection (about 150 words) on how mobile technologies help you improve your English or other subject knowledge (what are the benefits?). You may talk about your feelings, thoughts and reflections on your learning outcomes.
- ➢ Include relevant images (e.g. screenshots of the apps) and short video clips about the apps so as to illustrate your own learning experiences in your portfolio.
- 15 entries of e-portfolios were received from 14 students from different disciplines and year levels

Mobile Learning E-portfolio Competition, 2018

Mobile Learning E-portfolio Competition 2018		
Prize Winners		
1st Prize **LI, WAI KIT** **11207952**	SoloLearn 	https://liwaikit1018.wixsite.com/mobilelearning
2nd Prize **AU YEUNG,** **HOK HIM** **SOLOMON** **11217373**	Coursera learning platform 	https://www.linkedin.com/pulse/my-learning-journey-educator-via-coursera-solomon-au-yeung-au-yeung/?published=t
3rd Prize **LIN, QIUTONG** **11232842**	BaiCiZhan Quizlet 	https://sites.google.com/s.eduhk.hk/mobile-learning/home

Student Sharing Session cum Mobile Learning E-portfolio Competition Award Ceremony

Factors for establishing an effective MLC

- To establish an effective mobile learning community, we need to consider a number of key factors:

➢ Recruiting proactive community members who are the driving force of the activities organized by the MLC,

➢ Establishing a Mobile Learning Community website as a platform for resource sharing and idea exchange,

➢ Organizing a wide range of student and staff sharing sessions on mobile learning, while making a positive impact on students' learning and staff development, and

➢ Evaluating the effectiveness of the mobile learning community.

Conclusion

- To build up a Mobile Learning Community is challenging as it targets at recruiting members from various departments (teachers) and disciplines at different levels (students) and there is a gap of acceptance of technology between teachers and students.

- Only through a concerted effort of members of the whole community can we promote mobile learning effectively.

- It is hoped that our study will shed some light on how mobile learning can be promoted effectively in higher education institutions.

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