

Round Table "Mobile Learning: Learning Across Contexts – Learning In Transition". Service Slides.

London Mobile Learning Group (LMLG)



ECER 2015 "Education and Transition - Contributions from Educational Research"
September 9th, 2015, Budapest, Hungary

Prof. Dr. Theo Hug



Professor of educational sciences
University of Innsbruck

Chair & Moderator

ABSTRACT

MOBILE LEARNING: LEARNING ACROSS CONTEXTS – LEARNING IN TRANSITION

Some advocates of mobile learning argue it is (a pathfinder for) ‘new’ and ‘future’ learning. However, the question arises why there is this shift in the belief that learning changes significantly through the use of mobile technologies. This round table will engage in a critical discussion around topics such as ‘innovation’ and, related to it, the ‘transformation’ of learning that is inherent in the affordances and use of mobile devices and services in educational contexts. The presenters will consider ‘learning across contexts’ and, in so doing, will focus on formal and informal learning contexts, and the construction of learning contexts by learners; also, they explore the hybridization of contexts and discuss the role of teachers, learners, institutions, resources and expertise at different levels. Considering ‘learning in transition’, the presenters will critically reflect not only on ideas about ‘new’ and ‘contemporary’ learning, but transformation in various spheres that are related to learning, such as education, the economy, culture, society and technology. Transition will be analysed in terms of changing cultural practices, professional identity and contexts of learning, and by reference to narratives as optimum process/medium for making explicit the tensions and opportunities teachers experience in the transition to mobile learning.

PROF. DR. NORBERT PACHLER



Pro-director: Teaching, Quality and Learning Innovation
UCL Institute of Education

‘Problem spaces’: a framework and questions for critical engagement with learning technologies in formal educational contexts.

In this presentation we set out a conceptual framework for the critical analysis of learning technologies in formal educational contexts with a particular emphasis on schools with the aim of providing critical questions that practitioners, researchers and policy makers in the field can use to illuminate the complex and nuanced domain of the use of learning technologies in formal education. We take an antithetical stance to instrumental or deterministic views of learning technologies often predicated on ‘means to an end,’ ‘best practice,’ or ‘what works’ meta-narratives that focus on narrow measures of gains in attainment.

DR. KLAUS RUMMLER



Head of the research group 'Media Education'
Zurich University of Teacher Education (PH Zürich)

Mobile Learning as a cultural practice in school.

The paper presents findings on and implications of a series of studies in Swiss schools asking teachers about their notions of, objectives for and practices in Mobile Learning.

PROF. DR. MARIA RANIERI



Associate Professor

University of Florence, Department of Education and Psychology

Telling stories with personal devices. A critical analysis of a two-year experience of mobile storytelling in initial teacher training.

This presentation discusses a two-year experience of mobile storytelling in initial teacher training focusing on the hybridization of contexts of learning and the implications for the development of teachers' professional identity.

PROF. i.R. DR. BEN BACHMAIR



Honorary Professor UCL Institute of Education UCL Institute of Education
em. Professor of Pedagogy and TEL, University of Kassel

M-learning's contribution to social justice.

Mobile learning is in danger of being too closely associated with technology-enhanced learning. This paper argues that the social and cultural capacity of mobile learning can enhance social justice. Social justice is viewed from three perspectives: institutional prerequisites, life accomplishment, and recognition of the different. The paper will present a concrete example of school practice.

Reference: Ben Bachmair. in print. Recognition of the social different - social justice for learning within an individualized, mobile, convergent mass communication. In: International Advances in Education: Global Initiatives for Equity and Social Justice. Publisher: Information Age Publishing. Volume 10 - E-learning & Social Media: Education and Citizenship for the Digital 21st Century.

DR. KEITH TURVEY



Principal Lecturer

Education Research Centre, University of Brighton

Learning from teachers' rich narratives of pedagogical appropriation and adaptation in response to 1:1 tablet introduction.

This presentation explores a participatory narrative model for making teachers' pedagogical appropriation of mobile technologies explicit. I argue that narrative is an optimal medium for understanding this process of appropriation, but that teacher stories of appropriation do not speak for themselves. That is, they need to be located socially, culturally, historically and politically as well as personally, to avoid dislocation and parochialism. The participatory narrative methodology is presented as a tool for illuminating tensions on micro and meso-level school structures as a constituent part of a wider narrative ecology.

DR. JUDITH SEIPOLD



Media educationalist and researcher; Convenor of the Round Table
London Mobile Learning Group (LMLG)

**What can be learned from the Mobile Learning discussion?
Ideas on learning, teaching and policy development.**

Mobile Learning has been part of the educational landscape for more than 15 years now. But what can we say about the impact practical and theoretical work in the field have had on our concept of learning and teaching and on perspectives for school development? This presentation offers an overview of core ideas and concepts of learning which underpin mobile learning and provides an outlook on what school development could gain from mobile learning.

AGENDA

TIME TABLE

09.00 – 09.45	Welcome and Introduction
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	Presentations
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09.45 – 09.50	Synopsis
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09.55 – 10.20	Discussion
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10.20 – 10.25	Synopsis
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10.25 – 10.30	Closing
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QUESTIONS FOR THE DISCUSSION

Norbert Pachler: What are the key opportunities and tensions relating to maximising the potential of digital technologies for teaching and learning and how can they be harnessed / mitigated?

Klaus Rummler: Following up on how far mobile learning is already entangled with schools' overall ICT strategies, is it still legitimate to discuss mobile learning separately or is it time for an overarching term collecting all ICT, e- and m-learnings? Which term would that be?

Maria Ranieri: Rethinking teacher education: how to reconceptualize and reshape initial and in-service teachers' training in the era of mobile and individualized mass communication?

QUESTIONS FOR THE DISCUSSION

Ben Bachmair: In a situation of a severe social transition education is obliged to contribute to enhancing social justice. Is it sufficient that school guarantees fair and equal structures for all students? Does education have to develop additionally new approaches to social justice which recognise differences in student agency as learners?

Keith Turvey: Under what conditions could teacher narratives become a vehicle for self-scaling pedagogical innovation in mobile learning?

Judith Seipold: Where — other than in the ubiquity of mobile technologies, i.e. access to learning anytime, any place — lies the real potential of mobile learning as key driver in “new” and “future” learning?

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<http://bit.ly/RTMLECER>

Mobile Learning Scenarios Weblog

scenarios.londonmobilelearning.net