

The Mobile Learner in the 21st Century

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Barry Adams – Education technology consultant, former college dean. More comfortable talking about pedagogy rather than computer processes.

- What is happening from learning and education – what are student expectations in terms of technology and how they want to be taught
- Talk about mobility in the teaching and learning aspects
- How do people dialogue with each other, what tools help them do this

Participant expectations:

Marie - how can we modify our web products to work with the iPhone and iPod touch

Daryl – what research is Apple is currently doing in the use of student learning

John - How does using wireless technology change the face to face interaction in the classroom

Traditional book publisher - how can we get the information out to people in different ways.

Electronic producer - how do we repurpose content but with new functionality

Challenges facing higher education – Wired Campus

- Creating learning environments that promote active learning, critical thinking, collaborative learning, and knowledge creation
- Developing 21st century literacies – info, digital, and visual – among students and faculty members in order to promote knowledge and harmony
- Encouraging faculty members to adopt, and innovate with, new tech for teaching and learning

Insanity is doing the same thing over and over again expecting different results – Albert Einstein

Tech trends in higher education from Horizon Report 2009

Mobiles, cloud computing

In terms of teaching and learning, educators must understand that student attention is spread across multiple channels. Students want to and are able to do multiple things at the same time. Ex. Listen to Kanye West but while also listening to an econ session, taking notes, etc.

Instead of ADHD, could it now be Continuous partial attention?

Cloud computing is helping with mobility because content does not need to live in the computer but can be put "out there"

By 2011, GPS will be in everything, adding an extra layer of data. Ex. Paintmap.com

Also by 2011, personal web will be important. The web will ask as a new extension of yourself, individuals will have to build new environments for yourself on the web.

By 2013, everything will be semantic aware.

Smart objects will also be ubiquitous. With chips in everything, what will the textbook of the future look like?

The new generation of students expects a learning environment that integrates today's digital tools and accommodates a mobile lifestyle. However, today's teachers and the physical campus are ill equipped to meet these needs. Just talking about the connectivity on college campuses, 63% of students report using tech to prepare for class, but only 24% of classes actually make use of technology.

Digital learning environment – creation, distribution, access are important. If you learn to do this well, then you form a new circle of collaboration.

Information should be fluid, can go from books, to computers, and be taken out of the classroom in ways that are mobile and convenient for the student.

While I felt that the workshop instructor had interesting uses of iPhone in the classroom, for instance using the iPhone as a clicker...I felt that 1) this could be accomplished through other means, and if you are wanting to utilize tools student already use, it implies that all students must own and prefer to use iPhone outside of the class.

How do you leverage the tools that students are using outside of the classroom to enhance their learning inside the classroom? When talking about mobility, the technology (such as the iPhone) is important, but how you package information for convenience and accessibility is more so. Students are more likely to listen to ten short 5 minutes podcasts about a topic then listen to an hour long lecture outside of the class.

Also, in answer to how textbooks will be accessed by students in the future, maybe the selling songs of iTunes can serve as a useful model. Instead of trying to sell the whole book, carve up the information in different ways and allow them to buy chapters or sections. Instead of selling the whole book, a more interesting model would be to carve up the information and allow them to buy chapters. Look at the way that we