



Learning Cultures on the Move

Agnes Kukulska-Hulme, 3 December 2009

ICCE 2009 conference, Hong Kong



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**Personal Inquiry: science learning in classrooms
and outdoors**
(Open University and Nottingham University)



MOTILL: mobile technologies for lifelong learning
(4-partner European project)



Mobility inspires and changes the landscape: A mobile learning space – spontaneous, attractive, sociable?



Source: <http://www.thedesignblog.org/>

Agenda



1. The landscape of change

What do we expect of our learners nowadays?



2. Learners as innovators

What can we learn from the ways in which learners use mobile devices?



3. Mobile-assisted language learning

Will mobile learning change language learning?





Change in Universities: *Developing undergraduate research and inquiry*

published by HEA, June 2009

- Towards a “research-active curriculum”
- Students should spend more time undertaking research and inquiry, and engaging in research discussions
- the student as a potential producer of knowledge

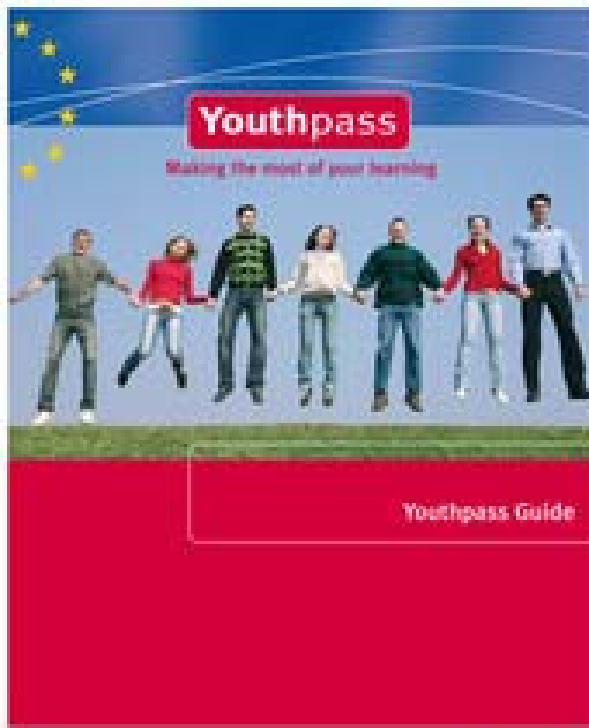


Change in schools: RSA Opening Minds curriculum



- aims to provide young people with the skills or competencies they need to thrive in the real world
- 5 sets of competencies:
 - Citizenship, Learning, Managing Information, Managing Situations, Relating to People
- now used in over 200 schools across the UK

Europe and lifelong learning



<http://www.youthpass.eu/>

Youthpass recognizes the skills young people have developed through participating in international and non-formal educational projects

Key Competencies for Life Long Learning

- Competencies in maths, science and technology
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Communication in the mother tongue
- Communication in foreign languages
- Cultural awareness and expression

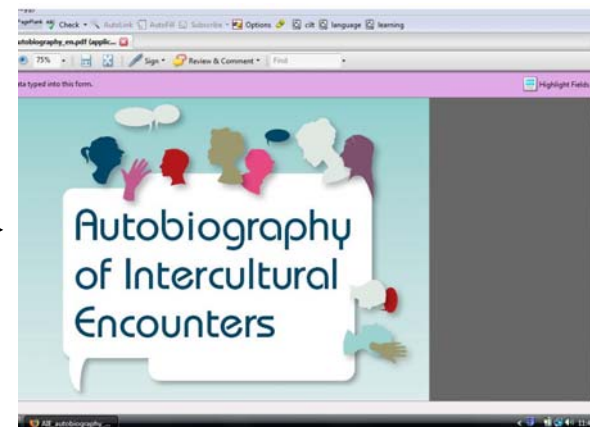
European Language Portfolio - and associated tools

- ELP aims
 - to support lifelong language learning
 - to promote understanding and tolerance across languages and cultures
- **provides a way to record and reflect on skills in any language, no matter how the skills have been acquired**



Council of Europe:

“...tools should be developed to encourage students to reflect critically on their own responses and attitudes to experiences of other cultures.”



Analyzing an intercultural encounter



Attitudes: attitudes and feelings towards the whole experience

Behaviour: the interpretation of another's behaviour; the behavioural patterns of the learner

Knowledge and skills: how people act in intercultural contact situations; what skills may be used

Action: the action taken as a result of analysing the intercultural encounter

So – what is the ideal learner today?

From educators' perspective



- Active, inquiring, analytical
- Equipped with research skills
- Exercises independent critical judgment
- Able to function effectively in the real world
- Able to communicate and cross language boundaries or cultural boundaries
- Motivated and equipped to continue learning over a lifetime
- Creative, innovative?

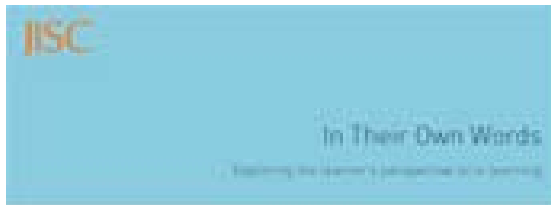


Learners as innovators

What can we learn from the ways in which learners use mobile devices?



Background: Research on the learner's perspective - “In their own words”



In the context of:

- **decreasing institutional control**

Less ‘managed access’ through IT suites on campus

- **increasing learner autonomy**

Personal choice of tools, software, online communities, learning spaces...

Learner-led innovation



How learners innovate

- » Some have the latest devices and apps
- » Find solutions to immediate needs on the go
- » Can share ideas across disciplines

Learners point to emerging practices

e.g. making productive use of 'dead time' while waiting for appointments, buses, trains (note: *not everyone* will want this!)



Source: <http://www.tokyo-stories.com/>

Our research 2006-9



Learners using smartphones lent to them:

- Kukulska-Hulme, A. & Pettit, J. (2007) Self-service education: Smartphones as a catalyst for informal collective and individual Learning, [mLearn 2007](#), Australia, October 2007.**
- Pettit, J. & Kukulska-Hulme, A. (2008) Do smart devices make smart learners? [mLearn 2008](#), UK, October 2008.**
- Kukulska-Hulme, A. & Pettit, J. (2008) Semi-formal Learning Communities for Professional Development in Mobile Learning. *Journal of Computing in Higher Education*, 20 (2). 35-47.**

Our research 2005-9

Learners using their own devices:

- Kukulska-Hulme, A. & Pettit, J. (2006) Practitioners as innovators: emergent practice in personal mobile teaching, learning, work and leisure. **mLearn 2006**, Canada, October 2006.
- Pettit, J. & Kukulska-Hulme, A. (2007) Going with the Grain: Mobile Devices in Practice. *Australasian Journal of Educational Technology (AJET)*, 23 (1), pp. 17-33.
- Pettit, J. & Kukulska-Hulme, A. (forthcoming) Mobile 2.0: Crossing the border into formal learning? In: M. J. W. Lee & C. McLoughlin (eds) *Web 2.0-based E-Learning: Applying Social Informatics for Tertiary Teaching*, IGI Global.
- Kukulska-Hulme, A., Pettit, J., Bradley, L., Carvalho, A., Herrington, A., Kennedy, D., & Walker, A. (2009) An International Survey of Mature Students' Uses of Mobile Devices in Life and Learning, **mLearn 2009**, Florida, October 2009.

Why we are interested in *mature* learners

Typically over the age of 25



- Mobile lifestyles:
 - Daily travel
 - Combining work with learning
 - Less time and opportunity to interact face-to-face with other learners
- Greater ability to reflect on experience of education & training in different contexts – what worked, what didn't



Surveys and interviews with mobile learners, 2005-9

some findings and reflections



- *Collectively* there are countless ways to use a personal mobile device to support learning!
- Photo-sharing can be a route into informal learning with others
- Many learners are perfectly happy to read on a tiny screen – but for others this is a major barrier
- Learners want free and reliable wireless access to the internet – often a major factor in continued use of a mobile device
- The mobile environment lacks stability – experiences are liable to change when seating or lighting arrangements change in a public place/ on transportation

An **international survey** 2008-9:

Australia, Hong Kong, Portugal, Sweden, UK



To continue to capture **early signs** of where new practices are emerging, that may spread elsewhere

To identify **local factors** that may influence learner choices and actions

Agnes Kukulska-Hulme
John Pettit
Linda Bradley
Ana Carvalho
Anthony Herrington
David Kennedy
Aisha Walker

Presentation at mLearn 2009

Examples of interesting uses



Hong Kong:

- Use the dictionary, listen to news to learn English
- Take photos of billboard advertisements and pictures in reference books
- As a mobile hard drive, to bring data, PPT or materials to the workplace

Australia:

- Send photos of landmarks to friends to find out where I am
- Love geocaching and use phone with it all the time
- Download lectures from edustream I need for my teaching
- Children interview grandparents and create podcasts for class website



Examples of interesting uses



Portugal:

- I enter contests and use my mobile to answer quizzes
- Listen to podcasts and class summaries
- Share my music with my students

Sweden:

- Call abroad using Skype
- Buy bus tickets, tram tickets with the mobile
- Learn songs and words of songs

UK:

- Listen to BBC podcasts while I cycle to work
- Read blogs when waiting for dentist who has free wifi in surgery



How the landscape is changing (2005-2009) **What learners now report:**



- Using apps on the phone, e.g. Facebook, MSN
- Using GPS to find places
- Watching movies, TV shows
- Listening to audio books, podcasts, vodcasts
- Being part of microblogging communities, e.g. Twitter
- Browsing websites
- Using location-based services



Are they innovative uses?

- They shift perceptions of what can be done with mobile tools
- They draw attention to the possibility of connecting informal and formal learning
- They raise questions about what this means for teachers, for curricula, for institutions...

Will mobile usage habits turn into learning habits?

“I record usage of gas for my car”

“I use iPod speakers and sing along with friends”

“I make records of worthwhile experiences”

Investigating mobile-assisted language learning



From three perspectives:

Researchers
Teachers
Learners

Researcher perspective:

e.g. *RECALL* journal, special issue Sept 2008/

Jan 2009 (eds. Kukulska-Hulme, Shield & Thompson)

- **Vocabulary/grammar outside of class**

- Using PDA for undergraduate student incidental vocabulary learning, Yanjie Song and Robert Fox
- L'italiano al telefonino: Using SMS to support beginners' language learning, Claire Kennedy and Mike Levy



- **Listening/speaking skills**

- The potential of using a mobile phone to access the Internet for learning EFL listening skills within a Korean context, Ki Chune Nah, Peter White and Roland Sussex
- Use of academic podcasting in the foreign language classroom, M'hammed Abdous, Margaret Camarena and Betty Rose Facer

- **Situated learning**

- Identity, sense of community and connectedness in a community of mobile language learners, Sobah Abbas Petersen, Monica Divitini and George Chabert
- Mobile blogs in language learning: making the most of informal and situated learning opportunities, Anna Comas-Quinn, Raquel Mardomingo and Chris Valentine

Teacher perspective



An exploratory survey into the use of mobile technologies by language teachers in the post-16 education sector
(Shield, Kukulska-Hulme & Hassan, Eurocall 2009 conference paper)

Motivations for using mobile devices in language teaching:

- **Mobility/Anytime anywhere access**
- **Variety/Novelty**
- **Ubiquity** (“All students have mobile phones”)
- **Learner expectations** (“learner preference”)
- **Ease of use/engagement** (“motivates boys particularly”)
- **Informal/independent learning** (“exposure to target language in everyday lives”)
- **Skills development** (“aural competence, information literacy”)

Examples of how mobile phones & mp3 players are used by teachers/ in teaching

VISUAL MATERIAL

- show video material to explain vocabulary
- photographs

LISTENING

- podcasts
- materials out of class
- textbook dialogue

SPEAKING PRACTICE

- recording student pronunciation
- conversations
- role play
- dial up automated system to record responses to questions

FLEXIBLE ACCESS

- download course materials from CD
- preview content
- upload own work/download feedback

Successes

learner motivation & participation, real language & skills, self-evaluation



- **students are very motivated by getting MP3 feedback**
- **students love using the devices for additional study of the target language**
- **it has been possible to involve most students in extensive listening exercises**
- **increased participation in class using mobile phones to post photos**
- **students with low attention spans were motivated by using mobile phones**

- **digital storytelling gave students a chance to show their skills in an alternative to the traditional essay**

- **students video-recorded themselves and evaluated their performance**

Challenges



student reluctance, usability issues, impact on traditional practices

- **(some) students see mobile phones as being used for social purposes and find educational use inappropriate**
- **reluctance to pay cost of using devices for learning purposes**

- **some environments are not conducive to learning**
- **constrained by users' mobile phone capabilities**
- **screen and keypad size, speed of network**
- **students like fiddling with devices and can erase content**

- **some download dictionaries to their mobile phone... They cannot use paper dictionaries.**
- **sometimes students prefer games and the internet to books and writing**

Learner perspective: Tools make life easy...



- **Mobile Tournament Guide** to promote Guinness at the Hong Kong rugby tournament. Speaks the names of local bars in Cantonese, to aid communication with taxi drivers



- **Softbank translation tool**
A voice-enabled electronic dictionary application that translates Japanese to English or Chinese

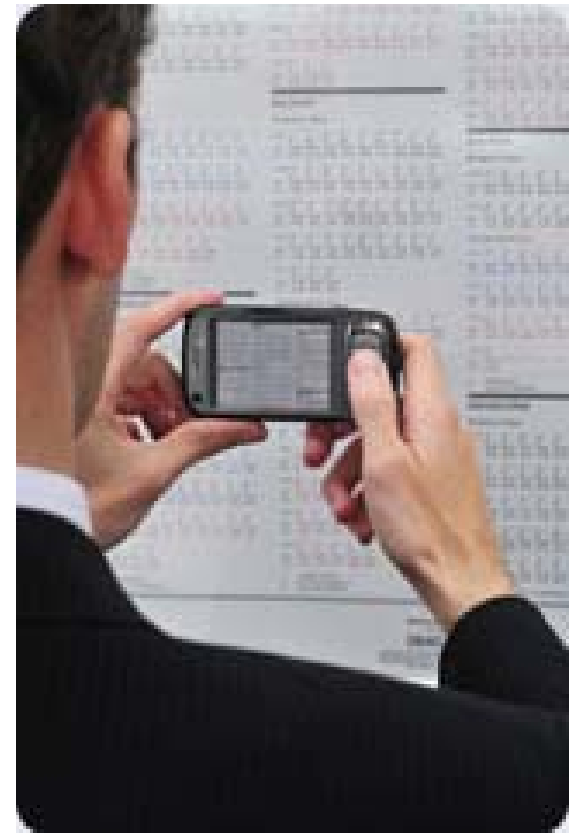
Learner perspective: Making learning easy and pleasant...



e.g. **CapturaTalk**

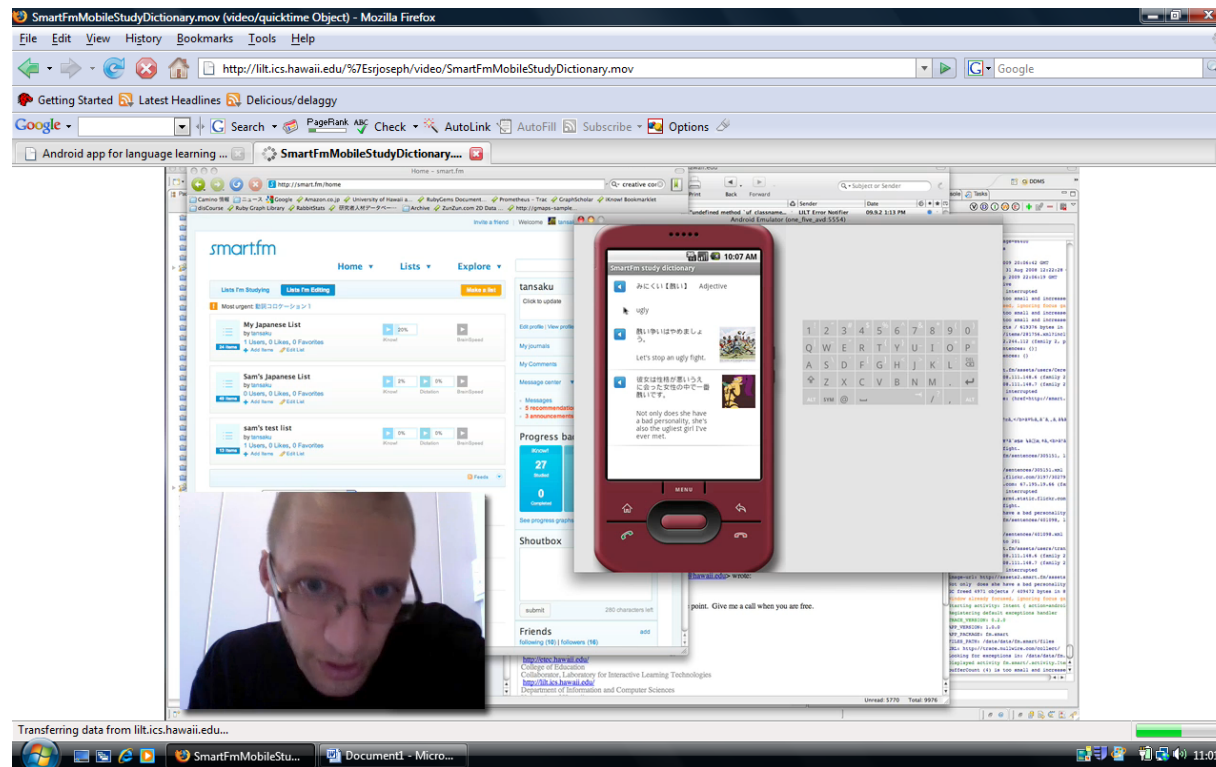
<http://www.capturataalk.com/demonstration.asp>

- Take a photo of any text, get the phone to read it out to you
- Will also read out text from most applications on a Windows Mobile Device
- Check words in the online dictionary and get the meanings read out to you



Learner perspective: Making it easy/fun to learn together...

Smart.fm Mobile Study Dictionary: Proposed Android app - web 2.0 crowdsourcing



Sam Joseph:

<http://linklens.blogspot.com/2009/09/video-describing-smartfm-android.html>

Exploring the potential

Location-aware information



- 2009 **Spoonfed Radar** for the iPhone – tells you about the day's events taking place near you in London, based on your location
- 'Events' are live music, exhibitions, comedy, theatre etc.
- *Imagine 'language practice' or 'language lessons' as events...*

Participation continuum



Kukulska-Hulme (forthcoming, IJMLO journal article) - three models of participation in mobile language learning

‘Specified Activity’ model

Making content and activities available on mobile devices, with the expectation that learners will engage with the language learning and complete it.

‘Proposed Activity’ model

Various resources and activities are proposed to learners, which they may or may not take up.

‘Learner-driven Activity’ model

Learners are entirely self-propelled and undertake activities such as finding and downloading language learning resources or creating some for others.

Mobile language learning: opportunities



- More frequent, personal practice – *of course*
- Collaborative language learning
- More authentic communication
- Location-aware content
- Learner-driven content creation
- Capturing real communication issues as they arise
- Content and Language Integrated Learning

Conclusion:

Learning cultures on the move



- Mobility is a great instigator of change
- Learners will increasingly lead the way by introducing their own resources and tools
- However their pedagogical expertise is necessarily limited
- **The new learning culture should be a shared project between learners and teachers**





Thank you!



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