



# M-LEARNING: INDIVIDUAL, CUSTOMISABLE, UBIQUITOUS

**Katri Sirkel, MA ; Triinu Soomere, Mag  
The Estonian National Defence College**

- Perceptions
- What is m-learning: early perspectives and today
- What do students think about it?
- Limitations
- Mobler Cards
- ENDC experience



# PERCEPTIONS

- **Tolerance towards students using their phones in class?**

David Read (2011)

- paper dictionaries vs electronic dictionaries in class.
- **considerably less frivolous use of mobile devices**

# WHAT IS M-LEARNING?

- Mobile learning: the use of mobile or wireless devices for the purpose of learning while on the move. (Park 2011)
- Mobile phones are a routine part of life, accessible everywhere and by everyone – also for educational purposes.
- As language educators, we should encourage and assist the learner autonomy m-learning enables and provide means for learners to combine formal and informal learning. (Godwin-Jones 2011)

# EARLY PERSPECTIVES

- Focused on technology and mobility
- Extension of e-learning
- Kukuska-Hulme and Shield (2007): uses of mobile devices pedestrian, uncreative, repetitive, did not take advantage of the mobility, peer connectivity and advanced communication features

# NEW PERSPECTIVES

- Learner-centred perspective: Suki (2011) „**Educators need to adapt from a role as transmitters of knowledge to guiders of learning resources.**“
- Individualism: Educational process **just in time**, **just enough** and **just for me** (Peters, 2007)

Keskin (2011): Changes in **pedagogical patterns**: mobile technologies enable learning to occur in more **informal settings**

Smartphones and tablets tend to focus the attention more on **one task at a time** than is the case with regular computers. For educational uses, this may present a welcome opportunity to **capture**, at least for a short time, **the FULL ATTENTION of the learner**. (Godwin-Jones 2011)

# STUDENT ATTITUDES (1)

- Accessibility and portability promoted students use of mobile phones in learning English vocabulary in their leisure time.
- Thornton and Houser (2005), Akdemir (2010), BaŞoglu's (2010) : vocabulary learning programs (even simple and primitive forms) on **mobile phones are more effective than traditional vocabulary learning techniques** to improve students' vocabulary learning than traditional flashcards on paper.
- Participants found mobile learning effective and entertaining.



# STUDENT ATTITUDES (2)

Kim (2013):

- Seldom any communicative interaction with other participants
- Students pursued only individual or individualized MALL (*mobile assisted language learning*), **resistance to collaborative** mobile assisted language learning
- Purpose: additional study or utilizing spare time
- Perceived benefit: „extra work“ or „saving time.“

Kwon (2013):

- Students find that the strengths of MALL lie in its accessibility and ubiquity;
- MALL is highly informal and incidental learning method that is effective in an **unsupervised context.**

# LIMITATIONS AND WEAKNESSES

- Kukulska Hulme (2007):
  - 1) physical attributes (small screen size, inadequate memory, short battery life);
  - 2) content and software application limitations (lack of built-in functions, difficulty adding applications, challenges in learning how to work with a mobile device)
  - 3) Network speed and reliability
  - 4) physical environment issues (excessive screen brightness, need for rain covers)
- Suki (2011): technology developers need to respond to concerns of security and privacy while designing devices.

# INTERESTED?

Black (2010) In a sense, little has changed: good teaching has always focused on **students' needs** . The combination of the new generation and new digital tools, however, is forcing a rethinking of the very nature of education in both content and delivery .

Critical view of the digital native/immigrant theory

Who are our students: What technology do they use? How do they learn?

# MOBLER CARDS

- developed in 2012 by the ISN  
(the International Relations and Security Network)
- supported by ILIAS Learning Management System
- accessible through Android and iPhone operating systems
- downloadable on Google Play and App Store
- free of charge
- can be used off-line
- based on flash-card mnemotechnics



# B1 ENGLISH M-COURSES

- tense forms → single/multiple choice, fill-in-the-gap
- prepositions → fill-in-the-gap
- adjectives (for describing people) → fill-in-the-gap
- military ranks → single choice, fill-the-gap

13:17

✓ Küsimus ✕

Choose the correct tense form.

Mark ... the instructions, so he gave up trying to make the machine work.

>

This screenshot shows a mobile application interface for a question. At the top, there is a status bar with the time 13:17 and various icons. Below that is a blue header bar with a white checkmark icon, the text "Küsimus", and a white 'X' icon. The main content area is light gray and contains the text "Choose the correct tense form." followed by "Mark ... the instructions, so he gave up trying to make the machine work." At the bottom, there is a dark gray bar with a white right-pointing chevron icon.

13:24

☆☆ Suurepärane! ✕

did not understood

had not understood

did not understand ✓

> ?

This screenshot shows the same mobile application interface but with a list of options. The status bar now shows the time 13:24. The blue header bar now has three white stars, the text "Suurepärane!", and the white 'X' icon. The list of options is displayed in a light gray background with a vertical line separating the text from a selection area. The first two options are "did not understood" and "had not understood". The third option is "did not understand" and has a green checkmark in the selection area. At the bottom, the dark gray bar now contains a white right-pointing chevron icon and a white question mark icon.

13:25

Suurepärane!

Mark did not understand the instructions, so he gave up trying to make the machine work.


Past simple (negation → did not + infinitive) - actions which happened immediately one after the other in the past

> ?

 Täida lüngad 

Fill the gap with the missing adjective.

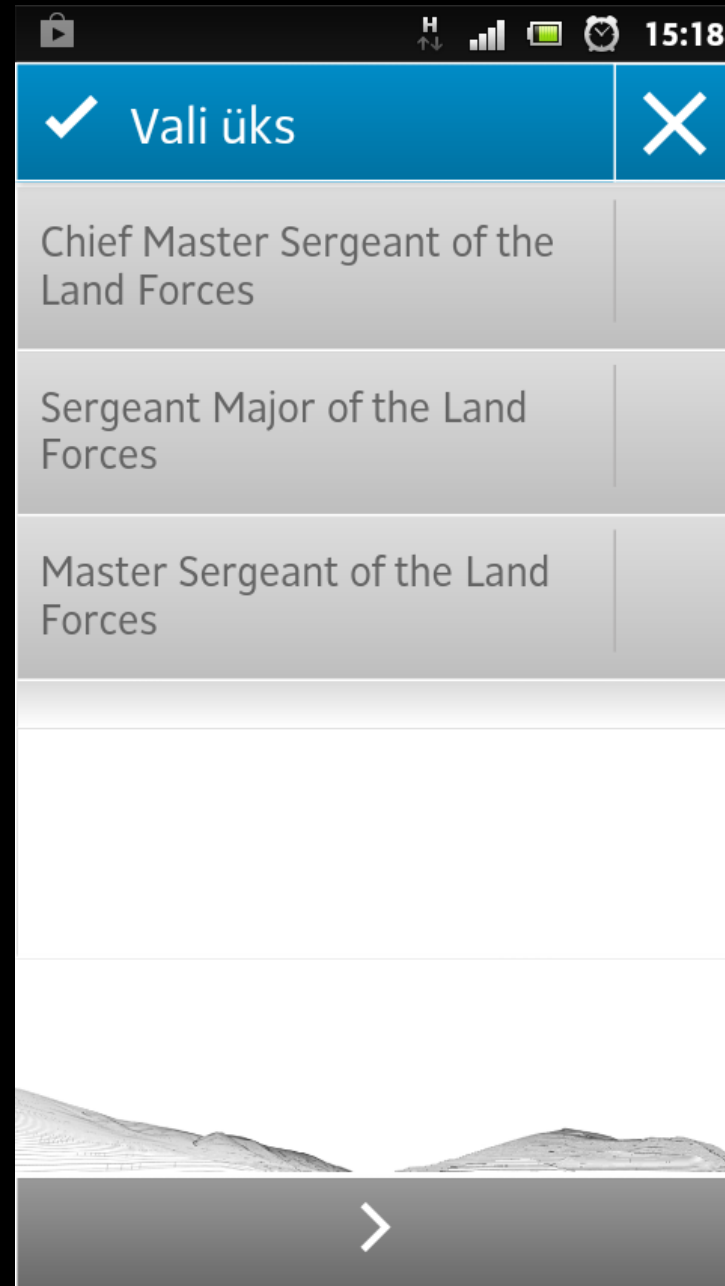
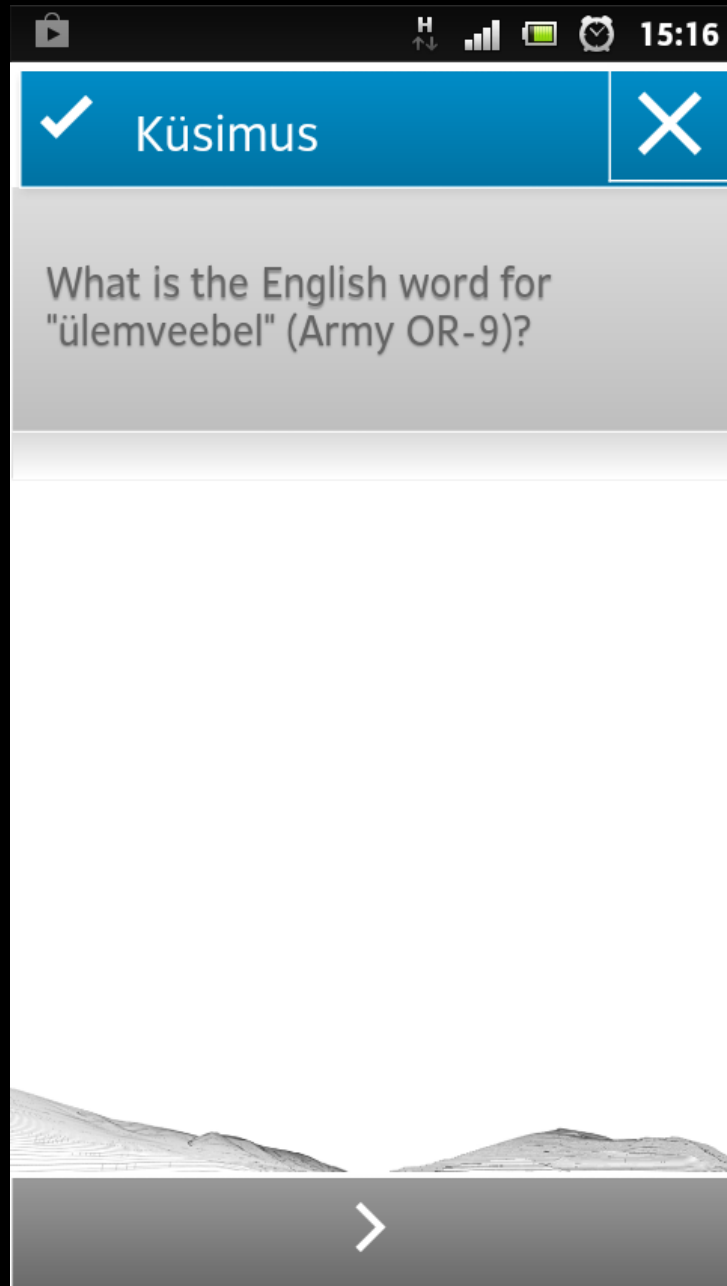
A d...

 fill in the gap

.....  
individual makes others work hard or meet high standards.







🔒 H 📶 🔋 ⌚ 15:22

☆☆ Suurepärane! ✕

Chief Master Sergeant of the Land Forces	
Sergeant Major of the Land Forces	✓
Master Sergeant of the Land Forces	

>

With the appropriate use of technology, learning can be made more **active**, social, and **learner-centered** - but the uses of it are driven by **pedagogy, not technology**.

Educating the Net Generation Handbook, 2009

Thank you!

Questions?