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Learning from Learners

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Overview

- Background
  - Mobile learning at The Open University
  - Informal and self-directed learning

- Empirical research
  - Surveys and interviews with language learners

- Implications?
  - Curricula and learning designs
  - The future of mobile language learning

Mobile learning initiatives at The Open University

Mobile VLE

Mobile Library

iTunesU

Interactive ebook pedagogy

Semi-formal & informal learning communities

Recent mobile learning projects at The Open University

MOTILL: Mobile Technologies in Lifelong Learning

http://www.motill.eu/

English in Action

http://www.eiabd.com/eia/

PI: Personal Inquiry

http://www.nquire.org.uk

'OUT THERE and IN HERE'

FIELD TRIP LEARNING

- **Critical** for Experiential Learning, team building, professional development & accreditation
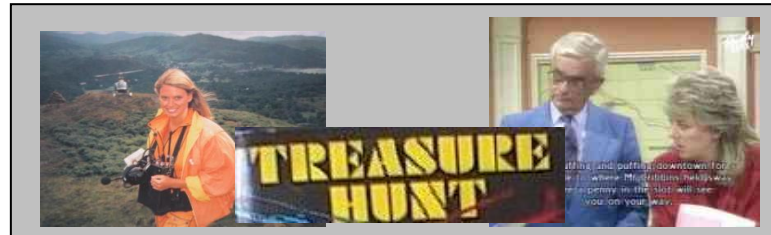
- **BUT EXPENSIVE**
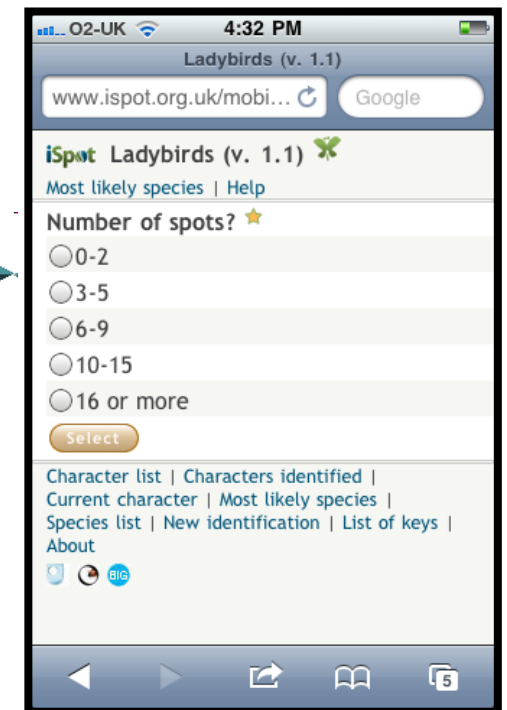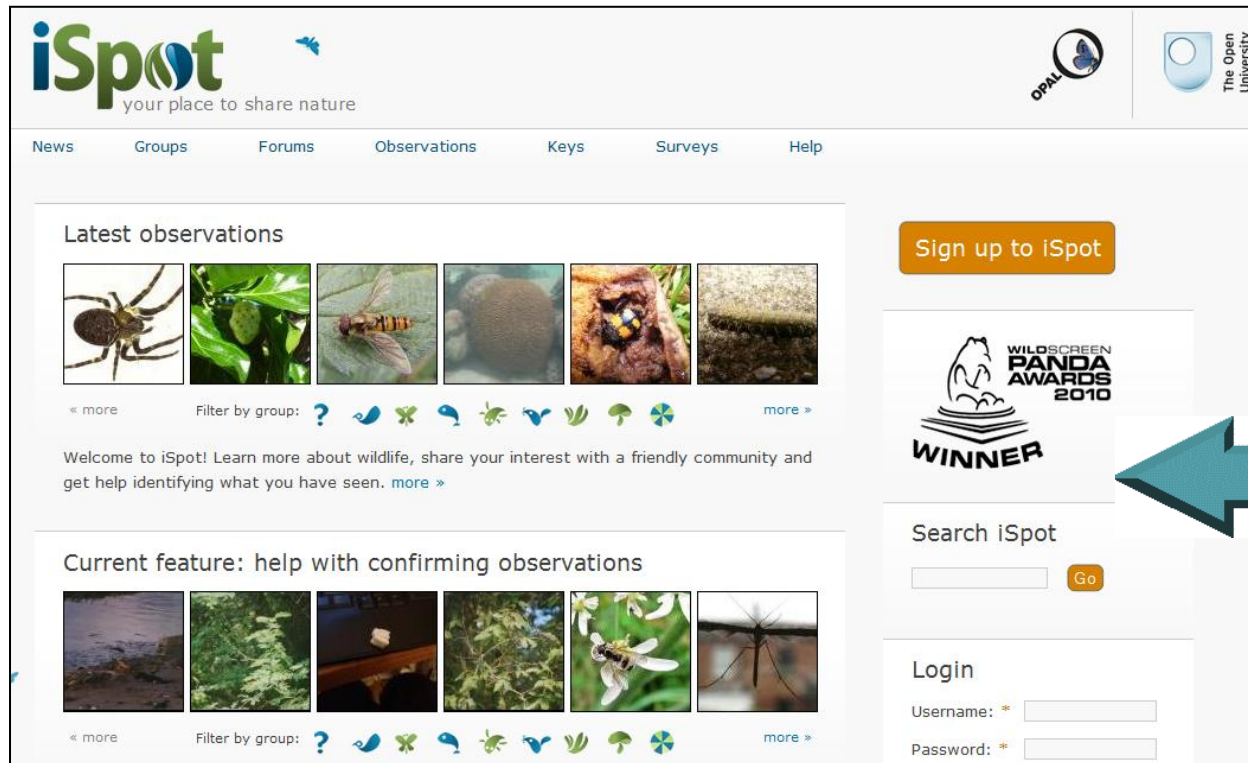
Mobiles

INCLUSION

Disabled & Disadvantaged Students

TREASURE HUNT

Tabletop indoors

http://www.open.ac.uk/blogs/otih/

Microsoft

Computer Science

PERVASIVE INTERACTION LAB

KMI

I.E.T

EPSRC

Science

KL
a new way of looking

COLMSCT

iSpot: wildlife identification

- Informal learning

http://www.ispot.org.uk

http://www.ispot.org.uk/mobilekeys/

L120 Mobile Project

speaking/listening practice

and

Interactive Oral Assessment

Demouy, V. & Kukulska-Hulme, A. (2010). **On the spot: using mobile devices for listening and speaking practice on a French language programme**. *Open Learning*, 25(3), 217–232. http://oro.open.ac.uk/24647/

Demouy, V., Eardley, A., Shrestha, P. & Kukulska-Hulme, A. (2011). **The Interactive Oral Assessment (IOA) project; using Talkback® for practice and assessment of listening and speaking skills in languages**. In: ICL 2011 Interactive Collaborative Learning, September 2011, Piešťany, Slovakia. http://oro.open.ac.uk/29658/

Case Study
http://www.learnosity.com/case-studies/by-project/ou
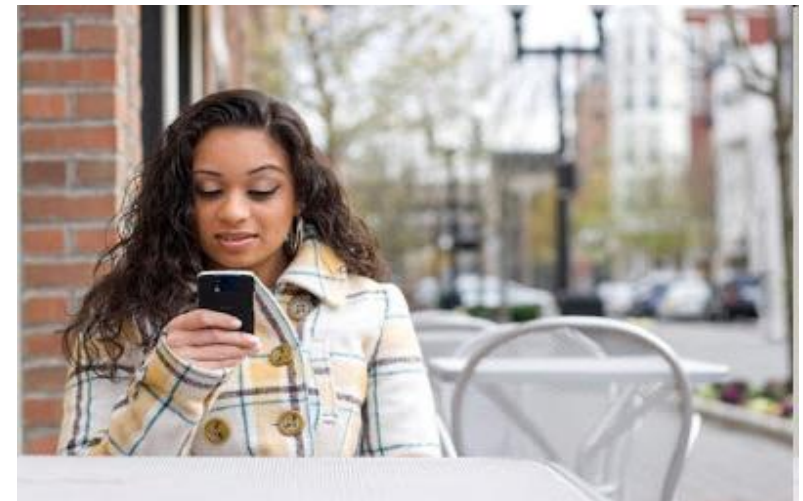
New EU-funded project (2012-14)

FP7-ICT
Challenge 5: ICT for Smart and Personalised Inclusion

MASELTOV

Mobile Assistance for Social Inclusion and Empowerment of Immigrants

with Persuasive Learning Technologies

and Social Network Services

Orientation, community building, language services, games

Informal and self-directed learning

- Learner voice (Conole, 2008)

- Learner experience (Creanor et al., 2006)

- Self-regulated learning (Zimmerman, 2001)

- Community of inquiry (Garrison & Anderson, 2003)

- User-driven innovation (Arnold et al., 2010)

- Learners and teachers as agents of change (Price et al., 2011)

JISC publication on learner voice
'*In Their Own Words*'
http://www.jisc.ac.uk/intheirownwords

Language learning - a lifelong pursuit?

New language learning environments

Models of participation

Specified Activity

Content and activities are made available on mobile devices – learners comply

Proposed Activity

Resources and activities are proposed to learners, which they may or may not take up

Learner-driven Activity

Learners seek out learning resources or create some for themselves and others

Kukulska-Hulme, A. (2010) Charting Unknown Territory: Models of Participation in Mobile Language Learning, *International Journal of Mobile Learning and Blended Learning.*

From consumer to producer

Smart.fm Mobile Study Dictionary - web 2.0 crowdsourcing
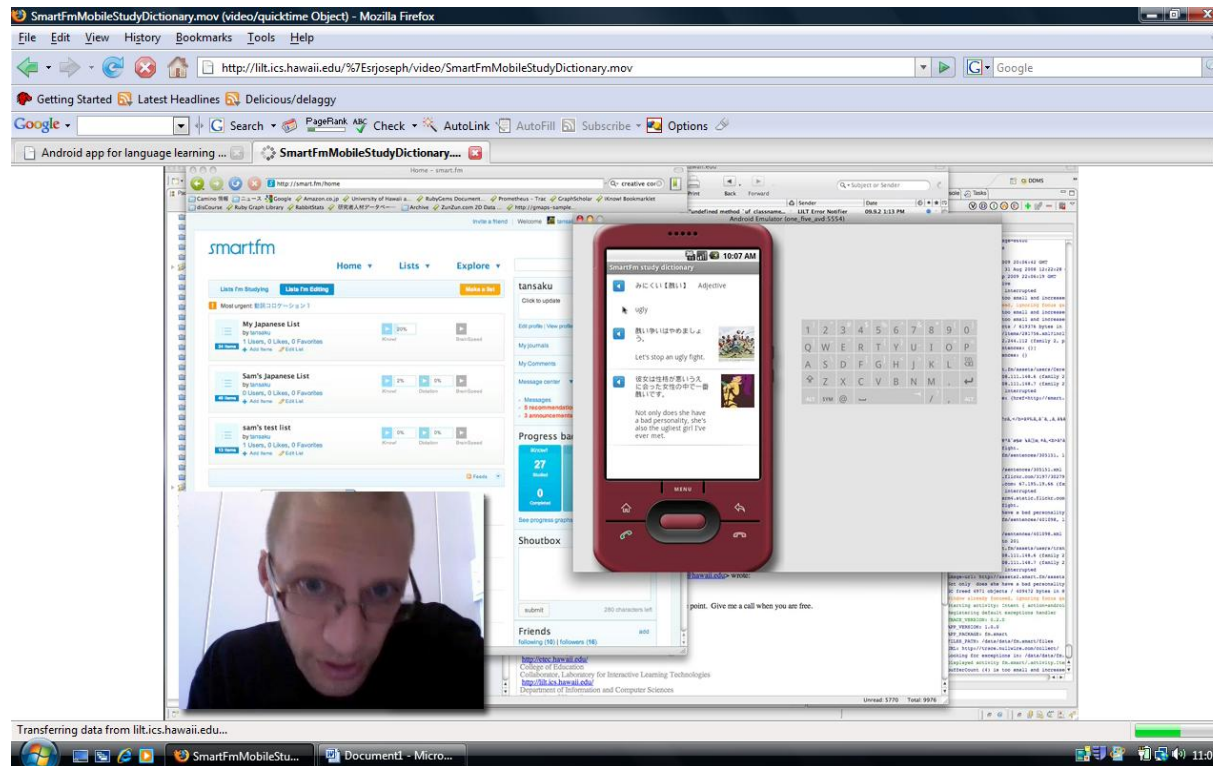
Sam Joseph:

Our research focus

- Investigating learners' practices with mobile technologies
- Aim is to uncover and disseminate emergent practices of self-directed learners

Q: Is mobile learning changing language learning?

      e.g. new types of content and interaction;

        different patterns of access;

        learners can better identify their needs?

Research with learners

- What can educators learn from learners?

Our key publications (see http://oro.open.ac.uk/)

Learners using their own devices
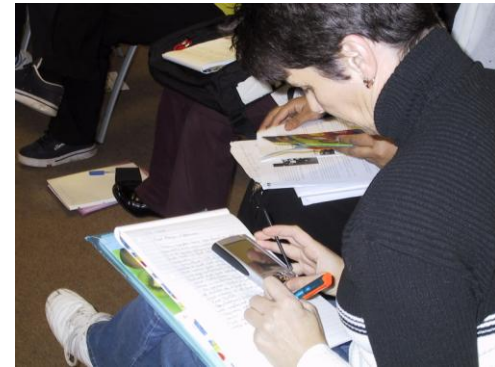
Kukulska-Hulme, A. & Pettit, J. (2006) **Practitioners as innovators: emergent practice in personal mobile teaching, learning, work and leisure**. mLearn 2006, Canada, October 2006.

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. (2011) **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. A., Herrington, A., Kennedy, D. M. and Walker, A. (2011). **Mature students using mobile devices in life and learning**. *International Journal of Mobile and Blended Learning*, 3(1), 18–52.

International survey 2008-9:
Australia, Hong Kong, Portugal, Sweden, UK

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

Teacher perspectives

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

Interview-based study with language learners, 2010

Call for adult volunteers; via announcements on social networks, email lists, university intranet site

- **30 interviews**
- 50% of interviewees were studying a language course

- **Short online questionnaire** before interview
- **Interviews mainly face-to-face** (a few on Skype)
- All recorded and transcribed

Case 1: Learner of Japanese

MOTIVATION

"Being able to read something and to consume some things that I find interesting in Japanese"

HOW?

Bought mobile phone, installed software that runs flashcards in kanji.
He clears a certain number of cards every day

WHY?

Portability

Learning any time, any place

Individual's choice

Case 2: Learner of Chinese

MOTIVATION

"I found as I get better at language learning I'm getting more confident with myself and knowing what I want and how to learn"

HOW?

During his stay in China, he records conversations with an mp3 player, and takes photos with his digital camera, which he then brings to the classroom

WHY?

Looking for fun, being active

Doing things differently

Connecting to the real world

Spontaneous and planned learning

- **Interviewee A (learning Spanish)**:
  - Spontaneous use of mobile device while watching TV, e.g. *what's that in Spanish?*

  - Working through game levels and assessment of Spanish pronunciation on a Nintendo DS

- **Interviewee B (learning Welsh)**:
  - Email on mobile phone for quick social communication in Welsh
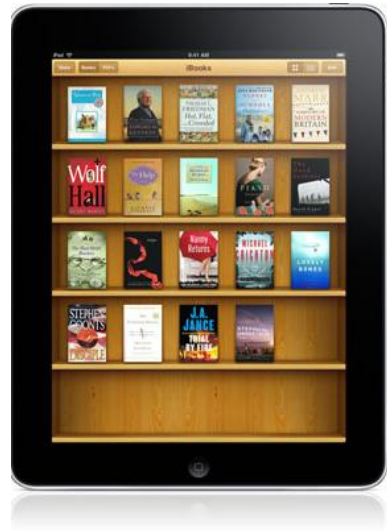
  - Welsh podcasts while cycling to work

Learner experience - usability

"reception was a big problem…

I had to have my head hanging out the window"

Learner experience – unintended consequences

"*I seem to eat at McDonalds more than I ever did in the past*"

(because of free wifi there)

Innovation?

Innovative Learning, Pre-winter edition, 2010

"the ability to create that which is not yet created,
 to lead a new path beyond the norm,
 to stretch past what is comfortable
     to discover knowledge and inspire others"

(Catlin Tucker from Windsor High School- Windsor, California)

"something that changes the way we think, not just what we do"

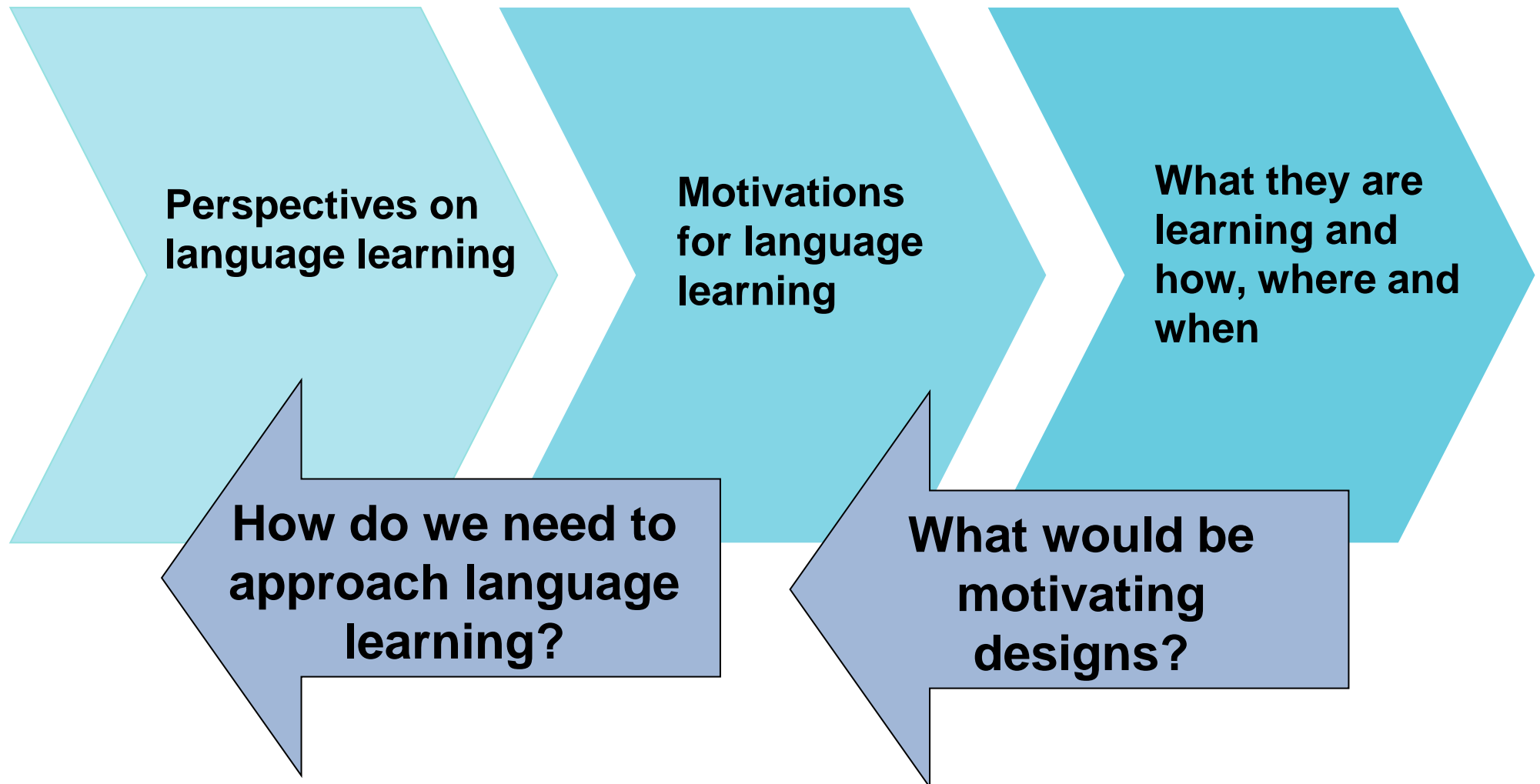(David Marcovitz of Loyola University Maryland -Baltimore, MD)

What learners want, e.g.

- facilities to capture their attempts at communicating

- opportunities to find mobile study-buddies

- formal and informal learning combined in a cyclical way

Related research:

Knutsson et al., *mLearn 2011* paper on participatory design of mobile apps for teenagers' language homework (Swedish as a second language in Finland)

Implications for curricula and learning designs

Perspectives on language learning

Motivations for language learning

What they are learning and how, where and when

How do we need to approach language learning?
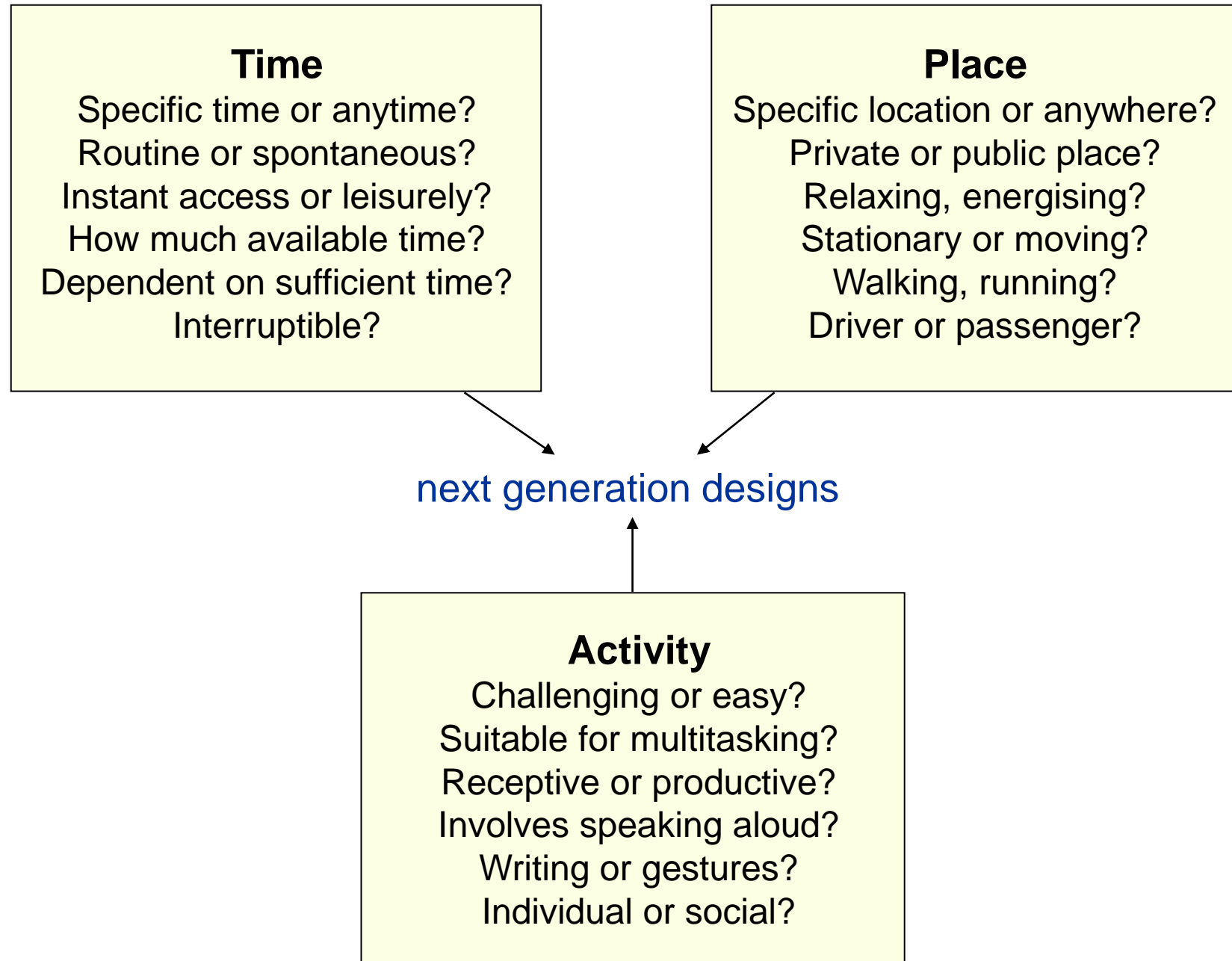
What would be motivating designs?

Mobile language learning: opportunities

- More authentic communication practice
- Collaborative learning
- Learning from one's surroundings
- Location-aware content
- Context-aware content (location + learner)
- Learner-driven content creation
- Capturing real communication issues as they arise
- Structures that combine formal and informal learning

Designing for mobile language learning

Time
Specific time or anytime?
Routine or spontaneous?
Instant access or leisurely?
How much available time?
Dependent on sufficient time?
Interruptible?

Place
Specific location or anywhere?
Private or public place?
Relaxing, energising?
Stationary or moving?
Walking, running?
Driver or passenger?

next generation designs

Activity
Challenging or easy?
Suitable for multitasking?
Receptive or productive?
Involves speaking aloud?
Writing or gestures?
Individual or social?

(Kukulska-Hulme, in press)

The future of language learning
- situated, social, collaborative?

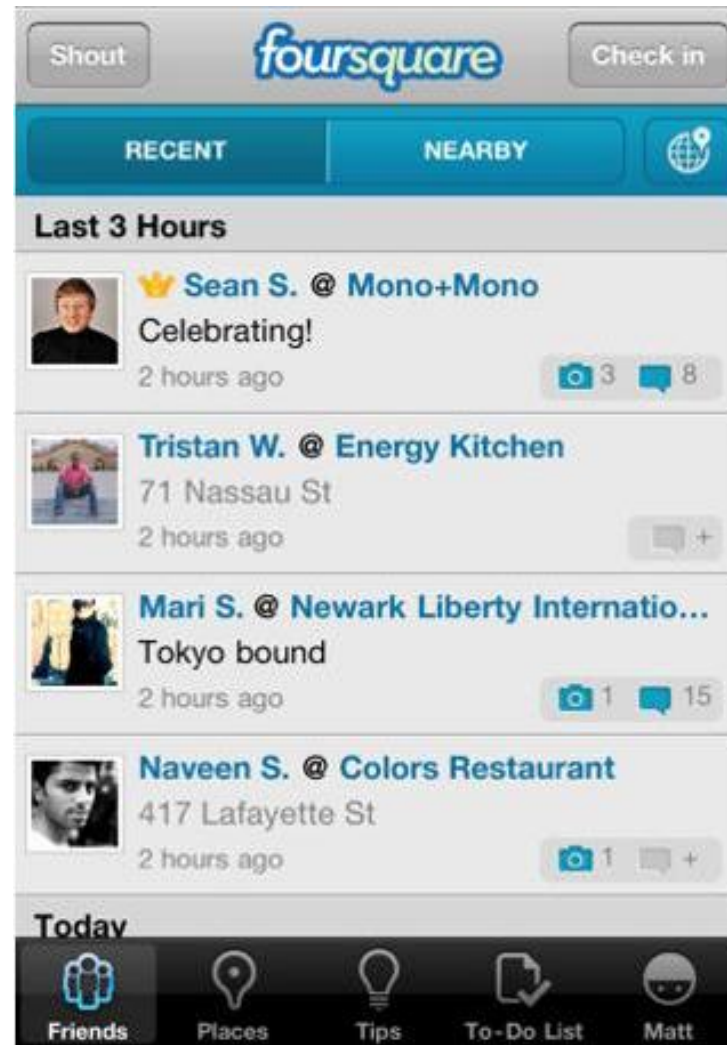*keitai shosetsu* –
mobile phone novels
in Japan

Taiwan – learning English at lunch

Cloudbank – mobile
knowledge sharing

Location-based interactions

Layered content and interactions

Georeferenced points of interest, linked to web pages

"a layering of co-present and mediated interactions"

R. Ling (2008) *New Tech, New Ties: How Mobile Communication is Reshaping Social Cohesion*, The MIT Press

Voice and image

CapturaTalk

Take a photo of any text, get the phone to read it out to you

Check words in the dictionary and get meanings read out to you

Softbank's Speek
Voice-enabled application – recognizes spoken words and phrases and offers to speak translations e.g., English to Chinese

Word Lens
Location-based translation

New conversations

"When am I meeting with Mark?"
"Find coffee near me"
"What is an 18% tip on $86.74 for four people?"

Conclusions

- Continued need for research with learners, as practices evolve

- Planning learning activities in relation to generic patterns and preferences, e.g.
  - different types of travel
  - short periods of time
  - individual & social learning
  - ways to combine learning from multiple media
  - ways to combine formal and informal learning

- Dealing with the consequences of learners adopting an orientation towards opportunistic and personal learning

Thank you

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