Mobile Learning Scenarios

Mobile Revision – Flipping the Classroom

St. Joseph College

Department of ICT and Computing

Catholic Boys school with mixed Sixth Form. St. Joseph's College was founded in 1855 and been on its present site since 1905. It is located in Croydon, London. The College became a Mathematics and Computing specialist College in 2003 and more recently became a converter Academy.

Students are taught ICT in discrete lessons throughout KS3 and 4. A vast majority of the students have a high level of media literacy.

Description

The learning scenario will last 1 term (approximately 14 weeks). The scenario will look at developing the students' understanding of mobile apps and how they can be used to facilitate their learning out of the classroom. It will also be used to give the students a working example of the Life Cycle of a project in real life. Students will take ownership of their learning when developing the revision sessions/resources for the web app. Students will also develop an understanding of Web 2.0 tools available and how they can be used to facilitate collaboration.

Tools may include but not limited to – Smart phones, mobile computing devices, App bar, Bloggy, Prezi, Linoit, Wordpress, Voki, Diigo, Google docs, Office365 and OneDrive.

Learning outcomes

The students can…

- understand the system life cycle and give first hand examples of each stage
- design and develop an app / web app
- identify important aspects of unit specifications and learning goals
- understand different learning styles and identify appropriate web tools to support their learning
- work effectively as a team and understand the importance of collaboration in the real world

Preparation

A survey of students in the target class needs to be conducted to ensure App development takes place for the correct medium.

A resource of Web 2.0 and/or HTML 5 tools should be available for the students in an online collaborative tool that can be accessed anywhere (e.g. DIIGO).

Medium and Short term schemes of work should be available to the students and they should understand what they mean.

Time to develop competencies in various web 2.0 tools should be given with feedback from students.

Realisation (step by step)

Explain the process of your project as detailed as possible - numbers of lessons needed, places of learning (in and outside school), teaching methods, etc.

1 Lesson –   Introduction to the project - Discuss the role of apps, development, jobs available. Possible impact on student learning to be discussed.

1 Lesson –   Discuss the scheme of work with the students, what they will be learning over the next term. Key terms from the documents and how they can use the documents to support their learning

1 Lesson –   Web 2.0 tools available, introduce the shared resource of different tools and encourage students to add to it as they find new tools

1 Lesson –   Introduce the system life cycle and relate to the development of an app

3 Lessons – Team build, App design and development, Collaboration

1 Lesson –   Test the App, feedback/comments from users/students and approve

Onwards –   using the app by developing content for each lesson – students to use either after a lesson to have it as a revision tool coming up to in school January Module exam or to add before a lesson to enable Flip learning to take place – to be decided by the teacher

1 Lesson -   Evaluation

Opportunities

Students enjoyed designing friendly interfaces for the app they were designing and discussing how they may prefer to navigate as end users.

Students developed a good knowledge of the different tools available on the web to help them research and share information they have researched.

Students enjoyed it when they saw people from outside the school commenting on work they had submitted (a sense of publishing for a wider audience very motivational).

Students found it very useful and motivating to be able to comment on classmates' submissions after reading them.

Multiple users are able to create a number of resources to aid revision at the same time – the benefit of collaboration was evident to all students in the class and all benefitted from the communal approach to producing revision notes.

The ability to assist other students in the class was a strong motivational factor for a number of individuals and also increased their confidence in the subject.

Various types of media were used to create the revision pages which facilitated the different learning styles of individuals in the group.

Challenges

Researching appropriate apps to complete the task will take a lot of time if left entirely to students. Options should be researched by teachers and presented to class.

Students should be clear about the rules of contributing content to the app and how to set it up to restrict non authorised users posting to the resource.

Students need to be aware of copyright infringement when publishing notes in a public environment.

Students will be more likely to access the material if they have good access to the internet while at school.

Students can forget to update the blog if not reminded at regular intervals to spend time updating the blog. It can take a long time for some students to take ownership of the revision Bloggy – when set as regular homework or time given in a lesson to make a post, students remain focused on the task.

Teachers must periodically check posts and monitor replies (also external ones) to prevent spamming. (Some blogs have been spammed and this interferes with the normal working of the blog). This takes quite a commitment from staff, so it would be quite good to have a reliable student do this monitoring on behalf of the teacher.