Integrating mobile technologies into language learning inside and outside the classroom

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Overview

* Issues and challenges
* The SAMR model
* Emerging technologies
* The digital literacy agenda
* Pilot projects at CU
* Conclusions
Teaching with mobile devices. Choices and challenges

* Should students use their own mobile devices or class sets?

* How do we ensure students stay on task with devices?

* What activities can students do with devices?

* Should devices be used inside or outside the classroom?

* What if mobile devices are banned in your institution (Faculty/University)?
Multi-language Apps

- Voice Recording
- Travel Apps
- Text Manipulation
- Video Chat

Language Specific Apps

- Event Recording
- Practice
- Dictionary
- Listening

Multi-language Apps

- BLURB MOBILE
  - Phone, iPad, free
  - Digital storytelling app with Facebook upload capacity.

- DICTANUS FREE
  - Phone, iPad, free version.
  - Dictation and overwriting capabilities then file can be easily emailed or shared to Dropbox.

- IPADIO
  - Phone, iPad, Android, free
  - Call in voice recorder with up to 60 mins of recording time; posts automatically to Facebook, WordPress, Twitter.

- SOUND CLOUD
  - Phone, iPad, Android, free
  - Record audio then share on Facebook and follow others, too.

Event Recording

- COVERITLIVE
  - Android, free

- AUDIOBOO
  - Android, free
  - Narrate maps with voice and photos.
Hands on
How Are Smartphones Being Used?

- Text Messaging: 92%
- Taking Photos: 92%
- Internet Browsing: 84%
- Emailing: 76%
- Downloading Apps: 69%
- Gaming: 64%
- Social Networking: 59%
- Navigating: 55%
- Watching Video: 54%
- Tweeting: 15%
- Checking in: 12%

Prepared by tatango.

SAMR

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change
Hands on
Task

* With the person(s) next to you share:
  * A photo of your pet
  * A photo of a family member
  * A photo of a place you’ve visited
  * A photo of a celebration
* https://econsultancy.com/blog/9777-sixqr-code-campaigns-that-actually-worked#i.1pvygq59toepgr
1. DATA TYPE
- Website URL
- YouTube Video
- Google Maps Location
- Twitter
- Facebook
- LinkedIn
- Instagram
- Foursquare
- App Store Download
- iTunes Link
- Dropbox
- RSS Feed
- Telephone Number
- Skype Call
- SMS Message
- Email Address
- Email Message
- Contact Details
- Digital Business Card
- Event (VCALENDAR)
- WiFi Login (Android Only)
- Paypal Buy Now Link

2. CONTENT
Website URL
http://www.daveuptonphotography.co.uk/plymouth-hoe-17

Encoding Options
- Static - Embed URL into code as-is
- Dynamic - Use our qr.ly URL shortener

What's the difference?
Subscribers get analytics and dynamic QR code editing when using our URL shortener.

3. FOREGROUND COLOUR
Foreground Colour (Hex):
000000

Subscribers can also specify image size and resolution, and choose from 6 raster or vector output file types and 4 error correction levels.

4. OUTPUT TYPE
- PDF
- PNG
- Email
- Batch Upload
- Put your code on other stuff
- Create a visual QR code

Download QR Code
Why use QR codes?

- Treasure Hunt
- Clues
- Hand outs
**Redefinition**
The tech allows for the creation of new tasks, previously inconceivable

**Modification**
The tech allows for significant task redesign

**Augmentation**
The tech acts as a direct tool substitute, with functional improvement

**Substitution**
The tech acts as a direct tool substitute, with no functional change
Augmented reality and Geotagging

* Wikitude
  https://www.youtube.com/watch?v=7vfzkFfIK1U
* Woices
  https://www.youtube.com/watch?v=0QS8fKNMT_k
Digital literacies

Information literacy
Find, interpret, evaluate, manage and share information

Media literacy
Critically read and creatively produce academic and professional communications in a range of media

Communication & collaboration
Participate in digital networks for learning and research

Digital scholarship
Participate in emerging academic, professional and research practices that depend on digital systems

Career & identity management
Manage digital reputation and online identity

Learning skills
Study and learn effectively in technology-rich environments, formal and informal

ICT literacy
Adopt, adapt and use digital devices, applications and services

JISC (2014)
BLOOM’S REVISED TAXONOMY

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organizing, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognizing, listing, describing, retrieving, naming, finding

The Pilot Projects (1)

* Creating the activity (repurposing existing activity)

* Briefing with students (phones, ethics, willingness, BYOD)

* Setting up groups on WhatsApp (must have app on phone)

* Data collected from 2 groups via questionnaires and focus groups.
* Told students they could text or phone us if they got stuck

* Feedback (Google maps) – Serendipitous! Discussion about directions, clarifying contentious issues
Positives

- Overwhelming positive response
- ‘Lots of fun’
- ‘Applied use of language’
- ‘Made me want to be better at Italian’
‘Excellent practice at listening, writing and speaking’

‘Preferable to using Moodle due to immediacy and convenience’

‘Using Italian in a ‘real life’ situation’

‘Made me more aware of the fluidity required when responding to questions’
Negatives

* Background noise

* Sequence of instructions

* Weather, graduation ceremony and road works!
Technical Issues

* Anonymity of number – has to ask the Faculty to get us a phone.

* Wireless connection. Poor signal.

* GPS and installation

* Students did not need technology support and didn’t mention data charges
Improvements

* Record sound files directly rather than via Dropbox

* Timed?

* Incorporate short videos

* Students create own treasure hunts/tasks
Future Directions

* Designing Weekly tasks for IWLP students to reinforce classroom learning. (Italian, German, Spanish).

* Experiment with short student videos (video selfies)

* Supporting CU students during year abroad.
Prepare students to study with technology

Integrate digital literacies into the curriculum

Integrate technologies into learning places

Involve students in designing their own learning
"The future our students will inherit is one that will be mediated and stitched together by the mobile web, and I think that ethically, we are called on as teachers to teach them how to use these technologies effectively."

Parry (2014)


Benson, P (2013) Learner Autonomy, TESOL Quarterly, 47 (4) 839-842


Corrin, L. Lockyer, L. and Bennett, S (2010) Technological diversity: an investigation of students' technology use in everyday life and academic study. Learning, Media and Technology, 35 (4) 387-401


