

### Mobile Learning in Action

Ms. Martin is running a little behind as she pulls into the faculty parking lot. Not late, but not as early as typical due to some traffic. She already knows, however, that a number of her fourth graders are in the building – each ping of her smart phone tells her a student has run the QR code on the back of his or her tablet across the scanner outside the school office and headed to the gymnasium. She'll check the names when she gets settled behind her desk.

Later that morning, after retrieving her students and herding them to the classroom, she watches names populate in the classroom management queue on her convertible laptop as the kids sign in to the school's central online learning management system. She scans the room quickly to confirm the attendance visually, and then approves the list, which sends it automatically to the school and central district offices.

After the students have completed their various rotations to responsibilities around the classroom, everyone finds their assigned seats at the tables. "We're starting with reading today," Ms. Martin announces, "So get out your homework assignments and load the story on your tablets." As the students place their paper-pencil assignment in front of them, Ms. Martin walks around and uses her fingertip to make a checkmark next to each student's name on the tablet surface on her convertible to note they've come prepared; the students use their tablets to open an e-book, *The BFG*. Students begin to review the new vocabulary words they had highlighted the previous evening, double tapping and selecting dictionary to review definitions if needed.

Later, as students form collaborative groups to begin an exercise making visual maps of figurative language, Ms. Martin moved around the tables and chairs, tapping checkboxes on her formative assessment tracker, automatically compiling the data into a report she would need for her team meeting that afternoon.

Andy Thompson was absent, and Ms. Martin needed to email a packet of information to his parents later that day. Andy's tablet was home with him, so he had access to all the materials already, but parents always appreciated a quick written summary. Social studies projects were due next week, so Andy's parents would need to ensure he'd started embedding the media elements he'd found last week. Math tutors from the middle school would be in a Google Hangout\* that evening, so Ms. Martin ensured Andy's parents had the link.

The day would end with a science lab, so she made a quick note to have Andy's lab team capture their progress on video and upload it to the online science "room" for Andy to watch and do his part of the report.

Ms. Martin checked one more box, and called out, "Okay, shuffle up for writing." The kids reconfigured their groups and grabbed keyboards to attach to their tablets.

This glimpse at the lives of Ms. Martin and her fourth grade class represents a small portion of powerful ways in which mobile learning is changing the experience of learning for students both in and out of the classroom. The devices and activities will differ from school to school, but one thing remains: tremendous transformational power to improve outcomes for kids everywhere.