

Researchers have explored mobile learning and its predecessors through a variety of purposes, lenses, and means. A sample of this research, organized into categories, is below. Read through these reports and websites and understand the emerging evidence base for mobile learning.

Predecessors

- Internet Time Blog. The eLearning Museum. Retrieved from <http://www.internettime.com/blog/archives/001086.html>*

The E-Learning Museum is a collection of blog posts, articles, and reports written during the late 1990s about learning online and on the computer. While this focuses primarily on businesses and companies, the lesson about a good implementation plan is valuable.

- Shuler, C. (2012). Where in the World is Carmen Sandiego? The Edutainment Era: Debunking Myths and Sharing Lessons Learned. New York: The Joan Ganz Cooney Center at Sesame Workshop. Retrieved from http://www.joanganzcooneycenter.org/wp-content/uploads/2012/11/jgcc_edutainment.pdf*

This report describes the rise and fall of the edutainment era with important lessons learned for the rise of mobile learning to help ensure its ongoing success.

Evidence of the Trend

- CDW-G. (2012). Learn Now, Lecture Later. Retrieved from <http://webobjects.cdw.com/webobjects/media/pdf/newsroom/CDW-G-Learn-Now-Lecture-Later-062612.pdf>*

This report discusses an alternative classroom model and the role of mobile technology within in it. The report argues that teachers, in both high schools and higher ed, are moving away from the lecture model of the classroom toward a model that involves more hands-on and group projects. Sixty-nine percent of surveyed students reported that they would like more technology integrated into the classroom. Among high school students, the top three technologies they want are, in order, laptop/netbook, tablet, and a smartphone.

- Chiong, C., & Shuler, C. (2010). Learning: Is there an app for that? Investigations of young children's usage and learning with mobile learning devices and apps. New York: The Joan Ganz Cooney Center at Sesame Workshop. Retrieved from http://www.joanganzcooneycenter.org/wp-content/uploads/2010/10/learningapps_final_110410.pdf*

This report [Chiong & Shuler] summarizes findings from three studies that explored young children's relationship with mobile applications. This report discusses how young children use mobile devices and applications and then draws on the research to describe an ideal application and how the applications could be integrated into the children's education. The report also contains a few links to additional resources.

Definitions

- Keskin, N. O. & Metcalf, D. (2011). The Current Perspectives, Theories, and Practices of Mobile Learning. The Turkish Online Journal of Educational Technology, 10(2). Retrieved from <http://tojet.net/articles/v10i2/10220.pdf>*

This report provides a clear table of various mobile learning theories with example technologies. The report also provides several examples of mobile learning in practice.

- Naismith, L., Lonsdale, P., Vavoula, G., & Sharples, M. (2006). Literature Review in Mobile Technologies and Learning. FutureLab. Retrieved from http://www.futurelab.org.uk/sites/default/files/Mobile_Technologies_and_Learning_review.pdf*

This literature review explores the role of mobile devices in learning. The review divided the possible uses of mobile devices into six categories: behaviorist, constructivist, situated, collaborative, informal and lifelong, and learning and teaching support. Though the report does discuss mobile devices, it focuses more on how learning with those devices looks. The report concludes that while mobile learning is valuable, it is not a complete solution for schools.

- Park, Y. (2011). A Pedagogical Framework for Mobile Learning: Categorizing Educational Applications of Mobile Technologies into Four Types. The International Review of Research in Open and Distance Learning, 12(2), 78-102. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/791/1699>*

In exploring mobile learning as part of distance learning, this report develops four types of mobile learning and uses those types as a framework for understanding previous research. The types are defined by a Cartesian plane with axes high vs. low transactional distance and individualized vs. socialized activity. Transactional distance is the “psychological separation” between teachers and their students. The report then describes and provides an example of each of the four types.

Efficacy and Impacts

- Attewell, J., Savill-Smith, C., & Douch, R. (2009). The Impact of mobile learning: Examining what it means for teaching and learning. Retrieved from <http://www.caryloliver.com/Library/ImpactOfMobileLearning.pdf>*

The Mobile Learning Network (MoLeNET) was a mobile learning initiative in the UK that involved projects in 115 colleges and 29 schools. This report summarizes findings from the first year of the initiative. The study found an 8 percent improvement in learner’s retention and a 9.7 percent improvement in achievement. Some of the benefits for learners that project managers and practitioner researchers reported include increased “enthusiasm for learning,” “greater control over time, location, format, and pace of learning,” and “positive effect on the self-esteem.” The report also lists benefits for staff and institutions. The report also includes several examples of how the various colleges and schools integrated mobile learning.

- Fusselman, S. (2010). Using Technology to Teach Reading. Retrieved from http://wiki.canby.k12.or.us/groups/ipodusergroup/weblog/402bf/Innovation_Grant_Sara_Fusselman.html*

This is action research focusing on a single first grader and her reading growth over a year of reading instruction conducted partially with an iPod nano.

- Morelock, J. (2010). Student Achievement 2009-2010. Retrieved from http://wiki.canby.k12.or.us/groups/ipodusergroup/weblog/6a110/Student_Achievement_Data_20092010.html*

This report, from the same school district as the Fusselman report above, describes the implementation of mobile devices into the Canby school district and the effect of a pilot iPod Touch program on student achievement.

Best Practices and Lessons Learned

- Barron, B., Cayton-Hodges, G., Bofferding, L., Copple, C., Darling-Hammond, L., & Levine, M. (2011). Take a Giant Step: A Blueprint for Teaching Children in a Digital Age. New York: The Joan Ganz Cooney Center at Sesame Workshop. Retrieved from http://www.joanganzcooneycenter.org/wp-content/uploads/2012/01/jgcc_takeagiantstep1.pdf*

This report establishes the need for technology integration and then explains step-by-step possible ways to do so. The report emphasizes the importance of professional development and provides three successful examples of integration.

- UNESCO. (2011, December). UNESCO Mobile Learning Week Report. Retrieved from <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ICT/pdf/UNESCO%20MLW%20report%20final%2019jan.pdf>*

This report discusses experiences with mobile learning, general findings, and suggestions for further actions from an international perspective. The report is also useful as an example for how mobile learning can be implemented on a large scale.