mLearning journey

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The Purposeful Integration of Web 2.0 and Mobile Web 2.0 Tools within a Bachelor Program

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Abstract: The excitement surrounding the potential of Web 2.0 tools within education has continued to grow. While almost everyone has heard about the potential of Web 2.0 tools, there are many more examples of social networking and content sharing tools that have not been harnessed for education. Recently Twitter (microblogging) has been popularized by the media, with a reported explosive growth rate ranging from 500% to 1000% in the past three years (Cabral, 2010). While this Business that has undoubtedly phenomenal impact in Web 2.0, there are still few concrete examples illustrating how to integrate these tools using an explicitly social construction pedagogies with new ways of learning and teaching (Erau & Slade, 2009). This paper describes the purposeful integration of Web 2.0 and mobile Web 2.0 tools within a first year Bachelor of Product Design program, based upon understanding social constructivist pedagogies. Experiences of the use of Web 2.0 tools that support the development of collaborative student learning environments are given. Initial feedback from lecturers and students are also reported.

Introduction

Studies of mobile learning have shown that it is context dependent, separate levels of broadband environments. These different levels are primarily connected to the technology, and partly to the learner learning. They can be described as:

1. Telephonic/telephonic learning (may be the only option for those in remote rural areas).
2. Social networking sites where students can share experiences with their peers.
3. The impact of Web 2.0 tools on the learning process is a matter of discussion in the field of education.

This paper provides a discussion on Web 2.0 tools and the impact on the learning process. Web 2.0 tools are used to describe technologies that provide a platform for sharing, communicating, collaborating, and ultimately learning through Web-based platforms. The purpose of this research is to integrate Web 2.0 tools into education programs in the field of design, and to explore the impact of social networking and content sharing tools on learning environments.

Methodology

The research was conducted using a qualitative methodology. Data was collected through interviews, and observations. The data was analyzed using thematic analysis.

Results

The findings of the research show that Web 2.0 tools can be used to support learning and teaching in a range of educational contexts. They can be used to facilitate collaboration, communication, and content sharing. They can also be used to support the development of collaborative learning environments.

Conclusion

The research provides evidence that Web 2.0 tools can be used to support collaborative learning environments. The findings suggest that Web 2.0 tools can be used to support the development of collaborative learning environments. The findings also suggest that Web 2.0 tools can be used to support the development of collaborative learning environments.