

## **Smart-device Potential for Student Learning.**

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Smart-device potential for  
student learning

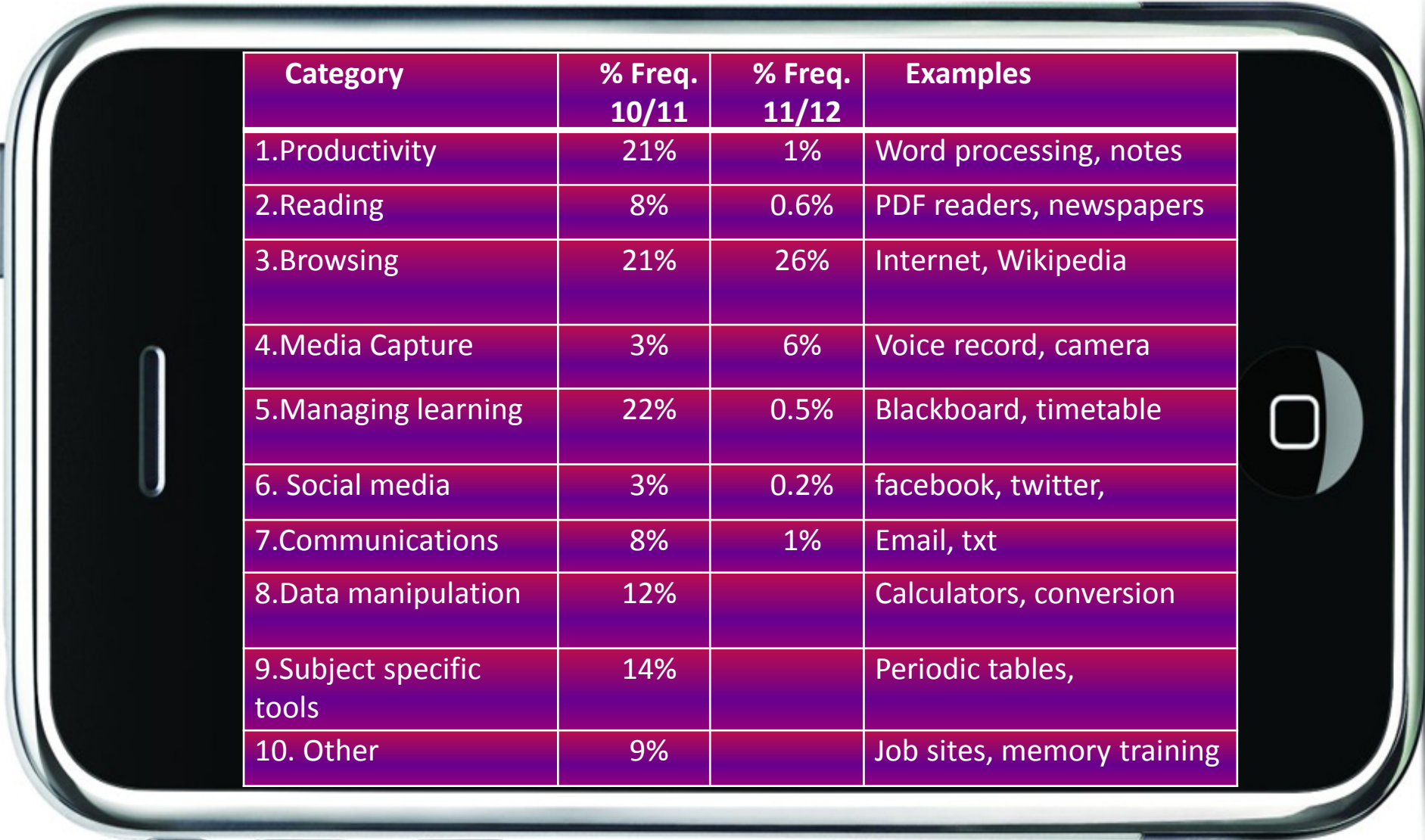
*Ben Woodcock, Matt Armstrong,  
Anne Nortcliffe and Andrew Middleton*

| Why?

Smart devices are having an impact on people's commercial practice (Chen et al, 2010, Durbin, 2011, Lin and Brown, 2007):

- what people work with
- who people work with
- how people work
- where people work
- when people work

So potential/need to change student learning practice?



Category	% Freq. 10/11	% Freq. 11/12	Examples
1.Productivity	21%	1%	Word processing, notes
2.Reading	8%	0.6%	PDF readers, newspapers
3.Browsing	21%	26%	Internet, Wikipedia
4.Media Capture	3%	6%	Voice record, camera
5.Managing learning	22%	0.5%	Blackboard, timetable
6. Social media	3%	0.2%	facebook, twitter,
7.Communications	8%	1%	Email, txt
8.Data manipulation	12%		Calculators, conversion
9.Subject specific tools	14%		Periodic tables,
10. Other	9%		Job sites, memory training

Smart learners (purposefully download apps for learning) survey respondents:

- 72 in 10/11
- 254 in 11/12

Because

- **Disruption** - change to engagement: who, when, where, what and how (consistent with Traxler, 2009) and Sharples *et al.* 2009
- **Accessibility** - consistent with Kang *et al.*, 2011
- **Learner autonomy** - consistent with Camargo *et al.*, 2011

A silver smartphone is shown from a top-down perspective. The screen is white and contains text. The text is in a dark red color. The phone has a silver bezel and a circular home button on the right side. The background is black.

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Everything I need is in my pocket.  
*Every minute of my day ...when  
I'm on the tram or in Uni' ...do it  
then and there ... or make a note  
and do it later.*

## | Which Apps?

- Qualitative/Quantitative Dec'-Feb'2011 identified apps
- Qualitative Study in March'12 and Apr'12
- Students want apps with:
  - Simple Usability
  - Practical Functionality
  - Interoperability
  - Cost up to £5
  - Suitability for student use

### However students:

- Typically focus on entertainment
- Limited awareness of apps for learning
- Lack of app marketing recommendations
- Current marketing through friend recommendations



## | Conclusion

- Trending increase student smart device ownership
- Smart device for learning
  - Some students actively harnessing potential
  - Majority students have limited use (i.e surfing)
  - Students are not adventurous
  - General lack of student awareness
  - University's role in promoting the potential?



The image shows a stylized smartphone frame with a white rectangular area in the center. The text is contained within this white area. The phone frame is dark with rounded corners and a silver-colored bezel. On the left side of the frame, there is a vertical slot representing a volume button. On the right side, there is a circular area representing a home button with a square icon inside.

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## | Recommendations

Apps for learning to be developed to fulfil:

- Ubiquity
- Efficiency
- Reliability
- Accessibility
- Richness
- Flexibility
- Security
- Interactivity

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