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Chapter Summary

Chapter 6 from the book, *Mobile Learning Transforming the Delivery of Education and Training*, discusses how mobile learning (m-learning), which is learning via cell phones, PDAs, and other small portable devices, is being looked at as a new means of learning for people who want “just enough, just in time, and just for me” (Peters, 2009). M-learning allows people to access information wherever they are, for whatever they need, and in an efficient and speedy manner. In this Australian study, the author looks at the background of m-learning and two means of using m-learning: in the business world and in the education world.

In recent years, as people are equipping themselves with a variety of high-tech mobile devices, the opportunity for accessing information on-the-go is prevalent. Communication has gone from more localized to worldwide. The question arises of is this being used for learning? M-learning differs from e-learning in its portability, social interactivity, context sensitivity, connectivity, and individuality (Klopfer, Squire, Holland, and Jenkins 2002).

From the business standpoint, m-learning allows for endless opportunities for small and big businesses alike. On the job trainings become more interactive and meaningful with m-learning. With m-learning, new employees are able to use their small portable device to watch informational videos and find product information while they are working. M-learning can also be convenient for workers out on a call who need to input information and send it back to the office. With their small devices, workers can eliminate a lot of paperwork that plagued their workday in the past. In the medical field, m-learning allows resident doctors to take notes and record vital information about a patient’s condition which can then be sent to their supervisors for review. M-learning allows for on the go communication between employee and office, and allows for a constant flow of information to be shared, and saves time and money.

From the education standpoint, the author sees possibilities for m-learning in future classrooms. The following items need to be taken in to consideration when planning for m-learning (Bridgland and Blanchard 2005):

- The urgency of the learning need
- The need for knowledge acquisition
- The mobility of the learning setting
- The interactivity of the learning process
- The situatedness of the instructional activities
- The integration of instructional content

Teacher willingness, teacher knowledge of m-learning integration, student accessibility to devices, and cost were among the potential problems with m-learning. Many schools are still

unwilling to allow the use of portable devices within the school setting. Most educators interviewed acknowledged the endless potential of m-learning.

In conclusion, m-learning provides people—young and old alike for the opportunity to learn on the go. M-learning allows both businesses and educational institutions a new way of accessing information, and communicating between many miles. Like all methods of learning, there are drawbacks like cost and unwillingness to change. In the long run, m-learning will become a more important part of everyday life and learning.

Peters, K. (2009). M-learning: positioning educators for a mobile, connected future⁶. In M. Ally (Ed.), *Mobile Learning Transforming the Delivery of Education and Training* (pp. 113-132). Edmonton, AB: AU Press.