

Mobile Phone Learning

Columbia University, Teachers College · Instructors: Nabeel Ahmad, Dominic Mentor

This course explores how one can utilize the mobile phone for learning and the factors to consider maximizing mobile learning. Roughly half of the world's population already has some type of mobile phone, making it the most wide spread technology and most common electronic device in the world (Reuters 2007). Un-tapping this ubiquitous technology creates a wide array of educational possibilities. In this course, you will learn: (1) about the different mobile phone technologies; (2) how to design learning activities for mobile phones; (3) pedagogical and theoretical frameworks for mobile learning. The course will provide you with a better understanding of learning strategies that can be used on and via mobile phones.

The course consists of five units: (1) learning foundation – examining the connection to learning and the theoretical foundation of mobile learning; (2) technology – exploring the various mobile phones, their interfaces and capabilities; (3) uses – practical uses of mobile phones for learning and functionalities; (4) design considerations – what to consider when designing learning activities for mobile phones; (5) conceptual design – design an application for your mobile phone.

You will be given weekly reading assignments that will be summarized at the beginning of each class session. You will lead a brief discussion on one of these topics. Applying the theoretical and pedagogical frameworks for mobile learning, you will conceptually design a learning application of your choice for a mobile phone. You will have two presentations during the course. The assignments will be discussed in greater detail during the first two weeks of class. The course is designed to give you a broad overview of learning on mobile phones and allow you to connect your subject area of interest and pursue mobile learning delivery.

Syllabus

Prerequisites

There is no prerequisite for this course. Regardless of your mobile learning or mobile phone experience, you will gain an understanding of the learning foundation, technology and theoretical considerations surrounding mobile learning.

Course Objectives

After completing this course, students will be able to:

Differentiate and learn about mobile phone technologies
Determine and utilize appropriate mobile phone learning activities
Understand pedagogical opportunities for mobile phones
Design learning activities for mobile phones
The objectives will be met through:

1. Individual assignments (including assigned readings);
2. Lectures, student participation, discussion, and presentations;
3. Demonstrations, use, and analysis of Mobile Learning.

Method of Instruction

The course periods are divided between reading discussions, mobile learning examples, hands-on work and lectures.

Students will do individual work. They will use theoretical foundations relevant to mobile learning and present the results of their work.

Schoology is an integral part of the class. Students must develop proficiency with using the various aspects of Schoology.

Reading Requirements

There is no textbook for this class. Required readings and their references are listed on Schoology.

It is your responsibility to check Schoology for readings and make personal copies, if needed. Each reading assignment should be completed before the class in which it will be discussed.

NOTE: Check Schoology often with regard to readings and other information. Class readings will be posted as "PDF" files on Schoology.

Method of Evaluation

Assignments:

- All assignments are due as indicated on the syllabus
- Assessment rubrics are provided for the assignments
- A final project will be required
- Students will submit the assignments as indicated in Schoology
- Students will present results of their work to the class
- Attendance is mandatory for presentations
- Your assessment will be based upon the assignments, group work, attendance and final project

Grade Breakdown ▲

50 Participation, Assignments and Reading Discussions
15 Project Outline Write-Up and Progress Presentation
5 Peer Critique Project Presentation
15 Final Project Presentation
15 Final Project Paper
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100 TOTAL

Course Instructors ▲

Nabeel Ahmad (@nabeeloo, na2189@columbia.edu) is an Associate Adjunct Professor and holds a doctorate in Instructional Technology and Media from Teachers College, Columbia University. His research focus is on how mobile devices can be used in the workplace for learning. Nabeel holds degrees in business, technology and education and has worked in the financial and technology sectors developing learning solutions.

Dominic Mentor (djm2123@columbia.edu) is a Fulbright doctoral student at Columbia University Teachers College, pursuing an EdD in Communication, Computing, and Technology in Education program within the department of Mathematics, Science & Technology. His research interests include issues in mobile communication and social connectedness, mobile portable communities, mLearning, computer assisted language learning, teacher technology training, hypermedia design, including online formative and summative assessment practices. After completing a Bachelors and Honours Degree in English at the University of the Western Cape, he served as teacher and contributor to learning materials for ESL publications as well as a series of modular textbooks. While completing his Masters at Stellenbosch University, he designed and launched an online computer assisted language learning program for ESL students in the Western Cape province of South Africa. While teaching in the Higher Education environment, he also serves as presenter in various teacher and research conferences as well as coordinating professional development computer technology workshops.

Grading Policies ▲

Final grade is calculated from the grades on each assignment, as indicated in Grade Breakdown

Assessment rubrics provide the details of the minimum requirements for each assignment and how the assignment will be graded

We give out grades of "Incomplete" very rarely. Not having a major piece of work done by the end of class is not sufficient reason for an incomplete grade unless there are truly extenuating circumstances, usually supported by a physician's documentation.

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor(s), the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

Responsibilities and Expectations ▲

Students are responsible for their own learning
Students may monitor their progress by reviewing the grade book
Students are expected to be respectful of their class mates
Students are expected to request help or clarification when they feel it is need

Information for Students with Disabilities ▲

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

UNI and TC Gmail ▲

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

Religious Observances ▲

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

Academic Integrity ▲

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Tentative Course Schedule

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| 1/22/2015 | 1 - Introduction and Course Objectives |
| 1/29/2015 | 2 - Learning Foundation |
| 2/5/2015 | 3 - Mobile Learning in the Workplace |
| 2/12/2015 | 4 - Harnessing the Power of Cell Phones in Education Even if They're Banned |
| 2/19/2015 | 5 - Mobile UX and Design for Learning |
| 2/26/2015 | 6 - Language Learning on Mobile Phones |
| 3/5/2015 | 7 - mHealth & International Projects Using the Mobile Phone |
| 3/12/2015 | 8 - Review Learning Activity Project Progress Videos |
| 3/26/2015 | 9 - Mobile Activism and Mobile Journalism |
| 4/2/2015 | 10 - Mobile Education Entrepreneurship |
| 4/9/2015 | 11 - Mobile Formative Assessment |
| 4/16/2015 | 12 - Mobile Phones in Museums |
| 4/23/2015 | 13 - Designing Educational Games for Mobile Phones |
| 4/30/2015 | 14 - Flex Session |
| 5/7/2015 | 15 - Furthering Your Knowledge of Mobile Learning |