Innovative Learning with Students’ Mobile Phones

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Aim & research question

To scrutinize if students’ use of mobile phones is an innovative learning practice as prescribed by the ILE 7+3 framework.

Research question:
What innovative elements can be found in students’ narratives on their use of mobile phones in school?
Seven learning principles in the ILE 7 + 3 framework*

1. Make learning central, encourage engagement, and be where learners come to understand themselves as learners.
2. Ensure that learning is social and often collaborative.
3. Be highly attuned to learners’ motivations and the importance of emotions.
4. Be acutely sensitive to individual differences including their prior knowledge.
5. Be demanding for each learner but without excessive overload.
6. Use assessments consistent with these aims, with strong emphasis on formative feedback.
7. Promote horizontal connectedness across learning activities and subjects, in- and out-of-school.

Three innovative learning dimensions in the ILE 7 + 3 framework

- **Innovate the pedagogical core** – both the core elements (learners, educators, content and learning resources) and the dynamics that connect those elements (pedagogy and formative evaluation, use of time, and the organisation of educators and learners).
- **Become “formative organisations” with strong learning leadership** – with vision, strategies and design, all closely informed by self-review and evidence on learning.
- **Open up to partnerships** – to create synergies and enhance professional, social and cultural capital – with families and communities, higher education, cultural institutions, businesses, and especially other schools and learning environments.
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Efraim: You transform it to a positive thing. That it helps the school subjects that you browse for information instead. And maybe create more digital learning resources.
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Elsa: We have a social media group for the class, and there we use to start up groups in the subject, for example we have a german group.
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Elsa: We have a social media group.

Elizabeth: If you consider that they confiscate the mobile from you, the only thing you will think about is the mobile. It is better to have it next to you, then you can concentrate better.
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Tim: If I browse for something, it because I want to know more about it. Is it the teacher or me who shall decide what I want to learn?
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Jenny: I think we learn very much from having the phone available, so that we can browse for things we are interested in. Even outside the school, we can use it to find answers. Then ideas start to grow between all of us, like oh! (#4)

Olga: It’s like the adults think the mobile is some kind of a toy.

Efraim: You transform it to a positive thing. That it helps the school subjects that you browse for information instead. And maybe create more digital learning resources.
Summary of the Results

The students use their mobile phones for school work and that they are aware of difficulties associated with their use.

The students have developed learning strategies, which are supported by utilization of mobile phones, involving collaboration with peers, browsing for information and context dependent self regulation of mobile phone utilization.

The students suggest more active support from adults (e.g. teachers and parents) in training how to apply mobile phones for school work.
Concluding thoughts

Students’ use of mobile phones should be acknowledged as part of the holistic understanding of students as engaged learners in interacting learning environments and innovative ecosystems of learning.
Concluding thoughts

Stakeholders need to collaboratively engage in school development concerning new learning practices, visions and strategies in which mobile phones are possible tools for learning. That process should involve at least parents, students and school administrators.
Thank you for your attention!

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