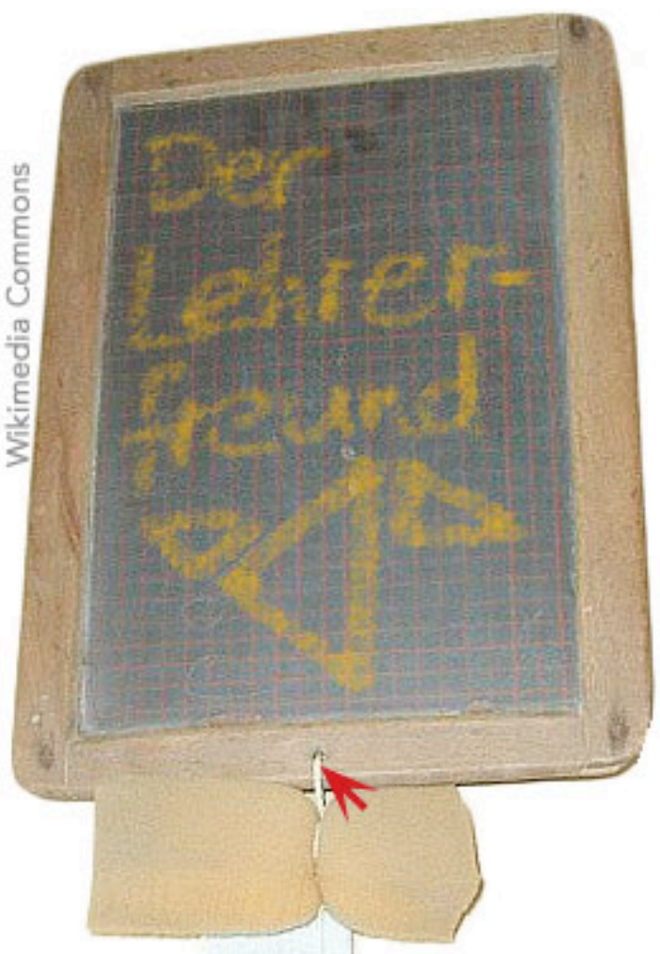
HANDOUT

DIDAKTIK MOBILES LERNEN MIT IPADS

One Size Fits All



Wikimedia Commons

Schiefertafel
(ca. 1950)

iPad
(ca. 2010)

www.lehrerfreund.de

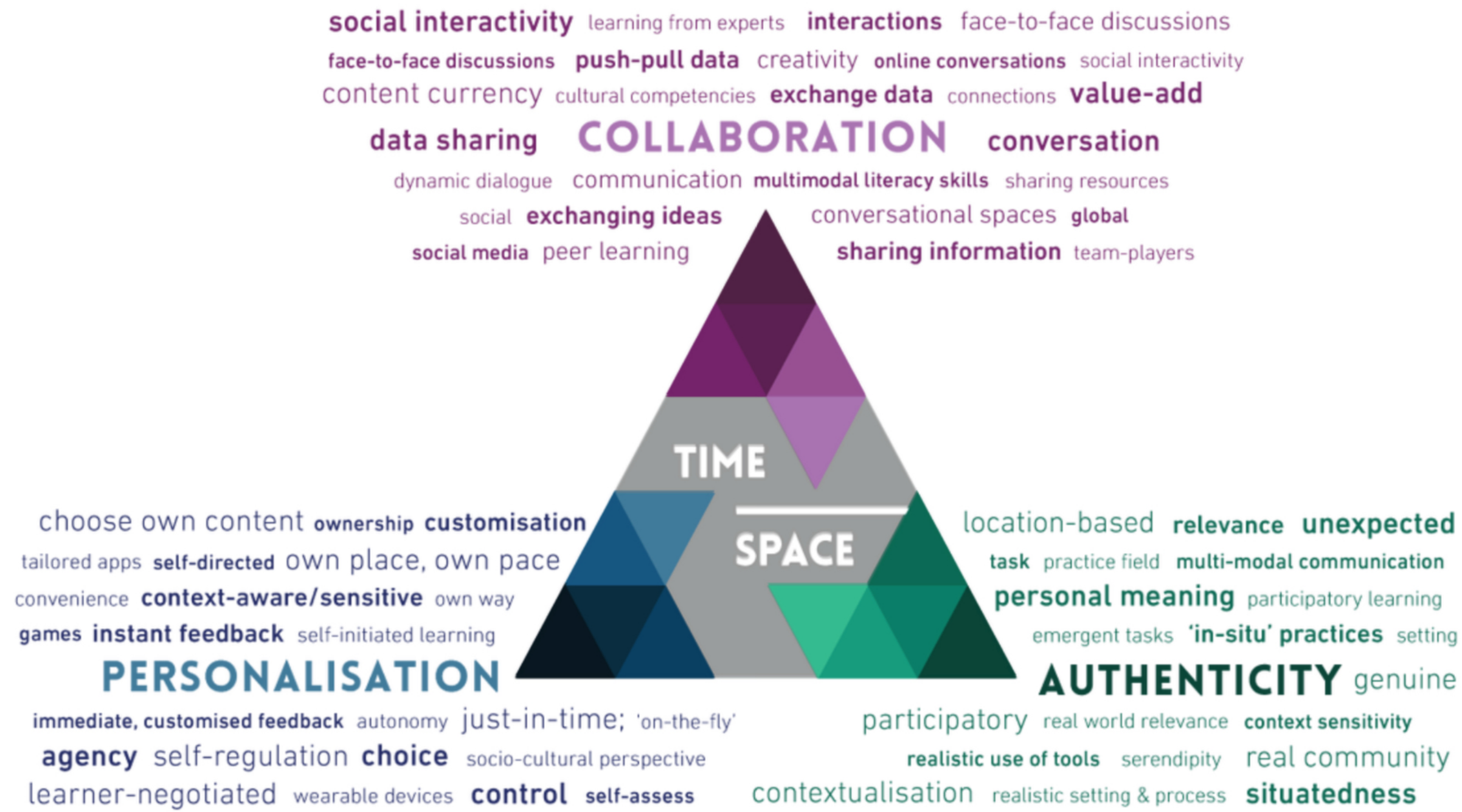
SCHULE KANN MEHR…

DIDAKTIK

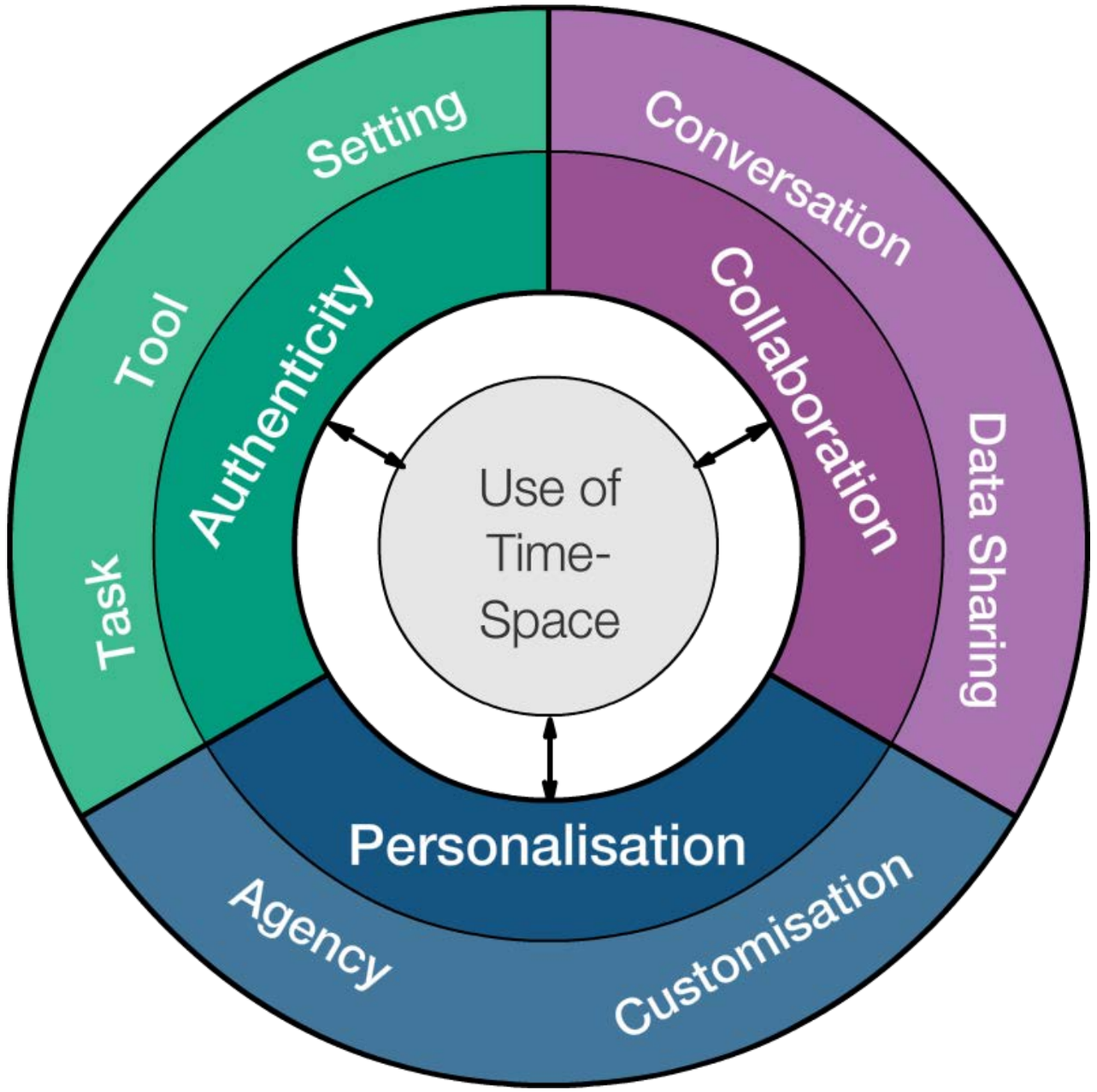
21st century skills

METHODIK

fachimmanent


social interactivity learning from experts interactions face-to-face discussions
face-to-face discussions push-pull data creativity online conversations social interactivity
content currency cultural competencies exchange data connections value-add
data sharing COLLABORATION conversation
dynamic dialogue communication multimodal literacy skills sharing resources
social exchanging ideas conversational spaces global
social media peer learning sharing information team-players
TIME
SPACE
choose own content ownership customisation
tailored apps self-directed own place, own pace
convenience context-aware/sensitive own way
games instant feedback self-initiated learning
PERSONALISATION
immediate, customised feedback autonomy just-in-time; 'on-the-fly'
agency self-regulation choice socio-cultural perspective
learner-negotiated wearable devices control self-assess
location-based relevance unexpected
task practice field multi-modal communication
personal meaning participatory learning
emergent tasks 'in-situ' practices setting
AUTHENTICITY genuine
participatory real world relevance context sensitivity
realistic use of tools serendipity real community
contextualisation realistic setting & process situatedness

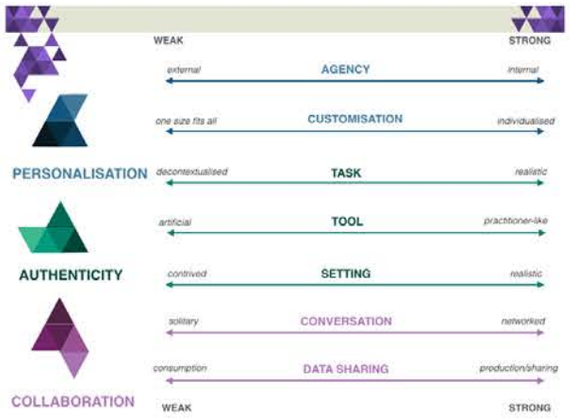
iPAC FRAMEWORK



http://www.mobilelearningtoolkit.com/ipac-framework.html

A Mobile Learning Toolkit for Teacher Educators

www.mobilelearningtoolkit.com

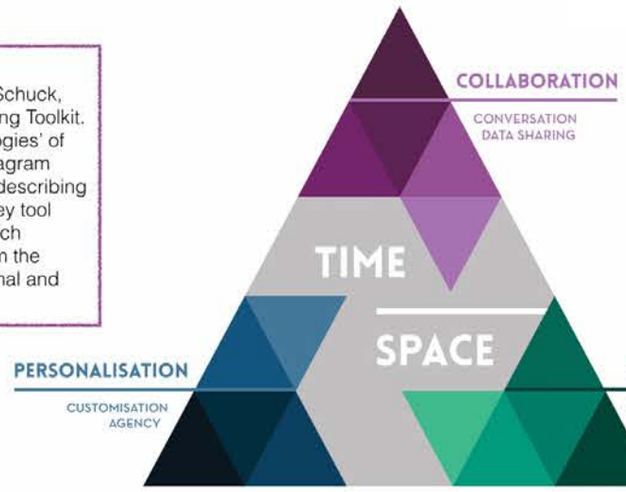


1.

The iPAC Framework
Based on a theoretical model developed by academics in Australia and the UK (Kearney, Schuck, Burden & Aubusson, 2012), the iPAC framework underpins all aspects of the Mobile Learning Toolkit. It captures in the form of three constructs and seven sub-constructs, the 'signature pedagogies' of mobile technologies. These include Personalisation, Authenticity and Collaboration (see diagram right). Each of the sub-constructs is represented by a set of binaries (see diagram above) describing strong and weak characteristics. These form a repertory grid which is the basis of the survey tool (see 2 above). At the centre of the iPAC framework are the concepts of time and space which capture the malleable contexts within which many m-learning activities occur, removed from the traditional temporal and spatial constraints that have traditionally 'bounded' learning in formal and time specific settings (Traxler, 2007).

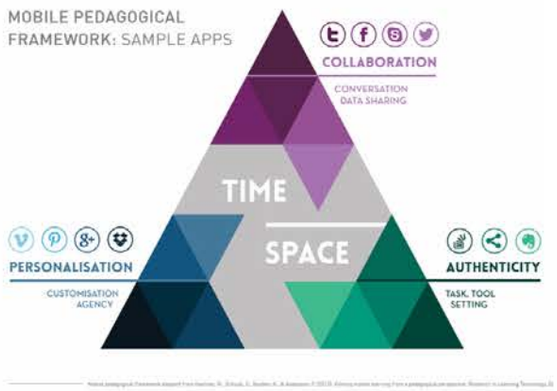
2.

Teacher and Student Online Survey Tools A survey tool for teachers and trainee teachers & students based on the constructs of the iPAC framework. This enables teacher educators and their trainee students to evaluate any mobile learning activity. The results are displayed in a both chart and polar chart format (see right) enabling practitioners to identify areas of mobile learning they wish to develop further. The instrument generates a short, personalised report outlining strengths and weaknesses and directing the user to a set of bespoke resources (e.g. m-learning video case studies) suggesting routes forward. One of these is illustrated below (see 5)



3.

Exemplar eBooks
Mobile devices enable students and teachers to read and generate their own eBooks in ways which were previously impossible. These technological changes are disruptive and challenging and promise to transform how knowledge and understanding is constructed, validated and shared. Textbooks have traditionally played a central role in defining the identity and purpose of teachers and therefore the Mobile Learning Toolkit has created a set of exemplar iBooks to explain how this epistemological revolution can be harnessed by teacher educators to help turn their trainee teachers into knowledge constructors rather than knowledge consumers (Scardamalia & Bereiter, 1994). These eBooks serve as a model for what might be possible in the Mobile Age and how teacher educators might position themselves to exploit these changes most effectively for their trainee students.



QR code 2

The Mobilising and Transforming Teacher Educators' Pedagogies project (www.mttep.eu)
An international Erasmus+ project, funded by the European Commission to ensure the next generation of teachers are capable and confident in using mobile technologies to make learning more personalised, authentic and collaborative (see: Kearney, Schuck, Burden & Aubusson, 2012, **QR code 2**). To achieve this ambition the project partners have constructed a freely available Mobile Learning Toolkit and an international mobile learning network for teacher educators (see www.mobillearningtoolkit.com). The SIX individual elements of the toolkit are illustrated in this poster. A video explaining how to use the toolkit can be accessed through **QR code 1.**

QR code 1

6.

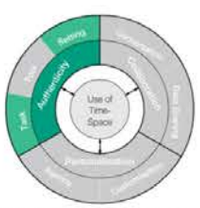
A 6 week online course (multi-platform)
This free online course supports teacher educators and teachers involved in training teachers to understand and use mobile technologies effectively in their classroom. It demonstrates how to gain the maximum effect from the Mobile Learning Toolkit, including how you could adapt this for use in your own institution. It will be available for user tester from April 2017. Please contact us if you wish to be involved.

4.

A rubric and database for evaluating pedagogical apps
Although there are now thousands of educational apps, there is little or no guidance available to teacher educators and teachers to help them select apps for a particular pedagogical purpose. The rubric and associated database of recommended apps uses the iPAC framework to rank apps by their pedagogical value (see above). Rather than focusing on the aesthetic or technical features of an app (which are the focus of other rubrics) our rubric enables users to search for particular pedagogical activities they wish to undertake (e.g. fieldwork) matching apps that have been validated by other teachers as strong in this regard. The database will therefore help teacher educators and their trainee students select apps that have a strong pedagogical potential based on the iPAC framework constructs.

5.

Trainee History Teachers Using iPads in fieldwork



Focus: Authenticity: Task and Setting

Introduction

This scenario explores how trainee history teachers use the UK used their mobile devices (iPads) to undertake a fieldwork visit to the battlefields of the First World War. This is traditionally a 'paper and pen' exercise with students collecting data on a clipboard. This scenario illustrates how mobile technologies can be used in a genuinely mobile fashion in a very situated context to collect and construct data.

Apps used in this scenario

Explain

Mobile Learning Video Case Studies
Exemplar video scenarios have been created to illustrate the three MPF constructs. These video cases have been organised into a matrix according to their curriculum area and the MPF construct (Personalisation; Authenticity and Collaboration) illustrated. The Matrix enables users to view and select mobile learning video case studies in a simple to use interface. See **QR code 3** for an example from History discipline area.

QR code 3

References:

Kearney, M.D., Schuck, S.R., Burden, K. & Aubusson, P.J. 2012, 'Viewing mobile learning from a pedagogical perspective', *ALT-J, Research in learning technology*, 20, (3), pp. 1-17.

Traxler, J. (2007). Defining, Discussing and Evaluating Mobile Learning: The moving finger writes and having writ.... *The International Review of Research in Open and Distributed Learning*, *8*(2).

Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities. *The journal of the learning sciences*, *3*(3), 265-283.

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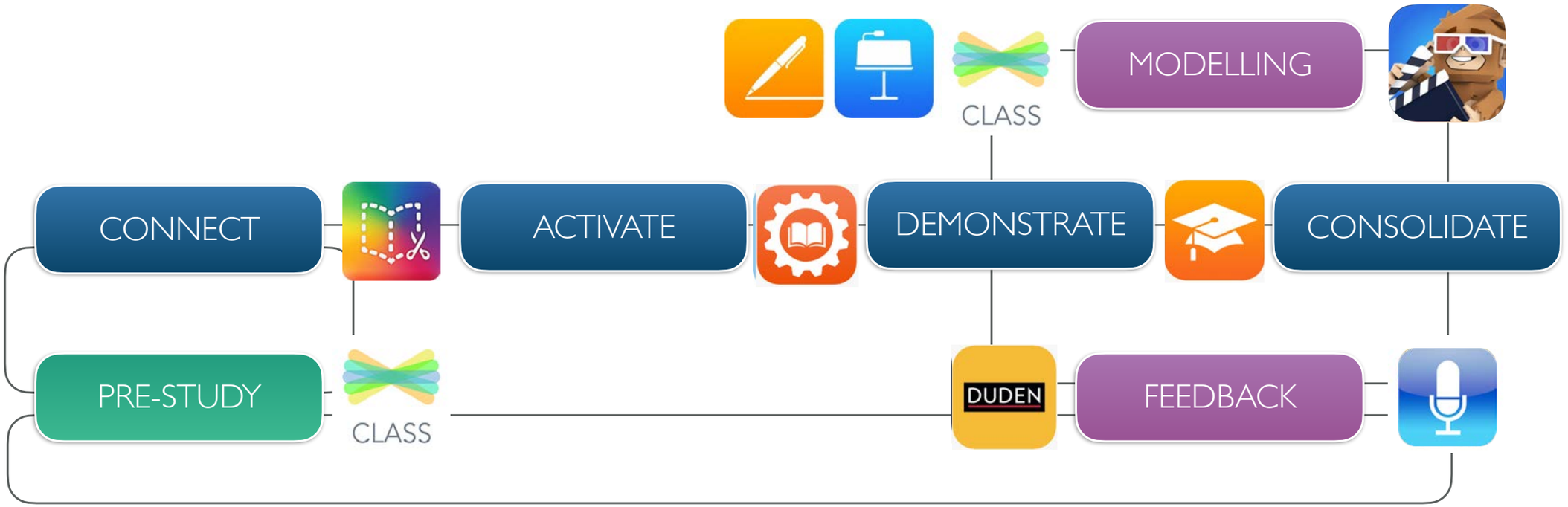
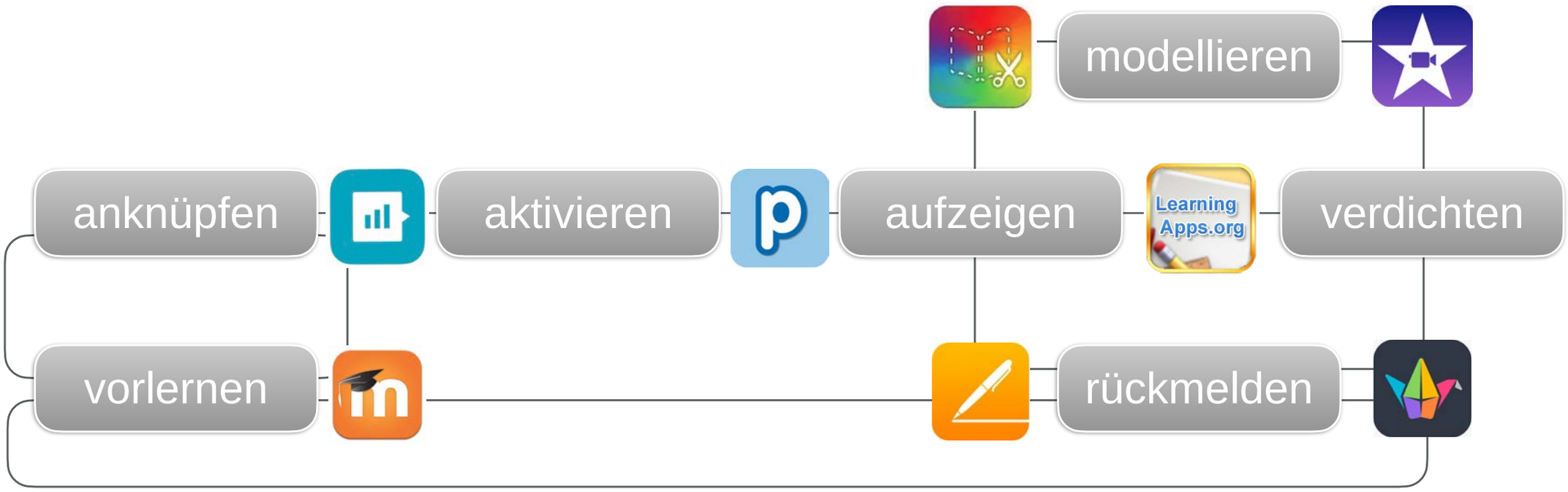
MTTEP AKADEMIET UTS HØGSKOLEN I BERGEN Lentiz Reviuslyceum UNIVERSITY OF Hull HOCHSCHULE DER MEDIEN ph karlsruhe Erasmus+

Accelerated Learning Cycle



Accelerated Learning Cycle



E-Teach The Teacher

Maximillian Stoller und andere

Anzeigen in **Apple Books** ↗

Mobile learning objectives/aims for the lesson

Technology used and the stage of the lesson it is used at.	iPac	Notes
PRE-STUDY		
CONNECT		
ACTIVATE		
DEMONSTRATE		
MODELLING		
CONSOLIDATE		
FEEDBACK		

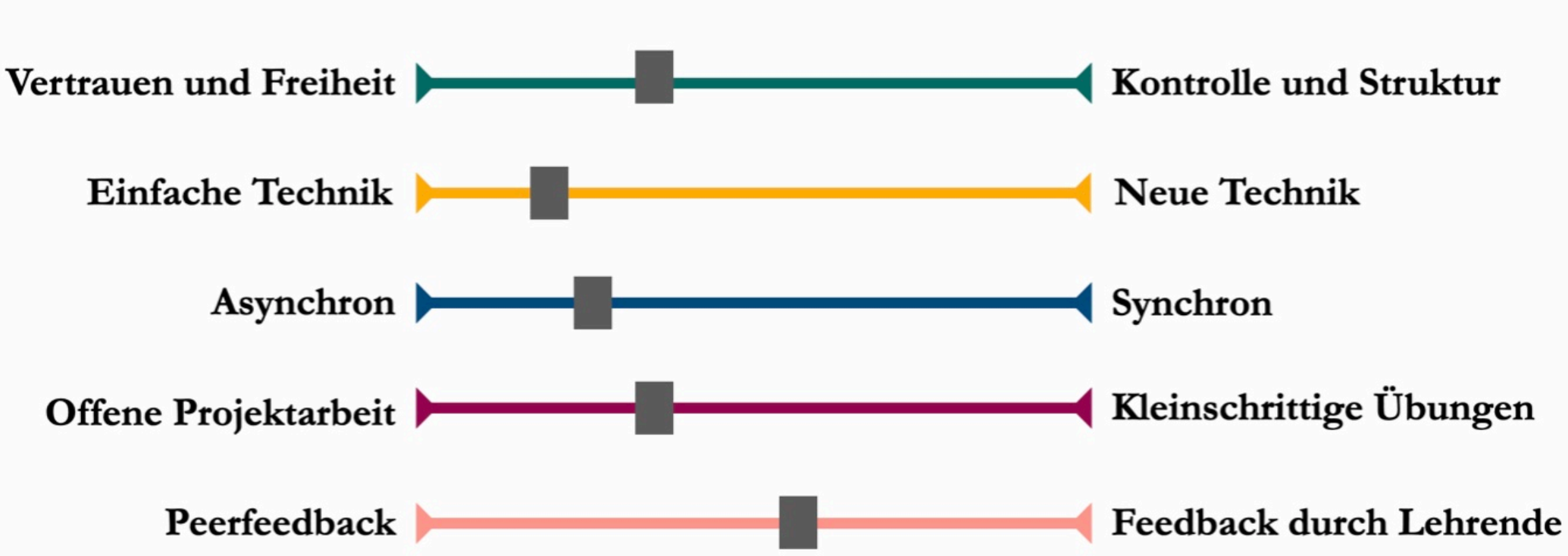
UNTERRICHTS-ANALYSE

LERNRÄUME DER ZUKUNFT

Ørestad Gymnasium in Dänemark, Foto: Adam Mørk

Didaktische Schieberegler

nach Axel Krommer & Kollegen



APP-CURRICULUM KLASSE 8

KLASSE 8

REALSCHULE AM RENNBUCKEL
49° 01'29.3"N | 008° 21'41.5"E

APP	FACH	LEHRER/IN	EINGEFÜHRT
	Bio		
	BK		
	Ch		
	D		
	E		
	EK		
	Fr/Te/AES		
	G		
	M		
	Mu		
	Ph		
	Rel/Eth		
	WBS		
	GK		

DIGITALE SCHULE · SmartSchool by bitkom · BoriS

Das SAMR Modell zur Integration von Lerntechnologie

S A M R

Was machen die da nur im Wasser?

@sylvaduckworth
@edtechadvice
deutsche version von E.Bruggemann 2018/03/02

KEIN TECHNOLGIEEINSATZ

ERSETZUNG
(Substitiution)

Technik ist direkter Ersatz für Arbeitsmittel, ohne funktionale Änderung

ERWEITERUNG
(Augmentation)

Technik ist direkter Ersatz für Arbeitsmittel, mit funktionaler Verbesserung

ÄNDERUNG
(Modification)

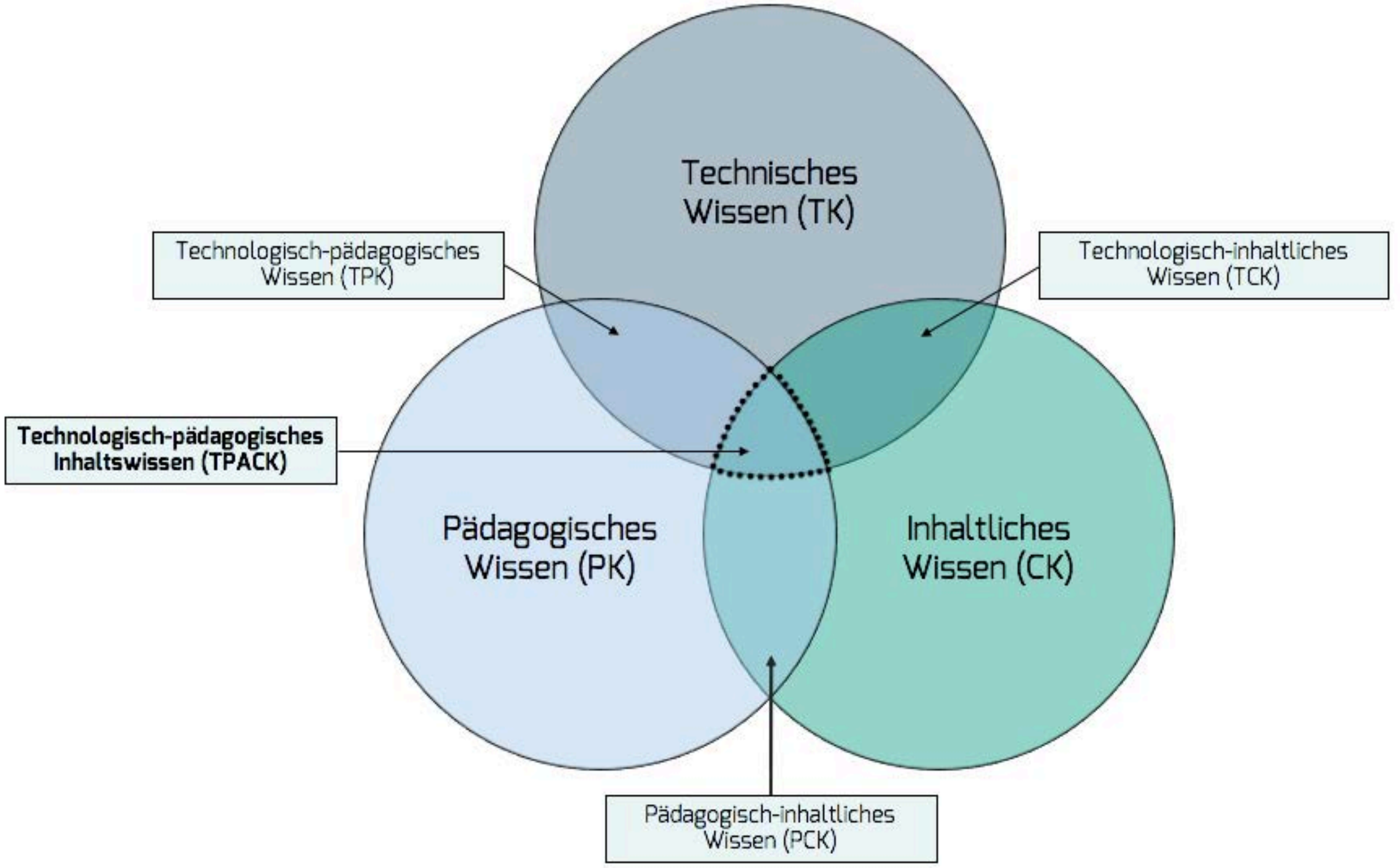
Technik ermöglicht beachtliche Neugestaltung von Aufgaben

NEUBELEGUNG
(Redefinition)

Technik ermöglicht das Erzeugen neuartiger Aufgaben, die zuvor unvorstellbar waren

VERBESSERUNG
(enhancement)

UMGESTALTUNG
(transformation)



Grafik: Gesellschaft für digitale Bildung, adaptiert von Harris und Hofer (2011)

Das iPad im Unterricht

PRAXISBEISPIELE AUS GEISTESWISSENSCHAFTLICHEN FÄCHERN

Können leider aufgrund des Datenschutzes der beteiligten Personen nicht dargestellt werden.