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## FEATURES

# Schools Open Doors to Students' Mobile Devices

**More schools are doing an about-face as they change policies to allow the use of student-owned mobile devices in class**

By **Ian Quillen**

At Oak Hills High School in suburban Cincinnati, students returned from summer break to learn they were free not only to bring their mobile devices to school, but also to use them—at their teachers' discretion—to connect to the school's wireless network to do their work.

At Cumberland Valley High near Harrisburg, Pa., district officials have approved a similar policy on a pilot basis after deep and repeated discussions with administrators, teachers, and parents.

And in Chicago, the **Mikva Challenge's** student-leadership branch suggested in an August report that the city's public schools allow students to use their own smartphones on campus for learning.

"The students do see [a smartphone] as a potential learning tool," says Jessica Gingold, an education-council program coordinator for the Mikva Challenge, a nonprofit group dedicated to developing young civic leaders, activists, and policymakers by exposing them to political opportunities. "But that's not their [primary message]. Their [message] is that we need to start changing the policy, and using the resources that are already available."

The point, say proponents of mobile learning, is not that discussions about enabling such learning are at varying stages, but that they are happening at all. More educators are wising up, they say, to the reality that most students have phones or other mobile devices that could allow them to give real-time feedback to a lecture on a text-message back channel, take pictures during a science field trip, or answer teacher prompts with online polling.

And with the increasing capabilities and prevalence of mobile devices, the growing demand for K-12 students to be comfortable learning online, and the shrinking technology budgets of districts coping with the aftermath of the Great Recession, allowing students to use their own mobile devices is making more sense to more people.

"I think it's a discussion that is taking place in almost every school district," says Todd Yohey, the superintendent of Ohio's 8,100-student Oak Hills school district, which includes Oak Hills High. "I think that for districts ... with the resources to implement some

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programs, that it's probably already happening."

But superintendents and technology directors must consider what students are learning about technology use when they reshape mobile-device policies, ed-tech experts say. They must reach out to teachers and parents to explain how those policies forward students' learning. And, most importantly, they must revise their thinking about resources to conceive of school-owned hardware and student-owned hardware as one fleet.

## Weighing the Costs

Recent research shows the proportion of students owning cellphones is increasing. A January survey from the **Kaiser Family Foundation** found about two-thirds of 8- to 18-year-olds owned cellphones, while more than three-quarters had an iPod or other MP3 media player. And an April study by the Pew Research Center's **Internet & American Life Project** reported that when you change the age bracket to 12- to 17-year-olds, 75 percent of students have cellphones—and often smartphones that are capable of completing many of the same online functions as laptop computers and netbooks.

Yohey says the expectation at Oak Hills has never been that every student would someday own a cellphone—only that enough would so that the district could supply devices to those who didn't. It's a strategy other districts making similar policy shifts are following in pursuit of a 1-to-1 computing environment in which every student has his or her own digital-learning device.

"The cost of having some cellphones you can provide, at least in school during school time, is small compared to supplying laptops or supplying broadband in people's homes," says Christopher Dede, a professor of educational technology at the Harvard Graduate School of Education.

For Oak Hills, Yohey said it cost the district \$236,000 to wire the high school's filtered Internet network for wireless service throughout the building. Loaner mobile devices for students cost about \$500, and would not need a data plan to connect to the school's open network. Netbooks would have a cost similar to mobile phones', but would have to be distributed to a greater portion of the student body.

Districts that can't afford to wire entire schools can still pick strategic hot spots, says Robert Scidmore, the director of technology for the 10,700-student Eau Claire Area district in western Wisconsin. That's the plan for his district, where officials are putting the finishing touches on a new cellphone policy that would allow students to use the phones at their leisure between classes, and teachers to dictate how they were used during class.

"By the end of the year, we hope to have hot spots at both district high schools," says Scidmore. "Libraries, study halls, auditoriums, gymnasiums—we want to at least get those wired."

And while most technology directors agree that, ideally, students without mobile devices would be provided loaners from their districts, there are still ways to explore using only student-owned devices.

For example, says Juli Di Chiro, the superintendent of the 3,000-student Ashland district in southwestern Oregon, teachers could make the very simple request of asking cellphone owners to pair up with non-owners for an assignment.

"Even at two-to-one, that's a lot better than what we [actually] do right now" in the district, says Di Chiro, who, for now, is only

## TIPS

**1. Know why you're re-examining your policy.** Districts typically consider revising their cellphone policies for two different reasons: 1) to utilize smartphones and other mobile devices as tools for learning; or 2) to curb disciplinary problems and ease tensions between teachers and students about phone use. A policy designed to do one will not necessarily accomplish the other.

**2. Let the community know why you're re-examining your policy.** Without information on how and why you intend to have students use their phones on campus, parents and other community members are likely to think that student cellphone use will mirror the use they observe outside school hours.

**3. Involve teachers in the policymaking.** Even though the profile of the average teacher is becoming younger and more technically savvy, teachers can still be the most resistant to a policy change, because



informally considering changing the district's cellphone policy. "Even if we have 50 percent of the kids [owning devices], ... the ubiquitousness of this technology is just going to be increasing as we move forward."

But recognizing the dramatically increased presence and potential of student-owned cellphones is only one step toward enacting less restrictive policies. Another, Scidmore says, is realizing that abuse of cellphones during class time—whether for cheating, accessing inappropriate material, or sending improper text messages—is a behavioral problem, not a technology problem.

In his Eau Claire district, the new policy awaiting passage reflects that perspective. Not only does it enable teachers to have the final say on in-class use, but it also enables them through language that is only three sentences long, implying that any other issues not covered explicitly fall under the district's general code of conduct.

Kyle Menchhofer, the technology coordinator for the 2,200-student St. Mary's city school system in Ohio, contends that besides allowing for academic use, a successful cellphone policy should help educate students about proper conduct with a device that is nearly universal in the work world. Currently, his district uses federal economic-stimulus funds to help provide students in grades 3-6 with district-issued smartphones and does not allow students to use their own devices. But a change to that policy, he says, is something he would support.

"What we need to do as schools is to teach our kids to be responsible users," Menchhofer says. "There's an appropriate time to use the device and not use the device. If I'm teaching and lecturing, you should not have that device out. If you get it out while I'm teaching or lecturing, you're going to lose your privacy and have to go back to pencil and paper."

The St. Mary's district also makes sure its students use only the devices' Internet features, by disabling phone and text-message functions—in part, Menchhofer says, to gain parents' trust that students won't abuse the phones.

## Educating Parents

In districts that are revising their cellphone-use policies, gaining that trust appears to be a crucial step.

Lenny Schad, the chief information officer for the 59,000-student Katy Independent School District in Houston's western suburbs, is hoping that a pilot program that will begin allowing elementary students at one school to use their own devices this winter will expand through the district the following year. He says he hopes to have public support for the project, in part, because other district parents have already experienced a continuing initiative in which 1,500 students at 10 elementary campuses are using district-issued smartphones.

"The biggest thing school districts have to do is to prepare the community for this," Schad says. "You have to spend time working with parents, answering questions and concerns, and helping them understand why we're doing something like this."

In Pennsylvania's 7,700-student Cumberland Valley district, situated a few miles west of Harrisburg, school officials say they held discussions with teachers, staff members, parents, and other community members for nearly all of the 2009-10 school year before deciding to allow students to use their own devices this fall.

other than students themselves, they will be the ones most affected on a daily basis.

## 4. Know how prevalent mobile-technology use is among your students.

This is especially crucial if the goal is to build 1-to-1 computing classrooms. While you shouldn't expect that all your students will own cellphones, you should know how many do, so that you can supplement student-owned devices with district-issued loaners.

**5. Make preparations for professional development.** Even mobile-learning experts admit that educational applications for such technologies are evolving so rapidly that just keeping track of them all, let alone learning to use them, can be difficult. Districts that encourage teachers to use mobile technologies for instruction should also be prepared to teach them how best to use those technologies.





The discussions developed not only out of a desire to explore new learning methods, but also to address chronic cellphone-related discipline issues.

"Some of them kind of got a little heated," says Darren DiCello, a district instructional technology specialist. "There were teachers who felt like it was almost a control issue, because they wanted to be able to tell the kids they weren't able to have the phone. ... People had their thoughts either way, but I think most of the teachers that sat on that committee wanted something to be done so there would be consistency across the building."

The pilot program ends at the end of the first academic quarter, but if feedback is favorable, it can be extended until the standard policy is changed. Cumberland Valley district officials say reviews from faculty and staff members were mixed in the first two weeks of the academic year.

### **Trial and Error**

Dede of the Harvard Graduate School of Education stresses that, while an eventual progression to open mobile-learning environments might be inevitable, that doesn't mean it will be immediately beneficial. The learning potential of the **devices**, he says, won't be realized without continuing professional development, as well as in-class trial and error.

"The enthusiasts in the technology community treat each new development as magic," Dede says, "even though we have generation after generation after generation of proof that there is no such thing as magic."

But he acknowledges differences between other movements and the mobile-learning movement. For one, he says, while previous education technologies have developed first in postsecondary education and trickled down into K-12, some mobile-learning applications are already popular among parents of prekindergartners.

That could mean a "bidirectional" push of mobile learning into education's mainstream, he says, which could help parents become comfortable with mobile learning in school even if they weren't with similar initiatives using laptops, for example.

Elliot Soloway, an electrical-engineering and computer-science professor at the University of Michigan, in Ann Arbor, and the founder of the Center for Highly Interactive Computing in Education, insists the differences go a bit further. The ability to access the Internet through a device whose cost is a fraction of that of a laptop, he says, potentially gives students rich and poor the "unprecedented" ability to answer their own questions. Moreover, he argues, trusting a student to use a cellphone properly creates more-responsible students.

But, while some districts have rehashed policies to explore that potential, most have not. As Dede puts it, there are still considerable (and understandable) reservations about putting teachers in positions where they could become entangled, for instance, in a case of in-class sexting or cheating.

And students who haven't been exposed to the possibility of using cellphones for learning rarely push for that opportunity themselves, because restrictive school policies have made the idea seem out of the question, experts say.

The experience of the 15 high school students on Chicago's Mikva Challenge education council supports that argument. When asked by Chicago schools chief Ron Huberman to draw up a report suggesting improvements to the 409,000-student district's technology profile, students said they first envisioned school-issued laptops and free Wi-Fi networks. It wasn't until meeting with a teacher who explained the possibilities of mobile learning



that they included that suggestion in their report.

"She was the first teacher to actually come and tell us how she used" the phone for educational purposes, says Lisa Jean Baptiste, a junior at Harper High School. "Students wouldn't think they can use their cellphones educationally because they haven't been told they can use them educationally."

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## Cell phones head to class

**By Jennifer R. Lloyd** - Express-News

Web Posted: 08/16/2010 12:00 CDT

Drivers may not be allowed to hold a cell phone and chatter while wheeling through a school zone, but at least two area districts have decided to welcome the mobile devices indoors for students to use for educational purposes.

While most area school districts maintain policies that ban students from using cell phones on campus, a few districts are breaking the mold and beginning to admit smart phones into the classroom as an educational tool on a par with a classroom computer.

Though some may think the change will invite distraction, inappropriate texting or cyber bullying into study sessions, others see the move as a way to teach technological skills while addressing those negative issues head-on.

Alamo Heights Independent School District recently changed its policy to allow students to bring personal electronic devices — laptops, iPads and smart phones — to use for educational purposes at the discretion of the teacher. It's backing that policy change with content-filtered, districtwide Wi-Fi access for such devices.

Alamo Heights is one of only a few San Antonio locations where such a policy is in place. North East Independent School District also will implement a more flexible cell phone policy this fall.

"We're in an era where the state is piloting online testing. We're looking at online textbooks. We're teaching digital citizenship," said Alicia Thomas, NEISD's associate superintendent for instructional and technology services. "So we're looking at our instruction to be sure it's really aligned with what students are going to need now and in the future."

But many school districts, including Northside, San Antonio and Judson, have much stricter policies that direct students to turn phones off and keep them stowed during school.

Committees at both Alamo Heights and NEISD began discussing cell phone policy shifts last spring. NEISD's Design and Technology Academy, a magnet program at Roosevelt High School, was ahead of the curve in beginning to incorporate cell phones into instructional use last year, said Stacia FitzSimon, director of the academy. For instance, teachers took students into the courtyard so they could snap digital photos with phones that represented aspects of geometry.



Classroom-level decision making sparked the change at Alamo Heights, said Jennifer Faulkner, Alamo Heights' director of instructional and information technology.

"The students are expecting immediate answers and, if we don't always have a room full of computers and they do have answers right there in their pockets, it's sad for us to say, 'I know it's there and you can't (use it),' " Faulkner said. "Some teachers were saying, 'OK, you can look that up on your phone and I'll stand right here and watch you.'"

Rather than having kids "power down" when they walk into school, Faulkner envisions a seamless use of technology during the day. In a district such as Alamo Heights, where 90 percent of students have said they have both a computer and Internet access at home, seamless use may be within reach. Holly Eaton, director of professional development and advocacy for the Texas Classroom Teachers Association, isn't surprised that some districts are changing their policies.

"The use of technology in the classroom is really being pushed at a lot of different levels," Eaton said. "It's becoming increasingly difficult to have situations where you have one type of technology that's allowable and another type that's not."

Eaton said that from a teacher's perspective, cell phones have always brought with them the risk of classroom disruption, as well as cheating on tests. In order to combat those risks, and also the potential for "sexting" or cyber bullying, Eaton recommends that districts have clear guidelines about appropriate use of technology — something both Alamo Heights and NEISD either have in place or are developing.

"There's so much misuse of cell phones and devices, that instead of keeping them in this little safe bubble from 8:30 to 3:30, let's talk about it," Faulkner said.

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## Schools embrace txt msg

Tech » Some teachers are incorporating texting into their lessons.

By Lisa Schencker  
The Salt Lake Tribune

Salt Lake Tribune

Updated: 04/20/2009 07:40:14 AM MDT

**Layton »** The rumor spread with speed: A school resource officer saw a student with a gun during lunch, used a Taser on him and the student collapsed on the cafeteria floor.

Within 20 minutes of the incident last school year, half of Northridge High School had heard the news and nervous parents were calling the school's office.

There was just one problem: It wasn't true. But the rumor spread quickly via cell phone text messaging after one student misinterpreted what happened when an officer restrained a troubled student in the cafeteria. That student used his cell phone to text his friends, who texted their friends, and so on.

"We tried to get word out to students. We tried to make announcements," principal Steven Hill said. "But they wouldn't believe us over the text message."

Hill is hoping a new service that will allow Northridge to send out its own text messages will help the school triumph over such rumors in the future. Northridge is one of a number of Utah schools that are starting to use cell phone text messaging as a tool rather than see it only as a menacing distraction. Throughout the state, coaches notify their players of schedule changes via text messages, and some teachers have even started incorporating texting into their lessons.

Still, other Utah schools hold firm in their belief that cell phones should be kept out of class, period.

"They're still more of a distraction than a benefit," said Ben Horsley, Granite School District spokesman.

Jordan School District spokeswoman Melinda Colton said Jordan also is trying to keep cell phones out of the classroom.

"It's not really something we would probably sanction," Colton said of using cell phones for lessons.

But some other districts and schools are beginning to embrace the philosophy "If you can't beat 'em, join 'em."

On a recent school day, Northridge English teacher Travis Lund asked his students to do something unusual in the middle of class -- pull out their cell phones.

Lund then questioned them about papers they're researching. Students typed their paper topics into their phones, and their responses instantly appeared on a Web page Lund projected onto a screen at the front of the room. They spent another 10 minutes having a discussion -- via text messaging -- about their papers.

"Instead of fighting it all the time, I try to embrace it just a little bit," Lund said. "It holds their attention. It's something different."

He said it also prompts more class participation than he gets holding traditional discussions.

"It allows everyone to have input because some people are shy and wouldn't speak up," senior Lindsey Christensen said. "It saves time. You can see what everyone is thinking without having to go around and talk."

Most students agree it's one of the best ways to grab their attention. Many students also have unlimited text messaging payment plans, meaning texting for lessons doesn't cost them or their parents extra.

"Texting is such a big part of life right now," said Suzy Jordan, a student council member and senior at Orem



High. "Everyone pretty much has a cell phone, and most of those kids have texting on their phones. It's just something they're constantly looking at."

In fact, many students say they send and receive between 50 and 100 texts a day, both during and after school. Stephanie Adamson, Northridge senior and student body president, said that's part of what makes advertising school activities via text messaging so effective.

"Personally, I'd rather read a text than listen to an announcement over the intercom," Adamson said.

Recognizing that, Northridge, Viewmont and Woods Cross high schools have all started using a service called Frogzog to inform students about school activities and events via text message. The way it works is students text a keyword to a designated number and get messages back about school events and activities. The service is free to the schools and doesn't cost students extra if they have unlimited text messaging plans.

Orem High also has a text messaging system that came in handy earlier this year when a boy from nearby Timpanogos High disappeared. Orem High was able to send out a message that reached about 430 people, said Assistant Principal Joel Miller. Many who received the message went to look for the boy and eventually found him.

Miller said students are still not allowed to use cell phones during class, but he called mass text messaging "a great tool."

Many educators and students, however, acknowledge that texting during class -- for personal reasons -- continues to be a problem. Lund acknowledges he sometimes spies students thumbing keypads beneath their desks or in their backpacks and purses. But learning to control that is just part of the challenge of working with a new technology, he said.

He said he hopes he can teach students how to use their phones appropriately, partly by incorporating them into his lessons.

"Twenty or 30 years ago, kids would pass notes and draw pictures, and you had to control that," Lund said. "This is an emerging technology that eventually we'll have to embrace and accept."

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What is Frogzog?

Frogzog is a Centerville-based text messaging company that provides a service to schools so that students can text a message to a designated number to see school announcements. Frogzog's main business, however, is offering coupons via text message. To see what coupons are available in your area, text a keyword, such as "fun" or "food," and then a space and then your zip code; send it to 40123. You will get a text message back with coupons for your area. The service does not cost extra beyond what your cell phone company charges per text message.

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# OMG! Teachers say texting can be good for teens

By Jeff Elder

[jelder@charlotteobserver.com](mailto:jelder@charlotteobserver.com)

Posted: Monday, Oct. 26, 2009

Texting, a favorite and seemingly instinctive activity for teens, has loomed over education and parenthood for several years. Many adults felt like it would mash proper English into the ground and was a distraction from serious learning.

The average number of texts by U.S. teens 13-17 has reached 2,900 a month, according to Nielsen, the media and marketing information company. And The New York Times reported in May that physicians and psychiatrists fear texting is taking a toll on teens' sleep patterns and ability to think for themselves.

But now some teachers in Charlotte and nationwide are seeking to harness its power and making peace with it. Researchers back this new approach with new evidence that texting teaches some positive language skills, and pragmatists argue that a war on texting is unwinnable.

Make a place for the giant thumb, these experts argue. In the words of teacher Annie McCanless of Providence High School, "It's here to stay."

McCanless, a civics teacher and swim coach, believes texting has become "an established part of teens' lives" and can be used as "a real tool as opposed to a hindrance."

Alan Vitale, who teaches journalism at Renaissance School at Olympic High, says, "Some teachers are actually embracing it," and "the students really appreciate you meeting them at their level."

None of the teachers, experts or even students interviewed by the Observer disputes the dangers presented by obsessively sending text messages on mobile phones: Some students text too much, text in inappropriate places (like the classroom), text in troubling ways (such as suggestive "sexting") and text at times that are unhealthy (such as all night). But some teachers see positive aspects of texting.

One long-held fear about texting has been that its shortcuts such as OMG (for "Oh My God") seep into teens' language use, along with mangled, abbreviated and simplistic syntax. Yet despite much coverage of this in the press, researchers and teachers dispute it.



"Writing is good. Writing is expressing thoughts. Expressing thoughts is good. We just don't like their modality," argues Larry Rosen, an author and researcher at California State University Dominguez Hills whose upcoming book is titled "Rewired: Understanding the iGeneration and the Way They Learn." Rosen and four colleagues surveyed more than 700 teens and aggregated multiple studies in the new study "The Relationship between 'Textisms' and Formal and Informal Writing Among Young Adults."

The study found that texting may actually help teens' writing in informal essays and many other writing assignments. In a conversational essay about happiness - which asked "what does it mean to be happy?" - teens who used more texting shortcuts performed better than colleagues who did not.

The popular press has reported much on "textisms" entering students' schoolwork, Rosen says, "but research shows it's very, very rare."

"I definitely concur," says Jim Scott, an English and journalism teacher at Myers Park High School. "They're thinking in language terms," he says, noting the positive aspects of texting. "Kids are far better at mode-shifting. People talk about texting abbreviations seeping into the language. I hear it in the press. I think that's fear. I don't think it's research-based."

The education blog [www.edu-topia.org](http://www.edu-topia.org) reported in May 2008 that some instructors, including former N.C. Teacher Of The Year Cindi Rigsbee of Orange County, have asked students to translate passages from classic literature to texting-speak to demonstrate a comprehension of language and the differences in context. This is in line with one of the findings of Rosen's research: Texting-speak is not a mangled form of English that is degrading proper language, but instead a kind of "pidgin" language all its own that actually stretches teens' language skills.

There are negative impacts of too much texting, including a finding in Rosen's research that it can hurt students' performance in the most formal types of essay writing, a key component of some testing.

Joe Ehrman-Dupre, a Myers Park senior, echoed the thoughts of other Charlotte students on texting: "I think teachers are worried that cell phones are a distraction from learning, but I think they can be an important tool as well.... Texting encourages homework completion, because I get at least two or three texts each night from friends asking what the homework for 'x' class was."

The Observer asked Ehrman-Dupre and other Charlotte teens on Facebook for their thoughts about texting.

Emily Moore, a senior at Northwest School of the Arts, agreed, posting: "I think texting can be very helpful when it comes to homework. It's an easy way to know if something is due if you forgot, or to ask questions about something I don't understand. I have had many texting conversations over homework before."



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# Smart Phones, Smart Schools

**CELL PHONES, SMART PHONES,** and other mobile devices can help busy educators connect with on-the-go families.

On the Innovative Educator blog, Lisa Nielsen shares several tips for using cell phones to strengthen the home-school connection: [theinnovativeeducator.blogspot.com/2010/08/6-ways-to-use-cell-phones-to-strengthen.html](http://theinnovativeeducator.blogspot.com/2010/08/6-ways-to-use-cell-phones-to-strengthen.html). Survey tools like Poll Everywhere ([pollev.com](http://pollev.com)) allow teachers to solicit responses and opinions from parents and help them feel more connected to the classroom. For example, you might ask parents about areas of expertise they would be willing to share with students. The polling interface will look familiar to anyone who has watched shows like *American Idol*. Parents can respond via a smart phone, the web, or text messaging.

Nielsen also suggests using group texts to notify parents about classroom news such as assignment due dates, celebrations, or student accomplishments. Free services such as WeText ([wetxt.com](http://wetxt.com)) make it easy to create a group and invite parents to join. Then you're ready to send group messages from your mobile device or the web.

One *Edutopia* community member has several suggestions for when to text parents: "I use it to communicate little things quickly, and I use my messages as a follow-up after an actual face-to-face or phone conversation. If I have a student with a homework or behavior issue, it's hard to connect with parents to relay daily information, and sometimes written notes mysteriously 'disappear' on the bus. Text is a great alternative. I can send a 'great day' or 'check for action plan' message at the end of the day to keep parents updated."

Teacher Michelle Grove notes that email continues to be useful for connecting with parents "but can be too quick, too easy, and incomplete—and the tone is really hard to read. I've found nothing beats picking up the phone and having a real conversation. I try to call home at least once a semester to each parent to say something good too. It sets us up for better communication if there ever is a problem."

Free Web-based applications like Google Voice ([google.com/voice](http://google.com/voice)) are gaining popularity as a way for teachers to connect with families. Phil Wagner, high school teacher and Broken Airplane blogger ([brokenairplane.blogspot.com](http://brokenairplane.blogspot.com)), points out that Google Voice does not require giving out your personal phone number, which enables teachers to preserve their privacy. You can use it from any Internet-connected computer.

Of course, being available to parents 'round the clock can have drawbacks. Teachers who share personal contact information with parents agree that it's important to draw some boundaries. By setting up virtual office hours, you can let families know when you'll be available to connect online.



## Related Resources:

- In this *Education Week* story, busy administrators talk about the pros and cons of using smart phones to stay connected: [edweek.org/dd/articles/2010/06/16/o3mobile.h03.html?cmp=clp-edweek](http://edweek.org/dd/articles/2010/06/16/o3mobile.h03.html?cmp=clp-edweek)
- In the *Edutopia* Administrators community, school leaders discuss the use of cell phones at school: [edutopia.org/groups/administrators/26013](http://edutopia.org/groups/administrators/26013)
- Should you share your personal contact information with students and parents? Take the *Edutopia* poll on this topic and find out what others are thinking: [edutopia.org/poll-teacher-contact-information-students](http://edutopia.org/poll-teacher-contact-information-students)



# MOBILES

## Time-to-Adoption Horizon: Two to Three Years

*The mobile market today has more than 4 billion subscribers, more than two-thirds of whom live in developing countries. The global network supporting mobile devices of all kinds now covers more territory than the electrical grid. A massive and increasing number of people all over the world own and use computers that fit in their hand and are able to connect to the network wirelessly from virtually anywhere. Tens of thousands of applications designed to support a wide variety of tasks on a host of mobile devices and platforms are readily available, with more entering the market all the time. These mobile computing tools have become accepted aids in daily life for everything from business to personal productivity to social networking. The range and number of educational applications for mobiles are growing at a rapid pace, yet their use in schools is limited — more often constrained by policy than by the capabilities of the devices they run on.*

### Overview

The available choices for staying connected while on the go are many — smart phones, tablets, laptops, and over the coming year, the iPad and Slate PC will herald a new class of devices that blend the functions of all of them. Access to the Internet is less and less dependent on location, as users adopt cellular-based portable hotspots or the wi-fi that is increasingly available wherever people congregate. The devices we carry are becoming ever more capable, and the boundaries between them more and more blurred. In the developed world, mobile computing has become an indispensable part of day-to-day life in the workforce, and a key driver is the increasing ease and speed with which it is possible to access the Internet from virtually anywhere in the world via the ever-expanding cellular network.

Users increasingly expect anytime, anywhere access to data and services that not very long ago were available only while sitting in front of a computer linked to the network via a cable. In addition to the typical software for email, communication, and calendaring, new tools allow users to manage personal information (such as Evernote, Nozbe, Wesabe, and Triplt), collaborate and easily access and share files (Dropbox and CalenGoo are two of many possible examples), or keep abreast of social networks (Limbo, Facebook, Foursquare, Whrrl), and generally make checking and updating work, school, or personal information flows something easily done on the fly.

For many people all over the world, but especially in developing countries, where cellular access to the Internet is outpacing more traditional networks, mobiles are increasingly the gateway not only for common tools and communications, but also for information of all kinds, training materials, income-generating work, and more. An ever more common pattern is for people in all parts of the world to look to mobile computing platforms as their device of choice, as they are often far cheaper than desktop or laptop computers. For this group, mobile computing devices are more affordable, more accessible, and easier to use than desktop computers, and provide more than enough functionality to serve as their primary computing device.

A new class of devices emerging in 2010 will present a middle ground for those who need a little more flexibility and power from a mobile platform but do not want to carry a laptop or netbook. Made up of slim, lightweight devices that are neither small laptops nor large smart phones, this group includes the Apple iPad, the HP Slate, the Google Tablet, and others as yet unnamed that are forthcoming from Dell, Toshiba, and other manufacturers. While much remains to be seen about how these may be adopted and used, it is clear that their ability to connect wirelessly at any time and from almost any location, combined with a full range of features native to this new class, will make these devices a compelling option for mobile users.



## Relevance for Teaching, Learning, or Creative Expression

The age at which students in the developed world acquire their first mobile device is dropping, and by secondary school, nearly every student has one. The portability of mobile devices and their ability to connect to the Internet almost anywhere makes them ideal as a store of reference materials and learning experiences, as well as general-use tools for field work, where they can be used to record observations via voice, text, or multimedia, and access reference sources in real time. Nonetheless, policies that ban mobile use in most schools keep this technology in the two- to three-year horizon for the second year running.

The range of technologies converging in mobile devices is very broad, as is the variety of ways they can be applied: GPS and compasses allow sophisticated location and positioning, accelerometers and motion sensors enable the device to be used in completely new ways, digital capture and editing bring rich tools for video, audio, and imaging — more and more, mobiles encompass it all.

Even so, it may well be the very simple tools that are easily integrated into classroom activities that finally tip the scale for mobiles in the classroom. For instance, some teachers are beginning to use Twitter (<http://www.twitter.com>) as an in-class discussion tool. Students participate by sending messages to ask and answer questions or expand on thoughts. Another simple tool, Poll Anywhere (<http://www.pollanywhere.com>), turns mobiles into personal response systems, enabling teachers to quiz students, assess their understanding before, during, and after a lesson, and reveal patterns of thinking in the classroom. Any mobile will work for either of these purposes; all that is required is the ability to send text (SMS) messages.

Another function common to many mobile devices, yet very powerful in the service of education, is the ability to store and display full-length books. The device used is secondary to the fact that it makes

it possible to carry a library of books — literature, textbooks, children's books, novels — easily in a pocket or purse. Students can use virtual bookmarks to mark important pages, highlight and annotate passages, look up words, and perform other common study tasks right on the mobile device.

The unprecedented evolution of these devices continues to generate great interest. Their ever-increasing capabilities are augmented by the reality that schools do not have to buy or maintain them. Over time, the vast potential of these devices for learning will begin to outweigh concerns about misuse that currently dominate most conversations about their use in school settings. It is the sheer power of these devices that make them interesting, and that power lies in their ubiquity, their portability, the wide range of things that can be done with them, and their ability to access the Internet nearly anywhere through the growing cellular network.

A sampling of applications for mobiles across the curriculum includes the following:

- **Geography.** At Clementi Town Secondary School in Singapore, mobiles support student field studies in geography. Upon arrival at the field site, instructions appear on the mobiles, and students work collaboratively to carry out experiments, take notes, analyze and synthesize data, and submit their results.
- **English.** Students can read their assignments and take notes on mobile devices. Notes can be uploaded to a computer by email or text message for use when writing papers.
- **Math.** Skills that require drill and practice lend themselves to mobile study. Students can get in a few minutes of practice wherever they are — and as many of these applications have a game-like feel, they may not even mind the drills.

## Mobiles in Practice

The following links provide examples of how mobiles are being used in schools.



**Essa Academy (Bolton, Greater Manchester, UK)**

**<http://www.essaacademy.org>**

The Essa Academy is itself an evolving mobile computing learning environment. The campus has replaced desktop computers with laptops and issued iPod Touches to each student, encouraging flexible and collaborative learning practices facilitated by mobile technology (this article in *MerlinJohnOnline* gives additional details: <http://bit.ly/aAxU0>).

**The Florida Virtual School: iPhone Apps**

**<http://www.flvs.net/areas/studentservices/Pages/iPhoneApps.aspx>**

The Florida Virtual School has developed two iPhone apps to assist students in reviewing study material. MeStudying: Algebra 1 is an in-depth review tool for algebra students, including sample problems, guided study aids, and practice tests; Revu4U is a testing and review app that currently also covers algebra but will soon include other subjects as well.

**Handheld Learning Conference Awards 2009**

**<http://www.handheldlearning2009.com/awards/the-finalists>**

These awards are given at the annual Handheld Learning Conference to Primary and Secondary schools who have done innovative projects involving mobile devices. The conference is international in scope and this link provides a list of the 2009 award winners.

**International Children's Digital Library (ICDL)**

**<http://en.childrenslibrary.org>**

The mission of the ICDL Foundation is to support the world's children in becoming effective members of the global community by making the best in children's literature available online free of charge. They have two iPhone apps for reading and creating books which are available for free in the iTunes App Store.

**Serious Games as Mobile Learning At School**

**[http://www.futurelab.net/blogs/marketing-strategy-innovation/2009/10/serious\\_games\\_mobile\\_learning\\_.htm](http://www.futurelab.net/blogs/marketing-strategy-innovation/2009/10/serious_games_mobile_learning_.htm)**

The Notre Dame High School in Sheffield, UK will soon allow all students to use cell phones at school in addition to other mobile computing devices as the line blurs between these technologies.

**The Use of Mobiles to Analyze Music**

**<http://www.pbs.org/teachers/innovators/gallery/entries/558/>**

This middle school project was recognized by PBS as an innovative effort to have children use cell phones to help analyze different musical styles and genres.

**For Further Reading**

The following articles and resources are recommended for those who wish to learn more about mobiles.

**Apple's iPad: The Future of Mobile Computing in Education?**

**<http://campustechnology.com/articles/2010/01/27/apples-ipad-the-future-of-mobile-computing-in-education.aspx>**

(*Dian Schaffhauser*, Campus Technology, 27 January 2010.) This article discusses mobile technology and the way it will affect education once new devices like the iPad arrive.

**How the Cell Phone is Reinventing Social Computing**

**[http://www.gemalto.com/social\\_mobility/survey.html](http://www.gemalto.com/social_mobility/survey.html)**

(*Gemalto.com*, accessed 12 March 2010.) This short summary of several industry surveys gives some insight into the use of mobile devices for social networking as well as some statistics about mobile usage in different areas of the world.



### **The iPad Changes Everything**

**<http://brainstormtech.blogs.fortune.cnn.com/2010/03/10/the-ipad-changes-everything/>**

(Michael V. Copeland, *Fortune*, 10 March 2010.)

This article examines how devices like the Apple iPad will change our idea of mobile computing.

### **Making the Case for Mobile Computing**

**<http://www.edweek.org/dd/articles/2009/06/29/04neccmobile.h02.htm>**

(Kathleen Kennedy Manzo, *Education Week Digital Directions*, 26 June 2009.) This article discusses the merits and challenges of mobile computing in the K-12 classroom.

### **Sprint Mobile Learning in K-12 Education**

**<http://www4.sprint.com/whitepapers>**

(Sprint, February 2010.) One of several white papers listed on this page, *Sprint Mobile Learning in K-12 Education* looks at several school pilot programs in the United States and examines how the use of mobile phones has improved student engagement and test scores.

### **Teaching with Technology face-off: iPhones vs. PCs**

**<https://chronicle.com/blogPost/Teaching-With-Technology/4547>**

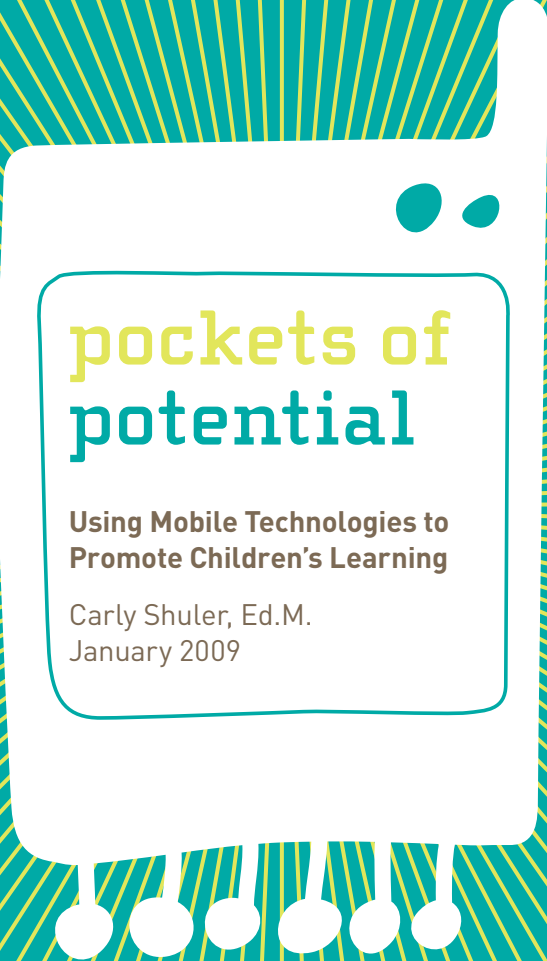
(Jeffrey R. Young, *The Chronicle of Higher Education*, 25 February 2009.) One college professor found that students with access to an iPhone studied more than those who used only a PC.

### **Delicious: Mobiles**

**<http://delicious.com/tag/hzk10+mobile>**

(Tagged by K-12 Horizon Advisory Board and friends, 2010.) Follow this link to find additional resources tagged for this topic and this edition of the *Horizon Report*. To add to this list, simply tag resources with “hzk10” and “mobile” when you save them to *Delicious*.





# pockets of potential

**Using Mobile Technologies to  
Promote Children's Learning**

Carly Shuler, Ed.M.  
January 2009







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## foreword

Education policies have helped promote advances in student achievement in the past two decades, but not yet at a level suitable to prepare a U.S. workforce with the skills and knowledge demanded by universities and employers in a global economy. In some urban school districts, more than half of all students will drop out before earning their diploma. American students, more generally, are lagging behind many of our international competitors in college attendance and completion rates.

The trajectory for academic and life success is established in the preschool and primary years, when children are developing new habits for learning and social development. This is where the ubiquity of children's engagement with media is so critical. According to the Kaiser Family Foundation, children as young as eight years old spend as many hours engaging with various "screens" as they do in school. Health and development experts and concerned parents are increasingly asking whether this is a harmful phenomenon. The Center's perspective is that the primacy of digital media in children's lives is here to stay. While concerns about health and safety must be addressed, a new emphasis on the potential of digital media to aid learning, especially for low-income children, is overdue.



The report *Pockets of Potential: Using Mobile Technologies to Promote Children's Learning*, by Cooney Center Industry Fellow Carly Shuler, makes the case that our nation's leaders should not overlook the role mobile technologies can play, if well deployed, in building human capital and in helping to stimulate valuable innovation. As *Sesame Street* has proven over four decades of remarkable work, exposure to research-tested educational media starting early in life can accelerate children's skills, while producing enduring economic benefits to society.

*Pockets of Potential* argues that despite legitimate public concern about the “disruptive track record” of mobile devices in schools, there is reason to be excited about their potential. As an analysis of key industry trends, opportunities, and challenges, including small-scale studies of academic and industry projects, the paper recommends a series of urgent action steps for key sectors to consider. Of particular note are the promising innovations developed by an international group of mobile technology thought leaders — from Silicon Valley to Seoul to sub-Saharan Africa — whose pioneering work is featured in this report and its appendices.

The report joins a series of studies the Cooney Center has undertaken since launching one year ago. We hope to stimulate a new debate that will lead industry, funders, scholars, and caregivers to consider how the devices children now rely upon as their social currency may one day help them learn essential skills needed for success. As Mrs. Cooney recently noted, “Now is the time to turn the new media that children have a natural attraction to into learning tools that will build their knowledge and broaden their perspectives.” Unless we do, the gulf between what children do informally and in school will widen, diminishing the educational opportunities all of our children need and deserve.

Michael H. Levine, Ph.D.  
Executive Director, Joan Ganz Cooney Center at Sesame Workshop



## executive summary

Just as *Sesame Street* helped transform television into a revolutionary tool for learning among young children four decades ago, advances in mobile technologies are showing enormous untapped educational potential for today's generation.

This report, undertaken by the Joan Ganz Cooney Center at Sesame Workshop, draws on interviews with a cross-section of research, policy, and industry experts to illustrate how mobile technologies such as cell phones, iPod devices, and portable gaming platforms might be more widely used for learning. More than half of the world's population now owns a cell phone and children under 12 constitute one of the fastest growing segments of mobile technology users in the U.S. Examining over 25 handheld learning products and research projects in the U.S. and abroad, the report highlights early evidence and examples of how mobile devices may help re-define teaching and learning in the decade ahead.



## The current state of mobile learning

As mobile technologies become increasingly prominent in the lives of children worldwide, national ministries and local schools are experimenting with the use of these popular devices for a range of different teaching and learning purposes. This report presents an inventory of more than 25 handheld learning projects in the U.S. and beyond. It shows how mobile devices can help promote the knowledge, skills, and perspectives children will need to compete and cooperate in the 21st century. Projects focusing on deepening children's mastery of key literacy, world languages, STEM (Science, Technology, Engineering, and Mathematics) subjects, collaboration, and critical thinking skills, both inside and out of school, are featured.

The inventory highlights numerous inspiring examples of mobile learning. Some employ the most innovative features of mobile devices; others rely on more standard ones. Some capitalize on the personalization capabilities of handheld technologies; others show how these devices can encourage collaboration when used by a team. Some exploit mainstream devices, others use devices developed specifically for education. While this diversity opens up future opportunities, it also reveals tensions in the field of mobile learning, with consequent trade-offs on issues such as distribution vs. innovation and mass-market vs. education-specific.

Our experts were disappointed by the lack of well-financed, coherent, or highly visible efforts in mobile learning in the U.S., compared to our economic competitors, especially in Europe and Asia. Education leaders, perhaps sensing limited public or policy support, have not yet developed a strategy on how mobile learning should be deployed, or even if it should be used at all. Model initiatives are fragmented and lack resources to scale up. While notable efforts have spawned innovative “pockets” of mobile learning, multi-sector leadership is needed to connect disparate efforts in educational research, industry, teacher professional development, and policy-making.

## Key opportunities in mobile learning

The report highlights five opportunities to seize mobile learning's unique attributes to improve education:

### 1. Encourage “anywhere, anytime” learning

Mobile devices allow students to gather, access, and process information outside the classroom. They can encourage learning in a real-world context, and help bridge school, afterschool, and home environments.

### 2. Reach underserved children

Because of their relatively low cost and accessibility in low-income communities, handheld devices can help advance digital equity, reaching and inspiring populations “at the edges” — children from economically disadvantaged communities and those from developing countries.

### 3. Improve 21st-century social interactions

Mobile technologies have the power to promote and foster collaboration and communication, which are deemed essential for 21st-century success.

### 4. Fit with learning environments

Mobile devices can help overcome many of the challenges associated with larger technologies, as they fit more naturally within various learning environments.

### 5. Enable a personalized learning experience

Not all children are alike; instruction should be adaptable to individual and diverse learners. There are significant opportunities for genuinely supporting differentiated, autonomous, and individualized learning through mobile devices.



## Key challenges in mobile learning

A number of critical challenges must be addressed to unleash the educational potential of mobile technologies. Five key challenges outlined in the report include:

### 1. *Negative aspects of mobile learning*

Cognitive, social, and physical challenges must be surmounted when mobile devices are incorporated into children's learning. Disadvantages include: the potential for distraction or unethical behavior; physical health concerns; and data privacy issues.

### 2. *Cultural norms and attitudes*

Though many experts believe that mobile devices have significant potential to transform children's learning, parents and teachers apparently are not yet convinced. A 2008 study done by the Joan Ganz Cooney Center in collaboration with Common Sense Media found that most teachers see cell phones as distractions and feel that they have no place in school.

### 3. *No mobile theory of learning*

Currently, no widely accepted learning theory for mobile technologies has been established, hampering the effective assessment, pedagogy, and design of new applications for learning.

### 4. *Differentiated access and technology*

Wide diversity among mobile technologies represents a challenge for teachers and learners who wish to accelerate academic outcomes as well as the producers who seek to facilitate such learning.

### 5. *Limiting physical attributes*

Poorly designed mobile technologies adversely affect usability and can distract children from learning goals. Physical aspects of mobile technologies that may prevent an optimal learning experience include: restricted text entry, small screen size, and limited battery life.

## Relevant market trends and innovations

The mobile market is one of the most rapidly evolving industries in the world. Over the last decade, as power and functionality has increased, device size and price has decreased. The report outlines a number of market developments that could have the greatest impact on children's learning:

### *Extreme convergence*

Almost all cell phones are now built with features that used to be the expensive add-ons, such as color screens, cameras, and mobile web. There is also a move from "feature phones," on which certain functions like making a call or taking a picture can be performed, to smart phones that have an operating system just like a computer.

### *Location, location, location*

By October 2009, about half of the phones in the U.S. will have GPS, and there are other emerging technologies that enable mobile devices to receive location-based data. The educational potential enabled by these applications — especially when used in combination with social networking applications — are significant.

### *Consolidation at last*

It has been extraordinarily difficult to develop software applications for mobile phones due to proprietary platforms, and the mobile phone industry has been slow to address this problem. Now, through mobile operating systems — some of which are open-source — a number of different platforms are consolidating.

### *The 21st-century button*

Users have traditionally interacted with mobile devices via buttons and keypads, which prevent children from achieving full control of pocket-sized devices. Developments in touch screen and gestural input may significantly improve the way children interact with mobile devices.



## Goals for mobile learning

The report outlines five goals — learn, develop, promote, prepare, and stimulate — and an action plan to transform mobile learning from a state of uneven and scattered innovation into a force for dynamic educational impact.

### 1. Learn: Understand mobile learning as a unique element of education reform

Handheld technologies and their learning applications require a systematic research inquiry to determine how they can become an important driver of technology integration in education. Public and private sector support for needed R&D should:

- *Invest in understanding the development of “mobile kids”* – Researchers, educators, and parents have entered new territory in digesting the implications of children’s ubiquitous involvement with technology. Key developmental and health issues should be carefully researched.
- *Develop new theories and models for leveraging mobile technologies* – Existing applications of mobile learning tend to employ design and evaluation principles taken from traditional or e-learning theories. This results in “mobile versions” of established approaches and fails to take into account the unique affordances of learning through mobile technologies.
- *Learn from other countries* – Mobile education offers an interesting case for cross-national learning and collaboration. Developed nations have the opportunity to learn from developing countries, where program developers have little or no track record of e-learning to contend with and are skipping immediately to mobile technologies because of their low cost and ubiquity. In addition, some European and Asian countries have large-scale, government-funded mobile learning initiatives.

### 2. Develop: Build mobile learning interventions

Mobile devices have features that are distinctive, and developers of applications must leverage unique mobile assets and surmount special challenges. Industry should be given more powerful incentives to:

- *Design educational innovations to capitalize on unique affordances of mobile* – It is entirely ineffective to take educational applications that have been developed for a big screen and simply shrink them down to be used on mobile devices. Developers need to discern what is special about mobile devices and design interventions that take advantage of those attributes.
- *Counter the disadvantages and limiting physical attributes of mobile devices* – Mobile technologies have numerous disadvantages (e.g., can be distracting) and limiting physical attributes (e.g., difficult text entry) that — if not taken into consideration — might detract from the learning experience.
- *Avoid constant defaults to the latest technology* – In order to develop scalable models, it is important to emphasize features that will become ubiquitous. Relying on features that are more common on less-expensive phones will help ensure that mobile technologies can help close rather than amplify the digital divide.
- *Create development tools for educators* – Most development tools are oriented toward industry and computer scientists, and not accessible to educators or learners. Once there are more practical tools that conform to how educators design instructional materials, the opening up and consolidating of cell phone platforms could greatly accelerate the use of mobile devices for children’s learning.



### 3. *Promote: Engage the public and policy-makers in defining the potential of mobile devices for learning*

Though numerous studies and a growing number of experts believe that mobile devices have significant potential to transform children's learning, most parents and teachers do not yet view these devices as educational allies. To promote public understanding and prepare for the effective use of such devices, government, industry, and philanthropic organizations should expand resources to:

- **Scale up and disseminate innovative exemplars of mobile learning** – Federal and state education agencies should place priority on identifying and disseminating mobile technology and learning innovations that can advance educational goals. A national “best practices” initiative to disseminate effective uses of mobile technology for education should be established with support from philanthropic and policy leaders.
- **Provide incentives for needed infrastructure** – To help economize and accelerate school adoption of mobile devices, we must move away from an approach in which schools exclusively provide educational hardware and introduce ways to use the mobile devices many children already own. For students from low-income households, we should press forward with expansion of needed infrastructure, including new investment in E-Rate, to achieve digital equity.
- **Develop educational standards for industry** – As mobile applications for children's learning proliferate, federal regulatory bodies, industry groups, and parent advocates should collaborate on a consumer protection initiative to better describe educational effectiveness in interactive media products for children.

### 4. *Prepare: Train teachers and learners to incorporate mobile technologies*

Often the bulk of spending in incorporating technology into education is on the technology itself; however, preparing teachers and learners to use these technologies effectively should be a higher priority. National, state, and community leaders should:

- **Build capacity: Digital teacher corps** – Teachers cannot teach what they do not know, and most have not been trained to use new technologies in their classrooms or afterschool settings. It is not just a matter of showing teachers how to use the devices; rather, it is crucial to provide them with methodologies for ways in which they can incorporate technologies within their curriculum. Professional development is essential to the future of mobile learning. To build professional capacity, we recommend the creation of a “digital teacher corps,” which would be established to enable educators to help students learn to transform information for discovery and problem-solving by working with a range of digital media.
- **Modify and gradually eliminate classroom bans** – Most school districts limit cell phone use in classrooms and some have banned their use altogether. We recommend the gradual introduction of mobile devices in schools. By devising established norms of behavior, we can build acceptance among teachers, parents, and students themselves to discover mobile devices' educational value.
- **Integrate mobile themes in media literacy curricula** – State and school leaders should educate students on mobile etiquette and capabilities, expanding media literacy to include a new “mobile literacy.”

### 5. *Stimulate: Generate new leadership support for digital learning*

As a new administration that has committed to improving education and rebuilding public infrastructure for economic renewal begins, we recommend that priority be placed on how mobile technologies in particular, and digital media more generally, can advance children's learning in the global economy. The new administration should:

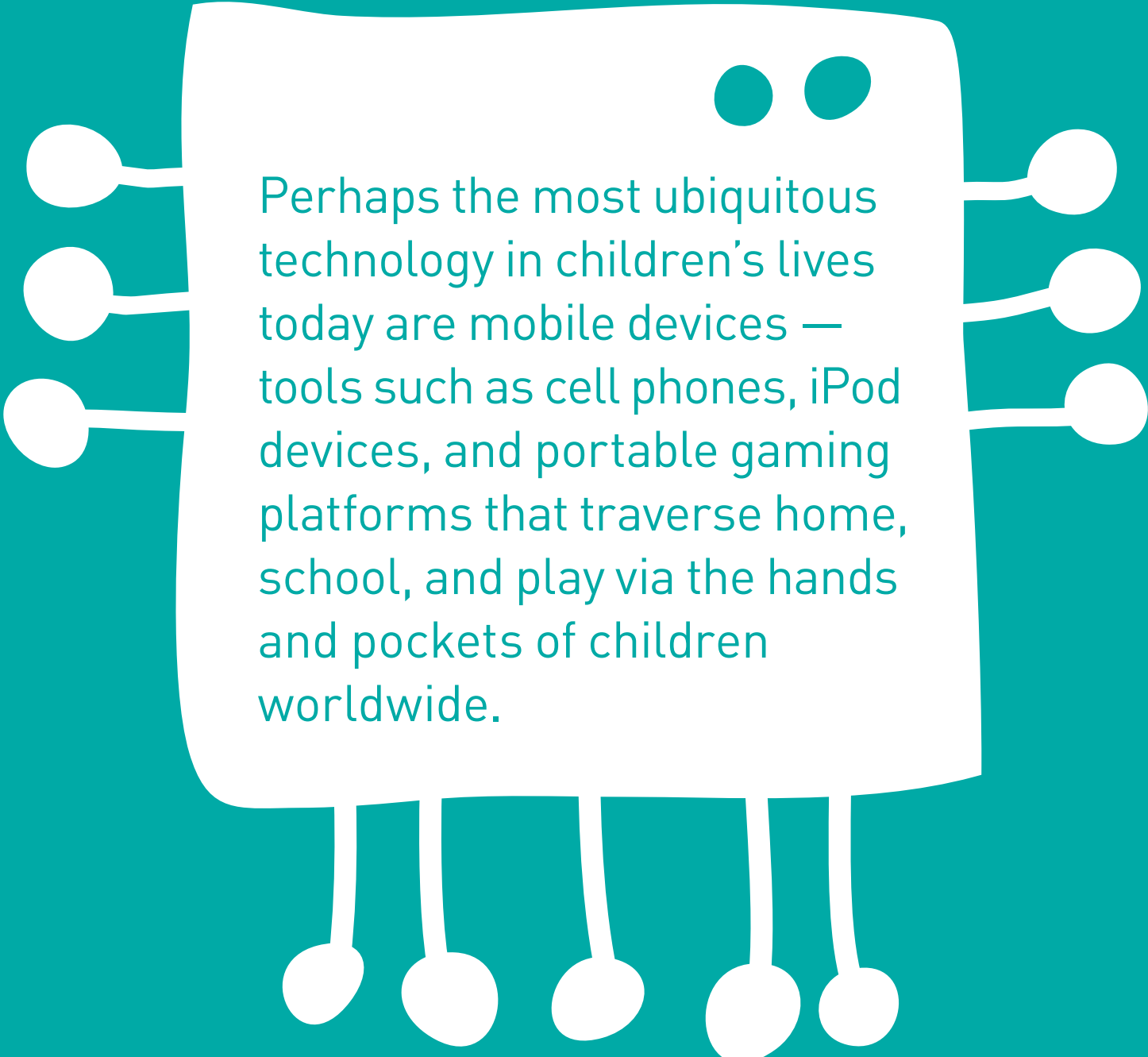
- **Create a White House Initiative on Digital Learning** – The President and new administration should develop a White House Initiative on Digital Learning, beginning with an audit of current government investments in digital technologies for learning. The report also calls for a White House Summit and a digital investment fund to accelerate education reform and promote mobile innovation to help benefit the economy.



Mobile devices are an integral part of children's lives and they are here to stay. The social and cultural phenomena, market opportunity, and, most importantly, the "pockets of educational potential" documented in this report must not be dismissed. Our national debate must shift from *whether* to use these devices to support learning, to understanding *how* and *when* they might best be used. Just as *Sesame Street* introduced generations of children and their families to the potential of television as an educational medium two generations ago, today's children will benefit if mobile becomes a force for learning and discovery in the next decade.



## introduction: making the case for mobile learning



Perhaps the most ubiquitous technology in children's lives today are mobile devices — tools such as cell phones, iPod devices, and portable gaming platforms that traverse home, school, and play via the hands and pockets of children worldwide.



Forty years ago, a revolution in communications technology began in an unlikely place. Or perhaps it would be fitting to say it began on an unlikely street. On November 10, 1969, *Sesame Street* premiered on open-circuit televisions across the U.S. Today, as the longest-running children's program in American history, *Sesame Street* has been viewed by millions of children in more than 140 countries worldwide and is the single largest informal educator in the world. Countless educational media programs, products, research studies, and learning innovations derived from the original concept behind *Sesame Street*: the idea that a mass communications technology — television — could and should play a role in children's learning. In today's digital world, children can watch *Sesame Street* anytime, anywhere, on devices the size of chocolate bars that they can carry around in their pockets.



#### Box 1: Children's technology on the move

- Almost all children in the U.S. have access to a mobile device, with 93% of 6-to-9-year-olds living in a home with a cell phone. (Sesame Workshop, 2007)
- Many children have a mobile device of their own. Over 50% of 6-to-9-year-olds have their own portable video game player, 30% have their own cell phone, and 20% have their own digital music player. (Sesame Workshop, 2007)
- Mobile device ownership among children ages 4-14 has experienced double-digit growth since 2005. (NPD Group, 2008a)

Perhaps the most ubiquitous technologies in children's lives today are mobile devices — tools such as cell phones, iPod devices, and portable gaming platforms that traverse home, school, and play via the hands and pockets of children worldwide (see Box 1). While these devices are undoubtedly a source of fun and entertainment, proponents of mobile learning believe they have significant potential to be a key ally in supporting learning experiences. However, in contrast, most parents and educators are skeptical about the educational potential of such devices (Joan Ganz Cooney Center & Common

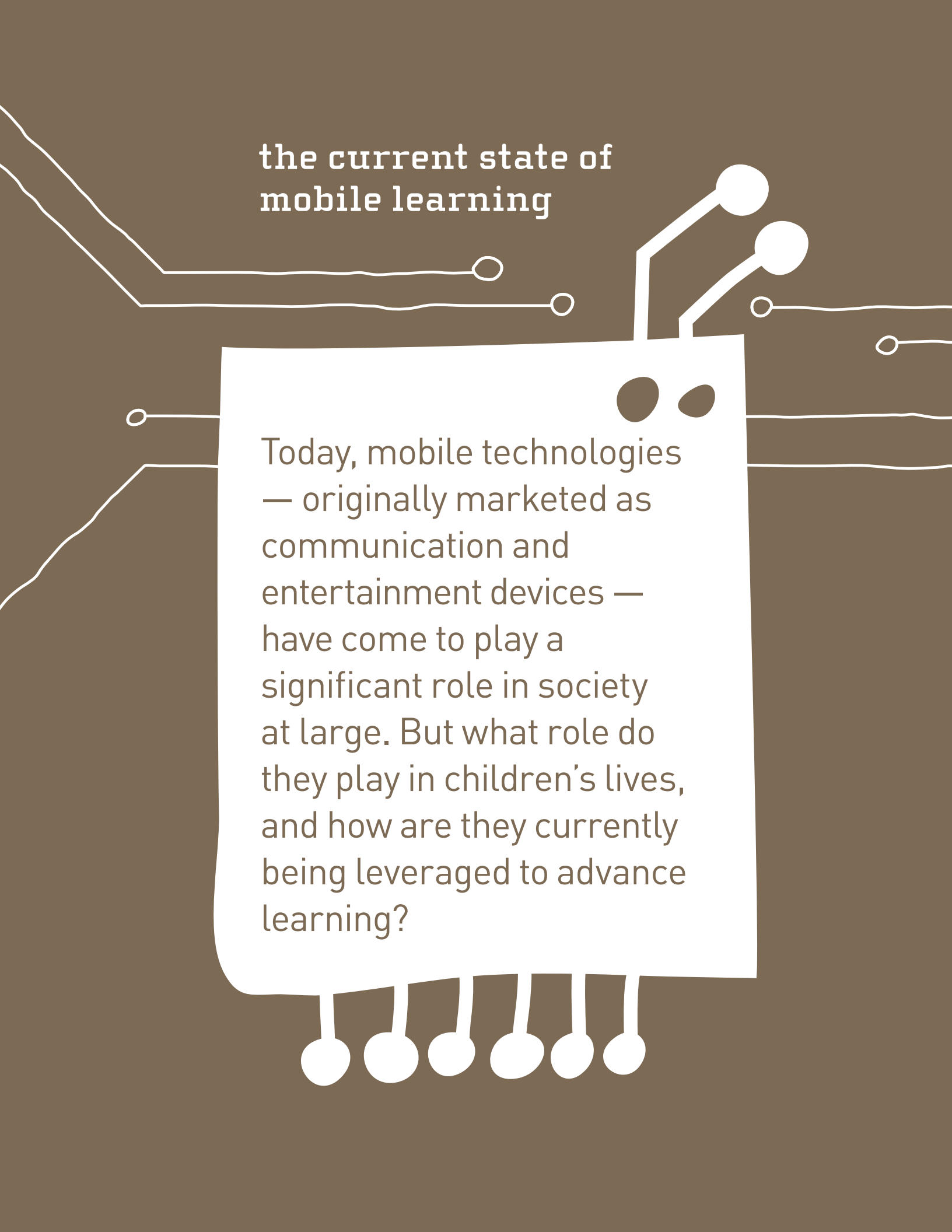
Sense Media, 2008), and with due cause (see "Negative aspects of mobile learning," p.25). But what is not up for debate is the fact that mobile technologies play a significant role in children's lives. With one-third of American fourth-grade children not able to read at grade level (Lutkus, Grigg, & Donahue, 2007), and school failure the norm in many urban communities, it is now critical to explore the role that promising new technologies and tools — including mobile devices — can play in children's learning.

For the purposes of this study, we interviewed a diverse group of experts — proponents of mobile learning who are directly involved in the research, design, development, or implementation of educational mobile technologies for children. We asked them to share not only their experiences with mobile learning but also their hopes and concerns for its future. We did not attempt an exhaustive literature review; rather, we sought to dig deeper on selected issues raised by interviewees through consultation of recent scholarship and news sources.

This report summarizes these interviews and the corresponding literature, and makes a case for strategic investment in mobile learning. It begins with a broad view, examining the current state of mobile learning. It then narrows its focus, identifying both the opportunities in using mobile devices for children's learning and the challenges that will be encountered along the way. Finally, it makes recommendations to key sectors on how to transform mobile learning into a force for dynamic educational impact, challenging the sentiment that mobile technologies are not yet ready to emerge as an educational tool and suggesting that they can be part of a more effective paradigm for learning in the 21st century.



## the current state of mobile learning

The background is a solid brown color. It features several white, hand-drawn style lines and circles. In the upper left, a line descends from the top edge and then runs horizontally. In the upper right, a line ascends from the bottom edge and branches into two lines, each ending in a large white circle. Another line runs horizontally across the middle, with several small white circles attached to it. At the bottom, a series of six vertical lines of varying heights extend upwards, each ending in a large white circle.

Today, mobile technologies — originally marketed as communication and entertainment devices — have come to play a significant role in society at large. But what role do they play in children's lives, and how are they currently being leveraged to advance learning?



Pervasive mobile technologies are being used to increase public productivity in numerous key sectors (see Box 2). Relying on mobile technologies, citizens have become global reporters, spreading news to mass audiences, or narrowcasting personalized information. One study found that a country's GDP rises 0.5 percent for every additional 10 mobile phones per 100 people (Waverman, Meschi, & Fuss, 2005). Today, mobile technologies — originally marketed as communication and entertainment devices — have come to play a significant role in society at large. But what role do they play in children's lives, and how are they currently being leveraged to advance learning?

Mobile devices have become increasingly prominent in the lives of American children. Since 2005, ownership of portable digital devices has experienced double-digit growth among children ages 4-14 (NPD Group, 2008a). The Center on Media and Child Health (2008) predicts that 54 percent of American 8-to-12-year-olds will have cell phones within the next three years. Even among our youngest children, more than 10 percent of 4- and 5-year-olds use a cell phone (NPD Group, 2008a). As these already prominent devices become increasingly popular, proponents of mobile learning argue that the benefits of handhelds as an educational tool can be profound.

Some local authorities and schools are investigating the use of handheld technologies for a range of different teaching and learning purposes. A group of teachers in California, for example, is using iPod devices paired with Belkin recorders to improve student reading (see Appendix A, p.40). They've observed that struggling students show increased motivation to improve fluency skills when they hear what they sound like reading aloud. Other innovative teachers are tapping into popular mobile trends to deliver more powerful instruction. North Carolina's 2008-2009 teacher of the year asks her sixth- and seventh-grade students to translate passages from classic literature into "texting speak" to demonstrate their comprehension and to create a kind of multilingual focus, similar to how learning a foreign language can enhance a student's understanding of his or her native tongue (Bernard, 2008).

## Box 2: Mobile devices in key public sectors

Education is lagging in the use of mobile devices for learning and behavioral change; other major sectors have shown innovative advances in this area.

**Health:** Public health workers in South Africa now send text messages to tuberculosis patients with reminders to take their medication. In Kenya, people can use text messaging services to ask anonymous questions about culturally taboo subjects like AIDS, breast cancer, and sexually transmitted diseases, receiving prompt answers from health experts for no charge (Corbett, 2008). And India's Freedom HIV/AIDS initiative uses mobile phone games to educate people about HIV/AIDS. The games were initially launched on 9 million handsets and later were scaled up to 40 million handsets. (Freedom HIV/AIDS, 2008)

**Banking:** In February 2007, Vodafone rolled out a mobile-banking program in Kenya, with the goal of adding 200,000 new customers in the first year; they reached that number within a month. One year later, the program has 1.6 million subscribers, and Vodafone is now set to open mobile-banking enterprises in a number of other countries, including Tanzania and India. (Corbett, 2008)

**Politics:** Text messaging went mainstream for political campaigns this year, as Barack Obama announced his choice of vice president to supporters via text message and activated a wide-reaching campaign operation. (Kornblut & O'Keefe, 2008)

**Citizen Journalism:** Some of the most intimate, immediate, and widespread images and news about Mumbai's fall 2008 terrorist attacks came from cell phones equipped with cameras and video recorders. Many witnesses used Twitter to update networks of friends and acquaintances around the world with real-time accounts. (Caulfield & Karmali, 2008)



While some innovative districts and teachers experiment, educational researchers are beginning to generate a body of evidence that indicates the learning potential of mobile technologies. Project K-Nect (see Appendix A, p.43), for example, is a pilot education program using smartphones with advanced mobile broadband technologies to deliver educational material to ninth-grade students in North Carolina. According to project director Shawn Gross, 75 percent of participating classes outperformed other cohorts in math subjects in the recently completed first phase of research. Students also displayed increases in average study time, drops in breachment of the smartphone's acceptable use policy, and significant gains in parental involvement.



### Box 3: Industry response to mobile learning

As educators and researchers attempt to unleash the educational potential of mobile devices, toy and game companies are developing educational products directed at both formal and informal environments:

- For formal learning, GoKnow Inc. has created a mobile learning environment (see Appendix A, p.41) that lets teachers create coordinated, curriculum-based learning opportunities. Multi-activity assignments let students view and construct documents of many media types (text, graphical, spreadsheet, animations, etc.).
- An informal scan of Toysrus.com in December 2008 showed that all of the top five best-selling electronic learning platforms for children were handheld toys.
- According to *BusinessWeek*, while education sales account for only a small sliver of iPhone device sales now, they could reach 20 to 25 percent of the market in the coming years (Kharif, 2008). Apple's App Store already offers more than 500 educational applications (Prabhu, 2008) that help teach a variety of skills such as telling time, reading, or learning a foreign language.
- According to LeapFrog's Director of Learning Jim Gray, "Our new connected strategy affords learning through mobile devices, web environments, intergenerational interactions and connections among them."

The use of handhelds for learning is not only an American trend; other nations are attempting to capitalize on these devices as well — some in ways strikingly ahead of the U.S. As the University of Nottingham's Mike Sharples, founder of the mLearn international conference series, told us, "Because of differing cultures, history, and infrastructure, countries around the world have differing perspectives on mobile learning." In the U.S., mobile devices have primarily been explored via small-scale projects in formal environments. The U.K., on the other hand, has mainly focused on learning outside of school, or learning that bridges the formal and informal. Its largest project — Learning2Go (see Appendix B, p.45) — is currently being scaled up to impact the entire district of Wolverhampton. In parts of Africa such as Nigeria, where there is virtually no fixed-line infrastructure, mobile learning often consists of using standard cell phones for managing, coordinating, and administering learning. In Japan, where many families don't have home desktops, cell phones have been used as the main computing device for quite some time. And countries such as Chile are doing advanced research into how handheld devices may be used for collaborative learning. The good news, as Sharples further articulated, is that "we are starting to get a global perspective on mobile learning. National examples are being shared. There is a real opportunity to learn from each other in this field."

The aforementioned products and projects are but a few examples of mobile learning. Appendices A and B present an inventory of more than 25 handheld learning projects in the U.S. and beyond. We have made no attempt to assess the quality or effectiveness of any specific product or project, nor does the sample represent an exhaustive list of everything available. Rather, the inventory highlights examples of mobile learning research, projects, and products based on what we heard from experts, arrayed as follows:

- Appendix A: Mobile Learning Examples and Research Projects (U.S.)
- Appendix B: Mobile Learning Examples and Research Projects (Non-U.S.)



This inventory highlights numerous inspiring examples of mobile learning — including promising preliminary evidence that these devices can transform education. The examples are distinct and diverse. Some employ the most innovative features of mobile devices, like transporting students to augmented realities based on their real-world location; others rely on more standard features, such as using text messaging to send literacy tips to parents of preschoolers. Some capitalize on the personalization capabilities of handheld technologies, counting on each student having her own device; others show how these devices can encourage collaboration when used within a team. Some use mainstream devices; others use devices developed specifically for education. And while this diversity suggests great opportunity, it also reveals tensions in the field of mobile learning, with consequent trade-offs on issues such as distribution vs. innovation and mass-market vs. education-specific.

Many experts were disappointed by the lack of well-financed or highly visible efforts in mobile learning in the U.S. In numerous cases, it is being pushed ahead by an innovative teacher, a passionate researcher, a risky developer, or an inspired parent. Efforts are fragmented and unsupported, and leaders have not yet developed a strategy on how mobile learning should be deployed, or even if it should be used at all. While such haphazard initiatives help spawn innovative instances of mobile learning, multi-sector leadership is needed to connect disparate efforts in academia, industry, professional development, and policy-making. In the meantime, these devices are — in an educational sense — sitting idly in the pockets of millions of children.



## key opportunities in mobile learning



Mobile devices are everywhere children turn, and innovative examples of mobile learning are popping up worldwide. But where should educators, developers, and companies focus their resources now?



Mobile devices are everywhere children turn, and innovative examples of mobile learning are popping up worldwide. But where should educators, developers, and companies focus their resources now? Outlined below are five opportunities to seize mobile learning's unique attributes to improve education.

## 1. Encourage “anywhere, anytime” learning

Mobile devices allow students to transcend the barriers imposed by a classroom's four walls without losing their ability to gather, access, and process information. As Liz Kolb, author of *From Toy to Tool: Cell Phones in Learning*, said, “Mobile devices bring the real world into the classroom, and they bring the classroom into the real world.” Two key benefits of anywhere, anytime learning include promoting situated knowledge and helping to bridge barriers between home, school, and afterschool.

Mobile devices bring the real world into the classroom, and they bring the classroom into the real world.

### *Promote situated learning*

If a child can align her learning with actual situations, scenarios, and environments, basic concepts and vocabulary are clearer and easier to remember and transfer (Gee, 2008). Research in the learning sciences shows that situated learning is most effective when accompanied by scaffolding that is “just in time (when learners are able to apply it) and on demand (when learners know they need it and want it)” (Shore, 2008). Because mobile devices don't wed a child to the classroom or a desk, they complement just-in-time and on-demand learning. Furthermore, the incorporation of global positioning systems (GPS) in many new mobile technologies vastly increases a device's strength to promote situated learning by tying learning to place and embedding virtual information and experiences into the real world. As Okhwa Lee of South Korea's Chungbuk

National University said, “When a child waits, they lose interest in learning or forget what they wanted to know, and learning does not happen. You have to get the secret right there, and with the help of the handheld device, you can have that power.”

When a child waits, they lose interest in learning or forget what they wanted to know. You have to get the secret right there, and with a handheld device, you can have that power.

The GeoHistorian project (see Appendix A, p.41), for example, utilizes wireless mobile technologies to link classrooms with local historical landmarks. Children use mobile phones to take photos, videos, and audio clips of local landmarks, which are then combined into short movies and uploaded to the Internet. Then, using QR codes (see p.29), regular citizens passing by these historical landmarks can access the student-created content. This innovative example capitalizes on mobility to provide situated learning opportunities for students, both in the creation of their own content and in the on-demand learning experience.

### *Break the barrier between home, school, and afterschool*

Many students experience a disconnect between their learning in school and in home and community environments. Especially for struggling learners, there is a need for a 360-degree approach to learning, in which the experiences that underlie in-school learning are aligned with those in afterschool and home settings (Shore, 2008). The ubiquity of mobile technologies may allow new breakthroughs in scaffolding learning across different settings. As Jim Gray, LeapFrog's Director of Learning told us: “Mobile devices help kids make connections between different spheres of their everyday world. It can help connect what they're doing in school with what they do in an afterschool program with what they do at home.”



Mobile devices help kids make connections between different spheres of their everyday world. It can help connect what they're doing in school with what they do in an afterschool program with what they do at home.

In Singapore, for example, the priority in mobile learning is to enable students to learn whenever they are curious, switching between formal and informal contexts in what they refer to as “seamless learning.” Chee-Kit Looi and his team at Nanyang Technological University are working on a research project that gives handheld devices to third-grade students to see how they would use them outside the classroom (see Appendix B, p.47). These investigators aim to fill a gap in the research, which has “typically focused on either formal or informal settings and failed to examine the integrated and synergetic effects of linking these two contexts or environments of learning” (Sharples, 2006, as cited in Looi, in press). Looi contemplates that if the project goes as expected, “mobile devices will help bridge what children do in school — formal learning — and what they do outside of school — informal learning.”

The U.K.'s MyArtSpace project (see Appendix B, p.47) provides another example of mobile's potential, combining mobile phone and web-based service to support learning between schools and museums. On arriving for a museum visit, children are loaned mobile phones running the MyArtSpace software. They can view multimedia presentations of museum exhibits, take photos, make voice recordings, write notes, and see who else has viewed the exhibit. After each action, the content is automatically transmitted over the phone connection to a website that stores a personal record of their visit. Back in the classroom, they can review their visit and the media they have collected, share material with other children, and create presentations.

## 2. Reach underserved children

Because of their relatively low cost, handheld devices can help serve the pressing need to advance digital equity, reaching and inspiring populations “at the edges” — children from economically disadvantaged communities and those from developing countries.

### *Reach children from disadvantaged socioeconomic groups*

Cell phones are already a popular option for projects aimed at helping disadvantaged students. These devices, compared to equipment such as laptops, are less expensive and more likely to already be present in children's homes compared to personal computers.

For example, mobile technologies have been found to help low-income children learn essential literacy skills through interactions with their caregivers. The PBS KIDS Ready to Learn Cell Phone study (see Appendix A, p.43) focused on the ability of cell phones to deliver educationally sound *Sesame Street*-themed parenting tips, audio messages from Elmo, and literacy-related *Sesame Street* videos to lower-income households (Horowitz et al., 2006). The program provided information to parents who were busy and “on the go.” Instead of having to find the time to log onto a website or attend a meeting, parents would receive messages on their cell phones. Tips revolved around everyday literacy activities that the parent could engage in with the child (e.g., while waiting in line at the grocery store or at home in the living room). The study found positive outcomes in parents' ability to scaffold aspects of their children's learning, resulting in increased knowledge from pre- to post-intervention and increased enthusiasm among parents and children.

### *Reach underserved children worldwide*

Mobile phones have also been tapped for education in developing countries that do not have an extensive communications infrastructure but increasingly have access to cellular networks. Eighty percent of the world's population now lives within range of a cellular network, which is double the level that existed in 2000. By the end of 2006,



68 percent of the world's mobile subscriptions were in developing countries. And as a family's income grows — from \$1 per day to \$4, for example — their spending on telecommunications increases faster than spending in any other category, including health, education, and housing (Corbett, 2008).

Perhaps the most groundbreaking mobile learning initiatives are happening in underdeveloped areas of Africa, where access to personal computers is limited but mobile devices are inexpensive and increasingly available (Aderinoye, Ojokheta, & Olojede, 2007). Half of the existing telecommunications lines there are concentrated in capital cities, which account for only 10 percent of the continent, and the largest cities of several countries have more than 70 percent of the total telecommunications lines (Aderinoye, Ojokheta, & Olojede, 2007). Mobile phones, which have penetrated even remote areas, have the ability to offset these disproportional numbers between cities and rural areas.

The Nigerian National Council for Nomadic Education, founded in 1989, seeks to improve the educational opportunities for those primary school-age children lacking in adequate shelter, food, and health care. The Council, dissatisfied with the results of traditional distance education methods, recently began integrating mobile technologies into its curricula. Preliminary reports suggest increased literacy among target populations and support the suitability of mobile technologies for nomadic lifestyles (Aderinoye, Ojokheta, & Olojede, 2007). The MOBI Project of South Africa (see Appendix B, p.46) delivers mathematics content to students and provides mobile access to tutors (Matthee & Liebenberg, 2007), and the School Empowerment Program (see Appendix B, p.47) of Kenya uses mobile technologies to remotely provide primary school teachers in rural and urban areas with training, support, and materials (Traxler, 2005).

### 3. Improve 21st-century social interactions

Some observers have asserted that immersion in mobile technologies can be detrimental to a child's social interactions. They draw a picture

of an isolated child, alone in her room, focused solely on her cell phone, or a classroom of children sitting quietly at their desks, heads hunched over individual small screens. On the contrary, research has shown that, if used properly, mobile technologies have the power to promote and foster collaboration and communication, which are deemed essential for 21st-century success. In the 21st century, traditional literacies such as reading, writing, and arithmetic continue to be crucial skills, but they are not sufficient to achieve success in today's globally competitive world. Organizations such as the Partnership for 21st Century Skills and the National Council of Teachers of English have developed new practice principles, including frameworks that articulate the skills, knowledge, and expertise students should master to succeed in the 21st century (Partnership for 21st Century Skills, 2007; National Council of Teachers of English, 2009). Mobile technologies have the potential to help “level the playing field” in gaining these gateway skills and competencies if they are deployed fairly to advance digital equity. But more specifically, mobile technologies have, perhaps, unique potential to advance 21st-century skills such as collaboration, communication, and global awareness.

#### Collaboration

Collaboration skills have always been imperative to the healthy emotional and cognitive development of children. However, the current generation of students will enter a workforce where they will be expected to share responsibility with diverse, global teams working together to accomplish common goals as never before. Though any web-enabled device can facilitate online collaboration, and physical collaboration doesn't require technology at all, mobile devices have the distinctive ability to bridge the gap between virtual and physical collaboration. Eric Klopfer of the MIT Teacher Education Program and the Education Arcade has designed, developed, and researched mobile learning games for a variety of platforms, including Palm OS, Windows Mobile, and cell phones. These games include location aware “Augmented Reality” games as well as casual multiplayer games that involve player-to-player interaction. These latter games, known as



participatory simulations (see Appendix A, p.43), include science, math, and social science–based games that are meant to be played by the whole class. Interactions between players in the game are mediated by peer-to-peer beaming.

In one of the participatory simulations called Discussion, a statement such as “Technology has succeeded in changing classroom practices” is presented to the students, who must log in their agreement or disagreement with the statement and provide a brief rationale on their PDAs. Players must then make their case to others and track how their own opinion and rationale changes in response to feedback. In this case, the mobile device is acting as a mediator for collaboration and communication.

### Communication

The ability to articulate thoughts and ideas clearly and effectively through speaking and writing has never been more necessary or complex. Communication has now become open, social, global, and asynchronous (Alexander, 2006), and handheld technologies are particularly good at enhancing these skills.

From a practical point of view, numerous communication options are embedded on a single mobile device (voice, text messaging, e-mailing, mobile IM) and are readily available, as an integrated part of most children’s lives. Mobile technologies, particularly the new generation of smartphones, can communicate effortlessly with other devices through Bluetooth, thus providing more opportunities for information exchange (Traxler, 2005). From an instructional theory perspective, mobile technologies facilitate what some researchers call “conversational learning,” in that they naturally support an environment where people “can converse with each other, by interrogating and sharing their descriptions of the world” (Naismith, Lonsdale, Vavoula, & Sharples, 2004). Using mobile devices, children have improved ways to form their own learning networks as they communicate through conversations, texting, e-mail, and social-networking applications with both peers and teachers (Field, 2005).



### Box 4: Mobile devices and language learning

One key element of communication is language, and the benefits of mobile technologies for English Language Learning is being recognized in the U.S. and around the world.

For example, Sesame Workshop has recently rolled out extensive free **podcasts** featuring Muppet characters that teach young children (and second language learner adults) the essentials of reading and language skills.

Other inspirational examples focus on helping low-income neighborhoods outside the U.S.

**The MILLEE project** from UC Berkeley provides cell phones filled with interactive and engaging instructional English games and vocabulary to elementary and middle school children in India. Meant to complement in-school curriculum of underserved, isolated populations, this project recognizes that learning English as a child not only increases global awareness, but also determines access to elite academic institutions and a higher standard of living (Kam, Rudraraju, Tewari, & Canny, 2007). A similar **Mobile-Based Interactive Learning Environment (MOBILE)** project in Taiwan found that elementary-age students increased their English vocabulary and were more enthused as a result of the mobile platform (Tan & Liu, 2004).

Both MILLEE and MOBILE projects are based in rural populations, where access to formal education may not be adequate, and take advantage of children’s interest in mobile devices, cell phones in particular.

## 4. Fit with learning environments

Educators and learners often face a love-hate relationship with technology. On the one hand, computers and the Internet can bring a wealth of information; on the other, hardware and software can be fickle, hard to maintain, and disruptive to the flow of learning. Mobile devices can help overcome many of the challenges associated



with larger technologies, as they fit more naturally within various learning environments of a child's life, both in and out of the classroom.

### ***Learning in the classroom***

Around the world, digital and mobile technologies are rapidly changing the way young people learn, showcase their knowledge, and share their ideas outside the classroom. Still, few students have the chance to apply these skills to their classroom learning. As Pearson Foundation's Mark Nieker has observed through his work with the Mobile Learning Institute (see Appendix A, p.42), "Children are experts at using these devices — they love using these devices — but in most cases none of that expertise or engagement currently has currency inside the classroom."

Children are experts at using these devices — they love using these devices — but in most cases none of that expertise or engagement currently has currency inside the classroom.

The portability of mobile technology may be an attractive choice in the classroom for several reasons. Mobile technologies by definition move with the child. They can be used anywhere the child is, making a special trip to the computer lab or a return to the desk unnecessary. Additionally, the price of mobile technologies is significantly lower than even micro-laptops, making the one-to-one paradigm recommended by many experts increasingly feasible. Finally, mobile devices enable students to control the public-private boundary within the classroom, something that larger technologies can make difficult. Students can easily transition from their individual tasks to sharing their work with instructors or peers, which helps to maximize collaborative learning. As Jeremy Roschelle said, "When it's in your hands, you can control what you want to be private and what you want to share, whereas with a desktop, it's really hard to turn the screen around."

### ***Informal learning***

Mobile technologies can empower kids to explore a whole range of environments, from the outdoors to public spaces, as loci for learning. There are numerous games specifically designed for mobile devices that require continuous movement from place to place and have the benefit of creating an authentic, hands-on learner experience (Dembo, 2006; Games Atelier, 2008). The majority of such applications involve museums, though some incorporate an entire town or city.

One such project, Yellow Arrow, began in 2004 as a street art project on the Lower East Side of Manhattan. It is built around the general philosophy that every place is distinct and engaging if seen from a unique perspective. Participants place uniquely coded Yellow Arrow stickers to draw attention to different locations and objects. By sending a text message from a mobile phone to the Yellow Arrow number beginning with the arrow's unique code, Yellow Arrow authors connect a story to the location where they've placed their sticker. Messages range from short poetic fragments to personal stories to game-like prompts to action. When another person encounters the Yellow Arrow, she sends its code to the Yellow Arrow number and immediately receives the message on her mobile phone. The website [yellowarrow.net](http://yellowarrow.net) extends this location-based exchange by allowing participants to annotate their arrows with photos and maps in the online gallery of Yellow Arrows placed throughout the world. Yellow Arrow is currently in more than 35 countries and 380 cities globally and has become a powerful way to experience and publish ideas and stories via text messaging on mobile phones and interactive maps online.

## **5. Enable a personalized learning experience**

As Kurt Squire told us, "Mobile devices enable kids to develop passions and interests via their own personalized, media-enhanced environments that can transport them to different times and places." Not all children are alike; in an ideal world, instruction should vary and be adapted in relation to individual and diverse learners. Differentiated instruction is a process to approach teaching

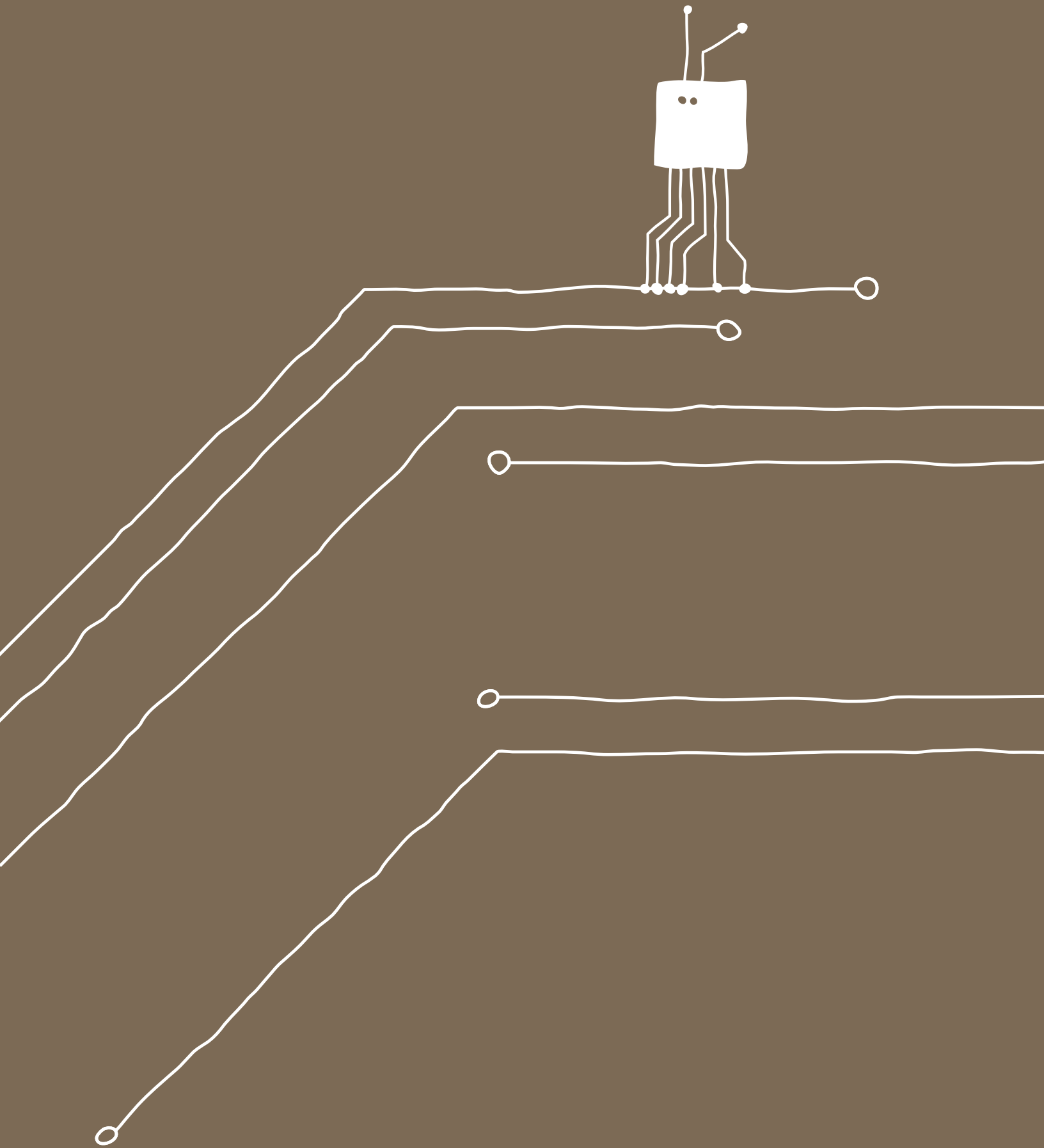


and learning that recognizes learners' varying background knowledge, readiness, language, preferences, and interests, and reacts responsively. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting them where they are and assisting in the learning process (Hall, 2002). There are significant opportunities for genuinely supporting differentiated, autonomous, and individualized learning through mobile devices.

Mobile devices enable kids to develop passions and interests via their own personalized, media-enhanced environments that can transport them to different times and places.

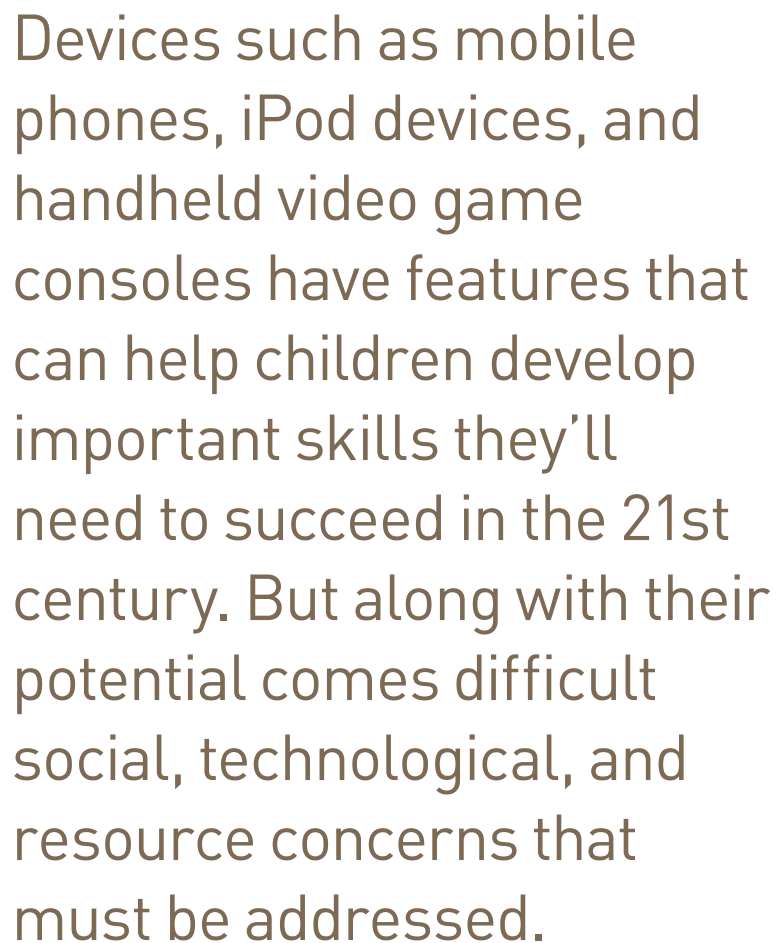
Sesame Workshop's iREAD project (see Appendix A, p.41) is a highly personalized, media-based literacy intervention system that targets the instructional needs of each individual student. The project assesses a student's literacy challenges in order to develop an individualized intervention, made up of classic video footage from Sesame Workshop's award-winning series *The Electric Company* and newly created interactive games based on that footage. The effectiveness of this prototype system will be evaluated in a large-scale national study that is currently under way, with support from the Workshop and the Corporation for Public Broadcasting. Results of a pilot study indicate significant promise.







## key challenges in mobile learning



Devices such as mobile phones, iPod devices, and handheld video game consoles have features that can help children develop important skills they'll need to succeed in the 21st century. But along with their potential comes difficult social, technological, and resource concerns that must be addressed.



Devices such as mobile phones, iPod devices, and handheld video game consoles have features that can help children develop important skills they'll need to succeed in the 21st century. But along with their potential comes difficult social, technological, and resource challenges that must be addressed. Below, we explore five key concerns in using mobile devices for learning.

## 1. Negative aspects of mobile learning

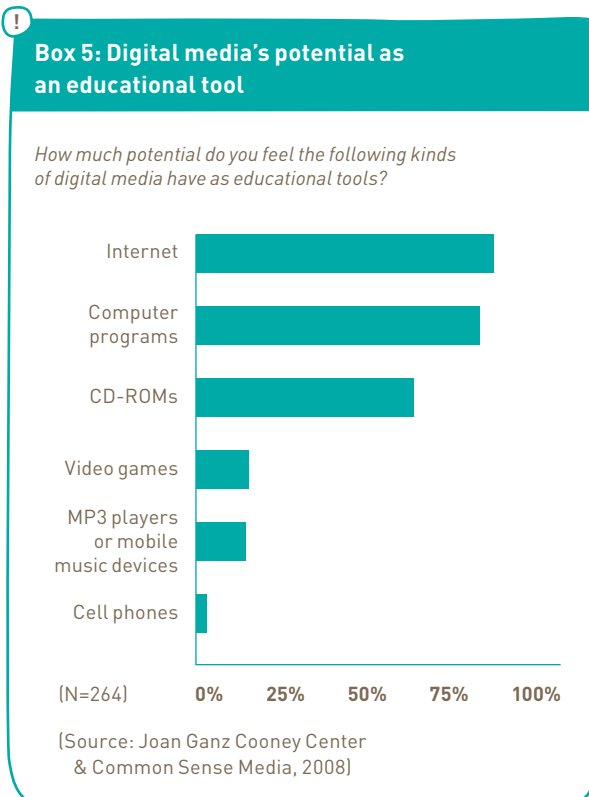
Though mobile technologies offer rich opportunities to promote children's healthy development and learning, the devices pose potential pitfalls. There are a number of cognitive, social, and physical challenges to surmount when these devices are incorporated into children's learning. Some of these serious concerns, which have led to controls such as cell phone bans in many school districts, include:

- Increasing the "screen time" that is already so prevalent in children's lives.
- Difficulty monitoring children's access to and sharing of inappropriate content.
- Potential for students to become distracted, diminishing educational engagement.
- Growing acceptance of texting slang/abbreviations and concern about the negative effects on children's writing.
- Enablement of cheating via text messaging.
- Possibility that the devices will be used for "cyberbullying."
- Concern, largely speculative, over whether too much cell phone use may negatively affect children's health.
- Data privacy issues, such as concern from schools that assessment and other proprietary data could leak onto children's personal devices.

Unless mobile learning initiatives actively attempt to understand, take into account, and counteract these disadvantages, the devices could potentially do greater harm than good.

## 2. Cultural norms and attitudes

Though many experts believe that mobile devices have significant potential to transform children's learning, parents and teachers apparently are not yet convinced. A 2008 study done by the Joan Ganz Cooney Center at Sesame Workshop in collaboration with Common Sense Media and Insight Research Group reported that parents and teachers were skeptical about the educational value of mobile technologies. The study found that teachers see the Internet, computer programs, and CD-ROMs as having more educational potential than mobile forms of digital media (see Box 5). Furthermore, more than half of teachers see MP3 players solely as entertainment devices (54 percent) and feel they have no place in school (69 percent), and almost all teachers (85 percent) see cell phones as distractions, with 64 percent agreeing they have no place in school.





### 3. No mobile theory of learning

As Liz Kolb told us, “Frankly, we haven’t grown up seeing models of cell phones being used in school, so we don’t even consider it a potential learning tool and teaching tool. Even the pre-service teachers who are 18, 19, or 20 years old, who grew up with cell phones for the most part, they never, never — not to this day — ever consider using a cell phone in learning. And the number-one reason is that they never saw models of it.” Only once we have a theory for learning with mobile technologies in different settings and different populations can these devices be used to their full potential.

We haven’t grown up seeing models of cell phones being used in school, so we don’t even consider it a potential learning and teaching tool.

Numerous researchers have called for a learning theory specific to mobile technologies that will allow for effective assessment, pedagogy, and design of mobile applications (Klopfer & Squire, 2003; Zurita, Nussbaum, & Sharples, 2004; Naismith, Lonsdale, Vavoula, & Sharples, 2006). The potential for mobile technologies to contribute to lifelong, dynamic, contextualized, and social learning rests on the establishment of principles that highlight and exploit the specific characteristics of learning with mobile technologies.

Sharples, Taylor, and Vavoula (2005) propose the following standards against which a theory of mobile learning should be examined:

- Is it significantly different from current theories of classroom, workplace, or lifelong learning?
- Does it account for the mobility of learners?
- Does it cover both formal and informal learning?
- Does it theorize learning as a constructive and social process?
- Does it analyze learning as a personal and situated activity mediated by technology?

### 4. Differentiated access and technology

In September 2008, there were 311 different cell phones available for purchase on Amazon.com — and that doesn’t include the multitude of handheld video game consoles, computers, MP3 players, and other such devices that compose the realm of mobile technologies. This diversity represents a challenge for both the teachers and learners attempting to capitalize on mobile learning and the producers seeking to develop software applications to facilitate such learning.

Another important and related concern is how to prepare school curricula around such diversity. Mobile learning advocates often compare a cell phone or other device to a pencil and paper. However, when a teacher asks students to “take out their pencils,” she can be fairly confident that though the pencils may look different, they will all have the same capabilities. All will have some sort of graphite or ink that can be used to mark paper. All will be thin enough for a child to easily hold and manipulate to facilitate drawing and writing. Most will have an eraser that can be used to correct mistakes. Mobile technologies, on the other hand, don’t offer this type of standardization. One student may bring an iPhone device, which touts a phone, web browser, MP3 player, GPS, camera, and full-color touch screen among its many features. The next student may have an older cell phone with just calling and text messaging capabilities. And some students may enter with no device at all. Even in the future, when some predict nearly all children will carry mobile phones, there will always be the students who forget their phones, whose parents don’t allow them to have a phone, or who simply can’t afford them. A mobile learning approach that can accommodate this flexibility will have the best chance of success.



## 5. Limiting physical attributes

Poorly designed mobile technologies adversely affect usability and can distract users from their learning goals. These limiting physical attributes could become even more problematic if developers try to take educational technology interventions that have been developed for a full-sized computer and simply shrink them down to be used on mobile devices.

Physical aspects of mobile technologies that may prevent an optimal learning experience include:

### **Text entry**

Entering large amounts of text is impractical given the dexterity needed to operate the smaller controls.

### **Small screen size**

Screens are by necessity smaller on mobile devices. Unless applications are built specifically with mobile devices in mind (see Box 6), screen content (images and text) may be either too small and cause eye strain, or too large and require constant scrolling. This limiting factor may also make some educational enhancements more difficult, such as encouraging complex literacy experiences.

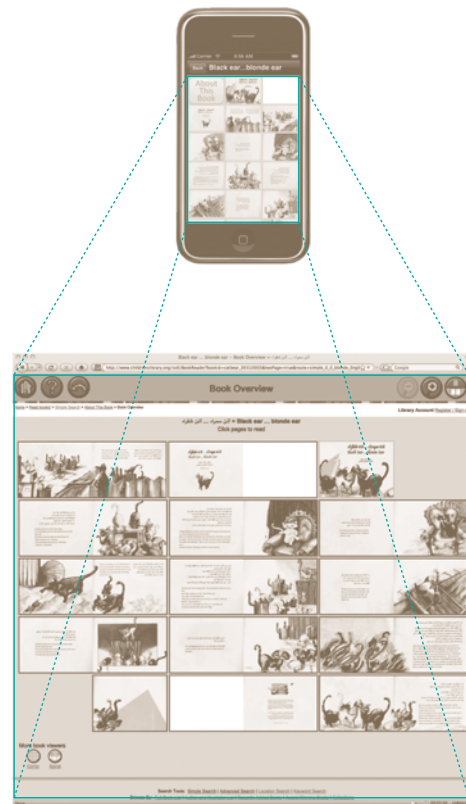
### **Limited battery life**

Mobile applications should run on as little power as needed. Keeping 30 mobile devices in a classroom sufficiently charged could be difficult for any educator to manage.



### **Box 6: The International Children's Digital Library – creating the iPhone edition**

The International Children's Digital Library (ICDL; [www.childrenslibrary.org](http://www.childrenslibrary.org); see Appendix A, p.42) holds the world's largest and most diverse collection of digitized children's books freely available online. Allison Druin and Ben Bederson at the University of Maryland's Human-Computer Interaction Lab launched the library in 2002, when large-screen web browsing was the norm and social networking was still a fringe activity. As Druin articulated, "When we first began the development of the ICDL, 9-year-olds didn't have their own Facebook pages, 3-year-olds weren't watching videos on daddy's iPhone, Google hadn't begun digitizing the world's books, and digital libraries for children were rare" (Druin, in press). For the past two years, Druin and her team have been developing new versions of the ICDL that can live on the iPhone device, which has a small screen and touch interface. The team involved children, as they always do, in their design efforts, adapting what they had created for a big screen to work within the limitations of a small one. The figures to the right compare the two versions.





## relevant market trends and innovations

The mobile market is one of the most rapidly evolving industries in the world. Over the last decade, as power and functionality have increased, device size and prices have decreased. These devices continue to get smaller and their potential for learning seems to get bigger.



The mobile market is one of the most rapidly evolving industries in the world. Over the last decade, as power and functionality has increased, device size and price has decreased. These devices continue to get smaller, and their potential for learning seems to get bigger. This bodes well for mobile learning, because, as Intel Research Psychologist Richard Beckwith put it, “Kids are the ones who are most in need of powerful devices, but at the same time they are the least likely to get them.” Experts outlined a number of developments that could have the greatest impact on children’s learning.

### Extreme convergence

Convergent devices offer a range of features that “lessen your need for other things, including a watch, alarm clock, calculator, camera, video camera, home stereo, television, computer, or, for that matter, a newspaper” (Corbett, 2008). Now, almost all cell phones are built with features that used to be the expensive add-ons, such as color screens, cameras, and mobile web. There is also a move from “feature phones,” on which certain functions like making a call or taking a picture can be performed, to smartphones that have an operating system just like a computer. According to the NPD Group, smartphone sales to U.S. consumers reached 9 million units from January through July 2008, a year-over-year increase of 84 percent. Even as overall handset sales and revenues declined in the U.S., smartphone revenue increased 71 percent — reaching nearly \$1.7 billion (NPD Group, 2008b).

Individually, features like wireless capability, web browsers, cameras, microphones, audio recorders, and video recorders are useful as teaching aids; when bundled together, the sky’s the limit. University of Michigan’s Elliot Soloway has pointed out that “For kids, the issue of multimodal input and multimodal self-expression is paramount.” The Center for Children & Technology calls the Nintendo DS a “pocket-sized laboratory” and considers the device’s many features well-suited for in-class collaboration, language support, observation recording, and creative “project-based” learning (Box 7, p. 31).

### Location, location, location

By October 2009, about half of phones in the U.S. will have GPS (Tedeschi, 2008). On the consumer front, the big advantage of GPS has traditionally been directions- and map-based functions; however, researchers are putting it to other uses in the realm of kids and education. The possibilities enabled by these applications — especially when used in combination with social networking applications — are significant. For example, Eric Kloper of the MIT Teacher Education Program uses location data in augmented reality games (see Appendix A, p.40) that engage students in simulations that combine real-world experiences with additional information supplied to them by handheld computers.

Another innovative and increasingly popular use of location-based data in handheld devices is Geocaching ([www.geocaching.com](http://www.geocaching.com)), a high-tech treasure-hunting game played in over 100 countries by adventure seekers equipped with GPS devices. The basic idea is to locate hidden containers, called geocaches, outdoors and then share your experiences online. While this novel concept was not developed for educational purposes, innovative teachers from around the world have documented successful use of this concept with their students.

While GPS may present much educational potential, there are other ways that mobile devices can receive location-based data and context sensitivity:

#### QR codes/mobile tagging

A QR code is a 2- or 3-dimensional barcode that can contain various data types, with URL being the most common. A mobile phone user can access the information embedded in a QR code simply by taking a picture of it. At present, this form of mobile tagging is most prevalent in Asia and Europe

#### Visual search engines

Evolution Robotics VIPR visual search technology allows the user to take a photo of any movie poster, CD, or book cover, and receive an e-mail with information and links pertaining to that image. It was deployed in Japan last spring and is expected to make an appearance in the U.S. soon.



## Consolidation at last

Traditionally, it has been extraordinarily difficult to develop software applications for mobile phones due to proprietary platforms, and the mobile phone market has experienced a long-standing lack of a collaborative effort to fix this problem. Developers commonly needed to create numerous versions of the same application for the multitude of handsets on the market. Now, through mobile operating systems like Windows Mobile, iPhone, Symbian, and Android, a number of different platforms are consolidating. The hope is that this consolidation will bring developers on board to develop a diverse array of applications — including educational applications — that may have been cost-prohibitive before.

A major force behind consolidation is Google's Android, the first open and fully featured mobile platform. Android enables developers to create their own mobile devices and applications at lower costs — causing proponents to predict that this may lead to a wider selection of affordable phones.

## The 21st-century button

Humans control their machines via input devices, which, for mobile technologies, have traditionally consisted of buttons and keypads. However, the dexterity required for such control has prevented children from achieving full control of pocket-size devices. Recent developments in this area include:

### *Touch screen*

Perhaps the most prominent innovation in this category is the touch screen, a feature that industry experts have often noted as one of the defining success factors for market leader Nintendo DS. Touch screen hardware and software have finally matured to the point where the screens are showing up in mainstream consumer products en masse. Touch screen displays are found today in airplanes, automobiles, gaming consoles, machine control systems, appliances, and handheld display devices of every kind. Due in large part to the popularity of the iPhone device, the touch screen market for mobile is projected to be \$5 billion in 2009 (ABI Research, 2008).

LeapFrog's Leapster Learning Game System is an educational handheld game console aimed at 4-to-10-year-olds that features a touch screen with a stylus that enables young users to interact directly with the screen.

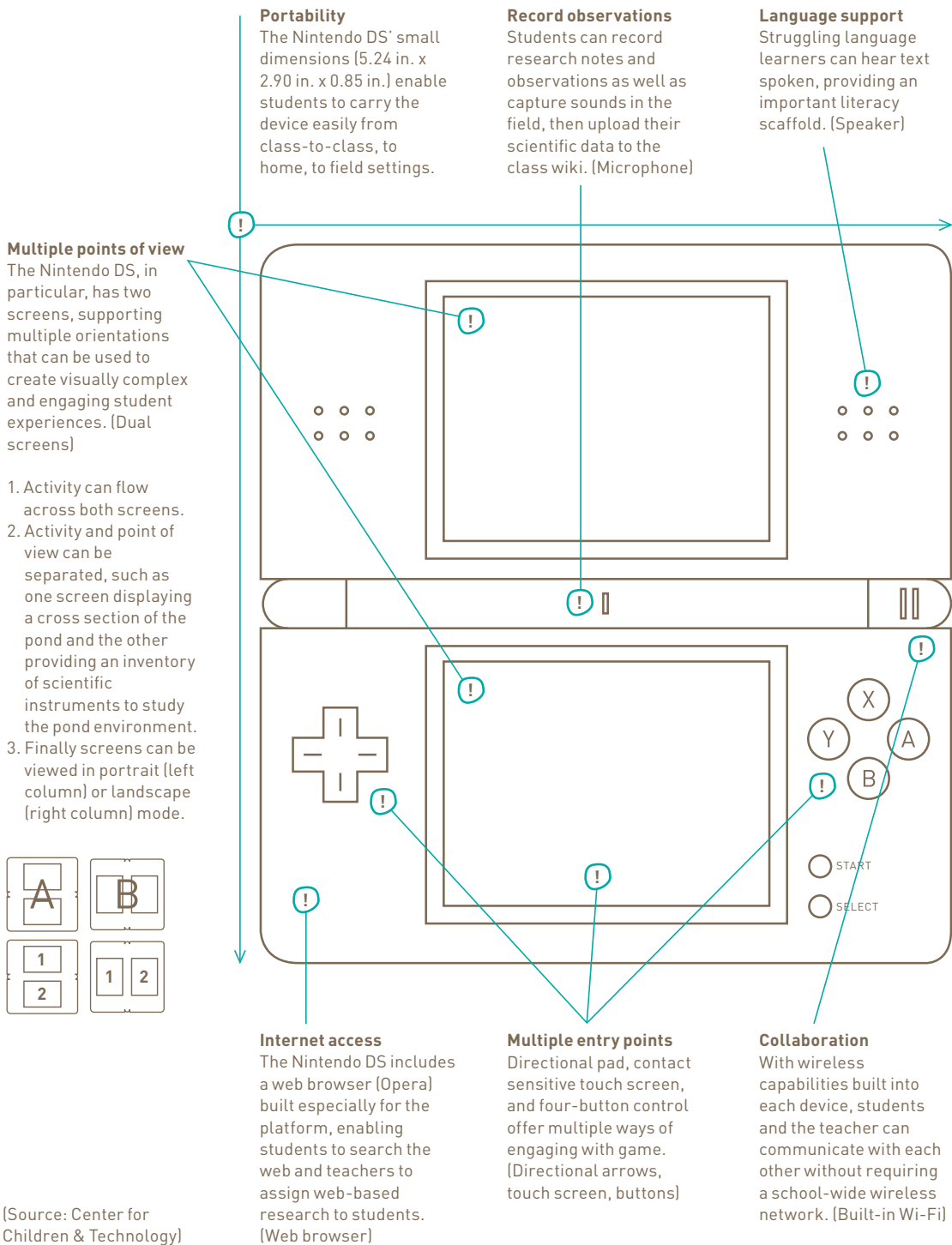
### *Gestural input*

Popularized by Nintendo's Wii, the ability to control devices via physical motion clearly resonates with kids. This concept is enabled primarily via accelerometers, which measure acceleration and gravity-induced reaction forces, and are increasingly present in portable electronic devices and video game controllers, most notably the iPod Touch and iPhone devices.






## Box 7: Classroom affordances: Portable game systems — pocket-sized laboratories





## goals for mobile learning



Outlined here are goals, strategies, and a multi-sector action plan to transform mobile learning from a state of uneven and scattered innovation into a force for dynamic educational impact.



According to a recent report of the Benton Foundation, “Too often, America educates its children for the challenges they will face in the global, knowledge-based 21st century using 20th-century technology and methodology. Other nations provide students with laptop computers, fast broadband connections, and state-of-the-art digital applications, infusing technology and innovation throughout their educational experiences” (Benton Foundation, 2008).

*Pockets of Potential* makes a case for wider experimentation and new investments in the design and deployment of mobile technologies to advance children’s learning in the U.S. Building on their market power and established engagement with the next generation, and the need for new innovation in the U.S. economy, there is a timely opportunity to advance mobile learning. Outlined below are goals, strategies, and a multi-sector action plan to transform mobile learning from a state of uneven and scattered innovation into a force for dynamic educational impact.

## **1. Learn: Understand mobile learning as a unique element of education reform**

Handheld technologies and their learning applications require a systematic research inquiry to determine how they can become an important driver of technology integration in education. Public and private sector support for needed R&D should:

### ***Invest in understanding the development of “mobile kids”***

As Kurt Squire suggested, “With handheld devices, kids today can be online with an Internet connection all of the time, unless they specifically try to get away. What is it like when you’ve been raised in an environment where you don’t know what it’s like to ever be offline?” Researchers, educators, and parents have entered new territory in digesting the implications of children’s involvement with technology. Key developmental issues that should be carefully researched include:

- The impact of mobile technologies on brain and behavioral functioning. For example, how will uses of these devices affect children’s memory and the ability to find information or manage multiple projects?
- Are there negative health risks to children?
- Usability issues at various ages and stages. For example, how do children’s abilities with handheld devices evolve over time? Can they use multiple features?

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### ***Develop new theories and models for leveraging mobile technologies***

Existing applications of mobile learning tend to employ design and evaluation principles taken from traditional or e-learning theories, and the outcome results in “mobile versions” of established approaches. This design approach fails to take into full account the unique affordances of learning through mobile technologies. Some fundamental questions in building a theory of mobile learning include:

- How can mobile technologies help address important educational gaps in skills, such as learning to read and write, promoting access to rich scientific and technical content, and second-language development?
- How can mobile technologies help enable a 360-degree approach to learning?
- What design principles and features lead to learning from mobile devices?
- Which instructional practices best leverage mobile devices?
- What kinds of devices work best, under which circumstances, and for whom?
- Do mobile technologies enable children to be more or less creative? Reflective?



### *Learn from other countries*

Though some European and Asian countries have large-scale, government-funded mobile learning initiatives, the U.S. is significantly behind in providing a supportive R&D infrastructure for exploring the use of mobile technologies to advance children's learning. Mobile education offers an interesting case for cross-national learning and collaboration. Developed nations have the opportunity to learn from developing countries, where program developers have little or no track record of e-learning to contend with and are skipping immediately to mobile technologies because of their low cost and ubiquity.

## **2. Develop: Build mobile learning interventions**

As John Traxler asserted, "In places with widespread Internet and digital infrastructure, mobile learning is often conceptualized as a continuation of e-learning, so mobile learning applications are often designed within the traditional technology-in-education paradigm." But as this report highlights, mobile devices have features that are distinctive, and developers of mobile learning applications must leverage both unique mobile assets and surmount special challenges. Industry should lead and be given more powerful incentives to:

### *Design educational innovations to capitalize on unique affordances of mobile*

Our experts unanimously agreed that it is entirely ineffective to take educational technology interventions that have been developed for a big screen and simply shrink them down to be used on mobile devices. Developers need to discern what is special about mobile devices (e.g., portability, ubiquity, personalization) and design interventions that take advantage of those attributes.

### *Counter the disadvantages and limiting physical attributes of mobile devices*

Mobile technologies have numerous disadvantages (e.g., can be distracting) and limiting physical attributes (e.g., difficult text entry) that — if not taken into consideration — could detract from the learning experience.

### *Avoid constant defaults to the latest technology*

While it is important to understand how the latest innovations in mobile technologies — GPS, QR Codes, accelerometers, etc. — can be used for education, in order to develop scalable models, one should also consider features that will become ubiquitous. Relying on features that are more common on less expensive phones will help ensure that mobile technologies can help close rather than amplify the digital divide. Such an approach will be easier for developers and school leaders as keeping up with rapidly evolving hardware can be jarring and costly.

### *Create development tools for educators*

As Stanford University's Roy Pea told us, "Android is what both the industry and the academic development community are most enthusiastic about, and rightly so." However, at the moment, the development tools are oriented toward industry and computer scientists, and are not accessible to an education graduate student, teacher, or faculty team. Higher-level development tools that are closer to how people think when they design instructional materials would open up development significantly to the education sector.

## **3. Promote: Engage the public and policy-makers in defining the potential of mobile devices for learning**

Though research shows, and experts believe, that mobile devices have significant potential to transform children's learning, most parents and teachers still view these devices as serving social, communication, and entertainment purposes. But, as Eric Klopfer put it, "I do think that cell phones have the potential to be a negative in schools. Yes, students can send text messages to each other about what's on the test, and, yes, students can send disrespectful videos of their teacher to YouTube. But those types of harmful activities have been happening in schools for a very long time. We don't ban pencils and paper because students pass notes." We need to engage the public to view these devices as more than a means of communication and entertainment.



Cell phones have the potential to be a negative in schools. But we don't ban pencils and paper because students pass notes.

To promote public understanding, and prepare for the effective use of such devices, government, industry, and philanthropic organizations should expand resources to:

***Scale up and disseminate innovative exemplars of mobile learning***

Our inquiry uncovered dozens of exciting new mobile innovations that deserve wider scrutiny and possible adoption. Currently a lack of collaborative effort to study or scale up innovation in this arena is a major obstacle. Therefore we must provide opportunities for public agencies and industry leaders to discover and disseminate evidence of what works.

We recommend that federal and state policy-makers place priority on identifying and disseminating mobile technology and learning innovations. Philanthropic initiatives to allow teacher experimentation and parent engagement with mobile technologies should be expanded. Finally, a national “best practices” initiative to disseminate effective uses of mobile technology for education should be established by a research entity, with support from philanthropic and policy leaders.

***Provide incentives for needed infrastructure***

As the experts cited in this paper suggest, if students were allowed to capitalize on their own devices, a significant proportion of money spent on hardware could be redirected to software and curriculum development to help move the needle on the use of mobile technologies to promote children's learning. As Elliot Soloway speculated, “Imagine the day when kids will come with their Motorola, their Nokia, whatever it is they may have, and the teachers are going to say ‘Okay, kids, we’re going to load up your mobile with this software that’s going to make it educational.’” To promote such seamless

learning, we recommend that E-Rate funding to low-income communities be expanded to support technology infrastructure that will enable mobile use in school, library, and home settings.

***Develop educational standards for industry***

The Joan Ganz Cooney Center's 2008 report *D is for Digital* found that digital media are too often marketed by companies that lay claim to substantial educational impact despite weak evidence. That report recommended that regulatory bodies such as the Federal Trade Commission, voluntary industry groups, and parent advocates such as Common Sense Media should collaborate on a consumer protection initiative to better describe educational effectiveness in interactive media products for children. As mobile applications for children's learning proliferate, we reaffirm the importance of such an effort to protect consumers.

**4. Prepare: Train teachers and learners to effectively incorporate mobile technologies**

Dan Sutch of Futurelab told us that, “Often the bulk of spending in incorporating technology into education is on the technology itself; however, preparing teachers and learners to use these technologies and helping them develop practices to incorporate them should actually be the priority.” National, state, and community school leaders should:

***Build capacity: Digital teacher corps***

Teachers cannot teach with devices they do not understand. Professional development is essential to the future of mobile learning. Perhaps most important is to avoid a problem that has often occurred with the incorporation of technology into education in general: It is not just a matter of showing teachers how to use the devices; rather, it is crucial to show them how to use them within their curriculum. For example, as part of the Mobile Learning Institute (see Appendix A, p.42), Nokia and the Pearson Foundation sponsor the Mobile Learning Institute Leadership Network, a nationwide professional development effort that helps teachers develop skills and strategies to



integrate digital and mobile technologies into their classroom practice.

To build professional capacity, we recommend the creation of a “digital teacher corps.” First proposed by the literacy and digital technology expert James Paul Gee, the corps would be established to work in the lowest-performing schools and in afterschool settings throughout the country. The goal should be to enable educators to help students learn to transform information for discovery and problem-solving. Teachers can learn to do this by working with a range of digital media tools, including mobile ones, which invite students into an environment that teaches skills, knowledge, and new ways of thinking.

#### ***Modify and gradually eliminate classroom bans***

Mobile technologies such as cell phones, Tamagotchis, and DSs have long been banned from schools nationwide, based on educator and parent concerns over distraction, rambunctious behavior, and even cheating. School leaders and many parent advocates argue that the ban is instrumental in preserving a safe and ethical learning environment.

While student safety is paramount, classroom bans are not a realistic long-term policy. Step-wise experimentation is needed to help teachers to capitalize on the potential these devices have demonstrated and to expand new inquiry. School policies should be updated to introduce experimental use of mobile technologies in classroom and afterschool settings as learning tools. By devising established norms of behavior, we can build acceptance among teachers, parents, and students themselves. As mobile devices begin to overtake laptops as powerful learning platforms, modification of classroom bans will become more natural and logical. For example, in South Korea, where a striking 80 percent of elementary school students have cell phones, the appearance of these devices in school is imminent. As Okhwa Lee of Chungbuk National University reported, “These things will be in schools, so it becomes a matter of whether we will let kids use them for good. Korean schools are allowing cell phones in schools, simply because they are so prominent.”

#### ***Integrate mobile themes in media literacy curricula***

Less than a decade ago, media literacy was a term rarely used in American education. The Partnership for 21st Century Skills has established a well-regarded map of the new knowledge and skills, including “ICT literacy,” required to effectively compete and cooperate in a global economy. Recently, the New Media Literacies Project at MIT and Common Sense Media have independently defined and gained needed attention for integrating media technologies in school curricula. State and school leaders should press for expanding media literacy while defining a new “mobile literacy,” creating examples of the state of the art while educating students on mobile etiquette and capabilities.

### **5. Stimulate: Generate new leadership support for digital learning**

Finally, as a new Presidential administration that has committed to rebuilding public infrastructure for economic renewal takes office, we recommend that priority be placed on how mobile technologies in particular and digital media more generally can advance children’s learning in the global economy. The new administration should:

#### ***Create a White House Initiative on Digital Learning***

Experts we interviewed argued that a new federal investment and a high-level policy strategy will be imperative to gaining real momentum in using digital media to address learning gaps. As a first step in developing a national commitment to using effective digital innovations in education, we recommend that a White House Conference on the Future of Learning be held, to be followed by State Summits modeled on the national effort. The conference would assess existing evidence of impact, the future potential, and needed new investments in digital technologies for children’s learning.

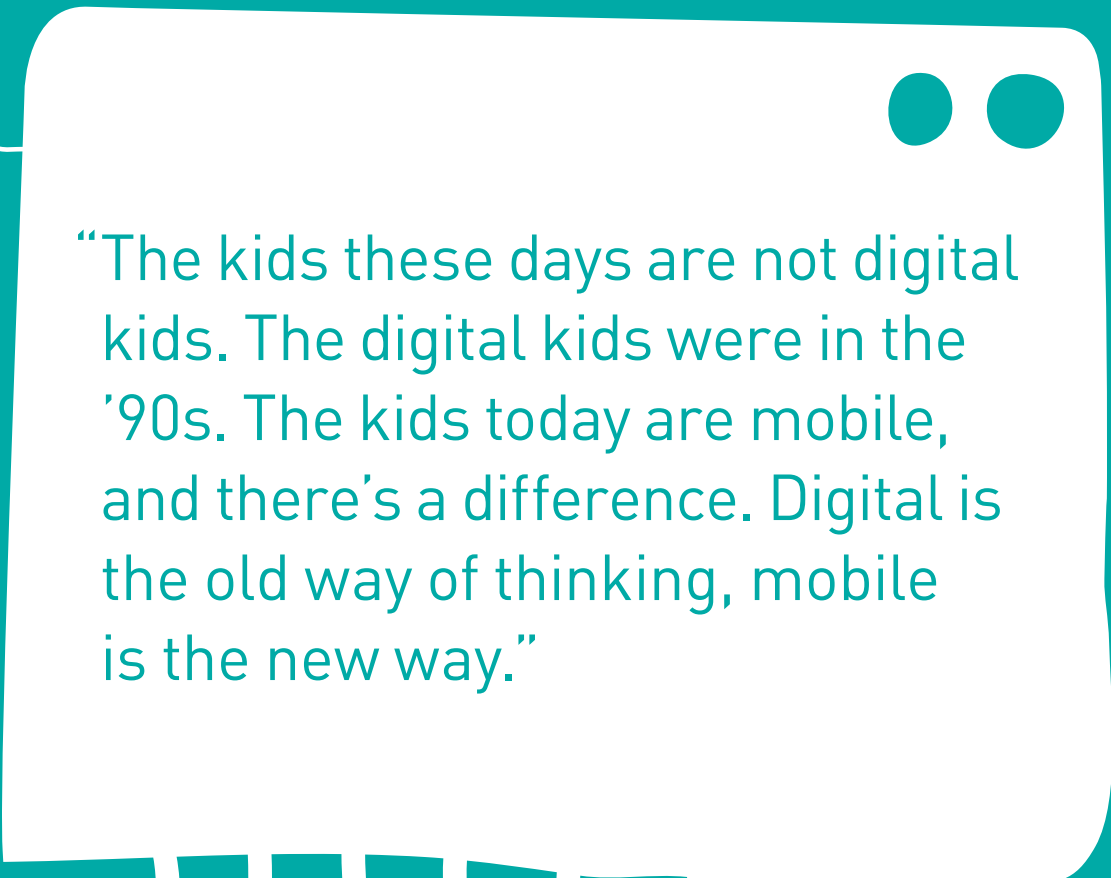
In preparation for the White House Conference and State Summits, we recommend that the



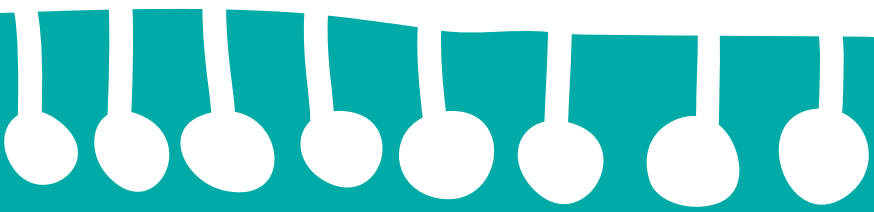
President's Chief Technology Officer and state education agencies each conduct a funding and program audit to determine how mobile and other digital learning R&D initiatives are currently being approached. Industry leaders should be challenged by the President to announce their own new R&D initiatives to help stimulate creativity in the learning enterprise. Finally, the President should enhance his plan for expanding technology uses in schools and libraries with a new public-private innovation fund to further experimentation with digital technology for learning.



## conclusion: pockets of potential

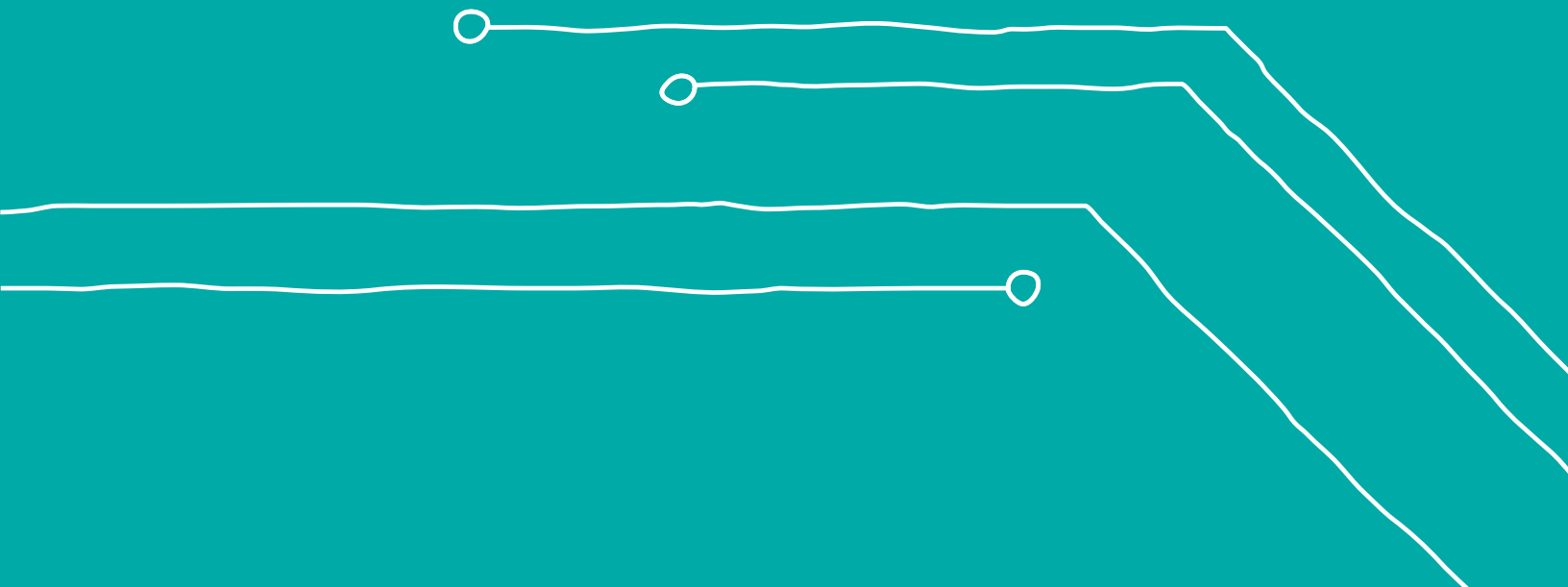


“The kids these days are not digital kids. The digital kids were in the '90s. The kids today are mobile, and there's a difference. Digital is the old way of thinking, mobile is the new way.”





As Elliot Soloway expressed, “The kids these days are not digital kids. The digital kids were in the ‘90s. The kids today are mobile, and there’s a difference. Digital is the old way of thinking, mobile is the new way.” As usual, adults have not yet caught up to the kids. The bulk of public sentiment surrounding mobile devices and learning today is largely unenthusiastic, with many educators and parents concerned that they can cause distraction and other harmful behaviors. But the social and cultural phenomena, the market opportunity, and, most importantly, the “pockets of educational potential” documented in this report should not be dismissed. The debate in the coming decade should no longer be *whether* we should use these devices to support learning, but about exploring *how* best they can be used. Just as *Sesame Street* introduced children and their families to the potential of television as an educational medium two generations ago, today’s children will benefit if mobile becomes a force for learning and discovery in the next decade.





# appendix a: mobile learning examples and research projects (u.s.)

This appendix presents current examples of teaching and learning with mobile technologies directed at American children ages 3-11. It does not assess the quality or effectiveness of any specific product or project, nor does it represent an exhaustive list of everything available. Rather, it provides an overview of different types of mobile learning research and projects.

Project	Description
<b>Augmented Reality Games</b>	<p>Augmented reality simulations engage people in games that combine real-world experiences with additional information supplied to them by location-aware handheld computers. The first of these games, Environmental Detectives, was an outdoor game in which players using GPS-guided handheld computers tried to uncover the source of a toxic spill by interviewing virtual characters, conducting large-scale simulated environmental measurements, and analyzing data. This and other augmented reality games have been run at sites ranging from zoos and nature centers to schools and cities. Research has shown that this mode of learning is successful in engaging university and secondary-school students in large-scale scientific investigations, and is particularly appropriate for investigating socio-scientific issues such as those involving environmental and public health concerns.</p> <p><b>Collaborators</b> The MIT Teacher Education Program, in conjunction with the Education Arcade. Led by Eric Klopfer.</p> <p>(<a href="http://www.educationarcade.org/node/356">www.educationarcade.org/node/356</a> and <a href="http://education.mit.edu/ar">http://education.mit.edu/ar</a>)</p>
<b>Escondido Union School District's Project iRead</b> (I Record Educational Audio Digitally)	<p>A group of pilot teachers in Escondido Union School District are exploring the use of iPod devices, GarageBand, and iTunes to improve student reading. Using the iPod's voice memo and a Belkin recorder, students can record and then hear themselves reading, which improves motivation and helps them work on fluency and comprehension. Teachers can also import student recordings into their iTunes library and create time-stamped digital portfolios (via playlists) that they can use to track progress over time. Data collected from a small group of fourth-graders has found that using iPod devices to practice fluency resulted in more rapid improvement rates compared with a control classroom.</p> <p><b>Collaborators</b> Apple Distinguished Educator Kathy Shirley, in conjunction with teachers in the Escondido Union School District.</p> <p>(<a href="http://www.eusd4kids.org/edtech/iRead.html">www.eusd4kids.org/edtech/iRead.html</a>)</p>



Project	Description
<b>GeoHistorian Project</b>	<p>The goals of the GeoHistorian project are to investigate mobile phones as educational tools inside and outside the classroom, reduce the barriers between schools and community resources such as zoos and museums, and above all, to give students the opportunity to create digital resources for their community. The project utilizes wireless mobile technologies to link classrooms with local historical landmarks. Technologies include mobile phones with video capturing capabilities, built-in GPS, wireless Internet access, and Internet-based media-sharing sites such as PocketCaster. Using these technologies allows students to become video historians, creating and sharing a living history of real people and real places.</p> <p><b>Collaborators</b> Mark van't Hooft and Thomas McNeal, Kent State University</p>
<b>GoKnow Mobile Learning Environment</b>	<p>GoKnow Inc. has created a mobile environment that lets teachers create coordinated, curriculum-based learning opportunities. Multi-activity assignments let students view and construct documents of many media types (text, graphical, spreadsheet, animations, etc.). Applications are available for Windows XP, M&amp;A Companion PC, Windows Mobile, Palm OS, Nova5000 devices, and many cell phones.</p> <p><b>Collaborators</b> Elliot Soloway, University of Michigan and Cathleen Norris, University of North Texas.</p> <p>(<a href="http://www.goknow.com/index.php">www.goknow.com/index.php</a>)</p>
<b>iREAD</b> (Interactive Reading Experience with Adaptive Delivery)	<p>The goal of this research project is to develop a highly personalized, media-based literacy intervention system that targets the instructional needs of individual students. Each student's DIBELS scores are used to develop an individualized intervention for that student, drawing on classic video footage from Sesame Workshop's award-winning series <i>The Electric Company</i> and newly-created interactive games based on that footage. The effectiveness of this prototype system will be evaluated in a large-scale study in four U.S. cities in spring 2009.</p> <p><b>Collaborators</b> Sesame Workshop, Wireless Generation, Jersey Cow Software, and Atimi Software. This project is funded under the U.S. Department of Education's Ready to Learn initiative through the Corporation for Public Broadcasting and PBS. Principal Investigator is Glenda Reville, Sesame Workshop.</p>
<b>JUMP into Reading for Meaning</b>	<p>JUMP focuses on the development, delivery, and evaluation of a supplemental vocabulary instructional game for the Nintendo DS Lite. The curriculum targets low-performing fourth-grade students enrolled in supplemental educational services programs. The JUMP game is a hybrid vocabulary instructional program and role-playing adventure game designed to teach and assess word-learning strategies and to increase the student's vocabulary through an innovative mix of teaching methods, storytelling, and game play. The game involves exploring 10 diverse environments, overcoming robot challenges, completing engaging quests, and solving thought-provoking puzzles.</p> <p><b>Collaborators</b> A collaboration between Hawaii's State Department of Education, Berkeley Policy Associates, Aloha Island, Inc., and Stanford University. Primary contact is Javier Elizondo. Funded by a Star Schools grant from the U.S. Department of Education.</p> <p>(<a href="http://www.prel.org/programs/care/jump.aspx">www.prel.org/programs/care/jump.aspx</a>)</p>



Project	Description
<b>Million Motivation Campaign</b>	<p>A pilot program launched in seven New York middle schools, serving approximately 2,500 students, designed to help students internalize connections between education and success. Participating students received a free cell phone, with opportunities to earn minutes and other rewards by achieving academic goals established by school principals. The phones were also used as a platform to communicate directly with students by teachers and administrators and to “rebrand” achievement through a messaging campaign and mentoring program. The project was recently discontinued due to insufficient funding.</p> <p><b>Collaborators</b>  New York City Department of Education, in conjunction with Harvard Economist and Chief Equality Officer for the NY Department of Education, Roland Fryer.</p> <p>(<a href="http://www.nytimes.com/2008/09/25/education/25educ.html?ref=nyregion">www.nytimes.com/2008/09/25/education/25educ.html?ref=nyregion</a>)</p>
<b>Mobile International Children's Digital Library</b>	<p>The International Children's Digital Library (ICDL), the world's largest collection of children's literature available freely on the Internet, recently announced the release of the ICDL for iPhone application. Available free-of-charge on Apple's iPhone App Store, the ICDL for iPhone application allows users to take advantage of the advanced capabilities of the iPhone and iPod touch user interface to read a selection of books from the ICDL's master collection, which today represents thousands of children's stories from 60 countries. The children's books can be read in their native language and in English.</p> <p><b>Collaborators</b>  Tim Browne, Allison Druin, Benjamin B. Bederson, and Ann Carlson Weeks</p> <p>(<a href="http://www.childrenslibrary.org">www.childrenslibrary.org</a>)</p>
<b>Mobile Learning Institute</b>	<p>Mobile Learning Institute delivers engaging, personalized, project-based learning right to classrooms and community centers across the U.S. By sharing mobile and digital technologies students use everyday outside the classroom, the Mobile Learning Institute helps teachers and students develop important 21st-century skills while creating presentations that add their own personal voice and perspective to their academic curriculum.</p> <p><b>Collaborators</b>  Pearson Foundation and Nokia</p> <p>(<a href="http://www.mobilelearninginstitute.org">www.mobilelearninginstitute.org</a>)</p>
<b>Mobile Media: Ubiquitous Learning for Global Citizenship</b>	<p>This research project seeks to document, understand, and theorize new learning practices around mobile media by: connecting and organizing cutting edge work on mobile media and learning via an online hub that will connect practitioners, educators, and youth; developing case studies of learning with mobile media occurring inside and outside of formal learning environments, with an emphasis on how students learn with mobile media across home, school, and community settings; conducting design-based research on prototype curricular materials with partnering educators; and proactively sharing and documenting findings through an online repository for research findings. These four activities will help to build a broad research agenda for the field, exploring how mobile media is expanding the ways that people learn.</p> <p><b>Collaborators</b>  Managed and run by the ADL Academic Co-Lab working together with MIT and one or two international partners. Principal Investigator is Kurt Squire. Funded by the John D. and Catherine T. MacArthur Foundation.</p>



Project	Description
<b>PBS KIDS Ready to Learn Cell Phone Study: Learning Letters with Elmo</b>	<p>The goal of this study was to develop a mobile-phone-based intervention that would encourage parents to engage their children in daily literacy-learning activities. The intervention content included text messages for parents, audio messages for parents and children, and <i>Sesame Street</i> letter videos for children. Messaging to parents suggested real-world activities that they could use to engage their children in learning letters. Pre- and post-interviews indicated a significant increase in the frequency with which parents reported engaging their children in literacy activities after participating in this study. In addition, 75% of lower-income participants and 50% of middle-income participants reported that they believed watching the <i>Sesame Street</i> letter videos helped their children learn letters. More than 75% of participants reported believing that a mobile phone used in this way can be an effective learning tool, since mobile-phone delivery made it extremely easy to incorporate literacy activities into their daily routines.</p> <p><b>Collaborators</b>  Funded by U.S. Department of Education, through PBS Ready to Learn supplemental funds.</p> <p>(pbskids.org/read/research/cellphone.html)</p>
<b>Panwapa World for the iPhone</b>	<p>Sesame Workshop recently launched a worldwide initiative called <i>Panwapa World</i>, designed to foster global citizenship in children ages 4-7. A <i>Panwapa World</i> mobile application was prototyped on the iPhone to conduct user experience and usability research with children, and to explore children's interest in and understanding of location-based mobile social media. Users were immediately able to see themselves on the "Panwapa Map" mapped to the GPS grid, and explored it using the "swoop" interaction to spin and the "pinch" interaction to zoom, and were able to embed their own photos of cultural items (currently homes, food, signs, animals, trees, flowers) from their local environment or browse the photos that other users around the world had embedded. Researchers worked one-on-one with 21 children, ages 4-7, and found overall that <i>Panwapa World</i> Mobile had high usability and appeal for children in that age range.</p> <p><b>Collaborators</b>  Led by Glenda Revelle at Sesame Workshop.</p>
<b>PDA Participatory Simulations</b>	<p>Casual multiplayer games that involve player-to-player interaction on Palm OS or Windows Mobile handheld computers. The immersive simulations include science, math, and some social science-based games that are played as a whole class. Interactions between players in the game are mediated by peer-to-peer beaming. This idea is currently being re-envisioned as "ubiquitous games" that can be casually played on a variety of devices over long periods of time.</p> <p><b>Collaborators</b>  MIT's Teacher Education Program. Led by Eric Klopfer.</p> <p>(education.mit.edu/pda and education.mit.edu/myworld)</p>
<b>Project K-Nect</b>	<p>Project K-Nect is a pilot education program that uses smartphones with advanced mobile broadband technologies to deliver educational material to ninth-grade students in North Carolina, with the hopes of improving math proficiency levels in the state.</p> <p><b>Collaborators</b>  North Carolina Department of Public Instruction, Digital Millennial Consulting, Qualcomm, Drexel University, Choice Solutions, SOTI, Florida State University, Psymes Consulting. Led by Shawn Gross. Contributing sponsors include the Wireless Foundation, the Futures Channel, BrainPop, and Motricity.</p> <p>(www.projectknect.org)</p>





Project	Description
<b>Sesame Street podcast</b>	<p>The <i>Sesame Street</i> Podcast is a series of free portable video episodes featuring various <i>Sesame Street</i> Muppets. The use of podcasting facilitates anywhere, anytime learning, since users may subscribe to a feed and choose when and where they want to watch or listen to a program. Once subscribed, the audio or video files can be played on a variety of mobile devices such as an MP3 player, smartphone, or video-enabled portable media player, thereby easily turning any moment into a learning moment for a child.</p> <p><b>Collaborator</b> Sesame Workshop</p> <p>(<a href="http://www.sesamestreet.org/podcasts/">www.sesamestreet.org/podcasts/</a>)</p>
<b>Super Sleuths: Supporting Science Instruction with the Nintendo DS</b>	<p>This research project examines how game-based activities can aid science and literacy instruction, through the development and pilot-testing of a series of game modules — built around the Nintendo DS — that infuse inquiry-based game activities into traditional classroom practice.</p> <p><b>Collaborators</b> Center for Children and Technology and Center for Science Education (both part of the Education Development Center, Inc.) and Electric Funstuff. Funded by the U.S. Department of Education. Led by Cornelia Brunner.</p> <p>(<a href="http://supersleuths.edc.org">supersleuths.edc.org</a>)</p>
<b>TechPALS</b> (Technology-Mediated Peer-Assisted Learning)	<p>TechPALS aims to improve fourth-grade students' mastery of rational numbers by integrating research-based strategies of peer-assisted learning and feedback through the use of handheld computers (HP iPAQ Pocket PCs).</p> <p><b>Collaborators</b> Originally developed by Professor Miguel Nussbaum of the Universidad Catolica of Santiago, Chile. Adapted by SRI under the leadership of Jeremy Roschelle. Funded by the U.S. Department of Education's Institute for Educational Sciences.</p> <p>(<a href="http://www.sri.com/news/releases/061108.html">www.sri.com/news/releases/061108.html</a>)</p>



## appendix b: mobile learning examples and research projects (non-u.s.)

Project	Description
<b>DfES/Becta PDA Project</b> U.K.	<p>This project was developed through Becta and the Department for Education and Skills to examine the use of PDAs in schools. The aim was to evaluate initial issues in the use of PDA-type devices in schools both for managing workload and for supporting teaching and learning. Participating schools were equipped with a variety of technological equipment and teachers were trained to use the material. The ultimate focus of the project was to analyze the potential of PDAs to manage teachers' workloads and support teaching and learning. A summary of the results can be found at: <a href="http://publications.becta.org.uk/display.cfm?resID=25833&amp;page=1835">publications.becta.org.uk/display.cfm?resID=25833&amp;page=1835</a>.</p> <p><b>Collaborators</b> Becta ICT Research Group and the Department for Education and Skills. Led by David Perry.</p> <p>(<a href="http://www.becta.org.uk/technology/infosheets/index.html">www.becta.org.uk/technology/infosheets/index.html</a>)</p>
<b>Game Based Learning</b> Scotland	<p>This randomized study involves 600 students and 32 schools using Dr. Kawashima's Brain Training (aka BrainAge), a Nintendo DS game meant to boost math ability. In a small-scale pilot study with three classes of 11- and 12-year-olds, children who used the game showed positive results compared to a control.</p> <p><b>Collaborators</b> Learning and Teaching Scotland, led by Derek Robertson.</p> <p>(<a href="http://www.ltscotland.org.uk">http://www.ltscotland.org.uk</a>)</p>
<b>Learning2Go</b> U.K.	<p>The Learning2Go initiative is currently the largest collaborative mobile learning project for pupils in the U.K. The initiative, coordinated by the e-Services team of Wolverhampton City Council, shows how successfully mobile learning can be used to give students access to "anywhere, anytime learning." Learning2Go uses mobile handheld computers to engage learners by delivering multimedia content, Internet, and authoring tools to the palm of a young student's hand. Schools are given mobile devices to disseminate to their students; teacher and student training are provided. Additionally, the Wolverhampton local authority works with lead hardware and software manufacturers and also lead academics and government agencies that seek to research the impact and development of mobile learning.</p> <p><b>Collaborators</b> Wolverhampton Local Authority. Led by David Whyley, Jill Purcell, and Andi Bourne.</p> <p>(<a href="http://www.learning2go.org">www.learning2go.org</a>)</p>



Project	Description
<b>Making Playful Learning Visible</b> U.K.	<p>The Making Playful Learning Visible project aims to help parents in Britain see the many ways in which their children learn. The purpose of the project was to develop a robust methodology to inform and guide parents and caregivers in observing their children's learning and to create a searchable database of video observations to be used as the basis of research worldwide. Both of these aims were successfully met during the project. While video cameras and video-enabled mobile phones were used by parents to record observations, the focus was not on using one type of technology for documentation, but on determining what forms of technology enabled parents to make observations.</p> <p><b>Collaborators</b>            The Next Generation Foundation. Led by Siobhan Thomas and James Bradburne.            (<a href="http://www.ngf.org.uk">www.ngf.org.uk</a>)</p>
<b>MOBILearn</b> Worldwide	<p>MOBILearn is a worldwide, European-led research and development project exploring context-sensitive approaches to informal, problem-based, and workplace learning by using key advances in mobile technologies. It explores new ways to use mobile environments to meet the needs of learners, working by themselves and with others. An ultimate goal of the project is the development of a new m-learning architecture that will support creation, brokerage, delivery, and tracking of learning and information contents, using ambient intelligence, location-dependence, personalization, multimedia, instant messaging (text, video), and distributed databases.</p> <p><b>Collaborators</b>            The MOBILearn Consortium. Led by Giorgio Da Bormida and Giancarlo Bo.            (<a href="http://www.mobilearn.org">www.mobilearn.org</a>)</p>
<b>MOBI Project</b> South Africa	<p>This project was conducted by the University of Pretoria in various South African secondary schools. It uses an educational software package which offers students mobile math learning. MOBI math provides learners with various options to access its content and allows the learner to conduct a multiple-choice assessment to determine proficiency in the subject and establish their stage in the national curriculum. Once the learner has been assessed, the MOBI application can automatically lead her to areas of mathematics where she is weakest — or run her through the whole curriculum for review. Tutorials take the form of streamed videos and examples aimed at precisely explaining different math concepts and tutorials for math skills development.</p> <p><b>Collaborators</b>            IT School Innovation Company, Department of Informatics at the University of Pretoria.            (<a href="http://www.mymobi.co.za/mobi_signin.php">www.mymobi.co.za/mobi_signin.php</a>)</p>



Project	Description
<b>MyArtSpace</b> U.K.	<p>MyArtSpace is a combined mobile phone and web-based service to support learning between schools and museums in the U.K. On arriving to a museum, children are loaned mobile phones running the MyArtSpace software. They can view multimedia presentations of museum exhibits, take photos, make voice recordings, write notes, and see who else has viewed the exhibit. After each action, the content is automatically transmitted to a website, which stores a personal record of their visit. Back in the classroom, they can review their visit and the media they have collected, share material with other children, and create presentations. MyArtSpace has been deployed in three museums for a yearlong trial during which more than 3,000 school students used the service on organized visits. Studies have shown that MyArtSpace had a positive impact on school museum visits and identified areas for improvement in the technical and educational aspects of the service.</p> <p><b>Collaborators</b> MyArtSpace was designed and developed by TheSEA and funded by Culture Online, part of the U.K. Department of Culture, Media, and Sports. The service is now a commercial service, branded as OOKL.</p> <p>(<a href="http://www.ookl.org.uk">www.ookl.org.uk</a>)</p>
<b>Seamless Learning in Third Graders</b> Singapore	<p>This research project involves giving handheld devices to third-grade students to see how they would use them outside the classroom. Their use of handhelds will be closely observed, to better understand the notion of seamless learning, where learning is continuous and on the move. The mobile device represents a possible bridge between what students do in school (formal learning) and what they do outside of school (informal learning).</p> <p><b>Collaborators</b> Learning Sciences Laboratory, National Institute of Education, Nanyang Technological University, Singapore; Principal Investigator is Chee-Kit Looi.</p>
<b>School Empowerment Program</b> Kenya	<p>The School Empowerment Program uses bulk SMS text messaging as in-service training for primary-school teachers and local support cadres across rural and urban areas, linking into other media used in their courses. The program takes advantage of the fact that mobile phone ownership and coverage is high across the country, so that the maximum amount of people can have access to much-needed pedagogical materials. One aspect of the SEP is a distance-learning course designed to develop the capacity of the whole school by training head teachers and key resource teachers to deal with the challenges of free primary education in Kenya. The materials include print-based resources supported by multimedia features.</p> <p><b>Collaborators</b> Department for International Development, Imfundo, and the Kenyan Ministry of Education, Science, and Technology.</p> <p>(<a href="http://www.dfid.gov.uk/research/imfundo-kenya.asp">www.dfid.gov.uk/research/imfundo-kenya.asp</a>)</p>



Project	Description
<b>The MILLEE Project</b> India	<p>The MILLEE research project from UC Berkeley aims to foster literacy among children of school-going age in developing parts of India. More specifically, the study aims to complement the formal schooling system by applying mobile learning technology to augment educational opportunities in out-of-school settings. Since English is widely seen as a key to socioeconomic success in India, fluency in English can almost be equated with membership in the middle and upper classes. The MILLEE project addresses this issue by developing interactive English-language games specifically for mobile phones. Initial results indicate that ESL learning games on cell phones is feasible for developing regions and merits further study.</p> <p><b>Collaborators</b>            UC Berkeley Computer Science Department, National Science Foundation, and John D. and Catherine T. MacArthur Foundation. Led by Matthew Kam and Divya Ramachandran.</p> <p>(<a href="http://www.cs.berkeley.edu/~mattkam/millee/index.html">www.cs.berkeley.edu/~mattkam/millee/index.html</a>)</p>
<b>The Mobile-Based Interactive Learning Environment (MOBILE) Project</b> Taiwan	<p>The MOBILE project examined how the use of mobile devices could aid elementary school children in learning English. Consisting of a mobile learning server and mobile learning tools, the MOBILE environment supported in- or outdoor learning activities, such as field trips and library visits. Experimental results obtained from post-tests and questionnaires indicate that the MOBILE project may significantly increase students' interest in learning English.</p> <p><b>Collaborators</b>            National Taipei University of Technology, Computer Science Department. Led by Tan-Hsu Tan and Tsung-Yu Liu.</p>
<b>Three Rs</b> Singapore	<p>This project is investigating the use of handheld computers to facilitate students' inquiry-based learning of environmental issues. Using handheld computers during field trips, 480 primary students examined how wastes are produced and what impact the "Three Rs" (Reduce, Reuse, and Recycle) can have on protecting the environment. The handheld computers were used to support, guide, and extend the student thinking process within and out of classroom. Research data were collected from two classes of students (n=79). Pre- and post-tests measured awareness and knowledge of the Three Rs; pre- and post-surveys explored attitudes and perceptions of the role of the handheld computers in learning. The resulting data indicated that the use of handhelds improved students' understanding of the Three Rs.</p> <p><b>Collaborators</b>            Learning Sciences Laboratory, National Institute of Education, Singapore; Led by Chee-Kit Looi.</p>



# list of interviewees

For the purposes of this report, we interviewed experts who are directly involved in the research, design, development, or implementation of educational mobile technologies for children. We would like to thank the following interviewees for taking the time to share their experiences with mobile learning, as well as their hopes and concerns for its future.

- Richard Beckwith, Research Psychologist, People and Practices Research Group, Intel
- Cornelia Brunner, Deputy Director, Center for Children & Technology
- Warren Buckleitner, Founder and Editor, *Children's Technology Review*
- Linda Burch, Chief Program and Strategy Officer, Common Sense Media
- Jan Chipchase, Principal Researcher, Nokia Research Center
- Katherine McMillan Culp, Senior Research Scientist, Center for Children & Technology
- Sébastien Doré, Line Producer, Games for Everyone, Ubisoft
- Allison Druin, Director, Human-Computer Interaction Lab; Associate Professor, College of Information Studies and Institute for Advanced Computer Studies, University of Maryland
- Jim Gray, Director of Learning, LeapFrog
- Shawn Gross, Project Director, Project K-Nect
- Mizuko Ito, Research Scientist, University of California, Irvine
- Eric Klopfer, Associate Professor and Director, MIT Scheller Teacher Education Program
- Liz Kolb, Adjunct Assistant Professor, Madonna University
- Okhwa Lee, Professor, Chungbuk National University (South Korea)
- Chee-Kit Looi, Associate Professor, National Institute of Education, Nanyang Technological University (Singapore); Head, Centre of Excellence in Learning Innovation
- Mark Nieker, President and Executive Director, Pearson Foundation
- Roy D. Pea, Professor, Stanford University; Co-Director, Stanford Center for Innovations in Learning
- Marc Prensky, Author, Speaker, and CEO, Games2train; [www.marcprensky.com](http://www.marcprensky.com)
- Glenda Revelle, Vice President for Education and Research/Creative Development and Digital Media, Sesame Workshop
- Yvonne Rogers, Professor, Open University, UK
- Jeremy Roschelle, Director, SRI International
- Mike Sharples, Professor of Learning Sciences and Director of the Learning Sciences Research Institute at the University of Nottingham, UK
- Elliot Soloway, Arthur F. Thurnau Professor, University of Michigan
- Kurt Squire, Assistant Professor, University of Wisconsin-Madison; Co-Founder and Director of Games, Learning, and Society Initiative
- Dan Sutch, Learning Researcher, Futurelab
- John Traxler, Reader in Mobile Technology for e-Learning; Director, Learning Lab, University of Wolverhampton
- Scott Traylor, Founder and Chief Kid, 360KID
- Célia Hodent Villaman, Manager, Strategic Innovation Lab, Ubisoft
- David Whyley, Consultant Headteacher, Learning2Go, Wolverhampton



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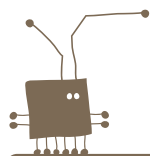
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