

Mobile Learning Pedagogies: Panel Discussion

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Abstract. Mobile learning has been around for twenty years or so, and different pedagogical methods have been (or have not been) employed. Mobile learning research has often been centered around the technical aspects of mobile tools and applications and less on the pedagogical aspect and learning approaches. While several theories of learning have been applied in mobile learning, the link between theory and pedagogy is often missing, as is the specific relationship between pedagogy and mobile learning theory and practice.

Mobile learning mediates any pedagogy in specific ways that may render it qualitatively different from the same pedagogical approach used in another context. However, an important question is whether mobile learning pedagogy can be seen as distinct from other pedagogies. While it is evident that mobile devices can assist traditional pedagogies, such as teaching practices informed by social constructivism, or shifting the focus from teacher-centred to student-centred learning, the question behind these uses of mobile devices in learning is whether there is an identifiable mobile learning pedagogy that is novel and distinct.

Discussion is needed to provide a more unified and consistent view of mobile learning and its associated theories and pedagogies, and perhaps bring in new aspects of mobile learning that take account of the opportunities and affordances of evolving mobile technologies.

Keywords: Pedagogy, Learning Theory, Mobile Learning.

1 Rationale

The panel aims to promote discussion on the different pedagogies that have been employed in mobile learning over the last twenty years. It will provide an opportunity for researchers and practitioners to discuss different aspects of the pedagogical dimensions of mobile learning, underlying theories, and their applications in instructional practices. It is hoped that this discussion will provide a way forward to rethink the nature of mobile learning pedagogy so that it can continue to evolve to embrace new technologies and their learning affordances.

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2 Target Audience

The target audience for this panel discussion is researchers, practitioners, educators, students, and policy makers. We will be using digital tools (such as Padlet) to enable participants to interact with the panel.

3 Panel Overview

The panel will begin with some introductory statements from the panel members on four main areas of discussion before opening the panel to questions from the participants. The first topic will be the relationship between learning theory and pedagogy, which will lead into investigating how the mobile learning context mediates pedagogical approaches in different ways [1][2]. The next area of interest presented will be whether it is possible to identify any unique aspects of mobile learning pedagogy that differentiates it from other approaches to teaching and learning [3][4]. Finally, the panel will explore some thoughts around future conceptions of mobile learning founded on technological affordances, with reference to mobile learning theory [5].

References

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