Challenges for mobile learning from an expert perspective

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Approach

Explore and conceptualise educational problems and expectations on mobile learning from an expert perspective*

Structured participative conceptualisation → Concept Mapping (Trochim, 1989)

“The educational problem that mobile learning tries to solve is...”

Importance  Feasibility

Results

20 domain experts → Generation & Structuring → 82 statements

1. Multidimensional Scaling & Hierarchical Cluster analysis
   7 problem clusters covering all 82 statements

2. Detailed analysis of estimated importance & feasibility of statements
   34 statements deducing the 3 most relevant clusters
Access to learning
Limitations for learning
Contextual learning
Collaboration
Personalisation
Orchestrating learning across contexts
Technology and technology adoption

Problem cluster
Access to learning (x11)
Limitations for learning
Contextual learning (x13)
Collaboration
Personalisation (x2)
Orchestrating learning across contexts (x5)
Technology and technology adoption (x3)
“Access to learning”

17 Access to learning resources and learning opportunities without the restrictions of location, time and cumbersome equipment or facilities.

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"Contextual learning"

30 The provision of access to knowledge in the context in which it is applied

33 Taking education out of classroom settings into meaningful settings
"Orchestrating learning across contexts"

**20** Actively participating in learning activities outside of formal educational settings and facilities

**54** Maintaining continuity of learning across settings, such as between classrooms and museums [...]
Conclusions

Mobility of the learners (“Access to learning”)
• Flexible and personalised learning

Influence of context (“Contextual learning”)
• Location-based, situated, and authentic learning

Context transitions (“Orchestrating learning across contexts”)
• Arrangement and orchestration of learning opportunities
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