

STUDENTS' PERCEPTION OF A PERSONAL AND MOBILE LEARNING ENVIRONMENT IN HIGHER EDUCATION

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STARTING POINTS

'A learning environment' as a dynamic concept

- Based on the perception of what learning is
- Focus is not on arranging environments to individual courses or allowing only one system for all
- Learning environments are entities that connect users and services, allowing learners to organize and connect information and knowledge within various contexts as they see fit

The socio-cultural context of learning

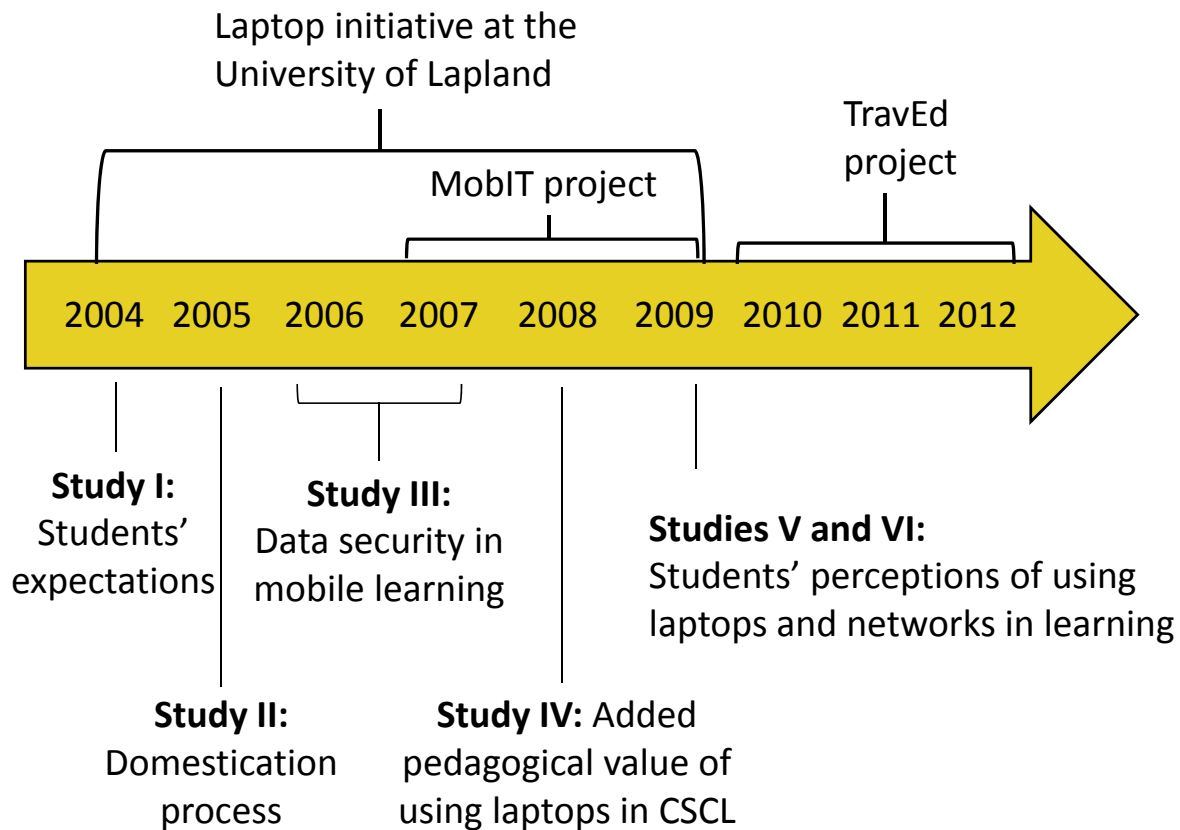
- Learning as a part of being, not bound to an institution or a degree
- The aims and means of learning are culturally defined
- Learning is mediated by tools / mindtools / mindware

(Laurillard, 2012; Packer & Goicoechea, 2000; Ramsden, 2003; Säljö, 2010; Vygotsky, 1978)

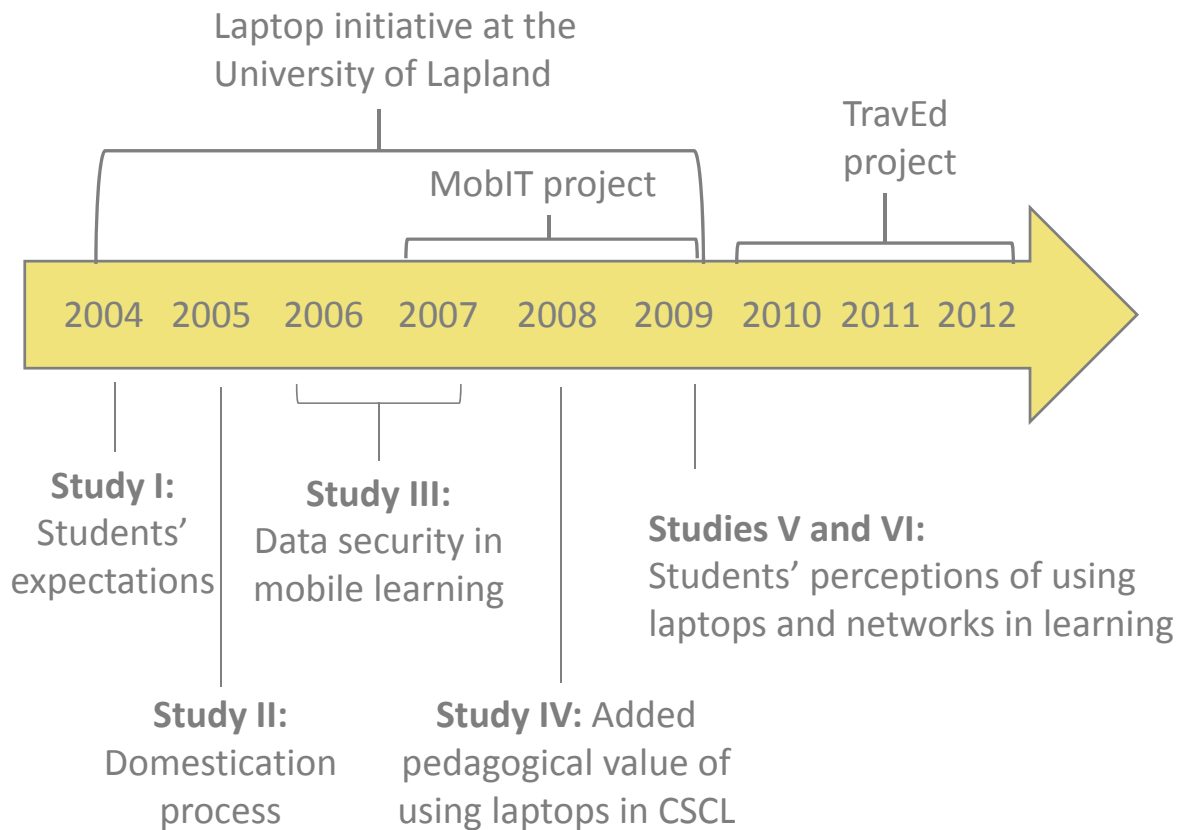


Photos: MobIT, TravEd and MediPro projects

SUMMING UP SIX EMPIRICAL STUDIES



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How can personal and mobile learning environments (PMLEs) be conceptualized according to university students?

RESEARCH THEMES AND METHODS

STUDY 1

- Expectations
- Questionnaire data (N=197)

STUDY 2

- Domestication
- Qualitative interviews (N=20)

STUDY 3

- Data security
- Students' (N=15) learning diaries, forum discussions, feedback

STUDY 4

- Added pedagogical value of ICTs in CSCL
- Students' (N=8) learning diaries

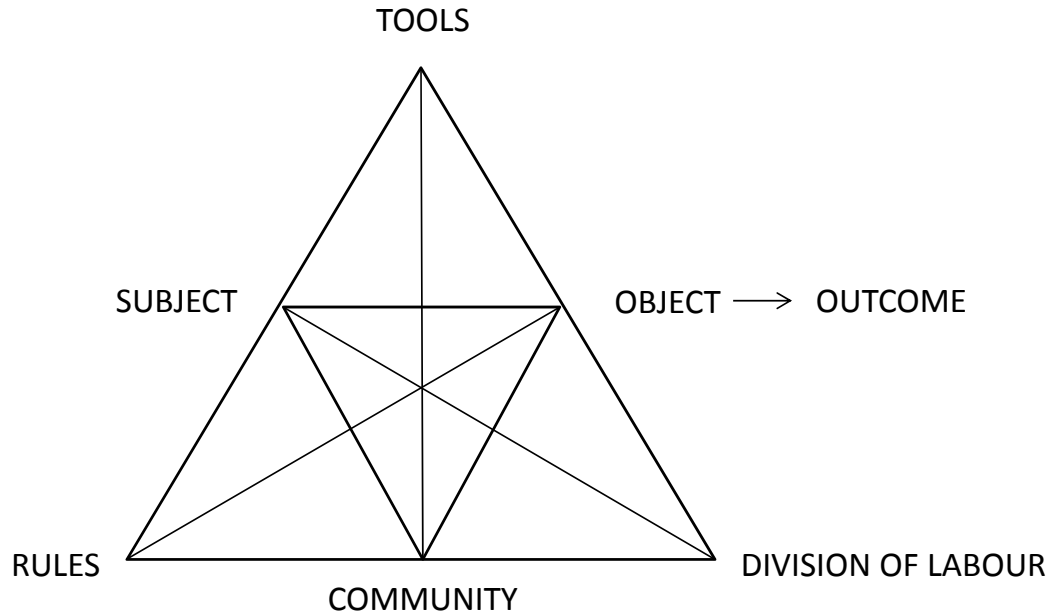
STUDY 5

- Students' (N=392) experiences
- Questionnaire data

STUDY 6

- Non-traditional students' perceptions
- SWOT data (N=392)
- AHP interviews (N=24)

ACTIVITY THEORY AS AN ANALYTICAL FRAMEWORK



SUBJECT: university student

RULES: laws, strategies, policies, assessment

OBJECT: learning processes in a PMLE

TOOLS: mobile ICTs, pedagogical practices, learning strategies, student guidance

DIVISION OF LABOUR: what is each agent responsible for?

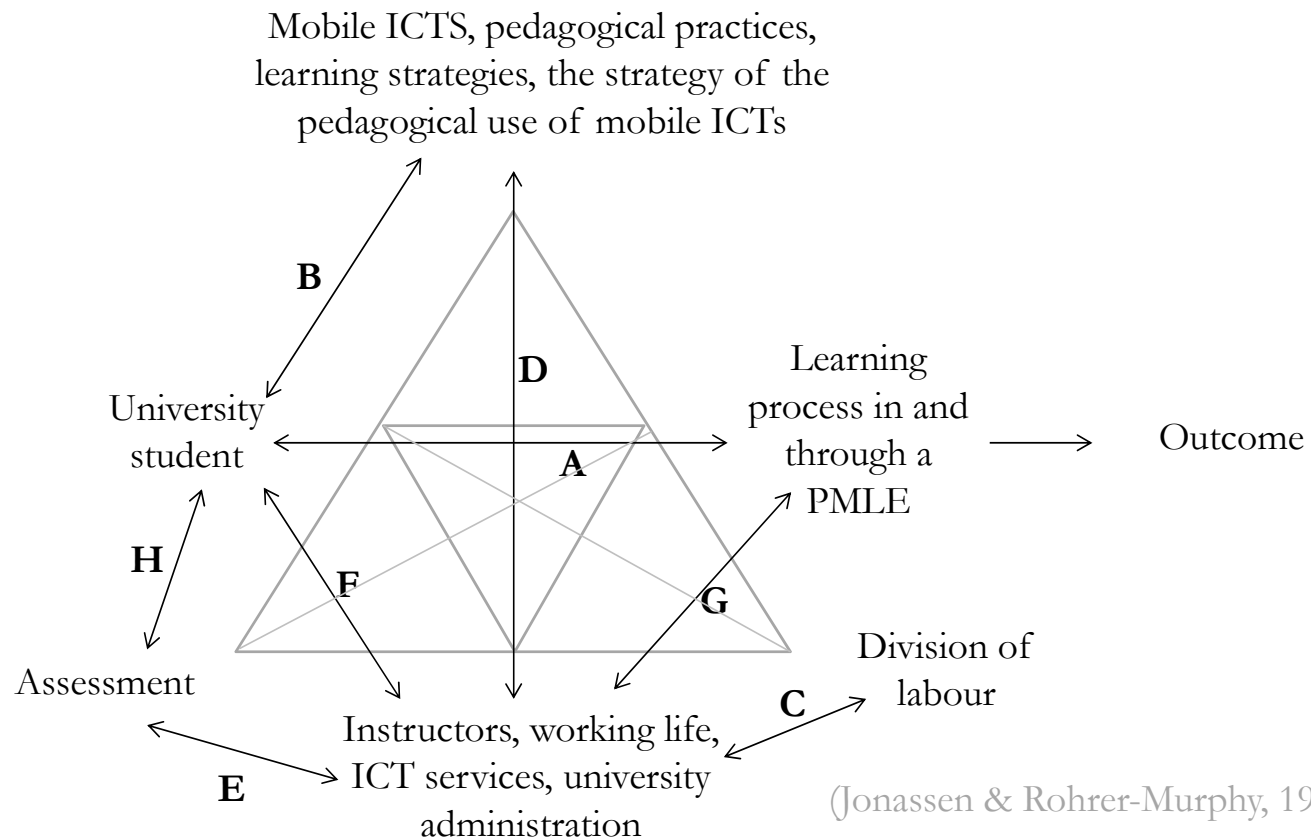
COMMUNITY: instructors, working life, ICT services, university administration, friends and family, peer students, university's developmental personnel

(Engeström, 1987; Nardi, 1996; Vuojärvi, 2013)

ACCORDING TO STUDENTS, PMLES...

1. provide a secure and private environment for learning processes, in which any kind of mobile ICTs can be used (Studies II and III);
2. engage students in their learning processes and promote the structuring of collaborative activities (Study IV);
3. promote the continuous and cumulative intertwining of contexts, times and places, contents, interactions, and experiences in the learning process (Studies II and VI);
4. enable flexibility in learning (Studies V and VI); and
5. respond to students' needs to intertwine studies seamlessly with their personal lives, other commitments and everyday activities (Study VI).

THE AFFECT OF ELEMENTS ON EACH OTHER



CONTRADICTIONS AS TRIGGERS FOR CHANGE

Subject—Object: Students seem to lack a coherent idea of *how* to implement mobile ICTs in their learning processes in a way that would support the individuality, historical nature, mobility, flexibility and transferability of their studies.

Community—Tools: Students found *deficiencies in teaching* to be the biggest weakness of using laptops and networks in learning processes at the university.

Subject—Community: Students need to account for their *multiple commitments* when considering the management of their everyday lives.

Community—Learning process: *Strategies* concerning the pedagogical use of mobile ICTs need updating and the understanding of it should be based on understanding of what it means to learn at a university.