



Research Project

Mobile Learning in work-based contexts



Bundesministerium
für Bildung
und Forschung



EUROPÄISCHE UNION
Europäischer Sozialfonds





Agenda



Mobile Learning in work-place contexts

1. Research area of the FernUniversität in Hagen
2. Cooperation partners
3. Mobile Learning
4. Research design and methodology
5. First results
6. Didactical implications



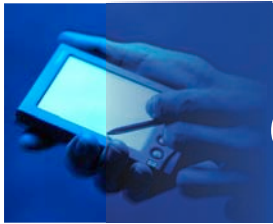
Duties and responsibilities

- **Scientific Monitoring**
- **Lead Management**
 - **Conceptual design**
 - **Development and expert advice of didactical scenarios**
- **Evaluation of different application scenarios**
- **Documentation of the project**



Investigation topics

- Which didactical scenarios are appropriate for mobile learning?
- What kind of topics fit to operating processes?
- How do mobile learning applications have to be created for specific groups?
- What are the benefits and values of mobile learning?
- Which potentials and conditions apply to mobile learning in work-based contexts?



Cooperation partners



DAIMLER

helpmaster.de
Systemdesign Grafik Programmierung Hypertext

handylearn
projects

implementation

development

handylearn
projects

helpmaster.de
Systemdesign Grafik Programmierung Hypertext

conception, scientific monitoring,
evaluation

 FernUniversität in Hagen



Target groups



Daimler	Technician gather up information directly at the working place.
IAG	Truck drivers use mobile devices (e.g. netbook; tablet pc etc.) in their break to learn more about labour protection.
Handylearn Projects	Apprentices as electronic technicians use a central learning platform at school, company and on the job to support a process oriented working style.
Help-master.de	Bank assistants learn with smartphones and multimedial programs in order to improve their English and learn about EU-guidelines.



Characteristics of Mobile Learning



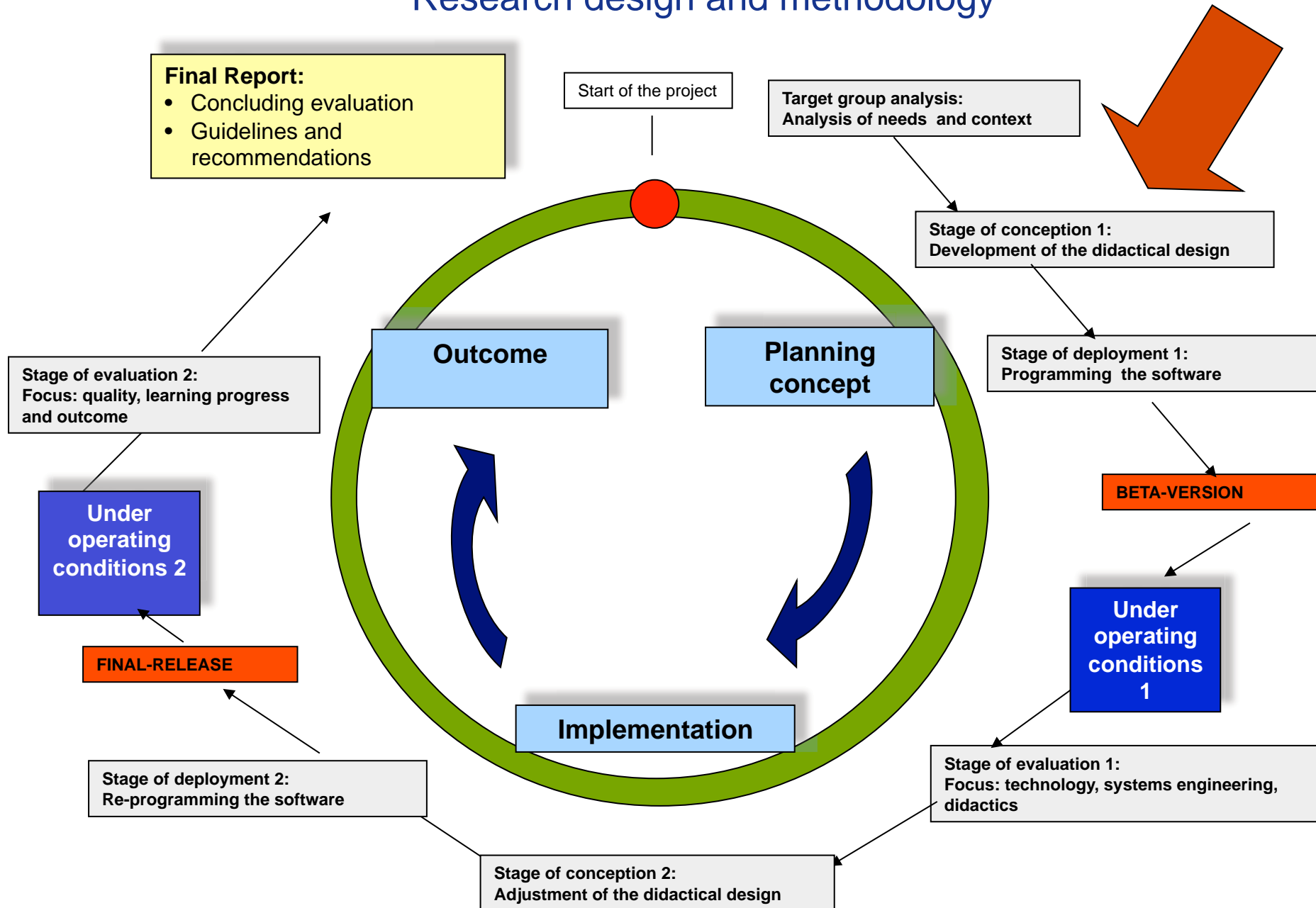
- Learning processes with mobile devices
- Instantaneous, unlimited availability and access of know-how
- Possibility of professional training without constraints in terms of time and space
- Situational and contextual learning

MOTTO: „always, here and now!“

→ **wherever and whenever you want**

wo
was
wann
überall
wer
immer
hier
jetzt

Research design and methodology



Research design and methodology



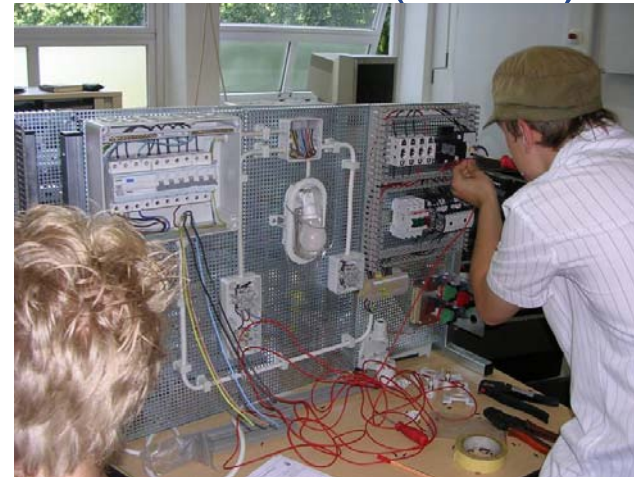
Status Quo

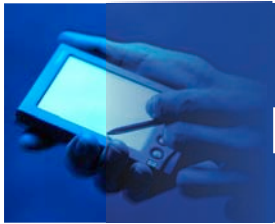
- Target group analysis → 2 surveys are done
- State 1 of conception and deployment

➤ Truck Drivers
(N=27)



➤ Apprentices as electronic technician
(N=41)

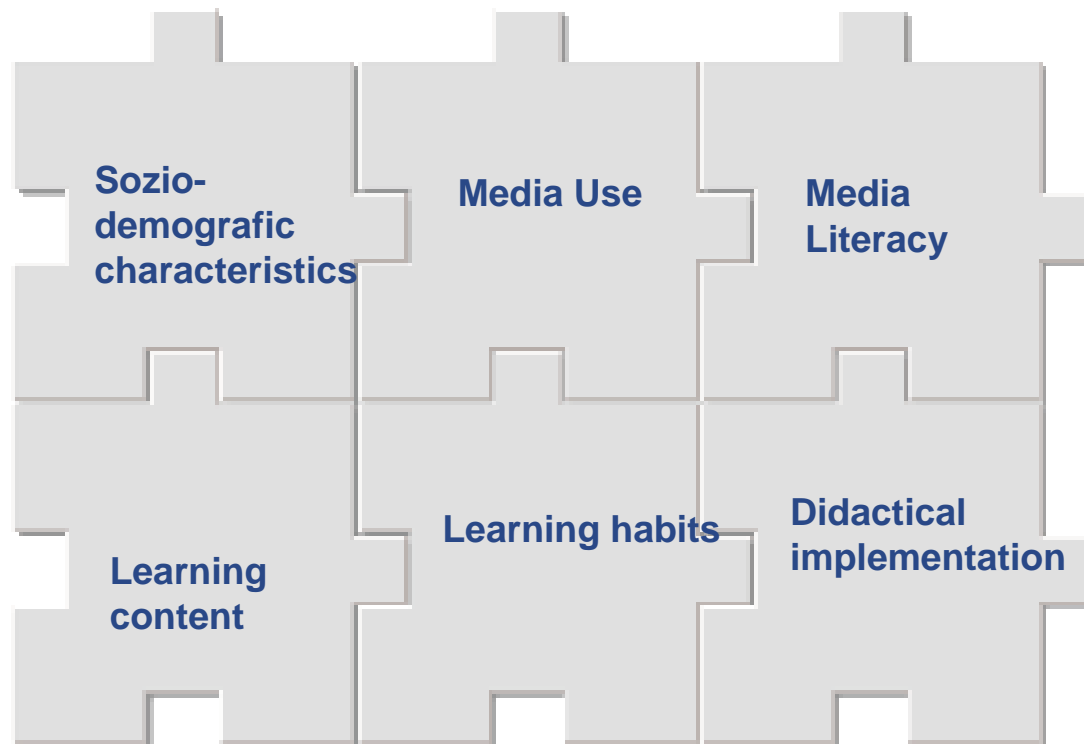


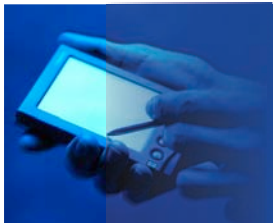


Research design and methodology



Investigation topics of the target group analysis:



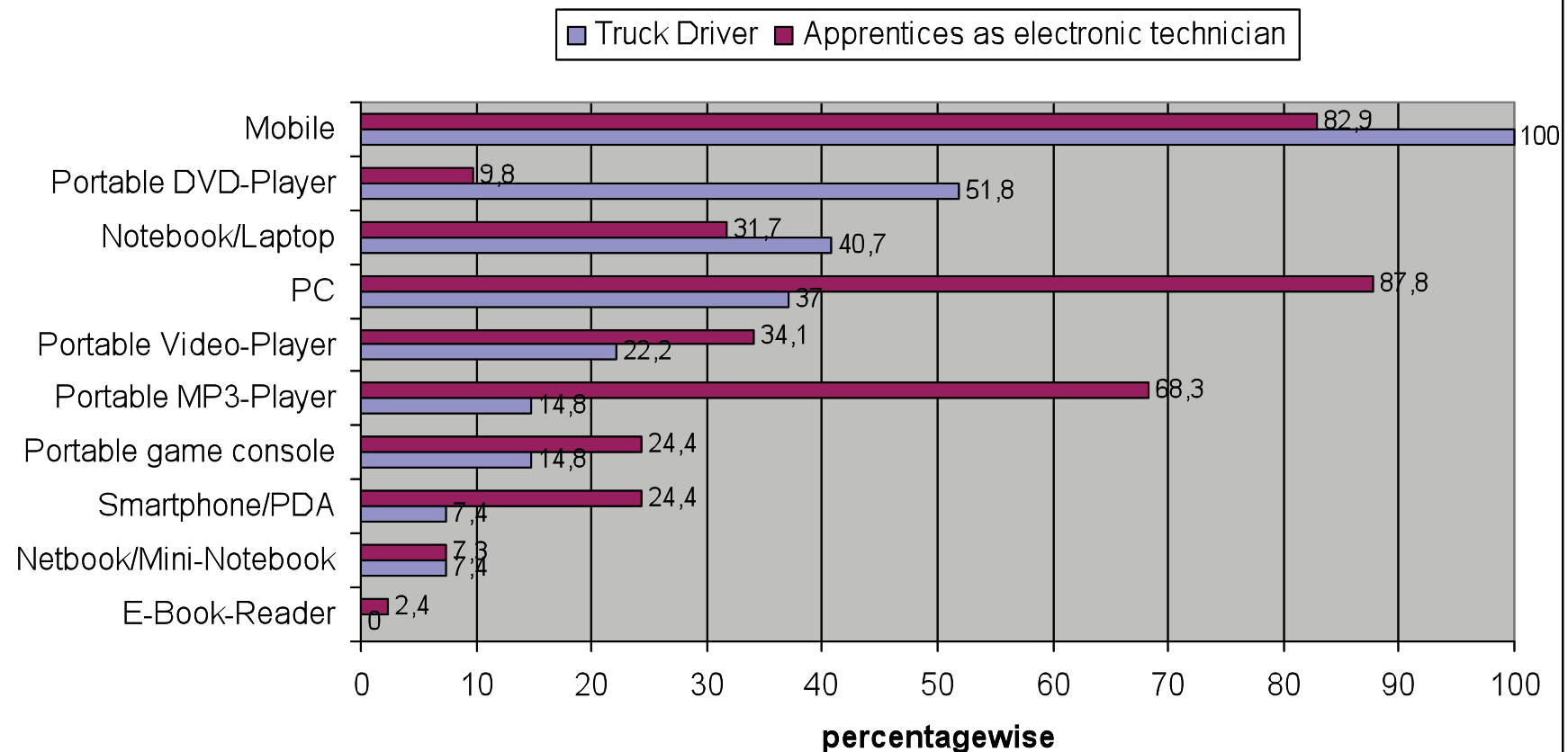


First results: Media Use



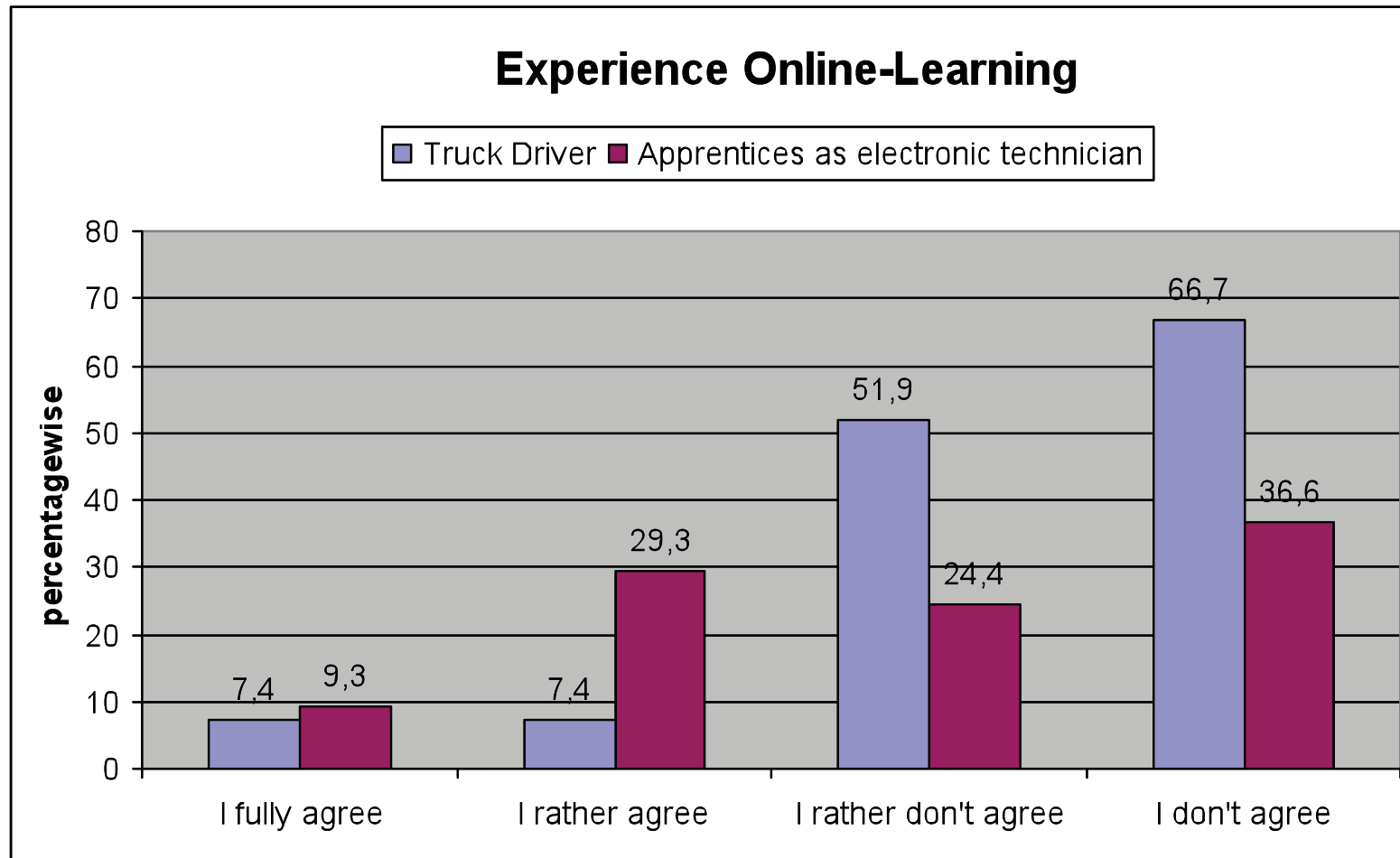
Frequency of different media use

(the categories "very often" and "often" are summed up; n=68)

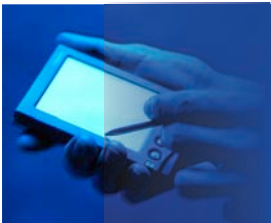




First results: Experience in eLearning



➤ both groups have almost no experience with eLearning

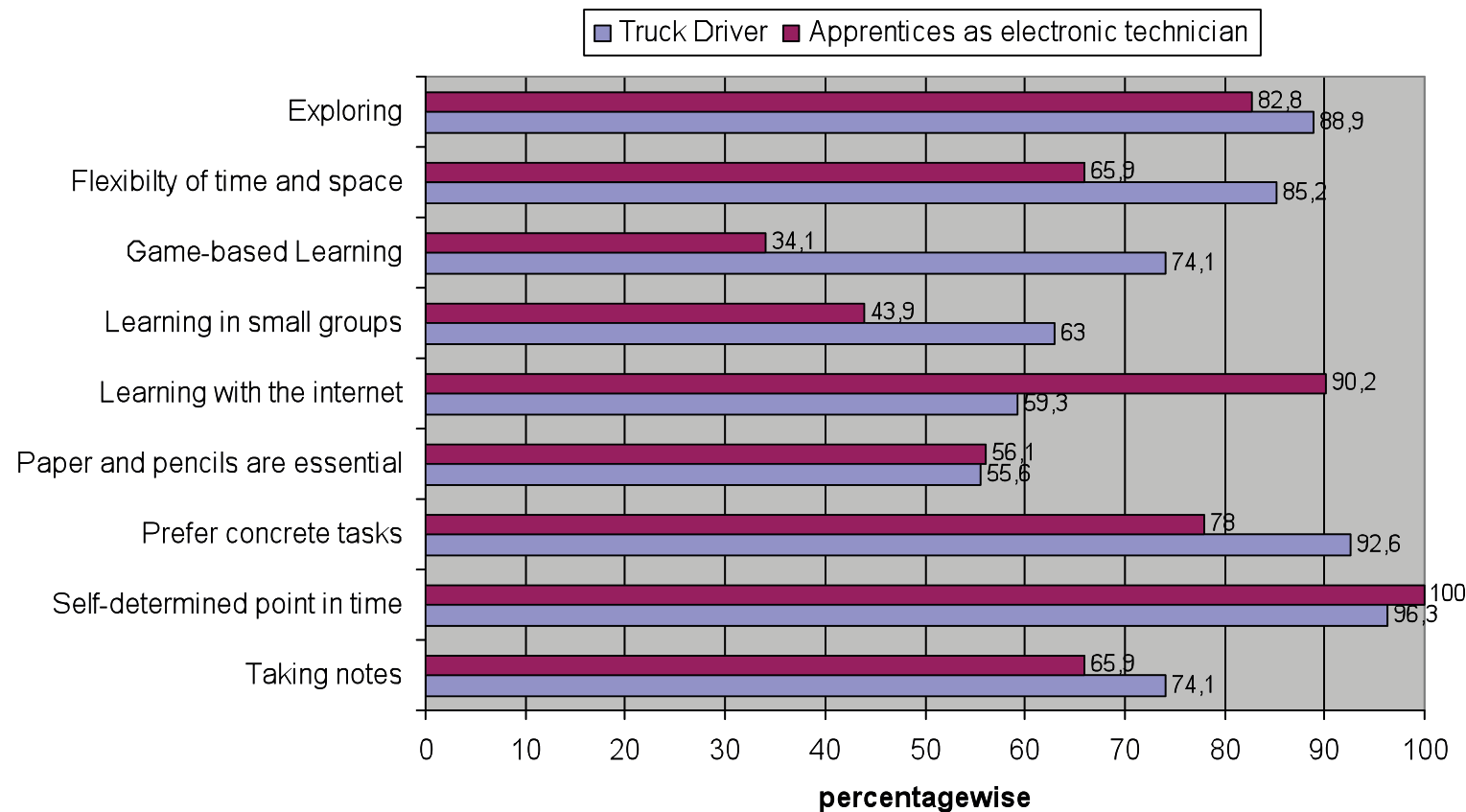


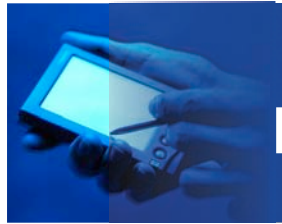
First results: Learning strategies & needs



Learning strategies and needs

(the categories "I fully agree" and "I rather agree" are summed up; n=68)



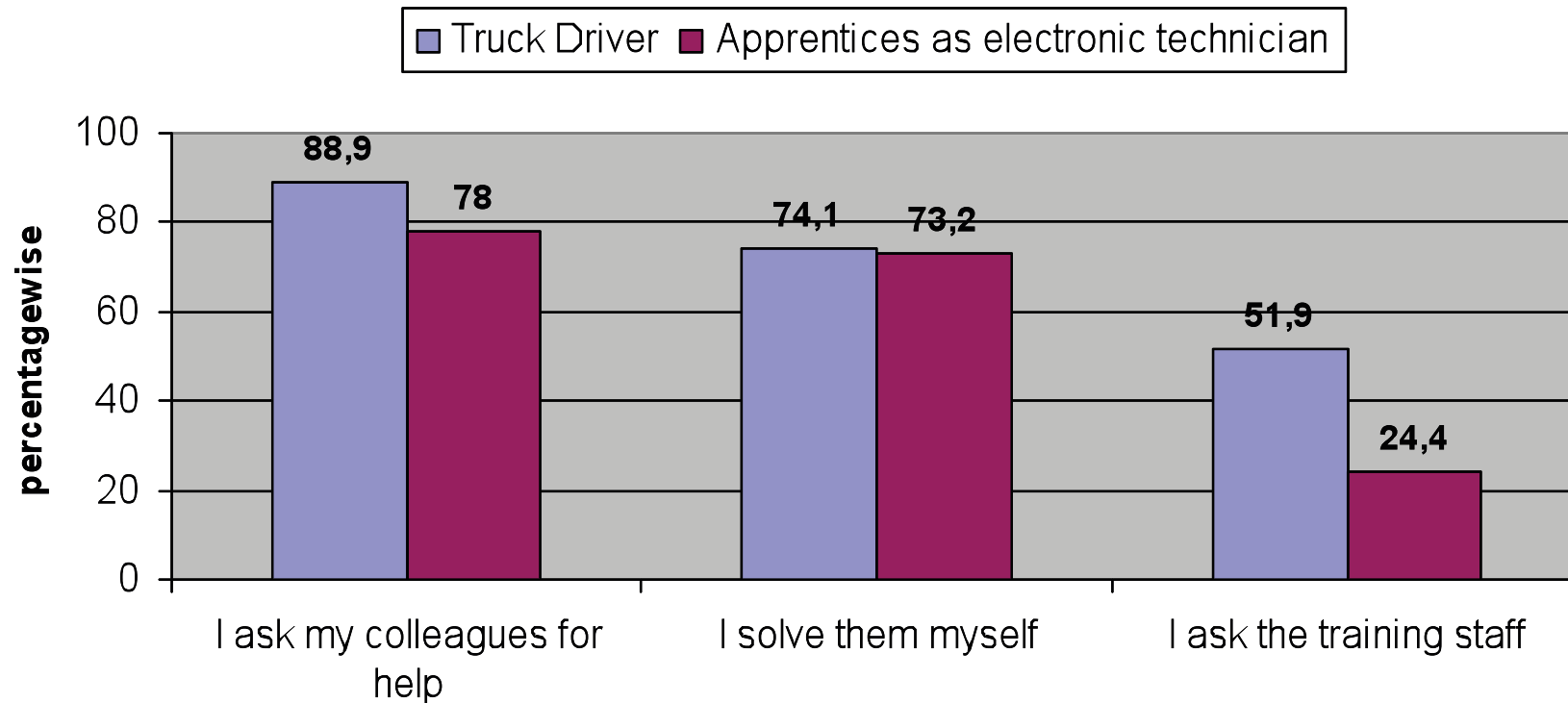


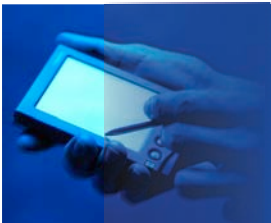
First results: Learning problems



In case I have learning problems...

(the categories "I fully agree" and "I rather agree" are summed up; n=68)



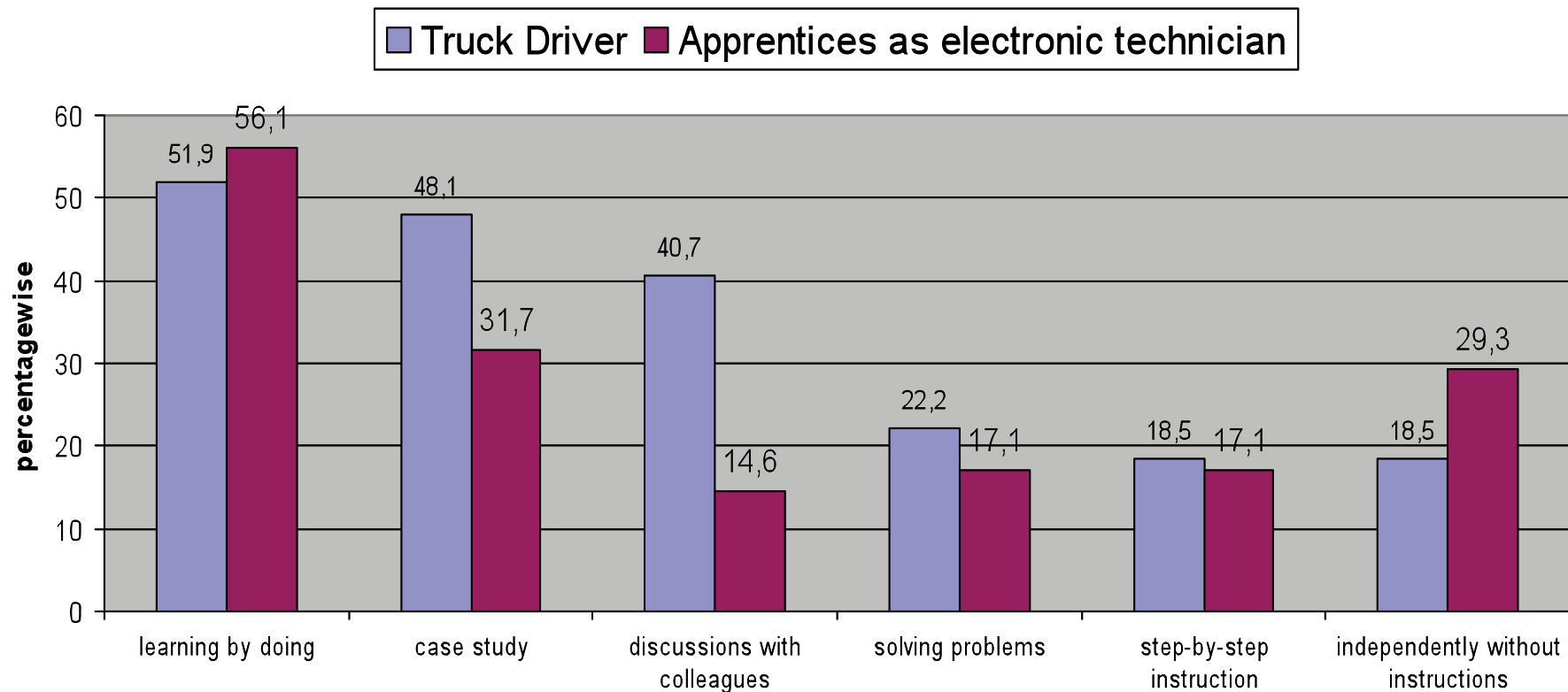


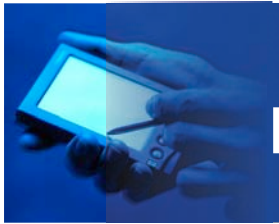
First results: I learn best...



I learn best...

("I fully agree"; n=68)





Didactical implications



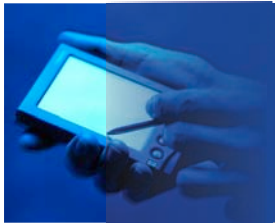
for Mobile Learning in work-based contexts

should have the focus on

- the specific generation and occupational group
- learning by concrete problems
- situation oriented learning
- self directed learning and learning by doing
- no constraints in terms of time and space
- taking notes, operating practically and learning by case studies
- participation on practical know-how of colleagues



easy, clear, instantaneous, operational, short learning units



Thank you for your attention



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