

Telling stories with personal devices

A critical analysis of a two-year experience of mobile storytelling in initial teacher training

Maria Ranieri
Department of Education and
Psychology
University of Florence





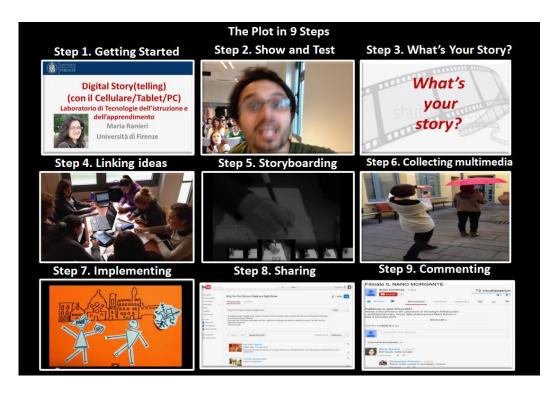
Preliminary remarks

- "School culture is a nebulous blend of traditions, values, beliefs, and rituals built up over time. Recent mobile technologies are disrupting this culture in favor of learning that is personalized, on demand, ubiquitous knowledge" (Crompton, in press).
- Mobile learning in teacher education is the most unexplored and under-theorized topics (Ekanayake & Wishart, 2014; Kearney & Maher, 2013).
- The literature identified several motivating factors for the integration of mobile learning into teacher education settings such as e.g. modeling mobile pedagogies, connecting teachers with a larger community, enhancing social interaction, promoting collaborative knowledge construction (see. Baran, 2014).

UNIVERSITÀ DEGLI STUDI FIRENZE

The case:

FIRE Mobile storytelling in Pre-service Teacher Education



- 2 years: 2013-14/ 2014-15
- 175 + 185 pre-service teachers
- Workshop (1 day) + Online learning (8 days)
- Group work
- Outcomes: digital products shared online
- BYOD
- In and out the classroom
- Reflection on perceived benefits and obstacles





Pedagogical keywords

- Mobility of the Learner
- Collaborative learning
- Peer tutoring/ Peer learning
- Facilitation
- Learners' previous expertise
- Multimedia learning



Results

Perceived benefits

- exploration about mobile devices
- connectivity and collaboration
- hybridization of expertise
- hybridization of contexts
- backchannel conversations
- engagement with content on mobile devices
- accessibility of mobile devices
- technical support
- resignification/appropriation
- lack of good pratices
- curricular issues
- prohibition of mobile phone in school
- ethical issues
 - Perceived barriers



Question

Rethinking teacher education: how to reconceptualize and reshape initial and inservice teachers' training in the era of mobile and individualized mass communication?





References

- Baran, E. (2014). A Review of Research on Mobile Learning in Teacher Education. Educational Technology & Society, 17 (4), 17–32.
- Crompton, E. (in press). School Culture for the Mobile Digital Age.
 Media Education. Studi, ricerche, buone pratiche.
- Ekanayake, S. Y., & Wishart, J. (2014). Integrating mobile phones into teaching and learning: A case study of teacher training through professional development workshops. *British Journal of Educational Technology*, 46(1), 173-189.
- Kearney, M., & Maher, D. (2013). Mobile learning in math teacher education: Using iPads to support pre-service teachers' professional development. Australian Educational Computing, 27(3), 76–84.
- Ranieri, M. (2015). Bring your own device to university: an experience of storytelling with mobile devices. TD-Tecnologie Didattiche, 23(1), 46-50.



Thanks!

My online social presence

e-mail:maria.ranieri@unifi.it

academia.edu: http://unifi.academia.edu/mariaranieri
researchgate: https://www.researchgate.net/profile/Maria Ranieri/?ev=hdr xprf
linkedln: it.linkedin.com/pub/maria-ranieri/2a/39a/b28
slideshare: http://www.slideshare.net/MariaRanieri1
diigo: https://www.diigo.com/user/mariaranieri
scoop.it!: http://www.scoop.it/u/maria-ranieri
twitter: http://twitter.com/emmeran

facebook: https://www.facebook.com/ranierimaria