



# **Handheld Learning: theory & practice**

## **EnglishUK AGM 2011**

# Handheld learning



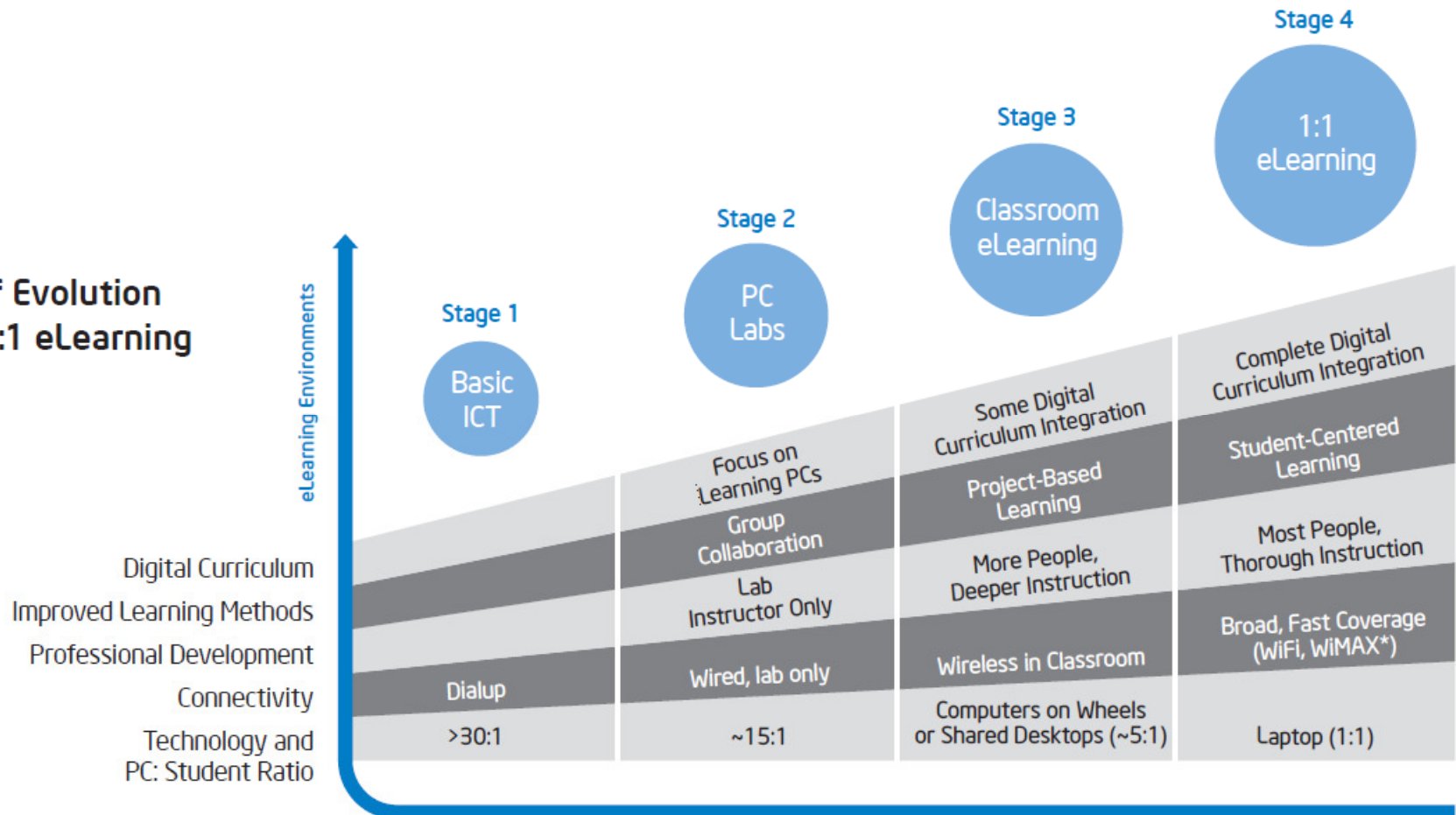
**Handheld Learning:**  
"this movement holds the seeds of a more sophisticated, more effective, more modern way of teaching, training and preparing our youth for a new world"  
*Robert Safran, Fast Company, April 2010*



# What is Handheld Learning?

- **Using mobile phones ‘in the wild’ - to collect data for lesson input**
- **Using tablets/mobile phones to study language activities – exercises, reading, listening etc**
- **Using student laptops/handhelds in class for group activity**
- **Predicted *convergence* of phones, tablets, PCs as handheld devices for 1:1 elearning**

**Figure 1.**  
**Stages of Evolution**  
**Toward 1:1 eLearning**



Source: Intel Corporation

# Why use Handheld learning?

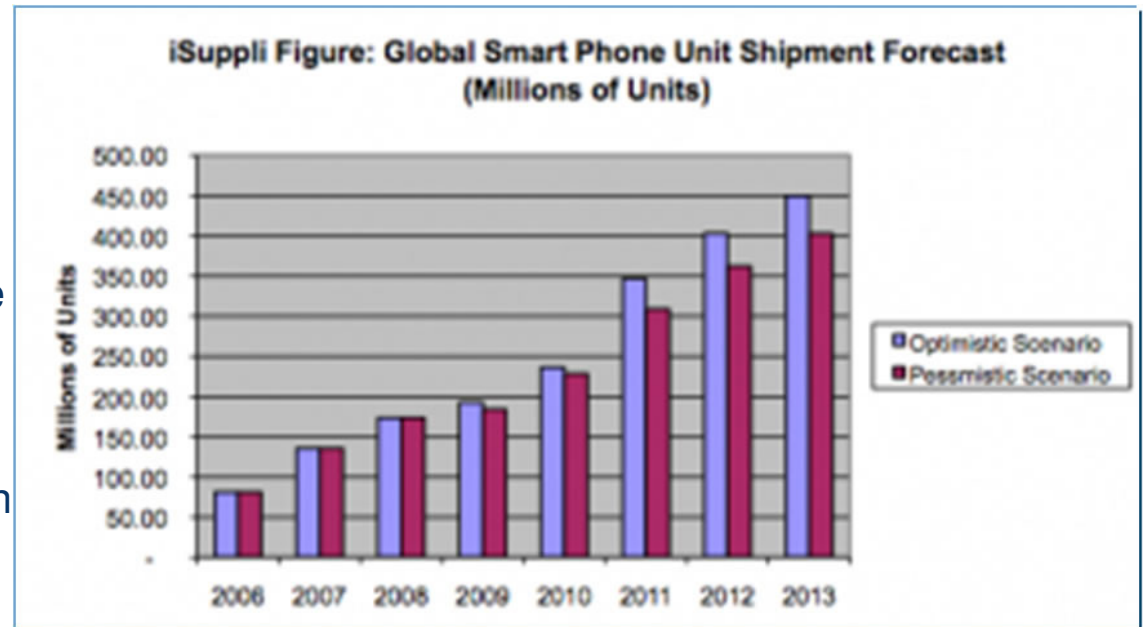
- **Not to replace classroom or teacher**
- **To extend classroom time**
- **To provide anytime, anyplace learning**
  
- **Motivation**
- **Relevance**
- **Authenticity**
- **Credibility**

## What others say:

- “ ‘*Mobile Phones Are The Future Of The Internet*’ said Google vice president and chief Internet evangelist Vinton G. Cerf
- Cerf has predicted that mobile phones, not personal computers, will fuel growth of the worldwide web as countries like India snap up millions of handsets monthly” *AFP*
- “Mlearning will provide the future of learning”  
*Cooney & Keogh*

# Growth of smartphones








- Morgan Stanley Research estimates sales of smartphones will exceed those of PCs in 2012.
- According to figures for 2010 released by Gartner, smartphones accounted for 297 million (19%) of the 1.6 billion mobile phones sold that year. That's 72.1% more smartphone sales than in 2009. Gartner expect over 500 million smartphones to sell in 2012.
- The Coda Research Consultancy predict global smartphone sales of some 2.5 billion over the 2010-2015 period, and also suggest that mobile Internet use via smartphones will increase 50-fold by the end of that period.



# Survey of teachers' phone use - Nik Peachey

## Survey Results

◀ ▶ Page 2 of 11

Which of these devices do you own?		
		Response Percent
iPad		34.5%
Other tablet type device		6.9%
iPhone		48.3%
iPod Touch		24.1%
Android phone		24.1%
Internet capable phone		41.4%
I don't own a mobile device		10.3%



# Research – Cooney & Keogh

## *Use of mobile phones for language learning*

- promote oracy in Irish
  - increase student motivation through the use of familiar technology
  - increase student use of the 4 skills - reading, writing, speaking, listening
  - investigate the use of ICT in assessment
- Cooney & Keogh*
- 67% of teachers said students made progress
  - 95% said they enjoyed using the technology
  - students regarded the integrated technologies as a positive move from more traditional methods
  - proved to break down barriers to students learning and speaking
  - students abilities to learn autonomously were enhanced
  - teachers commented positively on the shift from teacher-led to student-led learning
  - teachers noticed increased motivation and student interest

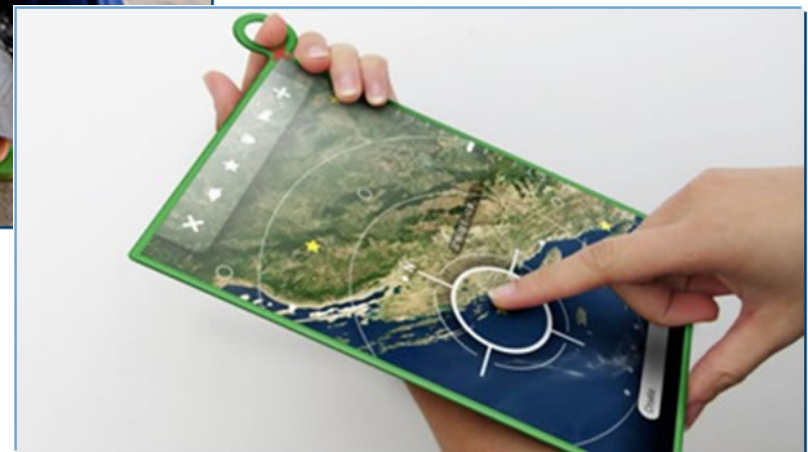
# Research - Reinders

## *Twenty ideas for using mobile phones in the language classroom*

- "many students find phones easier to use than computers - they are more familiar"
- "phones are social tools that facilitate authentic and relevant communication and collaboration among learners"
- "an ideal tool to support linked to '*situated learning theory*' (Lave & Wenger, 1991) which states that learning is more likely to take place when information is contextually relevant and can be put to immediate use"
- "more exposure to the target language, and more practice, or *time on task*, explains most of the variations in students' success"
- "...they give students control over their own learning. Students control the medium - and teachers, by elaborating how best to use the medium, provide a blueprint for autonomous learning, especially during the wide range of daily social activities where mobile phones are more likely to be used"

# Classroom devices - OLPC

- **Negroponte: “OLPC's mission is to empower the world's poorest children through education”**
- **“2,100,000 children and teachers have XO laptops”**
- **Uruguay**
- **Paraguay**
- **Peru – new: 1m in 2011**
- **Madagascar**
- **India**
- **Nepal**
- **Gaza & Ramallah**
- **Kenya**
- **Afghanistan**
- **Rwanda**



# OLPC mission

2,100,000 children and teachers have xo laptops



- “As the pace of change in the world increases dramatically, the urgency to prepare all children to be full citizens of the emerging world also increases dramatically.
- What children lack is not capability, it is opportunity and resources.
- In the first years of OLPC we have seen two million previously marginalized children learn, achieve and begin to transform their communities.”

# OLPC - Sugar interface

- Based upon 40+ years of educational research at Harvard and MIT, Sugar promotes “studio thinking” through demonstrations, projects, and critiques, as well as “studio habits of mind”, by developing craft, engagement, persistence, expression, observation, reflection, and exploration.



Journal  
Object and activity browser



Read  
Book & PDF reader



Write  
Word processor



Help  
Documentation and Help for Sugar



Chat  
Collaborative discussion



Browse  
Web browser based on Mozilla Firefox



Distance  
Measure the distance between two laptops



Etoys  
Learning, programming, & authoring environment



Calculate  
A basic collaborative calculator



Turtle Art  
Pseudo-Logo graphical programming language



Maze  
A timed maze game



Memorize  
Compete against others to find matching pairs of images, sounds, or text



Moon  
View current lunar phase and eclipse information



Pippy  
Introductory Python programming environment



Paint  
Simple paint activity

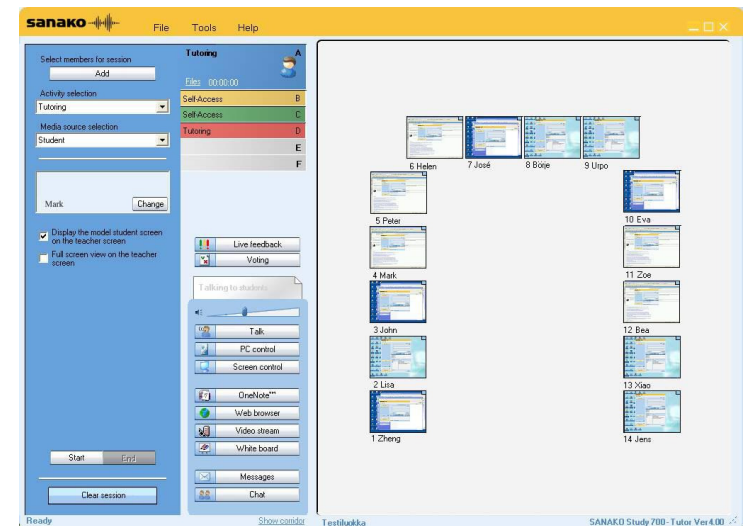


Scratch  
An easy-to-learn, multimedia programming language



# Intel classmates

- 3 million classmates installed
- Classroom management
- Teacher screen control
- ICT pairwork



# Classmate installations

- There are 3m classmates in :
- Portugal
- Venezuela
- Uruguay
- Macedonia
- + 1.5m new plan for Argentina
- + 20m planned: 1 for every family in Vietnam

The screenshot shows a MeeGo desktop environment. At the top, there is a dock with various application icons including a home button, a globe, a calendar, a mail icon, a speech bubble, a video camera, a music note, a mobile phone, a Bluetooth symbol, a Wi-Fi symbol, and a battery indicator showing 5:56 pm. Below the dock, the main desktop area is divided into several panels. On the left, there is a panel for 'LearnEnglish Kids' by the British Council, featuring 'GRADES' (Young Learner, 3, 4, 5) and activity icons for 'fun with English', 'play with friends', 'songs', 'language games', and 'short stories'. In the center, there is a panel for 'LearnEnglish' by the British Council, showing 'Secondary Level' options for 'Lower Secondary' and 'Upper Secondary', and a list of content including 'Big City Small World', 'Overcooked', 'Magazine', 'Stories & Poems', 'How to', 'Talk about', 'UK Culture', and 'Quick Grammar'. On the right, there is a panel with the Intel logo and three yellow buttons labeled 'Parents', 'Find out more', and 'skool.com'.

# 1:1 elearning in Turkish state system

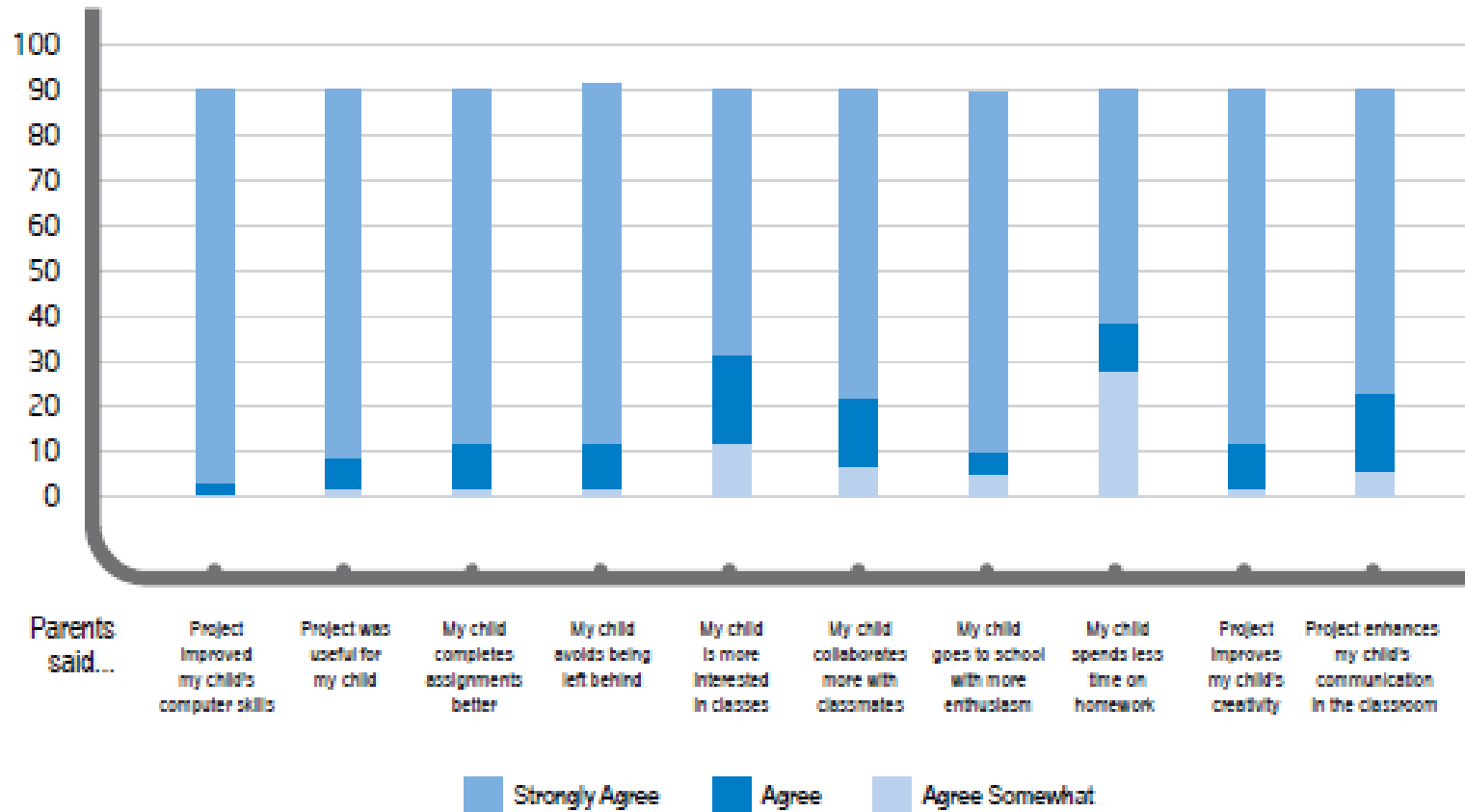
**Table 1. Turkey's 1:1 eLearning Project Objectives**

<b>Project Objectives</b>	<b>Description</b>
Online content and professional development	Prepare teachers to integrate technology in their teaching through educational online content. Give staff time to learn about technology integration.
Innovative technologies	Provide high-quality education to more students at a lower cost by increasing computer awareness and teaching students how to use new technologies.
Student-centric problem solving and collaboration	Improve student access to information by using new technologies and Internet connectivity to foster student-centered problem solving, collaborative projects, and independent research.
Ubiquitous access	Provide equal educational opportunities by empowering students and teachers to utilize technology when and where they need to.
1:1 eLearning environment	Increase student-centered learning and achievement through laptops dedicated to students in their classrooms.
Student motivation	Increase students' performance, motivation, and engagement, as reflected in their grades.



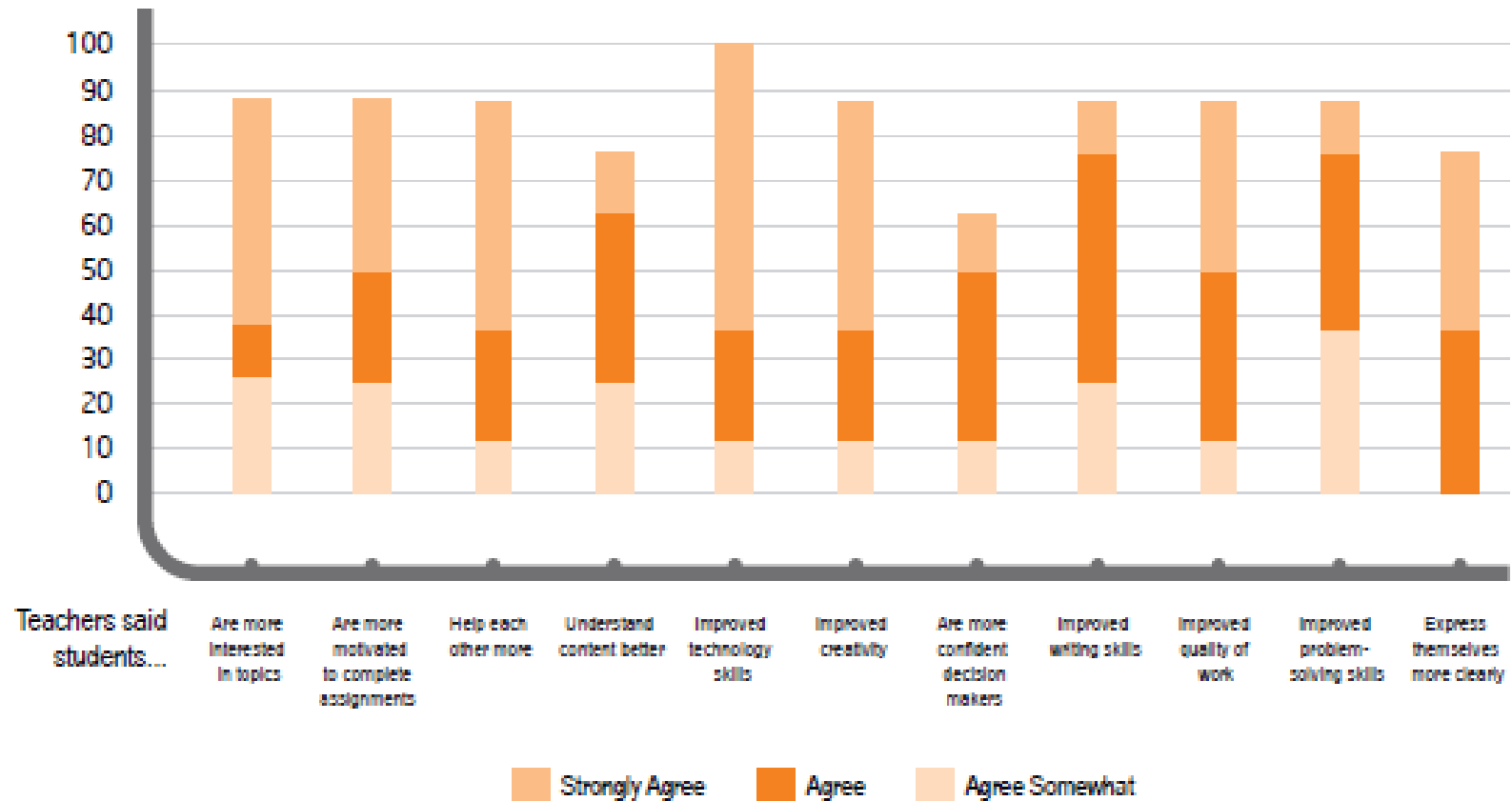
# 1:1 elearning in Turkish state system - parents

Parents' Perceptions of the Project's Impact on Their Children<sup>2</sup>



# 1:1 elearning in Turkish state system - teachers

Figure 3.  
Teachers' Perceptions of the Project's Impact on Students<sup>2</sup>



# British Council / Intel Classmate Research – Egypt pilot

•What impact does using the Classmate PC have on the teacher (skills, knowledge, behaviours and training implications)?

•Does the use of the Classmate PC lead to any changes in attitudes towards the target language of English among students?

•Does the use of the Classmate PC lead to any changes in attitudes towards the use of technology among the students and teachers?

BRITISH COUNCIL LearnEnglish Kids

**Sample Lesson Plan**  
Teacher's notes - sample lesson based on p 31/32 of the Hello course book

Tip: This lesson includes a quiz (section A) to familiarise the students with the LearnEnglish Kids CD and an introductory game (section B) to give immediate hands on experience.


The CD activities are easy to use but the teacher should practise with those to be used in the lesson before the class.

**Introduction**  
Pretend you have lost the LearnEnglish Kids CD. Show the students your empty CD cover and say 'Where's my CD?'. Ask and mime 'Is it on the table/chair/ in my bag/under the table ...? When you find the CD say 'There it is!'

**A) Quiz**  
Say 'Let's look at the CD on the computer.' Display the home page and ask students how many sections there are (5). Have the students open the home page on their computers. Hand out the worksheets. The students do the quiz on their classmate's PC. The teacher will send the quiz to the students. Do the first 2 questions as a class and then the students complete the quiz individually. The software on the classmate will check the answers and send the results to the teacher. Answers can then be displayed on the board.

Answers: 1. fun with English, 2. songs, 3. language games, 4. play with friends, 5. short stories


**A) Quiz**  
Look at the home page of the LearnEnglish Kids CD. Can you answer the questions?



1 Where is ABC countdown?  
2 Where is the song called Ten shiny coins?  
3 Where are Balloon burst and Monkey squash?  
4 Where are there lots of quizzes?  
5 Where are the stories?

**B) Alphabet**  
Say 'Let's play a game on the computer.' Ask the students 'Where's ABC countdown?' (fun with English). Display the game and ask for a volunteer to play the game. The teacher will show the volunteer's screen on the main board for everyone to see the demonstration of the game.

Tip: How to play ABC countdown: click on the moving letters in the correct order of the alphabet as quickly as possible.



www.britishcouncil.org/learnenglishkids © British Council 2010

BRITISH COUNCIL LearnEnglish Kids


Revise the alphabet in class by having each student say a letter in turn. Teacher will send to students computer an alphabet quiz. Students complete individually then results are sent to the teacher. Students play ABC countdown in pairs or individually.

Early finishers can try to complete the game more quickly.

Answers:  
A B C DEFG H I J K L M N O P Q R S T U V W X Y Z

**B) Alphabet**

1 Complete the alphabet:  
A B \_ \_ DEFG \_ \_ I J \_ \_ L M \_ \_ O P Q R \_ \_ T U V \_ \_ X Y Z



2 Play ABC countdown. ABC countdown

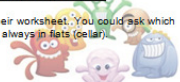
**C) Rooms**  
Ask the students how to spell 'computer'. They can look at the mini dialogue to check. Ask students to circle the correct answer (or answers) in the dialogue.

Write 'kitchen' 'bathroom' and 'study' on the board. If necessary, check that students understand the words by asking what you do in each of the rooms. Say 'At home, which room is the computer usually in? The kitchen? The bathroom? The study?'. Accept all correct answers.

Say 'Let's play a game about rooms on the computer.' Ask the students 'Where's Monkey squash - rooms?' (language games). Display the activity and ask for a volunteer to demonstrate how to play the game. Teacher will show the volunteer's screen on the main board for everyone to see the demonstration. Students can then play the game individually or in pairs.

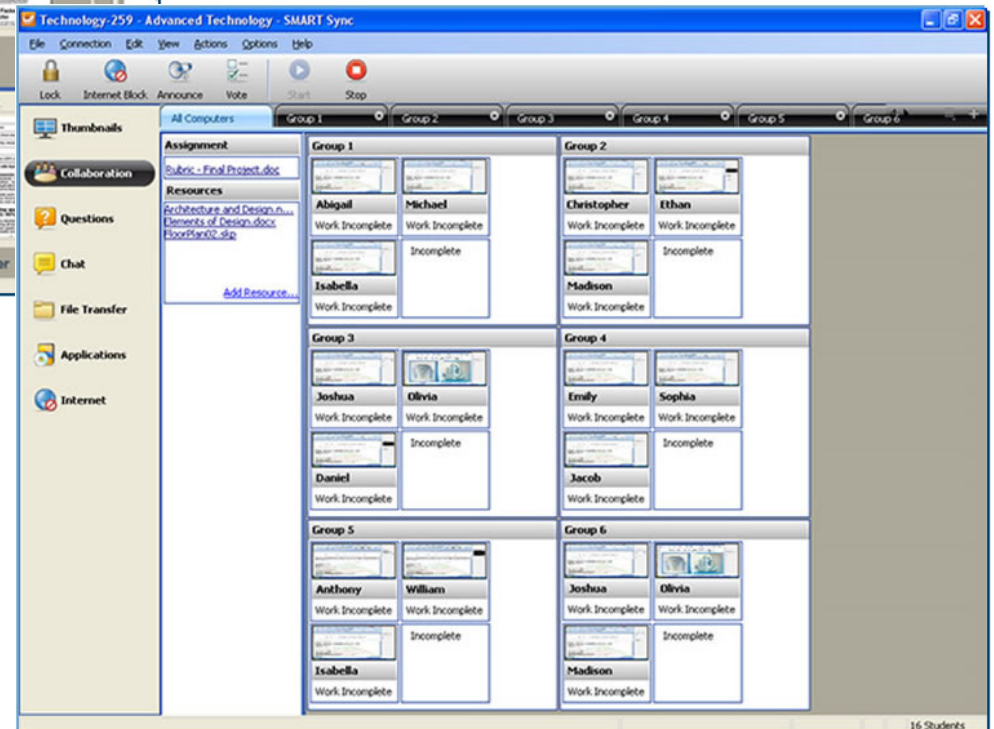
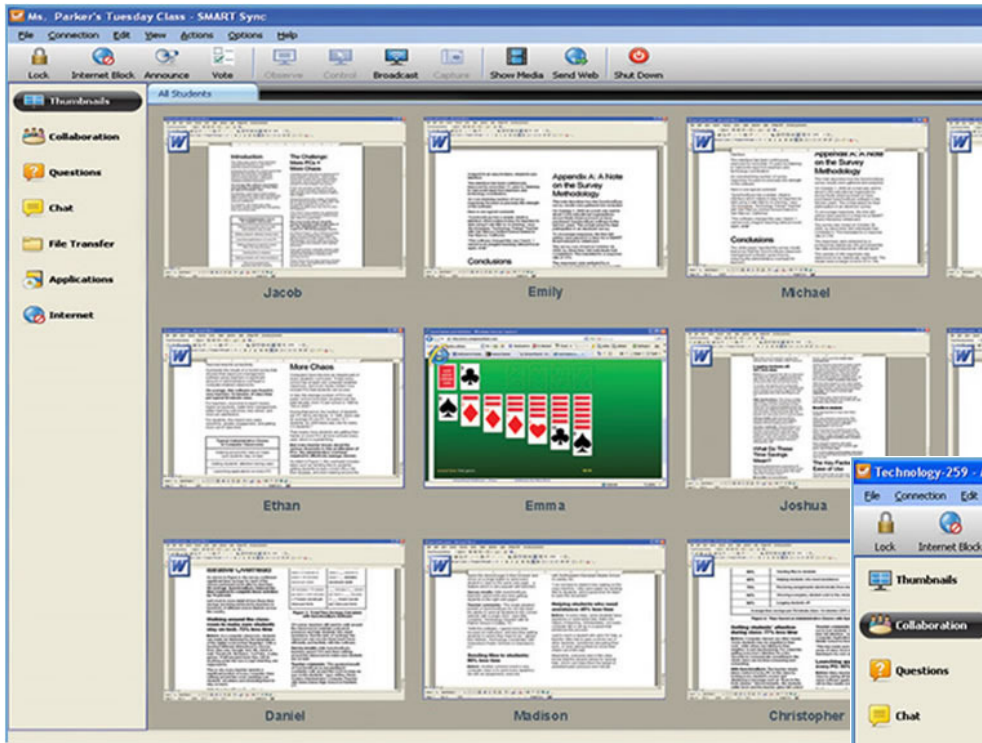
Tip: How to play Monkey squash - rooms: This is a variation on 'hangman'. Read the clue then choose the correct letters to make the word before the monkey gets squashed. The following words are included in the game: bathroom, kitchen, bedroom, dining room, cellar, living room, study, attic, hall.

Early finishers can write the names of rooms on the board or on their worksheet. You could ask which rooms they have at home and which room is often in houses but not always in flats (cellar).



www.britishcouncil.org/learnenglishkids © British Council 2010

# Smart Sync: classroom management



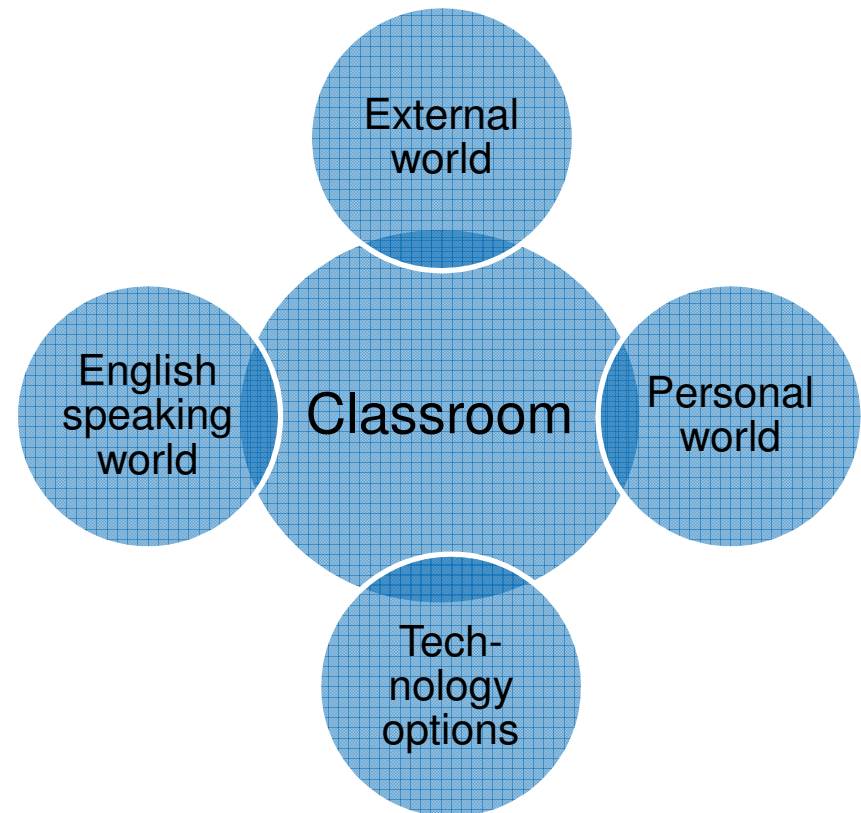
# Classmate evaluation - Broadgreen County Primary

- 87 percent of teachers indicated that the project helped their students develop 21st century skills such as teamwork, independent thinking, problem solving, public speaking, and writing. Teachers also said their students understood the lessons better, increased their technology skills, were more interested in their lessons, and were more motivated to complete their assignments.
- 75 percent noted their desire to have students take the classmate PCs home.
- 89 percent of students said the project helped them learn better and develop a more in-depth understanding of the content.
- 90 percent of parents said the project had a positive effect on their children's motivation and learning.
- In addition to these tangible findings, observers identified:
  - Increases in students' interest in their courses
  - Increases in teachers' interest and motivation
  - Higher attendance rates compared to traditional classes, perhaps as a result of teachers using techniques such as three-dimensional animations and simulations to present lessons
  - New self-development opportunities for teachers

*Pilot programme at Broadgreen County Primary, Liverpool*

# New learning modes for new generations

- **Online learning**
- **Self-paced learning**
- **1-to-1 learning**
- **Handheld learning**
- **Mobile learning**
- **Collaborative learning**
- **Time-shifted learning – anytime, anyplace**
- **Synchronous / asynchronous learning**
- **Blended learning**



# Ashridge Business School – Gen Y Learning Styles

1. Doing is more important than knowing
2. A need for immediacy
3. Trial and error approach to problem-solving
4. Low boredom threshold
5. Multitasking and parallel processing
6. Visual, nonlinear and virtual learning
7. Collaborative learning
8. Constructivist approach

# Task

- **Are your learners different from learners 5-10-15 years ago?**
- **What consequences (if any) should we draw from this?**



# More applications....

## Phoncasting

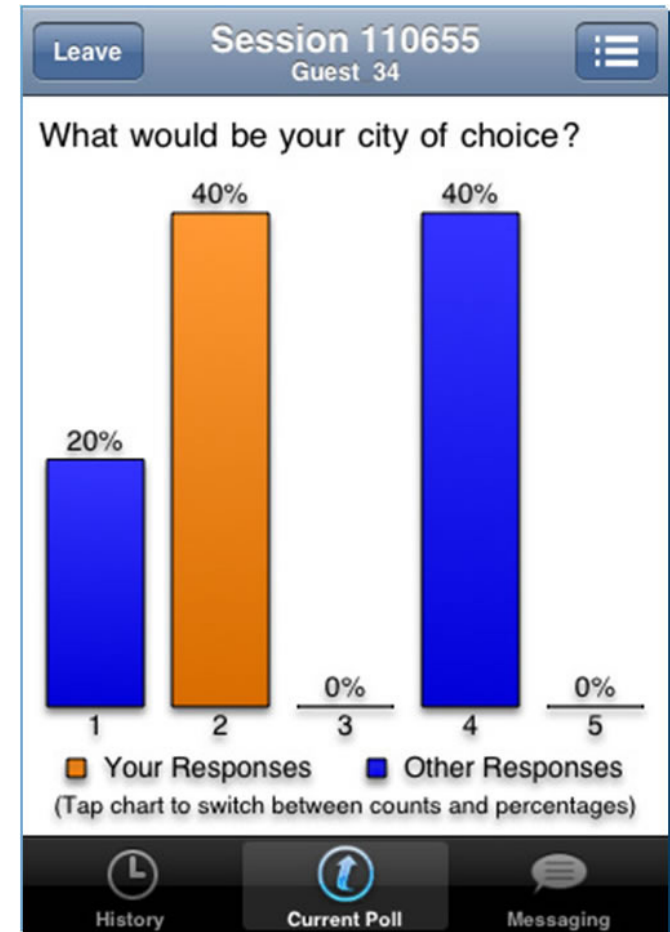
- replaces the microphone with a phone and a dial in number to call and record to. Podcast audiences simply dial up podcast shows on demand from their phone. [www.phoncasting.com](http://www.phoncasting.com)

## Phlogging

- Phone blogging - call ipadio.com from any phone, anywhere in the world (or use our apps) to broadcast your voice back to your website, your blog, and your social networks - auto-post to your blog and Facebook/Twitter
- Used by Oxfam in Haiti disaster relief

## Personal Response Systems

- Voting & assessment apps with realtime scores via mobile



# Case Study: Learning Spanish with Ipadio

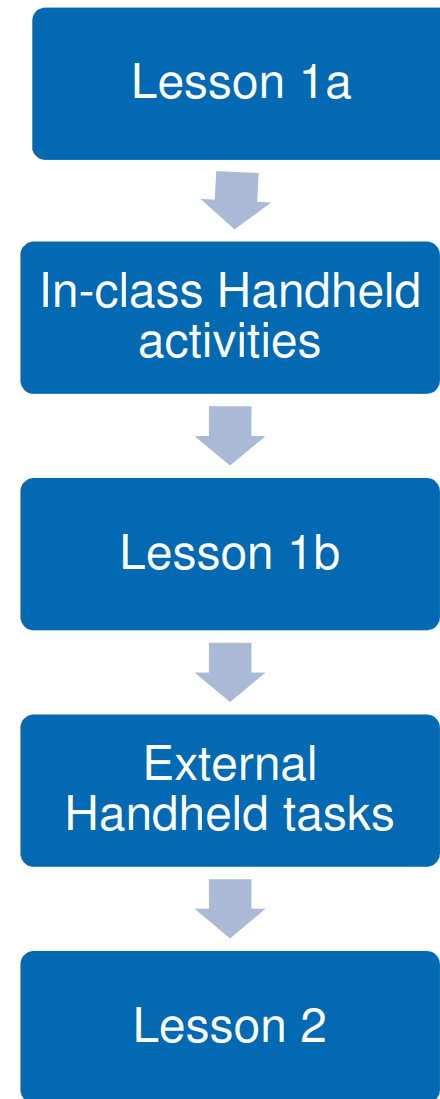
- "This past week one of the teachers in our World Language Department used student cell phones and Ipadio to record pairs of students having a conversation about a famous Mexican painting.
- Prior to the activity the teacher paired the students off and had them write a dialogue in Spanish talking about the Mexican painting.
- On the day of the activity the students paired off around the room and using one cell phone dialed into Ipadio, entered the 4-digit access code, and began talking.
- Each of the recordings was saved in the teachers private Ipadio account. Later that day the teacher listened to the conversations and assessed each student's performance.
- The take away for the teacher was that she could listen to the recordings at her leisure and replay the conversations as much as needed to properly assess the student's performance. The teacher can provide much richer feedback and even replay the recording for the student. The students enjoyed the activity and were eager to listen to themselves speaking."



# PACER - Technology model

Building on ARC and ESA, we need a technology-enhanced model, e.g.:

- Pre-teaching
- *Authentic input via technology*
- Classroom communicative practice
- *External practice via technology*
- Reinforce in classroom



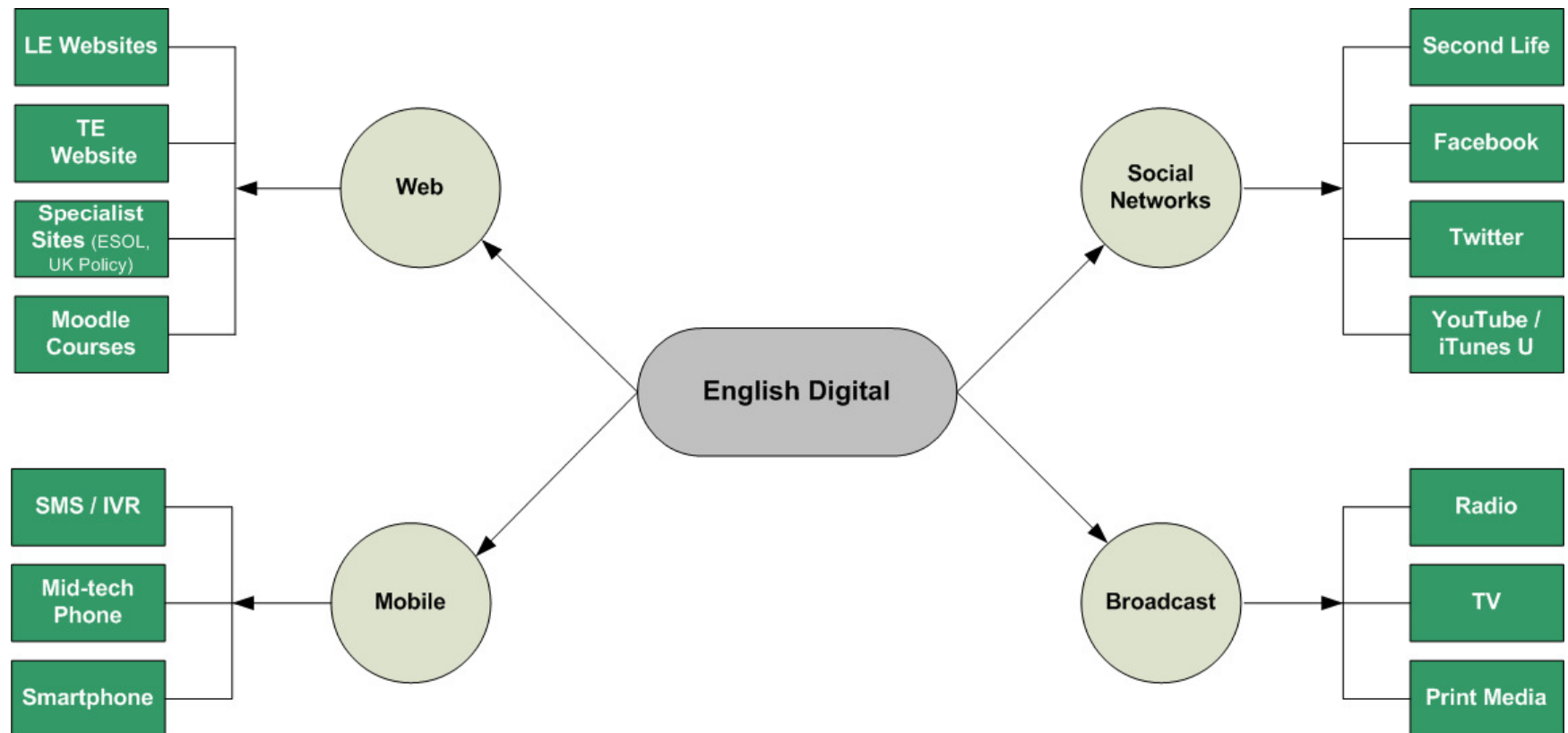
## Learning on the move

People expect to be able to work,  
learn, and study wherever they want.

Horizons 2011 Report



## English Digital framework

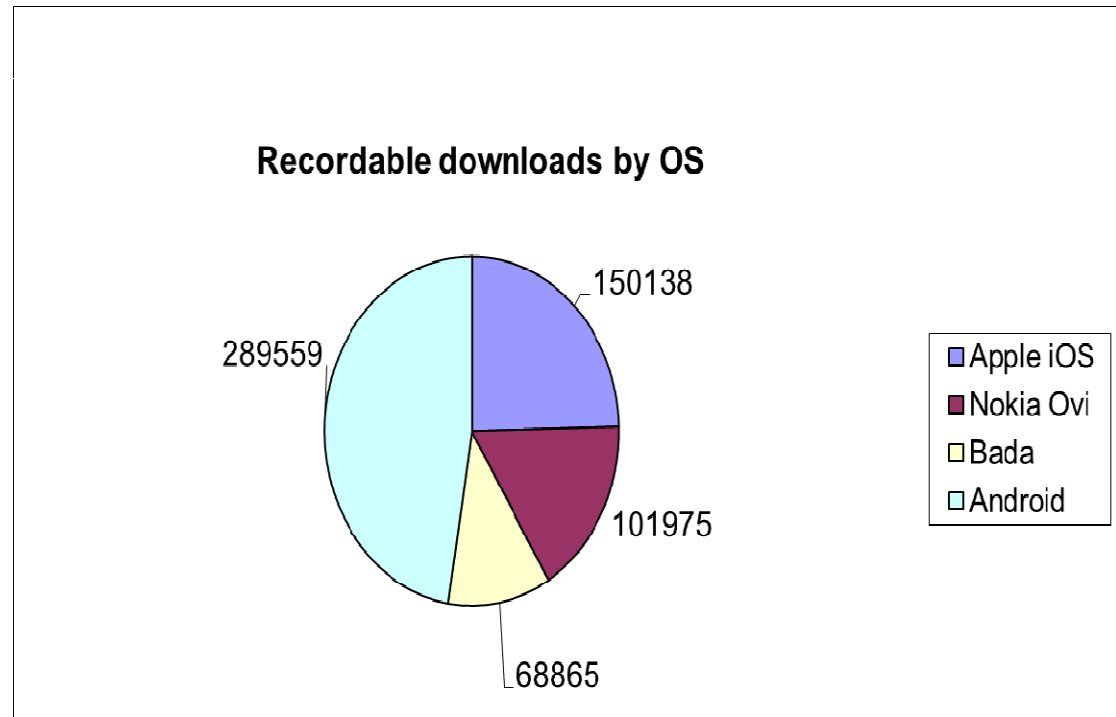


## Learning on the move

### SMS practice



### Apps



## Learning on the move



### MyWordBook

- Improve your vocabulary with MyWordBook, an interactive vocabulary notebook for language learners.
- Browse preloaded flashcards of the most important words in the English language.
- Each flashcard contains pictures, sounds, example sentences, translations and notes to help you remember.
- Language specific and international versions available.



Available on:

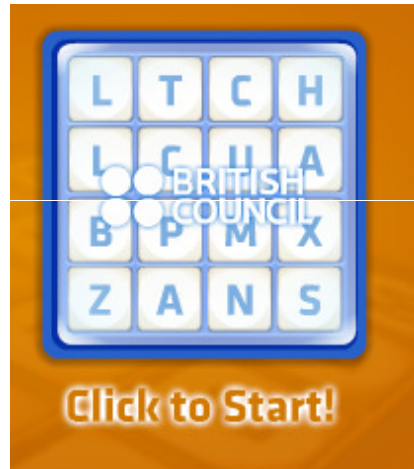




## Learning on the move

## Wordshake

Make as many words as you can against the clock in two minutes



## 60 Second Word Challenge



Available on:



bada



## Learning on the move



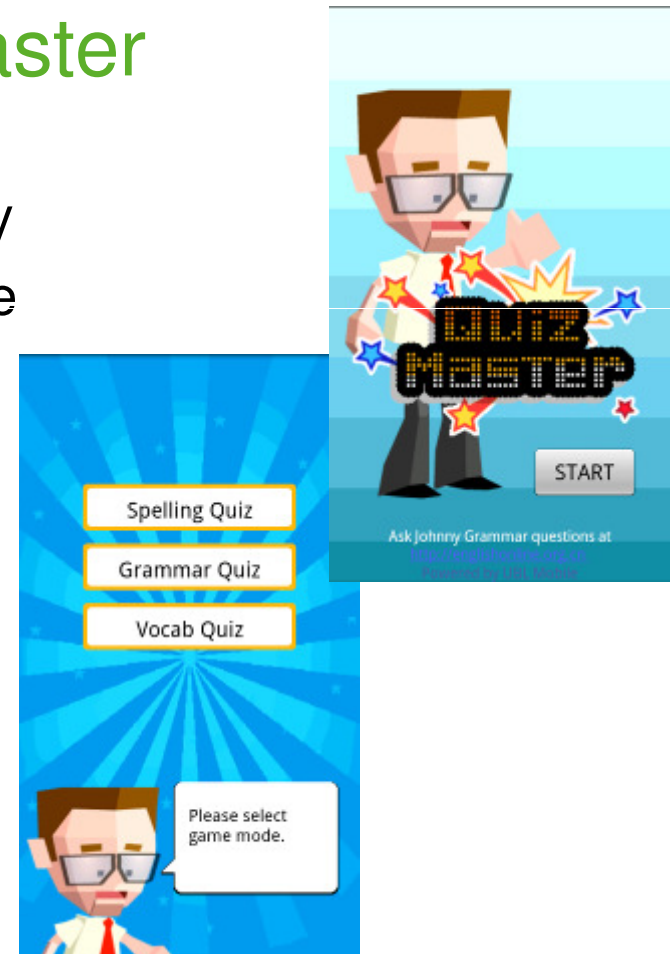
## Johnny Grammar's Quizmaster

Test yourself against our grammar expert Johnny Grammar with this app for Android™ smartphone and share your score with friends via Facebook.

The game features:

- 3 levels of grammar questions
- hundreds of vocabulary questions
- a spelling quiz on commonly misspelled words

Available on:



## Learning on the move

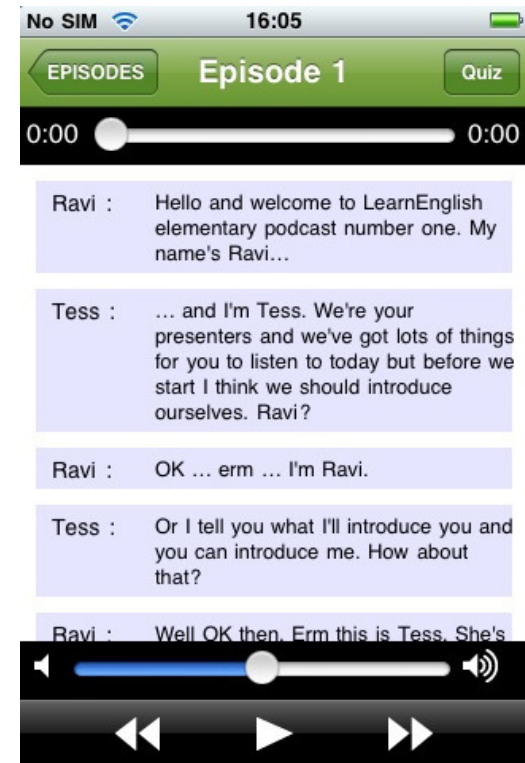


## LearnEnglish Elementary

LearnEnglish Elementary Podcasts app is a series of English learning podcasts for you to directly download and enjoy on your phone.

- Tapescript scrolls with audio in time
- Communicate with the podcast presenters through social media
- Comprehension questions for each episode

Available on:



## Learning on the move



### Big City

Big City Small World is an audio soap for learners of English. Set in London, it follows the lives of a group of regulars in Tony's cafe.

The application includes:

- Over 30 episodes with synced tapescripts
- 10 cartoons with accompanying language learning points.



Available on:



## Learning on the move

### Social Media – iTunesU



The screenshot shows the British Council's iTunesU page. At the top, there's a navigation bar with categories like Music, Films, TV Programmes, App Store, Podcasts, and Audiobooks. The main header features the British Council logo and a woman celebrating while using a laptop, with the tagline "Learn, share, connect worldwide". Below this is a brief description of the British Council's role in providing English learning materials. The main content area is divided into three sections: "What's New" (with a "Sort By: Release Date" dropdown), "Themes" (with a "Sort By: Featured" dropdown), and "Quick Links" (including "Tell a Friend", "Copy Link", "Share On Facebook", and "Share On Twitter"). The "Top Collections" section lists seven items, starting with "UK Culture". Each item in the "What's New" and "Themes" sections includes a thumbnail, a title, a description, and a "SUBSCRIBE" button.

## Learning on the move

### LearnEnglish Kids

- Using existing content or new content?
- Single interactive story or selection of games or songs?

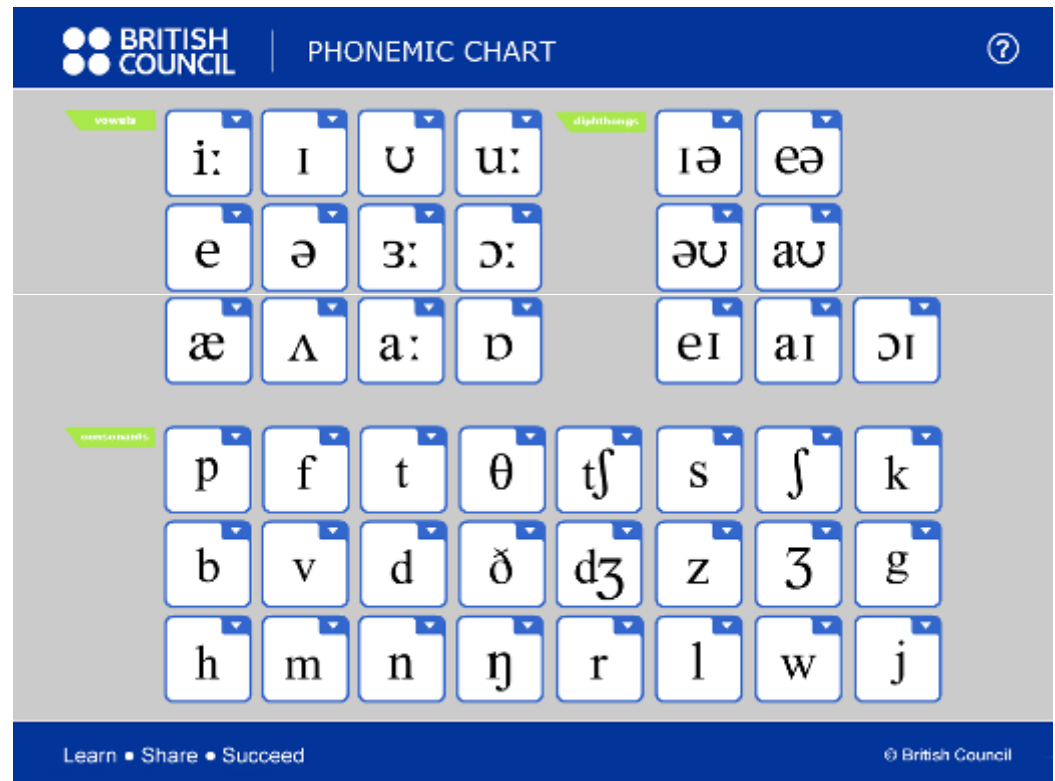


## Learning on the move



Sounds Right is the British Council's first pronunciation chart for learners and teachers worldwide.

This app is for the iPad.



BRITISH COUNCIL | PHONEMIC CHART

**vowels:**

i:	ɪ	ʊ	u:	ɪə	eə	
e	ə	ɜ:	ɔ:	əʊ	aʊ	
æ	ʌ	a:	ɒ	eɪ	aɪ	ɔɪ

**diphthongs:**

**consonants:**

p	f	t	θ	tʃ	s	ʃ	k
b	v	d	ð	dʒ	z	ʒ	g
h	m	n	ŋ	r	l	w	j

Learn • Share • Succeed

© British Council

Available on:

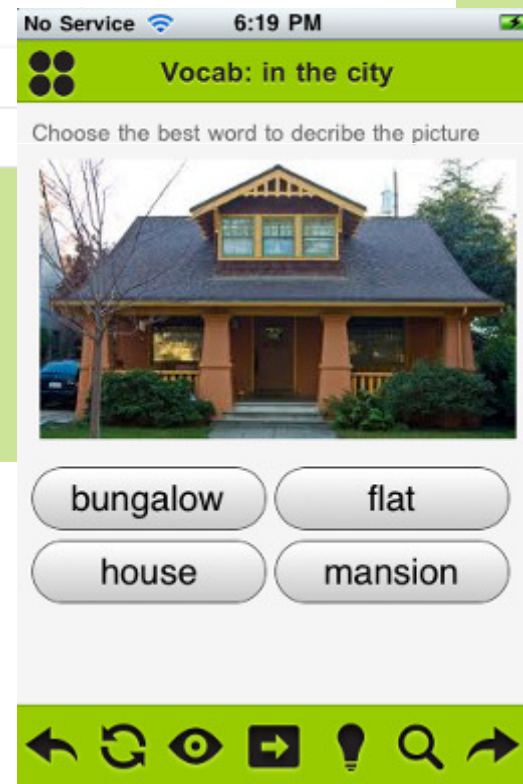
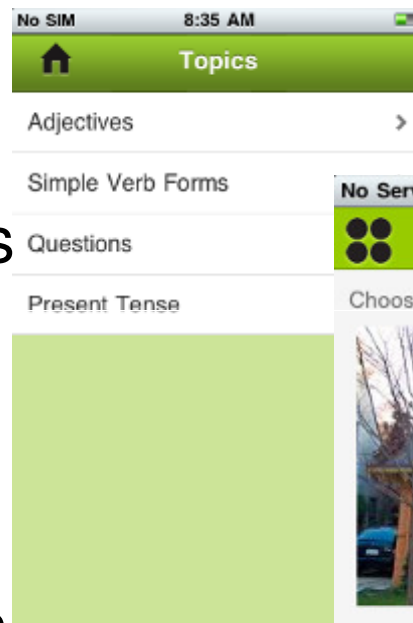




## Learning on the move

### Grammar-vocab

- Downloadable packs (B, E, I, A)
- Dozens of question types
- Exercises, reference and tests
- Extendable market with downloadable content

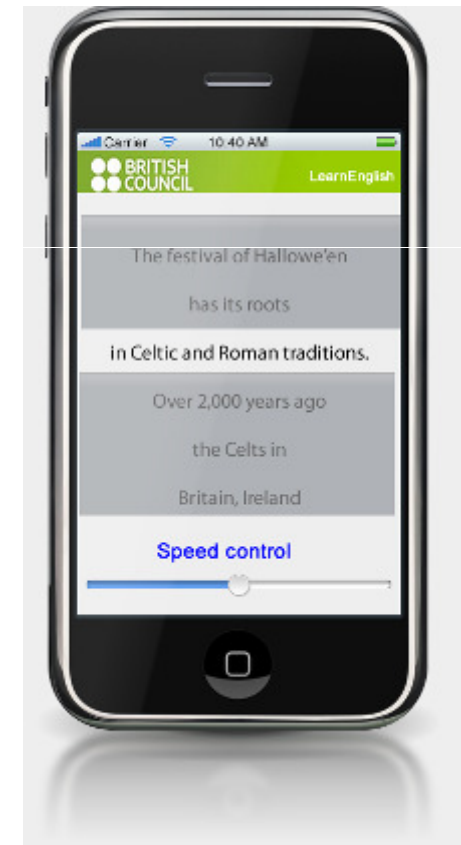


## Learning on the move

### Reading

Practice activities for reading skills:

- Scanning
- Skimming
- Speed reading
- Comprehension





## Learning on the move

### Reference


- Lesson plans
- Learner materials
- Publications (English Next, teacher manuals etc)



 Android Market

british council

RESULTS FOR "british council"

 Search Options

About t

**LearnEnglish Elementary**

BRITISH COUNCIL / EDUCATION

★★★★★ (493)

INSTALL

English learning podcasts with exercises from the British Council  
LearnEnglish Elementary Podcasts app is a series of English learning podcasts for you to directly dow...

**Johnny Grammar's Quizmaster**

BRITISH COUNCIL / BRAIN &amp; PUZZLE

★★★★☆ (162)

INSTALL

Johnny Grammar's Quizmaster is an English learning game from the British Council This interim update lengthens the time to 15 seconds Update with further options to f...

**Big City**

BRITISH COUNCIL / EDUCATION

★★★★★ (83)

INSTALL

Big City Small World is an audio soap for learners of English. Big City Small World is an audio soap for learners of English brought to you by the British Council. Se...

**Wordshake**

BRITISH COUNCIL / BRAIN &amp; PUZZLE

★★★★☆ (77)

INSTALL

A fun English learning game brought to you by the British Council! A fun interactive game competing against the clock trying to make as many words as you can with grid...

## Routes to excellence

# e-Moderator course

# Learning Technologies for the Classroom

**Unit 1 - Getting started**

With more and more organisations looking to develop the potential of online learning, there is a clear role for skilled professionals to be able to help learners get the most from their studies. These professionals are variously called e-moderators, e-tutors, or just moderators, tutors and trainers.

This course is designed to introduce participants to some of the basic concepts behind online moderating and explores tools and techniques to help you successfully manage an online course. Although the course specifically focuses on TeachingEnglish online teacher training courses offered via a Moodle platform (or "virtual learning environment", or VLE), the "soft skills" are transferable to other online training contexts.

This course does not address how to develop online courses or (aesthetic) design of online materials.

By the end of this unit you will have:

- familiarised yourself with the course schedule and assessment criteria
- acquired basic familiarity with some features of the course site/platform
- established the beginnings of your own online presence
- agreed guidelines for communication within your group
- identified some challenges online learning communities may face

**TeachingEnglish - learning technologies**  
An introduction to learning technologies

**Reflection**  
Compare what you have produced with other groups and discuss.

- How difficult was the application to use?

**Technologies for the Classroom**

Welcome to Learning Technologies for the Classroom! This online course will introduce you to the basic aspects of using learning technologies in the English language classroom in an efficient, engaging and effective way.

You will learn how to use the learning technologies as a language resource, how to evaluate and select websites, how to make the most out of common office software, how to exploit a rich link projects using learning technologies and much more.

Course aims and objectives

You will find lots of practical classroom examples, hints and tips and how to integrate technology in a pedagogic manner.

Enjoy the course!

## Routes to excellence

# Continuing Professional Development Framework

1	Starting	<i>Learning the principles</i>
2	Newly-qualified	<i>Putting principles into practice</i>
3	Developing	<i>Building confidence and skills</i>
4	Proficient	<i>Demonstrating confidence, experience and reflection</i>
5	Advanced	<i>Exemplifying good practice</i>
6	Specialist	<i>Leading and advising</i>


**Pathways**

**Courses**

**Resources**

**Networks**

Routes to excellence

## Handheld Learning Training

### mLearning in Practice:

“mLearning in Practice is a course about mobile learning, or ‘mlearning’ - learning with mobile or handheld devices. The course aims to explore mLearning from both the learner’s and the educator’s perspective.

We look at the range of mobile or handheld devices currently available for learning, and we examine current best practice and principles in mLearning. We consider mLearning both in and outside the classroom, and in both formal and informal learning situations.”

### The Consultants-E

6 weeks online - 595€

<http://www.theconsultants-e.com/training/courses/mlearning.aspx>

# Contacts

- **British Council sites:**
  - [www.LearnEnglish.org.uk](http://www.LearnEnglish.org.uk)
  - [www.TeachingEnglish.org.uk](http://www.TeachingEnglish.org.uk)
- **Journals with ICT/tech content:**
  - Technology Matters - Modern English Teacher
  - ETP, ELTJ, Language Learning & technology (free)
- **[Michael.Carrier@britishcouncil.org](mailto:Michael.Carrier@britishcouncil.org)**