

Best Practices in Mobile Learning

Guidelines for case studies

Background

PURPOSE

The primary purpose of the UNESCO case studies is to be featured in a formal publication, *Best Practices in Mobile Learning*. The below guidelines assist in establishing a lens for drafting the selected case studies.

DEFINITION

For this exercise, mobile learning, while nuanced and defying easy definition, is conceived as school-wide practices that harness mobile devices to enrich education and expand access to good quality learning opportunities within and beyond traditional classrooms and schools.

SCOPE

In this publication UNESCO presents successful mobile learning practices at the school level, where a holistic approach is taken to promote ICTs in general and mobile learning in particular school-wide, across all grades and subject areas. Mobile learning innovations initiated by individual teachers do not qualify to be included, unless the school adopted these innovations school-wide.

Description of the Model

Selection was completed based on seven broad categories or pillars of mobile learning. These interdependent categories are:

1. Vision
2. School-wide programming
3. Mobile learning environment created and updated

4. Capacity building and incentive strategy
5. School-wide mobile learning practice
6. Achievements against targets
7. Broader impact and sustainability

1. Vision

A vision, often in the format of a written statement, is a declaration of a school's defined development goal, based on both desired foresight and realistic constraints, indicating what the school wants to become, to what ends technology is employed to enable the defined direction, and whereas applicable, the feature transformational initiatives to be implemented to achieve the goal. The vision is designed to guide its internal decision-making, orientate different internal sectors towards a recognized road map, and synergize efforts of various stakeholders. Vision statements, if exist, should be formally written and referenced in school's documents, ideally should be in a length of several short sentences and undergo minimal revisions during a 3-5-year life span.

[Alignment with priorities of Education 2030 (or Integration of global, national, and local education priorities): *how the vision reflects broader priorities for education, particularly defined in Education 2030 (SDG4), as well as relevant national, state and district policies, targets and initiatives. Also explain the inclusion, equity, and lifelong learning opportunities at your school.]*

[Context sensitivity: *how the vision is sensitive to and accounts for barriers, opportunities and risks, foreseeable developmental dynamics including digital opportunities and bottom-up innovations presented in the local context.]*

[Learner centricity: *how the vision reflects a learning and people centric view of technology integration.]*

[Relevance of mobile learning to major needs: *the rationale to use technology or the mobile learning intervention to address major challenges and gaps as well as their root causes as identified in the achieving the vision. What challenges and problems are being addressed with the use of mobile learning? Why did the school chose mobile learning to solve these issues?]*

[Institutional adoption and uptakesensitization: *whether the vision is known and supported by diverse stakeholders. Is the vision shared by school leaders, teachers and administrators equally?]*

2. School-wide programming

The programming is the school-wide process of translating a vision into an explicit or implicit Theory of Changes comprised of the appropriate intervention strategies and main lines of action, and further planning major mobile learning activities and/or school-wide mechanisms to ensure that conditions, practices, and outcomes will be in place for desired long-term goals to occur. The output of the programming, if exists, should be a blueprint of the whole-school mobile learning strategy and a work plan on the interlinked components, which is aimed to create an enabling system under the current school system or, when the e-readiness has reached the point of disrupting the existing system, to harness mobile learning to reinvent the organization of the school system.

[Description: *If the school has undergone programming/planning steps/stages, please describe the general plan of the school-level mobile learning intervention (main stages, expected outputs and results). If no explicit programming steps/stages have been taken, please provide description about the following perspectives. Under attachments, please feel free to share any illustration of your plan or related document.]*

[Sufficiency of the mobile learning intervention plan: *how the school-level mobile learning intervention plan contributes to the achievement of the desired goals defined in the Vision.]*

[Coherence and continuity of school-based curriculum and assessment: *how the mobile learning initiative is integrated in the school-based curriculum and assessment and how learners, teachers and other beneficiaries benefit from the mobile learning intervention across grade levels and developmental stages.]*

[Feasibility: *how the planning reflects the understanding of country and cultural context and situation, including staff capacities, infrastructure, resource availability and budgetary limitations.]*

[Coordination and institutional support system: *how human, financial and technology resources are shared according to the links between activities. How are your strategies planned to ensure collaboration between departments and external partners?]*

[Monitoring and evaluation: *your monitoring and evaluation strategies and how they allow for planning adjustment.]*

3. Mobile learning environment created and updated

The mobile learning environment in this exercise means the digital learning environment the school has created, maintained and regularly updated based its own resources and publically available digital resources (e.g., house-hold digital resources through BYOT; digital resources in local community centres or libraries) to enable the teaching and learning practices with a view to achieve the targets set up under vision.

[Accessibility and inclusion: *how the mobile learning environment (setup, policies, technology support, etc.) ensures easy, inclusive and equitable access for all students and teaching staff, including students with disabilities and across gender and socio-economic divisions.]*

[Capability and relevance: *how the accessible digital devices and networks enable the mobile learning pedagogies, courses and content in your school. Also detail how the technology services are being maintained and updated to keep relevant to learning needs.]*

[Safety and responsiveness: *how you ensure the safe and ethical use of online content and how you protect the privacy of students' personally identifiable information.]*

[Mobility and ubiquity: *how your school model allows the mobility of learning activities and expand learning opportunities beyond schools to improve formal and informal education experiences.*]

[Open Educational Resources (OER) and user engagement: *how the mobile learning environment at your school is designed to harness the OER and support students and teachers to find, re-use and create resources.*]

4. Capacity building and incentive strategy

Capacity building and incentive strategy in this exercise mean the mechanisms and processes that are planned and implemented by the school to attract, retain, and incentivize high quality teacher and other concerned school staff, support their continuous professional development, and incentivize their motivation in relation to the productive use of technology for learning, in line with school needs and

[Teaching staff management and support structure: *describe the context of the recruitment management and capacity building of teaching staff, organisational structure, support structures, etc.*]

[Professional development plans: *the professional development plan, which ensures the recruitment of qualified teachers, their training and other learning opportunities.*]

[Incentive strategy: *the school incentive strategy and how the ICT competency is integrated in recruitment, performance evaluation and professional development.*]

[Training activities: *your school-based training, opportunities to leverage technology or create mobile learning solutions or to attend external meetings and trainings to learn about the effective integration of mobile technology in classrooms.*]

[Communities of practice: *your school's communities of practice (CoP) or how you support teachers to participate external existing CoPs to facilitate networking.]*

5. School-wide mobile learning practices

The teaching and learning processes form the core of any effective school-based mobile learning programme, meaning are students' typical mobile learning practices and how teachers are designing and implementing activities to facilitate students' effective mobile learning. Ideally, the technology should be deeply integrated into teaching and learning processes and empower practices that were not possible without technology, in line with school goals and internationally agreed priorities for education.

[Competencies of instructional design and implementation: *the level of teachers' and other concerned school staff's competencies to understand, design, and implement or support mobile learning strategies to address challenges encountered in schools, meet curricular goals, make teaching and learning more effective and innovative.]*

[Infusion of mobile learning across subject areas and pedagogical processes: *by giving examples how mobile learning is infused in teaching and learning processes in different subject areas that are relevant to the achievement of vision, and throughout the process of preparation and delivery of content, organization and management of teaching and learning activities, and assessment.]*

[Mobile learning practices/models attributing to positive processes and outcomes: *the productivity, efficiency and level of innovation of your mobile learning practices evaluated by learning outcomes and the quality of the learning processes.]*

6. Achievements against targets

The achievements in this exercise are the measurable results —whether quantitative or qualitative— occurring in the school that have causal-effect with mobile learning, including results achieved in the scope of pre-set objectives and advancements on universal education priorities including in inclusion, equity, and lifelong learning opportunities in line with the vision and plan of action.

[Methodology: *the methodology and concrete instruments (tests, questionnaires, etc.), which have been used to collect data or other evidence to evaluate the results and demonstrate the achievements.*]

[Quality of learning outcomes: *the evidence or indicators of progress against school-set objectives in relation to quality of learning outcomes including induced by the mobile learning intervention. Try to relate your evidence to (i). Intellectual capabilities, (ii). Social skills and/or (iii) Values and attitudes.*]

[Progress towards access, inclusion, and equity: *the evidence or indications of progress against universal education priorities committed under Education 2030, especially in terms of expansion of access to learning opportunities and improvement in equity (e.g., gender equity, learning outcome equity) and inclusion (e.g., helping disadvantaged groups including students with disabilities).*]

[Perception of school leaders, teachers, students and other stakeholders: *the evidence how school leaders, teachers and students perceive the change the mobile learning interventions have made on schools and the people.*]

[Efficiency: *the evidence on the balance between resources invested and the outcomes achieved in terms of students' learning outcomes and/or progress in inclusion and equity.*]

[Challenges: *description of three major challenges the school encountered while attempting to reach the targets.*]

7. Broader impact and sustainability

Outreach and broad impact mean the results and impact of the school actions to share on-going information of its mobile learning practices and experiences with concerned policy makers, other stakeholders and a wider community.

Sustainability means the strategies and action being taken to ensure the mobile learning programme being implemented by the school could be sustained regardless of leadership and staff change.

[Public stakeholders engagement: *how parents, community leaders and local public target groups feel a sense of ownership over school-based mobile learning and percept impacts.*]

[Knowledge sharing: *how the school shares experiences and practices—both positive and negative—that are likely to inform the work of other schools as well as broader mobile learning and education communities. Explain the efforts made to network with other schools and advocate successful mobile learning models.*]

[Reliability of funding: *whether your sources of funding are reliable and on-going.*]

[Resilience of school culture: *how your school-level mobile learning programme is steeped in the culture of the school and resilient to staff changes.*]

Conclusion: you can insert a concluding paragraph at the end of your case study and detail your overall lessons learned.