

PEDAGOGICALLY INFORMED MOBILE LEARNING AS AN ENABLER OF SOCIAL INNOVATION

Research Questions

How do we empower and motivate tradespersons to drive the adoption of low carbon products and services?

Can pedagogically apposite mobile learning facilitate better learning outcomes for apprentice based training?

Can credentialing improve the effectiveness of learning sustainability compliance in trade vocational training?

What pedagogies are best suited to teaching trades on the job through mobile learning activities?

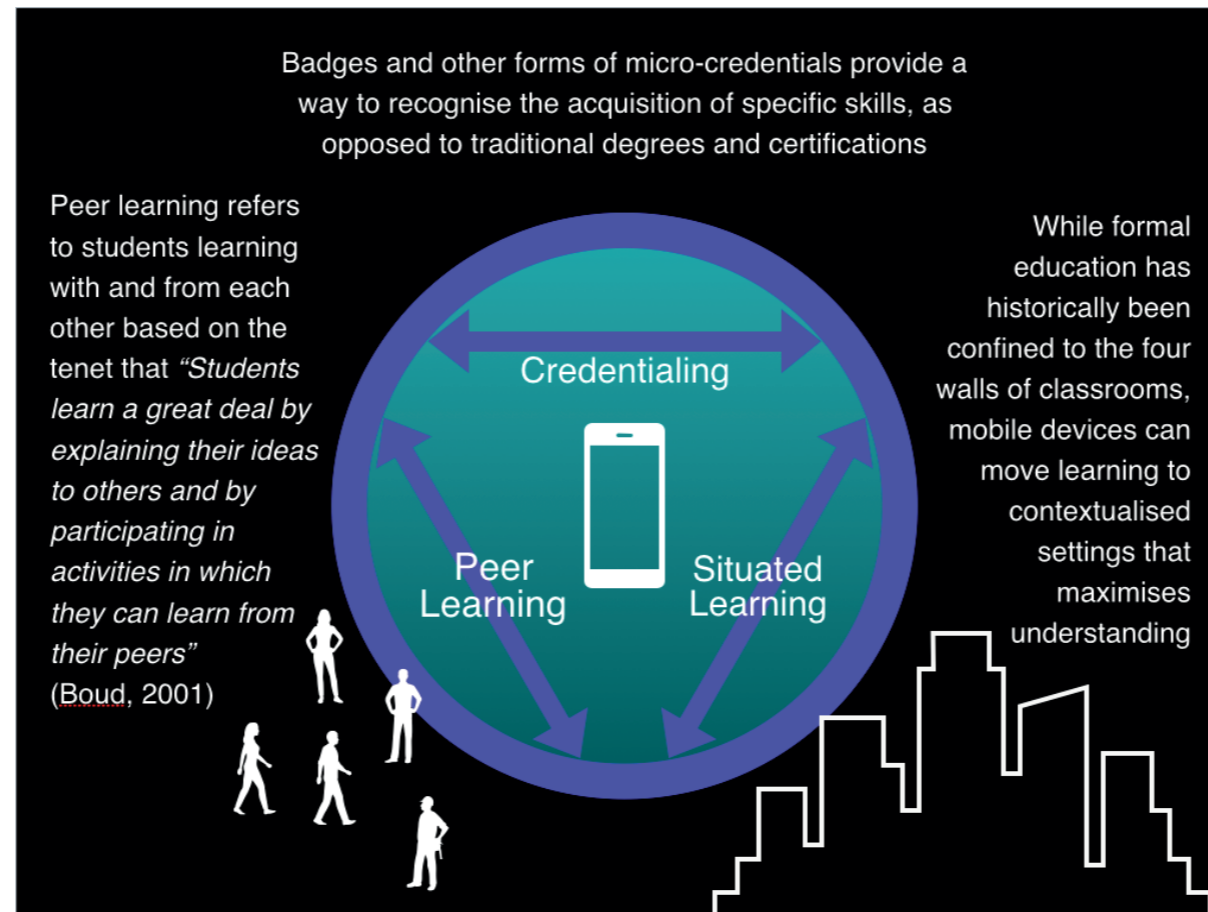
Methodology

Mixed methods including in depth interviews, surveys, focus groups. Prototyping, testing, observation and investigation

Anticipated Results/Impacts

- Overcome barriers to learning sustainability compliance using apposite pedagogy in a mobile learning context.
- Contribute to an educative strategy to drive consumer demand through the influence of a sustainability educated trade sector.
- Through deeper learning, shift tradespersons knowledge and applications of low carbon living products.

A pedagogically apposite learning and assessment app, facilitating peer and situated learning; incorporating game based elements, designed to actively engage and motivate trade students with sustainability compliance in their workplace



Why Mobile?

- Younger Australians are the most digitally connected mobile consumers, checking their smart phone on average 56 times a day and 5% checking more than 200 times a day
- Half the mobile consumers aged between 18-24 years connect and interact with their favourite device within five minutes of waking up
- 81% of the Australian population check their smart phones within an hour of waking.

Drumm, J., & Swiegers, M. (2015). Mobile Consumer Survey 2015 – The Australian Cut Life's smarter than you think. Sydney. Retrieved from <http://www2.deloitte.com/au/en/pages/technology-media-and-telecommunications/articles/mobile-consumer-survey-2015.html>

Preliminary Results

Results based on preliminary survey data found;

- the preferred mobile device for trade students is the mobile phone.
- trade students prefer learning through peer and mentor interaction and through working on the job.

Findings To Date

Based on the interviews and preliminary survey with trade teachers, the culture, resources and the relevance of the current pedagogy to trade teaching or learning were cited as significant impediments to increasing student engagement in the topic of sustainability.

Next Steps

- Testing theory using situated, simulated learning experiences with trade students
- Finalise brief for mobile learning app
- Develop prototype mobile learning app
- Iterative testing of the app to answer research questions
- Write up findings

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