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# Lucubrate

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Photo by: Karl Skaar

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## Ten starter questions enhance your planning for learning

By Professor Nita Temmerman, PhD; M Ed (Hons); B Ed; Dip Mus T; ATCL; M.A.C.E

*Effective planning for learning is dependent on designing contemporary, relevant, responsive, meaningful and stimulating curriculum. Getting that right is quite a complex undertaking.*

### Planning for learning

Planning for learning is a multifaceted process.

There is a relationship between expected student learning outcomes, content presented to students, learning activities students engage in and the assessment tasks you set students to do to demonstrate their achievement of the learning outcomes.

There will of course also be factors beyond your control that will influence your planning for learning. There may be national and state government and professional association expectations and industry standards and needs that effect what goes into your curriculum, how it is taught and the focus of the assessment.

Certainly not least in your considerations are (should be) the students themselves – their prior knowledge and learning as well as work experiences, their interests, their access to resources and so forth that you should factor into your planning for learning.

### Starter questions

So here are a few starter questions you may wish to ask in relation to curriculum you have responsibility for delivering to enhance your planning for learning.



Photo: Mindflash

1. What do the students really need to learn?
2. Am I trying to cram too much into the curriculum/subject?
3. Have I made an effort to find out who my students are and what they already know?
4. Have I clearly articulated to students the connections among learning outcomes, learning activities and assessment?
5. Is the content informed by current knowledge, practice and research in the area?
6. Does the content meet appropriate professional, industry and discipline standards?
7. Are the planned learning activities engaging and intellectually challenging?
8. Do the learning activities recognize different learning styles, gender and cultural differences and abilities/disabilities?
9. Are the assessment tasks authentic – relevant?
10. Do the assessment tasks really measure achievement of student learning?

### Effective planning

Effective planning for learning is dependent on designing contemporary, relevant, responsive, meaningful and stimulating curriculum. Getting that right is quite a complex undertaking. All of the above indicates a need to regularly review your curriculum and retain a degree of flexibility in delivery to ensure what is done is current and that learning is maximized.



## Will the smart-phone replace the traditional teacher and classroom?

The smartphone is an example of a tool we can use as an aid in the process of a transfer knowledge from a person to another. The teacher will be using the smartphone for creating the lesson be independent of the classroom and the students. The teacher can work systematically and develop the training as shorter or longer courses.

### The world is changing

The world is changing all around us. A skilled population is a key to a country's sustainable development and stability.

We know that obtaining a quality education is the foundation for improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come.

### The number of smartphones is growing exponentially

Ownership of mobile smartphones amongst the general consumer, professionals, and students are growing exponentially. The potential for smartphones in education builds upon experience described in the extensive literature on mobile learning from the previous decade which suggests that the ubiquity, multi-functionality, and connectivity of mobile devices offers a new and potentially powerful networked learning environment.

For billions of people coming online around the world – many in Africa – mobile phones (and increasingly smartphones) is their point of entry to the internet. This is true in both developed and developing countries. However, the user experience on a smartphone is very different from that on a PC or a feature phone.

The different affordances and limitations of each device shape how people interact with information, and even one's conceptualization of the internet itself. Mobile-specific tendencies include: communicating through apps versus a browser, coming online via a handful of "walled garden" applications, information consumption rather than production, and a focus on social activities over more "serious" uses.

To take advantage of the benefits that information and communication technologies (ICTs) offer, one must have the skills and knowledge to do so. Digital and information literacy skills are critical to realizing the potential of technologies fully. <sup>[1]</sup>

### Smartphones as a learning tool

A study from 2011 tried to explain the fundamental factors influencing users' intentions to use smartphones as a learning tool continually. The study confirms the significant roles of users' cognitive perceptions; the findings also shed light on the possibility of the smartphone serving as an enabler of learning. Users may want to use the smartphone as a telecommunication tool, as well as a learning application. <sup>[2]</sup>

A smartphone is a useful tool for the micro-learning. Microlearning is a learning strategy that focuses on delivering train-

ing and performance support in small, focused chunks. It has been a concept floating around in our industry since the lexicon of reusable learning objects was first introduced by Cisco to the learning space over fifteen years ago. [3]

### **Different use of the smart-phones**

The purpose of smartphone varies for students. A study found that the primary use of the smartphone for students was [4]:

- checking the exams schedule
- checking class timetable
- checking grades
- login to the university portal
- using Blackboard (LMS)
- using it to participate in the class learning groups
- downloading class material
- registering courses
- reading tutors' announcements
- payment of fees
- social networking
- learning
- privacy
- safety

**T**oday we have more tools we can use as the aid in the process of a transfer knowledge from a sender to a recipient. The smart-phone is an example of such device. The sender will be independent of the receiver and can develop explicit expertise for a specific subject. The sender can work systematically and acquire the knowledge as shorter or longer courses.

[1] Mobile Information Literacy: Building Digital and Information Literacy Skills for Mobile-first and Mobile-centric Populations through Public Libraries Clark, Melody, Coward, Chris, Rothschild, Chris 2017 <https://digital.lib.washington.edu/researchworks/handle/1773/39161>.

[2] Smartphones as smart pedagogical tools: Implications for smartphones as u-learning devices Dong-Hee ShinaYoun-Joo Shina Hyunseung Choob Khisu Beomc <http://www.sciencedirect.com/science/article/pii/S0747563211001233> Computers in Human Behavior Volume 27, Issue 6, November 2011, Pages 2207-2214.

[3] The 13 th International Scientific Conference eLearning and Software for Education Bucharest, April 27-28, 2017 10.12753/2066-026X-17-007 DEVELOPING A MICROLEARNING STRATEGY WITH OR WITHOUT AN LMS Bryan ELDRIDGE eXact Learning Solutions, Genoa, Italy [eldridge@exactls.com](mailto:eldridge@exactls.com).

[4] The Use of Smartphone for Learning Activities by University Students in Kuwait. Bas-il Alzougool, Jarrah AIMansour <https://ideas.repec.org/p/sek/itepro/4907508.html>, 2017



## Culturally Motivated Web and Mobile Technology in Secondary Education

Improving and stimulating teaching and learning are an interesting topic among educational researchers. As technology advances and with mobile technology and the Internet being used widely, it has become a vital tool for knowledge gathering and information sharing.

### New ways for the teacher

It can foster new directives for teachers and stimulate the minds of learners, improving learning outcomes.

This is from an abstract from the conference on Information Science and Applications 2017. The paper focus on the Improving Teaching and Learning in Secondary Schools with the Use of Culturally Motivated Web and Mobile Technology [1].

The authors have done the study in the Southeastern Asian region. The authors propose Student Motivated Integrated Learning and Education with culture model in order to integrate education with web and mobile technology. For this study the authors suggest to emphasis on Asian learning culture to promote active learning reduce overall costs and improves student learning outcome [1].

### Use of mobile technology in the classroom

Learning, student motivation, and mobile technology are three components of most contemporary college classrooms; yet the academy has divided opinions as to what mix of the latter two maximizes the former. Many of these opinions are based only on observations in the classroom as few empirical studies exist. Arguments in favor of includ-



ing mobile technology in a learning environment include providing greater access to information for students, increased student engagement, and providing students the freedom and responsibility of choice. Still, the evidence mounts that unfettered access to mobile technology acts as a gateway out of the learning experience and limits processing and performance of students. In fact, students typically overestimate their ability to split their attention between social uses of technology and education uses which suggests that students do not

have the necessary information and experience to make informed decisions about the use of mobile technology in the classroom [2].

[1] International Conference on Information Science and Applications ICISA 2017: Information Science and Applications 2017 pp 652-659 (Sithira Vadive, Insu Song, Abhishek Singh Bhati)

[2] Creating Marketing Magic and Innovative Future Marketing Trends. Motivation and Active Learning to Improve Student Performance: An Extended Abstract. 2017 pp 1259-1263 (Debra Zahay, Archana Kumar, Carrie Trimble)

**T**he world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour market or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

**T**he Lucubrate project started in 2017 by NKB. The aim for the project is to become one of the world leader in knowledge transfer independent of the country you live in. The Lucubrate Magazine is a part of the Lucubrate project.

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