It's Not a Fad: Incorporating Mobile Devices Into the Classroom

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It’s not a fad: Incorporating Mobile Devices in the Classroom
"Disrupting what actually happens in the classroom by instituting student-centric technologies is vital to customize learning for each individual student and to improve motivation for all."
Statistics on Mobile Devices

- According to Cisco Visual Networking Index: Global Mobile Data Traffic Forecast Update, by the end of 2013, the number of mobile-connected devices will exceed the number of people on earth.

- Research firm Gartner predicts sales of notebooks and desk-based computers will drop nearly 8% this year.

- The Pew Research Center survey found that the number of people who have a tablet or an e-book reader among those 16 and older now stands at 43%.

- Nearly four in ten college students own either a full-size tablet, a small tablet, or both.
A 2013 survey of 1206 college students found:

- Eight in ten believe that tablets can transform the way students learn and make learning more fun.
- Over six in ten believe that tablets can help students study more efficiently and perform better in classes.
- Two in three believe that tablets will effectively replace textbooks as we know them today within the next five years.
- Around four in ten students have used a tablet for school work during the current academic year.
- Two-thirds of students (66%) have used a smartphone for school work during the current school year.
Reluctance

- Seen as a distraction or a fad
- Challenges traditional modes of teaching and learning
- Requires a pedagogical shift to incorporate mobile devices as learning tools

"I appreciate the text, Kate, but next time you can just raise your hand."
Benefits

- Meeting Students’ expectations
  - According to an EDUCAUSE study, students expected instructors to use technology to engage them in the learning process
- From distraction to productive learning tool
  - Facilitates active learning which is thought to be a more substantive form of learning
  - Engages reluctant learners/participants
  - Opportunity to help develop students digital literacy skills
Ideas for the classroom
Get students involved

Make a student agreed to technology plan
Make their changes visible

Use free sites to create Word Clouds
From Wordle
Make their changes visible

Use free sites to create Word Clouds
From Tagxedo
Twitter: Tweeting History

Lyndon Johnson has taken aboard Air Force One, becoming the 36th president. histv.co/18

Air Force One, carrying the body of slain President John F. Kennedy, has touched down at Andrews Air Force Base. histv.co/18QPdKv

Johnson Takes Oath of Office Aboard Force One
Following the assassination of John F. Kennedy on November 22, 1963, Vice President Lyndon B. Johnson is sworn in as president of the United States aboard Air Force One before the plane leaves Dallas...

View on web

President Kennedy's coffin is loaded into a Navy ambulance at Andrews...
View photos of President John F. Kennedy and get more information on History.com.

View on web
Apps to use

- Mobile App Guide: [libguides.wustl.edu/mobileapps](libguides.wustl.edu/mobileapps)
Dropbox and Blackboard

dropbox.wustl.edu
bb.wustl.edu
Flipboard

Can also be used with Windows and Blackberry interfaces
Evernote
Databases, etc. with mobile sites
WUTexter

- Background
- Design
- Features
- Experiences
Background

- Took Bio 2960
  - HHMI grant with Sally Elgin, biology
  - She took CSE131
  - So I took Bio 2960
    - Lectures, lab, exams
    - They use iClicker

- I then served as our department's associate chair
- Anne Bracy and others were also interested in iClicker
- Ordered 50 of them for departmental use
Background

- Ordered 50 iClickers
  - Prof would pick them up
  - Distribute them to students (randomly)
  - Use them as a random sample of students' understanding

- Unexpected problem
  - 2 batteries per iClicker
  - 50 iClickers
  - Heavy !!
Rethinking

- What can all students do?
  - Text
  - Oh, and text

- So all students already have a "clicker"
  - And they're not afraid to use them

- Also
  - Range of iClicker is limited (to the room)
    - Won't work for distance learning
  - iClicker costs $$
  - Desire functionality beyond simple polling
Meanwhile….

- Taught 132
  - User Interface Design
  - Concurrency
  - Network Programming
- Ben Murray
  - Wanted independent study project
- We designed WUTexter
How does it work?

Twitter

Server (in classroom)

Text

Twitter App

Web Browser

Poll

Question

Confused?
How does it work?

Requires smart phone

Twitter App

Web Browser

Twitter

Server (in classroom)

Poll

Question

Confused?
How does it work?

Any phone can do this.
How does it work?

Text

Twitter App

Web Browser

Twitter

Server (in classroom)

Poll

Question

Confused?

Any phone can do this

Text to "phone" 40404 turns into tweet (requires registration)
How does it work?

Demo time

Twitter
Server (in classroom)

Text
Poll

Twitter App
Question

Web Browser
Confused?
Experience

- **CSE 260**
  - Roger Chamberlain, prof
  - Used WUTexter and iClicker (students' choice)

- **Some other deployments last year (following iTeach)**

- **My Spring course**
  - In Crow
    - No WIFI initially (physics faculty resist this I'm told)
    - Had it 2 weeks later, but room had awkward computer setup (to be fair, I didn't state I needed an in-room computer)

- **Much to report on 131 this semester**
Experience

- **CSE 131**
  - Population has exploded
    - 405 started, 374 completed in Fall
    - 238 registered for Spring
    - ~600 students (Bio 2960 max 600 students)
  - Similar reports from other universities
    - 2nd largest class at Harvard
  - Lecture 1.5 hours a week
  - Lab/studio 3 hours a week
Experience

- CSE 131 use of WUTexter
  - Participation reward (5 course points—probably high)
  - Credit given just for responding
    - Correct response(s) not required.
  - Required readings before lecture
    - Pose very simple question to see if students did the reading
    - Pose very ambiguous responses: foster a discussion
  - Allow students to ask questions
    - Anonymously
  - Allow feedback as to "speed" of lecture
Experience

- **Registration**
  - "I don't have a twitter account"
  - "I can't have my phone out in class"—it distracts me
  - Privacy concerns
  - After a week or two, no problems

- **Use in classroom (Lab Sci 300)**
  - Initially poor wireless coverage
  - NTS made it great overnight

- I don't know if the poll improved students' preparation
  - But it was a nice way to start class and resulted in some good discussions
Experience

- **Anonymous questions**
  - Students loved this
  - No abuse, only minor misuse (for comic effect at start of class)
- **Confuse-o-meter rarely used by students**
  - But course evaluations lean toward "lecture moved at a fast pace"
- **In the end**
  - Too much credit for this, so students wanted credit even if they did not participate. Should follow Bio's example
  - Still, strong participation throughout semester
  - Participation credit eventually awarded by filling out course eval
- **Very useful for sampling behavior (Y/N responses)**
  - Do you plan to attend lab? (Tuesday before Thanksgiving)
  - Do you plan to take Exam 3 (students could drop one exam)
Next steps

- Currently need one account per class
  - Switch to one account per instructor
  - Use #cseblah to denote class
- Hard for instructor to see questions during lecture
  - Need pop-up window for questions
- Typing of text is burdensome for some devices
  - Special characters, numbers intermixed, autocorrect
Questions?
Bibliography