The Purposeful Integration of Web 2.0 and Mobile Web 2.0 Tools within a Bachelor Program

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Abstract: The excitement surrounding the potential of web2.0 tools within education has continued to grow. While almost everyone has now heard of POD Casting and YouTube, there are many more examples of social networking and content sharing tools that can be a harnessed for education. Recently history interfer (microbloging) has been popularised by the media, with a reported explosive growth rate (uptake by new users) of 1500K during early 2009. While their sill lilustrates that there is undoubtedly phenomenal interest in web2.0, there are still few concrete examples illustrating how to integrate these tools using an explicitly social constructivist pedagogical model within contemporary tertiary education environments. This poster describes the purposeful integration of web2.0 and models within a contemporary tertiary education environments. This poster describes the purposeful integration of web2.0 and models web2.0 of the support of the contemporary tertiary education environments. This poster describes the purposeful integration of web2.0 and models web2.0 and the province of the purposeful integration of web2.0 and models web2.0 and models web2.0 and models are also models within a first specific policy and the purposeful integration of web2.0 and models web2.0 and models web2.0 and models are also models are also models and the purposeful integration of web2.0 and models web2.0 and models are also models are also models and the purposeful integration of web2.0 and models web2.0 and models are also models are also models and models are also models and models are also models.

- Shallow or supplementary learning: Typically, these may be SMS prompts, School generated podcasts, and mobile games. They are good as a supplement to other activities. Focused learning: Typically these resemble a mobile friendly version of classic "elearning", with targeted nuggets of learning that can be engaged with while on the move possibly contast aware. Deep learning Deep learness are immensed in a mix of mobile technologies, as creators or originators as well as the more common consumers of mobile media, following a constructivation mode.

This Micerating project focuses on the third approach identified by Stead above within the context of mobile web2.0 tools. While web2.0 tools are characterised by user-generated context and social networking, mobile devices add the extra dimension of user-generated context. "The intrinsic nature of mobile technologies is to offer digitally-facilitated site specific learning, within is morbitally because of the degree of ownership and control." (Landless, 2007, p. 157).

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This poster focuses on the design and progression of first year Bachelor of Product Design course and is situated within a wider research project that has been investigating the potential of miscarning to enhance tertiary education over the past three and a half years. The research uses a participatory action research methodology. Three main reflection and feedback

Definitions of mobile learning have focused initially upon the mobility of the devices and more recently the mobility of the learners. Sharples proposes a form of Laurilland's conversational framework, excluding the teacher, to define mobile learning by its consteault and informal learning characteristics. The processes of coming to know throughout conversations across marriage central smoothing popular advanced instructive theritologies? Displants, Payle, & Varous, 2005, Hewwerk, a ley element in the conversation framework is the dislogate between installer & student, its contract to Sharples et al (2000), Leurilland (2007) emphasizes the search's legal in makine environments through good injury of the stacker's Meximal point per deplay in a contract to Sharples et al (2000), Leurilland (2007) emphasizes the search's legal in makine environments through good injury of the stacker's Meximal point per deplay in approximation of the stacker's Meximal point per deplay in approximation of the stacker's Meximal point per deplay in the search of the search

broadly upon constructivist and social constructivis foundations, and the development of new learner-centered technologies that facilitate these never pedagogies. For example, the appropriation of web 2.0 tools within a social constructivist pedagogy facilitates what has been termed "pedagogy 2.0" (McLoughlin & Lee, 2008). McLoughlin advocates the exploration of the potential of the alignment of web 2.0 tools and emerging learning paradigms based loosely upon social constructivisms such as "awaystrootion," and connectivism.

Focusing even more explicitly on empowering independent learners, fucion set at 20000 property the concept of teams for exercising even more explicitly on empowering independent learners, fucion set at 20000 proper the concept of teams for exercising fundamental for the Vegotistan concept of "Oscubranie". Though not explicitly inflient to mobile learning, the covery focuses upon learning recorded in the exercision set extended as the extraction which the Development fundamental fun

Table 1: The PAH continuum, from		Pedagogy	Andragogy	Heutagogy
	Locus of Control	Teacher	Learner	Learner
	Educational Sector	Schools	Adult Education	Doctoral Research
	Cognition Level			Epistemic
	Knowledge Production	Subject Understanding	Process Negotiation	Context Shaping



The LOR comes out of Activity Theory, and defines context as "a set of inter-related resource elements, including people and objects, the interactions between which define a particular context." In earthlier heed of this conceptualisation of learner generated contexts based on the PRI continuum and an Obscherie model is that the approach is built upon the assumption that the students involved in the learning are "belief motivated" (see Figure 2), and a based almost exclusively within informal learning contests (Col., Polinie, & Bradley, 2003).

While the authors of this poster are not advocating a radical reconceptualising of educational pedagogy on the scale that is proposed by Luckin et al., we see similarities and us alignment of our pedagogical approaches with "pedagogy2.0", "authentic learning" and some of the PRH continuum principles. The key point of difference is in the role that the auth

McLoughlin, C., & Lee, M. J. W. (2008). Future Learning Landscapes: Transforming Pedagogy through Social Software. Innovote: Jou Sharples, M., Taylor, J., & Vavoula, G. (2006). A Theory of Learning for the Mobile Age (pre-print) Retrieved February, 2007, from

Uden, L. (2007). Activity theory for designing mobile learning. International Journal of Mobile Learning and Organisation, 1(1), 81-102.
Wenger, E., White, N., Smith, J., & spa, K. R.- (2005). Technology for communities Retrieved 14 July, 2006, from http://technology/forcommunities.

In order to achieve an explicit move to a social constructivist learning environment using mobile web2.0 tools, a staged, and scaffolded approach has been adopted. This staged approach allows the bridging of the PAH continuum, and the embedding of mobile web2.0 affordances that support each stage. Therefore the integration of minaming (mobile web2.0) across the three years of the Bachelor of Phosoil Design programme for structured as follows in table 2:

Table 2: Scaffolding the roll-out of mobile web 2.0 throughout the Product Design course.

Implementation Stage	Web 2.0 Tools	Mlearning Tools	Course Timeframe and Focus	PAH Alignment
Level 1.	Social Collaboration With peers and Lecturer.	Introduction of netbooks and establishment of basic web2.0 sites.	Semester 1, Year 1 blogging.	Pedagogy.
Level 2.	Student Generated Content.	Netbook plus mid- range smartphone (Nokia XMS800)	Semester 2, Year 1 student VOD Casts, geotagging, moblogging.	From Pedagogy to Andragogy.
Level 3.	Social Collaboration With peers and External 'clients' Context aware.	Student-owned Laptop plus mid-range smartphone (Nokia XM5800)	Year 2, social networking, mobile codes, geolocation.	Andragogy.
Level 4.	Context Independent. Student generated Contexts.	Student-owned laptop plus high-end smartphone (Nokia N97)	Year 3, microblogging, facilitation of virtual design studio, location recording	From Andragogy t Heutagogy.



	events.	ME / American Dr. Com.	and recourse capturing and collaboration.
Geo-tagging	Geo-tagging original photos, geolocate events on Google Maps	Flick, Twitter, Google Maps http://timesricom/	Enable rich data sharing.
Micro-blogging.	Post short updates and collaborate using micro- blogging services.	Twister. http://binust.com/ 25cs2	Asynchronous communication, collaboration and support.
The notifications	Course notices and support.	Tettools plugin for Moodle and Blackboard.	Scaffolding, learning and admin support.
Direct screen sharing	Video out to video projector, or large screen Tv.	Microvision Show http://biowurl.com/ colgot	Student presentations, peer and lecturer critique.
Social Networking	Collaborate in groups using social networking tools.	Vox groups, Ning peer and lecturer comments on blog and media posts. http://dow.rl.com/	Formative peer and lecturer feedback.

he basis of an ongoing POCCLES then. POCCLESS is a popular form of audio recording that has an associated SSS feed for subscribing to new audio recording. Audients can record policy progress in a neighbor p

The duals A cores on somphones can recent close and adjust as to almost EVD quality. This facilitate solicities receiving events, between a self-influence sends yated denotes and adjust place of the sends of the self-influence and adjust place of the self-influence and and continuence and adjust place of the self-influence and and continuence and adjust place of the self-influence and and continuence and adjust place of the self-influence and adjust place and ad

Micro-blogging is a cross between sms texting, blogging, and instant messaging. Micro-blogging is an asynchropopular micro-blogging service is currently Twitter.

Solutions and locationers were provided with a wifi and 3G capable netbook for the first semester. At the end of the first semester the students and locationers and locationers are locationers and locationers are locationers and locationers and locationers are locationers and locationers and locationers are locationers and locationers and locationers are locationers are locationers.

Senester 2 Practice in Center, Assignment 1.
Practice and Content 2 Introduces assistants to one of the key exponents in contemporary product and furniture design history that help make up the tentural fabric within which they we operate a practicioner. This singiment is it fieldly halded to students using weld 2 froot to explore and document key historical and current influences on their field of study. Students use the blog accessed via the nethook, and upload photos (goo lagged), video reflections and other original material captured using their smartphones. Thus the focus is upon shared student generate content and ordinages by the preser and electrons.

Produce a VIXI beg that runs throughout this project just grouped. You should post to your blog at least weekly.

Let your VIXI big to collate information about the people, movements, companies et that are covered in the weekly inctures.

Lise your VIXI big to write up your self-directed research on the people, movements, companies et that are covered in the weekly inctures.

Regularly comment on each other's VIXI big poors—providing critique, feedback, and links to apportate resources.

- Your Design Line must run from 1750 to the present day. Not all consecutive years need an entry e.g. you might leap from 1750 1775 this all depends upon your findings but be sure not to spend all you time mining in one decade!
- Highlight in your Design-Line key designs, design movements, manufacturers and/or design proponents that sections' dedicate to these.
- Final submissions can take the form of a Google Docs hosted booklet, poster, or some form that produces a saleable end product e.g. a Picasa or Flickr annotated slideshow online web album with geo-tagged data, descriptions, and mobile QR Codes for URL links for sharing via your smartphones etc...

Industrial process a written outline detailing the integration of mobile web2.0 within the second and third years of the Bachelor of Product Design course, however these follow the structure outlined in table? and will be reported in later care studies. From the first year course, student feedback so for has been very positive. Compilations of student reflections on the use of mobile web2.0 blook within their cyticage are studied in multiple. Intell, Intelly voludes conjunction ("Semidistrible") and studied studies are studied in their control of their control of their reflections on the use of mobile web2.0 blook within their cyticage are studied in enablished. Intell, Intelly voludes conjunction ("Semidistrible") and their cyticage are studied in enablished. Their control of their cyticage are studied in their cyticage are studied i

Conclusion:
The poster presents the implementation of an Mlearning model that is informed and driven by social constructivist pedagogies, with a scaffolded approach to transform the learning environment from lecturer-centred to student-centred, while maintaining the critical pedagogical guidance of the lecturer. The first year implementation (within a three year degree) of the model focuses on the first stage in transformation, with a focus on student-generated content and collaboration. Examples of assessment alignment and integration of the mobile web2.0 tools within the course are outlined. It is hoped these examples will be useful for other educators interested in implementing social constructivist Mlearning scenarios.

