

OVERVIEW

- What is mlearning?
 - Mobile Learning can be defined as the use of mobile devices for the enrichment of student learning.
- Evidence has demonstrated the benefits that the use of mobile devices and mobile learning (mLearning) can have on students' educational experience, including:
 - Increased complexity of assignments, improving instructional quality, meeting authentic learning needs, embracing collaboration and communication, portability, endless access to resources and application, assistance with aiding students with disabilities, and much more.
- This presentation aims to provide a more in-depth look at the use of mobile devices and mLearning within the nursing curriculum. Topics that will be explored are learning gaps to consider when implementing mobile devices in the classroom, strategies, and examples of ways to introduce mLearning successfully.



LEARNING OBJECTIVES

- Discuss learning gaps with mLearning and implementing devices in the classroom.
- Identify strategies for introducing mLearning.
- Describe examples for introducing mLearning successfully.

BACKGROUND

- Mobile devices and mobile technologies are affording a new paradigm in connectivity, communication, and collaboration for students.
- Mobile device and mLearning research has been examined extensively within the K-12 system. Not so much within higher education.
- In recent studies conducted by the Pew Research Center on smartphones and mobile devices, the following data was found:
 - 90% of adults have a mobile device, and 79% of young adults (18-24 years) own smart devices
 - Device ownership is continuing to grow
 - 97% of college students currently own a cell phone or mobile device
 - 73% of American (18-29) use their mobile devices accessing information and other non-telephone related activities.
- Mobile devices are effective for different learning styles such as verbal, visual, and kinesthetic.
- On a recent Mobile IT survey of college students, 67% believed mobile devices are critical for academic success.
- Greater access to broadband, social media, and mobile connectivity are driving forces for change.

Why should nursing educators not harness this learning potential?

LEARNING GAPS

- Proficiency and confidence among student learners as well as nursing educators vary.
- Multigenerational and non-traditional students may create differences in utilizing mobile devices.
- User self-efficacy is a strong indicator for confidence in using mobile devices and should be considered.
- Initial training for proposed apps for mLearning should be planned for nursing faculty and students alike.

STRATEGIES AND EXAMPLES

- Pre-class activities with mobile devices can promote engaged learning and improve student outcomes.
- Initially, a student survey may help identify technology literacy levels and mLearning barriers for a nursing course or program.
- Students also report the use of cloud platforms, such as Google+, for both nursing and multidisciplinary collaboration.
- One implementation is to conduct pre-course readings and ask students to take a pre-course survey on their mobile device prior to class.
- Wide spread use of applications that allow students to access drug information, disease processes, and care planning at any time and from any location are available.
- Practice activities, communication, group work, videos, and/or web searches on a mobile device can offer many opportunities to help support the student in the transfer of knowledge and development of skills



CONCLUSIONS

The structure and framework of the traditional nursing classroom combined with the use of mobile learning is exciting for educators and students alike. Program use may vary; however, educators must consider the usefulness of mLearning for their students.

As mobile devices become more prominent in our world, this suggests how integral they are in the classroom and engaging students in the learning process.