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and Workplace Relations**



Something to do & something to learn
mLearning for CALD Youth

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Preface

Mobile learning (mLearning) is defined as "the ability to learn independently of place and time, facilitated by a range of mobile devices" (Kineo and UFI/Learndirect 2009).

Today's generation of young learners have been shaped by the modern information and communication technologies (ICT) which they have grown up with. This generation of people are referred to as Gen Y or Millennials¹, and are often digital natives². "Although youth learners were recognised as different to adults as early as 1980 educational practices have not caught up with their evolution" (S. Choy & B. Delahye, 2007). This disconnect in delivery mode was addressed firstly by eLearning, and more recently, by mLearning.

In recent years, the concept of mLearning has attracted a lot of interest from many practitioners, and educational institutions have started to explore and trial different means of utilising mobile technology for the purposes of teaching and learning. While young adults are proficient in the use of mobile devices and quick to adopt technology, educators are often not.

The aim of this project was to provide Culturally and Linguistically Diverse (CALD) young adults with flexible, portable, individualised access to language learning. The project capitalised on their enthusiasm for mobile technologies, harnessed the ubiquitous technology already being used for a range of social purposes, and explored its effectiveness in language and literacy delivery, with both students and teachers.

The objectives of the project were:

- to explore the effectiveness of using mLearning technologies to deliver English language content to CALD youth, particularly in the area of employment related language production skills
- to increase the understanding of language and literacy practitioners of the potential of mobile devices in language and literacy teaching
- to trial a practical model of how mobile devices and content for mobile devices can be integrated into the curriculum
- to improve students' employability skills in the areas of ICT and communication
- to support lifelong learning goals by taking learning out of the classroom and making it accessible 24/7, so that students can practise anytime and anywhere.

Overall, this project was positively received by teachers and students. Student uptake of mobile learning was a success. This project changed learner perception of mLearning and has given them insight into the advantages of portable learning. By the end of the trial, students rated their preference for learning on small handheld devices equally to classroom-based learning. These students value traditional classroom-based learning because of the face-to-face interaction with teachers and their peers. They view mLearning as a less formal style of learning which requires adjusting to. As with all new things, this learning process will require time and educators need to become familiar with the technology involved in order for them to endorse the methodology.

¹ Characteristics of Gen Y are "generally marked by an increased use and familiarity with communications, media, and digital technologies" (Wikipedia, 2009).

² "A digital native is a person for whom digital technologies already existed when they were born, and hence has grown up with digital technology such as computers, the Internet, mobile phones and MP3s" (Wikipedia, 2009).

Project overview

The target audience for this project trial were young adults from AMES Youth classes. The socio-cultural changes brought by the 21st generation have “not only transformed our present day youth as learners, but also as workers – presenting challenges for workplace supervisors and managers in utilising them as productive employees” (S. Choy & B. Delahye, 2007). Youth learners have “little or no expectations of a job for life, although they also realise their earning capability is limited by lack of education” (S. Choy & B. Delahye, 2007). Thus, lifelong learning is more pertinent to them.

Delivered within the AMEP the youth program has a very demanding curriculum, heavily reliant on the strength of partnerships³ to enhance its delivery to young people. Employability skill development underlies youth program delivery including the development of IT skills and eLearning. Therefore, it was important for the project to offer content of relevance and interest to these students, and in an attractive way. In support of the students’ busy schedules and lifestyle, mLearning allowed us to leverage their use of mobile phones and other mobile devices for educational purposes. Listening to sound files has long been a popular method for learning on the move so combining audio podcasts⁴ and mobile devices facilitates a convenient mode for learning.

The mobile phone market is growing very rapidly and over the last few years, handsets have become more powerful and sophisticated. In response to lifestyle changes, today’s top-of-the-range mobile phones are designed to offer computer-like functionalities. Modern technology has significantly increased storage capabilities on handsets and MP3 players, making them ideal for mobile learning.

In this project, a series of 10 short podcasts were created as models of English language in an employment context and models for the extension activities. Students were able to download and listen to the podcasts on their mobile phones or MP3 players. The decision was made to keep the podcasts short, to correspond with the social networking behaviour of modern young adults where most forms of communication are short. Young adults have been acclimatised to receive and process small chunks of information at any given time.

³ Examples include: Ucan2 – a program co-delivered by AMES, Foundation House and CMY and the Youth Participation and Access program funded by Office for Youth which includes activities related to life skill development, capacity building, information and referral, and civic engagement; Multicultural Leaders’ in Sustainability – a joint initiative with AMES, CMY and Environment Victoria and sporting opportunities with Spirit West, AFL, RVLB, VLBA and Tennis Victoria; social connectedness is a strong focus – through partnerships with VCAL students at Chandler Secondary College and William Angliss Institute of TAFE, peer mentors through Ucan2 and Bridging Relationships and Initiating Change (BRIC) Program.

⁴ A podcast is an audio file, delivered over the internet, which can then be downloaded onto a portable device.

Methodology

Content

Topics for the podcasts were established by a steering committee⁵, specifically to meet the needs of the AMEP Youth students. This cohort of students has little or no experience of employment in Australia but, given the age group, will soon be ready to enter the work force. They also have low language proficiency and lack the vocabulary required to look for work. Topics covered by the podcasts are listed below:

Table 1: Content topics

	Topic
Podcast 1	Career planning
Podcast 2	An attempt at cold calling
Podcast 3	Applying online
Podcast 4	Networking, cold calling and volunteering
Podcast 5	Writing a <i>resume</i>
Podcast 6	Interview preparation
Podcast 7	A job interview part 1
Podcast 8	Prerequisites
Podcast 9	A job interview part 2
Podcast 10	Self evaluation



» Work at it!

10 podcasts with activities on looking for work in Australia

Content offered as part of this trial project included:

- 10 podcasts based on employment topics, entitle 'Work at it!'. The aim was to provide short snippets of information to retain learner engagement. The podcasts were 2-3 minutes in duration and episodic in style.
- Support materials⁶, including worksheets (study notes, exercises) and transcripts accompany each podcast to help students revise and reinforce information learnt in the podcasts. These materials were developed by an experienced resource developer.
- Classroom-based activities⁷ to allow students to utilise mobile devices innovatively for learning. These extension activities recommended other ways to incorporate MP3 players into the learning process to enhance students' ICT skills through adoption and self exploration of device features and their functions. These activities were developed by an experienced resource developer.

The podcasts, transcripts and worksheets are now free to download from [AMES Bookshop](#).

To support equal access to learning, materials were provided in multiple formats. This is important since students all learn in different ways and have access to different equipment and devices. If they are not able to access a mobile learning resource using

⁵ The steering committee was made up of the project team members, AMES resource development coordinator, AMES eLearning coordinator, AMES Youth coordinator and AMES AMEP Youth teacher.

⁶ Refer to Appendix 1 for a sample of the support material.

⁷ Refer to Appendix 2 for classroom-based activities.

a mobile device, there should be provision of the same material via alternative means, such as a web browser or via downloadable or print based versions. The content should also be “packaged in a form which makes them easy to load onto a learner’s mobile device, without requiring the user to alter the format” (M. O’Connell and J. Smith, 2007).

Table 2: Delivery formats of trial material

Material	Online	Download	Print
Podcasts	✓ wma	✓ mp3	
Transcripts	✓	✓ PDF	✓ PDF
Study notes	✓	✓ PDF worksheet	✓ PDF worksheet
Exercises	✓ interactive	✓ PDF worksheet	✓ PDF worksheet
Answers	✓ self correct		

Figure 1: Screen grab of website hosting Work at it! (interactive exercises)

(H) Podcast 8: Prerequisites

[Certificate of Completion](#) [Download mp3 \(666KB\)](#) [Transcript](#) [Worksheet](#)

Listening comprehension - Choose the correct answer.

- What course does Nick want to do at TAFE?
 - A Hospitality course.
 - A Food Handlers course.
- Where will Nick do this course?
 - At Sofitel, in the city.
 - At Lonsdale TAFE in the city.
- Which business called Nick for an interview?
 - The Tiamo Bar.
 - A stall at the Food Hall.
- What is Emina doing while Nick and Tom are talking?
 - She is volunteering to help out at the Camberwell Market.
 - She is having a job interview at Kmart.
- Who would like to take Emina to a movie?
 - Tom
 - Nick

Check answers

1. A Food Handlers course.
 2. At Lonsdale TAFE in the city.
 3. The Tiamo Bar.
 4. She is having a job interview at Kmart.
 5. Tom

To explore mobile learning, students were encouraged to download the podcasts on to a mobile device of their choice such as mobile phones, MP3 players and PDAs. In anticipation that some students would not have a suitable mobile device for the purpose of this trial, 15 MP3 players (iRiver) were made available for loan.

Inevitably, due to the vast array of mobile devices which can be employed, it was important to provide the podcasts in a format suitable for these devices. We chose the MP3 format for the downloadable version since it is compatible with most devices. The same podcasts were also made available in wma format for listening online. Differences between MP3 and WMA formats are detailed in the table below.

Table 3: Advantages and disadvantages of MP3 and WMA audio file formats⁸

File format	Pros	Cons
MP3	<ul style="list-style-type: none"> • Most widely used file format • Suitable for music and speech • Can be shared between some mobile devices via Bluetooth or infrared • Supported by desktop computers and mobile devices 	<ul style="list-style-type: none"> • Low quality at low bit rates • Low quality to data weight ratio
WMA	<ul style="list-style-type: none"> • Quality to data weight⁹ ratio is better than that of MP3 	<ul style="list-style-type: none"> • The digital rights management used may cause frustration for users • Proprietary format and not widely supported by mobile devices

At the beginning of the trial an information and training session was provided to delivery teachers and participating students on how to download and playback podcasts on MP3 players and mobile phones. The project team was made available throughout the trial to provide technical support to the teachers as needed.

Expected literacy outcomes

The project covered employment related language and production skills targeting CSWE learning outcomes, and have been mapped against the Australian Core Skills Framework (ACSF)¹⁰.

The project methodology focused on integrating two types of tasks:

1. those which are pedagogical in purpose (such as a structured question and answer activity) and
2. those which aim to provide students with practice in using language to achieve 'real-life' communication.

Exercises in the support material aimed to develop listening and speaking skills and target learning outcomes that deal with receptive and productive oral language skills and focus on ability to locate and understand meanings in texts.

⁸ M. O'Connell and J. Smith, 2007.

⁹ Data weight is the amount of data, indicating file size – the higher the data weight, the larger the file.

¹⁰ Refer to Appendix 2 for the content mapped against CSWE learning outcomes.

The Australian Core Skills Framework (ACSF)

Based on the National Reporting System, the ACSF describes five levels of performance of five core skills essential to participation in society. They are: learning, reading, writing, oral communication and numeracy. The podcasts and related activities prepared for this project were devised for *Oral Communication Level 2*.

Indicators for Oral Communication level 2 are:

- speaking – uses everyday language to provide information or maintain a conversation in familiar spoken contexts
- listening– listens for relevant information in oral texts across familiar contexts.

Aspects of oral communication in the ACSF covers:

- range and content
- audience and purpose
- structure and grammar
- comprehension
- vocabulary
- rhythm
- stress and intonation
- paralinguistics
- register
- cohesion
- pronunciation and fluency.

Delivery models

Trialling was carried out with two classes of young students currently studying Certificate III for the Certificate of Spoken and Written English (CSWE) at AMES: Noble Park and Dandenong. Students in the youth program are typically between 18 and 25 years of age and culturally and linguistically diverse, with English as a second language.

Table 4 below shows the characteristics displayed by students who participated in this project.

Table 4: Characteristics displayed by students¹¹

	Dandenong	Noble Park
Age	18-20 YO (17%) 21-23 YO (33%) 24-25 YO (8%) > 25 YO (42%)	18-20 YO (13.3%) 21-23 YO (53%) 24-25 YO (13.3%) > 25 YO (20%)
Gender	Female (75%) Male (25%)	Female (53%) Male (47%)
Nationality (top 4)	Afghani (42%) Arabic (33%) Cambodian (8%) Sri Lankan (11.1%)	Afghani (20%) Burmese (20%) Cambodian (20%) Vietnamese (20%)
Length of time in Australia	1-5 months (42%) 6-11 months (50%) 1-2 years (8%)	1-5 months (13%) 6-11 months (60%) 1-2 years (27%)
Years of schooling	< 1 years (8%) 7-12 years (42%) > 12 years (50%)	< 1 years (27%) 7-12 years (40%) > 12 years (33%)
Work status	Not working (89%)	Not working (100%)
Job seeking effort	Looking for: • part time work (67%) • part or full time work (33%)	Looking for: • part time work (41.6%) • full time work (16.7%) • part or full time work (41.6%)

The main content (podcasts and support material) was delivered to both classes via different models to determine whether or not, and how, this affects learner adoption of mobile devices. The two models were:

- **Teacher facilitated with curriculum integration (Noble Park class)**
The teacher of this class was required to integrate the main content into the curriculum by delivering all 10 podcasts along with support materials and the classroom-based activities in class over five weeks. However, due to competing needs and priorities of the youth curriculum, the classroom-based activities were not utilised. These activities would have added value to the students' learning experience. Their omission did not impede the key objectives of this project, which were to explore the effectiveness of mobile technologies and to trial a practical model of mobile learning.
- **Self access (Dandenong class)**
The teacher in this class did not have a direct role in the delivery of any part of the main content. Students were offered the opportunity to study via mLearning and were given instructions to access the main content via self access over five weeks.

¹¹ Refer to Appendix 3, Tables 8-13 for details.

This model was set up to investigate the students' uptake rate of mobile learning in a self access environment. However, the teacher was so excited by this project and its content that she set the podcasts as homework. As a consequent, the outcomes from this group are likely to be skewed.

Data collection process

For trial evaluation purposes, the students were required to participate in a number of data collection activities. These included the following:

- keeping an activity log throughout the trialling period to record what mobile devices were being used, how many times they listened to each podcast, and where they were listening to the podcasts
- participating in online surveys pre (28 students) and post trial (27 students)
- participating in a focus group post trial.

Findings

The findings in this report relate to those participants who took part in the data collection processes. The outcomes were influenced by a change in sample composition since participants in the trial varied throughout the trial period.

ICT devices owned by students

The project team assumed that every student in this profile group would own at least a mobile phone of some description. This was made on the basis that information and communication technologies are integral to everyday life, particularly for the younger generation of learners. So it was surprising to discover that mobile phone ownership was lower than expected (73.1%). This was followed by 57.7% computer ownership, 46.2% MP3 player ownership, 30.8% laptop ownership and no one in the trial had a PDA¹².

Despite these students buying expensive multifunctional phones, we ascertained that they are conservative in how they use their devices. Students seem to have different uses for different devices¹³:

- 100% of students use their mobile phones to send text messages and take photos. 83.4% use it to listen to music.
- 100% of students use their MP3 players to listen to music. Only 4.8% used it for learning purposes prior to the trial.

Mobile phones and MP3 players are clearly being used for social purposes and for leisure (making phone calls, texting, listening to music), while MP3 players are used for listening to music. Computers and laptops were identified as the preferred medium for learning, doing homework, accessing the internet for information and research, communicating (emails and webcam), and playing games. "What people want on their phone is very different from what they want to experience seated in front of a PC" (M. Shiels, 2009).

Portable devices used for learning

Preference for learning

At the beginning and end of the trial, students were asked how they preferred to learn English from the following categories:

- mobile phone
- MP3 player
- PDA
- laptop
- computer
- classroom.

As Table 5 shows, of the six categories, classroom-based learning remained very popular (76%), despite a 14.9% drop post trial¹⁴. The decline was present across both

¹² PDAs are more common with corporate users.

¹³ Refer to Appendix 3, Tables 17 and 18 for details on phone and MP3 player features used.

¹⁴ Refer to Appendix 3, Tables 19 and 20 for details.

classes, by a similar degree, but it is not evident as to why this happened. The cause could be due to a change in class composition or the introduction of mLearning. Post trial, the number of students wanting to learn on small mobile devices¹⁵ almost doubled from 39.3% to 76%. Dandenong students (self access) accounted for most of this increase. The reason for this could be because the students in this group were using the content in their own time and appreciated the flexibility in learning time that this offered. Technically, the laptop is a portable device but we have intentionally not taken it into consideration here since our students do not use it differently to a standard desktop computer, i.e. laptops are not being used during transit.

When considering the laptop and computer together as a single category, all students in both classes consistently liked learning via either or both modes, pre and post trial.

Table 5: Preferred mode for learning English¹⁶ (combined results from both classes)

Mode	Pre trial	Post trial
Mobile phone	17.9%	28%
MP3 player	21.4%	48%
PDA	0%	0%
Laptop	39.3%	32%
Computer	60.7%	72%
Classroom	89.3%	76%
Other	3.6%	4%

Learning pattern

In the section above (Preference for learning), we looked at how students rated their preferences for mode of learning. For comparison we will now look at which modes they actually used in the trial.

The two groups of students displayed very different learning patterns. There was a marked difference in choice of mode for listening to the podcasts on. As illustrated in the Charts 1 and 2 below, self access students (Dandenong class) made more use of the mobile devices.

¹⁵ Small mobile devices include mobile phones, MP3 players and PDAs.

¹⁶ Data from Appendix 3, Tables 19 and 20 for details.

Chart 1: Devices used by Dandenong students to listen to podcasts

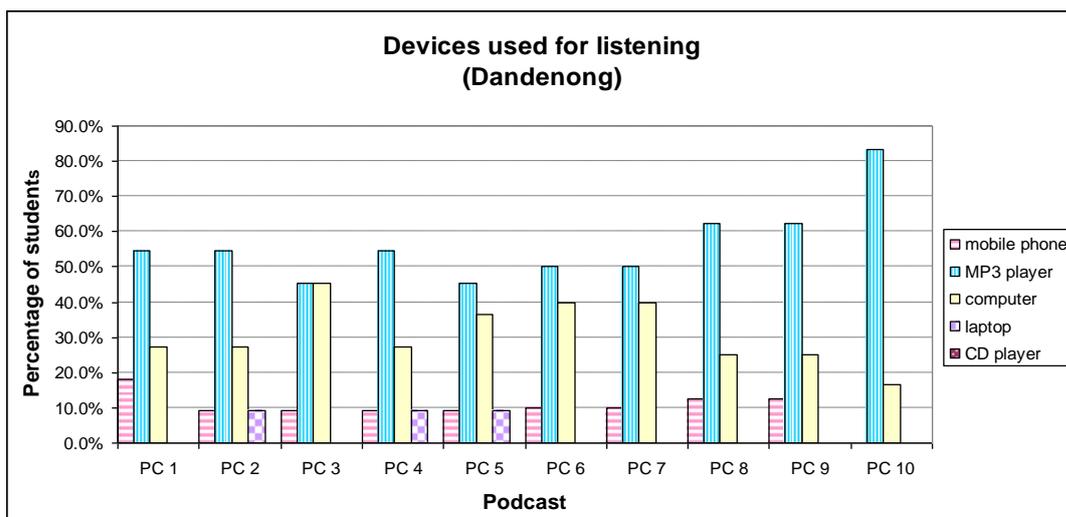
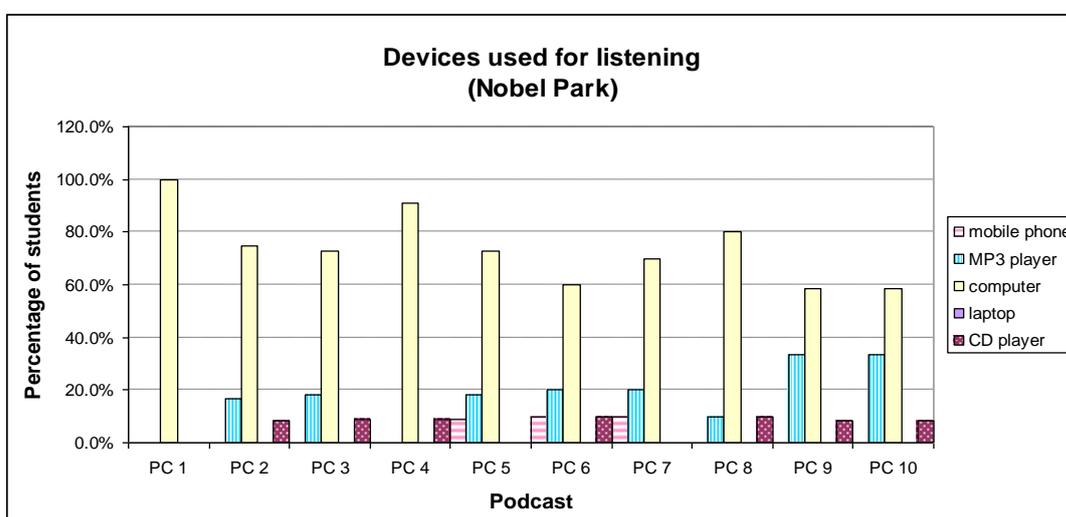


Chart 2: Devices used by Noble Park students to listen to podcasts



Students in the self access group listened to the podcasts mostly on MP3 players (56.3%), while 33.7% listened on computers and laptops. In contrast, students who had the content integrated into their curriculum predominately listened on computers (76%), while 17% listened on MP3 players. Part of the reason for the latter was students forgetting to bring their devices or the USB connections to class. Another contributing factor for this could be a result of the environment where the learning took place. By being in the computer room, students may have been more inclined to listen online owing to convenient access to the computers.

Over the course of the trial there was a noticeable shift in usage patterns. Towards the end of the trial (podcasts PC 8-10), students in both classes were increasing listening to the podcasts on MP3 players, with the use of computers dropping simultaneously. However, across the board, mobile phone application was very low (6.5%) which reinforces the observation that it is primarily treated as a communication tool.

From the statistics in Table 6, it appears that students did not take full advantage of content portability inherent in handheld devices. Although students are using the mobile devices, they are doing it under limited conditions. They are mainly using it at home (42.5%) but with the added comfort and flexibility of choosing where learning happens in the house, ie not necessarily at the desk. A low 12.1% listened to the podcasts during travel.

Table 6: Places where students listened to podcasts

Place of learning	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Home	77.6%	7.4%	42.5%
Computer room	12.6%	47%	29.8%
Classroom	0%	24.5%	12.3%
Other	16.7% (bus, train)	7.4% (car)	12.1%

Through focus group discussions, we determined that despite having taken part in the trial, this particular cohort of students is still predominantly associating learning as occurring in the classroom. However, on a positive note, they are now starting to realise the benefits of using their portable devices for learning in everyday life.

Learning outcomes

The podcasts coupled with additional classroom-based activities, focussing on the use of MP3 players, were designed to help improve students' employability skills in ICT and communication.

Post trial¹⁷:

- 68% of students said they really enjoyed learning through podcasts, 27.9% a little and 4.2% didn't enjoy learning this way.
- 94.4% of students found the information in the podcasts useful.
- 92% of students were likely to continue learning through podcasts.
- 52% of students liked learning through podcasts because it was a 'new way of learning' and 48% liked being able to listen any time, anywhere.

Students were asked to self-rate (1) how much the content had helped improve their language and technical skills, (2) how much the podcasts had improved their understanding of topics on employment and (3) how confident they were to communicate in employment-based situations. A summary of the results are presented in Table 7 below:

¹⁷ Refer to Appendix 3, Tables 23-26 for details.

Table 7: Self-rated learning outcomes

Improvement in language and technical skills ¹⁸	<ul style="list-style-type: none"> • speaking (90.3%) • vocabulary (88.5%) • listening comprehension (88.3%) • pronunciation (72.8%) • writing (71.9) • technology (70.9%)
Improvement in understanding of employment in Australia ¹⁹	<ul style="list-style-type: none"> • how to look for work in Australia (87.9%) • how to prepare for an interview (84.3%) • where to find help about employment (76.7%) • the job application process (60.7%)
Confidence in communicating in employment-based situations ²⁰	<ul style="list-style-type: none"> • speaking in a job interview (90%) • networking with people (87.5%) • discussing career plans (80.1%) • cold calling an employer (10%)

Educating the educators

Technology is progressing and changing so rapidly that the delivery teachers feel it difficult to keep up with, as a lot of technical knowledge is required. One of the project objectives was to increase the understanding of language and literacy practitioners to the potential of mobile devices in language and literacy teaching.

At the outset, both of the delivery teachers indicated that they had no previous experience with mobile learning and did not have an understanding of how mobile devices could be applied to learning and teaching. The project provided teachers with a practical opportunity to explore and experience the benefits of mobile learning and how to innovatively utilise mobile devices.

Some advantages of mLearning reported by the teachers include:

- mLearning overcomes accessibility issues where there are limited facilities for students because they can listen to podcasts even if they don't have access to a computer. Teachers appreciated how all the study materials were readily accessible from a single location in a user-friendly format. This also alleviated the need to print large amounts of resources and worksheets, which tied in with one class's theme for the term about the environment and conservation.
- The way the content was packaged made it really easy for teachers and students to access and use. They see the podcasts and accompanying activities and exercises as a complete package which students could do with ease from home or at school.

¹⁸ Percentages are the sum of 'some' and 'a lot' of improvement. Refer to Appendix 3, Table 27 for details.

¹⁹ Percentages are the sum of 'some' and 'a lot' of improvement. Refer to Appendix 3, Table 28 for details.

²⁰ Percentages are the sum of 'confident' and 'very confident'. Refer to Appendix 3, Table 29 for details.

- mLearning facilitates self-paced learning. "One student listened to all the podcasts and completed all the worksheets in the first week and sent them in" (Noble Park teacher).
- The trial taught students important learning processes – a new way of learning and independent study. Teachers see it as a good way to promote independence and plan to continue offering the podcasts with new students beyond the trial.

There is a preconception about technology amongst the teaching profession where it is often seen as requiring a lot of acquired knowledge. It was extremely positive to see that the teachers did not require technical support from the project team at any stage of the trial, partially owing to the training they received. When the teachers were asked what they had learnt about mobile technology that they didn't know before, one said "It's easier than I thought!" (Dandenong teacher).

Lessons learnt

Mobile technology can be employed to innovatively enhance, supplement and support teaching and learning. It meets all the requirements for flexible learning, and is thus, being ideal for distance and independent/self-paced learners. For educational institutions considering the adoption of mLearning as a delivery option or a project, the following are worth noting.

- Technology and infrastructure

Local network infrastructure has not yet caught up with handset development and so restricts what and how content is delivered to these devices. Bandwidth limitations, along with poor connectivity, are a hindrance to accessing content on mobile phones. Therefore, it is essential to address accessibility when delivering multimedia content to mobile devices. Content should be made available for downloading from the web to a computer or laptop, before loading onto mobile devices for offline use.

Another restraint on accessibility is the facility for students to download the content onto their mobile devices. Most, if not all, educational institutions apply the highest level of security settings possible on student computers to prevent misuse. Policies pose a key barrier to successful implementation of mLearning as some mobile devices require installation of software to enable synchronisation. Tight security settings will disable users from connecting their devices, such as iPods, to the computer.

- Mobile devices

Young adult learners are comfortable with using technology, but not all of them have the appropriate devices for mLearning and some simply cannot afford them.

We also found that the curriculum integration model didn't work as well as the self access model because students often forgot to bring their devices or USB connections to class. This can be overcome by institutes investing in a loan set. However, a loan system comes with asset management issues which need to be taken into consideration.

- Teacher training and support

While young adults are dexterous with mobile devices and quick to learn and embrace new technology, many educators are not. For young learners, teacher enthusiasm is fundamental to the success and uptake of mLearning. Teachers need to feel comfortable and confident about using the technology otherwise the initiatives will have no opportunity to gain momentum.

To increase teacher confidence in technology, institutions need to be proactive about offering training as teacher ICT literacy is the main barrier to endorsement. Teachers need to see practical applications of technology before realising the potentials. They also need to be given time to learn it.

There exists a vast range of portable devices which also come in different models, posing an issue for most teachers who are not comfortable with technology and gadgets. They often feel helpless when faced with different displays and menus.

On-hand support is essential to help troubleshoot differences and to maintain teacher confidence levels.

- Podcasts

This project has demonstrated that integrating mobile devices into a curriculum can work but requires detailed planning. Podcasts should be supplemented with follow-up activities in the classroom to revise and reinforce concepts.

To retain student engagement, the podcasts need to be presented in an interesting way. "While it is relatively easy to produce a podcast, instructors will have to rethink their approach to packaging instructional content so that students are eager to listen to it" (J.R. Corbeil and M.E. Valdes-Corbeil). It was elicited through discussion that students enjoyed receiving information through stories rather than listening to pieces of factual information. Students are more inclined to listen to the content more than once through a narrative voice and fictitious characters. This style of content also provides continuity, which students like.

In order to increase effectiveness, the duration of a podcast should be short, "3-5 minutes" (J.R. Corbeil and M.E. Valdes-Corbeil), and the amount of key information conveyed needs to be kept to a minimum.

Looking ahead

Through this project, our learners have had the opportunity to practise self-controlled learning. It has taught them how to utilise mobile technology for lifelong learning beyond the classroom.

With rapid evolution of ICT devices and improvements to telecommunications infrastructure, the breadth of possibilities for mobile learning is endless. Mobile devices will become more powerful, interoperable, smaller in size, portable, and economic to own, while growing numbers of venues offering free wireless internet (hotspots) will facilitate learners to download content on the move.

The whole world is moving to mobile and its growing importance has a radical impact on the future. mLearning will increasingly change the way learners access information, learn and study. It will enrich their learning experience as new approaches are blended in with the more traditional ones. In support of this way of learning, educators need to make content more readily available and easily accessible through popular mobile devices.

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Appendix 1: Sample support material (podcast 1)

Work at it!

Podcast 1: Career planning

Transcript

Emina is studying Certificate 3 in English and Nick is studying Preparation for Work. They often run into each other on the way to the coffee shop, and are now good friends. Emina meets with the student counsellor, Marie, to discuss her future in fashion.



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- Narrator** Podcast 1, career planning.
Emina talks to the student counsellor about working in fashion.
- Nick** Hi Emina! Want to go for a coffee or something?
- Emina** Sorry Nick, I've got an appointment with Marie.
- Nick** Who's Marie?
- Emina** The student counsellor. She came to our class last week. I need some advice.
- Nick** Oh, you got a problem?
- Emina** No, I just need some information.
- Nick** OK, see ya!
- Marie** Hi Emina. Come in, take a seat. How can I help you?
- Emina** Hi Marie. I'd like to talk about next year, after I've finished Certificate 3.
- Marie** OK. And what exactly would you like to do?
- Emina** I want to have my own business selling clothes. Can you help me? I love fashion, and I need to get money to help my mum.
- Marie** Mmm... It's great that you have such a clear idea of your long term goal, Emina. But you'll need to get some experience in retail first. Have you worked in a shop before?
- Emina** In Syria, I helped my mum in the market. They had a... like a ... little shop at the market? What do you call it?
- Marie** We call it a stall, a market stall.
- Emina** Oh, yes, they had a stall selling clothes and shoes. I helped my mum and aunty with sewing. I can use a sewing machine.
- Marie** So, you have experience, that's good. But it's probably a good idea if you could get a part time job in a big store that sells clothes, like Kmart or Target or even Safeway, so you get some experience in retail.
- Emina** But I don't want to work in a supermarket!
- Marie** It takes a lot of money to start your own business, and you need to know about how things work in Australia.
- Emina** What kind of things?
- Marie** Well, things like buying stock, dealing with suppliers and customers, marketing and the Australian tax system. Setting up a small business can be very challenging.

Emina But I can work very hard.

Marie I know you can, but it's not just about hard work Emina. There's a lot you need to know and learn. And you need more English....

Emina But... that'll take so long!

Marie But this is all good preparation. You can get a part time job in a store, as I said, and you'll learn a lot about how things work, and get a lot of useful English practice talking with customers. You'll kill two birds with one stone.

Emina Birds?

Marie It means you'll do two things at the same time! Earning and learning!

Emina Oh I see.

Marie Next year you could do a course in Retail or Fashion Design at TAFE. So come back in a month or so and we can go through all the options. You could also apply for a program that teaches you how to set up a small business. It's the government NEIS scheme.

Emina OK. Thanks for your help Marie.

Nick How did you go?

Emina It was OK. She said I should get a part time job in a store first.

Nick Mm, well, I got a mate who works in Coles. Maybe he could help you. I'll call him in the lunch break.

Emina Thanks Nick that'd be great.

Work at it!

Podcast 1: Career planning

Worksheet

About the language

(Spoken language is different to written language, in that words and sentences are often shortened, and abbreviations and idioms are often used.)

Expression	Meaning	Explanation
'Want to go for coffee?'	'Do you want to go for coffee?'	The subject 'Do you' is understood in spoken English.
'Killing two birds with the one stone.'	'Doing two jobs at the same time.'	Idiom
'I got a mate.'	'I have got a mate.'	The full verb 'have got' has been abbreviated.

Tongue twister (p / b) - Say this quickly three times.

I had a big problem with my part-time business partner.

Useful phrases - Say these sentences to your partner.

<i>I would like</i> to be a nurse.	(Identifying your career interest)
<i>I'm interested in</i> hospitality work.	(Identifying your career interest)
<i>I like to work with</i> numbers and spreadsheets.	(Identifying your career interest)
<i>I have experience</i> selling insurance.	(Identifying past experience)
<i>I was a</i> beautician in my country.	(Identifying past experience)
<i>I like working with</i> cars and motors.	(Identifying your career interest)
<i>I can</i> fix anything!	(Identifying your skills)
<i>Can you tell me what qualifications I need?</i>	(Asking for help)
<i>Are there many jobs in that area?</i>	(Enquiring about job possibilities)
<i>How can I get some local experience?</i>	(Asking for help)
<i>How do I go about getting a job?</i>	(Asking for help)
<i>You need to</i> get some experience first.	(Offering advice)
<i>It would be a good idea</i> to do some volunteer work.	(Offering advice)
<i>Maybe you could</i> talk to Tom about that.	(Making a suggestion)
<i>Maybe I could</i> help you.	(Making a suggestion)

Something to know

- When you are thinking about your future employment, it is important to make sure your expectations are realistic, i.e. that you can achieve your goal.
- It is important to plan a pathway of steps to achieve your goal.
- You may need a plan A and a plan B (if you are unable to achieve your first choice).
- All work experience is valuable.
- Sometimes a casual / part-time job can lead to future full-time permanent employment.
- You need to investigate where to go for advice regarding the education / training / work systems in Australia (e.g. the student counsellor, library, internet, friends, family contacts, TAFE website: <http://www.education.vic.gov.au/tafecourses/>).
- The New Enterprise Incentive Scheme (NEIS) is an Australian government scheme to help eligible unemployed people start and run their own new, viable small business. See <http://www.workplace.gov.au/workplace/Programmes/NEIS/>.

Listening comprehension - Choose the correct answer.

1. Who meets the student counsellor?
 - a) **Nick**
 - b) **Emina**
2. What does Marie suggest Emina do?
 - a) **Get experience in a store.**
 - b) **Sell clothes at a market.**
3. What courses does Marie suggest for Emina?
 - a) **Retail or Fashion Design**
 - b) **Retail or Hospitality**

The story - Cross out the wrong word.

Emina meets Nick and tells him she is meeting up **with / to** the Student Counsellor to get some **informations / advice** about her next step, after she finishes her Certificate 3. She explains that she would **eventfully / eventually** like to have her own business making and selling clothes. Marie advises Emina to get some experience in a retail store first. Marie also **explanations / explains** that she could do a course in retail or fashion design at TAFE and tells her about the government NEIS program. Afterwards, Nick offers to get in touch with his friend who works in Coles, as he may be **able / possible** to help her.

Getting a job - Circle True or False.

- | | | |
|---|-------------|--------------|
| 1. You can get career advice from the student counsellor. | True | False |
| 2. You need to plan a pathway to achieve your career goals. | True | False |
| 3. Before you start your own business in Australia, there is a lot to learn. | True | False |
| 4. Communicating in a workplace is a good way to improve your spoken English. | True | False |

Grammar - Write the long form of these abbreviations.

- | | |
|------------------|------------------|
| 1. Who's _____ | 6. That'll _____ |
| 2. You'll _____ | 7. That'd _____ |
| 3. Don't _____ | 8. I'd _____ |
| 4. I've _____ | 9. It's _____ |
| 5. There's _____ | 10. I'll _____ |

Vocabulary - Complete the sentences with words from the box.

customers	stock	options	suppliers	marketing
------------------	--------------	----------------	------------------	------------------

1. I have to go to some warehouses to meet with the _____ for my shop.
2. My shop is near a train station, so there are always plenty of _____.
3. I need to do a course in _____ so I can advertise my business better.
4. I'm not buying more _____ because I have no more storage room.
5. His _____ were to do further study or take the factory job.

Appendix 2: Content mapped against CSWE learning outcomes

	Key messages	CSWE III LO	Classroom-based activities
The stories			<ul style="list-style-type: none"> Students could recount the story to each other to practise a narrative in the present or past tense. Students can use their mobile devices to record themselves to check pronunciation.
Tongue twisters			<ul style="list-style-type: none"> This activity can be timed and a 'prize' given to the student who can say it correctly in the shortest time. Students can use their mobile devices to record themselves to check pronunciation.
Podcast 1 Career planning	<ul style="list-style-type: none"> Plan a career Evaluate job interests against suitability Have realistic expectations Gain and build experience Know what resources are available 	A2 Demonstrate understanding capacity for independent learning D2 Participate in an interview	<ul style="list-style-type: none"> Students work in groups to discuss their career interests.
Podcast 2 An attempt at cold calling	<ul style="list-style-type: none"> There are multiple avenues of looking for work It is culturally acceptable to cold-call employers about possible work opportunities 	C2 Negotiate a complex spoken exchange	
Podcast 3	<ul style="list-style-type: none"> Familiarity with modern technology is one of the key 	N1 Demonstrate understanding of complex instructions in a spoken	<ul style="list-style-type: none"> On the datashow or in the computer room, go to www.coles.com.au and show students

Applying online	<p>employability skills required to gain employment, and to progress within an enterprise</p> <ul style="list-style-type: none"> • Online applications have become a standard process for some employers 	exchange	<p>where to apply for jobs online.</p> <ul style="list-style-type: none"> • Give students a printout of the application form for 'part time and casual positions', to practice filling in an application. 
<p>Podcast 4 Networking, cold calling and volunteering</p>	<ul style="list-style-type: none"> • Networks are the number one source of finding work • Be proactive in the search for work 	<p>A2 Demonstrate understanding capacity for independent learning D2 Participate in an interview</p>	
<p>Podcast 5 Writing a <i>resume</i></p>	<ul style="list-style-type: none"> • Write a good resume • Organise referees • There are eight key employability skills • There are thirteen personal attributes identified by employers • There are useful job seeking information on websites 	C2 Negotiate a complex spoken exchange	<ul style="list-style-type: none"> • In the computer room, students look at model resumes online: www.myfuture.com.au www.careerone.com.au www.seek.com.au • Students prepare their own CVs in the computer room. • Class discussion on what to include in a resume.
<p>Podcast 6 Interview preparation</p>	<ul style="list-style-type: none"> • The importance of preparation and appropriate presentation at a job interview 	B2 Participate in a casual conversation with topic changes	<ul style="list-style-type: none"> • The general rule for presenting yourself at a job interview is to dress up, dress conservatively and avoid visual distractions. A powerpoint presentation showing various examples of suitable and unsuitable presentation and dress accompanies these notes. It could be a useful datashow activity for classroom discussion. • Teachers could also get the class to classify various aspects of appropriate and

			inappropriate dress and grooming on the board (e.g. floppy hair, clean nails, strong aftershave/perfume).
Podcast 7 A job interview part 1	<ul style="list-style-type: none"> Understand general skills and experience and how they relate to employability skills The importance of giving concrete examples to demonstrate skills at an interview Be prepared with relevant questions at the end of an interview 	D2 Participate in an interview	<ul style="list-style-type: none"> Teacher and students role play job interview to give the students practice in answering questions about their skills and experience. Several examples of appropriate language are included in the activities. Students can use their mobile devices to record the role play.
Podcast 8 Prerequisites	<ul style="list-style-type: none"> The importance of prerequisite qualifications Overseas qualifications may need to be translated and assessed by Australian authorities 	B2 Participate in a casual conversation with topic changes	<ul style="list-style-type: none"> Survey class on the types of jobs students are interested in and write stats on board. Choose the top 3-5 most popular and discuss what qualifications are required. Could be a computer room activity where students research courses and qualifications online.
Podcast 9 A job interview part 2	<ul style="list-style-type: none"> What not to do at a job interview 	D2 Participate in an interview (illustrating lack of preparation and incorrect register)	<ul style="list-style-type: none"> Teacher and students role play job interview to give the students practice in answering questions about their skills and experience. Several examples of appropriate language are included in the activities. Students can use their mobile devices to record the role play.
Podcast 10 Self evaluation	<ul style="list-style-type: none"> Self-evaluation of performance at a job interview is part of the learning process You can ring an employer to find out the status of your job application 	B2 Participate in a casual conversation with topic changes (a sustained dialogue with turn-taking, feedback, seeking clarification, asking follow-up questions)	<ul style="list-style-type: none"> Students could script and record their own mini podcast as an ending to the story (to see if Emina ever goes out with Tom!)

Appendix 3: Student evaluation results

Table 8: Students' age

Age	Dandenong	Noble Park	Percentage
<18	0	0	0%
18-20	2	2	14.8%
21-23	4	8	44.4%
24-25	1	2	11.1%
>25	5	3	29.6%

Table 9: Students' gender

Gender	Dandenong	Noble Park	Percentage
Female	9	8	63%
Male	3	7	37%

Table 10: Students' nationality

Nationality	Dandenong	Noble Park	Percentage
Afghani	5	3	29.6%
Arabic	4	0	14.8%
Burmese	0	3	11.1%
Cambodian	1	3	14.8%
Indonesian	1	0	3.7%
Karen	0	1	3.7%
Sri Lankan	1	1	7.4%
Vietnamese	0	4	14.8%

Table 11: Length of time students have been in Australia

Length of time	Dandenong	Noble Park	Percentage
<1 month	0	0	0%
1-5 months	5	2	25.9%
6-11 months	6	9	55.6%
1-2 years	1	4	18.5%

Table 12: Number of years of education

Years of schooling	Dandenong	Noble Park	Percentage
<1 year	1	4	18.5%
1-6 years	0	0	0%
7-12 years	5	6	40.7%
>12 years	6	5	40.7%

Table 13: Students' job seeking activity

Job search (part time/full time)	Dandenong	Noble Park	Overall
No	33.3%	36.8%	35.7%
Yes	66.7% (medical, sport, paramedical services or nursing, any industry, interpreter or community development officer)	63.2% (plumbing apprenticeship, restaurant work, IT industry, hospitality)	64.3%

Table 14: Where students access the internet

Internet access	Dandenong	Noble Park	Overall
Home	83.3%	66.7%	74.1%
School	91.7%	93.3%	92.6%
Internet cafe	8.3%	6.7%	7.4%
Local library	8.3%	6.7%	7.4%

Table 15: Websites used by students

Websites	Dandenong	Noble Park	Overall
Facebook	5	7	60%
MySpace	1	1	10%
Twitter	1	0	5%
YouTube	9	5	70%

Table 16: Mobile devices owned by students

Device	Percentage
Mobile phone	73.1%
MP3 player	46.2%
PDA (Personal Digital Assistant)	0%
Laptop	30.8%
Computer	57.7%

Table 17: Features on student mobile phones and what is being used

Phone feature	Have	Use
SMS (text message)	92.3%	92.3%
MMS (multimedia message)	53.8%	23.1%
Camera	84.6%	84.6%
MP3 player	69.2%	57.7%
Radio	57.7%	46.2%
Games	80.8%	50%
Email	42.3%	7.7%
Web browser	38.5%	15.4%
GPS (Global Positioning System)	23.1%	11.5%
Sound recorder	69.2%	50%
Blue tooth	76.9%	57.7%

Table 18: What students use their MP3 players for

MP3 player uses	Percentage
Storing data	47.6%
Listening to music	100%
Listening to the radio	14.3%
Watching video	33.3%
Recording voice/sound	28.6%
Other	4.8% (listening to English conversation)

Table 19: Preferred mode for learning English (pre trial)

Pre trial	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
On a mobile phone	11.1%	21.1%	17.9%
On a MP3 player	22.2%	21.1%	21.4%
On a PDA	0%	0%	0%
On a laptop	22.2%	47.4%	39.3%
On a computer	77.8%	52.6%	60.7%
In the classroom	100%	84.2%	89.3%
Other	0%	5.3% (book)	3.6%

Table 20: Preferred mode for learning English (post trial)

Post trial	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
On a mobile phone	25%	30.8%	28%
On a MP3 player	50%	46.2%	48%
On a PDA	0%	0%	0%
On a laptop	25%	38.5%	32%
On a computer	83.3%	61.5%	72%
In the classroom	83.3%	69.2%	76%
Other	8.3% (talking to people)	0%	4%

Table 21: Devices used to listen to podcasts

Device	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Mobile phone	10%	2.9%	6.5%
MP3 player	56.3%	17%	36.7%
Laptop	2.7%	0%	1.4%
Computer	31%	76%	53.5%
Other	0%	6.3% (CD player)	3.2%

Table 22: Places where students listened to podcasts

Place of learning	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Home	77.6%	7.4%	42.5%
Computer room	12.6%	47%	29.8%
Classroom	0%	24.5%	12.3%
Other	16.7% (bus, train)	7.4% (car)	12.1%

Table 23: How much students enjoyed learning through podcasts

Level of enjoyment	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
A lot	66.7%	69.2%	68%
A little	25%	30.8%	27.9%
Didn't enjoy	8.3%	0%	4.2%

Table 24: Usefulness of information in podcasts

Usefulness	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Yes	95.1%	93.7%	94.4%
No	3.6%	6.3%	5%

Table 25: Likeliness to continue learning through podcasts

Likeliness	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Yes	83.3%	100%	92%
No	16.7%	0%	8%

Table 26: What students liked most about learning through podcasts

Aspect	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Being able to listen again outside of class	50%	38.5%	44%
Being able to listen any time, anywhere	66.7%	30.5%	48%
Being able to use mobile phone or MP3 player to learn	25%	23.1%	24%
The technology (mobile technology)	33.3%	23.1%	28%
A new way of learning	33.3%	69.2%	52%
Other	8.3% (getting some new information about finding a job in Australia)	0%	4%

Table 27: Post trial, self-rated improvement on skills

Improved skills	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Pronunciation			
None	8.3%	0%	4.2%
A little	16.7%	16.7%	16.7%
Some	50%	41.7%	45.9%
A lot	25%	41.7%	26.9%
Vocabulary			
None	0%	7.7%	3.4%
A little	0%	15.4%	7.7%
Some	75%	46.2%	60.6%
A lot	25%	30.8%	27.9%
Listening comprehension			
None	0%	7.7%	3.4%
A little	8.3%	7.7%	8%
Some	41.7%	61.5%	51.6%
A lot	50%	23.1%	36.7%
Speaking			
None	0%	0%	0%
A little	0%	7.7%	3.4%
Some	58.3%	61.5%	60%
A lot	41.7%	30.8%	36.3%
Writing			
None	8.3%	7.7%	8%
A little	25%	15.4%	20.2%
Some	50%	61.5%	55.8%
A lot	16.7%	15.4%	16.1%
Technology (eg. MP3 players, computer, etc)			
None	0%	8.3%	4.2%
A little	16.7%	33.3%	25%
Some	41.7%	8.3%	25.5%
A lot	41.7%	50%	45.9%

Table 28: Post trial, self-rated improvement on understanding

Improved understanding	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Understanding of how to look for work in Australia			
None	0%	0%	0%
A little	16.7%	7.7%	12.2%
Some	25%	61.5%	43.3%
A lot	58.3%	30.8%	44.6%
Understanding of where to find help			
None	0%	7.7%	3.9%
A little	8.3%	30.8%	19.6%
Some	58.3%	46.2%	52.3%
A lot	33.3%	15.4%	24.4%
Understanding of the application process			
None	0%	15.4%	7.7%
A little	25%	38.5%	31.8%
Some	33.3%	30.8%	32.1%
A lot	41.7%	15.4%	28.6%
Understanding of how to prepare for an interview			
None	0%	15.4%	7.7%
A little	8.3%	7.7%	8%
Some	25%	53.8%	39.4%
A lot	66.7%	23.1%	44.9%

Table 29: Post trial, self-rated confidence in communicating in different situations

Confidence to communicate in situations	Dandenong (self access)	Noble Park (curriculum integrated)	Overall
Discuss career plans			
Not confident	0%	40%	20%
Confident	83.3%	40%	61.7%
Very confident	16.7%	20%	18.4%
Cold call an employer			
Not confident	80%	100%	90%
Confident	20%	0%	10%
Very confident	0%	0%	0%
Network with people			
Not confident	25%	0%	12.5%
Confident	25%	75%	50%
Very confident	50%	25%	37.5%
Speak in a job interview			
Not confident	20%	0%	10%
Confident	80%	71.4%	75.7%
Very confident	0%	28.6%	14.3%