



# Enhancing Workplace Learning Through Mobile Technology

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**WPL**

# challenges

Cultural capital barriers

Limited support on placement

Challenging  
learning  
relationships



Limited  
opportunity  
for collective  
reflection

Unable to ask questions



# How to help students make the most of WPL experiences?



- Appreciating to prepare for the unpreparable
- Building personal, practical working knowledge and developing professional identity
- Cultivating agentic learning



# Changing conditions for learning and working in the mobile age





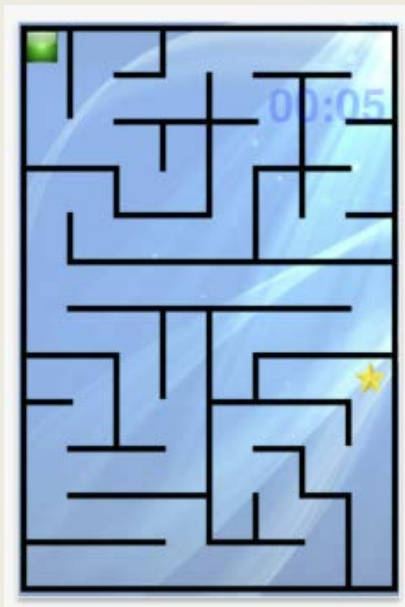
Enhancing Workplace Learning  
Through Mobile Technology

No connectivity in workplace

Additional workload for academics

# Mobile technology challenges

Diverse uptake of  
mobile technology  
in workplaces



Reduces face-to-  
face interpersonal  
communication

Conflict with confidentiality  
and privacy



# Mobile learning in WPL

- Learning across diverse workplace cultures
- Mediating or/and enhancing role of mobile technology
- The role of learner, academics and workplace
- Student preparation and support



# Theoretical underpinnings

1. **Fostering** the development of students' agency in WPL (Billett, 2011)
2. **Designing** for what is designable ahead of time; what will emerge; and what should be left for self-management (Goodyear & Markauskaite, 2012)
3. **Exploring** the enmeshed relationships between learning, technology and work (Orlikowski, 2007)



# Project aims

**Enhancing WPL through the use of MT**

so that students can make better use of  
their personal mobile digital devices

Helping WPE help  
students make better  
use of MT in WPL

Helping academics  
guide students make  
better use of MT in WPL

Helping students make  
better use of MT in WPL





# Methods

## **Phase 1: Exploring MT use for WPL**

- Pre- and post placement surveys with students
- One off survey with WPEs
- In-depth interviews with academics and WPEs
- Trialling an online student resource (GPS for WPL)



## **Phase 2: Trialling & implementing resources**

- Online feedback
- In-depth interviews
- Focus groups and workshops
- Examples of good practice



# Phase 1 engagement

## GPS for WPL access:

- 352 views, 75 visitors from Australia, Germany, Sweden, Norway, the US and the Netherlands

## Survey response rates:

- 31 from students pre-placement
- 28 from students post-placement
- 13 for WPE

## Interviews:

- 8 Academics
- 1 WPL staff
- 2 WPEs

## Advisory group meetings:

- 1 international
- Several local



# Phase 1 findings

- High use of mobile devices
- High confidence in using mobile devices
- Many opportunities to use mobile devices
- Positive impact on connection and learning

**BUT** there is a need for...

- Better preparation and training
- Implementation of policies and guidelines
- More reliable internet access
- Broader integration
- Focus on people and pedagogy



# Emerging questions

- How to design learning in hybrid space?
- How does time and place of WPL change when integrated with an online environment?
- How prepared and committed are academics and WPEs to online co-presence and dialogue?
- Does mobile technology change the need for the WPE's physical presence, especially in situations when split-second decisions and actions are required?



Enhancing Workplace Learning  
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GPS for  
WPL

Planning  
learning  
experiences

Initiating  
dialogue

Professional  
and safe

# Mobile Technology Capacity Building Framework

Networking  
activities

Exemplary  
practices

Creating  
on-the-go  
activities

# Improving the framework

Feedback to refine the framework:

- ✓ Trialling the GPS with your students
- ✓ Using the patterns to develop and trial your own resources and activities
- ✓ Sharing and showcasing yours and your students' own MT practices for WPL



# Thank you



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Project website <http://www.csu.edu.au/efpi/wpltech>

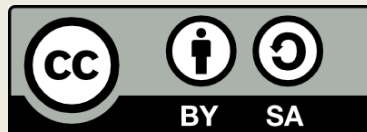
Project blog <https://wpltech.wordpress.com/>



#WPLmLearn

#GPS4WPL

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