



Enhancing Workplace Learning
Through Mobile Technology

Enhancing workplace learning through mobile technology

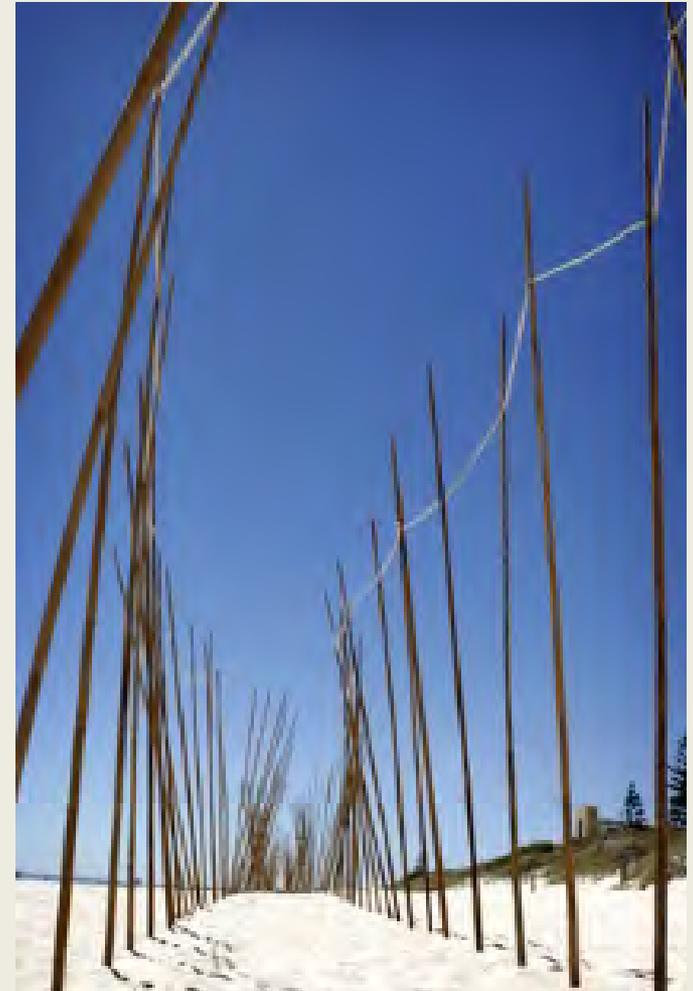
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Prof P. Goodyear, Ms S. Macfarlane, Dr L. Markauskaite,
Dr C. McEwen, Ms. F. Tayebjee,

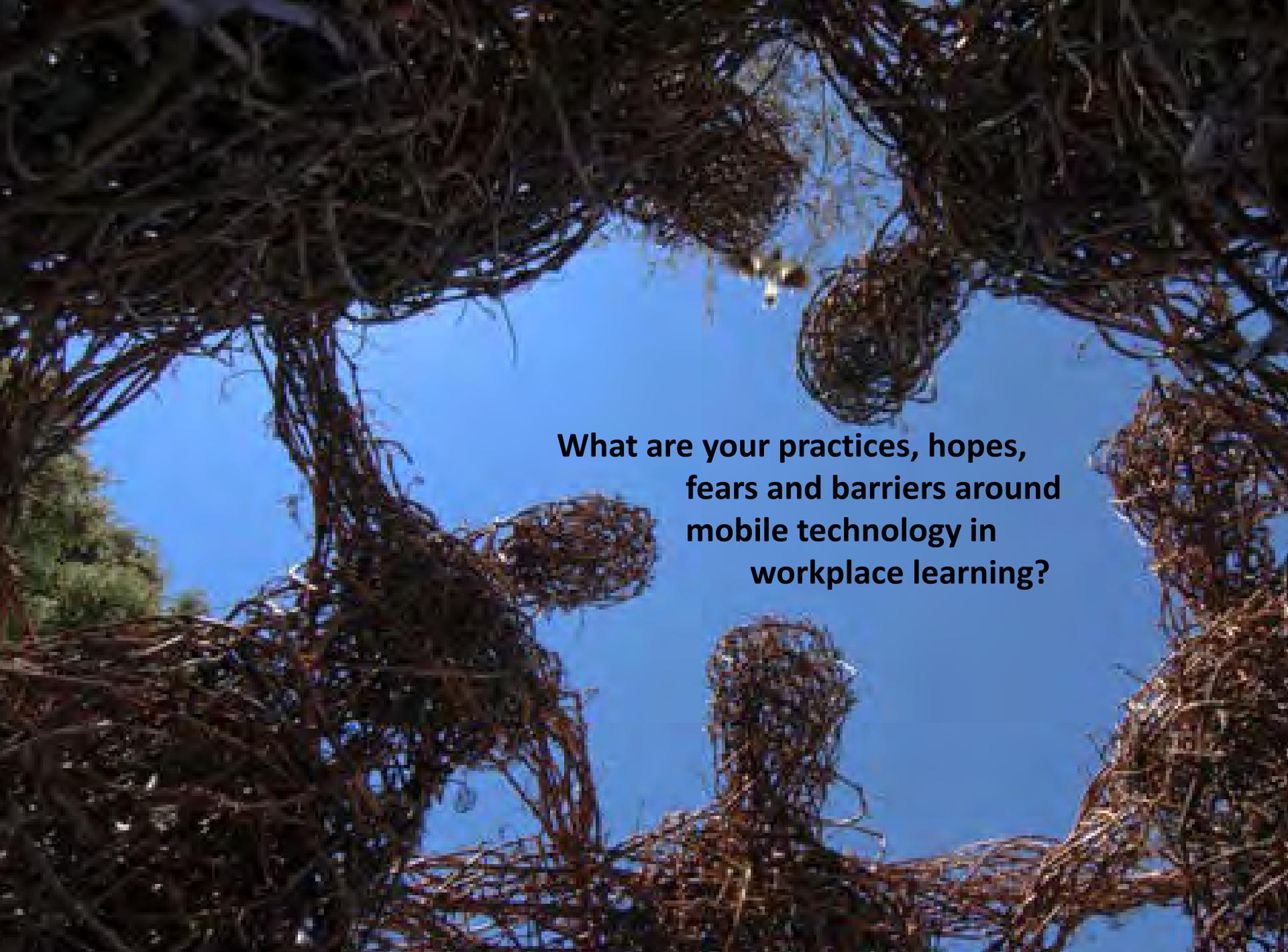
ACEN Conference / September 29, 2016



Outline

1. Aim and theoretical ideas
2. WPL pedagogy and primacy of student agency
3. Project methodology
4. Workplace cultures and mobile technology
5. Capacity Building Framework development
6. Resources





**What are your practices, hopes,
fears and barriers around
mobile technology in
workplace learning?**



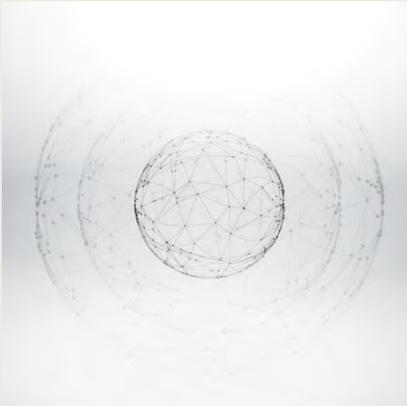
Project Aim

To help students make better use of their personal mobile devices for workplace learning

Theoretical underpinnings

- Fostering the development of students' agency in WPL

Billett, 2011



- Designing for predictable and emerging practices

Goodyear & Markauskaite, 2012

- Drawing on an expansive understanding of the entangled relationships between learning, technology and work

2007

Orlikowski,



What is WPL?

Workplace learning refers to students' active participation and **purposeful engagement** with **real world** professional roles and responsibilities in authentic workplace environments supported by sound **learning and teaching strategies** and **appropriate supervision**.

Student agency is key to good WPL

Student Agency

- taking purposeful initiative
- not feeling helpless
- determination, efficacy, reflexivity
- capacity for deliberate and thoughtful action.
- enables productive learning in complex, unpredictable environments



MT affordances to enable learner agency

- Accessing
- Sharing
- Building
- Co-creating
- Supporting
- Managing
- Across settings
- Across time



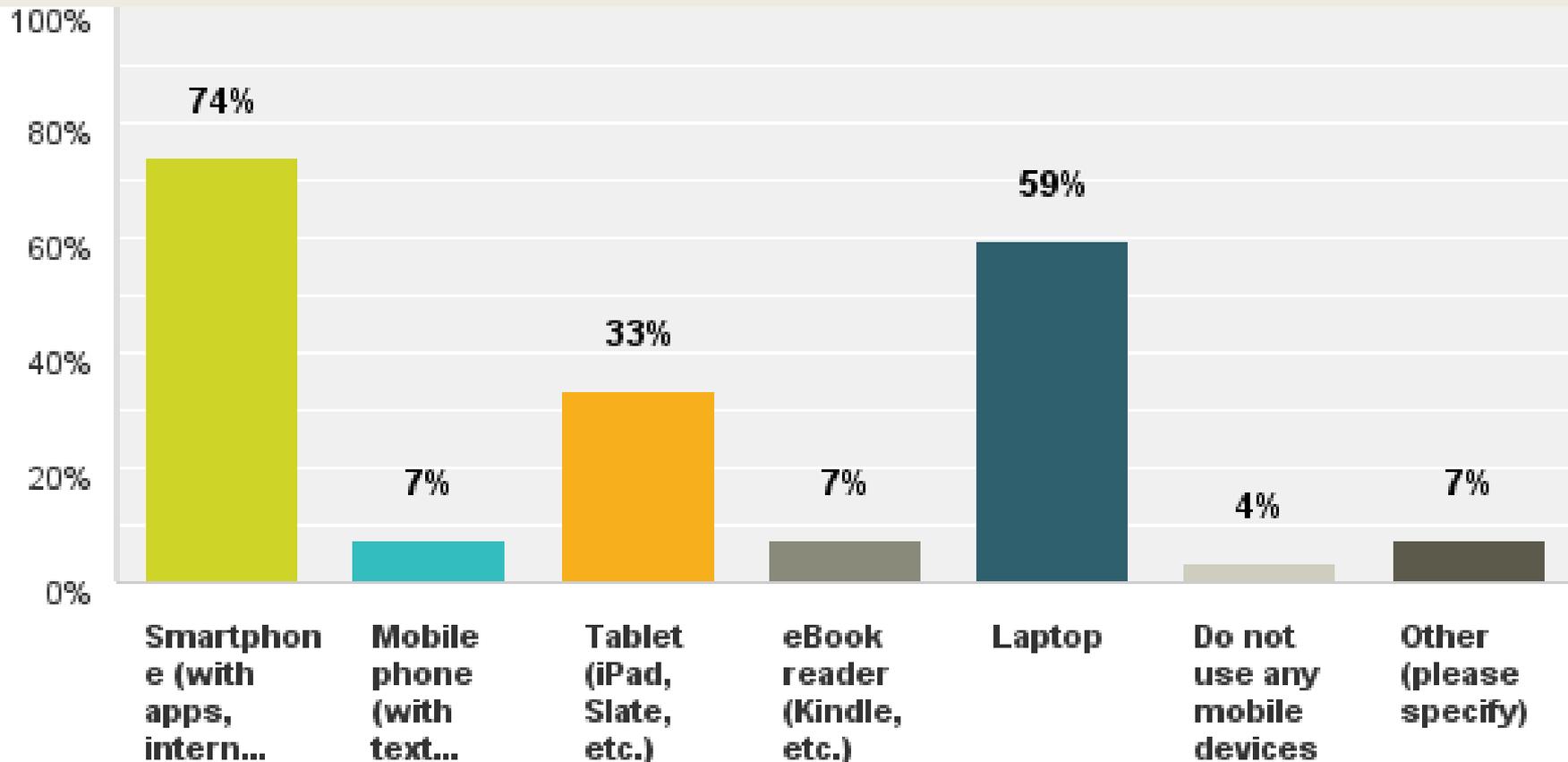
Methodology

- **Target:** Students, workplace educators and academics in health and education courses with WPL components.
- **Phase 1:** Surveyed 77 participants' practices and perceptions of PMD use for learning on placement .
- **Phase 2:** Received feedback from 214 participants on resources designed



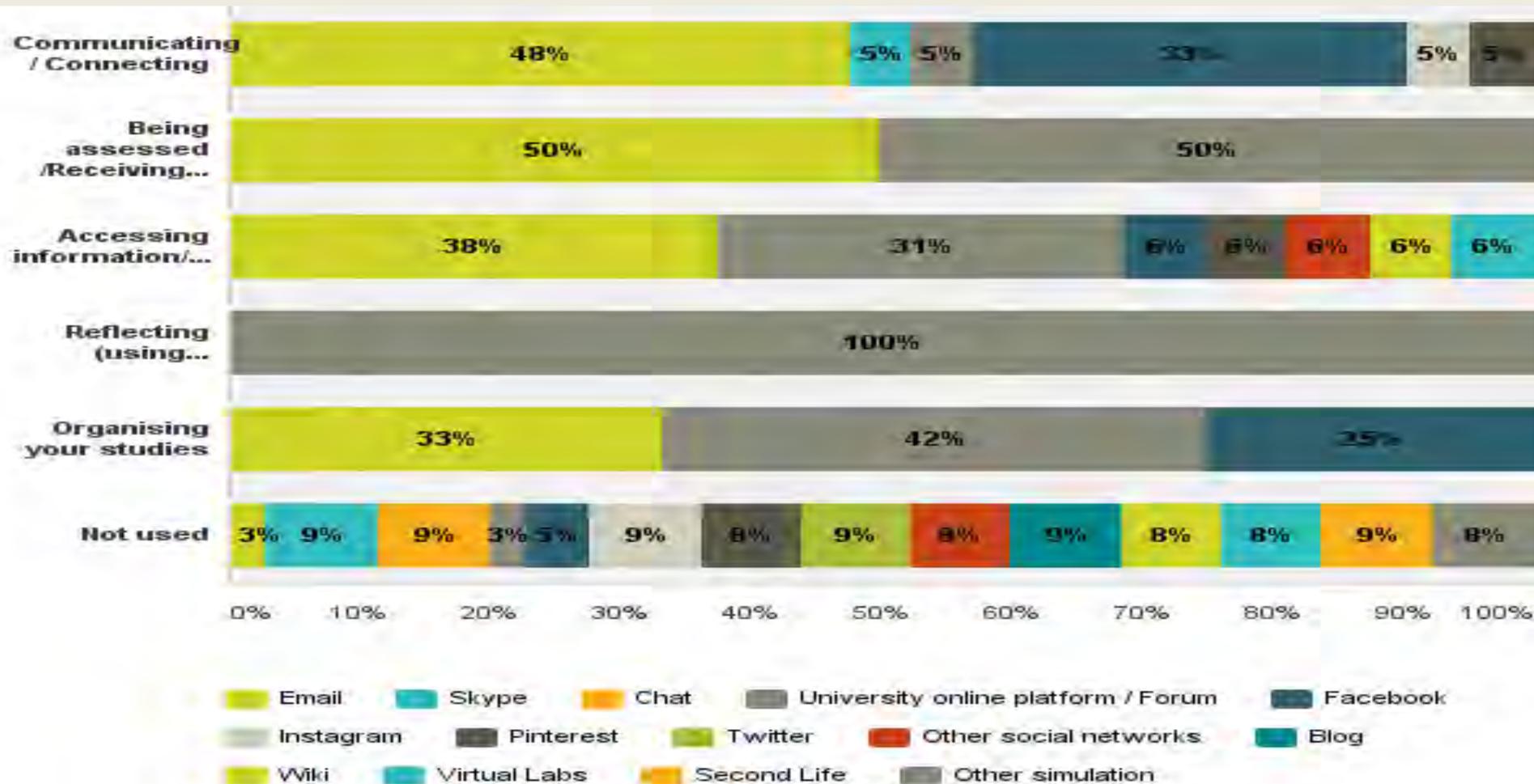
What type of mobile devices did you use for your WPL placement?(If you used several devices, please select all answers that apply)

- Answered: 27 Skipped: 1



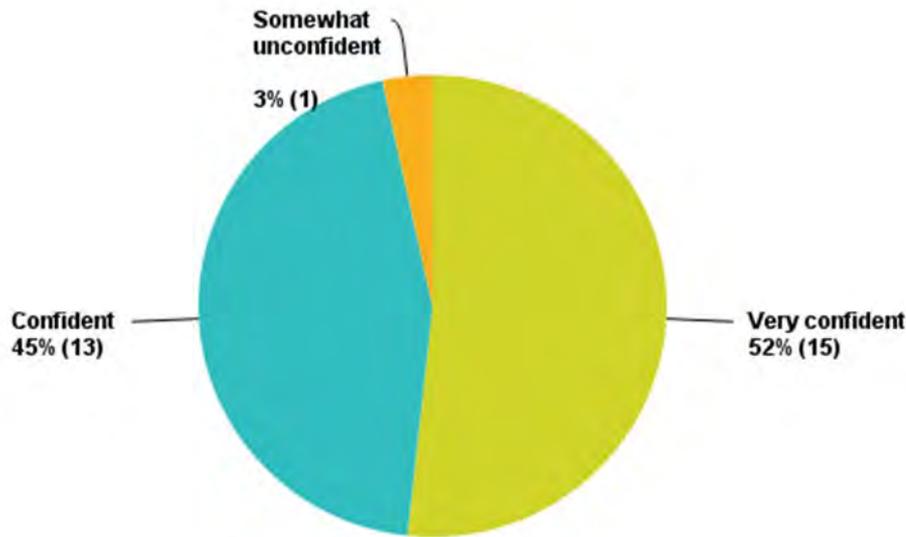
Which of the following types of apps did you use for your WPL placement and what for? (Please select as many as apply)

• Answered: 15 Skipped: 13

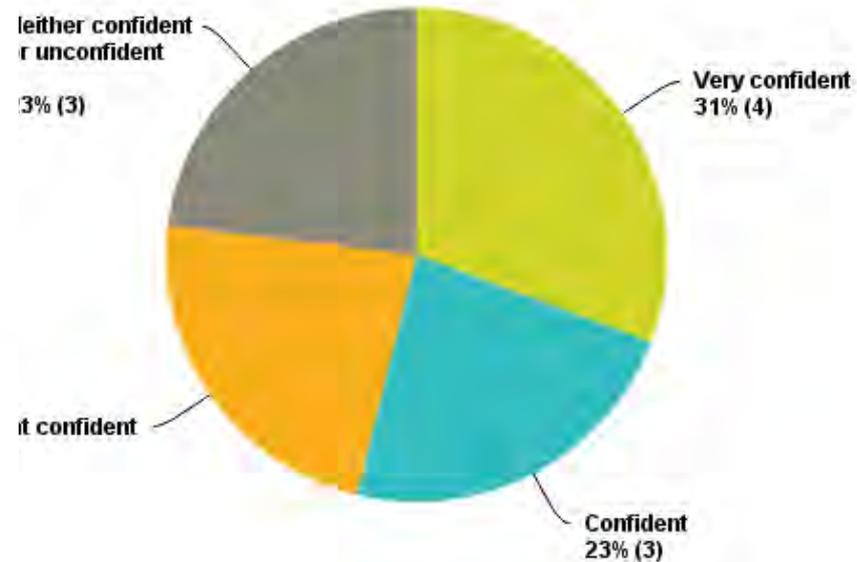


How confident would you rate your skills in using mobile technology?

Students

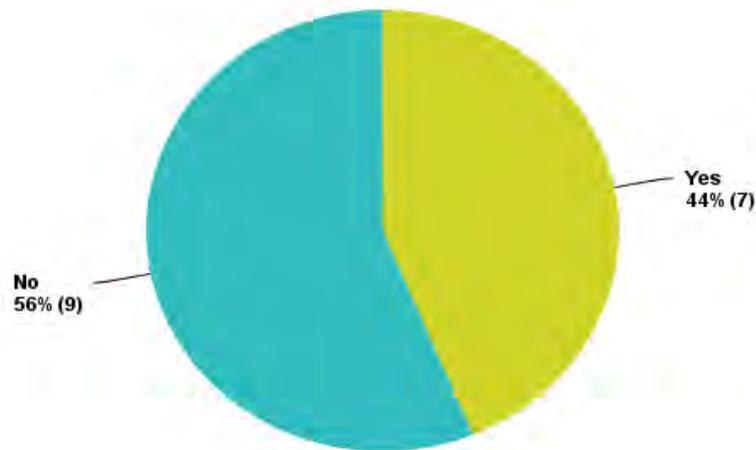


WPL Educators



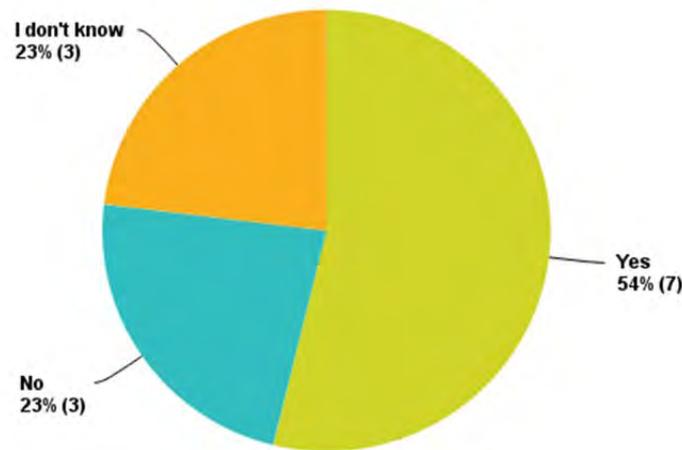
Was the policy of your workplace regarding mobile device use explained to you?

Students



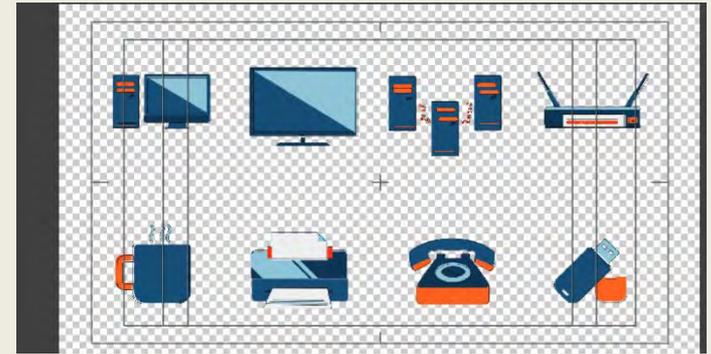
Is there a policy for mobile technology use in your workplace?

WPL Educators





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



**Give us
feedback**

Phase 2 findings

- Research and resources are needed
- Need more specific examples
- Provide more visual summaries and brief tips
- Integrate in curriculum and assessment

However

- Still some scepticism as to whether MT can enhance WPL Or that students, WPEs and/or academics what to learn with MT.

Mobile Technology Capacity Building Framework

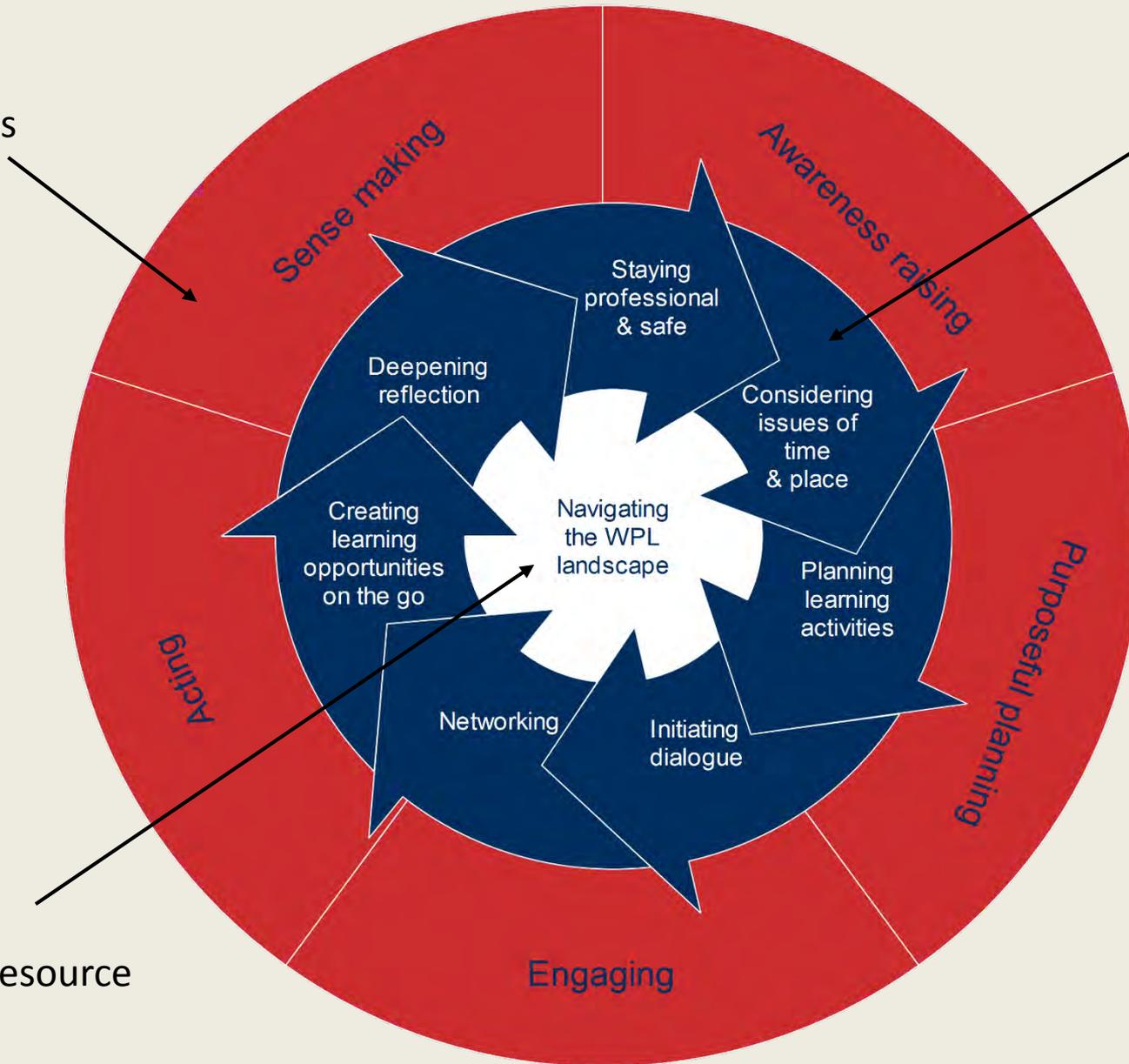
- To enhance students' learning from WPL experiences
- To increase students' agency while on placement. It has been designed to help students, academic teachers and WPEs
- To achieve a shared understanding of students' use of MT in WPL
- No app



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5 agency dimensions

7 teaching resources



Student resource

Mobile Technology Capacity Building Framework for WPL

Awareness Raising

- Staying professional and safe
- Considering issues of time and place



Purposeful Planning



- Planning learning activities ahead of time
- Initiating dialogue

Engaging and Acting

- [Initiating dialogue](#)
- [Networking](#)
- [Creating learning opportunities on the go](#)



Sense Making



Deepening reflection

- Debrief with online learning groups
 - Ask questions
- Share and compare experiences

Bibliography



- Hitlin, S., & Elder, G. H. (2007). Time, Self, and the Curiously Abstract Concept of Agency*. *Sociological Theory*, 25(2), 170-191. doi: 10.1111/j.1467-9558.2007.00303.x
- Park, Y. (2011). A pedagogical framework for mobile learning: Categorizing educational applications of mobile technologies into four types. *The International Review of Research in Open and Distributed Learning*, 12(2), 78-102.

Acknowledgment

- Photographs are from Freepix
- Illustrations are from Stock illustrations
- Sculptures by the Sea

Thank you



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Project website, resources & blog
<https://wpltech.wordpress.com/>



#WPLmLearn
#GPS4WPL

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