



Mobile learning in tomorrow's education for MBA students

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Index

- MBA scenario strand in MOBlearn
- Status of MBA scenario strand in MOBlearn
- The specialities of MBA classes
- Mobile learning during a lecture
- Mobile learning during a case study exercise
- Summary

MBA-scenario strand in MOBIlearn

- 3 scenario strands
 - Museum
 - Health
 - MBA
 - MBA case study education
 - MBA orientation game (see presentation G. Schwabe/ C. Göth)
 - MBA alumni community (not followed up in MOBIlearn)

Folie 3

Status of MBA scenario strand in MOBIlearn

- Early requirements
- Preprototype and first prototype of MOBIlearn system were focussing on museum scenario
- Current second prototype takes MBA scenario partially into account
- Detailed scenario specification for final user tests in winter 2004
 - Mobile support for formal learning during a conventional lecture
 - Mobile support for cooperative learning during a case study exercise

Folie 4

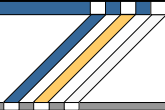


The speciality of an MBA class

- Learners are between 35 – 55 years old
- Learners have a couple of years of practical management experiences as managers
- Each learner is an expert from practice with superior experience, but only in his specific area
- The class consists of learners with extremely heterogenous knowledge
- MBA students are very demanding. They expect the very newest knowledge and a direct relevance to their job and career

Folie 5

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Mobile learning during a lecture - Activities and tools

- 1 Class awareness
 - awareness (red, yellow, green to indicate how well one can follow the teacher)
- 2 Raising interactivity by using tools like:
 - electronic handraising
 - learn control quizzes and votings
 - Chat, messaging, forum or annotations in order to exchange anecdotal knowledge, ask questions, initiate discussions etc.
- 3 Electronic support for brainstorming sessions
 - central control by teacher
 - brainstorming (collecting ideas)
 - sorting out redundancies
 - prioritisation, categorisation, voting

Folie 6

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Mobile learning during a lecture + Added values/ - problems

- 1 Class awareness
 - + Teacher gets additional means to adopt lecture more granular to the needs of the heterogenous class
 - + Teacher can analyse his performance afterwards
 - Teacher becomes unsecure when feedback is negative
 - Teacher's cognitive load becomes too high
- 2 Raising interactivity
 - + Higher interactivity and thus motivation
 - + Sharing of knowledge
 - Distraction of students
 - Misuse by students
- 3 Electronic support for brainstorming sessions
 - + Flexible and spontanous initiation of cooperative sessions
 - Technic might dominate the task

Folie 7

Mobile learning during a case study exercise

- More convenient and effective coordination
 - Agenda tool, annotation tool, informal communication tools, awareness tools for social presence
- Supports community building
 - Personal profiles on demand
 - More synchronous activities in a community work space
 - More opportunities to meet or communicate just by chance
- Integration of formal learning and everyday business
 - Report anecdotes from daily business and annotate them to learning material
- Reduction of cognitive load
 - Get quickly rid of small ideas
 - Fulfill tasks when they appear (e.g. inform colleague about the sudden chance of an interview meeting with an expert or about a delay of delivering a document.

Folie 8



Summary

- Mobile learning is not only about content delivery on small devices
- Mobile learning in formal teaching arrangements (like a lecture) must carefully be integrated in the whole concept of teaching. It cannot be seen solely.
- Mobile learning can help while it makes coordination, communication and cooperation more synchronous, faster, more spontaneous and easier.
- Bad didactics do not improve by using mobile technology

Folie 9



Thank you for your attention

Questions?

Things to think about

Folie 10