Mobile learning in tomorrow’s education for MBA students

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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)

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 excercise
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

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 handrising
   - 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
   - priorisation, categorisation, voting
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 spontaneous initiation of cooperative sessions
  - Technic might dominate the task

Mobile learning during a case study excercise

- 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.)
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

Thank you for your attention

Questions?

Things to think about