The Value of Teaching Using Mobile Devices

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The most convincing argument in favor of allowing students to use mobile devices in the classroom, in my opinion, is that using this type of technology improves opportunities to increase student learning through better engagement (Berg, 2010, citing Brill and Park, 2008). As Berg (2010), Mayer, et al.(2009), Stephanie Hedge in "gradhacker" and others have noted, using mobile devices in the classroom increases student engagement by validating the digital writing they are already doing via social media in their private lives.

Studies indicate that students who use social media for pre-professional purposes while in school tend to be more confident about their professional identity and will be more likely to use it for this purpose once they graduate (Greenhow and Robelia, 2009). With regard to Twitter specifically, research has demonstrated significantly increased content engagement by faculty and students who use this social media for academic purposes (Junco, Heibergert, and Loken, 2010). This supports best teaching practices with regard to active and experiential learning (Ambrose, et al., 2010). I absolutely agree with Skip Via's comments on his video, "Why Tweet: A Personal Journey through the Twitterverse" that Twitter has expanded my personal learning network immensely and given me the incentive to share those opportunities with my students.

This evening in class, we contacted and were able to interact with Rey Junco from Harvard's Berkman Center via Twitter. This is an excellent example of how using mobile devices can increase engagement and heighten interest in a learning activity. When Rey responded to us, it immediately validated the efforts of those of us in the class who use technology for teaching, as well as providing motivation for participants who want to incorporate these activities into their teaching but are hesitant due to lack of familiarity and expertise with these tools. Thus, our discussion tonight and the learning activities in this module had the effect of heightening my resolve regarding my philosophy about using mobile devices in the classroom. I feel it is crucially important to provide students with the tools to access and share information efficiently, appropriately, and meaningfully. My mission is guided by my personal philosophy of teaching, which is based on pragmatic, constructivist, and transformative principles of learning. I believe effective use of technologies such as mobile devices for professional purposes reflects each of these facets of meaningful education.

Resources:

Berg, S. (2010). Web 2.0 technologies in higher education teaching: A practical introduction. Kentucky Journal of Excellence in College Teaching and Learning, 8 (2).

Greenhow, C., and Robelia, B. (2009). Informal learning and identity formation in online social networks. Learning, Media, and Technology, 34 (2) 119-140.

Hedge, S. (2012). Teaching with Twitter. Inside Higher Ed. Retrieved from https://blackboard.temple.edu/bbcswebdav/courses/ED_MN_EPSY_8960_83666_32F/4-Teaching%20With%20Twitter%20%EF%80%A7%20Inside%20Higher%20Ed.pdf

 Junco, R., Heiberger, G. & Loken, E. (2010).The effect of Twitter on college student engagement and grades. Journal of Computer Assisted Learning, 1-14. doi: 10.1111/j.1365-2729.2010.00387.x.

 Justyna, E. (2014, March). Developing a professional identity. Academic Advising Today, 37(1). Retrieved from http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Developing-a-Professional-Identity.aspx

Via, Skip (2011) Why tweet: a personal journey through the twitterverse. Retrieved from:https://blackboard.temple.edu/webapps/blackboard/execute/displayLearningUnit?course_id=_112117_1&content_id=_4094052_1