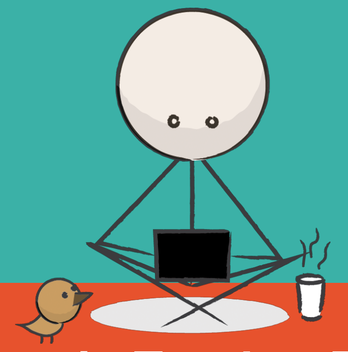
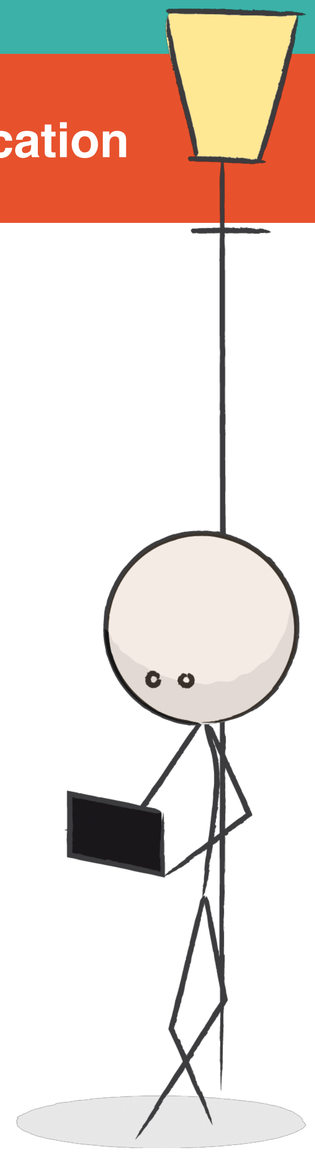
MiTE Conference 2019

International Conference on Mobile Technology in Teacher Education



UTS, Sydney Australia, January 18th, 2019.



Paper Abstracts

KEYNOTE

Punya Mishra is Associate Dean of Scholarship & Innovation and Professor in the Division of Educational Leadership & Innovation in the Mary Lou Fulton Teachers College at Arizona State University. He also has an affiliate faculty position in the Herberger Institute for Design and the Arts.

KEYNOTE

Sue Bennett's area of expertise is in information and communication technologies in education. Her research investigates how people engage with technology in their everyday lives and in educational settings. Sue has extensive experience in the design, development and evaluation of multimedia and on-line instructional materials

KEYNOTE

Jonathan Nalder has 18 years' experience helping light the spark that schools, universities & businesses can use to grow and learn together. From a Drama educator, to learning difficulties teacher, to technology trainer; he has honed the craft of helping learners transition to digital tools.

Connie Etieno Davidson
CalStateTEACH

“Urban Tech Camp for Educators”

Urban Tech Camp for Educators (UTC) is a unique conference designed to expose and train urban teachers in the use of mobile technology in their practices. This unique initiative addresses the technology gap found in urban teacher preparation and expands the CalStateTEACH digital initiative to meet the needs of all urban educators. In partnership with the Oakland Unified School District, UTC has trained more that 300 teachers in its 8-year history. While the sessions may change annually, the learning outcome for the participants remains the same: all are required to complete a problem based multi-media presentation using the technology they experience throughout the course of the conference. The session will begin with the history surrounding UTC and the structure for implementation, after which there will be a discussion and the presentation of participants final products.

Kearney, Maher
UTS, Australia

"Mobile Learning in Pre-service Teacher Education: Investigating the use of Digital Professional Learning Networks"

A recent focus in teacher education is the use of mobile devices to support student teachers' digital professional learning networks (PLNs). This presentation focuses on how pre-service teachers (PSTs) use mobile technologies to support different aspects of their PLN activities. It draws on data from two research projects to explore PSTs' self-initiated PLN activities mediated by their mobile devices. The first study involved eleven final year PSTs from an Australian university and used focus group discussions, artefact collection, and participant journals to elicit data. The second study involved a global survey of 400 PSTs and interviews with ten volunteer survey respondents from four countries. Overall findings provide a deeper understanding of exemplary mobile learning practices in initial teacher education and have implications for effective preparation of PSTs for their

Ann Scholl
Nazarbayev University, Kazakhstan

“Flipping the Administration”

Recently, a cafe on a UK campus decided to try something new in order to encourage more customers to use reusable coffee cups and mugs instead of paper cups. The cafe already had a system of providing a discount for those bringing reusable mugs. They decided to flip the reward structure: the advertised discount price became the default price and the cafe charged extra for the paper cup although the price of coffee + paper cup was the same as before, more customers began bringing refillable, reusable cups. Offering positive discount was less effective than creating a perceived penalty. Interesting. Presumptions about the default often set our expectations for what we do. Would the same work to better encourage flipped, research intensive and other classes? To flip a classroom at the university, often a faculty must still be a heroine, even in 2018. In order to flip a classroom, a faculty often goes it alone, seeking out the right type of classroom for a flipped class or making do with a tiered lectured hall, attempted to fit a round peg in square hole.

Tied to expectations of normal out-of-classroom work, one often must spend time crafting justifications of alternative workloads. Well, alternative everything really. Tied to the traditional academic schedules, which often do not fit with blended or flipped classroom models, a faculty wishing to implement an innovative course often finds that the real innovation they must face is that of the administrative practices of a university: workloads, class scheduling systems, equipment ordering processes, and the list continues. What if we flip administrative rewards and the university? What if we move blended, research intensive, and flipped courses to the expected default and set administrative system so that those faculty doing traditional lecture-based courses must advocate for doing differently? What would this look like? Changes in workload, scheduling, teaching evaluation, classroom space, technology allocation and will be explored to promote discussion about innovation of administrative practices.

Monica Smedbck Cardozo
Solna Stad - Sweden

“Learning in Motion”

Exercise has proven to enhance creativity and improve students results in subjects like Maths. But what if exercise could be an integral part of the students day besides the PE class? Using mobile devices could give us such an opportunity. Different apps offer the possibility of challenge-based learning and could even be used to train skills like team-work and resilience. Turf Hunt is such an app. It gives the teacher the resources to create Scavenger Hunts games and Tour Guides about any topic, in different languages, indoors or outdoors and at a level of difficulty that the teacher establishes. The teacher creates a tour on any map using Locatify and places spots that the students have to find. In those spots, there can be challenges and between the stations, clues can be hidden to lead the student forward. The games can be developed to create knowledge or prove knowledge. The devices can be used to take pictures, make videos, research, take notes, record notes and report back to the teacher right away. The teacher can follow the students on his/her own device and make sure everyone is on task, picture challenges placed on every station will appear on the teachers device, and the results can be used to spark peer-feedback and discussions. Tasks like a scavenger hunt align perfectly to the Future Literacies that students have to develop, like creativity, proactivity, leadership, choosing appropriate support tools, and communication, not to mention that playing is great to enhance motivation.

Ray Kirtley & Professor Kevin Burden
Faculty of Arts, Cultures and Education,
University of Hull, UK.

“Girls into Global STEM”

The number of girls entering higher education STEM courses or embarking on STEM related careers is a worldwide concern. Interventions in lower secondary school may have a role to play in helping to balance the current gender disparities. In this presentation we will present an account of one such initiative.
This Erasmus Key Action 2 project (2016-19) involving the UK, Cyprus, Poland and Sweden is aimed at developing a methodology which inspires more girls to consider STEM careers. Each country is represented by a university and/or NGO working with a partner secondary school. In year 1 the focus has been on trialling four 'Global STEM Challenges'. These fit into curriculum areas across Europe not only in science but also in IT, geography and citizenship. Each one is drawn from a Sustainable Development Goal:
Zero Hunger, Clean and affordable energy
Sustainable cities and communities, Climate Action
The 'challenge' in Year 1 was for older students (15-16) to develop activities for a younger cohort (12-14). These intergenerational activities brought together science, global issues and mobile technologies and current thinking is that they will inspire pupils to think how science and technology can provide practical, often low-cost answers to important global issues. We devised surveys for our school students both before and after the practical work. However we are also interested in other work with similar aims so have launched a systematic literature review which aims to identify interventions that have also motivated girls in STEM. The project is underpinned by the use of mobile technologies. During the trials the project teams used mobile devices to capture digital assets then brought together their work in a series of eBooks. These books plus other project materials form the nucleus of both pre-service and in-service training formats which enable teachers and teacher educators to replicate and enhance the methodologies described above. See www.gigsproject.eu for further details.

Tran Thi Thanh Quyen & Le Do Thanh Hien
Can Tho University, Vietnam

"Implementing mobile applications: students' perceptions and its effect on the improvement of students' listening skills"

Currently, non-majored students in higher education Vietnamese context are struggling with English listening skills and are rather confused of searching suitable ways to practice for enhancing their listening abilities. This study employs a quasi-experimental design in which the use of mobile applications is integrated into the curriculum to enhance the students' listening skills. This study; therefore, aims at investigating the students' perceptions and the effects of the use of mobile applications on students' listening improvement. The participants are 101 students in four General English 2 courses in the second semester of the 2017-2018 academic year at Can Tho University. They are divided into the experimental and control groups. The data are collected through pre- and post-listening tests, questionnaires, students' diaries, and in-depth interviews. The results show that the students in the experimental group outperform their counterparts in the control group; and the students had significantly positive attitudes towards the use of mobile applications for educational purposes. With these productive results, recommendations on the use of mobile applications are strongly encouraged to put into practice at Can Tho University and similar contexts to improve non-major students' English listening abilities as well as to raise the awareness of the teaching staff towards the use of technology in language teaching.

Paul Hopkins
Faculty of Arts, Cultures and Education, University of Hull, UK.

“Digital Hybrid Texts”

This is a British Council project to develop a series of Digital Hybrid Texts (DHTs). Building on model developed for the MTTEP project (www.mttep.eu) by Burden and Hopkins (2016) this project is looking to develop a series of electronic tests for teachers in high schools to use and to build the capacity of lecturers in teacher education at the Vietnamese National Univerity (Hanoi) and the Univerity of Eduction (Da Nang) in Vietnam. This is

exploring the impact of the creation of these digital texts on the thinking of the lecturers as well as the impact on the users in schools. Using a development model developed for the project (Hopkins, 2017) and an evaluation framework developed from a number of models (Lam, 2009; Ghaebi, 2010) this project runs from 2017 to 2019.

Prof. Kevin Burden , Prof. Sandy Schuck , Assoc. Prof. Matthew Kearney

“Innovative Mobile Pedagogies: Implications for Teacher Educators”

As mobile technologies become more multi-faceted and ubiquitous in society, an urgent direction for teacher education research is to investigate how best to prepare student teachers for schooling in which mobile pedagogies are likely to become prevalent in the near future. A growing body of evidence shows that traditional pedagogies still dominate the educational field and are misaligned with the diverse learning opportunities offered by the use of mobile technologies. There is an imperative to question traditional notions of education, including how, where and when teaching and learning are enacted; and the potential mediating role of new mobile technologies. Emerging digital pedagogies, which embrace the affordances offered by mobile technologies, have the potential to disrupt notions of schooling. Teacher education research needs to consider alternate, progressive approaches from those that are influenced by traditional notions of authoritative teacher roles, fixed curricula, scheduled class times and formal learning spaces.

Seán Ó Grádaigh, Brendan MacMahon & Sinéad Ní Ghuidhir
NUI Galway, Ireland

"The Affordances of Digital and Mobile Reflection on an Initial Teacher Education Programme"

Mobile learning considers the process of learning mediated by handheld devices such as smart phones and tablet computers (Schuler, Winters & West 2012). Students can now learn when, where and how suits them best and Initial Teacher Education can play a central role in the integration of this technology in the classroom. The challenge for teacher educators is to facilitate the ability of pre-service teachers to enhance their learning and teaching process through implementing and integrating mobile technology to support their teaching practices.

This paper presents a case study of a 1:1 (one-to-one) iPad deployment on the Máistir Gairmiúil san Oideachas (MGO), a one year, Irish medium, Initial Teacher Education programme for post-primary teachers in Ireland. Mobile technology is integrated and embedded in all aspects of the programme rather than as a stand alone 'Ed Tech module'. The resulting affordances for Mobile Learning in relation to digital portfolios, audio and video reflection, resource creation, peer assessment and remote school visits are discussed.

Mary Fleming & Brendan MacMahon
NUI Galway, Ireland

"Using Remote Live Observation on an Initial Teacher Education Programme"

Developments in the application of remote live technology are currently affecting and reshaping conventional methods of classroom observation (Liang, 2015). For initial teacher education (ITE) providers, the use of remote live observation has obvious appeal. Lessons with student teachers can now be observed through digital networks by Higher Education Institution (HEI) placement tutors without the need to physically visit school sites. As a result, cost benefits can be substantial, reducing travel, time and expenses (Cooper, 2015) while simultaneously increasing the frequency and flexibility of observations within the often onerous teaching and research responsibilities of HEI staff (Krause et al, 2018 or Goodson and Allen, 2014)

This study on remote obsevations was undertaken with student teachers on the Máistir Gairmiúil san Oideachas (MGO), a two-year, postgraduate, initial teacher education programme in the National University of Ireland, Galway. The following research questions underpinned our study:

-What are the perceived advantages and challenges for student teachers and teacher educators with regard to using remote observation?

-Can remote observation support the professional development of student teachers and teacher educators?

Annie Agnew
UTS, Australia

“Mobile & Wired Tweens in an interactive, mobile world”

In 2018, children have unprecedented access to technologies and devices, with responses to the 2014-15 Australian Census indicating that 97 percent of Australian households with children under the age of 15 have internet access at home, and the mean number of devices used to access the internet in the household for this demographic was seven. The focus of this study is to consider the access to and use of mobile technologies in the “Tween” age group, that is, children between the ages of 9-12. In general, we know little about the impact of the frequency or quality of use of technology on tween’s actions and interactions, or if, “along the way” they are developing skills and behaviours that might previously have not existed. The study will examine the “inside and outside” of tween use of mobile technologies, exploring how they esoterically and inextricably engage with mobile devices across a range of activities, formal and informal, structured and unstructured. The study will consider how tweens view their digital lives and how they adapt to the changes that mobile technologies afford, with consideration given to the impact on learning across a range of physical and virtual spaces. Alternative methods to collect authentic data will be explored, reflecting the changing nature of the research landscape.

Dr. Richard Salmon
SAE Creative Media Institute, Australia

"MARVIN – A 3D Printed, Internet Enabled Product Design and Staff Development Project"

We are in need of an increasingly highly skilled workforce with lots of high tech jobs being created while manual and low skilled jobs are in long term, and possibly permanent recession - due in no small part to automation, robotics and the proliferation of information and communication technologies. This wide context has clear implications for the professional development of teaching staff and practice in higher education, as the sector plays a pivotal role in developing our highly skilled workforce. It is vital to keep higher education learning and teaching current and relevant to developing learners that can take advantage of the new highly skilled jobs market place.
With the above points in mind I would like to present a project and paper at the MiTE conference in January 2019.

The project is a 3D Printed Internet Enabled product design that was constructed as part of a staff development exercise aimed at preparing Masters Degree qualified lecturing staff to deliver two Interdisciplinary Master Degree Modules under my supervision. The project brings together basic electronic design; microcontroller unit programming, 3D product design and 3D printing culminating in the realisation of a 3D printed, Internet Enabled, mobile technologies product destined for the Internet of Things market place.
The said staff development exercise and project construction were successful and the interdisciplinary staff team are now teaching these modules. The project constitutes an example of exciting ways of incorporating professional development activities in education with mobile technologies and creative media practice.

Malia Hoffmann
California State University, Fullerton

"Technology through the eyes of a beginning teacher"

As mobile devices and technologies become more and more ubiquitous in education, it isnt exactly clear the effectiveness these devices have been used in the educational landscape. In this digital world where people are constantly entertained, educators have embraced technology to capture their students attention and motivate them to stay engaged in class. The TPACK (technological, pedagogical, content knowledge) and SAMR (Substitution, Augmentation, Modification, and Redefinition) framework will be used to frame the way in which these educators are using technology in their classrooms. This exploratory Photovoice study will look through the eyes of a beginning teacher and how they notice technology use in general and what they see as effective use of technology in the K-12 classroom. The beginning teacher or teacher candidate (TC) will take photos and participate in a focus group to share their perceptions of technology usage. Although this study is still underway, based on previous research, it is presumed that TC will observe very basic uses of technology, Substitution or Augmentation (i.e.: presentation, reference, read content on the the web). TCs will be asked to observe and photograph effective use of technology integration. In this stage of the data collection, perhaps some emerging ways of technology usage will be observed relating to the Modification or Redefinition stages on the SAMR Model. However, it is yet to be known if TCs will be able to make that distinction between the SAMR levels or the use of effective TPACK.

Panckhurst Rachel; Cougnon Louise-Amlie
Praxiling UMR 5267 CNRS Universit Paul-Valry Montpellier
Media Innovation and Intelligibility Lab, ILC, UCLouvain

“Digital practices among young people: between prohibition, emotion and innovation”

On 30/07/2018 the French National Assembly voted to ban mobile phones from primary and secondary schools from the onset of the new school year. As researchers having worked on French mediated digital discourse for a long time, we are opposed to this law. Our work consists of studying, among other things, the evolution of language and then proposing practical applications (e.g. SMS vocalization software for blind people or drivers). Thanks to the use of mobile phones, we collected more than 88,000 SMS from the general public, contributing to the largest French SMS database ever built (http://88milsms.huma-num.fr/, http://sud4science.org, http://sms4science.org). Results show that SMS-writing is one of the most innovative creations of the written French language of the 21st century. Answers to our sociolinguistic questionnaire also indicate that 11-year-old+ pupils participated in our survey/collection. Mobile devices are often stigmatized, but pedagogical experiments are conclusive as to the use of social networks in higher education, whether using mobile phones, or (tablet) computers (Panckhurst & Marsh 2011, http://rusc.uoc.edu/rusc/ca/index.php/rusc/article/view/v8n1-panckhurst-marsh.html). In schools, instead of banning mobiles, lets guide the young using their own favourite communication tools to help them structure data research, create content, interact with peers but also study independently, take responsibility, thus prepare themselves to become conscious actors of their future in a constantly evolving digital society which also integrates other technological devices (Cougnon 2016, https://www.youtube.com/watch?v=3ite2Qw-U7g). Finally, the talk will present novel research results (VosPouces, http://www.vospouces.org/) about youth digital practices and emotion handling.

Dr Sarah Jones, Professor Kevin Burden, Ray Kirtley
University of Hull, UK

"Using mobile technologies in fieldwork"

Following a successful application by the University of Hull and Sukhothai Thammathirat University to the Newton Fund (administered by the British Council) a five day workshop was planned in northern Thailand utilising the facilities and local environment of the Maekok Village Field Centre to utilize Mobile Technologies for teaching and learning. Thirty-four early career researchers attended from nine universities in Thailand and eight in the UK. The format of the workshop was based on seven interdisciplinary working groups each with a specific brief. The location in northern Thailand was particularly relevant as each workshop group was expected to work on a specific challenge where mobile technologies could play a part in supporting marginalised and disadvantaged groups:

Forestry, agriculture and biodiversity
Heritage trail: Thaton to Mae Salong
Tourism and heritage in Thaton
Rivers and water quality
Special Education
Using your mobile phone
Health Education

Our presentation will focus on the implications of this project for teacher education, drawing on key instances from the challenge where mobile devices enhanced the teaching and learning opportunities of the fieldwork settings. We will also share some later work on the potential of a number of data collection apps in fieldwork and in citizen inquiry projects.
Web: http://thailandnewton.weebly.com

Kieu Thi Kinh, Uni. of Education, Da Nang, Doan Nguyet Linh, Vietnam National University, Hanoi, Vietnam

Designing, developing and evaluating Digital Hybrid Texts (eBooks) in Teacher Education in Vietnam

In recent years universities around the world have started to explore the pedagogical value and potential cost savings associated with the production and use of digital e-Books, fuelled in part by the growing ubiquity and pervasiveness of mobile technologies in academia. In many instances the impetus for this has been purely economic and most of the e-Books that have been produced are in effect simply electronic versions of the PDF (digital print). In few of these examples have institutions investigated the potential value for both students and academic staff around the processes of authoring and co-authoring these e-texts .

This presentation will showcase how two leading universities of teacher education in Vietnam (Vietnam National University of Education in Hanoi and The University of Education Da Nang) supported by staff from the School of Education at the University of Hull (UK), funded through a Newton British Council Institutional Links Grant, have collaborated to explore the wider potential of staff generated e-Books, or Digital Hybrid Texts (DHTs). Building on an original model developed by the University of Hull, a series of interactive DHTs have been constructed, tested in local schools and then refined using a Design Based Research (DBR) iterative testing process.

This seminar will present the findings from these iterations using two of the DHTs as exemplars: the Heritage of Vietnam (Hanoi) and Environmental Science (Da Nang). Exploring the process of DHT construction and the empirical results of testing these books in classroom situations this presentation will look at the impact the DHT has had on the pedagogic thinking of the teacher educators and the children in the classrooms.

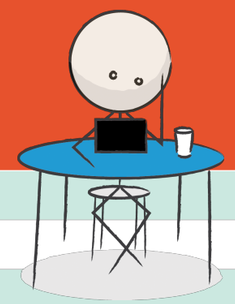
Son Van Huynh
Ho Chi Minh City University of Education, Ho Chi Minh City, Vietnam

“Student’s satisfaction with an e-learning Course: A Case Study on the introduction to the teaching career”

The study intended to measure the level of satisfaction of the undergraduate students from the course An introduction to the teaching career. We found that student satisfaction is influenced by their attitude regarding the program and study plan; learning method and activity; lecturers - teaching assistants, test - assessment, preparation - class organization, the attractiveness of the course, the appropriateness of the course and the prospects of parallel development with traditional courses or alternative perspectives. The method we used was a linear regression with mix purpose: explicit and predictive. We tried to analyze the factors that had a significant influence on students satisfaction regarding the courses they took. We also found that students are satisfied and very satisfied with this course, which opens up the prospect of building and developing similar courses in Vietnam.

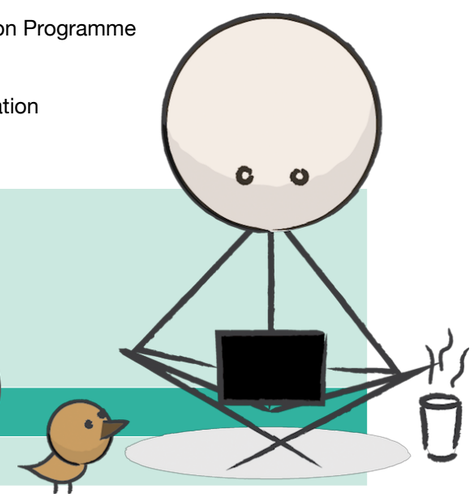
MiTE Conference 2019

Friday Schedule: January 18th 2019



8:30	**Registration, Tea & Coffee**	
8:45	**Welcome to MiTE 2019**	
9:00 - 9:50	**Keynote 1 Punya Mishra**	
	Room A	**Room B**
09:50 - 11:20	**Sarah Jones, Kevin Burden and Ray Kirtley** Using Mobile Technologies in Fieldwork **Tran Thi Thanh Quyen & Le Do Thanh Hien** Implementing Mobile Applications: students' perceptions and its effect on the improvement of students' listening skills **Ann Scholl** Flipping the Administration	**Seán Ó Grádaigh, Brendan MacMahon & Sinéad Ní Ghuidhir** The Affordances of Digital and Mobile Reflection on an Initial Teacher Education Programme **Rachel Panckhurst & Louise-Améile Cougnon** Digital practices among young people: between prohibition, emotion and innovation **Kieu Thi Kinh & Doan Nguyet Linh** "Designing, developing and evaluating Digital Hybrid Texts (eBooks) in Teacher Education in Vietnam"
11:20 - 11:50	**Morning Break**	
11:50 - 12:50	**Matthew Kearney & Damian Maher** Mobile Learning in pre-service Teacher Education: Investigating the use of digital professional learning networks **Malia Hoffman** Technology through the eyes of a Beginning Teacher	**Connie Etieno Davidson** Urban Tech Camp for Educators **Paul Hopkins** Digital Hybrid Texts
12:50 - 1:50	**Lunch**	
1:50 - 2:40	**Keynote 2 Sue Bennett**	
2:45 - 3:45	**Ray Kirtley, Professor Kevin Burden** "Girls into Global STEM" **Son Van Huynh** Student's satisfaction with an e-learning Course: A Case Study on the introduction to the teaching career.	**Mary Fleming & Brendan Mac Mahon** Using Remote Live Observation on an Initial Teacher Education Programme **Sandy Schuck, Kevin Burden & Matthew Kearney** Innovative mobile pedagogies: Implications for teacher education
3:45 - 4:45	**Richard Salmon** MARVIN – A 3D Printed, Internet Enabled Product Design and Staff Development Project **John Ittelson** Using ePortfolios in Teacher Education	**Annie Agnew** Mobile & Wired **Monica Smedbck Cardozo** Learning in Motion
4:50 - 5:00	**Wrap up of Day 1**	
6:00	**Depart for Conference Dinner**	

#MiTE2019



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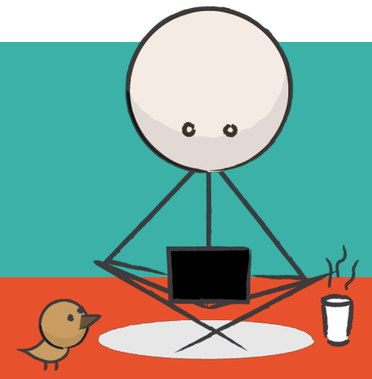

Workshop Schedule : Saturday, January 19th, 2019

9:00 - 9:30	**Registration**		
9:30 - 9:45	Welcome and Opening Address		
9:45 - 10:30	Keynote **Jonathan Nalder**		
10:30 - 11:00	**Coffee break**		
	Room A	**Room B**	**Room C**
11:00 - 11:55	**Lisa Plenty** Multisensory Storytelling with iPad – creating accessible, interactive stories using multiple iPad apps	**Liling Ong** Unleash Children Potential. This workshop will allow children to experience Makeblock robotics program	**Jason Milner** Redefining literacy with Augmented Reality - a transdisciplinary approach
12:00 - 12:55	**JJ Purton Jones** 'Everyone Can Create' Drawing & Photography on iPad	**John Ittelson** Video Production Studio in a Backpack!	**Paul Hopkins** Digital books to support teaching and learning in Science
01:00	**lunch**		
14:00 - 14:55	**Brianna Winsor** 'Clips' for Video making in the Classroom (to demonstrate unerstanding & think-alouds)	**Erin Sullivan** Keynote for creation - moving beyond just presentation	**Jonathan Nalder** First School on Mars' mobile tech sandbox experience - hands-on with AR, VR, Cospaces Edu, Merge Cube
15:00 -15:55	**Kimberly Jones** Creating animated videos for the classroom on Keynote	**Monica Smedback** 3D design for language development using Planner 5D works as app and online	**Peter J Cavanagh** (TrustMapping.com) Mapping Trust in a school community for welfare and positive cultural outcomes
16:00 - 16:30	**Final comments & Conference close**		

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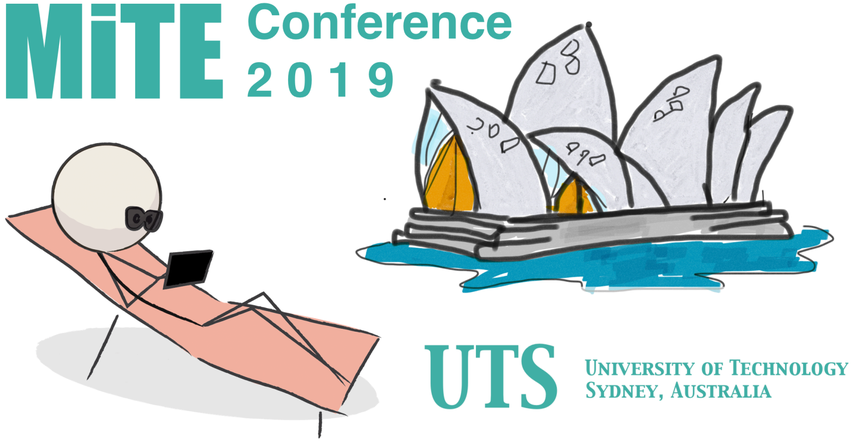

UTS University of Technology Sydney, Australia