UNESCO Policy Guidelines for Mobile Learning

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Education in the 21st century

- Today's learners live in an knowledge-based and globally interconnected society, largely driven by digital technologies.

- To acquire 21st century skills, students should be empowered as:
  - self-directed learners,
  - critical thinkers,
  - problem-solvers and
  - independent
  - lifelong learners.

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Unique Benefits of Mobile Technologies for Learning

1) Expand the reach and equity of education

2) Facilitate personalized learning

3) Provide immediate feedback and assessment

4) Enable anytime, anywhere learning

5) Ensure the productive use of time spent in classrooms

6) Build new communities of students

7) Support situated learning

8) Bridge formal and informal learning

9) Assist learners with disabilities

10) Improve communication and administration

11) Maximize cost efficiency

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Facilitate Personalized Learning

- Active learning approaches are student-centered, allowing them to take control of how they engage with a subject and find solutions to problems

- Students, along with their families, use ICT to socialize and informally learn

- The concept of personalized learning is fairly fluid, is individualized and built around a vision of life-long learning

Provide Immediate Feedback and Assessment

- The more feedback learners get, the better. The faster they get it, the better. *And mobile technology can facilitate this.*

- Technology often helps teachers give formative assessments, rather than purely summative assessments

- and give valuable information to parents and teachers

- The technology guides learners in a way that paper and ink assessments cannot.

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Anytime-anywhere Learning

- With mobile devices learning can happen at times and in places where education has previously been inappropriate or impossible

- Mobile learning applications are built with the knowledge that people may have constant access to their mobile device throughout the day

- Hybrid models enable students to use the school day for group work and project-based activities, while using the network to access readings, videos, and other learning materials on their own time, leveraging the best of both environments

Support Situated Learning

- Sometimes the most meaningful learning happens outside the classroom

- Geo-tagging and better image recognition can help turn the whole world into a classroom

- Authentic learning, by bringing real life experiences into the classroom, show students the connection between the outside world , and their experiences in school

- If learners can connect teaching with their own lives they will become more excited to learn

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Policy Recommendations

1) Create or update policies related to mobile learning

2) Train teachers to advance learning through mobile technologies

3) Provide support and training to teachers through mobile technologies

4) Create and optimize educational content for use on mobile devices

5) Ensure gender equality for "mobile students"

6) Expand and improve connectivity options while ensuring equity

7) Develop strategies to provide equal access for all

8) Promote the safe, responsible and healthy use of mobile technologies

9) Use mobile technology to improve communication and education management

10) Raise awareness of mobile learning through advocacy, leadership, and dialogue

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1) Create or update policies related to mobile learning

- Pre-mobile era ICT in education policies do not address learning potentials of mobile technology

- Examine and understand unique potentials and challenges offered by mobile technology

- Mobile learning policies should be embedded within existing ICT in education policies

- New investments in mobile technology should work in conjunction with existing investments and initiatives

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2) Train teachers to advance learning through mobile technologies

3) Provide support and training to teachers through mobile technologies

Teachers' usage of ICT in France (Profetic survey, 2014)
- 51% are not convinced of the benefits of digital teaching
- 34% do not sufficiently master ICT and digital resources
- 3 to 4 benefited from training
- 33% never use ICT for personalized learning

4) Create and optimize educational content for use on mobile devices

- Put mobile content under open license in order to foster its widest possible dissemination and re-use

- Develop of platforms or Apps to support teachers to tailor and re-purpose mobile content

- Make mobile educational resources accessible and relevant to diverse populations

- 2012 UNESCO Paris OER Declaration defines the creation, circulation, and standardization of open content

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5) Ensure gender equality for "mobile students"

More men than women see themselves as early adopters and want more technology in the classroom:

- **Men** are twice as likely as **women** to see themselves as early adopters of new technologies (48% vs. 24%)

- **Men** are also more likely than **women** to want to use mobile devices more often in class (43% vs. 30%). In contrast, **women** are more likely to say that their usage of mobile devices is just right (53% vs. 42%)

(Source: Pearson Student Mobile Device Survey, 2014)

6) Expand and improve connectivity options while ensuring equity

- More than 2 billion mobile broadband connections worldwide. Of these, 422 million subscription are in Europe

- Mobile penetration rate is higher in Europe than anywhere else in the world, at 64%

- The target is to ensure universal access to mobile broadband connectivity, and to capitalise on its potentials

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7) Develop strategies to provide equal access for all

- With integrated functions of text-enlargement, voice-transcription, location-aware and text-to-speech technologies, mobile devices can dramatically improve the learning of student s with physical disabilities

- Individuals with dyslexia can be aided in reading speed and comprehension by text that has been reformatted on small-screen digital devices

- For visually impaired learners, freely available software can turn a mobile phone with a speaker into a tool that reads text aloud

8) Promote the safe, responsible and healthy use of mobile technologies

- Mobile technology can also be used to access inappropriate material and can enable undesirable behavior

- Promote the responsible use of mobile devices by teaching digital citizenship

- Legislation to safeguard students and their personal data

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9) Use mobile technology to improve communication and education management

10) Raise awareness of mobile learning through advocacy, leadership and dialogue

Examples of UNESCO mobile learning projects and reports

'Turning on Mobile Learning' series
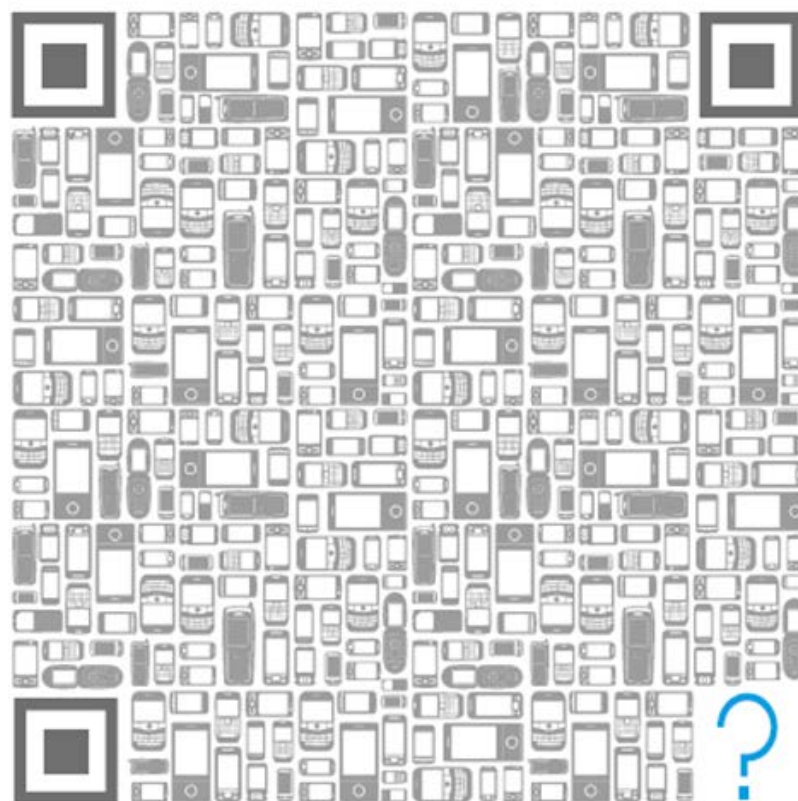
'Mobile Learning for Teachers' series

Mobile Learning Week 2015

Reading in the Mobile Era

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