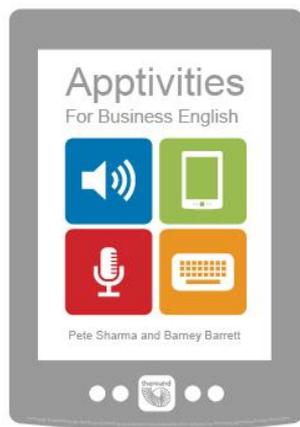




Author



I have a.....

- Smartphone
- tablet
- laptop
- laptop + tablet



My students have a.....

Overview

- Mobiles – on or off?
- M-learning
- Apps - distinctions
- Practical ideas
- The future!!!!!!



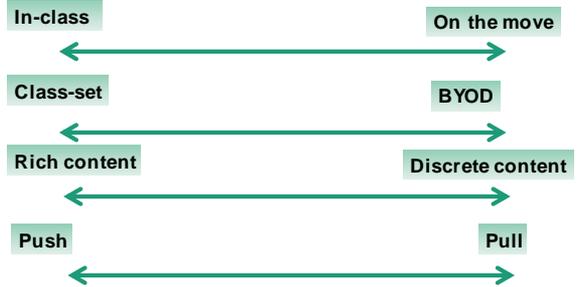
M-learning



“learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies”.

http://en.wikipedia.org/wiki/Mobile_learning

Scales / dimensions



Hockly N

M-learning

- ▶ M.A.L.L.
- ▶ U-learning

ubiquitous learning



The 'little red' notebook



Hardware

- ▶ Mobile-phone / Smart-phone
- ▶ iPod / iPod touch / mp3 player
- ▶ Laptop / Notebook - Netbook
- ▶ Tablet PC / iPad / Samsung Galax
- ▶ E-book readers
- ▶ Learner response devices
- ▶ Electronic translator





Phone
 Camera
 Diary
 Note-taker
 Voice recorder
 Video recorder
 E-book library
 &....&....&



app = application

A **mobile application** (or **mobile app**) is a software application designed to run on smart phones, tablet computers and other mobile devices

SOURCE: wikipedia



Computer

Smartphone
 Tablet



Convergence

Do you have a favourite app?



Shazam



Solar walk



Operating systems



(D) Other

Authentic vs ELT



Google goggles



Sounds

Free vs cost



Basic version vs Premium content

In-app purchases

Cost: £13.99



Native – web-based



'Iterative publishing'

Iterative publishing in ELT – 10 reasons why it will and won't work

Posted by Lavinia Harries on November 4, 2013 in General 7 Comments

One of the big buzzwords in ELT publishing at the moment is iterative publishing – the idea, borrowed from the software and startup worlds, that products should be in a constant state of evaluation and improvement in response to changing market conditions, requirements from key customers or new technologies. The whole concept of editions is apparently past its sell-by date in the internet age – too outdated of the dusty old print era. An iteratively published course doesn't need editions, since it's never more than a few months since the last update or improvement. One of the commonly cited advantages of digital (and particularly online) publishing is the ability to make updates to an already published product in a way that just isn't possible with print. Think corrections, general enhancements, topical content, improving features requested by customers. All sounds great, and is what everyone is already used to with websites.

Of course, we've always had iterative publishing to some extent – reprint corrections are standard practice, and the gap between new editions of textbooks has been decreasing – sometimes to as little as two or three years. So, maybe iterative publishing is really a matter of dramatically increasing the speed and impact of these updates – more authors looking for ways to make improvements as frequently as possible and putting in place structures and processes that make it easier to do so. Doing that has a number of pretty big implications, though implications for schools and teachers, too, not just publisher themselves.

Five reasons why iterative publishing is necessary

1. The agile and lean approaches require it

If publishers are going to do what so many people (including me) say they must do, and become more agile, then a new edition of a course every few years is obviously not going to cut it. And if you're going to follow the lean startup approach, then rapid iterations at the head of what you do. You can only 'fail faster' if you're releasing updates frequently enough to make it possible to fail. And that's not just about content.

Products should be in a state of evolution.....

V1.1 / V1.2

www.eltjam.com

Evaluating and selecting apps

- “They are simply **teaching materials**”
- What is the **pedagogical** justification? / the **learning aim**?
- Think about your **teaching context** and how to exploit it



Grammar task

- Diaryswap:
present continuous as future



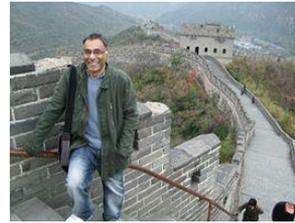
- Weatherapp



- Trends



Task - Compare photos



Pronunciation: Augmented Reality



www.flashsticks.com

Google cardboard



Grammar

- Grammar
- Vocabulary
- Language skills
 - Receptive
 - Productive
- Phonology



- Grammar
- Vocabulary
- Language skills
 - Receptive
 - Productive
- Phonology




MyWordBook

- listen
- add note
- use camera

Vocabulary - Storage



Review – Quizlet



Flashcards+ Touch-screen

Dictionary apps

Save to favourites



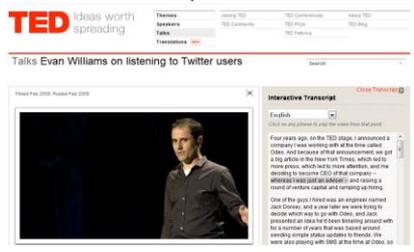
Create Flashcards

- Grammar
- Vocabulary
- Language skills
 - Receptive
 - Listening
 - Productive
- Phonology



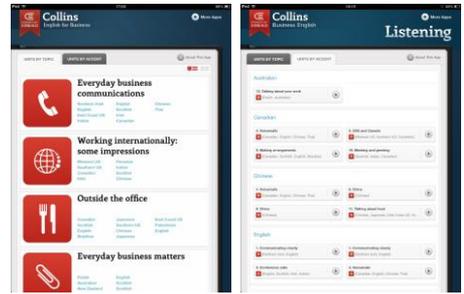
Listening

TED.com [\[Technology, Entertainment, Design\]](#)
 Save your talks for off-line viewing
 Pause / interactive transcripts



Listening

- Podcasts
- What's in the news?
- L1 – item
- L2 – detail
- Autonomous study



Accents

- Grammar
- Vocabulary
- Language skills
 - Receptive
 - Reading
 - Productive
- Phonology

Reading

- IELTS app
- Skim
- Affordance

SKIMMING FOR CONTENT WORDS

When you skim a text, your eye needs to move over the surface of the text very quickly in order to understand the meaning without looking at every word. Focus on content words like nouns, adjectives, verbs and adverbs, but especially nouns and verbs. Learn to ignore functional words like *at*, *in*, *the*, *for* and *so* on. Also notice any negative or positive words.

You are going to read the first section of a reading passage. Choose the speed at which you want the text to disappear and then answer the questions that follow. To make sure that you read quickly and efficiently remember to focus on content words and ignore functional words.

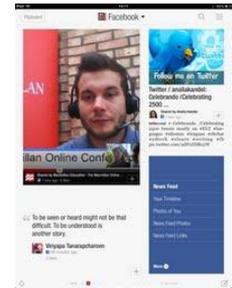
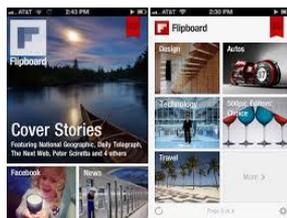
Slow Medium Fast

Pause Reset

The disappearance of small shops
Section 1

many small independent shops such as clothes retailers, pharmacies and bookshops closing down and being replaced either by national or multinational chains. These new outlets are often coffee shops, mobile phone stores or places selling cheap goods of questionable quality. Sometimes, the independent shops are not being replaced at all with buildings standing empty and boarded up. The phenomenon is not restricted to the UK, but is happening in other countries.

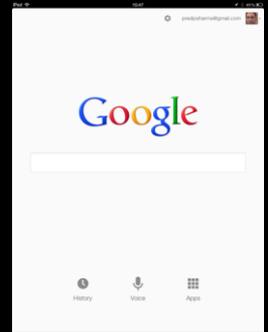
Curation



MindTools

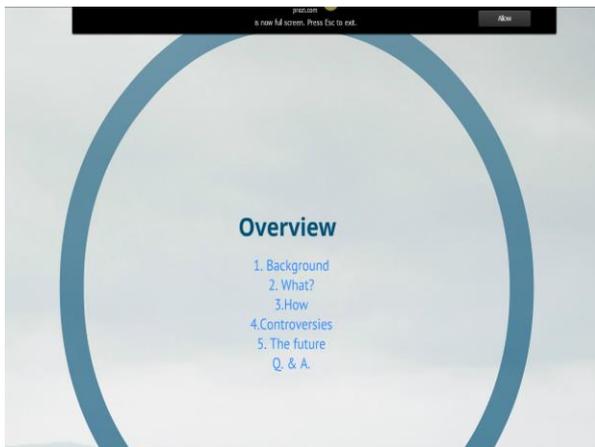
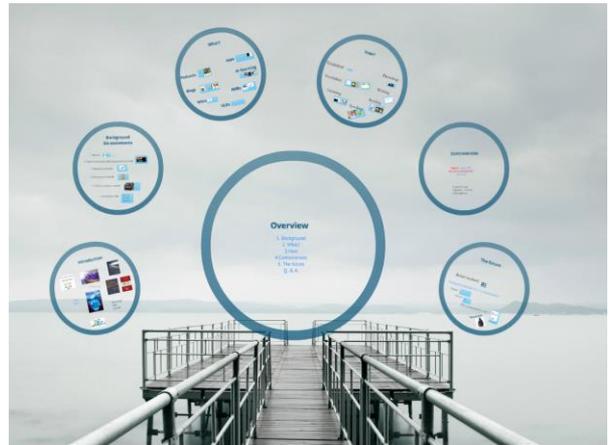
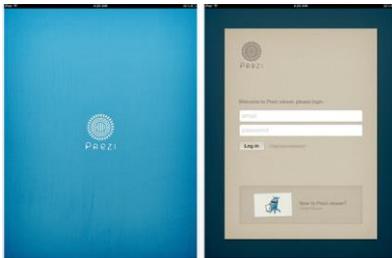


- Grammar
- Vocabulary
- Language skills
 - Receptive
 - Productive
 - Speaking
- Phonology



Speaking

- Prezi viewer



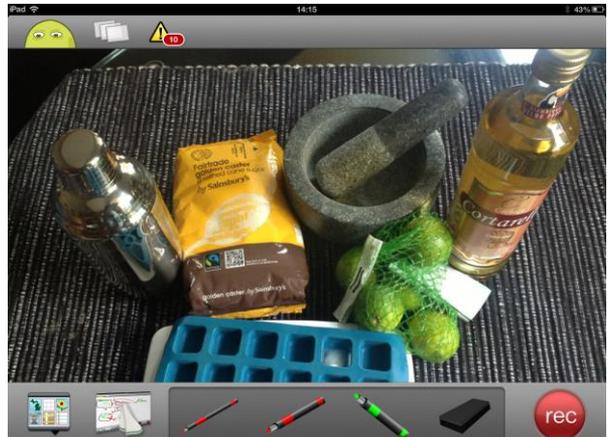
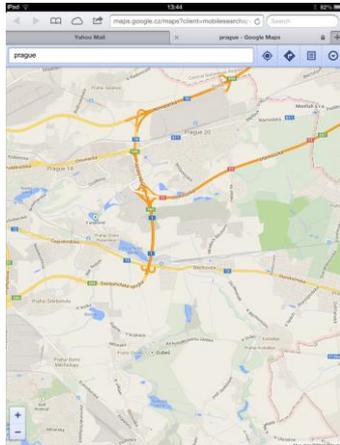
Use of QR-codes

Quick Response code
 Scannable barcode
 'Digital destination'
 e.g. Website
 Text
 Power Point



Speaking

- Screen chomp
- Screen recorder



Polling



Socrative
Teacher's app
Student's app

- Grammar
- Vocabulary
- Language skills
 - Receptive
 - Productive
 - Writing
- Phonology



Writing

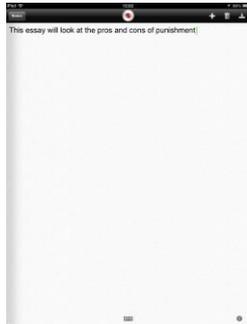


- Evernote
- Share
- Re-constructing notes

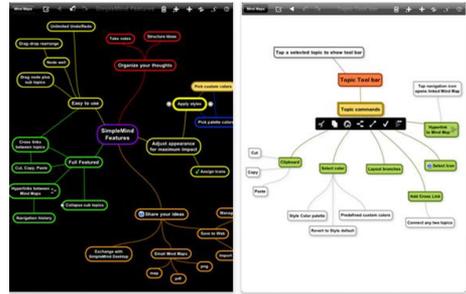




Speech to text



Creating mind maps



- Grammar
- Vocabulary
- Language skills
 - Receptive
 - Productive
 - Speaking
- Phonology



Phonology

- Sounds
- Lesson monitor sheet



Phonics stories

Word Stress
 'Push the blob'
 Clear Speech



Games for fun and review

