Pocket sized authentic, dialogical and mobile learning

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The area of the study

• Course: Vocational training into partnership network (national and international)
• Students: vocational teachers
• 4 weeks / 3 cr
• 2 groups: multiformed (contact lessons & distance learning) and web-based
• Targets:
  – To increase mobile learning among teacher studies → possibility to apply in vocational education and training
  – Possibility to increase authentic learning
  – Dialogical learning process and collaborative learning
  – Peer learning
  – Structured learning process
The four cornerstones of the DIANA model (Aarnio & Enqvist 2014).

A. Creating of common basis
A1. The idea of dialogical and authentic learning
A2. Preparation of peer group work and orientation to the subject
A3. Timetables, rules etc.

B. Authentic learning
B1. Search for authentic learning questions and entry in peer group’s blog
B2. Social requirements for teacher’s dialogical networking – peer groups enters what they want to produce (fig, model, content, method)

C. Dialogical work and learning
C1. Dialogical learning questions solutions
C2. By building dialogical work methods, all as participants
C3. Dialogical inquiry included in building knowledge

D. Re-direction of learning and development of competence
D1. Find missing pieces – new questions to blog
D2. Group assessment – self and peer assessment; target for development

Aarnio & Enqvist (2014)
Used mobile applications

- **Google Blogger / teacher**
  - Teachers blog (materials, instructions, guidance, teachers own reflection)
  - Follow by email
- **Google Blogger / students**
  - Each peer group’s own learning environment
  - Linked to teacher’s blog
- **Google Drive**
  - Process writing and collaborative learning
  - Products to peer group’s blog
- **Whatsapp / Facebook**
  - With teacher; Guidance: announcements, instructions, conversations
  - Peer groups; information channel
- **Contact lessons / Webex sessions**
  - Corner A and D
KYV Koulutuksen yhteistyöverkostot

Viesti kuuluu kyynäräiseen kyseenalaiseen tapaistumiseen. Se on tärkeää kiinnittää huomiota ja heikentää virka- ja turvallisuustietä. On tärkeää ymmärtää, että kyynäräiset tapaistumukset eivät ole aina oikein.

Opintojen järjestelyissä on tärkeää järjestää tilaisuudet mahdollisimman nopeasti ja tehokkaasti. On tärkeää ottaa huomioon, että kyynäräiset tapaistumukset voivat vaikuttaa muiden opintojen suorittamiseen.

Ole tällöin vertailuyhteistyön tukivomaisena ja ilman sanon, olen huolissaani kyynäräisistä tapaistumisista.

www.hamk.fi/aokk
Some results

- 62 % found mobile devices useful in learning
- 38% felt computer would have been enough
- 90 % felt learning was based on authentic situations
- All students found blog as a good learning environment:
  - Collaborative and genuine dialogue
  - Competence was build by dialogical work methods, all as participants
  - Peer group work for shared goal
  - Peer learning and assessment among all peer groups
  - Learning a new way to learn and work (dialogical, authentic and mobile)