



ILCCO Newsletter: June, 2010

Jeff's Jargon

Jeff Newell, ILCCO Director

Growing Online Learning – ILCCO Summer Conference

This year's conference is a [free](#) webinar series for all Illinois community colleges. Topics include Articulate, smart pens, iPads, wikis and Google. Our keynote speaker is **Barry Dahl**, who will discuss the implementation of emerging technologies in courses and if we're "merely amusing ourselves to death." The Steering Retreat will feature a presentation by Darryl Todd, Vice President, Academic & Student Affairs, Malcolm X College entitled "**Developing Successful Policies and Procedures for Online Learning**", examining strategies implemented at City Colleges of Chicago.

[Full Article](#)

Richland Community College: Mandatory Online Student Orientation for Distance Learners

Kona Jones, Director of Online Learning

Enrollment in distance education courses has been on the increase, especially in Community Colleges. Yet, many distance education students are not prepared for these types of courses and end up dropping or struggling with them, because they and/or their computer were not adequately prepared. Likewise, faculty, staff and administrators also struggle with the issue of how to increase student success and retention in distance education courses.

[Full Article](#)

New and Specialized ICE Courses Available

15 new courses from Black Hawk, DuPage, and Waubensee.

[Full Article](#)

Coming Events

National and statewide events listed between June and September:

- ILCCO Growing Online Learning Webinar Series (July)
 - Users & Uses of Emerging Technologies in Higher Ed
 - Turning Concepts into Action
 - Consumption of Media: Mobility & Education
 - Online Support Solutions for an Applications Based Course
 - Google Tools – Using Collaborative Interactive Tools to Engage Your Students
 - Implementing a Wiki into Your Course
- SmarterMeasure Demonstration
- ITC audioconferences
- SLOAN-C online seminars
- National Conferences

[Full Article](#)

Research to Read

Sarah Stark, Harper

A Mobile Learning Research Initiative

Learn about faculty experiences, student experiences and research that explores mobile learning technology...

[Full Article](#)

Website Watch

Becky Benkert, DuPage

FedFlix

FedFlix is an online collection of more than 2000 videos created by various government agencies. This collection can be a resource for online faculty ...

[Full Article](#)

Tech Tool Talk

Mary Smith, Illinois Valley

Pulse Smart Pen

This reasonably sized smart pen can be used to discreetly take hand written notes, capture the audio from a lecture, and sync the notes to the audio from the lecture...

[Full Article](#)

Mobile Learning

Susan Harmon, Waubensee

Mobile Learning: Who's Driving this Bus?

The Horizon Report introduces emerging technologies likely to become mainstream. Mobile learning has now moved to a mainstream technology.

[Full Article](#)

Jeff's Jargon (full article)

This Was A Great Year!

This has been an important year for ILCCO in preparing us for our future. The completion of a new strategic plan not only provided direction for the next four years but also laid the groundwork for preparing us for the years beyond.

We also completed a set of objectives for the year that benefited ILCCO members. ILCCO's major theme this year was to examine accreditation and regulatory issues. In the fall, ILCCO was fortunate to have Karen Solomon from the Higher Learning Commission speak to these issues and changes at HLC. ILCCO also developed a resource site for colleges entering the institutional change process, hosting documentation from several colleges who have completed the process. We solidified course sharing with the implementation of a brand new ICE software system for course exchange. ILCCO offered a number of professional development webinars with topics ranging from retention to active learning strategies to using Facebook and Twitter in courses. A [vendor demo](#) with SmarterMeasure is scheduled for June 22nd. And finally, ILCCO conducted an online book study using Curtis Bonk and Ke Zhang's "Empowering Online Learning."

Growing Online Learning Webinar Series

This summer, ILCCO's Growing Online Learning Conference will be conducted as a webinar series. The webinars are available [free to all Illinois community colleges](#). This year's theme is Tech Tools for Teaching. The keynote speaker is Barry Dahl, Vice President of Technology at Lake Superior College in Minnesota. Barry will take a look at successes and failure in implementing emerging technologies in courses and discuss "whether we should be incorporating these technologies into education, or whether we are merely amusing ourselves to death."

Breakout sessions will cover a broad range of technologies including Articulate, smart pens, iPads, wikis, and Google. The sessions are:

July 19 10:00 AM	Barry Dahl Lake Superior College	KEYNOTE: Users & Uses of Emerging Technologies in Higher Ed
July 19 2:00 PM	Judi Zaplatynsky & Matt Ensenberger Harper College	Turning Concepts into Action
July 20 10:00 AM	Tim Moore Elgin Community College	Consumption of Media: Mobility & Education
July 20 2:30 PM	Dominique Svarc Harper College	Online Support Solutions for an Applications Based Course
July 22 10:00 AM	Tammy Ray Elgin Community College	Google Tools – Using Collaborative Interactive Tools to Engage Your Students
July 22 2:00 PM	James Jones & Kona Jones Richland Community College	Implementing a Wiki into Your Course

The conference program, with session descriptions, and registration are available [here](#).

July Retreat

This year's ILCCO Steering Retreat will take place at Illinois Valley Community College on Wednesday, July 21. A special presentation to the Steering Committee, "**Developing Successful Policies and Procedures for Online Learning**", will be given by Dr. Darryl Todd, Vice President, Academic &

To learn more about ILCCO, contact Jeff Newell at jeff.newell@illinois.gov

Student Affairs, Malcolm X College. The presentation will discuss strategies implemented at City Colleges of Chicago and their Center for Distance Learning. Additionally, the committee will conduct its annual planning session, developing its FY 2011 agenda.

[Back to Top](#)

ILCCO Featured College (full article)

Richland Community College: Mandatory Online Student Orientation for Distance Learners

Enrollment in distance education courses has been on the increase, especially in Community Colleges. Yet, many distance education students are not prepared for these types of courses and end up dropping or struggling with them, because they and/or their computer were not adequately prepared. Likewise, faculty, staff and administrators also struggle with the issue of how to increase student success and retention in distance education courses. One factor suggested throughout the research literature that can be used to promote distance learner's retention and success in their coursework is an *orientation* to distance education taken prior to the start of their coursework.

Thus, in December 2008, Online Learning at Richland Community College decided to evaluate their process of how distance learners were being prepared for their courses. At the time, the orientation was mainly optional and took place in a computer classroom on campus. The orientation covered information about how to be an effective distance learner, as well as training in the use of the College's learning management system (LMS). This method appeared to help students, yet many students did not opt to take the training, and even those that did often ran into problems once they tried to do things on their own. These systemic problems placed the student's focus on trying to use the technology, rather than learning the content material in their course, and the instructor's focus on trying to troubleshoot student's technology problems, rather than on instruction of the course content. Based on the outcome of this evaluation, it was determined that the process of training distance education students was not effective and needed updated and completely revamped.

The ADDIE Model of Instructional Design (Analysis, Design, Development, Implement, & Evaluate) was used to revise the orientation. We started by analyzing the face-to-face orientation materials, student trouble tickets, stakeholder (students, faculty, & staff) needs, and articles collected in a review of the literature on orientations for distance learners. From this analysis, we constructed the goals and objectives we felt were important to student success in distance learning courses. We additionally decided the orientation needed to be online and mandatory for all students taking online and/or hybrid courses. Specifically, the orientation would be housed within the College's LMS (Angel) and available to the student within 24 hours of registering for an online or hybrid course. The content in the orientation would be self-paced, student-centered, and require the student to pass an assessment at the end of each learning module and a cumulative final at the end of the orientation. The student only had to complete the orientation one time (not each semester), but they would not be allowed access to ANY of their online or hybrid courses until the orientation was completed and passed.

Keeping in mind our learning goals and objectives, as well as the constructs of the new orientation, the next phase was to design and then develop the orientation. The designing phase consisted of storyboarding the orientation by writing down each of our learning goals and objectives on a post-it note. We then started chunking them based on how they seemed to fit together, which led us to develop the main learning modules: (1) Is your computer ready?, (2) Welcome to Online Learning at Richland, (3) How to be Successful in Online Learning, (4) Student Services, (5) Getting Started in Angel, and (6) Working in Angel. The last step before moving to the development phase was to create different

activities that would align with our learning goals and objectives, and to evaluate if we were still doing what we set out to do.

From this point we started actually developing the orientation in Angel. We used the storyboard as our guide and evaluated each learning module as it was developed, in addition to the orientation as a whole, to make sure we were meeting our original goals. Upon completion of the orientation, we moved to the implementation phase, where a pilot group of 100 students and 5 faculty completed the orientation. To assess the successfulness of the orientation, we created an evaluation of the orientation that students had the option of taking after they completed the orientation. This evaluation asked the student to rate their confidence in their ability to meet the different learning goals and objectives we started with in the analysis stage, as well as open-ended questions about the orientation itself. In addition, we also reviewed student trouble tickets that related to the orientation and talked with some of the students and faculty. Based on this evaluation of the pilot, the following changes were made: more use of video, better directions, reduce the amount of text, and better use of icons.

These changes made in the second cycle of the ADDIE model, which was rolled out to the entire distance learning population at Richland in summer 2009 and coincided with the official switch from WebCT to Angel. Since this initial rollout, over 2500 students have completed the orientation, and we have since undergone two more ADDIE cycles. The fourth version of the orientation was put in place for summer/fall 2010.

Through this continual evaluation of the orientation, Online Learning at Richland took an ineffective optional face-to-face orientation, and created a much more effective mandatory online orientation. As the orientation has evolved, students have indicated higher and higher levels of confidence in their ability to meet the learning goals established at the beginning of the process. In addition, preliminary results indicated that students who took the mandatory orientation for the Fall 2009 semester had significantly higher average retention rates (79.5%), compared to students from Fall 2008 who had not had an orientation (71.8%). These quantitative results, combined with the positive responses of students and faculty, have helped establish the importance of the online orientation in regards to effectively preparing distance learners to be successful in their courses.

[Back to Top](#)

[New ICE Courses \(full article\)](#)

Black Hawk College is now offering 1 new course online:

CIP 101 Computer Logic & Design (4 credit hours)

An introduction to problem solving and logic needed for working with computer systems. Students will learn to analyze problems and apply the three basic programming structures – sequence, decision, and repetition – and top-down design to develop a solution. Students will also learn number systems, logic, truth tables, Boolean logic, base 2 and base 16 representations. Students will learn the tools used for problem solving such as structure charts, flowcharts, pseudocode, decision tables, and UML. Other topics covered include the concept of a computer system, and programming methods.

Contact Molly Baker, bakerm@bhc.edu, for more information.

College of DuPage is now offering 11 new courses online:

Business Law 2205 – Legal Environment of Business

Criminal Justice 1146 – Introduction to Border, Transportation, & Physical Security

To learn more about ILCCO, contact Jeff Newell at jeff.newell@illinois.gov

Criminal Justice 1148 – Emergency Management

Early Childhood Education and Care 1116 – Care of the Infant, Toddler, and Two-Year-Old Child I

English 0492 – Approaches to College Writing II

English 2251 – Fiction Writing

English 2252 – Poetry Writing

Library and Information Technology 2600 – Library Practicum

Math 0460 – College Arithmetic

Physical Education 2240 – Introduction to Sports Psychology

Sociology 2210 – Social Problems

Contact Becky Benkert, benkertb@cod.edu, for more information.

Waubonsee Community College is now offering 3 new courses online:

SUS101 Creating Your Sustainable Future (3 credit hours)

In this course, students think sustainably about the climate crisis, fuel, renewable energy, agriculture, conserving water, poverty and wealth. Students calculate carbon footprints and explore solutions for the future.

SPN201 Intermediate Spanish I (3 credit hours)

This course reviews the language content of the first year of study. It introduces intermediate skills and provides the student with ample practice in interactive conversation, with a special emphasis on the development of oral proficiency and creative composition. Furthermore, it promotes a greater understanding of the Hispanic cultures through the study and discussion of contemporary Spanish and Hispanic American readings. Recommended Prereq: SPN102 or two years of high school Spanish or its equivalent.

THE130 Diversity in American Theatre (3 credit hours)

This course examines American dramas and dramatists that reflect the racial, immigrant and minority experience in the U.S. The study includes an analysis of themes, conflicts and racial/ethnic/minority characterizations in a historical, social and cultural contexts. The course demonstrates how theatre as an art form reflects and comments on society. Recommended Prereq: Literature course(s); History course(s); Sociology course(s). IAI: F1 909D.

Contact Susan Harmon, sharmon@waubonsee.edu, for more information.

[Back to Top](#)

Coming Events (full article)

June Events:

- Webinar (ITC): Creating a Peer Mentoring Program for New Online Faculty
 - Date: June 15, 2010
 - Time: 1:00 - 2:00PM
 - More Information: <http://www.itcnetwork.org/mod/resource/view.php?id=409>

- Conference: eLearning DevCon 2010
 - Dates: June 16 – 18, 2010, 2010
 - More Information: <http://elearndevcon.com/>
- Online Workshop (SLOAN-C): Selection, Incorporation, and Assessment of New and Emerging Technologies for Online Courses
 - Dates: June 16 - 25, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Blended Learning – HyFlex Course Design
 - Dates: June 16 - 25, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Webinar (ITC): Tools for Determining Student Readiness for Online Learning
 - Date: June 22, 2010
 - Time: 1:00 - 2:00PM
 - More Information: <http://www.itcnetwork.org/mod/resource/view.php?id=409>
- **Webinar (ILCCO): SmarterMeasure Demonstration**
 - Date: June 22, 2010
 - Time: 2:00 - 3:00PM
 - Registration (free to Illinois): <https://www2.gotomeeting.com/register/851219083>
- Webinar (ITC): Bringing Language Learning to Life through the Evolving Web
 - Date: June 29, 2010
 - Time: 1:00 - 2:00PM
 - More Information: <http://www.itcnetwork.org/mod/resource/view.php?id=409>

July Events:

- Online Workshop (SLOAN-C): Designing Blended Courses and Building a Blended Learning Community
 - Dates: July 5 - 26, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Video and Audio Tools for Teaching and Learning
 - Dates: July 7 - 16, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Webinar (ITC): Using Technology to Facilitate Group Projects in the Virtual Classroom
 - Date: July 13, 2010
 - Time: 1:00 - 2:00PM
 - More Information: <http://www.itcnetwork.org/mod/resource/view.php?id=409>
- Online Workshop (SLOAN-C): Fair Use and the TEACH Act – A Closer Look
 - Dates: July 14 - 23, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Student Success Strategies – Teaching Students Techniques to Utilize Online Reference Materials in Their Academic Work
 - Dates: July 14 - 23, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Getting Started – First Step toward Online Teaching
 - Dates: July 14 - 30, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule

- **Webinar (ILCCO): Users & Uses of Emerging Technologies in Higher Ed (Keynote – Barry Dahl)**
 - Date: July 19, 2010
 - Time: 10:00 - 11:00AM
 - Free, registration available at <http://iccbdbsrv.iccb.org/webinarreg/registration.cfm>
- **Webinar (ILCCO): Turning Concepts into Action**
 - Date: July 19, 2010
 - Time: 2:00 - 3:00PM
 - Free, registration available at <http://iccbdbsrv.iccb.org/webinarreg/registration.cfm>
- **Webinar (ILCCO): Consumption of Media: Mobility & Education**
 - Date: July 20, 2010
 - Time: 10:00 - 11:00AM
 - Free, registration available at <http://iccbdbsrv.iccb.org/webinarreg/registration.cfm>
- **Webinar (ITC): Rethinking Developmental Math**
 - Date: July 20, 2010
 - Time: 1:00 - 2:00PM
 - More Information: <http://www.itcnetwork.org/mod/resource/view.php?id=409>
- **Webinar (ILCCO): Online Support Solutions for an Applications Based Course**
 - Date: July 20, 2010
 - Time: 2:30 – 3:30PM
 - Free, registration available at <http://iccbdbsrv.iccb.org/webinarreg/registration.cfm>
- **Conference: Emerging Technologies for Online Learning Symposium**
 - Dates: July 20 - 23, 2010
 - More Information: <http://www.sloanconsortium.org/et4online>
- **Webinar (ILCCO): Google Tools – Using Collaborative Interactive Tools to Engage Your Students**
 - Date: July 22, 2010
 - Time: 10:00 - 11:00AM
 - Free, registration available at <http://iccbdbsrv.iccb.org/webinarreg/registration.cfm>
- **Webinar (ILCCO): Implementing a Wiki into Your Course**
 - Date: July 22, 2010
 - Time: 2:00 – 3:00PM
 - Free, registration available at <http://iccbdbsrv.iccb.org/webinarreg/registration.cfm>
- **Online Workshop (SLOAN-C): Using Moodle to Create Online Courses**
 - Dates: July 26 – August 6, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- **Webinar (ITC): Faculty Motivation from the Inside Out**
 - Date: July 27, 2010
 - Time: 1:00 - 2:00PM
 - More Information: <http://www.itcnetwork.org/mod/resource/view.php?id=409>
- **Online Workshop (SLOAN-C): Academic Integrity in Online Education**
 - Dates: July 28 – August 6, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule

August Events:

- Online Workshop (SLOAN-C): Delivering Content, Fostering Student Interactivity, and Assessing Learning in Blended Courses
 - Dates: August 2 - 23, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Conference: Conference on Distance Teaching and Learning
 - Dates: August 4 - 6, 2010
 - More Information: <http://www.uwex.edu/disted/conference/>
- Online Workshop (SLOAN-C): Providing Effective Feedback in Online Courses for Enabling Student Learning
 - Dates: August 4 - 13, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Podcasting in Higher Education – Current Trends and Applications
 - Dates: August 11 - 20, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Student PTSD (Post Traumatic Stress Disorder) and Faculty Stress in the Online Classroom
 - Dates: August 11 - 20, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Using Community of Inquiry (CoI) Survey for Multi-Level Institutional Evaluation
 - Dates: August 25 – September 3, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Getting Started – First Step toward Online Teaching
 - Dates: August 25 – September 10, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule

September Events:

- Online Workshop (SLOAN-C): Staying Organized, Evaluating Course Design, and Moving Forward with Your Blended Course
 - Dates: September 13 – October 4, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Advanced Podcasting and Other Web 2.0 Multimedia
 - Dates: September 15 - 24, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Copyright Compliance for Online Educators
 - Dates: September 15 - 24, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Avoiding Faculty Burnout
 - Dates: September 22 – October 1, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule
- Online Workshop (SLOAN-C): Great Web 2.0 Tools to Improve Learning
 - Dates: September 22 – October 1, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule

- Online Workshop (SLOAN-C): Blended Learning – Hyflex Course Design
 - Dates: September 29 – October 8, 2010
 - More Information: http://www.sloanconsortium.org/2010_workshop_schedule

[Back to Top](#)

Research to Read (full article)

A Mobile Learning Research Initiative

Learn about faculty experiences, student experiences and research that explores mobile learning technology through the Abilene Christian University partnership with AT&T. Explore more than ten years of pioneering work that is advancing the understanding and use of mobile education throughout the world. Begin with <http://www.acu.edu/technology/mobilelearning/index.html> and then access the ACU Connected Blog (outstanding mobile resources) and the Open Circle Ning site to network with others working on learning convergence.

[Back to Top](#)

Web Site Watch (full article)

FedFlix

FedFlix is an online collection of more than 2000 videos created by various government agencies. This collection can be a resource for online faculty who might like to include videos such as 1950's nuclear testing, interviews with survivors of the influenza of 1918, features on national wildlife refuges, and much more, in their online courses. The website states that "all of these fine flix are available for reuse without any restrictions whatsoever." Check them out at: <http://www.archive.org/details/FedFlix>.

[Back to Top](#)

Tech Tool Talk (full article)

Pulse Smart Pen

This reasonably sized smart pen can be used to discreetly take hand written notes, capture the audio from a lecture, and sync the notes to the audio from the lecture, for future reference. The smart pen offers the following advantages:

- Small enough to be discreet, (less than ½" in diameter by 6")
- Reasonably priced at \$150 – Less than the cost of the average textbook
- Allows captured audio files to be downloaded and synced with an electronic copy of the notes in a flash format.
- Files may be uploaded to a Livescribe web account for access from anywhere and sharing.

A fellow faculty member recently expressed horror at the notion, that her students can now discreetly record her lecture without her knowledge. As the parent of an Engineering student, I was thrilled to learn that my student can quietly record classes for future reference, without being embarrassed about

[To learn more about ILCCO, contact Jeff Newell at \[jeff.newell@illinois.gov\]\(mailto:jeff.newell@illinois.gov\)](#)

the need to resort to recording. The pulse smart pen is slightly larger than a Sharpie marker, and looks like a better quality pen, but provides a means by which students can capture the audio from a class and sync it with their notes for future reference.

Students using this device must use a propriety dotted paper pad that contains a very fine grid and set of controls. Notebooks containing this paper may be purchased at a cost of less than \$20 each, or pages may be printed off from the Livescribe web site using a Laserjet printer that provides a minimum resolution of 600dpi. The student uses the record, start, stop, and pause buttons that are printed on this propriety paper to record and bookmark the lecture. They may later play the audio back from their pen and skip to those parts of the lecture that were not especially clear, simply by tapping the pen on the bookmark they created on their pages of notes. Students may download the synced audio with their handwritten notes using the Livescribe software. The resulting video files are in a flash format and may be saved to the student's personal computer or uploaded to an online Livescribe account and shared with other students. While the process of syncing an audio file with a video file, creating a flash video file from the two and then downloading it from a pen to a personal computer may sound like a complex, time consuming process, it was actually rather simple. The smart pen is simply docked in a cradle, which is plugged into the personal computer with a USB cable. The downloading process and the Livescribe software were extremely user friendly and I am happy to report that it is a plug and play operation at its best.

I never make predictions for the future, but feel it is safe to say that faculty should be mindful of what they say in class, because they are probably being recorded, and our students will probably start seeming smarter. I think this product has great potential as a tool for creating instructional materials.

[Back to Top](#)

Mobile Learning (full article)

Mobile Learning: Who's Driving this Bus?

The Horizon Report is a collective effort between New Media Consortium and the EDUCAUSE Learning Initiative. Each year since 2002, this report introduces emerging technologies for practice that are likely to enter mainstream use in applications for learning, research, and creative expression over the next one to five years. Mobile learning was first mentioned in the report as an emerging technology to watch in 2006. The report has now moved it to a mainstream technology. In other words, it is now no longer a matter of when mobile learning will be used in education, it's how.

"People expect to be able to work, learn, and study whenever and wherever they want to"(Horizon, 2010). If this is the expectation that is "driving" mobile learning, then we as educators have to catch that bus. There will be resistance from naysayers who resist change and feel more comfortable with the traditional "sage on stage" style of teaching versus the "guide on the side" teacher as facilitator approach. But we will have a difficult time keeping our young technology savvy college students engaged in meaningful learning if we are not able to move beyond this mentality and incorporate mobile devices into their learning experiences.

Now that technology is deeply embedded into everyone's lives, mobile learning is the next step in education. It can be a bit overwhelming for educators who have just embraced the "frontier" of online learning to be faced with yet another set of instructional strategies to employ using even more new technology. But as "today's undergraduate students are sometimes called the "Net Generation",

[To learn more about ILCCO, contact Jeff Newell at \[jeff.newell@illinois.gov\]\(mailto:jeff.newell@illinois.gov\)](#)

because they grew up with the internet in mainstream homes. Today's children are growing up with mobile devices. If the advent of the internet has affected the way we teach our students now, we can similarly expect mobile technology to become a more and more pervasive element in future pedagogy. In other words, the more we see students using the technology, the more likely and necessary it will be to design course activities and communication methods that incorporate mobile devices" (McKinney, 2010).

It is a common complaint among community college instructors today that the younger college students are more engaged with their cell phones texting friends during class than engaged in the day's classroom discussion. For those educators who are having a difficult time understanding the concept of mobile learning, it is just a matter of simplifying the concept of mobile learning to "informal" learning. It is a matter of progressing from the formal learning structure of the traditional classroom, to the semi-formal online course management systems, to the informal environment of engaging those students who are texting their friends in class.

We as educators need to start transforming learning experiences that are neatly contained within a classroom or in an online course management system to creating learning experiences that spill over into students' personal lives. This can easily be initiated through structuring learning activities that require the most basic use of mobile technology such as cell phones in which students are required to share their personal learning discoveries outside the classroom with classmates via tweets, text messages, social networking sites, photos and videos. This is a collaborative activity they have already been doing during class. For educators perhaps it is more constructive to think of mobile learning as collectively moving students from "thinking outside the box" to "thinking outside the classroom".

For a copy of the complete Horizon 2010 Report: <http://www.nmc.org/pdf/2010-Horizon-Report.pdf>

References:

Johnson, L., Levine, A., and Smith, R. (201009). *The 2010 Horizon Report*. Austin, Texas: The New Media Consortium.

McKinney, A. *Mobile Learning: Educause ELI Focus Session Recap*. Retrieved June 6, 2010, from <http://www.wisepedagogy.com/blog/?p=380>