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Mobile Probes in eLearning

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MOBILE PROBES IN ELEARNING

Follow...

- People, who work at multiple locations and at different hours of the day
- Situations that are perhaps best 'seen' when the researcher is not present

Research Qs that emerged...

- What can be learned from mobile probes studies in the context of eLearning and professional development?
- How do the participants experience and change due to the mobile probes process?
- What signs are there that the mobile probes scaffold learning?

Findings – Mobile Probes...

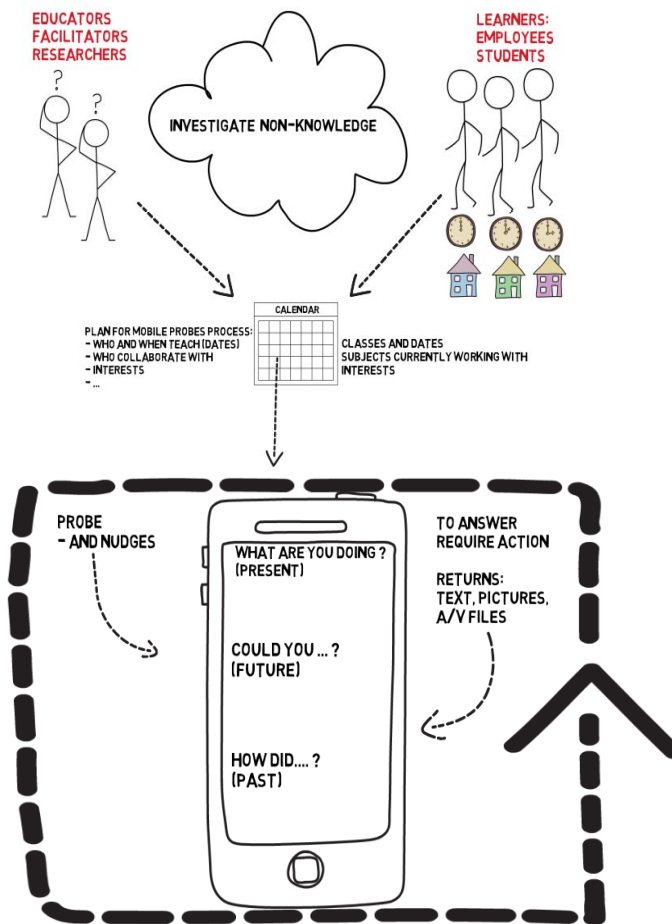
- Provide valuable insight into the contextual use of online Professional Development (oPD)
- Engage people in their efforts to improve their work
- Is an opportunity for scaffolding learning-in-practice process at the individual and peer level
- Positively influence self-awareness and requires self-assessment (self-evaluation)
- Provides Just-in-time support to solve problems or achieve learning goals

Difficulties are for some potentials...

- Like MOOCs - many sign up, but fewer actually begin answering the first questions, but a little input and activity is sometime all that it takes
- Goes beyond the descriptive level
- Digital nature - make it less natural and thus more difficult for some people to make a commitment, for others it is an advantage

New Qs arise – Can Mobile Probes in eLearning lead to...

- sustainable change in attitude/beliefs?
- sustainable self-regulation?



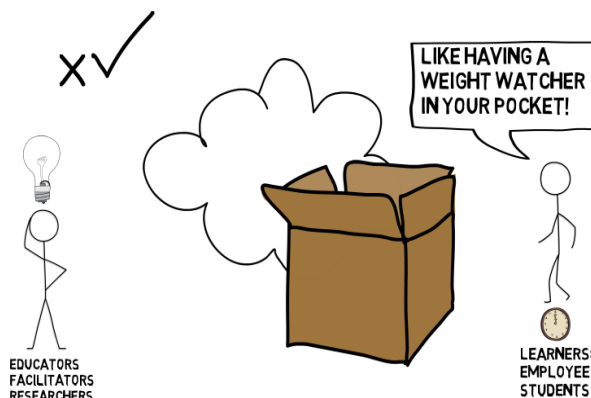
NEXT ROUND DEPENDS ON PREVIOUS ROUND

A DATA COLLECTION TOOL

A SCAFFOLD FOR LEARNING

INSIGHTS INTO:
 - USE OF THE LEARNING RESSOURCE
 - LEARNING AND TRANSFER TO PRACTICE
 - THE INDIVIDUAL AND THE GENERAL LEVEL

PROVIDES:
 - MORE THAN THINKING ALOUD - A DIALOGUE
 - EXPLICIT REFLECTIONS (ALSO ON FRUSTRATIONS)
 - NEW IDEAS AND CHANGED PRACTICES



PRIVATE SPHERE

ACCESS

FLEXIBLE

GETTING STARTED