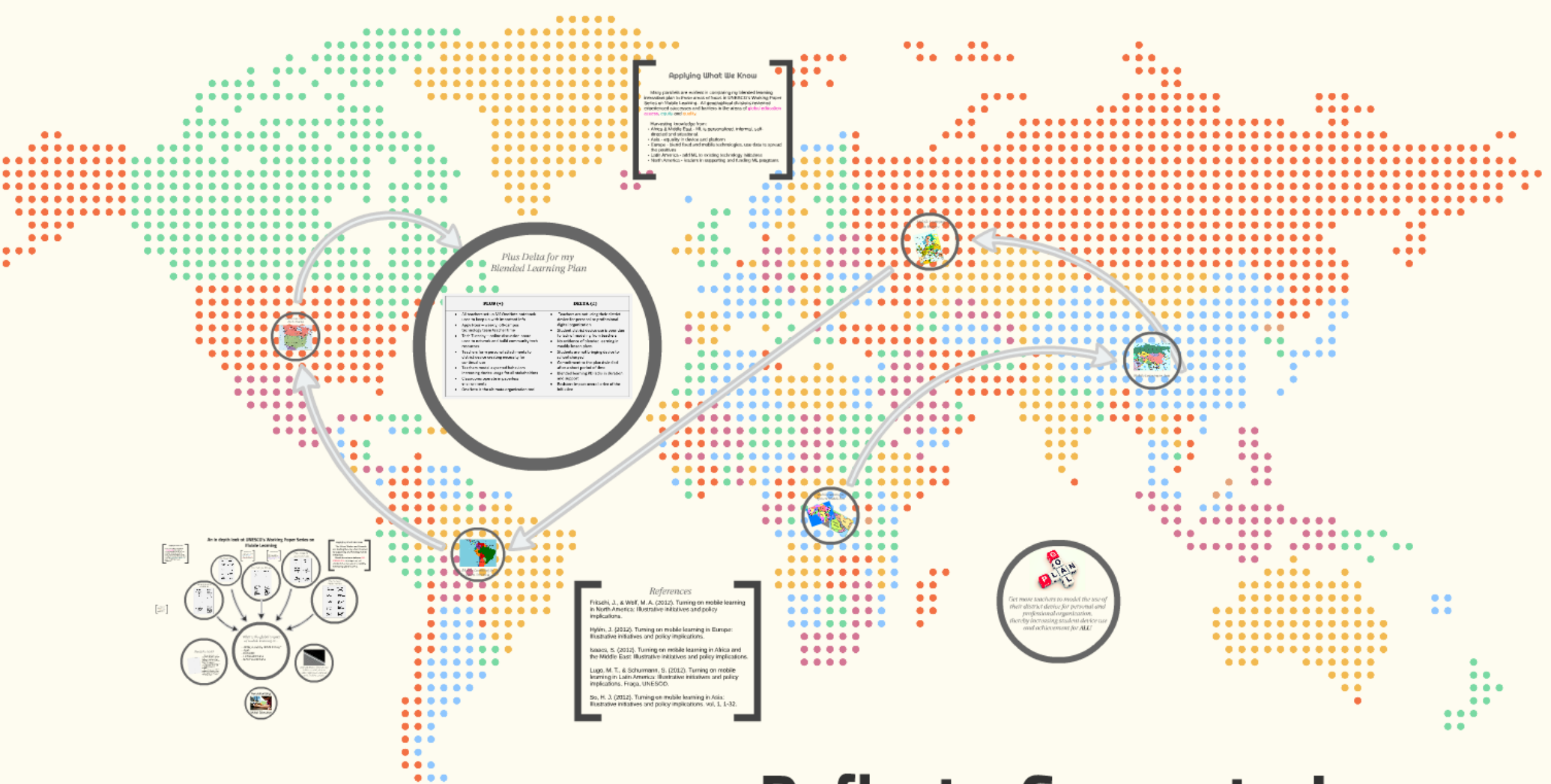


Reflect - Connect - Improve

Applying the Plus Delta Model to Global and Local Innovation Plans



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An in depth look at UNESCO's Working Paper Series on Mobile Learning

Applying What We Know

Asia is committed to establishing more equitable mobile learning initiatives by allowing teachers and students more opportunities for uniform device and platform usage. Asia also emphasizes the tremendous role that good professional learning plays in mobile technology integration.

Plus Delta for Asia

PLUS (+)	DELTA (-)
<ul style="list-style-type: none"> • Addressing 1.1 billion people • High access to mobile devices • High use of mobile devices for learning • High use of mobile devices for professional learning • High use of mobile devices for content creation • High use of mobile devices for content sharing • High use of mobile devices for content distribution • High use of mobile devices for content consumption • High use of mobile devices for content creation and distribution • High use of mobile devices for content consumption and distribution • High use of mobile devices for content creation, distribution and consumption • High use of mobile devices for content creation, distribution and consumption 	<ul style="list-style-type: none"> • Low cost of mobile devices • High use of mobile devices for learning • High use of mobile devices for professional learning • High use of mobile devices for content creation • High use of mobile devices for content sharing • High use of mobile devices for content distribution • High use of mobile devices for content consumption • High use of mobile devices for content creation and distribution • High use of mobile devices for content consumption and distribution • High use of mobile devices for content creation, distribution and consumption • High use of mobile devices for content creation, distribution and consumption

Applying What We Know
 Focus approach to mobile technology integration on Asia. First priority is to build trust and improve learning conditions. Based priority is to look like Asia and get the most out of its experiences on the politics of mobile learning.

Applying What We Know
 Latin America's best chance at moving mobile learning into mainstream education is to add phones as complements to already existing laptop initiatives.

Plus Delta for Latin America

PLUS (+)	DELTA (-)
<ul style="list-style-type: none"> • Several countries launching small scale M-L initiatives • Only Columbia has govt support for M-L • Mobile phones provide better access to the internet • Private companies help fund M-L • M-L potential to increase literacy and basic education skills 	<ul style="list-style-type: none"> • Poor people in rural areas and women most likely to drop out • M-L is not widespread • Areas for improvement: funding, infrastructure, equipment, PD and tech support • Most countries have already invested in laptops

Plus Delta for Europe

PLUS (+)	DELTA (-)
<ul style="list-style-type: none"> • Low cost of mobile devices with diverse functionalities • Proliferation of powerful handheld devices • Apps being used to track student info and share that info via texts • Acceptable use policy for school admin • Flirting with BYOT • Open to a blended approach with mobile and fixed devices 	<ul style="list-style-type: none"> • Projects are started by individual teachers only reaching a small amount of students • Fear of BYOT widening the digital divide b/w socio-economic levels • Lack of policy support • Gov't will not invest • Negative social attitudes from public makers, parents and teachers

Plus Delta for Africa & Middle East

PLUS (+)	DELTA (-)
<ul style="list-style-type: none"> • Majority of population own mobile device • High access to mobile devices • Women use phones to practice literacy skills • 20x more people connect to internet through phones than fixed line computers • Use of texts to communicate with students & parents 	<ul style="list-style-type: none"> • Gender disparities in mobile device ownership: more male customers than female • Low access to high quality education • Movement away from 1:1 initiatives • Spend 17% of monthly salary on mobile subscriptions compared to 1.5% in other countries

What We Know
 In Africa and the Middle East, mobile devices are being used to improve learning.

Applying What We Know

The United States and Canada are leading the way when it comes to supporting and funding mobile learning initiatives.

North Americans believe **ALL MEANS ALL** in preparing our students for success in a rapidly advancing global society.

Plus Delta for North America

PLUS (+)	DELTA (-)
<ul style="list-style-type: none"> • Easier integration into instruction because of same device and platform • More direct control over content and access • BYOT is cheaper • Focus to be on instructional strategies and PD • Stable tech support • Post-21st century skill building • Visionary leaders • Quality PD • Robust tech capacity 	<ul style="list-style-type: none"> • Costs of implementing and maintaining district wide 1:1 initiatives • Students do not control multiple devices • Issues of lost or stolen devices • Class sets vs. take home devices • BYOT - not enough device equity among students • Small screens • Devices disrupt rather than enhance instruction • Student safety

What is the global impact of mobile learning in...


- AFRICA and the MIDDLE EAST
- ASIA
- EUROPE
- LATIN AMERICA
- NORTH AMERICA

Plus Delta Model

"How we look back affects how we look forward. When we look back at things negatively - finding only faults and things gone wrong - we are apt to look forward with negativity. When we remind ourselves of things gone right we are more apt to look forward with optimism. This two-column method of looking at the plus-delta, helps us learn from past mistakes yet carry optimism into the future." --- Craig Freshley



Did You Know...there are 5.9 billion mobile phones subscriptions on a planet with 7 billion people.



*What is the global impact
of mobile learning in...*

- AFRICA and the MIDDLE EAST
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Plus Delta Model

PLUS (+)	DELTA (Δ)

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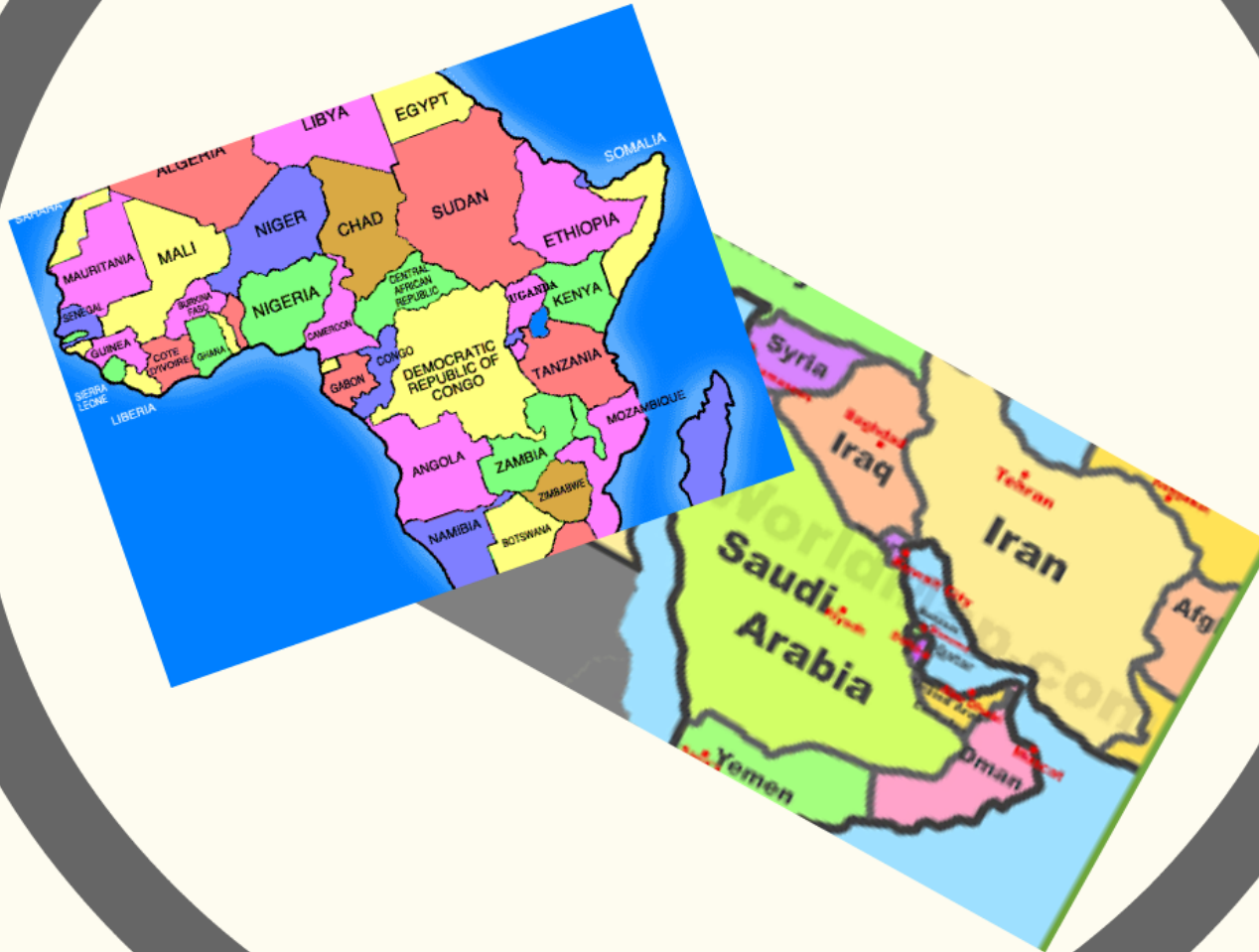
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Revolutionizing



Global Education

Mobile Learning in Africa & Middle East



Plus Delta for Africa & Middle East

PLUS (+)	DELTA (Δ)
<ul style="list-style-type: none">• Majority of population own mobile device• High access to mobile devices• Women use phones to practice literary skills• 20x more people connect to internet through phones than fixed line computers• Use of texts to communicate with students & parents	<ul style="list-style-type: none">• Gender disparities in mobile device ownership: more male customers than female• Low access to high quality education• Movement away from 1:1 initiatives• Spend 17% of monthly salary on mobile subscriptions compared to 1.5% in other countries

Applying What We Know

Mobile learning in Africa and the Middle East tends to be more personalized, informal, self-directed and situational, setting the table for the creation of more student-centered significant learning environments.



Mobile Learning in Asia

Plus Delta for Asia

PLUS (+)	DELTA (Δ)
<ul style="list-style-type: none">• Mobile tech is used to make learning more personalized and collaborative• Shift from paper to digital textbooks• Gov't wants educational content to display mobile phones and tablet computers• Robust infrastructure• Digital textbooks are tailored to an individual students abilities, interests and pace of learning	<ul style="list-style-type: none">• Few national policies address mobile learning• Initiatives are small in scale• ML in schools remain low and still in emerging and experimental stages• High cost of devices and subscriptions• Negative mindset of teachers and parents• Lack of PL support and educational content

integration is two fold

First priority is to
mobile learning curri

Second priority is to
get the word out to a
positives of mobile le

for Africa
the East

Applying What We Know

Asia is committed to establishing **more equitable** mobile learning initiatives by allowing teachers and students more opportunities for uniform device and platform usage. Asia also emphasizes the tremendous role that **good professional learning** plays in mobile technology integration.

Mobile Learning in Europe



Plus Delta for Europe

PLUS (+)	DELTA (Δ)
<ul style="list-style-type: none">• Low cost of mobile devices with diverse functionalities• Proliferation of powerful handheld devices• Apps being used to track student info and share that info via texts• Acceptable use policy for school admin• Flirting with BYOT• Open to a blended approach with mobile and fixed devices	<ul style="list-style-type: none">• Projects are started by individual teachers only reaching a small amount of students• Fear of BYOT widening the digital divide b/t socio-economic levels• Lack of policy support• Gov't will not invest• Negative social attitudes from policy makers, parents and teachers

Applying What We Know

Europe's approach to mobile technology integration is two fold.

First priority is to **blend fixed and mobile learning curriculums.**

Second priority is to **trust the data and get the word out** to all stakeholders on the positives of mobile learning.



Mobile Learning in Latin America

What We Know

Best chance at learning into education is to add elements to already existing initiatives.

Plus Delta for Latin America

PLUS (+)	DELTA (Δ)
<ul style="list-style-type: none">• Several countries launching small scale ML initiatives• Only Columbia has gov't support for ML• Mobile phones provide better access to the internet• Private companies help fund ML• ML potential to increase literacy and basic education skills	<ul style="list-style-type: none">• Poor people in rural areas and women most likely to drop out• ML is not widespread• Areas for improvement: funding, infrastructure, equipment, PD and tech support• Most countries have already invested in laptops

PLU

Applying What We Know

Latin America's best chance at moving mobile learning into mainstream education is to **add phones as compliments to already existing laptop initiatives.**

Mobile Learning in North America



and tech support

- Most countries have already invested in laptops

Plus Delta for North America

PLUS (+)	DELTA (Δ)
<ul style="list-style-type: none">• Easier integration into instruction because of same device and platform• More district control over content and access• BYOT is cheaper allowing the focus to be on instructional strategies and PD• Stable tech support• Fosters 21st century skill building• Visionary leaders• Quality PD• Robust tech capacity	<ul style="list-style-type: none">• Costs of implementing and maintaining district wide 1:1 initiatives• Students do not carry multiple devices• Issues of lost or stolen devices• Class sets vs. take home devices• BYOT – not enough device equity among students• Small screens• Devices disrupt rather than enhance instruction• Student safety

Applying What We Know

The United States and Canada are leading the way when it comes to supporting and funding mobile initiatives.

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Plus Delta for my Blended Learning Plan

PLUS (+)	DELTA (Δ)
<ul style="list-style-type: none">• All teachers set up MS OneNote notebook used to keep up with important info• Appy Hour – weekly, off-campus technology team teacher time• Tech Tuesday – online discussion board used to network and build community tech resources• Teachers form personal attachments to district device creating necessity for continual use• Teachers model expected behaviors increasing device usage for all stakeholders• Classrooms operate in paperless environments• OneNote is the ultimate organization tool	<ul style="list-style-type: none">• Teachers are not using their district device for personal or professional digital organization• Student district device use is poor due to lack of modeling from teachers• No evidence of blended learning in weekly lesson plans• Students are not bringing device to school charged• Commitment to the plan dwindled after a short period of time• Blended learning PD lacks in duration and support• Resisters impact overall drive of the initiative

Applying What We Know

Many parallels are evident in comparing my blended learning innovation plan to those areas of focus in UNESCO's Working Paper Series on Mobile Learning. All geographical divisions reviewed experienced successes and barriers in the areas of **global education access**, **equity** and **quality**.

Harvesting knowledge from:

- Africa & Middle East - ML is personalized, informal, self-directed and situational.
- Asia - equality in device and platform
- Europe - blend fixed and mobile technologies, use data to spread the positives
- Latin America - add ML to existing technology initiatives
- North America - leaders in supporting and funding ML programs



*Get more teachers to model the use of
their district device for personal and
professional organization,
thereby increasing student device use
and achievement for ALL!*

References

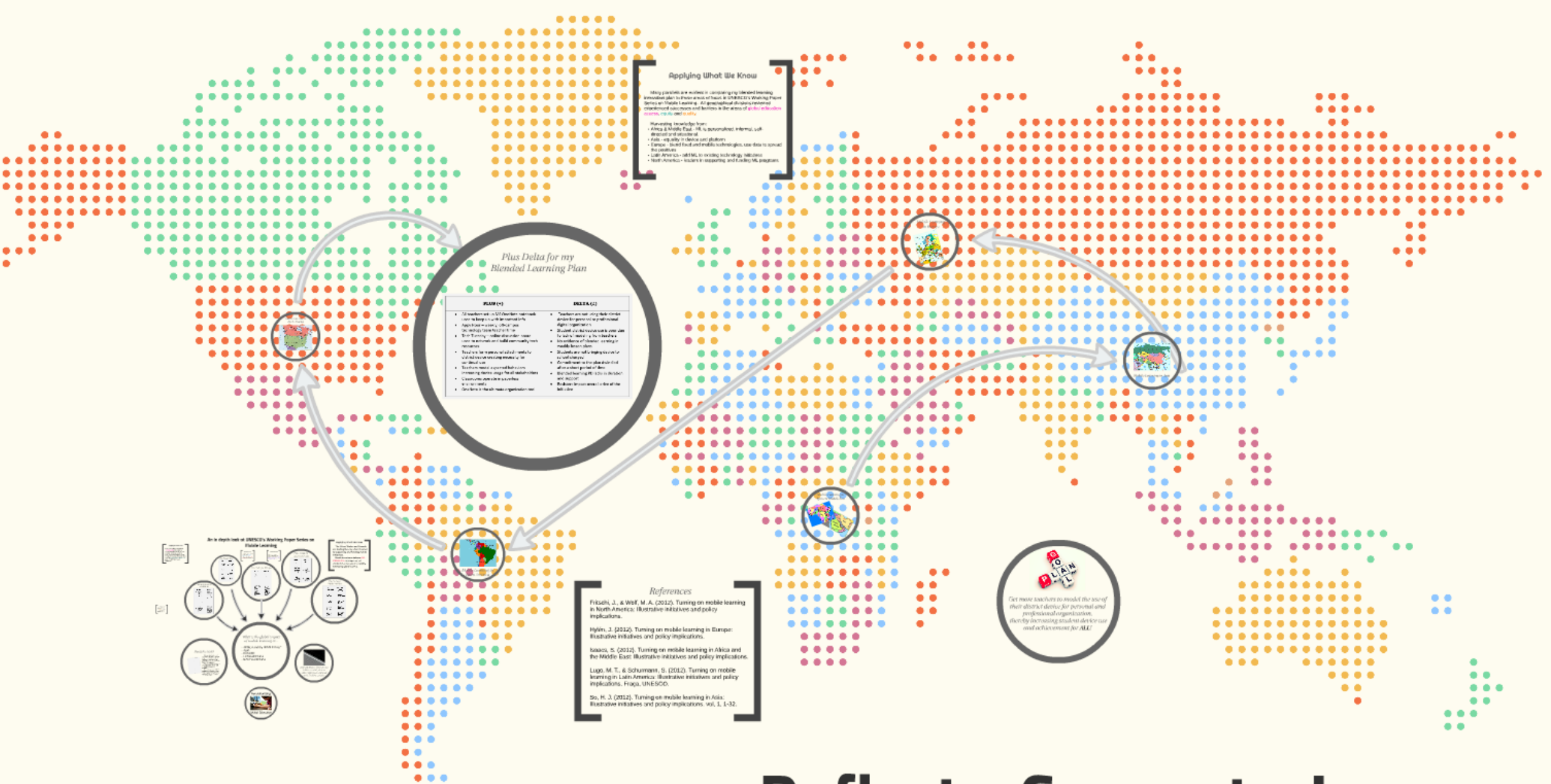
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