Name: Dr Robin Griffiths, Director Occupational & Aviation Medicine

Department: Medicine, University of Otago Wellington

Title of Project: **Analysis of Mobile Access to Interstitial Learning**

Date on letter notifying award of grant:

General progress report

This project fell into two phases:

- Semester 1, 2012 – staff evaluation of the user interface within the existing www.medicine@otago.com Moodle website and associated activities such as Fora, discussion threads, webinars, social media, Second Life etc.
- Semester 2, 2012 – student monitoring of access to the medicine@otago Moodle teaching platform using Google Analytics, structured questionnaires and focus groups. The data collection phase is complete and key themes for exploration of further issues associated with mobile access to interstitial learning has been extracted from the data obtained using standard qualitative research techniques.

Specific objectives achieved and any notable successes:

(i) Two iPads and two Android tablets were obtained, and are now used regularly by staff to prepare and deliver their teaching; this includes communication via forums, blogs, reviewing text and multimedia content etc.

(ii) Students were encouraged to think more deeply about and discuss their access to academic materials using mobile devices and provide feedback to academic staff about the strengths and weaknesses of such access.

(iii) The review will enable major revisions to the current platform to make it more easily accessible to the interstitial user and presentations and formats more compatible with mobile devices. Significant changes to the content and delivery of online materials is being implemented in 2013 as a result.

(iv) The overall aim of the project, which was to give staff a greater understanding of how both students and staff interact with teaching materials using mobile devices, was achieved by June 2012. The project has identified critical success factors for good interstitial learning as well as barriers for mLearning.

(v) One of the surprises from our study was the extent to which students were already accessing academic materials through mobile devices and experiencing significant barriers to participation because formats and presentations were not offered in a parallel mobile access format. There is now an ongoing discussion between staff amongst themselves and between staff and students about the way that they access materials.

(vi) Some strategic objectives for our programme, such as integration of learning with application in professional practice, life-long learning, and provision of learning materials for busy professionals can be significantly enhanced by promoting interstitial learning.

Specific objectives not achieved (plus a brief statement of the reasons):

None

Student groups directly involved in the project or whose learning might indirectly benefit from the project:

We believe that extending the interstitial learning concept across all distance learning programmes offered by the University of Otago would enhance their attractiveness and competitiveness of the programme.

Details of publications arising from the research

(a) A paper for Akoranga will be drafted to get feedback from coordinated academic coordinators of distance learning programmes on their response to identified themes in interstitial learning participation using mobile media and other devices.

(b) A paper for the international review of research for the Australasian Journal of Educational Technology will be prepared by June 2013

Financial information:

Attached – one invoice for $2000 has not yet been processed against this account.

Summary:

Interstitial learning extends the current concept of mobile learning in recognition of the increased utilisation of mobile devices to participate in online educational programmes not as a means of providing immediacy in a range of physical locations, but more to enable sporadic, intermittent and opportunistic engagement with their own materials for part time students with busy professional commitments. Many students engage existing online materials using a range of mobile devices for access to text, multi-media, fora, webinars, and social media, but more work on developing appropriate formats is required. Critical success factors and barriers to participation in mobile learning were identified by this interstitial learning project.

Signature:

Date: 7 Feb 2013

Please return to Ruth Taylor by email and in paper form no later than 31 December 2012.

UNIVERSITY OF OTAGO - HEALTH SCIENCES DIVISION

UOW - Medicine - RZ

Project Detail Report for the Period Ended 31 December 2012

10873601SRZ - CALT 2012 Griffiths - Mobile Access

		Year to Date			
		Actual	Budget	Variance	Full Year Budget
Income					
7126	Central Committee Grants Received	-11,000	-11,000	0 F	-11,000
	Total Income	**-11,000**	**-11,000**	**0 F**	**-11,000**
Expenditure					
2341	Sub-Contractor - General Staff	9,000	11,000	2,000 F	11,000
	Total Expenditure	**9,000**	**11,000**	**2,000 F**	**11,000**
	Net Project	**-2,000**	**0**	**2,000 F**	**0**
Carry Forwards					