

Design a mLearning Activity Prototype

The following activity was designed for foster care case managers and general employees to learn how to manage crisis calls received from foster parents.

Learning Objective: Learners in this course will be able to reliably identify three interpersonal conflicts with 80% accuracy. The objective listed above traditionally uses a classroom-based approach activity for learners to complete in a classroom. However, this paper will revise the activity for a mobile learning activity. The traditional activity objective provided students with a lecture, and then students completed a multiple-choice assessment on a sheet of paper. This activity will be optimized for mobile learning by asking students to use their devices to participate in an interactive scenario-based game to identify the items using 360 mobile capabilities to assess the home environment. The learners will be asked to locate the potential causes or reasons for three interpersonal conflicts presented before the activity. Additionally, the learners will interact with the hotspot features within the game to click and learn about the items or persons in the scenario home environment.

The Explanation for the Rationale

To help learners develop skills to identify indicators causing interpersonal conflicts within the foster home to de-escalate the crisis. As learners assume their new roles as case managers, they will be required to assess the situation during crisis calls from the foster parents or children. This activity is designed to teach learners how to assess the environment, child, and foster parents to determine which interpersonal conflict may be occurring. The two pedagogies for this scenario are situated learning and learning content access and review. The training-based scenario uses situated learning to immerse students in the work environment and experience a real-life problem simulation. Using the mobile app prototype, learners will use a game-based

virtual 360 tour activity to put themselves in the scenario to assess the situation. The learners will receive formative feedback as they interact and click on hot spot items during the activity. The feedback will provide positive reinforcement, guidance, and motivation.

Moreover, applying the learning content access and review pedagogy through the mobile app provides learners access to content and increases their knowledge level and retention. Furthermore, this activity is based upon a constructivist learning approach to allow the learners to gain additional information that can be used to build upon existing knowledge, forming interpretations based on how they discern their learning experience. According to Bangert (2004), when using the constructivist approach, the designer removes direct lecture and minimizes it, which allows the instructor to become a facilitator where students are guided through a mobile activity seeking to add upon learners' prior knowledge and understanding (as cited in Kraglund-Gauthier, 2015, p. 5).

Potential Risks

One of the challenges or risks for this mobile activity is access to the content. Access to the content requires a mobile device and an internet connection. According to Bai (2019), concerns for data plans are often a challenge for mobile learning. However, since most learners will be using company stipend mobile phones, an internet connection and data will be available. Nonetheless, some content can be accessed offline. The other potential risk is that learners are not in a classroom, often working in their cars, schools, and other off-site locations. So, there are distractions, noisy backgrounds that may require headphone usage, abrupt stops, and self-regulation.

References

Bai, H. (2019). Pedagogical practices of mobile learning in K-12 and higher education settings.

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Kraglund-Gauthier, W. (2015). *Learning to teach with mobile technologies: Pedagogical implications in and outside the classroom*. In: Zhang Y. (eds) *Handbook of Mobile Teaching and Learning*. Springer, Berlin, Heidelberg.

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