

## Understanding mobile learning as situated cognition from a mobilities perspective

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## Mobilities

- Mobilities research in its broadest sense concerns not only physical movement but multiple aspects of how movement constrains or interacts with time and place

## Mobility and Equity

- The concept of physical mobility tends to widen social gaps
- In contrast, mobile infrastructure can narrow these gaps



## Mobile Learning

- Beyond the mantra of learning 'anytime, anywhere'
- Assumes a role for technology
- Not just e-learning on a mobile device
- Situates the learning anywhere that a device can be carried and/or installed



## Some Features

- Narratives over time and place
  - Geotagging
- Constructionist learning
  - Artifact creation
- Collaborative learning
  - Electronic or face to face
- Embedded technology
  - Ambient, mocked



## Situated Cognition

- Time and place
- Both real and imaginary
- Provide the context for exploration, collaboration and insight
- *Knowing is inseparable from doing*



## The Embracing Context

- Mobility embraces both learner and learning
- The learner may move into a context
- The context may move to the learner



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## Savannah

- Augmenting a local reality with one otherwise unreachable
- Children can learn about the lives of African lions in role play without leaving the school playing field



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## Augmented Reality

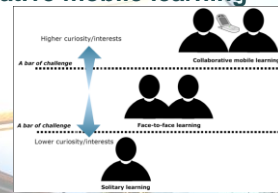
- Blurring of real and imagined spaces supporting situated cognition
- Virtual tagging of real world space supports distributed cognition



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## Some Current Work

- Distributed, augmented reality mobile business game
- Social flow experiments in collaborative mobile learning



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