

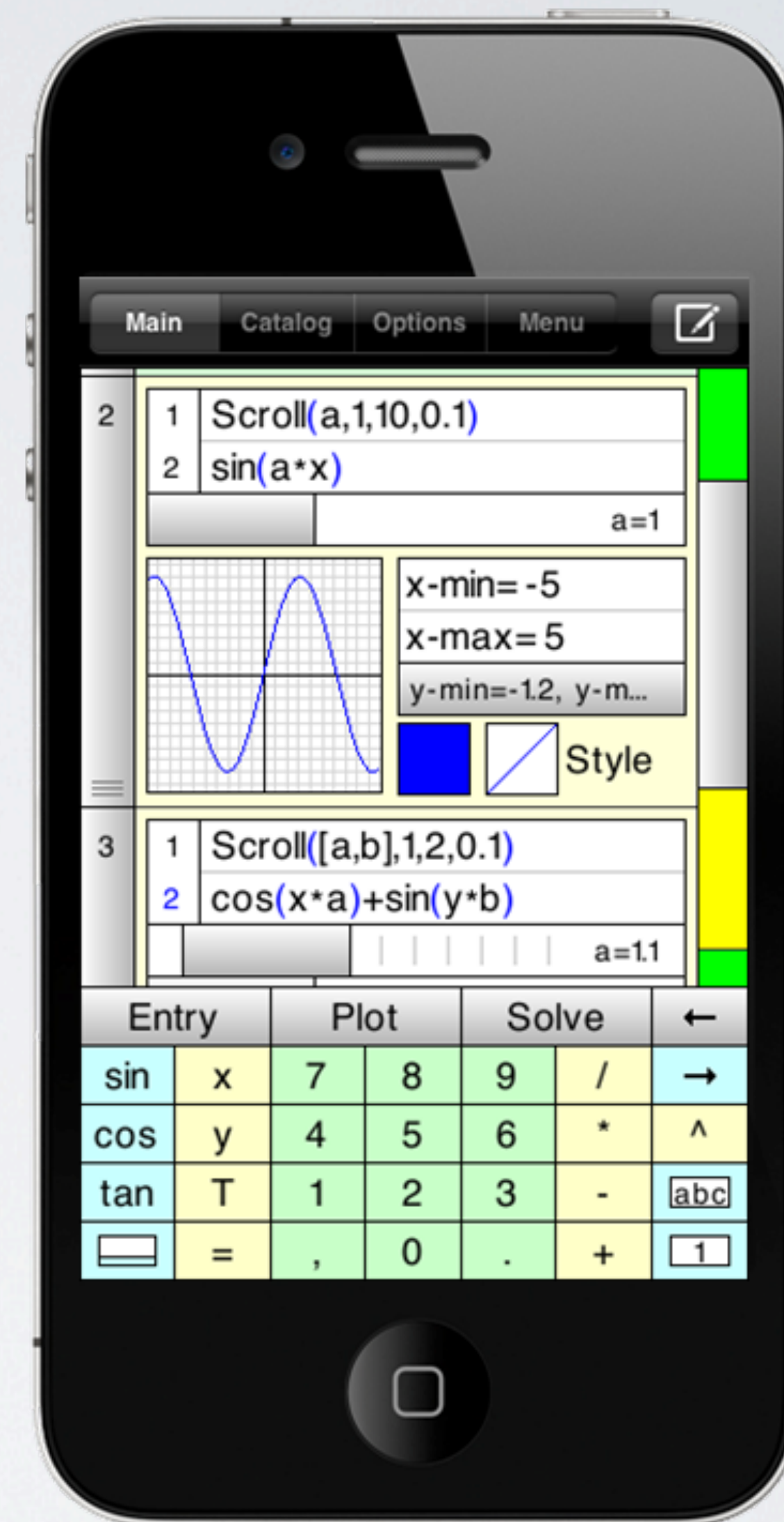


MOBILE LEARNING EXPERIENCES

Unwrapping a Campus Wide Initiative

A LITTLE BACKGROUND

The ACU Mobile Learning Initiative



ACU CONNECTED

Mobile Learning Innovation



ACU MOBILE LEARNING TIMELINE

February 2007-August 2012

Mobile Learning Initiative Begins
April 18, 2007

The first meeting for what will become ACU's mobile learning initiative takes place in the Adams Center.

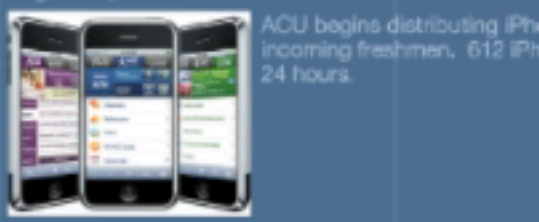


Incoming Freshmen To Receive iPhone or iPod Touch
Aug 22, 2008



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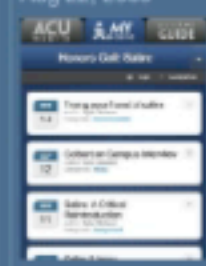
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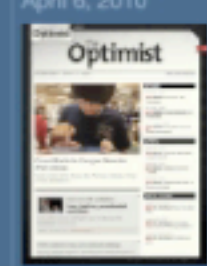
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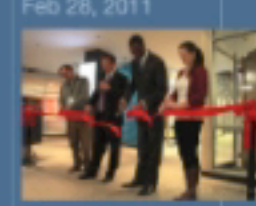
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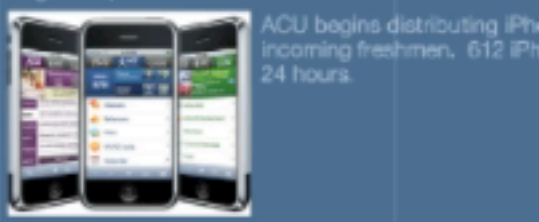


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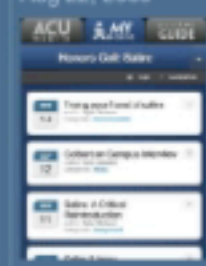
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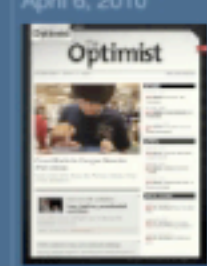
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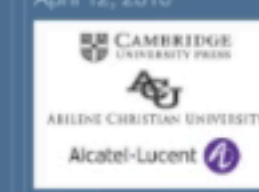
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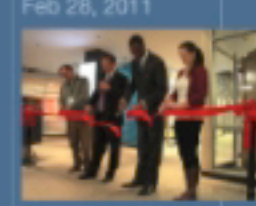
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4-12 Digital Learning Initiative Launched



ACU's 4-12 Digital Learning Initiative begins the summer session on the iPad. The initiative is designed to provide students with a variety of digital resources and tools to enhance their learning experience.

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May 11, 2009

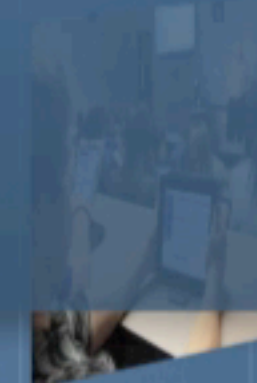


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August 22, 2011



Release of ACU's 2010-2011 Mobile Learning Report, summarizing the third year of the mobile-learning program, Connected, reveals the search for a new digital campus.

ACU Expands Initiative to Digital Texts
Oct 16, 2009



ACU's Adams Center for Teaching and Learning releases version 2.2 of the white paper "Look to the Future of Publishing and Learning in a Connected World" as a celebration of the launch of digital texts and the first of ACU's digital press titles for the new market.



Learning Studio observing a student
presenting a paper to a group of
other students, faculty, and members of the
community at the Adams Center for Teaching
and Learning.

More with iPad
April 2, 2012



ACU's iPad initiative is a new
digital publishing initiative, a new
digital press.

ACU Press

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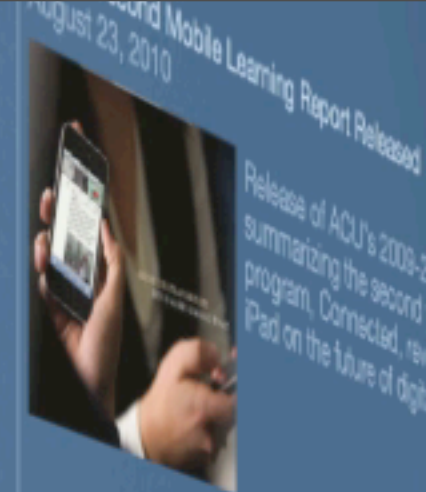
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June 11, 2011



ACU's K-12 Digital Learning Institute launches first summer session for dual K-12 students and faculty.

ACU Receives Contribution From AT&T
May 11, 2010



AT&T contributes \$1 million to ACU to fund the development of the Learning Guide, a mobile application that will be available to all students of ACU.

ACU Expands Initiative in Digital Texts



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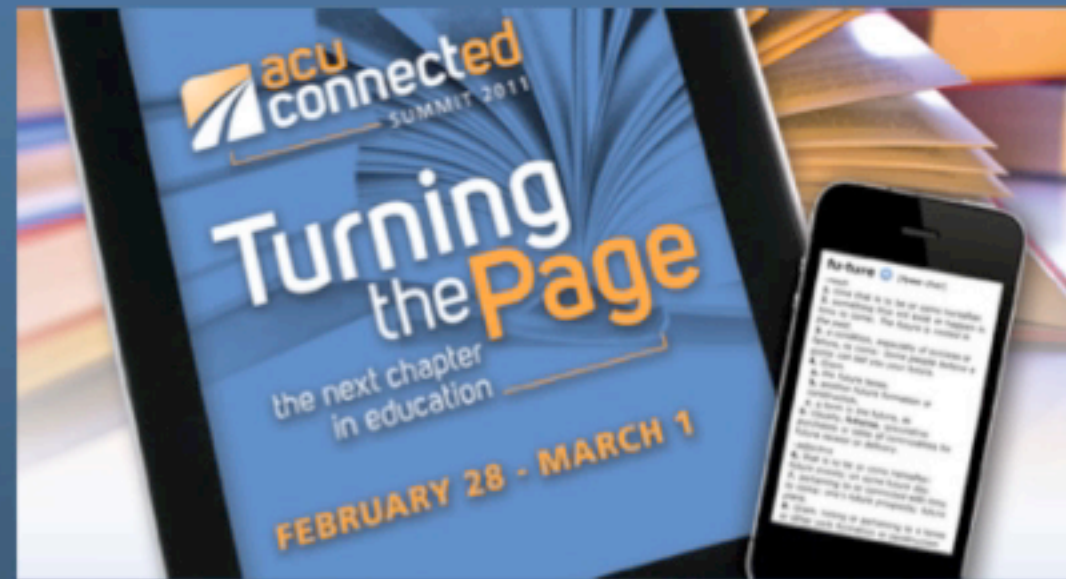
Workshop For ACU
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© 2011 ACU

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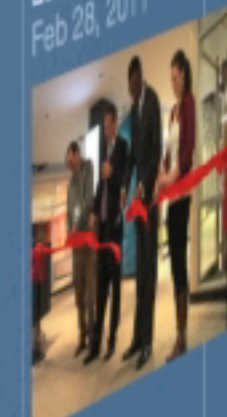
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What's Next For ACU?
August 22, 2012



ACU closes its 10th anniversary celebration with a variety of events, including a keynote address by the new President, Dr. Robert L. Taylor.

ACU 10th Anniversary

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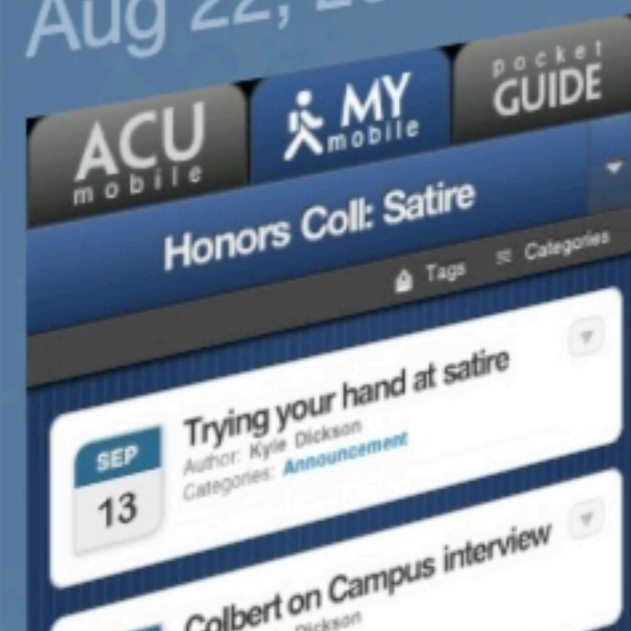
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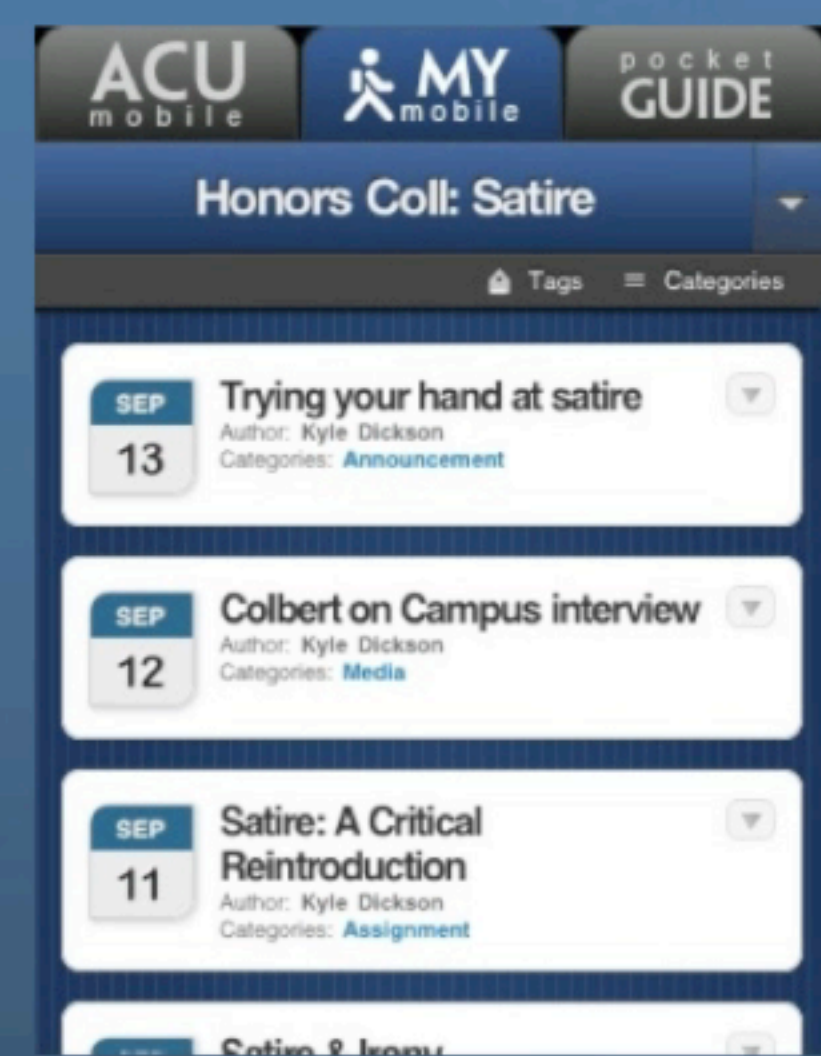


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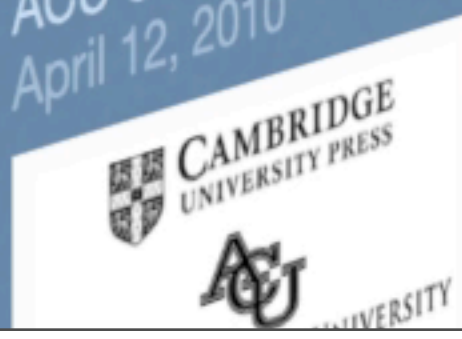
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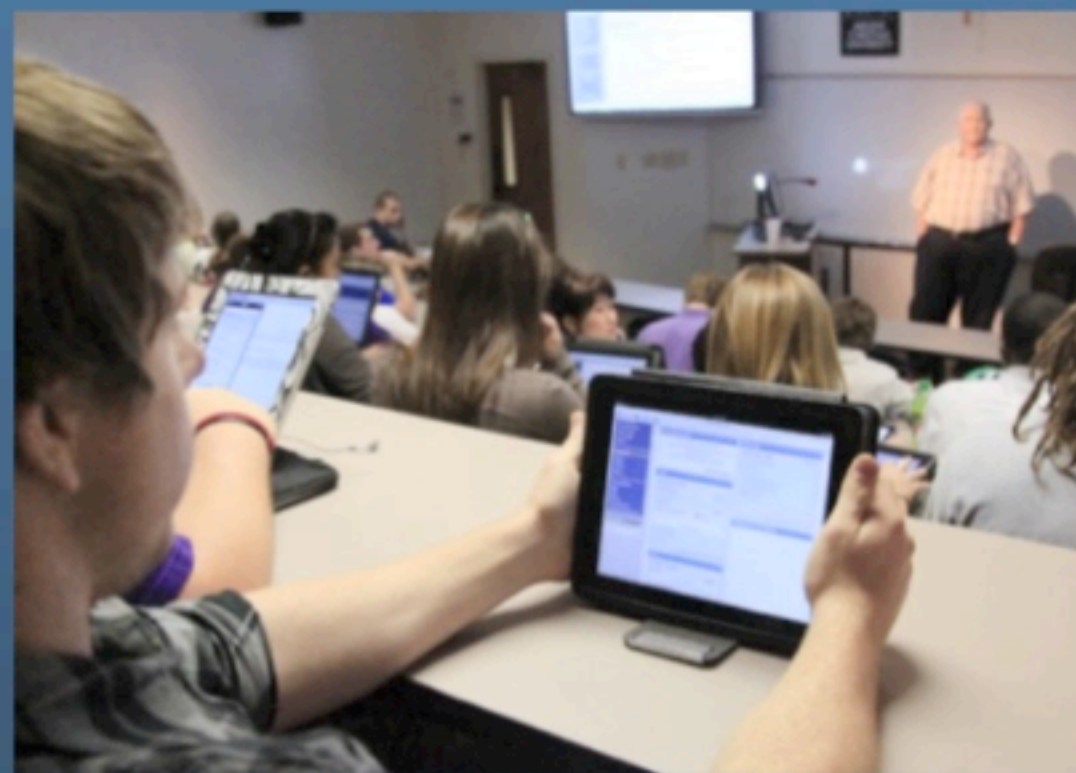
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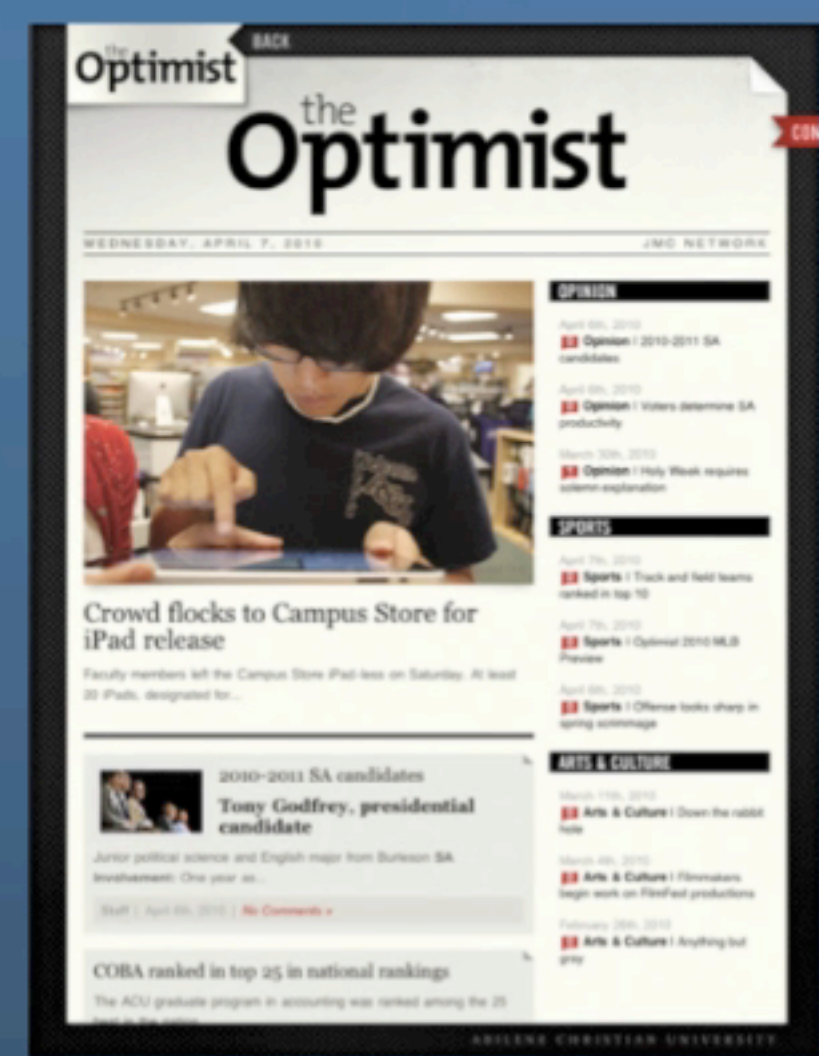


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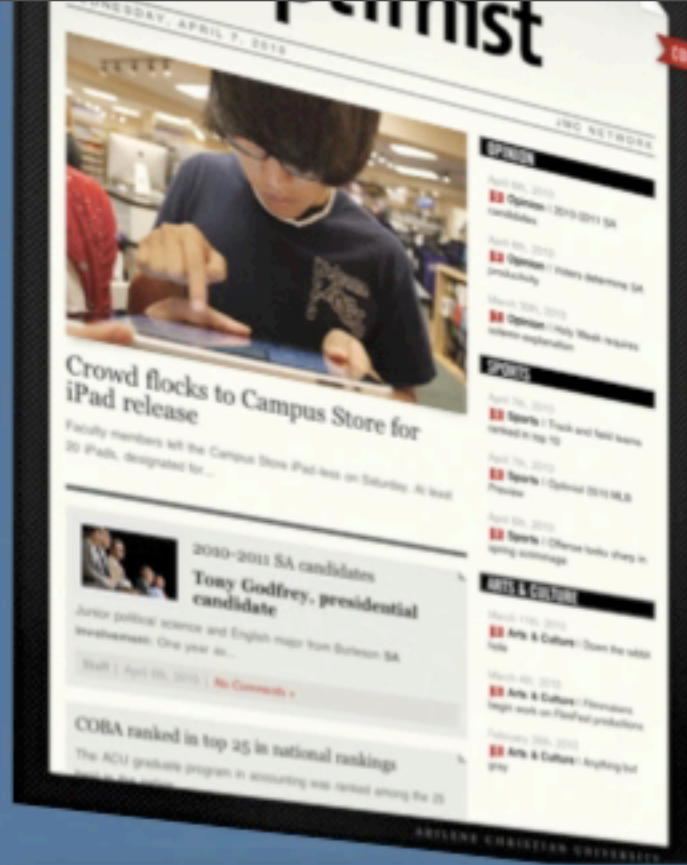
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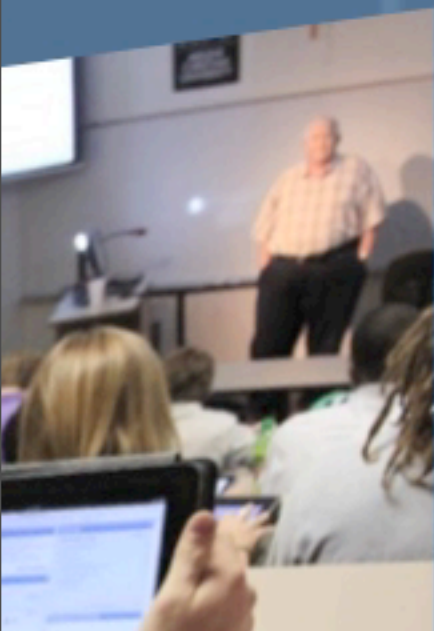
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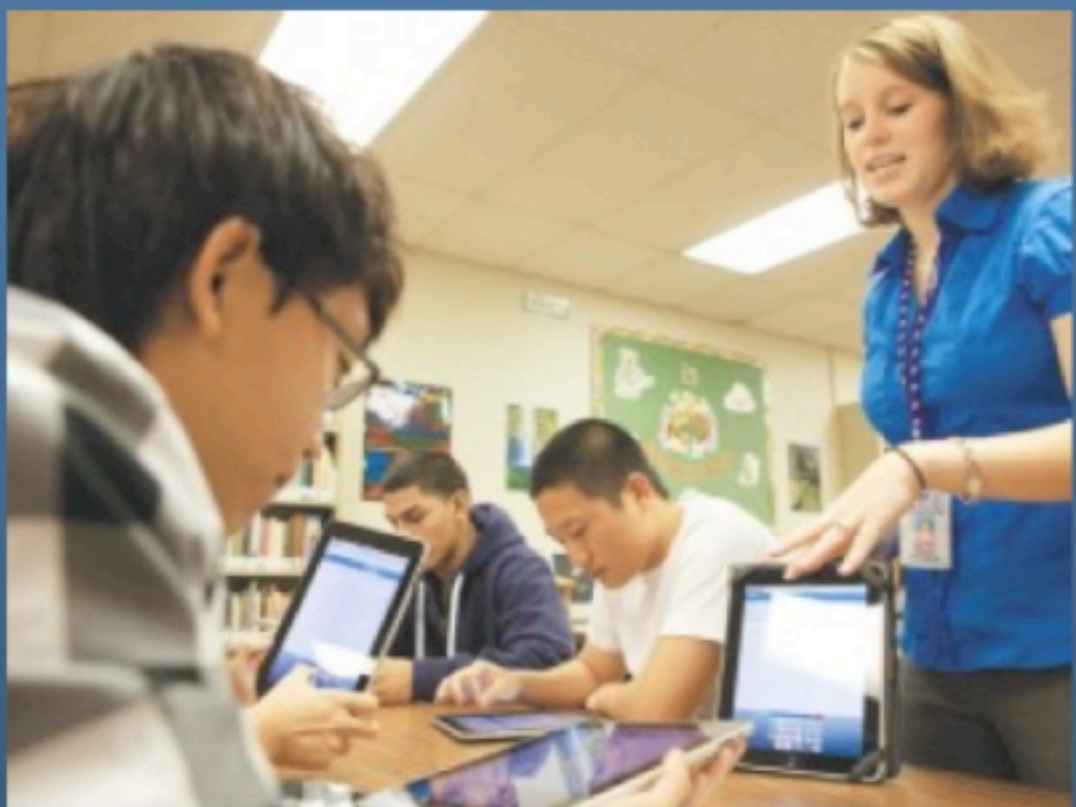
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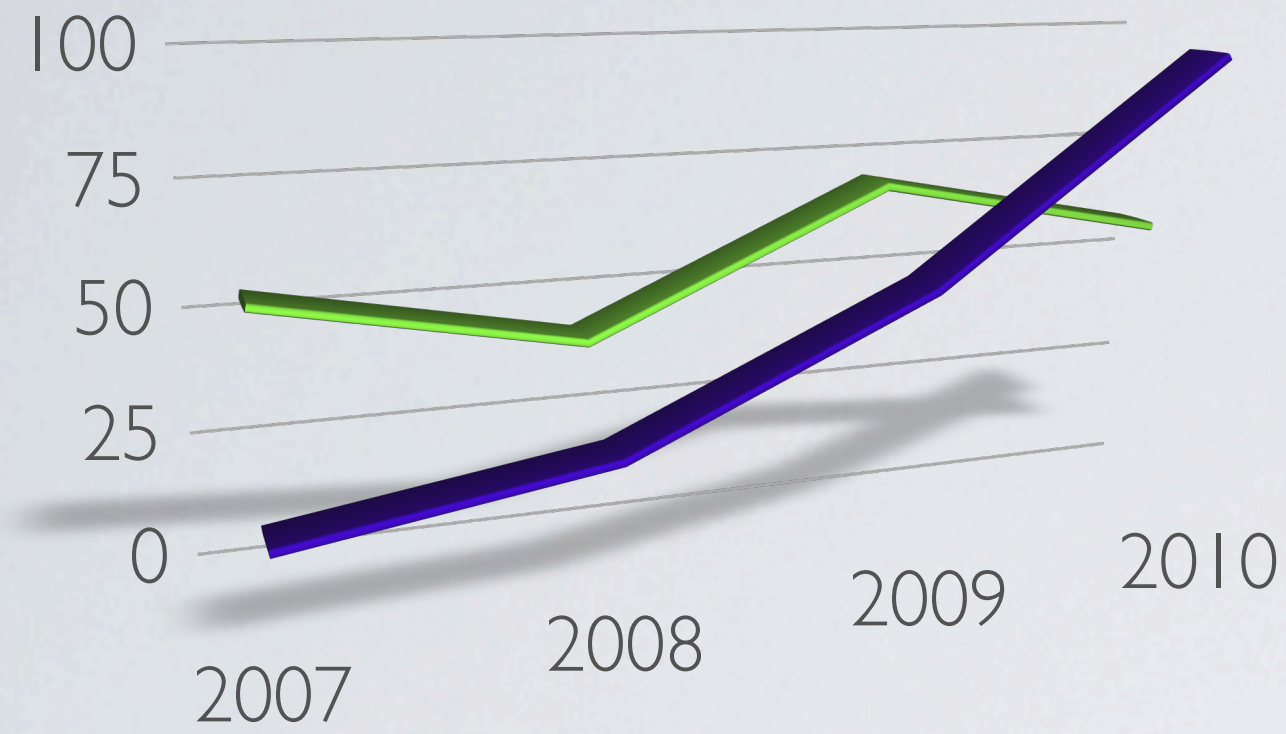
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2013



USAGE STATISTICS

750

750 wireless access points campus wide

385,000

385,000 wireless connections per day

70%

70% of connections made are from iOS devices

52,000

52,000 connections at peak time between 10:00-11:00 AM

84%

84% of faculty use a mobile device regularly in class

50%

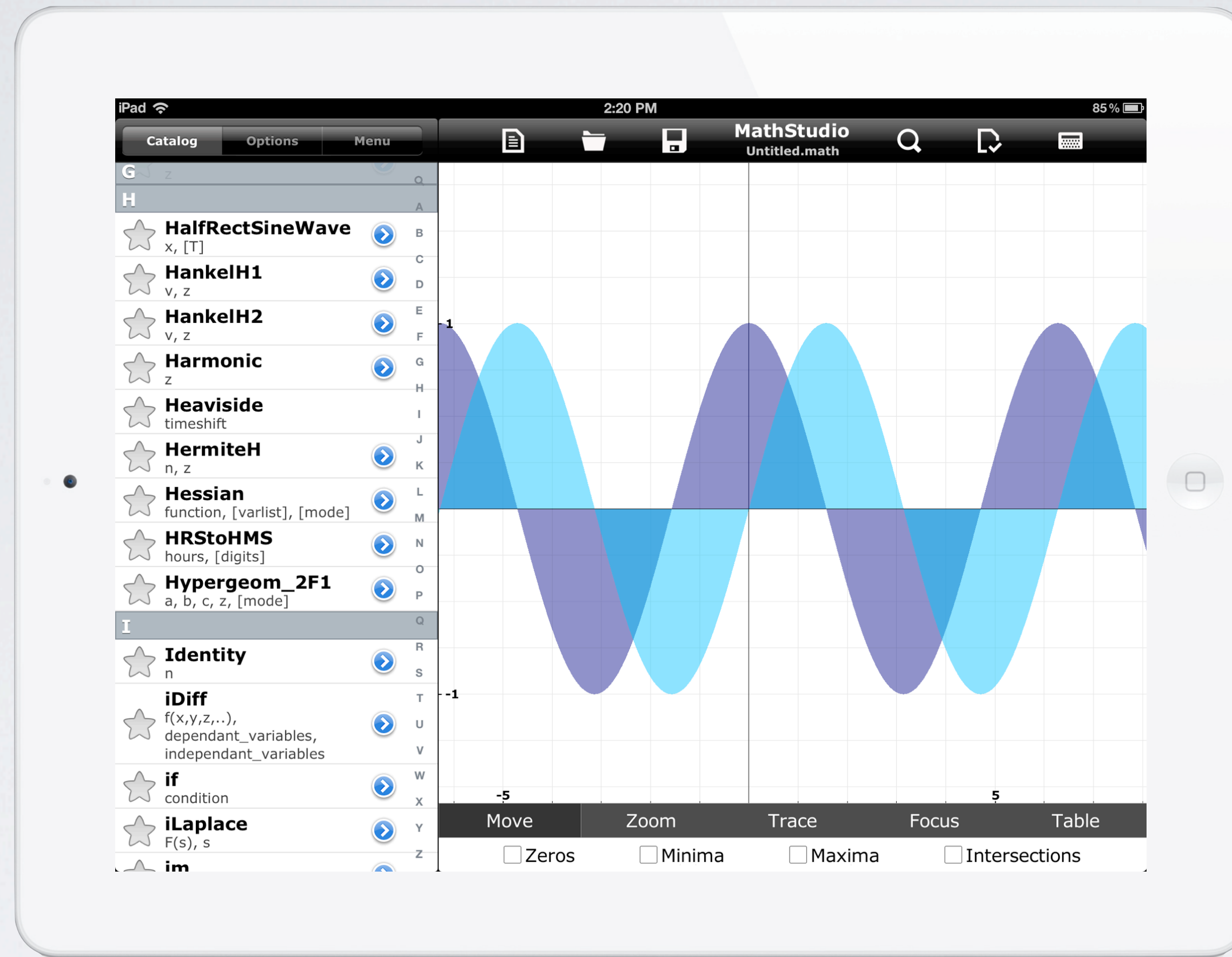
50% of faculty use a mobile device everyday in class

624

624 class blogs were created during the 2010-2011 school year

87%

87% of students report an increase in communication with teachers



WHAT THE STUDENT SEES

A Walkthrough of the First Day in Math Class

FROM DEVELOPMENT TO IMPLEMENTATION

ESTABLISHING A WORKFLOW



Development Workflow



1. Identify your contact points.
2. Create content for each point.
3. Refine content to work across multiple devices and platforms.
4. Aggregate content in a single location that facilitates implementation.

Implementation Tips

1. Release content incrementally.
2. Determine what topics you can outsource.
3. Reflect the preferred workflow for assessment.
4. Build face to face time around engagement that encourages content consumption.
5. Always have a back up plan.

FROM IMPLEMENTATION TO ASSESSMENT

Designing Appropriate Assessment Pathways



ASSESSMENT OPTIONS

Part 3

$$part2subs := subs(p=2, r=50 + 20 \cdot \cos\left(2 \cdot \pi \cdot \left(t - \frac{1}{3}\right)\right), (1));$$

$$\left\{c(0) = \left[0, \left[\frac{1}{100}, \left[\frac{1}{50}, \left[\frac{3}{100}, \left[\frac{1}{25}\right]\right]\right], D(c)(t) = \frac{1}{50} - \frac{1}{100} \left(52 + 20 \cos\left(2 \pi \left(t - \frac{1}{3}\right)\right)\right) c(t)\right\}$$

$$initial1 := subs(IC=0, (6));$$

$$\left\{c(0)=0, D(c)(t) = \frac{1}{50} - \frac{1}{100} \left(52 + 20 \cos\left(2 \pi \left(t - \frac{1}{3}\right)\right)\right) c(t)\right\}$$

$$dsolve(7);$$

$$c(t) = e^{\frac{1}{50} t - \frac{26 \pi t + 5 \sin\left(2 \pi t + \frac{1}{3} \pi\right)}{\pi}} \left(\frac{1}{50} e^{-\frac{1}{50} t - \frac{26 \pi t - 5 \sin\left(2 \pi t + \frac{1}{3} \pi\right)}{\pi}} \right) d_zf$$

$$IC1 := plot(rhs(8), t=0..10, linestyle=dash, thickness=3);$$

PLOT(...)

$$initial2 := subs(IC=.01, (6));$$

Peer Reviewed
Student Screen Casts

Launchpad

Save Session [Reset Session](#)

Poll
Open the showbar and begin polling.

Polling Assistant
Select participants and questions, and open showbar

Create and Manage

Participants **Question Lists** Sessions

[New question list](#) [Edit current question list](#)

[Close question list](#) [Open and edit question list](#)

[Open question list](#)

Receiver: [\[None detected\]](#)

ResponseWare: [Click to connect](#)

ResponseWare
Real Time Assessment

Stefanie Nicholas's Site

HOME ABOUT EDITING MENUS WORDPRESS SUPPORT

FEBRUARY 12, 2012

TEKS and CCS

[Geometry Common Core Standards](#)

[Geometry TEKS](#)

Filed under [Uncategorized](#) [Leave a Comment](#)

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Definitions and Terms

[Geometric Terms and Definitions](#)

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Mathematical Explorations

[Geometric Habits of Mind](#)

[TEKS vs. CCS](#)

[Lessons Learned Ch. 1](#)

[Lessons Learned Ch. 2](#)

[Lessons Learned Ch. 3](#)

[Lessons Learned Ch. 10](#)

[Lessons Learned Ch. 25](#)

Recent Posts

- [TEKS and CCS](#)
- [Definitions and Terms](#)
- [Mathematical Explorations](#)

Recent Comments

Archives

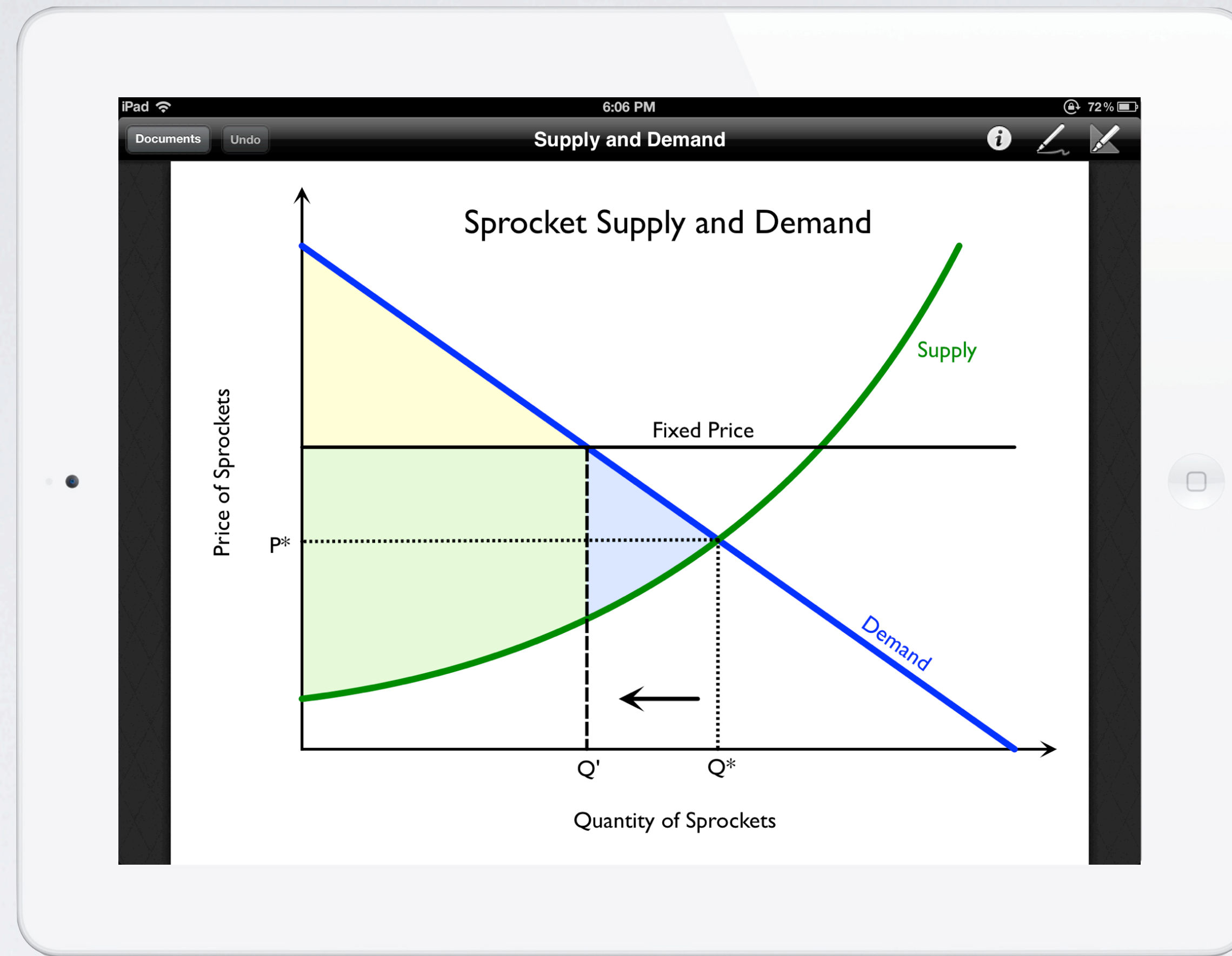
- [February 2012](#)

Student Maintained
Portfolio Blogs

AT&T DIGITAL LEARNING STUDIO

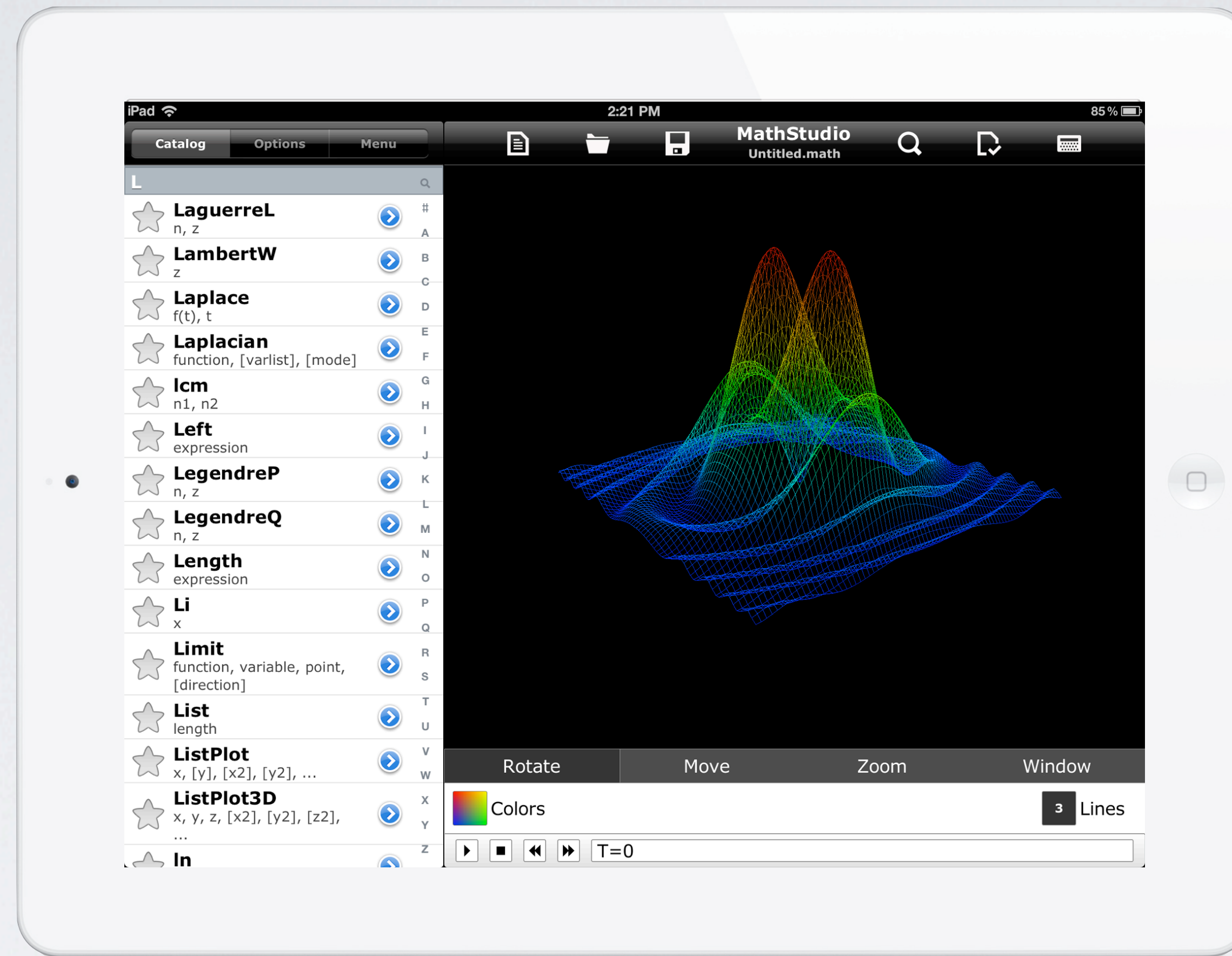


Learning Studio



PERSONAL EXPERIENCES

Dr. Phyllis Bolin



PERSONAL EXPERIENCES

Dr. John Ehrke

MOBILE LEARNING CASE STUDY

- This research was supported by the University Mobile Learning Fellows Program during the time from 2010-present.
- The study was conducted over the Fall 2010 and Fall 2011 semesters.
- Treatment consisted of differentiated instruction based on the use of a mobile computing app, SpaceTime™ (now MathStudio™) versus traditional instruction based on the Texas Instrument TI-84 Plus graphing calculator.
- Treatment group consisted of $n = 41$ subjects chosen from sections of a general education mathematics course. The control group consisted of $n = 39$ subjects chosen from different sections of the same course.

Assessing the Efficacy of Mobile Computing Platforms via a Mobile Learning Usability Scale

Results of a Two Year Study

Friday 10:30 - 11:15
Oceanic 7



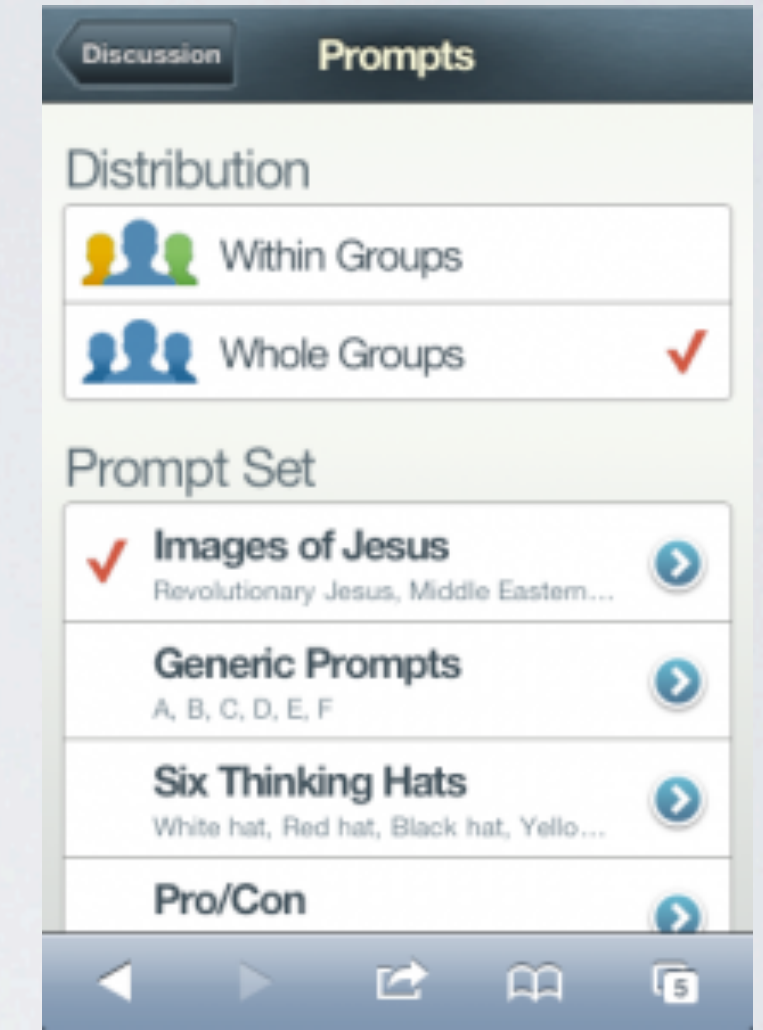
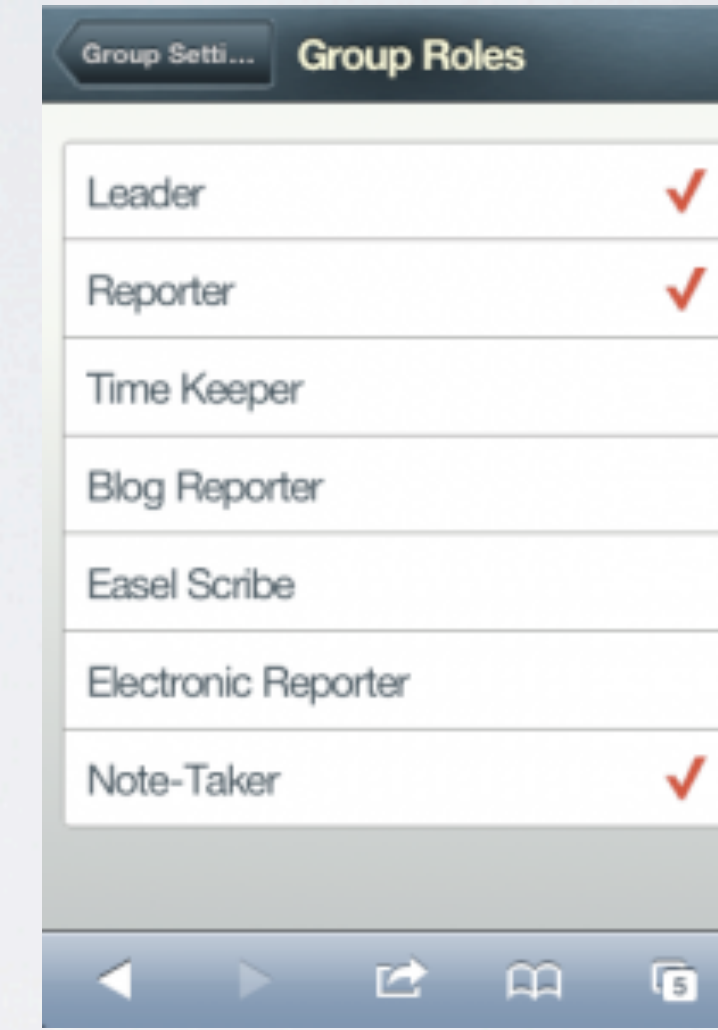
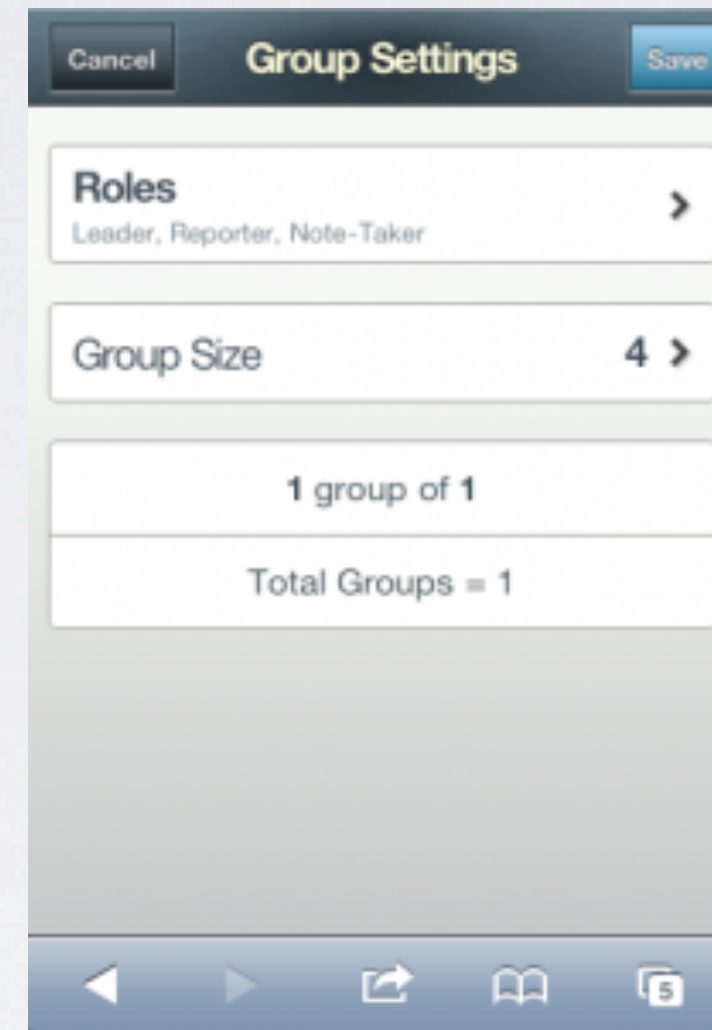
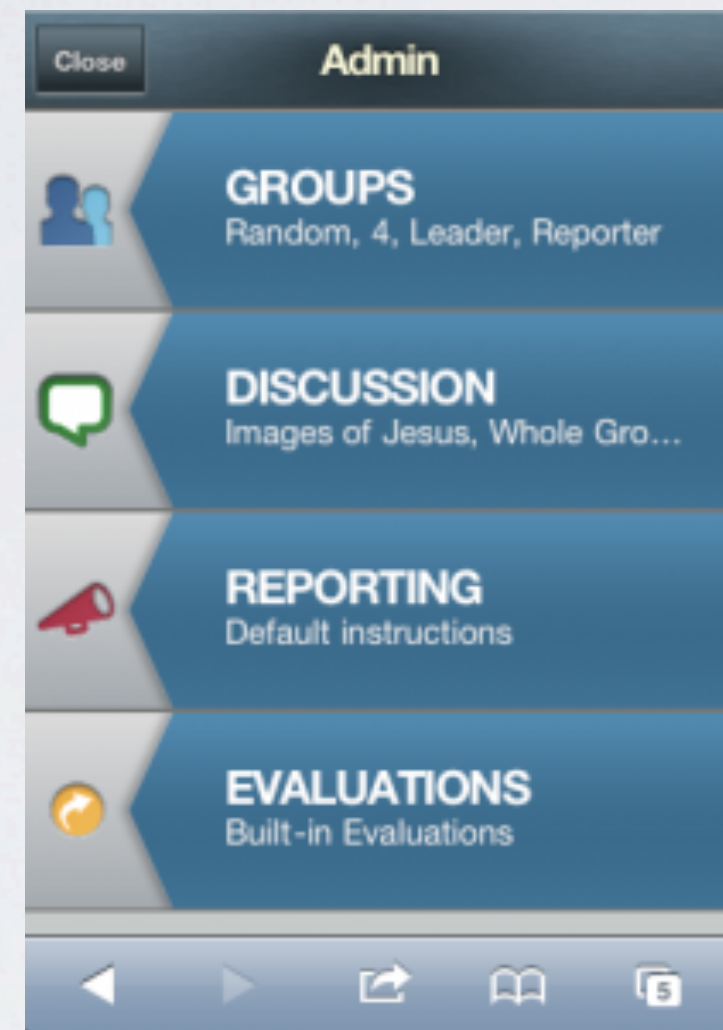
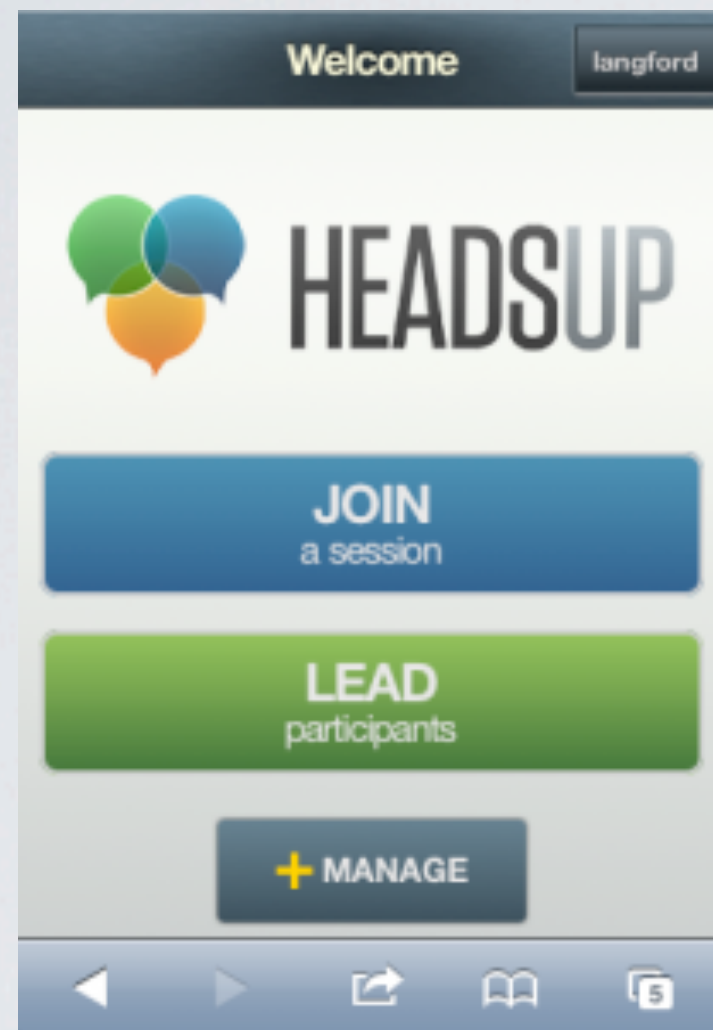
I wish I had this calculator in high school. It is so much more easier to use.

This calculator is easy to use, but so is my TI-83. I would rather have saved \$10 and used my 83.

Replace your old graphing calculator! by [AppShouter](#)

This app really goes beyond your typical graphing calculator as well. How? By allowing you to interact with the graphs that you generate by touching them! I could go on and on about this app, but If you're still reading this review, let's just say that you're probably not going to find a better graphing calculator than this in the App Store.

HEADS UP PILOT



Facilitates cooperative learning...

Assigns group roles...

Choose a prompt set...

Provide opportunities for peer evaluations...

Set up instructions for group reporting...

Change groups on the fly...

IN THE TRENCHES

What to do about cheating?

Which device is best?

What do students think about all of this?

Is mobile learning actually improving learning?

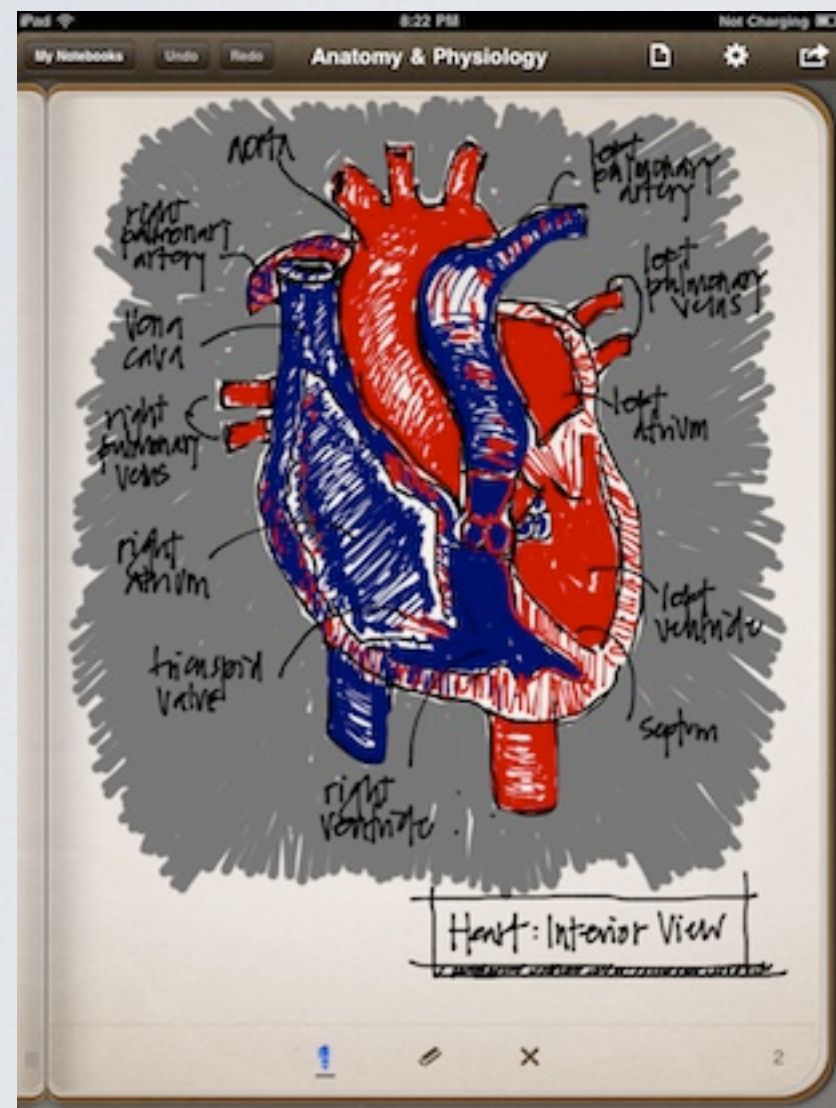
What are the potential land mines if I want to do this?

How does the teacher's role change in a mobile learning environment?

How does the classroom change in a mobile learning environment?

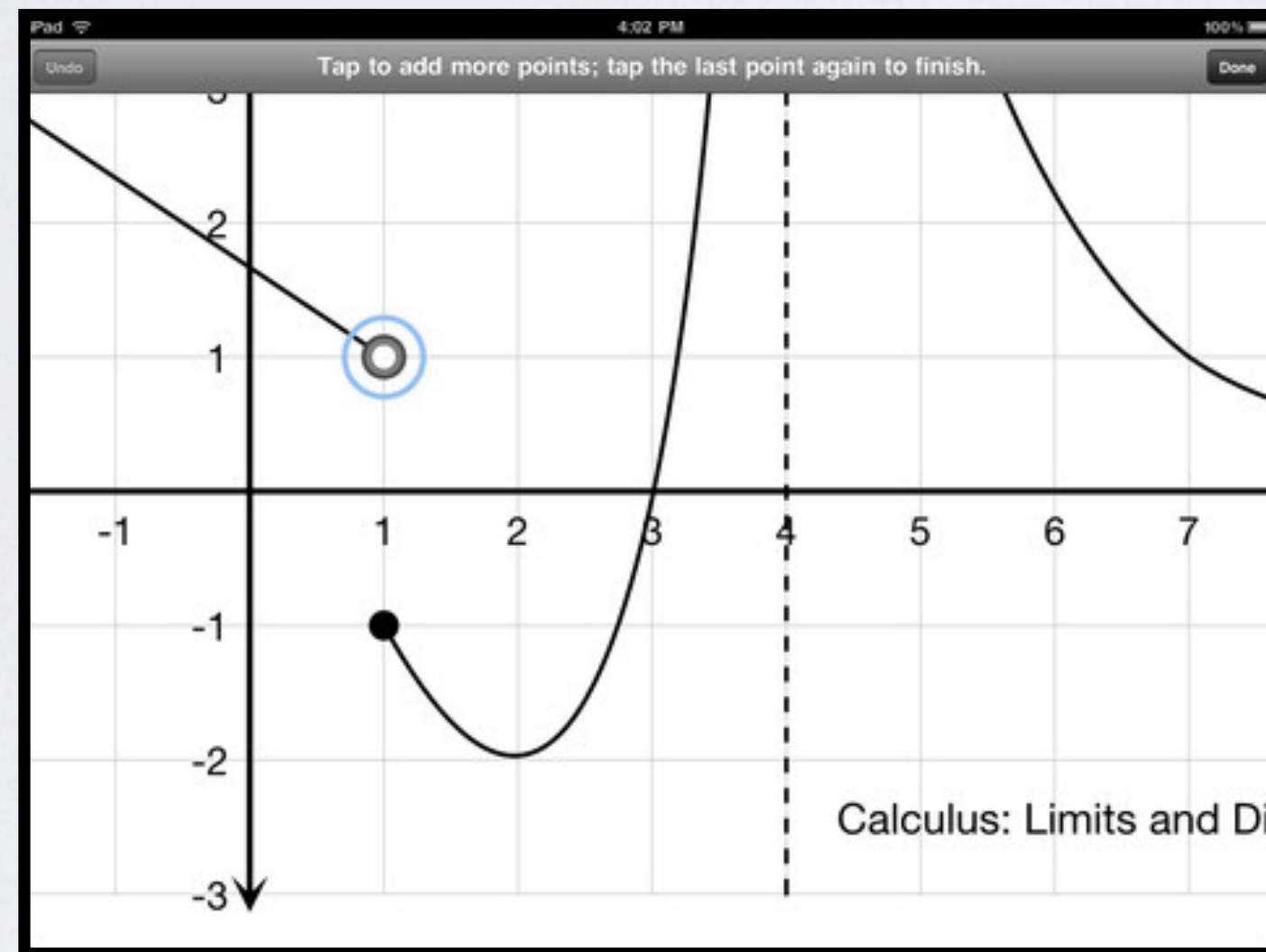
THERE'S AN APP FOR THAT

Taking Notes



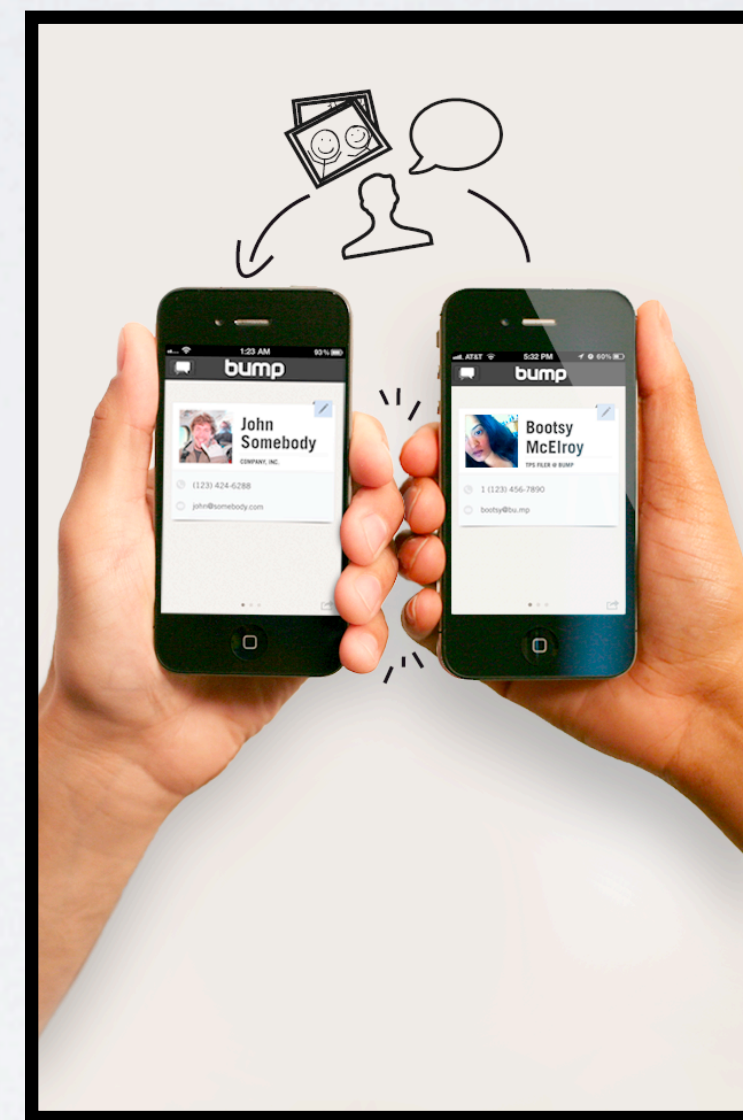
Penultimate

Sketching Graphs



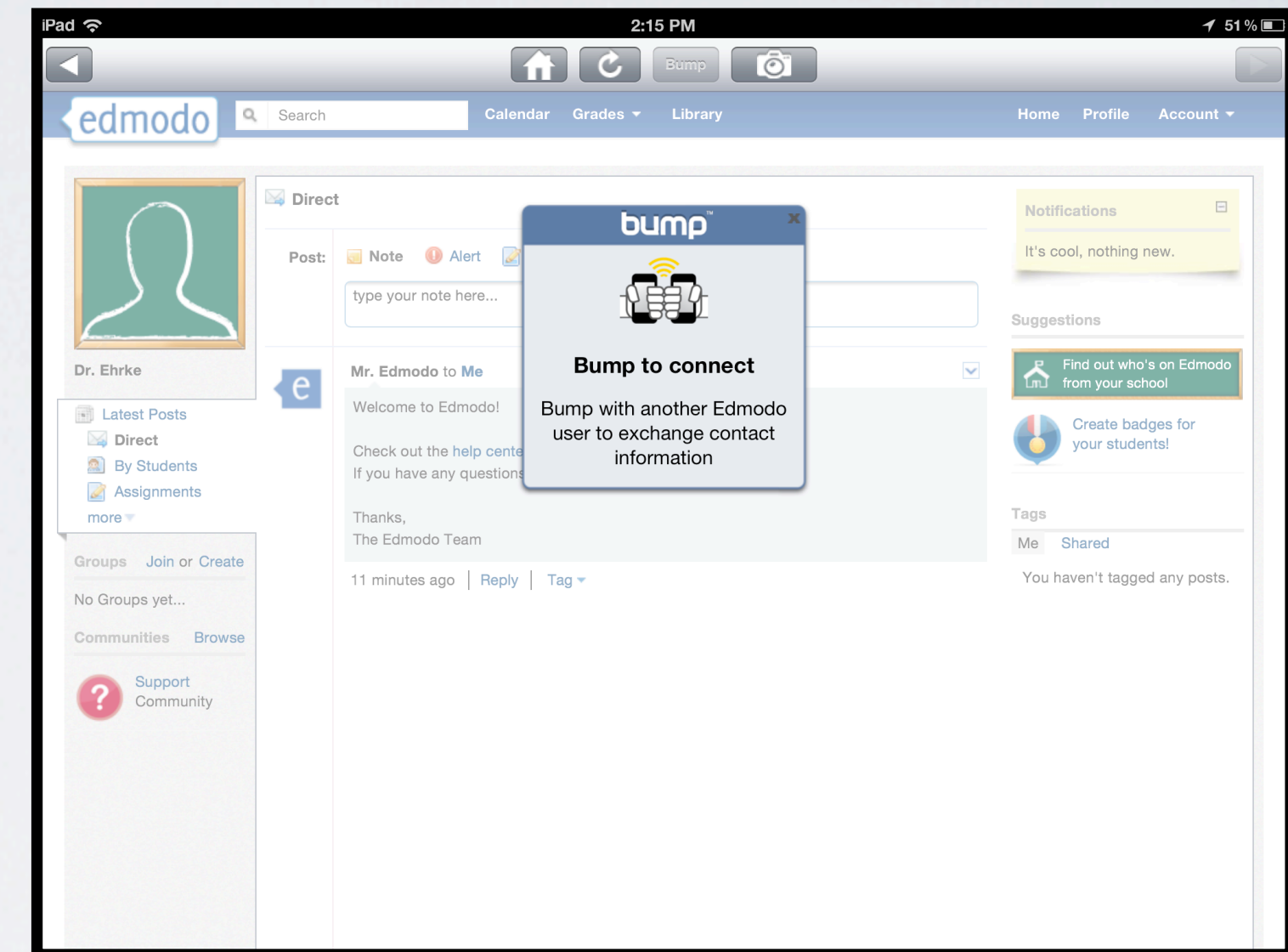
Omni Graph Sketch

Sharing Contact Info



Bump

Blogging Support



Edmodo