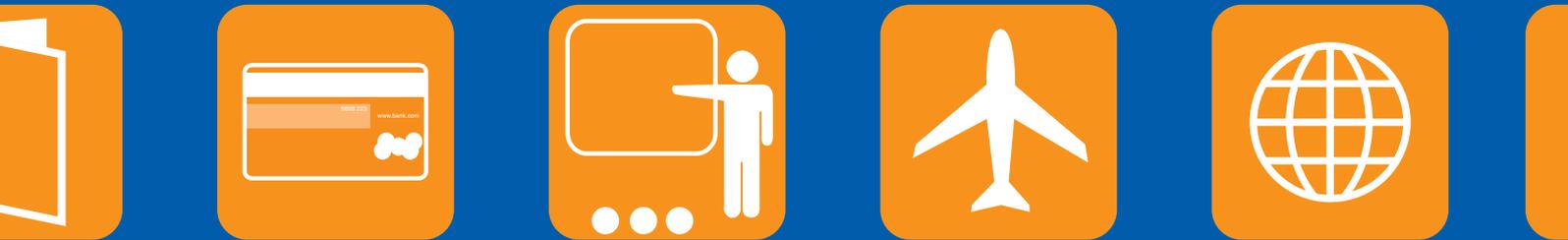# mobile learning cultures across education, work and leisure

book of abstracts

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Deciphering the future of learning through daily observation

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1. Overview

The research presented here will share the insights and results that have developed from a doctoral study in progress, which examines individual and group study habits & learning practices. The results of this study provide foresight into emergent practices regarding formal and informal study/learning contexts. Furthermore, this research demonstrates that the future of learning is already here, it is increasingly becoming more oriented towards mobile-learning scenarios and that the mobile technologies, services and practices associated with shaping how we learn now and in the future are currently only practiced by a few, but will impact many in the near future.

2. Background

The purpose of this research is to examine how individuals and groups engage in various forms of learning to decipher the trends emerging from these practices and provide an empirically sound forecast of how new learning scenarios are emerging. The research conducted is an empirical study in progress, which is examining the daily habits of individuals and groups with regards to how they study & learn within everyday contexts. This research places great emphasis on examining how individuals and groups engage in learning within mobile contexts, including daily commutes, business / recreational travel and similar situational activities which involve a great measure of mobility.

The daily habits observed provide a glimpse into how mobile learning scenarios are emerging through the broad adoption and proliferation of mobile technologies and services. The Individuals and groups observed have demonstrated the ability to augment currently established methods of study and learning practice with mobile technologies and services, which, create the conditions for new and novel ways of studying and learning within various mobile contexts. It can be argued that learning practices today are increasingly becoming more oriented towards mobile-learning scenarios and that the mobile technologies, services and practices associated with shaping how we learn now and in the future are currently only practiced by a few, but will impact many in the near future [1].

3. Methods

The research presented here is a form of action research in which multiple research methods are employed based on the changing conditions of the study and the phenomena observed. The primary method used in this stage of this empirical is that of ethnographic field research. The secondary method is that of engaging in a form of participatory observation in which the researcher is engaged in using the very mobile technologies and services under investigation and practicing mobile learning scenarios in order to gain personal insight into how novel learning practices are emerging. These methods were chosen in order to inquire into and observe current study habits and learning practices in real-world contexts. The real-world contexts observed were situational activities in the daily lives of individuals (and groups) engaged in some form of study or

learning while in motion within familiar surroundings, (during daily commutes) and while traveling to/in unfamiliar surroundings (business / recreational travel).

4. Evaluation / Reflection / Presentation

In conjunction with the empirical study a comprehensive evaluation and critical appraisal of related mobile-learning research and related studies has been conducted. Moreover, a critical analysis of the empirical study will be made in order to reflect on the outcomes of this work in order to inform future studies of a similar measure in order to garner the greatest knowledge possible to help forecast the future of learning. In doing so, it is the hope that the research conducted will make a worthy contribution to helping shape the future of learning and help securely establish and embed mobile- learning scenarios within our societies.

The results presented in this research give account that the research conducted for this doctoral study highlighted conclusively demonstrates that the future of learning is already here [2], it is increasingly becoming more mobile and that the innovative mobile technologies, services and practices associated with shaping how we learn now and in the future are not evenly distributed.

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