

Key Findings

*Why are tutors not engaging more in **teacher – led iPad activity**? Is it a case that tutors lack the pedagogical and technical knowledge to know how to direct students in how to use mobile devices?*

Lower level adult students

Have needed technical support in accessing the iPads.

Younger students

Need a different kind of guidance. Cathy had more of a balance between teacher-and student-led activities and didn't have a set time in lessons for students to use the ESOL apps on the iPads.

When using class iPads there was less of a classroom management issue than when students used their own devices.

Many students liked to use their own phones to use a translation app or a dictionary, but Cathy was always aware of the temptations of texting, Facebook and other diversions.

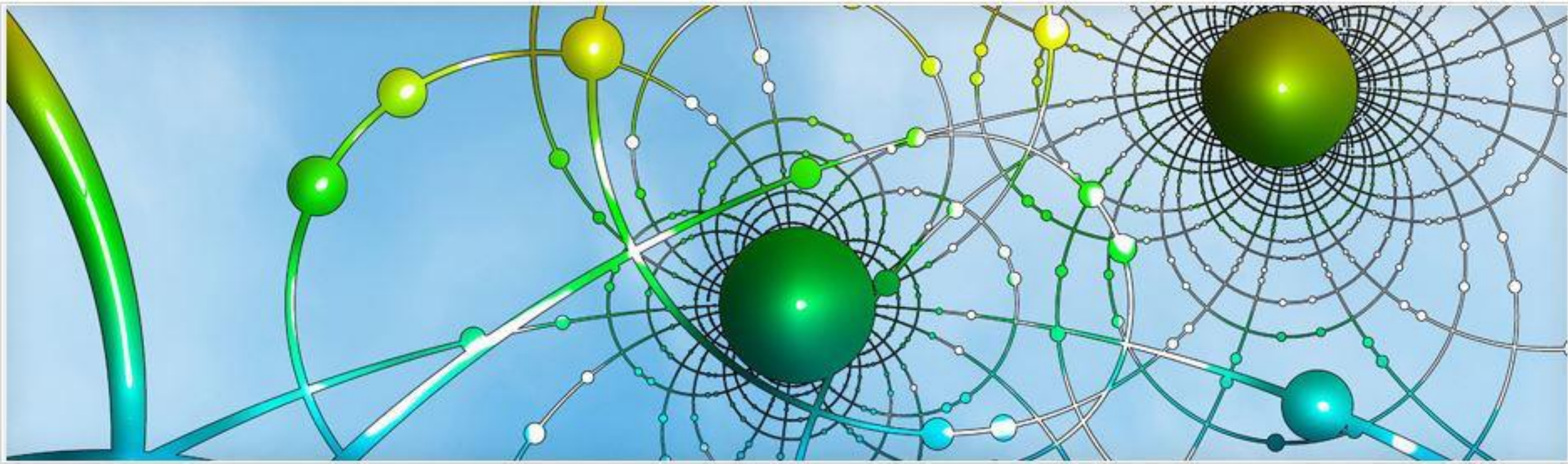
Collaborative CPD

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by Cathy Clarkson

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Welcome to collaborative cpd

This website was created in the summer 2014 to disseminate a small action research project supported through the Education and Training Foundation and emCETT. The question for this project was

“ What can a group of tutors learn from each other in making effective use of mobile technologies with their students. ”


Resources from this project can be found [here](#), including resources used in class and the ethics/consent forms

In Sept 2014 I was lucky to get a second emCETT grant. This year my research questions are:

“ What are the educational benefits of using mobile technology in a classroom setting? ”

What is the impact of using mobile technologies in the classroom on students' use of their own devices? ”

Here is a short video introduction to the layout of the blog.



[Read our full report](#)

Adult learners

- Giving them time to use technologies to further support their studies is embraced.
- The lower level students need technical support and guidance in doing this, while the higher level students are more confident in using their own technologies in their own time to support their studies.
- When they come to class they want to engage with the tutor, not with the technology.

This small action research project has yet to fully address the question of the benefits of using mobile technologies for teacher-led activities. Further research is needed to continue to explore the teacher-led potential.

Recommendations

For tutors

- Find a buddy: someone
- you trust & get along with, who has the same 'free' time during the week
 - with a common interest in CPD
 - interested in undertaking collaborative practitioner research.

For the classroom

Lower level students tend to be from more disadvantaged backgrounds and need to have access to and support in using technologies that they don't have access to outside the classroom.

Some students are very technically competent and can be used as technical advisors within the classroom, to support both the tutor and other students.