

AHIMA[®]24 CONFERENCE

OCTOBER 27-29, 2024

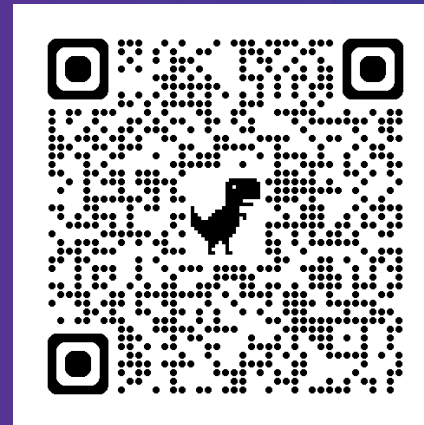
SALT LAKE CITY

Mobile-Mindful: Expanding Our Teaching and Learning Mindset

Christina Moore, Ph.D.

Handout:

tinyurl.com/MobileMindfulAHIMA



MOBILE-MINDFUL TEACHING AND LEARNING

Harnessing the Technology That Students Use Most



Christina Moore

Foreword by Jenae Cohn

Learning Outcomes

At the completion of this educational activity, the learner will be able to:

- Broadly define “mobile-mindful” learning as a way to make learning flexible to students’ various learning and life needs
- Reflect on themselves as mobile learners and the ways they use phones to leverage mobile learning and ways they could intentionally increase their mobile-mindful learning
- Discover ways to implement mobile-mindful learning options to their courses

This presentation is for educational purposes only and is not intended for marketing the speaker’s employer and/or product.

Universal Design for Learning All the Way

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The screenshot shows a YouTube interface with a search bar at the top. Below the search bar is a video player for the first video in the series, 'Universal Design for Learning'. The video player shows a thumbnail with a pyramid diagram and the text 'Let's start with the second question, because it might help to clarify the first one!'. Below the video player is the playlist title 'Universal Design for Learning Series' and the channel name 'Center for Excellence in Teaching and Learning'. The playlist description states: 'Universal Design for Learning, or UDL, is a set of learning design principles that increase access and reduce barriers for all types of learners. In short, these principles encourage a variety of ways for instructors to engage students, represent course concepts, and allow students to demonstrate what they have learned. This video series breaks down the three guiding principles of UDL (engagement, representation, and action and expression) and explains how UDL principles benefit specific student populations. The series features an...'. To the right of the video player is a list of six videos in the series, each with a thumbnail, title, and duration:

- 1 Universal Design for Learning (Part 1): Definition and Explanation (5:01)
- 2 UDL Guidelines (4:41)
- 3 UDL Guidelines on Engagement (5:27)
- 4 UDL Guidelines on Representation (4:33)
- 5 UDL Guidelines on Action and Expression (5:07)
- 6 UDL for Culturally Diverse Learners (5:08)

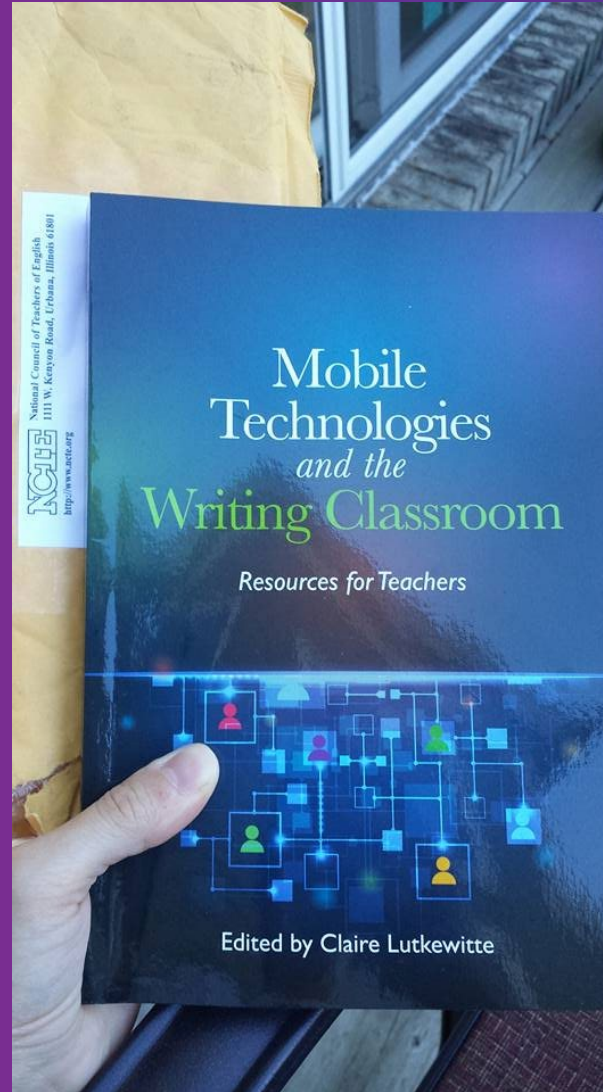


Why “mobile-mindful learning”?

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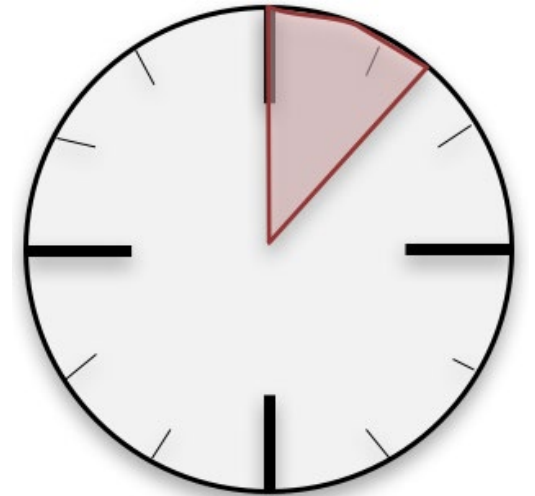
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“...think about all of the students whom we aren’t yet reaching when they have a few minutes here and there throughout their day for learning.”

(Tobin & Behling, pp. 85-86)



Phone as Friend: Increasing Where and When Mobile Learning Happens

Christina Moore and Shaun Moore
Oakland University

Hand
tiny PhoneAsFriend









Why IT Matters to Higher Education

Search



Now Is the Time to Embrace Mobile Learning

Christina Moore Monday, June 22, 2020

Teaching and Learning

6 min read

We drive so little these days that letting my young kids play in our minivan in the garage has become a favorite activity when the weather isn't favorable to play outside. During our last "road trip to nowhere," I read through some teaching and learning articles I had saved on [Instapaper](#)[↗]. Since I had reached my annotation limit in that app, I copied quotes of interest and pasted them into a Slack direct message to myself. I used voice-to-text to take more extensive notes, which was the basis of a teaching resource I wrote for work later that day.

Preparing dinner that night involved a couple of brief periods of downtime. I remembered I had saved a webinar recording about microlectures, so I watched that on my phone. I could get the visual input but also keep following with the audio if I had to step away to keep dinner moving.

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All of us want to use
all of our technology better.

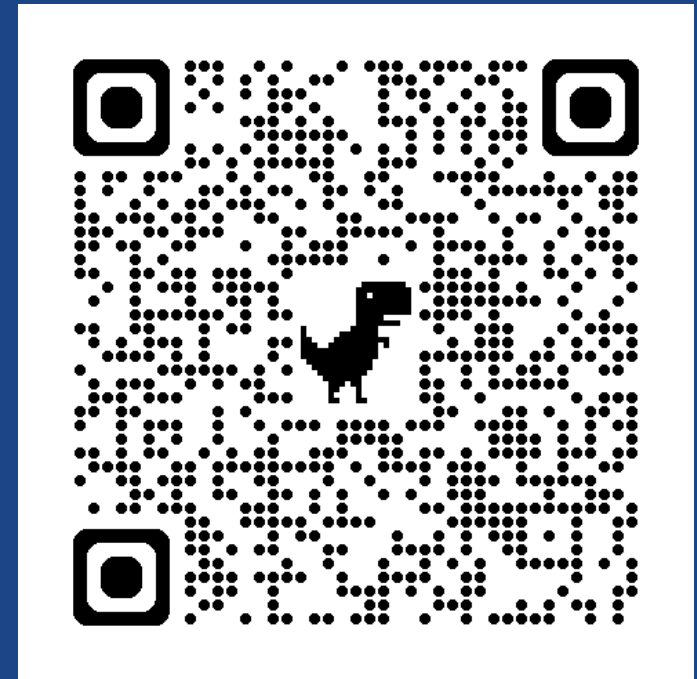
What We'll Do Today

- Broadly define “mobile-mindful” learning as a way to make learning flexible to students’ various learning and life needs.
- Reflect on themselves as mobile learners and the ways they use phones to leverage mobile learning and ways they could intentionally increase their mobile-mindful learning.
- Take first steps in adding mobile-mindful learning options to their courses.
- **The Real Goal: Be curious about bite-sized mobile-mindful learning.**

Activity: Assess Your Phone Behavior

Handout:

tinyurl.com/MobileMindfulAHIMA



Defining Mobile Learners

“..all people who use mobile technology on a daily basis for problem solving, information gathering, and social purposes—regardless of their age—are mobile learners.”

(Tobin & Behling, 2018, p. 79)



Reach
Everyone,
Teach Everyone

Universal Design
for Learning in
Higher Education



Thomas J. Tobin and Kirsten T. Behling

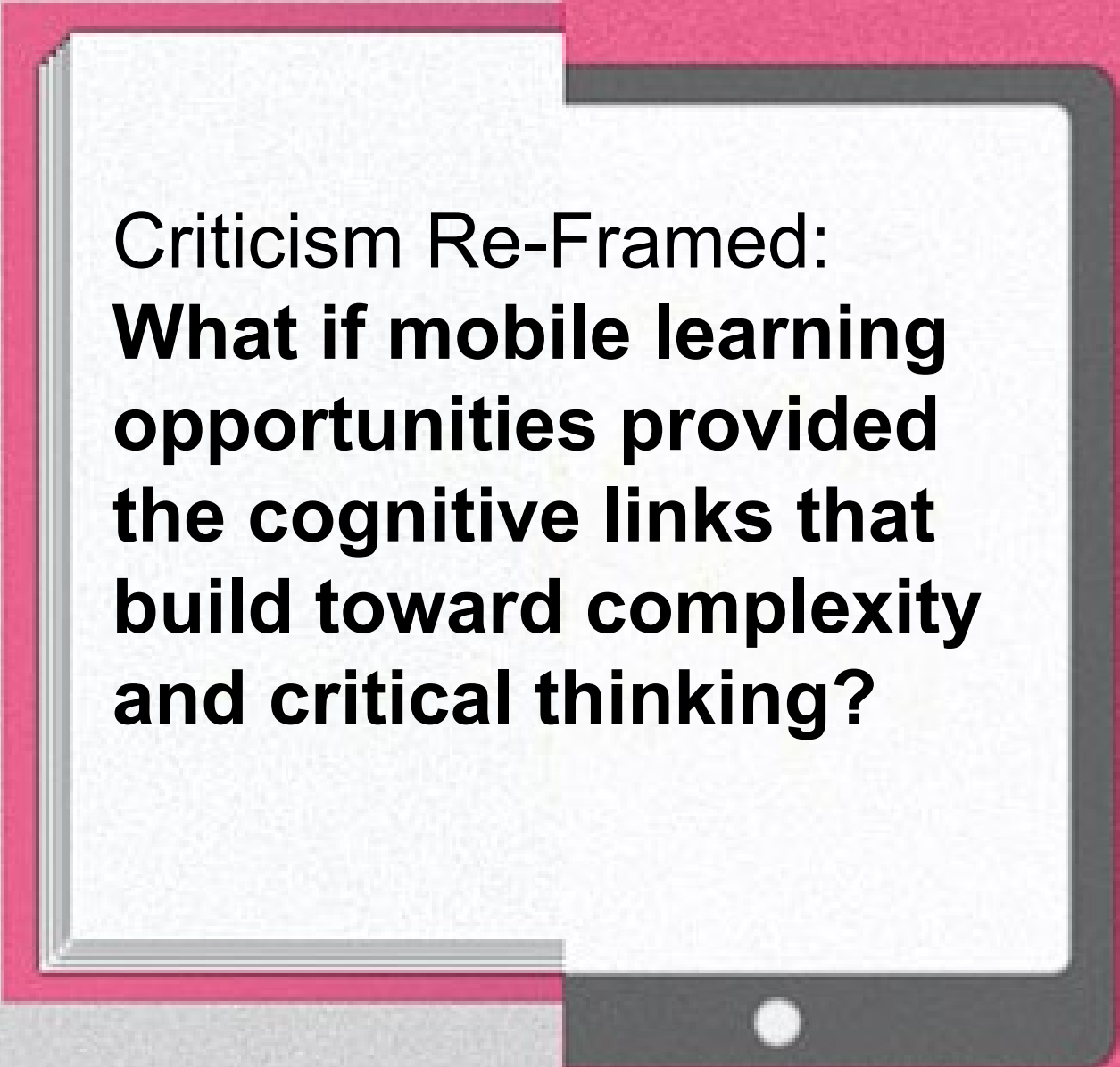
“Mobile-Mindful”

- Aware of how learning happens all of the time, while we are in motion
- Intentional, “mindful” phone use
- Learning across devices (fluid learning, Fang, 2014)
- Taking advantage of the devices, time, and other resources students have

Criticism:
**Phones are the
enemy of attention.**


Criticism Re-Framed:
**What if the source of our
loathing was not
necessarily being on our
phone, but being on our
phone *mindlessly*?**

Criticism:
**Phones reduce
rather than expand
learning.**



Criticism Re-Framed:
**What if mobile learning
opportunities provided
the cognitive links that
build toward complexity
and critical thinking?**

Criticism:
**Phones are not
compatible with
our learning
activities.**



Criticism Re-Framed:
**What if our activities are
more compatible than
we think?**

Recommendations to Start Today or Soon



RECOMMENDATION 1:

Evaluate and reflect on your own phone use, how you currently use mobile devices for learning, and how you could increase learning.

- [Decorative neuroscience: Expertise, communication and the problem of keynoting with translational science](#)

B I U A [List Icon] [Menu Icon]

- [How I Wrote a Book While Working a 9-to-5 Job](#)
- [Using Structure for Inclusive Teaching \(Elon University\)](#)

Copied to clipboard

 **Christina Moore** @fontanamoore · 7h
So I can return to them, and so I can feel good about myself, LOL

[Reply Icon] [Retweet Icon] [Like Icon] [Share Icon]

encouraged us to emerge from our areas of spe...

Learning Technology as a Professional...
er.educause.edu

RECOMMENDATION 1 EXAMPLE



The image shows a screenshot of a news article from a website. The website's header includes a logo 'C' and navigation links: NEWS | ADVICE | THE REVIEW | DATA | CURRENT ISSUE | VIRTUAL EVENTS | STORE. The article is categorized as 'ADVICE' and has social media sharing icons for Twitter, LinkedIn, and a share icon. The title is 'How to Become a Mobile-Mindful Teacher'. The sub-headline reads: 'Instead of giving in to frustration over cellphones in the fall, maybe it's time to put them to good use in class.' The author is 'James M. Lang' and the date is 'MAY 15, 2023'. The main image shows several hands holding smartphones, with the screens displaying a building, likely a school or university building.

C

NEWS | ADVICE | THE REVIEW | DATA | CURRENT ISSUE | VIRTUAL EVENTS | STORE

ADVICE

Twitter LinkedIn Share

How to Become a Mobile-Mindful Teacher

Instead of giving in to frustration over cellphones in the fall, maybe it's time to put them to good use in class.

By *James M. Lang* | MAY 15, 2023



“OK, I thought, I’ll take the bait: How could I make a more mindful choice while waiting for my order? I swiped my screen over to my less-used apps, and tapped on the one that I use to learn ancient Greek. Within a minute I had forgotten about the pizza and was drilling myself on the aorist tense and on new vocabulary. Time devoted to my least-favorite activities — being on my phone and waiting around — became time devoted to my favorite thing: learning.”

RECOMMENDATION 2: Take a mobile test drive of your course.

10:40 98%

WRT 1060...



WRT 1060: Composition II

Oakland University, College of Arts
and Sciences, Department of
Writing and Rhetoric

Welcome, Writers!

Composition II is meant to prepare you for the type of research and writing you will likely conduct in your majors whether you are in the sciences or humanities. If you commit yourself to the learning challenge each week in this course, you will meet each research paper in your future courses with a set of tools and

10:39 99%

WRT-1060-
41123.202240-
Composition II

Course Participan... Grades

Week 6: Developing a Research Project Proposal Highlighted

October 4-10. After practicing academic research and writing with a "mini inquiry" you will now plan a larger research project in which everyone chooses their topics, finds their sources, conducts their own original research, and creates an application for that research. During Week 6 you will complete a guided proposal that helps you make a feasible plan for success, which will benefit from one other's peer review before ultimately getting my approval to start the project. As part of this proposal and planning process, you will also book an appointment to meet with me during Conferences Week (October 23-28).

Instruction from Dr. Moore: Week 6 (three videos)

← Week 5: Writin... Week 7: Prima... →

RECOMMENDATION 3:

**Make current course content
mobile-mindful.**

RECOMMENDATION EXAMPLE: Provide reading and video time estimates, when appropriate.

 Week 4 Presentation (7:41)

Restricted Not available unless: The activity **Week 3 Presentation (11:31)** is marked complete

Video Lessons

 VL 4A - Excel Ch 1 - Data and Formulas (13:22)

 VL 4B - Excel Ch 1 - Formatting and Printing (5:33)

Restricted Not available unless: The activity **VL 4A - Excel Ch 1 - Data and Formulas (13:22)** is marked complete

Search

Add cmafontana@gmail.com ▾

Guest Post: The Confounding Relationship B...

insidehighered.com · by John Warner

I was recently irked by a Twitter thread by Jonathan Haidt, co-author (along with Greg Lukianoff) of the best selling *The Coddling of the American Mind*: How...

Today · 8 min



No, Smartphones are Not Destroying a Gener...

psychologytoday.com

Sarah Rose Cavanagh Ph.D. Once More, With Feeling No, Smartphones are Not Destroying a Generation The kids are going to be all right. Posted Aug 06, 2017 A...

Today · 3 min

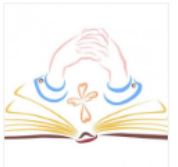


The importance of caring for one's students a...

insidehighered.com · by Douglas Dowland

"It's easier for me to care for others because I don't like myself." After he said it, I looked at George: a burly, bearded, long-haired redhead wearing a...

6 days ago · 4 min



26 Mini-Films for Exploring Race, Bias and I...

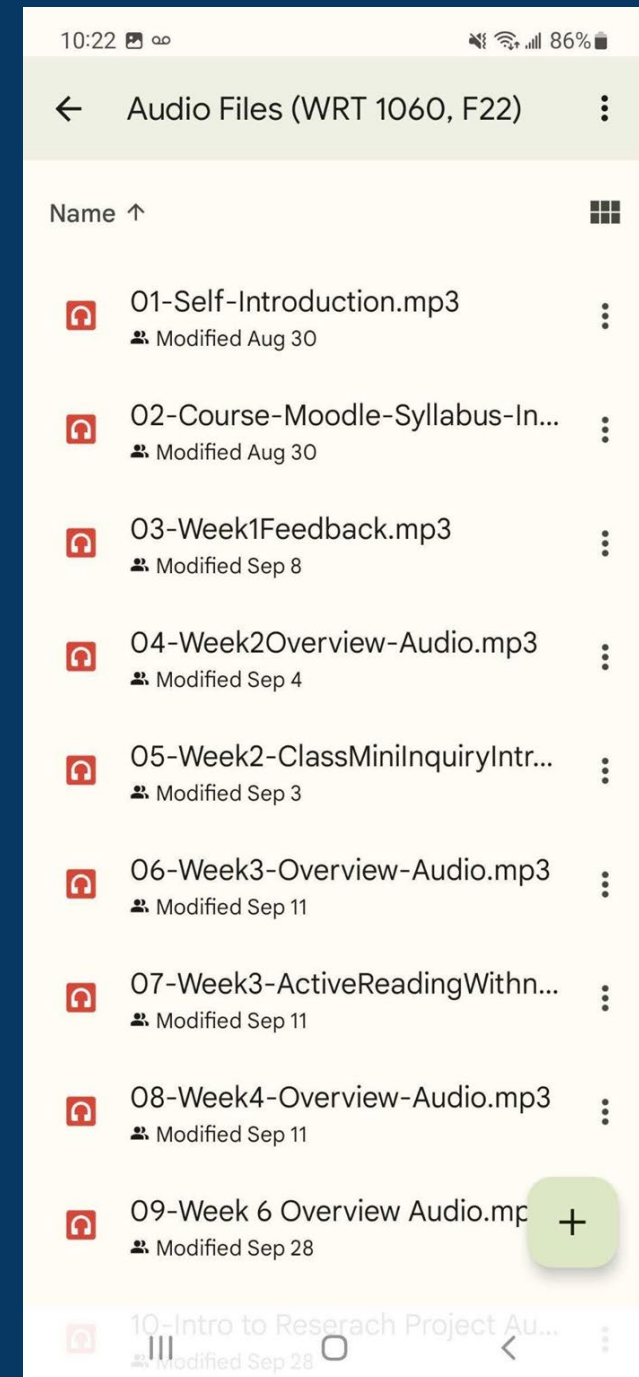
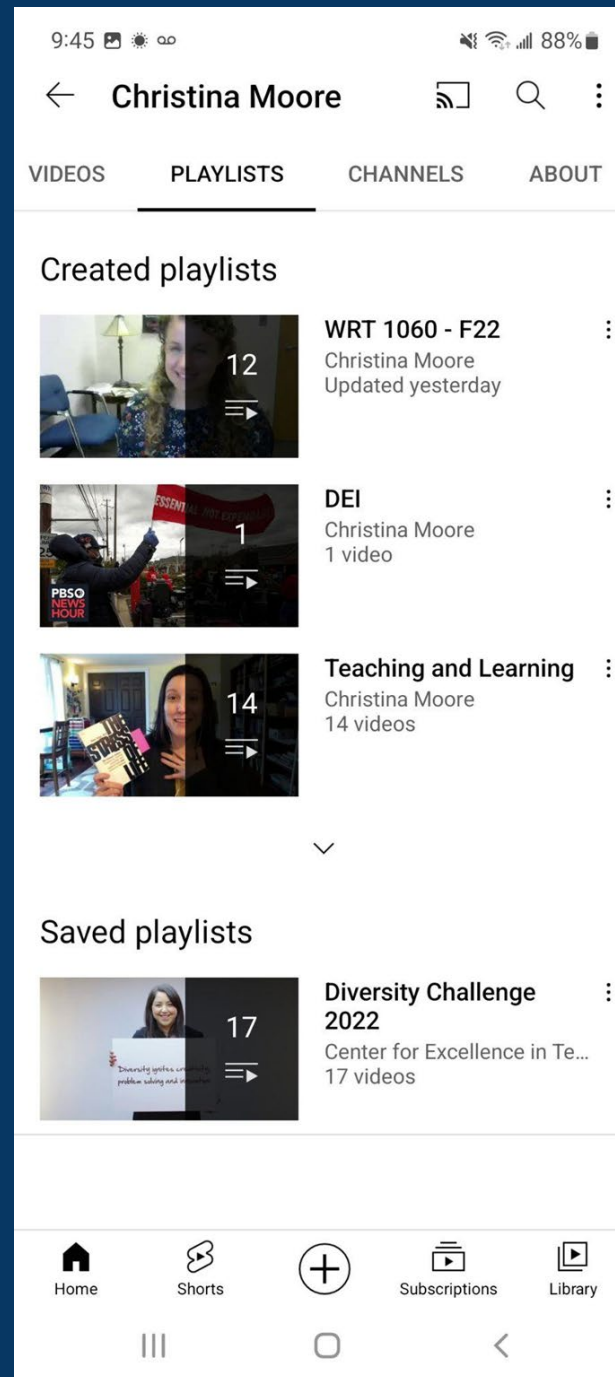
nytimes.com · by Michael Gonchar

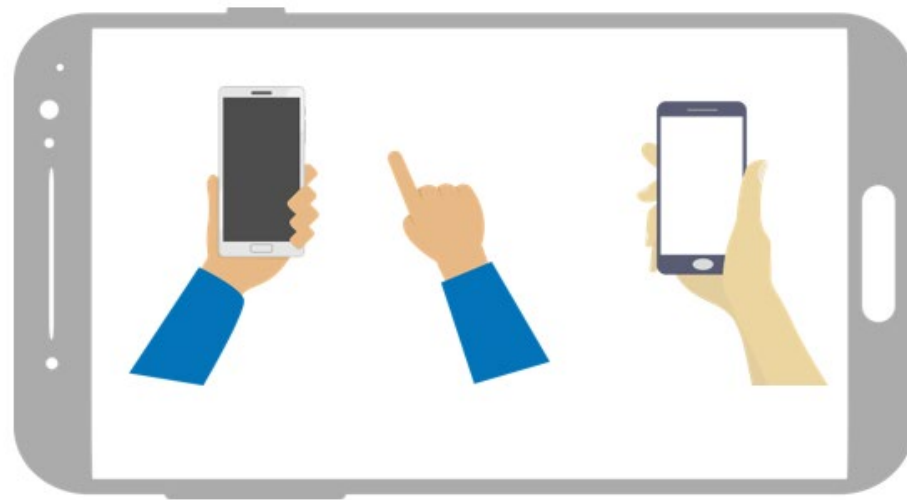
Film Club transcript 0:00/7:19 - 7:19 transcript A Conversation With Asian-Americans on Race Asian-Americans confront stereotypes about their community....

6 days ago · 18 min



RECOMMENDATION
EXAMPLE:
Curate content
into mobile-
mindful chunks.





RECOMMENDATION 4:

Explicitly explain how learners can use their phones to carry out learning activities.

RECOMMENDATION EXAMPLE: List recommended apps in the syllabus.

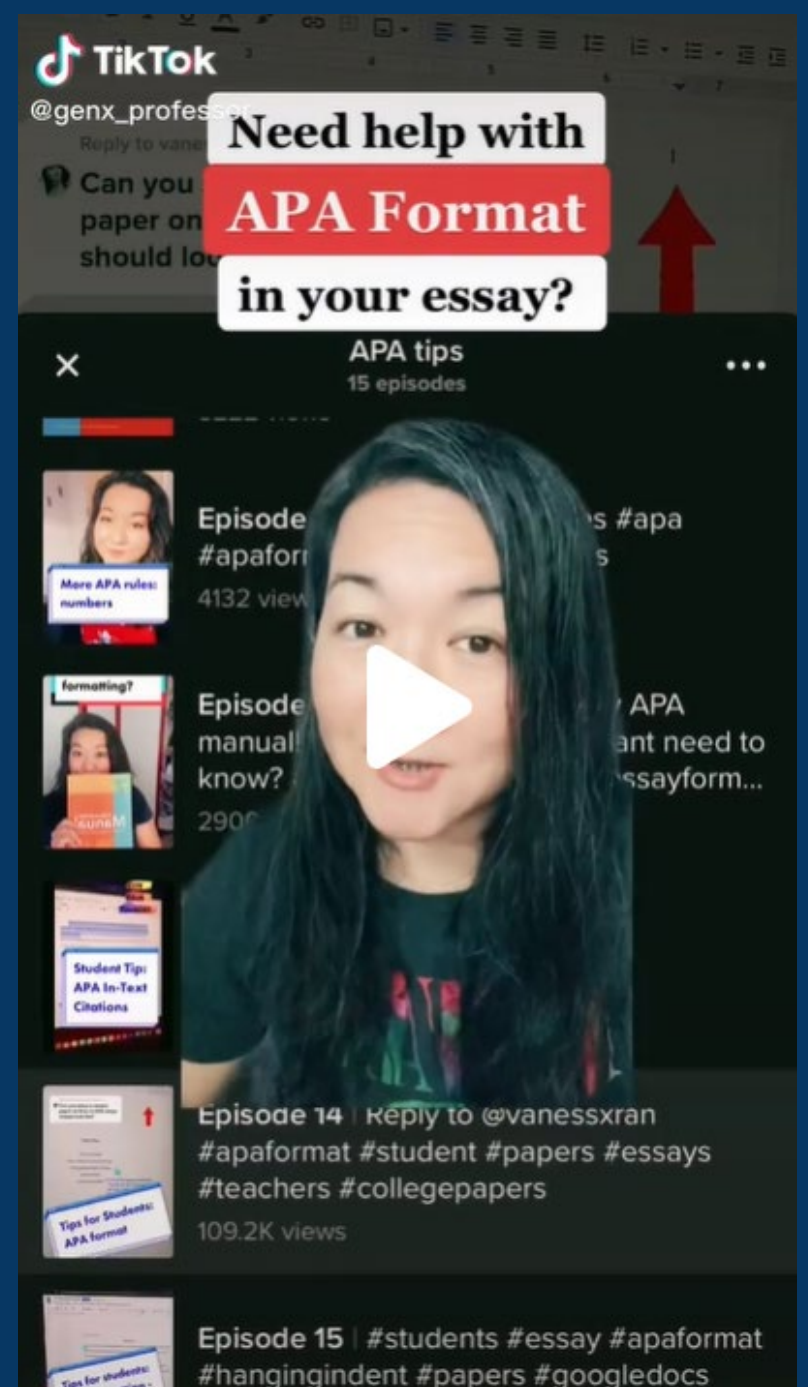
Adding Mobile Apps, Engaging in Mobile Learning

No mobile apps are required for this course, but I recommend planning some that may help you attend to small tasks and frequent practice throughout the course, which can increase the likelihood of remembering and applying what you learn in your course. Writing ideas occur whether you are in front of a computer or not, so it is convenient to be able to use the phone in front of you. All of these apps are free and show minimal to no ads.

- **Moodle:** While Moodle works well on a mobile browser as well (Chrome, for example), the mobile app allows you to get notifications when I send messages, when you have received feedback on activities, and other timely notifications. You can also participate in some activities and check grades, although longer, more complex activities should be saved for a computer.
- **YouTube:** [Save our class YouTube playlist](#), which will list any instructional videos I have for the course. I may also add helpful videos created by others.
 - [Note: the audio file for all of my videos are curated in a Google Drive folder](#)
- **Google Drive and Docs:** Since many of our files are Google Docs and are saved in Google Drive, I recommend having these apps to quickly check docs and take notes. Otherwise, use your favorite note-taking app.
- **A task manager.** Google Tasks works well with your Google-powered email and other accounts, but any task app will work to manage work for this course and other courses. Others include Todoist (all operating systems) or Reminders (Apple only).
- **Otter, for Voice Notes:** If you want to capture ideas via speaking, this app can transcribe your voice notes so that you can use them for writing later. Then, you can access these notes on your computer through your Otter.ai account. If you conduct interviews as a research form, this will be a very useful tool as well. Otherwise, use your favorite voice recording app.

RECOMMENDATION 5:
**Browse pre-existing
content that works well
for mobile learning.**

(videos, podcasts, short articles,
social media accounts)



RECOMMENDATION 6: Try one thing.

Example: Pre-Surveys to
begin the week in
Google Forms.

9:58 86%

What is active reading?
If you have an idea of what active reading is, use the Other field to define it in a phrase or sentence.

I have no idea

Other: _____

Have you learned about or engaged in active reading strategies before?

Yes

No

When reading something for a class, do you stop to take notes as you read?

Yes, fairly regularly

Occasionally, but only if the point seems really important

Rarely

Never

9:59 86%

What type of texts do you like to produce to share information? (Select all that apply.)

essays/papers

blogs/websites

instructions/technical writing

creative writing (e.g. memoir, testimonial)

slide presentations

videos (e.g. scripts, storyboarding, production)

audio/podcasts

poster/exhibit

performance

Select all that you know how to do:

Use keyboard shortcuts to undo something and/or copy-paste

Insert a hyperlink (when you click on words that take you to a website)

Use heading styles in a document or blog (automatic section headings)

Change a file name

Example: Pre-Survey responses referred to in videos.

“About half of you had previously heard of the term ‘active reading’...”

Communication Preference

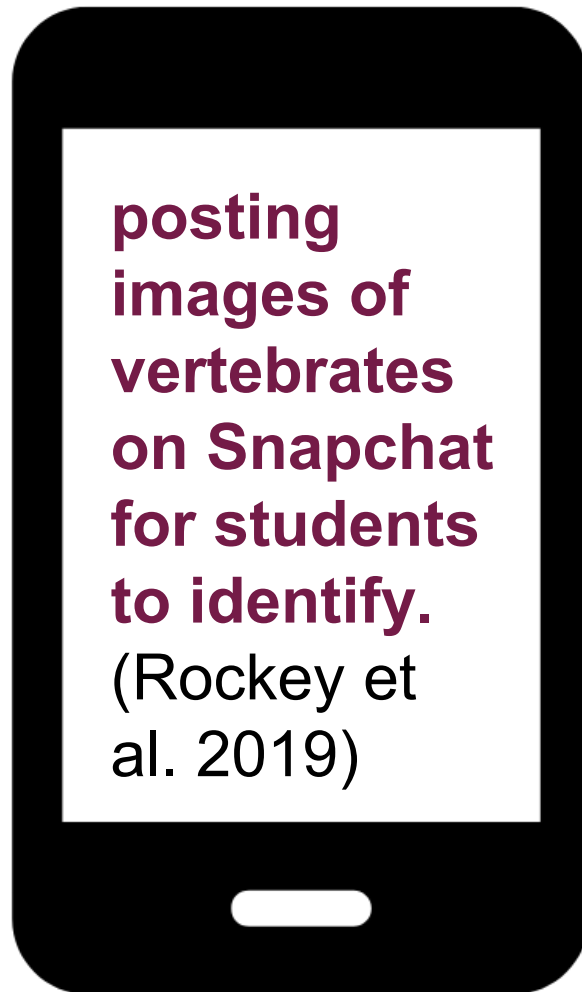
How would you prefer to get class announcements, reminders, and messages?
17 responses



17:04 / 22:19



Your one thing might be....



8:00 59%

Biochemistry
7 minutes left

20 0 0

___ are membrane-bound packets of **oxidative enzymes**.

In **plant cells**, they play a variety of roles including **converting fatty acids to sugar** and **assisting chloroplasts in photorespiration**.

In **animal cells**, they **protect the cell from its own production of toxic hydrogen peroxide**.

peroxisomes

< 1 min AGAIN < 6 min HARD < 10 min GOOD 4 d EASY

students
creating digital
flashcards on
Anki

Take a mindful approach:
Notice mobile options and
opportunities.

Remember what it is like
to learn piece by piece.





MOTEL
Vacancy

AMERICAS MAINSTREET
ROUTE 66
HISTORIC
66

GET GAS

OPEN
24
HOURS

19 CHICAGO TO LA 26

NEW MEXICO

TEXAS

PAINTED DESERT

ARIZONA

Cactus MOTEL

ILLINOIS
U.S. 66
AMARILLO

OKLAHOMA

CHICAGO

NEW MEXICO

KANSAS

HISTORIC
U.S. 66

MISSOURI

TEXAS

ROAD

icag

ROUTE 66

PETRIFIED FOREST

SOUVENIRS

LA

UEBLO

MISSOURI

TEXAS

Ariz.

ARIZONA

MISSOURI

TEXAS

TEXAS

Ariz.

ARIZONA

MISSOURI

TEXAS

TEXAS

It is difficult to remember what it is like to not know the larger picture.



What are the smaller piles that can be greatly increased by mobile learning?

Key vocabulary

(very small)
Practice problems

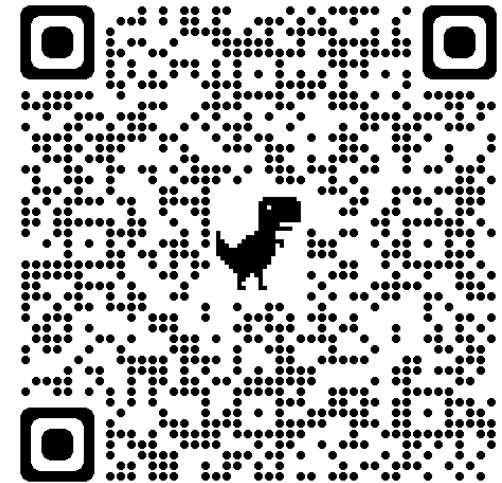
Common strategies

Review and reapplication of old concepts



Activity: Exit Ticket

- What makes you curious or intrigued by mobile-mindful learning?
- How would you like to be more mobile-mindful?
- What application could mobile-mindful learning have in your courses?
- Which of the recommendations are worth trying?
- Write in tinyurl.com/MobileMindfulAHIMA or use the QR code to get to the Google Form.



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Questions?

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