Review and implementation

During these sessions I have looked at many different practical ways in which you could introduce an element of MLearning to your courses. It's time to step back and review how all this could be worked into a course as a whole.

Throughout these sessions I have chosen to focus more on the "outside the classroom" use of MLearning. One of the main advantages of MLearning in this respect is that it affords the learner more possibilities for exposure and interaction to English. How then can this be implemented from the outset of a course?

Establish what access and interests learners have in MLearning. Allot some time at the beginning of a course to survey your learners about any mobile devices they have, what they use them for and how they think this could help them practice English. See Session 2 for more details on this.

Begin suggesting alternatives to regular homework that allow learners to make the most of their mobile devices. If you are using the Global eWorkbook, then show them where the downloadable audio and video is, and show them how to download it. Suggest concrete tasks to do with this material. See Sessions 3 and 4.

Make the links between what happens in class and the MLearning work they do outside class. This could mean the link is made before the lesson takes place, or after a lesson takes place. See Session 5.

Devote a little time in one of your classes to share knowledge about apps that learners can install on their mobile devices to help them with their English. Show how these work, and let students experiment with them hands-on. See session 6.

If you have the Global eWorkbook contents loaded onto an LMS, spend at least one class taking them step by step through the site. Show them how to access and use the material, including how to do this on a mobile device if possible (many LMS platforms can be viewed on a smartphone now). See Session 7.

Finally, take some time part way through the course to get some feedback from the learners on how they are doing with this new kind of learning. Are they using the material in this way? What advantages and disadvantages can they see? Do they prefer this to more traditional homework? If your learners are keen you could even set up a session in which people explain and demonstrate any new ways they have harnessed their devices to help them learn English more (for example, a show-and-tell session on new apps).