Chapter 29
Mobile Web 2.0 Integration

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ABSTRACT
Web 2.0 tools provide a wide variety of collaboration and communication tools that can be appropriated within education to facilitate student-generated learning contexts and sharing student-generated content as key elements of social constructivist learning environments or Pedagogy 2.0. “Social software allows students to participate in distributed research communities that extend spatially beyond their classroom and school, temporally beyond a particular class session or term, and technologically beyond the tools and resources that the school makes available to the students.” (Mejias, 2006, p1). This paper illustrates this by describing and evaluating the impact of the introduction of web 2.0 and mlearning to facilitate student eportfolios within the context of a first year Bachelor of Design and Visual Arts course in New Zealand (Unitec). Core web 2.0 (social software) tools used in establishing students’ web 2.0 eportfolios included: Vox, Qik, Picasaweb, Prezi, Google Docs, and YouTube. The participating lecturers and the technology steward also used these web 2.0 tools to collaborate on the design of the project. The paper reflects upon the impact of the participants’ previous web 2.0 experience and the use of these tools to facilitate student-generated content and at the same time to act as catalysts for pedagogical change. The project is evaluated as an action research cycle within a framework of longitudinal action research investigating the impact of mobile web 2.0 on higher education from 2006 to the present.

INTRODUCTION
Built on the foundation of four years of participatory action research and implementation of mobile web 2.0 projects (mlearning), this paper outlines the second iteration of a full mlearning integration model in the first year of a Bachelor of Design and Visual Arts (Product Design) course in 2010, informed by reflections upon the previous 2008 and 2009 mlearning projects instigated across all three years of the Bachelor of Product Design course at Unitec, involving 125 students and 4 lecturers. The Product Design mlearning projects are situated within an action research project spanning four years and seven different course contexts within the Faculty of Creative
The goal of the mlearning integration into the course was to facilitate a student-centred, collaborative, flexible, context-bridging learning environment that empowers students as content producers and learning context generators, guided by lecturers who effectively model the use of the technology. Students and lecturers leverage the unique affordances of mobile web 2.0 tools to create an online digital identity, begin developing an eportfolio, and establish the basis of a potentially life-long international peer and professional support network, including: blogs, social networks, location aware (geotagged) image and video sharing, instant messaging, microblogging, and augmented reality. This effectively bridges the formal learning environment of the Design Studio and the informal learning environments of situated authentic practice.

**THEORETICAL FRAMEWORKS**

This section introduces the learning theory and pedagogical frameworks that inform the project, including: Social Constructivism, Communities of Practice, Authentic Learning, Pedagogy 2.0, Mlearning, and Learner Generated Contexts.

**Table 1. Mapping the PAH continuum to a staged and scaffolded course integration of mobile web 2.0**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Web 2.0 Tools</th>
<th>MLearning Tools</th>
<th>Course Timeframe</th>
<th>PAH Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Social Collaboration with peers and lecturer. Establishment of student generated content.</td>
<td>Use of student-owned netbook or mid-range smartphone, LMS and web2.0 sites</td>
<td>First year</td>
<td>Pedagogy (Lecturer directed and modeled)</td>
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<tr>
<td>Level 2</td>
<td>Social collaboration with peers and authentic environments. Context Aware</td>
<td>Student-owned laptop and/or mid-range smartphone</td>
<td>Second year</td>
<td>From Pedagogy to Andragogy. Students become content creators within authentic environments</td>
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<tr>
<td>Level 3</td>
<td>Context Bridging. Student generated contexts.</td>
<td>Student-owned laptop and/or high-end smartphone</td>
<td>Third year of programme</td>
<td>From Andragogy to Heutagogy. Students become independent learners within authentic environments</td>
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</tbody>
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