Exploring students’ multimodal mobile use as support for school assignments

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# Abstract

This paper engages with how students use multimodality on mobile devices as support for school assignments. The broader aim of this pilot study is to explore understanding of teachers' and students' expressed experiences of students' multimodal mobile use. Focus group interviews and multimodal analysis have allowed investigation of the following research questions: - What experiences do teachers and students express from students' multimodal mobile use related to school assignments? - Which advantages and disadvantages have teachers and students expressed concerning students' multimodal mobile use as support for school assignments? The results show that students and teachers have many different experiences of students' multimodal mobile use related to school assignments. However, the use is limited in several ways. To a large extent teachers and students have expressed that multimodal mobile resources can be used advantageously by students to support school assignments for several purposes. Among disadvantages identified mobile device multimodality in some respects can be disruptive. The result also indicates that different multimodal mobile media have specific possibilities for supporting students' learning as it is related to school assignments.

# Outcome

"The results show that students and teachers have many different experiences of students' multimodal mobile use related to school assignments. However, the use is limited in several ways. To a large extent teachers and students have expressed that multimodal mobile resources can be used advantageously by students to support school assignments for several purposes. Among disadvantages identified mobile device multimodality in some respects can be disruptive. The result also indicates that different multimodal mobile media have specific possibilities for supporting students' learning as it is related to school assignments." (Authors, in Abstract)