

## **Reflection to Support Evidence – mLearning Using Clark Quinn’s 4C’s to Mobilize a Lesson**

### **Course Learning Outcomes Satisfied:**

- Plan learning opportunities most suitable to the strengths and challenges of a variety of environments
- Develop and design intentional learning activities suitable for the appropriate mobile learning and gaming environments and the learner i.e. incorporation of Universal Design for Learning (UDL) principles and selection of strategies and resources appropriate for environment, learners and learning outcomes.

### **OLTD Learning Outcomes Satisfied:**

- Share engagement strategies and tips
- Critically assess and evaluate resources for best practice in online learning

For my first piece of evidence for OLTD 508, I chose the modified lesson plan we had to create for Assignment 1-Part B. I collaborated with another cohort member to take a traditional lesson plan and adapt it to mobile technologies, while keeping in mind Clark Quinn’s 4Cs.

The idea of this assignment was to take an existing lesson plan and adapt it to take advantage of mobile devices. Our assignment was divided into four sections; Synopsis of Traditional Activity, Modified Activity, Incorporating Quinn’s 4Cs, and Differences / Advantages of using Mobile Devices. The activity we used for this lesson was the creation of a music video for a song of the students’ choice. Originally, the students had the use of a camcorder and a computer in the school. This led to a long project where students could easily lose interest. By incorporating iPads and phones into the lesson, the students now had extra mobility and editing options at their fingertips. Using their own devices enabled them to continue work outside the classroom and to edit on the fly wherever they were. They could also use the cloud to upload and share their part of the project with each other. With the wealth of apps and effects available through their devices, students were much more engaged. As a bonus, there was no worry about students losing parts of their projects or leaving them at home because they had their devices with them all the time or could access what they needed from a classmate’s device. Students and teachers were both able to assess which apps would be best for the project and learn as they used them. The activity also fit with Quinn’s 4Cs as well (as shown in the document).

I chose the learning outcomes above because I believe that as a teacher, it is important to try and find engaging ways to approach lessons and keep them relevant and up to date with current student norms and interests. With most students having a mobile device these days, it makes sense to take advantage of this. Digital literacy is one of the most important skills today’s learners need to have and planning learning opportunities that support this is one way to increase their confidence with digital technologies.