

The background is a deep blue gradient. On the left side, there is a stylized representation of a globe with several white puzzle pieces. Some pieces are assembled into a larger shape, while others are floating or being placed. Wavy, light blue lines, resembling digital signals or data streams, flow across the globe and into the background. The overall aesthetic is high-tech and digital.

E-learning, M-learning, Pods and Vods: A legal education study

BILETA 2009

**Chris Hull & Victoria Armstrong
St Mary's University College, Twickenham**

Background and Rationale

- Bring on the revolution...
 - ‘clicks and mortar’ the ‘cyber-campus’
- The resistance
 - ‘digital disconnect’
 - Non-transformatory nature of formal ICT
 - Students – the ‘Digital Native’?
- Engaging with learning
 - Assessment

Background and Rationale

- Pods and Vods
 - Narrative Media
 - Students what to attend lectures
 - Vision of m-learning i.e. anytime, anywhere
 - Revision tool
 - Deep learning promotion?
 - m-technologies fun and interesting but is there a lasting valuable impact on users' working practices?
 - social nature of learning
 - learning spaces beyond the classroom

Methodology

- mixed-method approach drawing on quantitative and qualitative methods
 - [Consent forms](#)
 - [Questionnaire](#)
 - Focus Groups
- Data Analysis
 - Focus groups
 - Thematic coding
 - Questionnaire
 - SPSS

Questionnaire – Phase 1

Descriptive Stats

Gender	Male	Female	Total
	19	20	39
Ethnicity	White British	White Irish	Other White Back
	13	1	1
	Black or Black British-Caribbean	Black or Black British – African	Asian or Asian British – Indian
	4	7	4
	Asian or Asian British – Pakistani	Other Asian Background	Mixed – White and Black African
	2	2	1
	Mixed – White and Asian	Other Mixed Back.	Total
	2	2	39

Questionnaire – Phase 1

Descriptive Stats

Age	18-21	22-25	Total
	38	1	39
Employment	Employed	Unemployed	Total
	25	14	39

Questionnaire – Phase 1

Descriptive Stats

Devices Owned	Ipod	MP3 Player	Blackberry
	23/39	11/39	3/39
	PDA	iphone	Mobile phone
	0/39	4/39	31/39
Device Features	Camera	MP3	Bluetooth
	37/39	31/39	31/39
	Internet	PDF reader	
	24/39	10/39	
Internet Use	Internet @ Home	Internet via library	Internet in Halls
	26/39	13/39	8/39
Type of PC used	Desktop	Laptop	
	13/37	31/37	

Questionnaire – Phase 1

Descriptive Stats

Term-time Address	At Home	In Halls	Shard Accommodation
	22/39	13/39	3/39
	Other		
	1/39		
Travel Time	Less than 30 mins	30 mins to 1 hour	1 hour +
	4/27	10/27	13/27

Technology and Practice

- I-pod and I-talk
 - [Audacity](#)
- [St Mary's Online](#)
- [ULCC Podcasting service](#)
- [I-tunes](#) (Podcatcher) RSS
- Notes
 - PowerPoint slides to jpegs
 - [PDF](#)
 - [I-pod note packer](#)
 - [talkingpanda I-writer](#)
 - [I-quiz maker](#)

Questionnaire – Phase 1

Descriptive Stats

Have Students used SMOL?	Yes	No	
	38/39	1/39	
How Often do there use SMOL?	Less than an hour a week	Between 1-2hours	Between 2-3 hours
	6/38	17/38	9/38
	Between 3-4 hours	More than 4 hours	
	4/38	2/38	
Don't use it; Why?	Don't know how	Cannot access it off campus	
	1	1	

Questionnaire – Phase 1

Descriptive Stats

Downloaded a podcast?	Yes	No	
	8/39	31/39	
Downloaded and used a podcast?	Yes	No	
	7/39	32/39	
Not used a podcast: Why?	Don't know how	Don't own the correct equipment	Not needed
	21/39	5/39	2/39
	Other resources are all sufficient		
	6/39		
Used acrobat or PDF's on your mobile device?	Yes	No	
	6/39	33/39	

Data Split – Phase 1

- Gender
- SMOL v downloading of Podcasts
- Participants downloading podcasts
 - Time on SMOL
 - Where they use SMOL
 - Time travel

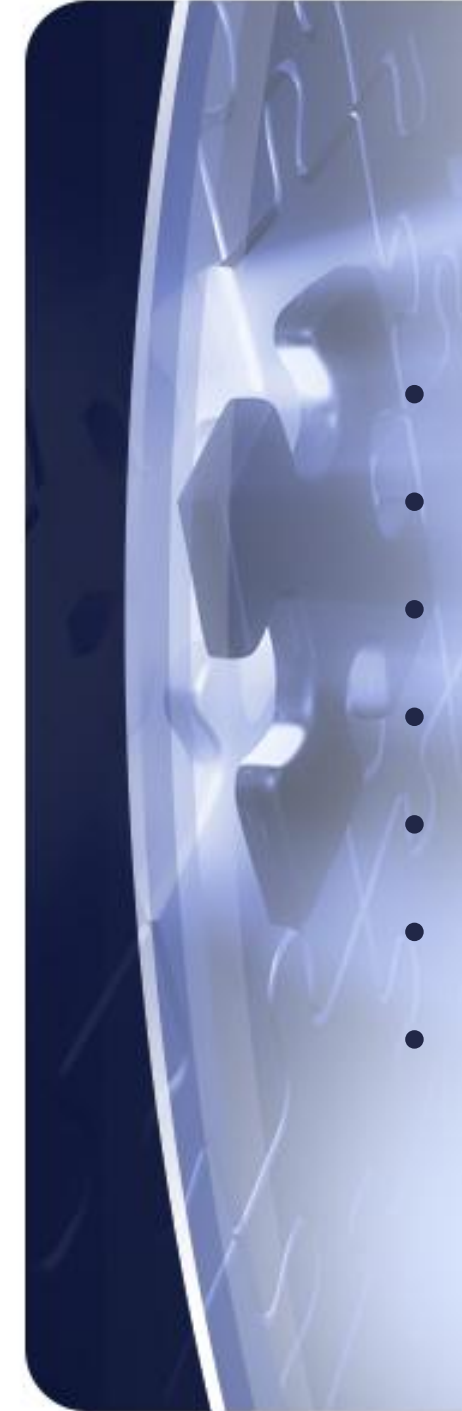
Focus Group Observations – Phase 1

- Overload
- What is the added value
- We like lectures
- Revision aid
- My mobile technology is personal
- View on PC
- Narrative is bland
- Too long
- Undergraduate culture

Technology and Practice – Phase 2

- St Mary's Online
- [ULCC Podcasting service](#)
- [I-tunes](#) (Podcatcher) RSS
- Laptop
- Camtasia Studio
- Observations

Conclusions

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- Digital Native
 - Overload
 - Training and guidance
 - Interactive narrative
 - Pod v Vod
 - Revision aid
 - Mobile learning