There is an assumption that ‘all ICT is good ICT’, considering the use of learning technologies as a powerful stimulus for improving teaching, learning and assessment.²

As the university campus moves away from ‘bricks and mortar’ to ‘clicks and mortar’ Selwyn is critical of what he believes to be the decidedly non-transformatory nature of formal ICT use in contemporary HE.³ There is an increasing concern that ‘commentators are often driven by assumptions of the allure of new media for young people rather than empirical evidence’.⁴ As Selwyn and Gorard rightly point out ‘analysis of participation data [shows] that access to ICT does not, in itself, make people anymore likely to participate in education and (re)engage with learning. We know that access to ICT continues to be largely patterned according to long-term pre-existing social, economic and educational factors’.⁵ This suggests that we must take into account students’ lived experiences of engaging with educational technologies. Research shows that students only perceive ICT as useful if it can be integrated into their daily lives.⁶

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In October 2008, Chris Hull and Dr Victoria Armstrong\(^7\) began an empirical study aiming to evaluate the use of pod/vodcasts and other mobile technology as a tool for learning to try to ascertain in what ways students make use of it, for what purposes, perceived benefits, and how it may have helped students’ understanding of a topic (the pedagogical value).

In addition the study considers the ways in which students use and think about mobile technologies in the context of their studies, within the formal (university) and informal (home) contexts. This highlights the social nature of learning, and examining the relationship between student uses of mobile technologies and other forms of student engagement. (socio-cultural dimensions).

This first review will look at the nature of the study, the technology used and will give some preliminary findings.

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