

TITLE

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

AUTHOR

Hull, Chris and Armstrong, Victoria

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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
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

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