Incorrect answers are in red.

1. ML1\_M1\_L5\_A2\_01

Technology integration comes in many forms.

Select and drag **each technology integration type** to its corresponding definition, and **Submit** your answer.

|  |  |
| --- | --- |
| Flipped classroom | An inverted method of instruction, where much of the content learning takes place online, asynchronously outside of the classroom while complementary work is done synchronously in the classroom to apply and reinforce concepts. |
| Blended learning | A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home (Staker & Horn, 2012). |
| Online learning | A system for delivering a course through the Internet. Although students may occasionally meet with each other, and even with an instructor, face to face, all learning tasks, including tests, are submitted online. |
| Technology integration | The use of technology to teach and learn content knowledge and skills. |

**Feedback**

**Correct!** A flipped classroom is an inverted method of instruction, and in a blended learning environment, students learn partly through online and partly face to face. Online learning refers to courses conducted completely through the Internet, and technology integration refers to any use of technology for instructional purposes.

**Not quite.** The correct answer is now shown. A flipped classroom is an inverted method of instruction, and in a blended-learning environment, students learn partly through online and partly face to face. Online learning refers to courses conducted completely through the Internet, and technology integration refers to any use of technology for instructional purposes.

1. ML1\_M1\_L5\_A2\_02

Today’s students, especially middle- and high-school students, are known for their attachment to their smartphones.

Which of the following statements are true about young people and how they use smartphones? Select all that apply, and **Submit** your answer.

1. Students rarely use their smartphones for educational purposes.
2. Students complain that it is difficult to find online videos that help them with their schoolwork.
3. Students often use social networks to collaborate on school projects.
4. Many students use mobile apps to keep their schoolwork organized.

**Feedback**

**Correct!** Students are already using their smartphones for schoolwork. They find videos online to help them, use social networks to collaborate on projects, and use apps to organize their schoolwork.

**Not quite.** The correct answer is now shown. Students are already using their smartphones for schoolwork. They find videos online to help them, use social networks to collaborate on projects, and use apps to organize their schoolwork.

1. ML1\_M1\_L5\_A2\_03

Policy decisions affect the success of a mobile learning initiative.

Which of the following policy guidelines support an effective mobile learning program? Select all that apply, and **Submit** your answer.

1. A thorough description of how filtering will be used to protect students from ever coming across unsuitable content.
2. Policies should not address specific types of devices.
3. Policy should focus on educating students for responsible online behavior.
4. Issues like safety and security online should be left to parents.

**Feedback**

**Correct!** Policies should not address specific types of devices and should focus on educating students for responsible online behavior. Thorough descriptions of filtering are unnecessary, and leaving online safety and security to parents would not be ethical or meet a school’s legal responsibilities.

**Not quite.** The correct answer is now shown. Policies should not address specific types of devices and should focus on educating students for responsible online behavior. Thorough descriptions of filtering are unnecessary, and leaving online safety and security to parents would not be ethical or meet a school’s legal responsibilities.

1. ML1\_M1\_L5\_A2\_04

Research on mobile learning is in its early stages, but some researchers have studied its effect on student learning.

Which of the following statements reflect current research about mobile learning? Select all that apply, and **Submit** your answer.

1. One study found that students in mobile learning had modest improvement in retention and achievement.
2. The effect of mobile learning depends on the sophistication of the mobile devices students use.
3. Schools with a majority of students with learning difficulties experience more positive results with mobile learning than schools with a more usual number of students with special needs.
4. Instructors in many high schools and colleges are moving away from lecture-centered classrooms to more student-centered approaches.

**Feedback**

**Correct!** Early research shows that some schools are moving away from lecture-based instruction and that there is a modest increase in achievement and retention in classes that integrate mobile learning. Currently, the research does not suggest that learning depends on the types of devices or that mobile learning has a greater positive effect on students with learning difficulties.

**Not quite.** The correct answer is now shown. Early research shows that some schools are moving away from lecture-based instruction and that there is a modest increase in achievement and retention in classes that integrate mobile learning. Currently, the research does not suggest that learning depends on the types of devices or that mobile learning has a greater positive effect on students with learning difficulties.

1. ML1\_M1\_L5\_A2\_05

Personalized learning is one major benefit of mobile learning approaches.

Which of the following statements define personalized learning? Select all that apply, and **Submit** your answer.

1. Students take responsibility for their own learning
2. Students make choices about content and processes in learning.
3. Students have opportunities to follow their interests and talents.
4. Students choose which standards they want to meet.

**Feedback**

**Correct!** In a personalized learning environment, students meet required standards and objectives by taking responsibility for their own learning, making choices, and follow their interests and talents.

**Not quite.** The correct answer is now shown. In a personalized learning environment, students meet required standards and objectives by taking responsibility for their own learning, making choices, and follow their interests and talents.

1. ML1\_m2\_l4\_a2\_01

Select and drag **each mobile learning component** to its corresponding student scenario, and **Submit** your answer.

|  |  |
| --- | --- |
| A student uses his laptop to study the different points of view on immigration. He uses an online, multimedia tool to create a persuasive presentation for local leaders. | Critical Thinking About Content |
| A student uses her tablet to collaborate on a storyboard with her group-project members. Then she uses the tablet’s built-in camera and a video app to create a short documentary. | Creativity and Collaboration |
| A student carries his smartphone with him to math class. He uses apps on his phone to take notes, set up a meeting time for his group project, and graph algebraic equations. | Seamless Integration of Technology |
| A student uses her smartphone to take pictures of seasonal changes in her local town. She compares the pictures to those posted by other classrooms across the country. | Learning Extended Outside the School Walls |

**Feedback**

**Correct!** When mobile learning is implemented successfully, each critical component contributes to student engagement and learning.

**Not quite.** The correct answer is now shown. When mobile learning is implemented successfully, each critical component contributes to student engagement and learning.

1. ML1\_m2\_l4\_a2\_02

Which of the following are key components of a mobile learning classroom culture? Select all that apply, and **Submit** your answer.

1. Primarily uses teacher-delivered content
2. Allows risk-taking and learning from failure
3. Encourages real-world application of skills
4. Develops communication and collaboration skills
5. Focuses on basic knowledge and skill memorization
6. Supports creativity and independent problem solving

**Feedback**

**Correct!** A mobile-learning classroom culture provides student choice and control, while the teacher facilitates the learning through guided support. Focus is given towards applying and transferring knowledge and skills, rather than memorization.

**Not quite.** The correct answer is now shown. A mobile-learning classroom culture provides students with choice and control, while the teacher facilitates the learning through guided support. Focus is directed toward applying and transferring knowledge and skills, rather than memorization.

1. ML1\_m2\_l4\_a2\_03

Which of the following are characteristics of effective mobile learning projects? Select all that apply, and **Submit** your answer.

1. Students are at the center of the learning process.
2. Teachers initiate use of mobile technologies.
3. Students take on the roles of experts and develop in-depth knowledge of a topic.
4. Students demonstrate understanding through multiple-choice assessment.
5. Standards drive the project learning objectives.
6. Students use mobile devices during designated times.

**Feedback**

**Correct!** Mobile learning projects are more effective when students initiate the use of mobile technologies and technology is seamlessly integrated throughout. Students demonstrate their understanding through products and performances.

**Not quite.** The correct answer is now shown. Mobile learning projects are more effective when students initiate the use of mobile technologies and technology is seamlessly integrated throughout. Students demonstrate their understanding through products and performances.

1. ML1\_m2\_l4\_a2\_04

Read each classroom scenario and consider the teacher’s objectives.

Select and drag **each collaborative mobile learning tool** to its corresponding scenario, and **Submit** your answer.

|  |  |
| --- | --- |
| A teacher wants student groups to collaborate on a single document, tracking different contributors with different colors so she can assess student engagement and participation. | Collaborative Writing App |
| A teacher wants student groups to track their progress, so he can view which project tasks have been completed. | Project Management App |
| A teacher wants student groups to keep their project files organized in one accessible location. | File Sharing App |
| A teacher wants student groups to gain valuable information from field experts in another part of the country. | Synchronous Conferencing App |
| A teacher wants student groups to share interesting sites, videos, and images they find when they are researching a project. | Social Bookmark App |

**Feedback**

**Correct!** Collaborative writing apps allow students to share their ideas, while social bookmarking apps allow students to share links they find online. File-sharing and project-management apps are useful for getting organized and tracking progress. Synchronous conferencing apps allow for collaboration across a distance.

**Not quite.** The correct answer is now shown. Collaborative writing apps allow students to share their ideas, while social bookmarking apps allow students to share links they find online. File-sharing and project-management apps are useful for getting organized and tracking progress. Synchronous conferencing apps allow for collaboration across a distance.

1. ML1\_m2\_l4\_a2\_05

Select and drag **each critical thinking skill** to its corresponding mobile learning scenario, and **Submit** your answer.

|  |  |
| --- | --- |
| In class, students learn how electricity is conducted. Then they study and design an electric circuit using a simulation app on their tablets. | Application |
| On their laptops, students use an online, collaborative-brainstorming tool to classify a group of inventors according to their impact on history. | Analysis |
| After a lot of research, students collaborate and use a graphic-design app to design a better sports water bottle. | Synthesis |
| After reading an article, students consider the issue presented and use their smartphones to post persuasive responses on the class social-network page. | Evaluation |
| Students study a series of pioneer photos on their eReaders, and determine the hardships that likely influenced their decision to travel West. | Inference |

**Feedback**

**Correct!** Students build application skills when they use their knowledge of electricity to design a circuit. They use analysis to classify a group of inventors. Students use synthesis to research and create their own designs. Students apply evaluation skills when they engage in persuasive argument.

**Not quite.** The correct answer is now shown. Students build application skills when they use their knowledge of electricity to design a circuit. They use analysis to classify a group of inventors. Students use synthesis to research and create their own designs. Students apply evaluation skills when they engage in persuasive argument.

1. ML1\_M3\_L3\_A2\_01

Which of the following activities should students avoid while online?

Select all that apply, and **Submit** your answer.

1. Use social networks to work on projects
2. Select advertisements.
3. Open e-mail attachments from unknown senders.
4. Share personal information like addresses or phone numbers.

**Feedback**

**Correct!** Students should learn to avoid advertisements, not to share personal information, and never to open e-mail attachments from unknown senders. Social networks can be used for educational purposes.

**Not quite.** The correct answer is now shown. Students should learn to avoid advertisements, not to share personal information, and never to open e-mail attachments from unknown senders. Social networks can be used for educational purposes.

1. ML1\_M3\_L3\_A2\_02

**True or False:** An AUP (Acceptable Use Policy) should be as specific as possible about devices and user experiences in order to avoid misunderstandings.

Select true or false, and **Submit** your answer.

1. True
2. False

**Feedback**

**Correct!** The best AUPs are generic and flexible so they can easily adapt to new technologies.

**Not quite.** The correct answer is now shown. The best AUPs are generic and flexible so they can easily adapt to new technologies.

1. ML1\_M3\_L3\_A2\_03

Which of the following strategies can be used to successfully manage a mobile learning environment? Select all that apply, and **Submit** your answer.

1. Move throughout the room to stay aware of what students are doing.
2. Ask students to ask your permission before moving to a new activity.
3. Establish routines for using mobile devices.
4. Arrange the classroom to suit the activity.

**Feedback**

**Correct!** Moving about the room, establishing routines, and arranging the classroom appropriately help you manage your learning environment. Requiring students to get permission before beginning a new activity defeats the goal of developing self-directed learners.

**Not quite**. The correct answer is now shown. Moving about the room, establishing routines, and arranging the classroom appropriately help you manage your learning environment. Requiring students to get permission before beginning a new activity defeats the goal of developing self-directed learners.

1. ML1\_M3\_L3\_A2\_04

Select and drag **each problem** you might encounter in a mobile learning environment to a corresponding solution, and **Submit** your answer.

|  |  |
| --- | --- |
| Outside of the classroom, a location has limited or no Internet connectivity. | Design tasks that can be completed offline and enhanced later in the classroom or at home. |
| Student loses the privilege of using her smartphone for texting a friend during class. | Allow the student to use a classroom desktop or laptop computer to complete tasks. |
| Students are texting each other on non-educational topics during group presentations. | Require students to place their phones screen-down on their desks during whole-class activities. |

**Feedback**

**Correct!** If students are going to a place without a good Internet connectivity, distribute tasks that can be completed offline. If a student violates a class rule for using a smartphone and has it taken away, allow the student to use a classroom or desktop computer to complete work. To make sure students do not use their phones inappropriately, have them place their phones screen-down on their desks during whole class activities.

**Not quite.** The correct answer is now shown. If students are going to a place without a good Internet connectivity, distribute tasks that can be completed offline. If a student violates a class rule for using a smartphone and has it taken away, allow the student to use a classroom or desktop computer to complete work. To make sure students do not use their phones inappropriately, have them place their phones screen-down on their desks during whole class activities.

1. ML1\_M3\_L3\_A2\_05

What is the most important thing a teacher can do to successfully manage a mobile learning environment?

Select the best response, and **Submit** your answer.

1. Design meaningful learning activities that connect to the real world.
2. Integrate technology into instruction at every possible opportunity.
3. Limit technology use to just one or two familiar applications.
4. Develop a sophisticated system for monitoring student online behavior.

**Feedback**

**Correct!** The most important way to successfully manage a mobile learning environment is to design meaningful learning activities that engage students. Technology should only be integrated into instruction when it is the best tool for meeting learning goals. Limiting technology use to familiar applications does not develop technology skills or critical self-management skills and may impede student learning.

**Not quite.** The correct answer is now shown. The most important way to successfully manage a mobile learning environment is to design meaningful learning activities that engage students. Technology should only be integrated into instruction when it is the best tool for meeting learning goals. Limiting technology use to familiar applications does not develop technology skills or critical self-management skills and may impede student learning.