Incorrect answers are in red.

1. ML1\_M1\_L1\_A1\_02b

According to the International Society for Technology in Education (ISTE), which of the following ideas are critical to effective mobile learning?” Select all that apply, and **Submit** your answer.

1. Advanced technological expertise of teachers
2. Ubiquitous access to technology
3. Equity
4. Collaboration
5. Personalization

**Feedback**

**Correct!** ISTE defines mobile learning as including ubiquitous access to technology, equity, collaboration, and personalization. Although teacher interest and some skill in technology is helpful, advanced expertise is not necessary.

**Not quite.** The correct answer is now shown. ISTE defines mobile learning as including ubiquitous access to technology, equity, collaboration, and personalization. Although teacher interest and some skill in technology is helpful, advanced expertise is not necessary.

1. ML1\_M1\_L1\_A3\_02b

Label the following statement as **True** or **False**.

Using mobile applications requires a constant Internet connection.

1. True
2. False

**Feedback**

**Correct!** While many apps require a constant Internet connection, others do not need connectivity to function.

**Not quite.** The correct answer is now shown. While many apps require a constant Internet connection, others do not need connectivity to function.

1. ML1\_M1\_L4\_A2\_02b

Drag the classroom description to the corresponding model of mobile learning.

|  |  |
| --- | --- |
| **Classroom Description** | **Model of Mobile Learning** |
| Ms. Rocker’s students are working on projects on the history of atomic theory. She encourages students to explore mobile production apps to create their projects if they are interested. | Supplemental |
| On designated days, in Mr. Plunkett’s math class, students use their own mobile devices or check them out from the teacher for specific lessons where apps can add value to the learning experience. | Activity-Based |
| Students in Mr. Williams’ 5th grade class use their mobile devices throughout the day for many different purposes. | Mobile Integration |

**Feedback**

**Correct!** Mr. Rocker’s implementation model is *supplemental* because students are not required to use mobile devices to complete learning tasks. In Mr. Plunkett’s class, the use of mobile devices is activity-based, reserved only for specific occasions, and in Mr. Williams’ class, mobile devices are thoroughly integrated into teaching and learning.

**Not quite.** The correct answer is now shown. Mr. Rocker’s implementation model is *supplemental* because students are not required to use mobile devices to complete learning tasks. In Mr. Plunkett’s class, the use of mobile devices is activity-based, reserved only for specific occasions, and in Mr. Williams’ class, mobile devices are thoroughly integrated into teaching and learning.

1. ML1\_m2\_l1\_a1\_02b

Which of the following are common features of the mobile learning classroom and the informal learning environment? Select all that apply, and **Submit** your answer.

1. Students are restricted to approved devices and applications.
2. Students make connections among subjects, skills, and environments
3. Students work with friends and family.
4. Students have input into what they learn and how.
5. Students use devices almost exclusively for academic purposes.

**Feedback**

**Correct!** In a mobile learning classroom and informal learning environments, students use mobile devices flexibly and seamlessly. They use whatever devices or applications will meet both their academic and personal purposes.

**Not quite.** The correct answer is now shown. In a mobile learning classroom and informal learning environments, students use mobile devices flexibly and seamlessly. They use whatever devices or applications will meet both their academic and personal purposes.

1. ML1\_m2\_l1\_a2\_02b

Critical questions drive decisions about school resources and policies to support mobile learning environments. Drag each critical question to the corresponding topic.

|  |  |
| --- | --- |
| **Topics** | **Critical Questions** |
| Devices | Will my students be required to access digital content from home? |
| Infrastructure | Can students access high bandwidth applications at school? |
| Policy | What sites will be filtered for what reasons? |

**Feedback**

**Correct!** The devices that students are provided or allowed to have depends on whether they will be required to access digital content from home. The high bandwidth requirement of some applications requires a robust infrastructure, and technology policy must address whether and how certain sites will be blocked or filtered.

**Not quite.** The correct answer is now shown. The devices that students are provided or allowed to have depends on whether they will be required to access digital content from home. The high bandwidth requirement of some applications requires a robust infrastructure, and technology policy must address whether and how certain sites will be blocked or filtered.

1. ML1\_m2\_l2\_a2\_02b

Identify the following statement as true or false.

Watching content presentations on mobile devices can be a constructive learning experience.

1. True
2. False

**Feedback**

**Correct!** When teachers design content presentations around student interactivity, such as questions and comments, watching them on mobile devices can be excellent learning experiences for students.

**Not quite.** The correct answer is now shown. When teachers design content presentations around student interactivity, such as questions and comments, watching them on mobile devices can be excellent learning experiences for students.

1. ML1\_m3\_l1\_a1\_02b

Identify the following statement as true or false.

Students should be involved in developing technology policies.

1. True
2. False

**Feedback**

**Correct!** Students are often more familiar with the technology world and can be a valuable resource when developing technology policies.

**Not quite.** The correct answer is now shown. Students are often more familiar with the technology world and can be a valuable resource when developing technology policies.

1. ML1\_m3\_l2\_a1\_02b

Which of the following scenarios illustrate effective management in a mobile learning environment? Select all that apply, and **Submit** your answer.

1. Students in Mr. Villa’s language arts class have set personal goals for learning a new technology they can use to share their writing. They are expected to use any free time they have to work on that goal and record their progress in their journals.
2. In Ms. Lake’s chemistry class, every day begins with students’ mobile devices placed face down on desks.
3. Ms. Harden starts every year with a talk about how mobile devices distract students from learning and reminds them to leave them in their lockers.
4. Mr. Dillon organizes his unit on magnets so that the time during which students are working with computers alternates with other whole-class, small-group, and individual activities.

**Feedback**

**Correct!** Giving students something to work on during downtime, having regular routines with devices, such as how to begin class, and alternating technology-based activities with other kinds of learning experiences helps teachers manage mobile devices in the classroom.

**Not quite.** The correct answer is now shown. Giving students something to work on, such as developing technology skills, during downtime, having regular routines with devices, such as how to begin class, and alternating technology-based activities with other kinds of learning experiences helps teachers manage mobile devices in the classroom.

1. ML1\_m3\_l2\_a1\_02b

Anne-Marie has broken the rules for using her cell phone in class three times and, as a consequence, is not allowed to use it for class work for two weeks. How can the teacher handle Anne-Marie’s assignments while she is without her device in class? Select all that apply, and **Submit** your answer.

1. Ask Anne-Marie to complete tasks such as composing, storyboarding, and revising on hard copies.
2. Give her supplemental reading assignments with quizzes after each section.
3. Ask her to develop a plan for completing her work without using her phone in the classroom.
4. Provide her with access to a desktop computer in the library for finishing her work.

**Feedback**

**Correct!** Keeping Anne-Marie on track with her required work is important, so she can work on hard copies, develop her own plan for completing her work, or use an available desktop computer.

**Not quite.** The correct answer is now shown. Keeping Anne-Marie on track with her required work is important, so she can work on hard copies, develop her own plan for completing her work, or use an available desktop computer.