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Is there Evidence for Differential Benefits between Mobile Devices Used for Self-access Learning as Opposed to Language Learning in the Classroom with the Teacher?

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Executive Summary

Educators in 'traditional' face-to-face training scenarios are exploiting the potential of students' own mobile devices – often but not exclusively smartphones and tablets – to increase the relevance of the taught English for the workplace programs. Seven educators from very different contexts but all teaching some form of English for the Workplace were interviewed about their practice of creating mobile-enabled self-access activities. The introduction of these activities proved beneficial in a number of ways: they compensated for some of the inherent limitations of the face-to-face program; they increased the workplace relevance of the course overall; they increased student participation and motivation and provided the students with tangible skills and resources which they could use in their personal and professional lives. The changed approaches and practices required by the use of these activities provided insights into the real nature of student digital literacies in educational contexts and pointers towards the training and support needed. Training is unlikely to be sufficient in itself – educators need to own and use these devices in their personal lives in order to use them appropriately in a professional context. The use of such activities *extends* the traditional classroom and leads to a rethinking of traditional educator roles.

Focus of this Paper

Is there evidence for differential benefits between mobile devices used for self-access learning as opposed to language learning in the classroom with the teacher?

The paper focuses on ways in which 'mobile' is being used by a number of educators around the world to set up self-access activities which enhance or extend the value of the classroom training. All of these educators are preparing students to use English in the workplace in a face-to-face setting. The "differential" in the question is taken to mean 'with separate indicators' or 'a difference in a measurable sense' referring to the mobile-enabled element in this study which is addition to or complementing the students' face-to-face course. There is no intention to compare the effectiveness of classroom learning *per se* with the current reality or potential of mobile enabled self-access learning.

According to TIRF's website, the phrase "English in the workplace" is interpreted within the foundation's current focus on "promoting research and best practices to improve the use of English in the emerging global knowledge economy of the 21st century." Within an EFL or TESOL context, "English for the workplace" is taken to refer to people who need to use English to make their living. It is broader in scope than 'English for Special Purposes' (ESP) such as English for engineers or English for catering. It extends beyond the already broad content coverage typical of business English, as it also includes skill and knowledge areas for which people may happen to need English. Examples are critical thinking skills, collaborative working, and technological knowledge.

Research Methodology

Seven educators were interviewed for this research. All were given a questionnaire in advance, which then functioned as an interview guide. (See Appendix A for the full questionnaire.) Interviews took 60 to 90 minutes. Each educator talked about face-to-face groups they had taught since 2011, where they had incorporated a substantial, technology-enabled, out-of-class element in the curriculum. Generally this involved the use of smartphones or tablets. Each educator interviewed provided at least one case report and some provided two.

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Educators were identified for inclusion on the on the bases that they were practitioners with an ed-tech profile which was known either through their maintaining a social media presence related to ed-tech or through their presence at ed-tech conferences. Two are published authors. Therefore the group is slightly atypical in that they are both active classroom practitioners and thought leaders and experts on educational technology, at very least within their own institutions.

The projects these teachers described were researched and planned systematically, usually carried out over an extended period of time, and were often repeated with different groups for comparison purposes. None of the educators had carried out a formal study to evaluate their projects, so the findings are qualitative and post-hoc in nature. They reflect the educators' professional judgment and observations rather than hard data.

Interviewee	Learners' Age	Class information and focus	Learners' Life stage
Carla Arena, Brazil	25-70	Mainly Brazilian students. Part-time (2 x week) general English course adapted for English for the workplace.	Main reason for course attendance was that English is a requirement for their jobs.
Carla Arena, Brazil	30-40	Mainly Brazilian students. High school teachers attending part-time English and methodology top-up course.	Teachers at schools which have an internationalization program. English is needed to communicate with teachers and students around the world.
Justine Arena, Brazil	35-60	Mainly Brazilian students. Intermediate to advanced level learners. 1-to-1 classes in-company, which are tailored to the individual.	Senior managers and journalists. Often older profile of students.
Paul Driver, Portugal	18-22	Mainly Portuguese students. Large, mixed ability groups on campus.	Undergraduate groups with English as a component of their course such as communications sciences and, multimedia technicians. Students attending applied foreign language teaching masters course.
Claire Hart, Germany	20 - 25	Mainly German students. Small group in-company courses.	Trainees following apprenticeship model where students spend three days in work environment and two days studying at a vocational college.
Claire Hart, Germany	25-60	Mainly German students. Small group in-company courses Mixed levels	Specialist English (English for freight forwarding / logistics) and general business English.
Chris Speck, UK	16-18	Mixed nationalities. General English ESOL (English for Speakers of Other Languages),	Speakers of other languages living in the UK who are hoping to progress to

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		but language and tasks geared towards real life tasks.	mainstream vocational courses such as preparation courses for hairdressers, mechanics, and technicians.
Chris Speck, UK	18-40	Mixed nationalities. General English ESOL (English for Speakers of Other Languages) but language and tasks geared towards real life tasks.	Part-time course for people already living and working in the UK who need to improve their English for workplace reasons.
Mercedes Viola, Uruguay	35-50	Uruguayan students. 1-to-1 and 1-to-2 in-company classes Completely tailored, personalized courses.	Mid- to senior-level management in a mix of indigenous and multinational consulting, auditing, and IT companies.
Lindsay Warwick, UK	25-65	Mixed nationality. Intensive, two-week English and methodology courses for teachers visiting the UK.	Teachers of English as Foreign Language (EFL) attending summer courses in order to take ed-tech themed ideas and skills back to their home countries.

Table 1 – Overview of Class Information.

Brief Literature Review

It was decided to focus the literature review on the following areas which support the research question: (1). Digital literacies amongst learners and language learners; (2). Increasing teacher and student disposition towards using technology to support learning; and (3). Changing definition of 'business English' and role of technology in this change.

Digital Literacies amongst Learners and Language Learners

Thomas (2011) notes that the term *digital literacy* is regularly associated with the terms "digital native" and "digital [or] net generation. The justification for this labelling is held to be the generation gap of perspectives, skills, and expectations between the older "Digital Immigrants" and the younger "Digital Natives." Thomas and other contributors note how this distinction is often simplistic and not supported by the evidence. He also points out that the simplification underestimates the diversity within groups, i.e., young people don't always have the technology bias or skills attributed to them. Finally he notes, as other writers have done, that "technologies do not appear from nowhere: they are developed, designed and marketed in specific social contexts, which reflect broader economic, cultural and social factors" (Thomas, 2011, Foreword x).

The contextual factors highlighted above – the diversity of skills within groups, the importance of social and cultural factors in implementation – are borne out by the interviews conducted in the present study.

Increasing Teacher and Student Disposition Towards Using Technology to Support Learning

The increasing use of technology in education and language learning is reflected by the healthy number of journals and communities that exist to support this practice. Organizations such as CALICO (Computer-Assisted Language Instruction Consortium – www.calico.org) and the European

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Association for Computer-Assisted Language Learning (EuroCALL – http://www.eurocall-languages.org/) are two of many.

Motteram (2013) uses the term the *extended classroom* to highlight the ways that technology 'wraps around' and extends the standard face-to-face classroom delivery mode.

> Steel and Levy (2013) 'chart the evolution' of language students and their technologies between 2006 and 2011. They point out that language learners now have "technologies and tools ... [that] are varied and powerful" and that "students are using their own technologies both inside and especially outside the classroom to access language learning opportunities and to supplement face-to-face lessons" (Steel and Levy, 2013, p. 319).

Changing Definition of 'Business English' and Role of Technology in this Area

Fitzpatrick & O'Dowd (2012) carried out a comprehensive study on behalf of TIRF which addresses two questions:

- What English-related skills are needed for the 21st-century workforce?
- How are members of the modern-day workforce being trained to develop English language skills throughout their professional careers?

Their findings identify what they call a "paradigm shift" as follows:

> "… English is no longer seen as something to be taught separately from other subjects and skills. Rather, it is a tool to help people utilize a range of skills in their daily practice. Thus, English language training for current employees or for those preparing to join the workforce should reflect and be combined with the development of other skills needed in the 21st-century workplace. These 21st-century skills complement the specific job-related expertise that graduates and workers bring to the workforce in their own disciplines" (Fitzpatrick & O'Dowd, R., 2012, p.11).

This, as we shall see, is evident in the practice of the interviewees, especially those teachers whose main focus is training employees of multinational companies.

Why were these Educators Exploring Mobile-enabled, Self-access Activities?

There was a great deal of diversity in responses as to why these educators had decided to carry out supplementary, self-access projects on a voluntary basis, as none of them were required to do so. What they had in common was a shared feeling of near obligation to explore the potential offered by mobile-enabled self-access activities. See Table 3 below.

Learning efficiency	• Face-to-face class time, however maximized, was insufficient to meet the variety of students' needs (stated by all interviewees but especially the in-company teachers). • Classes were too big and too varied in level to enable communicative practice during class time, so practice opportunities must be created outside class time (university teacher). • The linguistic improvement targets required of the learners

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	required them to remain continuously in contact with English throughout the period between formal classes (in-company teachers). • Teachers felt the need to consciously strengthen rapport with the students who are senior people in demanding jobs and whose day-to-day priorities would otherwise take precedence over their English training (in-company teachers).
Learning relevance	• The teacher wished to enable students to perform real-world type of activities and practice workplace skills (all).
Individual teacher motivations	• To enable learning activities to fulfill a function beyond language learning such as building local community spirit and connecting with local culture (university teacher) • The teacher is committed to applying a 'flipped classroom' approach and self-access via mobile is the most appropriate route (one educator only). • Teacher wished to take advantage of the fact that learners came to class equipped with smartphones or iPads or were provided with them by their company (in-company teachers). • The teacher wanted to demonstrate to all students – even the youngest and most familiar with using their Smartphones as entertainment and communication devices – how to exploit the devices for their learning and language learning potential (all). • The teacher aimed to enable more students operating at a more senior management level – who were often older – to learn to use the devices they had been given by the company (in-company teachers).
Student expectations	• Some students expected to maintain contact with their teacher as their 'English language service provider' throughout the time of the course, whether they were in class or not (in-company teachers).
Commercial imperatives	• The need to differentiate training services from competitors offering similar in-company classes (in-company teachers).

Table 2 – Teacher Motivation in Exploring Mobile-enabled, Self-access Activities

Description and Classification of Self-access Activities and Tasks

There follows a list of activities and tasks mentioned by the interviewees. They range from approximate simplicity to complexity in the eyes of the author. Each activity is tagged with the devices used in those activities.

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	Feature phone	Smartphone	Tablet	Netbook / Laptop
a) Teacher creates a basic virtual resource bank of relevant vocabulary, online dictionaries, and other useful information, and asks students to access this resource outside class. (in-company teacher)		x	x	x
b) Teacher sets the task of using language practice apps – such as a vocabulary practice app – outside the classroom.		x	x	
c) Teacher sends a group of students a series of SMSs containing a task to perform in their external home or work environment.	x	x		
d) Teacher sends an individual student an SMS with a short language question (student not expected to reply).	x	x		
e) Teacher sends an individual student an SMS with a short language question (student is expected to reply).	x	x		
f) Teacher sets tasks such as listening to podcasts outside class (all)	x	x		
g) Teacher sets tasks such as watching a video outside class (all)		x	x	x
h) Teacher makes a recording and sends to the student via SMS. Student replies with another recording / comment and returns it via SMS.	x	x		
i) Teacher adds relevant customized resources to the virtual resource bank in a) above in this table. This includes text and rich media (videos) from internal company resources such as the company intranet. Comprehension tasks are created for these resources and assigned (in-company teacher).		x	x	
j) Teacher requires students to capture basic media (photos, audio, video) in out-of-class activities.		x		
k) Teacher sets students communicative and real-world tasks such as peer-to-peer feedback and collaboration based on the virtual resource bank in a) and g) above.		x		
l) Teacher creates elaborate projects where students interact with the outside environment in a collaborative, rule-based way or in ways which explicitly support project-based learning (university teacher).		x	x	
m) Teacher sets students the task of collaboratively creating and editing media, such as audios and videos based on content they created outside the class. This				x

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	is near professional level audio and video editing appropriate for journalism undergraduates.				
n)	Teacher sets tasks for the outside environment which rely on students using more 'advanced' mobile features, such as geolocation[1], geo-tagging[2] and geo-fencing.[3]		x	x	

Table 3 – Activities and Devices Used

From Simplicity to Complexity

The approximate simplicity to complexity continuum used to organize the tasks in Table 3 can be said to apply to a range of factors: from content consumption to content production; from content consumption to communicative interaction; from more traditional activities (read this text / listen to this recording) to highly interactive modes of behavior requiring student autonomy and initiative; from tasks which are location independent (read this text) to tasks which are immersive requiring interaction with the local environment; from the functionality which is mostly contained within 'feature phones' through to the most advanced smartphone features such as geotagging.

Measuring Outcomes

Having voluntarily undertaken this range of outside-the-class self-access activities, how did educators assess the effectiveness of these activities?

As previously stated, none of the projects were set up as research vehicles, nor were they evaluated formally. Nonetheless, all the interviewees reported themselves satisfied or very satisfied with their results. What did they base this judgment on?

First, many of the self-access activities were voluntary and yet there was a high degree of student participation. Second, student participation for these activities was far superior to the norm for 'traditional' homework tasks. Third, there were improvements in student enthusiasm and motivation, as well as improvements in student performance. In addition, students reported applying new skills in their workplace. Finally, some teachers utilized feedback questionnaires on the quality of services where information was sought on self-access activities explicitly.

Let's look in more detail at issues arising across user groups.

Key Findings

Key Findings for Learners

Learner approach to English for the workplace.

Interviewees mentioned repeatedly that English is not seen by students as a separate subject. Instead, English is merely the 'lingua franca' through which students' (multinational) companies do business in general. Employees have regular tasks where English is required – emails every other day, weekly and/or monthly regional meetings or teleconferences, and/or and business travel.

National, regional and international collaborative working requires a new skillset to implement new ways of working remotely and new toolsets such as web-conferencing tools (e.g., Skype,

[1] http://en.wikipedia.org/wiki/Geolocation
[2] http://en.wikipedia.org/wiki/Geotagging
[3] http://en.wikipedia.org/wiki/Geo-fence

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GoToMeeting) and collaborative working platforms (e.g., Microsoft SharePoint) to support them. The final element is English: In addition to this remote working being technology-mediated, its medium is English.

Educators reported that the skills training programs and performance management frameworks, which they felt were standard in large international companies, lead to modern employees having a sophisticated level of awareness of their current skill / experience mix vis-a-vis what may be required of them. Students are therefore conscious of a range of skills which they possess in their own language in order to perform certain aspects of their job and wish to be able to duplicate that ability in English.
Those same skills training programs and performance management frameworks often require employees to take courses from a central training database. In many cases, these courses will only be available in English.

'Digital native' vs. 'digital immigrant.'
The interviews do bear out a general trend where younger students are more confident with technology. However, interviewees felt that the number of exceptions made generalizations difficult.

Encouragement and training for autonomous learning.
Even where there is no skill gap in students being able to attempt a self-access task in English, our interviewees reported that initially almost all students require an explanation, if not justification, on the rationale for carrying out certain self-access activities outside the classroom.

Once such a rationale had been understood and accepted, all interviewees felt that learners still require training to carry out self-access tasks successfully. Educator's experiences coincided with general research such as Pegrum (2011) citing Hague and Williamson (2009) that "just because kids are using technology for social and entertainment purposes, it does not mean they are acquiring the critical literacies necessary to use it for educational or professional purposes" (Pegrum, 2011, p.11). Recent thinking in the language learning and technology area corresponds. Gonzalez (2012) notes that practitioners have felt for many years there was a lack of clear standards and guidance around what teachers are expected to teach and students to learn when implementing technology to promote language learning. The publication she was reviewing - Healey, D., Hanson-Smith, E., Hubbard, P., Iannou-Georgiou, S., Kessler, G., & Ware, P.2011) – is one of the first to outline student as well as teacher literacies i.e. what is and is not reasonable to expect from students.

Several interviewees noted the benefits of scaffolded skills training – tasks which gradually increase in sophistication as students build up experience. Almost all interviewees reported that they needed to begin tasks in the classroom and, in some cases, sacrifice class time in order to carry out certain self-access tasks. This step was done in order to highlight that this type of activity is formally valued as part of the training process.

The impact of culture and context on self-access work.
The role of context is important in helping students see the requirement for and benefits of technology-enabled self-access activities. The closer students get to the workplace, the more the relevance (or not) of classroom and outside-the-classroom activities becomes apparent.

Culture is an important and related factor. In many cultures, the role of the teacher is prestigious and associated with knowledge and authority. Students may feel reluctant to work more autonomously in their learning because it has not been their experience throughout their formal

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education. Furthermore our interviewees reported that in private (i.e., paid-for) training, there can be an added reluctance among students to engage in autonomous learning because "that is what the teacher is there for."

Life skills as well as workplace skills.

Several interviewees reported that learners were grateful upon realizing that mobile-enabled productivity skills being taught in the classroom had benefits in their everyday lives as well as enhancing their workplace effectiveness. Once students became comfortable with apps like Evernote for online note-taking, they saw the potential for using such tools for their personal productivity such as to-do and shopping lists. The potential for these apps to record and tag audio was also cited here.

BYOD isn't only mobile and tablets.

The underlying principle of many of the projects undertaken by these educators is BYOD or Bring Your Own Device – in other words, the expectation that the students bring to class or have available to them a portable device which can be used in support of their learning. BYOD is often spoken about in terms of smartphones. However, it really involves a range of devices, appropriate to the individual student, task type and context as can be seen from Table 3. The Portuguese undergraduates, for example, needed devices which would enable them to carry out tasks across a range of different classes. Larger screens were required and tablets either weren't available or weren't capable of performing these tasks so laptops were the most appropriate. Laptops were the only option for professional level post production of video arising from out of class activities. At the other end of the spectrum, some educators found it was perfectly feasible to create engaging activities, although some of their students were working with internet-enabled feature phones.

Key Findings for Teachers

Appropriateness of task and task design.

Interviewees were aware of the need to assign tasks appropriate to students, where the criteria for appropriateness went further than relevance of content. Teachers needed to bear in mind students' technology competence and confidence. Secondly, teachers needed to be clear about the affordances of student mobile devices, i.e., which sort of functionality the devices are capable of. Even where it was relatively certain that most mobile devices could, for example, record audio, the teacher in a BYOD content often needed to be able to help the student locate that functionality on the device which included where the audio files were stored, and advise the student on how to export the files and select appropriate audio file formats.

Matching activities to the skills students are likely to have to perform in the workplace.

One theme emerged in the majority of the interviews: In order to devise meaningful tasks applicable to students' workplaces, most interviewees were able to combine (1) their own expertise in how mobile devices support flexible learning and collaborative working with (2) the students' likely professional contexts. Examples included note taking and sharing using specific apps such as Evernote, and collaborative writing using Google Drive. It quickly became apparent to the students that these activities, in fact, involved practicing skills which could be applied to their professional context.

Assumptions of teacher preparedness for designing their own mobile-enabled self-access activities? The importance of device ownership.

As was stated in the Research Methodology section above, the educators who participated in this study are atypical and, therefore, it is fair to assume that many teachers will not be comfortable with

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this type of practice. Therefore many teachers will require m-learning-focused support in order to be successful. There is a parallel to be drawn between student disposition towards technologies and that of teachers which may not be remedied only with training. Steel and Levy (2013) found that student use of technologies (for learning purposes) outside the classroom was largely based on students' own choices and preferences. It seems reasonable to assume that teachers, as people, need to have some equivalent level of personal experience with mobile devices in order to bring insights into the classroom.

That said, the contextual factors which encouraged the interviewees to create these projects – the inadequacy of a one-size-fits-all classroom to meet general needs and the availability of students' devices with the capability for out of class learning – should continue to impulse educators generally to experiment.

Changing roles for teachers, pedagogies and classrooms.

One implication of regular use of self-access activities described is a changed role for educators. Unsurprisingly this is most apparent in the case of the teacher consciously exploring the flipped classroom. Given the teacher's systematic approach to exploring a new typology and mix of in-class and out-of-class activities, one would expect that teacher to have role changes at the forefront of her thinking and this was the case. However, the other interviewees were also exploring the implications of changes in their 'traditional' role, prompted by their changes in practice. Greater support needed for learners, needing to devote less time to crafting in-class only activities, a presumption of more peer-peer-peer communication among students, and, to some extent, the continued availability of the teacher outside the classroom, were the main factors in this changed perception. As noted above, such changes may not fit with a national culture's view of the role of a teacher, and may meet with resistance from both students and teachers.

Another aspect of the pedagogic context is undergoing a transformation here – the understanding of what is a "class". All of the projects described contained a substantial or majority component of face-to-face learning supplemented by the self-access work outside the classroom which is the focus of this chapter. However, this is not "blended learning" in the usual sense of a pre-planned combination of classroom and virtual work where the virtual component is either replacing some of the face-to-face or designed to complement it at curriculum planning stage. Instead, it appears to be a form of organic growth of the classroom experience based on evolving, technology-enabled social and individual behaviors. Therefore there is a case for including these projects under the umbrella of the "extended classroom" (Motteram, 2013) on the basis that the "traditional" classroom model is not currently being threatened but *extended.* Firstly educators are leveraging the potential of mobile devices to make more effective use of many of the Web 2.0 tools and resources which, as educators, they are already familiar with. More fundamentally though, there is a multiplier factor due to the ubiquity of highly powerful, multi-function portable devices.

Conclusions

The evidence of a student-centered approach to English in the workplace supports the Fitzpatrick and O'Dowd (2012) paradigm shift that in many cases English is seen as the 'lingua franca' which employees require to do their job. Far from undermining the importance of English though, the implication is that English is in fact one of the essential elements in the skillset for collaborative working required by modern employees implementing new ways of working remotely with new toolsets. Workplace performance management systems have given these students an awareness of the range of skills which they possess (in their own language) in order to perform key aspects of their job and they wish to be able to replicate these capabilities in English.

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Students, especially younger age groups, who possess digital devices and are comfortable with their use but still require training and support in setting up self-access activities. The training and initial implementation of these activities will require time in the face-to-face classroom in order to be successful. In many cultures, students may feel reluctant to work more autonomously in their learning because it was not expected throughout their formal education. Such practices may clash with their expectations of teacher roles which includes their expectations of services contracted in the case of paid-for English training.

Educators need to be careful in the design of self-access activities. It is important to grade the device skills necessary against the level of confidence and experience of the student with their device (as well as the capability of the teacher to support this process) and build in a gradual scaffolding of tasks which become more and more complex. The most successful activities appear to be those which have a pay-off for students in their professional and possibly even private lives as well. Educators in this study are 'ahead of the pack' in terms of their skill level with mobile devices and insights into the potential to increase the relevance of all types of English programs. While training is clearly required, it is not clear if work-based training alone will be sufficient to raise standards. Personal ownership of devices such as smartphones and tablets appears to be an element of that success.

Finally, even if it is the case that the overall face-to-face course contexts of the educators above remain apparently unchanged, the same cannot be said for the role of educators within those contexts.. Through their exploration of these mobile-enabled, self-access activities educators are rethinking their standard practices inside the classroom and redefining when the class and their relationship to the student actually ends.

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Appendix 1
Questionnaire/Interview Script

Is there evidence for differential benefits between mobile devices used for self-access learning as opposed to language learning in the classroom with the teacher?

Preamble to questionnaire.

1. A note on learning sort of learning contexts

"English for the workplace/workforce" is a broad term used to talk about the critical need for people who can use English in making their living. It can be contrasted with English for academic purposes and general English instruction. It includes English for specific/professional/vocational purposes. For the purposes of this research, it can include:

1.1. Classes or courses which are set up to address English for specific/professional/vocational purposes

1.2. General English classes where the tutor is aware of the "English for the Workplace" requirements of the learners and adapts elements of the course either through changes to the course scope or the addition of supplementary or out of class elements to take account of learner requirements.

1.3. General English classes where the tutor is aware that the learners have "English for the Workplace" requirements and are addressing these requirements autonomously themselves through the use of mobile devices.

2. What type of learners?/ What was their life stage? What were their learning objectives?

Learners of English who are already working or planning to work or undertaking a training program. They will have some awareness of present or future workplace requirements and therefore a perspective on how well their current English program is going to support that. .

NB. What is meant by '*differential benefits*'?

"Differential" is taken to mean 'with separate indicators' or 'a difference in a measurable sense.'. We are not comparing the effectiveness of classroom learning *per se* with the current reality or potential of mobile enabled self-access learning.

Interview conversation script

1. Background

a) Describe the learning context

Course type (1.1 - 1.3 above) / length / full time or part time / Course location / Timescale

b) Describe the learner profile (Nationality / age / life stage)

c) What type of mobile devices were used in the classes?

2. Nature of self-access activities

a) In what ways were the mobile devices used for self-access purposes?

b) What sort of benefits were noticed? (Extension of 'traditional' classroom vs. 21st Century skills)

c) How were these benefits measured and/or accounted for?

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d) Was this type of self-access activity a one-off occurrence or part of a series? The series could be where the tutor explores how certain activity types fit with different courses / student groups. If so, please provide approximate details of other student groups (less detail needed than for main student group)

3. Key Issues:

On the basis of your experience, could you highlight any key issues for...?

1. learners
2. teachers
3. school owners
4. policymakers
5. employers

4. Implications

What implications can you identify (if any) for

a. Pedagogical implementation (e.g. classroom models)?
b. Teacher Development?
c. Potential Applications to the Workforce?

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Appendix 2
List of Interviewees

A link to their blog, if they maintain one, is given.

Carla Arena – Brasilia, Brazil. http://collablogatorium.blogspot.co.uk/
Justine Arena – Brasilia, Brazil
Paul Driver - Oporto, Portugal http://digitaldebris.info/
Claire Hart – Augsberg, Germany
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