Mobile tools (apps) for classroom management

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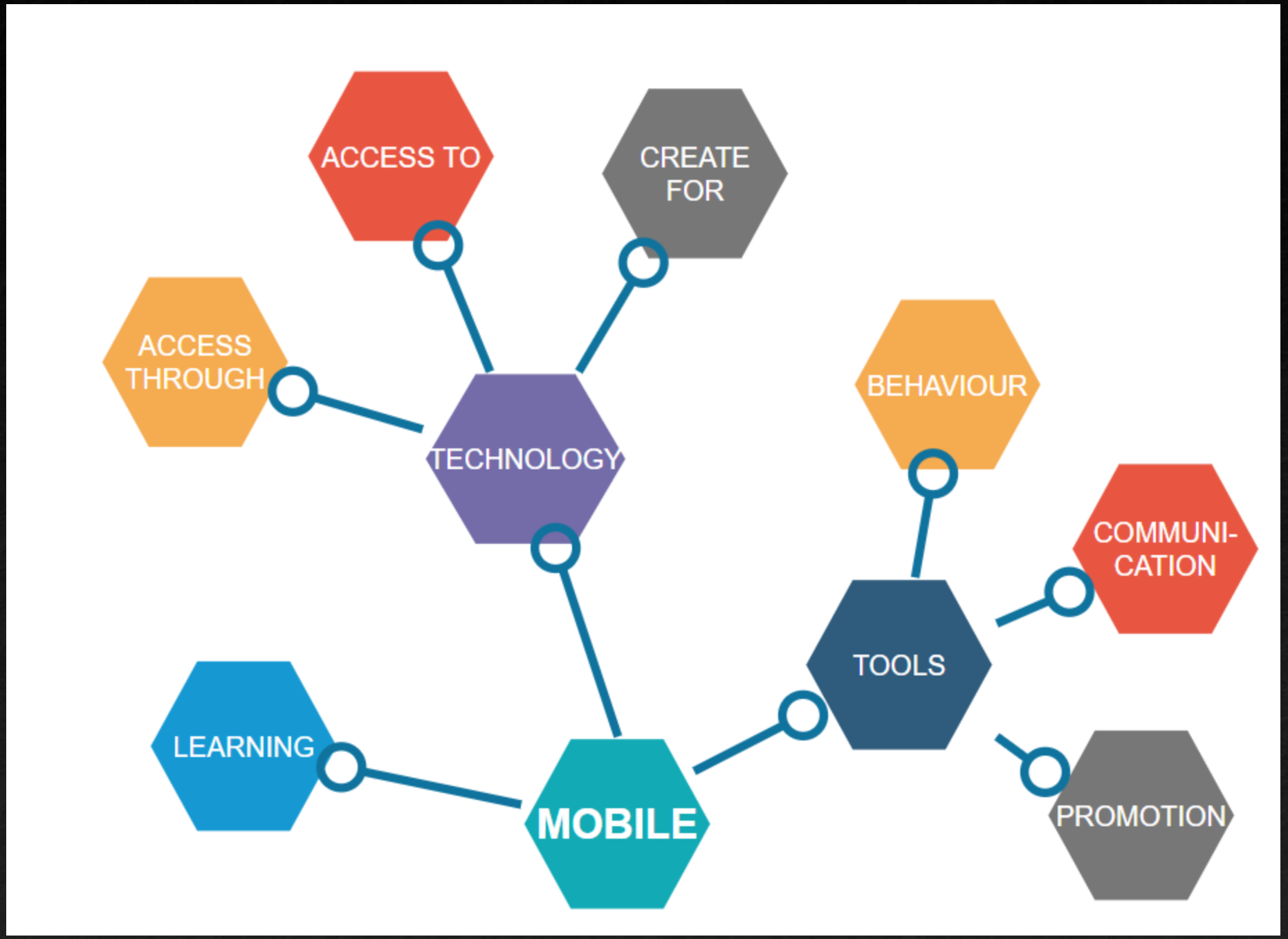
Learning in the mobile environment?

- Vigotsky states, that learning occures in:
  - Social interacion - invitation to use the same network
  - Instrumental or tool interacion - multi-player game
  - Semiotic interaction - emoji
  - Anatomical interacion - exchange with a device
  - Individual (self) interaction - multilevel gaming

Moll, L. C. (2014). L. S. Vygotsky and education


ACCESS TO
CREATE FOR
ACCESS THROUGH
TECHNOLOGY
BEHAVIOUR
COMMUNI-CATION
TOOLS
LEARNING
MOBILE
PROMOTION

Mobile tech & tools

Mobile technology can provide particular benefits for learners, mainly its portability, interactivity, ease of use, high efficiency, flexibility and reliability.

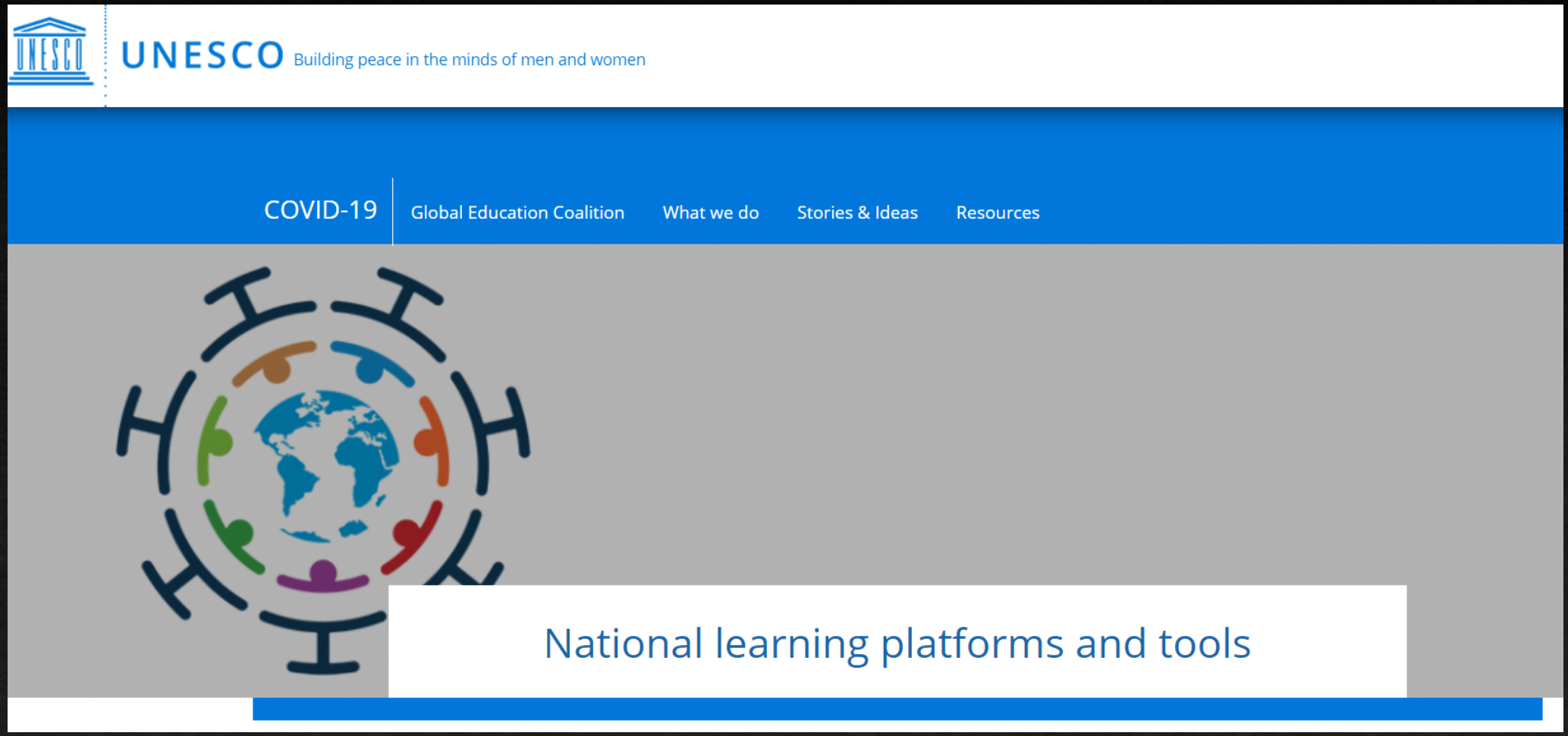
Mobile technology is used for
- accessing digital resorces that are suitable for digital use but not necesseraly for mobile devices
- Accessing resurces that are meant for mobile devices, like special apps or frameworks
- Creating digital resources for use in the mobile devices

Mobile tools could be devices as well as apps and special resources.

If we're thinking about tools as apps then we can summarise that these apps are used mainly for 3 purposes
– for managing student's behaviour
- Fostering communication and
- Learning pomition, that includes motivation, owerall skill development and particular skill training

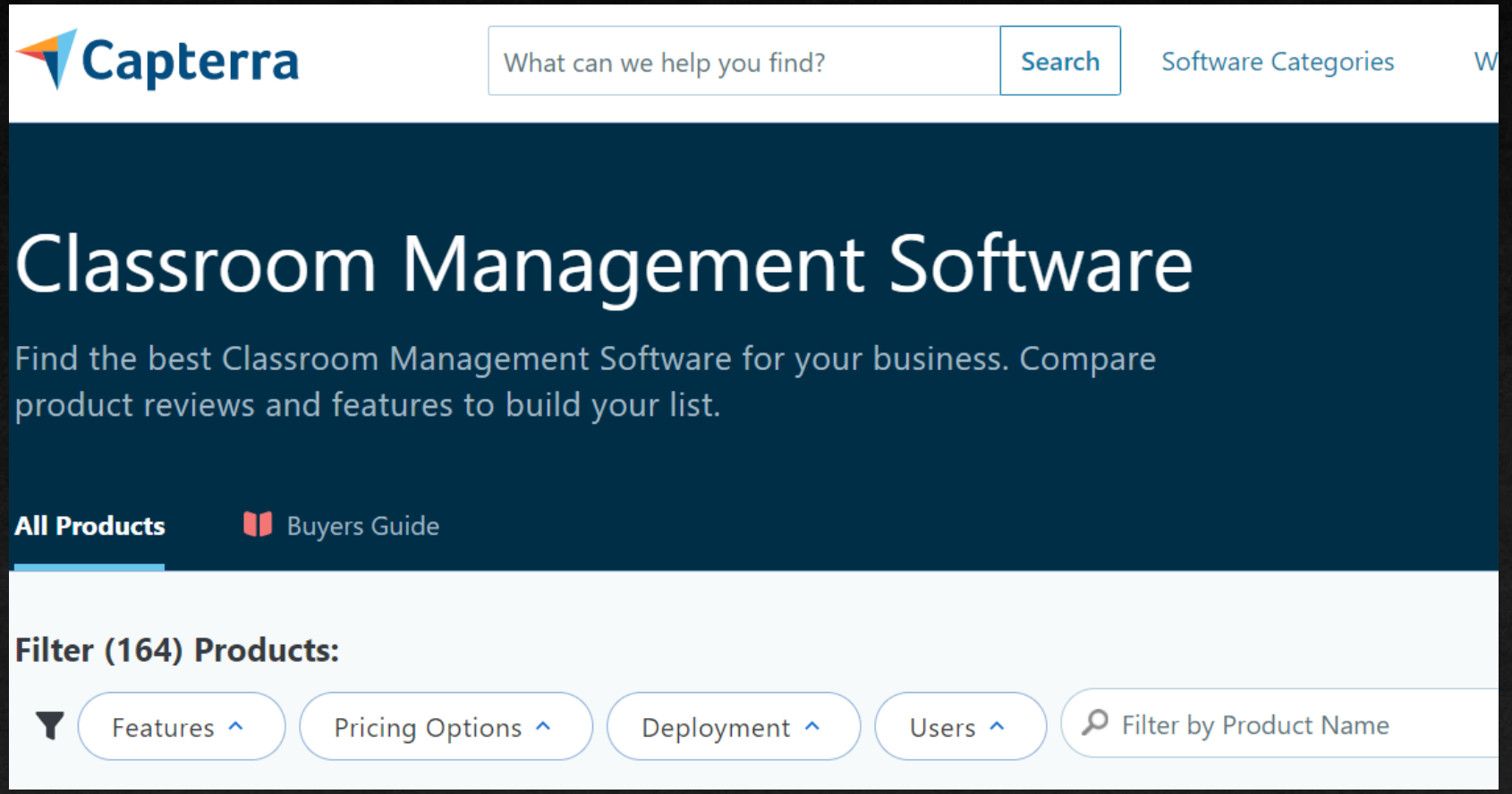
But, in orded to use them properly in the classroom lessons or intervention sessions, we have to keep in mind that they should be used only as a mediator

National tools (apps) and platforms



https://en.unesco.org/covid19/educationresponse/nationalresponses

Data base of tools (apps)



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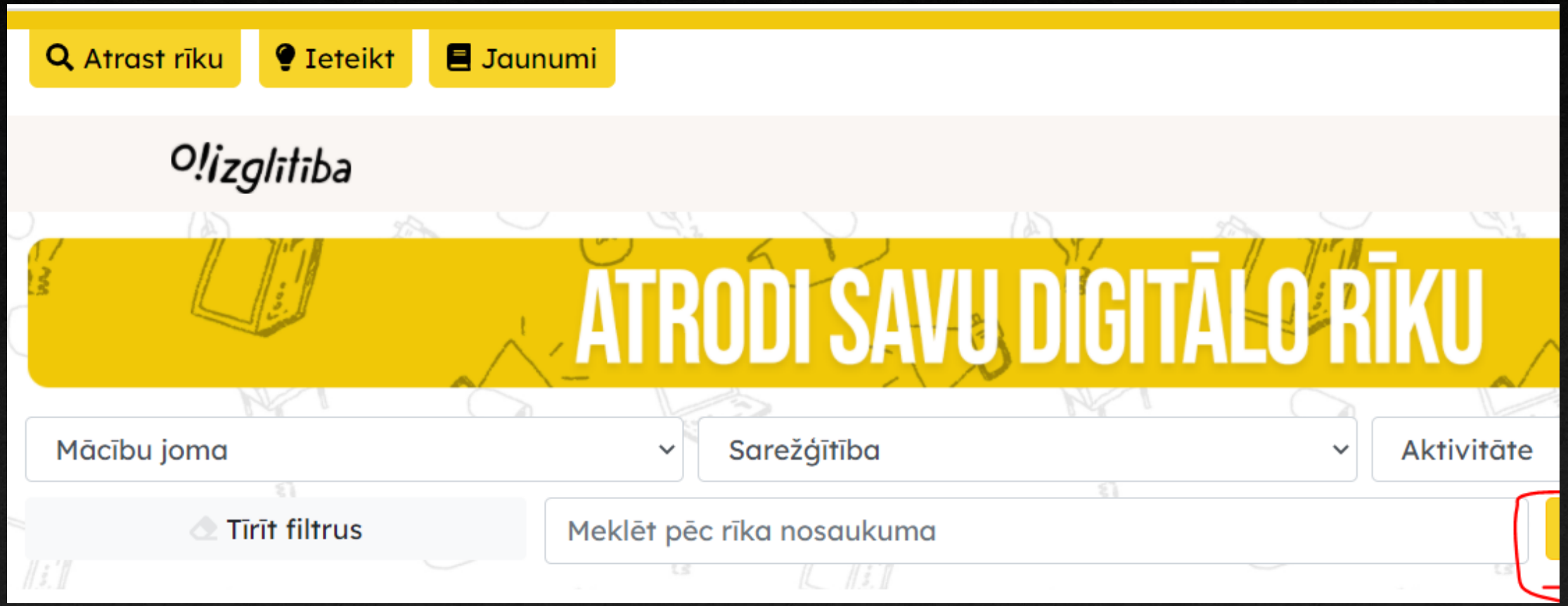
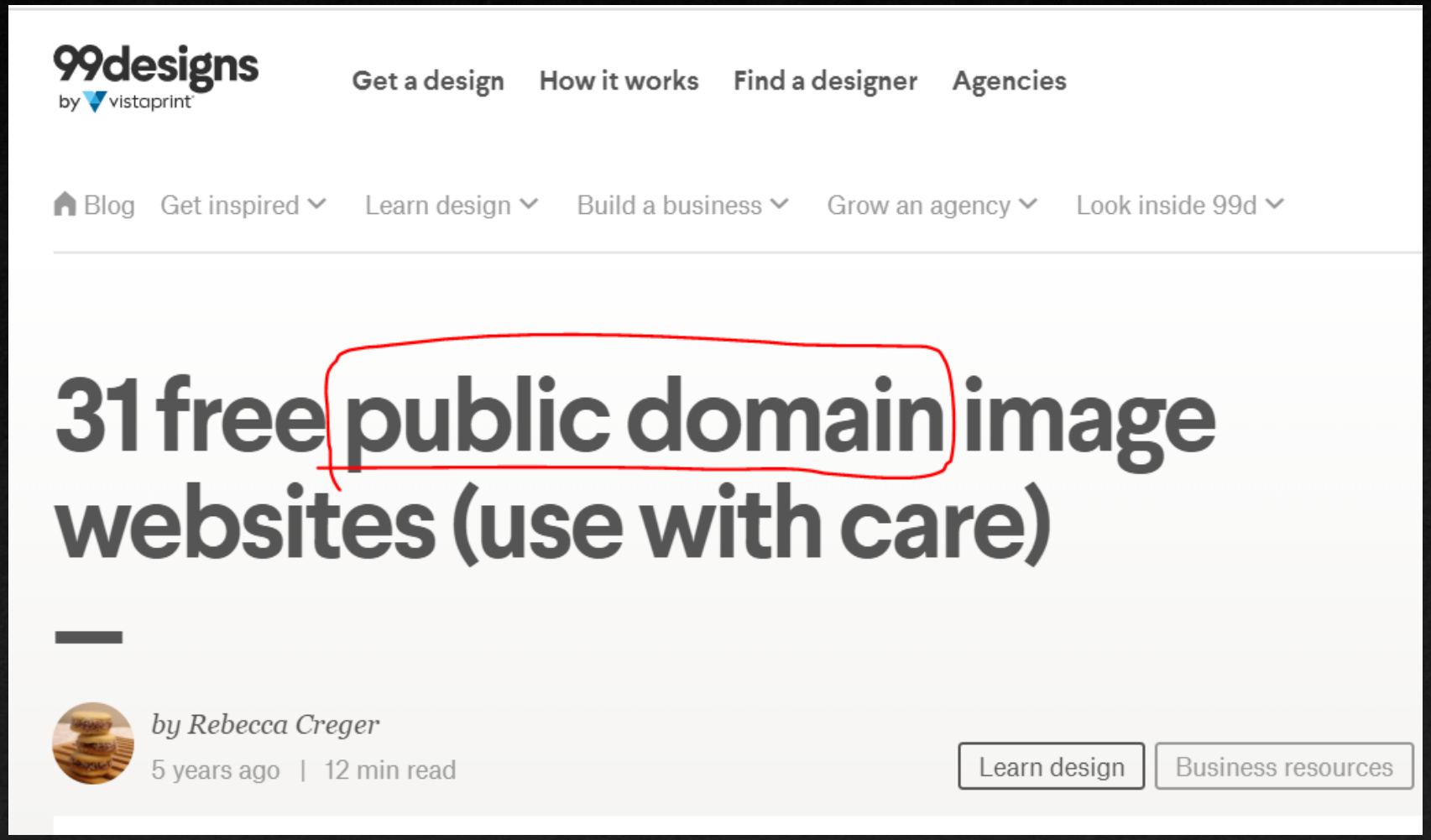


Free resources for media



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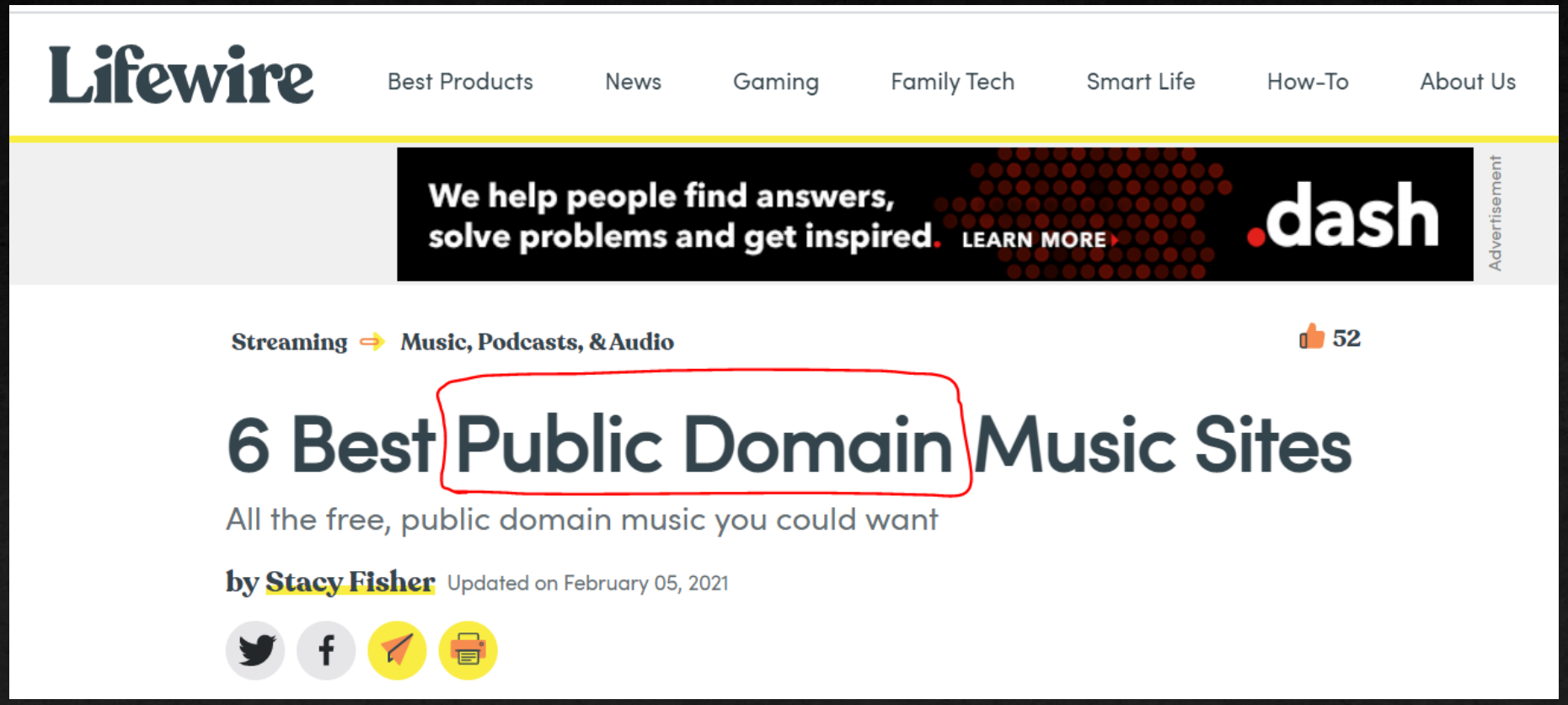

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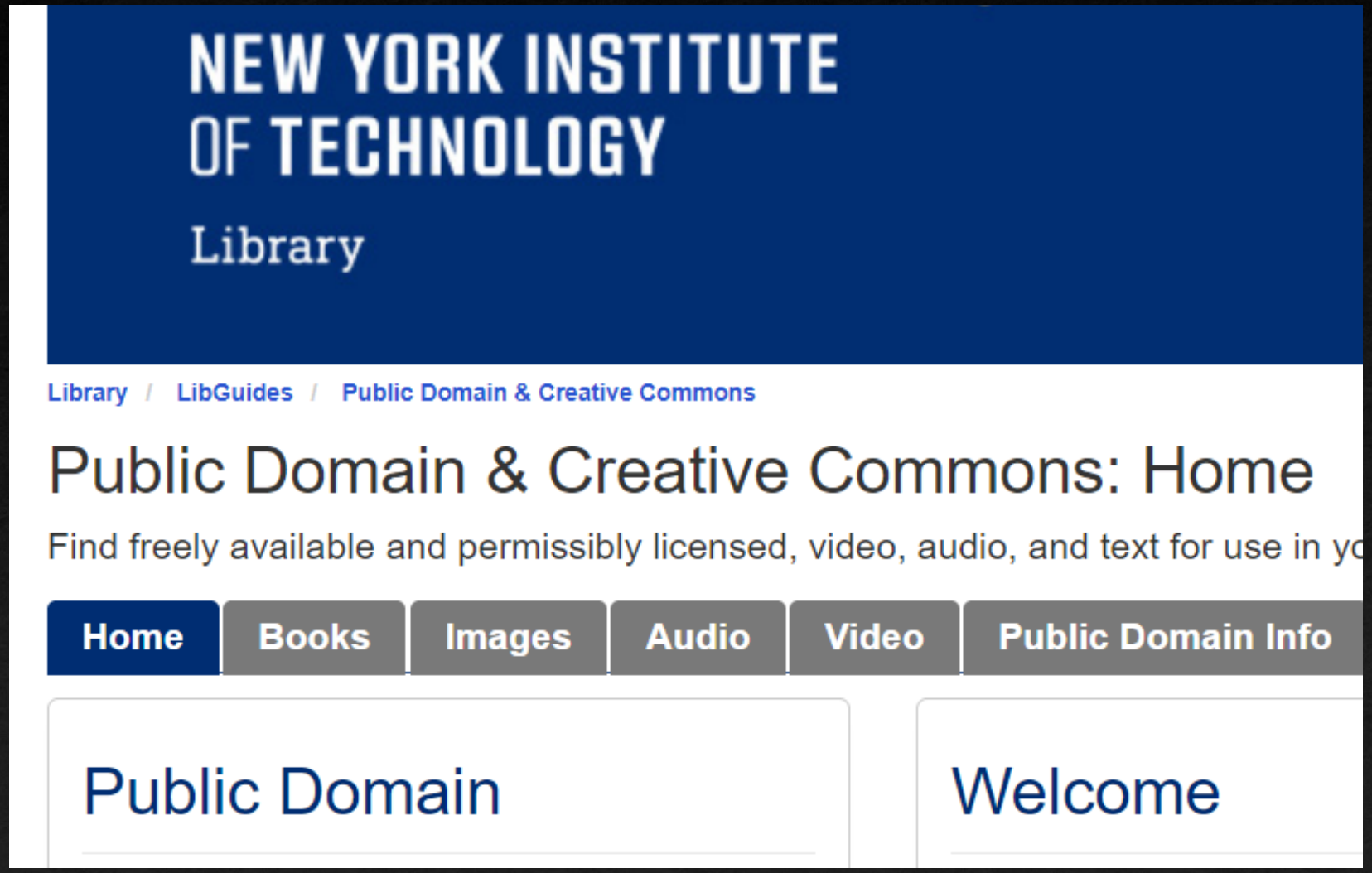

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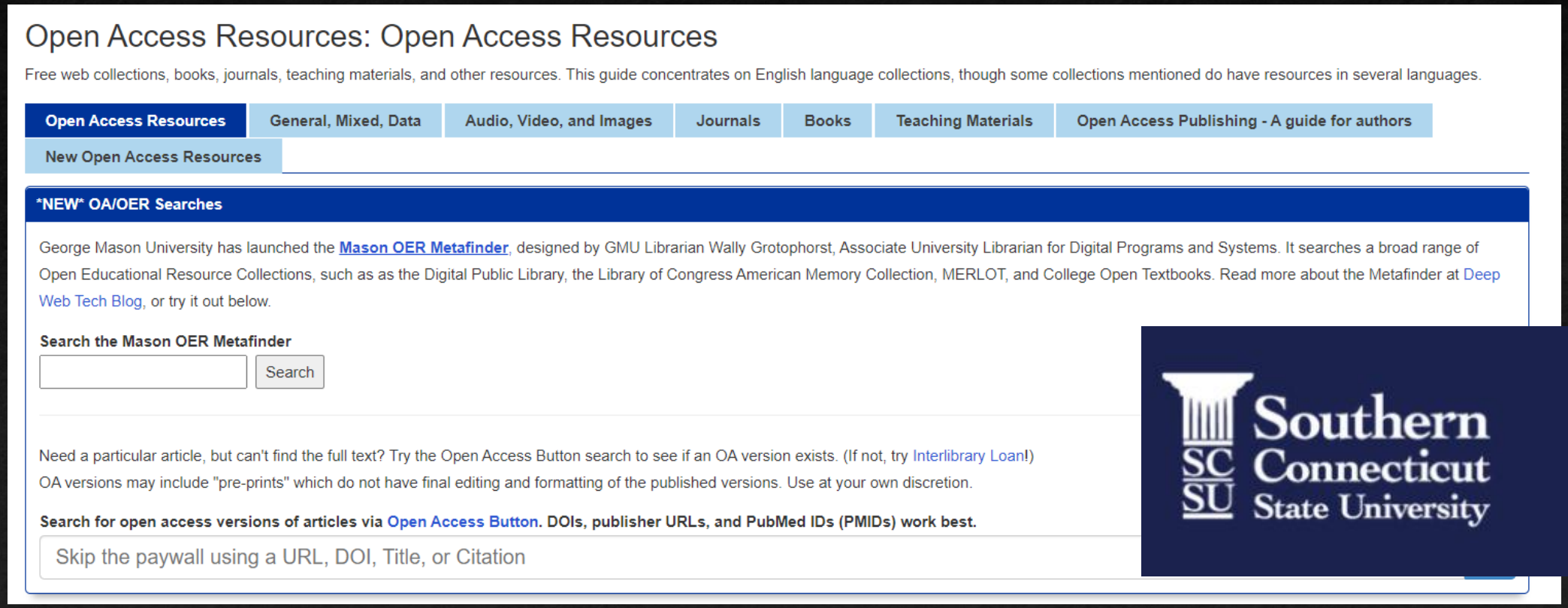

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Free web collections, books, journals, teaching materials, and other resources. This guide concentrates on English language collections, though some collections mentioned do have resources in several languages.

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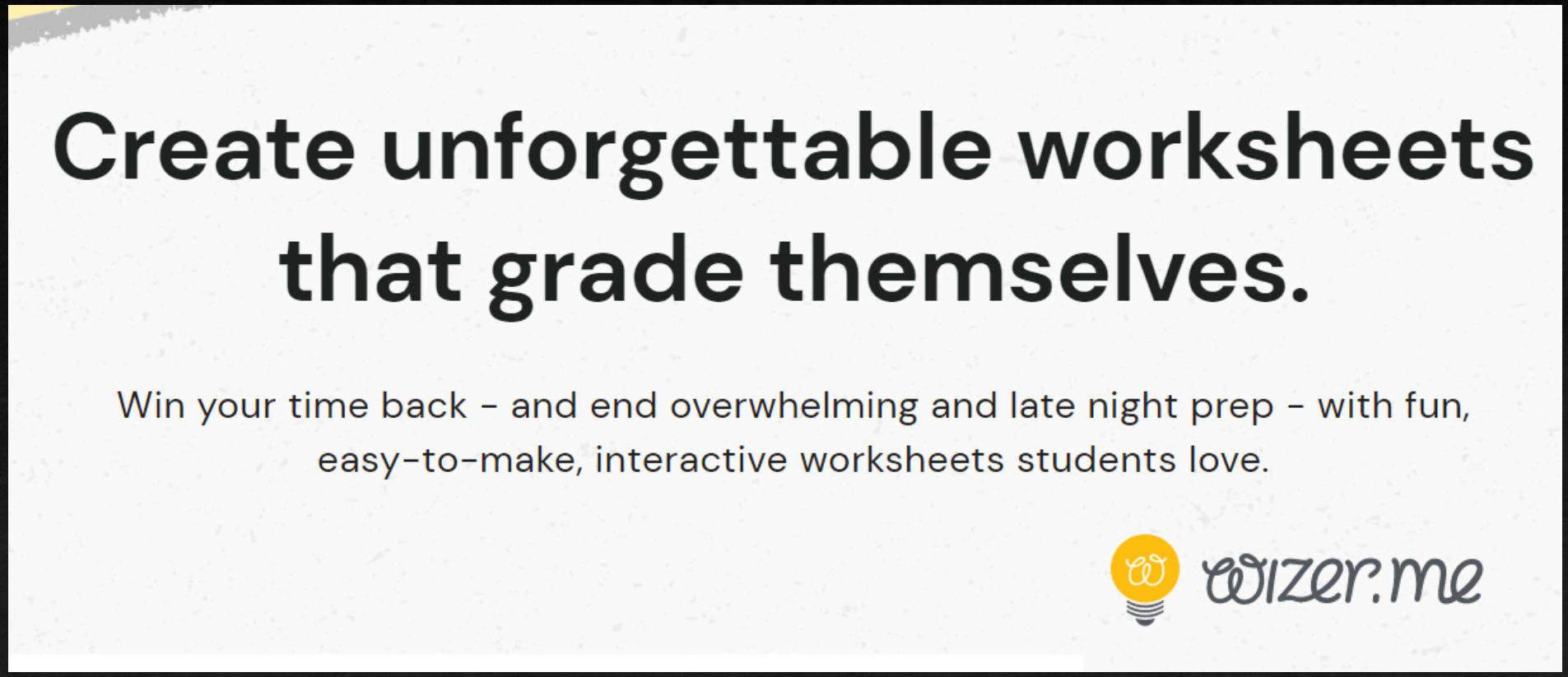

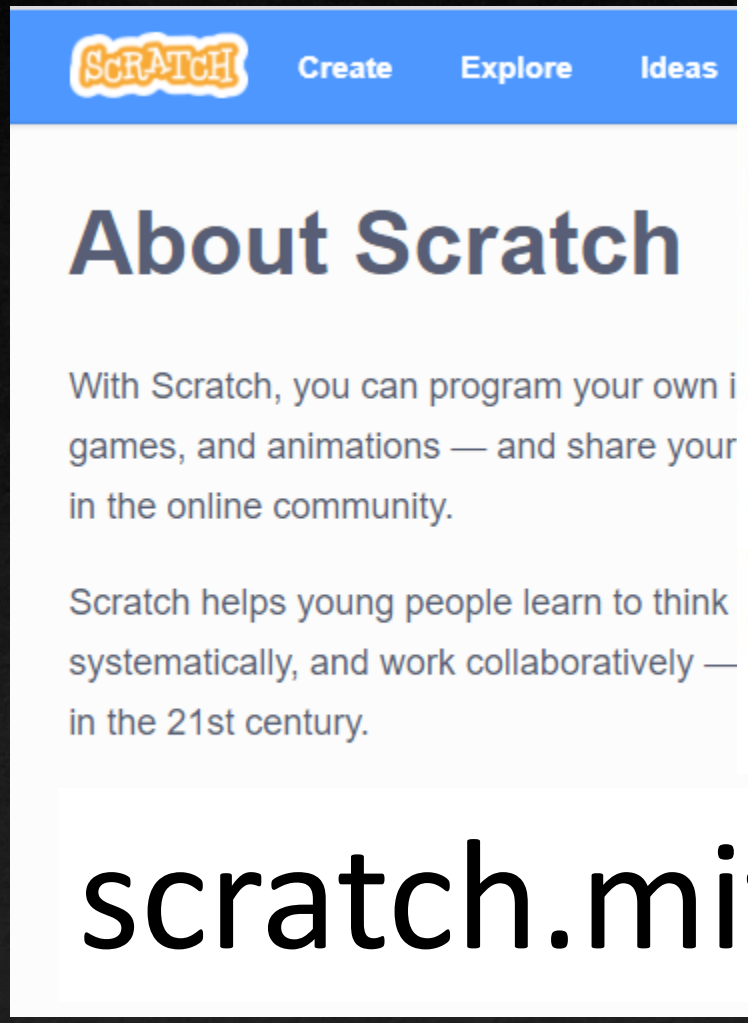

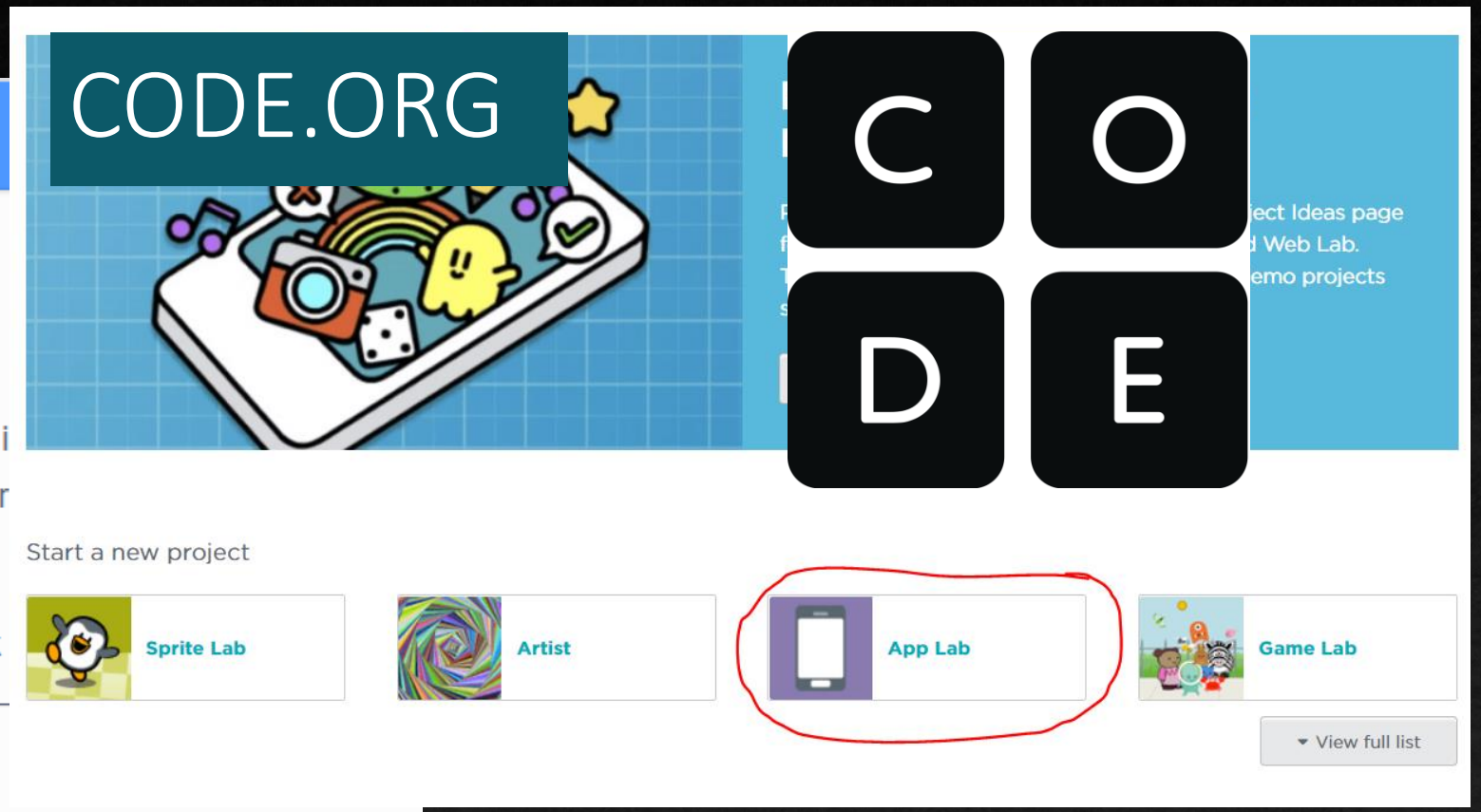

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Thoughts to take with you

- First the child and then everything else - Learning purposes and aims depend on the needs of the child and not from the technology that's available
- Technology serves people not the vice versa - Choose to use tools that you and the child are familiar with
- Keep the balance between entertainment, diversity and repetition - The more time is spent the larger opportunity to master the skill, but be carefull – what kind of skills are mastered? Are all skills transfered into real life situation?
- «Digital native» might not exist - Never suppose that the student is skilled enough to browse the tools he/she needs and to know why and how to use them; never leave the student with the tool without instruction and feedback, Feedback is very crutial
- Encourage to try once more - Look for apps and tools that supports student's nearest zone of development and encourages his/her self-confidence. It is not rear that students with learning disabilities or from low socio-economic backgrounds in the digital world are as limited in theyr opportunities as in the real world
- Foster learning