

# **Wireless Technologies and Lifelong Learning Pedagogies: Institutional Challenges and Opportunities at the University of Southern Queensland**

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# Abstract

Undergraduate students' uses of wireless technologies at the University of Southern Queensland suggest their potential effectiveness as lifelong learning pedagogies. This potential will not be realised until teaching and learning policies and practices adopt a less cautious approach to the use of wireless technologies in student learning and assessment.

# Overview of presentation

- Conceptualising the social and educational uses of wireless technologies
- Teaching and learning policies and practices at USQ
- Undergraduate computing students at USQ
- Focused discussion

## Conceptualising the Social and Educational Uses of Wireless Technologies

- Space “is no longer in geography...it’s in electronics” (Virilio & Lotringer, 1983, p.115)
- “The distribution of territory is outmoded, minimal” (Virilio & Lotringer, 1983, p.115)
- “Territory has lost its significance in favour of the projectile. *In fact, the strategic value of the non-place of speed has definitely supplanted that of place*, and the question of possession of Time has revised that of territorial appropriation (Virilio, 1986, p. 133; *emphasis in original*)

## Conceptualising the Social and Educational Uses of Wireless Technologies (Continued)

- Perceived advantages of mobile learning (Grohmann, Hofer & Martin, 2005):
  - independence from location and time
  - personalised adaptive learning
  - changes in the culture of learning
  - integration into the course of work
  - mobile learning in the context of integrated, blended learning
  - cost reduction

## Conceptualising the Social and Educational Uses of Wireless Technologies (Continued)

- Perceived disadvantages of mobile learning (Grohmann, Hofer & Martin, 2005):
  - lack of automatic competence
  - lack of social contact
  - loss of privacy
  - lack of profitability
  - lack of acceptance
  - lack of standards

## Conceptualising the Social and Educational Uses of Wireless Technologies (Continued)

- “...why are we not focussing on the possibilities of mobiles for learning...?”  
(Goggin, 2005, p.35)
- Notion of technology refusal (Hodas, 1993)
- Ambivalence about deterritorialisation of wireless technologies as agents of democraticisation and as promoting capitalism

# Teaching and Learning Policies and Practices at USQ

- “as a new university, ... the new world presents it [USQ] with an opportunity that it must grasp if it is to grow ...” (Reid, 2005, n.p.)
- “The implementation of USQ’s wireless networking initiative and the use of integrated enterprise systems have raised important questions about the security of local networks and their susceptibility to attack from hackers and other unwanted intruders. An increasing number of resources has been necessarily devoted to analysing the vulnerability of USQ IT systems to unauthorized entry from others, ensuring that appropriate backup systems are in place, and working toward single sign-on access” (Smith, 2005, n.p.)

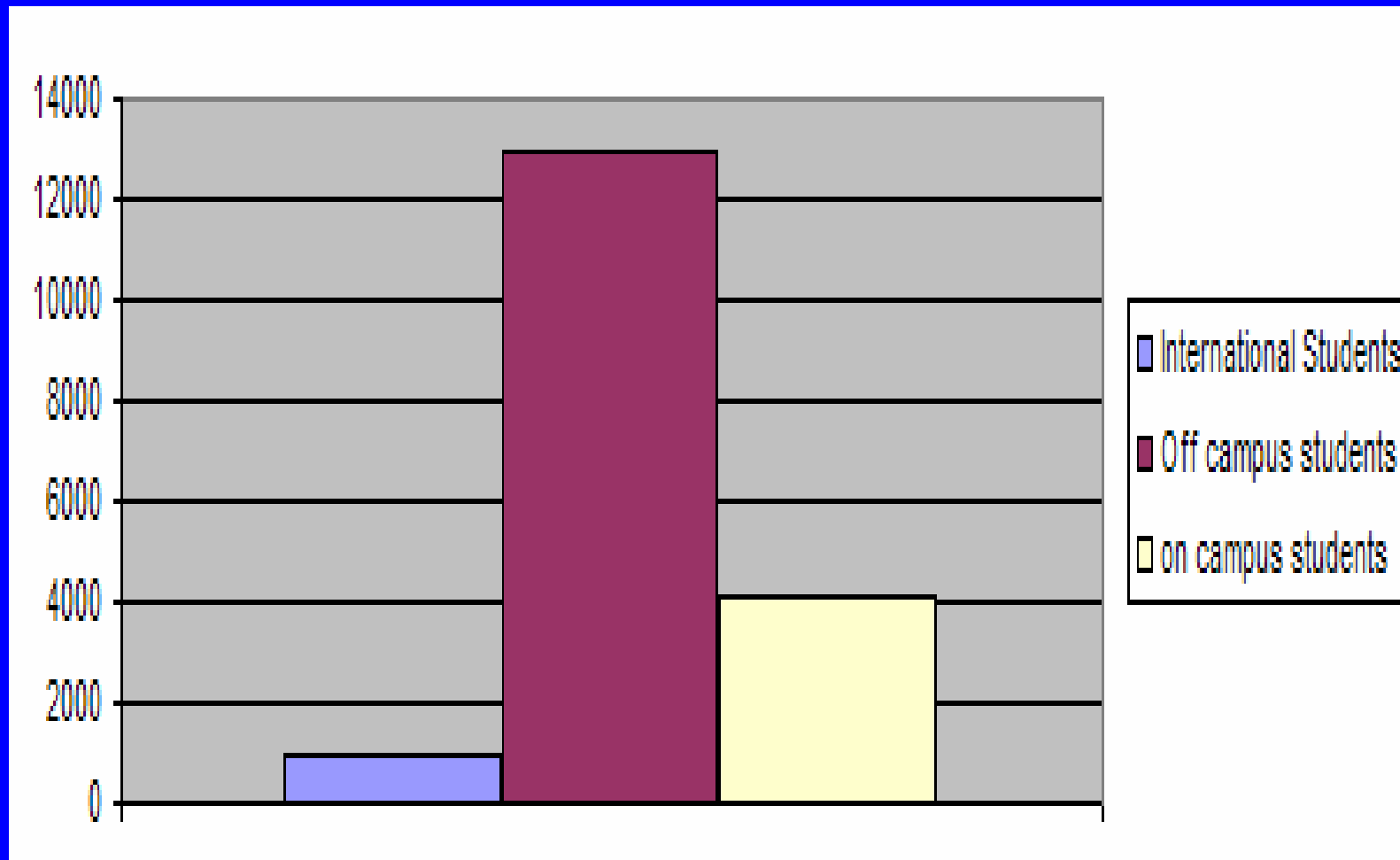


# Teaching and Learning Policies and Practices at USQ (Continued)

- “*Learning* is an activity where students acquire and productively apply new knowledge and skills. Such learning empowers students to make wise choices and solve problems. In particular, it is a sustainable, lifelong, renewable process for people and for institutions that serve people” (University of Southern Queensland, 2004, p. 2; *emphasis in original*)
- Yet no explicit mention of, or engagement with the challenges and opportunities for such lifelong learning by mobile and wireless technologies

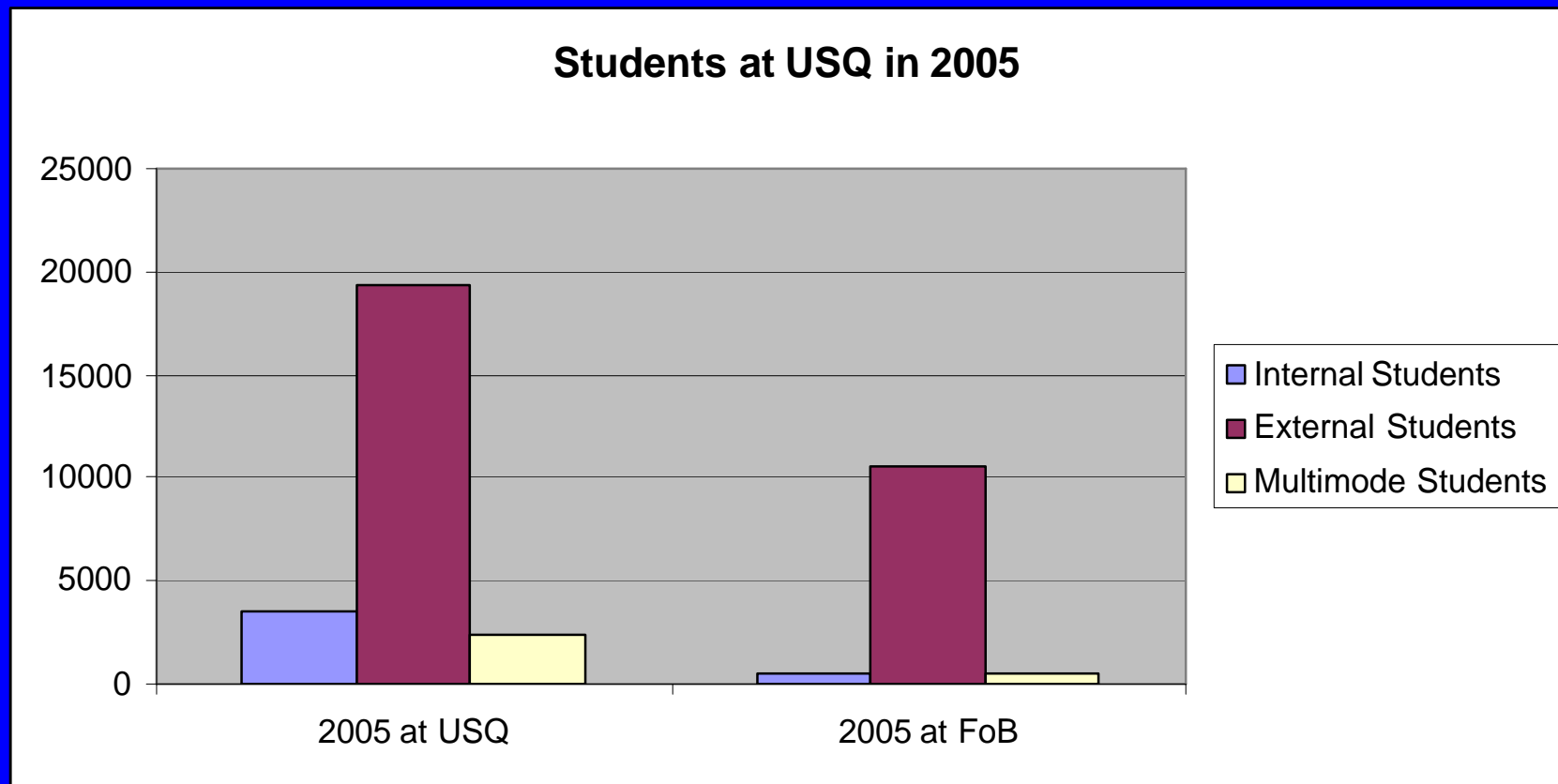
# Undergraduate Computing Students atUSQ

Figure 1: Data reported for desk publication USQ (2000)



# Undergraduate Computing Students at USQ (Continued)

Figure 2: Data reported for desk publication USQ (2005)



# Undergraduate Computing Students atUSQ (Continued)

- Increasing number and proportion of external students
- Most students have extensive out-of-university experience in using computers and other learning technologies
- Most students are positively disposed to such technologies as ways of enhancing learning access and outcomes

# Conclusion

- Opportunity to bring teaching and learning policies and practices into closer alignment with students' lived experiences of wireless technologies
- Focus on security and stability might perceive this opportunity as a challenge or threat

## Conclusion(Continued)

- Ongoing research intended to lead to evidence-based policy recommendations
- Goal is to enact lifelong learning that is technologically enhanced, socially responsive and institutionally engaged – and that is also secure and stable but also speedy and unpredictable

# References

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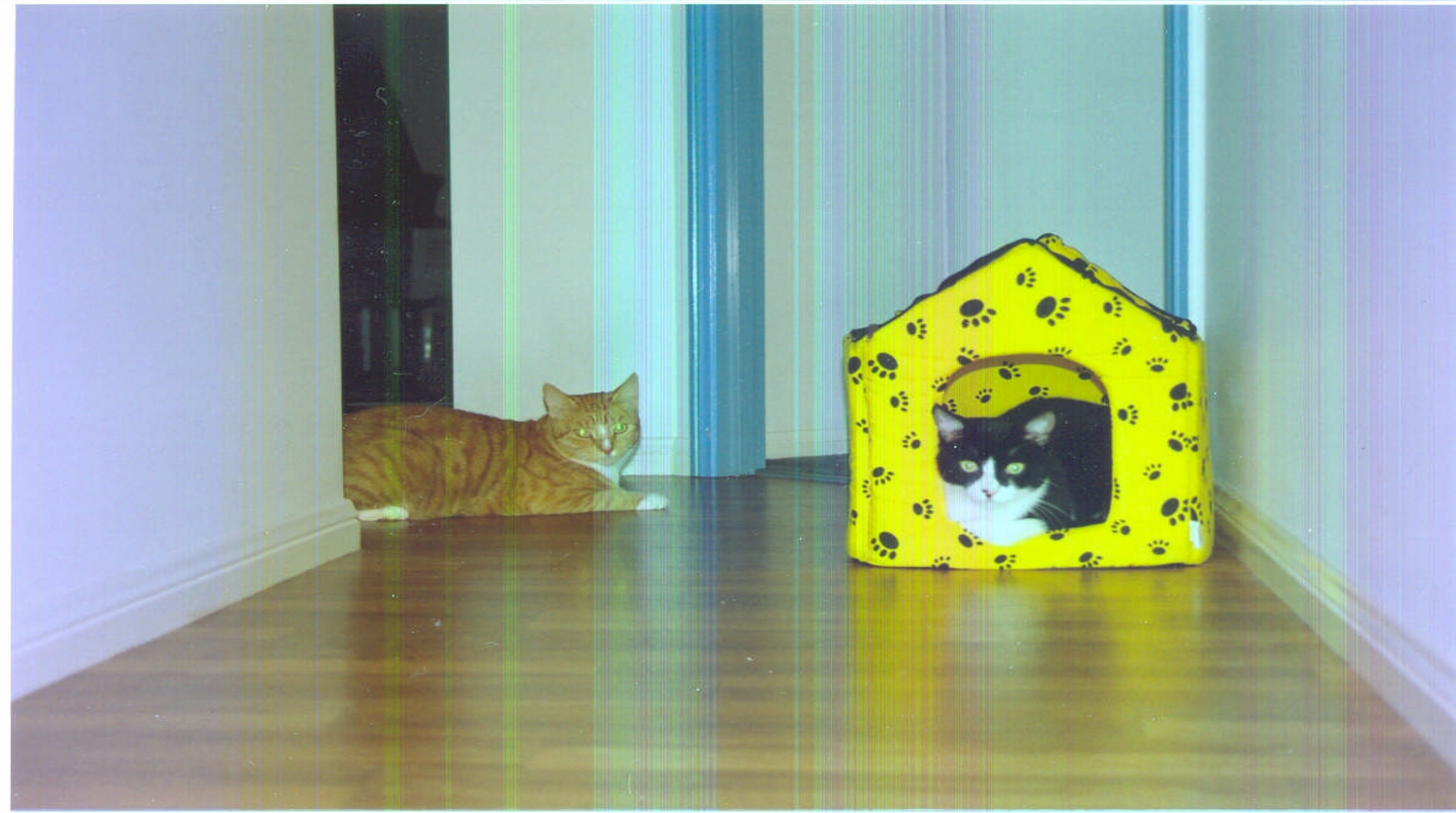


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# Thankyou forparticipating!

- Meow!



## Focused Discussion

- What are the pros and cons of wireless technologies in enhancing teaching and learning?
- What are other people's experiences of policies and practices towards wireless technologies?
- How might wireless technologies be harnessed to promote lifelong learning pedagogies?