

C. Brad Crisp
Status Report for Mobile Learning Fellows Program
June 1, 2011

The purpose of this status report is to summarize key accomplishments on the project to date, highlight changes to the research plan, and identify next steps.

Accomplishments

- ◆ I submitted a detailed research plan in the fall semester that described the theoretical background, methodology and timeline, and required resources for the project.
- ◆ I collaborated with several members of the Mobile Learning Leadership Team and other Mobile Learning Fellows to identify trends and insights in the Mobile Learning Initiative. This resulted in two presentations:
 - Perkins, S., Crisp, C.B., Powell, C., and Saltsman, G., “Researching Mobile Learning: Lessons Learned from ACU’s Second Year,” refereed presentation at EDUCAUSE, Anaheim, California, 2010.
 - “Mobile Learning at ACU: Lessons Learned from our First Three Years” with S. Perkins and G. Saltsman, presentation in the research track of ACU Connected Summit at Abilene Christian University, 2011.
- ◆ I published the following refereed book chapter: Crisp, C.B. and Williams, M.L., “Mobile Device Selection in Higher Education: iPhone versus iPod Touch.” In M.M. Cruz-Cunha and F. Moreira (Eds.), *Handbook of Research on Mobility and Handbook of Research on Mobility and Computing: Evolving Technologies and Ubiquitous Impacts Computing* (pp. 1213-1225). USA: IGI Global, 2011.

Changes to the Research Plan

- ◆ Although slightly modified and streamlined, the two main goals of the study remain consistent with the research plan and are as follows:
 - To examine which mobile learning devices students are using *and how*.
 - To compare attitude, usage and outcomes across users and devices and over time.
- ◆ I significantly streamlined the number of surveys from 3 or 4 throughout the year down to 1 at the end of the year.
 - Explanation: Some of this change occurred because I changed my views of the research priorities, I struggled with the best way to design the surveys, and I did not have effective collaboration (i.e., my research partner at Pepperdine was not available). Just as importantly, I had a number of competing priorities and time commitments (e.g., study abroad, tenure portfolio submission) that interfered with my work on this project. I deeply regret that I did not do a better job of balancing these priorities and working through issues where I needed help.
 - Impact: While not preferred, I believe that 1 survey will still accomplish the main goals of the study. The survey will shed insights on how students are using various mobile devices and will permit comparisons across different groups of users, types of devices, and across the 3 years of the Mobile Learning Initiative. The survey will not be able to address why students selected certain devices and will not provide a data point for the fall semester. I am very sorry for any negative impact this change causes.

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Next Steps

- ◆ The survey is being administered and will be closed in mid-June.
- ◆ I will prepare a report by the end of June that provides:
 - Descriptive results for all of the key variables in the survey.
 - Comparison of key variables across users, devices, and survey years.
- ◆ I realize that the deadline for the annual Mobile Learning report may be sooner than that, so I will work with the leaders to identify a couple of key variables to provide results that can be included in the report.
- ◆ I plan to continue doing extensive data analysis during the summer that I hope will eventually contribute to a conference proposal and/or journal article.
- ◆ Based on this analysis, I would like share insights later in the summer or early fall with the Mobile Learning Team leadership with some suggestions for future assessment of the program.