This study has shown the acceptability and feasibility of integrating mobile digital technologies into Post Graduate Social Work education. It has highlighted some key practical barriers that need to be overcome to achieve this and demonstrated the enhancements to student learning that are clearly possible.

The data demonstrates that students’ perceptions of their experience of learning was significantly improved through the use of mobile technology in a classroom setting:

67.9% of students report that it had allowed them to participate in class based activities more effectively and 73.4% reported that the use of iPads had enhanced their experience of lectures and seminars.
A 12 month mixed methods study in which, post graduate qualifying social work students (n = 113) and teaching staff (n= 12) used mobile devices (in the form of iPads) in both practice based and university based learning.

This study explores:

• the impact of introducing iPads into standard classroom based teaching practice and practice learning environments
• explores the views of students and university staff
• reflects upon the impact of mobile technologies on learning and educational experiences
• consider organisational enablers and barriers to the use of mobile technology in classroom based settings
Does the use of mobile technologies improve the learning experience of post-graduate social work students?

**Background:** Preparation and Policies

**Organisational groundwork**

- We secured funding to provide all students and staff on the MA programme with a personal iPad
- Developed a student code of conduct
- Student agreement form
- Replacement policy
- Disability support policy (in conjunction with UoM Disability Support Office)
Does the use of mobile technologies improve the learning experience of post-graduate social work students?

Background: Preparation and Policies

Organisational groundwork

- In conjunction with UoM ITS produce a **security policy**: AES-256 level encryption which met NHS guidelines for encryption strength
- Wireless networking testing
- Individual student support programme
- Liaise with 27 placement partners
- Staff development programme
Does the use of mobile technologies improve the learning experience of post-graduate social work students?

**Use cases:**

- The project was built around the concept of educational use cases.

- Planned teaching and learning sessions, each using a different capability of the iPads and associated applications for defined educational goals.

- Developed by the project team, refined and adopted by the wider teaching team.
Does the use of mobile technologies improve the learning experience of post-graduate social work students?

**Use cases:**

- Consultation and communication.
- Videoing an interview in small groups
- Assessing content
- Annotate freeze frames or segments
- Upload to VLE
- Produce reflective review linked to theory
Example educational usecases

• Assessing hard to reach views.

• Via anonymous quizzes and open ended questions the group works to access and understand the ‘beneath the surface’ information that often is missed in large group teaching.
Use cases: In the Lectures

Example educational use cases

- Risk assessment.
- Case study based
- Key judgement based elements of pro formas from practice completed by groups
- Upload to VLE
- Peer review forms discussion in following session

Does the use of mobile technologies improve the learning experience of post-graduate social work students?
Evaluation: methods

- Ethical approval gain
- Sample: all staff and student.
- 63 students gave consent
- All staff (n = 8) gave consent
Evaluation: methods

- Pre and post online survey exploring student’s confidence in the use of various technological device and their perceptions of the usefulness of mobile technologies in teaching and learning.

- On line, post-lecture and focus group feedback.

- End of project reflections

Does the use of mobile technologies improve the learning experience of post-graduate social work students?
Results:

67.9% of students report that it had allowed them to participate in lectures and seminars more effectively.

64.3% reported an enhanced ability to engage in activities.

73.4% reported that the use of iPads had enhanced their experience of lectures and seminars.

71.4% report that the iPads improved access to reference materials.
Does the use of mobile technologies improve the learning experience of post-graduate social work students?

Results:

- Analysis
  - Pre and post test conditions
  - Related t-test vs Wilcoxon
  - Change

- Highlights (significant outcomes)
  - iPad’s do improve the educational experience (what you do with them).
  - Good for presentations
  - iPad’s in practice (think about barriers).
Does the use of mobile technologies improve the learning experience of post-graduate social work students?

Results: Qualitative - student

Evaluation: staff/student feedback

- They have enriched the T/L experience and allowed for innovation and creativity in the classroom

- [in the lecture] it was good to be able to input on something and upload it and then have access it in the following lecture. I don't know how the lecture could have been so streamlined if it did not include the use of the ipad
Results: Qualitative – student

• enabled us to try out skills in a 'safe' way and to reflect on the skills used. It allowed us to consider what being observed in practice may be like and to relate the skills we were using to theories we have learned.

• say things that they might not otherwise say & quickly compare results

• Very good in lectures as I can instantly check sources given out in the classroom

• instant communication with the whole class

• access facebook which we use as an unofficial communication tool
Results: Qualitative – staff

• Irritating

• It has become invaluable, it creates a new dynamic in learning in some tasks

• I think iPad's are a valuable tool for social work practice. There are several advantages to them that include their mobility, easy access, networking possibilities and they have huge potential when it comes to supporting and interacting with service users from diverse background.

Does the use of mobile technologies improve the learning experience of post-graduate social work students?
Results:

Conclusions

• The use of mobile technology in classroom based teaching can improve the educational experiences of students.

• To embed mobile technologies in standard teaching practice significant organisation groundwork needs to be undertaken.

• Replicable educational usecases are a useful tool when engaging with technology enhanced learning developments.