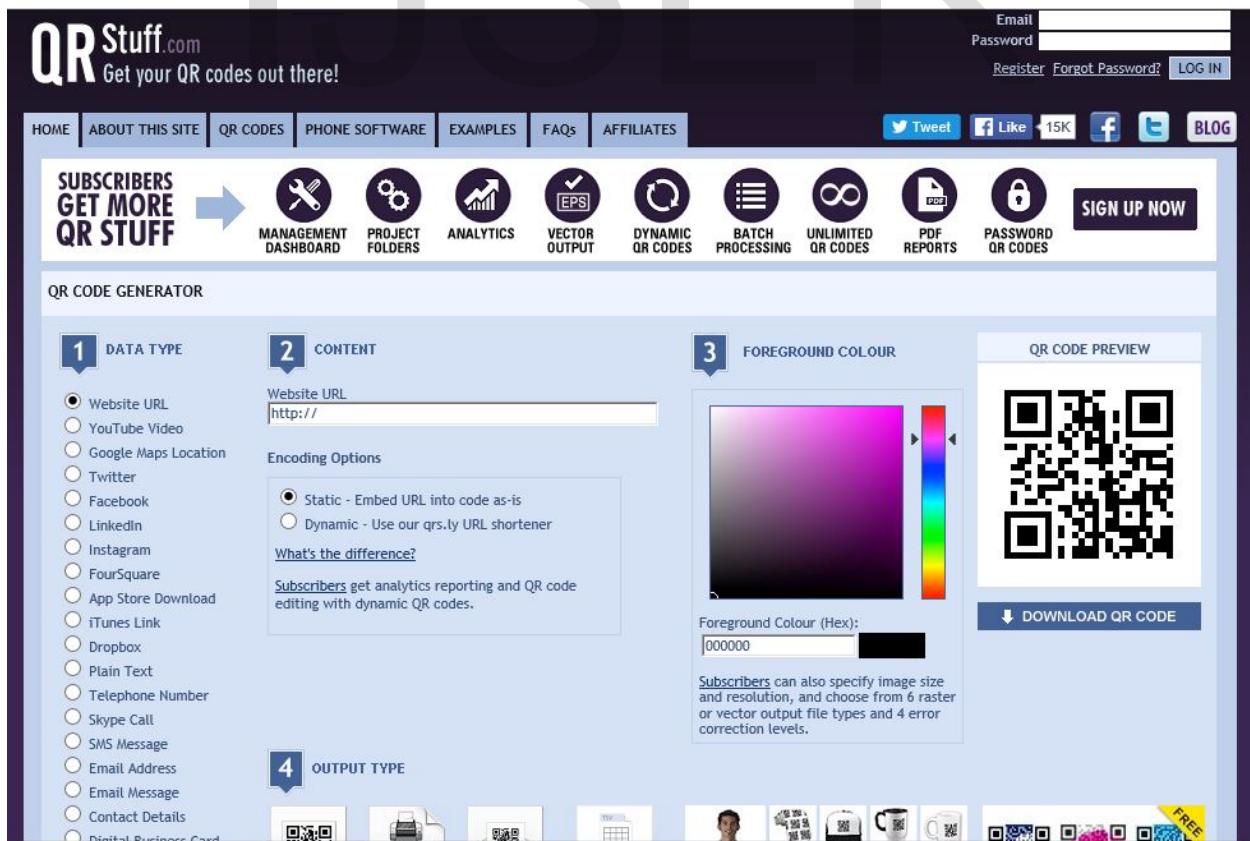


Mobile Learning & Smartphones – QR Codes

QR Codes

Smartphones are now part of our lives because many people use their phones for most of the day. Personally, I use my smartphone for regular phone communication, television, internet, fax, radio, and many other applications which connect me with my community. My smartphone is my small office. In this chapter, I read about using smartphones in education. There are both positive and negative consequences of this type of technology. The negative consequence is the lack of control. It is very difficult for teachers to manage use of smartphones in the classroom. The positive consequence is attractive for students because it is convenient to use. Most students carry a smartphone, so they can easily access this technology to help them achieve their goals in the class.



I think the best way to use smartphones in the class is to use it for QR codes. These are types of bar codes which teachers can use with references for the students to easily access. The teacher is able to connect additional resources and references for an assignment with a QR code. It is easy to put the code on an assignment and the student can scan the QR code at a later time to access these materials. This is what I chose for my first product. I assigned an opinion paper about flipped classrooms and used a QR code to provide an additional article for the students to read.

my product -1

Most of the students love the technology additions to learning. Flipped-classroom can develop study skills of the student. For example, if the student needs to improve listening skills, the teacher can send a video to the student for outside class practice to improve their listening skills. On the other hand, I agree with him when he mentions about the reasons the flipped-classroom does not work. The reasons he gives include: (1) Many students don't prepare or read the materials before the class and when the teacher attempts to have a discussion, they cannot follow the material. The teacher has to explain the material that was supposed to be read before the class inside the classroom, which takes too much of the lecture time. (2) Some students don't have the technology to access the materials outside of the classroom, so this gives an unfair advantage to those who have internet access and ability to download materials easy compared to those who do not have such resources and cannot afford them.

I believe that the teacher should use the flipped classroom when he needs to achieve specific goals for the classroom. Flipped-classroom should be considered as another tool for teachers to use when combining the best teaching methods for the class, course materials, and student population they seek to serve. In conclusion, a successful flipped-classroom is one in which the teacher knows that every student will be able to access the material and the extra materials will serve to give him motivation toward successful learning. This article encouraged my interest in this subject matter and I am interested to attend the ISTE because of the information found in this article about flipped-classroom.



These codes are also useful in the classroom. For my second product, I put five questions regarding colors for students to answer. For example, my questions were

“what do you get when you mix yellow with pink?”

“what do you get when you mix red with blue?”

“what do you get when you mix red with green?”

“what do you get when you mix blue with yellow?”

“what do you get when you mix red with yellow?”

The students were asked to answer this question in real-time and check their answer by scanning a QR code. This incorporated engaging technology into the lesson.

my product -2

what do you get when you mix yellow with pink?			
what do you get when you mix red with blue?			
what do you get when you mix red with green?			
what do you get when you mix blue with yellow?			
what do you get when you mix red with yellow?			

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