Critical questions and project proposal

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My critical question is: How can mobile learning tools be engaged to the meet the objectives of the new B.C. secondary Science curriculum? As smartphones and tablets become more embedded into our daily lives, students are expecting to use technology at school and at home as part of their learning process. Smartphones allow students flexibility to learn at any time and any place beyond the hours and walls of the classroom. As the Ministry of Education is modernizing and changing the current Science curriculum so as to prepare students for a competitive, global workforce, I was intrigued to see if mobile learning could be used to teach 21st century skills while simultaneously be used to meet the competencies of the new Science curriculum.

For my major project, my plan is to create a website that can be used as a resource for other teachers who are looking at implementing m-learning into their high school science classes.   As part of the site, I am planning on making a lesson template similar to the one created by Wiggins for Understanding by Design. The lesson template will take into account Quinn's for C's of mobile learning and different educational philosophies such as constructivist, personalized learning, authentic learning and collaborative learning. From there, I plan to investigate different social constructivist's activities (video streaming, mircro-blogging, podcasts and social networking) and see how they can apply to the new Science curriculum and then finally, create sample lessons using the lesson template that will align with the learning outcomes in the new high school Science curriculum.