

## "Beyond the Hesitation: Incorporating Mobile Learning Into the Online Writing Classroom"

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Years of experience teaching writing online has made us realize the unique challenges that mobile learning technologies pose, particularly in the online domain. We understand the hesitation online teachers face when considering how to adjust their teaching to accommodate a mobile student, as both of us have experienced this in regards to using less traditional methods of composing in our online courses (Anderson, et al. 3). In this chapter, we define mobile learning as learning accomplished with the assistance of mobile technologies, and we define mobile technologies as devices that deliver and collect information at any location (rather than stationary technologies situated at a fixed location). Here, we will share two assignments that are based upon the use of mobile technologies. Jessie will provide the perspective of an instructor who is just beginning to incorporate mobile technologies into her online writing courses, and Jason will bring an experienced perspective for those instructors who have some experience with mobile technology.

Mobile learning should be a part of the online writing classroom (OWC) because as Principle 1 of the CCCC *A Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI)* states: "Online writing instruction should be universally inclusive and accessible" (CCCC Executive Committee on Best). Mobile technologies are *the* primary composing and researching tools of today –how can they *not be* incorporated into a composition class, particularly one that is based entirely within an online technological space? Therefore, incorporating alternate composing strategies, like the assignments described in this

chapter, into the OWC allows students to critically reflect upon the use of mobile technologies in our culture and on their function as composing tools students will no doubt use in their educational journey and beyond.

SAMPLE

## Works Cited

Anderson, Terry et al. "Assessing Teaching Presence in a Computer Conferencing Context." *Journal of Asynchronous Learning Networks* 5.2 (2001): 1–17. Print.

CCCC Executive Committee on Best Practices for OWI. "Committee on Best Practices for Online Writing Instruction." Mar. 2013. Web. 22 Apr. 2013.

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