

Chapter 13

Promoting Sustainable Collaborative Mobile Learning Approaches for Remote Work Practices

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ABSTRACT

The main goal of this chapter is to learn more about the sustainability of collaborative mobile learning approaches. As for utilising the available resources on mobile devices for developing didactic programmes for pre-service teachers involved in remote or distance learning, the role of sustainable collaborative learning is also explored. Additionally, the chapter illustrates a new and effective pedagogical technique as a means to increase their usage and usage among instructional developers. A teaching model that can be utilised in a variety of environments is proposed, like in the current global pandemic in the form of remote work and distance learning. Such teaching models can therefore help to optimise online learning materials to help students follow the teaching and learning process in the absence of traditional classroom activities.

INTRODUCTION

Due to the recent pandemic, educational practices have recently started to gain more attention, particularly collaborative learning (Hofmann & Mercer, 2016). This is an approach whose relevance has increased not only because of its imaginative nature (Adan Salas-Rueda, 2018; López Belmonte et al., 2019; López Carrillo et al., 2019), but also because of its pedagogical implications (Adan Salas-Rueda, 2018; López Belmonte et al., 2019; Zhang, Wen, et al., 2019). Similarly, the educational components have a greater dimension since they form the basis between the collaborating members of the learning group (Acosta et al., 2019). This pedagogical practice, which has dramatically increased its presence in higher education (Meijer et al., 2020), enhances human characteristics, with knowledge sharing being the most

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pertinent (Alghasab et al., 2019). Collaborative learning varies from other types of learning, which is characterised by previously established roles and, in this case, the importance of self-regulation and the willingness of individuals within a group to “play their role”, something that the human condition itself naturally occurs (Vuopala et al., 2019).

As a result, individual accomplishment has a direct influence on the achievements of the rest (Maqtary et al., 2019), which is a distinctive feature of group work, as well as collective problem-solving (Boulton, 2019) or the usual appearance of linguistic approaches, such as debates (Hirsh & Segolsson, 2019). These facts support the sense of community, which is an essential factor because of its impact on the group’s functioning or the development of research teams (Schnaubert & Bodemer, 2019). It also has less positive issues dealing with group learning. Human interactions are complicated and sometimes take time to occur correctly (Williams et al., 2019), because the same thing cannot be mastered by all classes. Students are diverse and each learns at a different pace, which is why this method is to be used, since the teacher’s position is critical. To implement an effective teaching approach within classrooms, therefore, the previous pedagogical experience of the tutor/teacher must be sufficiently broad and productive (Gomez, 2016).

Some studies have shown the impact of collaborative learning, such as the positive appraisal of students going through it and their motivation or attitude as a result (Hargreaves et al., 2020). There are also implications for their active involvement in learning (Rojprasert et al., 2020), as well as for the achievement and resolution of the educational challenges presented by group activities (Asino & Pulay, 2019). Logically, one of the most promising aspects of this collaborative strategy is enhancing personal interaction (Domingo-Coscollola et al., 2020; Tissenbaum, 2020) and interpersonal skills.

Additionally, mobile learning refers to an approach that is typically reinforced or assisted by interactive learning strategies. As its position in scientific literature has increased dramatically (Grant, 2019), mobile learning should be considered, as it plays a significant role in the digital world (Chung et al., 2019; Hsieh, 2020). It is a new approach that shifts the media available on mobile devices to remote or distance learning capabilities, especially in areas such as higher education (Bai, 2019; Suartama et al., 2019). It is a strong commitment to creative educational activities and to the search for innovation in an ICT-informed educational sense (Chou et al., 2019; Soto et al., 2020).

Mobile learning and immersive learning are important components and play a central role to the key aim of this chapter. The pedagogical sense in which this chapter is going to be executed is necessary to its comprehension. The chapter explores the potential for sustainable immersive remote/distance learning, but with the help of mobile devices that go beyond the use of a remote work tool, to a cross-sectional and sustainable pedagogical approach.

The modern higher education teaching scenario is defined broadly speaking, by the emergence of new problems and developments in education, arising mainly from the European policies later adopted in our current Education Actions. In particular, there is a need to adopt new methodological principles and didactic paradigms that affirm the active role of students and promote social and collaborative learning in order to integrate these new regulations into educational processes.

Together with this chapter, a pedagogical project is proposed based on the sustainable collaborative methodology using mobile devices and taking into account the main mobile learning resources to contribute to the implementation of the required new approach. In particular, this can provide pre-service teachers with the tools they need to create their distance learning programs and teaching plans, and actively participate in their online sessions, to make use of collaborative work and mobile learning.

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