



**Going Mobile** has so far examined how you and your learners can get started with using mobile and hand-held devices. We outlined some of the options available (Part A), and suggested a number of activities to carry out using mobile devices, both inside and outside the classroom (Part B).

Part C aims to demonstrate how you can ‘go further’ in the context of your classroom, and also ‘go further’ in the context of your institution. It consists of two sections:

- First we look at how to experiment with more prolonged activities and projects – as you become familiar with a fuller range of mobile possibilities.
- Then we look at how to develop a step-by-step implementation plan for the use of mobile devices – at an institutional level.

### **Going further ... in your classes**

These activities build on those in Part B, and combine many of the elements we examined there (text, image, audio, video) into longer and more demanding tasks for learners.

- The activities encourage your learners not only to use their devices both inside and outside the classroom (as was often the case in Part B), but also to exploit the special features that smart devices offer, such as geolocation and augmented reality.
- They encourage your learners to work with varied and rich *input* from their surroundings, as well as to produce equally varied and rich *output*, both in terms of language and media.

Many of these activities will take several hours of class time to implement, so they are best carried out as short projects over several lessons. We hope that, if you and your learners have already tried several of the activities in each of the chapters in Part B, you will already be in a position to approach these ‘*Going further ...*’ activities with confidence.

### **Going further ... in your institution**

Of course, you could easily try out any of the activities in this book with your own learners ‘now and again’, working independently.

- But it makes more sense to take a broader view – to integrate the use of mobile devices into a clearly defined pedagogical framework.
- And it makes much more sense to work as part of a team – to explore how mobile devices can be most effectively used by many (or all) of the teachers in your institution.

This will provide *you* with more support, and also provide a more coherent approach and learning experience for *your learners*.

This wider approach – of developing beyond the confines of the individual teacher or the individual class, and learning exactly how to carry this development out – is what forms the pedagogical philosophy of Part C.