here on the sheet or a Post-it..... do you need? List your ideas take this forward? What support How can you (or do you want to)

8. The future...



support mobile users' needs? How do (or could) libraries

7. Support



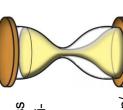
sbbs3 summative assessment with assessment or is there a place for there potential for self-From the discussions so far, is

6. Discuss



5. Challenges

apps. List them here (or on and challenges with using far identify any difficulties From the discussions so



learning related to your discipline/profession/ them? What are your concerns as to using mobile devices to find information/assess What are your impressions of ology). subject?

Time out—play!

Look at the provided apps-

THE SEA OF THE PERSON OF THE P

ONE subject/topic area (anatomy and physi-

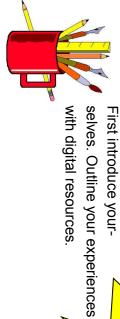
3. Successes

What does (or could) work well, and why? Is this (or could it be) for 'edutainment', to enhance learning, complement teaching or as a substitute for the teacher?

APPortunity?

START HERE

queries or questions on the post-its bered steps and have a go at the tasks. Record your comments teaching and learning intervention reflection and conversation on a This dialogue sheet aims to promote Work through the num-



Introductions

2. Reflect and share

What is the extent to which YOU use mobile devices when teaching or in a classroom situation? Why did you choose this approach? Was it successful? Why? If not, why not?



APPain?

In a 2014 survey of Canadian medical students and faculty (1210), 92.6% owned a mobile device. Apple products were the most commonly owned devices by students: 71.8% of participants owned an iPhone or iPod Touch and 42.1% an iPad (Boruff and Storie, 2014).