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APPS FOR ENHANCING STUDENT ENGAGEMENT AND LEARNING PANEL POSITION PAPER

Individuals in todays on the go society frequently rely on mobile devices and apps to manage their daily business. Common uses for apps include entertainment, online banking, travel planning and ecommerce in addition to a host of other activities. Factoring in the proliferation of mobile devices, marketing educators are searching for innovative tools and techniques to boost student engagement through the use of apps. The purpose of this paper is to outline a framework for integrating apps into the curriculum as well as provide specific examples that educators can utilize to strengthen engagement and learning.

According to the Pew Research Center's Spring 2015 Global Attitudes Survey, 72% of U.S. adults own a smartphone (Poushter, 2016). A Google Play Store Study by Pew Research Center revealed 77% of study participants installed new apps on their smartphones post purchase (Olmstead & Atkinson, 2016). These results suggest a sizable population of students have access to a mobile device and may represent a viable audience for mobile learning or mLearning.

Researchers appear to possess mixed opinions on the definition of mLearning. An aggregated definition from higher education researchers suggests that mLearning is comprised of learning activities that are personalized, situation focused, and instantly connected by virtue of a mobile device (Romwell, Kidder, Wood, 2014). As marketing educators begin preparing assignments and activities that incorporate mobile devices, it important to consider these three characteristics of the mLearning experience.

From a personalization standpoint, students will access the apps via a wide range of devices, operating systems, accessories and even personalized settings on the device itself. Some students will utilize their personal device while others may use an employer provided device. Faculty need to be aware of these options, appropriately test the app on a variety of devices prior to implementation and prepare to field technical questions that may arise. Mobile devices allow students to access material within the classroom in addition to the less formalized structure outside the classroom. The takeaway for faculty is to build both in class and external activities and assignments to fully engage students with mLearning course content. Finally, mLearning provides instant connectivity which allows students to link with their classmates and professor in real time in addition to fostering a community of learners.

Effective instructional design for mLearning is dependent on utilizing a proven framework for structuring, selecting and assessing learning activities (Romwell, Kidder, Wood, 2014). Developed in 2006 by Ruben R. Puentedura, the SAMR Model is a well-known and respected framework. SAMR includes four degrees of technology application including: substitution, augmentation, modification and redefinition (Puentedura, 2006). Substitution entails using technology to directly replace traditional classroom activities with no enhancements provided. Augmentation consists of a direct substitution as well as minor enhancements to the activities. Modification consists of a significant redesign of the learning activity. Redefinition is comprised of the creation of a brand new learning activity.

From a pedagogical perspective, the SAMR Model aligns with categories of Bloom's Taxonomy (Schrock, K. 2016). Substitution corresponds to the Remember category while Augmentation connects to the Understand and Apply sections. Modification links to Apply, Analyze and Evaluate categories while Redefinition compares to the Create area. It is important for faculty to remember that the selection of the applicable pedagogy is the primary focus while the selection of the appropriate app and technology is secondary. Once the educator has determined the

pedagogical goals and objectives for the course, they can identify and select the appropriate SAMR category and corresponding app(s) to best meet the objectives.

The Substitution category contains apps that facilitate notetaking, organizational and administrative learning activities. Apps such as iAnnotate, iThoughts, Any.Do, Google Search, Google Maps, Evernote in addition to Facebook and Twitter provide these learning functions. Augmentation apps strengthen collaboration and research competencies. This group includes Google Docs, Keynote, EasyBib, Article Search, Questia, Remind and ShowMe.

Apps that present a true opportunity to transform teaching and learning reside within the Modification and Redefinition categories. Modification category apps provide students the opportunity to apply higher level critical thinking, analysis and collaboration skills. These apps include Flipboard, Skitch, Dragon Dictation, Skype, Poll Everywhere, Dropbox, Box.net, Microsoft One Drive, YouTube, Whatsapp, Slack, Google Slides, YouTube, Instagram and Pinterest. The Redefinition class affords students opportunities strengthen their creativity and innovation competencies through the use of multimedia tools. Apps such as iMovie, WordPress, Prezi, Adobe Spark, WordSwag, Adobe Capture for Asset Creation and Photo Editor by Aviary serve as learning catalysts in this area.

The selection of the right app for the right learning outcome at the right time in the course is an important decision for educators. In the future, students will be utilizing mobile devices and apps in their professional and personal lives. Marketing technology continues to evolve at a rapid pace and educators must be prepared to adapt to these changes. Through the effective course design principles, SAMR framework, and apps discussed in this paper, we are setting the stage for students to become productive and successful business professionals.

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