



New Tools and Techniques for Learning in the Field

AN OPEN FORUM OF CURRENT PRACTICE IN
MOBILE-SUPPORTED STUDENT FIELDWORK

Within the wider field of 'mobile learning', this forum will focus on opportunities to enhance the traditional field trip through new digital technologies. This can happen by providing rich learning materials in situ, by allowing students to collect and analyse new forms of data, through new forms of social interaction between students, or by students developing content themselves. The forum will bring together educators from various universities to discuss ongoing initiatives, findings and opportunities to enhancing student field trips and exercises.

Friday November 15th 2013
10:00am-1:00pm

Venue

The University of Melbourne Building
757 Swanston Street, room 501.

All welcome

Registration free for presentations
but please register by emailing
Dora Constantinidis dorac@unimelb.edu.au

PRESENTATIONS

HANNAH LEWI

Faculty of Architecture, Building and Planning
University of Melbourne

Formative Histories Walk Melbourne

ANDREW SANIGA

Faculty of Architecture, Building and Planning
University of Melbourne

Landscapes in Time: an iPad guide to the Royal Botanic Gardens

JOHN RAYNER & JENNY BEAR

Melbourne School of Land and Environment
University of Melbourne

The Burnley Plant Guide App

SOPHIE STURUP

Faculty of Architecture, Building and Planning
University of Melbourne

Mobile Map-reading in the Field

JOHN SADAR, WALLY SMITH & DORA CONSTANTINIDIS

Department of Architecture
Monash University and Department of Computing &
Information Systems, University of Melbourne

Environmental Measurement and Intuition

DIANE DE ST LEGER

School of Languages and Linguistics
University of Melbourne

Podtour: A l'écoute de Melbourne

LEE STICKELLS

Faculty of Architecture, Design and Planning
University of Sydney

Mobile Applications of Urban Design History

LAUREL DYSON

Faculty of Engineering and Information Technology,
University of Technology Sydney

**Mobile-Supported Fieldwork for Information Systems
and IT Students: Two Case Studies**

Supported by the University of
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