



M-Learning AND U-Learning: Twitter in the European Higher Education Area

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This article presents a research conducted at the Faculty of Education at the University of Castilla-La Mancha (Spain) during 2010/11 in which we analyzed the results of the participation and networking of students in the European Higher Education Area since mobile and ubiquitous learning principles. For its development, we used mobile devices (smartphones, tablets and netbooks, mainly) and used Twitter as a communication platform and as a methodological resource in the teaching-learning process. The main objective of the research was to evaluate the potential of Twitter as a technological tool to promote collaboration and student participation in the European Higher Education Area and as technological didactic tool at education university grades. The aim of mobile didactics is to move toward a teaching model that combines two perspectives, namely: m-learning and u-learning (mobile learning and ubiquitous). The u-learning occurs when there is no fixed location, when the student of the "hyper-connected society" takes advantage of mobile technologies in a consistent and contextualized way. Some key concepts involved in this research are as follows: mobility, interaction, learning, collaboration, exchange, Web 2.0, flexible learning, informal and collaborative. Teachers and digital immigrants (Prensky, 2004), with the emergence of interactive environments 2.0 more open, collaborative and free, can use them as teaching resources for the implementation of more flexible methods, active and participatory in line with the European convergence. Also, the digital immigrants must use to a lesser extent, teacher-centered methods (expository and passive) to evolve into other methodologies where the student is the protagonist (active, dynamic and interactive) (Miranda, War, Fabbri and López Meneses, 2010) and provide the digital transformation of education (Selwin and Gouseti, 2009).