Mobile phone use in classrooms and its relation to classroom interaction
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Context

- Smartphones, tablets
- Web-mediated social interaction an integral part in the communicative ecology of everyday life
- More fluid border between text and talk
- Writing social and collaborative, wider audience
- Texts, in different languages, mixed, recycled, repsonded
- High tempo


Digitalization of the Finnish matriculation exam autumn 2016 > (www.digabi.fi)
Mobile phone use and the interaction of the classroom

• the interactional space of the classroom becomes even further multi-layered
  Kupiainen, 2013; Mondada, 2011
• multiple semiotic resources

Research project: Textmöten
University of Helsinki & Åbo Akademi University

Students’ writing, language and examination in change

Aim of this presentation
1. to analyze changes in participation in classrooms of high school students, in relation to the use of mobile phones
2. to report the development of a way of studying the mobile phone screen content of the informants
Material and methods

- coded 121 hours of classroom video recordings of students’ interaction (2011–2013)
- from all of the subjects (23 different teachers)
- one Finnish-speaking and one Swedish-speaking high school in Finland

All instances of mobile phone use in the classroom have been identified and categorized

Results: Six different interaction types with the mobile phone in the classroom

1. glancing 127
2. browsing 23
3. typing 300
4. talking 23
5. interaction 176
6. teacher orientation 5
Excerpt 1. Glancing
Ella and friend Glances SMVLL-ESE180213-3
(14.50-14.49)

Excerpt 1. Ella and friend Glances SMVLL-ESE180213-3
(14.50-14.49)

1. Teacher: yes thats why I took this (. ) it didnt help
2. well now its seen for this year this thing
3. (. ) okey (. ) there is now that answer then
4. that how it should become [(. )]
5. Pirko: [ ]
6. Teacher: I move these little bit from here (unclear)
7. [(. ) oho that went away also]{.}
8. Ella: [--------------------------x]
9. Teacher: Have you already got counted these

Excerpt 2. Browsing
Sofia Browsing ESS220113-5

1. Teacher: yes and we go on to Lukas
2. Lukas: [this is only one of (. ) this is only one of the
3. Sofia: [-----------------------------]
4. Lukas: englishmens argeo- argeological invents]
5. Sofia: [-----------------------------x]
6. Teacher: (x)
7. Pupil: nå he slut nu
8. well its over now
9. Teacher: vi fortsätter
10. we continue
11. Sofia: "we taken"
12. "what the-"
13. Kais: (x)
14. Sofia: [-----------------------------x]
15. Teacher: [mmm (. ) yes and we continue ]{.} with
Excerpt 3. Typing zoom
SMVG-ESD141111-2 49.35

1    D:  ((typing))

2    T:  alltså de e nån av dihär vi ska skriv nu
       so one of these are we supposed to write now

3    D:  jo ni får ett eget sånhä häfte ni får int de att
       you are going to get one booklet you can't keep them
       behålla men ni får de att använda
       but you can use them

4    ((D resumes her typing))

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Excerpt 4. I'm in the lesson bye. SMVLL-ESK011211-10

7.    Klara: and [and and aaaaaaaaa]
8.    [ (((())()))) ]
9.    Klara: -widgets I'm in the lesson bye
10.   Jenni: heheheh I'm in the lesson b(h)y(h)e
11.   Klara:  ————
12.   Minna: what about other Jänne Sami and
13.   Klara: and Kalle
15.   Klara: Kalle
16.   Krista: called
17.   Klara: [what]
18.   [((((  )))))]
5. Interaction
Excerpt 4 Thumb up_SMVG-ESS171111-3 33.29

6. Teacher orientation
Excerpt 5. Could you Ella put away your mobile phone  SMVLL-ESE301111-3 (12.40)

18 significantly more fluent than that original
19 -------------------------------------------
20 would you Ella] put mobile phone away
21 -------------------]]
22 In that b part those sentences have to be
23 condensed by taking out extra words from
24 there
25
Summary of findings

- frequent
- largely unproblematic for all including teacher in terms of classroom interaction; brief, subordinated, user control
- adapted use in relation to co-occurring classroom interaction

➢ need for technological improvement, screen capture

Next step: Mirroring mobile phone screen content of the informants

- Necessary to have access both to smartphone content, and the social interaction within which it is situated.
- > three kinds of data
  1. Screen mirroring
  2. Video recording of the student
  3. Ethnographic field notes, documents
Technical implementation

Smartphone screen content is mirrored through a common wi-fi network and stored on the researcher’s computer

- The focus student have control over mirroring; possibility to disconnect their phone
- Airplay-technology compatible with Apple and Android smartphones.
  - For the students who don’t have a compatible phone we can loan an Android smartphone

High interest among the students

- 16 of 40 students willing to volunteer
- Four focus students chosen
  - Two chosen randomly
  - Two with phones compatible with our mirroring technology
References


Contact

Textmöten
www.textmoten.com