Raytheon Professional Services, a leader in global learning solutions and training, has identified some stumbling blocks that may hinder the full adoption of M-Learning as the preferred next generation training. In a recent analysis of M-Learning, they made the following points: Currently M-Learning is positioned to deliver informal content quite easily, but to be successful it must be able to deliver formal training by adding content management, automated content management, and tracking of performance.

In 1983, the first portable cellular telephone, the Motorola DynaTAC 8000X, was commercially available at a cost of $3995. It weighed 2.5 pounds, and had 200 cellular telephone channels and was capable of storing 30 phone numbers. The Motorola DynaTAC 8000X was the first portable cellular telephone, and its purpose was to replace the traditional landline telephone with a mobile device. The fall 2011 Learn Magazine reports that the latest big breaking news is that mobiles are the new personal computers for the average American.”

In 2011, according to the Mobile Marketing Association, consumers spend 5.7 billion minutes a week using mobile technology. In 2008, the Nielsen Company estimated that the average American spend 10 hours a month looking at their mobile device. The Nielsen Company estimates that 29.6% of the current mobile devices in the United States are smartphones and that the number of smartphone users is growing very fast. This number is projected to keep growing as smartphones become more affordable. Morgan Stanley reports that by 2015 smartphone users will account for more than 70% of mobile phone users in the United States. In 2010, smartphones were expected to send more than twice as much data as PCs to access the Web. In 2005, 9 of 10 adults (18 years or older) have access to the Internet, and 1 in 5 adults has access to the Internet only through their mobile device. Since 2000, cell phone usage has increased fourfold. The growth of the mobile Internet itself is in the double digits and is expected to accelerate in the years to come. According to a recent report by the Nielsen Internet Audience Report, 56% of smartphone owners use their device as their primary means of accessing the Internet.

One interesting result of this growing use is the way in which the development of mobile wireless technologies has garnered excitement and discussion among practitioners, trainers, and academics in the education and training fields. It’s a moment of déjà vu to realize that these were the same challenges that E-Learning faced, as well, in its early development. Distributive learning systems that could be used for office workers or in the field and could produce great excitement, as well as considerable concern.

Distributive learning systems that could be used for office workers or in the field and could produce great excitement, as well as considerable concern. For some, the use of mobile wireless technologies is still far from being practical in everyday life. To employ these technologies successfully, educators will need to think critically and determine how to best achieve their education and training goals using these devices. M-Learning will be a key to go forward in helping the universally favored solution in the training arena.
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On April 14, PDP and the NYS Forum jointly hosted The Mobile Browser World, a talk by Peter-Paul Koch, who is universally known as ppk. Based in the Netherlands, ppk was invited to meet with us on his way to a conference in the United States. PDP staff, together with Jennifer Kang, a PDP programmer, to determine the best way for users to access the site using mobile devices.

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David Rousseau Appointed Interim Dean of Rockefeller College

Professor Rousseau’s research interests focus on military planning and management, military technology, and foreign policy. He has authored two books, Democracy and Military Technology (Westview Press, 1993) and Peace in the International Conflict (Stanford University Press, 2005) among many articles. His research has been funded by the Social Construction of Realities and Elaborations (SSCI) since 1995. In addition to a number of book publications, Professor Rousseau has published articles in various journals such as International Security, the Korean Political Science Review, the Journal of Conflict Resolution, and the Journal of Peace Research. Professor Rousseau received his MFP from the Kennedy School of Government at Harvard University and has PhD in Political Science from the University of Chicago. He has been teaching at the University at Albany, Professor Rousseau taught at Korea University, the University of Pennsylvania and the University at Buffalo (SUNY). PDP Wins Second USDLA Award

For the second straight year, PDP has won a US Distance Learning Association award for Best Practice in Distance Learning Programming. This year’s award, at the gold level, was given for the shaking child course Preventing Shaken Baby Syndrome, which PDP created under contract to the New York Office of Children and Family Services. The one-hour, fully narrated course is available on the Early Childhood Education and Training Program website (www.ecetp.pdp.albany.edu). PDP Wins Second USDLA Award

The 27th Annual Rockefeller College Alumni & Awards Ceremony honored the 2010 Distinguished Continuing Professional Education Leadership Award of Excellence Peter D. Miraglia, former Director of Training at the New York Office of Children and Family Services.

For the past 35 years, Peter Miraglia enthusiastically promoted the importance of public workforce education and training to advance the principles of good government. Peter continually added value to what it means to practice good public administration.

Noteworthy of Peter’s many accomplishments was the instrumental role he played in establishing the NYS Child Welfare BSW Scholarship Program to recruit high achieving students into the field of public child welfare. The program offers up to a $14,000 scholarship to ensure your student will have a degree that will make him/her a valuable asset to the public workforce in the future.

Peter Miraglia was recognized as a key participant in a “Best of New York Award” from the Center for Digital Governance—this time, for participation in the NYS Council on Children and Families in Schools (OCF) Child Care Time and Attendance System. Peter’s innovative and user-friendly online system for tracking the time and attendance of children in educational programs, which you can access right now at 57 local departments of social services across the state. The result of a joint endeavor between the Office of Children and Family Services and the PDP areas such as administration, finance, and information systems providing invaluable assistance and support.

As Office of Temporary and Disability Assistance (OTDA) will receive an award for its mobile-optimized website. PDP staff, in collaboration with David Rousseau, Office of Temporary and Disability Assistance (OTDA) created an award winning mobile-optimized website by working with NYS Forum Interim Director, Deborah Buck, to make it a reality. The OTDA website won for web-based projects.

In the Most Innovative Use of Technology category, the PDP programmer Jennifer Kang was instrumental in organizing ppk’s visit. According to NYS Forum Interim Director, Deborah Buck, the presentation was a huge success and was the talk of the town.

The Mobile Browser World, a talk by Peter-Paul Koch, who is universally known as ppk. Based in the Netherlands, ppk was invited to present with his knowledge on mobile web development. He is himself to mapping capabilities, and has since become one of the web’s foremost authorities on mobile browser. In a presentation aimed at both webmasters and enthusiasts, ppk shared some of his research findings and introduced us to some of the challenges of programming for smartphones, tablets, and other mobile devices. ppk’s presentation took the audience on a journey through the history of mobile browsers, and explored the future of mobile web development.

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Tell us a little about your website…

I don’t know the statistics off hand, but mobile usage has been increasing rapidly over the last few months. It’s taken a few months and we still have a ways to go, especially because some parts of the website are very interactive, but the site looks terrific. It’s actually caused a huge impetus to the site itself. In my opinion, we’ve made huge progress and this puts us, and hopefully, PDP ahead of the game.

Have you seen any changes in how audiences accessing the site? Have you had any feedback from users?

Absolutely. Before I had a smart phone I had a Kindle, which I was really proud of, and I used for e-books and some social software subscriptions as well. I’ve now quit my Kindle subscriptions because it’s so much harder to read using my phone. There is something about smartphones that makes it really easy to read and the phone really easy to use. You see it around you everywhere... everyone is constantly using their phones. I realized getting one was the better choice. It’s been a great experience.

What is next for the site in terms of mobile delivery?

Social networks are probably the next thing that we need to look into. It’s not merely about whether we can make the website look good enough on a mobile phone, but how to make sure the site is usable, but is beautiful.

What challenges have you encountered along the way?

The challenges have been mainly Jennie’s. And perhaps one of her biggest challenges is my demands. We spent a great deal of time trying to decide whether it would be better to revamp the site itself to make it mobile friendly, or build a site of apps that could download, which would have been expensive, but it would mean programming different apps for different devices. I was skeptical about whether we could make the website look good enough on a mobile phone, but given how using the apps, have fun but personal experience. It’s been a great experience, and we still have a ways to go, especially because some parts of the website are very interactive, but the site looks terrific. It’s actually caused a huge impetus to the site itself. In my opinion, we’ve made huge progress and this puts us, and hopefully, PDP ahead of the game.

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Graeme Newman, UAlbany, School of Criminal Justice

Continued from page 3

PDP

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What motivated you to pursue making your website mobile friendly?

Mobile Platform

We've been led to make our website more and more user-friendly and accessible. And in the past year or so we've become aware that many police officers now have mobile devices. We know that demand will only increase in this area and we want to keep abreast of it. Police departments have always been a little obsessed with technology, including communication to the public, so it was logical. It's really a long-term plan that I've been working on with Jennifer Kang, a PDP programmer, to determine the best way for users to access the site using mobile devices.

What challenges have you encountered along the way?

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On April 14, PDP and the NYS Forum jointly hosted The Mobile Browser Wars. Peter-Paul Koch, who is universally known as ppk, is a consultant of computer training services (DCTS), has been recognized as a key participant in a “best of new york award” from the center for digital governance—which, for participation in the development of the mobile platform for the new york children and family services (cdfs) child care time and attendance system, which is the leading system for tracking the time and attendance of children in education programs. ppk now resides in new york and is part of 57 local departments of social services across the state. As part of the task force responsible for the project, dcts’s team developed the curriculum and delivered classrooms training for this site-specific course to 1,216 staff across 37 different training locations, over the course of six and a half months. Dcts also designed and built an online, mobile-optimized website around daycare providers and parents of children in daycare. Its development is guided by the department of social services’ needs and public feedback, and includes comprehensive training, quick-reference cards, dcts also created courses to train all local districts in implementing the instructional design changes from the pilot through the regular delivery of the system.

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PPD programmer Jennifer Kang was instrumental in organizing ppk’s presentation. According to NYS Forum Event Director, Deborah Boy, the presentation was fantastic, and the audience was engaged from start to finish. Jennifer’s warm personality and approachable demeanor made for a great presentation. Her presentation was available at lunch on the website for the next 30 days. For more information about ppk, visit quirksmode.org or follow him on twitter at http://twitter.com/ppk.

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What is next for the site in terms of mobile delivery?

Peter Miraglia

Social networks are probably the next thing that we need to look into. I'm not sure what will be the conclusion with the mobile, but we definitely need to explore them.
Raytheon Professional Services, a leader in global learning solutions and training, has identified some stumbling blocks that must hinder the full adoption of M-Learning as the preferred next generation training. In a recent analysis of M-Learning, they made the following point: Currently M-Learning is positioned to deliver informal content quite easily, but to be successful it must be able to deliver formal training by adding content management, automated content distribution, content interaction tracking, and a reporting system comparable to the Learning Management Systems that we find being used for other types of distributive learning. It’s a moment of déjà vu to realize that these were the same challenges that E-Learning faced, as well, in its early development. If M-Learning has been commonly used in developed and developing countries to provide guidance, training for adults—education that can be implemented in training courses for workers in different working environments. For example, Dubai, and the United States have established a partnership through T-Mobile to deliver clinical training to paramedics across India in order to facilitate clinical education for healthcare workers. Raytheon has also caught on to K-12 education in the United States. An example is the use by the California University School District to assist children with special needs by using mibile apps for autism, speech-language pathology, and behavior modeling.

Unquestionably, mobile wireless technologies have become a very interesting asset adds to the educators and the field and has produced great excitement, as well as considerable concern. For some, the use of mobile technology has lost power to change the way we train today’s workforce, which can be mind-boggling. For others, mobile wireless technologies are still far from being practical in everyday life. To employ these technologies successfully, educators will need to think critically and determine how to best achieve their education and training goals using these devices. M-Learning will hit a ways to go before it becomes the universally favored solution in the training arena.

The way in which mobile technology has transformed the way we communicate and live is astonishing. The Nielsen Company estimates that 29.6% of the current mobile devices in the United States are Smartphones that the number of Smartphone users is up 60% over a year ago. This number is projected to keep growing as Smartphones become more affordable. Morgan Stanley reports that by 2013 smartphones device owners would be expected to send more than PCs to access the Web. There is no doubt about it—the future is in mobile technology. How wisely we use it is still an open question that has generated considerable discussion.

One interesting result of this growing ease is the way in which mobile wireless technologies in the training and development of mobile learning technologies has garnered excitement and discussion among practitioners, trainers, and academics in the education and training fields. A primary reason for this interest is that the potential for the use of mobile technology far exceeds from traditional classroom settings to mobile learning settings. The rapid advances being made by the mobile technology industry, particularly with 4G and 5G, have lowered the emergence of the M-Learning phenomenon which opens numerous opportunities for using this technology for training purposes. The huge advances of mobile technology in the field is the feasibility and use of an affordable smartphones to obtain training while in the mobile. Mobile technology has made just-in-time learning a work of a reality. With mobile technology, learning happens in the context where it is needed and when it is needed on the work topic at hand. As a consequence, learning is more engaging, and the employee applies the information, knowledge, and skills more quickly. M-Learning provides the opportunity to access learning on-the-go, which adds a new dimension to learning delivered through any other approach.
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In 1983, the world’s first portable cellular telephone, the DynaTAC $3995. It weighed 2 pounds, measured more than a foot long, and could store 30 phone numbers. According to eMarketer, reports that Smartphone penetration in 2014 will increase from 31% of handsets in 2010 to 50%. Of the 1.9 billion global mobile cellular phone subscriptions added between 2006-2009 more than 1.6 billion of them were from developing nations. The Nielsen Company estimates that 29.6% of the current mobile devices in the United States are Smartphone and that the number of Smartphone users in the US is 60% versus a year ago. This number is projected to keep growing as Smartphones become more affordable. Morgan Stanley reports that by 2015 mobile devices are expected to send more than PC’s at 60% of access to the Web. There is no doubt about it—the future is in mobile technology. How wisely we use it is still an open question that has generated considerable discussion.

One interesting result of this growing use is the way in which the development of mobile wireless technologies has garnered excitement and discussion among practitioners, trainers, and academics in the field of education that we find being used for other types of distributive learning. It’s a moment of déjà vu to realize that these were the same challenges that E-Learning faced, as well, in its early development. M-Learning has been commonly used in developed and developing countries to provide generic learning for adults—education that can be implemented in training courses for health/medical providers and to assist children with special needs by using mobile apps for autism, speech language pathology, and behavior modeling.

Did You Know?

Today, as we produce more information than ever, the shelf life of knowledge and skills continues to shorten. The new generation workforce, having grown up with Web 1.0 and Web 2.0 has expectational information, and access to it, differently from earlier generations. With the rapid growth of mobile technology, their expectation for access to knowledge is to get it and have it now—it is a new construct.

The way in which mobile technology has transformed the way we communicate and live is astonishing. The Nielsen Company estimates that 29.6% of the current mobile devices in the United States are Smartphones and that the number of Smartphone users in the US is 60% versus a year ago. This number is projected to keep growing as Smartphones become more affordable. Morgan Stanley reports that by 2015 mobile devices are expected to send more than PC’s at 60% of access to the Web. There is no doubt about it—the future is in mobile technology. How wisely we use it is still an open question that has generated considerable discussion.

One interesting result of this growing use is the way in which the development of mobile wireless technologies has garnered excitement and discussion among practitioners, trainers, and academics in the field of education that we find being used for other types of distributive learning. It’s a moment of déjà vu to realize that these were the same challenges that E-Learning faced, as well, in its early development. M-Learning has been commonly used in developed and developing countries to provide generic learning for adults—education that can be implemented in training courses for health/medical providers and to assist children with special needs by using mobile apps for autism, speech language pathology, and behavior modeling.

Unquestionably, mobile wireless technologies have become a very innovative asset addends to the education and training field and have produced great excitement, as well as considerable concerns. For some, the use of mobile wireless technologies has the power to change the way we train today’s workforce, which can be mind boggling. For others, mobile wireless technologies are still far from being practical in everyday life. To employ these technologies successfully, educators will need to think critically and determine how to best achieve their education and training goals using these devices. M-Learning will be a ways to go before it becomes the universally favored solution in the training arena.