

Mobile Learning and Working – should mobility and flexibility get limits?

Results of a Case Study

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Smart technologies are a common part of our everyday life, and being a part of the social network requires digital media competence. Universities have opened themselves to an intensive use of smart technologies. On the one hand studying offers and requires more and more levels of mobility and flexibility like the solving of math tasks through an online tool. And on the other hand the employees of universities accept offers of mobile and flexible work circumstances. Beside the use of smart technologies in private sphere their use in professional sphere is necessary to keep being employable.

Digital media and smart technologies are like the Janus face, they include two sides of a medal. Learning and working attitudes change, tasks are solved at various places and times. This includes mobility and flexibility and possible social isolation.

The authors carried out a case study at the University of Wuppertal by interviewing students and employees concerning their attitudes towards smart technologies and about the pleasurable and uneasy feelings concerning their applications. The case study is gender related.

Especially male students e.g. do not solve their online tasks together with their classmates, they do it alone. The discussions with classmates taking place usually during the process of task solutions are missing. The use of smart technologies leads to a lonesome problem solution due to a non existing compulsion of time and place.

Employees e. g. turned out missing borders of smart technologies. Where does professional sphere end and where does private sphere start? Due to everywhere and all-time access limitations are very often not given any longer.