Mobile devices have become increasingly important tools for learning, and are impacting on traditional methods for delivering courseware in higher education. Connected learning using mobile devices enables learners to collaborate with peers in ways that promote deeper learning experiences which also address specific learner needs. These trends offer exciting possibilities for enriching the ‘real world’ experience of nursing and allied health students through enabling multidisciplinary and/or interprofessional collaboration in the clinical context.

In reflecting on the current trends regarding mobile technologies, and looking for opportunities to enable interprofessional peer learning, our question with WIL Connect is:

- whether, and in what ways, an m-Learning solution designed to facilitate interprofessional student collaboration during clinical practicums might complement the supervisory guidance being received and enhance the overall quality of student learning?

The pedagogical design of the app is underpinned by principles of connected learning (Mizuko, 2013).

**PILOT PROJECT**

The app is designed to be used in a social networking environment, allowing students to post comments, questions, etc. in a blog-type space where they can also engage in conversation triggers to stimulate dialogue.

**PILOT PROJECT**

- Functional features of the prototype app:
  - a blog-type space for posting comments, questions etc.
  - a social networking strategy for introduction to the peer community
  - Information resources, eg. explanatory videos, interprofessional resource materials etc.
  - conversation triggers to stimulate dialogue
  - ePortfolio for personal reflections

Recruitment was via in-class presentations, hard copy posters, digital media, and student volunteers.

- 24 undergraduate students volunteered to participate:
  - Nursing (sixteen 3rd year students)
  - Social Work (five 4th year students)
  - Nutrition and Dietetics (three 4th year students)

Pilot ran for a period of 6 weeks towards the end of Semester 1, 2017.

**RESULTS**

Focus group data (n=5)

- Four key themes:
  - Could be a good learning experience
  - Peers can add a valuable dimension to learning
  - But...not sure what to ‘talk about’ with others
  - Need new ‘stuff’ to keep interested

- Text/student post analysis data (n=56)
  - average 2.3 posts per student (range = 0 – 6 posts per student)
  - posts typically 80-100 words in length
  - written descriptively – a strong ‘telling’ focus
  - majority of posts recounted a situation encountered within the context of own profession – very little ‘deeper insights’ or interprofessional ‘interactivity’ between participants

- “I have just completed my CPA Mental Health rotation and it was awesome…. I was lucky enough to see some electro shock treatment and I watched the progress and change in mood of this particular consumer. She started off the two weeks very depressed and teary, anxious about everything. Today she came back from ECT, and instead of sleeping the day away, she was happy and bright and mingling with her co consumers. The change in her is amazing, so nice to see the improvement in her, the two weeks”.

**CONCLUSIONS**

- Mobile learning offers a contemporary genre for enriching students learning experiences
- Curriculum ‘fit’ is important to provide context and scaffolding, especially in relation to interprofessional learning
- Amount and type of app content / functionality are key design issues

Reference