

Towards a New Framework of Instructional Design for Mobile Learning

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Abstract: *Computer mediated learning forms an integral part of the current teaching methodologies. Good learning software applications help in internalizing the concepts in a more meaningful way through student participation, collaboration, and exploration. In addition, they also facilitate development of higher order cognitive skills (Athar, S. S., 1995). However, leaving aside a few, most e-learning applications in practice are not designed in a manner as to harness the strength of sophisticated computational methods like Monte-Carlo simulations, artificial intelligence, conceptual modeling, and so on. The reason for the abundance of these clicks-and-know applications is the ease of their design and development. The expeditious information exchange and the potential that mobile technology offers, information and knowledge acquisition no longer*

remains a big challenge. The greater challenge, actually, is to design and develop learner-centric applications facilitating greater opportunities for learners to explore and construct knowledge and advance their skills. This brings in a natural demand to revisit our instructional design models and modify them to meet the desired requirement.

In the present study, we focus on the possible benefits our revised framework of instructional design offers to better address the current learning demands. We derive our framework by leveraging the advantages and limitations of the mobile devices and technologies and the existing instructional design frameworks.