

Item	Mobile Learning as a Catalyst to Global Citizenship Education
Introduction	<p>The Beijing Royal School was one of the pioneer schools in China in incorporating mobile learning into pedagogical transformation. Its mobile learning programme started in 2010. Stemming from the school’s orientation towards global citizenship education, the Beijing Royal School recognizes mobile learning as both driver and enabler for supporting the development of students’ cognitive, socio-emotional and behavioural dimensions, organized around knowledge acquisition, understanding and respect for difference and diversity, and responsible engagement with global issues. It takes advantage of a variety of mobile apps to support students’ multilingual education, and uses open educational resources (OER) to support multicultural education, taking advantage of the up-to-date worldwide data and information available on the web. It also engages with students from other countries in projects and courses that help the students to widen their understanding of diverse cultures and social contexts.</p>
Type of institution involved	Secondary school
Title of the methodology used	Mobile learning for global citizenship education
Type of educator	Secondary school teachers
Tool/tools used	Mobile devices (mainly tablets and smartphones)
Main Challenges, Key Success and Enabling Factors	<p>In the school, mobile technologies are used to support students’ multilingual and multicultural education. For multilingual education, students are offered language courses in seven languages: Chinese, English, Korean, Spanish, French, German and Japanese. The use of digital educational content has significantly facilitated students’ language-learning processes. For example, the use of digital reading material in class has improved the efficiency of curriculum delivery. The hypertext feature of digital reading material, with embedded audio, images and translation, enables students to spend less time looking up vocabulary in dictionaries, and hence smooths their reading process and frees more time for in-depth class</p>

	discussion. Teachers also encourage students to utilize mobile applications and platforms to assist their individualized language learning. In an attempt to make language learning entertaining and motivating, the school also integrates mobile learning into an array of extracurricular activities, ranging from the annual Movie Dubbing Contest to an English drama festival to enhance students' language competency.
Lessons Learnt and Recommendations	Teachers in the school encourage students to not only develop basic curriculum competencies, but also deepen their understanding of the world. To achieve this objective, they promote the use of OER (Open Educational Resources), facilitating students' ability to connect the theories and methodologies they learn in class to empirical information and data from around the world.
Country	China
Name of the Institution/Education Center	Beijing Royal School

Source

<https://unesdoc.unesco.org/ark:/48223/pf0000366725/PDF/366725eng.pdf.multi>



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.