Abilene Christian University
2009-10 Mobile-Learning Report
Our Promise
ACU is a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference in the world.

As we look back on the second full year of ACU’s mobile-learning initiative, the words of a French proverb seem particularly appropriate: “the more things change, the more they stay the same.” This past year, we’ve seen incredible change and innovation in our classes and our academic community, yet our core values remain unchanged. Everything described in the following pages is part of our essential mission to educate students for Christian service and leadership throughout the world, a commitment we hope will never change.

But as we consider how best to accomplish our central goal, it’s important not only to look to the past – the traditions of solid teaching, innovative research, and productive partnerships with our students that have characterized ACU’s 104-year history – but also to the future. In Spring 2007, when we first began considering the elements that would grow into the ACU Connected mobile-learning initiative, we realized that we needed to take bold steps to keep pace with the new set of challenges facing our students. When they leave our campus, many will enter careers that didn’t exist, using technologies not yet imagined while they were here with us. How shall we equip them not only to survive in such a world, but also to provide it with service and leadership? How can we help them acquire the skills, strategies and resources they will need to master a world defined by change?

Over the past two years, we’ve discovered that mobile learning can get us well on our way. And it is the comprehensiveness of our focus – shared by faculty, technologists and administrators at ACU – that sets our explorations of mobility apart from those at many other institutions. Many in higher education are eager to see how the always-on, always-connected world offered by mobile technologies will transform higher education, but few have been able to implement the kind of broad-based investigations ACU has carried out over the past two years. As you will see in the following pages, our faculty, staff and students are engaging in work and research that seeks to understand teaching and learning in a fundamentally different way – one that is more responsive, more relational, more personalized and more integrative. We’ve learned that mobility can help further our overall work to build a vibrant community that integrates scholarship, social connectedness and spirituality – that blends the mind, heart and soul.

The past year has been incredibly rich. Our research shows ongoing excitement about and improvement in the ways professors and students are using mobility to connect to and learn from one another. New tools, including course blogs, are driving engagement and changing the dynamics of our courses to make them more interactive and productive, and a new group of professors is pushing the boundaries to discover how mobility can benefit students. This has led many to recognize ACU for its leadership with a host of new honors, culminating in a $1.87 million gift from AT&T to expand our explorations of mobility.

But all this creative energy and focus around serving our students, the academic community and our world isn’t really new for those of us at ACU. After all, the more things change, the more they stay the same.
“Mobile learning has improved my ACU experience, because it is easier to communicate with professors or other students than if I didn’t have a Web-enabled phone. I can check my email on the fly, rather than waiting until I can get to a computer. If a professor says something I don’t happen to know about, I can Google it and keep up with the lecture. It definitely comes in handy.”

Jacob Canada
Sophomore
Major: Information Technology
Clyde, Texas

“Mobile learning is allowing students to have more engaging experiences in the classroom. When a teacher comments about something you want to know more about, you can pull out your iPhone and search for additional information. It encourages students to learn more.”

Mark Foster ’10
Junior
Major: Information Technology
Abilene, Texas

“People from several different departments worked on The Optimist app for the iPad. It was really interesting to see the give-and-take between the designers, the IT guys and the rest of the team. We can now do stuff that I thought was only possible in Harry Potter. You can scroll through everything, go from one page to another looking like you’re on a newspaper. You’re able to hold it, so it doesn’t feel like a Web site. Seeing the app now, the finished product, is incredible.”

Lawson Soward
Junior
Major: Electronic Media
Colleyville, Texas

“We would use our iPhones to participate in surveys, with students giving their opinions to questions about the material taught that day. We accessed the question-and-answer choices on our phones, and when we chose our answers, the results were immediately displayed in a bar graph on the big screen in the auditorium. It was engaging and intriguing to see the different answers and to see how advanced technology has integrated its way into the classroom.”

Chelsey Brambaugh
Sophomore
Major: Speech Pathology
Lewisville, Texas

“ACU has done a great job with the mobile-learning initiative. It is showing that technology can be implemented greatly in education and, later, in students’ careers. It sets ACU apart to embrace new technology and be on the cutting edge of learning how to use new tools. We have just seen the tip of the iceberg with mobile learning at ACU; there are many more possibilities and ways it can be implemented. I hope to see more of that in the future.”

Randy Beaird
Senior
Major: Information Technology/Bible
Abilene, Texas

My experience with mobile learning encouraged me to brainstorm even more new and exciting ways ACU could implement the iPhone in the classroom and throughout campus. I think ACU’s focus on mobile-learning has made it a leading competitor in the race for cutting-edge technology among universities, and has made students and faculty change and stretch their traditional views of classroom learning.

Christina Peterson
Sophomore
Major: Accounting, Finance
Appleton, Wisconsin

Students report increased engagement in classes regularly using mobile devices to facilitate learning, thanks largely to ACU’s mobile-learning initiative. They see improvements in flexibility, involvement, interaction, active learning, contact with professors and the overall class experience.
As a group of ACU journalism, art and design, and information technology students sat around a conference table at Dr. Kenneth Pybus’ home, a painted block of wood, this is no ordinary piece of wood, explained the associate professor of journalism and mass communication and faculty advisor for The Optimist.

It’s an Apple iPad mockup designed to match the dimensions of the device.

And so began a sprint to create in 60 days a newspaper app for a device few had seen outside Apple’s inner sanctum.

The idea of what the iPad might do and a determination to remain on the leading edge of technological innovation, group members planned their strategy.

Armed with four mockups, a sketchy framework and a group of ACU journalism, art and digital design majors from Albuquerque, N.M., recalled the moment the Department of Journalism and Mass Communication, innovation, group members planned their strategy.

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A fitting project for a university that has modeled innovation and encouraged technology with its mobile learning initiative—a strategic plan that includes outfitting every student with an iPad or an iPod touch and encouraging faculty to use mobile devices in their classrooms.

And the reality: “We were flying by the seat of our pants,” said Tanner.

The project was a real-world project, complete with meetings, deadlines and 11th-hour panic situations.”

“We all got to experience a very real-world project, complete with meetings, deadlines and 11th-hour panic situations.” — Rich Tanner

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I really like the way podcasts have been able to open up class time. I'm no longer having to explain things my students should get from their reading. I'm actually able to deal with big concepts. It's been extra helpful for my non-traditional students and my international students. I've noticed a big difference in their grasp of the material. Podcasts have really given them a chance to learn on their own."

"Ask some hard, controversial questions that are really polarizing. And when we use polls and NANOtools, they let people answer honestly and anonymously. I don't have students answering the way they think I want them to answer. I don't ask people to raise their hands, but it brings about conversation."

"In my discipline, one of the things we try to do is really de-center the classroom, to not make it so teacher-centered, but more student-centered. Mobile learning can really help with that. It can put that emphasis on the student, but it also puts the responsibility for learning back onto the student."

"The initiative has become a catalyst that forces everyone to rethink learning. We've started to consider the learner: how are they going to benefit? It's a great opportunity to strip things down to the basics and rebuild them in a new way. When I see students adopting technology, not just in the classroom but in their everyday lives, I know it's working. You can't stuff a classroom into a little device. Because you can't do traditional things, you are forced, actually, to do things that are innovative. It forces the rethinking of learning. And that's a good thing."
University students new statistics app "I was really excited to see how useful it would be," says Laura Brown, a junior psychology major. "I think it can be a great way to review information for tests and really learn the material." The technology has also proved helpful for students who are learning a new subject. "It makes it a lot easier to see how things are connected," says Brown. "I feel like I understand the concepts a lot better now." "We continue to find that most faculty and students are positive about the program, that iPhone apps have it forever and can use it in future classes or on future projects.”

2010-11 ACU Mobile-Learning Fellows

• Dr. Brian Burton, Assistant Professor of Information Technology, Dr. Tessa Lewis, Assistant Professor of Mathematics Sciences, Dr. Andrew Kassimatis, Assistant Professor of Journalism and Mass Communication, and Mike Wiggles, Assistant Professor of Art and Design, for "Using Blogs, Twitter, and Mobile Devices to Support Learning in Marcom Courses"; Dr. Jason Holland, Assistant Professor of Educational Technology, "Using Augmented Reality Applications, Whole-Course Simulations, and Lots of "Tinkering," We Are Moving Strategically to Serve Students"; Dr. Autumn Sutherlin, Assistant Professor of Psychology, "Using Psychology Apps to Support Learning in Psychology Class"; and Dr. John Hask, Assistant Professor of Mathematics, "A Case Study of the Efficacy of Mobile Computing Platforms."
Dr. Jennifer Shewmaker's students used mobile devices for easy access. "The RTI Mobile application developed to gather data tracking the children's progress, and Shewmaker's students' application developed to app them to doing everything on paper. The application revolutionizes how I can teach my students about children with academic and social-emotional weaknesses. I can now use more interactive and engaging resources to work more independently," she said. "This is what I have in class or outside of class. The important ideas behind what we're doing in class procedure. The use of mobile technology was highlighted in the Feb. 8, 2010, issue of Chemical & Engineering News.

Dr. Autumn Sunderland
Assistant Professor of Management Science
"Teaching effectiveness is not about technology, but about the teacher," said Dr. Autumn Sunderland. "The learning takes place in the classroom. Upperclassmen with iPhones and iPods take in the theory behind the lectures, seeking out student feedback during class. Sunderland added digital flashcards to her life last fall, and a significant increase in student participation was noted. "We have flashcards on a good study tool," Sunderland said. "ACUminerals (a flashcard app) gives me the opportunity to provide cards for my students that they can carry with them."

Dr. Autumn Sunderland's mobile devices are responding very positively. "I think we still have a lot of room for growth," she said. "How do we continue to move in this direction? What do we continue to offer our students in new ways, inside and outside of the classroom? I think we still need to push ourselves to demonstrate and to do have significant changes in what we're accomplishing here."

Dr. Brad Crisp
Assistant Professor of Chemistry
"I don't think success here depends on technology," said Dr. Brad Crisp. "Continuing to use it as a Mobile, enabling that I'm still learning. However, I believe in ACU's mobile device initiative is all about," Marquardt said. "It's not about having fun and entertainment. It's about being able to help students think about other possibilities. "I needed help from other audience members," said Dennis Rankin, a theatre major. "It's allowed me to give the students the opportunity to hear from other people's point of view. We worked behind the scenes to clarify different Shakespearean vocabulary, to show broad scene summaries and to interact with audience members through a live blog. "We wanted the audience to feel completely connected," said Deter. "We used Twitter of ACU's mobile learning tools in a few different ways. The approach was well received. I could look at Twitter (every time I got confused or needed help from other audience members," said Dennis Marquardt, ACU's educational technology analyst. "It's about being able to help students think about other possibilities. "I needed help from other audience members," said Dennis Rankin, a theatre major. "It's allowed me to give the students the opportunity to hear from other people's point of view. We worked behind the scenes to clarify different Shakespearean vocabulary, to show broad scene summaries and to interact with audience members through a live blog. "We wanted the audience to feel completely connected," said Deter. "We used Twitter of ACU's mobile learning tools in a few different ways. The approach was well received. I could look at Twitter (every time I got confused or needed help from other audience members," said Dennis Marquardt, ACU's educational technology analyst. "It's about being able to help students think about other possibilities. 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H ow do you educate a generation of students eternally distracted by the Internet, cell phones and video games? Easy. You enable them by handing out free iPhones—and then reimagining the public square as a digital commons.

That’s the idea Abilene Christian University has to reboot classroom learning through the iPhone and iPod touch. The private university just tested out its first year of a pilot program in which 1,600 freshmen students had the choice between a free iPhone or an iPod touch.

The initiative is not only a way to explore how the always-connected iPhone might revolutionize the traditional academic environment, it’s also a test case of digital interactivity. Think web turn in homework, look up class notes, watch lecture podcasts and check class schedules and grades. For classroom participation, students can use their iPhones to look up relevant information on the fly. Professors project classroom discussion questions on screens in a PowerPoint presentation. Using a jailbroken software called Chiva for the iPhone, students can answer those questions anonymously by texting their answers to the professor’s iPhone, which Köster holds the keys by helping assess which answers are accurate and useful.

In addition to writing custom Web apps for the iPhone, ACU shares iPad apps with other universities and their students and faculty.

In his comments, Rankin noted that ACU is on the cutting edge of education, transforming learning.

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ACU shares iPad spotlight on NBC Nightly News

A CIF is a charter member of the ACU’s National University Alliance. ACU is one of two universities on the Global Advisory Board of Talisma, a company providing customer relationship management (CRM) software and support to the higher education and hospitality industries.

ACU is a leader in using emerging technologies, a global leader in Talisma’s Distinguished Educators program, and one of only 12 schools drawn from various fields, including educational publishing and technology research, that deliver an informative and high-quality program for the 21st century now that we have these sorts of connections?
ACU ranked among the best by U.S. News & World Report

Abilene Christian University was named one of America’s Best Colleges by U.S. News & World Report in its 2011 edition. ACU ranked 201st in the category of Master’s Universities-West, seven places lower than last year’s ranking. In addition, ACU was named second in the Master’s Universities-West category of a Strong Commitment to Teaching, highlighting 80 schools with “an inherent commitment to undergraduate teaching.”

In The Great Schools, Great Prices category, ACU was listed 12th among the Master’s Universities-West.

“ACU is proud to continually show what it means to be a Christian university,” said Dr. Phil Schrum, president. “It’s always great to see our students and faculty excel as we advance our mission to graduate more than 4,000 undergraduate students each year.”

Mobile-learning initiative expands: All full-time ACU undergraduate students to have iPhones or iPads touches this fall

One of the biggest challenges for ACU in mobile-learning initiatives has been how to include students who don’t have their own mobile device. This fall, that will change.

ACU’s internally funded mobile-learning initiative will expand in August to include all full-time undergraduate students. Each student can choose an iPhone or iPad touch, which they will use in a variety of ways, both in and out of the classroom.

“We’ve been waiting for a long time to get devices in students’ hands,” said Van Brooks, executive director of information technology.

“One of the biggest challenges to mobile learning has been having classes where perhaps all but one student has an iPhone,” said Dr. Cheryl Mass-Barr, professor and chair of the Department of Journalism and Mass Communication. “That really limited what we were able to do, and knowing we are going to have a saturation of the devices on campus will make it possible for all of our faculty to become involved in mobile learning.”

Dr. William Rankin, director of educational innovation and associate professor of English, agreed. “One of the things we’ve wanted to do from the beginning is see how truly a mobile university works, especially as we increase access for all students,” he said. The university also will partner with Cambridge University Press, Alston L decid and Bell Labs on a new digital publishing venture.

With more than 4,600 undergraduate students who will now have mobile devices, as well as many faculty and staff, the landscape of learning at ACU will continue to move forward into the future.

Robust course blogs enrich student-faculty interaction

“ACU Blogs grow out of a desire among faculty at Abilene Christian to make course sites easier to update and more accessible for students and non-mobility users,” said Dr. Edelen, associate professor of English and director of the Digital Media Lab at ACU.

“Now ACU has a blog called ACU Blogs as an online forum for conversation, allowing students to meet in dialogue with each other,” he said.

Designed by Mike Wiggins, associate professor of art and development, and developed by Dr. Dehne, the ACU Blog system is built on WordPress, a popular open source blogging platform which gives faculty the options to host private or public course blogs.

Dr. Billie McConnell, associate professor of teacher education, said this blog is an Educational Psychology class, requiring students to post weekly about “’aha!’ moments” when they use the blogs in the course.

“’Aha’ moments are their ‘aha!’ moments. When they’re out at the Bean (ACU’s dining hall), and they think, ‘Hey, I have something I need to share with the class,’ they blog it,” McConnell said. “They figure it back to their own schools, serving their students in new, exciting ways.”

The staff at CAAP and 22 percent of the 1,765 undergraduates have taken one or more mobile-learning courses and instructors, 25 percent on average, have completed the estimated average student debt after four years. One-sixth of the rankings are based on four-year college graduation rates, and the others are based on factors such as graduation rate, student retention, faculty resources, student selectivity, financial aid affordability and productivity.

In the 2010 edition, ACU was listed at No. 407, ahead of several other Texas institutions, including TCY and Baylor University. ACU ranked 40th in the nation among other top schools in the nation by a respected magazine, as well as the Center for College Affordability and Productivity to create its second annual “America’s Best Colleges” ranking, which says ACU undergraduate institutions based on “the quality of the education they provide, the experiences of the students and how much they achieve.”

“I believe ACU is one of the top 10 percent of the more than 4,000 colleges and universities in the United States,” said Forbes. In 2010, Forbes joined with the Center for College Affordability and Productivity to create its second annual “America’s Best Colleges” ranking, which says ACU undergraduate institutions based on “the quality of the education they provide, the experiences of the students and how much they achieve.”

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Robust course blogs enrich student-faculty interaction

“ACU Blogs grow out of a desire among faculty at Abilene Christian to make course sites easier to update and more accessible for students and non-mobility users,” said Dr. Edelen, associate professor of English and director of the Digital Media Lab at ACU.

“Now ACU has a blog called ACU Blogs as an online forum for conversation, allowing students to meet in dialogue with each other,” he said.

Designed by Mike Wiggins, associate professor of art and development, and developed by Dr. Dehne, the ACU Blog system is built on WordPress, a popular open source blogging platform which gives faculty the options to host private or public course blogs.

Dr. Billie McConnell, associate professor of teacher education, said this blog is an Educational Psychology class, requiring students to post weekly about “’aha!’ moments” when they use the blogs in the course.

“’Aha’ moments are their ‘aha!’ moments. When they’re out at the Bean (ACU’s dining hall), and they think, ‘Hey, I have something I need to share with the class,’ they blog it,” McConnell said. “They figure it back to their own schools, serving their students in new, exciting ways.”

The staff at CAAP and 22 percent of the 1,765 undergraduates have taken one or more mobile-learning courses and instructors, 25 percent on average, have completed the estimated average student debt after four years. One-sixth of the rankings are based on four-year college graduation rates, and the others are based on factors such as graduation rate, student retention, faculty resources, student selectivity, financial aid affordability and productivity.

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Robbyn Arnett is one of 15 educators from the university named to the Distinguished Educator Advisory Board for 2010-11.

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CU's mobile-learning initiative was a two-time finalist for the Handheld Learning Award and Steven Moore team-taught a popular interdisciplinary Core pilot course, *The Human Person and Identity.*

**Mobile-learning History at ACU**

The device, Levitte, a junior, said he enjoyed using the app to conduct surveys, collect data, take notes and present product concepts. Charles Management Information Systems instructor of marketing, took six information systems, and Matt Boisvert, an invaluable real-world experience.

"As students move through their Core classes, new digital resources will allow them to bring together multimedia and information from all over the globe in different ways," said Campos, citing the example of a class project where students have access to links leading to related articles, songs or videos. "We can support that experience in a world where our students have access to information from so many different sources out there, but we don't want it to be so difficult for them to access that information."

"As ACU is developing this new Core curriculum, we want to make sure that we're empowering all the disciplines on our campus — not just arts and sciences, not just business and technology. The Core creates a great foundation for our students to know who they are, what they want to do with their lives. All the things having shaped them as students and as people."
Presentation and Webcasts by Faculty, Staff, and Administrators

Dr. William Rankin was one of five ACU representatives to speak in Paris, France, in 2009-10.

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Deploying mobile learning in courses

Again this year, most faculty saw positive results from using mobile devices in courses, including increased levels of communication and elevated student engagement. In a survey of 109 faculty, 92 percent of respondents reported that they would be comfortable having students use devices for a required class activity, and 83 percent reported regular use of devices in class.

Faculty perceptions of mobile learning

At the end of the Fall 2009 semester, 109 faculty responded to an electronic survey. The majority of respondents rated the program as successful (more than 94 percent) and indicated regular use of their device in at least one of their classes (more than 81 percent), representing significant increases over the previous year.

Faculty device influence

Paralleling results presented last year for students, faculty with iPhones provided significantly more positive ratings to a number of survey items, in comparison to those with an iPod touch. The greatest device-related differences were observed in relation to regularly bringing their device to class and routine use outside of the classroom.

Student attitudes over time

Mobile-Learning Fellow Dr. Brad Crisp again invited all students who had been given a mobile device to participate in multiple surveys across the school year. This graph depicts the total percentage of positive student responses to questions regarding use of mobile devices as a positive and helpful part of their overall college experience.

Student attitudes by device and class

Survey responses from the middle of the fall semester continue to show that students are very positive about using mobile devices as a part of their college experience. Again this year, students with an iPhone generate more positive mean ratings than students with an iPod touch. However, this difference is less pronounced among freshmen.
**Chemistry lab outcome scores**

Mobile-Learning Fellow Dr. Cynthia Powell extended her controlled study of the impact of providing laboratory course instruction through pre-class podcasts as opposed to in-class lectures. Performance averages for students in each experimental “condition” are not statistically significantly different. Students in the “podcast” sections did obtain slightly higher overall course grades, but the most important finding she has demonstrated again this year is that instruction in a highly successful academic area can be transitioned to a mobile platform with no loss of student mastery of content.

**Student evaluation in Intro to Business**

Mobile-Learning Fellow Dr. Mark Phillips extensively redesigned one section of his introductory business majors course to make consistent use of mobile tools. Enclosed students were surveyed at the mid-point of the Fall 2009 semester. Generally, Phillips concluded that a complete course redesign around mobile technologies was significantly more challenging than the more common approach of bringing mobile tools into an existing course. One strategy Phillips used in his redesigned course involved putting students in charge of the order in which class materials to facilitate this sort of participation.

**MFT students’ use of social networking and perceptions of mobile learning**

Dr. Jaime Godd’s Mobile-Learning Fellows project investigated the use of course blogs and social networking tools by graduate students in two marriage and family therapy courses. Findings from her project show a majority of students using social networking on a daily basis and about half regularly participating in course blogs. Moreover, students in her courses were very positive about their experiences with mobile tools, reporting increases in participation, interest and quality of their coursework.

**Board business streamlined by iPad-enabled ACU trustees**

University trustees can go through a small mountain of reports, research and other documentation each year in the process of governing their institution. ACU’s mobile-learning initiative spurred an innovative solution in Spring 2010: each of its trustees with an iPad and a crash course in using it to communicate with each other, access information on a password-protected Web site, and save the university reams of paper and other materials each year in the process of governing their institution.

We wanted our trustees to benefit from the efficiencies and access created by mobile devices such as the iPad,” said Slade Sullivan, J.D., general counsel and secretary to the Board of Trustees.

“The thing I like best about the iPad is the burden it removes from bringing all the information I need to the meetings,” said trustee Sharron Drury of Fort Worth, Texas. “The iPad is the best meeting resource I have utilized since the invention of the dry erase board.”

**Student perceptions of mobile learning**

Sharron Drury is one of ACU’s 35 trustees who now conduct university board meetings with the aid of an iPad.

**Use of social networking**

**Frequency of blogging**

**Student bloggers**

**Mobile-learning statistics**

ACU's mobile-learning initiative was launched in Fall 2009. Presentations on mobility made by ACU faculty and students number in the hundreds of times in the form of classroom presentations, belief statements, posters and other venues. As of July 16, 2010, the iPad app has been downloaded 1,420 times by ACU representatives of ACU’s 35 trustees, 10.7% of whom are regularly enrolling students who use their devices for in-class activities.

Number of respondents who regularly use a device for class activities.

**Estimated number (in millions) of iPad downloads, as of July 16, 2010.**

Number of times the Optimist publication has been downloaded, for the announcement Jan. 27, 2010.
What transpires in mobile learning each day on our campus is nothing short of remarkable. It’s not the technologies, the applications, or even the novel usages that most inspire me. It’s the collaborative efforts of hundreds of people at ACU who make the accomplishments detailed in this report a reality.

We see faculty and students connecting in new ways, researchers testing new ideas and discovering new methods, and faculty and staff forming new relationships with prestigious schools and corporations. And in the midst of everything, we continue to innovate and push forward with even larger ambitions.

Our 21st-Century Vision pictures a bold path for the university to follow. The mobile-learning initiative in many ways is a manifestation of that vision. Our campus culture provides us unique opportunities to offer distinctive and innovative leadership, and ACU’s influence is spreading internationally. Our academic community is becoming stronger and broader as students and faculty discover new ways to work in a world that is always connected.

We are blessed to occupy an enviable position in higher education, having gained respect as a world leader in mobile learning. This position was hard won, involving the efforts of an entire campus pulling together to accomplish a goal. For us to continue in this position, however, we must forge ahead. Our effort will require the diverse talents of faculty, staff and students as we endeavor to realize our full potential.

The horizon before us will be fascinating to explore. Starting in Fall 2010, each of our full-time undergraduates will have an iPhone or iPod touch. We will have the opportunity to help determine how the next wave of mobile technologies will transform each of our academic disciplines. We will be among the first to study the implications of digital textbooks.

But most importantly, we will continue to find new ways to fulfill our mission to educate students for Christian service and leadership throughout the world.

Thank you for following and encouraging our efforts.

Dr. Phil Schubert
President
On the Cover
Course blogs such as the one for Photography (ART440ST, taught by instructor of art and design Nil Santana) are a perfect match for ACU faculty members seeking to engage students in additional dialogue. Santana’s students can use their mobile devices to discover his profile of a “Photographer of the Week,” reference his class syllabus and learn tips to help them capture better images when participating in the university’s Study Abroad program.