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3: Google Glass in Dental Education at Umeå University

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GoogleGlass belongs to the category of wearable technology and is a head-mounted, voice-controlled device that the user wears like a pair of glasses. We have integrated GoogleGlass as a device in dentistry programme at Umeå University to make learning visible (Mårell-Olsson & Hudson, 2008; Mårell-Olsson, 2012). We focused on activities where dentist students have their clinical practice with the patients.

Aim/methods:
The aim is to explore how GoogleGlass can facilitate the communication between students and teacher. 18 dentist students and one university teacher participated. Data for the study has been collected through observations, video recordings and interviews with the teacher.

Findings/results:
---Before GoogleGlass. The dentist students had patients in a booth. When a student needed help from the teacher, they wrote the number of the booth on a white board where they are located with their patient so the teacher would know, looking at the white board, that a student needed help with something.

---With GoogleGlass. The dentist students have patients in a booth. The students use mobile devices (iPads) and the teacher uses GoogleGlass to communicate with each other. The students send emails or a Google Hangout message to the teacher that describes where they are, in which booth and what they need help with. The teacher gets a notification through a sound, while wearing Google Glass that means that one of the students has sent a message. The teacher is then able to read the message through GoogleGlass and reply to the student by a voice message. Students and the teacher expressed that the communication between them has been better facilitated through the integration of mobile devices and GoogleGlass.

In the presentation, we will illustrate the results of the study focusing on the students’ and teacher’s experiences. Furthermore, the challenges will be shown, for example the need of a wireless network that is working properly.

Discussion:
We just started with using GoogleGlass in higher education but we already see some challenges, advantages and benefits with such technology and that they can have a huge impact on re-imagining and re-designing higher education in forms of digital didactical designs (Jahnke et al., 2013). Bringing IT and new forms of technology into known work processes often generates the need to change old routines and/or adapt the work processes to new ways of working, teaching and learning in higher education.

References
