UNIVERSITY OF LEEDS

This is a repository copy of *Legitimisation, personalisation and maturation: Using the experiences of a compulsory mobile curriculum to reconceptualise mobile learning*.

White Rose Research Online URL for this paper:
http://eprints.whiterose.ac.uk/88694/

Version: Accepted Version

Article:
Joynes, V and Fuller, R (2016) Legitimisation, personalisation and maturation: Using the experiences of a compulsory mobile curriculum to reconceptualise mobile learning. Medical Teacher, 38 (6). pp. 621-627. ISSN 0142-159X

https://doi.org/10.3109/0142159X.2015.1075651

Reuse
Unless indicated otherwise, fulltext items are protected by copyright with all rights reserved. The copyright exception in section 29 of the Copyright, Designs and Patents Act 1988 allows the making of a single copy solely for the purpose of non-commercial research or private study within the limits of fair dealing. The publisher or other rights-holder may allow further reproduction and re-use of this version - refer to the White Rose Research Online record for this item. Where records identify the publisher as the copyright holder, users can verify any specific terms of use on the publisher's website.

Takedown
If you consider content in White Rose Research Online to be in breach of UK law, please notify us by emailing eprints@whiterose.ac.uk including the URL of the record and the reason for the withdrawal request.

White Rose university consortium
Universities of Leeds, Sheffield & York

eprints@whiterose.ac.uk
https://eprints.whiterose.ac.uk/

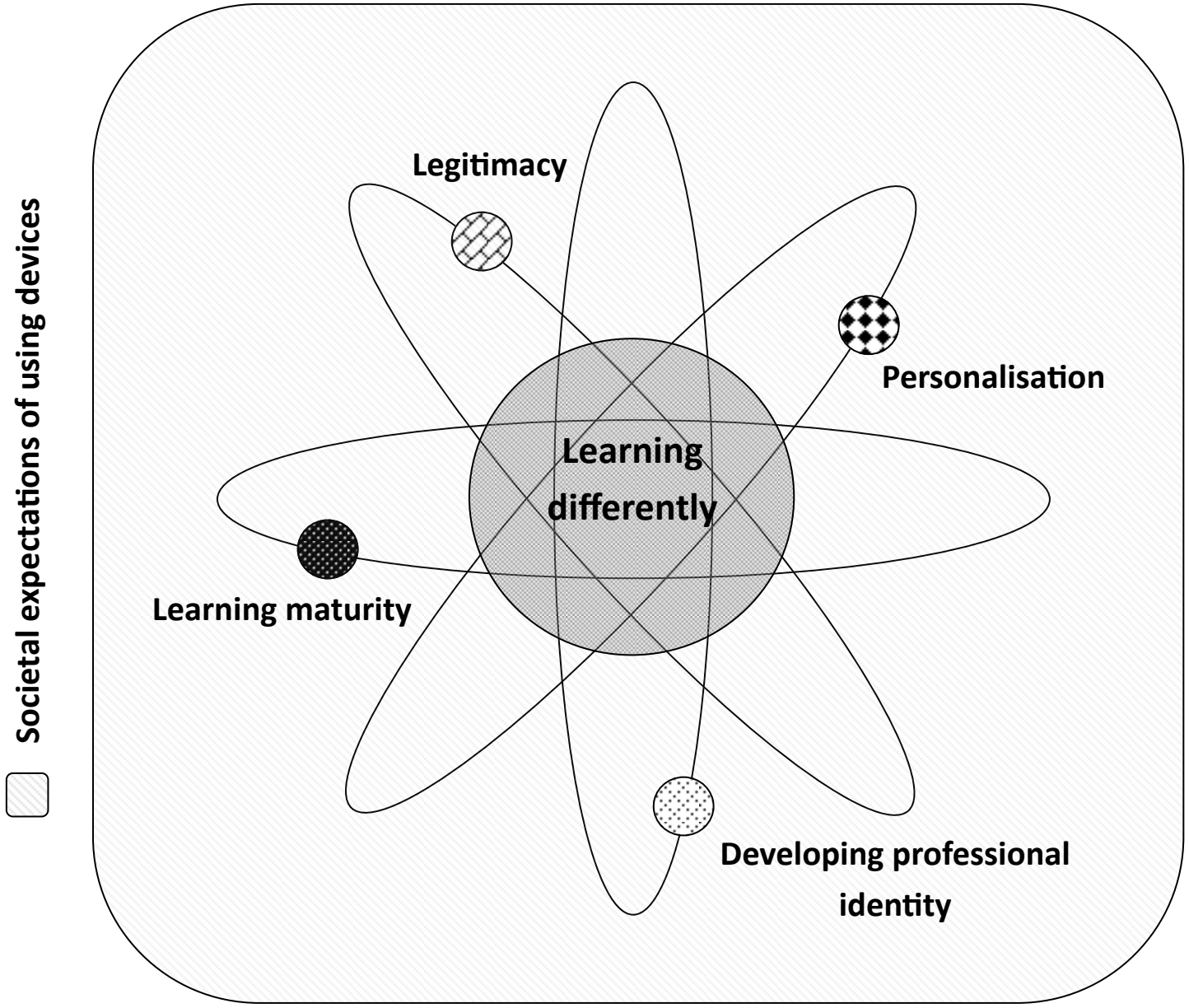

Figure 1: A conceptual framework for how use of mobile resources can shape learning behaviours