

## **Using Mobile Devices To Access Data And Systems**

### **The Experience At The University Of Queensland's School Of Medicine**

**Hans Dauncey**  
University of Queensland,  
Faculty of Health Sciences,  
School of Medicine, Brisbane, Australia, [h.dauncey@uq.edu.au](mailto:h.dauncey@uq.edu.au)

## **Relevance (So what?)**

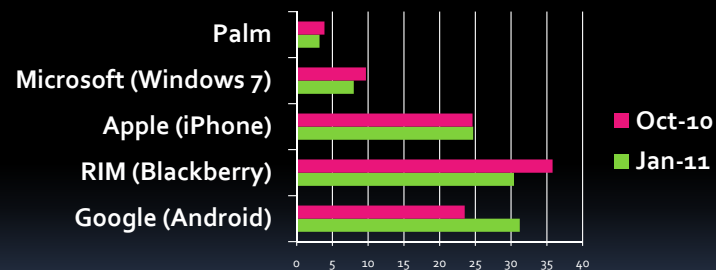
- The student experience
- Widening access and increasing participation
- Driving IT value
- Identity and access management

## The Challenge

- MBBS Guide
- Hierarchical structure
- Primarily display of text
- Users to make frequent minor changes to content

## Issues

- *Should we lock into one platform or should we develop cross-platform?*



Top Smartphone Platforms  
 3 Month Avg. Ending Jan. 2011 vs. 3 Month Avg. Ending Oct. 2010  
 Total U.S. Mobile Subscribers Ages 13+ Source: comScore MobiLens

## Issues

- *Should we develop native applications for devices?*



Or



## Issues

- *Should we utilize the commercial opportunities offered by established distribution channels?*

**\$\$\$**

## Decision

- Mobile browser based
- Device agnostic
- Non-commercial
- School specific
- User maintainable content
- Single central repository

## Technical Approach

- Umbraco CMS
- CSS
- Single URL
- Authentication

## Mobile Interface

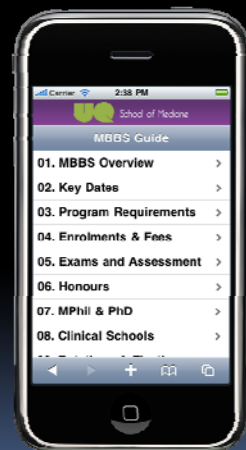


iPhone

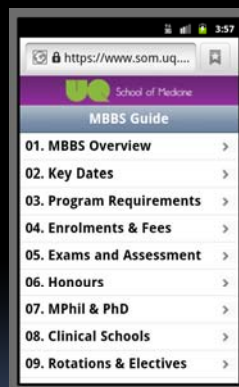


Android

## Mobile Interface

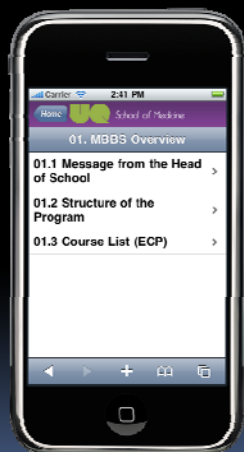


iPhone

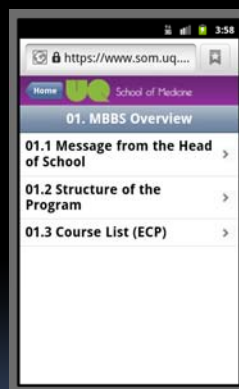


Android

## Mobile Interface

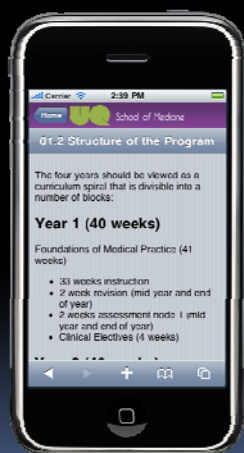


iPhone

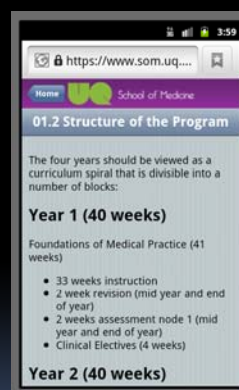


Android

## Mobile Interface

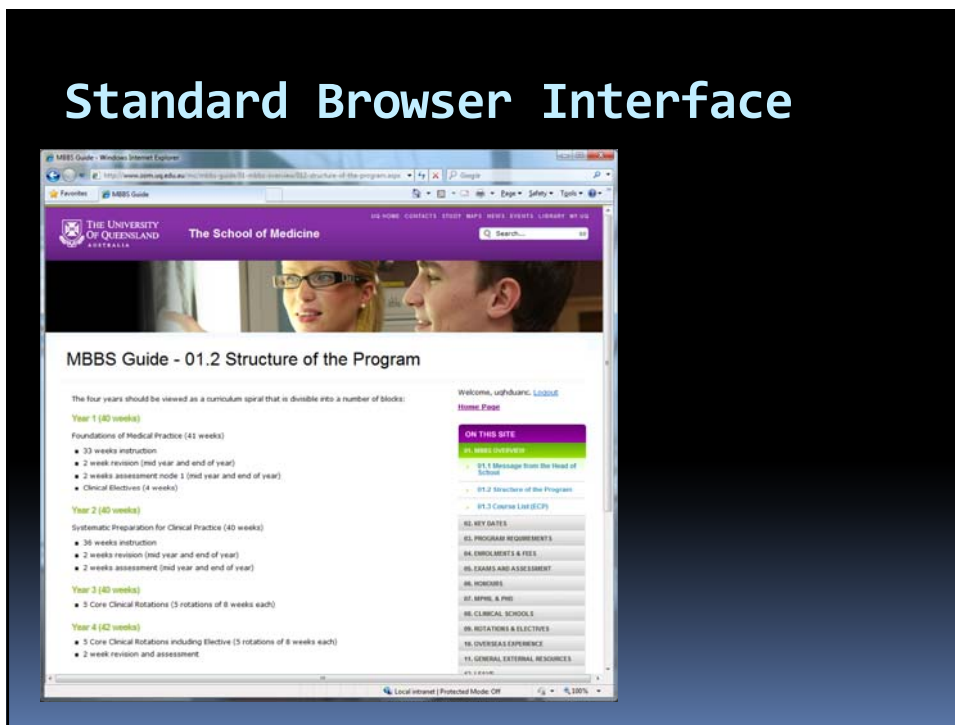


iPhone

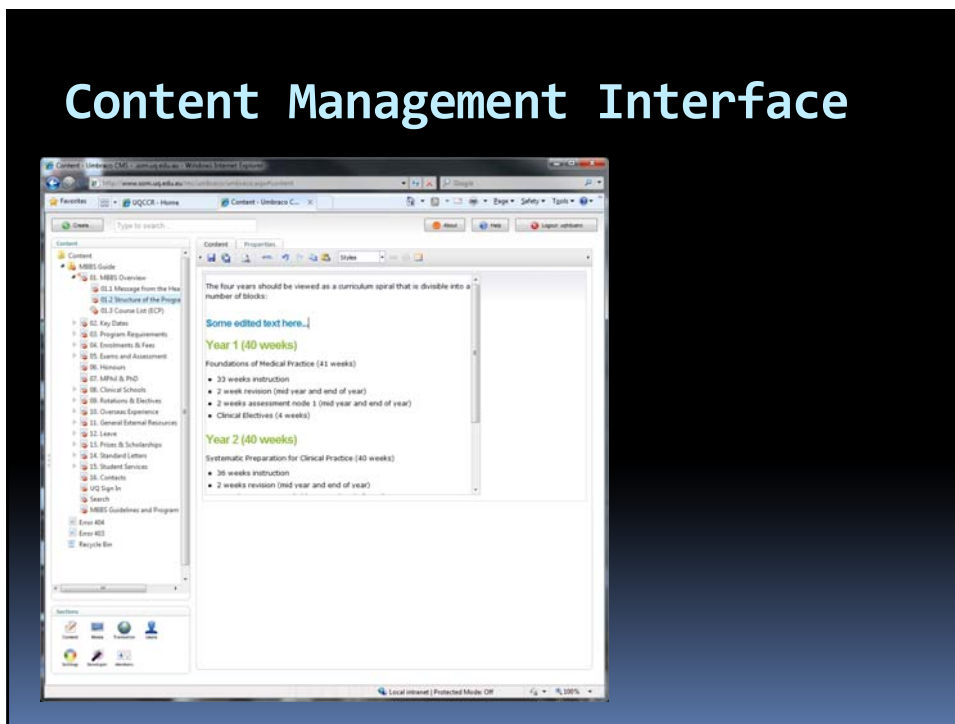


Android

## Standard Browser Interface



## Content Management Interface



## Reflections

- Sexy technology
- High level technical skills
- Resist pressure

## Key Success Drivers

- Scalability
- Consistency

## Future Development

- Content Display
  - Clinical Handbooks for years 1 and 2
- Interactive Systems
  - Student attendance sheets (for tutors)
  - Student Logs

## References

- <http://umbraco.org>
- <http://www.csszengarden.com/>

Questions or comments?