

A REVIEW INTO MOBILE BASED LEARNING

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ABSTRACT

As Mobile devices can be used anytime- anywhere as well as their capacity to capture and share the content in real time offer entirely new ways for students to learn. This study provides review of features of Mobile learning technology. Initially many definitions and features of mobile learning (ML) were examined to understand the scope and the meaning of multimedia/mobile learning. The study further delves into understanding the scope of mobile learning in schools and higher education Centers. Further, the study discusses the advantages of mobile learning from the literature, the benefits of mobile learning includes the ability to provide exile, accessible, personalized, ubiquitous and seamless learning. As all the emerging technologies have Mobile learning also faces some issues. They were also identified and discussed. Finally, mobile learning research findings and observations are synthesized into conclusions, to inform and guide evidence-based mobile learning design practices.

KEYWORDS: *Mobile learning, Mobile technology, Students learning, e learning, review.*

INTRODUCTION

This study provides a comprehensive review of mobile learning, as today multimedia or mobile learning is an important tool in e learning and based on the continuing premise that technology enhances learning poses an in-depth understanding of the research evidence of this area.

It is interesting to understand how mobile learning might be quite different in nature to education as compared to other sectors of different industries. The article will adopt a progressive structure in order to facilitate the better understanding of the features of mobile technology and ongoing comparison of education and other sectors. In order to follow this structure, the study will start by defining mobile learning and the sorts of technologies involved, followed by an examination of research literature relating to mobile learning uses, benefits, limitations, and design implications.

Framing Literature

Park (2011) defines Mobile learning as “the use of mobile or wireless devices for the purpose of learning while on the move”.

Mobile Learning

Park (2011) defines Mobile learning as “the use of mobile or wireless devices for the purpose of learning while on the move”). The United Nations Educational, Scientific and Cultural Organization (UNESCO) elaborate:

“Mobile learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to enable learning”

These definitions are very comprehensive and include web and social networking apps and devices. Anytime anywhere learning can unfold in a variety of ways: people can use mobile devices to access educational resources, connect with others, or create content, both inside and outside the classroom. (UNESCO, 2013)

The mobile aspect of mobile learning refers to the mobility of the technology and it enhances people’s mobility in physical space, it also enhances conceptual mobility between different areas of interest, social mobility in how people connect with each other through social platforms and networking, and facilitation of learning over time across formal and informal contexts (Sharples, Arnedillo-Sánchez, Milrad, & Vavoula, 2009). Mobile devices enables ‘ubiquitous learning,’ i.e. learning anywhere at any time (Shih, Chu, & Hwang, 2011).

Various definitions of mobile learning within the literature thoroughly reviewed emphasize mobility, accessibility, immediacy, situativity, ubiquity, convenience and contextuality as the main features (Baran, 2014).

During the evolution of theoretical thinking about the rise of mobile learning Sharples, Taylor, and Vavoula (2005) identify how emerging views on education can be actualized through mobile technologies which are personal, user-centered, mobile, net- worked, ubiquitous and durable.

In a similar study Traxler (2007) describes mobile learning as personal, spontaneous, opportunistic, informal, pervasive, situated, private, context-aware, bite-sized, and portable. It enables teachers to fetch and send information to and from recipients conveniently to their locations, to enable more personalized content and collaborative learning. Some other researchers also identifies the core characteristics of mobile learning as being ubiquitous, portable, blended, private, interactive, collaborative and instantaneous, enabling anywhere anytime learning (Motiwalla, 2007; Ozdamli and Cavus, 2011)

The work in this regard by Kearney, Schuck, Burden, and Aubusson (2012) is a cornerstone effort based on a thorough review of several mobile learning models and iterative feedback from academicians they identify the three key pedagogical features of mobile learning as being personalization, authenticity and collaboration.

Each of these three features were made from two sub-constructs, as personalization is made from agency and customization, authenticity by situatedness and contextualization, and collaboration by conversation and data sharing (see Figure 9.1). According to Kearney et al., (2012) it is these features of m-learning designs that enable teachers and students to overcome traditional time and space barriers in order to enhance learning.

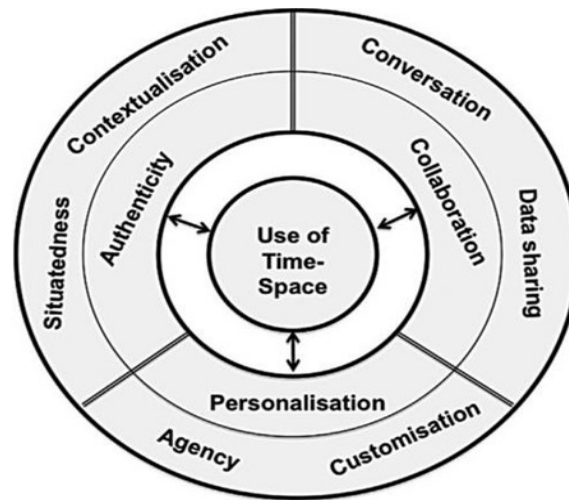


Figure 1: Features of Mobile Learning According to Kearney et al. (2012).

Mobile devices create intriguing opportunities for new types of learning design because they “change the nature of the physical relations between teachers, learners, and the objects of learning” (Laurelled, 2007, p. 153).

Traxler (2007) also defines various categories of learning enabled by mobile devices, including Technology-driven mobile learning, Miniature but portable e-Learning, Connected classroom learning, Informal, personalized, situated mobile learning, Mobile training and performance support, Remote and rural mobile learning

Mobile Learning Technologies

In the last 2 decades, there is a explosion of information in the area of information technology and as the field of Mobile technologies are linked directly is also constantly evolving and the boundaries between different devices are becoming more indefinite, making it difficult to create a definitive list of mobile devices (UNESCO, 2013).

As initially or during an early era of mobile learning the devices includes personal digital assistants and mobile phones without Internet connectivity, and now mobile learning utilize internet enabled smartphones and tablet devices.

Smartphone’s being more superior than their earlier versions of mobile devices by offering the ability to access the Internet, as well as a range of additional capabilities such as touch screens, camera for image and video capture, microphone for audio recording, multimedia playback, location awareness through Global Positioning System (GPS). This plunge in the area of mobile technology influence all spheres of human life and has lasting impacts on the ways education is being procured, processed and disseminated.

CONCLUSIONS

This is a review paper based on the thorough literature review of extant literature in the area of information technology in general and mobile technology specifically. This study reviews some literature on mobile learning technologies and tries to find out the link between mobile learning and the changes taking place in education sector. The studies cited constitute sound evidence of this relationship and advocated that the features of mobile learning are inclined towards the ways education is being imparted nowadays. It also concludes that this change in the area of mobile technology influence all

spheres of human utilitarian life and has lasting impacts on the ways education is being procured, processed and disseminated.

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