



## ROLE OF MOBILE LEARNING IN TEACHING AND LEARNING PROCESS

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### ABSTRACT :

Mobile technologies, and in particular tablets and smartphones, with their innate versatility are presented as an opportunity to progress in the teaching-learning process contributing to the success and also to minimize learning difficulties. Mobile phones have a potential of improving the teaching and learning processes as the tools are cheap compared to other ICTs which can be used for teaching and learning. Mobile devices integrate a series of features used in various learning environments. Basic elements of mobile learning are learner, teacher, environment, content and assessments. Mobile learning has different characteristics. The core characteristics of mobile learning are ubiquitous, portable size of mobile tools, blended, private, interactive, collaborative and instant information.

**KEYWORDS :** Mobile Learning.

### INTRODUCTION

Technology is deeply rooted in today's society and adolescents in particular, accept and adopt new technologies quickly. Consequently, several researchers encourage their integration in the classroom aiming to capture their interest with something that is familiar, since several studies indicate a positive correlation between the use of technology and learning. However, though the new technologies provide many tools, teachers are usually very slow to adopt them. The evolution of Information and Communication Technologies and in particular of mobile technologies has revolutionized the world as we know it, and devices, such as tablets, have gained popularity so quickly in the general public and in various age groups that it is impossible not to try to imagine what such devices can lead to when used in education. Mobile technologies, and in particular tablets and smartphones, with their innate versatility are presented as an opportunity to progress in the teaching-learning process contributing to the success and also to minimize learning difficulties.

Mobile phones have a potential of improving the teaching and learning processes as the tools are cheap compared to other ICTs which can be used for teaching and learning. Mobile devices integrate a series of features used in various learning environments. In some mobile learning applications currently available, mobile features are being utilized for various educational practices include the use of Short Message Services (SMS), GPS, camera, browsing, downloading, Bluetooth, Wi-Fi, voice calls and gaming. Browsing with cell phones is one convenient way for students to surf online. Most of the modern mobile phones are incorporated with browsing applications such as Opera Mini, Internet Explorer, Mozilla fire fox, Opera and Google chrome.

Mobile devices include any portable, connected technology, such as basic mobile phones, smartphones, e-readers, net books, tablets, iPads and computers (UNESCO Report, 2013).

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## BASIC ELEMENTS OF M-LEARNING

Basic elements of mobile learning are learner, teacher, environment, content and assessments.

### Learner

Learners at the center in all teaching and learning activities according to new education approaches. All the other elements serve to the learner. Mobile learning builds on the learner's interests, experiences and needs. The mobile learning concept implies, the pedagogical approach places the student at the center of the learning process. Learner's roles are given below:

- ✓ Access information when they need
- ✓ Responsible for own learning
- ✓ Learning with their learning speed
- ✓ Discover and use their learning styles
- ✓ Create and share new information or product
- ✓ Study with their peers collaboratively
- ✓ Evaluation themselves and other groups

### Teacher

Books and other media elements store information and teachers convey it to students in traditional learning environments. On the other hand, recently using technology for store information, support more accessible information for students.

### Content

Issues that expected to learn by students. Content should be decided in consultation with all stakeholders such as learners, teachers, parents etc. Otherwise teachers cannot get the desired results. Learning content must enable a user to quickly zone into needed information. In addition, the content can be presented with interactive games or quizzes. Content should support with graphics video and other multimedia elements.

### Environment

Environment must design properly to obtain positive learning experiences. Environment is that place when students reach information. Students studying entirely online must have access to all of the unit content including the learning outcomes, assignment requirements and relevant resources. Students attending face-to-face classes may receive the content in class and additional content on online with mobile technologies.

### Assessment

Assessment is a critical component of the complete m-learning. Mobile technologies can assess record and report learner performance to the instructors. So, student evaluation should make via database logs, software packages, online exams, chat room, discussion board, online quizzes, or project evaluation. Also students should evaluate themselves and others.

## USES OF MOBILE TECHNOLOGY IN THE CLASSROOM

### Use of Audio Recording Feature

Students often require personal and quality feedback on the work they flip in. Teachers can make use of the audio recording feature built into most smartphones to give these personal but then quality feedback to all students. Research has proven that students preferred feedback given as such, yet even preferred it.

### Live Polling Tools

Live digital polling/quizzing tools is used both as welcome and exit tickets within the classroom for formative assessment. Teachers can use these tools (many of which are free) to work out what

students already know and what ought to be targeted upon. This can also give insight into individual student strength and weakness and help give personalized instruction when needed.

### **Creating of Videos**

As opposed to have students write a 2000 word essay when researching on a topic, wherever many of them would merely copy and paste paragraphs while not essentially understanding the content, teachers may raise students to research and create a 5 minutes or less video or audio recording of what they had researched about.

### **Chat and Online Discussion Forums**

Teachers will exploit the cluster chat features of mobile devices to make an online discussion forum to encourage class participation on content topics, even outside the classroom. Students can chat and discuss (with or without the teacher) while at home or throughout the end of the week regarding a matter in class to build understanding of concepts.

### **Use of QR Codes**

Quick Response (QR) codes are another great way to use mobile technology within the classroom. Links to any resources, complex diagrams and pictures, solutions to tasks can be coded and created available to students. There are a lot more ways by which both students and teachers can creatively use mobile technology within the classroom. Again, technology is powerful and its advantages go beyond just making our work efficient. It can build productivity and help us achieve more results in our work, accordingly making us powerful.

## **BASIC CHARACTERISTICS OF M-LEARNING**

Mobile learning has different characteristics. The core characteristic of mobile learning are ubiquitous, portable size of mobile tools, blended, private, interactive, collaborative, and instant information.

### **Ubiquitous/Spontaneous**

Mobile learning is more spontaneous than other learning types. It is this spontaneity that is probably the most defining characteristic of mobile learning. Mobile learning is context aware, meaning that students can learn everywhere. Wireless technologies such as laptop computers, palmtop computers, and mobile phones are revolutionizing education and transforming the traditional classroom based learning and teaching into anytime and anywhere education.

### **Portable Size of Mobile Tools**

Mobile learning tools are small and portable. Students can use it everywhere during their learning activities.

### **Blended**

Teachers can use this approach with blended learning model. Students can use mobile tools for homework, projects or etc. in the education. Blended learning, which combines classroom instruction with m-learning, can maximize the benefits of both face-to-face and online methods.

### **Interactive**

M-learning environments which utilizes the latest technologies to bring an interactive learning environment into learning and teaching activities. Students are not passive; the functions of mobile tools and environments allow varying levels of interactivity.

### Collaborative

Mobile technologies are support communication between students and teachers. So mobile technologies may use for collaborative learning activities in the education.

### Instant Information

Using a mobile tool is all about immediacy. Learning content must reflect this requirement by providing material that enables a learner to quickly zone into information. Examples of instant information are definitions, formula, and equations, etc.

### CONCLUSION

The teachers deal with many challenges but when provided with adequate training and support the challenges are fewer. In addition, students are highly engaged and are able to demonstrate unique and creative ways to respond to the use of technology that offers some distinctive affordances to users. It is important to remember that digital technology should enhance curricular goals and support student learning in new and transformative ways. Educational institutions need to take note of this, and look for safe, productive ways to integrate mobile learning devices into our curriculums. There has been very little research done on mobile learning and there is lot of scope for further research especially in evaluation and assessment.

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