



Mobile Learning in the Modern Classroom

Shubhendu Banerjee¹, Anudeepa Gon¹ and Nidhi Singh²

Department of CSE, Narula Institute of Technology, Kolkata, India¹

Registrar, Narula Institute of Technology, Kolkata, India²

Abstract: With the development of the smartphone, the conventional textbook and blackboard method to teaching is no longer enough for this new generation of learners. Technology in education has cleared the way for a more free approach to learning, where not only instructors and students, but also parents, are always linked. The smartphone provides new learning possibilities and methods for fostering the development of abilities that are essential for students moving forward in the twenty-first century. However, many people are concerned about the distractions and obstacles that smartphones provide in and out of the classroom, and the learning possibilities they present are sometimes overlooked.

Keywords: Mobile Learning, Modern Classroom, Smart Learning, Online Learning

I. INTRODUCTION

Mobile learning is defined as a vital component of learning and education that aids in the facilitation of learning experiences. Various novel services and apps are being developed as ICT (Information and Communication Technologies) technologies and mobile technologies grow at a faster pace. As a result, it's critical to investigate the elements that influence students' intentions to use mobile learning in higher education institutions [1]. Mobile learning may not be an option, but rather a need as a modern platform of learning in the future, in order for students to be prepared to keep up with the times and technology. In higher education, mobile learning plays a larger part in the development of instructional methodologies. Students will be able to access and utilise learning resources more easily and rapidly using mobile technologies [2].

Mobile learning has a long history of being particularly well-developed in the domains of informal education. However, in recent years, there has been a rising interest in using those technologies in formal education. Acceptance of mobile technology by teaching staff is one of the important components necessary to properly use this integration technique [3]. Mobile technology's continued expansion in society has become a reality [4]. Governments in certain nations have met the necessary level of satisfaction in providing mobile services to their citizens, while others are still falling short [5].

II. BENEFITS OF MOBILE LEARNING

Ubiquity and mobility are two of the most important features of mobile learning. Ubiquity refers to having access to technologies whenever and wherever they are needed, whereas mobility refers to learning while on the move [6, 7]. The learning activity itself, such as decision-making, vocal communication, and contact between instructors and students, is not the only component of the mobile learning strategy [8]. Smartphones have become an inextricable part of students' life. When considering the advantages, it's vital to remember that cellphones allow students to learn in the way that they choose. With this in mind, consider the advantages of using a smartphone to expand kids' learning prospects (Fig.1).



Fig. 1 Proposed benefits of mobile learning



A. Anytime and anywhere

To begin with, the smartphone is carried on the person and is therefore available everywhere and at any time. This makes learning information accessible no matter where you are or what time of day it is. As a result, students can have uninterrupted access to technologies that help them learn more. Learning is practically there at their fingers.

B. Collaboration

The mobile phone's ability to synchronise communication makes it an amazing social tool that may improve collaboration among students, instructors, parents, and the rest of the school community. Social connection is increased by the smartphone, which keeps the school community linked at all times.

C. Ownership of Learning

Mobile learning offers a variety of interaction options that may be adapted to individual interests. This feature of mobile learning allows students to take charge of their education and cultivate a sense of ownership. Having alternatives allows students to study in the ways that they are most comfortable, which improves the overall learning experience.

D. Accessible, Portable Learning Aid

We live in a society where smartphones are readily available and easy to use, and they are found in almost every family. There will very certainly be a smartphone, regardless of whether there is a laptop, tablet, or desktop. The smartphone, which is ubiquitous in families of all demographics, provides a portable platform that may be used as a strong learning tool.

E. A Platform for Practical Tools

Last but not least, the mobile phone can easily calculate and show personalised and personalised material for the user. As a result, geo-location, social networking, search features, newsreaders, and simulations may all be easily customised to give useful learning aids on the smartphone.

When instructional information is given in an interactive and dynamic way—through quizzes, polls, surveys, and videos—students are more inclined to participate in learning. This form of distribution is substantially aided and supported by smartphones. By combining traditional techniques with mobile learning, young learners' education may be greatly enhanced. When the function of the smartphone in the learning process is correctly understood, this blended-learning strategy may be incredibly successful. Vocabulary practice, brainstorming, self-reflection, performance feedback, and, more recently, augmented reality have all been proven to be very helpful while learning using a smartphone.

III. INNOVATIVENESS OF THE WORK

The advantages of mobile learning are not without their drawbacks. One worry that has been raised is the distractions that may be produced by students accessing non-educational content on their phones, resulting in lower student engagement.

This type of distraction, however, is not unique to mobile learning. Before the introduction of smartphones and mobile phones into the classroom, there was always the risk of distraction. It's passing notes or building paper aeroplanes if you're not texting or playing a game on your phone. Distractions are related to a lack of student participation towards the end of the day. You won't have to worry about distractions if you can get your kids involved in a task, whether it's on a laptop or through a mobile app.

IV. CONCLUSION

There were various elements that impacted people's intentions to utilise mobile learning, and no single research can account for all of them. To be able to adopt mobile learning in universities, university administration must keep in mind and comprehend the variables described in the research discussed during this study. Furthermore, university administration must encourage instructors to attend adequate trainings in order to have the necessary skills and information to use and execute mobile learning.

Furthermore, instructors must motivate students to embrace the benefit of mobile learning in their studies. Some students who are less inventive may need to be prodded to get started with mobile learning.



REFERENCES

- [1] A. Althunibat, Determining the factors influencing students' intention to use mobile cloud storage services, *Computers in Human Behavior*, 58, 65-71, 2015.
- [2] I. Milošević, D. Živković, D. Manasijević and D. Nikolić, The effects of the intended behavior of students in the use of M-learning, *Computers in Human Behavior*, 51, 207-215, 2015.
- [3] J. C. Sánchez-Prieto, S. Olmos-Migueláñez and F. J. García-Peñalvo, Informal tools in formal contexts: Development of a model to assess the acceptance of mobile technologies among teachers, *Computers in Human Behavior*, 55, 519-528, 2016.
- [4] L. Briz-Ponce, A. Pereira, L. Carvalho, J. A. Juanes-Méndez and F. J. García-Peñalvo, Learning with mobile technologies—Students' behavior, *Computers in human behavior*, 72, 612-620, 2017.
- [5] N. D. Azeez and M. M. Lakulu, Evaluation Framework Of Mgovernment Services Success InMalaysia, *Journal of Theoretical and Applied Information Technology*, 96(24), 8194-8226, 2018.
- [6] H. Peng, Y. J. Su, C. Chou and C. C. Tsai, Ubiquitous knowledge construction: Mobile learning re-defined and a conceptual framework, *Innovations in Education and Teaching international*, 46(2), 171-183, 2009.
- [7] N. M. Sabah, *Computers in Human Behavior Exploring students' awareness and perceptions: Influencing factors and individual differences driving m-learning adoption*, vol, 65, 522-533, 2016.
- [8] A. Kukulska-Hulme and L. Shield, An overview of mobile assisted language learning: Can mobile devices support collaborative practice in speaking and listening. *ReCALL*, 20(3), 1-20, 2007.