

## Research Article

## Mobile Learning Awareness among Student Teachers

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### ABSTRACT

Mobile learning is one of the technological advancement in education. Mobile learning is simply means "learning on the move". In this, the learning process takes place anytime, anywhere while we are moving in our environment. The present study has been specifically intended to study the Mobile learning awareness. The population of present study are 646 student teachers were randomly selected from Colleges of Education in Chennai. Tools used in the present study was Mobile Learning Awareness Questionnaire (MLAQ) - Lavanya and Suresh Kumar. The findings of the study revealed that there is a significant difference between male and female student teachers in their mobile learning awareness. There no significant difference between UG and PG level of student teachers in their mobile learning awareness.

**Keywords:** Mobile learning, m-learning awareness, student teachers, digital literacy, educational technology

### INTRODUCTION

Due to the rapid development of technology, courses using a variety of media are being delivered to students in various locations in an effort to serve the educational needs of growing populations. In many cases, developments in technology allow distance education programs to provide specialized courses to students in geographically remote areas with increasing interactivity between students and teacher.

Mobile learning is one of the technological advancement in education. Mobile learning is simply means "learning on the move". In this, the learning process takes place anytime, anywhere while we are moving in our environment. The present study has been specifically intended to study the Mobile learning awareness. The population of present study are 646 student teachers were randomly selected from Colleges of Education in Chennai. Tools used in the present study was d, the role of technology in the dissemination of information in the

fields of formal and informal learning is in an ever increasing state. With this role, widespread use of technology and constant dissemination of information have paved the way for distance learning, electronic learning (e- learning), and mobile learning (m-learning).

### **MOBILE LEARNING-DEFINITION**

A wide definition of mobile learning (commonly referred to as m-learning) is the ability to learn independently of place and time, facilitated by a range of mobile devices. Mobile learning means learning that is enhanced with mobile tools and mobile communication. Mobile computing devices offer a unique opportunity for teacher and students in different kinds of instructional settings to capitalize on the flexibility and freedom afforded by these devices. If appropriately facilitated, mobile learning can benefit learner by providing instructional methods and interaction through their mobile devices whatever and whenever they need it. The teaching - learning process takes place with the help of educational devices. Likewise, them-learning process takes place with the mobile devices. Mobile phones, Smart phones, Personal digital assistants (PDAs), Laptops, Tablet Pcs, E-book readers, I-pod, Mp3 player, USB drive.

The non-telephony devices like e-book readers, i-pod, mp3 player and USB drive are also mobile devices. Hence the telephony and non-telephony mobile devices strengthen the process of m-learning.

### **AWARENESS-DEFINITION**

Awareness means having some sort of knowledge about a particular object or an idea. In paraphrasing Webster's collegiate dictionary, "awareness implies vigilance in observing something or experience and alertness in drawing influences from what one observes".

### **M - LEARNING AWARENESS**

Proceeding towards maturity - starting its journey from print, audio, etc. to intelligent computerized system. E-mail and discussion forums are used exhaustively now-a-days. ICT not only has its implications for developmental and academic activities, but also a crucial role to perform in operational activities.

While speaking on the options in ICT there have been discussions on possible usage of mobile learning (M-learning) as a step ahead of e-learning. If one looks into the comparative figures of users of Internet and mobile, it can be understood that mobile could be the best

possible media for communicating quick and small chunks of information to the learners. Mobility of the media with the user without much technological pre-requisites is a crucial aspect of the mobile which goes much ahead of Internet.. Mobile learning has lot of potential for quick and wide reaching out to the geographically wide-spread learners, even though they have no Internet connectivity.

On this background mobile technologies are a familiar part of the lives of most teachers and students today. The challenge for educators and designers, however, is one of understanding and exploring how best we might use these resources to support learning (Naismith, et al: 2008). The whole world is going mobile. Phones, computers and media devices now fit in our pockets and can connect us to a variety of information sources and enable communication nearly everywhere we go. There is considerable interest in exploiting the almost universal appeal and abundance of these technologies for their educational use.

#### **MOBILE LEARNING AWARENESS - DEFINITION**

A wide definition of mobile learning (commonly referred to as m-learning) is the ability to learn independently of place and time, facilitated by a range of mobile devices. Mobile learning means learning that is enhanced with mobile tools and mobile communication. Mobile computing devices offer a unique opportunity for teacher and students in different kinds of instructional settings to capitalize on the flexibility and freedom afforded by these devices. If appropriately facilitated, mobile learning can benefit learner by providing instructional methods and interaction through their mobile devices whatever and whenever they need it. Hence, the operational definition for mobile learning awareness is as follows:

**"Awareness about mobile learning, utilizing the mobile device in the teaching-learning process and aware about the mobile learner and instructor etc.,"**

Awareness about m-learning may result in a level of respondent that may be high or average or low about mobile learning.

#### **OBJECTIVES OF THE STUDY**

In this current study the following objectives cropped out by the investigator.

- To examine if there is any significant difference between Student teachers in Mobile learning awareness on their gender.
- To assess if there is any significant difference between UG and PG qualified student, teachers in Mobile learning.

## NEED AND SIGNIFICANCE OF THE STUDY

Students are the backbone of the educational process. Education is a process and acts also as an instrument to bring out the innate behavior of the individual. The destiny of a nation lies in its classrooms. The strength of our nation depends on the teacher's ability to rear well-educated, responsible, well-adjusted youth who will step forward when the adult generation passes on to retirement. The students of today are the youths of tomorrow and future citizens of the country, therefore it is the responsibility of teachers, society and government to see that they are physically, mentally, emotionally and educationally healthy. The needful steps taken at this period ensures a healthy democracy in the country.

In order to meet the challenges provided by present society, many universities in the field of Teacher Education had introduced an optional course in computers. This only brought awareness about computers in the field of Teacher Education. The student-teachers were made to know about basic computer hardware and some software application packages. But keeping in mind the interest and psychology of modern learner, many universities tried to 'Integrate Technology with Education'. They primarily focused upon use of computers in education hence; they initiated to teach a core paper "Computers in Education" with other foundation papers in education, so as to initiate a process of making a relation between teacher-computer-student. Hence it is felt necessary to investigate about mobile learning awareness of students teachers.

## HYPOTHESES

The hypotheses of the present study have been formulated on the basis of the problem presented earlier. The individual hypothesis were framed and presented here. As the objectives for the study also intended to bring about the differences in gender and educational level of the student teachers, in all the variables chosen for the study, suitable hypotheses were formulated to facilitate verification.

- There is no significant difference between male and female student teachers with respect to Mobile Learning Awareness.
- There is no significant difference between graduate and post graduate student teacher with respect to Mobile Learning Awareness.

## SAMPLING DESIGN

The investigator took utmost care to establish a sound research methodology, designing the psychometric properties and executing the same to the sample. For the purpose of the present study a representative sample of 646 student teachers belonging to different types of College's of Education. By using stratified random sampling technique.

## TOOLS USED FOR THE STUDY

The data are necessary for carrying our research investigation. It must be collected with the special instrument or devices with care. The successful outcome research is mainly depends upon the proper selection of the research tool. So the investigator used the following tools:

- ❖ Mobile Learning Awareness Questionnaire (MLAQ) - (Lavanya and Suresh Kumar - 2009).
- ❖ Personal data sheet prepared by the researcher to collect information on personal variables.

## Statistical Treatment of the Data

The major functional variable for analysis and interpretation of data includes the variables Gender, Educational Level of the following statistical were used for analysis and interpretation of data .Critical ratio were calculated to test the difference in Mobile learning Awareness owing to the differences In Gender, Educational Level.

## Interpretation of data

The process of interpretation is essentially one of the starting what the results convey. The choice of the statistical techniques of the data analysis was largely determined by the research hypothesis to be tested. The data was analyzed by using SPSS package.

## Hypothesis wise analysis

There Is No Difference In The Mobile Learning Awareness Owing To Gender, Educational Level.

**Table showing the critical ratio of the differences in the mobile learning awareness owing to Gender.**

Variable	Gender	N	Mean	S.D	't' Value	Level of Significance
Mobile Learning Awareness	Male	299	19.30	4.349	2.100	0.05
	Female	347	18.62	3.935		

It is observed that there is a significant difference between male and female student teachers in their mobile learning awareness at 0.05 level. The mean score shows that male student teachers (19.30) has better mobile learning awareness when compared with female student teachers (18.62).

Hence, the formulated hypotheses that there is no significant difference between male and female student teachers with respect to mobile learning awareness is rejected.

**Table showing the critical ratio of the differences in the mobile learning awareness owing to Educational Level.**

Variable	Educational Level	N	Mean	S.D	't' Value	Level of Significance
Mobile Learning Awareness	UG	472	19.01	4.098	0.723	NS
	PG	174	18.75	4.265		

It is found that there is no significant difference between UG and PG student teachers with respect to mobile learning awareness.

Hence, the formulated hypothesis that there is no significant difference between UG and PG student teachers with respect to mobile learning awareness is accepted.

## **DISCUSSION BASED ON COMPARISON**

There is a significant difference between male and female student teachers in their mobile learning awareness. The mean score shows that male student teachers (19.30) has better mobile learning awareness when compared with female student teachers (18.62). It line up with study conducted by Uzunboyly, et al., (2009), on mobile learning differed significantly based upon gender and grade. Male performed well than female. It was also found that such variables as program/department, grade, gender and possessing a laptop are neutral in causing a practically significant difference in pre-service teachers' views. The results imply an urgent need to grow awareness among participating student teachers towards the concept of m-learning, especially m- learning through m-phones.

## **Major Findings**

- ❖ It was found that male student teachers were higher in mobile learning awareness when compared to female student teachers.

- ❖ It was found that UG and PG student teachers do not differ in mobile learning awareness.

### EDUCATIONAL IMPLICATIONS

The required ICT infrastructure should be provided in colleges by government, companies, religious groups, NGOs, social organizations, P.T.A's etc. The government should ensure regular supply of electricity in colleges. Computerized test awareness programme should be provided for both pre-service student teachers and teacher educators and full integration of ICT resources into teacher education programme at teacher preparatory level should be ensured. More efforts should be intensified to motivate female student teachers on the use of the computer to take more online -test.

The government should establish and fund computer education research and development centers (as National Educational Technology Centre Units) in each state of the Federation, equipped with necessary facilities/equipment and train manpower to produce software for computer and teacher education.

The federal government should link all tertiary institutions to the global telecommunications network (Internet) to enable teacher educators and student teachers benefit from research collaboration, video conferencing, resources sharing, mobile learning and other services available in the Internet to take up the computer test, this will naturally built the self confidence of the student teachers in teaching and learning process through latest technology.

- ❖ Teacher educators should collaborate with colleagues to design curricula that involve student teachers in meaningful learning activities in which mobile technology is used for research, data analysis, synthesis, and communication.
- ❖ Promote the use of learning circles, which offer opportunities for student teachers to exchange ideas with other student teachers, teacher educators, and professionals across the world.
- ❖ Encourage students to broaden their horizons with technology by means of global connections, electronic visualization, electronic field trips, and online research and publishing.

### CONCLUSION

Advancements in technologies have changed the process of learning, not just in formal educational settings, but continuing education settings as well. With the use of mobile

technologies in education, online learning communities can incorporate students from different backgrounds with vastly diverse learning styles into a education setting. Motivating online students, as well as learning how effectively facilitate learning in this format, is essential for developing successful online learning. The use of mobile technologies also incorporates a new concept for teaching and learning in this environment.

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