

Mobile Learning: A Digital Culture for the New Millennials

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Abstract:

Mobile assisted learning maximizes the new Millennials' learning. Innovative tools and approaches are required to incorporate their habits into their system of education and learning. The learning environment should be an active, collaborative, social and learner centred that draw on their multiple intelligences and learning styles, which may include dynamic, animated power point lecture segments in the mix.

Mobile learning is an emerging educational trend and provides many opportunities for both instructors and learners. The several attractive mobile learning tools have been designed and developed by integrating with the emerging technologies. The objective of this paper is to find out the usage of android apps in learning and teaching by higher education faculty. A descriptive survey method used for collecting data by adapting stratified random sample method with the sample of 300 and found that Presentation Apps are widely used by the teachers and out of which Power-point on the contrast Android Portfolio Applications are the least used Applications which are rarely used by the school teachers..

Keywords: Mobile learning, Android Apps, New Millennials, Teaching tools.

Article History

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Introduction: Mobile assisted learning maximizes the new Millennials' learning process. They have grown up in a culture of instant gratification, and they are highly intolerant of delays in getting what they want. Digital natives are fond of using mobiles, electronic gadgets and social media. It is the best tool for this cohort. They like to learn by watching and doing. Since Millennials are so engaged in social media – such as inviting feedback, facilitating discussion, sharing opinions and encouraging collaboration etc. can be incorporated to powerful effect in mobile learning. They are entertaining, informative, and educational. Mobile phones are the most obvious medium from which to reach out to hyper-connected Millennials. Millennials' Personal Learning Environment (PLE) / Mobile assisted learning is popularly called as M-

learning.

PLE (MILLIGAN ET AL.)	DESCRIPTION	MILLENNIALS' VALUES
Learn with other people	Manage and create relationships, forming connections between contacts that are not part of a formal learning network	Collaboration Contribution
Control their learning resources	Allow them to structure, share, and annotate resources they find or have been given	Engagement Participation
Manage the activities they participate in	Provide opportunities for them to create as well as join activities that bring together people and resources	Creativity Innovation strategies
Integrate their learning	Allow them to integrate learning from different institutions and sources, re-using evidence of competency and making links between formal and informal learning	Vision Leadership

It is a learning fulfilled with the use of small portable devices. These devices may include: smart phones. Personal digital assistants (PDAs)

and similar handheld devices that usually operate in a wireless environment and have a connection to the internet. The mobile devices promote “anytime, anywhere learning” allowing users to transcend the limitations of the traditional presence-based classroom, and to fit learning into their daily lives, whenever they have the time or the inclination, According to Caudill (2007) Mobile learning is any e-learning application distributed on demand through mobile digital device. Ally (2009) states that mobile devices help us access learning materials and communicate it with peers, instructors or institution.

According to Park (2011) while popularity of mobile devices is increasing day by day, many practitioners use mobile technology in their teaching and learning environments. Mobile technologies have brought new changes in learning such as independence of place and time. Mobile devices are becoming pervasive more and more with the passage of time. This ease of access suggests that mobile learning would be the order of the day for both students and teachers in terms of learning and teaching.

In general, ICT enhances teachers' learning by optimizing opportunities to access educational information and provide a chance to teachers to collaboratively reflect on their practices. In particular, new technologies help them know other viewpoints and balance the isolationist tendencies of the profession. Mobile technologies have the capacity to add new dimensions to teacher professional learning. Mobile learning provides an opportunity to observe, critique and share activities in classroom. This is an important aspect of knowledge production. The ability to share and deconstruct knowledge suggest that feedback will be more extensive.

The strength of this kind of learning lies in its

spontaneity, immediacy, honesty and agility. The learning environment should be an active, collaborative, social and learner centred that draw on their multiple intelligences and learning styles, which may include dynamic, animated power point lecture segments in the mix. Mobile learning is an emerging educational trend and provides many opportunities for both instructors and learners. The several attractive mobile learning tools have been designed and developed by integrating with the emerging technologies.

Mobile learning refers to any kind of learning that takes place when the learners are not at a fixed and pre-determined location or learning that happens when the learner takes advantage of learning offered by mobile technologies. Mobile learning is accessible from virtually anywhere. It also brings strong portability by replacing notes and books with small devices, filled with tailored learning contents.

The objective of this article is to find out the usage of android apps in teaching and learning by higher education faculty.

Review of Related Literature: Al-Fahad (2009) conducted a study to better understand and measure student's attitudes and effectiveness of mobile learning. The result of his study revealed that the majority of student supported the idea that the wireless networks increase the flexibility to access resources of learning independently at any place. Abiding, Amin, Mahmood&Rahman (2006) in their study, stated that the implication and use of mobile phones and handheld devices among students had dramatically changed and increased, and implementation of M-learning in academic institutions becomes an interesting and urgent need of the society.

Research show a positive result on student perceptions of mobile learning in a total number of 18 research studies (Clarke, Keing, Lam &McNaught, 2008, Al-Fahad, 2009; Wang, Shen,

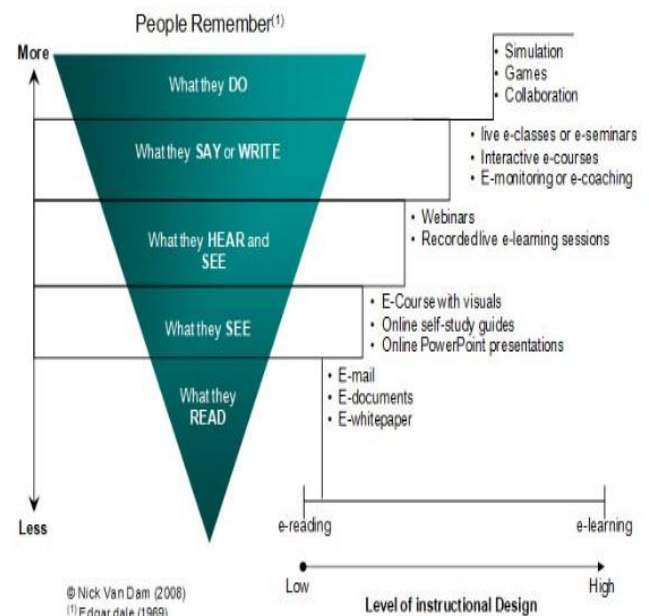
Novak & Pan, 2009; Garrett & Jackson, 2006; Cavus&Uzunboylu, 2009; Uzunboylu, Cavus&Ercag, 2009; Manari, 2007; Maag, 2006 and it was suggested by the students that mobile learning improved their learning ex-periences and made the learning process more interesting (Rogers et al. 2010; Venkatesh, Nargundkar, Sayed&Shahaida, 2006; Wang et al 2009) (cited in Pollara& Broussard, 2011). Studies reveal that smart classroom teaching enhances lesson preparation and enables the teachers to save notes, collection of learning material etc. Zehra Taleb (2014), Neeta N. Taka Wale (2016) found that smart learning environment has led to pedagogical and academic achievement of Malaysian students.

Need and Significance of the Study: The mobile devices promote the use of anytime, anywhere learning, allowing users to transcend the limitations of the traditional presence-based classroom, and they fit learning into their daily lives, whenever they have time or inclination. With devices such as smart phones and tablets making their way to every hand, mobile learning has also begun to spread its wings. Mobile learning allows one to attend lectures, read, and questions from anywhere and at any time.

Nowadays, nearly every school has some form of mobile presence through applications, mobilized web pages and text messaging. The higher education community is moving closer towards providing every student, faculty, and staff member with a pocket-sized version of the entire campus. M-learning represents a new way to dispense and benefit educational materials, overcoming the actual limitation of its predecessor's e-learning.

While e-learning moves education from classroom and campus to non-mobile multimedia personal computer systems, m-learning moves it one step ahead to offering the freedom of performing learning activities either online/offline in different context and several applicative domains,

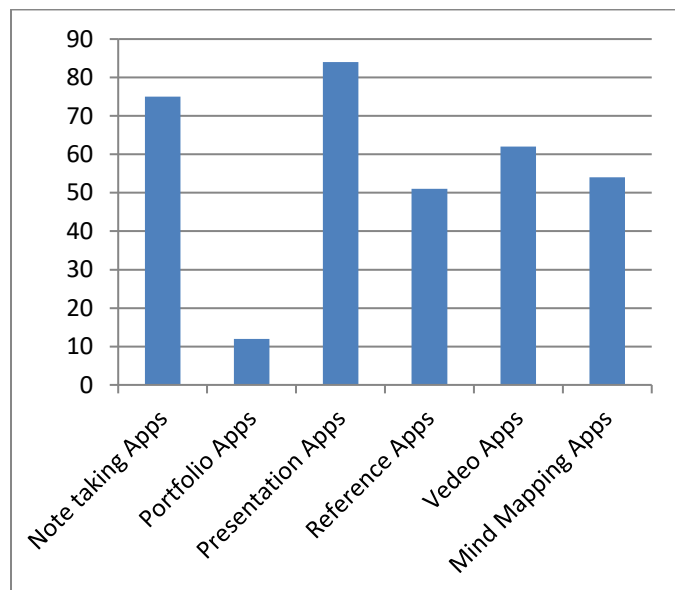
minimizing the time wasted and maximizing profits and the improvement of skills. Students' community will be immensely benefited in the future.



Developing positive attitude towards m-learning among teachers is the need of the hour.

Methodology: The present study ascertains the higher education faculty usage of android apps including Note taking, portfolio, presentation, reference, video, mind mapping, as an educational resource for their teaching. A descriptive survey method used for collecting data by adapting stratified random sample method with the sample of 300 science, arts and language faculty and percentages used for analysing the data. The present study has been undertaken by the researcher regarding the use of Android apps in the field of teaching, which has been conducted on a sample of 300 teachers.

Table-1 Percentage of Teachers Using Android Apps for Teaching



The above table depicts the percentage of android apps using in teaching Note taking, portfolio, presentation, reference, video, mind mapping are 75%,12%,84%,51%,62% and 18% respectively. Hence, 84%of the teachers place high with using presentation apps and followed by 75% with Note taking apps. Android Apps usage for teaching are noted for Video apps (61%), and reference apps (51%) are above 50%. Android Mind Mapping Apps (18%), Android Portfolio Apps (12%), are very poor in using apps in teaching.

Table -2 Category wise Android- Apps Using for Teaching (N = 300)

S.N	Android APP	N	%	Sub Category	N	%
1	Android Note taking Apps	225	75	Google keep	117	52
				Ever note	65	29
				One note	43	19

						9
2	Android Portfolio Apps	36	12	Weebly	10	29
				Three Ring	21	57
				Seesaw	5	14
3	Android Presentation Apps	252	84	Google Slides	70	28
				Power point	154	61
				Prezi viewer	8	11
4	Android Reference Apps	153	51	Easy Bib	92	60
				Cite this for me	37	24
				Mandelay	24	16
5	Android Video Apps	186	62	MagiestovideoEditor & Maker	58	31
				Vedioe Editor	89	48
				Animoto Video maker	39	21
6	Android Mind Mapping Apps	54	18	Simple Mind	26	48
				Mind meister	18	34
				Mindome	10	18

The above table presents a brief description of the pattern showed by the surveyed teachers as under:
Android Note Taking Apps: Out of the sample of 300 teachers about 225 i.e. 75% teachers have been found using these Apps. The most popular among this category was Google Keep found to be used by 52% teachers followed by the use of Ever note which was found to be used by 29% teachers. The least used App was one note which was merely being used by 19% out of 225 teachers using Android Note Taking Apps. Android Portfolio Apps: Out of the sample of 300 teachers only 36 teachers i.e. 12% teachers have been

found using these Apps.

The most popular among this category was Three Rings found to be used by 29% teachers followed by the use of Weebly, which was found to be used by 29% teachers. The least used App was Seesaw which was merely being used by just 14% out of 36 teachers using Android Portfolio Apps. Android Presentation Apps: Out of the sample of 300 teachers about 252 teachers i.e. 84% teachers have been found using these Apps. The most popular among this category was Power Point found to be used by 61% teachers followed by the use of Google Slides which was found to be used by 28% teachers.

The least used App was Prezi-viewer which was merely being used by just 11% out of 252 teachers using Android Presentation Apps. Android Reference Apps: Out of the sample of 300 teachers about 153 teachers i.e. 51% teachers have been found using these Apps. The most popular among this category was Easy Bib found to be used by 60% teachers followed by the use of Cite this for me which was found to be used by 24% teachers. The least used App was Mandeley, which was merely being used by just 16% out of 153 teachers using Android Reference Apps. Android Video Apps: Out of the sample of 300 teachers about 186 teachers i.e. 62% teachers have been found using these Apps.

The most popular among this category was Video Editor found to be used by 48% teachers followed by the use of Magiesto Video Editor and Maker which was found to be used by 31% teachers. The least used App was Animoto Video Maker, which was merely being used by just 21% out of 186 teachers using Android Video Apps. Android Mind Mapping Apps: Out of the sample of 300 teachers about 54 teachers i.e. 18% teachers have been found using these Apps. The most popular among this category was Simple Mind found to be used by 48% teachers followed by the use of Mind Meister which was found to be used by 34%

teachers.

The least used App was Mindome, which was merely being used by just 18% out of 54 teachers using Android Mind Mapping Apps.

Findings of the Study: Data analysis revealed that there are a lot of Android applications which are available through smart-phones, which can be used by the teachers in their teaching-learning process. The study revealed that Presentation Apps are widely used by the teachers and out of which Power-point is the most common applications which is used by teachers for the purpose of presentation.

The other commonly used Apps are Note-taking Applications in which Google keep is the most commonly used. But Android Portfolio Applications are the least used Applications which are rarely used by the school teachers. The other moderately used apps are Portfolio Apps, Reference Apps, Video Apps and Mind-mapping Apps. These Apps are not so commonly used, as the reasons may be lack of awareness among higher education teachers which can be created by a proper and planned schedule of training.

On the basis of the findings of the study it is recommended by the researcher that a large-scale study should be conducted for knowing the causes and other factors that are responsible for the feeble use of these Apps.

Educational Implications of the Study: Teaching through plays an important role in the academic achievement of students in learning. The study revealed that teaching through Mobile Apps helps students to a great extent. Students can interact, understand and remember things very easily as these are innovative, where visuals have more impact than just reading. So, this study applies to the schools, teachers and pupils at all levels in learning.

Android Apps provide better education through presentations, and videos, as all students may not understand the teaching methodology of a teacher,

but can understand through apps, hence such an audio-visual technology needs to be boosted in all kinds of schools. Usage of apps is a time saving tutor which has inbuilt diagrams in its memory. So, no wastage of time is involved in drawing the diagrams and time is utilized more for the active learning part. Results of the present investigation may be helpful to the teachers, curriculum developers, educational administrators, and decision makers to develop better strategies, techniques and programmes to new methodologies in teaching.

This investigation was implied to enable teachers become aware of the benefits of Android Apps in teaching difficult concepts which have made the teaching process easier.

Conclusion: We live in a period when technology is dominating the education landscape yet sudden change in technology can be a big challenge for educators. The researchers strongly believes that teachers must know more than the technical aspects of technology, and must understand that technology has both merits and demerits to represent content and identify pertinent teaching techniques.

Teachers could well be liberated by the technology. They could feel empowered by their partnership with students if they are prepared to work alongside their students and allow them to use their mobile phones as learning tools rather than subversive technologies. However, the researcher is skeptical whether teachers (and wider community) are ready to embrace this professional learning facilitated by evocative, powerful but intrusive m-technologies.

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