

The Impact of Mobile Phone Information Usage on Faculty & Student Learning Process

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Abstract: In this study, we examined the impact of mobile phone usage, during class lecture, on student and Faculty learning. Participants in three different study groups (control, low-distraction, and high-distraction) watched a video lecture, took notes on that lecture, and took two learning assessments after watching the lecture. Students who were not using their mobile phones wrote down 62% more information in their notes, took more detailed notes, were able to recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple choice test than those students who were actively using their mobile phones. Theoretical and pedagogical implications are discussed.

Keywords: *Texting; Student, faculty Learning; Texting in the Classroom; Technology; Mobile Phone*

I. INTRODUCTION

In modern classrooms, instructors face many challenges as they compete for students' attention among a variety of communication stimuli. Rapid growth of mobile computing, including smart phones and tablets, presents a double-edged problem: along with previously unimaginable access to information come previously unforeseen distractions. Of wide concern to many instructors is the potential distraction caused by students using their mobile devices to text, play games, check Facebook, tweet, or engage in other activities available to them in a rapidly evolving digital terrain.

The present study builds on past research by examining whether texting or posting to a social network site has negative impacts on students' note-taking behaviors and subsequent performance on exams. Participants took part in simulated classroom conditions where they watched a recorded lecture, took notes over the lecture, and were then tested over lecture content. There were three conditions in the study: a control group and two experimental groups. The control group simply watched the lecture, took notes on the lecture, and answered exam questions over lecture content. The other two groups engaged in the same activities as the control group, but also took part in simulated texting/Facebook interactions during the lecture; one group had a low frequency of texts/posts, and another had a high frequency. By using simulated text messages and Facebook posts, the objective of the study was to determine what effects, if any, these distractions had on student learning.

Cell phones, and the broader array of digital mobile devices, pose unique communication challenges for both users and those with whom they interact. Some critics argue that texting and other digital communication behavior potentially diminish key social skills like effective listening.

II. MOBILE PHONE USAGE AND FEATURES

Modern phones have a variety of features that simply were not possible years ago: Mobile phones are not just for voice communication anymore. College students and faculty can access the Internet, send or receive text messages, check email, and even video chat with others quite literally from the palm of their hand. In addition, students can access a variety of social network sites (SNS) from their mobile phones. For the purposes of the current study, we use the technical term SNS in place of other terminology (e.g., social networking sites) because SNS better conveys the way in which users communicate with others via these systems. Boyd and Ellison note that other terms, like social networking sites, emphasize relationship initiation and users forming connections with others with whom they might not normally have come in contact.

Education; Current and Future

There is now little doubt that the World Wide Web is the most successful educational tool to have appeared in a long time. It combines and integrates text, audio and video with interaction amongst participants. It can be used on a global scale and is platform independent. While largely an asynchronous medium, it can be used also for synchronous events. It is not surprising, therefore, that trainers, lecturers, distance education providers and teaching institutions at all levels are increasingly using the Web as a medium for delivery.

The Value of Mobile Information

It is important to bring new technology into the classroom.

- Devices used are more lightweight than books and PCs.
- Mobile learning can be used to diversify the types of learning activities students partake in (or a blended learning approach).
- Mobile learning supports the learning process rather than being integral to it.
- Mobile learning can be a useful add-on tool for students with special needs. However, for SMS and MMS this might be dependent on the students' specific disabilities or difficulties involved.

Benefits of M-Learning

- Relatively inexpensive opportunities, as the cost of mobile devices are significantly less than PCs and laptops

- Multimedia content delivery and creation options
- Continuous and situated learning support
- Decrease in training costs
- Potentially a more rewarding learning experience
- Improving levels of literacy, numeracy and participation in education amongst young adults.
- Using the communication features of a mobile phone as part of a larger learning activity, e.g.: sending media or texts into a central portfolio, or exporting audio files from a learning platform to your phone.

Social and educational challenges for M-Learning include

Accessibility and cost barriers for end users: Digital divide.

- How to assess learning outside the classroom
- How to support learning across many contexts
- Content's security or pirating issues
- Frequent changes in device models/technologies/functionality etc.
- Developing an appropriate theory of learning for the mobile age
- Conceptual differences between E-Learning and M-Learning
- Design of technology to support a lifetime of learning

Mobile Technologies for M-Learning

Mobile technologies are an attractive and easy means to maintain literacy skills and gain constant access to information. They are affordable, can be easily distributed and thus hold great potential for reaching marginalized groups and providing them with access to further learning and development. Mobile technologies facilitate distance learning in situations where access to education is difficult or interrupted because of geographical location or due to post-conflict or post-disaster situations.

Mobile devices and personal technologies that can support mobile learning include:

- E-book
- Handheld audio and multimedia guides, in museums and galleries
- Handheld game console, modern gaming consoles
- Personal audio player, e.g. for listening to audio recordings of lectures
- Personal Digital Assistant, in the classroom and outdoors
- UMPC, mobile phone, camera phone and Smart Phone

Classroom Attention

Recent studies exploring the effects of texting, posting on student learning outcomes have relied on mobile information learn new information. Because learning is a process, diminished capacity with any single resource can impact other resources. Thus, in the case of texting/posting, students' attention can be divided, which can distract attention from on-task behavior. In turn, information processed in working/short-term memory may be incomplete or inaccurate, which could lead to inaccurate or insufficient storage of information in long-term memory.

Teacher as learners with technologies

While education systems have focused on the use of mobile phones to communicate information for administration (e.g., attendance, homework, security alerts, communication with parents) as well as support for student learning (e.g., surveys, audio recording, video recording, web browsing, testing), less attention has been paid to the professional development of teachers. But, the ever-presence of mobile phones does not necessarily mean that teachers are willing or capable of integrating such technologies into their classroom practice. Even if education systems ensured that teachers were as proficient as their students in using new technologies such as mobile phones, there is still no guarantee that teachers will want to integrate mobile phones into classroom practice as in many cases the technology does not enhance what they already do and only adds an extra layer of complexity.

Mobile and Wireless Learning Definitions

Technological developments in the field of mobile and wireless learning evolve so quickly that to prevent confusion we must clearly define both learning types. Frequent redefinition will surely be necessary to keep up with the technological changes. We believe that within a reasonable time frame wireless and mobile learning will completely overlap, creating one global mobile campus.

Mobile Phone-based Educational Website

To design and develop the mobile phone-based educational website, many Instructional Design Models related to E-learning were analyzed. Differences between E-learning and Mobile Learning were also accounted for. After that, a series of guiding steps through which the website design and production have gone, were concluded. Learners' characteristics, aims, and teaching activities were some of the factors that were taken into consideration. Besides, the web's content was split into smaller and shortened pieces to fit the mobile phones' monitors or screens. The general framework of Mobile Learning in the present study was based on two famous frameworks in this area.

Mobile Learning Theoretical Framework

Today's mobile phones are unlike those ones that were common ten or fifteen years ago. They, each month get smarter and smarter. People of all kinds and mainly university students keep pace with all technological developments embedded in these

mobiles. These students are more skillful in using them than parents or grandparents. Therefore, users of mobile phones can be directed to use them for educational, as well as, for communication purposes in a way that makes their learning easier and more enjoyable. Studies that have investigated how teachers can do so are many. In addition, studies that have checked whether mobile phones create an effect in students' academic achievement are numerous.

Students could enjoy themselves and try a positive learning experience. Their prospects of mobile phones' effectiveness had a positive impact on their learning outcomes. on the other hand proved that mobile learning activities could engage students in the learning process much better than traditional ones. Students changed into active learners.

Mobile Learning and E-learning

Mobile Learning is a powerful method for engaging learners on their own terms and enhances their broader learning experience because of its mobility quality and supporting platform. It is considered merely an extension of E-learning combined to mobile computing. Users of Mobile Learning should be aware of mobile devices' benefits and specific limitations when delivering mobile learning quality.

DISCUSSION

Mobile learning is emerging as one of the solutions to the challenges faced by education. With a variety of tools and resources always available, mobile learning provides increased options for the personalization of learning. Mobile learning in classrooms often has students working interdependently, in groups, or individually to solve problems, to work on projects, to meet individual needs, and to allow for student voice and choice. With access to so much content anytime and anywhere, there are plenty of opportunities for formal and informal learning, both inside and outside the classroom. Study showed that notebooks, mobile Tablets, iPod touch, and iPads are very popular devices for mobile learning because of their cost and availability of apps. They are used for collecting students' responses evading electronic books and websites, recording reflections, documenting field trips, collecting and analyzing data, and much more. One of the causes of acceptance mobile learning is that it uses devices.

SUGGESTIONS

In an approach where humanistic values are decrementing and vision towards social progress is disintegrating, our need to promote responsible education and learning is more crucial than ever. The advent of mobile phones presents a great opportunity and offers a timely challenge to re-define and transform our educational paradigms.

CONCLUSION

The main aim of the present study was to identify the effect of Mobile Learning on the development of students' academic achievement and conversational skills. Results were quite positive and encouraging for students and teachers because of Mobile Learning ability to wipe out time and place difficulties in learning. Students can access their lessons and deliver their assignments via their mobile sets whenever and wherever. Teachers, on the other hand, can upload the teaching material, assign the roles, determine discussions and receive students' assignment electronically. However, educationists should understand that nothing of the mentioned above could take place unless all learning activities are well designed and carefully implemented.

Recommendations for Future Research

In light of the findings of the present study, educationists and educators are recommended to:

Use Mobile Learning in all similar educational contexts,

- Benefit from Mobile Learning when developing the conversational skills of English language.
- gradually use Mobile Learning in other colleges to replace traditional learning methods,
- Inform interested people of the importance of Mobile Learning and how it can be used to help students exploit their leisure and change it into productive activity.
- Train faculty members on how to produce teaching materials and prepare their courses that fit Mobile Learning through professional development training sessions.