Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2016 = 6.17, www.srjis.com
UGC Approved Sr. No.49366, JULY-AUG 2017, VOL- 4/35

CAN WE USE LATEST TECHNOLOGY IN CLASSROOM?

Ms Nidhi Rajyaguru

Bhavnagar, Gujarat-364002, nhr7544@gmail.com

Abstract

In our "information society" education is taking advantage of computer technology which can enhance and improve the teaching and learning process. The traditional classroom, teacher, textbooks, blackboard can no longer satisfy the needs of generations of students used to handling technological tools from a very young age. Advances in technologies have changed the process of learning, not just in formal educational settings but continuing education as well. Mobile learning is a part of anew learning landscape and offers the opportunity for a spontaneous, personal, informal, and situated learning. With the use of mobile technology in education. online learning communities can incorporate students from different backgrounds with vastly diverse learning styles into an educational setting. Mobile phone - the recent and innovative technological device which represents a revolution in education gives the opportunity to learn "in motion", making the learning process more appealing, interesting and motivating. This paper is based on classroom experience of mobile learning at post graduate level. Mobile phone isn't a new thing for new generation so authors decided to use mobile phone in the classroom as a learning tool. Here, authors share the process of m learning, views and observation; and the barriers and challenges experienced during the experiment.

Keywords. *M Learning, Higher Education. Quality*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

The main objective of this paper is to share authors experiences of experiments conducted in the classroom of post graduate level at department of education, Maharaja Krishna kumar sinhji Bhavnagar University, Bhavnagar. There is no doubt that the area of M learning is an innovative practice in its own right, however the paper examines this practice against the background of Widening Participation, widening access and student retention. The paper observes the developing use of technologies for learning, focusing on these to support under-represented groups. The paper outlines some innovative ways re-establishing widening access in the contemporary political and economic context. The authors provide soute examples employed as innovative methods in this context. The paper concludes with some considerations for the future.

A look on Digital age in Education

Study at Higher Education Institutions now attracts people from a broad range of backgrounds, particularly people from low participation neighbourhoods, students from non-traditional backgrounds, and disabled students (HEFCE 2008). Certain literatures (Cullen.

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

2007; Cooke, 2008: JISC. 2009 and Redecker et al, 2011) alluded to the importance for staff to not only develop their own digital skills but train to provide a very eclectic package of different methods of delivering learning for the broad spectrum of learners, many with different learning styles (Biggs and Tang, 2011).

New challenges require the need to align Information and Communications Technology (ICT) with pedagogy to create participative learning environments which enable high quality learning experiences that keep learners interested and motivated (Redecker et al, 2011).

A major factor to consider when confronting the problems around funding for Widening Participation is the use of Information Technology (IT). HEIs will need to respond more flexibly to individual learners' needs (Cullen, 2007; Cooke, 2008; JISC, 2009). Digital technologies that help to break down traditional barriers experienced by non- traditional learners may help retain students by providing continued support throughout their time in Higher Education. With smartohones, tablets and others forms of technology at their disposal, today's students can take advantage of a flexible approach o learning, where they can ... resources or catch up on lectures at any time of the day or night (educause, 2005) .. need to capitalise on this paradigm shift and take advantage of the role of technology in widening access and improving the student experience at home and internationally. One could argue that the future of teaching will revolve around the provision of high quality education that fits around students' other work and life commitments. Redecker et al. (2011) predict that learning strategies such as podcasting vi II provide personalised. tailor-made and targeted; informal and flexible learning opportunities.

Cann (2007) claims that his study gave an indication that both quantitative and qualitative analysis of the use of audio podcasts in his study; collected via download statistics, module questionnaires and focus groups clearly showed that these were not popular with students. Cann (2007) claimed to have abandoned his podcast learning support model in favour of direct access to short online videos in the style of YouTube. The videos ranged in length from three to five minutes and consisted of a short "talking head" introduction and screencasts; digital recording of computer screen output with audio narration (Cann, 2007; Wakeman, 2013).The benefits that manifested as a result using new technologies provided ideas for further improvements and the development of more complex activities A review of

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

the work of Gillen and Barton (2010) and Benfield et a!. (2008) found that students preferred to study at home many using their own laptops to ...online. Once online, students most frequently engaged in activities related to accessing and reading online learning materials.

We have seen some benefits of M learning while teaching learning process.

It provides Flexibility to learners Flexibility is not limited to any one place or time anymore! Flexibility in m Learning also involves learning using videos, podcasts and other popular multimedia assets on smart phones. We allowed students to seat anywhere even outside of the classroom.

Better completion rates and higher retention. The content presented in the mobile platform is chunk-sized and to the point. This enables learners to complete courses and initiate the next course as well. They did their learning topic themselves so they were very much clear about the content.

Collaborative learning. Engaging learners towards the establishment of online learning communities is more effective using mobile devices. Researches around the world prove that student learn better in collaboration.

Higher engagement. Extant research and statistics reveal a higher engagement rate when courses are delivered using the mobile format. We have seen the same while experiments.

Multi-device support. We allowed mobile phone only for learning but the same course can be available on variable devices ranging from PCs, laptops, tablets and smart phones.

Performance Support. Learners prefer methods that are as unobtrusive to their daily routine as possible. This creates a learning habit that yields higher quality of performance. This facilitates easy access to information while at work. Learners also find and retrieve just-in-time information easily using their personal mobile devices.

Learning path. Phone based reminders and organizers are integrated with the m Learning platforms. Learners get ongoing notifications and updates on their courses, which they check anywhere and anytime. The can also resume their course easily, without unlearning previous content. The learning path established in a mobile platihrm is more personalized and continuous.

Encourages Self-paced Learning. No two learners are the same. Each one has his or her own way of understanding the content to learn. With mobile learning, learners are now able to learn in their own style, at their own pace. In a classroom scenario, occasionally, there will be a few learners who wouldn't have understood the concepts clearly but hesitate to ask for a re-

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

explanation. in mobile Learning, nobody knows or cares how many times you revisit the course, which gives you the freedom to do it until you have understood it all.

Connectivity problem. mlearning is supposed to happen anywhere, During these times, there may be some connectivity problems while uploading and downloading the information because of poor or totally absent mobile network signals. Students reported that sometimes they felt connectivity problem while they were searching content on internet.

Screen size, a limitation. Even though the Smartphones of today come with a pretty good screen size, but 5" screen is not an enough platform to read full size content as we are used to read full page reading style.

Cost. Students reported that some service provider company charges more for data so they couldn't access youtube or other data consumed sites due to large data needed.

distraction. While learning the topic through mobiles, learners were distracted when they got call or message on their device.

Conclusion: The popularity of mobile technologies among college students is increasing dramatically. Results from various research studies oh students suggest that many undergraduate students bring their own digital devices to college, favouring small and portable ones such as smart phones and tablets. Although students still rate laptops as the most important devices to their academic success, the importance of mobile devices such as tablets, smart phones , and e-book readers is noticeably on the rise. Increasingly, students say they want the ability to access academic resources on their mobile devices. Convenience, flexibility, engagement, and interactivity are all factors that make mobile learning more attractive to students. With these trends in mind, many universities now use mobile technologies and create mobile-optimized versions of their websites or build stand-alone applications that can be downloaded

from mobile application stores. Small steps can be a reason for big change.

References

Benfield, G., Ramanau, R. and Sharpe, R. (2009) Student learning technology use: preferences for study and contact. BrookeseJournal of earning and Teaching 2(4).Available [online] from http://bellt.brookes.ac.uLarticle/ student _learning_ technology_use_preference_for_study_and_contact/(Accessed 11August 2016)

Biggs, J. and Tang. K. (2011) Teaching for quality Learning at University. Open University Press. McGrawHil: Maidenhead. UK

Bostock, S. (2010) E-learning and virtual learning environments in Mohanna, M., Cottrell. K., Chambers, R. and Wall, D. (eds) in Teaching Made Easy a manual for health

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

Brooks, R. (2012) What have we learned to date to inform access, retention and success under the new funding regime in England? A literature synthesis of the Widening Access Student Retention and Success National Programmes Archive. [online]. York: Higher Education Academy. Available [online] from:http://www.heacademy.ac.ukl/resources/detail/WP_syntheses/Brooks(Accessed 11 August 2016)

Cann, A. J. (2007) Podcasting is Dead. Long Live Video! Bioscience, EducationAvailable [online at http://www.bioscience,heacademy.ac.uk./journal/voll0/beed-10-cl.aspx (Accessed 11 August 2016)

Christie, H.,M.Munro, and F. Wagner, 2006. 'Day students' in higher education: Widening access students and successful transition to university life. International Studies in Sociology of Education 15, no. 1:3-30.

Corver, M. (2010) Trends in young participation in higher education: core results for England. HEFCE Available [online] at

https://www.hefce.ac .uk/pubs/year/ 20l0/201003/(Accessed 9 August 2016)

Crozier,G.(2008) The Socio-cultral and Learning Experiences of Working-Class Students in HE:Full Research Report- ESRC End of AWard Report. Swindon: ESRC

Cullen, J. D. (2004); Modelling Advice and Support Services to Integrate Virtual Component in Higher Education (MASSIVE).The Tavistock Institute. Available [online] from http://www.tavinstitute.org/work/jo urnals/reports(Accessed 8 August 2016)

Cullen, J. D, Begofla Arenas, M., Haywood, J. and Haywood, D. (2007) MASSIVE, Peer review Handbook. Modelling Advice and Support Services to Integrate Virtual Component in Higher Education (MASSIVE).The Tav stock Institute. Available [online]at http://virtualcampuses.eu(Accessed 24 April 2013)

use. (2005) 7 things you should know about... podcasting. Available [online] from www.educause.edu/eli/(accessed 11 August 2016)

Gillen, J. and Barton. D. (2010).Digital Literacies.A research briefing by the technology enhanced learning phase of the teaching and learning research programme. London: London Knowledge Lab.

Higher Education Funding Council for England [HEFCE]. 2010. Trends in young participation in higher education: core results for England, Report 20 10/03, HEFCE: Bristol

Honey, P. and Mumford, A. (2006) Learning styles helper's guide Maidenhead, UK

JISC (2009) Effective Practice in a Digital Age Available on-line at:

http://www.i isc.ac.uk/publications/ programmerelated/2009/effectivepr acticedigitalage.aspx(Accessed 11 August 2016)

Lazzari, M. (2009) Creative use of podcasting in higher education and its effect on competitive agency.Computers & Education Volume 52, Issue 1, Pages 27-34 Available [online) from http://www.sciencedirect.com/nce/article/pii/S0360I31508000948 (Accessed ii August 2016)

Littlejohn, A. H. and Higgisort.C.(2003) e-Learning Guide for Teachers in Higher Education, Learning and Teaching Support Network Publications. Available [online from http://www.dur.ac.uk/resources/ns/lt/elearning/ELN063.pdf (Accessed 11 August2016)

Maggie Leese (2010): Bridging the gap: supporting student transitions intohigher education, Journal of Further and Higher Education, 34:2, 239-251

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

Redecker, C, Leis,M., Leendertse, M., Punie, Y., Gijsbers, G.,Kirschner, P., Stoyanov, S. and Hoogveld, B. (2011) The Future of Learning:Preparing for Change. European Commission Joint Research Centre. Institute for Prospective Technological Studies. Available on-line at http://ftp.i rc.es/EU Rdoc/JRC66836.pf(Accessed 11 August 2016)

Wakeman,C. (2013) The Innovative Use of Screencasts in Higher Education. Innovative Practice in Higher EducationVol 1, No 3. Available [online) from http//journals.staffs.ac.uk/index.php/pihe/article/view/34 Accessed 11August 2016)

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies