Mobile Learning in Higher Education - An Empirical Study

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IMPACT Conference,
Rome 2008
Scope of mLearning

Learning infrastructure
- Providing technology for being a mobile learner
- mLMS
- Adaptive testing
- Ontology editor
- Content management
- Administration system

Collaboration
- Providing services to enhance student – teacher and student – student communication
- Mobile forums
- Mobilized notice boards
- Administrative SMS communication

Content pedagogy
- Providing content, which makes students mobile
- Mobilised F2F materials
- Location based materials
- Standardised content
- Teacher trainings
Blended mLearning

- Anytime, anywhere
- Enhanced eLearning
- New pedagogy
- Flexible Knowledge transfer

mLearning

eLearning

- Blended learning
- Adaptive knowledge testing
- Virtual Collaboration
- LMS

F2F

- Core teaching activities
- Traditional classroom teaching
- Educational Ontology
- Content development
Expertise: mLearning projects

- Using wireless technologies for context sensitive education and training
  - www.ericsson.com/contsens

- The role of mobile learning in European education, European Socrates-Minerva Project
  - www.ericsson.com/socrates2006

- Mobile Learning in Mainstream Education - European Leonardo da Vinci Project
  - www.ericsson.com/mlearning3

- Mobile Learning: the next generation of learning - European Leonardo da Vinci Project
  - http://learning.ericsson.net/mlearning2
Research questions

- “There is no significant difference in the judgement of people with or without experience in mobile learning that the use of mobile technology can enhance the general quality of learning.”

- “It is generally accepted that the use of mobile learning in education is beneficial for improving the communication between students and educators.”

- “Incorporating Mobile learning into educational activities adds additional value for the learning programmes provided by higher educational institutions.”
The sample

- Focus Group: Ericsson, Corvinno (Corvinus)
- Control Group: (FUH, PU, Roma Tre, DEI)
- 1st of March - 31st of April, 2008
- N = 300
• Tendencies:
  • The applied statistical methods weren’t sufficient to show significant relationships between the groups
  • Only descriptive statistics provided valid results, explorative statistics failed
  • Focus group has more awareness towards technology, but they also tend to be less optimistic about the impact of technology on learning
  • There is a positive attitude towards mobile technology in both groups
  • There are signs of concern about mobile learning as such in both groups
Educational games motivate learners and contribute to developing skills such as teamwork.
The fact that a mobile phone is a generally available device is important for education.
I would propose mobile learning as a method of study to others.

Main group/Control group

- Main group
- Control group
Whoever possesses a mobile phone has all he or she needs for undertaking academic or profession...
• Only 28% of the variables showed significant results after the explorative analysis.

• No significant or in some cases very weak correlations have been found between certain items in the two groups.

• Variance analysis didn’t show significant differences between the groups and the items either.
Conclusions

- Mobile Learning is definitely an issue, students are getting aware of the educational importance of this technology
- There are only minor, very restricted results
- Limited research validity
- The hypotheses can’t be proven, because lack of significance. (But also can’t be denied)
- More research should be done with modified questionnaire and analytical model
Thank you for your attention!
Questions?

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