



# Sterling

College of Arts, Commerce & Science, Nerul

ISBN: 978 - 93 - 5267 - 362 - 9



Ministry of  
Human Resource Development



University of Mumbai



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## “ROLE OF CELL PHONES IN PROVIDING QUALITY EDUCATION”

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### Introduction

With higher education becoming an international service, there is growing concern the world over about quality, standards and recognition. Consequent upon this trend, the debate on how benchmarks have to be evolved for ascertaining and assuring quality at different levels of higher education is significant.

The recent explosion of iPhones, Androids, and other smartphones has provided people with the ability to access the entirety of the Internet on-the-go and at any given moment. Addiction to mobile is such that people of all ages are exposed to use of mobile frequently throughout the day.

This era of education has a golden opportunity in disguise in form of wireless access to almost everything. This means one can access study materials to educative videos of experts at any time.

This gives students and learners opportunities to study at their convenience and place.

### Use Of Mobile

Mobile technology is ubiquitous in the lives of today's college students. Although 83 percent of adults between the ages of 18 and 29 own a smartphone, mobile device ownership among college students is even higher; according to a

2014 EDUCAUSE report, 86 percent of undergraduates owned a smartphone as of last year. As an integral part of students' daily lives, mobile technology has changed how they communicate, gather information, allocate time and attention, and potentially how they learn. The mobile platform's unique capabilities — including connectivity, cameras, sensors, and GPS — have great potential to enrich the academic experience.

Learners are no longer limited to the classroom's geographical boundaries, for example; they can now record raw observations and analyze data on location. Furthermore, mobile technology platforms let individuals discuss issues with their colleagues or classmates in the field. The ever-growing mobile landscape thus represents new opportunities for learners both inside and outside the classroom.

### Key Issues

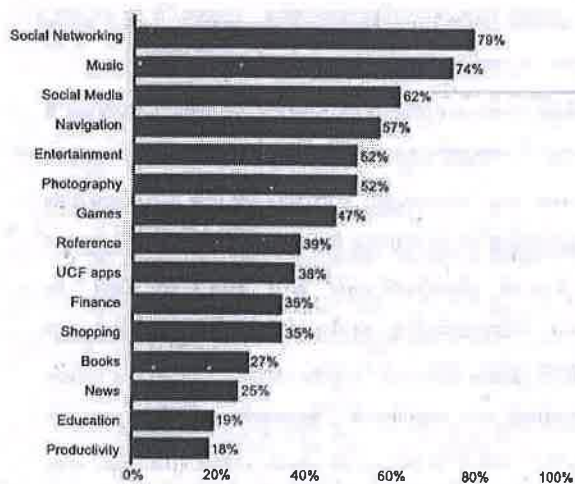
Despite high ownership, longitudinal data indicates that use of mobile technology in learning is not as widespread as the devices themselves as students engage more of in activities of socialization and other non-productive activities.

Effective use of mobile technology is less about tools and more about students' digital literacy skills, including the ability to access, manage, and evaluate digital resources. Students might take plenty of

pictures using their mobile phone cameras, but rarely do they use the device for meaningful learning experiences.

Use of mobile technology in the classroom is even rarer. As students do not engage in using mobile in Assignments in class room also as per current rules and regulation usage of mobile is also not permissible in class room activities.

### Survey Showing use of Mobile Phones by Students



This Survey was Conducted Students' Mobile Learning Practices in Higher Education: A Multi-Year Study

Authors: by Baiyun Chen, Ryan Seilhamer, Luke Bennett and Sue Bauer

Global Statistic also show that nearly a average user spend 118 mins of day using Mobile Phones.

### Pedagogy Of Teaching

The increase in student mobile device ownership and use for coursework gives instructors a new

avenue for displaying content, creating activities, and interacting with students. Although some instructors are comfortable with these emerging technologies, others will need pedagogical support and professional development to better utilize them.

Appropriate pedagogical support is based on a good understanding of students mobile use habits and needs. To select apps that students already use (and thus lower technical support needs), instructors can examine the report for details about the most popular app categories among students.

Instructors should also consider students' needs by asking them for feedback about the current mobile environment. By catering to student needs and offering matching services, instructors will see more value added to mobile devices, which can increase device ownership and user engagement.

Even though mobile technologies are more pervasive in education today, we should always ask the pedagogical question: *Is mobile technology necessary to support students in reaching the intended learning outcomes?*

Instructional designers and specialists can offer instructors pedagogical support by walking beside them as they outline their learning goals and teaching strategies. Once the outline is established, decisions about mobile technology's relevance to a course can be made. Mobile technology should be used only if it can support student learning and enhance the curriculum during learning experiences.

Instructional designers can play a key role in this journey by connecting instructors to checklists, searches, and best practices. UCF designers have developed three tools for pedagogical mobile app support:

- A mobile app checklist that runs through features, accessibility, cost, support, and other factors when selecting an app
- The Mobile Online Tools & Taxonomy Resource (M-OTTR), which lets instructors search for apps that align with their learning objectives
- The new Mobile Course Check, in which instructional designers review courses and give faculty a report that outlines the needed student support documentation and summarizes the course's ease of usability and access on a mobile device

Further, institutions can curate well-designed pedagogical support materials into professional development courses and training materials. Such courses can be designed to meet the needs of instructors, who have diverse knowledge levels about the topic. Modular courses, in which instructors can pick and choose different course or take the modules in succession, can be designed with enough flexibility to accommodate instructors regardless of their foundational knowledge level.

Professional development courses should include basic concepts, common definitions, pedagogical implications, best practices, examples, and support mechanisms. Instructors who possess more foundational knowledge on a topic can quickly examine examples of real-world execution of the technology that such a course provides, while those with less foundational knowledge can spend more time in the modules that discuss basic concepts.

Creating a professional development course can also foster collaboration among instructors interested in the technology, while creating a knowledge base of best practices for each individual instructor. Once the instructor has

become comfortable using them in the classroom, these same best practices can serve as instructional examples in the course.

## Benefits Of Using Mobile In Classroom

### 1. Preparing Students for the Future

First and foremost your job as an educator is to prepare your students for the future. Well in order to do so you need to incorporate mobile technology in the classroom.

### 2. Up-to-date learning

Having mobile devices in the classroom allows students instant access to the latest news, information, statistics, etc. Virtually every question they have is at their fingertips, keeping them connected with what's going on around them and ensuring they are always well informed with the most up-to-date information.

### 3. Alternative to textbooks

Textbooks can't provide students with the latest information like a mobile devices can. Also, having digital textbooks on their mobile devices keeps students more organized and gives them easy access to their materials.

No one likes lugging around big textbooks. Many digital textbooks are constantly updated and often more vivid, helpful, creative, and a lot cheaper than those old heavy books.

### 4. Learning goes outside of the classroom

By allowing mobile devices in school you can expand learning outside of the classroom.

Students will not only have access to information during computer lab time (which is also becoming extinct).

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They can look up information from anywhere on campus.

Collaboration will increase as students can use these devices as research tools during projects and group work.

#### 5. Doubts cleared as soon as you got one

Also, if you missed one important lecture you can just phone a friend and get to know about the whole lecture. If you have any doubt on that lecture or need further explanation just Google it.

### Challenges Of Using Mobile Phones In Classroom

#### 1. Cell Phone Addiction

Overuse of your cell phone or smart phone can result in a number of different physical problems that may cause permanent damage or be difficult to treat.

#### 2. Distractions

The most obvious reason is that cell phones will be a distraction for students. Whether they're taking selfies or texting in class, cell phones can be very detrimental to a student's ability to pay attention in class.

#### 3. Interruptions

Not only can cell phones cause distractions for individual students in class, but they can also interrupt the entire class. A ringing, beeping, or buzzing cell phone can disrupt a test, lecture, or study period.

#### 4. Inappropriate Use

Many parents have rules about cell phone usage, but it's harder to enforce those rules when your child is away from home. It's easier to view inappropriate sites.

#### Conclusion

Use of mobile technology for teaching and learning is still an emergent area for study, and more scholarly research must be conducted.

Perhaps more importantly, individual experimentation is needed to understand what works, how, and why in both formal and informal learning environments.

Practically, we need institutional changes that can facilitate and encourage students and instructors to integrate mobile technology into daily learning.

We welcome responses on the survey results and instructor training resources we've shared here, and hope to collaborate with other institutions on future research

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