Chapter 87
Effectiveness of Using Mobile Technologies in Teaching and Learning

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ABSTRACT
This chapter examines the effectiveness of using mobile technologies in teaching and learning in a Nigerian university. The study explores the techniques that guide undergraduate students to learn with digital support from mobile devices and wireless communication during their classroom activities. This research focuses on mobile phones because of their accessibility to students and lecturers. The researchers investigate the types of mobile application used by students, the time spent on using the devices for learning, and the effectiveness of using mobile technology in teaching and learning. The research is a descriptive cross-sectional survey. Three research questions are raised, and the respondents are 100 undergraduate students of the educational technology programme. Frequency count, percentages, and mean are used for data analysis. It is revealed that students often use their mobile phones for academic purposes, and the academic performance of students can be improved through the use of mobile phones to solve classroom questions. The time spent on using mobile phones for the learning process is also unveiled, and recommendations are made based on the researchers’ findings.

INTRODUCTION
The 21st century presents its citizen with new choices, opportunities and challenges due to the ubiquitous presence of technology which has permeated all facet of human of life: business, administration, government, education, and so on. The profound shift in the academic fields must be viewed from the perspectives on the new possibilities that technology has brought to the field. Traditional teaching and learning paradigms have been shaken by the impact of the integration of...
effectiveness in teaching and learning (Dubendorf, 2003), and to challenge the essence of face-to-face teaching and learning (Traxler & Kukulska-Hulme, 2005). In examining the benefits of mobile technologies in education Kim, Mims, and Holmes (2006) summarized them in the following: (a) Mobility, which is associated with the advantage of accessing information anytime, anywhere; (b) Information management capacity, which is associated with the digitization of information and electronic-based management; and (c) Beaming capability which allows the sharing of files instantly and in real-time.

Mobile technologies can have a far-reaching effect on how teachers teach and learners learn. The ability to harness these technologies in the design of online classrooms can impact the engagement of teaching and learning by creating more options for learners to connect with course content as well as to other learners (Delich, Kelly & McIntosh, 2008). Naismith, Lonsdale, Vavoula and Sharples (2005) posited that mobile technology can be used by school teachers for managing their schedules, review. Mobile technologies such as Blackberries, Treo’s, IPods and cell phones are being used in the classroom and distance education to reach out to students and to deliver learning materials to students. Instructors are taping their lecturers and making them available for students to listen whenever they like. Providing lecturers and learning materials in audio format are important for some subject area such as when learning a language and English Literature. The mobile technologies are also used to connect to students to inform them when course requirements are due and informing them on updates to courses. Mobile technologies can be used in any discipline that can be broken down into small segments of instruction (Ally & Lin, 2005). Inquiry education is a student-centered method of education focused on asking questions. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers.
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