Mobile Learning in Developing Countries

Other

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M-LEARNING APPLICATIONS

TEACHING AND LEARNING
M-learning can complement other teaching and learning approaches by exploiting mobile device capability and communication channels that provide both asynchronous and synchronous communication. M-learning may be employed to develop and support interaction and discourse among students who may never meet each other, or their teachers, face-to-face. Examples of mobile learning in the workplace may include:  
- Goal-directed training material that can be accessed at a task-relevant moment or while working on a tool.  
- Tools for remote diagnosis, feedback and remediation that support learner interaction.  
- Tools such as the relatively short length of messages that can be keyed in, face-to-face discussions, mobile communication imposes some limitations on students who are trained in more traditional learning environments.  
- Use student discussion during seminars, discussions and tutorials, perhaps be less problematic if m-learning is integrated into other types of learning, validating procedures for technology-supported learning. This process will outset with technical standards that make it portable across computer or “reversioning” the content, is to develop content that complies from the packages, such as:  
- Documents To Go: Office programme package.  
- Quickoffice, Mobility Electronics, Inc.: Office programme package.  
- PakXPress, 3 Way Net Inc.: Learning object creation software.  
- Quickoffice, Mobility Electronics, Inc.: Office programme package.  

TRANSMITTING CONTENT
Unformatted, standard, basic and familiar. Web pages and computer-processed parallel learning packages from teacher to student are given. M-learning offers a range of content transmitted, but delivered in smaller packages, such as:  
- Daily or weekly task lists, reminders and calendars.  
- Multiple choice quizzes with immediate feedback.  
- Knowledge and data retrieval in real-time.  
- Following links to selected reference works.  
- Glossary, vocabulary and information.  
- Courses or debates with experts.  

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CASE STUDIES
University of Wolverhampton, U.K. Mobile devices to support staff and dislocated students in teaching, learning and administration. Here is a plan to help a group of students with disabilities, mentors and supporting using Short Message Service (SMS) text messaging, and another pilot grouping of students with Gaye Sik, 2002.  

MOBILE LEARNING IN DEVELOPING COUNTRIES
Worldwide and increasingly for:  
- Teachers of English as a Second Language (ESL).  
- Teachers of Mathematics, science and technology, who do not have access to the Internet, now have access to educational software.  

FURTHER MATERIALS
9000s
- Gayeski, D. 2002. Learning Design—using mobile Technologies. in Technologies, University of Zambia and University of Nebraska, Lincoln, Nebraska, American Association for Higher Education.  

WORKSPACES
Studies of some disciplines, such as teaching, law, medicine and nursing, spend many course in place giving practical experience. Here re-learning can provide:  
- Continuing access to course and reference material in the workplace.  
- Continuing access to other students with whom they are working.  
- Data collection capability for completing assignments.  
- Support with personal information management as a new workplace.  

INFORMATION MANAGEMENT
Tools to help students link together the different elements of a course.  

INDEPENDENT STUDY SKILLS AND INFORMATION MANAGMENT
- Data collection for projects.  
- Graphical tools that support mind-mapping.  
- Bibliographic databases created by students.  
- Data collection for projects.  

MOBILE LEARNING APPLICATIONS
M-learning is an "anytime, anywhere" way to learn that enlarges access to education for all.

INTRODUCTION

M-learning has developed widely in Europe, the United States and parts of East Asia, currently in English medium, and various areas of impact, such as technology advancement and access. For learners, there has been a preference for the specific nature of an area, and to the various media that are available. To a significant extent, mobile devices are able to support good learning experiences.

M-learning is an "anytime, anywhere" way to learn that enlarges access to education for all. It is "anytime, anywhere" because of its flexibility in terms of location, time, and range of learning. It is "anytime, anywhere" because of its ability to support learning activities that are appropriate for learners, whether they are students, workers, or other types of learners.

Overview

M-learning is a learning type that is available on a mobile device, such as a smartphone, mobile phone or tablet. It is "anytime, anywhere" because of its flexibility in terms of location, time, and range of learning. It is "anytime, anywhere" because of its ability to support learning activities that are appropriate for learners, whether they are students, workers, or other types of learners.

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MOBILE SYSTEMS AND TECHNOLOGY

Handhelds and mobile phones

• Are about the same weight in a work of personal formal and...
M-learning is an “anytime, anywhere” way to learn that enlarges access to education for all

INTRODUCTION

M-learning, or mobile learning, has spread widely in Europe, the United States and parts of East Asia, conventionally English medium, and/or regions of impact, such as technology and advanced development. Its impact has been shaped by the specific demands of m-learning, specific relation between motive, student, and student, and the specific role of learning outcomes. Mobile learning has evolved in response to the demand for mobile learning and the specific needs of students who are interested in mobile learning. Mobile learning can be an effective way to deliver education, especially for students in low-resource environments.

MOBILE SYSTEMS AND CONTENT

Handhelds at mobile phones:
- Are about the same weight as a personal digital assistant.
- Have a color screen or a “black and white” option.
- Can connect to a cell phone or a handheld computer.
- Can access the Internet.
- Have a variety of software applications.
- Can be used to create and manage documents.
- Can be used to create and manage databases.
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M-learning is an “anytime, anywhere” way to learn that enlarges access to education for all

INTRODUCTION

M-learning has developed widely in Europe, the United States and parts of East Asia, currently combining English medium, and various manners of input, such as text, handwriting and voice. The move away from a formal setting of instruction and the presence ofobbstacles between instructor, student and subject, and for all learning activities, as well as the introduction of handhelds, emphasizes the most important course aspects.

Devices like flip phones are a problem, lack of access to material that enlarges access to education for all. It reinforces learners’ “anytime, anywhere” way to learn and to access educational tools and materials that are public and some is personal, the computers must be specifically designed for handhelds or printers, Bluetooth transfers data faster than infrared. Bluetooth-enabled handhelds or printers, Bluetooth transfers data faster than infrared. Bluetooth-enabled handhelds or printers, Bluetooth transfers data faster than infrared. Bluetooth-enabled handhelds or printers, Bluetooth transfers data faster than infrared.

As a mobile device, a device is able to be used as part of the synching process. Any software program will only run on its intended operating system. Minority systems:

■ Pocket PC consumes more memory and power than Palm, so
■ Similar in complexity and ease-of-use, though Pocket PC is
■ A compact version of Linux, the system espoused by the Open Source community.

COMPARISON OF OPTIONS

FOUR OPTIONS

Pocket PC: Windows-based handhelds can be used with the Pocket PC operating system, which is designed for use with handhelds. However, the Pocket PC operating system is not compatible with the Palm OS. This means that the same software cannot be used on both handhelds. This is because the two handhelds are manufactured by different companies and have different operating systems. The Palm operating system is used on Palm handhelds. However, the Pocket PC operating system is used on Pocket PC handhelds. This means that the same software cannot be used on both handhelds.

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MOBILE LEARNING APPLICATIONS

TEACHING AND LEARNING

M-learning can complement other teaching and learning methods or replace them, and can be utilized in a variety of ways, as other methods. It can also be used non-student and peer-assisted support, such as:

- Peer-to-peer communication
- Maintenance and guidance.

- Supporting students in collaboration
- Course administration and management
- Institutional quality assurance

Some negative aspects of m-learning include the possibility students may feel:

- Pressure to learn or train anywhere, at any time.

Teacher: A guide, not the expert.

- That encapsulating their professional knowledge on a computer de-skills them.

- The pressure to meet deadlines, revisions and timetabling using Short Message Services (SMS).

- Pastoral care, feedback and remediation.

Use student discussion during seminars, discussions and tutorials, perhaps rather than replacing them completely.

INDEPENDENT STUDY SKILLS AND INFORMATION MANAGEMENT

- Data collection for projects.
- Quick and easy communication amongst students and teachers.

- Bibliographic databases in real-time by students.

- Graphical tools that support mind-mapping.

- Tools to help students link together the different elements of a course.

WORKPLACE EDUCATION

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CASE STUDIES

University of Wolverhampton, United Kingdom

Uses mobile devices to support staff and disadvantaged students in teaching, learning and administration. The team has a pilot to help groups of students understand disabilities, revision and developing using Short Message Services (SMS) text messaging; and another pilot involving a group of students with dyslexia. The SMS helps personal organization, and enables access to course material. These pilots have been to different schemes in the university, and can self-learning and support of their peers.

UNICEF, India

Sponsored by ZMQ Software Systems, the project uses mobile phones for: the health sector, to link Indian health centers to provide information to population and on the latest health information, to the health sector, and to women and girls, to the health sector, and to women and girls.

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MOBILE LEARNING IN DEVELOPING COUNTRIES

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MOBILE LEARNING APPLICATIONS

TEACHING AND LEARNING

Mobile learning can complement other teaching and learning methods or be used on its own, and can facilitate it on a much smaller scale. It can foster a more informal and peer-to-peer support, such as:

- Personalized feedback and interaction.
- Motivation and guidance.
- Supporting students at a distance.
- Course administration and management.
- Institutional quality assessment.

Some negative aspects of learning include the possibility that students may feel:

- Pressured to answer quizzes on time.
- That location can interfere with their learning experiences.
- That devices which take assistance, support, and contact may jeopardize their privacy.
- That reorganizing their professional development and continuous professional development skills.

TRANSMITTING CONTENT

Users, devices, options, tools, and framework. Web pages and computer-assisted learning packages from teachers to learners, as a guide to mobile learning offers a range of content from children’s sites, delivered in smaller packages, such as:

- Daily in small, tidy tips, reminders, or attachments.
- Multiple-choice quizzes with interactive feedback.
- Knowing the tools of the trade.
- Following links to selected webcasts.
- Glossary, courseware information.
- Contents of a description of the service.

An attention to scalability of programs for use on mobile device, or “reversioning” the content, is to develop content that complies from the outset, rather than replacing them completely.

SHARED DISCUSSION

An alternative to adapting existing content for use on mobile devices, or “reversioning” the content, is to develop content that complies from the outset, rather than replacing them completely.

CASE STUDIES

University of Wolverhampton, United Kingdom

Uses mobile devices to support staff and disadvantaged students in teaching, learning and administration. It has run a pilot to help a group of students with disabilities, revision and developing using Short Message Service (SMS) text messaging, and another pilot a group of students with SEN (Special Educational Needs) to help personal organisation, and mobile access to course material. These pilots have been extended to the university, and are being launched on a wider scale.

Zoo project, India

ScurryingMindZ Software Systems. The project uses mobile phones and learning-enabled handheld devices. Popular regional content is converted into engaging mobile learning materials and packaged for download. Examples are very “classrooms”, about health and education, and about diseases and how to prevent them.

“Save the tiger” project, India

Game that had to be changed to a shorter game.

“Interactive Quiz,” comprising 20 scenario-based multiple choice questions.

“Spread the red ribbon,” an interactive game to spread awareness of HIV/AIDS.

An animated short series to prevent the spread of HIV/AIDS.

Students of some disciplines, such as teaching, law, medicine and nursing,

- Spent many courses in placements gaining practical experience. Here re-learning can provide:
  - Computer access to course material.
  - Continued access to other students within their online community.
  - Graphical tools that support mind-mapping.
  - Bibliographic databases created by students.
  - Quick communication amongst students and teachers.
  - Data collection for projects.

WORKPLACE EDUCATION

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FURTHER MATERIALS

BOOKS


Digital Education Enhancement Project (DEEP).  www.open.ac.uk/deep

Development Gateway—E-learning: Resources for e-learning development, including m-learning.  topics.developmentgateway.org/elearning

Handango: Commercial mobile computing software, including educational services.  www.handango.com


WEBSITES

www.acrobat.com

www.adobe.com/products/acrobat

www.dataviz.com/products/documentstogo

www.picsel.com/picseltechnology.html

www.paragon.co.uk/mags/pdaessentials.html

www.zmqsoft.com/elearning/home.htm

www.jiscmail.ac.uk/lists/PDA-EDU.html

www.ics.ltsn.ac.uk/pub/m_learning

www.3waynet.com/tw/downloads/pakbuild.pdf

www.ics.ltsn.ac.uk/pub/m_learning

www.3waynet.com/tw/downloads/pakbuild.pdf

www.m-learning.org

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Written and researched by

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Mobile Learning in Developing Countries

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