

# EVALUATING THE USE OF MOBILE TECHNOLOGY IN THE UNDERGRADUATE AND GRADUATE CLASSROOM



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# PURPOSE

- Ask “does it matter to the student?”
  - Overall use in the course
  - Use of specific technology
- Compare
  - Ubiquity vs. non-ubiquity of devices



# METHODS

- Participants
  - Freshmen (n = 29)
  - Graduate (n = 13)
- Instrument
  - Modified mobile learning survey
    - Likert scale (1 – 6)
- Analyzed student perception
  - Chi-square and t-test to examine means



# RESULTS

- Primary devices used in class
  - Freshmen\*
    - iPhone (75%)
    - iPod touch (18%)
    - Laptop (7%)
  - Graduate
    - Laptop (54%)
    - iPhone (8%)
    - iPod Touch (15%)
    - Other smartphone (8%)
    - None (15%)

\*p < .01



# RESULTS

- Found class meaningful and engaging
  - Undergraduate: 3.6
  - Graduate: 4.3
- Useful in learning course content
  - Undergraduate: 3.9
  - Graduate: 4.0
- Use of device made this specific class possible
  - Undergraduate: 3.7
  - Graduate: 2.7
- Teaching class remotely was as meaningful as when professor was present.
  - Undergraduate: 3.9
  - Graduate: 3.5
- Use of device to work together with classmates on assigned activities/assignments
  - Undergrads: 5.9
  - Graduates: 5.2



# RESULTS

- Use of device as primary academic device in one or more other courses.
  - Undergrads: 5.5\*
  - Graduates: 4.3
- Used as a distraction in class\*\*
  - Undergraduate: 4.0
  - Graduate: 3.0

\* $p < .03$

\*\* $p < .05$



# DISCUSSION

- Students reported high levels of satisfaction with use of mobile technology in learning course content.
- Students reported that activities were much more affective when every person had a device with them.
- There was little difference between class with complete ubiquity and class without.
  - Those who were provided with devices (undergrads) were significantly more likely to use this device in other classes as their “primary academic device.”



# STUDENT COMMENTS

- “Students pay more attention in class.”
- “I am able to interact more with the lesson.”
- “It was easier to say my point of view through the device instead of saying it out loud. It was easier than feeling judged.”
- “With the mobile device, I text and play on the internet a lot more in class.”
- “Most class activities couldn't be carried out when just one person didn't bring their device.”
- “ACU should give free iPads.”



# LIMITATIONS

- Freshman vs. graduates
- Not the same course content
- No academic measures

