



M-LEARNING TRENDS ON THE RISE

Dr. Rohtash, Principal, Aryavart College of Education, Muana

ABSTRACT : *The present article undertakings to bring out the amplitude of M-learning via education which paves way to acquire knowledge and skills using mobile technology and that's result in modification of behaviour. The main focus of the article are to became learning as a learner centered process and also endeavors to make the M-Learning more effective and meaningful. It pinpoint many challenges to M-learning but despite the drawbacks it insists the M-learning accessible to everyone regardless by time or location to fulfill the goal to reach the high efficiency of mobile learning for the future generations.*



M-LEARNING CURRENT PRACTICES

Learning occupies a very Important place in our life. It is measured in terms of improvement of behaviour. Advancement in science and technology makes the learning process so easy and possible without geographical barriers (Singh, 2005). The usage of non print media such as Educational Radio, Educational Television and Computers enhances the process of learning. With the help of Internet, learning became learner centred process (Venaktaiah, 2004)

MOBILE PHONES

Recently mobile phones are being used for learning mobile phones were invented for communication but can play an important role in the process of Media transformation. Mobile Phones are general packet radio service (GPRS) tracking devices, video and cameras, wireless internet connections and pocket calculators. They are also used to deliver, texts, audio clips and digital pictures. Mobile phones have the ability to make learning a process easy.

MOBILE LEARNING

M-learning is the acquisition of any knowledge and skills using mobile technology. It can result in modification of behaviour and is defined as “learning that happens across locations or that takes advantages of learning opportunities offered by portable technologies.” (Wikipedia). M-learning aims at making the learning process more flexible, accessible and personalized. It enhances in mobility of the learner, interacting with portable technology, learning in a mobile society, etc. The connectivity and computing needs of people can be met through mobile phone. The learners can share photos and news with classmates via the mobile phones. M-learning provides an opportunity to get in touch with the group of hard to reach learner.

EDUCATION VIA M-LEARNING

Students operate mobiles phones to collaborate with peers faculty and experts and these devices have been mainly used for:

- * gathering responses from students
- * participatory simulations
- * collaborative data gathering
- * supporting communication among group members



- * helping the co-ordination between the learning activities
- * enhancing the student engagement
- * having effective interaction between students and teachers.
- * autonomy, anonymity and motivation to the learners.
- * easy adoption to students and teacher.
- * accessing word, phrase translations, and practicing new words
- * ensuring all student have equal data
- * accessing to a variety of learning resources
- * enhancing self directed learning etc.

Mobile phone email produced learning as superior to desktop email mobile web and paper (Houser, 2002). In Singapore, already courses offered through mobile phones, due to the people's convenience, they were planning to offer an entire distance education course through mobile phone even with limitations of tiny size of phones, less memory and screen (Ring, 2001)

CHALLENGES TO M-LEARNING

The main technical challenges to the mobile learning are as following:-

1. connectivity
2. battery life
3. interacting with small devices
4. displaying useful content in small screen devices
5. continuing expansion of board band wireless networks
6. low resolution of display
7. diversity of operating system
8. to develop an appropriate theory of learning for the mobile age
9. design of technology to support a lifetime learning
10. tracking of results and proper use of this information
11. how to assess learning outside the classroom
12. how to support learning across many contexts
13. Disconnected because of the lack of access

FUTURE OF M-LEARNING

Mobile devices with their small screens and poor input devices lead to the assumption that they cannot replace desktop. But users can use their small fragments of waiting time for learning by reading small pieces of data. Screens have to be made refined methods for inputting data, more multimedia capabilities will make them more effective.

Information learners that training is available minimizes the barriers prevent people from training, enables organizations to be more responsive to changes in the environment, making the learners aware of that the appropriate content is available on M-Learning, redesign of learning content for mobile delivery, utilize the infrastructure to deliver content will make the M-Learning more effective and meaningful.

Despite the drawbacks, it will be more useful in collaborative projects and fieldwork, in a classroom alternative to books or computers where learners are widely dispersed, engage with



learners who in the past have felt excluded. More access to specific information easy access at anytime, anywhere non work hour training learning at outdoors, etc. will make the M-Learning as a significant role to be played in education at al level. It will allow the collaboration to happen regardless of physical location, in real time and to included text and rich media a well as voice. When the existing course material converted into new once for delivering on mobile technology the learning efficiency will be high (Rekkedal, 2002)

Conclusion

The characteristics of mobile device like ubiquity, access, richness, efficiency, flexibility, security, reliability, interactivity have to be improved to reach the high efficiency of mobile learning for the future generations. Thus the M-learning facilities became an unavoidable source into the process of learning without which the future learning may not be possible.

REFERENCES

1. Aggarwal, J.C. (2008). Essentials of educational psychology. Vikas publishing house private limited, New Delhi.
2. Driscoll, M.P. (2010). Handbook of research on educational communications and technology. Lawrence Erlbaum associates, London.
3. Mangal, S.K. & Mangal, U. (2009). Essential of educational technology. PHI learning private limited, New Delhi.
4. Spector, J.M. (2012). Foundations of educational technology. Routledge taylor & francis group, New York.