The Use Of Mobile Devices By UCLan GB-ACE Students As An Aid To Learning

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INTRODUCTION

Recent research points to up to 96% of students in one Dutch university owning a laptop, tablet or smartphone (Kobus et al, 2013) it has also been the case that while some universities have encouraged the use of mobile devices such as these during lectures, others have banned their use (Fried, 2008).

Anecdotal evidence from some lecturer colleagues at UCLan suggests that the use of mobile devices in lectures is gaining popularity, but their use remains largely non-structured and their incorporation in lectures is rare.

It was observed that some students would photograph power point slides or photograph the lecturers' board notes rather than copying them down themselves as the lecturer may have expected. In traditional pedagogy the copying of notes may be seen as a useful mechanism to remembering fact based information. What did the students do next with the information they had recorded in this way?

AIMS OF THE STUDY

- To determine the general rates of use of mobile devices among UCLan GB-ACE students in lectures.

- To identify whether students use mobile devices for social purposes during lectures.

- To uncover if & how students record and subsequently use the information they have obtained.
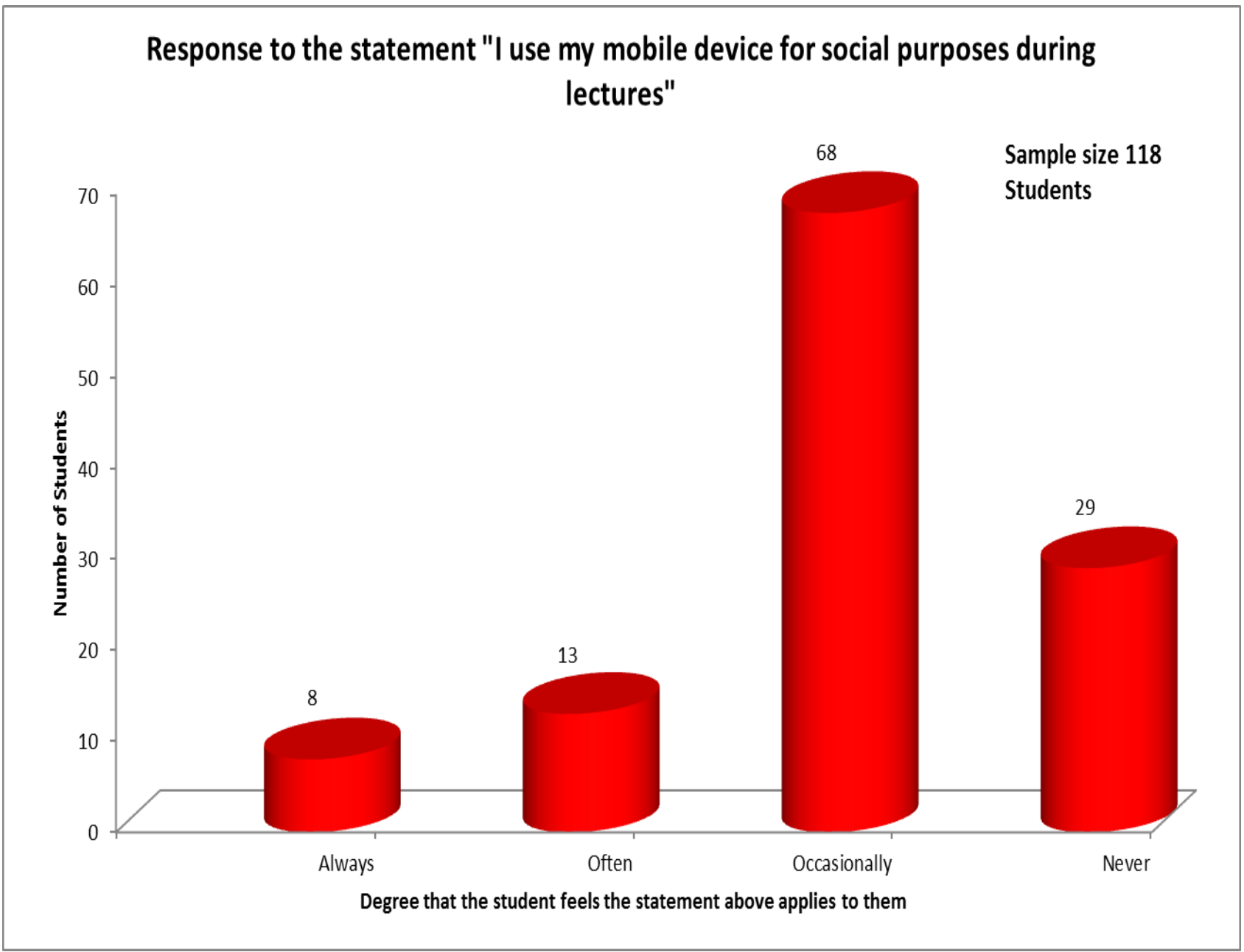
METHODOLOGY

A quantitative based questionnaire was formulated, piloted and subsequently completed by 118 GB-ACE students during May 2014. Courses targeted ranged from undergraduate to post graduate and included home, international, full and part time students.

RESULTS

The results showed that over 95% of students owned a mobile device of some sort and 69% do regularly use them for both social and learning purposes during their lectures. Worryingly 35% of students would not save or otherwise delete what they had recorded.

Do you use any of the following mobile devices during lectures?

Sample size 118

Mobile Device Type	Number of Students
Laptop Computer	44
PDA Palmtop (iPad Mini or iTouch)	9
Tablet Device	14
Digital Audio Voice Recorder (MP3)	5
Mobile Phone with Internet Access	82
Mobile Phone without Internet Access	4
I Don't Use Any Of These During Lectures	21

Mobile Device Types Used By Students During Lectures

Response to the statement "I use my mobile device for social purposes during lectures"

Sample size 118 Students

Degree	Number of Students
Always	8
Often	13
Occasionally	68
Never	29

Degree that the student feels the statement above applies to them

What Happens next to the Information you Record or Save?

Sample size 118 Students

End Use	Number of Students
Download to a PC or Laptop for later	44
Print out and place in my work file	12
Listen to recordings of lecturer's voice later	14
Watch the moving images later	9
Share or post with others elsewhere	12
Nothing just save it on the mobile device	21
Nothing just delete it later	7
I convert the information into notes later	30
I don't record or save any information	34
Other	3

Different end uses of the information recorded or saved

REFERENCES

Kobus M B W, Rietveld P, van Ommeren Jos. N (2012) *Ownership Versus on campus use of mobile IT devices by university students,* International Journal of Computers and Education 68, 29 – 41.
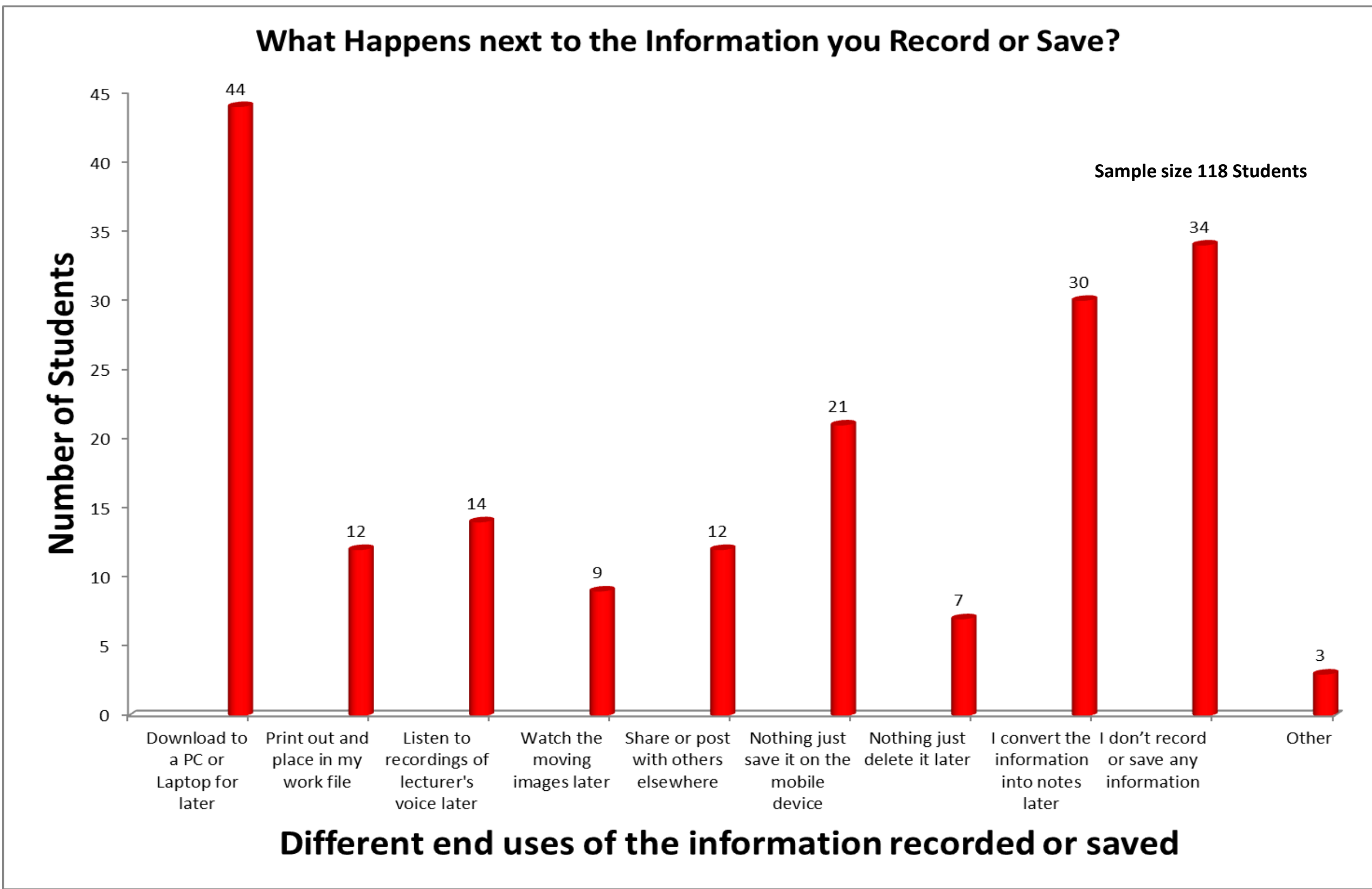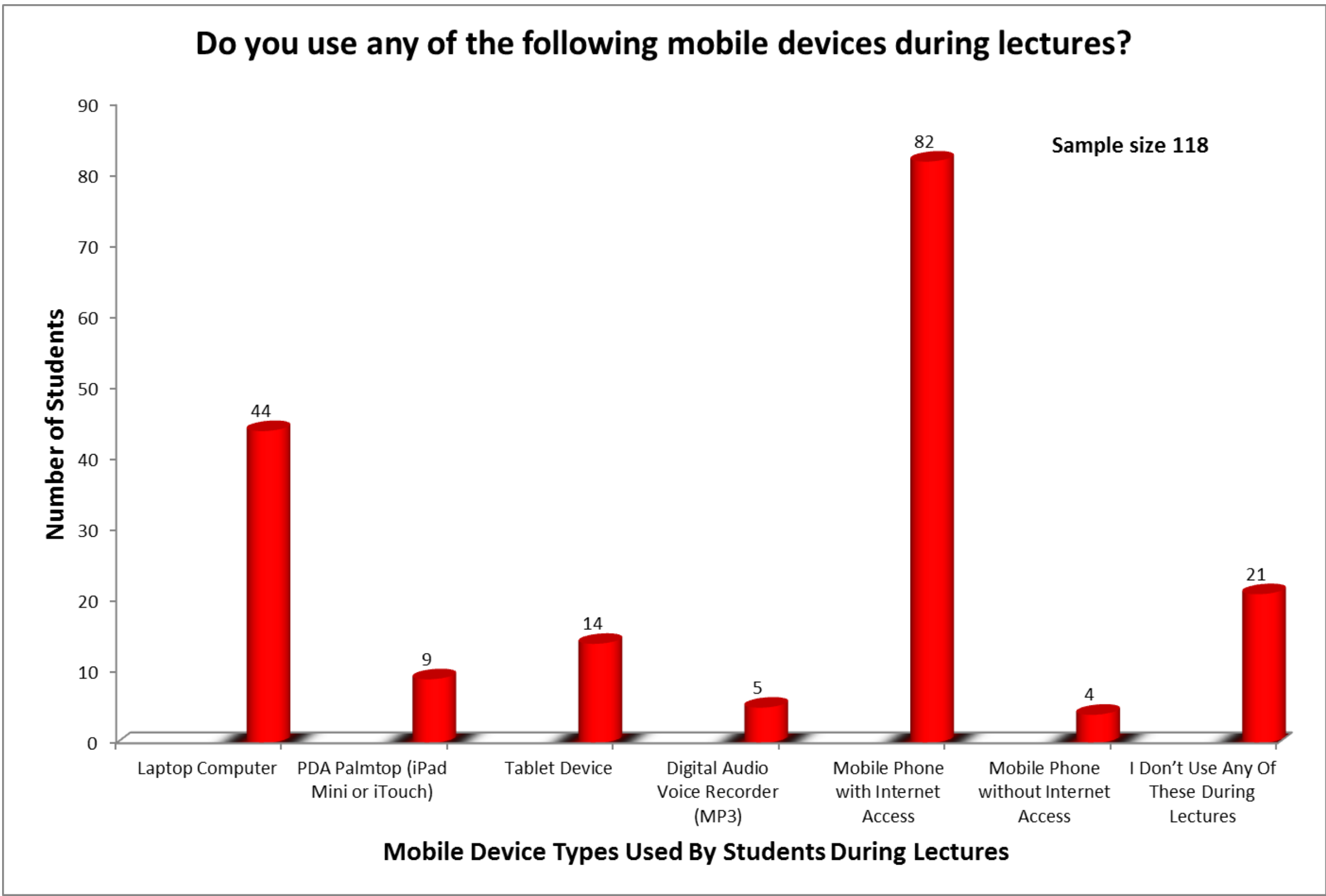
Fried C B (2006) *In-class laptop use and its effects on student learning,* International Journal of Computers and Education 50, 906 – 914.

CONCLUSIONS

By understanding from the students themselves what happens next to the information they record, lecturers may be able to adjust their own approach to knowledge dissemination in a manner that matches the students own expectations regarding the role of technology in the classroom, thus enhancing the learner experience.