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**MOBILE LEARNING CAN CHANGE EDUCATION**


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**Abstract:** Teaching is a process that is difficult to define or give a definition but we can say that it is planned, directed, organized by the teacher according to the learning styles and with the active participation of the students, where knowledge is learned, methods are used, interpersonal techniques, skills, skills are developed, which results in the formation of the personality of the pupils as a result of these sessions. The teaching process is based on contemporary methods and techniques, not trying to move on time because teaching is not a trend but for better and more effective development, where the pupil learns by reflecting, evaluating, discovering and solving problems. Teaching is the combination of art and science, where the teacher constantly learns about oneself but also teaches others, students, by offering them knowledge by new methods, techniques, and technology.

Knowing that all students have smart phones or laptops then the best method is mobile learning, or "M-Learning," which provides the modern way to support learning through mobile devices.

The main reason that I have chosen this topic to work, is that I want to know the current state of learning in mobility, the benefits, the challenges and obstacles to supporting teaching and learning.

How big is the impact of information and communication technology (ICT) we are increasingly seeing in contemporary times where there is a lot of inclusion in many social spheres. The use of technology, especially smart phones, is being used by children in preschool groups (kindergartens) and students.

Almost no work, appointment or meeting can be done without a phone, so even if we do not want to use phones, we are obliged to keep them.

At the time we have everything around us with technology, especially installing different phone applications, it will make life easier for us.

Starting from different applications for health, children and recent learning to prove that students are different; each student learns in their specific ways, but also that competences can be taught and developed in different ways. This implementation does not ignore education either. Education and knowledge are the basis of any human development and they are the fundamental right for every human being

The main tools of our school education were teachers, text and blackboard. Books, letters, and pencils were the basic means of getting into communication and sharing information. The twentieth century brought the dominance of technology into education. First, our schools have started using PCs, then laptops, and now smart phones and smartboard, so these developments are sending us to some questions: (Mario Dumančić 2017)

- Is the school ready for the changes affected by mobile technologies today?
- Do We need new pedagogical reforms?

The digital learning bases include what we call mobile learning (m-learning).

Interaction during learning is done in several ways - for example: student with student, student with group, and group with group. Students can also interact with different people, such as classmates, teachers, classmates, community members, overseas experts, and people from all over the world. Learning the handset (digital learning worlds) is characterized by informal organization, collaboration, creativity, redefinition, individuality, small informal groups of students (collaborators), communication, self-organized learning and research.

**MOBILE TECHNOLOGIES**

Mobile learning is dominated by learning through research and problem solving, cooperative learning, learning by play, project learning and action oriented learning.

Together with the emphasized individual approach and focus on self-realization, these learning strategies can be found within the already mentioned didactic directions and movements of the reform pedagogy.

The mobile learning capacities are:

- Learns in different environments
- Learns on time when it is available
- The lesson is free of time
- Recorded notes on mobile
- Group communication with students
- Discussion of the problem etc

So far the teacher has been in the center of attention, but has now changed because, students become active constructors of their knowledge, skills and competencies, and the teacher is a co-constructor who organizes learning activities based on specific learning content. Such learning and classes are described by constructivist and media didactics specialists.

So far, in our schools, it was important for the student to be present and meet the teacher.

But with the new pedagogical methods and the use of technology, the teacher only manages the clock and provides additional advice, while the student is the one who is researching the topic, discussing with colleagues and finally presenting that topic.

The use of smart phone has also changed our lives, but has also had a positive impact on the development of education in the world. The use of telecommunications every day is growing and becoming an inseparable part of society.

Students today use newer types of mobile phones because they allow access to different applications, more effective group or individual communication, HD video viewing, reading books in different formats, etc.

With a general content, the smartphone is considering what we need in our everyday life, but are they needed to be used during the classroom hours and are the schools ready?

The school in my country for the moment does not accept the use of smartphones during the classroom hours, it may also be necessary for the government to allocate special tools to train the students and to show students that the use of smart phones is only to facilitate learning. (Mario Dumančić 2017)

I personally think that the use of smart phones in the class would positively influence because offer students new and flexible access to information, and prepare content in a different, more “personal” way, while at the same time teaching new skills for the future. Therefore, mobile technology has the potential to motivate new generations of students who perceive the world as an open classroom. Mobile learning encourages the development of life-long learning, necessary in today's society.

### **WHAT EXACTLY IS MOBILE LEARNING?**

Mobile Learning is now well known as a new method of education, using smart phones, tablets or laptops enables us to learn anywhere and whenever you want!

Some examples that best illustrate the mobile teaching are:

- a. If we are doing an exam, we have the opportunity to review the professor's video and the demands that was required.
- b. We have the ability to make quiz's during the clock, and immediately to answer in the phone
- c. Professor can do an exam and he can see our answers through the phone
- d. Immediate learning is understood that we can get additional info from the professor or from our friends at a very early stage etc.

Starting from the experience I have in pre-primary and primary education, I personally prefer to use the tablet in lesson time to be more attractive and motivate for learning lessons.

For example, If students learn numbers from 1-10, I've got a game where each student using the tablet has picked up the numbers and placed them in the place they belong to.

Mobile learning has its own advantages and disadvantages, some of the advantages will be added are:

- Everywhere and whenever (lying in bed)
- Motivation (game with learning content)
- More content (different videos)
- Distance (From Kosovo follows the lecture in America)

While the biggest disadvantage of seeing smart phones during the class is that the teacher needs to have ongoing checks that the phone not to be used for different games and the lesson goes into the game, or we have to obey them that this is just to learn and not to spend the time also think that they may become lazy when it's time to write something longer because they are taught to get everything ready by the phone. (CISCO 2013)

In “The Future of Mobile Learning” explains “Portions of life once considered inaccessible to learning due to lack of network connectivity are now potential learning opportunities for the mobile learner.”

“It presents unique attributes compared to conventional e-learning: personal, portable, collaborative, interactive, contextual and situated, it emphasizes “just-in-time-learning” as instruction can be delivered anywhere and at any time through it.

### **DIFFERENCE BETWEEN E-LEARNING AND M- LEARNING**

The core characteristics of mobile learning are ubiquitous, portable size of mobile tools, blended, private, interactive, collaborative, and instant information. They enable learners to be in the right place at the right time, that is, to be where they are able to experience the authentic joy of learning.

E-Learning	M-Learning
Communicating with email	Instant messaging
Lecture in classroom, synchronous	Lecture capture technology, learning can be synchronous or asynchronous
Fixed location, plugged in	No geographic boundaries
Collecting and analyzing data in a classroom or lab	Collecting and analyzing data in the field
Tethered	Untethered
More formal, paced, structured delivery	Less formal, self-paced, on-demand

From the figure above we can see the difference between e-learning and m-learning, where communication to e-learning is done by email while at m-learning is done with instant messages, another difference is also in e-learning learning is done in class and simultaneous while m-learning is made through the technology of capturing lessons and simultaneous and non-simultaneous learning, a very important difference is that in e-learning the location is fixed while in m-learning there is no geographical boundary, one the other big difference is that the data in e-learning is collected and analyzed in the classroom while in m-learning is done in the field, and perhaps most important is that e-learning is more formal, rhythmic, structured delivery while m-learning is less formal, its own rhythm controlled and developed based on demand.

We have some differences between e-learning and m-learning, but some that I will add are:

- e-learning: The material that students take is ready and cannot be commented or communicated with colleagues
- e-learning: Mobile learning often encourages users to share their comments, creating a meaningful relationship between students. Thus students can share their experience and learn from each other, learning can be accessed at anytime and anywhere
- e-learning provides specific time frames while m-learning provides instant access to the data
- differentiates contextual learning
- eLearning is based on modules that require different amounts of time for completion and almost always show deadlines for tasks.
- In m-learning, learning objectives are quite small; these are usually sets of data that can be easily absorbed during a short session, for example, waiting for a morning coffee.
- e-Learning aims to stimulate students' understanding and ensure knowledge retention
- With m-Learning, focus is on accessing information

These are some of the reasons that m-Learning is special to the fact that this can happen at any time and place, using methodologies that are totally different from what we know from traditional classroom training or e-Learning courses. (CISCO 2013)

## SUMMARY

The seminar work I have prepared firstly tells us what is mobile learning, the differences between m-learning and e-learning, and why mobile learning should be used. Also, the paper presents the method of realizing distance education and the degree of applicability, making comparisons with different European countries. In addition to assessing the situation with regard to distance learning, in our schools and in various European countries, this paper also describes the role of technology for the application of distance learning. In Kosovo it is not used m-learning but lately the implementation in all universities is having e-learning

Apart from drafting the e-Learning Strategy, which has not yet been approved and teacher training for ECDL, schools in Kosovo for the implementation of this modality of learning still have no electronic readiness so our schools are not yet ready to participate in world-wide distance learning networks. Therefore, new education, in addition to reforming content, also needs technical reform and a multimedia transformation. It is very important for schools to have information communication technology and to use students, together with teachers, for all subjects. This can be done with the help of relevant ministries and appropriate investments in the necessary technology (computers, networks, the Internet) without the provision of which can not be achieved modern quality teaching. Until today, reading and writing in a traditional way were considered as the main elements of education, today's computer literacy education is becoming more and more necessary for the exchange of knowledge and the transfer of basic students' skills. The government has started to equip schools with

computers, but it seems that their real use is still controversial. Teachers are being trained, but their training is being done for computer skills and not for pedagogical needs, which is not enough. Students are far from international standards of education, and the interest of society and the individual is not at the right level to go along with the steps of global developments. Based on this situation, in this analysis are presented some projects that are realized for teaching and learning through the information technology of communication, as well as numerous practices and initiatives to be undertaken by the Government for the realization of distance teaching, based on European experiences. Relying on the role and importance of distance education, the main purpose of this analysis is to inform and research European experiences and practices to find the best way to accomplish it. (Kosovo n.d.)

Although delayed compared to the Western world, we now have a good initiative for implementing e-learning. Following the drafting of the e-learning strategy for pre-university education in 2009, in some professional schools already started the implementation of the e-learning teaching method through information technologies. In addition, the Ministry of Education, Science and Technology in 2009 has begun the training of teachers for the use of computers, ECDL. So far, a large number of teachers have been trained and this project is also ongoing, until the training of all teachers who are in the service is completed. Another project that is being implemented is also for the training of teachers for e-learning, which has begun to be realized in some high schools in Kosovo. Through this project, teachers aim to acquire skills and knowledge on the use of Pedagogical Research 2 30 technology and this will be the beginning of teaching through information technologies in the learning process, providing opportunities for contemporary development of classroom development and interaction more dynamic between teachers and students, but also the students themselves. Regarding the implementation of e-learning in our schools, Kosovo still has no electronic readiness for its implementation. There are fundamental problems, such as building infrastructure and main educational materials. Teachers today face many obstacles, such as the large number of students in classes, lack of infrastructure, lack of computers, etc. It is not easy to make changes because the schools are not equipped with means of materialization and there are no new contemporary technologies. Accelerating this goal should prioritize state institutions by implementing the Kosovo Education Strategic Plan 2011-2017, by supporting and supporting teachers in building their capacity to develop skills for the use of new technologies in the function of teaching of modern learning. Based on the advantages of distance learning and the needs of the education system in our schools, the application of distance learning in schools is a necessity that will bring about qualitative changes in education because teaching without the use of information communication technologies is no longer perceived in the world today.