

STUDENTS FEEDBACK AND PERCEPTION REGARDING MOBILE PHONE APPLICATIONS AT THE FACULTY OF EDUCATION IN -UPM

HASSAN MAMOUD ABUHASSNA¹ & IBRAHIM MOHAMMED HAMAD AMIN²

¹Department of Education Studies, Instructional Technology, University Putra Malaysia, Malaysia

²Department of Education Studies, Sociology of Education, University Putra Malaysia, Malaysia

ABSTRACT

Mobile learning is gaining remarkable attention in academic platforms due to its uniqueness in facilitating learning for all levels of education. Many universities are now incorporating mobile technologies and devices into learning. The main aim of this research study is to better understand the prevalence and perceptions of mobile learning among UPM's faculty of education students. This paper reports on the results of a survey of eighty six (86) postgraduate students at University Putra Malaysia (UPM) about their utilization and perceptions of the use of mobile technologies and devices in education. An analysis of the quantitative survey findings is presented focusing on frequency of utilization of mobile devices for learning, confidence towards using mobile devices and technologies for learning, impact of mobile learning on students' performance. The researcher has attempted to determine how this technology is optimally used to improve student academic performance at the Faculty of Education at University Putra Malaysia (UPM). Results revealed that, a majority of the students use their mobile devices such as laptops, smart phones and tablets for writing down assignments, searching the web for study, accessing the university's LMS, reading books and academic papers, email, and communicating with colleagues on social networks (e.g Face book which is less often used to communicate with lecturers). (Alvarez, Alarcon, & Nussbaum, 2011). The majority of students indicated that mobile learning technologies and devices have improved their academic performance in different ways. There was higher frequency agreement that social networking improved students' learning and Putra LMS improved students' satisfaction with the courses. The overall interpretation was that mobile learning has many advantages as it can be used anywhere, anytime while improving communication and enriching students' learning experiences in their learning.

KEYWORDS: Mobile Learning, Mobile Application, Mobile Education