



Study of m-learning potential in Open University

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Abstract

Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the most effective visual learning strategies for students. A concept map is a graphic organizer that can enrich learners' understanding of a new concept and allow them to connect new concepts to the knowledge that they already have. Using visual organizer like concept map in the school classrooms helps learners to build up knowledge through active and meaningful learning. This Article explains the concept map as a visual learning tool and provides a framework for using concept map for meaningful learning. It also includes a step-by-step guide to construct concept map in the classroom.

Keywords: Concept map, Graphic organizer, Visual learning tool

1. Introduction

The application of information and communications technology to education and training, both in the corporate and public sectors is now big business on a global scale. It is however, an industry which is young and relatively immature. The rapid emergence of new technologies outpaces the ability of learning communities to apply the technological infrastructure in any systemic or sustainable fashion. Information and communication technologies, known as ICT, have undergone dramatic changes in the last 25 years, each time producing new and exciting opportunities for the education sector. The 1980's was the decade of the personal computer (PC), which brought computing into the home, and in an educational setting, into the classroom. The 1990's gave us World Wide Web (The Web), building on the infrastructure of the internet, which has revolutionized the availability and delivery of information. The implication of web technologies on education, often described in terms of e-learning, are potentially far reaching and are still being explored and debated, learning communities are still grappling with significant pedagogical, cultural and business issues which are often under-estimated by the technologists. E-learning is any technologically mediated learning using computers whether from a distance or in face to face classroom setting. The interactive distance learning-now known as "e-learning" has boomed along with the growth in the Internet and intranets. In the midst of this information revolution, we are now confronted with a third wave of novel technologies, that of mobile and

wearable computing, where computing devices are already becoming small enough so that we can carry them around on us at all times, and, in addition, they have the ability to interact with devices Embedded in the environment. Over the past couple of years, there has been widespread recognition of the need to place e-learning in the much broader context of the emerging knowledge economy. In particular, the development of infrastructure embracing both e-learning and information environments is now regarded as a key issue. There are serious technical challenges inherent in developing such infrastructure and these technical complexities are equally relevant to the unfolding m-learning paradigm.

The present educational system of Indian benefits only the people in the urban areas and the middle and upper class. The great masses of the people have had little or no schooling. Thus there is tremendous need for open learning through distance education system. Correspondence courses in Open University and open schools have been started to widen the horizons of education. These open new frontiers of knowledge and democratize the teaching-learning process in general. Non-formal systems are being utilized for supplementing and enriching the traditional as well as formal educational systems. As education is a lifelong process, the non-formal educational techniques supplement the formal education to complete the educational process through distance Education system. The formal, non-formal and informal educational strategies should be used with suitable combination at appropriate places. India's constitution as promised to provide equal opportunities to every

individual. But in classroom situation only a few students can be benefited. The students, who for one or other reasons cannot attain the school, remain neglected. India is a developing country. A large number of populations are living in remote areas and the promise of equalization of education is meaningless to them. Hence education programs should be conceived for development and operation on a massive scale to make it possible for them to contribute to the national goal for achieving universalization of education.

1.1. Objectives

The purpose of present research is to study the need of mobile learning in distance education for making learning more interactive and accessible in Open University System with following.

To study the technologies used in distance education for interaction.

To know about availability of mobile technology.

To ascertain the utility of mobile in distance education.

2. Hypothesis

Distance education process uses electronic technologies for interaction.

All educators and learners have mobile devices.

There is a lack of students support services due to lack of study centers.

2.1. Procedure

The method of descriptive survey research will be used in this study to determine views of population with respect to finding out the potential of M-Learning and on the basis of the result obtained a conceptual M-learning model for Open University shall be suggested. This research covers only students from Yashwantrao Chavan Maharashtra Open University Study Centers located in Aurangabad district of Maharashtra state.

2.2. Sampling technique

The population is the staff and students from the Open University environment in Aurangabad city. Researcher has randomly selected 25 staff members and 70 students from 2 different Study Centers of YCMOU in Aurangabad. Random sampling method was used for data collection from the students and staff members. The data was collected from the study centers of YCMOU in Aurangabad. Separate questionnaire were prepared for the students and the staff.

2.3. Size of the sample

Sample in all comprises of 95 respondents. All the respondents were grouped into two classes of 25 staff and 70 students from two study centers (IMTR and Swami Vivekanand College Aurangabad).

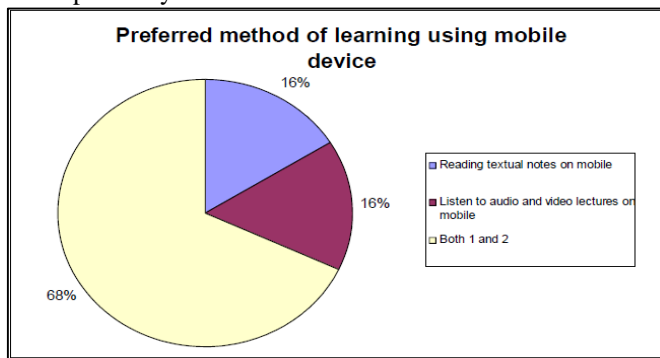
2.4. Methodology and tools

Systematically two separate questionnaires were prepared for staff and students belonging to study centers of YCMOU at IMTR and Vivekanand Aurangabad, Study Centers and data was be collected using tools such as interviews, questionnaires, books, web, Journals etc. After collecting data from the respondents, it was careful statistical analysis was carried out using Microsoft Excel. The present research is applicable only

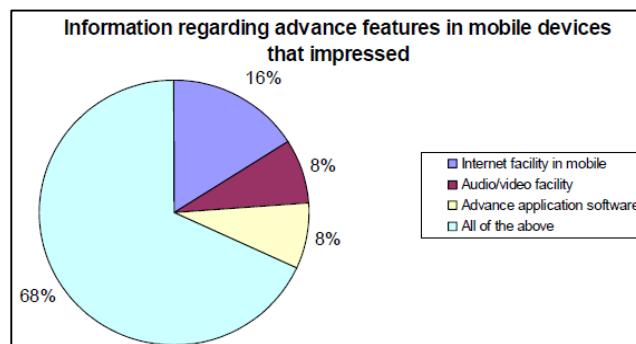
for Open University learner. The proposed study is confined to mobile utility only.

3. Findings

Most of the Open University learners preferred to learn at their own pace, place and time viewing audio, video lectures, notes and also textual notes on their mobiles devices. This is discovered from opinion of 68% of respondents who want to listen audio, video and textual notes of lectures on their mobiles and 16% opted only for textual notes on mobile and remaining 16% opted only audio or video.



A total of 68% of the respondents prefer the students to learn using mobile devices with both the services i.e. reading textual notes on mobile and multimedia, while 16% each went purely for multimedia and reading textual notes on mobile devices



The above table 3.26 shows that a total of 68% respondents like to have internet, multimedia as well as advanced software in their mobile devices. 16% prefer to have only the internet facility and 8% each would like to have multimedia and advanced application software

4. Conclusions / Discussion

Majority of the students feel that mobile learning can increase the quality of E-Learning as it could facilitate learning anywhere anytime. The study reveals that there is reasonable amount of mobile devices and software's are easily available with most of the students and faculties at distance education environments. Both Faculties and Students feel that M-Learning systems can make easy access of learning resources as well as increase the interaction between faculties, students and administrators at distance universities irrespective of place and time.

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