# Chapter 3
# Educational Edifices Need a Mobile Strategy to Fully Engage in Learning Activities

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## ABSTRACT

*Research in mobile learning (m-learning) about technology and software and mobile learning's application to educationally related undertakings and a long-term sustainability remain unclear. This chapter untwines the tangled information surrounding m-learning strategy through examining the drivers and perceptions for m-learning in the 21st century. The data will unearth the value of employing diverse modalities of m-learning. Administrators will gain knowledge to develop and implement mobile strategy. Faculty will enhance their familiarity on the diverse types of m-learning tools and the value of employing m-learning in the classroom. Administrators and faculty members will gather knowledge that guides efforts to diminish barriers in support of a successful m-learning implementation. In addition, administrators will garner developed knowledge to analyze, gather requirements, develop, and then implement a strategic m-learning plan for long-term sustainability. Academics and practitioners will gain insight into understanding the balance of a mobile strategy amid economic value and the required controls.*

## INTRODUCTION

M-learning technology and software research, and m-learning's relevance to educationally linked activities is meager. This chapter will review the world of m-learning and divulge leading answers regarding the anytime, and anyplace state of learning in the mobile space. The chapter provides answers to questions such as: What are mobile devices and how are they used in education? How is the technology utilized and applied in learning? What are the different types of mobile devices used in education? What are m-learning impacts to education and learning? What are the different transformative avenues that mobile learning serves (e.g., anytime anywhere utilization) in this educational virtual environment? This work will pull forward information and data regarding functional capabilities to access learning through mobile technology, as well as assist readers to better comprehend the intricate and precipitously shifting landscape of higher education and research in this globalizing era. The researchers will sift through today's mobile learning perceptions, positives and negatives, and the definition of mobile learning and the understanding of mobile devices. Also, this work will review understanding of the future meaning of mobile learning and mobile devices as this technology's learning use continues to be re-conceptualized. Moreover, the data will unveil the performance of mobile devices for educational usage as functionality relates to how courses should be developed. Further, this work will expose emerging mobile learning application in remote locations. This chapter will result in a current understanding of mobile technology, m-learning, as well as the vital role of mobility and communication in the application and process of m-learning in the 21st century.

## M-Learning Defined

Learning through mobile device technologies is broadly recognized by the overall learning community (Lan & Huang, 2011). Mobile learning (m-learning) in fact extends the reach of education in many parts of the world, not only to all social-economic levels, but also in a manner unconstrained of location and time, thus signifying the new opportunity for further development in the education industry (Allathkani, 2013). Mobile technology is a powerful trend within this information age. The internet and computers provided principle means in learners' acknowledgements and usages of fresh computer technology (Yang, 2012). M-learning has roots in a project referred to as HandLeR. This project, deemed a student project, and the first of its kind, was a technological visible expression of an idea of a personal or mobile system to sustain continuous and lifelong learning (Sharples, 2000; Sharples, Corlett, & Westmancott, 2002). As posited by Naismith and Corlett (2006), the HandleR project received funding from British Telecom and Kodak. This funding led to the growth of the United Kingdom's University of Birmingham's active m-learning community (Naismith & Corlett, 2006). Yang (2012) later described mobile learning as gaining its name through educational concentration on enabling and outspreading the scope of instructing and absorbing information.

Numerous definitions exist for m-learning. According to Pinkwart, Hoppe, Milrad, & Perez (2003), M-learning is e-learning that utilizes mobile technologies and transmissions that are wireless (2003). Per Attewell and Savill-Smith (2005), m-learning is learning through "wireless technological devices that can be pocketed and utilized wherever the learner's device can retrieve unbroken transmissions signals." Another view of m-learning is the capability to acquire or deliver educational learning objects on personal handheld devices. Educational learning objects denote digital learning assets, which comprise forms of content or media accessible on personal handheld devices.

Through the writings of Pinkwart et al. (2003), readers could garner the understanding that m-

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