

# Chapter 61

## An Analysis of the Education Category in App Markets

**Şebnem Özdemir**

*Istanbul University, Turkey*

**Emre Akadal**

*Istanbul University, Turkey*

**Zerrin Ayvaz Reis**

*Istanbul University, Turkey*

### **ABSTRACT**

*Mobile device usage highly increases in last years. Most people use mobile devices to do their computer works like checking e-mail, following social media, surfing on the Web, etc. Also mobile devices let one install new applications on one's devices. Two huge mobile operating systems—Android and iOS—have mobile application markets to offer new applications to users. There are many application categories in mobile application markets. One of them is “Education” category. This study defines what kind of applications in education category there are. All applications in this category were reviewed and analysed with descriptive methods.*

### **1. INTRODUCTION**

#### **1.1. Education and Mobile Devices**

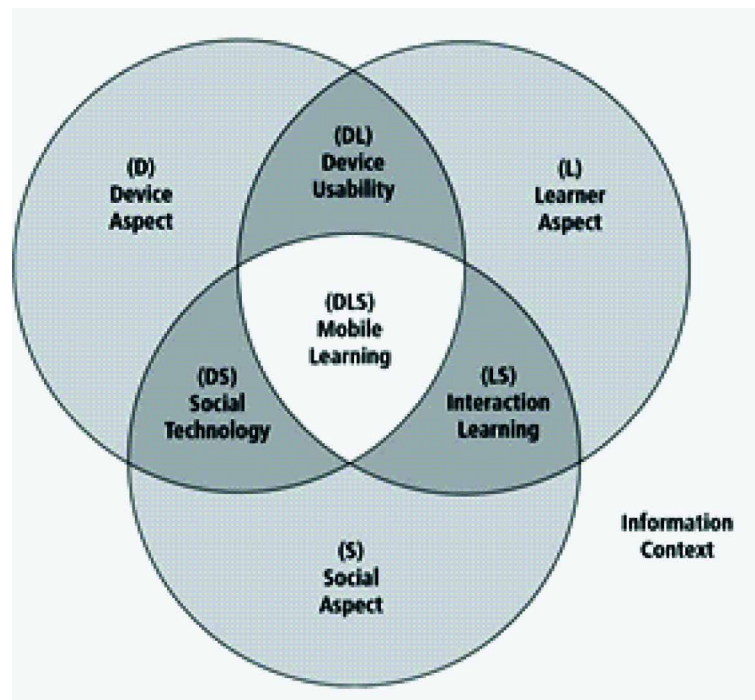
Educational establishments have a new fact that ubiquitous mobile devices are rapidly become an important devices for learners. Therefore those establishments need to evaluate their implementation performance and adaptation process on mobile learning (Pachler, Bachmair, & Cook, 2010; Keengwe, Scnellert, & Jonas, 2014). According

to Traxler (2007), the role of education changed and challenged, because of the fluid, active and dynamic relationship between education, technology and society. Figure 1 illustrates a model for framing mobile learning.

Mobile devices become an accepted, integrated and ubiquitous part of daily life (Johnson, Levine, Smith, & Stone, 2010). In this study mobile applications under education category will be evaluated by mobile learning, desire for mobile devices and concepts of application markets.

DOI: 10.4018/978-1-4666-8789-9.ch061

*Figure 1. A model for framing mobile learning (Koole, 2009)*



## **1.2. Mobile Learning**

Many theories for learning were suggested for providing more efficient and effective learning environments. Some of those theories based on different type of learning that occur out of classroom (Sharples, Taylor, & Vavoula, 2005). The theory of mobile learning is more than being out of any type of educational establishments. It is related to educational processes and outcomes and ubiquitous use of personal and shared technology. Because of providing real-time information to learner in anywhere and anytime access (Wagner & Wilson, 2005; Traxler, 2007; Lai, Yang, Chen, Ho, & Chan, 2007) mobile devices create very dynamic learning environments. According to Keegan (2005) focus of mobile learning is mobility. That mobility concept can be divided into mobility of technology, mobility of learner, and mobility of learning (El-Hussein & Cronje, 2010).

## **1.3. Informal Learning with Mobile Devices**

Informal learning is typically defined the learning that occurs the outside of classroom. It has a broad spectrum that hidden in everyday activities and come up experientially and spontaneously (Berth, 2006; Ainsworth & Eaton, 2010). After the invention of touchscreen technology, mobile devices become more and more important part of individuals' life. In 2014, mobile devices and connections increased to almost half a billion. Smartphones had a share of 88 percent of that increase (CISCO, 2015). Thus those devices have undeniable potential, not only for formal learning but also informal learning with internet connections and applications markets.

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:  
[www.igi-global.com/chapter/an-analysis-of-the-education-category-in-app-markets/139091](http://www.igi-global.com/chapter/an-analysis-of-the-education-category-in-app-markets/139091)

## Related Content

---

### From Image to XML: Monitoring a Page Layout Analysis Approach for the Visually Impaired

Robert Keefer and Nikolaos Bourbakis (2016). *Human-Computer Interaction: Concepts, Methodologies, Tools, and Applications* (pp. 1295-1318).

[www.irma-international.org/chapter/from-image-to-xml/139093](http://www.irma-international.org/chapter/from-image-to-xml/139093)

### A Lisibility Assessment for Mobile Phones

Francisco V. Cipolla-Ficarra, Jacqueline Alma and Jim Carré (2018). *Technology-Enhanced Human Interaction in Modern Society* (pp. 103-121).

[www.irma-international.org/chapter/a-lisibility-assessment-for-mobile-phones/189839](http://www.irma-international.org/chapter/a-lisibility-assessment-for-mobile-phones/189839)

### Internet Addiction in Context

Petra Vondrackova and David Šmahel (2019). *Advanced Methodologies and Technologies in Artificial Intelligence, Computer Simulation, and Human-Computer Interaction* (pp. 551-562).

[www.irma-international.org/chapter/internet-addiction-in-context/213158](http://www.irma-international.org/chapter/internet-addiction-in-context/213158)

### A Multimethod Study of Enterprise Social Media Implementation and Use: Mitigating the Gap Between Theory and Practice

Hillol Bala, Anne P. Massey and Christine J. Hsieh (2018). *Technology Adoption and Social Issues: Concepts, Methodologies, Tools, and Applications* (pp. 879-902).

[www.irma-international.org/chapter/a-multimethod-study-of-enterprise-social-media-implementation-and-use/196709](http://www.irma-international.org/chapter/a-multimethod-study-of-enterprise-social-media-implementation-and-use/196709)

### Risk Factors for Non-Communicable Diseases in Maharashtra Urban Slums

Aparna V. S. (4f6acc7b-355b-477f-8a54-2c7f8428691f) and Supriya S. Patil (2023). *Advances in Artificial and Human Intelligence in the Modern Era* (pp. 337-347).

[www.irma-international.org/chapter/risk-factors-for-non-communicable-diseases-in-maharashtra-urban-slums/330416](http://www.irma-international.org/chapter/risk-factors-for-non-communicable-diseases-in-maharashtra-urban-slums/330416)