Chapter 10
Converging Mobile Technologies in Environmental Education

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ABSTRACT

The purpose of this chapter is to investigate the application of mobile technologies to early childhood environmental education. It identifies the benefits and disadvantages of integrating mobile devices, apps, and tools into early childhood environmental education. In order to create more engaging and rich learning environments for young children while utilising mobile devices responsibly, this chapter offers early childhood educators important guidelines, as well as recommended apps and effective instructional methodologies. This chapter provides a clear approach for improving early childhood environmental education through the use of mobile technology by connecting theoretical knowledge with practical solutions. The necessity of encouraging the use of mobile devices in early childhood environmental education is emphasized, which also highlights how doing so can enhance instructional methodologies and support the growth of environmentally conscious individuals who are prepared to take on global concerns.

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INTRODUCTION

With a versatile framework that goes beyond conventional pedagogical approaches, mobile learning has emerged as a key component of contemporary educational systems. The use of mobile technologies in early childhood education has excellent prospects, especially when it comes to environmental education (Demir & Akpinar, 2018). The goal of this chapter, "Converging Mobile Technologies in Environmental Education," is to explore the complex link that exists between mobile technology and the pedagogical aspects of raising learners' awareness of environmental issues.

According to Martin and Ertzberger (2013), the rise in use of tablets, smartphones and other handheld technological devices has completely changed the face of education in recent years. These technology tools provide pathways that are easy to use and engaging, meeting the changing needs of developing individuals. This flexibility goes beyond traditional classroom settings, offering immersive educative experiences that directly connect with young children's natural curiosity (Ozan, 2013). Values, attitudes and environmental behaviours can be deeply embedded and fostered throughout this important phase of development. Therefore, incorporating mobile technologies into environmental education offers an opportunity full of innovative possibilities. This is important in ways that go beyond traditional classroom settings. It also addresses the more general social need of raising environmentally conscious individuals who can understand, value, and take proactive steps to maintain environmental sustainability (Kalogiannaki & Papadakis, 2017). The goal of this chapter is to establish a strong basis for using mobile technology as enablers to improve environmental education for young children.

It is necessary to clarify the critical function that mobile technologies play in the field of early childhood education. According to Vazquez-Cano (2014), a wide range of technological devices fall under the umbrella of mobile technologies, such as interactive channels, learning apps, tablets and smartphones. Their versatility and adaptability make them invaluable tools for creating distinctive and customised learning opportunities for learners. The importance of mobile technologies is especially clear when it is considered in the framework of environmental education. The goals of environmental education are to promote environmentally friendly practises, develop a sense of ecological accountability and implant a knowledge of the natural environment (Erhabor & Dona, 2016). The use of mobile technologies offers a distinctive and powerful prospect to accomplish these goals by offering accepting, interactive and easily available learning opportunities (Ilci, 2014).

The importance of mobile technology and their influence on early childhood environmental education cannot be overstated. It is impossible to overestimate the importance and influence of mobile devices in early childhood environmental education. These technologies provide immersive experiences that go beyond the