


Chapter 5

Mobile Learning and Assessment: Expanding Access and Engagement

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ABSTRACT

Mobile learning and assessment in higher education have become increasingly important for accessibility and student participation. This chapter explores the theoretical aspects, practical implementation, and future developments in mobile learning and assessment. It discusses constructivist and adaptive learning theories, as well as the gap these technologies close in providing educational access to marginalized groups. Mobile technologies enable micro- and competency-based learning, allowing students to advance at their own pace. Strategies such as gamified assessments, AI-powered feedback, and socialized peer assessments are becoming more important. However, mobile learning faces challenges such as unfriendly environments, discipline, and institutional culture. Digital literacy education, secure remote monitoring, and faculty training are proposed to ease these constraints. Emerging technologies like VR and AR, AI-enhanced adaptive testing, and blockchain-enabled credentialing will revolutionize mobile assessments.

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INTRODUCTION

Mobile learning (m-learning) plays a dynamic role in modern education, transforming the nature of instruction and assessments. Mobile learning encompasses the use of mobile devices such as smartphones and tablets to facilitate educational experiences that can be accessed at any time and place. This flexibility enables learners to interact with academic content in a way that is more convenient for their daily routines, thereby improving their overall learning experience (Alrfooh & Lakulu, 2021; Nikou & Economides, 2021). The flexibility provided by m-learning has made its role more important, as it not only carries out primary learning tasks but enables learners to take advantage of the innovative mobile technologies to shift the learning paradigm.

The move from traditional assessment techniques to mobile-based assessment marks an important era. Traditional assessment is mostly carried out in specific locations and set formats, which makes it inaccessible to certain groups of learners. On the contrary, mobile-based assessment is more effective and interesting because of its ability to provide instant feedback and equation-specific learning experiences (Herwin et al., 2022; Saputri et al., 2021). Research has demonstrated that mobile assessment technologies can greatly improve student motivation and thus, engagement, since such forms of learning resonate with the technological interactions students are accustomed to on a daily basis (Herwin et al., 2022; Rosmayanti et al., 2023; Saad, 2023). There is a shift in the way education is perceived that calls for enhanced use of technology and flexible approaches towards assessment. Instead of standardized assessments, educators design assessments that offer more value to learners as a whole (Bacca-Acosta & Avila, 2020).

In this chapter, we intend to shed light on the different methods in which the use of mobile technologies enhances educational access and student engagement. In this regard, we seek to pinpoint effective practices in the context of the incorporation of mobile learning and mobile assessment, as well as the hurdles that teachers and other stakeholders encounter in the implementation of such technologies. The literature indicates that mobile learning could further support students' retention and satisfaction, and so improve learning outcomes (Alrfooh & Lakulu, 2021; Li et al., 2019; Saad, 2023). Nevertheless, the introduction of mobile-based assessments may prove to be rather difficult unless there is adequate foresight into the issues surrounding infrastructure and technology, teaching and learning strategies, and the students' level of readiness (Nikou & Economides, 2018).

At the same time, this segment will consider the challenges associated with mobile assessment, such as the injustice in access to technology, inadequate provision of training for teachers and learners, and even the effect that mobile technology may have on attention in are learning environment (Alrfooh & Lakulu, 2021; Herwin

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