

Study of Mobile Learning Activities Amongst Undergraduates

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The accommodation of mobile contrivances gives users anytime-anywhere access to information and applications. Sitting on the train, waiting at the playground are occasions that now provide opportunities to access to information or tasks and learn. These “micro time slots” can elongate the opportunities for perpetuated learning and information processing. The time constraints for incipient training in a diligent workplace can be less of a worry, enabling individuals to catch up on learning requisites in diminutive snippets of time. This makes pedagogic sense as well. Mobile use fortifies a form of spaced learning, where the reiterated and temporally spaced exposure to pertinent course content can ameliorate retention and increases competence.

Two broad objectives of this study are 1) To ascertain whether there is any consequential difference in the mean scores of mobile learning activities amongst the undergraduates with reverence to their gender, study stream, year of learning, residence of home and locality of the institution. 2) To ascertain where there is any paramount difference in the mean scores of mobile learning activities among the undergraduates with reverence to their Father’s scholastic qualification. Survey method is employed for this study. The investigator has chosen 230 undergraduates using random sampling technique, who study in a private university. The hypotheses defined was, there is no significant difference in the mean scores of mobile learning activities among the postgraduate students with respect to their gender, course of study, year of studying, residence of home and locality of the institution. and the mean scores of their Father’s educational qualification

Finally, the results reveal that; (a) There is no significant difference in mobile learning activities among the undergraduates with respect to their course in terms (b) There is no significant difference in mobile learning activities among the undergraduates with respect to their Father’s Educational Qualifications. Etc., This study show that the emergence of incipient technological environment may revolutionize the edification cognition process. The role of the lecturer will be different from the traditional classroom edifying. The lecturer could be a manager, monitor, role model, counselor, facilitator and a gregarious worker. Edifying methodology will shift from edifier-centered inculcation to learner-centered inculcation.

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