

Mobile Technology-Powered Education in Developing Countries

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“If Your Plans don’t Include Mobile, Your Plans are not Finished.” –Wendy Clark

MOBILE learning, which is supported by mobile applications and devices such as smartphones and tablets, has gained significant popularity due to the widespread adoption of mobile technology and continuous improvements in internet infrastructure. This trend is reflected in the growing use of mobile learning worldwide. Research has shown that smartphones play a crucial role in promoting student development, particularly in learning and research (Esechie et al., 2022). Compared to traditional learning approaches, mobile technology-powered learning is more flexible and convenient, as it can be conducted at any time and in any places. Students can access learning resources via mobile devices, complete assignments and tests online, and more. Existing studies suggest that most students are receptive to mobile device-assisted learning, and student attitudes, strategies, and preferences are the main factors influencing their mobile learning experience (Tang et al., 2019).

In addition, mobile learning has the potential to significantly enhance educational equity by overcoming geographical and economic barriers, making high-quality education more accessible to a wider range of learners. By establishing a system that incorporates open digital learning platforms, shared top-notch learning resources, and mobile education powered by state-of-the-art communication technologies, a more balanced and equitable education can be achieved (Zheng, 2009).

A Mixed-Methods Study of Secondary Student and Teacher Attitudes to Mobile Education Apps in Lagos, Nigeria in this issue is an evaluation of the perceptions and attitudes of Nigerian students and teachers towards the use of mobile apps in classroom learning. Nigeria, being one of the most populous countries in Africa, has always prioritized educational development in its national agenda. However, the country faces numerous educational challenges, including gender differences, regional divides, and disparities between the wealthy and the impoverished in basic education due to unbalanced economic development and diverse languages and cultures (Xiong & Yue, 2011). In such a context, mobile learning technology can be an effective tool to bridge various educational gaps. By

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integrating mobile technology into classroom instruction, learning opportunities can be significantly expanded. It enables education to better cater to the personalized learning needs of students and provides them with authentic learning practices when traditional teaching methods fail (Shokirovch, 2022). This study employed a mixed-methods design that combined quantitative and qualitative research to identify barriers and motivators in the use of mobile apps for enhancing or augmenting learning in the classroom (Krochinak et al., 2023). The research findings provide valuable insights into promoting mobile technology-assisted instruction in Nigeria and other developing countries, with the goal of improving the quality of basic education and narrowing the educational gaps between regions.

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