Mobile Learning in Science: A Study in Secondary Education in Greece

# Details

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* Learning
* Digital and socio-cultural environment
* Literacy and skills

## Sample

The researchers examined four different Mobilie Learning Activities in secondary science classes. Here are presented the activities and the sample for each one

Activity: Measuring with Accuracy the Time with Mobile Phones
The participants were 78 students aged 12 - 13 years old (attending the 1st year of secondary school), and the activity was implemented during the academic year 2018-2019. (Nikolopoulou Kousloglou 2019: 1277)

Studying the Average Speed Using Mobile Phones and Tablets
The experimental process took place at the beginning of the academic year 2018-19. The participants were 90 students aged 13 - 14 years old (2nd year of secondary school). (Nikolopoulou Kouslogou 2019: 1277)

Studying the Induction Electrification with Virtual Lab
Participants were 90 students aged 14 - 15 years old (3rd year of secondary school), who studied the induction electrification (within the unit of electricity) with the use of virtual lab. (Nikolopoulou Kouslogou 2019: 1278)

Studying the Electrical Charge within the Atom, with Augmented Reality and Virtual Labs
Participants were the same 90 students aged 14 - 15 years old (3rd year of secondary school), as in the previous example. (Nikolopoulou Kousloglou 2019: 1279)

## Implications For Parents About

Parental practices / parental mediation

## Implications For Educators About

* School innovation
* Professional development
* STEM Education

## Implications For Policy Makers About

Stepping up awareness and empowerment

# Abstract

Mobile technology can facilitate students’ learning in anytime, anywhere. Different tools can be used to support science learning, while mobile devices with internet access can facilitate students’ online investigations of simulations, video and virtual labs. However, there are few studies that reported mobile supported science activities and this topic is not covered within the Greek context. This paper presents a small scale study from Greece, with examples of mobile technology-supported learning activities in science lessons (in secondary schools). In parallel, it discusses studies on science learning with mobile technology and presents the context of mobile learning in Greece. Implications for educational policy makers, teachers and students are finally discussed.

# Outcome

The results of the small scale study in the Greek context were in some agreement with earlier research which indicated that mobile technology use enhances students’ interest/motivation (Zhai et al., 2018; Chang Hwang, 2019), positive reactions (Silva et al., 2018) and collaboration (Fu Hwang, 2018). (Nikolopoulou Kousloglou 2019: 1280)