Nutiseadmete kasutamise profiilid loodusainete ja matemaatika õppimise kontekstis

Engl. transl.: Profiles of students who use mobile devices for the purposes of learning science and mathematics

# Keywords

* information and communication technology
* mobile learning devices
* user profiles
* cluster analysis

# Details

## Year

2017

## DOI

10.12697/eha.2017.5.1.04

## Issued

2017

## Language

Estonian

## Volume

5

## Issue

1

## Start Page

## End Page

## Authors

Pedaste M.;Must O.;Leijen Ä.;Mäeots M.;Siiman L.;Kori K.;Adov L.

## Type

Journal article

## Journal

Eesti Haridusteaduste Ajakiri. Estonian Journal of Education

## Publisher

University of Tartu

## Topics

## Sample

The sample of the study consisted of 3521 students. 2673 studied in the 6th grade and 848 in the 9th grade, 1824 were girls and 1697 boys.

## Implications For Educators About

STEM Education

# Abstract

There are a growing number of learning applications for mobile devices on the market but according to the research literature the effects of these are often contradictory or not generally visible (Hassler et al., 2016). Our general long-term aim was to develop new interventions to support the effective use of mobile devices for learning science and mathematics, but first it was necessary to identify the profiles of students’ mobile device use for learning. More specifically we focused on two research questions: 1. Which profiles of using mobile devices can be differentiated in the context of learning science and mathematics and how frequently do they occur? 2. Which profiles of using mobile devices characterise students in different grades and between girls and boys?

# Outcome

"The results of the study show that students can be divided into two groups according to their profiles of using mobile devices for learning science and mathematics – users and non-users." (Pedaste et al., 2017, p. 127). "The results of the study show that most of the students use mobile devices for learning mainly by collecting information." (Pedaste et al., 2017, p. 128).