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Effects of Mobile Technology on Students in the Classroom

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Senior Capstone

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Dedication

I dedicate my capstone project to my parents, because they have given me the opportunity to pursue a higher education. They have allowed me to pursue my American Dream. Even though my father is a cab driver, he gave me the opportunity to attend California State University, Monterey Bay.

I also dedicate my capstone project to my mother. She helped me get set up with financial aid before I graduated high school. My parents did not believe that I could receive grants, until I proved them wrong.

Finally, I dedicate my capstone to Dr. Paoze Thao and Dr. Antonio Gallardo. Dr. Paoze Thao helped me learn that there is more to school. We have to learn moral values and respect each other. Dr. Gallardo taught me to get up and try again after facing failure. I also learned to have a good laugh during and after extreme work.

Abstract

This senior capstone research project is to examine the effects of mobile technology on students in the classroom. Studies pointed out that students cannot afford to purchase the mobile devices that are being used in the classroom today. Other factors that prevent students from fully participating in classroom activities also involve their inability to comprehend the course materials. Students want to learn from their teachers and rather than from a mobile device. Through the use of literature review, survey with teachers and students, mobile technology could help students access their classwork from anywhere should reliable internet is available. The results indicate that learning how to use mobile technology at a young age will help students become better users. However, mobile technology should be optional in the classroom. It is also recommended that the time spent on mobile technology should be reduced.

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Introduction and Background

Mobile technology has an effect on students in the classroom. This means that there are disadvantages and advantages to using mobile technology. According to Ravizza (2014), “The use of these devices in the classroom can have both positive and negative effects on classroom learning” (p. 1). The positive effects of mobile technology can be positive as supported by studies done by Rosenberg (2012) and Reyhav (2015), while it could have negative effects for students as noted by Lynch (2013), Davidson (2015) and Yang (2015). The use of mobile technology in the classroom needs to be reduced, because it is having an effect on students learning. I have placed my focus and time researching a topic that focuses on mobile technology. Teachers expect students to have a mobile device with them during class. Many students do not participate in class, because they do not have the mobile technology. There are also students who are not engaged in technology: whereas other students want to learn from a teacher’s real life experiences.

I believe that mobile technology is having an effect on students in the classroom, because they lack the money to purchase mobile devices. When students do not purchase a mobile device they do not participate in class. Teachers should help these students by purchasing it for them. Students should only worry about having clean clothes to wear, eating a good meal, and doing their homework assignments. Furthermore, mobile technology is having an effect on students in the classroom, because they do not feel engaged in the classroom. Students are not learning when they have a mobile device in their hands. It can be that they are having trouble focusing with a mobile device or they do not like to use it at all. When you do not like to use a mobile device, you will not perform at your best.

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In addition, there are students who want to learn from their teachers and not from a mobile device. When students learn from a mobile device, they are not gaining any life experiences from their teachers. Many students would rather have their teachers talk to them about their school field trip and go to the site. A virtual field trip does not give you the ability to touch objects.

The main question, which will be the focus of this article is, how does mobile technology affect students in the classroom? My interest in this question has risen from my personal curiosity. When I did my service learning hours, I have seen students struggle with the use of mobile technology in the classroom. I want to become a substitute teacher after getting my Bachelor's and will carry an extra mobile device with me in case a student does not have one to participate with.

In this critical analysis paper for my capstone project, I am going to focus on the effects that mobile technology has on students in the classroom. This means that I will talk about the disadvantages and advantages of using mobile technology in the classroom. I believe that there are more disadvantages of having mobile technology in the classroom than advantages. My research will be very valuable to everyone who wants to learn about the effects that mobile technology has on students in the classroom. I also believe that my research is valuable to teachers and students, because they are the ones who have to go to school and learn.

The most important stakeholders are the students since they are the ones who have to go to class every day. Their responsibility is to complete the tasks that teachers are demanding. If they do not have the money to buy the technology in the classroom they will fall behind. Many students may find it difficult to get engaged because they are not able to interact with the teacher.

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Other students have the money to get the technology for the classroom, but do not know how to use a tablet and get behind when they are given instructions.

Parents are another stakeholders since they have to listen to their child complaining about the class. If they do not have the money to buy the technology for their child, they cannot do anything about the situation. They can only send notes to the teacher saying that they are short on money financially. Furthermore, most parents do not know how to use mobile technology. I believe that if parents tried teaching their children how to use a tablet, most of them would not have the knowledge. Teachers are also another stakeholders since they have to listen to the complaints from students and parents. They can only decide to provide a tablet for a student during a classroom activity if they are willing to help. However, students would not be able to take the device home because of the high cost.

After developing my primary research question, how does mobile technology affect students in the classroom? I also developed several secondary research questions that are, what does research say about the effects of mobile technology for students in the classroom? How is mobile technology integrated into the school curriculum? What happens when there is no sufficient mobile technology in the classroom? If there is too much use of mobile technology in the classroom, how can schools control the use of mobile technology? Are there resources for mobile technology for students in the classroom? If there are, how could schools tap into those resources? All of the secondary research questions will help me answer the primary research question.

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Literature Review

This section consists of a syntheses of literature based on my research topic of scholar, who have done some research on mobile technology. The following paragraphs will contain some discussion on mobile technology and what are considered to be mobile technology. There will be some discussion on the historical development and evolution of mobile technology. They will also contain some discussion on the trends, pros, and cons as well as the State Standards along with the Common Core standards.

In an attempt to answer all of the secondary research questions, the literature review plays an important part in answering some of the questions. The literature review has helped me find information that helps me find the disadvantages and advantages of using mobile technology in the classroom. In my literature review, I will find research to answer, what is mobile technology? What are considered to be mobile technology? Find research about the historical development or evolution of mobile technology over time? Include trends, pros and cons; examine the State Standards along with the Common Core standards about technology and what is required for schools to include in their school curriculum.

First of all, this paragraph discusses what mobile technology is, and what are considered to be mobile technology. According to the website article “What is Mobile Technology?”, “Mobile technology is exactly what the name indicates – technology that it portable, it refers to any device that you can carry with you to perform a wide variety of tasks” (p. 1). Mobile technology can be something like an iPad, smartphone, or a laptop. Reychav (2015) informs us that “Mobile devices are characterized by three important aspects: a) portability: can be taken to different locations, b) instant connectivity: mobile devices can access a variety of information

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anywhere, and c) context sensitivity: mobile devices can be used to capture real and simulated data” (p. 1). Mobile technology can be taken anywhere to do homework assignments.

Secondly, this paragraph also discusses the historical development or evolution of mobile technology over time. The website article “The Ultimate History of Technology in Education,” tells us that in “the 1970s, the very first computer was integrated into schools. By the early 1980s when IBM created the first PC nearly twenty percent of schools in the UK and the US had computers in use” (Our ICT, 2017, p. 1). Many schools were beginning to use computers in their schools. Kuznekoff (2015) also claims us that “Mobile phones and other connected devices are ubiquitous features of modern life, are vastly superior to devices from prior years and have diffused throughout the general population of the United States” (p. 346). Mobile technology has improved a lot over the years leaving it behind. The website article “The Ultimate History of Technology in Education” directs us that “By the year 2005, more than 50 % of public schools included laptops for students in their technology budget. It was at this same time that more than 90 % of schools had access to the internet. By 2011, many schools were including tablet PCs for students and teachers in their technology budget” (Our ICT, 2017, p. 1). Internet access helped spread the use of laptops and tablets in schools. Kuznekoff (2015) states that “Some scholars predict that by 2025, digital technology will disrupt most traditional models of doing business, and education is one that will most notably be impacted” (p. 346). The website article “The Evolution of Technology in the Classroom” also states that “Technology has always been at the forefront of education. From the days of carving rock figures on rock walls to today, when most students are equipped with several portable devices at any given time, technology continues to push educational capabilities to new levels” (Purdue University Online, n.d., p. 1). Mobile technology like iPads, smartphones, or laptops will continue to improve.

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Furthermore, this paragraph talks about some of the disadvantages and advantages of mobile technology, and its trends. There are many students in classrooms who cannot afford to buy the latest mobile technology that is being used today, which is a disadvantage. According to Lynch (2013), “it appears that the only reason administrators have NOT implemented the one-to-one tablet initiative is financial. The cost of the tablet themselves, along with maintenance costs, higher bandwidth and security features, and more manpower in school IT departments, are certainly obstacles” (p. 1). This is a huge problem for students who may be close to living in poverty. Technology today keeps improving and students would rather have money to buy themselves lunch. Davidson (2015) affirms us that “Even though mobile technology is a continuing trend, the issues presented above create real barriers in adopting mobile technology in the classroom and facilitating eLearning. Coupled with implementation issues such as budget, technology procurement, bandwidth, and support” (p. 31). Mobile technology is expensive along with the internet that is required for its use. Belingardi (2012) also informs us that “It cannot replace teachers and lecturers, but alongside existing methods it can enhance the quality and reach of their teaching” (p. 68). Davidson (2015) states that “Mobile learning can be used in place of having a computer in every home, and it can allow for greater freedom, because the learning material can be accessed from anywhere” (p. 31). Students who have a mobile device will be able to do their homework at any public library, while those who do not have a mobile device will be stuck at home. Schools should have free mobile technology to give out to students, because it is unfair to be outmatched by another student. An eighth grader teacher Gemma Roberts asserted that, “If a teacher were to allow students to use their devices, or if teachers provided the tech, then kids might be able to better understand the subject” (*Educational Leadership*, 2015, p. 1).

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Students complain that they do not feel engaged in a classroom that uses mobile technology, which is a disadvantage. According to Lehman et al (2010), “when there is a sense of presence in online learning, it can greatly enhance the instructor-learner relationship” which teachers fail to do with today’s mobile technology (p. 3). Online learning gives students a feeling of absence because they do not really feel present in the classroom. Yang (2015) tells us that “If students have little interest in m-learning, they often lack the motivation to accept mobile devices as learning tools. Consequently, these students cannot easily concentrate on their m-learning tasks” (p. 299). Many of these students do not feel engaged in the classroom because they do not like using a mobile device. According to Palloff and Pratt (2001), “A student who had been participating well but suddenly disappears from the online discussion for a week or two may be having difficulty with the course or course material” (p. 112).

Students find it difficult to learn with mobile technology in the classroom, which is a disadvantage. There is a sense of lack of engagement from teachers who rely heavily on mobile technology. According to Palloff and Pratt (2001), students may do well in the beginning with mobile technology but will disappear when having difficulties understanding the course material. Moreover, many students are not learning any life experiences from their teachers due to mobile technology in the classroom. Kuznekoff (2015) informs us that “the use of technology for noncourse-related purposes has a negative effect on students learning” (p. 348). Students are not paying attention in class when scrolling through their devices and are not paying attention to their teachers. Rosenberg (2012) also claims us that “Online instructional videos and programs don’t compare to classroom discussion that you simply can’t replicate on a computer screen” (p. 1). We need to hear what teachers and classmates have to say about what is being taught in the classroom. Rosenberg (2012) states that “It’s imperative that students learn how to socialize

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without technology. It's often through engagement with teachers that children learn valuable life lessons such as respect, manners and self-esteem" (p. 1). Mobile technology cannot fill in the position for being a role model to students because it has no emotion. Bowen (2014) also states that "The job for faculty needs to become more focused on designing learning experiences and interacting with students" (p. 83).

Many students see mobile technology as a useful tool that they can use anywhere, which is an advantage. There are two advantages of using mobile technology in the classroom.

According to Rosenberg (2012), "Exposing children to technology at an early age prepares them for college and the workforce where knowledge of technology is essential for success" (p. 1). If we are exposed to mobile technology at an early age we will have complete knowledge on using mobile technology. Reychav (2015) tells us that "Mobile devices, like notebook computers, and mobile phones, as learning tools have offered students the flexibility and convenience to acquire knowledge anytime and anywhere" (p. 142). Mobile technology can be used at a public library or restaurant that has wifi. Rosenberg (2012) also affirms us that "Technology fosters connections between people and information, no matter where they are in the world, giving students access to resources around the world" (p. 1). Mobile technology does give us the advantage of reaching people and information a lot faster, but it depends on what tasks are supposed to be completed.

Lastly, this paragraph examines the State Standards along with the Common Core standards and how to include mobile technology in the curriculum. According to an article "Four Ways to Incorporate Technology into Common Core Standards," teachers can "Encourage the use of digital tools to produce and publish writing to a global audience" (A Blog by Concordia University-Portland, nd., p. 1). Students will become good writers and will make their work available at their local school library for other people to read. Yang (2015) states that "mobile

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phones have enormous potential in promoting classroom teaching and learning, especially in higher education, because of their popularity among students” (p. 293). Integrating mobile technology in the classroom curriculum can be used at any grade level due to its popularity. The website article “Four Ways to Incorporate Technology into Common Core Standards” informs us that teachers can “Promote the use of the internet and other technologies to interact and collaborate with others” (A Blog by Concordia University-Portland, nd., p. 1). As long as students have a reliable internet connection, they will use mobile technology to communicate effectively among others. Also, teachers can “Encourage the strategic use of digital media in presentations” (A Blog by Concordia University-Portland, nd., p. 1). Students will learn to use mobile technology to create PowerPoint presentations that they will present to their classmates. The website article “Four Ways to Incorporate Technology into Common Core Standards” also claims us that teachers can “Allow students to integrate multiple sources of information presented in diverse media and formats” (A Blog by Concordia University-Portland, nd., p. 1). Many students will explore different ways to access information through search engines, which will help them research topics that are related to their class.

Method and Procedures

This is a qualitative study that examines the effects of mobile technology on students in the classroom. The purpose of this research project is to prove that there are disadvantages and advantages of using mobile technology in the classroom. Reviewing several peer reviewed articles and website articles helped me find the disadvantages and advantages of mobile technology in the classroom.

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As part of my research, I focused on trying to seek the answer to my research questions. I chose to focus my research on the disadvantages and advantages of mobile technology in the classroom. My research was extensive research of many forms, such as a literature review, surveying five teachers (See Appendix 1) and surveying 32 students (See Appendix 2).

Since the beginning of my research, I knew that surveying five teachers and 32 students would be helpful. I passed out five surveys to teachers and 32 surveys to students. They helped me figure out if there was a shortage of mobile technology and if it was a distraction. The survey for teachers asked whether there is enough mobile technology for students in the classroom? Do students have difficulty using mobile technology in the classroom? Whether teachers help provide students with the mobile technology, if they cannot afford it? Would teachers remove mobile technology from the classroom? Are there enough resources for mobile technology for students in the classroom? The survey for students asked whether they have a mobile device and internet access at home? Whether students prefer to have fun activities on a mobile device? If you do not have a mobile device, does your teacher let you borrow one? If you have a mobile device, do you see it as a distraction?

Results, Findings and Discussion

This section consists of a synthesis of results, finding and the data on the results from the surveys along with the discussion based on my research topic of scholar, who have done some research on mobile technology. The following paragraphs will contain some discussion on what research says about the effects of mobile technology for students in the classroom. There will be some discussion on how mobile technology is integrated in the school curriculum. They will also contain some discussion on what happens when there is no sufficient mobile technology in the

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classroom and what to do when there is too much use of mobile technology in the classroom. In addition, there will be some discussion on whether there are enough resources for mobile technology for students in the classroom.

After conducting research as mentioned in the method and procedures section, there is a correlation among the research questions and the answers; therefore, an attempt to find information that would help in understanding “how does mobile technology affect students in the classroom?” In the results, findings and discussion section, I will go over the findings that helped me thoroughly answer all my research questions leading up to my results. Through my research, my results indicate that we should reduce the use of mobile technology in the classroom. Through this section, my goal is to convey to you what I have found through my extensive research.

Moreover, my secondary or related research questions include: What does research say about the effects of mobile technology for students in the classroom? How is mobile technology integrated into the school curriculum? What happens when there is no sufficient mobile technology in the classroom? If there is too much use of mobile technology in the classroom, how can schools control the use of mobile technology? Are there resources for mobile technology for students in the classroom? If there are, how could schools tap into those resources? I will attempt to answer each question.

What does research say about the effects of mobile technology for students in the classroom?

According to Glackin (2014), “Mobile device use depends upon a number of factors. These include: the availability of a wireless connection: reliability of the connection; purchase

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and maintenance costs of mobile devices: ease or difficulty of use” (p. 300). Students use mobile technology based on whether they have good internet connection. The affordability and whether they know how to use mobile technology, will determine if they decide to use a mobile device. Kuznekoff (2015) informs us that “students readily acknowledge that their use of digital devices causes them to either not pay attention in class and/ or to miss instruction from faculty members” (p. 347). Mobile technology is a distraction to students in the classroom. By looking at the five teacher surveys (See Appendix 1), the data shows that there are students who have difficulty using mobile technology in the classroom. 20% of the teachers voted yes and 80 % voted no to their students having difficulty using mobile technology in the classroom. Froese (2012) also tells us that “students are aware that using cell phones for personal communication in class compromises classroom learning” (p. 329). Students are aware that if they send messages through their email. They will fall behind during class discussion. Yang (2015) states that “Wireless and mobile technologies can motivate young people to learn, sustain their interest, and improve their learning and development” (p. 292). Mobile technology can help students learn in the classroom by grabbing their attention. Reychav (2015) also states that “Mobile devices are very useful, and provide support that can facilitate learning because of freedom of movement between different locations” (p. 145). Students can use their mobile device to do their homework anywhere they have internet connection.

How is mobile technology integrated into the school curriculum?

According to Yang (2015), “Information can be presented in several modes, such as video, audio, picture, and text, which can affect the cognition and learning of individuals” (p. 294). Mobile technology in the classroom is used to teach students by having them watch videos, hear stories, and read picture books. Yang (2015) claims us that “the abundance of mobile

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applications (commonly called mobile apps) for learning increases the possibility of designing a variety of micro-learning activities such as quick grouping, random questions, peer rating, and self-reflection” (p. 293). Teachers use mobile apps in their mobile technology to teach their students.

What happens when there is no sufficient mobile technology in the classroom?

When there is no sufficient mobile technology in the classroom many students end up not participating in class. By looking at the five teacher surveys (See Appendix 1), the data shows that very few students are provided with mobile technology if they cannot afford it. 40% of the teachers voted yes and 60% voted no to providing students with mobile technology if they cannot afford it. Reyhav (2015) directs us that “mobile device usage is influenced by different demographic factors, such as age, gender, marital status, and family income” (p. 143). Students who come from a low family income will not be able to afford a mobile device, which means that they will not participate in class.

If there is too much use of mobile technology in the classroom, how can schools control the use of mobile technology?

When there is too much use of mobile technology in the classroom, its use should be reduced because students are not learning. Ravizza (2014) states that “the use of portable devices during class leads to lower levels of learning” (p. 114). Using mobile technology too often in the classroom leads to lower levels of learning. By looking at the thirty two student surveys (See Appendix 2), the data shows that mobile technology is a distraction for students in the classroom. 31% of the students voted yes and 69% voted no to seeing mobile technology as a distraction in the classroom. Ravizza (2014) also affirms that “interest in the material may determine both

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whether students decide to use portable devices and how well they perform on exams” (p. 114).

This means that a student will not be interested in the school material, due to too much use.

According to Bowen (2014), “It is faculty interaction with students and increased student engagement that promotes student learning, but these things are accomplished best through “naked” (non-technological) contact with students in the classroom” (p. 83). Students learn better without mobile technology in the classroom.

Are there resources for mobile technology for students in the classroom? If there are, how could schools tap into those resources?

Based on surveys with five teachers, there are enough resources for mobile technology for students in the classroom. By looking at the five teacher surveys (See Appendix 1), the finding shows that there are enough resources for mobile technology for students in the classroom. One hundred percent of the teachers voted yes and 0 % voted no to having enough resources for students in the classroom.

The teacher surveys conducted asked the following questions. Is there enough mobile technology for your students in the classroom? 100% said yes and 0% said no. The teachers were asked do your students have difficulty using mobile technology in the classroom? 20% said yes and 80% said no. In addition, teachers were asked do you help provide your students with the mobile technology, if they cannot afford it? Forty percent said yes and 60% said no. Teachers were also asked would you remove mobile technology from the classroom? Zero percent said yes and 100% said no. Lastly, teachers were asked whether there are enough resources for mobile technology for your students in the classroom? 100% said yes and 0% said no.

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In addition to the teacher survey results, student survey results were obtained from 32 student participants. The following questions were asked whether they have mobile devices at home? One hundred percent said yes and 0% said no. The students were also asked whether they have internet access at home? 100% said yes and 0% said no. In addition, students were asked whether they prefer fun activities on a mobile device? Sixty-five percent said yes and 35% said no. Students were asked if they have a mobile device, whether their teacher let them borrow one? Eighty-seven percent said yes and 13% said no. In conclusion, students were asked whether they have a mobile device, whether they see it as a distraction? Thirty-one percent said yes and 69% said no.

Mobile technology is a distraction for learning especially when having to worry about the affordability. Schools have existed for a very long time and leaving mobile technology out of the classroom should not be an issue. As long as students have a notebook and their basic school supplies, they can go to their classroom and take notes from what their teacher is teaching them from their overhead. Schools have provided books for students and if they do not provide them they are usually in reserve at the school library. School was more exciting during my elementary and middle school years. There was more creativity going on with exploring volcanic eruptions during class.

There are students who do not have the money to buy mobile technology. It is frustrating to sit in a classroom not knowing what to do due to not having the latest technology. Many students cannot afford expensive technology for the classroom and start to fall behind. Students find it difficult to become engaged in the classroom. Teachers are not communicating any real-life experiences that they have had from their career in college.

Problems and Limitations

Some of the problems and limitations that I encountered when conducting research were due to the time constraint. I was hoping to obtain the equal amount of disadvantages and advantages related to my primary research question. I found that there were more disadvantages than advantages when it comes to the effects of mobile technology on students in the classroom. Although I faced this limitation, I was able to obtain enough information to answer my secondary research questions. I decided that the use of mobile technology should be reduced, because it is having an effect on students learning.

There were also problems finding articles that talked about the advantages of using mobile technology in the classroom. When I searched for articles in the CSUMB library database there was more information to find the disadvantages than the advantages. It seems that my topic is not very popular yet. I decided to not become frustrated and continued to do my work.

Recommendation

I recommend that the use of mobile technology in the classroom should be reduced, because of people's financial situations. If mobile technology was free then it would not be an issue. However, mobile technology is not provided for every student. There is a shortage of mobile technology that is affecting students in the classroom.

I also recommend for teachers to carry an extra mobile device with them. When I become a substitute teacher, I will make sure to carry an extra mobile device with me. This will allow for students who do not have a mobile device to participate. It will also help ensure teachers that their students are participating in class.

Conclusion

In conclusion, the use of mobile technology in the classroom should be reduced. Based on this research study, I was able to answer my primary research question: how does mobile technology affect students in the classroom? As part of my research, I focused on trying to seek the answer to my research questions. I chose to focus my research on the disadvantages and advantages of mobile technology in the classroom. My research was extensive research of many forms, such as a literature review, surveying five teachers (See Appendix 1) and surveying 32 students (See Appendix 2). The findings based on my research indicated that the use of mobile technology in the classroom should be reduced.

Some of the most interesting things I have found in answering my primary research question of how does mobile technology affect students in the classroom. Using mobile technology too often in the classroom leads to lower levels of learning. Mobile technology in the classroom is used to teach students by having them watch videos, hear stories, and read picture books. Students who come from a low family income will not be able to afford a mobile device, which means that they will not participate in class. When there is too much use of mobile technology in the classroom, its use should be reduced because students are not learning. Students use mobile technology based on whether they have good internet connection. It also means that the affordability and whether they know how to use a mobile device, will determine if they decide to use a mobile device.

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Appendix 1
Teacher Survey Questions

1) Is there enough mobile technology for your students in the classroom?

Yes No

2) Do your students have difficulty using mobile technology in the classroom?

Yes No

3) Do you help provide your students with the mobile technology, if they cannot afford it?

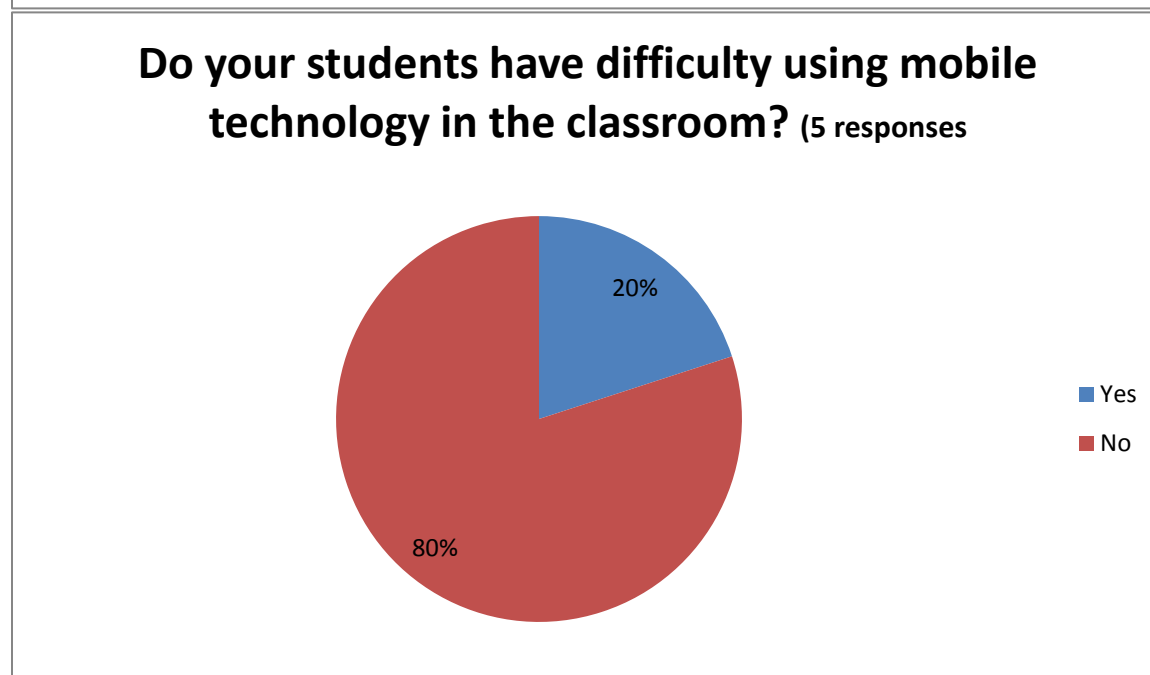
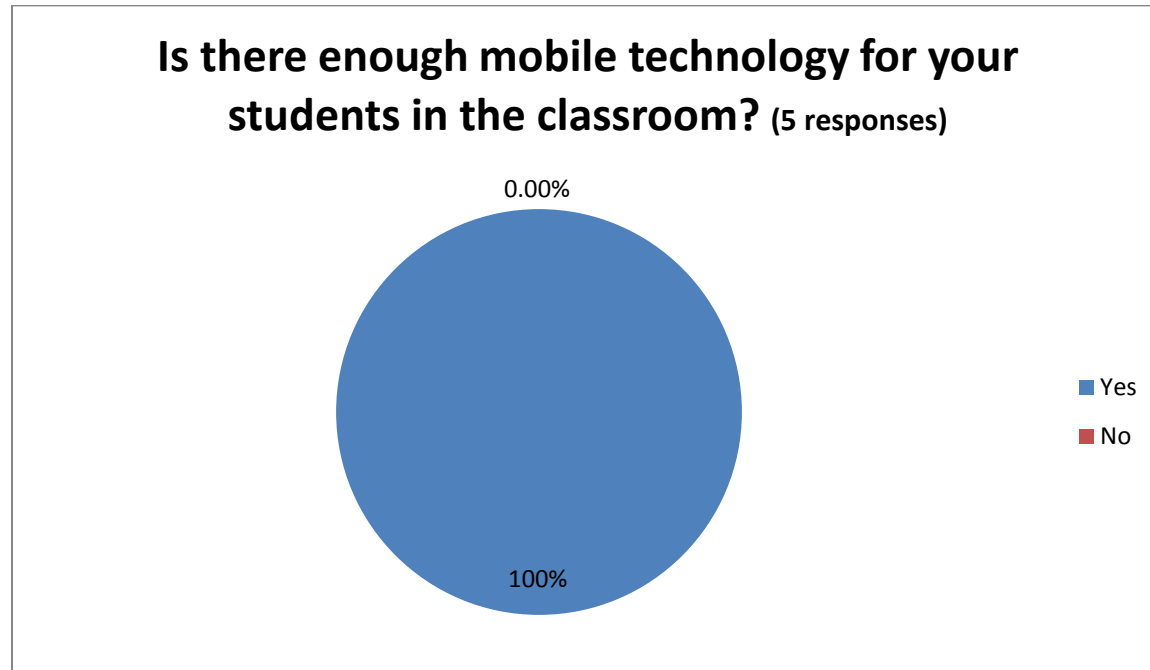
Yes No

4) Would you remove mobile technology from the classroom?

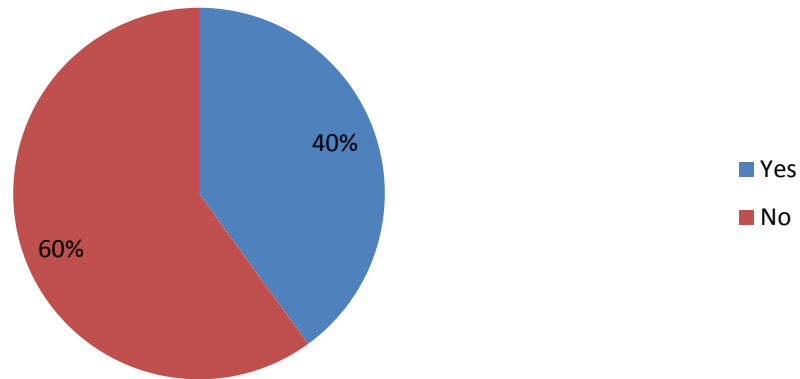
Yes No

5) Are there enough resources for mobile technology for your students in the classroom?

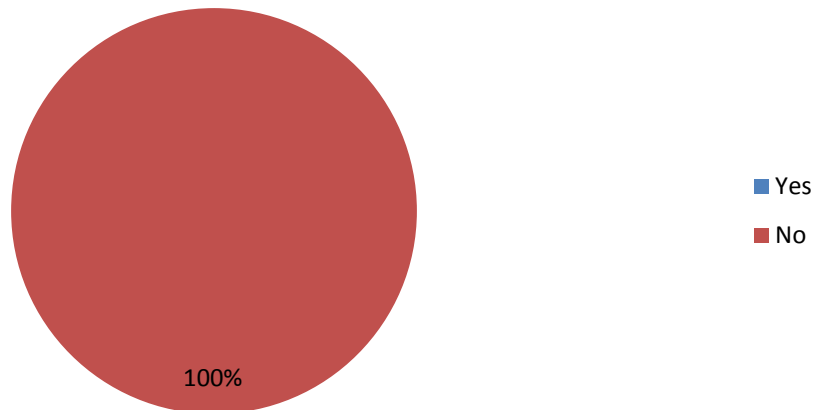
Yes No

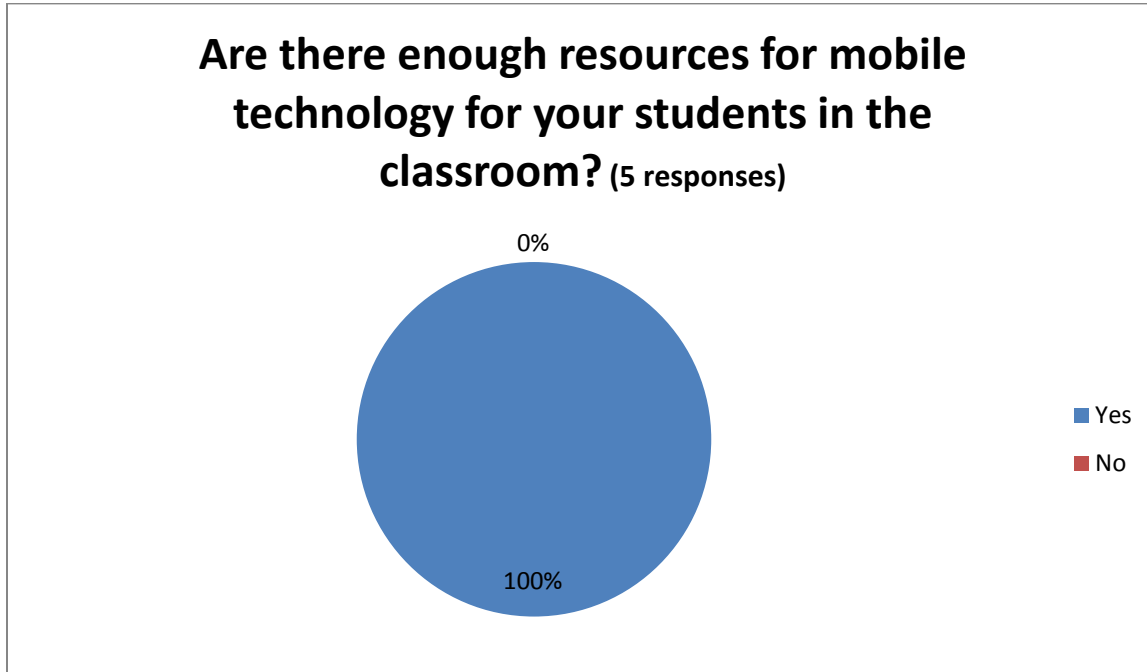


Do you help provide your students with the mobile technology, if they cannot afford it? (5 responses)



Would you remove mobile technology from the classroom? (5 responses)





Appendix 2

Anonymous 6th Grade Student Survey Questions

1) Do you have a mobile device at home?

Yes No

2) Do you have internet access at home?

Yes No

3) Do you prefer fun activities on a mobile device?

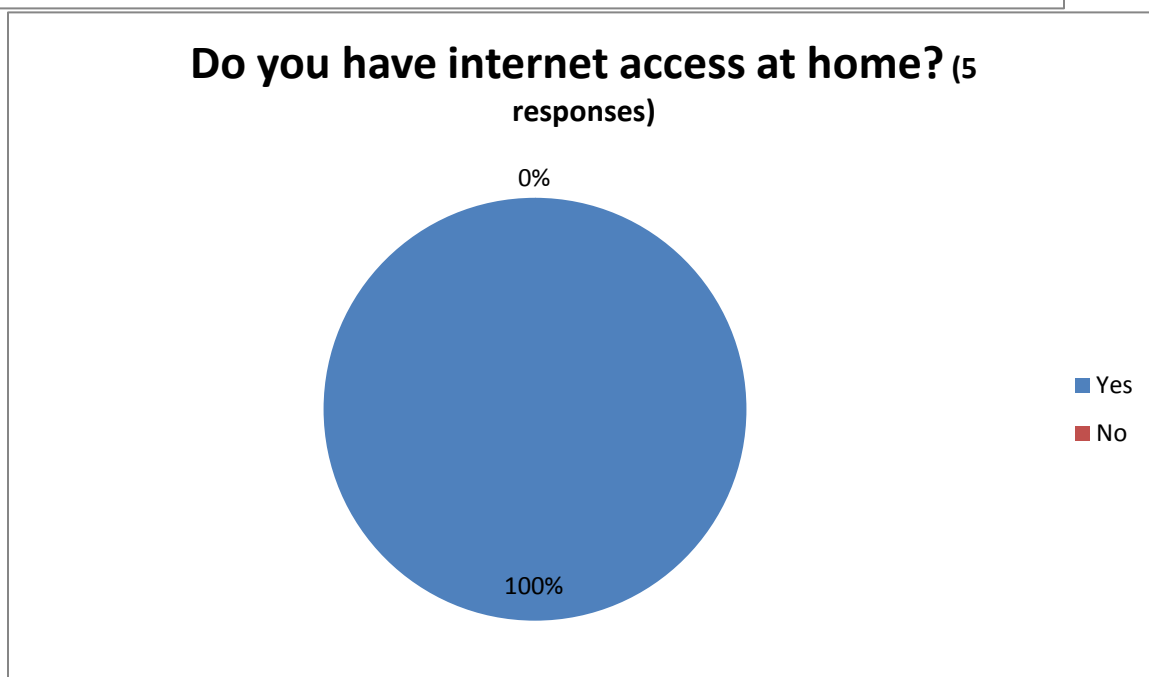
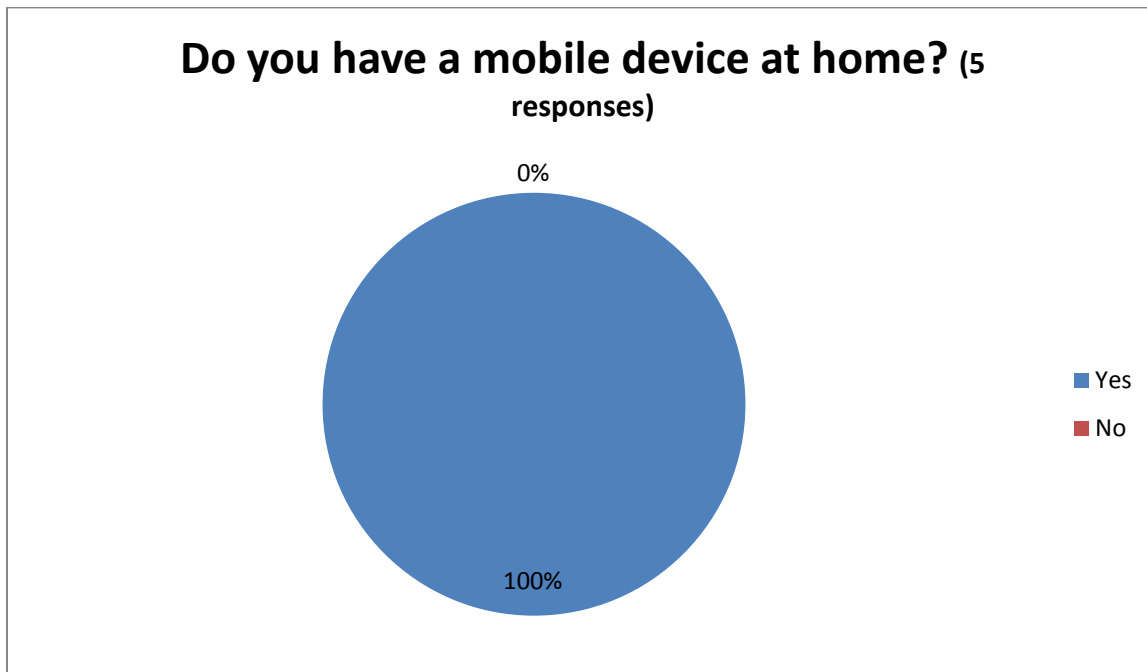
Yes No

4) If you do not have a mobile device, does your teacher let you borrow one?

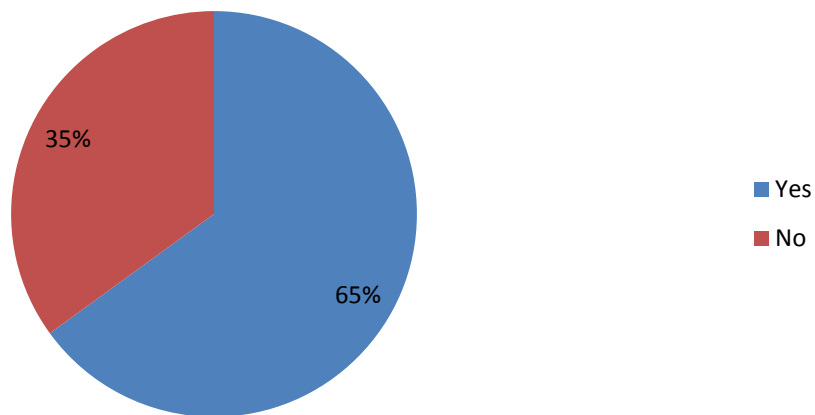
Yes No

5) If you have a mobile device, do you see it as a distraction?

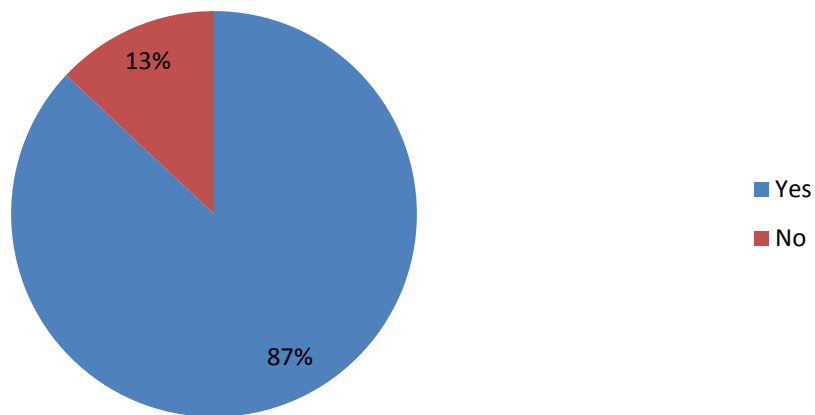
Yes No



Do you prefer fun activities on a mobile device? (5 responses)



If you do not have a mobile device, does your teacher let you borrow one? (5 responses)



If you do not have a mobile device, do you see it as a distraction? (5 responses)

