CHANGES IN EDUCATION -

"A Study on influence of Smartphone in effective Teaching and Learning Process as a Creative Skill"

Dr.Raju.G

Assistant Professor and Head, Department of Education Kittel Arts College, Dharwad-580001 (S) Karnataka and President of Karnatak University Degree College Education Teacher Association ® Dharwad. Email-drrajugp@gmail.com Mobile No. 9481459291

Abstract:

Smartphone's are regular classroom accessories. Many educational institutions, especially higher education institutions, are considering to embrace Smartphone's as part of learning aids in classes as most students (in many cases all students) not only own them but also are also attached to them. The main question is whether embracing Smartphone's in classroom teaching enhances the learning or perhaps interference. Therefore, **Major objectives** of this research paper are: - 1.To Know the Smartphone's created better learning experiences. **2**. To study the influence of Smartphone in learning achievement of the students as a creative skill. **Method**-Research paper is basically descriptive and analytical in nature. **Tools used**-) 1.Student attitude scale constructed by Researcher keeping in view of different components of Mobile were used for data collection. 2. The study was carried out through a survey and interview/discussion with a focus group of students. **Findings** – There is significant relationship between Smartphone and better academic achievement and experience of the students. And found that they use their smart phones to access teaching materials or supporting information, which are normally accessible through the Internet. Students use Smartphone's as learning aids due many reasons such as they provide convenience, portability, comprehensive learning experiences, multi sources and multitasks, and environmentally friendly. They also use smart phones to interact with teachers outside classes and using smart phones to manage their group assignments.

Key Words: Smartphone, Creative Skill, Learning achievement, Learning aids, Enhances an Internet

----

1 Introduction:

A Smartphone is a mobile phone that can perform many tasks and computations like a personal computer. It is slowly replacing the old cell-phone, as it is equipped with a

powerful operating system (multi-tasking) along with a myriad of useful applications (Apps) and high speed data communication capability. Hence, browsing the Internet or running Internet-based applications is intrinsic. A Smartphone is a powerful handheld computer with an intrinsic connection mobile networks (Davies 2015; Rouse 2015; Anshari and Alas 2015).A smart phone is so handy and is becoming a multipurpose mobile device that can assist people to perform their daily as well as professional activities. Smartphone's are used by many to access information and knowledge from the Internet. In fact, some people develop knowledge by accessing a pool of knowledge from the Internet using their Smartphone's. Hence, Smartphone's can definitely be taken as to enhance education (Almunawar et al. 2015). Nowadays, students can access information and knowledge easily from the Internet and they can also have discussions in social networks and get quick answers from peers, lecturers or even experts. Gerlich et al. (2010) found that many college students use Smartphone's to help them study. The reliance on Smartphone's is quite evident and the usage of Smartphone's amongst youth and students is rapidly growing (Abeele 2016). They spend a lot of time online and most of them prefer connection to the Internet using their Smartphone's instead of other devices (García-Ormaechea 2014). Students normally bring their Smartphone's in classrooms and lectures. In fact, some students capture the lecture notes or other notes written or given by their lecturers using their Smartphone cameras. Lecturers can even turn Smartphone's to become learning aids in class (Anshari et al. 2016). This leads us to the main question of this research article: do Smartphone's create better learning experiences or learning interferences?

A) The conventional teaching

Conventional teaching method is known as a traditional teaching method wherein teacher is the source of information and the students is the receiver of information or message. Teachers considered as the main actors in teaching and learning process. They have responsibility to hold a good teaching. They regard the student's listens to the teachers' explanations and examples, so the students understand how use the knowledge. Conventional teaching methods based on "traditional view of education, where teachers serve as the source of knowledge while learners serve a passive receivers" (Kuzu as cited in Boumava, 2010, p. 11). According to Damodharan and

Rengarajan (a sited in Ibrahim, 2015) there are some limitations of traditional teaching or conventional teaching they are:

1.Teaching in classroom using chalk and talk is "one way flow" of information2.Teachers often continuously talk for an hour without knowing students response and feedback.3.The material presented is only based on lecturer notes and textbooks.4.Teaching and learning are concentrated on "plug and play" method rather than practical aspects5.The handwriting of the lecturer decides the fate of the subject 6.There is insufficient interaction with students in classroom.7.More emphasis has been given on theory without any practical and real life time situations.8.Learning from memorization but not understanding9.Marks rather than result oriented.

B) Smartphone as one of creative technological teaching -learning Skill:

Smartphone or known as mobile phone now became a principal need. Everyone wants to own it to solving their teaching or learning problems. It brings both benefits and challenges. Smartphone is a mobile phone that can do many tasks; it can be connected to the Internet. Smartphone comes with many features. People can send email; browse the Internet, chat, video chat, and other important daily tasks. There are many kind of mobile device manufactured they are; RIM, Samsung, Blackberry, BenQ, Palm, Sanyo, Sony Ericsson, LG, Apple, Nokia, Sharp, Motorola, Fujitsu, Kyocera, Oppo, and many more. The kind of mobile devise above some of that own by the students. There are some types of learning through Smartphone's: learning through sound, learning through short text messages, learning through a graphical display, learning through information obtained from data, learning through internet search and learning through camera and video clips (Sevari, 2012). Most Smartphone can also record video. Students and young people use their Smartphone to record, watch and exchange video (Buchegger. 2010), and video also is useful for teaching and learning process. Yassaei (2012) define that use videos into lessons creates enticing visuals and a special interactive environment in the classroom. Teaching Education through videos also allows teachers to be creative when designing education lessons. However, integrating Smartphone's in a classroom-teaching environment is a challenging task. Professors may need to incorporate Smartphone's in teaching and learning to create attractive teaching and optimum interaction with students in classes while mitigating or at least minimising distractions that can be created. Some of the

challenges are distraction, dependency, lacking hands on skills, and the reduce quality of face-to-face interaction.

C) Using of Smartphone is one of the creative skills of the classroom teacher.

Smartphone's are not just for making calls or sending text messages. In recent years, the mobile one's pockets has become a multifunctional device. Many teachers use their mobiles to teach the concept effectively through mobile video, information and the internet facility in the classroom. Using of Smartphone is one of the creative skills of the classroom teacher.

2. Major objectives:

    i. To Know the Smartphone's created better learning experiences.

    ii. To study the influence of Smartphone in learning achievement of the students.

3. Hypothesis: The null hypotheses were set up for the present study.

    i.   There is no significant relationship between Smartphone and better learning experience of the students.

    ii.   There is no significant relationship between Smartphone and academic achievement of the students.

4. Review of related literature;

In order to understand the problem, the Study conducted in India and Abroad has been studied.

5. Statement of Problem:

A Study on influence of Smartphone in effective Teaching and Learning Process as a Creative Skill"

6. Design of the Study:

- **Method:** The nature of present study is Descriptive survey.

- **Sample:** For the present study random sampling technique was used. The total 200 students of Degree College and 50 faculties were selected for the present study.

- **Data gathering tools:** The tests used in the present study are as follows

    i. Achievement Test.

    ii. Students attitude scale (constructed by Researcher keeping in View of different components of Smart Phone (such as; Internet, Mobile Video WhatsApp, Camera face book, Messenger etc,).

- **Data collection procedure**

Printed copies of Attitude scale on Smartphone developed and standardized by the investigator were administered to the Degree students studying different

Degree colleges in Dharwad district of Karnataka state. The filled in data from students of Degree College have been collected by the investigator. The responses were given by the degree students were relevant to the subject. Prior to the administration of the different tools the permission from the Principals of all the selected degree colleges were taken for the collection of data. Along with the different tools the personal information of the degree students was obtained.

Statistical techniques: Mean, Standard Deviation and Correlation analysis

7. Analysis and Interpretation of Data:

➢ **Hypothesis: 1.**There is no significant relationship between Smartphone and better learning experience of the students. To achieve this hypothesis, the Karl Pearson's correlation coefficient method was applied and the results are presented in the following table.

➢ **Table:1** Results of Coefficient of correlation between Smartphone and better learning experience of the students and 't' values of Male and Female students.

Sl. No.	Relationship between	Groups	'r' Value	't' value	Remarks
1	Smartphone and learning experience of the students	Male students	0.78	5.92	Significant
2		Female students	0.46	2.50	

Interpretation:

The above table reveals that the obtained 'r' value of Male students is 0.78 which is positive and high. The 'r' value of Female was found to be 0.46 which is positive and moderate. The't' values of both the 'r' values were found to be 5.92 and 2.50 respectively which is significant. Hence, accept the research hypothesis No.1 i.e., there is a positive significant relationship between Smartphone and better learning experience of the students studying in Degree colleges.

Sl. No.	Relationship between	Groups	'r' Value	't' value	Remarks
1	Smartphone and academic achievement of the students.	Male students	0.82	11.90	Significant
2		Female students	0.92	11.01	

- ➢ **Hypothesis: 2.**There is no significant relationship between Smartphone and academic achievement of the students. To achieve this hypothesis, the Karl Pearson's correlation coefficient method was applied and the results are presented in the following table.
- ➢ **Table:2** Results of Coefficient of correlation between Smartphone and academic achievement of the students and 't' values of Male and Female students

Interpretation

The above table reveals that the obtained 'r' value of Male students is 0.82 which is positive and high. The 'r' value of Female students was found to be 0.92 which is positive and high. The 't values of both 'r' values were found to be 11.90 and 11.01 respectively and are significant. Hence, accept the research hypothesis No.2, i.e., there is a positive significant relationship between Smartphone and academic achievement of the students studying in Degree colleges.

8. Major Findings:

1. There is significant relationship between Smartphone and better academic achievement and experience of the students.

9. Educational Implications

1. This study has emphasized that the use of Smartphone benefits the teaching and learning. However, the use of Smartphone in teaching and learning process has not gained a sufficient attention from teachers.

2. Most schools and Colleges in India, especially in Dharwad district, forbid the use of Smartphone in classroom and even in schools and college environment. The fear of the students get distracted during the class, and get the access to browse forbidden content from the Internet are the major reasons behind the policy of banning the use of Smartphone in schools and college. However, if teachers know how to effectively integrate the use of Smartphone in their teaching and learning process, those fears could be erased.

3. Using Smartphone as a creative skill is requires teachers to be more creative and innovative in designing the lesson plan. It should appropriately insert the use of Smartphone in certain activities during the teaching and learning process.

4. Thus, teachers who are not using technology in their teaching and learning process will be considered obsolete by their students, and the fast growing number of the Smartphone users in India and in the world is an indicator for teachers to start using it

in their teaching as a creative skill and encourage the students to utilize Smartphone for effective educational activities.

10. Conclusion

This research article aims to investigate whether the use of Smartphone as a creative skill in teaching and learning process and the students' increase their learning achievement or not. The findings and discussion section of this paper presents the results of this research, and from those results some conclusions can be drawn. First, the use of Smartphone in teaching and learning process contributes a positive impact to the increasing of learning achievement. Students tend to achieve higher score when they are taught with the use of Smartphone integrated model of teaching. Second, students tend to suffer when they are taught with conventional teaching. Thirdly, the academic achievement of the students with using Smartphone is remarkable. This means that using Smartphone in teaching and learning effectively as a creative skill. "However, if teachers encourage use of the Smartphone in their classroom through "engaging instruction and the continued teaching of digital responsibility, they can move students from being digital natives to digital learners" To sum up, the using of Smartphone in teaching and learning can effectively overcome the students 'poor performance and this makes them achieve high.

References

- Banks, K. and Burge, R. (2004). Mobile Phones: An appropriate tool for conservation and development. Cambridge: Fauna & Flora International, UK.
- Boumova, V. (2008). Traditional vs. modern teaching methods: Advantages and disadvantages of each. Master's Diploma Thesis. Retrieved from https://is.muni.cz/th/86952/ff_m_b1/MgrDiplomkaBoumova.pdf
- Buchegger, B. (2010). Using the mobile phone in school: Handling opportunities and risks appropriately. Margaretenstraise, Austrian Institute for Applied Telecommunication (OIAT). Retrieved from https://www.saferinternet.at/uploads/tx_simaterials/Using_the_mobile_phone_in_school.pdf
- Mtega, P. W., Bernard, R., Msungu, A. & Sanare, R. (2012). Using Mobile Phones for Teaching and Learning Purposes in Higher Learning Institutions: the Case of Sokoine University of Agriculture in Tanzania. Morogoro – Tanzania: Sokoine University.
- Sevari, K. (2012). The role of mobile phones in education and instruction of classroom materials. Advances in Education, 1(1), 19-22.
- Statista. (2017). Number of mobile phone users worldwide from 2013 to 2019 (in billions). Retrieved from https://www.statista.com/statistics/274774/forecast-of-mobile-phone-users-worldwide/