

Research on Influencing Factors and Development Strategies of College Students' Mobile Learning

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Abstract: At present, mobile terminals, especially smart phones, have become very popular, but how to make these mobile terminals better help students learn, how to improve the efficiency of college students' mobile learning is worth studying. This study investigates the current situation of college students' mobile learning, analyzes the influencing factors of college students' mobile learning, and finally puts forward the development strategy of college students' mobile learning. This research has certain guidance and reference for promoting college students to better carry out mobile learning.

1. The Current Situation of College Students' Mobile Learning

1.1 College Students Lack Understanding of Mobile Learning.

College students have insufficient understanding of mobile learning and have insufficient understanding of the advantages of mobile learning. Many college students believe that learning should still be studied from books. The current paper book is indeed the main tool for students to learn knowledge, but in the case of rapid knowledge update, it takes at least one or two years or more for new knowledge to appear on books, so mobile learning tools can be used to acquire new knowledge earlier. At the same time, the advantage of mobile learning lies in its timeliness and locality. Learners can put some important knowledge, easily forgotten, and need to memorize knowledge on mobile devices such as mobile phones, and use some piecemeal time to learn. At this time, mobile learning can be a useful supplement to formal learning.

1.2 Lack of Effective Mobile Learning.

At present, mobile terminals, especially smart phones, have become very popular, but college students are more likely to use mobile phones to browse news, play games, read novels, etc. There are fewer students who actually use mobile phones and other mobile clients to learn. Some students only use mobile phones to complete the homework assigned by the teacher, less students really take the initiative to engage in mobile learning, lacking effective learning, the learning efficiency is low and the learning effect is not obvious.

1.3 Lack of Quality and Efficient Mobile Learning Resources.

The current network resources are extremely rich, but lack of high-quality and efficient mobile learning resources. It is a waste of time for learners to find resources from a large number of network resources, and it takes time for learners to identify useful and correct resources from a large number of network resources. It greatly affects the learner's learning efficiency and even affects the learner's enthusiasm for mobile learning.

1.4 Lack of Social and School Recognition.

At present, mobile learning lacks social and school recognition. Society and school appeal to mobile learning more, and there are more propagandas, but there are fewer real emphasis. Many schools have developed forms for mobile learning and quite a few various related projects, but there are very few real implementations. Although some courses have carried out related mobile learning,

teachers lack research on various teaching problems in the teaching process. The teaching process lacks supervision and the teaching effect is not obvious. Some courses have carried out related mobile learning, but teachers do not study the teaching content, not study the characteristics of learners, do not optimize the content of mobile learning, and copy process of mobile learning without catching its spirit, simply understand mobile learning as letting students watch videos, do test, do discussion, etc., but do not carefully select and plan the learning videos, test topics and discussion topics, resulting in students' meaningless learning, wasting students' learning time and making students bored with mobile learning.

2. Factors Influencing College Students' Mobile Learning

2.1 College Students' Emotional Attitude Towards Mobile Learning.

The emotional attitude of college students in mobile learning is the main factor affecting college students' mobile learning. Only when college students voluntarily carry out mobile learning, it is possible to achieve better mobile learning effect. Only by guiding college students to recognize the advantages of mobile learning and discovering the benefits of mobile learning, students are more willing to use mobile tools to learn and achieve better learning effect. If the school or the teacher forces the students to carry out mobile learning, the students may not take serious measures and ultimately they will not achieve good learning effect.

2.2 Mobile Learning Environment.

The mobile learning environment will also have a great impact on the development of mobile learning. Colleges and universities should provide necessary support for college students to carry out mobile learning, and provide a good environment for college students to carry out mobile learning, such as good wireless network facilities and networks with lower fees, etc., eligible schools should provide students with free wireless Internet services, which will at least reduce the cost of learning for students and students' enthusiasm for mobile learning will be greatly increased.

2.3 Mobile Learning Resources.

With the development of the network, the network information resources have been extremely rich, but the network resources are relatively messy. The learners need to find the resources needed from a large amount of network information. The process of finding resources itself will waste a lot of time for learners. It also affects the enthusiasm of learners for mobile learning. High-quality and efficient learning resources can improve the learning efficiency of learners, greatly promote the learning effect of learners, and play a positive role in promoting mobile learning.

2.4 Mobile Learning Effect.

The effect of mobile learning is an important factor affecting the enthusiasm of college students' mobile learning. Only when students carry out mobile learning, they feel that they have gained and progress, students are willing to learn through mobile tools. Although many activities carried out by college students through mobile terminals can be considered as learning, there are many times when the content of learning is meaningless, and even some content is negative. If teachers want to use mobile learning tools to carry out teaching activities, the design of teaching activities should be meaningful and effective. Learning activities should be carefully designed, and should not be shoddy. Only in this way can the effect of mobile learning be guaranteed and students' enthusiasm for mobile learning will not be discouraged.

2.5 Limitations of Mobile Learning.

Mobile learning has its own limitations, such as damage to the learner's eyes caused by mobile learning devices, the loss of mobile learning devices themselves, the lack of systematic knowledge of mobile learning, the increase in learner communication costs and so on. All these will have an impact on learners' mobile learning. Therefore, we advocate mobile learning as a useful complement to formal learning for learners, rather than infinitely exaggerating the advantages of

mobile learning.

3. The Development Strategy of College Students' Mobile Learning

3.1 Guiding College Students to Correctly Understand Mobile Learning.

Let college students correctly understand mobile learning and be able to actively carry out mobile learning. The advantage of mobile learning lies in its timeliness, locality and convenience. Mobile learning is not the only way to learn, but it is a very important supplement to daily learning. Learners can learn at any time and anywhere, and mobile learning has the advantage that traditional learning can't match. Traditional learning is usually carried out in a relatively stipulated place and relatively lenient time, but mobile learning can use all the piecemeal time to carry out learning. Learning activities can occur on buses, trains, subways, canteens, etc. Students can learn in the online state, or they can store the learning content on the mobile phone for learning. In particular, the content that needs to be memorized repeatedly and the key learning content are stored in the mobile terminal, and the learning can be carried out anytime and anywhere.

3.2 Building a Good Mobile Learning Environment.

Schools should provide students with a good mobile learning environment. In addition to providing high-quality and high-speed wireless networks, the tariffs should be reduced as much as possible. If possible, students should use the wireless network free of charge and reduce the cost of mobile learning. Some schools have already opened online courses based on certain online platforms for students to take elective courses, allowing students to take online exams and acknowledging the corresponding credits. Schools can optimize their evaluation methods. In addition to allowing students to take online exams, they can also combine process evaluations to evaluate students' learning processes. Without increasing the burden on students, the assessment methods can be more rationalized and diversified, so that students can experience the efficiency, convenience and rapidity of mobile learning.

3.3 Providing Quality Learning Resources.

Mobile learning encourages students to carry out learning anywhere, anytime, and the learning content can be not limited to the classroom. However, during the teaching process, teachers can provide or organize some mobile learning resources in a targeted manner, which can greatly improve the efficiency of students' mobile learning and Inspire interest in learning mobile learning. At the same time, it is suggested that some high-quality educational resources can be more open. If online courses are offered at the school level, the advantages and disadvantages of online courses should be identified and high-quality and efficient online courses should be provided for students' reference, rather than to highlight the quantity and not the quality. Otherwise, it may waste students' time and will also dampen the enthusiasm of students for mobile learning. At present, the educational resources of some well-known open education platforms in China are time-limited. They are only open to learners within the prescribed time period. This may cause conflicts in learners' learning time, which may affect the enthusiasm of learners' mobile learning and even affect the effect of mobile learning.

3.4 Give Full Play to the Advantages of Mobile Learning.

At present, the most important use of mobile terminals for college students is to use social networking tools such as WeChat and QQ and college students spend a lot of time on these social tools. If college students can use WeChat software to learn, or mobile learning platforms can be convenient and easy-to-use like WeChat, QQ, students are more enthusiastic about mobile learning. Therefore, in order to improve the efficiency of college students' mobile learning, we must not only provide a good mobile learning environment, high-quality learning resources, but also provide a convenient and easy-to-use mobile learning platform, so that we can give full play to the advantages of mobile learning, allowing students to conduct learning anytime, anywhere.

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