

Are we moving too fast towards integrating mobile devices into educational practices?

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Computers have been making it to classrooms for over four decades now. Their use evolved through the years yet the educational outcome did not meet promised expectations. More than a few studies around the world examined and evaluated computer integration in numerous different educational settings (Cuban 2000; Earle, 2002; Goddard, 2002). Unfortunately, the majority of them report failures, repeated mistakes, and inadequate integration of the technology in the educational scope (Cuban, 2001; Honey, 2001). It is rather disappointing that educational systems around the world repeated the same mistakes demonstrating inability to learn from mistakes and failures of others. In a tone of optimism we can only hope that today's more advanced state of globalization is characterized by more intense communication between actors.

Are we moving again too fast towards integrating mobile devices into the educational activities? Are we rushing to reach conclusions regarding the significance of mobile devices integration in the educational context? The current study raises various concerns related to mobile devices integration in the educational activities. The purpose of this research work is to identify the challenges and the problems the mobile era creates for educational systems. It inspires to propose useful suggestions on how to convert problems into challenges, as well as how to take full advantage of the opportunities ahead (Laouris 1998). It is our belief that this can be achieved through critical consideration and evaluation of experiences gained during the computer technology integration. Moreover, we attempt to investigate the reasons that contributed to the partial failure of computer integration, and how this can now be avoided. Along the same lines, positive experiences and factors that facilitated computer technology integration, as well as how such experiences could provide the basis for successful mobile integration, will be examined. Finally, the possibility for mobile devices to be integrated in various formal and informal (Eteokleous and Laouris 1991) educational activities in ways that transform and revolutionize education will be addressed.

Several important findings are expected to emerge from this study. Since the danger of experiencing analogous obstacles, as with computer technology integration, is high, it is extremely important to be proactive, make wise decisions, and take appropriate actions. The educational and theoretical significance of the proposed research work lies in raising the awareness of educators and stimulating their responsibility of promoting responsible education and learning that is more crucial than ever.

Key references

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