

Spiritual Mobile Learning: An Innovative platform for Commerce Education

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Abstract

M-learning is the current technology that used to resolve the above challenges of traditional learning. Recently, wireless and mobile technologies are under the great advancement. Now we are in Mobile age. With the new paradigm "anytime and anywhere computing" a shift from "Electronic" to "Mobile" services has begun. Currently, Ecommerce is extended to M-commerce and E-learning to M-learning. The research found that mobile technologies were in common use in some commercial sectors, but their use purely for learning was rare. However, m-learning lends itself to new methods of delivery that are highly suited to the "just enough, just in time, and just for me" demands of twenty-first century learners. It uses the current mobile and wireless computing technology to complement the effectiveness of traditional learning process. The students are willing to use M-learning. The acceptance level of the students is high, and the results obtained revealed that the respondents almost accept M-learning as one method of teaching and learning process and also able to improve the educational efficiency. It examines current needs in industry and society to argue for this shift, provides some pointers to possible solutions, and considers the role mobile and wireless technologies can play in current educational project.

Introduction:

M-learning, is a form of e-learning that specifically employs wireless portable communications devices to deliver content and learning support. Advances in mobile computing and handheld devices (ipod, cell phones, smart phones, PDA, notebooks, etc), intelligent user interfaces, context modelling, wireless communications and networking technologies (WI-FI, Blue Tooth, GPS, GSM, GPRS, 4G) have precipitated mobile learning. M-learning is gaining prominence because of the increasing desire for lifelong learning which is usually undertaken by learners with other life obligations related to work, family and society. Such learners are constantly on the move and require devices that facilitate learning on the go. M-learning just like its parent field, e-learning, has not fully matured. New learning technologies are best appreciated if one can understand the technology at play, learning styles of the technology users, the pedagogical aspects of using the technology for teaching and learning and organizational or institutional attitude towards the technology.

Spiritual concept of Mobile Learning:

M-learning focuses on the mobility of the learner, interacting with portable technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population. In other words

mobile learning decreases limitation of learning location with the mobility of general portable devices. M-learning is convenient in that it is accessible from virtually anywhere. M-Learning, like other forms of E-learning, is also collaborative; sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips. M-Learning also brings strong portability by replacing books and notes with small RAMs, filled with tailored learning contents. In addition, it is simple to utilize mobile learning for a more effective and entertaining experience. During the past few years, mobile and wireless technologies are becoming mainstream, and again, it is only natural that the scientific and industrial communities are experimenting to investigate whether and how these technologies can be used to improve education. This has given birth to the Mobile Learning (m-learning) field, which has already matured enough to provide some concrete results. The next foreseen, and currently emerging shift concerns learning in pervasive environments (p-learning), where the new ambient intelligence infrastructure is exploited to improve learning. A related aim is to inform the design of new environments and technologies to support mobile learning, since the work described here has been developed through a series of projects to design mobile learning technology.

Try to focus on M-learning:

It is the learner that is mobile, rather than the technology: Initially we had focused on the design of specific portable technologies, but a series of studies for MOBlearn of everyday learning indicated that the interactions between learning and technology are complex and varied, with learners opportunistically appropriating whatever technology is ready to hand as they move between settings, including mobile and fixed phones, their own and other people's computers, as well as books and notepads.

Learning can generate as well as satisfy goals: Learning can be initiated by external goals (such as a curriculum or study plan), or by a learner's needs and problems, or it can arise out of curiosity or serendipity, prompting the learner to form new goals which may then be explored through formal or informal study.

The control and management of learning can be distributed: In a classroom the locus of control over learning remains firmly with the teacher, but for mobile learning it may be distributed across learners, guides, teachers, technologies and resources in the world such as books, buildings, plants and animals.

Mobile learning can both complement and conflict with formal education: Learners can extend

their classroom learning to homework, field trips, and museum visits by, for example, reviewing teaching material on mobile devices or collecting and analysing information using handheld data probes. They could also disrupt the carefully managed environment of the classroom by bringing into it their own multimedia phones and wireless games machines, to hold private conversations within and outside the school.

Interrelationship between Teacher & Students:

The challenges facing education and training providers who are steeped in traditional delivery styles when confronted with digitally literate students, where,

rather than simply receiving and memorizing the wisdom of their elders, which has been the tradition for millennia, students are now demanding training that meets their specific information needs. In this, specific divide between traditional teaching techniques and the attitudes of contemporary youth. M-learning also creates learning opportunities that are significantly different to those provided by e-learning (at a desktop) or paper-based distance learning. On-line, wirelessly connected PDAs(Personal Digital Assistant) and laptops can facilitate a greater level of interaction when used in contact sessions. Opportunities for polling groups' opinion on various issues exist. Learners can vote to choose alternative activities and topics for discussion during lectures.

Integrate Self Learning:

We have developed an SMS quiz engine that includes an online editing tool. We have also developed five sets of materials that match the themes used for other learning materials and complement the use of these. The approach consists of circulating a leaflet with reference information on one side and a five-question quiz on the other. Learners text in their answers and are sent a reply. This approach allows learners with the least sophisticated mobile phones to take part in some mobile learning and can be a useful and entertaining addition to any kind of classroom lesson or e-learning.

Supportive devices for M-learning:

Mobile devices and personal technologies that can support mobile learning, include:

- E-book
- Handheld audio and multimedia guides, in museums and galleries
- Handheld game console, modern gaming consoles such as Sony PSP or Nintendo DS
- Personal audio player, e.g. for listening to audio recordings of lectures (podcasting)
- Personal Digital Assistant, in the classroom and outdoors
- Tablet PC
- UMPC, mobile phone, camera phone and SmartPhone

Technical and delivery support for mobile learning:

- 3GP For compression and delivery method of audiovisual content associated with Mobile Learning
- GPRS mobile data service, provides high speed connection and data transfer rate
- Wi-Fi gives access to instructors and resources via internet

Authoring:

- Learning Mobile Author, e.g. for authoring and publishing WAP, Java ME and Smartphone

Need Of Mobile Learning:

- 1) Mobile learning could be utilised as part of a learning approach which uses different types of activities (or a blended learning approach).
- 2) Mobile learning supports the learning process rather than being integral to it.
- 3) Mobile learning needs to be used appropriately, according to the groups of students involved.
- 4) Mobile learning can be a useful add-on tool for students with special needs. However, for SMS and MMS this might be dependent on the students' specific disabilities or difficulties involved.
- 5) Mobile learning can be used as a 'hook' to re-engage disaffected youth.

Limitations Of Mobile Learning:

Knowledge imbalance between teacher and learner: while university teachers' special position amongst their class remains justified to some extent, in many circumstances, it is now a commonplace observation that in a variety of domains students can be seen to be as knowledgeable, informed, or skilled (at least in regard to specific aspects of the topic) as their teachers.

Disconnect between on- and off-campus life: anecdotal evidence from learners suggests that the perceived disconnect between the theory encountered during study and their own everyday lived experience is one of the main factors affecting student satisfaction. The strong focus on 'authentic learning' which has been a major feature of pedagogical developments in higher education in recent years emerged partially in response to such problems, and aims to draw direct connections between study material and assessment tasks on the one hand, and students' current and future (work) life on the other.

In the M-Learning venue: Students are incapable of printing, simply because it required a network connection. This is obvious not feasible in a number of real-life situation.

Ensure bigger students engage as M-learning is based on modern technologies, which students use in everyday life.

Summing Up:

The framework described in this paper is a step towards an integrated theory of mobile learning that could inform both the analysis of learning in a mobile world and the design of new technologies and environments for Commerce learning.

Learning is mediated by knowledge and technology as instruments for productive enquiry, in a mutually supportive and dynamically changing relationship. This can be seen as a challenge to formal schooling, to the autonomy of the classroom and to the curriculum as the means to impart the knowledge and skills needed for adulthood. But it can also be an opportunity to bridge the gulf between formal and experiential learning, opening new possibilities for personal fulfilment and lifelong

learning. Many education and training providers recognize the benefits of mobile learning, but there appears to be limited adoption for educational use, which was attributed to the age and ability of teachers and trainers, the cost of providing m-learning devices and infrastructure, the slow rate of change in large educational institutions, and that mobile devices are not designed with the education market in mind. M-learning is a best way of learning system to complement the current traditional learning system in Commerce. So, it can be inferred that Mlearning is recommend for all institutions to get its advantage.

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