

Mobile Collaboration Learning Technique on Students in Developing Nations

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Abstract : New and more powerful communications technologies continue to emerge at a rapid pace and their uses in education are widespread and the impact remarkable in the developing societies. This study investigates Mobile Collaboration Learning Technique (MCLT) on learners' outcome among students in tertiary institutions of developing nations (a case of Nigeria students). It examines the significance of retention achievement scores of students taught using mobile collaboration and conventional method. The sample consisted of 120 students using Stratified random sampling method. Three research questions and hypotheses were formulated, and tested at a 0.05 level of significance. A student achievement test (SAT) was made of 40 items of multiple-choice objective type, developed and validated for data collection by professionals. The SAT was administered to students as pre-test and post-test. The data were analyzed using t-test statistic to test the hypotheses. The result indicated that students taught using MCLT performed significantly better than their counterparts using the conventional method of instruction. Also, there was no significant difference in the post-test performance scores of male and female students taught using MCLT. Based on the findings, the following recommendations was made that: Mobile collaboration system be encouraged in the institutions to boost knowledge sharing among learners, workshop and trainings should be organized to train teachers on the use of this technique and that schools and government should formulate policies and procedures towards responsible use of MCLT.

Keywords : education, communication, learning, mobile collaboration, technology

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