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Mobile Learning in Teacher Education: A Review in Context of Developing Countries

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Abstract : Mobile learning (m-learning) offers unique affordances to learners, setting them free of limitations posed by time and geographic space; thus becoming an affordable device for convenient distant learning. There is a plethora of research available on mobile learning projects planned, implemented and evaluated across disciplines in the context of developed countries, however, the potential of m-learning at different educational levels remain unexplored with little evidence of research carried out in developing countries. Despite the favorable technical infrastructure offered by cellular networks and boom in mobile subscriptions in the developing world, there is limited focus on utilizing m-learning for education and development purposes. The objective of this review is to unify findings from m-learning projects that have been implemented in developing countries such as Pakistan, Bangladesh, Philippines, India, and Tanzania for teachers' in-service training. The purpose is to draw upon key characteristics of mobile learning that would be useful for future researchers to inform conceptualizations of mobile learning for developing countries.

Keywords : design model, developing countries, key characteristics, mobile learning
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