



## Mobile learning In China from 2008 to 2018

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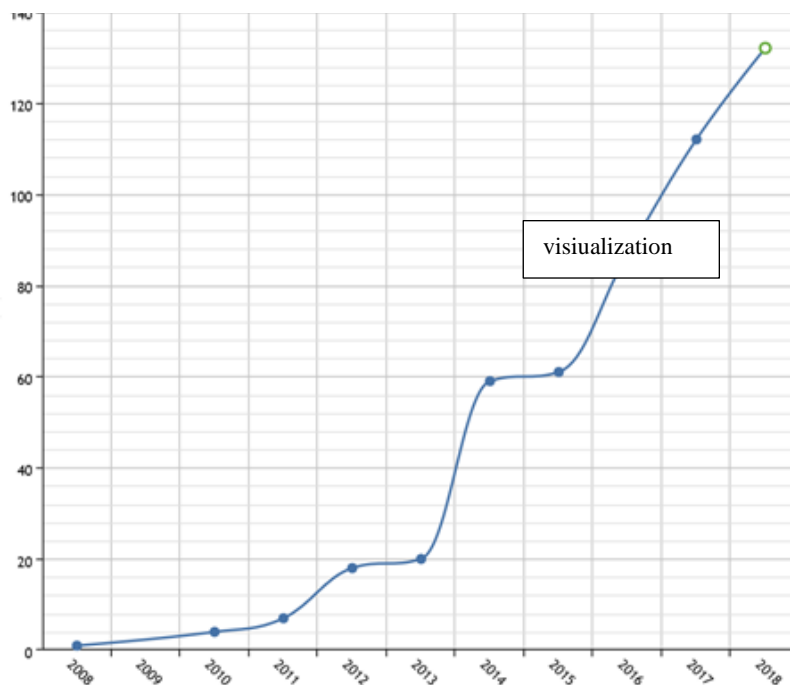




## Research Highlights

This study indicated the current trend of mobile learning development in China by reviewing literature published in China from 2008 to 2018. Factors like issues, status, challenges, subject domains, students' behaviour, teacher's readiness and teachers' professional development are considered in the analysis for the review. Major findings imply that the study of mobile learning in China shows a rising tendency in the last decade. Technological education is in urgent need to adopt mobile learning to meet the requirement of digital education in China's higher education system. Integration with technology has made progress in terms of teaching strategy, pedagogical practice and teaching model, but teachers need to improve professional development to gain a better effect in teaching digital age. The result implies for further study to improve mobile learning in China's higher education system.

## Graphical Abstract



**Figure 1.** Publication tendency from 2008 to 2018

**Figure 1.** shows the rising tendency of mobile learning in the last ten years.





## Research Objectives

The objective of this study is to indicate the recent trend of mobile learning development in the last decade by a systematic review of Chinese publications. It hopes to give a detailed elaboration for the issues and challenges of the development of mobile learning occurred in China, and the implication for further study is suggested based on this study.

## Methodology

The paper reviewed publications collected in CNKI (Chinese National Knowledge Infrastructure) from 2008 to 2018. 437 articles are collected to do the systematic review. Systematic review is to provide a comprehensive and exhaustive summary of current literature relevant to research questions (Crompton, 2017). Coding is given with grounded theory design on students' and teachers' attitudes, subject domains, and factors related to mobile learning. The result is analysed for indicating the status, challenges and trend of mobile learning development in China's higher education system

## Results

The results show the mobile learning in China is tending to a hot issue with the spread of digital education. Mobile learning blended teaching model is a tendency in college English (Xuexi, 2016). Teachers are eager to adopt mobile learning in teaching but they need proper training to improve pedagogical integration with technology. Teachers are confronting professional development challenges in the digital age. Teachers, especially senior teachers, have less confidence to improve mobile pedagogy (Ailing, Lu, Yangchun, & Si, 2018). Mobile learning pedagogy like MOOC is effective but needs more study (Jiehui & Zhongjie, 2014). For students, mobile learning can help them with English skills, but it is hard to track their learning process and assess the learning outcome (Chen, 2013).





## Findings

The study provides a detailed overview for China's mobile learning development. It is an urgent need for teachers to improve their ability to integrate pedagogy with technological information. Mobile learning is the trend for further teaching in digital age.

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