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A Proposed Theoretical Model for mLearning Adoption in Developing Countries

This paper investigates the use of wireless technologies in education with particular reference to the potential for mLearning in developing countries. The reports of a number of current mLearning projects are explored, from which the perceived benefits of using wireless technologies in education, and potential barriers to their use are derived.

The use of wireless technologies in education impacts learner motivation, collaboration and mobility, which results in benefits for learners, parents and teachers. Benefits are perceived to outweigh the difficulties encountered when integrating wireless technologies in education. Considerations to be examined include limitations of the devices, pedagogical issues, safety and security concerns, training and support issues, as well as cost considerations. By examining the recommendations from developed countries, wireless technologies can be adopted by the educational sector in developing countries. These recommendations include the establishment of guidelines and principles to ensure the appropriate use of wireless technologies, designing the devices with the end user in mind, and involving all stakeholders concerned.

The proposed theoretical model for mLearning adoption in a developing country emphasises the importance of taking a systems view of all the elements that need to be in place in an mLearning environment, including the necessary stakeholders and key elements (communication infrastructure, mobile devices, learners and teachers), in order to ensure the effective adoption of wireless technologies in education. This model embraces the key issues with regard to mLearning as well as the critical success factors that are essential in ensuring successful adoption.

