



NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

The Contribution of m-learning to the Substantial Upgrade of the Knowledge and Skills of Adult Learners

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ABSTRACT

Research on the use of mobile devices, as complementary tools of the educational process, has been of great concern to the scientific community in recent years. The position-use of m-learning as a specialized e-learning environment in the Greek and international educational reality is established. Emphasis is placed on learning models and tools used in the implementation of m-learning in adult education and the conditions for their utilization are demonstrated through the design of adult education programs. The state of mobile learning in lifelong learning consists by the growth of adoption in usage for learning purposes, the existence of innovate applications and technologies, the capability of autonomous and personalized learning skills without barriers, the inclusion of people belonging to vulnerable social groups and effectiveness in learning. The research reveals five context factors Technological Support, Educational Content, Coordination of the provided learning Educational Planning and Inclusion. M-learning systems allow access to knowledge to people. Trainers of adult education programs utilizing m-learning can organize activities aimed at the social inclusion of people with disabilities creating a learning environment open to all.

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INTRODUCTION

Research on the use of **mobile devices**, as complementary tools of the educational process, has been of great concern to the scientific community in recent years.

Mobile devices provide the ability to leverage learning applications in online environments that can mitigate time and location constraints.

Aim of this study: Present the importance, contribution and features of the use of mobile devices to the **substantial upgrading of the knowledge and skills** of adult learners,.

Research questions:

- 1)What is the state of m-Learning in adult education?
- 2)What are the classification of m-Learning features that support adult education?

METHODS AND MATERIALS

Research data: The papers covering m-Learning for adult learners, published from 2019 to 2023, were examined. The analysis in the field under study consisted of two stages: (a) collection of relevant publications and (b) analysis of these articles.

In the first step, search by keywords in 65 papers published in major journals and conferences. The electronic database sources used in this study included: IEEE, ERIC, Science Direct, Sage journals, Taylor and Francis, ProQuest. The following search strings were used in different combinations: distance learning, adult education, lifelong learning ,m-learning, mobile devices, engineering, inclusion.

Documents were filtered taking into account inclusion and exclusion metrics. The final papers were analyzed one by one in relation to the two RQs.

THEORETICAL ISSUES

M-learning and inclusion

m-learning is learning of various cognitive subjects **with the use and utilization of mobile devices** (*phones, tablets*).

Advantages: It is possible by an individual, anywhere, and at any time, Direct access in a personalized world, filled with the tools and resources he desires in order to create personalized knowledge (Sung, et al., 2016).

Thus, m-learning systems **allow access to knowledge to people belonging to vulnerable social groups**. *Trainers of adult education programs utilizing m-learning can organize activities aimed at the social inclusion of people with disabilities creating a learning environment open to all.*



Figure 1. M-learning in adult education.

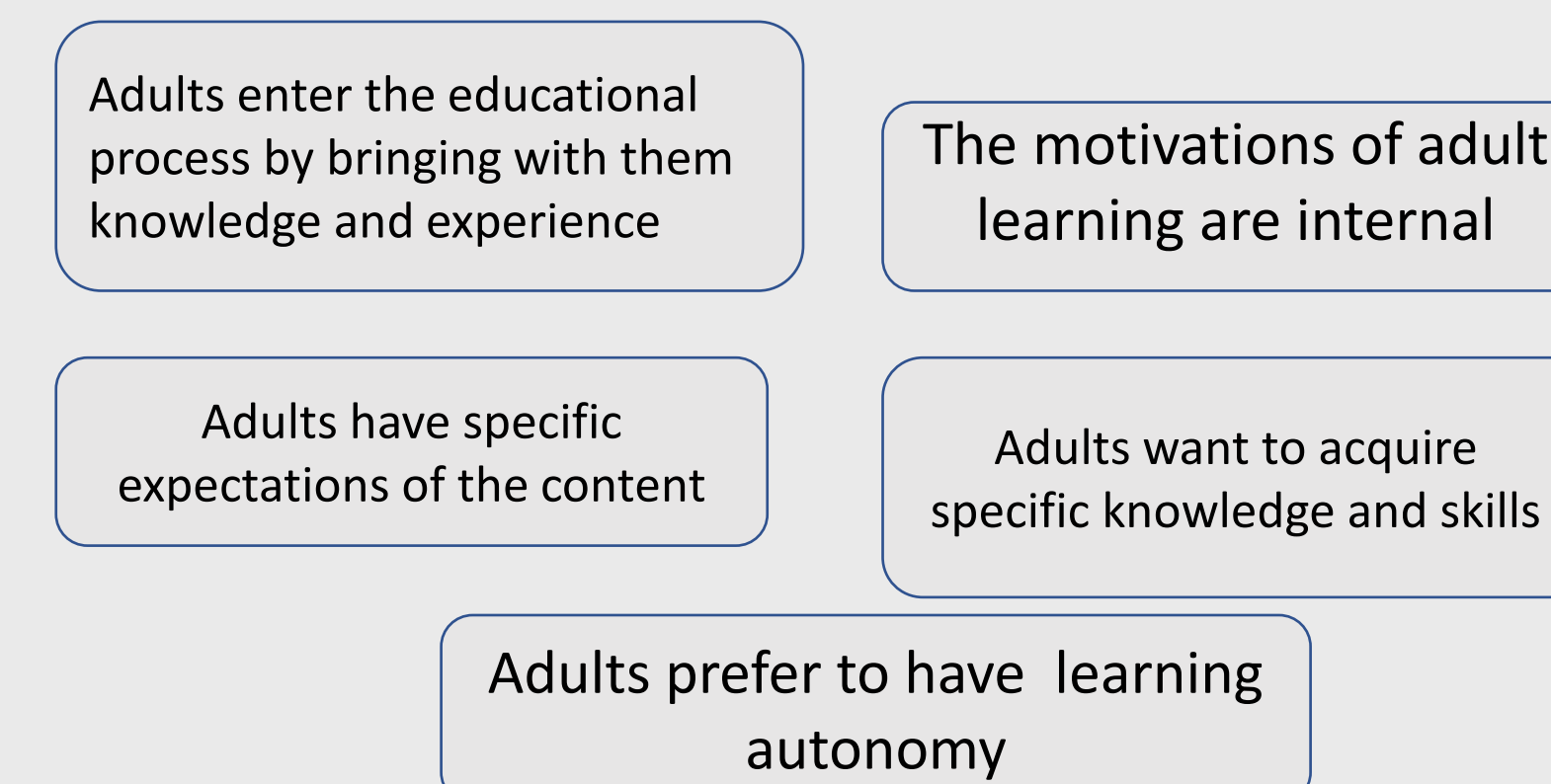


Figure 5. Definitions in adult education.

M-learning and adult education

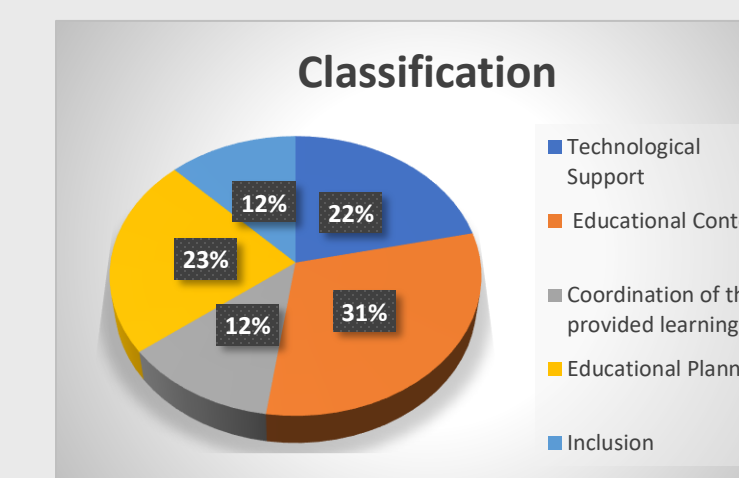


Figure 2. Classification.



Figure 3. New Work Environment Adobe Stock.

RESULTS 1

The position-use of m-learning as a specialized e-learning environment in the Greek and international educational reality is established. Emphasis is placed on learning models and tools used in the implementation of m-learning in adult education and the conditions for their utilization are demonstrated through the design of adult education programs. Mobile provides learners the flexibility of educational content. The state of mobile learning in lifelong learning can summarized as follows:

- 1.Growth in usage for learning purpose.
2. Technological integration with educational applications, content and activities and collaborative educational environments.

RESULTS 2

3. Autonomous personalized learning in educational content and technological skills without restrictions in time or place.
4. Challenges with digital divide and inclusion of people belonging to vulnerable social groups improving social skills.
5. Educational guidance and strategies that supports effective learning outcomes. Subsequently, for the second RQ, five classifications (Technological Support, Educational Content, Coordination of the provided learning and Educational Planning, Inclusion) were created based on these keywords, representing the same meaning and characteristics discussed in the articles.

CONCLUSIONS

Mobile learning can be effective for adult learners, without restrictions as it enables them to learn at their own pace, more personalized to learning style and preferences. The necessity m-learning becomes from the rapid development of technology and the remaining relevant knowledge and skills. Mobile technology is developing room for action and improvement, which we must use in the direction of lifelong learning.

SELECTED REFERENCES

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