Your topic:What Are the Issues with IPhone in Education?

Research Proposal

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What are the issues with iPhone in Education?

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Back ground

IPhone have witnessed a fast proliferation in all types of users including; causal users, commercial / businessmen and academic users. Most of the features and application available in present in iPhone are generic in nature and do not cater to the specific needs of academic users (students and faculty)(Aubusson, et al 2009 233-247). There is a requirement to specify new features and applications in upcoming models of iPhone to satisfy the needs of academic users.

Research Questions

1. What does adoption of mobile look like in education?
2. What are the issues with iPhone?
3. What is the role of iPhone in education?
4. What are the new features and applications in upcoming models of iPhone to satisfy the needs of academic users?

Aims and Objectives

The aim of this research is to demonstrate empirical results from a semester-long research performed in an initialinformation course where an iPhone application, was incorporated into the course. This research will be aresponse to a point that will be performed the semester before– fall 2011. The important result of the spring 2010 research was that pupils who considered the iPhone app will enhance their inspiration and develop their capability will be achieved considerably higher final positions contrasted to pupils who will suppose the application to have no impact on their ability and inspiration. The assessments of course‘s instructor were reliable with this important finding in pupils explained a general improvement in interest in the subject and course issues due to the incorporation of the app into the class.This paper plans to review the extent of this proposal and describe individuals about theobtainable educational work on the

complication. In thisresearch, we focused to discover how pupils personalize their learning if presented the app without demands of teacher.

Problem Statement

Many questions live at the front of all our minds within the academic society as we see the ubiquity of developed mobile devices across about all fields of student' lives. Research defined that at the end of the 2009-10 school yearsabout 50% of pupils owned a smartphone(Aubusson, et al 2009 233-247). As we decided in the fall 2009 pilot, making mobile applications within a combined learning condition can be one of the major systems for incorporation. Daily more and more educational centers around the nation are practicing with iPhone as substitute for note-taking, textbooks, response systems of classroom, etc.Whether pupils are considering of maximizing a current iPhone application or making a latest one that takes benefits of iPad, they must take the chance to plan their apps as Universal apps. An essential method to planning an application for iPhone is to consider about how interaction of user can be divided from the fundamentalcode of application. It is proposed that a good quality lens as well as more mega pixel camera would be best suited for academic users like what other companies are offering at the same price(Nihalani & Mayrath, 2010). The surface can be made of gorilla glass instead of current material. IPhone should be mass marketed to all classes of people. It should also be capable of opening and displaying word, PowerPoint and pdf formats of files. Provision of an encyclopedia will also enhance the satisfaction of students.

Introduction

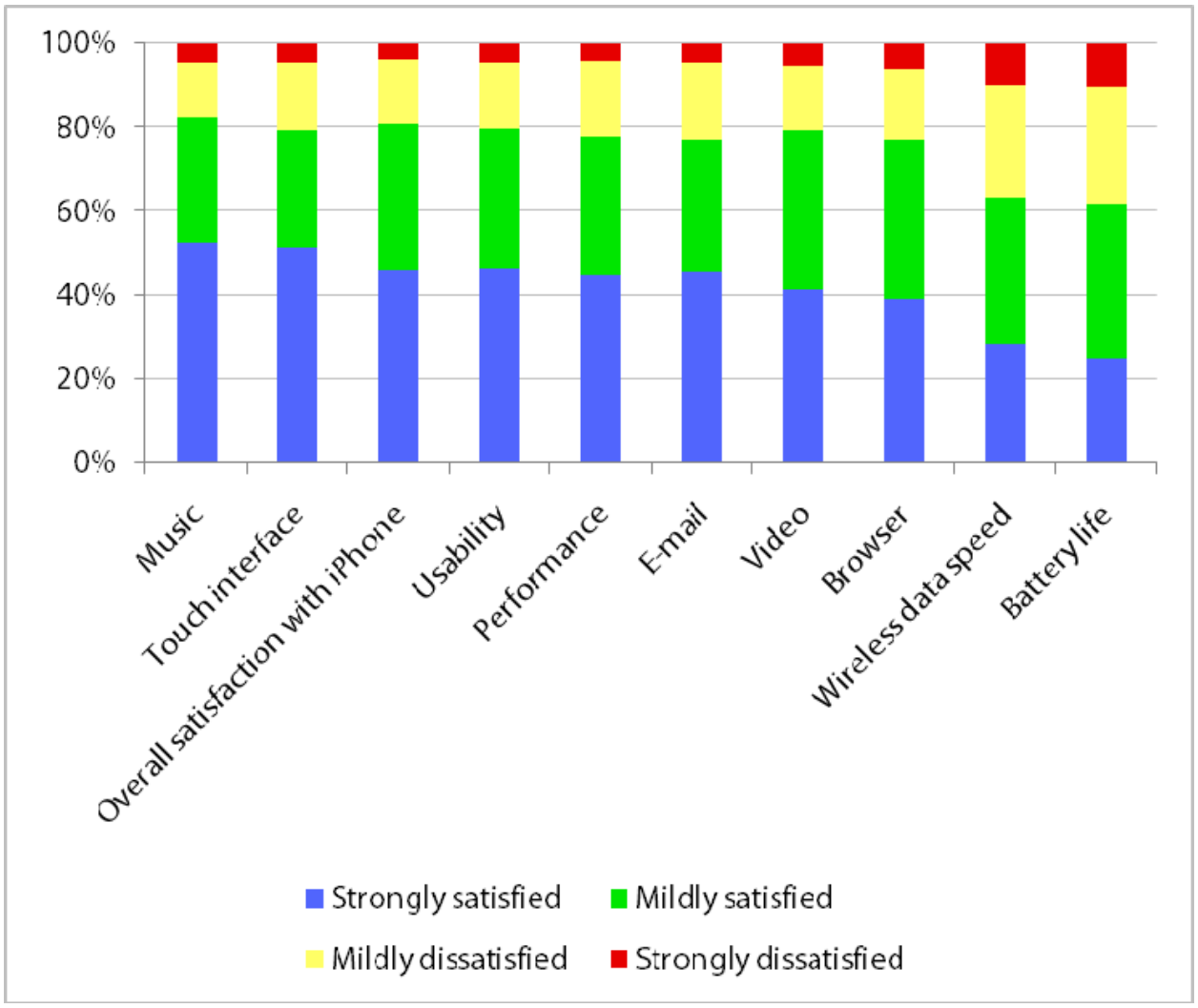
As latest mobile devices become additional persistent, the scene of education has modified. The always linked requirement for accessing knowledge and always on has reduced dependence of users on planned physical spaces for that similar access. In educational centers, older spaces take on latest educationaldescription; courtyards become a science lab where pupils can annotate, take, and upload digital photos, and diners with wireless connection permit a comprehensive variety of schoolwork to be performed with breakfast. "Education is

mobile”(Nihalani & Mayrath, 2010).Actually, the apparent of a latest presentation style has never essentiallymodified current instructional systems. Mobile learning could link the common classroom situation with learner-produced situations. Common views of pedagogy suppose that learning is both structured and initiated through teachers. They fail to confine the individuality of mobile education because they assist teaching. For pedagogy to squeeze mobile education, it also has to squeezeperceptions that important efficient learning happens outside the classroom where it is structured and initiated through pupils. Pupils have important authority to describe goals and tasks, and therefore important inspiration to dynamically learn, because of the aspect of physical mobility. This perception of authority of education being inspirational is well-made from inspiration study. The individuality of mobile education is that the methods possibly inspire pupils to know as a task of how they relate with these methods outside of the common classroom(Nihalani & Mayrath, 2010).

Literature Review

It is essential to identify the important task that mobile technology could play in academic course. The capability to improve and distribute with simple pedagogically excellent applications to run on mobile devices would have suggestions for learning and teaching.The industry of telecommunication has been the excellent field for Apple Inc to finance and develop the streaming technology internationally(Lane, 2011). It is fact that the majority of individuals in the world have mobile phones which defines a great requirement and possibility of supply into the market. The selected method was to start a cellular phone that has the capability to download, play and store high volume of music records; store and capture photos from the camera; vast memory of storage; rapid processing for internet; feature of touch screen and lastly in fact the compliance to thousand of phone applications which were all explained exclusively and only into the iPhone.

Satisfied Users of iPhone



(Lane, 2011)

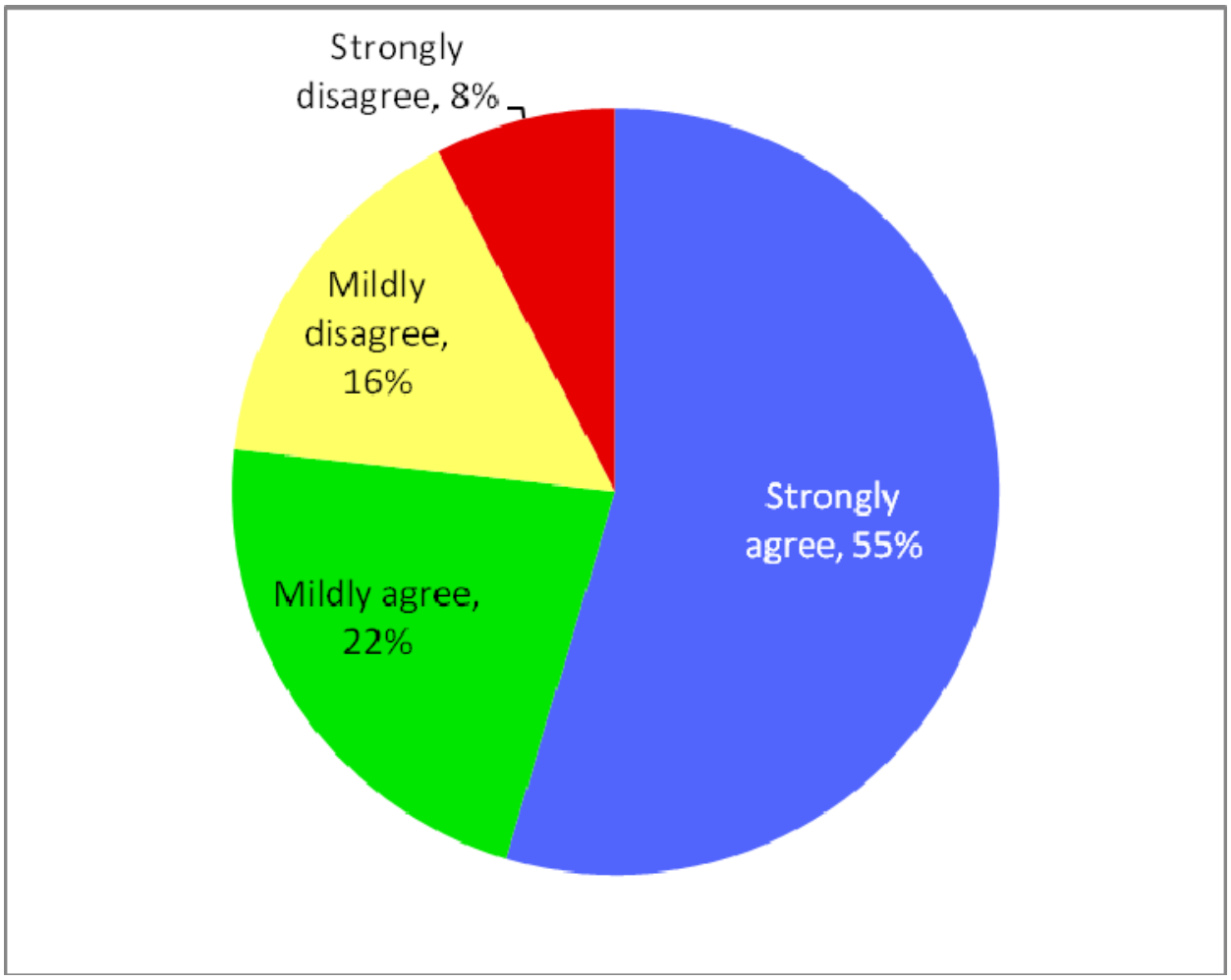
80% users of iPhone surveyed are pleased with the device. The music features and touch interface of iPhone emerge to be the most pleasing aspects, but the scores demonstrated above are all excellent for a device of technology.

Least Pleasing Aspects

Wireless speed and battery life are the least pleasing features of the iPhone in this research, which is not an important surprise(Rekimoto, 2001 102-108). Life of battery is a constant complaint for all devices of mobile, and the iPhone works on a comparatively slow information system. The video and browser capabilities of the iPhone also deserve important concentration. Their scores for excellent contentment were lower than the other aspects.

The iPhone is additional than only a development mobile-phone device. It is a plan that can developsphere of Apple for effect. Apple stylishlymerged anmp3 player, mobile phone, and personal digital assistant (PDA) on the equal machine distinguishedthrough its innovative and uniquedesign. On July 26, a class-action complaint was filed against Apple over the battery of iPhone. According to the court case, Apple did not reveal that the batteries of the iPhone were not user-replaceable. Apple faces condemnation because it did not reveal the real cost and problem of changing the battery until three days after the release of iPhone. Moreover the complaintcharges that the battery can be charged just 300 to 400 times(Rekimoto, 2001 102-108). This means that the battery must be changed about every year. The battery of iPhone is covered in the phone and can be detachedjust through Apple, which will change the battery for only $85.95, containing handling and shipping. Additionally, when a battery requires to be changed, the consumer will be without a phone for many days unless the consumers pay $29.95 for a phone(Rekimoto, 2001 102-108).

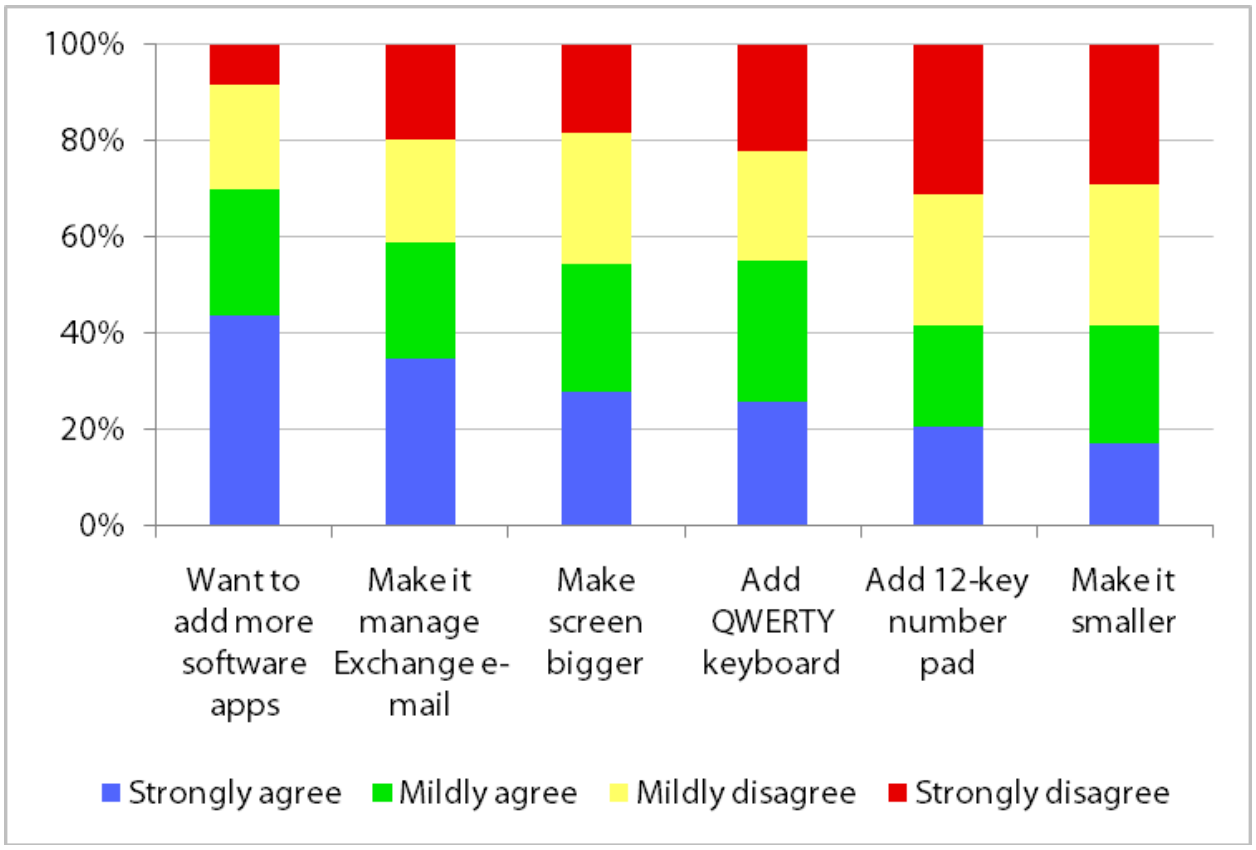
Mobile Browsing in iPhone



(Lane, 2011)

One of the most encouragedaspects of the iPhone is its web browser. Different subjectivestudies declare that students browse additional on the iPhone than on other devices of mobile, because of the iPhone browser excellent compatibility and controls of touchscreen. The study assured that the iPhone is making an important enhancement in mobile browsing. A great majority of iPhone users defined that they do a lot additional browsing on the iPhone than they did on their early mobile device(Nihalani & Mayrath, 2010).

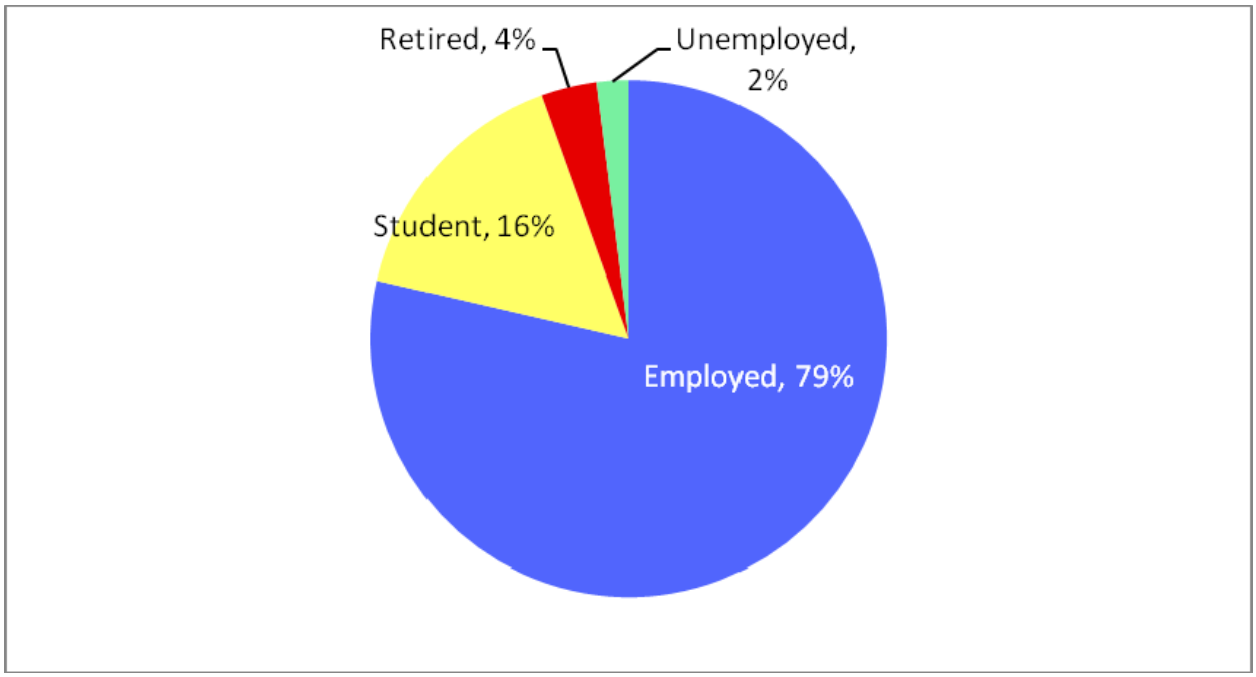
New Features: Applications and Exchange



(Lane, 2011)

The latest software and hardware design of the iPhone is not essentiallyprivilege for all consumers. People asked users of iPhone to disagree or agree with descriptions defining aspects that could be added to the iPhone. Among qualityviews they observed, the capability to add third party software is most powerfullyrequired, with about 40% agreeing powerfully that they desire to do that. Controlling e-mail from Microsoft Exchange was also extremely famous, with perhaps 30% powerfully asking it(Rekimoto, 2001 102-108).

Students and iPhone



(Lane, 2011)

US Census Bureau data described that college pupils make up about 6% of American people. So it was astonishing to observe that pupils invented 16% of the iPhone consumers surveyed. That decision underscores the appeal of the iPhone to young people. The review also collected knowledge on occupations of users, but the size of sample was very small for important assessment. Generally, users of iPhone were over-demonstrated in the occupations that are normally early adopters of technology: scientific and professional services, entertainment and arts, and the information business.

Problems in iPhone

The first complication is connected to the reality that Apple straight sells the iPhone to consumers, which means that no traders can purchase the iPhone in quantity (Friel, Britten, et al. 2009 300-307). Therefore, whatever cost Apple sets becomes the price of market. Apple can simply manage the price of iPhone through managing its accessibility. Unlike discounts or rebates obtainable with other mobile phones, customers are charged fixed prices of either $500 or $600 per unit(Matthews & Tang, 2009 89-93). By comparison, most mobile phone

manufacturers sell their phones to retailers in bulk. This practice allows retailers to sell devices with rebates or discounts.

The second problem is related to Apple's failure to disclose the fact that the battery needs to be replaced after 300 to 400 charges and customers must surrender their iPhone to Apple for replacement. The iPhone is not a just mobile phone; it is a power hungry device equipped with a touch screen, colorful user interface, portable mp3 player, web browser, PDA and more. Owners of all other mobile phones can purchase and replace their batteries themselves and without risk to the device. By contrast, iPhone owners find it is extremely hard to open the iPhone case. The iPhone's battery is glued to the unit, and the wires from the battery to the circuit board are soldered. This clearly shows that Apple does not appear willing to provide a battery replacement option unless design changes are made in future models(Matthews & Tang, 2009 89-93).

The third complication is connected to complications with the iPhone's exclusive carrier, AT&T. Currently; the iPhone comes with a 14-day trial period. But AT&T service provides a 30-day trial period. This certainly puts consumers in a painful position when they determine to cancel service of iPhone after the 14-day trial duration. Apple is attempting to minimize consumer's rights by contradicting its own carrier's service plan. Lastly, the most important fact consumers need to realize is that personal information can be accessed technicians who replace the iPhone battery. They can easily view all private information that they saved in their phone, such as phone numbers, memos, and financial information. They can even analyze their Internet behavior and the mp3 music stored in their phone. Their individual knowledge will not be personal any longer as soon as they present their iPhone to Apple for replacement of battery(Matthews & Tang, 2009 89-93).

As presently as last year, Schuck and Aubusson defined that Mobile devices are becoming omnipresent". If this is the issue, then the question of why technology of mobile is not being integrated and implemented into the education businessmust to be focused. The researchers keep to propose that, this combined with the simplicity with which they can be accessed proposes that their use for mobile education could be an important tool for both teachers and students.

In 2007 Kratcoski defined that technology of mobile allowsanywhere, anytime education, even when students and teachers are not in the similar temporal or physical location. Thedescription remains, that whereas this technology is at our fingertips in its enhancing omnipresence, it has not still been seized with any genuine conviction. Different contributing aspects are there that have performed to slow the incorporation of mobile education into normal education. In education, approving any Information Communication Technology (ICT), but particularly latest technologies like mobile education, can be effected through organizational, technological, cultural, social, financial and teacher improvement aspects.

Mobile Learning and Pedagogy

Mobile education permits education to take position away from the common setting of classroom. Due to the current explosion of smartphone, this kind of educational knowledge can now be completely assessed as the latest mobile phone has become the Swiss Army Knife of this century (Fernandez-Morales and Mayorga-Toledano, 2009 681-690). To completely identify the educational advantages afforded through mobile devices, it is essential to observe the primary pedagogies that lend them to mobile education. Patten, Arnedillo-Sánchez et al defined that three aspects, namely location aware, data collection and mutual, are mainly suited to education with managed devices when they are informed through contextual, joint and constructionist educational theories. This proposes that education which looks to gather information, collect data particular to place and share knowledge can be performed successfully on a mobile device when additional related pedagogies are squeezed. This method steers education away from the Socratic and behaviorist knowledge that generally survived in the position of classroom and guides towards a social constructivist method to education, with the learner playing an additional important task(Matthews & Tang, 2009 89-93).

Friel, Britten et al proposed this shift in educational approach can effect in complications as different teachers can be hesitant to leave their relieve zone and enter the area of digital migrant versus digital native. Implementation of mobile technology needs teachers to develop their styles of teaching and know latest abilities. A disinclination to do this is only one restriction to the formation and use for technologies of mobile. Though an assessment of the study

demonstrates that teachers should be supported to become well-known with and use technology. When applied properly the advantages for the pupil can be excellent. These advantages are enhanced interest, motivation, convenience and personalised education (Fernandez-Morales and Mayorga-Toledano, 2009 681-690).

Mobile Applications

Applications of mobile are self-contained, stand single programs planned for implement on a mobile device. Once installed and downloaded onto the mobile device, the application is worked off-line. Applications of mobile were actually made to present entertainment to the customer in the style of games. With the enhanced hardware and software abilities of the smartphone, the influence of mobile applications can currently be attached to present collaborative, rich and relating educational information without the access and cost complications connected with technologies. One device that symbolizes the development in mobile technology is the Apple iPhone, the tasks of which comprise WIFI/GPS-positioning answers, a multi-touch screen and an accelerometer that mechanically reconfigures the screen from landscape to demonstrate structure when the phone is revolved. The learning variations of this device are important as location-particular and improved true information, with the information collection and joint categories, can currently be incorporated into learning and teaching (Fernandez-Morales and Mayorga-Toledano, 2009 681-690).

Apple presents all applications of iPhone commercially through the store of iTunes. At the period of study, just two Irish Leaving Certificate Applications were there obtainable to download, both of which only presented knowledge. With more than 65,000 apps in the store of iTunes, it is apparent that the great learning probabilities are not being applied through teachers. This is due to complications with mobile authoring applications(Matthews & Tang, 2009 89-93).

Application Authoring – Opportunities & Threats

To improve an application for an iPhone Touch is not simple. Firstly, the developer should download and install the Apple Software Development Kit (SDK) from the website of

Apple. Unluckily, this SDK is just Macintosh-compatible and will not run on the operating system of Windows. A steep educational curve is also there to applying this SDK and a non-technical customer would struggle to create effectualdevelopment(Oakley and O'Modhrain, 2005 40-49). Lastly, a cost related in promotion the application is there and should also be permittedthrough Apple. It is apparent that taking benefit of the probabilities that latest technologies present, through enhancing motivation and interactivity, will not be a simple aim for teachers and development of usability will be required. Development of application for educational and learning aims should be performed with teachers to make sure that joint, contextual and constructivist assumptions strengthen them. Just in this style can pedagogically excellent and successful applications be prepared(Matthews & Tang, 2009 89-93)?

The probabilities afforded to learning through the improvement of mobile applications are reflective. Combined with an excellent educational supportingexcellent mobile education can take position anywhere, anytime, giving a profusion of educational chances which have not yet been applied. Currently no easy and quick style is there for teachers to make mobile learning content. Apple, the leader of the smartphone marketplace have created an attempt to support authoring of mobile application through the release of its iPhone SDK, it has not gone far sufficient. As this research proposes, an important place is there in learning for mobile education to reside. Until the obstacles of authoring to mobile application are lifted and assures usable, effective and accessible, mobile education will not be probable. That these obstacles are finally lifted does appear predictable and so mobile education will one day be possible (Fernandez-Morales and Mayorga-Toledano, 2009 681-690).

ACU’s Mobile Learning Initiative

Abilene Christian University (ACU) has guided the mobile education movement since 2008 when they presented iPhone touches to all incoming freshmen and started their Mobile Learning Initiative (MLI) – a study plandiscovering the incorporation of mobile improvement with pedagogy. Throughout implementation the University practiced unexpectedconfrontations to infrastructure of technology, like technical support, wireless bandwidth, etc(McCracken, 2008). Beyond these confrontations, study performed throughout the first two years of ACU’s

MLI discovered that both the students and faculty supposed iPhone to be an excellent device for education. Pupils registered in courses where mobiles were commonly applied explained enhanced educational performance, stablecommunication with teachers, and anenhanced logic of society. Research discovered that ACU's educational use of iPhone dodged the common innovationimpact, wherein students' originallyadvantage from latest technology only because of the distinctivenessaspect, because the devices were already embedded in lives of students(Oakley and O'Modhrain, 2005 40-49).

As members of the Education World Tech Team have focused, different students, teachers, and school plans are not at this position. Since Apple launched the iPad in the beginning of this year, an important number of learning institutions have started discovering the iPod'spossibility to change or additional common paper-based literatures. Although, iPad and equal devices are creating their style into classrooms in the world, they will simply be as pedagogically strong as the tools and software permit(Oakley and O'Modhrain, 2005 40-49). Therefore, excellent education with these modern devices depends a vast deal on how excellent apps apply the affordances of the technology.

Starting July 2008 when Apple started their market for distribution of third-party, team connected in a completeclassification of obtainable learning apps and ineffective mobile educational plans. Over the course of 18 months we recognized general instructional plan concerns: (1) restrictions of device rendered a large percentage of apps' plans unsuitable (i.e., small screens) and educationally unproductive and (2) teachers lacked expert training compulsory for integration of classroom.

In fact, at this period, the complete educational possibility for mobile education had still to be discovered.

'Statistics 1' iPhone touch App: Research-Based Design

'Statistics 1' was planned for practicaleducation through an interdisciplinary study -based method, integrationpractical lines of inquiry from instructional technology, learning psychology, and design of game. The design of app influences the iPhone's educational affordances to

support communication with generally abstract data ideas and encourages learner ownership in making a personalized, genuineeducational knowledge through immersive and interactivetasks(Matthews & Tang, 2009 89-93).

Methodology

Aim of Methodology

This methodology will observe the impacts of ‘Statistics 1’ in an education course that applies a combined educational design to define the learning society on adoption of mobile. Pupils will be educated of the research on the first day of class and will be permitted to change to a comparable course, without cost, if they decide to not contribute. The loan program of university will be obtainable for pupils who did not have an iPhone. To keep away from confusion, the appropriate mobile lessons will contain on the course syllabus with homework tasks. Assistance in integration of course for the teacher and technical concerns for pupils will also be presented.

Target Audience

The audience for this research will be the employees and higher management of iPhone manufacturers. The audience will be involved in the planning the features and specifications which are most sought after by the users especially the academic users. Our survey is most likely to identify some very useful facts coming directly from regular iPhone users.

Data Collection

The research for the problem will not involve a lot of many or out of state data collection. University campus students, librarians and common people in the market will be interviewed to answer the questionnaire. This data will be analyzed to recommend the possible solutions / improvements in the present iPhone specifications.

Sample Design

The procedureswill be applied two (pre/post) online surveys comprising of items that concentrate on these constructs: demographics, statistics knowledge (current and prior), common touch experience of iPhone, feedback of ‘Statistics 1’, inspiration and engagement. A third party control the surveys through email shortly after pupils install the ‘Statistics 1’ app (survey one) and after four days finals will be closed (survey two). After final positions will be turned in, grades and surveys will connect, recognizing data will be stripped, and the outcomewill be presented to the study team.

Since the aim of this research will to achieve a comprehensive consideration of students’ use and views of the app, the small, non-randomly chosen, sample size ($n = 25$) will not think a issue. Concentration will present to decide numericalstudies that keep strong to small sample sizes ($n < 30$). About half of the survey items will be open-ended questions that will observe through a recursive method of qualitative assessment to make groups based on responses of students. The remainder of the reviewcomprise of four category Likert-type items (disagree, strongly disagree, agree, strongly agree). The categories will collapse to two positions, match with last grades of course, and observe applying chi-squared tests. To decide the direction of possible connection the phi coefficient, which is strong when cell sizes are larger than 5, will be measured.

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