

Literacy Development through Mobile Learning Technologies in Primary Education: A Systematic Literature Review Survey

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Abstract

Literacy is a central focus of primary education and a prerequisite for engagement in the broader educational context. Since modern society is being impacted by technologies, more efficient learning approaches are required for teaching such core subjects. Mobile learning (m-learning) seems a rapidly expanding area for education, however, is it possible to be adjusted in the classroom? The object of the present study is to explore the effect of mobile devices on students' emerging literacy development and motivation increase. Long-term observations will be held in the early grades of primary school implementing m-learning into the class, while in-depth interviews will be conducted with teachers and parents. As the research is still in its infancy, the preliminary findings are coming from respective studies on the topic. Article sources were derived from a thorough search considering the conditions of the review process. From the analysis of the data, it is indicated that mobile devices can improve their overall performance in reading and writing, as well as lead to a powerful learning environment with students' active engagement and interest in the educational process.

Keywords: educational technology, handheld devices, literacy skills, m-learning, motivation