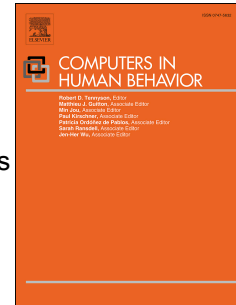


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Readiness for Integrating Mobile Learning in the Classroom: Challenges, Preferences and Possibilities

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Running head: READINESS FOR INTEGRATING MOBILE LEARNING

Readiness for Integrating Mobile Learning in the Classroom: Challenges, Preferences and Possibilities

Abstract

Mobile learning readiness is a new aspect of technology integration for classroom teachers. Determining the best strategies for successfully implementing mobile devices in order to improve learning is an important topic needing systematic research, because targeted professional development can help ensure effective integration of mobile learning into classroom environments. Teachers must have supportive professional development fostering enthusiasm and willingness as well as skill in techniques for integrating mobile devices successfully in the classroom. In this study the Mobile Learning Readiness Survey (MLRS) scales are confirmed to be aligned with well-established measures of technology integration based on more traditional information technologies. Educators who are higher in technology integration report the greatest benefits from mobile learning, prefer online or blended learning and recognize the importance of external influences on implementation. The four scales of the MLRS generally exhibit the desirable properties of step-wise increases in readiness as teacher competence grows and include a basis for beginning the development of a classification framework to assist in targeting types of professional development.

Keywords: Mobile learning readiness, teacher professional development, technology integration

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