

RESEARCH ARTICLE

Investigating Students' Perceptions on using Tech-books in the classrooms

Noura Saeed Ali Alateeq¹, Jayashree Premkumar Shet^{2*}

¹English Language & Translation Department, College of Science and Arts, An Nabhanya, Qassim University, KSA. E-mail: jayashreeprem@gmail.com

²College of Science and Arts, An Nabhanya Qassim University, Saudi Arabia. ORCID ID: <https://orcid.org/0000-0001-6943-9706>

Corresponding Author: Jayashree Premkumar Shet. E-mail: js.sat@qu.edu.sa

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Abstract

Technology such as iPads has been increasingly popular in classrooms in recent years. Learners are gradually moving away from textbooks and toward digital books on iPads. This study lists the pros of learning with iPad learning. Furthermore, it deals with the benefits of using iPads in the classroom from the students' perspective. To collect data and information for this study, the researchers used both a quantitative and qualitative technique. This qualitative study chose to use a questionnaire that was delivered to the target audience of Qassim university students. The data was then descriptively reviewed, and the majority of those engaged in this survey claimed that they preferred using an iPad in the classroom since it was more convenient and easier to use if a student wants to look for certain information. Nonetheless, a few respondents disagreed and wanted to use the textbook and learn in the usual manner. Some educators, on the other hand, believe it is an elephant in the room. However, iPads are a solution for all of the untold sufferings of students and would usher us into the ultra digital era if this facility is provided to one and all of the student community irrespective of the countries they reside.

Keywords: Students; perceptions; advantages; tech-books; classroom usage

Introduction

Due to the fear of the Coronavirus Disease (COVID) - 19 pandemic, the year 2020 forced academics to shift to distance education in the blink of an eye. According to the World Health Organization (WHO), the education sector must reduce academic freezes and closures for the 2020-2021 school year. Instead, numerous nations have been undertaking a variety of alternative learning techniques and modalities in order to sustain the field of education and continue to provide quality education despite the health emergency situation in accordance with the "New Normal" way of life. (Hipolito, 2022 & Shet, 2022). However no one can deny the fact that technology has become part and parcel of teaching and learning modalities.

Technology in the classroom is a hot topic in education. While some believe technology improves learning, others believe it should not be utilized in place of traditional techniques that they have been acclimated to for many years. Dawadi. (2022) in his study on Audio Visual aids asserts Audio visual aids give pupils with aural and visual experiences that boost learning. In addition, with the use of educational aids, the instructor will additionally be able to pique the students' interest in the subject. thoughts of a pupil and stimulate them to the process of learning. As a

result, it is apparent that the resources for instruction are highly motivating supplements to the teaching effective. According to Goodman (1986), the roots of literacy are the processes that generate meaning through reading, writing, and speaking. He continues, "Using iPad applications to read with or communicate with may facilitate the emergence of literacy stems in a digital culture" (Goodman, 1986: p. 2).

IPad, as well as mobile phones and laptops and e-books, etc., are the features of advanced education and university technology provision. Experimenters have tried to study pupil literacy and engagement in order to estimate the impact of new educational technologies. Still, it isn't yet obvious that the engagement of technology contributes to the enhancement of pupil literacy.

The case For iPads

According to a research published by Subramanian (2012), iPads in the classroom do improve students' grades, and those who used the tablet performed better on literacy exams and were more enthusiastic about studying.

Electronic books (e-books) were first made available on the internet by Project Gutenberg in the late 1970s. Since a computer was the only device available at the time that

could read e-books, they were designed to be read on computers alone (Kossey & Brown, 2011). As personal computers became more prevalent in the 1980s, the differences between Specifically, whether people could comprehend information correctly and read material quickly enough from digital media, became a prominent subject of study between reading from paper and reading from computer screens (Ball & Hourcade, 2011).

People were curious to study the perceptions of the individuals, who use them. E-books will not be the death knell for printed books, but rather a bolstering product that will assist the publishing sector in the long run. Consumers might bring an e-reader to the beach or on their commute to work, but nothing beats the real thing when it comes to literature. (This Survey Shows That People Prefer Printed Books – Even in the Digital Age, 2021)

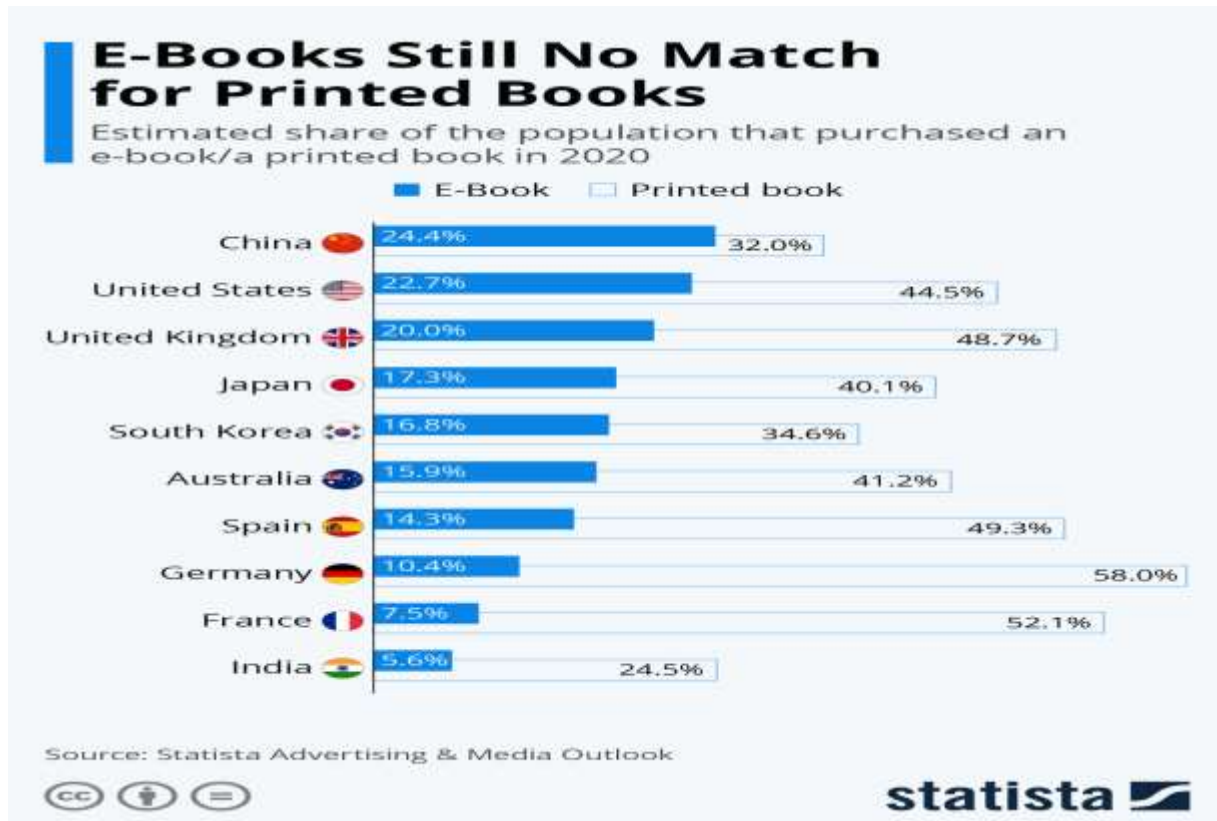


Fig.1. Adapted from (This Survey Shows That People Prefer Printed Books – Even in the Digital Age, 2021)

No one can deny the fact that the iPad can promote seamless learning by allowing learners to easily transition from formal to casual or social to personal learning situations, as well as take care of their own learning. According to Tay (2016) The popularity of iPads now makes it simple to forget that they originally entered classrooms and campuses in 2010. There is little empirical study on how they affect teaching and learning as a consequence of this.

One-to-one devices have been proven to improve student performance (Lin, Shao, Wong, Li, & Niramitranon, 2011) and engagement (Looi et al., 2011; Milman, Carlson-Bancroft, & Boogart, 2012). However, we argue that for mobile devices in the classroom to be successfully adopted, contribute value to the learning environment, and ultimately affect student learning, teachers and students

must recognize their educational worth and benefits. Unfortunately, despite the fact that millions of tablets have been bought for use in schools (Lytle, 2012; Ogg, 2012), very little study has been done on what kids, particularly those who are elementary-aged students, believe about utilizing mobile devices to learn (Hwang & Tsai, 2011; Wu et al., 2012). Hence this study probes to better understand how learners perceive utilizing iPads and what are the advantages and disadvantages of iPads in the classrooms.

Literature Review

Many studies have been conducted emphasizing the importance of technical education in broad terms, as well as the effects of ebooks in specifically. Several studies have been carried out on different facets of technological education.

The Commission on Higher Education (CHED) directed that Higher Education Institutions (HEIs) in the Philippines implement the Flexible Learning Modality (FLM), a paradigm change in teaching-learning to distance learning. To address this, Hipolito's (2022) Grounded theory study of aimed to describe the students' perception on the use of FLM, to determine the challenges and opportunities that students face in the new normal, and to determine ways to improve the teaching-learning process through the use of FLM. Purposive sampling was used in the study to obtain the number of informants, and constructionist coding design was used to generate assumptions, motifs, and core categories. According to Dawadi (2022), the learning process is mostly focused on sensory experiences. As a result, the availability and utilization of audio and visual aids in making science learning permanent, transferring learning, and understanding the science structure. The primary goal of his research was to determine the availability of instructional materials as well as teachers' talents and capabilities in the construction and usage of teaching materials. His research found that private schools had a higher availability and utilization of instructional materials than public schools in Kathmandu, and that the availability of instructional materials in schools was inadequate. Even supplies offered in classrooms were not utilized correctly by teachers when teaching science.

York, Lowenthal, Fabrikant & Mayall (2016). inquired about students' opinions about using iPads in the classroom. In 2011, the study's participants attended a PK–12 autonomous college-preparatory school in the Southeast of the country. Overall, the 46 students who took part in the survey had favorable opinions about utilizing iPads.

Boon, Boon and Bartle's (2020) systematic literature study set out to find out whether students in the years 9 through 14, who use iPads or other mobile technologies have better academic results. 43 articles that expressly addressed the research topic were found in the review, which was carried out in March 2019 using the PRISMA declaration. These studies were published between 2010 and 2019. They ended by stating that additional research utilizing within-subject designs is necessary to defend the current extensive use of mobile devices in the classroom, such as iPads. The effectiveness of using an iPad to get particular topic area outcomes must be compared in this type of research. The results of a three-year study conducted by Tay (2016) in an all-girls secondary school that experimented with the use of the iPad through a project called Prototype 21st Century Class (P21C2), for which actual data was gathered through lesson observation was combined with perception surveys and group interviews with both teachers and students, were that the use of an iPad was connected to learning. Additionally, Hutchison, Beschoner, and Schmidt-Crawford (2012: p. 23) proved that "using iPads for literacy instruction not only supported student learning, but students were also highly engaged and able to demonstrate

unique and creative ways of responding to text using a tablet."

The impact of e books on storytelling has been extensively researched.

According to Sadik's (2008) findings from the digital storytelling study, students were engaged in realistic learning tasks and produced tales that proved that students did well in projects and that their stories fulfilled many of the educational and technological requirements identified in digital stories. Furthermore, Sadik illustrated how iPads may help kids understand the story content they were reading. He suggested that using iPad technology strengthens the bond between teachers and students. According to Robin and Pierson (2005), digital storytelling has caught both students' and teachers' attention. "When compared to traditional storytelling, digital storytelling audiences are seen not only as listeners, but also as learners who can interact with and shape the story" (Dorner et al.). Digital storytelling has been found to facilitate four student-centered strategies: student interaction, reflection for deep learning, project-based learning, and successful technology integration into education (Robin & Pierson, 2005).

According to Robin and Pierson (2005), digital storytelling has caught both students' and teachers' imaginations. "When compared to traditional storytelling, audiences for digital storytelling are seen not only as listeners but also as learners who can interact with and shape the story" (Dorner et al., 2002: p. 44). Digital storytelling has been found to promote four student-centered strategies: interaction among learners, deep learning reflection, project-based learning, and successfully incorporating technology into education (Robin & Pierson, 2005). Whether using digital storytelling or just reading a narrative on an iPad, Willis (2014) claims that this method of incorporating technology is more engaging and captivating for both students and teachers. The use of iPads can extend learning, provide access to a large library of information, reduce the need for printed materials and books, improve STEM skills, engage kids who are hard to reach, and help students prepare for the workplace, according to Willis (2014). They also found that using iPads for literacy teaching not only boosted student learning but also engaged students who were able to exhibit creative and new ways of engaging with literature using a technology tool that provides users with a few unique concordances.

Methodology

This research used a mixed method.

A qualitative investigation in a grounded theory was used in the inquiry.

The Theory Approach, in which researchers refer to the process of developing theories/models from facts.

Accumulated (Birks and Mills, 2015). As referred to as "the Hypothesis discovery through systematic data collection Glaser and Straus (1967) introduced this phrase. A strict qualitative research strategy that would allow systematic data collection, coding, and analysis data. So, at first this study conducted its examination using a qualitative and descriptive research design, as well as elements from previous researches and studies. Qualitatively this research lists the various advantages and

disadvantages of the usage of I pads in educational settings. Were derived from several Internet references based on studies and information gained via an online study of a community of students.

Secondly in a Quantitative measurement it likes to check whether the student- respondents use i pads and what are their perceptions of using i pads. The data was collected from the 464 respondents of the Questionnaire. The participants were mainly Qassim University students, KSA.



Fig.2 The participants of the Survey

As shown in Fig.1 the majority of the responses were got from which is from Al-Qassim, the targeted audience.

Pie charts will be used to explain the data obtained from the participants.

Results and Analysis

Advantages and Disadvantages of the Usage of I pads.

The goal of this action research study was to see if i Pads were better than books at improving pupils' reading comprehension skills. In the parts that follow, I will examine the beneficial benefits that technology can have in the classroom, as well as the negative repercussions that may be experienced. I will also explore how we can all look at technology in different ways to help it succeed and become an asset to our students' educational journey.

Without a question, technology has become a critical and life-changing aspect in schooling. Technology, such as

SMART boards and i Pads, have been integrated into classrooms.

These technologies are currently replacing traditional chalk boards, notebooks, and reading materials. Instead of writing the alphabets on paper with a pencil, children can now pick through an iPad and write with their finger while selecting from a range of styles and hues. Instead of selecting a textbook from the classroom library, learners can use their iPad to scan a Quick Response (QR) code and begin reading any book that is available with a single swipe of a finger. With so much resources being invested in the use of technology in the classroom, it is critical to understand the benefits of employing these high-tech methods over traditional ways. Are there any distinctions?

Pros of the Usage of I pads

This section will discuss the benefits of using iPads in the classroom. IPads can provide fresh and exciting methods to learn while also providing In the classroom, this is a benefit.

The perception that some of us have influences on how we look at strange effects, including technology. People are occasionally just reluctant to attempt new effects that they are unfamiliar with it. It's critical to consider several approaches to turning negatives into positives so that technology can demonstrate its value in the classroom. While there's an important debate about the use of technology in the classroom, many believe that the discoveries have helped to prove that technology is overall precious in our classrooms, and preceptors and scholars will find it to be veritably salutary in numerous ways once they get to know and understand the correct way to use technology more. Kumar, Shet and Parwez (2022) opine that the effectiveness of technologically integrated education is based on three factors. The increase in student learning speed during training, a decrease in costs, and an efficient learning process.

iPads are precious, and with so important plutocrats being put into technology in the classroom, it's critical to determine how learners are served from it. According to Leonard (2013), "the Los Angeles Unified School District began to roll out a \$ 50 million plan in September to equip 1,000 teenagers in 47 schools from the abecedarian academy to the high school academy with an iPad."

When kids are instructed to acquire a book and read to themselves, they don't stay focused or interested for a veritably long time, as far as many teachers claim to say...Some researchers discovered that the students' interest in literature lasts between five and ten minutes. They appear to be more engaged and interested in reading when they read a tale on their iPad.

They can concentrate for at slightest 30 minutes. students were unfit to recollect as much important knowledge during listening appreciation examinations given after reading from books as they did while perusing from iPad applications.

The preface of the iPad handed an occasion to make similar ways a reality.

Unlike desktop computers, which needed excursions to computer labs, the mobility handed in by the feather-light iPads and permitted Internet access to online accouterments readily available wherever the courses were held .

In addition, unlike the laptop, the iPad had a battery life that went vastly beyond the typical academic hours. This, along with the iPad's quick charge-up time and trust ability against crashes, makes it a popular learning device in schools. Eventually, the intuitive touch interface demonstrated the simplicity of use which is critical to the success of any learning contrivance (Milrad & Spikol, 2007).

In rundown, the vacuity and responsibility of literacy backing and course content via a mobile, stoner-friendly particular device handed more options for learner-centered pedagogues. iPads can store hundreds of handbooks as well as schoolwork, quizzes, and other accouterments on one single device. While this eliminates the need for a physical storehouse of books and academy accouterments, people who read published textbook study and learn further than those who read a digital textbook. As preceptors consider colorful styles to subsidize on the operation of the iPad in the alphabet classroom, they might begin allowing scholars to use the iPad to pierce the Internet in order to probe crucial points or to pierce online interactive Conditioning. Scholars constantly come from numerous fields of study and are either ' internal' scholars who study at an academy or ' outside' scholars studying online, youthful or mature, full-time scholars or full-time workers, pursuing their first degree or indeed seasoned academics in a different field of exploration.

Cons of the Usage of I Pads

Next, consider some of the disadvantages that may be encountered when using

While it is important to focus on the positive sides of any situation, there will always be some drawbacks.

According to the article by Sadik (2008), even if the usage of iPads can be quite fascinating, some teachers are simply not comfortable utilizing them in the classroom since they are unfamiliar with how they work.

According to Sadik (2008), some teachers are entrenched in the "old school" or more traditional form of instruction that they have been accustomed to for years.

Although research has stressed the need of incorporating iPads into the educational system, their use can only be limited. Kumar, Shet and Parwez (2022) make the point that effective use of technological tools in education requires a high level of competence in classroom management. Wilson & Whitlock (1998), Yunus et al. (2013), Mirici & Ekşi (2016), and others have also shown that a teacher's failure to successfully incorporate technology into the classroom can have a detrimental influence on motivation, cause pupils to lose track of time and interrupt conversation, and distract students.

Perceptions of Students about I pads in educational setting

The first and foremost quest was whether the respondents have a I pad with them. There were 462 responses.

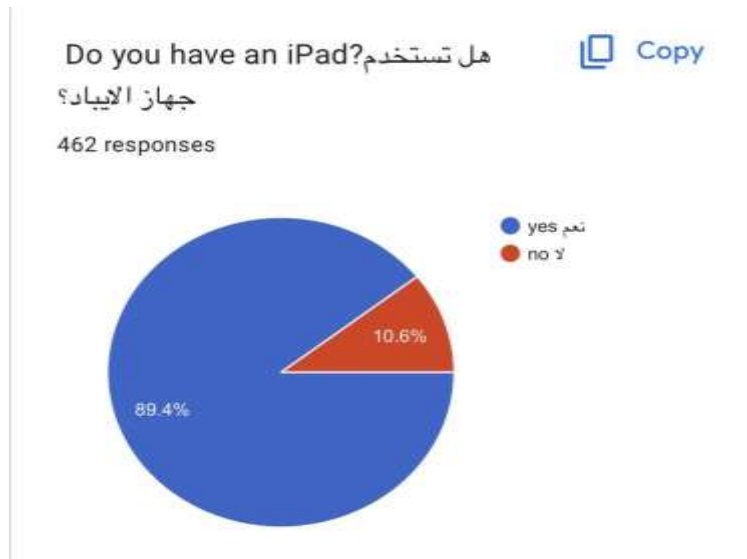


Fig.3 The Percentage of Participants that own I pads

As Fig.3 indicates around 90% of the Respondents owned an I pad. In this part of the world like many other developed countries, people depend on I pads for many different things.

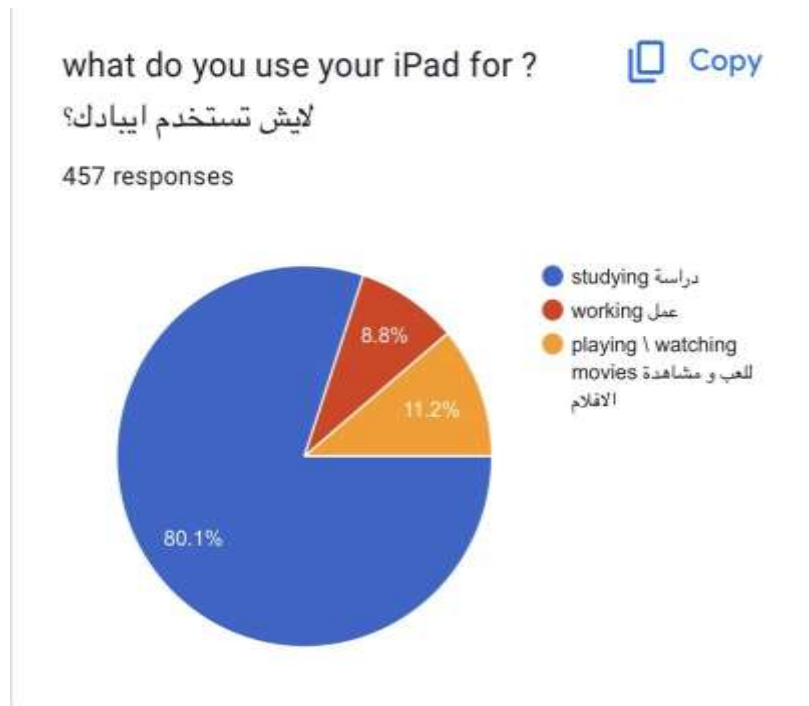


Fig.4 The Purpose of using an I pad.

Fig.4 demonstrates that 80.1% of the respondents use their devices for studying. There was an open question: What apps do you use for studying?

The most common ones were Notability and Collanote. The others also mentioned blackboard, office, PDF expert, onenote etc.,

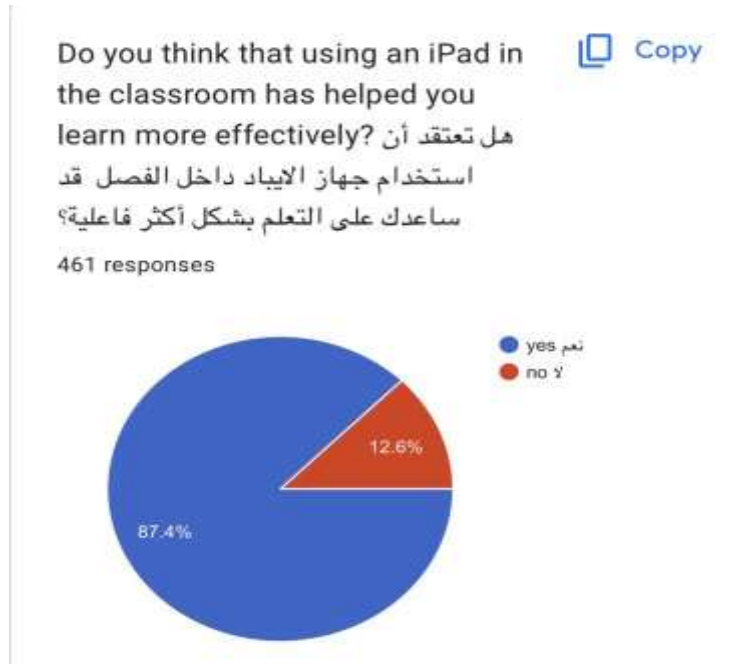


Fig.5 I pads in Educational Setting

you think that using an iPad in the classroom has helped you learn more effectively?” the majority 87.4% responded positively. Only 12.6% of the responses denied the role of the I pads in their learning more effectively.(Fig.5)

The brunt of the study was to probe students’ perceptions of the I pads in educational setting. For the question “Do

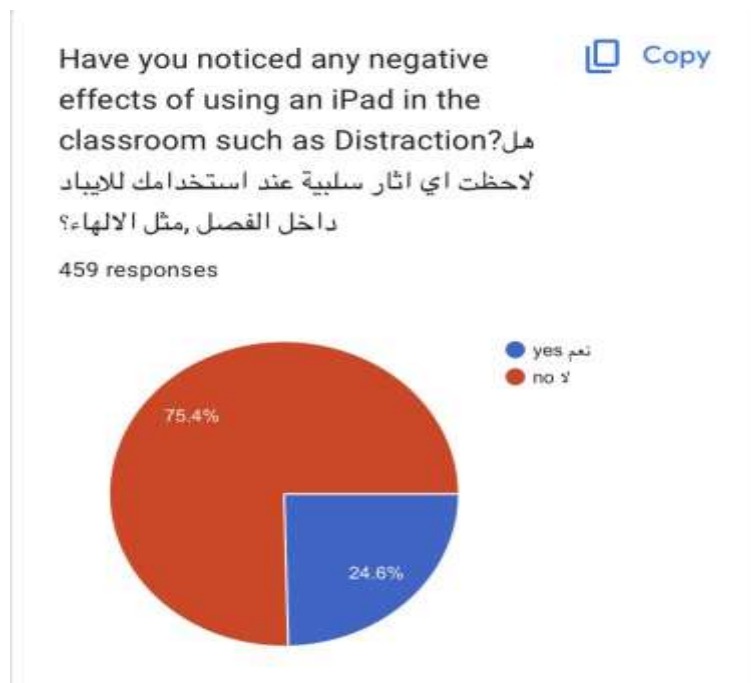


Fig.6 Negative Effects of using an I pad

Fig.6 illustrates that 75.4% that the use of the i pad inside the classroom doesn't affect negatively. Only 24.6% of them responses acknowledged that there are some negative affects such as distraction.

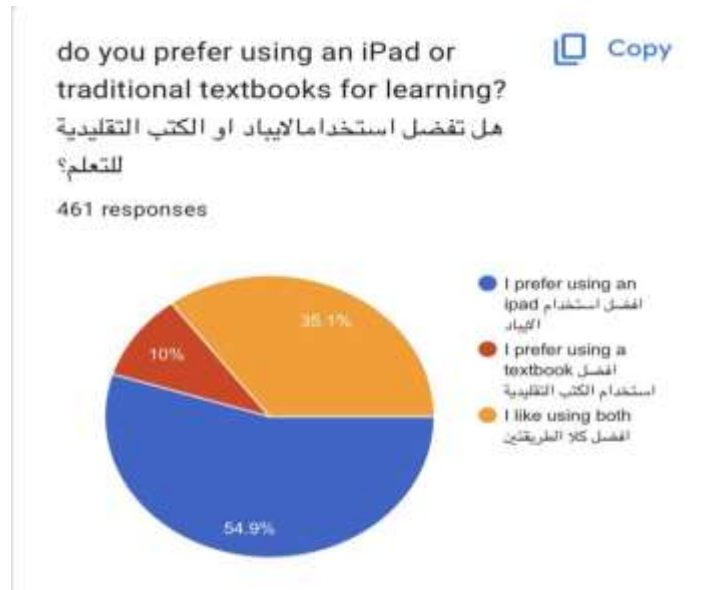


Fig.7 Is the Preference to Tech-book or Textbook?

As shown by Fig. 7 the preference to I pad is higher than the preference to textbooks. Only 10% of the students opted for textbooks and about 35% clamoured for both.

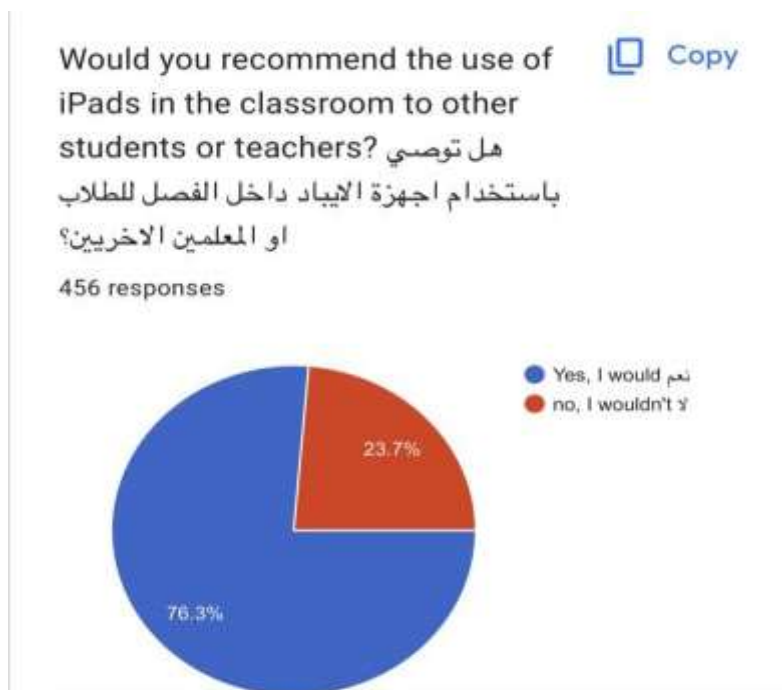


Fig.8 Recommendation For I Pads in the classrooms

Fig.8 indicates the students perception of the future classroom. 76.3% of the learners recommended the use of I pads in the classroom. Only 23.7 opted for not recommending it for the students and teachers.

Overview of Results

		Positive	Negative	Neuter	Total
1	Possession of I Pads	89.4%	10.6%	-	462
2	Purpose of using	80%	8.8%	11.2%	457
3	Effect of I Pads in educational setting	86.4%	13.6%	-	461
4	Negative Effects of using an I pad	75.4%	24.6%	-	459
5	The Preference to Tech-book	54.9%	10%	35.1%	461
6	Recommendation For I Pads in the classrooms	76.3%	23.7%	-	456

Table.1. Students’ Perceptions on I Pads

Table 1 lists the overview of the students’ perceptions about the usage of I pads.

Discussions

Only 12.6% of the respondents didn’t agree that i pads have a hand in their progress. 23.7% of learners didn’t agree with the use of an I pad inside the classrooms.

However, Boon, Boon and Bartle's (2020) findings found that using i Pads in certain school learning areas such as mathematics, English, and science did not consistently improve academic achievement.

Some of the publications that were studied also revealed that teachers were not always making the best use of technology. So there lies ahead the gargantuan task of varied investigations and training the resource people. This present study reinstates Shet and Christy’s proposal (2022) and Dawadi (2022) preparing teachers to use available as well as online tools is necessary in order to update them. They also proved in her investigation that some countries, like KSA, have already made preparations in this regard. As prestigious universities are also established by vibrant, dynamic, and eager teaching faculty, it happened astonishingly quickly in KSA. Shet and Christy (2022) hope the developing nations that are currently under-performing will allocate a sizable budget to developing their educational technologies.

Conclusion

In conclusion, it is not surprising that the finding reveals that students overall had positive perceptions of using i Pads, since people today demand quick ways to access information, students like using i Pads in the classroom due to the fact that they are handier and can discover

information more rapidly, they can take their i Pads with them wherever they go, they can complete their homework on them, and they can be more productive. This investigation revealed that 89.4% of the respondents use iPad and 80.1% use it for studying. 87.4% of students say they believe using an iPad has improved their learning, In contrast, 24.6% of the students concur that using an iPad in class is a distraction for them. 54.9 percent of students said they prefer using an iPad, compared to just 10 percent who prefer using a textbook. 35.1% of the remaining students favor the prevalence of both the textbooks and tech-books for studying. This paper will contribute to the ongoing dialogue on the use of technology in the classroom.

Recommendations

Future researchers should strive to address more about students' engagement with technology, as there is still much need for additional investigation in this domain. The instructional effectiveness and learning outcomes of the learning modality via i pads and e books can be evaluated and compared to other traditional learning modalities.

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