

SMARTPHONES IN HIGHER EDUCATION. A LONGITUDINAL QUALITATIVE STUDY

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INTRODUCTION



Smartphone,
are consolidating, in social terms, as
the digital tools most used by the
population.



Mobile learning,
direct relationship between teachers'
knowledge, attitudes and expectations
regarding the use of technology and
the actual success of its incorporation
in the classroom.

OBJECTS AND METHODS

The following study addresses, from a longitudinal qualitative approach, the knowledge, use, benefits and difficulties of the pedagogical application of smartphones, as well as the training needs perceived by Higher Education teachers, understanding the evolution of this trend over the last seven years.

**N= 32 university
teachers
(5 Universities)**



Focus groups
Content analysis

Knowledge

Use

Benefits

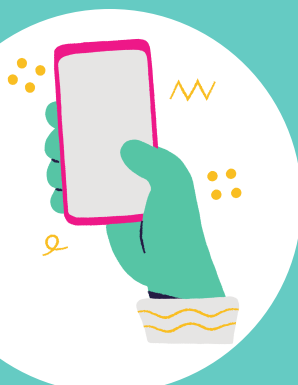
Difficulties

Formation

Codes

CONCLUSIONS

Considerations of anxiety, attachment or dependence emerge to the detriment of ideas such as functionality or utility that were alluded to during the first period.



There has been an increase in the most negative associations in recent years, regardless of more effective management of the association.

There seems to be a tendency to problematise, or at least to perceive the real possibilities of the smartphone in a more critical light.

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