Abstract

Purpose
The purpose of this paper is to provide an overview of higher education students' experiences in using smartphones for learning purposes, and their perceptions of the suitability of smartphones for learning.

Design/methodology/approach
A qualitative research method is applied to data collection and analysis by following the grounded theory approach. Data were gathered by an online focus group involving Library and Information Science (LIS) students from University of Hong Kong and University of Tsukuba (Japan).

Findings
LIS students at both universities regularly use smartphones for communication, socializing, entertainment and other daily information needs. The findings show that LIS students commonly use smartphones for learning and consider smartphones to be very useful for their academic work. They use smartphones to access course materials, search library catalog, discuss course assignments with peers, take notes, etc. Although both academic libraries involved offer a variety of services for mobile devices, these services are still not used frequently. A major barrier to using smartphone for academic learning is the smartphone's small screen.

Research limitations/implications
The study relies on a convenience sample, restricted to students from two universities, one from Hong Kong and the other from Japan. Further research on a larger sample is recommended.

Originality/value
The study adds to the knowledge of smartphone actual use for learning purposes and provides study participants' insights on the usefulness of smartphones for learning.

Keywords
Smartphones  Higher education  Mobile learning  Mobile libraries

Citation
Dukic, Zvjezdana (University of Hong Kong, Hong Kong), Chiu, Dickson K.W. (University of Hong Kong, Hong Kong) and Lo, Patrick (University of Tsukuba, Tsukuba, Japan). Library Hi Tech, 2015, 33(4), 545-561. https://doi.org/10.1108/LHT-02-2015-0015

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Library and information science students and professionals will find the background and concepts they need to meet today's - and tomorrow's - challenges. Professional Practices in Library and Information Science; 9. The Library as Institution: An Organizational View, and 10. Librarianship: An Evolving Profession. ...

Well just starting graduate school in this subject let me boldly offer my own understanding. LOL. Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay. While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic. How is the education sector responding to COVID-19? "I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school education," says Wang Tao, Vice President of Tencent Cloud and Vice President of Tencent Education.