Gender and Collaboration in M-Learning: A Preliminary Analysis

Emergent Research Forum

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Abstract

This study provides an overview of a quasi-experimental study in a secondary school context where students learned course content using class material in either text or video form on mobile devices. Gender was examined as a critical factor with motivations arising from disparities in STEM subject gender balances. T-tests were applied in order to understand the impact of various attributes on outcomes such as number of times material was revisited, duration of experience, and performance. This study provides empirical evidence suggesting women supported with video material spend more time in the application than men. The results are helpful to direct future research regarding the design and implementation of learning in secondary school settings and may help remove gender disparities found in STEM subject and career areas. This study is part of a broader effort to understand gender disparities in STEM related areas.

Keywords

cooperative/collaborative learning, gender studies, human-computer interface, improving classroom teaching, multimedia/hypermedia systems, secondary education, teaching/learning strategies.