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Mobile Learning in Turkey: Trends, Potentials and Challenges

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Review Article

Abstract

Several components of learning including learners, teachers, schools, learning methodologies, learning content and evaluation criteria are affected by changing technologies. Like other technology-based learning methods, mobile learning is also a product of a period in which new technologies and education are intertwined. As new learning and technologies become more personalized, learner-centered, connected, portable and ubiquitous, skills such as cooperation, communication, critical thinking and creativity start to stand out. Mobile learning has a potential to address these skills and better cater for today's digital native learners thanks to the aforementioned affordances. This potential of mobile learning is the starting point for this study. The aim of this study is to see the trends of mobile learning over the years and to discuss its potentials and challenges. In line with this purpose, the graduate theses published in Turkish Higher Education Council Thesis Database between 2010 and 2019 were reviewed by content analysis method. The results of the study revealed that mobile learning in graduate studies offer the potentials to positively effect on academic achievement, facilitate positive attitude towards mobile learning, increase motivation and develop positive attitude towards the course. In addition, the results also demonstrated that mobile learning is time and place independent, easy, fun and helpful for vocabulary learning and increasing interaction. However, there were also challenges reported associated with mobile learning such as technical and infrastructural problems and lack of hardware and software used in mobile leaning tools.

Keywords: Mobile learning, Turkish Higher Education Council, Turkish thesis database, Content Analysis, Mobile language learning (MALL), Literature Review

1. INTRODUCTION

Once technology and the internet began to affect the field of education, many changes occurred in the creation, storage, distribution of information as well as in the ways to access information (Desai, Hart & Richards, 2008). Some components of education such as learners, teachers, schools, learning methodologies, content, and the issue of evaluation have also been influenced. Firstly, the capabilities and surroundings of learners have improved. Today's learners have been called "digital natives" because they spend most of their time on computers, games, the internet, mobile devices, texting and social media (Prensky, 2001). Unlike their predecessors, they have grown up in an environment where digital technologies are rapidly evolving and spreading. Living in a technology-rich environment has led them to be different from previous generations

called “digital immigrants.” Compared to digital immigrants, digital natives are more enthusiastic about accessing the information quickly, more multi-tasking and more impatient with long-term lessons and teach-and-test assessments (Prensky, 2001). Secondly, teachers have also changed due to the advent of technology and the internet. While they were in the center of the learning process in the past, they are now frustrated at their students’ demands and displeasure (Trilling & Fadel, 2009). Raised in a traditional environment and longing for the past, these digital immigrant teachers have turned into part-time learners of their digital native students to survive in the technology-rich era (Trilling & Fadel, 2009). In such an atmosphere, where digital natives and digital immigrants live together, both the learners and teachers are likely to have some kind of culture shock and generational clash (Tapscott & Williams, 2010). To get over this shock, teachers should try to keep up with their students instead of waiting for students to comply with their old-fashioned methods (Prensky, 2001). Thirdly, the concepts of school and learning have changed, as well. Although schools were the only places for getting information from an authority and socialization, they start to exceed their limits thanks to the internet nowadays. Traditional brick-and-mortar face-to-face learning are being accompanied or even replaced by other time and place independent learning methods such as open and distance education, computer-assisted learning, e-learning, mobile learning and seamless learning. In other words, learning is not about schooling with formalized and institutionalized systems anymore (Ryu & Jeong, 2019). In addition to the concepts of school and learning methods, content and evaluation standards are under serious changes. Digital and technological topics such as software, hardware, robotics, genetics, and nanotechnology are now taught beside the traditional curriculum (Prensky, 2001). Harari (2018) also underlined the importance of teaching necessary survival skills against constant changes in the future and skills to deal with unusual situations. Lastly, the changes in learning and content have opened the way for changes in evaluation methods. For digital native learners with various thinking styles, learner-centered evaluations, and dynamic evaluations where teaching and assessment occur simultaneously are gaining importance over classical knowledge-based exams (Tarighat & Khodabakhsh, 2016).

Consequently, in such an atmosphere of changes in the concepts of information, learners, teachers, school, methodologies, content, and evaluation, it will not be effective to offer learning experiences for today's digital native learners with a traditional education system designed for digital immigrants. In this sense, learners need to be provided with new

opportunities brought by new technologies, thereby helping learners to make learning a lifestyle instead of limiting their learning only to school. This study mentions mobile learning as a tool for learning that has the potential to exceed limits of learning since it is time and place independent thanks to being a product of technological advancements. Thus, the graduate theses published in Turkey on mobile learning were analyzed via content analysis to discover the potentials and challenges of mobile learning. The present study aimed to investigate and report the trends, potentials and challenges associated with mobile learning within the Turkish context.

2. MOBILE LEARNING

Digital natives' desires and needs today are considered to vary from digital immigrants of the past. Thus, a diverse, interactive, cooperative, creative, and innovative learning process will be more applicable than a uniform education system (Trilling & Fadel, 2009). Thanks to being portable, spontaneous, personalized, pervasive, and ubiquitous (Kukulska-Hulme, 2005), mobile learning appeals to today's learners. Popular mobile learning tools are listed as mobile phones, smartphones, PDAs, tablets, laptops, and personal media players (Kukulska-Hulme, 2005). Besides, mobile learning includes not only the mobility of tools but also the mobility of learners (El-Hussein & Cronje, 2010).

Mobile learning has revolutionized education systems since it has gone beyond the use of fixed and stable communication resources and tools in traditional learning (El-Hussein & Cronje, 2010). Like mobile learning, new learning methods and technologies are crucial in addressing to new learning styles because they are characterized by their user-centered, portable, durable, ubiquitous, and networking features (Sharples, Taylor & Vavolua, 2005).

Mobile learning draws attention with its various advantages such as ease of access to content and learning materials, improving learning, identifying the needs and behaviors of the learner, suitability for institutional goals, cost-effectiveness, bringing physically distant learners together, communicating more easily and comfortably, discovering and communicating in different contexts through various interactive technologies, offering learners the opportunity to learn outside the classroom, and providing learning opportunities for disabled learners (Kukulska-Hulme, 2005; Huang, Jeng & Huang, 2009; Sharples et al., 2009; Briz-Ponce et al., 2017; Al-Emran, Elsherif & Shalaan, 2015).

Offering a new dimension for learning, mobile learning seems to have a significant potential to enrich the learning experience for both learners and teachers. It can be predicted that the future

generations will be able to use new digital technologies easily, make friends in the virtual world and learn outside the classroom with the help of these technologies. These learners will have a large repertoire of technological tools with various speeds, processing power, and output in the future (Laouris & Eteokleous, 2005). In such an environment, mobile learning will be a function not only of time but also of the momentary and dynamically developing technologies (Laouris & Eteokleous, 2005). Given these, it is important to know the current trends of mobile learning to predict its future trends and potentials.

To determine the current trends and the future uses of mobile learning applications, it will be useful to examine the studies on the subject. Thus, conducting a content analysis mobile learning will contribute to knowledge-building in the field, and assist policymakers as well as practitioners on ways to how best to exploit mobile learning to create enriched learning experiences. In the Turkish context, there are a variety of studies using a context analysis method on mobile learning. Cevahir and Özdemir (2015) reviewed articles on mobile learning for people with disabilities between 2005 and 2015. Solmaz and Gökçearslan (2016) analyzed 47 studies including theses and articles between 2015 and 2019. Yıldız Avcı (2018) analyzed theses and articles published between 2008 and 2018. Şeylan (2018) analyzed theses and articles between 2005 and 2016. Uygun and Sönmez (2019) analyzed 31 studies consisting of theses and articles published between 2010 and 2017. Korucu and Biçer (2019) reviewed 24 articles published between 2010 and 2017 and Kavaklı and Yakin (2019) analyzed 44 articles published between 2015 and 2019. Besides, Sönmez (2019) examined a total of 40 studies consisting of theses and articles published between 2009 and 2018. Aydoğdu (2019) analyzed 47 theses and 180 articles published between 2006 and 2018.

This study aims to examine trends, potentials and the challenges of mobile learning in education in the Turkish context. To serve this purpose, the graduate theses published in the Turkish Higher Education Council (YOK) Thesis Database between 2010 and 2019 were reviewed and analyzed by the content analysis method. It is thought that this study will contribute to the literature by analyzing more recent theses than previous studies. This study seeks to find answers to the following questions:

1. What is the type of graduate theses on mobile learning published in the Turkish Higher Education Council (YOK) Thesis Database and their distribution over time?
2. What disciplines and education levels are the graduate theses conducted in?
3. What are the samples of these graduate theses?

4. What are the methodology trends in these graduate theses?
5. What potentials and challenges are reported on mobile learning?

3. METHODOLOGY

This study aims to examine the trends, potentials and challenges of mobile learning in the context of Turkey. In alignment with the purpose of this study, a total of 92 theses published in the Turkish Higher Education Council (YOK) Thesis Database between 2010 and 2019 were reviewed. These theses were accessed using "mobile learning" and "mobile-assisted language learning" keywords. The data in the theses were analyzed by using the content analysis technique which is one of the qualitative research methods. Content analysis is defined as the transformation of data into findings by making meaningful inferences from the data (Patton, 2002; Krippendorff, 2018). In addition, content analysis is also about making sense out of the whole data by creating patterns, categories, and themes and reducing the big amount of data to their core meanings (Patton, 2002).

4. FINDINGS AND DISCUSSIONS

In this study, the use of mobile learning in the field of education in the Turkish context was examined by reviewing the data obtained from the graduate theses in the Turkish Higher Education Council (YOK) Thesis Database. In this part of the study, the type of graduate studies on mobile learning, their distribution over time, the disciplines, education levels, samples, methods in these theses, and the potential benefits and challenges of mobile learning will be presented.

4.1. Findings about the types of graduate theses and their distribution over time

In alignment with the purpose of this study, the types of graduate studies are examined as a first step. Figure 1 shows the types of graduate studies conducted on mobile learning between 2010 and 2019 in the Turkish context. It was found that of 92 theses, 15 of them (16%) were doctoral theses and 77 of them (84%) were master's theses (Figure 1).

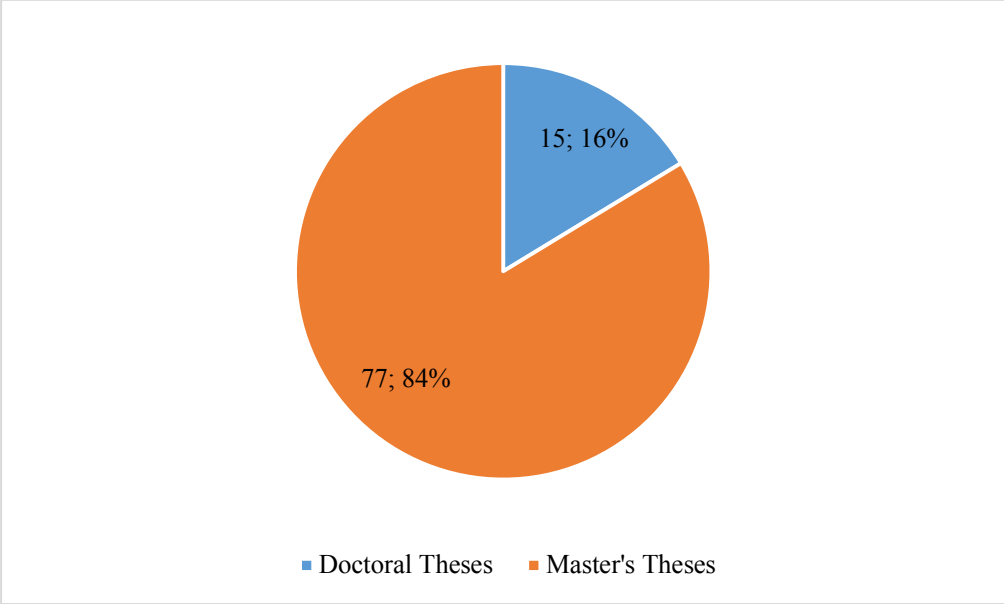

Figure 1. The types of graduate theses on mobile learning

After determining the types of graduate theses, their distribution over time was also examined. Figure 2 shows the distribution of the studies on mobile learning over the years of 2010 and 2019. This figure shows that the number of studies on mobile learning increased gradually over the years (Figure 2). While the number of theses conducted between 2010 and 2013 was less than in the following years, a considerable increase was observed in the theses done since 2014 (Figure 2). Especially 2018 was the year when most graduate studies were conducted on mobile learning. Such an increase over the years gives a clue about mobile learning, its potentials and a growing interest in it. In addition, the fact that the studies on mobile learning have gained importance over the years is consistent with the findings of the studies conducted by Sönmez (2019) and Aydoğdu (2019).

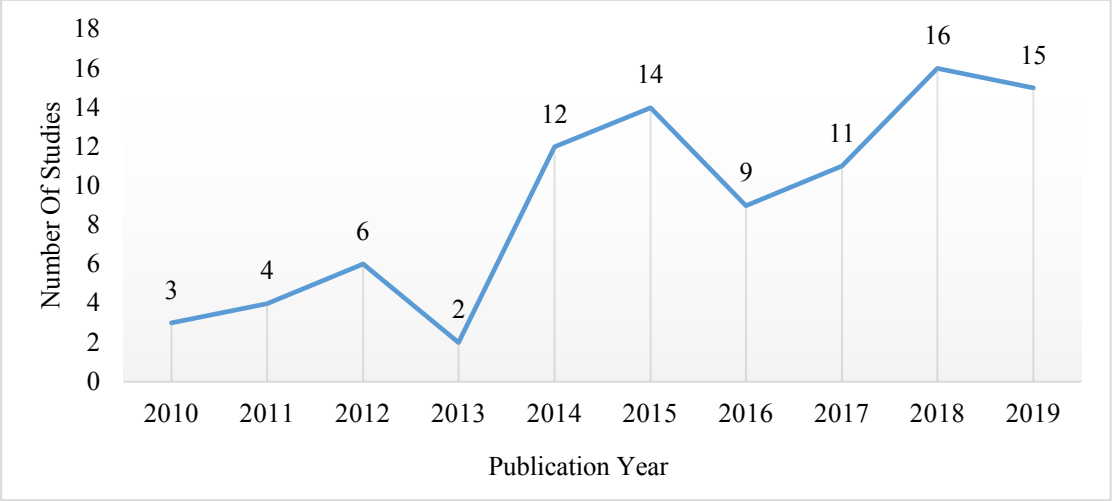

Figure 2. The distribution of graduate theses over time

4.2. Findings about the disciplines and education levels in the graduate theses

The second research question of this study aims to find out the disciplines and educational levels the graduate studies conducted in. Figure 3 shows the disciplines the theses conducted in. Figure 3 reveals that more than half of the 92 studies (52%) were conducted in the field of educational sciences. 25% of the studies were done in the field of social sciences. However, 19% of the studies were conducted in natural and applied sciences and 2% in health sciences. All these findings demonstrate the popularity and potential of mobile learning in the educational sciences.

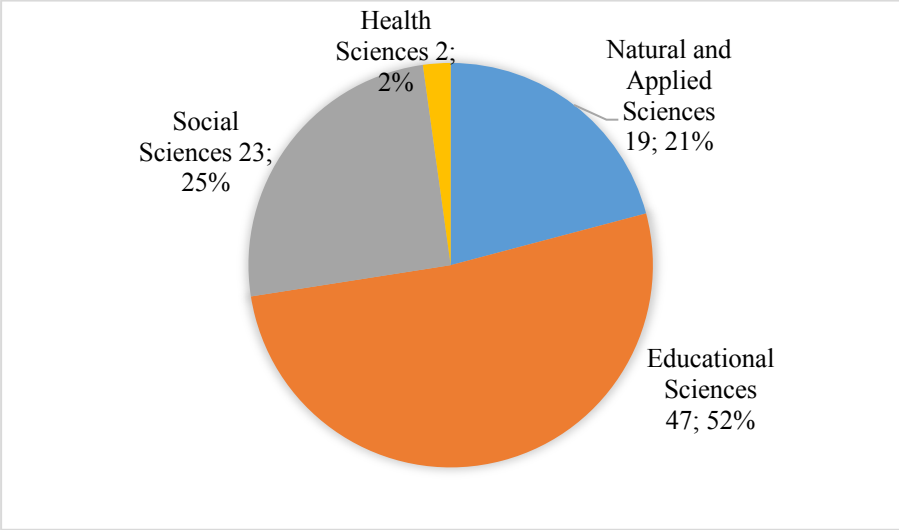

Figure 3. The disciplines in the graduate theses

The educational levels of the theses provide us with the current status and future potential of mobile learning. Figure 4 shows the educational levels of graduate studies on mobile learning. According to the figure, most of the studies were conducted at the higher education level (69%), while 25% were conducted at the K12, including kindergarten, primary and secondary schools. Since 5% of the studies were meta-analysis and content analysis, they were examined in the "other" category. Only 1% of the studies were conducted on corporate training in the GSM sector.

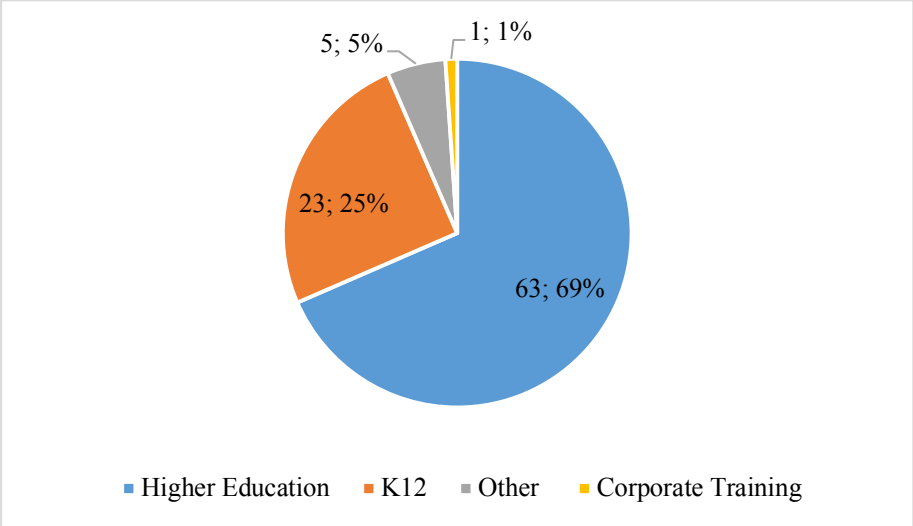

Figure 4. The educational levels of the graduate theses

4.3. Findings about the samples in the graduate theses

The third research question aims to find out the samples the graduate studies are conducted on. Figure 5 shows the samples on which the graduate studies were conducted. The results showed that most of the studies were done with undergraduate students (51%). However, the number of studies conducted with secondary school students (14%) and primary school students (8%) is relatively small. These are followed by the "other" category that includes studies with different samples (e.g., both teachers and students in one study) and studies that did not specify their samples. Following these, the samples of teachers (4%), academicians (3%) and corporate contexts (3%) also stood out. Finally, the number of studies such as meta-analysis and content analysis is 6%.

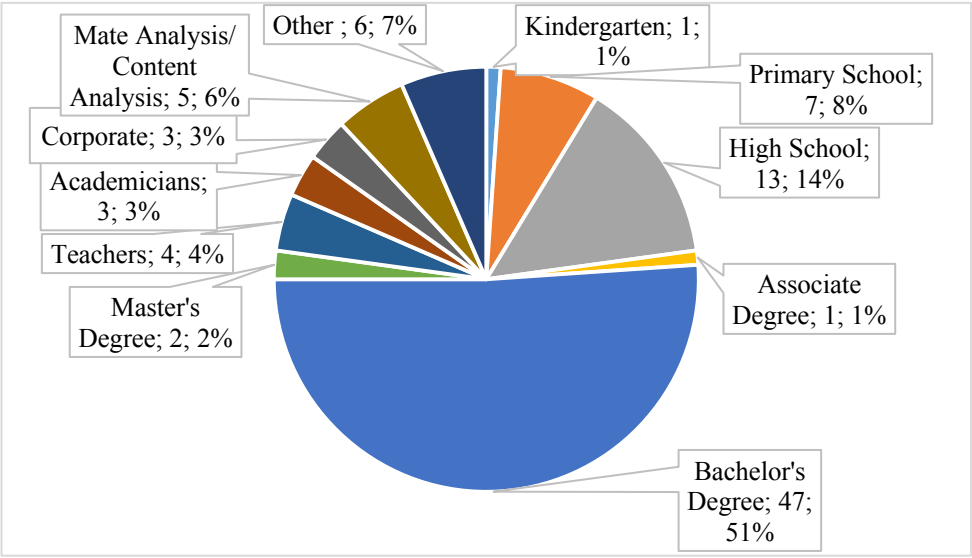

Figure 5. The samples in the graduate theses

4.4. Findings about the methodology employed in the graduate theses

Another aim of this study is to find out the methodology used in graduate studies on mobile learning. Figure 6 shows the research methods used in graduate studies. Accordingly, 52% of the theses were conducted using quantitative methods. Mixed methods were used in 34% of the studies while qualitative studies were used in 14% of the studies.

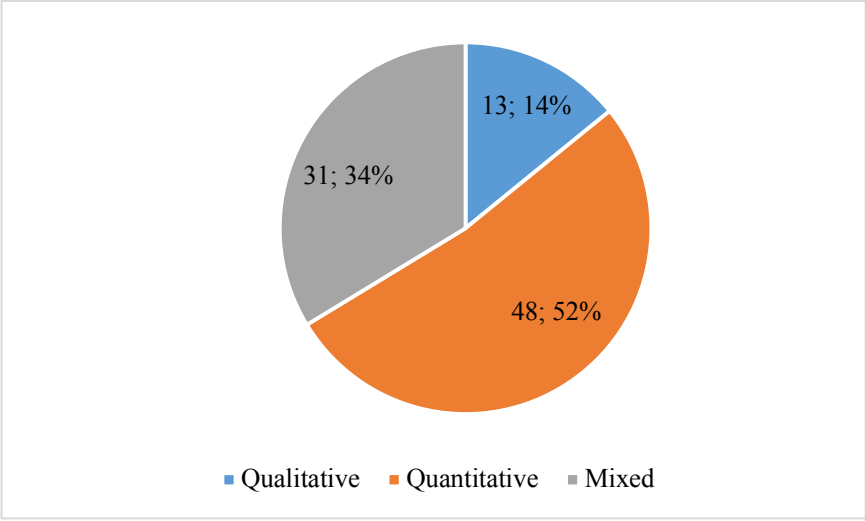

Figure 6. The methodology employed in the graduate theses

4.5. Findings about the potentials and challenges of mobile learning

Finally, this study attempts to describe the potentials and challenges of mobile learning. Table 1 and Table 2 show the potential benefits of mobile learning with quantitative and qualitative data, respectively. Table 1, which includes quantitative data, reveals that mobile learning had a positive effect mostly on academic success (n=30). In addition, it was also indicated that the learners had a positive attitude towards mobile learning (n=17) and positive perceptions about mobile learning (n=6). Furthermore, mobile learning has a positive effect on the motivation of learners (n=14). In some other studies, positive attitudes towards the course are also reported as a potential of mobile learning (n=7).

The results also demonstrated that mobile learning has a positive effect on retention (n=6). Four of the studies are related to the acceptance of learners' mobile learning tools in their educational lives. Other potentials of mobile learning can be listed as having a positive effect on the satisfaction levels (n=3) and technology and mobile learning literacy (n=2), developing self-efficacy of learners about the use of mobile learning tools (n=2) and helping learners recall words they learned (n=2). Finally, the use of Massive Open Online Courses (MOOCs) in mobile learning was examined in only 1 of the studies.

Table 1

Quantitative data: the potentials of mobile learning

Educational Potentials and Number of Studies	**Studies**
Academic Success 30 Studies	Sönmez, 2018; Demir, 2014; Yıldız Avcı, 2018; Erikli, 2018; Şeylan, 2018; Özel Erkan, 2016; Yeşil, 2015; Elçiçek, 2015; Yechshzhanova, 2014; Korkmaz, 2010; Korkmaz, 2010; Çelik, 2018; Yıldırım, 2012; Dinç, 2018; Baş, 2015; Dehmenoğlu, 2015; Erdemci, 2015; Yetişir, 2019; Tanır, 2018; Yokuş, 2016; Ozan, 2013; Çelik, 2012; Özer, 2017; Gülcü, 2015; Ersoy Özer, 2017; Bolatlı, 2018; Kalınkara, 2017; Körlü, 2017; Küçük, 2015; Çavuş Ezin, 2019
Positive Attitude towards Mobile Learning 17 Studies	Yıldız Avcı, 2018; Bozkan, 2018; Kantaroğlu, 2017; Gürkan, 2017; Vatansever,2015; Elçiçek, 2015; Su Tonga, 2015; Saraç, 2014; Korkmaz, 2010; Güven, 2019; Sarı, 2019; Korkmaz, 2019; Khurmyet, 2016; Yetişir, 2019; Yokuş, 2016; Demirer, 2017; Doğan, 2016

Motivation 14 Studies	Okumuş Dağdeler, 2019; Çevikbaş, 2019; Su Tonga, 2015; Khachan, 2019; Alioon, 2016; Ozan, 2013; Özdemir, 2015; Tutal, 2016; Ekici, 2018; Özer, 2017; Gülcü, 2015; Bolatlı, 2018; Köse, 2017; Büyükbeşe, 2019
Positive Attitude towards the Course 7 Studies	Çinar, 2019; Yallıhep, 2018; Yıldırım, 2017; Alioon; 2016; Ozan, 2013; Bolatlı, 2018; Küçük, 2015
Positive Impact on Retention 6 Studies	Akın, 2014; Ozan, 2013; Ersoy Özer, 2017; Gümüş, 2017; Kalınkara, 2017; Doğan, 2016;
Positive Perceptions on Mobile Learning 6 Studies	Bostan, 2018; Küle, 2012; Kuşkonmaz, 2011; Çevikbaş, 2019; İlçi, 2014; Aygül, 2019;
Acceptance of Mobile Learning Tools 4 Studies	Bostan, 2018; İlçi, 2014; Khachan, 2019; Özer, 2017
Satisfaction 3 Studies	Kavruk, 2018; Özdemir, 2015; Zengin Ünal, 2015
Mobile Self-Efficacy Beliefs of Using Mobile Learning Tools 2 Studies	Şener, 2016; Ak, 2018
Positive Effect on Technology Literacy and Mobile Learning 2 Studies	Vatansever, 2017; Özdemir, 2015
Positive Effect on Vocabulary Recall 2 Studies	Çakmak, 2014; Doğan, 2016
Use of MOOCs in Mobile Platforms 1 Study	İşgör Şimsek, 2015

Table 2 demonstrates that learners viewed mobile learning as time and place-independent (n=11). Learners reported positive opinions about mobile learning (n=10). Additionally, learners stated that mobile learning was easy to use (n=8), fun (n=7), flexible (n=4), interesting (n=3), engaging (n=3) and easily portable (n=2). Moreover, mobile learning was found to help vocabulary learning (n=11), learning in general (n=5), increase learner-learner and learner-teacher interaction and support collaborative learning among learners (n=5). It was also found

that mobile learning is effective in scientific process skills (n=1), reducing anxiety about use of technology (n=1) and raising awareness about mobile learning tools (n=1).

Table 2.

Qualitative data: The potentials of mobile learning

Time and Place-Independent 11 Studies	Sarı, 2012; Tanrıverdi, 2011; Tutal, 2016; Aksoy, 2012; İlçi, 2014; Özdamar Keskin, 2011; Özer, 2017; Bolatlı, 2018; Kalınkara, 2017; Zengin Ünal, 2015; Güven, 2019
Positive Opinions towards Mobile Learning 10 Studies	Efe, 2014; Tanır, 2018; Yokuş, 2016; Çelik, 2012; Ağca, 2012; Demirer, 2017; Gülcü, 2015; Köse, 2017; Küçük, 2015; Kurnaz, 2010
Vocabulary Learning 10 Studies	Duman, 2013; Ağca, 2012; Aygül, 2019; Gülcü, 2015; Ersoy Özer, 2017; Gümüş, 2017; Köse, 2017; Körlü, 2017; Doğan, 2016; Zengin Ünal, 2015
Simple and Practical 8 Studies	Aksoy, 2012; Ekici, 2018; İlçi, 2014; Ozan, 2013; Özdamar Keskin, 2011; Kalınkara, 2017; Dündar, 2015; Büyükbeşe, 2019
Fun 7 Studies	Tutal, 2016; Aksoy, 2012; Öztürk, 2019; İlçi, 2014; Özer, 2017; Bolatlı, 2018; Büyükbeşe, 2019
Helping a Better Learning 5 Studies	Tutal, 2016; Ersoy Özer, 2017; Gümüş, 2017; Küçük, 2015; Güven, 2019
Flexibility 4 Studies	Öztürk, 2019; Aksoy, 2012; Küçük, 2015; Dündar,2015
Improving Interaction and Collaborative Learning 4 Studies	Tutal, 2016; Aksoy, 2012; Alioon; 2016; Yokuş, 2016
Engaging 3 Studies	Aksoy, 2012; Tutal, 2016; Bolatlı, 2018
Interesting 3 Studies	Özdamar Keskin, 2011; Gümüş, 2017; Büyükbeşe, 2019
Portability 2 Studies	Sarı, 2012; Güven, 2019

Uses of Giving Feedback and Information 2 Studies	Güler, 2016; Ağbulut, 2015
Improving Scientific Process Skills 1 Study	Ekici, 2018
Decreasing Concerns about Technology Use 1 Study	Özdemir, 2015
Increasing Awareness towards Mobile Learning 1 Study	Yılmaz, 2011

In conclusion, a considerable amount of graduate studies reveals the benefits of mobile learning which are, in general, a positive effect on academic success and positive attitude towards mobile learning and the course, increasing motivation. In addition, mobile learning was defined by learners as time and place-independent, easy, fun, flexible, engaging, portable and engaging.

4.6. Challenges and Issues

Even though a majority of graduate studies report positive findings, some studies address the challenges of mobile learning. For instance, although there is a majority of studies proving the positive effect of mobile learning on academic achievement, there are also studies that find out mobile learning does not affect the academic achievement (Yıldırım, 2017; Korkmaz, 2019). Mobile learning is widely accepted among learners. However, some studies found that teachers and learners have a lack of skills and knowledge in using mobile learning tools (Tutal, 2016; İlçi, 2014). While some studies found that mobile learning contributes to active vocabulary learning, others proved that it helps receptive vocabulary knowledge rather than active vocabulary knowledge (Okumuş Dağdeler, 2019). Though mobile learning is widely used in language learning and vocabulary learning, it is used less in writing and listening skills (Aygül, 2019; Çakmak, 2014). In contrast to learners' positive opinions about mobile learning, studies also reported technical and infrastructural problems of mobile learning (Tanrıverdi, 2011; Aksoy, 2012; İlçi, 2014; Khurmyet, 2016; Tutal, 2016). Lastly, the lack of software and hardware about mobile learning was found to be one of the prominent challenges (Efe, 2014; Tutal, 2016)

5. CONCLUSION AND SUGGESTIONS

With the advent of technology, the internet and mobile devices has come a change of direction in learning, and mobile learning has gained importance day by day. An increasing number of "digital native" learners prefer mobile learning since mobile learning is time and place independent, interactive, creative, fun and engaging. Thanks to the prevalent and proven potentials of mobile learning on education and learning, studies on this topic have increased considerably. This study aimed to review the graduate studies on mobile learning in Turkey between 2010 and 2019 to see trends, potentials and challenges of mobile learning. In line with the aim of this study, 92 graduate theses published in the Turkish Higher Education Council (YOK) Thesis Database were analyzed using the content analysis method. The results of the study showed that there was a considerable increase in the number of graduate studies on mobile learning over the years. It was also found that most of the studies were conducted on the field of educational sciences and the samples of these studies were mostly undergraduate students. As for the methodology of these studies, mostly quantitative and mixed methods were preferred rather than qualitative studies.

Of all the potentials of mobile learning, the positive effect on academic success and positive attitude towards mobile learning were the most reported potentials. Learners also stated positive opinions about mobile learning. Taken these potentials into consideration, mobile learning can be offered to digital natives of today and it can be one of the primary modes of delivery rather than an extension to lessons. In addition, mobile learning increased motivation and interest in the course and helped the learners in vocabulary learning and vocabulary recall. Thus, teachers can make use of mobile learning tools to increase their students' motivation. Considering its potential for language learning, mobile learning can be actively used by teachers for in-class and out-of-class activities. However, some studies showed that skills other than vocabulary learning such as writing and listening are largely ignored in mobile language learning applications. Hence, more studies should be carried out on different samples.

In line with the other studies in the literature, mobile learning is reported to be time and place independent, easy to use, fun, flexible, portable and interesting. Moreover, it has been stated that mobile learning provides a better learning opportunity and increases interaction and collaborative learning. Finally, considering all these potentials and the development of mobile learning between 2010 and 2019, it may be effective to use mobile learning in different fields and contexts. However, it should be noted that there are some challenges reported such as

technical and infrastructural problems and lack of software and hardware on mobile learning tools.

Türkiye'de Mobil Öğrenme: Eğilimler, Potansiyeller ve Engeller

Özet

Öğrenmenin öğrenenler, öğretmenler, okul, öğrenme metodolojileri, içerik ve değerlendirme gibi birçok bileşeni, teknolojik gelişmelerden etkilenmiştir. Teknoloji temelli ortaya çıkan öğrenme biçimleri gibi mobil öğrenme de yeni teknolojilerin ve eğitimin iç içe geçtiği bir dönemin ürünüdür. Yeni öğrenmenin ve teknolojilerin giderek kişiselleşmesi, öğrenen ve kullanıcı merkezli bir hal alması, ağlarla bağlantı içinde ve taşınabilir olması ve her zaman her yerde öğrenme mantığı ile önem kazandığı bu dönemde, iş birliği, iletişim, eleştirel düşünme ve yaratıcılık gibi beceriler ön plana çıkmaya başlamıştır. Mobil öğrenme; kişisel olması, öğrenen merkezli olması, taşınabilir olması, işbirlikçi, etkileşimli ve yaratıcı olması ile bu becerilere ve bugünün dijital yerli öğrenenlerine hitap etme potansiyeli vardır. Mobil öğrenmenin bu potansiyeli de bu çalışmanın çıkış noktasını oluşturmuştur. Bu çalışmanın amacı, mobil öğrenmenin yıllar içindeki eğilimlerini görmek ve eğitim alanındaki potansiyel faydalarını ve zorluklarını tartışmaktır. Bu amaç doğrultusunda, Yükseköğretim Kurulu (YÖK) Ulusal Tez Merkezi'nde 2010-2019 yılları arasında yayımlanmış olan lisansüstü tezler gözden geçirilmiş ve verilerin analizinde içerik analizi yöntemi kullanılmıştır. Araştırmanın sonunda, mobil öğrenme ile ilgili yapılmış lisansüstü çalışmalarda mobil öğrenmenin potansiyel faydaları; akademik başarı üzerine olumlu etki, mobil öğrenmeye yönelik pozitif tutum, motivasyonu artırma ve derse yönelik pozitif tutum geliştirme olarak sıralanmıştır. Ayrıca mobil öğrenmenin zaman ve mekândan bağımsız olması, kolay ve eğlenceli olması, kelime öğrenmede yardımcı olması ve etkileşimi artırması da elde edilen bulgular arasındadır. Mobil öğrenmeye yönelik zorlukların ise altyapı sorunları, teknik sorunlar, yazılım, donanım ve içeriğe yönelik eksiklikler olduğu görülmüştür.

Anahtar kelimeler: Mobil öğrenme, Türkiye Yükseköğretim Kurumu, Ulusal tez merkezi, İçerik analizi, Mobil Destekli Dil Öğrenme (MALL), Literatür tarama

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