

TRANSFORMING EDUCATION WITH MOBILE & DIGITAL TECHNOLOGY

A STUDY BY ADOBE ASIA PACIFIC



FOREWORD



The age of mobility has well and truly arrived in places of learning around the world, with mobile devices now recognized for their potential as valuable learning tools. This realization is occurring as the proliferation of mobile devices and use in the community generally has made them a ubiquitous feature of our lives.

It's not surprising that students today are even more adept at quickly learning and operating complex devices ahead of their adult counterparts. International education consultant and author Marc Prensky refers to today's students, who have been immersed in technology since birth, as "digital natives". To digital natives, technology is not a tool but simply a fundamental part of the way they live. They rely on the web for information, communication, entertainment, and to connect with the world around them, regardless of the geographic distance between communities. We see the evidence across a range of areas, including the rapid adoption of social networking.

With all the games, entertainment media (videos, images), self-help tutorials, DIY blogs, and other educational material an internet-enabled mobile device can offer, today's youth have a lot to explore and learn with their mobile devices.

Digital natives, even in remote locations or developing countries, rely on the internet for educational progress which makes the mobile device a vital tool for knowledge gathering and accessibility.

Although mobile devices are used by millions around the world, their integration into the formal learning process is not yet mainstream or extensively adopted. We still see a lack of structured strategies designed to impart high-impact as well as practical programs in institutional methods, even though most already developed countries have access to both expertise and resources to realize this implementation.

This study, commissioned by Adobe, is based on the responses of teachers and imparters of education in K-12 and Higher Education systems across 13 countries in Asia Pacific and is designed to shed light on the importance of mobile devices in students' lives today. The responses reveal educator's views and opinions on the use of mobile devices in the education system. While providing good insight to the widespread acceptance and even expectation of how such technology should be used, the feedback also lets

us understand whether educational institutions are keeping pace with students, and whether they are currently using mobile technology or plan to in future to amplify efforts of classroom teaching.

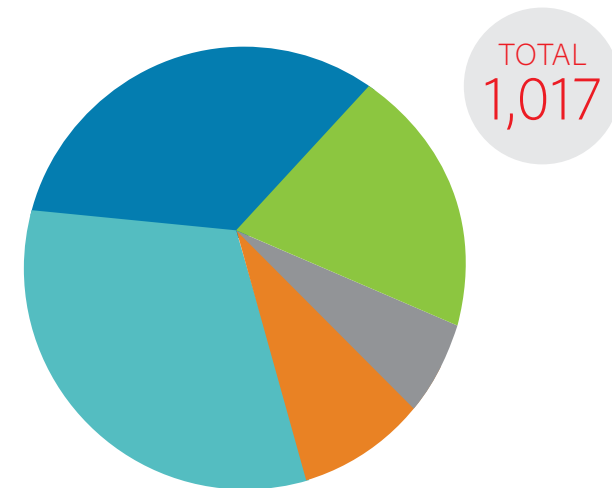
This study reveals that developed countries in Asia Pacific are already adopting mobile technology as an integral part of the overall education process, and are already seeing success in capturing the imaginations and engagement of students. We also find that some developed countries are exploring options for using dedicated technological applications, devised for the sole purpose of imparting subject knowledge.

The study shows widespread adoption of mobile computing devices for the purpose of education in most countries in Asia Pacific. While there is mild resistance from a small group of respondents, most have a neutral or positive approach towards the arrival of this technology in the education sector. The data also highlights reasons why technology has not been implemented in teaching processes until now.

SUMMARY

The state of Mobile Technology Adoption in Education survey was conducted among respondents from 13 countries in the Asia-Pacific region. The survey was conducted to understand the sentiments of educators in K-12 and Higher Education Institutions with respect to mobile technology adoption in the classroom and importance of mobility and digital tools in education. The survey was conducted online between 16th February and 5th March, 2015.

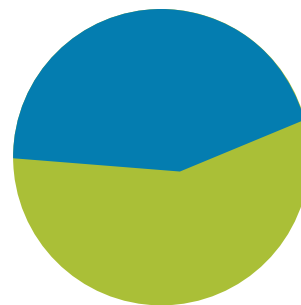
RESPONDENTS FOR EACH REGION



SAMPLING AND METHODOLOGY

RESPONDENT TYPE

■ K-12	446
■ HIGHER EDUCATION	571

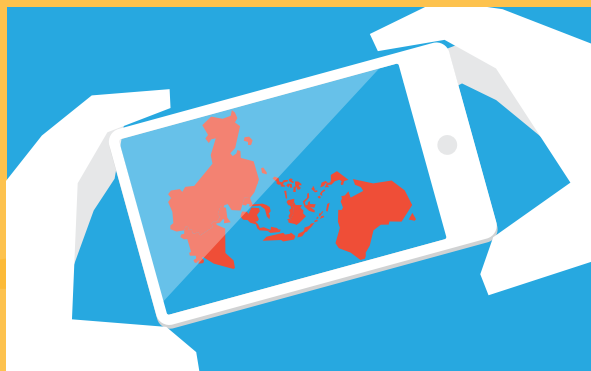


■ AUSTRALIA	346
■ INDIA	222
■ GREATER CHINA	49
■ SOUTHEAST ASIA	130
■ SOUTH KOREA	270

HIGHLIGHTS

A large number of respondents in the APAC region agreed to the positive impact of using technology to impart education through K-12 and higher grades of education. While a little over half the respondents thought technology would make the learning process easier, the largest number of respondents agreed to the fact that institutions need to provide the appropriate support for the same.





APAC



APAC

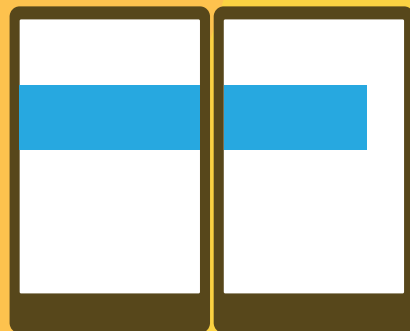
Mobile devices help institutions deliver better instructions to students

APAC



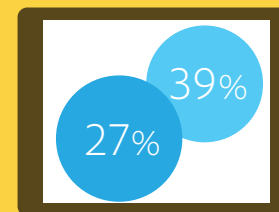
Institutions need to give students digital facilities to generate better original content

APAC



Students comprehend and communicate concepts better with mobile devices in hand

BARRIERS

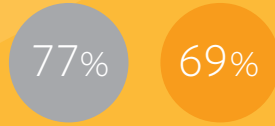


Budget

Lack of Integration with the rest of the infrastructure



AUSTRALIA



APAC AUSTRALIA

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AUSTRALIA

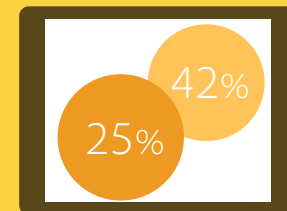
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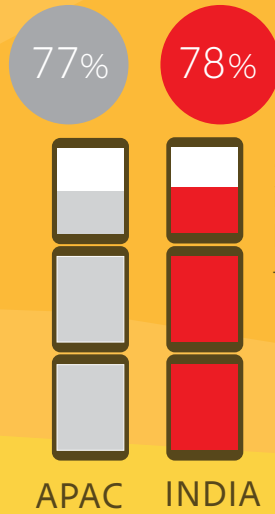


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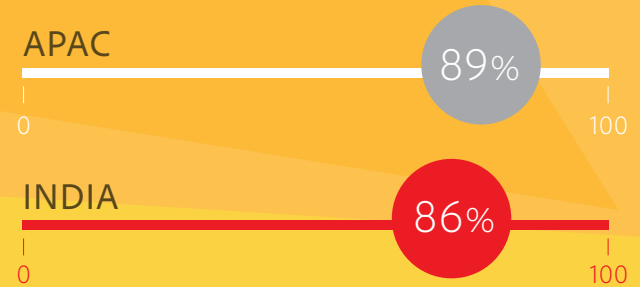
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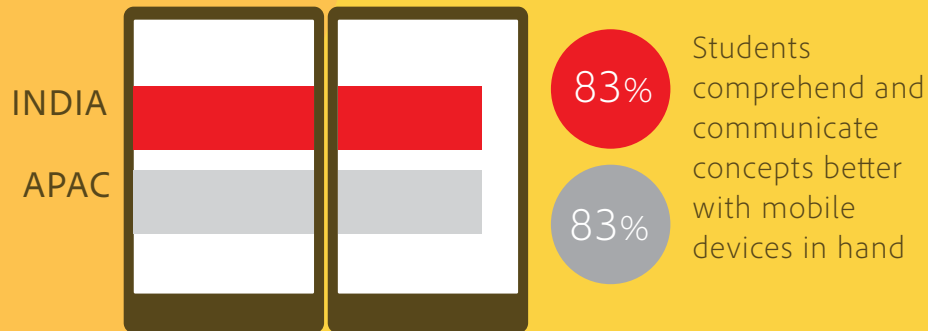
INDIA



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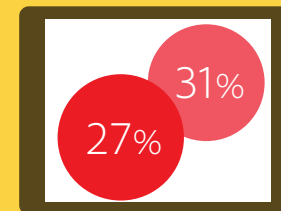


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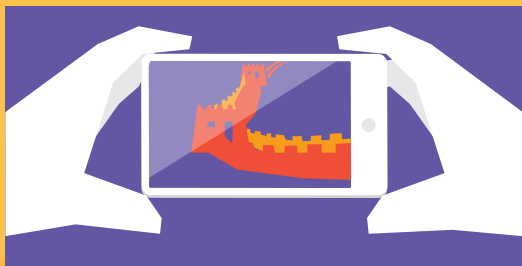
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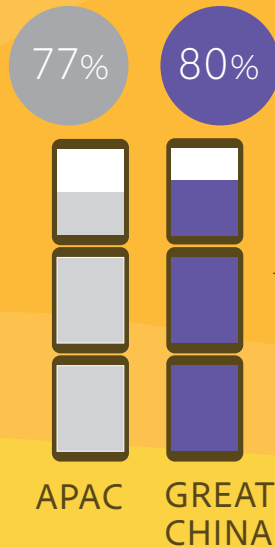


Lack of Integration with the rest of the infrastructure

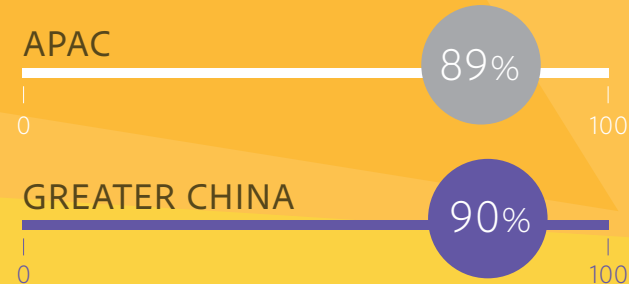
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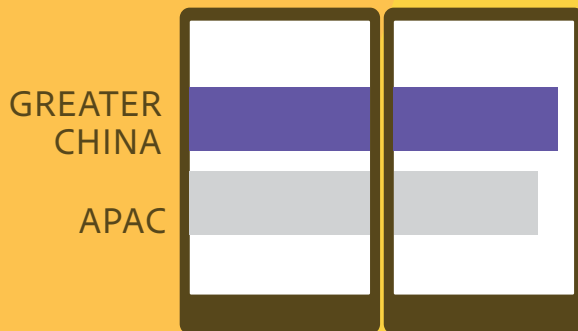
GREATER CHINA



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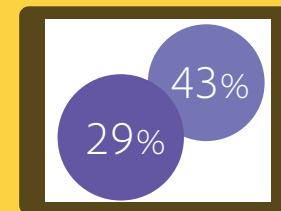


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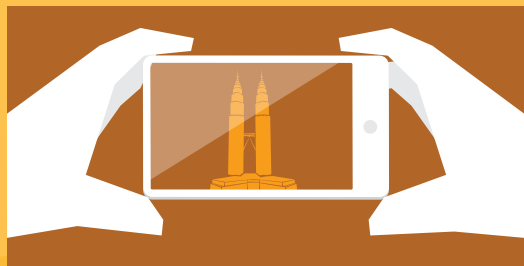
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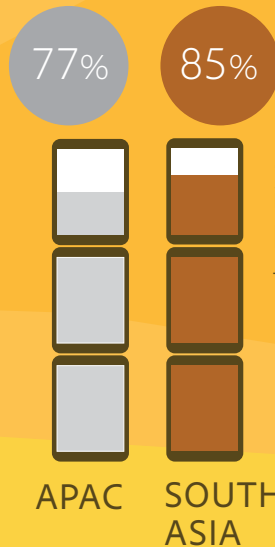


Lack of Resources

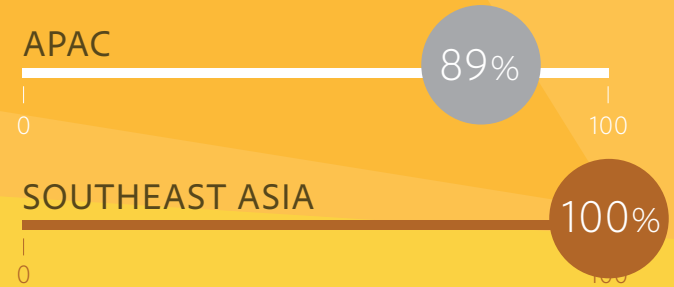
Budget



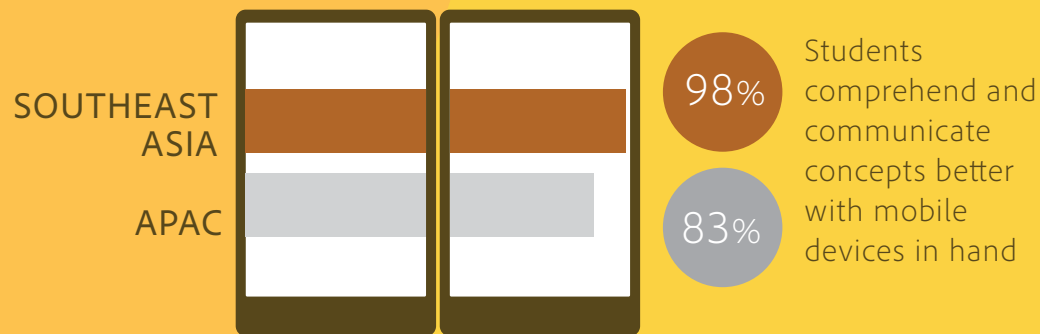
SOUTHEAST ASIA



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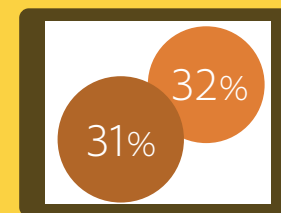


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Lack of Integration with the rest of the infrastructure

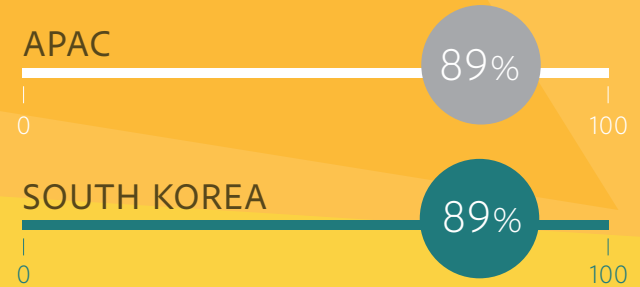
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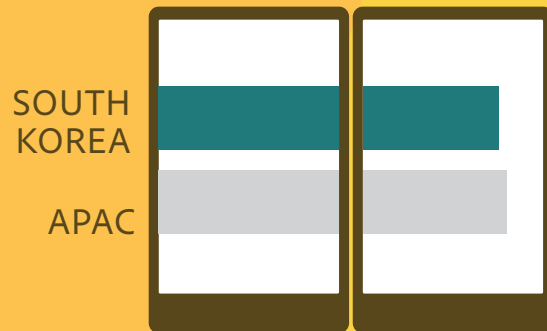
SOUTH KOREA



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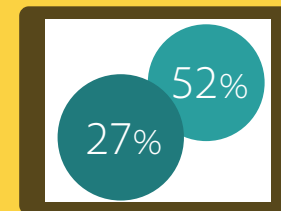


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CONCLUSION

The study was aimed at uncovering educators' attitudes towards mobile computing technology being used in everyday classroom teaching efforts. The respondents provided insight into the current landscape as well as future prospects of teaching through technology-enabled methods.

More educators in Southeast **Asia** and **South Korea** (**both 85%**) believe in the positive impact of mobility in education compared to their peers across the rest of the region. On the other hand, Australian educators don't believe as strongly in the net positive effects of using mobile devices in education (**69%**).

Overall, most educators across the region (**83%**) believe in the potential of digital tools and applications to help both educators and students enjoy an enhanced teaching and learning experience. Educators in **Southeast Asia (98%)** and **Greater China (90%)** had the strongest convictions.

All educators across the region strongly believed their educational institutions should ramp up support for students to provide the necessary facilities and tools for digital education so students could be prepared for an era of digital content (**89%**).

This survey reinforces that the ability to visualize or integrate interactive learning experiences in the classroom via a mobile device can make a significant difference in learning outcomes when engaging with today's millennial generation. As our study highlights, the challenge now is to provide support to enable greater mobile adoption. Educators and institutions need to work together to make this shift, ensuring that students are empowered not only to consume digital content but also to be the creators of that content.



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