

Effective Use Of Mobile Learning Technology On The Students' Achievement Of The Faculty Of Applied Sciences In The Course Of Computer Basics And Retention Of Information.

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Abstract- It Is Noted That The Modern Mobile Learning Technology Has Become In The Present Time Occupies A Large Position Because Of Its Small Size And The Possibility Of Carrying Easily And All Areas Of Our Lives Have Been Able To Benefit From The Applications Of This Technology And The First Of These Areas Is The Educational Field. Because It Is An Environment Where Students Receive Lectures And Lessons Through The Use Of Mobile Phones, Which Do Not Need Effort Or Use A Special Environment Because They Are Not Specific To A Specific Place Or Time.

That The Use Of Mobile Devices In The Educational Process Makes It Easier For Teachers And Students To Do Their Own Duties, Which Leads Us To Believe In The Importance Of Using These Devices In The Educational Process. In This Area, The Current Research Aims To Identify The Effectiveness Of The Use Of Mobile Learning Technology, In This Area, The Current Research Aims To Identify The Effectiveness Of The Use Of Mobile Learning Technology On The Achievement Of Students In The Faculty Of Applied Sciences In The Course Of Computer Basics And Retention Of Data.

The Sample Of The Research Consists Of (36) Students From The First Stage In The Department Of Pathological Analysis At The Faculty Of Applied Sciences At University Of Samarra For The Academic Year (2016-2017). They Are Divided Into Two Groups (Experimental And Control), Which Are Equal In Number And Variables That May Affect The Integrity Of Experimental Design Of The Research.

The Researcher Has Chosen Four Topics From The Curriculum Of Computer Basics In The Faculty Of Applied Sciences, University Of Samarra (Evolution Of Computer Generations, Computer Components, Computer Safety, Operating Systems). The Teaching Objectives Of Each Of These Topics Were Determined In Light Of The Objectives Of Teaching The Course, The Researcher Also Prepared The Research Results, Which Is An Investigation Test Prepared By The Researcher Consists Of (40) Question, Including (20 Questions Of The Type Of Multiple Choice), And (20 Questions Of The Type Of Correctness And Errors) Has Been Calculated Validity And Reliability Of This Test Using Suitable Statistical Methods And Then The Teaching Process Has Begun For The Two Groups During The Second

Semester (2016-2017) Where The Researcher Is Taught The Two Groups In Order To Reduce The Impact Of External Variables On The Results Of The Research, Where The Two Groups (Experimental And Control) Are Studying The Subject Of The Course Of Computer Basics In The Usual Way (Lecture) At The Same Time, And Then The Teacher Has Sent Additional Information And Explanation And Video Clips And Audio Video Of The Material That Is Explained In The Lecture To *The* Students Of The Experimental Group Using The Viber Program Through The Teacher's Mobile Device To The Mobile Devices Of The Students Of The Experimental Group While No Additional Material And Explanatory Materials Are Sent To The Control Group And The Trial Lasted For Four Weeks, Then, The Final Test Has Applied On The Students Of Both Groups At The Same Time.

After (Three Weeks) On The First Application The Same Test Has Returned To The Students Of The Two Groups Together Without Giving Them Any Advance Information On The Date To Be A Test On Retention Of Information Among Students Of The Two Groups, The Second Test, Pearson Correlation Coefficient, Mono-Variance Analysis, And Other Statistical Methods Are Used To Arrive At The Research Results.

The Research Finds That The Experimental Group That Uses Mobile Learning Technology Using The Viber Program Is Superior To Using The Mobile Phone On The Control Group That Did Not Use Mobile Learning Technology.

In Light Of This, The Researcher Concluded The Effectiveness Of The Use Of Mobile Learning Technology In Increasing The Academic Achievement Of The Experimental Group Students And Retaining Information For Them For Longer.

Index Terms- Mobile Learning, Learning Achievement, Information Retention

I. INTRODUCTION

The World In Which We Live Today Is Witnessing A Wide Range Of Challenges And Developments, Which Encompass All Fields, Economic, Educational, Educational And Technological Aspects, Which Have A Great Impact On Our Lives, Especially In Terms Of Human Knowledge. The

Technological And Scientific Development Has Helped To Introduce The Era In Which We Live In The So-Called Mobile Era, Where Modern Technological Technologies Are Transferred To The Human Hand And Are Placed In The Pocket And The Forefront Of These Technologies Comes Mobile Device As Well As Tablet Computers, Which Spread Very Widely Among Learners And Users.

The Mobile Device Is One Of The Most Important Technological Means That Contribute To Support The Educational Process Of Students And Transform Them From The Method Of Conservation And Indoctrination In The Way Of Interaction And Creativity, The Number Of Mobile Devices In A Number Of Countries Is More Than The Number Of Citizens In These Countries (Dahshan, 2013).

Mobile Learning Is A Major And Unprecedented Development Through The Provision Of Education To Students And Students Around The World. This Is Achieved Through The Use Of Mobile Phone, Which Is One Of The Most Popular And Popular Means Of Communication Nowadays. This Device Can Be Owned By The Vast Majority Of Students And Learners. At Most Levels, It Started From The Preparatory Stage To The University Stage, And In Different Forms And Models With Advanced Potential (Lal, 2011:161).

The Technology Of Mobile Learning Is Characterized By The Ability To Raise The Efficiency Of The Educational Process For Students And Learners Because It Can Save Time And Effort For The Student And Teacher, It Also Helps In The Use Of New Methods In The Teaching Process Commensurate With Individual Differences Between Students And Learners, As Mobile Learning Technology Allows The Student Or Learner To Choose The Method Or Method That Suits His Or Her Abilities, The Use Of This Technology Eliminates The Routine And Boredom Of The Learning Process. Mobile Technologies Enhance Interaction And Collaboration Between Students And Promote Self-Reflection Of Students And Learners, Helping To Improve The Learning Environment (Lan & Tsai, 2011).

Fuller And Joynes (2015: 158) Show That The Use Of Smart Phones And Tablets In Primary And Secondary Education Is Growing. This Is Reflected In The Fact That Students Have Special Skills In Using Smart Phones At The University Level. Today's Students Are Different From Students In The Past, Because They Have Modern Communication Devices That Help Them Communicate With Their Professors And Colleagues Anytime, Anywhere.

Mobile Technology Is One Of The Most Widely Used Technologies Today, It Is Considered One Of The Best Devices That Can Be Used In Mobile Learning, As They Can Provide A Large Number Of Services For The Educational Process And The Most Famous Of These Services: Access To The Internet, Sending And Receiving E-Mail Messages, Browsing And Viewing Various Sites, Running Files, Programs And Various Educational Courses (Amin And Al-Halawi, 2008).

Note That Many Educational Institutions And Universities Have Taken Upon Themselves The Official Use Of Mobile Learning In The Teaching Of Courses And Programs, Many Educational Institutions Have Effectively Implemented Mobile Learning Technology For All Their Students Through An Integrated System Such As A Blackboard System That Enables Students To

Communicate With Their Peers, Teachers And Their Courses (Al-Ghudan, 2012).

In This Context, A Number Of Studies Have Pointed To The Effectiveness And Importance Of The Use Of Mobile Learning In The Educational Process. These Studies Include: Basoglu & Akdemi (2010), Which Demonstrated The Usefulness Of Using Mobile Learning In English Language Learning, The Sherbini Study (2012) Concluded: The Effectiveness Of Employing Mobile Learning Technology In The Development Of The Skills Of Teachers In The Design Of Electronic Content, Al-Sherbini's Study (2012) Found That The Effectiveness Of Employing Mobile Learning Technology In Developing The Skills Of Teachers In The Design Of Electronic Content. Jonas Dwyer Et Al. (2012) Found That A Large Number Of Teachers And Students Use Mobile Phones For Educational Purposes. The Shomrani Study (2013) Highlighted The Importance Of Using Smartphones And Tablets In Increasing English Language Learning.

Therefore, University Officials And Educational Institutions Should Modify Their View Of The Natural Use Of Mobile Learning Technology, Which Includes Mobile Phones And Tablet Computers, From Using These Devices To Make Phone Calls To The Greatest Benefit Of Teaching And Learning. Thus, The Great Benefit To Students And Learners As Well As Training In Terms Of Reducing Time And Effort As Well As Non-Adherence To Place And Time.

That The Interest In Teaching Computer In The Stimulation Of The Role Of The Student And Make It Active And Vital In The Educational Process, And Help Him Overcome The Weakness Resulting From His Lack Of Experience In Special Skills In The Use Of Computers.

The Researcher Believes That The Computer Is An Important Curriculum Because It Has Direct Contact With Human Needs, So It Is Best To Use Modern Teaching Methods That Help Students Learn To Use The Computer And Its Skills, Especially As The Methods Used In Teaching Computer Is Still Old And Ineffective.

Based On The Above, The Researcher Believes That Through The Use Of Modern Technology In Teaching The Basics Of The Computer And The Use Of Mobile Learning Technology, This Creates An Attractive Learning Environment That Is Attractive To The Students Of The Department Of Pathological Analysis In The Faculty Of Applied Sciences At The University Of Samarra So That The Students' Progress In Their Studies According To Their Abilities And Abilities. This Will Increase Their Academic Achievement In A Computer Course.

Chapter 1: Definition Of Research:

First: Statement Of The Problem:

The Current Century Has Witnessed A Great And Rapid Renaissance In Modern Technological Innovations Which Led To The Interest Of Educators In Pursuing These Techniques In Order To Benefit From Their Own Data And To Employ These Techniques In The Development Of Students And Learners. The Mobile Devices Are Among The Most Advanced Technological Technologies That Educational Teachers Seek To Benefit From

In Educational Processes. The Reason For The Rapid Spread Of Mobile Devices Is To Increase The Storage Capacity Of These Devices, Allowing Them To Operate And Store Different Educational Programs And Applications. Where The Development Of Files Containing Lectures And Educational Programs Can Be Read And Viewed Through Mobile Devices, And This Helps To Reach Large Numbers Of Students And Learners In Different Places And At The Same Time. It Is Therefore Easy To Manage Part Of The Educational Process For Large Numbers Of Students, Learners And Trainees In A Simple And Reasonable Material Cost. It Should Be Noted That The Use Of Mobile Learning Devices As A Tool In The Educational Process Requires Us To Determine The Services And Benefits That You Want To Use For Participants In The Educational Process, And We Must Identify The Difficulties And Challenges In The Use Of These Devices In Educational Institutions.

The Current Research Aims To Find A Suitable Method Used In Teaching Computer Fundamentals That Are Suitable For Students And Attract Them Towards The Computer. This Is The Method Of Using Mobile Learning Technology To Help Increase The Achievement Of Students Of The First Stage In The Faculty Of Applied Sciences In The Course Of Computer Basics.

Second: - The Aim Of The Research:

1. Helps To Provide An Effective Teaching Method That Saves Time And Effort For The Teacher And Student.
2. Works To Strengthen The Spirit Of Cooperation And Self-Reliance For Students.
3. Helps The Students To Acquire Skills Dealing With Mobile Devices, In Addition To The Diversity Of Means Of Knowledge.
4. To Keep Abreast Of The Contemporary Trends In Order To Benefit From The Modern Technology Of Mobile Learning And To Employ Them In Teaching Science In General And Computer In Particular, As Well As Work On Updating The Educational Reality Of Universities And Educational Institutions Through The Use Of Mobile Devices For Students In The Educational Process, Attract Students' Attention.

Third: Limits Of The Research:

- Objective Boundaries: Four Topics Of The Course Of Computer Basics (Evolution Of Computer Generations, Computer Components, Computer Security, Operating Systems).
- Spatial Boundaries: University Of Samarra / Faculty Of Applied Sciences.
- Time Limits: The Second Semester Of The Academic Year (2016-2017).

Fourth: Method Of Research: The Researcher Used The Method Is Similar To The Experimental To Suit The Objectives Of The Research.

Fifth: Research Objectives:

This Research Aims To Identify The Impact Of The Use Of Mobile Learning Technology In Increasing The Academic Achievement In Computer Basics For The Students Of The First Stage In The Faculty Of Applied Sciences At The University Of Samarra.

Sixth: The Hypotheses Of Research

1. There Are No Statistically Significant Differences At The Level Of Significance (0.05) Between The Mean Of The Experimental Group And The Average Score Of The Students In The Control Group In The Final Achievement Test.
2. There Are No Statistical Differences At The Level Of (0.05) Between The Mean Scores Of The Experimental Group And The Average Score Of The Control Group Students In The Retention Test Of The Information Of The Computer Basics.

Seventh :The Terms Of Research

1- Effectiveness:

- Zaytoon (2002: 54) Defines Effectiveness As "The Ability To Influence And Achieve Goals Or Inputs In Order To Achieve The Desired Results And Reach As Far As Possible."

- The Researcher Defines Procedural Efficiency As: The Ability Of Mobile Learning Technology To Influence The Achievement Of Students In The First Stage In The Faculty Of Applied Sciences In The Course Of Computer Basics As A Result Of The Use Of Mobile Learning Technology In The Current Research.

2- Mobile Learning:

-Keskin & Metcale (2011: 20) Define Mobile Learning As A Pattern Of E-Learning That Can Happen Anywhere Or At Any Time Through The Use Of A Mobile Device Such As A Mobile Phone Smartphones, Tablet Pc, Pda, Or Any Other Portable Device.

- Santosh (2013) Defines Mobile Learning As An Expression Of The Freedom Of Education For Students And Learners Through The Use Of Mobile Technology By Providing Students, Learners And Trainees With The Information They Need Anywhere, At Any Time.

-Al-Shaya, Al-Obeid(2015):Define Mobile Learning As The Process By Which Mobile Devices, Such As Tablets And Smart Phones, Are Used To Enable Students And Learners To Learn Anywhere And Anytime, And Thus To Have An Educational Experience Characterized By Authenticity And Realism.

- The Learner Defines Mobile Learning As An Educational Process: It Is An Environment In Which The Process Of Teaching And Learning Is An Interactive Learning Environment That Is Not Specific In A Specific Time Or Place, Providing The

Student And Learner The Ability To Education And This Through The Use Of Mobile Phones, Tablet Pcs And Other Mobile Devices.

- Procedural The Learner Defines Mobile Learning As An Educational Process: It Is An Environment In Which The Process Of Teaching And Learning Is An Interactive Learning Environment That Is Not Specific In A Specific Time Or Place, Providing The Student And Learner The Ability To Education And This Through The Use Of Mobile Phones, Tablet Pcs And Other Mobile Devices.

3. Achievement:

- Al-Akhal (2004): Defines It As The Amount Of Knowledge, Information And Skills That Students Obtain, And The Grades In The Tests Designed For This Purpose, As A Result Of Their Study Of A Specific Subject, Program Or Educational Unit.

- Procedural The Researcher Defines It As: The Amount Of Knowledge And Information Obtained By The Students Of The First Stage In The Faculty Of Applied Sciences After The Study (Four Topics Of The Curriculum Of Computer Basics) Estimated The Degrees Obtained By Students In The Test Prepared By The Researcher.

The Second Subsection: The Theoretical Framework And The Previous Studies:

First: Theoretical Background: Mobile Learning:

1- The Concept Of Mobile Learning:

Mobile Learning: Mobile Is Called Mobile Learning Or M-Learning. Mobile Is Mobile Or Moving. Mobile Learning Means Mobile Learning, Mobile Devices, And Also Mobile Learning (Omari, Momani, 2011). Joad (2012): Sees That The Mobile Device Is A Very Important Educational Tool That Connects Teachers And Their Students In All Places And At Any Time. The Mobile Device Has Many Features And Functions That Enable It To Keep Abreast Of All New Information And Applications.

2- Characteristics Of Mobile Learning:

Mobile Learning Is Characterized By A Number Of Important Characteristics. These Are The Characteristics Of (Fatouhi-Ghazvini Et Al, 2011:21) And (Mahdi, 2014: 47):

1. **Education Administration:** Mobile Learning Facilitates The Management And Direction Of The Learning Process And Helps In The Management Of Research And Meals Remotely Using Smart Phones And Tablet Pcs For Mobile Learning.
2. **Save Time Teaching:** That Mobile Learning Provides The Learner Time And Effort, Where The Student Or Learner Can Relay Information And Questions, Very Quickly Remotely And At The Same Time, And This Provides The Learner A Lot Of Time And Effort.

4 - Course Of Computer Basics: It Is One Of The Subjects For The Students Of The First Stage In The Faculty Of Applied Sciences At The University Of Samarra And Three Hours A Week And Aims To Teach Students The Basics Of Computer Use.

5. Information Retention:

- Oxford (1998: 1003) Defines It As The Ability Of Students To Remember Facts, Information And Details And Their Ability To Retain Them.

- **Procedural, The Researcher Defines:** It As The Amount Of Information That Students Can Keep Them The Subjects Of The Course Of The Fundamentals Of The Computer, Which Were Measured Through The Grades Obtained In The Test Retention Of Information, Which Is Conducted For Students Sample Of The Study After (Three Weeks) On The Application Of The Final Exam Without Providing Them With Any Other Information Pertaining To The Topics Studied In The Period Between The Two Tests.

3. **Availability:** Mobile Learning Goes Beyond The Boundaries Of Space And Time. It Does Not Adhere To The Boundaries Of Classrooms And Can Extend With The Extension Of The Wireless Network. This Provides More Freedom For The Education Of Students, So That The Process Of Education Can Be Done Within University Classes And Educational Institutions Or Outside, In Addition To The Possibility Of Achieving The Principle Of Participation And Interaction And Cooperation Between Students With Each Other.
4. **Communication:** Mobile Devices Provide The Learner With The Possibility Of Using A Number Of Communication And Communication Technologies Such As Wi-Fi, Bluetooth, SMS And Phone Calls. This Helps The Student And Learner To Create Special Learning Groups Through Which The Student Can Communicate With His Friends Realistic And Presumptively, And Exchange With Them Data, Information And Questions And This Helps To Create An Interactive Environment Will Be Under The Supervision Of The Teacher.
5. **Adaptability:** In The Sense That The Education Is Compatible With The Abilities Of The Learner And Needs, And Respect The Wishes Of The Student Or Learner And His Abilities In The Process Of Interaction With The Parties In The Educational Process, Without Being Restricted To Sit In Certain Places Or Adhere To A Specific Time.
6. **Integration Of Educational Content:** The Mobile Learning Environment Contributes To The Integration

Of Resources For The Process Of Education And Integration Between Them, Thus Helping The Learner And The Student To Think In A Non-Linear Way, And Facilitates The Learner To Move Between Applications, Subjects And Programs Easily.

Mohamed Ally (2009) And Mohamed And Wahid (2011) Find That Mobile Learning Has A Range Of Characteristics:

1. Mobile Learning Allows Students And Learners The Possibility Of Teaching And Learning Everywhere And At All Times.
2. Education Provides The Opportunity For Interaction And Easy Sharing Of Educational Components.
3. The Cost Involved In The Use Of Special Technologies For Education Is Low And Relatively Low.
4. External Education For Learners And Students To Move And Move Easily.
5. Externally Accessible Access To Data And Information Needed By A Teacher Or Student.
- 6 - Mobile Learning Contributes To The Provision Of An Innovative And Innovative Model Of The Educational Process.

3 Mobile learning Styles:

According To Aldhashnoyonis (2009: 14), Mobile Learning Patterns Can Be Divided Into Three Types:

1. **Full Mobile Learning:** In This Type Of Education Is The Process Of Distance Learning, Where The Student Is Not Determined Time Or Place Specific, That Is, The Student Studying The Content Of The Educational Self By Downloading Educational Content On His Mobile And Then He\She Studies It Anywhere And Fits It.
2. **Partial Mobile Learning:** In This Type Of Education, Mobile Learning Is An Adjunct To Traditional Classroom Education. Some Mobile Learning Tools Are Used In Part To Support And Support Traditional Classroom Education.
3. **Mixed Mobile Learning:** In This Type Of Education, There Is A Combination Of (Classroom Education And Mobile Learning). Many Specialists Consider This Style To Be Very Appropriate, As This Pattern Increases The Effectiveness Of Education, By Creating Harmony And Harmony Between Requirements Of The Learner And Between The Educational Content Presented. This Is One Of The Best Patterns Used Because It Combines The Advantages Of Classroom Learning With The Benefits Of Mobile Learning.

According To The Researcher's View, Using Mixed Mobile Learning Will Benefit Students And Learners Because It Combines The Use Of Education Traditional Classroom And Mobile Learning.

Lal (2011) Adds That The Mobile Learning Follows Two Patterns In The Education Process:

1. Mobile Learning Which Is Based On Electronic Means And Information Without The Use Of The Web: Which Include (Such As Interactive Multimedia Computer Programs And E-Books).

By Using This Mode, The Learner Can Browse And Watch Educational Programs, Applications And Audio And Visual Media, Store Them On Mobile Phones Or Store Them On Computers, E-Book Reader, And Other Assistive Devices Such As PDAS Devices.

2. Mobile Learning Which Is Based On The Use Of The Web (Education Through The Use Of E-Learning Sites Based On The Use Of The Internet).

By Using This Mode, The Learner Can Directly Connect To Websites On The Internet Where Wireless Internet Technologies Are Used That Allow The Learner To Communicate Instantly With All Websites And To Enjoy All The Advantages Of Connecting To The Internet, So That The Learner Is Able To Navigate And Interact Audio And Video As Well As Through The Use Of Texts With All Students Or Learners Or Teachers Connected To The Internet At The Same Time Through The Use Of Mobile Phone In A Style Can Be Described As Interactive Tutorial.

3. **Services And Benefits Of Mobile Education For The Parties In The Educational Process:**

Jung Tsung Yang, Et.Al,(2007) And Al-Dahshan (2010), Al-Samdouni, (2015) Believe That The Mobile Learning Has Services And Benefits That Make It Suitable For Universities And Students Of The Future.

1. Mobile Devices And Mobile Devices Contribute To The Dissemination Of Lectures And Discussions Directly To Students And Learners Wherever They Are. This Is Achieved By Connecting Mobile Devices To The Internet. Students And Learners Can Also Use Mobile Learning To Interact And Collaborate With Each Other And Teachers.
2. Mobile Devices Allow The Teachers To Review Students 'Assignments And Tasks. Students Can Also See Their Teachers' Evaluation Results, As Well As The Ability To Take Notes Easily Through SMS.
3. Mobile Devices Contribute To The Direct Communication Between The Parties Of The Educational Process, Which Includes (The Educational Institution, The Student And Parents, Where The Parents Of The Students To Follow The Results Of Their Children And Their Academic Level And Absence On A Regular Basis, And Enable These Devices Parties To The Educational Process To Participate In The Operations And Meals In A Participatory Manner Collective.

4. For Mobile Devices, Including The Mobile Device Is Working To Achieve The Element Of Innovation And Development In Traditional Teaching Methods, Especially In Traditional Educational Institutions, Which Did Not Spend Enough In The Development And Renewal Of Technology And Equipment Of Their Own, As Many Studies Indicate That Mobile Technologies Help To Create New Opportunities Traditional Education, As Well As Creating A Lifelong Learning Style That Is Out Of The Classroom.
5. The Technology Helps Researchers And Students To Create Their Own Libraries, Including Textbooks, Tutorials, And Educational Video Clips.
6. Special Education Technologies Help Learners And Students With Special Needs.
7. Mobile Devices Help Undergraduate Students, Especially Students Who Live Far Away From The Universities They Belong To, Or Students Who Are Not Regularly Associated With Receiving Instructions And Administrative Orders Such As Changing A Test Or A Lecture Or Changing The Delivery Date Of Research Projects. The SMS Service Can Be Used To Obtain All Of This Information Is Faster And Easier.

5 - Devices And Applications That Are Employed In Mobile Learning:

Al Fayez (2009) And Salem (2009) Note That There Are A Number Of Devices And Applications That Can Be Employed In Mobile Learning:

• Hardware:

1 - **Notebook Computers:** These Devices Have More Than One Advantage These Features That They Can Replace The Personal Computers In Terms Of Performance, The Second Feature That It Is Portable And Has The Capabilities Of Wireless Communication, And The Most Important Problems That These Devices Suffer Always Be High.

2 - **Computers Tablet Pcs:** These Devices Are The Latest Mobile Devices That Have Specifications That Are Close To Personal Computers, And Some Of Them Do Not Contain A Keyboard Of Their Own, And The Development Is Replaced By Systems Known As Writing, And Are Characterized By A Somewhat High Prices.

3 - **Personal Digital Assistants:** These Devices Are Small In Size And Perform Multiple Functions By Relying On Specific Operating Systems With Features And Specifications That Are Similar To Desktop Operating Systems Such As Microsoft Pocket Pc, Palm OS.

4 - **Mobile Phones (Mobile Phones):** They Are Simple Price Devices And Their Potential Is Weak And Yet Have The Ability To Make Voice Callers As Well As Send SMS.

5- **Smart Phones:** Smart Phones With The Ability To Provide Traditional Communication Services As Well As Their Ability To Provide Important Services Such As Internet Browsing And Support For Various Programs Of Their Own, Making Them A Significant Role In Mobile Learning.

• Applications:

1. Communication with the General Pack of Radio (GPRS):

It is an innovative technology that allows mobile devices to enter the Internet at a very high speed and allows the process of data reception and storage and the process of retrieval and exchange wirelessly, and at a low cost, which is calculated by the size of data, most modern handsets are equipped with the latest technology. The user can access the Internet anytime he chooses from anywhere to do the browsing, read the e-mail, and send and receive multimedia messages.

2. Mobile Conferencing Service (MCS):

This Service Enables The Teacher Or Teacher To Hold A Conference On Mobile Devices. Through This Conference, You Can Talk To A Group Of People At The Same Time, And Through This Package Can Terminate The Conversation With A Person Or To Put A Waiting Feature, The Conference With All Individuals Is Currently Conducting Several Experiments In Order To Activate And Generalize This Experience On The Level Of Mobile Networks.

3. Mobile Author:

It Is A Modern Application That Allows Teachers And Teachers To Create An Intelligent Learning System For Learners In Any Field. This Application Can Be Accessed Through The Use Of Computers Or Through The Use Of Any Modern Mobile Devices. This System Can Evaluate And Record And Provide The Teacher With Performance Reports Learners, And Can Adapt To The Needs Of Learners And Provide Them With Advice On Their Learning Process.

4. SMS:

And Allows The Exchange Of Messages Between Mobile Devices And The Number Of Characters In A Single Message To (160 Letters).

5. Bluetooth:

a modern wireless communication technology to facilitate the exchange of messages between mobile devices and short-term.

6. Multimedia (MMS):

This Allows For The Exchange Of Messages Between Mobile Devices, Note That These Messages Include (Drawings, Pictures And Sounds).

7. Cameras (CAMs):

Compact Cameras That Are Present In Mobile Phones And Pdas.

8. WAP:

A Special International Protocol That Allows People Who Use It To Access The Internet Quickly Through Their Mobile Devices.

9 - Files (mp3):

An Audio File Format Through Which The Process Of Compressing Files Efficiently And It Is Possible To Share These Files Together For Two Easily.

6- Mobile Learning Management Systems:

Mobile Education Management Systems (MMS) Are Virtualized Learning Environments Through A Range Of High-Quality Applications Designed To Provide Students With Wireless Devices Such As Laptops, Handsets And Mobile Phones While Helping To Manage, Record, Track And Track Students. Continuously (Goudan, 2012) Refers To The Most Important Mobile Education Management Systems As Follows:

1. **Blackboard Mobile Learning System (2.0):**This System Is One Of The Systems Of Educational Management Processes Of Mobile Learning In Institutions Of Higher Education And The Function Of This System Is To Deliver Education To Students And Then Follow Them, And To Allow Students To Communicate And Interact With Each Other Or With Teaching Staff Through Chat Rooms Or E-Mail Or Virtual Classrooms, This System Also Makes It Easier For Students To Access The Content Of The Course At Any Time And Place. The System Also Provides Specialized Templates That Enable Teachers To Develop The Content Of Their Courses. It Also Makes It Easy For Teachers To Manage This Content In An Effective And Intuitive Manner, This System Allows The Teaching Duties And Put Ads In Your Site System On The Web, And Is Blackboard Education System Mobile Of The Most Important Mobile User Education Management Systems Heavily In Higher Education Institutions In Most Countries Of The World.

2. **Desire 2 Learn Mobile:** A System That Includes A Number Of Applications For Mobile Education. This System Can Be Easily Used By Higher Education Institutions. It Allows Students To Quickly Access Educational Programs At Anytime And Anywhere In The World. The System Makes It Easy For Students To Collaborate, Communicate And Transfer Information Easily, And It Is Possible To Download This System On Mobile Devices With Ease, Such As Blackberry And Other Mobile Devices.

3. **Model Mobile Learning System:** This System Has Unique Characteristics. It Is An Open Source System And Enjoys A Variety Of Characteristics. It Is Subject To Modification And Development By Experienced Users And Spread Throughout Most Of The World. This Advantage Has Led A Large Number Of Higher Education Institutions To Use This System And Thus

To Make Use Of It. The Nature Of The Study In This Institution, Where The Educational Institutions Load This To The System Of The Site Of The Company MODEL On The Internet

Second: Previous Studies:

A number of studies have been conducted on the effectiveness of the use of mobile education technology in education:

1. Al Magamdi Study (2011): The Use Of Mobile Learning In The Development Of Scientific Skills And Academic Achievement Among Students Of The University Of Baha.

The Problem Of This Study Is To Identify The Impact Of The Use Of Mobile Learning Through The Use Of SMS And Sending Educational Materials To Increase The Academic Achievement Of The Students Of The Faculty Of Education At Al-Baha University In The Design Decision Of Educational Software. 30 Students Were Divided Into An Experimental Group Consisting Of 15 Students And A Control Group Of 15 Students. The Control Group Was Taught Using The Traditional Method. The Experimental Group Was Taught Through The Use Of Mobile Education. The Results Of The Study Revealed Statistically Significant Differences At (0.05) Between The Mean Of The Experimental Group And The Control Group In Favor Of The Experimental Group In The Final Achievement Test.

3- AL-Khzeem Study (2012): Effectiveness Of The Use Of (Blackboard Mobile) For Mobile Education In The Development Of Interaction And Achievement Of Students In The Curriculum Of Teaching Mathematics In The Teachers College, King Saud University.

The Study Used The Semi-Experimental Method To Measure The Effect Of The Independent Variable (Mobile Education) On The Dependent Variables, Which Include Interaction And Educational Achievement. The Study Also Used The Descriptive Method To Prepare The Theoretical Framework For The Study. The Study May Be From (23) The Study Included A Single Experimental Group For The Difficulty Of Selecting Two Groups. The Sample Included All The Students Of The Mathematics Department In The Teachers College. The Study Tools Included The Measure Of Student Interaction, Achievement Test, The Study Found That There Were Statistically Significant Differences At The Level Of (0.01) Between The Tribal And Remote Measurement In Favor Of The Telemetry.

3. Kert Study (2011): Use Mobile Devices As A Tool To Support Learning Programming Languages Through The Use Of SMS.

The Aim Of This Study Was To Identify The Uses Of Mobile Devices As A Tool To Support Learning Programming Languages Through The Use Of SMS. The Study Sample Consisted Of (40) Students In The Field Of Educational And Computer Technologies At The University Of Yildiz, The Sample Was Divided Into Two Experimental Groups Consisting Of (20) Students And A Staff Consisting Of (20) Students. The Researcher Used An Achievement Test That Was Applied Before And After. The Results Of The Study Showed That There Were Differences In Statistical Achievement Between The Experimental And Control Groups For The Experimental Group. Study To Be Used SMS Service Has Greatly Improved Student Learning.

4. Kiger Et Al., 2012: The Impact Of The Use Of Mobile Education On The Achievement Of Third Grade Students:

This Study Aimed To Identify The Effectiveness Of Mobile Education In Increasing The Achievement Of Students In The Third Grade In Mathematics. The Study Sample Consisted Of (87) Students From The School Of Medicine In The United States Of America. The Study Used The Experimental Method. (41) Students And Learn Through The Use Of The Device (IPAD), The Study Signal To The Existence Of Differences Of Statistical Significance Of The Level (0.01) Between The Average Score Of The Control Group And Average Scores Of The Total Experimental Test In Favor Of The Experimental Group.

Third Topic: Research Procedures

1. Experimental Design For The Research:

The design of the two groups (experimental and control) with the post-achievement test was chosen as an experimental design that the researcher deems appropriate to achieve the current research objectives.

2. Research Community:

All Students Of The First Year In The Department Of Pathological Analysis At The Faculty Of Applied Sciences At The University Of Samarra For The Academic Year (2016-2017) Were Identified As (180) Students To Be The Research Community.

3. Research Sample:

The research sample was randomly selected from the research community. The sample of the research was 36 students representing about 20% of the research community. They were divided into two equal groups and the number of variables affecting the safety of experimental design of the experimental and control groups.

4. Search Materials:

-Determining The Scientific Material:

The Researcher Identified Four Topics: (Evolution Of Computer Generations, Computer Components, Computer Safety, Operating Systems) Of The Course Of Computer Basics Which Is Taught For Students Of The First Stage In The Faculty Of Applied Sciences, Samarra University During The Second Semester (2016-2017) The Scientific Material Of The Current Research.

- Determination Of Teaching Objectives: The Researcher Formulated The Objectives Related To Teaching In The Light Of The General Objectives Of Teaching The Course Of The Fundamentals Of The Computer By The Group In Charge Of Teaching The Course Of Computer Basics In The Faculty Of Applied Sciences And Was Formulated In Terms Of Specific Teaching Objectives Can Be Measured And Has Been Presented To A Group Of Experts And Specialists From In Order To Determine Their Validity And Thus Have Been Definitively Determined To Be The Intended Objectives Of Teaching The Fundamentals Of Computer Curriculum.

-Preparation Of Teaching Plans: The Researcher Prepared Four Teaching Plans Using The Usual Method To Be Taught To The Students Of The Two Groups (Experimental And Control) Using The Lecture Method. These Plans Were Presented To A Group Of Experts And Specialists. The Amendments Were Made In Light Of The Opinions And Observations Made By The Group Of Experts And Specialists.

5. Installing The Viber Program:

The Researcher Installed The Viber Program On The Mobile Phones For The Group And The Training Program, As Well As His Own, So That He Can Continue With The Request Of The Experimental Group.

6 - Numbers Of The Final Achievement Test:

The Researcher Used A Final Achievement Test Consisting Of (40) Questions, 20 Of Which Were Multiple Choice Types, And 20 Questions Of The Type Of Correctness And Mistakes For The Purpose Of Measuring The Information Gained By The Students. The Test Was Presented In Its Preliminary Form To A Number Of Experts And Specialists, (Cooper, 1974: 27). In Order To Conduct The Statistical Analysis Of This Test, It Was Applied To A Survey Sample Consisting Of (18) Students Who Were Selected Without A Sample Research The Discrimination Coefficient, The Coefficient Of Difficulty And The Effectiveness Of The Wrong Substitutes Were Extracted The Test Was Done Through The Use Of The Appropriate Statistical Means, Which Showed That The Test Paragraphs Are Distinctive And Their Coefficient Of Difficulty Is Appropriate, And That The Effectiveness Of The Wrong Alternatives Is Good. Based On This, The Test Is Considered Honest To Apply To The Selected Research Sample.

7. Application Of The Achievement Test:

The Researcher Conducted The Teaching Process Using The Usual Method (The Lecture) For The Students Of The Two Groups (Experimental And Control) At The Same Time In Order

To Minimize The Effect Of The Variables On The Search Results. The Teaching Process Continued For Four Weeks By Two Theoretical Hours Each Week, Where The Control Group The Usual Method Is Used Only. The Experimental Group Used The Usual Method In Addition To Using The Viber Program On Their Mobile Devices. The Communication Process Took Place

Average Of The Students In The Control Group In The Information Retention Test For The Experimental Group.

Between Them And The Teacher Outside The Lecture Time.

N	The dependent variable	group	SMA	standard deviation	Freedom degree value	Calculated T
1	Academic achievement	Control	26.89	4.861	34	- 6.833
		Experimental	36.06	2.960		
2	Information Retention	control	23.94	3.455	34	- 7.590
		Experimental	33.44	4.033		

And A Video Clip On Video And Audio, And Powerpoint Presentations On The Material They Are Studying In The Lecture, Which Includes The Four Subjects Identified From The Basic Course. After The Completion Of The Teaching Process, Which Lasted Four Weeks, The Final Test Was Applied To The Students Of The Groups (Experimental And Control)). At The Same Time, The Test Was Re-Applied To The Students Of The Two Groups Three Weeks After The First Application So That The Test To Retain The Information Without Giving Any Information To The Students About The Test Date And Without Providing Any Information About The Course Material During The Period Between The Two Tests, Have Been Using A Number Of Appropriate Statistical Methods For Analyzing The Results Of These Tests.

8. Statistical Methods: The Researcher Used A Number Of Statistical Methods, Including:

- Analysis Of Mono-Variance.
- Pearson Correlation Coefficient.
- And The Equivalent Of Karon Bach-Alpha.
- T-Test For Two Independent Samples (Oda, 1998: 355).

In Order To Achieve Equivalence As Well As Extract The Validity And Stability Of The Final Collection Test, And Then Analyze The Results Of Research And Knowledge Of Statistical Differences Between The Experimental And Control Groups.

9- Research Results:

1. There Are Statistically Significant Differences At The Level Of Significance (0.05) Between The Mean Of The Experimental Group And The Average Of The Students Of The Control Group In The Final Achievement Test For The Benefit Of The Experimental Group.
2. There Is A Statistically Significant Difference Between (0.05) Between The Mean Scores Of The Experimental Group And The

10- Discuss Search Results:

By Observing The Results Of The Research Shown In Table (1), We Observe The Superiority Of The Arithmetic Mean Of The Experimental Group In The Test Of The Academic Achievement And The Test Of The Retention Of Information On The Arithmetic Average Of The Control Group. Therefore, The Students Of The Experimental Group Obtained A Set Of Advantages Use Mobile Phone Technology Represented By

- The Viber Program, In Order For The Students Of The Experimental Group To Communicate With The Teacher Outside The Lecture Time And Then Receive Explanatory And Enhanced Information Relating To The Material Studied During The Lecture. This Information Becomes A Helpful And Facilitator For The Understanding Of The Subject. The Results Were Better Than Those Of The Control Group In The Final Test. The Same Was True With Regard To The Information Retention Test Applied By The Researcher After A Period Of Application Of The Final Test Without The Students Having Any Knowledge Of The Exam Date, The Students Of The Experimental Group Were Able To Maintain The Information For A Longer Period Of Control Group Students. This Was Demonstrated By The Test Of The Retention Of Information. The Experimental Group Students Obtained Better Results Than The Students In The Control Group In The Retention Test. This Indicates The Importance Of Using Mobile Education Technology In The Teaching Of Courses In General And The Course Of Computer Basics In Particular, Because It Is Of Great Importance In Attracting The Attention Of Students And

Increase Their Motivation Towards Learning And Help Them To Keep The Information Longer

7 - Conduct More Research And Studies On Activating The Use Of Mobile Education Technology In The Educational Process In Universities, And How To Deal With This Technology From The Development Of Educational Material, And Dissemination To Students And Learners, And How To Send Meals And Receive And Correct And Then Put Feedback.

Table (1) Results Of The Research

12-Conclusions

1 - The Use Of Mobile Education Technology Represented By The Use Of The Program (Viber) As An Assistant In The Process Of Teaching The Course Of Computer Fundamentals Has Had A Significant Positive Impact On The Growth And Development Of Students' Academic Achievement.

2 - The Use Of Mobile Education Technology Represented By The Use Of The Program (Viber) As An Assistant In The Process Of Teaching The Course Of Computer Fundamentals Has Had A Significant Positive Impact In The Retention Of Information For Students For A Longer Period.

3. The Use Of Mobile Learning Technology By Using The Viber Program As An Adjunct To The Teaching Process For Additional Explanatory Information On The Subject Taught By The Teacher In The Traditional Lecture Is A New And Innovative Way To Improve The Learning Process.

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11- Recommendations:

1- The Necessity Of Working On The Awareness Of The Parties Involved In The Educational Process And The Parents Of The Students Regarding The Role That The Special Education Technology Can Play In The Education Process, And Its Great Impact On The Increase In Academic Achievement In The Computer Section.

2 - The Effective Use Of Mobile Devices, Especially With The Increasing Number Of Users As Well As In The Diversity Of Services Provided Through These Devices.

3-Pay Attention To Mobile Education Technology As One Of The Technological Innovations In The Field Of Education, Which Helps To Face Individual Differences Among Learners, And Thus Contribute To Raising The Level Of Educational Achievement For Them.

4-Emphasize That The Curricula In The Universities Include Activities And Training To Ensure Communication Between Students And Their Teachers Through The Use Of Mobile Technology.

5 - Work On The Training Of University Teachers On The Skills Of Mobile Education Technology Because Of Their Significant Role In The Improvement And Development Of The Educational Process.

6. To Provide Financial Support For Mobile Education Technology In University And Educational Institutions.

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