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INNOVATION MOBILE LEARNING MODEL FOR NURSING CAREER IN EGYPT

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ABSTRACT

Ongoing changes are influencing models of nursing practice education. Mobile learning is a rapidly developing model for teaching and learning to deliver content to learners. Additionally, mobile learning can aid both formal learning in traditional classrooms and informal settings outside classes. Therefore aim of study was to design mobile learning model for nursing students' career in Egypt, through application of mobile learning in a nursing informatics course at the faculty of nursing, Helwan University classroom and virtual classroom of host. It included two group of participants, the first group was a juries composed of eleven Experts' in the educational technologies, and second group was composed of 135 second-year nursing students who were enrolled in nursing Informatics course in second term of the academic year 2012-2013. An operational research design was used in conducting the study, collected data depend on quantitative data by groups interviews after analyzing and reviewing the Facebook, drop box, host, and reports to record his data, information's and used four sheets for data collection, namely an opinionnaire sheet, personnel characteristics sheet, analysis sheet, and questionnaire sheet. In conclusion are majority of the experts' agreement of the proposed Mobile Learning Model. The great majority of students' participants strongly agree was for blended mobile learning and the application of the course activities. In the light of the results of the study, it is recommended to apply in other courses and academic programs, all students should be create university emails, Availability of the android mobile, Wi-Fi, Wireless in the classroom of the faculties and universities.

Keywords: Blended Mobile Learning model, Dr. Gehan's virtual classroom, Innovation Model, Mobile learning, Nursing Career, Nursing informatics.

1. INTRODUCTION

Currently, Mobile learning enables learners to learn using mobile technologies ^[1]. Mobile technology offers the potential of providing the possibility of creating innovative learning experiences ^[2]. Mobile learning is becoming widespread, where students can now learn anywhere at any time ^[3]. M-learning systems are divided into three areas ^[4]. Self-contained mobile phone applications, Systems using a browser as a means of data communication, and Systems that use email/SMS for data communication. Mobile-based interactive learning Environment consists of a mobile learning server and mobile tools designed to support learning tools ^[5].

The system is composed of Mobile Management System (MMS), Mobile Assessment System (MAS), Mobile Instruction System (MIS), and Mobile Learning Database (MLDB). In the mobile learning area, the recent advances in wireless telecommunication and the proliferation of ubiquitous mobile computing has resulted in significant growth of mobile learning during recent years ^[6]. As a consequence, mobile learning can take place at anytime and anywhere ^[7]. Learning using mobile devices is informal, spontaneous, situated, and ubiquitous. The ability for more immediate interaction with teachers and fellow students, and the portability and affordability of smaller, handheld wireless devices, coupled with their capacity to accommodate learners from different backgrounds, make mobile devices a logical choice for educators ^[8]. Therefore, Students can use appropriate mobile devices for learning purposes in a blended learning environment, by using mobile learning as an addition with classroom sessions ^[9].

Mobile learning moves into the educational mainstream, the need for appropriate pedagogical instructional design models, teaching strategies, learning styles, and effective learning activities, will remain crucial to ubiquitous mobile learning environments ^[8]. Although there were questions regarding the overall usefulness of early mobile devices for e-learning and the maturity of m-learning ^[10]. Technology has grown significantly since those early days. Today, learners can access computers and the internet thanks to personally owned mobile devices, outside the realm of the laptop ^[11]. When comparing mobile learning to online learning using desktop computers, it becomes evident that mobile learning comes with many advantages and some drawbacks ^[8].

Blended learning is a ubiquitous learning solution which combines the benefits of various learning domains such as mobile learning, e-learning, face-to-face learning and contextual learning ^[12, 13]. Blended learning defines as a variety of learning approaches with virtual and physical learning resources combined appropriately. Accessing learning content on mobile devices is advancement in the blended learning arena as it takes the learning experience to be life long and informal ^[14]. Blended learning is mentioned by ^[15]. That the ubiquity of mobile devices enables blended learning in terms of resources available on mobile devices and a number of learning activities that a learner can perform such as e book, answers questions, writing notes, researching, reading e-documents, doing worksheets and submitting them for checking. Therefore, this study was created with the aim to design mobile learning model for nursing students' career in Egypt, through application of mobile learning in a nursing informatics course at the Faculty of Nursing, Helwan University classroom and virtual classroom of host.

2. RESEARCH METHODOLOGY

2.1. Research Design and Setting

The study was conducted during the period from January 2013 to July 2013 was used an operational research design. The study was blended learning conducted in two classrooms the first classroom at the Faculty of Nursing, Helwan University. Cairo, Egypt, and the second classroom at virtual class in interface host.

2.2. Participants

The study sample consisted of two group of participants, the first group was a juries composed of eleven Experts' in the educational technologies three professors from NELC, National Electronic Learning Center in SCU, Supreme Council of Universities, three professors from E-Learning Center, Helwan University, three professors from Software Engineering Department, Faculty of Computer and Information Helwan University, and two professors from Education Technology Department, Faculty of Education Helwan University.

The second group was composed of 135 second-year nursing students who were enrolled in the course entitled “nursing Informatics” during the second term of the academic year 2012-2013.

2.3. Data Collection Tools

The researcher collected data depend on quantitative data by groups interviews after analyzing and reviewing the Facebook, drop box, host, and reports to record his data, information's and used four sheets for data collection, namely an opinionnaire sheet, personnel characteristics sheet, analysis sheet, and questionnaire sheet, and the group interview for the juries and students to clarify the teaching and learning methods and answer all questions during group interviews.

2.3. 1. An Opinionnaire Sheet

It is developed by the researcher based on review of pertinent literature, reviewed by experts, and pilot tested. It was used to validate the proposed Mobile Learning Model (MLM) that was designed for the studied research. The juries members were asked to read the designed model and express their agreement or disagreement with its content in terms of whether it appears to reflect the concept the researcher intended or not. The tool consisted of 13 items: 1 item to assess the face validity of the proposed Mobile Learning Model (MLM). 1 item to determine a component of proposed Mobile Learning Model (MLM) was covers all necessary model steps. 10 items to define proposed Mobile Learning Model (MLM) was complete data and information, specific, clear, appropriate, well defined, scientific, in logic sequence, applicable, measurable, and practical. 1 item to identify proposed Mobile Learning Model (MLM) can be applied in other courses and academic programs. The responses for statements were agreed or disagree, with comments and/or suggestions. The reliability was assessed through estimating its internal consistency. It proved to be of very good reliability, where Cronbach alpha coefficient was 0.84.

2.3. 2. Personnel Characteristics Sheet

It is to identify personnel data about the study participants such as student name, age, sex, marital status, and qualification.

2.3. 3. Analysis Sheet

It is developed by researcher based on ^[16-18]. The researcher posted an announcement of the time, place, objectives to procedures of the participants groups interviews, three time / day for 30 minutes two weeks in the meeting room of his office number of participants during group interview were ranged 12-15 students, number of group interview were 10 groups interviews with students. The researcher meets with the participants for explain the objective of research and document records of analysis the mobile devices to all participants to assess the types of mobile devices used by participants, Nokia, Samsung, android or otherwise, the mobile had flash memory, download Mp4 or 3Gp, there are internet, audio/video. Usability of participants for email by mobile internet through web email/or Facebook email and create email to students had not email. After preliminary analysis of the filled forms the researcher records this data in his analysis sheet and calculated its data to

determine the availability of participants to apply their activities and download their nursing informatics contents audio/video presentation.

2.3.4. Questionnaire Sheet

It is developed by researcher guided by [16-19]. The data collection was a self-administered questionnaire form. It included 30 items consisted of two parts; the first part included 13 items. It aimed at assessing general an opinion of participants about mobile learning method such as participants agree to blended mobile learning, enjoyed using this application, mobile learning help to self-study issues and nursing informatics course is suitable to mobile learning method. The second part included 17 items. It aimed at assessing perceptions of participants about mobile activities application such as simple registering to mobile web activities site, easy to deal with mobile learning interface host, simply accept invitation to join educator class, clear read the activities questions on the screen and received feedback of submitted activities. The responses to the items were on a 3-point Likert Scale: disagree, agree, and strongly agree. These were scored from 1 to 3 respectively, the scores of each scale and subscale were summed up and converted into a number and percent score. The reliability was assessed through estimating its internal consistency. It proved to be of very good reliability, where Cronbach alpha coefficient was 0.89.

2.4. Application Mobile Learning Model (MLM)

The application of Mobile Learning Model (MLM) was consisted of five stages; preliminary, composition, action, monitoring and evaluation; as following:

2.4.1. Preliminary Stage: Official permissions were obtained from the Dean of Faculty of Nursing, at Helwan University to beginning prepare the course specification teaching and learning method from traditional method (lecture) to mobile learning method. The researcher was re-specification of the course through mobile learning method and certified the course specification from the faculty and department boards. The researcher prepared three sheets of data collections according to list of second year nursing students enrolled in “nursing informatics” course It included 135 students from the students affairs.

2.4.2. Composition Stage: According to baseline data literatures reviews the researcher design the proposed Egyptian model for nursing students' career and develop the opinionnaire sheet to measure the validity of the Mobile Learning Model (MLM) was developed. Then, the researcher met with every jury member, explained the purpose of the study, how apply its model and gave them sheet to fill the form after careful review of the proposed Egyptian Mobile Learning Model (MLM) for nursing students' career. After the experts' agreement of the proposed Egyptian Mobile Learning Model (MLM) the researcher was readiness by using Camtasia Studio software to recorded seven the audio/video clip contents presentation to 13 Lectures as following; Video Clip 1: Nursing informatics Concepts. Video Clip 2: Nursing informatics Models Video Clip 1: Nursing informatics Goal & important Video Clip 4, 5: Data Base Management Video Clip 6,7 :e Patient File. Video Clip 8, 9, 10: Domains of health informatics and nursing informatics applications. Video Clip 11, 12, 13 Telenursing, Electronic Medical Records & Leadership competencies. Registration of researcher as educators in the web interface host set up a Dr. Gehan's virtual classroom. The researcher create emails for the students' participants had not email then manage his contacts and groups and send the invites students to simulator class. At the same time the students' participants' registration and complete the “Sign Up” form as students in the web interface host by entering the user names and password and read your ko-su messages in the mobile app.store web page. The students should be accepting invite to join through email or messages link of Dr. Gehan's virtual classroom. The

students should be don't forget to confirm your email address by clicking on the link in the verification email that is sent to you to conform the invitation.

2.4.3. Action Stage: The researcher was beginning to create the course activities according to the course specification time. The researcher create the sixth activities one activity every two weeks (fourth, sixth, eighth, tenth, twelfth, fourteenth week). The activities consisted of the exam according to the contents of the course the researcher was beginning with mild, moderate, simple and essay questions in the contents questions number then, and difficult question was 20% from total of the question in the fifth and sixth activities. The total number of questions in all activities was 150 objectively questions consisted of first and second activities were 40 questions, third, fourth, and fifth were 75 questions, while the sixth were 35 questions. After the researcher creates his activity simply use his mouse to drag an existing contact into your class. They will receive an invite via email for publish activities from Dr. Gehan's virtual classroom to students through email or message viewer go to activity. The researcher should be determining the start and end time to students do activities. The students should be exam before the end time to submission their answers, the student was beginning the viewer message and go to do activities through the internet mobile simulator. The mobile simulator screen divided into the icons to enter, numbers of questions, next, before and done. The students should be press enter to start the activities, and students can review forward or/ and backward to previous question and proceeding to selected activities question directly. After the students answer their question at the final show you have now completed the activities to finalize please tap the done button below. Students should be press done to saving the activities clarify and read your homework's has been successfully submitted then student should be close this message the student show the activities and class mobile simulator then student should be check on their activities. The educator Dr. Gehan's virtual classroom show the icon of student change from orange to blue and when open the icons show the answers of student's questions and reports of student.

2.4.4. Monitoring Stage: This stage was follow up at time of the sixth activities application the researcher follow up the students go to the class and submitted their activities and the statistical reports to record the marks of the students to identify the all marks in the time of the course implantations in the mark list of the assessment sheets. Then researcher identify the students cannot submitted their activities and reports. This stage very important especially at the beginning of the application because most students cannot sing up registration through the email/message, accept invites to join class, and join a Dr. Gehan's virtual classroom and clarify the students awareness to deal with the mobile learning and educator should be follow up their students and train them its skills.

2.4.5. Evaluation Stage: The final stage of application of mobile learning to assessment for the results and reporting for the educator and students, feedback is very important for the student and educator. The students should be read their reports to determine the marks and degree of the course and to correct any wrong answers for the questions. Educator may be writing comments regarding the activity for the entire class. The evaluation stage not only assessment step but also correction actions.

2.5. Ethical considerations and human rights

The study a principle was approved by the dean of faculty; Students gave written informed consents to participate and all students should be written clear his name in informed consent, after receiving clear explanations of the study aim and application. Confidentiality was assured to all participants.

2.6. Statistical Analysis

Data entry and statistical analysis were done using SPSS 12.0 statistical software package. Quality control was done at the stages of coding and data entry. Quantitative continuous data were compared using the number and percentages. Pearson correlation analysis was used for assessment of the inter-relationships among various scores. On the other hand researcher analysis the statistical web host feedback and reports to assess percentages of responses of participants accepted for invitation to join Dr. Gehan's virtual classroom, to download methods the nursing informatics course contents and submission of participant's mobile learning activities answers, and the researcher calculated it's and records its data into figures.

3. ANALYSIS AND RESULTS

Table 1 shows the experts' agreement of the proposed Mobile Learning Model (MLM) format and components (Annex.1); as demonstrated in the table, the great majority (100 %) have expressed their agreement upon Mobile Learning Model form or face validity form and components. Meanwhile, Overall, all items were agreed (100 %) except proposed mobile learning model was specific, well defined and practical were (90.9%). While the lowest percentage of agreement among experts' was in proposed mobile learning model was scientific (81.8%). Personal characteristics of Students participants are describe in (figure 1) The great majority were female (77.7 %) the qualification of students participants were (64.5%) have secondary school. Meanwhile, the majority were (95.6%) unmarried.

Figure 2 describes the assessment types of mobile devices used by students' participants. Overall types used have option of flash memory the great majority Nokia phones were (25.9%); Nokia smartphone was (23.7%); Samsung smartphone was (11.2%); Android OS was (10.4%); Samsung phone was (9.6%); and the minority used laptop was (4.4%); except otherwise phones e.g. Alcatel or China phone without flash memory option. Meanwhile, all types connected with internet can download the audio/video presentation. The majority type Nokia phones were (25.9%); and the minority type laptop was (4.4%). While extension of the mp4 to download and play the audio/video presentation in the Nokia smartphone was (23.7%); Samsung smartphone was (11.2%); Android OS was (10.4%); and the minority type laptop was (4.4%). Meanwhile, extension of the 3gp to download and play the audio/video presentation in the Nokia phone was (25.9%); otherwise phones were (19.3%); and the minority type Samsung phone was (9.6%).

Usability of students' participants for email by mobile internet is illustrated in (figure 3) It indicates that the great majority percentages students' participants (51.8%); have not emails then create sign up students' participants emails. Nonetheless, percentages students' participants were (25.9%); have web emails. Respectively percentages students' participants (22.3%); have Facebook emails. Percentages of students' participants' accepted for invitation to join Dr. Gehan's virtual classroom illustrated in (figure 4) it is presents that all students' participants' accepted for invitation in the last activities fourth, fifth, and sixth were (100.0%). Nonetheless, the minority of students' participants' accepted for invitation was (89.6%) in the first activity. Respectively students' participants' accepted for invitation was (91.8%) in the second activity and was (94.8%) in the third activity. (Annex.2)

Figure 5 displays response of students' participants' methods to download the nursing informatics course contents the great majority (94.8 %) download the nursing informatics eBook through Facebook. Conversely, the (1.4 %) download the nursing informatics eBook through drop box. Nonetheless, the majority of the (91.1%) download the nursing informatics audio/video clip presentation through Bluetooth or Wi-Fi Inside class. Conversely, the (2.8 %) download nursing informatics audio/video clip presentation through drop box. Respectively, the majority of the

(91.8%) download the mobile learning training guidance through Facebook. Conversely, the (1.4 %) download the mobile learning training guidance through drop box. The response is not mutually exclusive between the students' participants. Meanwhile; submission of students' participants' mobile learning activities answers describes in (figure 6) It is evident that all students' participated in mobile learning practice in sixth activities was (100.0%). However, students' participants submitted activities answers in the first activity were (74.8%). Respectively the percentage of students' participated in mobile learning practice increased in second activity was (79.2%); in third activity was (91.1%); in fourth activity was (91.8%); and in fifth activity was (94.8%).

Table 2 describes an opinion of students' participants about mobile learning. The great majority of students' participants strongly agree was (84.4%); in accepted participants for blended mobile learning. Meanwhile; the minority was (10.4%); in enjoyed using this application. Conversely, the majority of students participants disagree was (49.6%); in found this way of learning suited your needs. While, the minority was (2.2%); in mobile learning provides the learners the ability to as simulate learning anywhere and at any time. A perception of students' participants about mobile activities application is indicates in (table 3) Noticed that the great majority of the students' participants strongly agree were (82.9%); in accessing to the activities prepared by the educator. Nonetheless; the minority was (5.1%); in received feedback of submitted activities. Conversely, the majority of students participants disagree was (34.8%); in done to saving the activities clarify. While, the minority was (0.0%); in accessing to the activities prepared by the educator and received feedback of submitted activities.

Table 1: Experts' agreement upon the proposed Mobile Learning Model (MLM) (n=11)

Items	Agree		Disagree	
	No	%	No	%
Proposed mobile learning model face validity (form).	11	100	0.0	0.0
Components of proposed mobile learning model was covers all necessary model steps.	11	100	0.0	0.0
Proposed mobile learning model was				
Complete data and information	11	100	0.0	0.0
Specific	10	90.9	1.0	9.1
Clear	11	100	0.0	0.0
Appropriate	11	100	0.0	0.0
Well defined	10	90.9	1.0	9.1
Scientific	9	81.8	2.0	18.2
In logic sequence	11	100	0.0	0.0
Applicable	11	100	0.0	0.0
Measurable	11	100	0.0	0.0
Practical	10	90.9	1.0	9.1
Proposed model can be applied in other courses and academic programs.	11	100	0.0	0.0

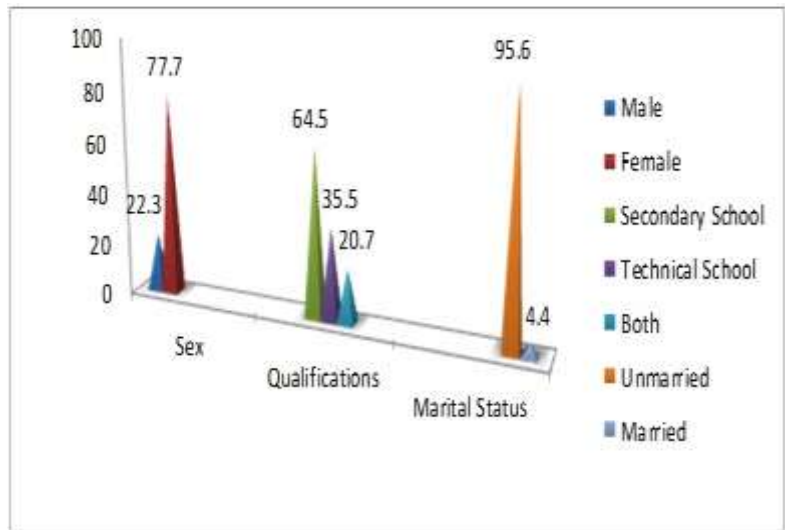
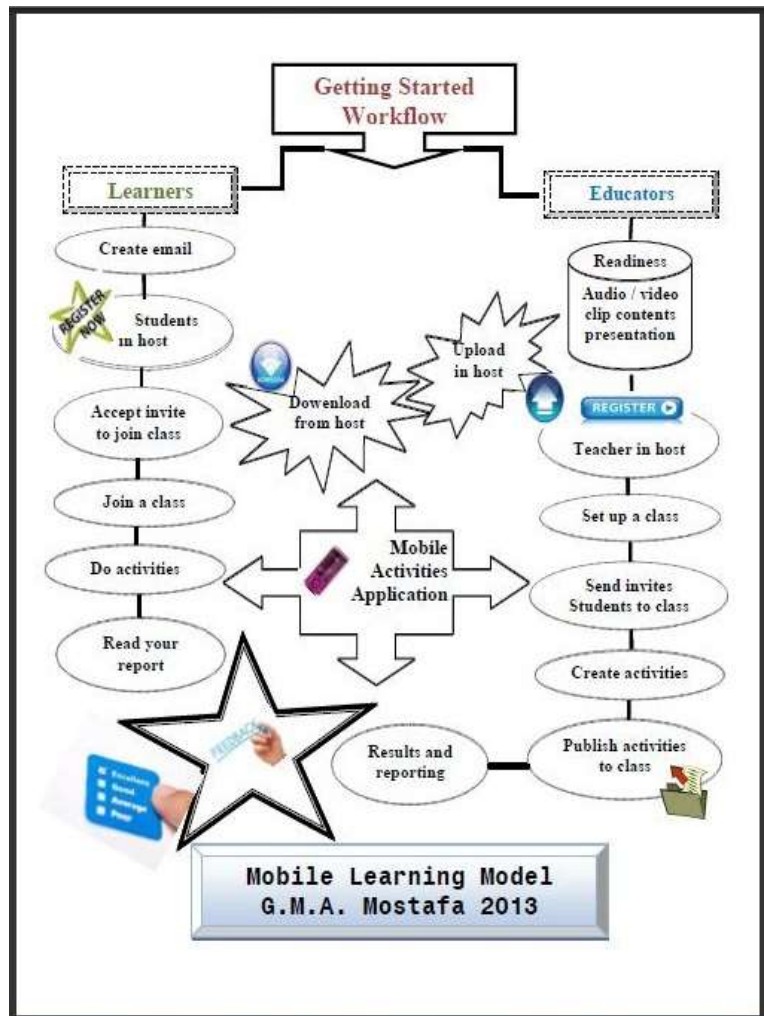


Figure 1. Personal characteristics of students participants (n=135)

Annex.1: Proposed Mobile Learning Model (MLM)



Annex. 2 Example of mobile learning practice for the activity

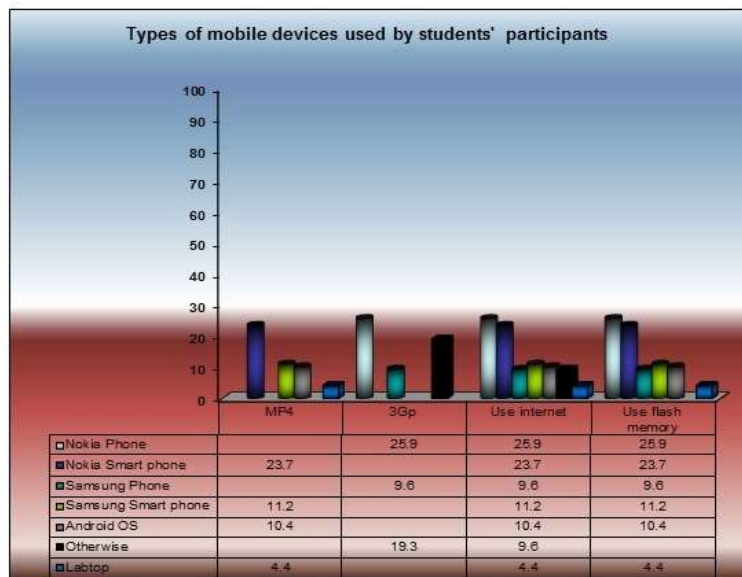


Figure 2 Assessment types of mobile devices used by students participants (n=135)

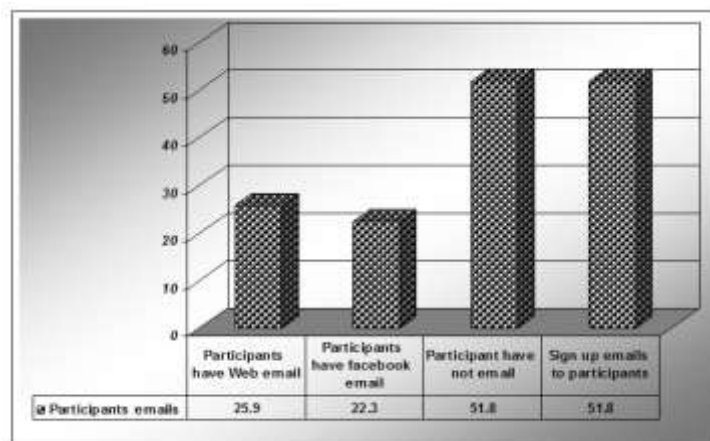


Figure 3 Usability of students' participants for email by mobile internet (n=135)

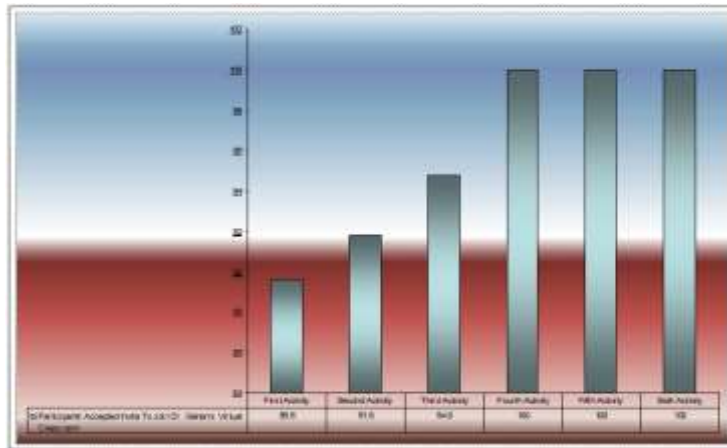


Figure 4 Percentages of students participants' accepted for invitation to join Dr. Gehan's virtual classroom (n=135)

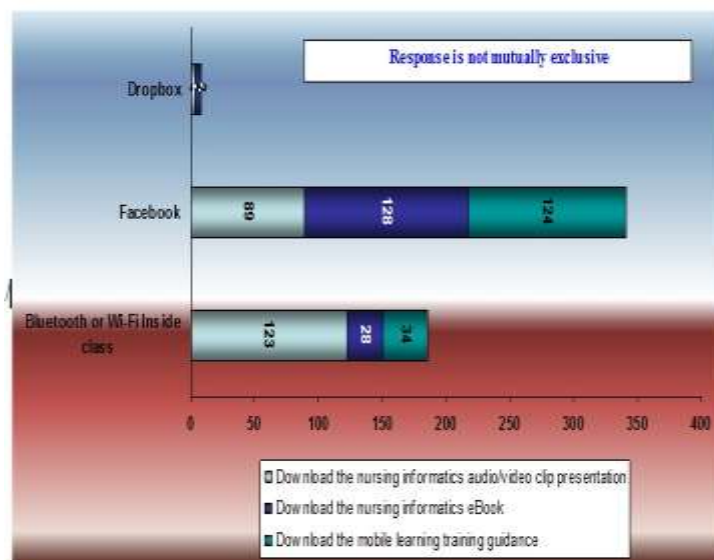


Figure 5 Response of students participants methods to download the nursing informatics course contents (n=135)

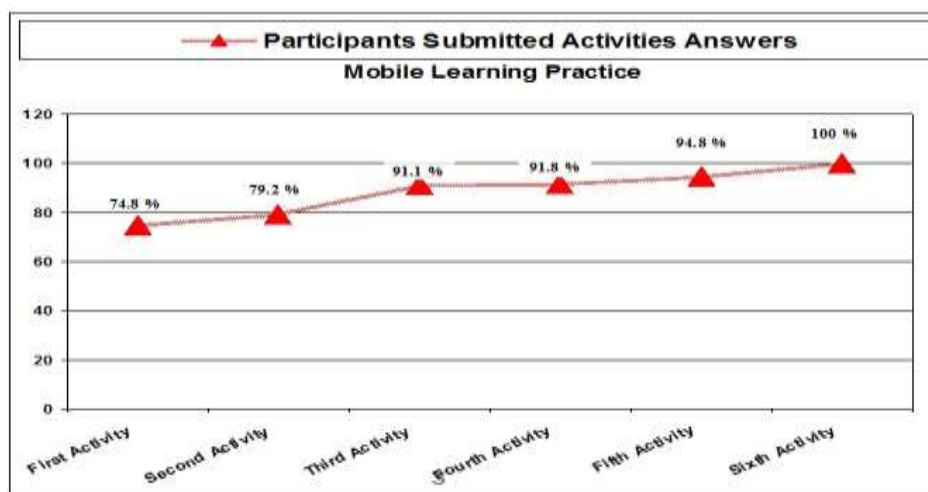


Figure 6 Submission of students participants mobile learning activities answers (n=135)

Table 2 An opinion of students participants about mobile learning (n=135)

Items	Strongly Agree		Agree		Disagree	
	No	%	No	%	No	%
Accepted participants for blended mobile learning.	114	84.4	9	6.7	12	8.9
Mobile learning is very important in technological era.	46	34.0	65	48.2	24	17.8
You enjoyed using this application	14	10.4	107	79.2	14	10.4
You found this way of learning suited your needs	16	11.9	52	38.5	67	49.6
You would use this method again.	22	16.3	100	74	13	9.7
You would suggest this type of application to your friend	64	47.4	38	28.2	33	24.4
You would like more courses to be offered in this fashion.	42	31.1	81	60	12	8.9
Using chat communication daily to contact with professor to clarify any topic.	53	39.3	34	25.1	48	35.6
Mobile learning help to self-study issues	17	12.6	112	82.9	6	4.5
Mobile learning helps students to learning in the palm of their hand.	98	72.6	19	14.1	18	13.3
Mobile learning is distance/e-learning through mobile computational devices.	36	26.7	44	32.6	55	40.7
Mobile learning provides the learners the ability to assimilate learning anywhere and at any time.	108	80	24	17.8	3	2.2
Nursing informatics course is suitable to mobile learning method.	104	77	19	14.1	12	8.9

Table 3 Perceptions of students participants about mobile activities application (n=135)

Items	Strongly Agree		Agree		Disagree	
	No	%	No	%	No	%
Simple registering to Mobile Web activities site.	104	77.0	12	8.9	19	14.1
Logging on to Mobile Web activities site.	44	32.6	53	39.2	38	28.2
Easy to deal with mobile learning interface host.	78	57.8	33	24.4	24	17.8
Simply accept invitation to join educator class.	108	80.0	21	15.5	6	4.5
Easily access to do activities from a mobile device.	55	40.7	61	45.2	19	14.1
Clear read the activities questions on the screen.	12	8.9	98	72.6	25	18.5
You can access the activities questions quickly.	22	16.3	77	57.0	36	26.7
Generally you find it easy to use the software.	24	17.8	65	48.2	46	34.0
Anyone with a certain level of computer literacy can easily use this service.	13	9.6	108	80	14	10.4
Accessing to the activities prepared by the educator.	112	82.9	23	17.1	0.0	0.0
Accessing to the first, two questions ect.. and saving the answers.	19	14.1	82	60.8	34	25.1
You can review forward or/ and backward to previous question.	98	72.6	33	24.4	4	3.0
Proceeding to selected activities question directly.	38	28.2	77	57.0	20	14.8
Done to saving the activities clarify.	74	54.8	14	10.4	47	34.8
Reading your reports and model answers for questions was understood.	12	8.9	98	72.6	25	18.5
Checking the correct and wrong answers and Unanswered questions.	62	45.9	67	49.6	6	4.5
Received feedback of submitted activities.	7	5.1	128	94.9	0.0	0.0

4. DISCUSSION

This study was created with the aim to design mobile learning model for nursing students' career in Egypt, through application of mobile learning in a nursing informatics course at the Faculty of Nursing, Helwan University classroom and virtual classroom of host. The findings of the present study have revealed that overall experts' agreement upon the proposed mobile learning model face validity, components was covers all necessary model steps and proposed model can be applied in other courses and academic programs. The model was proved to be valid as the majority has agreed upon almost all items of mobile learning model information. On this same line ^[20]. Conducted a study on whether students can be provided with an effective and efficient mobile education process via an application developed in "learning design studio" format. The application tested with the students of Haifa University was found to be a useful tool in mobile education process. One of the uses of mobile devices is "mobile learning", which can be defined as "all kinds of learning that do not take place in certain predetermined fixed places". Mobile-learning (M-learning) is a type of learning realized via mobile communication devices. Mobile learning is provided through mobile devices such as pocket PCs, PDAs (Personal Digital Assistant), and mobile phones as an alternative to traditional classroom environments. In other words, M-learning is an education model free from time and place ^[21].

On this same line, the research model of the study, scanning model was used in order to determine theoretical foundations. Scanning models are generally categorized under two main titles; namely general and sample case. Although this model might be used in some studies as the single model, any other research model used alone cannot be expressed. Scanning researchers might prefer to examine the object or the individual directly or they might refer to previously recorded information, printed document and statistics...etc. historical remains and knowledgeable individuals in the field. Later, they should interpret the obtained data by combining them with their observations into a system. The quantitative methods were used to state and measure the data obtained from this study numerically ^[21, 22].

According to the present study findings personal characteristics of students participants are most of them were females had secondary school and unmarried. Conversely, the application of student participant is ^[21]. These ten participants, nine students are males and 1 female. All of the participants own personal computers, and are active users of the internet but do not have any information about online activities. Furthermore, it has been reported that the third of them had Nokia phone devise connected with internet and flash memory. The minority of students' participants had lab top that help them to connect with internet and download the mp4 audio/video contents presentation. Similarly, student participant in the application of all the participants have their own mobile devices. Of these participants accessed the internet with their own mobile devices. It can be concluded that not all student participants have information about mobile education. ^[21, 23].

The general findings obtained from the observation of the whole process performed by students' participants have Facebook emails as a most common usability. Students' participants can download the audio/video presentation and half of them have not the emails and sign up students' participants' emails to download the e book, course contents and guidance of mobile learning training respectively percentages students' participants have Facebook emails.

The majority of the students' participants download the nursing informatics audio/video clip presentation through Bluetooth or Wi-Fi Inside class. Moreover, percentages of students' participants' accepted for invitation to join Dr. Gehan's virtual classroom at beginning were more than ninth percentages and increase in second activity until become ninety four percentages in the third activities. It is presents that all students' participants' accepted for invitation in the last activities fourth, fifth, and sixth. The application of mobile learning practice has been found interesting by

educator and students through the submission of students' participants' mobile learning activities answers. The findings are incongruent with ^[21]. Students can access the software system by entering the user names and passwords. If a student is not registered in the system, he can sign up by following some easy steps. Registration process is completed only when an administrator confirms the registration made by students. Otherwise student is not allowed to access the system, and the half of students who took this test was asked to complete seven tasks. The participants and completed the tasks via their mobile phone and used the software developed for mobile devices. Furthermore, it was apparent the students wanted to contribute more during class time when the lectures were podcasted. Conceivably their desire for interaction in the classroom was stimulated by the lecture being recorded and uploaded to the Internet, because they wanted their voices to be heard. In addition, the instructor found a desire to interact more with the students during the lecture podcast and this was evidenced when she would move into the class of students in order to have their questions and answers casted on the Web ^[22].

The results of the study also show that an opinion of students' participants about mobile learning. The great majority of students' participants strongly agree accepted participants for blended mobile learning and generally you find it easy to use the software for accept invitation to join educator class. Meanwhile; most of them agree that simple registering and logging on to mobile web activities site, easy to deal with mobile learning interface host, easily access to do activities questions quickly from a mobile device, clear read the activities questions on the screen and strongly agree that nursing informatics course is suitable to mobile learning method. Accordingly, the evolution of education, and more specifically the teaching/learning process in higher education institutions, is moving from a traditional blended learning model (b-learning) combination of classroom learning with distance learning for a Blended Mobile Learning (BML) model ^[24]. According to ^[25,26] was developed a Web portal for using computing service and enabling the implementation of interactive learning processes and the preparation of interactive learning materials within the framework of mobile learning. The applications and materials developed can be used in mobile devices having Android and IOS operating systems the students participants can review next questions and/or previous questions in activities directly button one after the other until successfully complete the answers for all activities. Similarly ^[27] was carried out a study on a mobile application developed to learn and advance the communication processes individuals' interactions with regular people. Mobile devices have the following advantages regarding their uses in M-learning: portability; use of handwriting; easy communication with other devices; unlimited access whenever and wherever needed; reasonable cost and popularity. The findings are incongruent with was found that the participants did not find it difficult to enter the system. Similarly, the participants easily used "previous question" and "next question" buttons while proceeding to other questions. In the task "directly proceed to the fifth question", the entire participants used "next question" button one after the other until they reached the fifth question, all the students successfully completed the following tasks; accessing the exam, displaying the exam questions, proceeding to next questions and saving the answers they provided in the exam. ^[21].

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings the study concluded a generally majority of the experts' agreement of the proposed Mobile Learning Model (MLM) format and component was developed and validated. Usability of students' participants for email by mobile internet and most types used have option of flash memory the great majority type were Nokia phones with Bluetooth or/and Wi-Fi, and extension of the 3gp. More than half students' participants have not emails then create sign up emails for them that all students' participants' accepted for invitation to join Dr. Gehan's virtual classroom

in the last activities fourth, fifth, and sixth. But the download the nursing informatics audio/video clip presentation through Bluetooth or Wi-Fi Inside class while eBook and the mobile learning training guidance through Facebook. The great majority of students' participants strongly agree was for blended mobile learning and the application of the course activities through Mobile Learning Model (MLM). In the light of the results of the study, it is recommended to apply in other courses and academic programs, all students should be create university emails, Availability of the android mobile, Wi-Fi, wireless in the classroom of the faculties and universities.

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