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To take or not to take the laptop or tablet to classes, that is the question



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ABSTRACT

In recent decades, so-called *mobile learning* or *m-learning* has become a new paradigm in education as a consequence of technological advances and the widespread use of mobile devices to access information and for communication. In this context, this paper analyzes different profiles depending on students' preferences for taking mobile devices (specifically tablets and/or laptops) to economics classes at the University of Seville (Spain). A survey-based field study of a sample of 412 students and the application of bivariate probit models show a low level of mobile device integration in teaching (devices taken to class by only 29.8% of respondents) with a slight predominance of laptops. The results also show differences between users of the two types of devices. Students who take their laptops to class usually live at home with their family, have already used them in pre-university levels, and are concerned about recharging their devices in class. However, although users who take their tablets to class also live with their parents, they are much more active on social network sites and more concerned about the quality of the internet connection. These findings enable the design of strategies to encourage students to attend class with their own mobile devices.

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