

Original Paper

The Impact of Smartphones on Effective Classrooms and Control Measures

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Received: January 8, 2025

Accepted: January 20, 2025

Online Published: January 21, 2025

doi:10.22158/grhe.v8n1p46

URL: <http://dx.doi.org/10.22158/grhe.v8n1p46>

Abstract

In recent times, smartphones have increasingly been incorporated into college classrooms as educational instruments. However, they represent a “dual-edged weapon”, offering ease in teaching while simultaneously contributing to a rising trend of students using their phones improperly during class. Therefore, how to reasonably control the use of smartphones in college classrooms is an issue worth exploring.

Keywords

Smartphone, College Classroom, Control Countermeasures

1. Introduction

The practice of students utilizing cell phones in college and university classrooms has been prevalent for quite some time. In the early days, cell phones mainly served the communication function and the entertainment function was relatively single, and the frequency of students using cell phones in the classroom was relatively low. As science and technology advance, smartphones have rapidly expanded their functionalities, including games, novels, short videos, and shopping, all accessible at a touch. While enhancing convenience and entertainment, this has posed a significant challenge to classroom instruction.

2. The Impact of Smartphones on Classroom Instruction

Smartphones are a general term for cell phones with independent operating systems that support users to expand, install, and have the autonomy to uninstall applications and achieve wireless internet connectivity via mobile communication networks. By connecting to wireless networks and installing applications independently, users can choose to access external information, where educational content positively influences efficient classrooms, whereas non-educational content may have adverse effects.

2.1 Positive Influence

The positive impact is mainly reflected in the use of intelligent mobile learning software. Taking “Super Star Learning APP” as an example, the teaching resource library provided by the learning software greatly enriches the content of lesson preparation; in the course of the lesson, the classroom activity controls such as signing in, selecting people, voting, questionnaires, accompanying exercises, grouping tasks, etc., can increase the interaction between teachers and students, and improve the efficiency of the course statistics; after the lesson, through the software, assignments and exams can be issued to better understand students’ mastery of knowledge. After the class, the software can be used to distribute homework and exams to better understand the students’ mastery of knowledge.

2.2 Negative Influence

The negative impact lies in the use of entertainment software as well as some communication software. For most people, learning is boring, and compared with the games, chatting, short videos, online shopping, etc. on the cell phone, there is no attraction, which makes the students who already lack self-control become the “low head” in the classroom, and the smartphone has a serious impact on the students’ concentration on classroom learning.

3. Reasons for the Negative Impact of Smartphones on Classroom Instruction

3.1 External Causes

3.1.1 Teaching Paradigm Shift

The current “Internet +” environment, cell phones into the classroom to assist teaching is in line with the trend of the new era of network wave. Network technology has revolutionized the way knowledge is acquired. The traditional teaching model has struggled to keep pace with these changes, necessitating proactive adjustments to classroom teaching methods. The integration of network technology with traditional teaching offers significant convenience to both students and teachers. In this evolution, smartphones have become indispensable. Students’ use of cell phones in the classroom has shifted from being covert to overt. However, it remains unclear whether they are using their phones to process learning-related information or merely using them for entertainment purposes, often under the guise of “learning”. In the name of “learning”, the practice of “play”, not a few.

3.1.2 Changes in the Learning Environment

In high schools, there is typically a ban on cell phones on campus, fostering a strong learning environment. Students tend to exercise restraint with their phone usage, even during weekends at home, where parents often remind them verbally to focus on studies and limit leisurely phone use. After stepping into the door of the university, students independently arrange after-school time, whether in class or out of class, no one will be forced to prohibit or reduce the frequency of playing cell phones. As time goes by, students find that just playing with their cell phones after class is no longer enough to satisfy their fun-loving nature, so using their cell phones to chat, play games, and swipe short videos during class time becomes commonplace. Since no one asks questions in class, and since they can get by without listening to class, students certainly do not value classroom teaching, and playing with their cell phones in class becomes a common occurrence.

3.1.3 Network Technological Advances

Time is developing, society is progressing, the function of cell phone is also more and more colorful. From single-player games to online games such as King's Glory and Peaceful Elite, from single communication software to the current chatting and dating APPs such as WeChat and QQ, and then the short videos such as Jitterbug and Shutterbug that have sprung up in recent years, etc., the colorful functions of cell phones have greatly occupied students' time after school, or even in class.

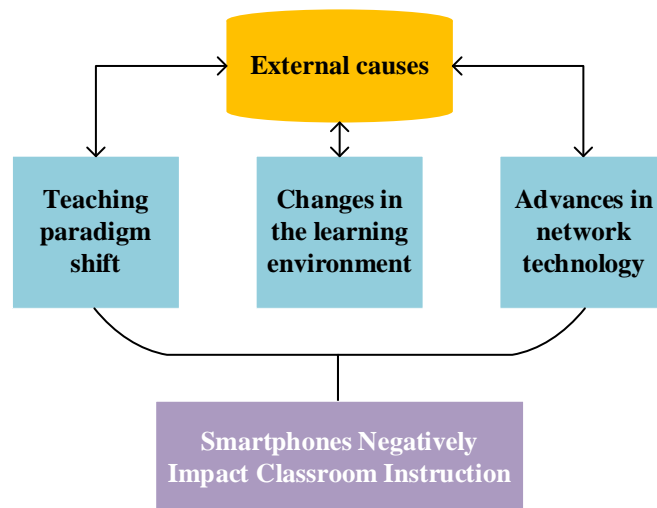


Figure 1. External Reasons for the Negative Impact of Smartphones on Classroom Instruction

3.2 Internal Causes

Students generally lack self-discipline. Throughout their growth from kindergarten to high school, students remain under their parents' supervision. Given their limited life experience and discernment, they often rely on their parents' advice or adhere to their parents' arrangements for most daily decisions. After entering university, students are largely free from parental management, but their ability to manage themselves is seriously lacking. It is precisely during this period that students begin to use smartphones on their own, and the various tempting functions inevitably make students lose themselves and eventually rely heavily on their cell phones.

4. Reasons for the Negative Impact of Smartphones on Classroom Instruction

4.1 Strict Control of the Classroom

First of all, in the classroom, cell phone vibration or ringing can easily attract the attention of students, affecting the overall quality and progress of teaching, so you can ask students to turn their cell phones to silent mode in class, and at the same time to remind the students who play with the cell phone; Secondly, to enhance interaction with students, teachers should integrate their own work or life experiences, or link book knowledge with real-life scenarios during the teaching process. This approach not only aids students in deepening their memory but also stimulates their enthusiasm and concentration; Lastly, increasing the utilization of smart mobile learning software can decrease the opportunities for students to engage in leisure and entertainment activities within the classroom setting. This will help students to deepen their memory and at the same time mobilize their motivation and concentration; finally, to increase the frequency of using smart mobile learning software, so as to reduce the opportunity for students to use cell phones to relax and entertain themselves in the classroom.

4.2 Teaching According To the Ability of the Student

Each student has his or her own specialties, such as language, politics, writing, etc. Teachers can tailor their instruction to each student based on their unique characteristics and the course content, making it more accessible for students to grasp the knowledge presented in textbooks. This personalized approach necessitates a thorough understanding of each student by the teacher. Consequently, to ensure that teaching aligns with students' needs and to achieve a high-quality education, some colleges and universities have adopted small class sizes. Some researchers believe that small class teaching is conducive to the full mobilization of the "teacher-student" double subjective role, to stimulate students' learning initiative, creativity and inner potential.

4.3 The Essence of Learning

The vital mission of higher education is to nurture high-caliber talents for the nation. For many students, enrolling in university aims to secure a fulfilling job upon graduation, with the necessary skills and knowledge for that occupation typically acquired through daily studies on campus, but unfortunately, most students do not understand the jobs that they will probably be engaged in in the future, and therefore do not recognize the importance of classroom learning. Based on the current situation, it is recommended that colleges and universities set up a full-time career counselor, from the beginning of enrollment on a regular basis to introduce students to the current state of the industry after graduation will probably be engaged in the workplace. To ignite students' internal drive for learning, it's crucial to transform the mindset from "they want me to learn" to "I want to learn!" By doing so, students will undoubtedly become more engrossed in classroom activities, thereby significantly mitigating the adverse effects of smartphones on their learning.

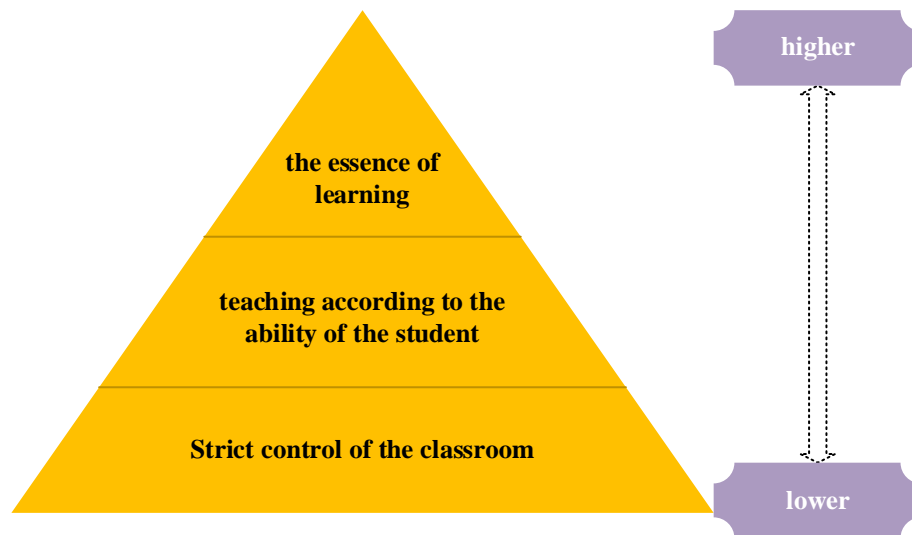


Figure 2. Control Countermeasures against Smartphone Influence on College Students' Classroom Learning

4. Conclusion

As a product of the times, smartphones have long been a "part" of our lives and are inseparable. However, in the classroom, students' energy is limited, and the presence of cell phones will inevitably occupy them. In order to ensure the quality of teaching, teachers should reasonably control the use of cell phones, and improve the attractiveness of the knowledge taught, stimulate students to learn the internal motivation, help students learn better, and realize high-quality teaching.

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Note

Note 1. First in line is Ichisaku, and so on.