

Trending Mobile Teaching and Learning Research from the Social Sciences: A Bibliometric Analysis

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Introduction

Mobile devices have revolutionized teaching and learning, offering new opportunities for educational engagement and access to information. The field of mobile teaching and learning research has grown rapidly in recent years, with contributions from various disciplines within the social sciences. This article presents a bibliometric analysis of trending research in mobile teaching and learning from the social sciences. By examining publication patterns, influential authors, and emerging research themes, this analysis aims to provide insights into the current landscape of mobile teaching and learning research and identify key areas of focus and future directions [1].

The bibliometric analysis reveals interesting publication patterns in mobile teaching and learning research. Over the past decade, there has been a significant increase in the number of publications in this field, indicating its growing importance in educational research. The analysis indicates that the social sciences, including disciplines such as education, psychology, and sociology, contribute extensively to the study of mobile teaching and learning [2].

Description

Furthermore, the analysis identifies the most prolific and influential authors in the field. These authors have made significant contributions to the advancement of knowledge in mobile teaching and learning research. Their work has influenced the direction of the field and has been widely cited by other researchers [3]. Mobile technology integration in classrooms explores the ways in which mobile devices can be effectively incorporated into traditional classroom settings. Research in this area investigates the pedagogical approaches, instructional strategies, and technological infrastructure needed to enhance teaching and learning experiences. Mobile-assisted language learning focuses on the use of mobile devices to support language learning activities. This research explores the benefits of mobile applications, language learning games, and multimedia resources in language acquisition and proficiency development. Mobile learning in informal settings examines how mobile devices can facilitate learning outside formal educational environments. This research investigates the role of mobile technologies in supporting self-directed and personalized learning experiences in informal contexts such as museums, libraries, and community settings [4,5]. Mobile learning assessment explores innovative methods and tools for assessing learning outcomes in mobile learning environments. Research in this area investigates the effectiveness of mobile-based assessments, adaptive feedback mechanisms,

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and the integration of analytics to monitor student progress and performance [6].

Conclusion

The bibliometric analysis provides valuable insights into the trending research in mobile teaching and learning from the social sciences. The analysis of publication patterns, influential authors, and emerging research themes highlights the growing significance of mobile devices in educational contexts. It underscores the contributions of the social sciences to the field and identifies key areas of focus for future research. By understanding the current landscape of mobile teaching and learning research, educators, researchers, and policymakers can make informed decisions regarding the integration of mobile technologies in educational settings. This knowledge can guide the development of effective pedagogical strategies, enhance learning outcomes, and promote the use of mobile devices as tools for educational transformation.

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Conflict of Interest

None.

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