The Social Science Review A Multidisciplinary Journal

(Open Access, Peer-Reviewed, Refereed, Bi-Monthly Journal)

www.tssreview.in

THE RELATIVE RELEVANCE OF ELECTRONIC LEARNING, MOBILE LEARNING AND DIGITAL LEARNING

Sourav Chandra Gorain

Research Scholar, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

Abstract

Electronic Learning, Mobile Learning, and Digital Learning are essential in the context of today's society. Today, all areas of education make extensive use of these three kinds of approaches. In order to make previously inaccessible knowledge and information easily and widely available to learners anywhere in the globe, Electronic Learning uses electronic media and technology. Using synchronous and asynchronous learning technologies to overcome distance and time obstacles. Mobile Learning is the use of mobile computing devices for Electronic Learning. Different kinds of learning approaches have been introduced in the teaching and learning process as a result of technological advancements. The expansion of Electronic Learning towards the use of mobile devices, such as handheld computing devices that are used to provide access to learning content and information resources, has also been made possible by the availability of advanced mobile technologies, such as high bandwidth infrastructure and wireless technologies. Learning tools help students understand concepts more thoroughly and rapidly so that they can effectively link theory to application. Additionally, it enhances teaching methods by making the most of instructor time and promoting extensive information exchange. It is a fresh and improved method for expanding the horizons of our imagination. In this context, it is possible to assert that Electronic Learning, Mobile Learning, and Digital learning are intimately interconnected and mutually supportive.

Keywords: *Electronic Learning, Mobile Learning, and Digital Learning*

Introduction

Technology is a vital part of our everyday lives in the twenty-first century, and it forces professionals, educators, and students to re-examine their fundamental ideas in order to use technology to redesign or reconstruct the education and training system (Gorain et al., 2021; Gorain et al., 2018; Gorain & Saha, 2023; Mahato, 2022; Khan et al., 2023). Additionally, these technology tools play a big part in helping students and teachers benefit more from it (Gorain et al., 2022; Mondal et al., 2018; Mahato et al., 2022; Khan et al., 2023; Gorain & Saha, 2023). When referring to technological learning, the words Electronic Learning, Mobile Learning, and Digital Learning are used interchangeably or in tandem. Electronic Learning is a replacement for traditional education and can also be used in conjunction with it. On the other hand, Mobile Learning is a useful addition to both conventional and Electronic Learning. Digital learning is a strategy that helps students in remote locations connect with top-notch college and career-prep courses taught by a highly qualified teacher who does not work inside their school building. It addresses a number of challenges faced by educational institutions, community leaders, and policymakers. Electronic Learning, Mobile Learning, and Digital learning are crucial in the context of today's society. Today, all areas of education make extensive use of these three sorts of methodologies.

These three different learning approaches are intimately connected to one another. With this type of learning methodology, students of today may simply pick up new information (Dandapat et al., 2021; Mohanta, Mahato & Sutradhar, 2023). Their area of expertise widens. Therefore, it can be claimed that these three categories of approaches are very interdependent.

Objectives of the study

The objectives of this review work is to draw attention to the natural connection between Digital learning, Mobile Learning, and election learning. This makes it feasible for instructors and students of today to get a thorough comprehension of these three categories of learning approaches.

Electronic Learning

Students who participate in Electronic Learning have access to the internet while they are away from their academic institutions utilising personal computers, laptops, or smartphones. This is useful in some situations where face-to-face instruction is impractical due to the requirement for additional participant accommodations, participants' far locations from the institutions, etc. Other names for this teaching approach include online instruction, video classes, and remote learning. The internet and technical improvements have made Electronic Learning useful in academic settings (Islam & Islam, 2023).

Electronic Learning is a replacement for traditional education and can also be used in conjunction with it. In order to make previously inaccessible knowledge and information easily and widely available to learners anywhere in the globe, Electronic Learning uses electronic media and technology. This teaching approach can address the present and future demands of higher education by reducing geographical and temporal boundaries with the use of asynchronous and synchronous learning resources (Kar, Saha & Mondal, 2014). With the support of an internet network, Electronic Learning may be accessible from anywhere and can be done without the need for a physical location (Hoppe et al., 2003).

Mobile Learning

Both conventional learning and Electronic Learning are complemented by Mobile Learning. When students are remote from their regular learning surroundings, Mobile Learning enables them to interact with their learning materials (Mahato, Gayen & Mahato, 2023). Through Mobile Learning, students may quickly purchase e-books and download them to their devices. This method of learning delivery is no longer a novelty for students; instead, millions of workers and thousands of post-secondary institutions rely on it. Mobile Learning is a subset of Electronic Learning, which is a larger term that encompasses both online and Mobile Learning environments. Mobile Learning is using mobile computing devices for Electronic Learning (Basak, Wotto & Belanger, 2018). Different kinds of learning approaches have been introduced in the teaching and learning process due to technological advancements. The expansion of Electronic Learning towards the use of mobile devices, such as handheld computing devices that are used to provide access to learning content and information resources, has also been made possible by the availability of advanced mobile technologies, such as high bandwidth infrastructure and wireless technologies. Students can conveniently perform some of their course-related activities using their mobile devices. Mobile Learning may be more widely available because of the portability, affordability, and availability of mobile devices (Oriji & Nnadieze, 2023).

Digital learning

Any sort of learning that is made possible by technology or by instructional strategies that effectively utilise technology is referred to as Digital learning, which happens across all learning domains and sectors. The term "Digital learning," which is gradually replacing "Electronic Learning," refers to the use of information and communication technologies during open and remote education. Digital learning, which may also be educational software, a Digital learning tool, an online study programme, or a learning resource, is a technical solution to assist teaching, learning, as well as for studying activities. Digital

learning tools help students understand concepts more thoroughly and rapidly so they can successfully link theory to practice. Additionally, it enhances teaching methods by making the most of instructor time and promoting extensive information exchange. It is a fresh and improved method for imagining possibilities that go beyond what is already possible (Anohina, 2005). Digital learning tools are being adopted more widely, pushing education into new frontiers. Higher education institutions must match their educational technology solutions to the demands of students, just as instructors must re-evaluate what it means to create learning experiences. For both instructors and students, Digital learning is preferable to the traditional classroom paradigm in many ways. Teaching and learning may take place whenever and wherever it is most convenient for everyone. Despite its advantages, Digital learning does have certain drawbacks. The fact that many digital tools and technologies need students to learn how to use those means that many students who perform well in a traditional context may struggle in an online environment. Stronger pressure on students during the educational process may result from new platforms for the digitization of education (Rasjid et al., 2023).

Relative Relevance of Electronic Learning, Mobile Learning and Digital Learning

The fact that in these methods of learning, students may utilise a variety of electronic devices to study away from the educational facility, mobile assistant students can quickly learn all the material (Hernández, Osorio & Nahón, 2020). Similar to traditional education, kids can receive an education via the use of various digital resources (Hargitai & Bencsik, 2023). In other words, children study through the use of computers, mobile internet, and other electronic devices in Electronic Learning (Amir & Ahmad, 2022). Through contemporary mobile devices, students may acquire a variety of material for Mobile Learning from an online library (Al Masarweh & Afandi, 2022). Kids can receive an education in two different ways from a school or elsewhere but Digital learning again aims to teach today's kids utilising a variety of digital media or devices (Alenezi, 2023). After considering all that has been mentioned, it can be determined that Digital Learning, Mobile Learning, and Electronic Learning are all closely tied to and dependent upon one another (Basak, Wotto & Belanger, 2018).

Findings

Given all that has been discussed above, it is safe to say that Digital Learning, Mobile Learning, and Electronic Learning are all closely connected. A more thorough analysis reveals that Mobile Learning is a component of Electronic Learning, but Digital Learning is meant to replace Electronic Learning. Because different forms of electronic devices are used for Electronic Learning in a similar manner to how different types of digital devices are utilised for Digital Learning. Electronic Learning and Digital Learning are more closely associated in this context, it might be claimed. These three different learning modalities Electronic Learning, Mobile Learning, and Digital Learning are extremely supportive of one another and are intertwined.

Conclusion

In conclusion, it can be claimed that these three categories of learning approach Electronic, Mobile and Digital are interconnected. While there is a sizable market for Electronic Learning, there is also a sizable market for Mobile Learning. By downloading various sorts of book materials, etc., modern mobile phones have good effects on both traditional and remote learning. In a similar vein, Digital learning utilises a variety of digital resources to attempt to simplify and make clearer the educational process. As a result, it may be claimed that these three categories of learning are quite significant. Digital learning is any type of learning that is facilitated by technology or by instructional practice that effectively utilises technology. It occurs across all learning domains and areas. Electronic Learning is the learning supported by digital electronic tools and media. Mobile Learning is the Electronic Learning using mobile devices and wireless transmission.

References

1. Abubakari, M. S., & Zakaria, G. A. N. (2023). Technology acceptance model in Islamic education (TAMISE) for digital learning: conceptual framework proposal. *Canadian Journal of Educational and Social Studies, 3*(4), 25-42.

2. Al Masarweh, M., & Afandi, W. (2022). Investigating factors mobile learning acceptance and use for distance learning students in higher education. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 10*(3), 117-128.

3. Alenezi, M. (2023). Digital learning and digital institution in higher education. *Education Science, 13*(88), 1-18.

4. Amir., & Ahmad, S. (2022). Electronic learning and mobile learning for English language teaching: benefits, drawbacks and its pedagogical implications. *International Journal of Innovative Research in Technology, 9*(7), 732-738.

5. Anohina, A. (2005). Analysis of the terminology used in the field of virtual learning. *Educational Technology & Society, 8*(3), 91–102.

6. Arif, M. Z., Nurdin, D., & Sururi, S. (2023). Mapping the use of digital learning tools and methods for increasing teachers' digital competence. *Jurnal Pendidikan Glasser*, *7*(2), 226-235. https://doi.org/10.32529/glasser.v7i2.2528

7. Babak, E. (2023). Ecology of electronic learning. *Educational Challenges, 28*(1), 44-57.

8. Basak, S. K., Wotto, M., & Belanger, P. (2018). Electronic learning, mobile learning and digital learning: conceptual definition and comparative analysis. *Electronic Learning and Digital Media, 15*(4), 191-216. https://doi.org/10.1177/2042753018785180

9. Bilotserkovets, M., & Fomenko, T. (2022). Learning English grammar by means of mobile learning: A case study. *Educational Challenges*, *27*(2), 29–38. https://doi.org/10.34142/2709-7986.2022.27.2.02

10. Bouaaich, A., & Belhaj, L. (2023), Navigating the digital landscape: assessing the effects of electronic learning on students' learning in higher education. *The International Journal of Technology, Innovation, & Education, 1*(2), 51-65. http://ijtie.com/v102/n71

11. Dandapat, M., Paramanik, S. C., Gayen, P., & Gorain, S. C. (2021). Attitude of secondary school teachers towards using ICT in English classroom of Purulia district. *International Journal of Research and Analytical Reviews (IJRAR), 8*(1), 583-590.

12. Dávila, M. R. M. (2020). Mobile learning: Use, features, advantages and disadvantages. *Revista Tecnológica-Educativa Docentes 2.0, 8*(1), 50-52.

13. Gorain, S. C., & Saha, B. (2023). A study on internet addiction of higher education students. *Journal of Emerging Technologies and Innovative Research (JETIR), 10*(6), h549-h564.

14. Gorain, S. C., & Saha, B. (2023). Relativeness of internet addiction, social isolation and academic achievement: A review. *International Journal of Creative Research Thoughts – IJCRT*, *11*(8), f306-f312

15. Gorain, S. C., Adhikari, A., Saha, B., & Sen, S. (2021). A study on internet dependency, social isolation and personality using Mahalanobis distance. *EPRA International Journal of Research and Development (IJRD)*, *6*(9), 179-184.

16. Gorain, S. C., Mondal, A., Ansary, K., & Saha, B. (2018). Social isolation in relation to internet usage and stream of study of under graduate students. *American Journal of Educational Research*, *6*(4), 361-364.

17. Gorain, S. C., Saha, B., Maji, S., & Sen, S. (2022). A study on relationship and cluster analysis among internet dependency, social isolation and personality. *International Journal of Research Publication and Reviews, 3*(1), 884-888.

18. Hamza, L. (2023). Adaptation to the context in mobile learning application using mobile design patterns. *International Journal of Interactive Mobile Technologies (IJIM)*, *17*(06), 81–97. https://doi.org/10.3991/ijim.v17i06.36937

19. Hargitai, D. M., & Bencsik, A. (2023). The role of leadership in digital learning organizations. *Emerging Science Journal, 7*(Special Issue), 111-124.

20. Hernández, M. U., Osorio, V. L., & Nahón, A. E. (2020). Mobile learning in the teaching of mathematics: A conceptual cartography. *Journal Computer Technology, 4*(12), 1-11. https://doi.org/10.35429/JCT.2020.12.4.1.11

21. Hoppe, H. U., Jointer, R., Milrad, M., & Sharples, M. (2003). Guest editorial: Wireless and mobile technologies in education. *Journal of Computer Assisted Learning, 19*(3), 255-259.

22. Ilić, M., Mikić, V., Kopanja, L., & Vesin, B. (2023). Intelligent techniques in electronic learning: a literature review. *Artificial Intelligence Review an International Science and Engineering Journal, 56*(8), 1-48. https://doi.org/10.1007/s10462-023-10508-1

23. Islam, M., & Islam, M. (2023). Electronic learning in Bangladesh: challenges and overcoming strategies. *Development Review, Journal of the National Academy for Planning and Development (NAPD), 32*(1), 79-100.

24. Kar, D., Saha, B., & Mondal, B. C. (2014). Attitude of university students towards e-learning in West Bengal. *American Journal of Educational Research*, 2(8), 669-673.

25. Khan, S., Roy, S., Gorain, S. C., & Adhikari, A. (2023). Cyber schooling: a study on the higher education learners. *IAR Journal of Humanities and Social Science, 4*(1), 1-10.

26. Lebedeva, M., Taranova, M., & Beketov, V. (2022). Assessment of academic achievements in mobile learning. *Education and Information Technologies, 28*(7), 1-22. https://doi.org/10.1007/s10639-022-11423-8

27. Mahato, D., Gorain, S. C., Roy, S., & Adhikari, A. (2022). Introspecting flipped classroom: A survey on higher education students. *Galore International Journal of Applied Sciences and Humanities*, 6(4), 56-69.

28. Mahato, M., Gayen, P., & Mahato, R. C. (2023). Relationship between self-efficacy and m-learning of undergraduate students of Purulia district of West Bengal. *International Journal of Research Publication and Reviews*, 4(4), 3219-3222.

29. Mogaka, S., Odawa, J., & Odoyo, C. (2022). A sustainable model for deployment of m-learning in Kenyan universities. *International Journal of Innovative Technology and Exploring Engineering (IJITEE), 11*(12), 49-61. https://doi.org/10.35940/ijitee.L9340.11111222

30. Mohanta, R., Mahato, R. C., & Sutradhar, A. (2023). Use of ICT in language learning. *International Journal of Research and Review*, 10(4), 139-143.

31. Mondal, A., Ansary, K., Gorain, S. C., & Saha, B. (2018). Internet affinity in relation to personality and gender. *American International Journal of Research in Humanities, Arts and Social Sciences*, 22(1), 11-15.

32. Mulyadi., Ridwan., Lisabe, C. M., Lasino., & Alfiyanto, A. (2023). Perceptions of students using electronic learning application in learning science. *Jurnal Penelitian Pendidikan IPA, 9*(6), 4315-4319. https://doi.org/10.29303/jppipa.v9i6.3849

33. Obidile, J. I. (2023). Strategies for improving the utilization of electronic learning in the teaching and learning of accounting in tertiary institutions in Anambah state. *Journal of Vocational Education Studies, 6*(1), 111-124. https://doi.org/10.12928/joves.v6i1.7860

34. Oriji, A., & Nnadieze, G. C. (2023), Electronic learning: shifting from theory to practice & learning across curriculum. *Global Academic Journal of Humanities and Social Sciences, 5*(2), 112-122. https://doi.org/10.36348/gajhss.2023.v05i02.010

35. Rasjid, A. R., Yakin, A. A., Muthmainnah., & Obaid, A. J. (2023). Exploring students' autonomous learning behaviours toward electronic learning to higher education performance. *Al-Ishlah: Jurnal Pendidikan, 15*(2), 2551-2561.

36. Reina, D., & La Serna, N., (2022). Methodology for the creation of virtual learning scenarios based on mobile learning. *Novasinergia, 5*(2). 106-131. https://doi.org/10.37135/ns.01.10.07

37. Said, K., Kurniawan, A., & Anton, O. (2018). Development of media-based learning using android mobile learning. *Journal of Theoretical and Applied Information Technology, 96*(3), 668-676.

38. Salahuddin. (2023). The value of electronic learning in all educational fields. *Journal of Survey in Fisheries Sciences, 10*(1), 2562-2564.

39. Sari, D. R., Muhaimin, M., & Sukmono, T. (2022). The prototype of ACCDR model: mobile learning multimedia development design model stem-based for the online science learning. *Edukasi: Jurnal Pendidikan Dan Pengajaran, 9*(2), 108-125.

40. Tsani, I., Nisa, A. L., & Sufirmansyah. (2023). Evaluation of academic atmosphere formation in Islamic junior high school through digital learning system. *Munaddhomah: Jurnal Manajemen Pendidikan Islam, 4*(2), 352-367.

41. Utami, V. Q. N., Erita, Y., Kurniawan, F., & Syahril, D. (2023). The impact of students' learning motivation on electronic learning-based IPS & civics learning. *Journal of Digital learning and distance education (JDLDE), 1*(11), 349-354.

42. Zaidi, S. F., Kulakli, A., Osmanaj, V., & Zaidi, S. A. (2023). Students' perceived mobile learning quality: an evaluation and directions to improve the quality for h-learning. *Education Sciences*, *13*(6), 1-22. https://doi.org/10.3390/educsci13060578

43. Zakaria, M. I., Hanid, M. F. A., & Hassan, R. (2023). Combination of mobile learning with problem based learning: teaching activities for mathematics teachers. *International Journal of Interactive Mobile Technologies (IJIM)*, *17*(09), 4–19. https://doi.org/10.3991/ijim.v17i09.38663

44. Zare, S., Shirdeli, M., Rezaee, R., Niknam, F., Mobarak, S., & Jelvay, S. (2022). Mobile learning among university students: adoption and application of mobile learning. *Acta Medica Iranica, 60*(11), 699-706.

45. Zhao, B. X. (2023). Educational inequality: The role of digital learning resources. *Lecture Notes in Education Psychology and Public Media*, *7*(1), 634–642. https://doi.org/10.54254/2753-7048/7/2022980