Abstract

In the recent years, exploring the use of mobile technology to support learning is the key challenge for educators and instructional designers. However, there is little literature that examines the dimensions of mobile learning domain for both the researchers and instructional designers, and focuses on the effective use of the latest mobile learning technologies for education. This study takes a systematic approach to review the literature and provides a more comprehensive analysis and synthesis of articles from the year 2003 to year 2014. Findings in this study reveal that most highly-cited articles are found to focus on the evaluations of mobile learning systems and their design. Experimental methods are found to be the primary research methods for the evaluation of m-learning systems. PDAs, handhelds are currently the most widely used devices for mobile learning but these are expected to be replaced by emerging technologies. The results of this study may provide comprehension for researchers and educators into research trends in mobile learning.

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**Index Terms**

Computer Science

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