Journal of Advanced Research in Social Sciences and Humanities
Volume 3, Issue 2 (76-87)
DOI: https://dx.doi.org/10.26500/JARSSH-03-2018-0205

Tablet as a training material: Contribution of content diversity to education rate

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Abstract

Aim: The study's overarching objective was to investigate how people use tablet computers.
Method: As part of the screening model used in this study, interviews with professionals in the field were conducted. Twenty students will be randomly selected from the study group's visual roster.
Findings: In this study, we found that as technology has advanced, the demand for tablet computers has also grown. These gadgets have a variety of uses, including education, business, and leisure. They worked very well as training materials when used on computers. More and more often, people's preferences are influenced by factors such as when and where they received their education. Communicating with the user in multiple ways (visually, aurally, and physically), these gadgets make it possible for students to learn in a way that best suits them, wherever they may be, at whatever time of day. Tablets, equipped with purpose-built educational software, can be used in the same environment as traditional classroom instruction, allowing for more focused learning.
Implications/Novel Contribution: The findings can be used to promote a greater understanding of the potential of education in the classroom. Students should use the findings to deepen their expertise in computer-based networking and problem-solving.

Keywords: Mobile Education, Education, Tablet, Computer

Received: 12 December 2017 / **Accepted:** 24 January 2018 / **Published:** 23 April 2018

INTRODCUTION

Tablet and Mobile Learning

With the advent of digital natives and the increasing pervasiveness of technology in everyday life, students are exploring new ways to incorporate technological tools into the classroom to give students the most effective education possible (Agostini, Di Biase, & Loregian, 2010; Kongmanus, 2015; Tarmuchi, Mohamed, & Ismail, 2015). At the same time, M-Education, which uses mobile and wireless technologies in the name of learning, is gaining traction as a promising new paradigm in the field (Aldhafeeri & Alajmi, 2017; Chadyiwa & Mgutshini, 2015; Farooq, Schafer, Rosson, & Carroll, 2002). Focusing on the training process can take a lot of work for students. Tertiary institutions increasingly incorporate Internet-based technologies into their curriculums, with the rationale that students can benefit from this method of instruction even when they are not physically present in class (Newhouse, Williams, & Pearson, 2006; Supratman, 2015). One of the biggest issues with modern education methods is that they need to be mobile enough to meet students' informational and pedagogical needs whenever and wherever they arise (Yordanova, 2007). Students need to be literature adaptable and should be inspired to learn by their instructors and course materials. Because of this inspiration, their students work harder and achieve better results.

Curiosity, interest, and rivalry, as opposed to physiological requirements, truly motivate people. The learner makes an effort to study independently, based solely on his or her own interests, with no outside interference. The level of Curiosity is very promising. Because of this, the student spends more time, energy, and focus on uninteresting content. This interest stems from the topic's intrinsic fascination and the narrator's skill in evoking the topic's atmosphere and personality through their words.

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Motivated and inquisitive students who are encouraged to take an active role in their own education are more likely to master the material presented in class and are less likely to view their failures as setbacks along the path to eventual success. As a result, the student's confidence will rise, and the learning will stick. Despite the widespread adoption of constructivist principles in the classroom today, much educational software is still developed with a behaviourist ethos (Henderson & Yeow, 2012; Sadik, 2016).

It makes sense to use our brains' natural talent for pattern matching to manage and keep an eye on things. However, it facilitates blunders associated with memory and performance. Instead of forcing our brains to do things beyond their capabilities, we should let them do their own thing and concentrate on what is worthwhile.

Cognitivism describes learning as an internal, self-directed process that necessitates students' full engagement in their education. Every person has their own unique set of requirements for learning, and as a result, their own distinct set of preferred methods of instruction (Hashim, Salam, & Mahfuzah Mohamad, 2017; Perkmen & Öztürk, 2009). More and more, computer technologies are being incorporated into classroom education to boost student motivation and enhance teaching efficiency, and recently, mobile communication has emerged as a trend in this area (Rau, Gao, & Wu, 2008). Learning delivery models that are more adaptable to individual students' schedules and interests have emerged due to technological advancements and shifting learner demands (Mockus et al., 2011).

When it comes to learning the still-relevant classical methods, computers in the mobile education model can do many complex operations to our place, depending on the learner's availability. Using a computer to help with instruction or reinforcement of previously learned behaviours is known as computer-assisted instruction (CAI). (Yalin, 2012). Most mobile learning and teacher education experts agree that this strategy is useful for increasing teachers' knowledge of mobile technology and extending their own learning opportunities (Baran, 2014).

There has been a steady increase and diversification of wireless, mobile, portable, and handheld devices in all industries, including education, in both the developed and developing worlds (Traxler, 2007). The proliferation of tablets has also contributed to a rise in the classroom use of computer education. Tablets are portable personal computers that use a touchscreen for input and run an OS designed specifically for them (Roebuck, 2012). With these tablets' flexibility, users can add interactive elements on the fly. Tablets' benefits in the classroom are becoming more apparent to teachers as their use becomes more commonplace (Ward, Finley, Keil, & Clay, 2013). Tablet computers have made it possible to start using this navigating skill for instructional purposes. This feature ultimately led to tablets' widespread adoption as a means of education. Using technology in the classroom has been an important part of the search for educational solutions in developed nations. The assumption is that as technology advances, so will educational opportunities (Baras, 1985).

When tablets are used in the classroom, they need to improve in usability to pique students' interest, draw them in, and make them feel like they're contributing. For this reason, tablet applications need to use enticing visuals, audio, video, typography, and colour to capture the student's attention.

METHODOLOGY

In this research, interviews with field experts and field experts were utilized within the scope of the screening model. The 20 study members, 20 students, will be randomly selected from the graphical section of the study group of this study.

Collection of Data

A tablet application on Animation Education was prepared in line with the objectives of the research. The tablet application design with animation training was prepared in line with the sub-objectives of the research and was prepared under the guidance of a specialist group consisting of 2 teaching staff, 1 training program development specialist, 2 education technology specialists and 2 tablet specialists. Firstly, the target and target behaviours related to the subject to be studied are determined. A list of contents was prepared to provide targeted and target behaviours. According to certain criteria, a tablet application has been prepared which includes input events, home page, tablet usage direction, screen/interface design, and subject understanding questions.

A scale has been prepared under the supervision of the expert group for the purpose of evaluating the tablet design. Very good, good, moderate and weak values in the 4-point scale for responding to input questions,

homepage, program direction, screen design and evaluation questions prepared according to certain criteria, and questions including yes-no answers due to questions edited. The prepared scale will be applied to the teaching staff in the study group and the students will use the tablet design and will be applied individually by the researcher.

SPSS 16.0 (The Statistical Package for the Social Sciences) package program was used to analyse the data. The data obtained according to the sub-objectives of the study were calculated by percentage (%) according to frequency (f) distributions and tabular findings and interpretations were made.

RESULTS AND DISCUSSION

Findings obtained in this section are explained and interpreted in accordance with the sub problems of the research.

What are the Opinions of Students and Teaching Staff Regarding the Preparation Phase of Tablet Design with Animation Education?

Table 1: Student and teaching staff opinions on motivation activities

Task		Student		Teacher	
		f	%	f	%
1. Do you think users will be willing to continue to follow this training application once they have implemented the application?	Yes	19	95%	20	100%
	No	1	5%	0	0%
Total:		20	100%	20	100%
2. Is this training application arouse curiosity at the desired level of learning animation education?	Yes	17	85%	20	100%
	No	3	15%	0	0%
Total:		20	100%	20	100%
3. Is it appropriate for you to have moving images in this training application?	Yes	19	95%	20	100%
	No	1	5%	0	0%
Total:		20	100%	20	100%
4**. What suggestions might you have to increase if you find the incentive techniques to be inadequate?**	Perhaps the number of samples can be increased.	0	0%	1	5%
	There could be a sound in the menu passes.	0	0%	1	5%
	It looks as good as it is.	0	0%	1	5%
	No opinion.	0	0%	17	85%
Total:		0	0%	20	100%

** : It was only offered to teaching staff.

As seen in Table 1, it was determined that all of the instructors who participated in the inquiry about the request to continue watching the tablet application after the entrance section of the users said yes. It has been determined that 100% of the teaching staff participated in the question about whether the tablet application was curious about the animation at the desired level and yes, 85% of the students gave a negative answer. 100% of the lecturers and the majority of the students stated that the moving images used as a cause of the Animation theme of the Tablet application are intriguing and the colors are remarkable. The majority of the teaching staff who participated in the survey did not comment on the question of raising the motivation activities.

According to this situation; it can be said that the induction activities used in the introduction part of the tablet application affect the teaching staff and the students, attract attention and interest.

Table 2: Student views on implementation content

		Student	
		f	%
1. Does this training on animation education provide you enough information about the history of animation? *	Yes	18	90%
	No	2	10%
Total:		20	100%
2. Does the design used in the application context affect the training you receive about the subject positively?	Yes	18	90%
	No	2	10%
Total:		20	100%
3. Are video and animations in the application effective in understanding the context?	Yes	20	100%
	No	0	0%
Total:		20	100%

As seen in Table 2; It was determined that 90% of the students who participated in the questionnaire about the adequacy of the animated history unit provided in the tablets application application gave yes and 10% answered no. It was determined that 90% of the students who participated in the questionnaire about the effect of the design used in the content of the tablet application did not affect the education of the students, and 10% of the students gave no answer. All of the students answered 'yes to the question of how effective the videos and animations used in the tablet application are in the concept.

According to this situation; it can be said that the content of the tablet application contributes to the education of the students and is beneficial.

Table 3: Teaching staff opinions on general design

		Teacher	
		f	%
1. Are your page designs appropriate for your users?	Yes	20	100%
	No	0	0%
Total:		20	100%
2. How is the layout of the design elements (format, area, text, color) in the application proper?	Yes	20	100%
	No	0	0%
Total:		20	100%
3. Are the galleries and videos used in the pages correctly used?	Yes	20	100%
	No	0	0%
Total:		20	100%

As seen in Table 3, It was determined that all of the instructors who participated in the questionnaire about the suitability of the tablet application for the students of the page designs gave the yes answer. It has been determined that 100% of the lecturers participating in the questionnaire regarding the placement of the design elements (form, area, writing, color) in the whole tablet application gave the yes answer. All of the instructors in the question about placement of video and animations used in tablet application were found to give yes answer.

According to this situation; it can be said that the page design of the tablet application helps the students to understand the subject more easily.

What are the Views of Students and Teaching Staff on the Introduction Activities of Tablet Design with Animation Education?

Table 4: Student and teaching staff opinions on motivation activities

Task		Student		Teacher	
		f	%	*f*	%
1. Are you familiar with what you will learn when you follow this training course on animation education/is the overall goal of the Animation training unit, which is the subject of your training application, presented in an understandable way?	Yes	16	80%	20	100%
	No	4	20%	0	0%
Total:		20	100%	20	100%
2. Are you clear about what topics you will learn about animation education/Are the objectives of the animation education unit presented in an understandable way?	Yes	17	85%	20	100%
	No	3	15%	0	0%
Total:		20	100%	20	100%
3*. Can you easily find the topic you want in the application?*	Yes	18	90%	0	0%
	No	2	10%	0	0%
Total:		20	100%	0	0%

* : Only presented to students

As seen in Table 4, 80% of the students answered 'yes 20% no' to the questions about the understanding of the targets after the education of animation education was observed in tablet application. All of the instructors answered yes to this question. In the question of clarity of the specific goals given under the subject headings in education, all of the instructors gave the yes answer; 85% of the students say "yes" 15% answered no. All of the instructors were found to answer yes to this question. In the questions about easy access to the desired subject, 100% of the instructors who gave the answer yes to all of the students gave yes answer.

According to this situation; it can be said that the targets to be reached in tablet application are understandable.

As seen in Table 5; it was determined that the instructor who participated in the questionnaire regarding the clarity of the tablets application direction and the students answered yes to all of them. When all of the lecturers in the question about the preparation of the tablets of the tablets according to the instructions give the yes answer; 85% of the students answered yes, 15% answered no. The buttons used in the tablet application were answered with yes, while 90% of the students answered yes and 10% responded no to the questions about whether the movements were explained clearly and clearly. All of the instructors who participated in the questioning about whether or not the sliding movement used in the tablet application provided the student to move freely in the application, responded yes. It was determined that 95% of the students who participated in the research into the clarity of the buttons used in tablet application gave a yes answer and 5% answered no. 80% of the instructors who participated in the

question about whether the interaction of the finger and the scrolling movement distracted or not used in the page transitions were answered yes and 20% answered no. 45% of the students answered yes and 55% responded no.

Table 5: Student and teaching staff opinions on application direction, page transitions and navigation buttons

Task		Student		Teacher	
		f	%	*f*	%
1. Is the training practice instructional understand/Is the training application level that the training course user can understand?	Yes	19	95%	20	100%
	No	1	5%	0	0%
Total:		20	100%	20	100%
2. Is the page transition directive prepared in accordance with the training application?	Yes	17	85%	20	100%
	No	3	15%	0	0%
Total:		20	100%	20	100%
3*. Are the buttons, movements used in training application explained clearly and clearly?*	Yes	18	90%	0	0%
	No	2	10%	0	0%
Total:		20	100%	0	0%
4**. Does the use of the sliding movement allow the user to move freely within the training application?**	Yes	0	0%	20	0%
	No	0	0%	0	0%
Total:		0	0%	0	0%
5*. Do you understand the buttons you have seen in this training practice?*	Yes	19	95%	0	0%
	No	1	5%	0	0%
Total:		20	100%	0	0%
6. Do we distribute our finger-scrolling interaction during page transitions? Does the scrolling interaction of the page transitions distract the user?	Yes	9	45%	16	80%
	No	11	55%	4	20%
Total:		20	100%	20	100%

* : It was only offered to students.

** : It was only offered to teaching staff.

According to this situation; it can be said that the instructions and buttons used in the tablet application can be understood. It can be said that the instructions and buttons used in tablet application are numerically sufficient, clear, functional and understandable, allowing the user to move within the tablet without problems and to make the learning process more effective. It has been seen that there is a problem with the teaching staff and the students in the page transitions with the finger-sliding movement used in the tablet application.

As shown in Table 6, 55% of the students who participated in the questionnaire related to the visual layout in page layout of the tablet application screen design were very good, 40% good, 5% moderate; 70% of the teaching staff considered good, 20% good, and 10% moderate. 45% of the students who participated in the survey on the subject integrity of the tablets were very good, 40% good; 10% are moderate, 5% are weak , 85% are very good and

15% are good. Regarding the placement of associates in the tablet application, 50% of the students who participated in the survey were very good, 45% good, 5% moderate; 80% of the teaching staff were very good, 15% good and 5% moderate.

Table 6: Page edits

Task		Student		Teacher	
		f	%	*f*	%
Page Edits					
Visual placements	Very good	11	55%	14	70%
	Good	8	40%	4	20%
	Medium	1	5%	2	10%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%
Visual and Subject Integrity	Very good	9	45%	17	85%
	Good	8	40%	3	15%
	Medium	2	10%	0	0%
	Weak	1	5%	0	0%
Total:		20	100%	20	100%
Component placement	Very good	10	50%	16	80%
	Good	9	45%	3	15%
	Medium	1	5%	1	5%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%

Table 7: Visual elements used

Task		Student		Teacher	
		f	%	*f*	%
Visual Elements Used					
Photos	Very good	12	60%	19	95%
	Good	6	30%	1	5%
	Medium	2	10%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%
Videos	Very good	11	55%	19	95%
	Good	5	25%	1	5%
	Medium	3	15%	0	0%
	Weak	1	5%	0	0%
Total:		20	100%	20	100%
Animations	Very good	11	55%	19	95%
	Good	7	35%	1	5%
	Medium	1	5%	0	0%
	Weak	1	5%	0	0%
Total:		20	100%	20	100%

According to this situation; teaching staff and students examine the visual layout more in detail in the page layout and the instructors are found better than the students. It can be said that they found the integration of the visual and the subject in the page arrangement better than the teaching staff and the students and the settlement

of the associates better.

As shown in Table 7, 60% of the students who participated in the questionnaire on the photos used in the screen design of the tablet application were very good, 30% good, 10% moderate; 95% of faculty members rated themselves as very good and 5% good. Regarding the videolas used in tablet application, 55% of the students participating in the study were very good, 25% good; 15% moderate, 5% weak; 95% of faculty members are very good and 5% of them are good. Regarding the animations used in tablet application, 55% of the students who participated in the survey were very good, 35% good, 5% moderate and 5% weak; 80% of the teaching staff were very good, 15% good and 5% moderate.

According to this situation; it can be said that the instructors found visual items (photos, videos and animations) used in tablet application better than the students.

Table 8: Typographic features

Typographic Features					
Punto	Very good	9	45%	15	75%
	Good	8	40%	5	25%
	Medium	1	5%	0	0%
	Weak	2	10%	0	0%
Total:		20	100%	20	100%
Hierarchical relationship between texts	Very good	9	45%	17	85%
	Good	4	20%	3	15%
	Medium	7	35%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%
Character selection	Very good	10	50%	18	90%
	Good	6	30%	2	10%
	Medium	4	20%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%
Line length	Very good	10	50%	16	80%
	Good	4	20%	4	20%
	Medium	5	25%	0	0%
	Weak	1	5%	0	0%
Total:		20	100%	20	100%
Spacing between lines	Very good	11	55%	16	80%
	Good	2	10%	4	20%
	Medium	7	35%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%

As shown in Table 8, 45% of the students who participated in the typographic survey used in the typology of the screen/interface design of the tablet application were very good, 40% good, 5% moderate, 10% weak; 75% of the teaching staff are very good and 25% of them are good. 45% of the students who participated in the study of the hierarchical relationship between the typography used in designing the screen/interface of the tablet application and the texts were very good, 20% good, 35% moderate; 85% of the teaching staff were very good and 15% were good. 50% of the students who participated in the character selection of the typography used in the screen/interface design of the tablet application were very good, 30% good, 20% moderate; 90% of the faculty members were very good and 10% were good. 50% of the students who participated in the survey of the line length of the typography used in the display/interface design of the tablet application were very good, 20% good, 25% moderate, 5% weak; 80% of the teaching staff were very good and 20% were good. 55% of the students who participated in exploring the line spacing of the typography used in the screen/interface design of the tablet application were very good, 10%

good, 35% moderate; 80% of the teaching staff were very good and 20% were good.

According to this situation; it can be said that the dimension of the typography is better for the teaching staff than the students. It can be argued that the relation of the typography to the other texts according to the font is examined more in detail by the lecturers and it is thought that it is the correct hierarchical order among the texts according to the font. It has been determined that the instructors are better than the students about the character selection of the typography and that the character selection is correct. It can be said that the instructors find the line length of the typography better than the students. It can be said that the teaching staff think that the typography is better than the students in relation to the line spacing.

What are the Teaching Staff and Student Opinions about Content (Integrity, Phasing, Content Validity, Validity and Signing Rules) in Tablet Education with Animation Education?

Table 9: The contents of tablet design with animation training

Task		Student		Teacher	
		f	%	*f*	%
Content					
Integrity	Very good	20	100%	20	100%
	Good	0	0%	0	15%
	Medium	0	0%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%
Progressivity	Very good	20	100%	20	100%
	Good	0	0%	0	0%
	Medium	0	0%	0	0%
	Weak	0	0%	0	0%
	Total:	20	100%	20	100%
Evaluation	Very good	20	100%	20	100%
	Good	0	0%	0	0%
	Medium	0	0%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%
Correctness and validity of content	Very good	20	100%	20	100%
	Good	0	0%	0	0%
	Medium	0	0%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%
Mark rules	Very good	20	100%	18	90%
	Good	0	0%	2	10%
	Medium	0	0%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%

As seen in Table 9, almost 100% of the students and teaching staff who participated in investigating the completeness, phasing, correctness and validity of the contents of the tablet design were very good. 90% of the instructors involved in investigating the marking rules of the content of tablet design are very good, 10% good; all of the students were very good.

According to this situation; it can be said that the content of the tablet design has been correctly formed and has a succession of completeness in the direction of the student's need for the subject. It can also be said that the content was prepared in accordance with the writing rules.

What are the Teaching Staff and Student Opinions on the Evaluation of Tablet Design on Animation Education?

Table 10: Evaluation

Task		Student		Teacher	
		f	%	*f*	%
1. Is it appropriate for you to have the subject questions given at the end of the subject in tablet design?	Yes	20	100%	20	100%
	No	0	0%	0	0
% Total:		20	100%	20	100%
2. To what extent is it appropriate that subject questions in tablet design are in accordance with the needs of the student?*	Very good	12	60%	0	0%
	Good	5	25%	0	0%
	Medium	3	15%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%
3. To what extent is it appropriate for subject-matter questions in tablet design to be in line with your wishes?**	Yes	0	100%	20	100%
	No	0	0%	0	0%
Total:		20	100%	20	100%
4. Are the terms and phrases used in the subject of tablet design easily understood?	Yes	18	90%	20	100%
	No	2	10%	0	0%
Total:		20	100%	0	0%
5 Are the topic questions in tablet design enough?	Very good	12	60%	18	90%
	Good	5	25%	2	10%
	Meduim	3	15%	0	0%
	Weak	0	0%	0	0%
Total:		0	0%	20	100%
6. What is the level of eligibility for content understanding questions in tablet design?	Very good	12	60%	18	90%
	Good	5	25%	2	10%
	Medium	3	15%	0	0%
	Weak	0	0%	0	0%
Total:		20	100%	20	100%

* : It was only offered to students.

** : It was only offered to teaching staff.

As shown in Table 10, it was determined that 100% of the students and instructors who participated in the questionnaire about the question of subject understanding at the end of the topic of the tablet design gave a yes answer. All of the instructors who participated in the inquiry about the question of whether the question of subject understanding in tablet design is in line with the request of the student are very good; 60% of students rated very good, 25% good, 15% moderate, 5% weak. 100% of the instructors who participated in the question about the understanding of the terms and phrases used in the subject questions in tablet design gave a yes answer; 90% of the students said yes, and 10% answered no. 90% of the instructors who participated in the survey about the adequacy of the question of subject understanding in tablet design are very good, 10% is good; 60% of the students were very good, 25% good and 15% moderate. 90% of the instructors who participated in the questionnaire about the appropriateness of the contents of subject questions in tablet design are very good, 10% is good; 60% of the students were very good, 25% good and 15% moderate.

According to this situation; it can be said that users who are in the tablet design under the topic of each subject will be able to reach the questions whenever they want. It can be said that the instructors find that the question of understanding the topic in tablet design is in line with the request of the student because they can answer the questions without concern for the user. It can be said that the questions of the subjects, which are solved on demand and solved without anxiety, will enable the students to work more comfortably. It can be said that the questions in tablet design are numerically sufficient and that it covers all subjects in content.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

Based on the findings and interpretations of the research, the results obtained from the data obtained from the teaching staff and student opinions are as follows.

1. In the preparation phase of the tablet application, most of the teaching staff and students who participated in researching the background, visual items, placement and typography used in the screen/interface design were found to be mostly suitable. Regarding the homepage of the tablet application design, it has been found that the color scheme is consistent and consistent within itself, that the items used are correctly positioned and that the moving images are completely adequate.

2. Almost all of the teaching staff and students who participated in the survey indicated that they were satisfied with the presentation of the general and special goals and they wanted to continue using the tablet after the entrance section.

3. Regarding the motivation activities of all of the teaching staff and the students participating in the research, they gave "yes" to the question "Is tablet application aroused curiosity at the desired level of learning Animation Education?" They pointed out that the moving images that are used as a reason for the curiosity of the training application are interesting and the colors are remarkable.

4. The instructor who participated in the research indicated that all of the students were at the level that the user of the tutorial guide of the training tablet application could understand about the tablet promotion direction. They pointed out that the navigation buttons used in the tablet design, where page transitions are prepared according to the instructions, are numerically sufficient, functionally clear and understandable.

5. Practice of the subject in the direction of the needs of the subject; it was determined that the content of the journal had been correctly formed, had a succession of completeness, and that the contents were prepared in accordance with the writing rules.

6. In tablet design, grip questions are easily accessible and numbers are sufficient in terms of grip.

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