

# Sample Research Paper

This is the running head. The words "Running head:" should only appear on the title page. On all subsequent pages, the header should consist of the title in all capital letters. Be sure that the title within the running head is 50 characters or less including spaces.

Integration of Mobile Apps into Education

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## Paper Format

- 1 inch margins
- Double spacing
- Suggested font-Times New Roman 12 pt.
- Paragraphs indented .5 inch (usually default Tab)

This is the running head.

Integration of Mobile Apps into Education

Technology has become an important element in almost every aspect of people's lives. It has been integrated into the educational process over and over again throughout the years and has given newer and better tools to help facilitate learning. One such tool, the Internet, has given the area of distance education digital steroids that have propelled online learning into a major league status. In keeping up with emerging technologies, schools are now hoping to incorporate mobile learning into both their traditional and distance classes. Many universities are creating mobile apps to allow students to participate in their classwork in and out of the classroom

(Olavsrud, 2011). The question for educators becomes whether mobile apps are valid and valuable tools or unneeded additions to their curriculums.

This is a level one heading. Centered, Boldface.

**Pros of the Issue**

When paraphrasing information, text citations should include the author(s) and the year of publication. If no year is available, use n.d. for no date within the parentheses.

Today people are on their phones, email on their phones, shop on their phones, and look for the best gas prices on their phones. Anything someone can do on his or her computer, he or she can do on his or her phone. In most professions, it would be difficult to succeed without a mobile device. It allows for more efficient work. To facilitate learning, one might ask why not access and use all that mobile technology has to offer. Kukulska-Hulme and Traxler (as cited in Zawacki-Richter, Brown, & Delpont, 2009) state that mobile technologies can "open up new opportunities for independent investigations, practical fieldwork, professional updating, and on-the-spot access to knowledge. They can also provide the mechanism for improved individual learner support and guidance, and for more efficient course administration and management" (para. 14).

Information from someone who is quoted within the source but is not the author of the source is called a secondary source. Here is an example of how to cite a secondary source. Notice that Kukulska-Hulme and Traxler are not listed on the reference page because they are quoted within the text by Zawacki-Richter, Brown, and Delpont. Since this is a direct quote, a page or paragraph number must be included to show where the quoted information is found and will come at the end of the quote if the author(s) and date are at the beginning of the sentence.

Mobile applications (apps) can be used with campus maps and GPS location to help students navigate across campuses as well as access school directories and event schedules. Additionally, students can research schools' libraries and other facilities, find reference information, practice needed skills, submit assignments, and access grades (Engebretson, 2010). Campus groups can use apps to send mass messages and conduct anonymous polling. "Professors are able to utilize apps to send attendance reports, send automatic emails to absent students, and have class or group discussion forums" (Engebretson, 2010, para. 3). General educational apps from various authors can be downloaded by students and can be very beneficial. Apps in English language arts; mathematics; science; history and geography; language development; art, music, and creativity; reference, productivity, and collaboration; and accessibility could all play significant rolls in many educational venues (Apple, 2012).

Direct quotations require the listing of the author(s), year of publication, and the **page or paragraph number**.

### Cons of the Issue

As with any improvement to a system, there are difficulties and obstacles to overcome. One issue that surrounds using mobile apps in education is that educators are trying to fit the apps into the traditional, centuries' old version of teaching (Olavsrud, 2011). This is like fitting a square peg into a round hole, and less tech-savvy educators would rather not have to deal with yet another technological advancement. Within learning institutions, having apps that are usable on a variety of systems is also an obstacle (Olavsrud, 2011). Students and educators are using varying devices and systems, and apps need to be able to work efficiently across all these systems. Long writing assignments are also difficult to accomplish through an app on a phone or tablet. Although shorter discussion forums work well, most would agree that essays and any kind of creative design are too complex to work out on a mobile device. Security issues also have to be recognized and dealt with, especially "compliance with the Family Educational Rights

If a quote is not a complete thought and is used as part of sentence, the quote will **NOT** begin with a capital letter.

## INTEGRATION OF MOBILE APPS INTO EDUCATION

This is another way to cite a direct quote when using the author's name within the sentence.

and Privacy Act (FERPA) pertaining to student records” (Olavsrud, 2011, p. 22). Quillen (2011) also explains that there are not many apps out there that have “content designed to fit the face-to-face classroom” (p. 16). Most apps designed to run on hand-held devices do not let teachers monitor student progress or save student data.

Academic writing does not include 1<sup>st</sup> person (I, me, my) unless the assignment requires personal opinions.

### My Position on the Issue

As an educator, I want to use anything that will benefit my students. Looking at the overwhelming advantages of mobile apps and their potential use within academia, I believe they will become an important asset to education. I would like for my GED students to be able to use mobile apps to help them succeed in their test preparation. There are not any adult basic education apps, but there are some apps for basic subjects that could be integrated into our curriculum. My students might work harder and more often if they could pull out their mobile devices while waiting in the doctor's office or in the car line and work on skills they need to build in order to pass the GED exam. Whether for GED, K-12, or higher education, mobile apps can be an unparalleled resource for educators and learners alike.

If someone were marketing a fantastic new brand of sneakers, he or she would study demographics and put ads in places where the population is more apt to purchase the sneakers. If someone running a restaurant was going to add a new sandwich to the menu, he or she would add something people really liked to eat. Why is education any different? We need to take education to where the students are. Among 18 to 24 year olds in America, 67 percent own a smartphone (Lytle, 2012). Students want to have access to their technology no matter where they are. Giving them access to their classes on their mobile devices just makes sense.

The world of mobile applications is the new frontier (Quillen, 2011). As educators explore it, they will find even better ways to use apps to facilitate learning. As educators begin

to deal with those pesky obstacles they encounter, they will learn how to overcome them. Some inventive software has already been developed by LanSchool Technologies (Quillen, 2011). To combat the issues involving teachers not being able to access data from student's work on apps, a certification procedure has been implemented for apps. Apps qualifying for certification give codes to teachers for them to be able to access student progress and usage (Quillen, 2011).

Mobile apps can transform how students learn. As Mike Pennington so succinctly says (as cited in Walker, 2012), "Schools need to embrace mobile technology and mobile learning. Students live in this world. These devices belong in the classroom" (para.3). Whether it is allowing college students to save money by not having to buy expensive \$100 scientific calculators (because the app is only \$1.99!) or letting GED students practice basic algebra, apps can be unparalleled learning resources. It is predicted that in the next five years, smart phones or tablets will be in the hands of every student in the United States (Walker, 2012). Because of this, using mobile apps in education seems to be inevitable.

If a quote is a complete thought,  
it will begin with a capital letter.

## References

The word "References" should be centered at the top of the page and is not boldface.

Apple. (2012). iPad in education. Retrieved from <http://www.apple.com/education/ipad/apps-books-and-more/>

Engebretson, J. (2010, February 3). Universities log on to hand-held mobile apps. Retrieved from <http://connectedplanetonline.com/topics/distance-learning/universities-hand-held-mobile-apps-0203/index1.html>

Lytle, R. (2012, September 21). 5 apps college students should use this school year. *U.S. News & World Report*. Retrieved from <http://www.usnews.com/education/best-colleges/articles/2012/09/21/5-apps-college-students-should-use-this-school-year>

Olavsrud, T. (2011, June 20). Colleges deploying mobile learning apps. Retrieved from <http://www.schools.com/articles/colleges-deploying-mobile-learning-apps.html>

Quillen, I. (2011). Mobile apps for education evolving. *Education Week*, 04(02), 16-17. Retrieved from <http://www.edweek.org/dd/articles/2011/02/09/02apps.h04.html>

Walker, T. (2012). Get smart! Using mobile apps to improve your teaching. *NEA Today Magazine*. Retrieved from <http://www.nea.org/home/41992.htm>

Zawicki-Richter, O., Brown, T., & Delpont, R. (2009). Mobile learning: From single project status into the mainstream? *European Journal of Open, Distance and E-Learning*. Retrieved from ERIC database.

This is an example of a reference list. All text citations must have a corresponding entry on the reference list. It is formatted with a hanging indent and double-spacing.