

Teaching Practice Supervisors' Experiences of Being Involved in Mobile App Development at an ODe-L Institution

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ABSTRACT

This study used a case study to map teaching practice supervisors' experiences of being involved in developing the teaching practice mobile app (TPMA) for supervising students at an open distance e-learning (ODeL) institution. The technology acceptance model (TAM) was used as a theoretical framework for the study. Data were collected through semi structured interviews and analyzed thematically. The perceived usefulness of participating in app development is associated with empowerment and the opportunity to reflect. The participants' perceived ease of use was unfavorable, as they found downloading the app challenging and received minimal support from the developer. Even at an ODeL institution, supervisors would typically travel to visit students in teaching practice. The teaching practice mobile app would give supervisors flexibility and access to their students, as they would no longer have to travel to schools, and they could supervise their students remotely. The study recommends support for university supervisors to integrate mobile technologies into their teaching practice.

KEYWORDS

Acceptance Model, Empowerment, Flexibility, Mobile App, Open Distance E-Learning, Reflection, Teaching Practice Mobile App, Teaching Practice Supervision

INTRODUCTION

Mobile applications (apps) represent a revolutionary approach to education and have been introduced to the teaching and learning process (Ates & Garzón, 2022; Gangaiamaram & Pasupathi, 2017; Wai et al., 2018). Prior research has shown that mobile apps have experienced a surge in popularity since 2003 in the education context (Chen et al., 2003), especially in higher education institutions (Wai et al., 2018). Notably, the Coronavirus disease of 2019 (COVID-19) pandemic has forced learning institutions to use mobile applications, particularly in higher education institutions.

According to Yurtseven Avci et al. (2016), using modern technologies is essential in this quickly evolving teaching and learning space. However, integrating mobile apps into teacher education programs and equipping preservice teachers with 21st-century skills is challenging (McGarr &

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