Chapter 1
An Investigation of Teacher Intention to Adopt and Integrate Tablets Into Pedagogical Practices

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ABSTRACT

The study mainly investigated teachers' intention to adopt and integrate tablets into pedagogical practices especially in the 21st century classroom. The study engages empirical findings and theoretical reviews. Data collection was done through the aid of existing data from books, journals, academic papers, and scholarly websites. It was found that mobile learning helps empower learners to learn from the comfort of the room through adequate access to the internet as well as mobile phones. Teachers' intention to adopt tablets for pedagogical activities are ease of use; teachers' attitude and knowledge of mobile learning among others. The factors mitigating the effectiveness of tablets for learning are the attitude of educational stakeholders towards technology; inadequate training for teachers to use emerging technology among others. It was recommended that there should be an increase in awareness and knowledge of the use of tablets for learning.

INTRODUCTION

There are beginning to be some changes in pedagogical activities due to the growth of technology. The world is fast becoming a global village where virtual learning helps different societies connect (Mohd Basar, Mansor, Jamaludin, & Alias, 2021). In education, healthcare, business activities, and politics, among different fields, the use of emerging technologies cannot be undermined. That COVID-19 emerged in the year 2019 also made educational processes to be more demanding (Mukhtar, Javed, Arooj, & Sethi, 2020). Learners' usage of the internet and virtual learning devices increased due to the pandemic. This is to help facilitate learning regardless of the lockdown rules. Since the close of the pandemic, pedagogical activities have become highly computerised (Hill, Peters, Salvaggio, Vinnedge, & Darden, 2023). The question, however, is whether teachers have the right skills to use and adopt emerging technologies, especially tablets in teaching students. There is also the need to ensure that educators have the right training and computer literacy to use mobile phones for teaching and learning activities. This discourse therefore dwells on teachers' intention to adopt and integrate tablets into pedagogical practices. The different areas that will be covered include the conceptualization of mobile learning in the 21st-century classroom; teachers' intention to adopt tablets for pedagogical activities; factors militating the effectiveness of tablets for learning; as well as the ways to promote mobile learning in the 21st-century classroom. These are comprehensively discussed using empirical and theoretical frameworks as the study unfolds.

Mobile Learning in the 21st Century Classroom: Meaning, Trends and Elements

To better dig into the subject of mobile learning, there is a need to investigate the meaning of a 21st-century classroom. According to a study that was done by Mcdonald and Battaglia (2015) on 21st-century classroom resources, it was stressed that a 21st-century classroom focuses on critical thinking, reasoning, and inquiry alongside the adoption of emerging technologies. Teachers are not the only ones who facilitate teaching and learning activities- learners are also part of the process. This brings about the roles of learner-centered teaching strategies where teachers allow students to ask questions and learn in the process. More so, teamwork is also encouraged in the classroom where teachers delegate activities for learners to engage under close monitoring. Not far from this, cloud and mobile computing are part of the tools that are engaged in the holistic development of children in the 21st-century classroom (Mcdonald & Battaglia, 2015). However, technology needs to be properly applied to facilitate students' learning (Pulasthi & Gunawardhana,

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