

this open access but 80% requested more access in the school outside the classroom.

Finally one question was on the usefulness of the smartphone as a learning support. The respondents mentioned the following possible usage (4=mostly or 5=totally agree)

- Note taking (4=27%, 5=40%)
- accessing the web (4=37% 5=27%)
- scheduling a test or a due date for a homework (4=27% 5=40%).

VII. CONCLUSION

The highlights of the findings of this exploratory research can be summarized as follows:

- Mobile devices are not only present in personal life of students but also in their academic life
- They use them for many purposes related to their courses and assignments
- Social media are seen as necessary for their learning and their usage should be increased
- They don't exclude the professor from participating, especially for academic discussions
- They understand that mobile and social media should be restricted in class but not in school

This preliminary study, though useful, suffered from many limitations. Despite the fact that the questionnaire was judged easy to answer and relevant by students, only 30 students participated in the study as a convenient sample from a single college, thus limiting the capacity of providing generalized findings.

Clearly, further research is needed in order to increase the quality and rigor of the methodology, particularly the sampling procedure. Some adjustments must also be made to the instrument before collecting data from other countries.

Nevertheless, this initial overview of the situation suggested that social media and mobile devices will stay in the life of students, regardless of what teachers may believe.

It is important for practitioners and for university managers to note that social media is not a threat but is a useful tool to improve student satisfaction. Mobile technology supporting social media are important to improve learning, integrate school and personal life thus increasing student usage.

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