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CHALLENGES AND OPPORTUNITIES OF USING MOBILE LEARNING IN  
PUBLIC SECONDARY SCHOOLS: A CASE OF HARARE

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## ABSTRACT

As the adoption of mobile technologies in education becomes more wide spread, research is starting to demonstrate the value of incorporating such devices in teaching, this study provides an opportunity to evaluate the secondary schools' perspectives on the use of mobile learning in their teaching and learning. The Minister of Education in Zimbabwe is on record stating that his ministry would like to introduce mobile learning in both Primary and Secondary schools in Zimbabwe. The question that stakeholders are asking is Zimbabwe ready for this? How should this be implemented in our schools? Are the teachers ready for the introduction of new technology? Zimbabwe being a third world country some still think that it's not possible because most parents cannot afford the mobile devices. Therefore, the purpose of the study was to bring to light the experiences and perspectives on mobile learning. Harare has seven educational districts from which seven schools have been selected for the study. A mixed methods approach was used to gather data for the study and findings show that 89% of the students find the use of mobile devices beneficial to their learning. Though there were other factors that hindered its effective use such as resistance from the teachers and lack of a constant internet connectivity.