

How Far Mobile Learning Has Gone Through in Tourism and Hospitality Education: A Bibliometric Analysis

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Abstract

The advent of mobile learning within the educational system has created numerous opportunities in the field, which has led to extensive research publication. However, not much is known about the trend of mobile learning trend in the field of Tourism and Hospitality education. Hence, this research aims to provide a bibliometric overview of the educational publications pertaining to mobile learning in Tourism and Hospitality education indexed by WOS databases from the years 2013 to 2023. A total of 22 publications were retrieved and included in the bibliometric analysis. The results reveal a prevailing trend in mobile learning within the field of Tourism and Hospitality education, demonstrating that the number of publications increased significantly during the outbreak of the Covid-19 pandemic. A significant number of publications were found to be published from China and Taiwan. The present study also identified themes based on the keywords generated from the bibliometric analysis, which emphasised the potential of social media as a mobile learning platform in the context of Tourism and Hospitality education. The present findings set a foundation for future researchers and educationists to explore the use of mobile learning for different educational settings, curriculum designs, and target learners in the present context.

Keywords:

Mobile Learning, Bibliometric Analysis, Tourism and Hospitality Education

1 Introduction

The widespread integration of Information and Communication Technology (ICT) has had a significant impact on various aspects of people's daily lives. This influence ranges from the use of personal devices to the implementation of organisational applications in both study and work. This ICT revolution has brought significant changes that offer numerous benefits and opportunities. One particular area that has encountered notable transformation is the field of education, which has encountered a profound evolution in recent times due to the advancements in technology. These developments have led to a paradigm shift in teaching methods, with a move away from traditional approaches towards the integration of technology, particularly mobile technology, in the classroom (Khan & Gupta, 2022; Goundar & Kumar, 2022). Due to the dynamic teaching and learning process that technology offers, knowledge and skills can now be delivered to the students through online learning platforms, video conferences, and voice calls (Halili, 2019; Sharma, 2019). Based on these phenomena, various teaching and learning approaches have been employed to ensure that meaningful learning experiences occur in the educational setting.

Mobile learning, also known as m-learning, is an instructional approach that leverages mobile technology to facilitate learning flexibility. In other words, mobile learning has revolutionised the educational landscape by providing educators and learners convenient and continuous access to expertise skills through electronic materials and mobile devices. Mobile devices such as smartphones, notebooks, tablets, and other similar devices have emerged as popular choices for mobile learning owing to their portable nature and user-friendly features (Chavoshi & Hamidi, 2019). Moreover, mobile learning provides access to a vast range of educational content on a global scale, which fosters interaction among learners who may be geographically separated, ultimately enhancing educational efficacy (El-Masri & Tarhini, 2017). Previous research findings have highlighted the advantages of mobile learning. One of the advantages is that it provides students with instant feedback (Yilmaz, Suner & Yilmaz, 2020), enhance peers' interaction (Gupta, Khan & Agarwal, 2021), improve learners' learning efficiency (Tsai et al., 2017) and bridges the gap between classroom and authentic learning experiences (Thiagraj & Abdul Karim, 2020). As online learning techniques gain increasing importance, mobile learning has rapidly transitioned from being an optional approach to becoming a necessity in the current educational landscape (Dhawan, 2020). In addition, the Covid-19 pandemic had acted as a catalyst for the acceleration of technology integration within the education sector. The pandemic's unprecedented challenges had prompted educational institutions to swiftly adopt and adapt various technological tools and platforms, including mobile learning, to address the learning of the students. This played a role in expediting the transformation of traditional learning environments into more flexible and digitally interconnected systems that operate at a faster pace.

In the context of tourism and hospitality education, several studies conducted over the past few years have underscored the significance of mobile learning that aligns