

The paper "Should iPhones, iPads and Laptop Computers Be Allowed in University Classrooms?" is a perfect example of an education essay. A current raging discussion among university faculties nationally is whether iPhones, iPads and/or laptop computers should be allowed in university classrooms. The basic reason is that they are a distraction to use. On the other hand, such technologies have become useful in contemporary learning. The big question that arises is whether iPhones, iPads and/or laptop computers should be used in university classrooms. This paper seeks to analyze whether these devices should be allowed in university classrooms. One of the basic arguments that can be raised to support the notion that electronic devices such as iPhones, iPads and/or laptop computers should be used in university classrooms is because students find them convenient in taking notes in class. The iPads and iPhones, for instance, are known for their unique organizational abilities. Glikzman (2011, p1) highlights these gadgets can facilitate speedy classroom activities such as; notes can be nested within other notes and also chapters in a book. Furthermore newly typed notes and all popular file types can be imported, including PDF, iWork files, Microsoft Office and media. Notes can also be backed to WebDAV, including MobileMe. Taking notes is, therefore, a natural activity when using these electronic devices (Glikzman, 2011, p1). As noted from the findings of the interview, the ERAU teachers had the view that teaching material is actually easier if the students had iPads in class. One can, therefore, argue that such electronic gadgets do enhance the easier delivery of content both on the teacher's side and on the learner's side. Another reason why electronic devices such as iPhones, iPads and/or laptop computers should be used in classrooms is that the devices play a significant role in the research work done by students. As argued by Glikzman (2011, p1), these devices play a fundamental role for students as far as their coursework and research are concerned. Students have employed the use of iPhones, iPads and laptop computers extensively as a tool for research. For instance, students have been using Google applications for their general web research as well as a number of web-based library services to access research information. Page (2007, p1) also reveals that technologies such as laptop computers have facilitated the turning of tables within the classroom context. Instead, Lecturers spending a lot of time giving lectures in classrooms students can be given research projects in class that require them to search for the necessary information for themselves. The classroom project research method of learning, therefore, makes learning to be more captivating for students (Desai, 2008, p78). iPhones, iPads and/or laptop computers should also be allowed in university classrooms based on the fact that technology has changed, everything has turned paperless, and as a result, it is essential that we should keep up with technology. Page (2007, p1) argues that education is about intellectual skills and knowledge, as a result, information technology is a central aspect of education. What is evident is that the transition in education begun due to the use of these technologies. Therefore, it is essential to fully embrace the changes brought about by information technology in order to enhance effective intellectual skills and knowledge. As Page (2007, p1) highlights students have learned new skills of self-expression through developing PowerPoint presentations and digital photography. What is required is that as stated by the interview findings the teachers backed the fact that these gadgets should be allowed in class as long as rules are put in place and the students are responsible enough to take responsibility for their actions. On the other hand, it can be argued that these devices are a source of distraction in classrooms. As indicated by the findings of the interview the teachers did outline that these electronic gadgets do cause distraction both the students and the teacher, for instance when students are texting their friends while the teacher is teaching. According to Kelman (2011, p1), an increasing number of students are using these devices for their various internet-related activities, as a result paying less attention to the class. As a result, when the students are distracted in class by these gadgets, the implication is that effective learning does not take place which can bring about a negative impact on their performance. Conclusion From the above analysis, what is evident is that iPhones, iPads and/or laptop computers are indeed useful in university classrooms. This is because they assist in note-taking, student research work and its a way of embracing new technology. However, we cannot deny that they are harmful in the sense that they are a source of distraction to the learning process of students.