# Article information:

Effects of using mobile instant messaging on student behavioral, emotional, and cognitive engagement: a quasi-experimental study | SpringerLink  
<https://link.springer.com/article/10.1186/s41239-021-00306-6>

# Article summary:

1. Mobile instant messaging (MIM) is a widely used means of communication, surpassing voice calls, emails, and social network sites.

2. MIM offers quasi-synchronous communication, where messages are available synchronously to participants but the message production process is only visible to the sender.

3. MIM has the potential to support teaching and learning by breaking temporal and spatial restrictions, facilitating resource sharing and collaboration, and improving student engagement and learning outcomes.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Effects of using mobile instant messaging on student behavioral, emotional, and cognitive engagement: a quasi-experimental study" provides an overview of the use of mobile instant messaging (MIM) in education and its impact on student engagement. While the article presents some valuable information, there are several areas where it lacks depth and fails to provide a balanced analysis.

One potential bias in the article is its focus on the positive aspects of MIM in education. The authors highlight the benefits of MIM for teaching and learning, such as resource sharing and collaboration. However, they only briefly mention that messaging can be obstructive to student learning, without providing sufficient evidence or exploring potential negative effects. This one-sided reporting suggests a promotional tone towards MIM as an educational tool.

Additionally, the article lacks a comprehensive discussion of the limitations and risks associated with using MIM in education. While it briefly mentions that unstructured messaging can negatively impact productivity, it does not delve into potential distractions or privacy concerns that may arise from using MIM platforms. By not addressing these issues, the article fails to provide a well-rounded analysis of the topic.

Furthermore, the article does not adequately address alternative modes of communication in education. It compares MIM with asynchronous online discussion (AOD), but does not consider other forms of communication such as synchronous video conferencing or traditional face-to-face interactions. This narrow focus limits the scope of the study and prevents a comprehensive understanding of how different communication modes can impact student engagement.

The article also lacks sufficient evidence to support its claims about the effectiveness of MIM in promoting student engagement. While it references previous studies that reported positive effects, it does not provide specific details or data from these studies to support its arguments. Without this evidence, it is difficult to assess the validity and reliability of these claims.

Moreover, there is limited exploration of counterarguments or alternative perspectives on the use of MIM in education. The article primarily presents a positive view of MIM and does not critically examine potential drawbacks or challenges. This lack of balance undermines the credibility of the article and suggests a biased perspective.

In conclusion, while the article provides some valuable insights into the use of MIM in education, it falls short in several areas. It exhibits potential biases towards promoting MIM as an educational tool, lacks depth in its analysis of potential risks and limitations, and fails to provide sufficient evidence for its claims. A more balanced and comprehensive approach would have strengthened the article's credibility and provided a more nuanced understanding of the topic.

# Topics for further research:

* Negative effects of mobile instant messaging in education
* Privacy concerns with using mobile instant messaging in education
* Distractions caused by mobile instant messaging in education
* Comparison of different modes of communication in education
* Effectiveness of synchronous video conferencing in student engagement
* Critiques of using mobile instant messaging in education

# Report location:

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