

Review of: "Impact of integrating smartphones in the teaching and learning of Mathematics in Chegato Cluster, Mberengwa district, Zimbabwe"

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Potential competing interests: No potential competing interests to declare.

The authors correctly assert that there is global agreement about the utility of mobile technology in teaching and learning, which presumably influenced the competence-based curriculum developed by the Ministry of Education in Zimbabwe. Given that backdrop, their first research question seems superfluous to me. The second research question is appealing given challenges such as disparities and limited access to smartphones that learners in rural communities in Zimbabwe likely face. Addressing this research question, in my view, may be easier if the researchers start by examining the challenges and opportunities of using smart mobile technologies in general, not just smartphones, in the teaching and learning of math in the said community in Zimbabwe. A proper study of this research question, and one that exploits the current practices being employed by teachers and learners across schools in this community, should provide valuable insights for public policy and may uncover some common useful practices to advance teaching and learning within and beyond the area.