Using mobile devices for learning, as defined by Park (2011, cited in Yu et al., 2014, p. 2126), has become prevalent in western higher education. Stowell (2011; Murphy et al., 2013; Dahlstrom and Bichsel, 2014; Chen et al., 2015) observed that the use of mobile learning technologies such as smart devices and mobile applications has increased rapidly, and amongst western higher education students their penetration is near ubiquitous.