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Use Your Own Device (UYOD) in Higher Education: Opportunities and Challenges

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ABSTRACT This study examines the role of students' personal digital device integration in higher education classrooms and its influence on learning outcomes, confidence, and collaboration. Guided by the Technological Pedagogical Content Knowledge framework, the research aimed to explore faculty perspectives on both the benefits and challenges of device use in teaching. A qualitative design was employed, involving semi-structured interviews with 31 faculty members who had experience integrating students' personal devices. Thematic analysis was used to identify recurring patterns in the data. Findings indicate that device integration enhances student organisation, independent learning, academic performance, self-confidence, and collaborative engagement. However, issues such as classroom distraction and unequal access to technology limit its effectiveness. The study concludes that structured implementation, clear guidelines, and equitable access strategies are essential to maximise the educational value of personal device integration.