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The Mobile Learning Voyage - From Small Ripples to Massive Open Waters

14th World Conference
on Mobile and Contextual Learning, mLearn 2015
Venice, Italy, October 17–24, 2015
Proceedings

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Preface

The international conference on mobile and contextual learning, mLearn 2015, took place during October 17–24, 2015. The conference was hosted on a Royal Caribbean International cruise ship called "Splendour of the Seas." The cruise departed from Venice for a round trip in the Adriatic and Mediterranean waters. This was the 14th annual conference on mobile and contextual learning with the relevant and suitable conference theme of "The Mobile Learning Voyage: From Small Ripples to Massive Open Waters."

This conference theme pays tribute to the developments that brought mobile learning from its infancy steps in the early 2000s to more maturity in 2015, while simultaneously paving the way for the broad and open waters ahead with new developments and progress in mobile learning and emerging ambient technologies. The conference provided an opportunity for researchers to share and present their work during the past year or two.

The International Association for Mobile Learning (IAmLearn; http://www.iamlearn.org) is the custodian of the mLearn conference series. The annual mLearn conference is a key research and networking event for researchers, strategists, educators, technologists, and industry practitioners from all over the world. mLearn attracts participants from more than 60 countries representing all continents, and is, therefore, the world's largest international conference on mobile and blended learning and emerging ambient technologies. It fulfils the need for stimulating critical debate on and research into theories, approaches, principles, applications, and the implementation of mobile learning. It provides an opportunity for professionals and practitioners to share their knowledge, experience, and research in the various areas in which mobile learning is applied.

The conference program made provision for two leading, invited keynote speakers, namely, Dr. Ernst Adams (founder of the International Game Developers Association, part-time senior lecturer at the University of Uppsala in Sweden, game design consultant and trainer) and Prof. Marcus Specht (Professor of Advanced Learning Technologies at Welten Institute, Research Center for Learning, Teaching and Technology, at the Open University of The Netherlands, and director of the Learning Innovation Labs). The program included pre-conference workshops, full and short papers, poster presentations, special interest groups (SIG), and practical events including technology, product, and service demonstrations. A doctoral consortium for active PhD students was among the five pre-conference workshops.

These proceedings comprise all the full and short papers that were accepted to be included in the conference program by the Program Committee and the international review panel. The call for papers resulted in a total of 81 paper submissions from 24 countries around the world. Every submission was subjected to a double-blind peer-review process. The first round of reviews focused on abstract submissions. Each abstract was reviewed by three reviewers (blind peer review). The authors received the blind reviews and feedback to use in preparation of their papers. Authors of successful

abstract submissions with suitable reviews were notified to submit a full paper by August 1, 2015. The second round of reviews took place once the completed full paper submissions were received. Each full paper was reviewed by three reviewers (blind peer review). Out of the 81 original submissions, 23 were selected as full papers and six as short papers. The authors received the blind reviews and feedback and were requested to amend and revise their papers according to the reviewers' comments. The authors that received suitable reviews were requested to submit revised full papers in the required format to be included in the conference proceedings. All the revised full papers were then submitted to Springer for editing and processing.

The authors who have contributed to these proceedings are researchers, developers, and practitioners in both educational and commercial organizations from 21 countries: Australia, Brazil, Canada, Finland, Germany, India, Italy, Kazakhstan, The Netherlands, New Zealand, Qatar, Saudi Arabia, Singapore, South Africa, Sweden, Switzerland, Thailand, Turkey, United Arab Emirates, the UK, and the USA. Some of the papers detail the findings of mobile learning projects; some are based on desk research and attempts by the author(s) to identify and further develop theory relevant in mobile learning; and many report on work in progress. Work in progress includes both research and the development of mobile learning materials and systems.

We would like to thank all participants for their contributions to the conference program and for their contributions to these proceedings. A special thanks to the members of the Program Committee and international review panel for their commitments and dedicated assistance with the paper reviews and decisions. This amidst an already busy academic and research schedule.

We are looking forward to mLearn 2016.

September 2015

Tom H. Brown
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