Future Learning Through Experiences and Spaces

Christian Glahn
Zurich University of Applied Sciences
Wädenswil, Switzerland
christian.glahn@zhaw.ch

Rob Power
IAmLearn

robpower@hotmail.com

Esther Tan
LDE Centre for Education and Learning
Delft, The Netherlands
e.b.k.tan@tudelft.nl

mLearn 2019 marks an important milestone in the trajectory of this conference series. For the first time in many years, mLearn has returned to Europe and like in its early days, it brings together the global community of scholars, researchers and practitioners to discuss the advances of mobile learning. The 18th World Conference on Mobile and Contextual Learning also marks an important point for the conference as a whole. In most countries in Europe, being 18 means to be able participate in the political elections as well as to perform economically and legally independently. It means one has grown up. Similarly, mobile learning has grown massively since its first inception some two decades ago. The field of mobile learning has since witnessed an increasing volume of educational innovations that reached mass markets at a speed faster than any information technology has done before. The advent of the iPhone and of the Android platform just a little over 10 years ago has turned the mobile market upside down. Just around the same time, John Traxler (2007) wrote about the potentials of mobile learning to democratise education. Today, even "dumb" phones provide smart connections with global information channels and enable learners to connect to educational services at fingertips. While technology advanced, many countries move rapidly to full smartphone market penetration in which every citizen possesses an personal device. From this viewpoint the call for one-to-one technology-enhanced learning (Chan et al, 2001) appears to come into reach with little national investments in educational infrastructures. These developments have brought the mobile learning topic into the focus of communities of educational researchers and practitioners. These communities adopted the topic mobile learning into their core interests, so mobile learning is discussed on any conference that even loosely connected to technology-enhanced learning. Consequently, mobile learning has transformed from a niche field into a traversal topic. This raises the questions on the role of a specialised conference on mobile and contextual learning.

In the preparatory phase leading to mLearn 2019 we reflected on the key challenges of mobile learning research that drives our field. We found that the future of mobile learning seams no longer constrained by the access to devices and information. Instead, over the years mLearn's "contextual learning" has gained greater relevance as a unique contribution of our community to the research on technology-enhanced learning. This shift has technological and educational consequences: the challenges confronting us are related to the emerging multi-modal infrastructures and how we can design, assess and evaluate complex learning experiences with them. At the same time, the community of mobile and seamless learning accentuates new educational perspectives that consider context no longer a passive container for learning. This perspective challenges the static contexts that were defining brick and mortar educational institutions for centuries to embrace new ways of learning. The two perspectives seem to converge towards the integration and reconfiguration of experiences and spaces as technological advances permeates every level of our societies at unprecedented pace. Therefore, this year's theme highlights this co-development of technical and educational innovation that shapes our field.

mLearn 2019 received 47 submissions in a double-blind review process. The conference proceedings includes 25 papers: 14 full research papers, 3 short papers, and 1 poster. The submissions range from mobile solutions for language learning and seamless mobile learning via learning analytics and learning design for augmented reality to the digital habitat of contemporary students. The topics of the papers in this volume reflect our prognosis that the nature of research on mobile and contextual learning is gradually shifting towards "Future Learning Through Experiences and Spaces" – our theme for mLearn19. The contributions outline the main research directions that epitomize next decade's challenges and directions which are also integrated into IAmLearn's Global Research Initiative.

This year we also introduced a new format to mLearn: the first International Seamless Learning Symposium. The symposium includes 7 papers from leading scholars and researchers from around the world to report on the mobile and seamless learning research trajectory in their respective home countries. The symposium brings the national perspective to

the debate that integrates and consolidates the positions raised in previous publications on seamless learning (Wong, Milrad, & Specht, 2015; Looi, Wong, Glahn, & Cai, 2019). The contributions to the symposium report on the state of seamless learning in China, Japan, The Netherlands, New Zealand, Singapore, South Korea, and the USA.

Finally, conferences like mLearn depend on the strong support of local organisers and publishers. On behalf of IAmLearn and the mLearn program committee, we thank Prof. Marcus Specht and his team at the *Leiden Delft Erasmus Centre for Education and Learning* for hosting mLearn 2019 at TU Delft and *LearnTechLib* for supporting us to publish the mLearn 19 proceeding available as Open Access under Creative Commons License.

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Christian Glahn

Rob Power

Esther Tan

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