Editorial Preface

David Parsons, The Mind Lab by Unitec, Auckland, New Zealand

Welcome to the first issue of 2017, the ninth year of publication for the International Journal of Mobile and Blended Learning. In the latter part of last year, we received the news that the journal has been accepted for inclusion in Thomson Reuters' Web of Science Emerging Sources Citation Index (ESCI). This index provides earlier visibility for sources under evaluation. Inclusion in ESCI provides greater discoverability which leads to measurable citations and more transparency in the selection process. Now that the journal has been included within the ESCI database, it is on a direct path for acceptance within one of the Web of Science index flagship databases (SCIE, SSCI, and AHCI). The selection process can take up to three years of continuous evaluation of the journal's timeliness, citation impact, and quality of content. Therefore, at this juncture it is critical to maintain our current level of quality. Part of this will depend on the willingness of members of the mobile and blended learning academic community to continue to submit articles to the journal, volunteer to act as members of the editorial board, and guest edit special issues from their areas of expertise. If you would like further details of any of these options, please contact me. This is an important milestone in the development of IJMBL into an internationally recognised high quality journal, and too good an opportunity to miss.

This issue begins with an article by Maurice Taylor, Sait Atas and Shehzad Ghani of the University of Ottawa; 'Exploring the Experiences of Students and Professors in a Blended Learning Graduate Program: A Case Study of a Faculty of Education.' This paper outlines the current experiences of students and professors in a Faculty of Education graduate program that has adopted blended learning. It also uncovers some of the enablers and constraints faced by faculty administration in implementing a university wide blended learning initiative. Using a qualitative case study research design, a large faculty of education was used for the investigation. Three data sources were used: interviews, artefacts and field notes. Results indicated that graduate students have specific learning requirements from blended learning environments. Enablers and constraints from an administrator's perspective in further developing blended learning are also addressed.

Our second article is 'Trends of mobile learning in Computing Education from 2006 to 2014: A systematic review of research publications', by Ebenezer Anohah, Solomon Sunday Oyelere and Jarkko Suhonen, from the University of Eastern Finland. This is a review paper that focuses on the integration of mobile learning into computing education, and looks for previous work that identifies practical implications for learning and teaching practices. The authors performed a systematic review of scientific publications related to mobile learning in computing education. After identifying relevant sources, they analysed them from three main aspects: technology and development, design of mobile learning solutions and applications, and implications for learning. The study reveals links between mobile learning in computing education and some affective traits of learners, as well as noting that mobile learning in computing education has gone beyond basic research into the mainstream computing curriculum.

Article number three is 'Learner-Interface Interactions with a Mobile-Assisted Learning in Mathematics: Effects on and Relationship between Mathematics Performance' by Rex Perez Bringula,

John Nikko Alvarez, Maron Angelo Evangelista and Richard B So, of the University of the East, Manila, The Philippines. This study looks at the impact on mathematics performance of learner-interface interaction with mobile learning. Specifically, they looked at the learning of linear equations. A mobile learning software tool named Equation Sensei (ES) was developed for the study. This mobile application was intended to assist students in solving problems in linear equations at their own pace and convenience. Results from pre and post tests showed significant benefit.

Our fourth and final article in this issue is 'Mobile Assisted Language Learning Experiences', written by Daesang Kim (Valdosta State University, Georgia), Daniel Rueckert (Indiana University Purdue University Indianapolis) and Dong-Joong Kim (Korea University, Seoul). This article investigates the benefits of learning with mobile technology for TESOL students. Three methods were used to collect quantitative and qualitative data: a pre-study survey, student reflections on class projects, and a post-study survey. The results led to valuable insights, and three recommendations for Mobile Assisted Language Learning (MALL): effective instructional strategies, training or professional workshop development, and ongoing technical support and assistance.

We conclude this issue with a book review by Athanassios Jimoyiannis (of the University of Peloponnese, Greece) of "Fuzzy Logic-Based Modeling in Collaborative and Blended Learning" by Hadjileontiadou, Dias, Diniz and Hadjileontiadis, published by IGI Global in 2015. The review suggests that this book contains valuable information regarding blended learning, exploring the use of fuzzy data to support student learning. Certainly the book makes it clear there are some potentially powerful tools that can be brought to bear in the online components of blended learning experiences.

I'm pleased to be able to present this first issue of the year, and I'm looking forward to the continuing success of the journal in 2017.

David Parsons
Editor-in-Chief
IJMBL