Editorial Preface

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Welcome to the final issue of the International Journal of Mobile and Blended Learning for 2017 (volume 9, issue 4). We have four papers in this issue, one that is a revised and extended version of a published conference paper, and three regular papers. There are some unusual articles included in this issue, in particular a study of mobile cartoons for learning financial literacy skills, and an automated tool for using song lyrics in language learning.

The first paper in this issue is "A Model for Discussing the Quality of Technology-Enhanced Learning in Blended Learning Programmes" by Diogo Casanova (Kingston University, UK) and António Moreira (Universidade de Aveiro, Portugal). By making a comprehensive analysis of various quality assurance processes previously applied to Technology-Enhanced Learning in Blended Learning programmes, this paper presents a new model for supporting informed and critical discussions around quality. The research that supported the design of this model was framed by a Grounded Theory method. Throughout the paper, arguments are made that Higher Education institutions need to be more critical regarding the use of Technology-Enhanced Learning, and to support it as a counterpart to face-to-face learning and teaching. The authors suggest that by applying the F3I model outlined in the paper, Higher Education institutions can be better prepared to critically reflect about how technologies are being used.

Our second paper is "The impact of experiencing a mobile game on teachers' attitudes towards mobile learning" by Hagit Meishar-Tal and Miky Ronen (Holon Institute of Technology, Israel). This is a revised and extended version of a paper originally presented at the 12th International Conference on Mobile Learning (IADIS Mobile Learning 2016), which was held in the Algarve, Portugal, in April 2016. This paper describes a workshop for teachers to experience a mobile game related to exploring a specific locality. The results of the workshop indicated that the attitudes of the teachers towards the game were positive in all aspects, and that, as a result, teachers' attitudes towards the use of smartphones for learning became more positive. There were some provisos, however. It was suggested that just having a positive experience of a mobile learning activity was not, on its own, enough to convince all teachers that they could gain positive results from mobile learning in their own classrooms. This suggests that attitudes towards mobile learning by teachers may require significant experience and evidence to change.

Paper number three is "Pop Lyrics and Mobile Language Learning: Prospects and Challenges" by Valentin Werner (University of Bamberg, Germany), Maria Lehl, (Tonguesten, UK) and Jonathan Walton (Tonguesten, India). The paper addresses both the power and popularity of pop lyrics as vehicles for language learning, for example by students filling in missing gaps in phrases from pop lyrics, and the various challenges of automating the generation of such tasks, linguistic, pedagogic and NLP-related, including the layers of slang and vernacular that often occur in lyrics. The authors report on the success they have achieved so far in their work, in developing software tools for both informal English learning and classroom activities.

Our final paper is "Pocket Cartoons: Learning Financial Literacy with Mobile Cartoons in Malaysia" by Yin Yin Khoo (Sultan Idris Education University, Malaysia) and Robert Fitzgerald

(University of Canberra, Australia). This paper provides some compelling evidence regarding the impact of using cartoons and mobile collaboration to assist students in Malaysia to develop their skills in financial literacy. Although the study is focused on some specific concerns of young people in Malaysia, the authors also make it clear that the concerns they address in their study are common to young people in many nations across the world.

With our final issue of volume 9, we look forward to our tenth year of publication in 2018, and to continued development of the journal's reputation in the international mobile and blended learning research community.

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