

EDITORIAL PREFACE

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This issue contains a guest editorial from Inmaculada Arnedillo-Sánchez, covering the papers incorporated into the special issue from the 2012 IADIS Mobile Learning conference. I therefore limit my comments in this editorial to coverage of the regular papers that are also included in this publication.

The third paper in this issue is ‘Blended Learning in Personalized Assistive Learning Environments’ by Catherine Marinagi and Christos Skourlas. The main focus of this paper is how blended learning can support students with disabilities, in particular those who are deaf or hard of hearing. The paper describes the use of ‘Multimedu’, a web-based tailor-made tool for disabled students.

Our fourth paper is ‘Measuring the Difficult to Measure: Teaching and Learning with an iPad’, by Jace Hargis, Cathy Cavanaugh, Tayeb Kamali and Melissa Soto. The paper applies a ‘four pillar’ model in its analysis of data gathered through observations, interviews and surveys. The paper provides some valuable insights into how we can go about attempting

to measure mobile learning interventions in realistic settings.

This issue closes with “‘It’s almost like talking to a person’”: Student disclosure to pedagogical agents in sensitive settings’, by Maggi Savin-Baden, Gemma Tombs, David Burden and Clare Wood. This paper is interesting to read in the context of one of the contributions to the very first issue of IJMBL, ‘Affective Tutoring System for Better Learning’ by Abdolhossein Sarrafzadeh, Samuel Alexander and Jamshid Shanbehzadeh, which described the ‘Eve’ avatar used in an intelligent tutoring system. It is fascinating to see how the content of that paper is reflected, several years later, by the work described here. The implications of this study are that truthfulness, personalisation and emotional engagement are all vital components in using pedagogical agents to enhance online learning.

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