

Guest Editorial Preface

Special Issue on u-Learning Technologies

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We are pleased to present this issue of the International Journal of Mobile and Blended Learning (IJMBL) as a special issue entitled ‘u-Learning Technologies.’ This special issue of the journal includes research papers presented at the 2nd APAIS International Conference on Applied Science and Engineering (ASE 2017) which was held April 19-21, 2017 at Namseoul University, Chungnam, Korea. International conferences have become more frequent because of rapid development in this field, needing wider interactions among professionals (researchers, developers and practitioners). The usual practice in these events is to bring out only abstract / synopsis books at the time of the conference.

The organizers of ASE 2017 decided to bring out papers presented at the conference, in full, as a special issue of the journal (IJMBL). Publication of full papers based on presentations at conferences/workshops has multiple advantages. For the authors, the quality of work may considerably improve through the seriousness of discussions with peers during the conference. For referees, it becomes easier to review the papers as referees are generally drawn from among the experts attending the conference. To provide equal opportunity to all authors of the invited and proffered papers of ASE 2017, an announcement on the special issue was included in the conference circulars right from the start. Publishing was optional and the decision was left to authors.

The topics covered in this special issue include: cross-cultural distance learning, STEAM education using both soccer robots and other types of educational robot, the design and development of 3D printed teaching aids for architecture education, self-directed English learning through Facebook, career goal-based E-learning recommender systems and the analysis of flipped learning centered on prospective study. It is hoped that this IJMBL special issue will make a good reference material and be of great use for mobile and blended learning researchers and developers

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Guest Editors

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