

Editorial Preface

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Welcome to the third issue of the International Journal of Mobile and Blended Learning for 2020 (volume 12, issue 3). There are five articles in this issue covering topics as diverse as learning management system activity data, entrepreneurial competencies, mobile learning case studies in schools and green food and beverage education by international authors from Brazil, Qatar, Oman, the UK, Israel and Taiwan.

The first article in this issue is “A Situated M-Learning Perspective to Develop Individual Entrepreneurial Competencies” by Juliana V. Vieira Mattiello da Silva, UNEMAT University, Mato Grosso, Brazil, and Amarolinda Zanela Klein, Unisinos University, Porto Alegre, Brazil. In a world where there are constant tropes about the gig economy, the end of the career and the need for enterprise and entrepreneurship, research into how education can assist students to become more entrepreneurial is highly relevant. This paper asks to what extent mobile learning might be effective as a means for developing entrepreneurial competencies. It reports on an Action Research project that created and tested a mobile learning method to support the development of entrepreneurial competencies in 61 individual entrepreneurs in Brazil. The subjects succeeded in developing elements of their entrepreneurial competencies such as financial and operational management skills, and feeling encouraged to improve and professionalize their businesses.

The second article is “Using Learning Management System Activity Data to Predict Student Performance in Face-to-Face Courses” by Najib Ali Mozahem of Qatar University, Doha, Qatar. This study investigated whether data collected from Learning Management Systems (LMS) can be used to predict student performance in blended learning. Data were collected from eight courses spread across two semesters in a private university in Lebanon. The results showed that LMS login activity could be used to predict the academic performance of students. These findings suggest that educators in traditional face-to-face classes can benefit from educational data mining techniques applied to the data collected by LMS in order to monitor student performance.

Article number three is “Opportunities and Challenges of Mobile Learning Implementation in Schools in Oman” by Muna Abdullah Al-Siyabi of the Educational Technology department in the Ministry of Education in Oman and Yota Dimitriadi of the University of Reading, UK. The aim of this study was to explore the use of mobile learning in schools in Oman through two case studies, investigating the perceptions of headteachers, teachers, technicians and students. The results revealed that mobile learning enhances students’ learning and engagement, enhances communication between participants, and provides authentic and situated learning.

The fourth article in this issue is “The Effects of Mobile Learning in an EFL Class on Self-regulated Learning and School Achievement” by Tami Seifert and Carla Har-Paz of Kibutzim College of Education, Tel Aviv, Israel. The objective of this research was to find out whether the implementation of mobile learning pedagogies in a high school classroom could educate high school students to become independent learners who were able to regulate their learning and improve their achievements. The results of this study showed that the implementation of a mobile learning teaching unit did not affect the self-regulation learning abilities of the students but did reveal an increase in external and internal motivation together with a shift in the application of learning strategies.

The fifth and final article is “Learning Outcomes of a Blended Learning System for Green Food and Beverage Education” by Yao-Fen Wang and Chu-Min Tu of Tainan University of Technology, Taiwan, and Liwei Hsu, of the National Kaohsiung University of Hospitality and Tourism, Kaohsiung, Taiwan. The sustainability aspects of the hospitality industry are increasingly important, and this article addresses the impact of blended learning on green food and beverage (GFB) students. Junior hospitality students participated in an 18-week GFB blended learning course, while the control group experienced traditional teaching. The results confirmed that the blended learning course was more suitable for capturing students’ attention and satisfying them through the course learning and could promote students’ green food knowledge, green food responsibility, commitment to green food, and civic green food behavior.

We hope you enjoy the articles in this issue and continue to find the work published in IJMBL valuable and informative.

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