



# DISTANCE EDUCATION

## Call for Papers

**Distance Education: Special Issue on Mobile Learning Articles  
(Volume 31, Number 2, 2010)**

**Guest Editors: John Traxler and Jon Gregson.**

[www.tandf.co.uk/journals/DistanceEducation](http://www.tandf.co.uk/journals/DistanceEducation)

*Distance Education* is the leading scholarly journal in the fields of distance, open and flexible learning. The journal is published by the Taylor and Francis Group and carries research-based as well as theoretical/conceptual articles.

### **2010 Special Issue on *Mobile Learning***

Over the past seven or eight years, considerable progress has been achieved in developing the unique practices and pedagogies of mobile learning. These are no longer rooted in specific mobile technologies or indeed even in mobile technologies in general but rather in learning and mobility more generally. In some cases they have been a continuation or reaction to mainstream desktop-based e-learning and in other cases to open and distance learning. In some senses mobile learning has acted as a bridge between e-learning and open and distance learning

This time has also seen the mobile learning community move from an account of its achievements in terms of the educational exploitation of specific mobile technologies within the established discourses of e-learning to a situation where its achievements can be seen as demonstrating how to take education to people and communities previously difficult or impossible to reach and as demonstrating how the idea of education itself might be enriched, enhanced and extended.

Mobile learning has had a role in addressing issues of distance, infrastructure, service delivery, issues surrounding the separation of learners from their teachers and the educational organisation in distance education, and issues of continuity, support, community and organisation for distance learners. Mobile learning has also had a significant role in extending and enhancing the idea of education by opening more context-aware, location-specific, personalised, situated and authentic possibilities and improvements in the scalability and sustainability of these new possibilities for distance education.

There are therefore obviously several links between mobile learning and distance education and this special edition seeks to provide a platform for work and thought that exposes and examines them.

## Call for articles

Articles are sought from researchers, developers, practitioners and activists in the field of mobile learning which are making, and have already made a significant contribution to the practice and understanding of distance education in every sector of education and in any part of the world.

We are keen to see contributions that draw on the synergy and shared interests of the distance education community and the mobile learning community and that critically and rigorously explore and evaluate themes including:

- Mobile technologies as agents for change in distance education.
- Designing distance education programs/courses for mobile learning.
- Implications for instructional designers, tutors and administrators of the increase in mobile learning in distance education.
- Lessons learnt for distance education from mobile learning technologies.
- Mobile technologies enhancing delivery of courses by distance education.
- Distance, formal, mobile and informal learning - blurring and crossing borders.
- The role of mobile learning in social and economic development.
- The mobile distance learner and teacher.

## Guest Editors

The guest editors for this special edition are **John Traxler**, Reader in Mobile Technology for e-Learning and Director of the Learning Lab at the University of Wolverhampton and **Jon Gregson**, Director of Global Networks and Communities, University of London External System.

**John Traxler** is a founding Director of the International Association for Mobile Learning and an Associate Editor of the *International Journal of Mobile and Blended Learning*. He has worked in the research, development, delivery and evaluation of mobile learning since about 2002, in both the developed contexts of Western Europe and the less developed contexts of Southern Africa and now South Asia.

**Jon Gregson** is Director of Global Networks and Communities, with the University of London External System, which offers distance learning programmes globally and has over 45,000 students. He has responsibility for overseeing learning technology work, and also international relations with a wide range of partner institutions. Until 2008 he was a Programme Director with the Imperial/SOAS Distance Learning Programmes based at Wye, and managed a learning technology and instructional design team. He was one of the founding fellows of the University of London Centre for Distance Education, and a grant holder for a mobile learning project looking at the role of mobile technologies in distance education with a particular focus on the Southern African context. He has ten years experience of living and working in South Asia and East Africa, and has been involved in a wide range of ICT4D initiatives in the education sector.

## Submission procedure

Articles for this issue are sought from researchers, developers, practitioners and activists in the field of mobile learning which are making, and have already made a significant contribution to the practice and understanding of distance education in every sector and in any part of the world.

Guest Editors: **John Traxler and Jon Gregson.**

Articles should be around **7,000- 8,000** words in length.

Articles should be sent to **John Traxler** at the Learning Lab: **john.traxler@wlv.ac.uk**

***Distance Education*** publishes research and scholarly articles in the fields of distance, open and flexible learning. Its focus is not on technology alone, but on how technology supports these processes.

***Distance Education*** is owned by the Open and Distance Learning Association of Australia, Inc., and it is published by the Taylor and Francis Group. The journal was first published in 1980, and as such it is the oldest of all journals currently being published in the field. **2009 is its thirtieth anniversary year.**

All papers are reviewed by members of the Editorial Board with expertise in the areas(s) represented by a paper, and/or invited reviewers with special competence in the area(s) covered. The Editors reserve the right to make minor alterations to all papers that are accepted for publication.

More detail on the review and publication process can be found at:

[www.tandf.co.uk/journals/DistanceEducation](http://www.tandf.co.uk/journals/DistanceEducation)