
Editorial

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Biographical notes: I. Jeena Jacob is working as a Professor in Computer Science and Engineering department at SCAD College of Engineering and Technology, Tirunelveli, India. She actively participates on the development of the research field by conducting international conferences, workshops and seminars. She has guest edited an issue for *International Journal of Mobile Learning and Organisation*. Her research interests include mobile learning and computing.

Er Meng Joo is currently a Full Professor in Electrical and Electronic Engineering, Nanyang Technological University, Singapore. He served as the Founding Director of Renaissance Engineering Programme and an elected member of the NTU Advisory Board and from 2009 to 2012. He has published 18 book chapters and more than 500 refereed journal and conference papers in his research areas of interest. In recognition of his outstanding contributions to professional bodies, he was bestowed the IEEE Outstanding Volunteer Award (Singapore Section) and the IES Silver Medal in 2011.

Mobile learning plays a critical role in the rapidly growing electronic learning community. In the past decade, researchers and educators have applied mobile technologies to a variety of educational applications. In the meantime, they have continued to develop new learning strategies and to show the effectiveness of the proposed approaches via experimental designs. Technical and practical issues in implementing educational applications for mobile devices is becoming a great challenge since mobile and relevant technologies are constantly changing with new functions as well as high computing and communication capabilities.

Knowledge and knowledge sharing are key to the development for organisations. To become effective and competitive, an organisation needs to share and enhance its knowledge base (Hwang et al., 2011). Knowledge sharing is an activity where knowledge is shared between people, friends, communities and organisations which improve efficiency, quicken response time, better decision making and growth and innovation of

an organisation (Chu et al., 2009). There is an increasing number of e-learning systems that aim at adding computer-mediated instruction to traditional classroom teaching, one-to-one tutoring, and individual learning. E-learning environments have to improve to satisfy teachers' needs for tracking students in distance learning contexts (Zinn and Scheuer, 2006). The needs of mobile learners can be enhanced and served better by enabling context and location aware learning approach that tackles the challenges of communication, collaboration and content delivery regardless of time and space (Vas et al., 2009). Augmented Reality (AR) encourages learners to explore learning materials from a totally new perspective and the proliferation of wireless mobile devices such as smartphones and tablets introduce AR into the mobile domain (Sungkur et al., 2016). Educators can better plan and manage their teaching and student experience by online and through students' mobile devices and explore views of both educators and students. It is a positive attitude on the part of educators and students by using mobile devices and social media applications for teaching and learning purposes (Bikanga et al., 2017). The concepts of mobile education and mobile knowledge explore the future of higher education learning and teaching (West and Thompson, 2015). Teachers and students are frequently engaged in activities that utilise mobile learning affordances by outdoor discovery activities (Parsons et al., 2016). Experiences and approaches to key aspects of mobile learning research such as data capture and analysis are discussed and guidance offered on adopting and extending these approaches (Sharples, 2009). Mobile learning is characterised by the learners' mobility, the possibility of having localised data and information, the large amount of data that can be collected during a learning session, the affordances provided by the technologies and the social dynamics that characterise the context in which learning takes place (Fulantelli et al., 2015). Today's mobile technology challenges educators to make a proactive approach to learning on the part of young people by portable, cross-contextual way of engaging with the world (Pachler et al., 2010). The shape of mobile learning (m-learning) depends very much on the complex cultural, social, political, economic, and, above all, educational ecologies in which mobile technologies are embedded (Pegrum, 2016).

This special issue aims to address various scopes of Mobile Learning and Knowledge Sharing by publishing quality papers reporting theoretical findings and practical works. The papers accepted for publications in this special issue can be grouped into two categories. The first category of the papers focus on Multi-Cloud Storage Systems for Multi-Agents Platforms for supporting mobile learning using objective distance based personalisation method and utilities of object-oriented metrics component using .Net and C# program from the perspective of mobile learning. The second category of papers deal with moderated effect of government regulations on the relationships between entrepreneurial orientation and competitive advantage in Small and Medium sized Enterprises (SMEs) and the lessons learned from the successful countries and authors by reviewing mobile technology-supported collaborative learning studies.

The Guest Editors would like to express their deep gratitude to all the authors who have submitted their valuable contributions, and to the numerous and highly qualified anonymous reviewers. We think that the selected contributions, which represent the current state of the art in the field, will be of great interest to mobile learning researchers and educators. In addition, we would like to thank the Inderscience publication staff members for their continuous support and dedication. We particularly appreciate the relentless support and encouragement granted to us by Prof. Gwo-Jen Hwang, the Editor-in-Chief of the *International Journal of Mobile Learning and Organisation*.

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