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Information technology for learning, education and training — Nomadicity and mobile technologies

*Technologies de l'information pour l'apprentissage, l'éducation et la
formation — Nomadisme et technologies mobiles*

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Foreword

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This document was prepared by Joint Technical Committee ISO/IEC JTC 1, *Information technology*, Subcommittee SC 36, *Information technology for learning, education and training*.

This first edition cancels and replaces ISO/IEC TS 29140:2020, which has been technically revised. The main changes are as follows:

- the list of definitions has been extended;
- the number of mobile learning applications has been expanded;
- recent references from the mobile learning literature have been included.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html and www.iec.ch/national-committees.

Introduction

Since ISO/IEC TS 29140-1:2011 and ISO/IEC TS 29140-2:2011 were published, there have been many technological innovations and increasing use of mobile technology in learning, education and training as indicated in many of the review and meta-analysis studies on mobile learning^{[1][2][3][4][5][6]}. These two documents were updated and replaced by ISO/IEC TS 29140:2020, which has now been replaced by this document. The growth in active mobile-broadband subscriptions has increased significantly, with penetration rates increasing worldwide from 4,0 subscriptions per 100 inhabitants in 2007 to 69,3 in 2018.⁷ The number of active mobile-broadband subscriptions have increased from 268 million in 2007 to 5,3 billion in 2018^[7]. In addition, almost the entire world population, or 96 %, now lives within reach of a mobile cellular network. Furthermore, 90 % of the global population can access the internet through a 3G or higher speed network^[7]. This is placing a sense of urgency to revise the standards for the use of mobile technology in learning, education and training.

At the same time, the technology, and the application of the technology, is changing at a fast rate. For example, 3D glasses are being used for virtual reality, augmented reality and mixed reality; and voice input and output are being used for language training. In 2020, a bibliometric review of 450 articles was conducted on mobile learning in higher education research using bibliometric methods. The results indicate that use of mobile learning is increasing^[8].

As schools, governments, organizations and businesses around the world design information for access by mobile devices, there is increased need to set standards for how information should be designed for delivery on mobile technologies to support learning, education and training. This increased need is heightened by demand for learning and training materials that can be shared easily between organizations and learners and made available to those in any geographical location. Mobile learning has the potential to provide learners with enhanced access to information and learning materials and guidance and support from anywhere rather than from a specific geographical location at a certain time. When mobile learning is implemented thoughtfully and well, it has the potential to increase efficiency and productivity for learning, education and training within different sectors (e.g. public, private, voluntary).

Mobile technologies, in addition to being a communication device, provide easy access to unlimited learning materials at any time and any place, which allows for student-centred learning and provides learning according to individual differences and needs^[5].

Mobile learning has the potential to provide learners with new opportunities to connect with other learners, to interact with teachers and trainers, and to co-create collaborative learning environments. This is a critical issue for learners who live in remote locations lacking wired connections^{[9][10]}.

There are a number of research teams in organizations and communities who are working on mobile learning. Many research studies and projects have been completed on the use of mobile technology in education and training. Additionally, work is already in progress in various countries around the world on related topics such as learning in different contexts, learning while on the move and the use of hand-held computers in learning.

It is important that the design, development, implementation and evaluation of mobile learning within learning, education and training environments takes place in a manner that is seamless, flexible and integrated. In short, mobile technology needs to be seamlessly integrated into teaching and learning activities that are supported by information and communication technology (ICT) in general. A review of models and frameworks for designing mobile learning experiences described different learning strategies for using mobile technologies in learning^[11]. These include:

- a) context-aware learning where learners can learn in their own context using wireless connection, global positioning systems, satellite connection and mobile apps;
- b) seamless and ubiquitous learning on the go and learning from anywhere because of the portability of mobile technologies; this learning strategy is important for the nomadic learners who move from one location to the next;