INTRODUCTION:
From the Information Superhighway of the 1990s to Web 2.0 in the 21st Century, there has been a major change from expert-generated content to user-generated content. This paradigm shift has its parallel in education, with students increasingly involved in student-generated multimedia projects in which they produce photos, podcasts, videos, slowmations, screencasts, digital games, etc., as a way of engaging with the curriculum and their peers. Convergence, as exemplified by mobile technologies such as the smartphone and iPad/tablet PC, has been a major enabler of this phenomenon. Student-generated multimedia offer a path to educational reform, moving to a model in which students are at the centre of learning.

OBJECTIVE OF THE SPECIAL ISSUE:
This Special Issue aims to explore student-generated multimedia, its benefits for learning and strategies and issues with its implementation. Based on credible evidence, it intends to examine the multifaceted characteristics of student-generated multimedia in which audio-visual elements, the construction of artefacts, group processes, peer learning, and professional and field-based learning contexts all contribute to rich learning and aid in sense-making for the students and their student audience. This Special Issue also aims to contribute to the current discussion about BYOD approaches in education, and the roles different technologies may afford in student-generated multimedia.

RECOMMENDED TOPICS:
Topics to be discussed in this special issue include (but are not limited to) the following:

- Case studies of student-generated multimedia projects and learning activities
- The impact of student-generated multimedia on achieving rich learning outcomes
- Issues with implementing student-generated multimedia projects and lessons learnt
- Student-generated multimedia and its link to peer learning
- Designing, implementing and evaluating student-generated multimedia initiatives in different educational settings and at different levels of the education system
- Expert-generated versus student-generated multimedia resources in flipped learning
- Educational “mash-ups” of student-generated content and content located on the Web
- The role of student-generated multimedia in distance education
- The role of different technologies in student-generated multimedia, e.g., smartphones, iPads/tablet PCs, wearable and embedded technologies
BYOD and its role in student-generated multimedia
Ethical issues in student-generated multimedia
Sustainability and student-generated multimedia
Theoretical explorations of student-generated multimedia, including collection and evaluation of credible evidence for a wide range of learning outcomes

SUBMISSION PROCEDURE:
Researchers and practitioners are invited to submit papers for this special theme issue on Student-Generated Multimedia: A Shift in the Educational Paradigm for the 21st Century on or before 15th August 2015. All submissions must be original and may not be under review by another publication. INTERESTED AUTHORS SHOULD CONSULT THE JOURNAL'S GUIDELINES FOR MANUSCRIPT SUBMISSIONS at http://www.igi-global.com/Files/AuthorEditor/guidelinessubmission.pdf. All submitted papers will be reviewed on a double-blind, peer review basis. Papers must follow APA style for reference citations.

ABOUT the International Journal of Mobile and Blended Learning:
The International Journal of Mobile and Blended Learning (IJMBL) provides a forum for researchers in this field to share their knowledge and experience of combining e-learning and m-learning with other educational resources. Providing researchers, practitioners, and academicians with insight into a wide range of topics such as knowledge sharing, mobile games for learning, collaborative learning, and e-learning, this journal contains useful articles for those seeking to learn, analyze, improve, and apply technologies in mobile and blended learning. The journal spans theoretical, technical, and pedagogical issues in mobile and blended learning. These embrace comprehensive or critical reviews of the current literature, relevant technologies and applications, and important contextual issues such as privacy, security, adaptivity, and resource constraints.

This journal is an official publication of the Information Resources Management Association (www.igi-global.com/ijmbl) and the official journal of the International Association for Mobile Learning (IAMLearn)

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