

## Abstract

Mobile phones have taken centre stage in transforming people's lives in all sectors of African economies. With regard to Education sector, studies show that, there is high prevalence of mobile phones among learners in African universities but no computer prevalence. However, E-learning technologies are not readily available among learners. Learners are therefore forced to access content from few fixed locations with internet connectivity such as cyber cafes and workplace, eliminating access flexibility in learning. The 'Mobile phone rich' but 'computer poor' context prevailing in African universities presents an opportunity to establish an appropriate type of learning that utilizes mobile phones rather than computers. This paper explores existing categories of m-learning projects and proposes a 3-category framework to provide better understanding of ambient learning and allow integration of future ambient learning projects situated in different learning environments.