*Self-regulated students are able to create and maximize opportunities they have for studying or learning. We combine this learning approach with our Mobile Context-aware and Adaptive Learning Schedule (mCALS) tool which will create and enhance opportunities for students to study or learn in different locations. The learning schedule is used for two purposes, a) to help students organize their work and facilitate time management, and b) for capturing the users' activities which can be retrieved and translated as learning contexts later by our tool. These contexts are then used as a basis for selecting appropriate learning materials for the students. Using a learning schedule to capture and retrieve contexts is a novel approach in the context-awareness mobile learning field. In this talk, we present the conceptual model and preliminary architecture of our mCALS tool, as well as our research questions and methodology for evaluating it. The learning materials we intend to use for our tool will be Java for novice programmers. We decided that this would be appropriate because large amounts of time and motivation are necessary to learn an object-oriented programming language such as Java, and we are currently seeking ways to facilitate this for novice programmers. We have two research methodologies for evaluating this framework, the first one a user-centred interview involving 37 students was completed. The second part, currently in progress, involves implementing a small prototype of the framework for either running simulation tests on or evaluating with students.*