Book review:

Handbook of mobile learning
(2012; eds. Zane L. Berge & Lin Y.Muilenburg; Routledge)

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Mobile learning is a burgeoning area of education, and we are witnessing changes almost on a daily basis in this field. Mobile learning can be viewed from various perspectives, including technology, learner psychology, ethics, law, economics and many others. Some books have dealt with one of these aspects; but *Handbook of mobile learning* offers them all within one cover. This book can be referred to by a reader wanting to know about mobile learning from any perspective. The content is grouped into five major parts, each of which has several chapters. The parts are categorized based on a particular theme, so readers can focus on a particular chapter or section in which they are interested.

The editors have put great effort in coordinating and collecting the research work of around 100 renowned researchers from different specializations of mobile learning, giving us access to expertise on a wide range of perspectives on mobile learning. Each chapter is clearly organized with an introduction, research, conclusion and references, presenting very recent work of researchers in that particular field with in-depth discussions of key topics. The references section given at the end of each chapter offers readers the opportunity to to explore more research work in that field. In most cases the chapter builds logically from previous work to the current research and possibilities for future investigation. The flow is not quite the same in all the chapters because of the style of different authors, but the editors have managed to maintain some cohesion among all the chapters, which is simply amazing. The book can be referred not only by readers new to the mobile learning field but also by established researchers.

Part 1 deals with fundamentals of mobile learning and deals also with the future of mobile learning. The coverage is wide, covering the history of mobile learning, the need for it, what it is, how it is influencing education, where it has come from and what forms it may take in the future. The editors have largely succeeded in avoiding an overlap of contents between the chapters, and have maintained the cohesion, for example by including references between chapters.

Some chapters discuss specific technologies, such as cloud computing in chapter 11. In chapter 12, we can see the role of m-learning in developing and developed countries, which is analyzed in depth, e.g.:

> Learning with mobile devices across developing and developed worlds, can indeed tackle distance, can tackle digital divides, disadvantage and disenfranchisement; but the process and the prospect are complex and confused. (p. 141)

Part II (chapters 13 to 21) deals more with learners' psychology, learning tools, technologies and mobile pedagogy from in detail. In Chapter 13 Kukulsa-Hulme focuses on who mobile learners are:

> It is necessary to generate an overview that will illuminate who has been targeted for specific experiences of m-learning. (p.147)

Gwo-Jen Hwang, the author of Chapter 14, discusses the benefits of mind tools for supporting the m-learning:

> The students who learned collaboratively with concept maps showed significantly better learning performance in terms of learning attitudes… (p.163)

In Chapter 19, Cinque discusses "The reflective student", considering a practical m-learning initiative and concludes that

> the project demonstrated that authentic learning is possible not only for on-the-job training, but also in the class room. (p.222)

Part III of the book includes chapters related to another key area of mobile learning: teaching and instructional design, from chapter 22 to chapter 31. Thomas Cochrance in chapter 22 discusses how m-learning has triggered pedagogical change, providing helpful examples.

Flipped classes have recently been used followed by several universities and educational institutions, particularly for students those who missed their regular classes due to unavoidable situations. This concept is discussed in detail by Sams, with case studies in support. There is a strong cohesion between this chapter and chapter 24, which discusses community building using mobile devices by different methodologies and for different purposes. Hence in part III we can see research topics as well as key issues about teaching methodologies, teaching tools and teaching devices used in m-learning.

After the discussions based on technologies, teachers and learners, the focus moves to another stake holder of ICT, the management. From chapter 32 to chapter 38 we can see topics related to policies, administration and management of institutions which use m-learning methodology in their campus. In chapter 32, George Baroudi & Nancy Marksbury suggest ways to create a mobile learning institution, discussing how an institution can go mobile by proper planning rather than 'by accident'. Other chapters provide details about the financial requirements to make a mobile institution possible.

BYOD is a somewhat familiar topic in mobile learning institutions, but in chapter 34, La Master & Ferries-Rowe discuss a further concept called Bring Your Own Technology (BYOT); the authors have concluded that by using this methodology, teachers will have freedom to teach in their own way and style:

> "Teachers can get back to the art of teaching because of BYOT" (p.404)

In chapters 35-37, the ethical issues in mobile learning are discussed. This is very important for all the researchers and practitioners in m-learning, as well as for other readers who are interested in knowing the legal and ethical issues related to this approach.

The final part of this book (chapters 39 to 53) deals with specific cases and perspectives; a reader interested in learning about research carried out in different countries and technologies, will find this part useful. These chapters may suggest research opportunities to those who may try some of the issues given in these chapters in different environment and compare the result with those described here.

Since this book has been published recently, it covers the latest technological developments, and is a valuable resource for all those working in education who wish to understand the opening pathways of mobile learning.