Title:
Handbook of Research on Mobile Learning in Contemporary Classrooms.

Title Information:

Reviewer:
Sara Mofford, ARBA Reviewer

Full Review:
The Handbook of Research on Mobile Learning in Contemporary Classrooms is a useful resource to help educators and researchers begin to navigate the brave new world of mobile learning in the contemporary classroom. Understanding that the contemporary classroom is not limited to the four walls that surround a school, the handbook, compiled in 2016, contains 19 entries by different signed authors, and includes chapters such as mobile learning for language learning, mobile learning for assessment, mobile games that may be conducive to learning, and mobile learning for social change.

While mobile learning may appear a new technology to many laymen, the reality is that it has been embraced and enhanced by myriad educators over the past several years. Further, mobile learning is not limited to the traditional classroom: the authors show that mobile learning can be applied to continuing professional education. The editor makes the salient point that as the way our society work has evolved, so has the way with which we educate students at all levels. The “chained to the desk” mentality, once present in the modern workforce, has been replaced with a 24/7 ability to work remotely. This new reality has precipitated a world where learning is as omnipresent as cell phones due to mobile learning. While mobile learning presents an exciting new method to learn, it also presents significant anticipated and unanticipated challenges. Learning, which has been for so long connected to an individual serving in the role of instructor who provides instant feedback, is set to undergo a paradigm shift as the commonality of online learning increases.

Each chapter is thoroughly and objectively written. The chapter on mobile learning for social change, for example, includes a lengthy background on how mobile learning may affect social change by using old theories of technological disruption, how youths have used mobile phone applications for social change on a large scale, like in the Egyptian Revolution, and on a smaller
scale, like toward efforts to stop bullying at local schools. The entry also touches on crowdfunding for social change, crowdmapping for disaster preparedness and participatory citizenship, and entrepreneurship. Finally, the article concludes with future research directions and challenges for mobile learning for social change.

The Handbook must walk a fine line. In an era of constantly evolving and improving technology, it is not enough to simply present information. The authors of any work that deals with evolving and improving subject matter must balance the changes in research that are coming across the horizon with the need to balance the established body of scholarship. The authors of this handbook do just that; thus, it is a welcome addition to an emerging body of scholarship and is a useful resource for researchers. This book is recommended for academic libraries and professional development collections.

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