

Book Review

Mobile and Blended Learning Innovations for Improved Learning Outcomes

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Digital technologies have become an integral part of the teaching and learning processes in academic courses. This process enables one to incorporate Information and Communication Technology (ICT) in a variety of teaching and learning methods (Johnson, Becker, Estrada, & Freeman, 2014). Blended learning is popular in current learning environments. Dziuban, Moskal, and Hartman (2005) identified two principal advantages from which participants in blended learning can benefit: strengthened learning engagement and strengthened interaction. Within the scope of blended learning there are two relationships; one between online and face to face learning, and another between on-site and distance learning, which both vary depending on the context. It is possible to blend learning to take place exclusively on site, provided that some online learning is involved. Mobile learning is defined by its affordances which is the level of portability (Naismith et al., 2004.) A range of other affordances of mobile learning are inclusive of gathering data, communicating, interacting with the interface contextual, active learning, interacting with an outdoor environment, and interacting with other device (Orr, 2010; Parsons, Thomas & Wishart, 2016; So, Kim & Looi, 2008; Tan & So, 2015).

The most important thing is that context is important in blended learning and mobile learning. In blended learning, the key component of context is engagement within the classroom, whereas in mobile learning perhaps the most important concept of context is that which engages the learner outside the classroom.

The book is organized logically. In addition to the preface, there are 15 chapters, which cover four main sections. The first sections, which are presented from Chapters 1 to 4, includes the topic of blended learning. The second sections, which are presented from Chapters 5 to 9, focus primarily on mobile learning. The third sections, which are presented from Chapters 10 to 12, address both mobile and blended learning in an integrated manner. Finally, there is a section, which is presented

from Chapters 13 to 15, reflects on previous research into mobile or blended learning. Review chapters provide a comprehensive and critical review of the literature by analyzing many thousands of articles from a wide range of sources. The review chapters analyses the relevant work in a particular publication channel, and outline the meaning of trend change and development. It provides us to gain deep insights into areas of research.

We provided suggestions for the editor and authors, in case a second edition is planned to be released. One improvement is related to the content of the book. This book is targeted to predominantly k-12 education and higher education. Providing additional information would be useful for more experienced researchers. For example, further information is required to discuss blended learning and mobile learning in vocational education and military education and training. In addition, owing to the ongoing shift from traditional classroom-based education to online education, many instructors no longer have direct control of the teaching process and they act more as facilitators than as traditional lecturers (Arbaugh, 2010; Schoonenboom, 2012). Thus, there is a need to understand instructors' role and behavior in the blended and mobile learning environments.

Despite these suggestions for further improvements, there is no doubt that this is a pioneering task that makes an immensely important contribution to the use of technology in teaching and learning. To summarize, we would say this is a timely work, written by those who have immersed in the topics within research areas. The authors provide researchers guidelines which aim to streamline particular processes according to a set sound practice in blended learning and mobile learning environments. Finally, in response to a question, "is this book worth reading?", the answer is undoubtedly "yes". This is because the book is well-designed, well-integrated, and well-written, and I believe that it will be well-read as well.

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