

DESIGNING MLEARNING: Tapping Into The Mobile Revolution For Organizational Performance

**Quinn, C., ISBN: 978-0-470-60448-9, Publisher: Pfeiffer, Pages:
223, Feb 2011**

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From past to the present, the learning need has increasingly grown. In this way, education and learning processes have also evolved; education has continuously changed shell along with social transformation and development. The communication and data transfer possibilities created by mobile technologies can significantly reduce dependence on fixed locations for work and study, and thus have the potential to revolutionize the way we work and learn (Peters, 2009). In this context, M-learning is considered as a new channel for the individuals who are mobile but aim to learn, and mobile learning design has become a new issue educators should be aware of. This is one of the basic books in the field of mobile learning design.

The author of the book is Clark Quinn. He leads learning system design through Quinnovation, and is a founding principal of the Internet Time Alliance, helping organizations work smarter. He provides strategic solutions to Fortune 500, education, government, and not-for-profit organizations. Previously, he headed research and development efforts for Knowledge Universe Interactive Studio, and before that held management positions at Open Net and Access CMC, two Australian initiatives in internet-based multimedia and education. Clark earned a Ph.D. in applied cognitive science from the University of California. He has held positions at the University of New South Wales, the University of Pittsburgh's Learning Research and Development Center, and San Diego State University's Center for Research in Mathematics and Science Education (Quinn, 2011).

Target audience of the book is instructional designers and instructors in K-12, higher education and corporate training departments; book is useful for also developers, media experts, managers, and anyone with responsibility for supporting performance in organizations, as well.

The book is composed of four main sections and fourteen chapters. Each of sections and chapters reflects major categories of information to be covered. At the end of the each chapter some questions the audiences should think and should be aware of are asked. The organization of the book as follows:

SECTION 1: WHY MLEARNING

Chapter 1: Overview

Chapter 2: Details (Misconceptions, The Business Case, Questions to Ask)

SECTION II. FOUNDATIONS

Chapter 3: A Brief History of Learning & Cognition

Chapter 4: The Technology It's Not About

Chapter 5: Getting Contextual

Chapter 6: Getting Concrete

Chapter 7: Mobile Models

SECTION III. BRASS TACKS

Chapter 8: A Platform to Stand On

Chapter 9: Mobile Design

Chapter 10: The Development It's Not About

Chapter 11: Implementation & Evaluation

SECTION IV. LOOKING FORWARD

Chapter 12. Being Strategic

Chapter 13. Trends and Directions

Chapter 14. Get Going (Mobile)

Section 1 provides a brief introduction about why mLearning is important. In this section firstly a brief overview of the book is given. Then, eight misconceptions about mLearning are discussed. According to author basic misconceptions are based on misperception of mobiles devices, mobile content, mobile interactivity and mobile connectivity issues. After that mLearning is briefly evaluated as business case beyond this argument.

Section 2 focuses on foundational knowledge you need to be ready to 'think' mLearning. It provides a broad coverage of ways to think about mLearning. A Brief History of Learning & Cognition rethinks learning which is discussed in Chapter 3. Main topics of this chapter are formal learning, media psychology, cognition, informal learning and social learning. The author emphasises that what mobile gives us is two-folds: ways to augment formal learning to make it more effective and ways to address informal learning. So mobile provide support for formal learning, performance support, and social informal learning. Chapter 4 provides an overview of mobile devices and their characteristics and a convergent model which explains convergence among connectivity, sensing, input (keyboard, screen, ...) and output (video, text, ...) is given. Chapter 5 looks at mobile learning in various settings and argues advantages of mobile capabilities for K12, higher education, organizational aspect and non-formal settings. Chapter 6 provides a number of elaborated examples. Chapter 7 presents a wide variety of ways to conceptualize mLearning and mobile models. Most remarkable part of this chapter is "Four C's of Mobile Capability: Content, Capture, Compute, Communicate".

Section 3 gives pragmatics of mobile development, implementation and development considerations. Chapter 8 presents the benefits of an infrastructure approach very briefly.

Chapter 9 provides coverage of Analysis and Design. Main parts of this chapter is Analysis Process like ADDIE model, Design Generalities such as media, information, interface design, and Design Specifics depend on the setting. Chapter 10 covers development issues and delivering capability such as standard formats, mobile web, content tools, custom programming.

Chapter 11 discusses implementation and organizational issues. Basic issues in this chapter are implementation planning, organizational change, management and governance, evaluation, social policies, accessibility, security, and support.

Section 4 addresses some of the larger context and trends and developments to be aware of. Chapter 12 presents a performance ecosystem view of technology in organizational learning. This chapter begins with the question "where does mobile fit in the bigger picture of organizational learning?". Within this context author discusses performance ecosystem, eLearning strategy and some opportunities. Chapter 13 covers current trends and likely convergences: cloud computing, sensor nets, gaming, Web 3.0 etc. Chapter 14 is a call to action to mobilize.

The author evaluates mobile learning mostly in a business case, thinks mobile learning as a part of solution in an organizational setting, and he emphasizes that mobile learning is mostly about performance rather than an individual learning activity. His focus is mobile learning as part of organizational performance support system.

In conclusion, this book is clear, informative, and provides mobile learning terminology and mobile learning design concerns in a way that is applicable and easy to understand. After reading this book a person could understand what is mobile learning, evaluate mobile learning case studies and discuss the design process of mobile learning. As mentioned earlier, this is one of the basic books in the field of mobile learning design. It can be used both experts and anyone who is interested in mobile learning.

Bibliography

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