Educators who employ mobile technologies are pioneers on a vast new educational frontier. We are at the forefront of a computing paradigm shift that will change how teachers and students interact with the world of educational connectivity, content, pedagogy, and learning. The iconic iPad and iPhone along with all of the other touch screen tablets, phones, and other mobile devices featuring additional software and apps, like voice recognition, are rapidly changing the way students around the world interact with digital content, and the information systems available in and through the devices.

This shift began with the innovation of touchscreen technology, introduced to consumers on the first iPhone in early 2007, and changed everything by reducing the barriers between the user and device, enabling content and information sources like the Internet to be more accessible, efficient, and user friendly. The touch screen technology offers unique learning experiences—motivational, collaborative, and real-world applications—and has a great potential to transform educational situations.

Fast forwarding seven years, these same capabilities make modern mobile devices perfect for many education applications since touch screens reduce barriers between all students, enabling them to interact with the content of educational information more effectively. This makes each student’s end user experience with mobile learning (mLearning) much richer than it might be on a computer.

With this volume, book editor Jared Keengwe, and chapter authors, all mLearning pioneers, have made significant contributions to our K-12 and professional development knowledge base in the use and social effects of mobile technology integration. The book offers great value to existing online schools, since students are already asynchronous and perform schooling in educational contexts other than brick and mortar settings. Currently, many virtual schools provide laptop computers, but this book helps prepare K-12 students and teachers for “what’s next” by introducing and illustrating the use of mLearning devices, content, and methods, since online schools are moving more and more to tablets and other mobile applications.

The book also provides insight for traditional face-to-face teachers, more of whom are using a blended learning model, and/or flipping their classrooms to employ digital and online content on mobile devices for a variety of large group, small group, and individualized instruction in face-to-face and/or online settings. Additionally, this book helps prepare professors and trainers and graduate and undergraduate educators for “what’s next” by illustrating the use of mLearning mobile devices functioning for all disciplines to supplement personal face-to-face learning and text-based asynchronous learning on a computer, with voice, text, and media connectivity enhancing the interactions in mLearning professional development programs and for life-long learning.
The book editor and authors are to be congratulated for making known the properties of current and emerging mobile education ideas. They reveal real students using mobile devices in authentic educational activities revealing trends of usage, barriers to use, and successes and pitfalls of the new paradigm. They offer insights into designing and using better mobile education strategies, content, and predict what lies ahead beyond the border of our current state of knowledge.

“We shape our tools, and thereafter our tools shape us,” stated Marshall McLuhan (1964) in Understanding Media: Extensions of Man. Mobile technologies will radically change education. Even as we work and learn “on the go,” we will need more quality publications like the current edited volume to keep up with and influence the fast and ever-changing world of mobile technology in education and predict, create, and use positive social outcomes for motivation to learn.

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