Book Review

Education for Practice in a Hybrid Space: Enhancing Professional Learning with Mobile Technology
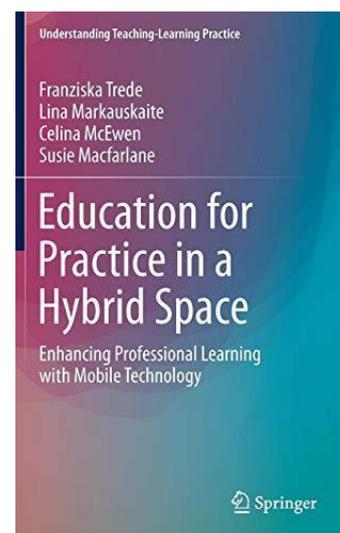*2019*

Third from the series on *Understanding Teaching-Learning Practice*
Series editors: Robert A. Ellis and Peter Goodyear

Franziska Trede, Lina Markauskaite, Celina McEwen, Susie Macfarlane
Springer; Singapore
210 pages
ISBN: 978-981-13-7409-8 (hardback)
ISBN: 978-981-13-7410-4 (eBook)

This book is the third in a series on *Understanding Teaching-Learning Practice*. This series is focuses on publishing research on the intertwining relationship of how practice informs research which subsequently informs practice. The series is particularly focused on student-centered contextualized learning where the learning is enabled through real-world application. Two earlier publications in this series are *Playing the PhD Game with Integrity* (2019) by J.A. Bowden and P. J. Green, and *Spaces of Teaching and Learning* (2018) by R.A. Ellis and P. Goodyear.

The book authored by Trede, Markauskaite, McEwen, and Macfarlane explores a framework using mobile technology to enhance student learning while in the workplace. The framework considers the important aspects of being professional and safe, along with time and place of learning, relevant dialogue, networking, deep reflection, creating learning opportunities as opportunities develop, and enhancing the learning experience.

The book is divided up into three Parts, with the first Part focused on the conceptual framing of mobile technology and how it could enhance the workplace learning. This Part is made up of four chapters. The first chapter sets the scene on professional learning in a hybrid space, including exploring the nexus of work, learning, and technology, and acknowledges that we are currently in 'liquid times' where conventional practices may not hold the same currency it once had. The subsequent chapter explores the theoretical underpinnings of hybrid spaces and the blurring of the boundaries between university and industry. The following chapter explores how mobile technology can enhance learning (mLearning) as well as barriers and challenges to using mobile technology. The last chapter in this Part presents research work on using mobile technology as a learning tool to enable student agency in the workplace. The authors also remind us that even though the current student generation grew up with significant access to mobile technology that we cannot assume that all students are digitally fluent and that educational institutions must provide appropriate support to build up student digital capacity.

The second Part focusses on mobile learning strategies for workplace learning. This Part of made up of seven chapters reflecting the seven core elements the editors have identified as important to building student capacity for using mobile technology to enhance their learning. The Part begins with discussing professional behavior with the use of mobile technology and staying safe, including the important aspects of privacy and confidentiality. The following chapter explores the challenges of using mobile

technology in the context of time, space routine of work, and physical and social considerations. Subsequently there is an exploration on how to plan and design learning activities using mobile technology, with the following chapters focusing on the dialogue aspects of mobile technology during work placements and the networking aspects mobile technology provides. The last two chapters of this Part draw attention to the important aspects of creating learning opportunities as they present themselves, including a discussion on strategies, the use of deep reflection to enhance the learning experience, and the interlinking with mobile technology.

Part three, consisting of three chapters, expands on the aspects of professional learning and the practice through the use of mobile technology. The first chapter explores the important notion that human professional intelligence goes beyond the individual and extents to the physical and technological elements of the surrounding environment. Therefore, it highlights that professional learning requires learning that extends and intertwines with the 'intelligence' that is embedded and embodied as distributed-intelligence as part of the human-technology interface. The following chapter expands further the human condition, professional responsibility, and social agency with the use of mobile technology, through the concept of being a deliberate professional and 'professional plus'. The last chapter provides a summary of the book and concludes with final arguments.

This book is timely in its publication. More now than ever technology is rapidly changing and advancing with increasing impact (often turbulent impact) on every-day life. Since the 2007 introduction of the smart phone, new technologies has caused the rapid and significant reforming of entire sectors. Furthermore, advancing technology has changed almost every way workplaces functions and even challenges the very notions of what a workplace is. The higher education sector has been impacted by new technology, however, it remains unclear how higher education institutions can truly take advantage of mobile technology to enhance student learning and develop critical thinking skills, especially while students are on work placement.

This book has a clear focus on workplace learning and the use of mobile technologies, and is directly relevant to the practice of work-integrated learning. It recognizes the importance of 'hands-on' learning in developing employability skills and a sense of professional identity and agency through being a deliberate professional. The exploration of the book on the use of mobile technology for learners in the workplace should be of immediate interest to work-integrated learning practitioners, teachers, and researchers. To date, there appears to be minimal uptake of the use of mobile technology in the practice of work-integrated learning, however, the potential mobile technology has to offer the practice of work-integrated learning and particularly the learning the student experiences while engaged in work-integrated learning could be massive. The book is well written, easy to follow, well-informed by recent literature, and provides practical guidance of potential use of mobile technology for enhancing the important learning experience students have during work placements.

Dr Karsten E. Zegwaard
Editor-in-Chief
International Journal of Work-Integrated Learning
C-/ Work-Integrated Learning Central Unit
Office of the Vice Chancellor
The University of Waikato,
Hamilton, New Zealand.