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BOOK REVIEW: MOBILE-MINDFUL TEACHING AND LEARNING: HARNESSING THE TECHNOLOGY THAT STUDENTS USE MOST



Title	:	Mobile-Mindful Teaching and Learning: Harnessing the Technology That Students Use Most
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Abstract
Mobile-mindful Teaching and Learning: Harnessing the Technology that Students Use Most offers practical strategies for integrating mobile technology into teaching and learning. In addition to teaching procedures, this book provides access to online resources, such as applications tailored for mobile learning. It provides tangible examples to inspire readers, along with QR codes and a website to access additional resources for further exploration. With 11 chapters divided into three parts, this book skillfully incorporates opportunities for mobile learning to demonstrate the value of learning through smartphones while also acknowledging the fluid learning environments in which students engage, enabling the delivery of online modalities and features customized to specific needs and settings, regardless of time or location.

Keywords: digital learning, instructional design, mobile learning, smartphone-based mobile learning

Mobile-mindful Teaching and Learning: Harnessing the Technology that Students Use Most delves into how learning can be made accessible through phones. This book offers practical strategies for integrating mobile technology into teaching and learning, providing planning activities to assist readers in creating mobile-friendly courses by evaluating accessibility, designing mobile-ready syllabi, and planning mobile activities. QR codes and website links throughout the book guide readers in harnessing the potential of mobile learning. Teaching activities for mobile-friendly tasks are included in this book. This book used focal terms such as

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"mobile learning," which denotes learning facilitated via mobile devices, and "mobile mindfulness," which signifies the deliberate and strategic integration of mobile devices into educational practices. The term "mobile-mindful learning" is used to foster a non-intimidating approach to expanding mobile learning opportunities and preventing the imposition of mobile learning on students (p.17). This book is divided into three main sections: Part 1 focuses on becoming a mobile-mindful learner (Chapters 2-4), Part 2 discusses approaches to mobile-mindful teaching (Chapters 5-8), and Part 3 presents mobile-mindful activities (Chapters 9-11).

Chapter 1 begins with an argument to diminish skeptical thoughts that may prohibit us from implementing mobile learning. Instead of seeing phones as distractions, the real issue is our mindless use of them; if used thoughtfully, mobile technology can enhance critical thinking skills by offering diverse resources beyond classroom walls. The book strongly asserts that mobile pedagogy enhances both access to and quality of learning. Yeh et al. (2020) confirm the importance of mobile learning by describing that a practical and effective method to reinforce mindful learning is to engage in these cognitive processes through everyday devices that students commonly use.

Part one, consisting of three chapters, describes how to become a mobile-mindful learner. In Chapter 2, *Start with Self*, Moore underscores the importance of examining our personal mobile learning experiences as a guide for utilizing mobile devices effectively in education. Instructors' challenges in implementing mobile learning may stem from limited exposure to mobile devices and learning experiences. Chapter 3, *Mobile Learning Basic Skills and Content*, delves into essential mobile skills and strategies for effective learning on smartphones. It begins by emphasizing the importance of mastering the basic features and skills of mobile devices, such as identifying learning tools, choosing audiovisual apps, organizing app icons, managing notifications, utilizing voice-to-text, monitoring screen time, sharing content, taking screenshots, and installing web extensions. This chapter discusses the significance of mobile reading in learning, debunks digital reading myths, offers smartphone reading tips, digitizes print reading with tools such as Google Lens, and suggests strategies such as reflecting on reading habits and using e-books for effective mobile learning. It also offers recommendations for active engagement and effective utilization of visual, social, and auditory modes. In Chapter 4, *Organizing and Planning Mobile Learning*, curation, which refers to organizing materials into collections and categories, is elaborated as an integral part of mobile learning. Moore mentions article and text-based curation tools and in-app curation, as well as digital review and clean-up.

Moving to Part 2, *Toward Mobile Mindful Teaching*, Moore elaborated on course preparation for mobile learning. Chapter 5 describes the process of preparing courses for mobile learning by observing and evaluating course materials and activities on mobile devices, optimizing content for mobile access, assessing LMS functionality, considering ethical implications, and implementing frequent retrieval practices to enhance students' engagement and learning outcomes. This chapter reminds us that the integration of mobile technology in education requires careful consideration of ethical concerns, including hardware access, privacy and data sharing, distraction management, and digital accessibility. After preparing the students in Chapter 5, Chapter 6 follows up with guidelines on how to prepare them

for mobile learning. The chapter emphasizes that although students spend considerable time with smartphones, it does not guarantee they know how to utilize them effectively for learning; Moore highlights that while initially awkward, the use of new technology becomes more seamless with practice. Chapter 7 explores integrating social media into mobile learning for enhanced engagement, offering practical tips for leveraging social media effectively in mobile learning contexts. Mobile learning facilitates peer learning opportunities and provides students access to community networks and resources (Ly & Kearney, 2023). Chapter 8 incorporates mobile-first strategies into learning activities that can significantly enhance student engagement and accessibility. By utilizing mobile-first reading, mobile-first audio-visual, and mobile-first retrieval practices and memory, educators can accommodate diverse learning preferences and promote active participation.

Following the practical guidelines for the implementation of mobile learning outlined in the previous parts, Part 3, *Mobile-Mindful Activities*, provides case studies from three different disciplines in mobile-mindful teaching (See Chapter 9). The case studies provided illustrations of how mobile learning can be implemented. Chapter 10 details course-planning activities by ensuring that instructors acknowledge fluid learning in their courses. This chapter also underscores a mobile-mindful syllabus and class communication. It also provides guidelines for digital accessibility and software selection for needs analysis prior to mobile teaching. Chapter 11 describes a more sophisticated way of mobile learning in which students can construct their mobile online kit. This chapter provides guidelines for ensuring class and community engagement in mobile learning. It also provides guidelines on how to reinforce students' research data using mobile technology. After the conclusion, the book supplements its discourse with appendices delineating fluid learning analysis for readers, along with recommending applications conducive to mobile mindful learning. The book emphasizes the vast array of available online resources, highlighting how these resources facilitate the accessibility of course materials and interactions through the technology that students commonly use.

Recent studies have found a negative correlation between smartphone addiction and academic achievement (Liu et al. 2024; Zhang & Zeng 2024). This presents a compelling reason for educators to incorporate smartphones into their education, given that students are inseparable from their devices. It is expected that leveraging mobile-mindful learning can help redirect students' smartphone addiction toward productive educational purposes. Cheng et al. (2020) have proven that mindfulness has a negative association with smartphone addiction before bedtime, suggesting that mindfulness training can enhance self-control, thus mitigating the negative effects of smartphone addiction. Moore emphasizes that this is an opportune moment to broaden our approach to teaching design. In the past, people often stated that "technology is the future of education." Now, we find ourselves in that future; they spoke of.

This timely book is easy to understand, as each chapter refers to the previous chapter. This book focuses on pedagogical principles rather than discussing the technology itself, providing a balanced approach for easy comprehension. Novice educators need not worry about their technological skills when reading this book—it does not require prior knowledge or technical expertise. This book has greatly improved my teaching with insightful guidance on integrating mobile learning

effectively, while also highlighting its potential beyond traditional classrooms. However, this book does not discuss the potential use of artificial intelligence (AI) as a resource for mobile learning. Exploring AI's application in mobile learning can assist readers in anticipating and preparing for its potential integration into instructional practices.

Overall, this book is invaluable for enhancing the quality of mobile learning instruction, providing practical concepts and procedures beneficial to instructors, learning designers, educators, faculty, and researchers seeking to integrate mobile devices into learning activities. This book serves as a guide for those seeking to integrate mobile-mindful options into their teaching practices, offering a starting point for exploration and dialogue regarding the intersection of technology and education. Ideal for hesitant educators, this book offers persuasive reasons to embrace mobile learning and practical steps to initiate the process. This book will especially captivate readers who have prior experience with mobile learning, as it introduces a variety of mobile-based activities to delve into.

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