Mobile devices have become pervasive in virtually every aspect of society, and the time has come for all educators and institutions to capitalize on this technology in a higher education context. This is essentially the reason given by Clark Quinn for his new book *The Mobile Academy: mLearning for Higher Education*. In the opening chapter, Quinn makes it clear just how pervasive internet-enabled mobile technologies have become, that it has become impossible to prevent learners from using this connectivity, and that:

Mobile devices are out there, and consequently they can be ignored to the instructor’s peril or capitalized on for the learner’s benefit. (p. 4)

Quinn is a veteran of educational technology innovation, having worked in the field since the first attempts to integrate personal computer systems into teaching and learning. *The Mobile Academy* is the latest of several offerings by Quinn on the topic of mobile learning (mLearning). It presents a compilation of his experience and wisdom into concise guidance on the benefits, characteristics, and key considerations for effectively weaving mobile devices into the teaching and learning experience. One thing that Quinn makes clear from the beginning of this book is that it has a focus on general, enduring principles as opposed to specific examples of mLearning instructional design because:

The mobile field is incredibly dynamic… the pragmatics are changing almost daily. So, while [he] can talk about solutions, [he] can’t talk about implementation in any meaningful way that won’t be out of date before the book is available in print. (pp. 5-6)

*The Mobile Academy* is laid out into three major sections. In the first three chapters, Quinn describes the impetus to pay serious attention to mLearning in higher education. He also establishes the foundations of a common language of mLearning, which he draws upon in the remainder of the text. These foundations include defining mobile technologies and mobile learning, principles of effective learning, and the concepts of content delivery, interactivity in mLearning, and the benefits of social learning. Unfortunately, while Quinn notes the importance of establishing a common language to frame mLearning discussions, he makes no reference the Framework for the Rational Analysis of Mobile Education (FRAME) model (Koole, 2009), which has been gaining increasing prominence in mLearning research and literature. The FRAME model (see Figure 1 in my paper in this issue of *LTHE*) provides a concise overview of the key domains of mLearning, which include the Device Aspect, the Learner Aspect, and the Social Aspect. A reference to the FRAME model would have provided an excellent starting point to *The Mobile Academy*, which is organized around these same central concepts.

In the second section of the book, Chapters 4-7, Quinn explores the context and functions of learning from a mLearning perspective. Chapter 4 focuses on non-learning contextual elements that could benefit from mobile technology integration. These include elements of academic administration, student community life and communication, and even community outreach and marketing. Quinn describes how these core needs of academic life could be met by integrating mobile technologies with existing institutional infrastructure such as web sites and learning management systems. He also
provides an overview of the benefits of existing vendor-made products, as well as the factors that may result in the need to develop custom applications.

In Chapters 5-7, Quinn shifts his focus to meeting learning needs via mobile technologies. He begins in Chapter 5 by discussing content delivery with a focus on dividing content into smaller but more frequent chunks, choosing the best media format for the learning purpose, and contextualizing the content to the learner’s current situation and needs. The chapter includes an overview of how typical built-in capabilities of mobile devices can facilitate media consumption and content contextualization. Chapter 6 shifts from content delivery to interactive instructional design and assessment. Quinn emphasizes the importance of the meaningful application of concepts and skills in situated contexts, and describes how instructional designers can capitalize on mobile devices to facilitate such practice. The chapter describes how mobile devices can be used to deliver context-specific performance support and practice, and how they can be used by learners to capture artefacts of their learning (which facilitates both formative and summative assessment while outside of the classroom). Chapter 7 brings social learning to the fore. Quinn emphasizes the powerful potential of social interaction to “unearth different views of what’s happening, and [allow] shared negotiation of understanding” (p. 78). The chapter describes different types of social learning interaction that can be facilitated through mobile devices, and the characteristics of existing social media tools that can enrich interactions and socially generated content.

The third section of The Mobile Academy focuses on emerging trends and institutional deployment issues. Chapter 8 discusses augmented and alternate reality applications and their potential contributions to extending learning via mobile devices. Chapter 9 emphasizes the steps that organizations need to take to design, develop and implement mobile learning solutions in higher education.

Quinn’s experience and wisdom as an educational technology practitioner is evident in The Mobile Academy. His writing style is straightforward, making this book easy for anyone interested in mobile learning to read and use. Where specific technologies, software or media formats are referenced, they are done so to illustrate general trends and current possibilities, as opposed to offering prescriptive solutions. This generality means that The Mobile Academy will remain a relevant resource no matter how mobile devices evolve over the coming years. The book also targets multiple audiences. Absolute beginners are advised by the author to progress through The Mobile Academy from start to finish. However, Quinn points out that more experienced educators and educational technology users may want to jump right to Chapters 5-7 (facilitating the functions of learning with mobile technologies). Organizational administrators and technology infrastructure managers are given the option of jumping right to Chapter 9. Despite these suggestions, it is worth reading the entire text regardless of the reader’s role in the higher education institution. The Mobile Academy: mLearning for Higher Education provides a strong foundation in the principles that must be kept in mind to effectively capitalize on mobile devices to promote learning. In Quinn’s own words:

if you get the design right, there are lots of ways to implement it; if you don’t get the design right, it doesn’t matter how you implement it. (p. 6)

References
