Mobile Learning Communities: Creating New Educational Futures, by P .A. O'Danaher, B. Moriartry and G. Danaher (NY: Routledge, 2009, 210 pp.)

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Mobile learning communities: Creating new educational futures by Australian researchers Patrick Alan Danaher, Beverly Moriatry, and Geoff Danaher explores how traveling groups experience learning 'on the run.' Based on extensive qualitative research between the years of 1998 and 2003, this book explores workplace learning, globalization, multiliteracies, and emerging technologies as well as how these experiences affect the learning of traveling people. As a resource, this text will be valuable to experts in distance education and educational technology and to researchers in education, cultural studies, and sociology. It will also be of interest to policy-makers, administrators, teachers, and teachers in training. Its principal strength is that it combines the experience of mobility with existing notions of learning as these notions affect mobile learners. The final counsel is that there are new educational possibilities for learners and educators who identify with mobile living.

The eight chapters that comprise the book represent a team-based commitment to transformative research; each chapter has been authored by one of the three researchers. Interpretivist and phenomenological in nature, the methods used by the researcher-authors reflect systematic inquiry for the purpose of positive change. The concepts that thread throughout the text are mobility, community, and learning. Mobility is presented as an event that involves groups that move in order to ensure sustainability; community as mutual interests and respect for diversity; and learning as a survival skill by which members of mobile groups teach each other and pass along knowledge. These ideas as well as highlights from each chapter are discussed below.

In Chapter 1 (Networks and Partnerships), the point is made that, to be effective and sustainable, mobile communities must develop mutually respectful and beneficial networks and partnerships within and outside the community. Furthering this idea, Chapter 2 (Lifelong Learning) emphasizes how learning is necessary to respond to changing circumstances, attitudes, and interests outside the community. This chapter also explores some of the tensions between formal learning and informal lifelong learning.

Chapter 3 (Technologies and their Users) explores how individual learners interact with and through technologies while Chapter 4 (Globalization and Interactions with the Outside World) highlights that importance of remaining self-sustaining as a community, at the same time adopting globalized perspectives.

Chapter 5 (The Knowledge Economy and Workplace Learning) examines the not insignificant challenge of viable workplace learning practices for mobile lifestyles. Chapter 6 (Multiliteracies and Meaning-Making) explores the concern that mobile learners will fall through the proverbial cracks and be kept in a cycle of illiteracy across generations. This same idea is examined, albeit from a different point of view in Chapter 7 (Communities at Risk); in this chapter, the notions of risk, capacity building, and sustainability are considered in addition to the idea that persons who belong to mobile communities are often regarded by others as deficit and deviant. Finally, in Chapter 8 (Marginalization and Transformation), it is strongly pointed out that mobility can lead to marginalization.

As closing context, Patrick Alan Danaher's conclusion called Creating New Educational Futures revisits the concepts of mobility, learning, and community, and argues that, together, these concepts represent a certain power. At the same time, Danaher advises readers not to think of persons who are mobile as belonging one homogeneous group. He furthermore recognizes the many limitations of learning communities both as a concept and an explanatory framework in relation to thinking about and working with mobile learners. These caveats declared, he speaks quite positively about new educational futures for mobile communities and the persons who provide education to them. Such futures, in Danaher's view, need to be informed by the views of members of the mobile communities and researchers who have studied mobile communities. While, in his final analysis, Danaher offers no easy solutions, his optimism is clear. In particular, he sees educational transformation if, as educators and researchers advocating for mobile learners, we work towards resolving three creative tensions: inclusion versus specialization, diversity versus dialogue, and change versus continuity.

In closing, recognizing the specificity of topic explored in it and its research-based content, *Mobile learning communities: Creating new educational futures* is a book that educators and social scientists of all kinds will find merit in. Highly readable, the text is evidence of the authors' genuineness in sharing their learning with a broad-based readership. Tools including questions for reflection and suggestions for further reading facilitate appreciation of the issues by readers from various disciplines. By far though the greatest value is how the authors challenge

the reader to think about his or her conceptions and misconceptions about learners who are, in some way, different from the so-called mainstream.

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