



schools to help schools and teachers focus on understanding the impact of digital technologies in classrooms and to engage teachers in change. Perhaps the most important message is her confession that in the early days she was, like many of us, blinded by the glitter of new technologies and did not have a sophisticated understanding of commercial marketing policies. Indeed, the role of educators in presenting a balanced view grows in importance as governments, democratic or otherwise, hand over *edtech* policy and training to commercial interests when they offer to fund the enterprise.

A key learning opportunity Davis mentions was as a founder editor of ITTE's Technology, Pedagogy and Education journal (<http://www.tandfonline.com/loi/trtpe20>) which is now an internationally-rated publication. Since those days at Exeter University, she has influenced the

global stage as a Professor in Iowa, US, and now in New Zealand. The MirandaNet Fellowship is included in an impressive list of global communities and leaders where she has left her stamp including ITTE and UNESCO.

In every professional community, local to global, there will be a leader, like Davis, who leads change with empathy. But these leaders do not all write down their experience, so busy are they promoting achievement. I commend Davis not only for influencing change herself, but also for making sure that as professionals in digital education we have a tool to use to replicate the change process she has developed. She makes it clear that it is not about what we are teaching but about how we take others with us.

This is an important book. If you place yourself in the professional *edtech* community, you should read it.

REFERENCES

Somekh, B., & Davis, N. (1997). *Using information technology effectively in teaching and learning*. London: Routledge.

Christina Preston

Luckin, Rosemary (Ed.). (2018). *Enhancing Learning and Teaching with Technology: What the research says*. London: UCL Institute of Education Press.

Enhancing Learning and Teaching with Technology is the first in a planned series of *What the Research Says* books. Edited by Rosemary Luckin, Professor of Learner

Centred Design at the UCL Knowledge Lab and Director of EDUCATE, the book draws on input from a range of experts reviewing the research in the areas of their



expertise to produce a succinct account of the consensus from this research which is brought to life through carefully-selected case studies. These researchers, technologists and educators attended a series of seminars at the London Knowledge Lab, now the UCL Knowledge Lab, with the same title: *What the Research Says*. This series of seminars had been designed for non-academic and academic audiences, as a channel for communicating research findings for significant issues of interest to those who were using technology to support their learning and/or teaching.

“We must equip teachers with the skills and knowledge they need to be confident and effective users of *edtech* (education technology),” says Luckin in the editorial. Her message pervades the book, which aims to be an accessible introduction to learning and teaching with technology for teachers and other educational professionals, regardless of their experience with using technology for education.

Enhancing Learning and Teaching with Technology brings together researchers, technologists and educators to explore and show how technology can be designed and used for learning and teaching to best effect. It addresses what the research says about:

- how and why learning happens and how different technologies can enhance it;
- engaging a variety of learners through technology and helping them benefit from it;
- how technology can support teaching.

The book is well-organised with clear aims and a strong focus on learning sup-

ported by pedagogical research findings. Chapters are well-written and challenge the reader’s thoughts while maintaining accessible flow. It is perfectly possible to digest this book a section at a time in linear fashion or to dip in and out of the range of interesting topics.

Enhancing Learning and Teaching with Technology is divided into six sections after a helpful general introduction about how research is reported in the news by Terry Freedman.

Sections one and two present a set of learning principles and an account of some of the factors that influence how and when learning takes place as well as a flavour of the range of technologies that can be used to support learning. The remaining four sections of the book offer more detailed accounts of four important educational challenges that technology may help us to address: how we use technology to engage learners to learn; how we support learners to get the best from their technologies; how we can use technology to support adult learners, and how technology can be used to support teachers.

Her reason for drawing this collection of writers together is that educational technology is growing fast, with schools, colleges and universities more than ever looking for the best ways to use technology to support learning. At the same time, there is an increasing appetite for learning and teaching practices to be backed up by evidence. This book offers guidance that has been vigorously tested by research.

The book is internationally relevant because the exploitation of technology to



maximise pupil learning experience is an active area of interest across all phases of education worldwide. This application of technology enhanced learning or “TEL”, is often used as a synonym for e-learning but can also be used to refer to technology enhanced classrooms, and learning by means of technology, rather than just “through” technology. The aspiration is that education technology (*edtech*) will help students and teachers work and learn better in the future across the diverse range of educa-

tion settings. In recent years there has been a plethora of headlines offering conflicting opinion and sometimes research snippets defining *edtech* or TEL as the extremes of latter-day panacea or snake-oil. The confusion is unhelpful to teachers and other professionals seeking evidence-based advice grounded in robust research, so it is a relief to welcome a timely new book that does exactly that.

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