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Davis, Niki (2017). *Digital Technologies and Change in Education: The Arena framework*. New York: Routledge.

In this book, Niki Davis, now Distinguished Professor of E-learning at the University of Canterbury, New Zealand, generously tells her story about what she has learnt about teacher education in Education Technology (*edtech*) since the 1980s and from whom she has learnt throughout her career in the UK, Australia and New Zealand.

What she presents in this book about her own journey are the milestones that influenced the development of her theoretical framework, the Arena. She documents how she developed the Arenas for different contexts, including professional organisations, schools and universities.

This Arena tool is intended for all professionals to explore and analyse the

experience of teaching, leadership and research. In this context, Davis tells the story of her learning journey through case studies and research evidence in which she has been involved. The framework can be immensely valuable in understanding the local, regional, national and global forces that impact on *edtech* professional development projects.

She refers to the early 1990s when she worked in the UK with Professor Bridget Somekh on 'action research'. The book they published in 1997, *Using Information Technology effectively in Teaching and Learning*, was a game changer. Although 'action research', has now become 'practice-based research' this method of professional development is used widely in



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/trpe20>) 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.

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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