BOOK REVIEW

TECHNOLOGY-ENABLED LEARNING:
POLICY, PEDAGOGY AND PRACTICE
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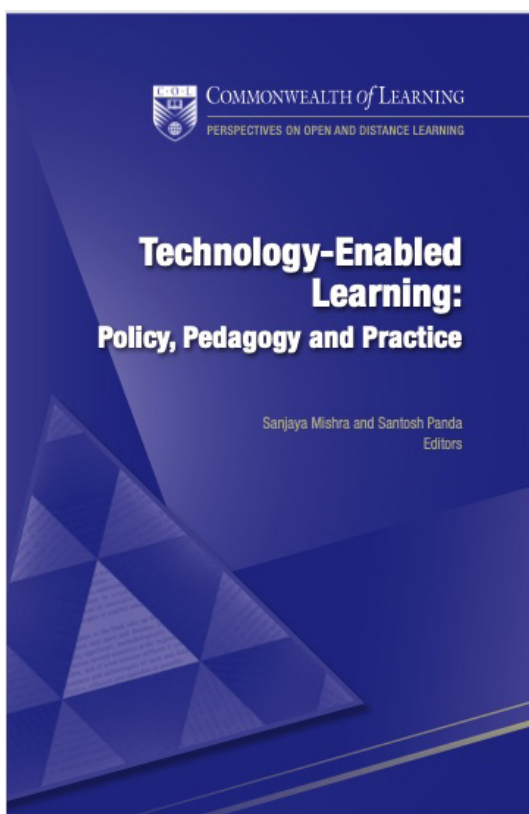
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"Today, it is no longer valid to ask whether we need the assistance of technology for teaching, learning, and development. What is more important is to apply Technology Enabled Learning (TEL) in the context of specific needs and ask questions about how to improve its effect/impact."

Sanjaya Mishra & Santosh Panda
(From the Prologue of the book)

INTRODUCTION

As Asha Kanwar, the president and the chief executive officer of the Commonwealth of Learning (COL), stated in the acknowledgments part of the book "This book comes at an unprecedented moment in history when the COVID-19 pandemic has disrupted every sphere of activity". As is known, the COVID-19 pandemic forced governments to make a quick transition to distance and online learning. Immediately after the transition, many problems arose, and also there were many solutions proposed and adapted. Responding to the COVID-19 context, this book strongly argues for the importance of policies and the reimagination of education to take full advantage of open and distance learning (OER) and Information and Communication Technologies (ICT).

REVIEW OF THE BOOK

This book is written to document the positive outcomes of the interventions supported by the Commonwealth of Learning and the main objective of this book is to share the lessons learned with the best practices that can be used in ICT integration in teaching and learning. To help improve youth employability and entrepreneurship, Commonwealth of Learning started to develop advanced ICT skills courses. To achieve this aim, Commonwealth of Learning collaborated with several educational institutions and this collaboration

resulted in 26 advanced ICT skills courses and over 70,000 downloads of these courses were observed. The lessons learnt from such initiatives and also the best practices on ICT integration in teaching and learning are highlighted in this book.

The focus point of the book is "Technology Enabled Learning". In the book the term was defined as the "application of some form of digital technology to teaching and/or learning in an educational context" (Kirkwood & Price, 2016, p.1). The enabling nature of technology is underlined in the term rather than using the term's well-known equivalent, technology-enhanced learning. The book was divided into 15 chapters and 3 main sections. These sections are:

1. ICT in Education: Policy and National Development

In this section, there are two chapters and the section itself focuses on the ICT policies. In this section, while Chapter 2 is giving a road map for ICT in education, and also. In this chapter three main approaches to technology are given. These are:

1. learning from technology,
2. learning in technology, and
3. learning with technology.

The chapter also focuses on some emerging technologies such as blockchain and wearable technologies. In Chapter 3 readers can find a critical analysis of OER policies of selected nations and institutions. Especially after the COVID-19 pandemic the importance of ICT and OER are underlined in this chapter and the reimagination of education is strongly argued.

2. Technology-Enabled Learning Strategies and Implementation: Case Studies

In this section, there are five case studies and these chapters focus on the Technology Enabled Learning (TEL) strategies and implementations. All of the given case studies give the readers the chance to analyze the different implementations of blended learning and technology-changed environments. Also, the last two chapters in this section focus on learner engagement and also capacity building to help teachers continue their professional development in different parts of the Commonwealth Countries. Mentoring and effective workshops and their positive results in the learning and teaching processes are underlined.

3. Technology-Enabled Learning: Research and Evaluation

The last section is on the scrutinized research and their evaluation on Technology-Enabled Learning (TEL). In the prologue of the book, they stated that they used the word Technology Enabled Learning deliberately rather than using technology-enhanced learning. They explain their reason by saying: "*The phrase* "technology-enhanced *learning" was deliberately avoided (cf. Chapter 16), as we wanted to emphasize the enabling nature of* the *technology that supports student learning in different ways, including the provision of access to those who previously had no access to learning opportunities and also those who are studying on campus.*"

In the last section, Chapters 9, 10, and 11 focus on the design and implementation, methodological challenges, and the evaluation of Technology Enabled Learning. For example, in Chapter 10, the implementation of TELMOOC (Introduction to Technology Enabled Leaning MOOC) was observed and the progress of the MOOC itself (the 4th offering of the MOOC reached more than 2400 participant from 34 countries) and the end results of the participants showed the effectiveness of their efforts. High level of participation, interaction and course completion are observed after the course finished. Chapters 12 and 13 focus on the C-DELTA program (Commonwealth Digital Education Leadership Training in Action (C-DELTA). This program aims to enhance the competencies of teachers and learners in the Commonwealth. To create a common understanding in terms of using ICT in education and integrating it effectively, the program provides a well-designed curriculum and resources to educators in the Commonwealth. Chapters 14 and 15 presents findings and analysis on Open Education Resources (OER) and Chapter 16 presents a framework on benchmarking for Technology Enabled Learning. Quality assurance practices concerning TEL are also presented in the chapter.

In a nutshell, this book presents effective technology integration by putting the know-how into action. This is quite an important move for today's learning environments as bad implementations resulted in misconceptions about technology such as "One Laptop Per Child Program". To move from decisions taken without the necessary know-how and implementations to putting the experience of the subject area into the center of all implementations will bring the desirable results. In this book the technology integration in well-planned contexts brought these desirable results but the challenges faced, and the lessons learnt from these integrations are also underlined. To sum up, this book shares expertise and meaningful resources like benchmarking frameworks and roadmaps on Technology-Enabled Learning environments, it has an important role in enlightening the path of educators and policymakers from all around the world to create Technology Enabled Learning environments.

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Aysun GUNES is a lecturer of English at Anadolu University, a teacher trainer, also a Master Trainer on Educational Technology for Pearson, and a TESOL trainer. Before working at Anadolu University, she had worked as an English teacher for the Ministry of National Education. She has been teaching English for over 15 years. She is a Ph.D. student in Open and Distance Education at Anadolu University. For the last 5 years, she has been researching educational technology and technology integration and also giving in-house pieces of training on technology for the School of Foreign Languages. She also worked as the course coordinator, the learning unit head, and LMS system coordinator at the same school. Her interest areas are 21st-century skills, teacher training, technology integration, learning management systems, MOOCs, and instructional design.

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