

New Open Source E-Learning Book

TOJDE
Anadolu University-TURKEY

We would like to promote and introduce a new book that Terry Anderson and Fathi Elloumi have edited from Athabasca University. It is entitled Theory and Practice of Online Learning. The book is licensed for educational and non commercial use, download and printing under a Creative Commons license. We have released it as open source so that it can be more easily accessed by professionals and hopefully used in coursework by learners throughout the world. During the two weeks since its release in mid February over 4300 individual downloads were made of the whole book, in addition to many for individual chapters. The URL for the full text as well as a link to purchase a print copy is http://cde.athabascau.ca/online_book.

In a nutshell the book has chapters by practitioner/scholars involved in the major systems components of large scale online program development, delivery and support ? as well as a few theory based chapters.

We would be very pleased if your were willing to announce the free availability of this text in your publication or would be willing to formally review the book. A paper copy can also be provided for formal review purposes. To obtain one please email Alice Tieulie [alictet@athabascau.ca]

We have attached below a promotion description of the text by Sir John Daniels, incoming President of the Commonwealth of Learning and currently Asst. Director General of UNESCO and a copy of the Table of Contents:

Back in 1982, one reviewer hailed Athabasca University?s book Learning at a Distance: A World Perspective as "a miracle of educational publishing." Open and distance learning has evolved through several mutations since then, and Athabasca has now brought us up to date with a wonderfully perceptive and complete guide to the theory and practice of online learning. Most of the authors are from Athabasca University and their shared experience of developing online learning within that extraordinarily successful open university allows them to analyze online learning for the wider world in an admirably coherent manner.

Starting with a comprehensive summary of relevant educational theory, the book revisits, in a lively way, the great dichotomies that have marked the history of open and distance learning. How should we balance the social and individual aspects of study? What is the right mixture between independent and interactive learning? Should courses be paced for cohorts of students, or unpaced for the benefit of individuals? Succeeding chapters give helpful and well-informed guidance on vital aspects of online learning practice, such as copyright, multimedia editing, supporting asynchronous discussion, library support, and quality assurance. The concept of the value chain is used to set online learning in the context of today?s competitive educational marketplace in order to help institutional leaders decide where their own advantage might lie. I am delighted that educators all over the world will be able to enjoy this book at no cost because, in the true academic spirit of an open university, Athabasca has published it as an open source book under a Creative Commons License. UNESCO strongly encourages this form of publication as a way of bridging the digital divide and thereby helping to bring online learning to all the world's people.

Sir John DANIEL

CONTENTS

Part 1 Role and Function of Theory in Online Education

Development and Delivery

- 1 Foundations of Educational Theory for Online Learning Mohamed Ally
- 2 Toward a Theory of Online Learning Terry Anderson
- 3 Value Chain Analysis: A Strategic Approach to Online Learning Fathi Elloumi

Part 2 Infrastructure and Support for Content Development

- 4 Developing an Infrastructure for Online Learning Alan Davis
- 5 Technologies of Online Learning (e-Learning) Rory McGreal & Michael Elliott
- 6 Media Characteristics and Online Learning Technology Patrick J. Fahy

Part 3 Design and Development of Online Courses

- 7 The Development of Online Courses Dean Caplan
- 8 Developing Team Skills and Accomplishing Team Projects Online
Deborah C. Hurst & Janice Thomas
- 9 Copyright Issues in Online Courses: A Moment in Time Lori-Ann Claerhout
- 10 Value Added? The Editor in Online Courses Jan Thiessen & Vince Ambrock

Part 4 Delivery, Quality Control, and Student Support of Online Courses

- 11 Teaching in an Online Learning Context Terry Anderson
- 12 Call Centers in Distance Education Andrew Woudstra, Colleen Huber, &
Kerri Michalczuk
- 13 Supporting Asynchronous Discussions among Online Learners Joram Ngwenya, David
Annand & Eric Wang
- 14 Library Support for Online Learners: e-Resources, e-Services, and the Human Factors
Kay Johnson, Houda Trabelsi & Tony Tin
- 15 Supporting the Online Learner Judith A. Hughes
- 16 The Quality Dilemma in Online Education Nancy K. Parker

Biodata of editors:

Terry Anderson

Terry Anderson, Ph.D. is a professor and Canada Research Chair in Distance Education at Athabasca University, Canada's Open University. He has published widely in the area of distance education and educational technology and has recently co-authored two new books: Anderson and Kanuka, (2002), *eResearch: Methods, Issues and Strategies*; and Garrison and Anderson, (2002), *Online Learning in the 21st Century: A Framework for Research and Practice*.

Terry Anderson Professor and Canada Research Chair in Distance Education

terrya@athabascau.ca

Athabasca University #320 10030 107 St.

Edmonton AB Canada T5J3E4

Ph. 780 497-3421

Fax 780 497-3416

Fathi Elloumi

Fathi Elloumi, Ph.D. (fathie@athabascau.ca), is an associate professor of Managerial Accounting at Athabasca University. His research focuses on corporate governance, and covers all aspects of effective governance practices. He is also interested in the strategic and managerial aspects of online learning research from two perspectives. The first perspective deals with the strategic decisions of online learning, trying to use the value chain, balanced scorecard, and performance dashboard frameworks to optimize online learning decision initiatives and tie them to organizational vision. The second perspective deals with the operational aspects of online learning and mainly focuses on the internal processes of the online learning institution. Subjects such as strategic costing, value chain

analysis, process re-engineering, activity-based management, continuous improvement, value engineering, and quality control are the focus of his research program related to online learning.