

BOOK REVIEW

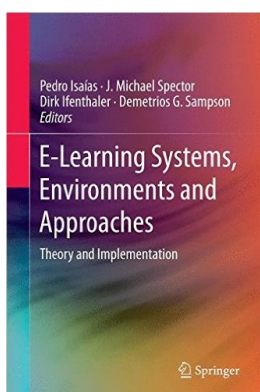
E-LEARNING SYSTEMS, ENVIRONMENTS AND APPROACHES

Theory and Implementation

Edited by Pedro ISAIAS, J. Michael SPECTOR, Dirk IFENTHALER and Demetrios G. SAMPSON

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E-learning systems have been attainable for years with their different options and flexibilities. These systems provide opportunities like flexible structures with respect to time and space, personalization of learning and sharing of adaptable learning experience. With these features, e-learning systems gain places in the education environments. In this context, we reviewed the book "E-Learning Systems, Environments and Approaches: Theory and Implementation" edited by Pedro Isaiás, J. Michael Spector, Dirk Ifenthaler and Demetrios G. Sampson (2015) which included theoretical knowledge on the e-learning technologies and contributed to the literature with experimental implementation examples in the education environments.

The parts in the book focus on the subjects like technology integration, the change caused by the effect of e-learning on social environment, the effect of e-learning applications on communities and the cooperative and student-centred e-learning. The researchers studied these subjects through different research types and with regard to the pedagogical and technical aspects.

The book is a study on twenty research subjects divided to four basic areas. The studies are presented in a very significant experimental and theoretical integrity with support from exemplary implementations, visuals and resources.

Part I: Exploratory Learning Technologies

The part includes four different studies with guiding findings to the researchers who want to carry out experimental application on the effect of technology integration in education. The studies in this part cover the subjects like Measuring Problem Solving Skills in Portal 2, iPads in Inclusive Classrooms: Ecologies of Learning, Supporting the Strengths and Activity of Children with Autism Spectrum Disorders in a Technology-Enhanced Learning Environment and Learning with the Simpleshow. It was determined with these studies that the use of technology in the education process increased the learning achievements of the

individuals. Particularly, the learning with technology by the children with autism spectrum disorder brought out their existing learning skills and ensured their active participation in the learning process.

In this part, the researchers studied the benefits of technology with its pedagogical and technical aspect. The learning environments in the studies on the technology integration consist of the pedagogical, technical, social and physical environments. In addition, the benefits of the ipad use for the students during education activities are included without mention to negative aspect of this matter with respect to pedagogy and technology addiction. On the other hand, it is observed that the mobile learning applications are becoming more popular in the e-learning environments. The book includes the ipad application but doesn't cover any study or application examples where the more popular smart telephones can be used in e-learning.

Part II: E-Learning Social Web Design

This part includes five different studies on the learning environments and requirements together with technology in the changing world conditions. In addition, the importance of learning by sharing the knowledge and methods complying with these conditions is emphasized. Significant contribution is expected to the literature by these studies. The studies in the book cover the subjects like Live, Laugh and Love to Learn Turning Learning from Traditional to Transformational, The Configuration Process of a Community of Practice in the Collective Text Editor, Using an Ontological and Rule-Based Approach for Contextual Semantic Annotations in Online Communities, Recognizing and Analyzing Emotional Expressions in Movements, Student-Driven Classroom Technologies: Transmedia Navigation and Transformative Communications.

Part III: Learner Communities through E-Learning Implementations

This part includes four different studies and covers guiding findings for teachers and researchers who want to carry out applications on the learning experiences of the systems that allow discussion communities or individual sharing by students. These studies cover the subjects like ICT Support for Collaborative Learning—A Tale of Two Cities, The Investigation of Pre-Service Teachers' Concerns About Web 2.0 Technologies in Education, Teacher Training Using Interactive Technologies: Performance and Assessment in Second Life and Simschool, A Study on Improving Information Processing Abilities Based on PBL. As a result of these studies, it was determined that the learning experience of individuals increased in the systems that allow discussion groups or individual sharing. In addition, it was highlighted that the teachers may experience their difficulties in classroom management with these methods and reduce their real classroom difficulties.

These studies revealed that on-line application communities emerged with the combination of the internet and the idea of application communities after the sharing of information. When we look at the literature, the biggest problem in this field of research is to keep the members of these communities active in the community, to ensure their participation in the medium and to keep this community alive for long time. This part doesn't include recommendations for keeping the application communities alive for long time. There may be future studies to guide researchers on these matters.

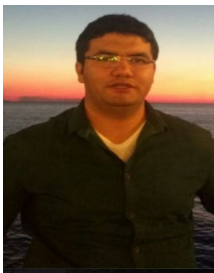
Part IV: Collaborative and Student-centered E-Learning Design

This part includes seven different studies with respect to the use of student centered technologies and sharing, editing and diversification of knowledge in the learning process of students. These studies provide guidance in the literature on how collaborative e-learning environments can be created. This studies cover the subjects like Constructivism vs. Constructionism: Implications for Minecraft and Classroom Implementation, Student-centered, e-Learning Design in a University Classroom, Some Psychometric and Design Implications of Game-Based Learning Analytics, Self-Assessment and Reflection in a 1st Semester Course for Software Engineering Students, Don't Waste Student Work: Using Classroom Assignments to Contribute to Online Resources, The Ancestor Project: Aboriginal Computer Education Through Storytelling, Perceived Affordances of a Technology-

Enhanced Active Learning Classroom in Promoting Collaborative Problem Solving. The objective of these studies is to centralize the learners with the e-learning environments and to create their own learning prototypes. As a result of the application of these learning methods, individuals stated that they would prefer collaborative study instead of a competitive study methods. In this method, it is understood that the individuals with their own prototype (e-learner) should have some qualities. This part doesn't include the findings on the e-learner qualities that can use the e-learning tools. However, the e-learning tools are highlighted in detail.

As a result, the developing technologies allow more comprehensive and enhanced studies on the learning and teaching systems. The books states that the learning is increased when the developing technologies are used in education. The book as a whole includes the experiences on certain subjects regarding the use of technology in education from a theoretical and experimental aspect. The book includes exemplary application in addition to the knowledge which is appropriate with regard to theory and content. In addition, the book includes the results of the experimental studies on the subjects of research. The studies include applications which can be used in a synchronous or asynchronous manner which is a guidance for the teachers who want to carry out e-learning applications. The fact that the studies in the book are conducted with participants of different education level provides a guidance to the researchers who will study with different age groups. The target audience which this book may be useful to are the education designers and teachers who study technology integration, education by e-learning, application communities and collaborative learning in e-learning.

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