BOOK REVIEW

LEARNING IN THE DIGITAL AGE
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LEARNING IN THE DIGITAL AGE

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INTRODUCTION

The main focus of this book is to indicate the supportive role of technology in learning practices and processes. Its intended audience is anyone interested in the nature of learning in the digital age. The book aims at building an understanding of digital learning by emphasizing the role of the learners, and it contributes to Open Educational Resources (OER).

To explain the issues mentioned above, the book covers 12 chapters whose topics are varied from games, blended learning, podcasting, proctoring, personal learning networks, digital divide, digital learning at work, digital literacy and skill, playful approaches, finance and a Resources part.

REVIEW OF THE BOOK

Chapter 1, "Board Games and Learning: Why Care in the Digital Age?" By Rebecca Bayeck, particularly highlights the trendy rise of board games and the association between board games and digital learning. Upon presenting a short description of the board games, some types of board games are mentioned and the difference between board games and video games are stated. The Western World board games and the traditional African board games are compared to some extent. Furthermore, the studies which show that board games promote critical and strategic thinking as well as decision making and collaborative skills are presented. Concisely, the idea that board game play, which is integrated into technology, strengthens the learning and practicing which has an important part in everyday life in the digital era is emphasized.

Chapter 2, "Effective Instruction in Blended Learning Environments" by Corrine Mccabe and Raymong W. Francis, specifically focuses on blended learning. The authors define what blended or hybrid learning is and they explain the benefits of blended learning, especially in K-12 teaching environments by putting forward specific reasons and purposes. The Chapter introduces and 5 common models of blended learning: Rotation Model, Flipped Classroom, Flex Model, A La Carte Model, Enriched Virtual Model. It provides explanations of the critical factors that must be taken into consideration while designing a blended learning environment such as establishment of a learning community and culture, learner engagement and motivation, content and organization of the lessons, assessment tools for feedback and essential communication in learning process. Personalized learning is also highlighted. Based on the blended learning and its benefits, the authors also address the chief principles of Universal Design for Learning (UDL).

Chapter 3, "Podcasting As a Mode of Motivation in Online and Blended Learning" by Sarah Lewis and Raymond W. Francis, is about integration of podcasts and vodcasts into online learning. The chapter displays theories of motivation and terms connected to online learning. The authors mention ways of using podcasts as an accessible form of technology which can be used out of class and how to benefit from them pedagogically as supplementary materials. The chapter also mentions some experiences of using ITunes U and podcasts in the lectures.

In Chapter 4, "Virtual Proctoring and Academic Integrity" by Tammi Kolski, it is stated that exam proctoring is common in digital learning environments as well as in classrooms. The author observes that as the usage of online learning means increases, the question how to provide exam proctoring during the digital processes in accordance with academic integrity principles. Based on this observation, the author defines the virtual proctoring and a virtual proctoring tool like LMS features and explains human proctoring and virtual proctoring. Moreover, the author mentions her own experiences with cheating violations and emphasizes the requirement of an academic integrity in the university culture to make the students gain academic honesty.

Chapter 5, "Personal Learning Networks: Defining and Building a PLN" by Cathy L. Green, includes the definition of Personal Learning Networks (PLN) and explanations about their types and features. The chapter focuses on the benefits of PLN as a part of lifelong learning process. Also, the author exemplifies PLN tools and guides how to set up them.

Chapter 6, "Digital Learners in the Workplace" by Tammy Wise, in this chapter, the author expresses that digital learning of the employees is time and money-saving for the companies when it is compared to traditional training practices. It is also mentioned that MOOCs are very convenient as well as a variety of digital platforms for various types of learners according to their needs and age ranges. The overall advantages of digital learning and the problems faced during digital learning process and how to handle these problems are explained by the author.

In Chapter 7, "Digital Literacies and the Skills of the Digital Age" by Cathy L. Green, the concept of digital literacy is scrutinized with respect to its origin, its relationship with language literacy; and the place and importance of the digital literacy are covered in detail. The author also reveals the available frameworks for digital literacies by providing some activities and resources.

Chapter 8, "Playful Approaches to Learning" by Kathhy Essmiller, In this chapter, play is defined and compared to work. It is generally based on the idea that facilitating play in digital classroom can strengthen the learning in terms of creative skills. Also what skills integrating attitudes of play into digital learning environments develop are explained.

Chapter 9, "The Digital Divide" by Wilmon Brown, the chapter 9 thoroughly explains what digital divide is and the factors influencing the expansion of digital divide. The author mentions the history of digital divide throughout the US and then presents several researches carried out and their results and some projects conducted to reduce the extent of digital divide.

Chapter 10, "Ignored Conversations: Higher education funding in the digital age" by Josephine Shikongon, the chapter deals with the issue of access to learning in digital are. Specifically, the author emphasizes the financial problems and their serious influence in learning rates in Namibia higher education. In the chapter, Namibian history and political atmosphere and stemming point of fees must fall movement are mentioned as well. It also presents the arguments revealed as a result of some studies conducted, and implications for future research.

Chapter 11, "Literacy in the Digital Age: From Traditional to Digital to Mobile Digital Literacies" by Tutaleni I. Asino, Kushal Jha and Oluwafikayo Adewumi, the chapter embraces the concept of digital literacy. Specifically, the authors explain the literacy and digital literacy terms thoroughly in an expanded definition, and the features of digital literacies from past to now.

Chapter 12, "The Digital Divide and the lack Financial Literacy among First Generation" by Jose "Jay" Fulgencio, in this chapter, the author specifically focuses on financial literacy skills. To support the ideas, the researches comparing the cases of financially-literate and financially non-literate groups are mentioned. The author also proposes practical solutions for the issue.

Resources, in this part, some extra readings on learning in the digital age, and video links are shared.

CONLUSION

This book is designed to serve as a textbook for classrooms exploring the nature of learning in the digital age. Therefore, it was created to contribute to Open Educational Resources. When discussing learning in the digital age, most focus on technology first. However, the emphasis in this book is that the subject is not just about technology, but about the learner. It can be said that the most important factor that needs attention and direction in learning in the digital age is the learner. Technology is important and has a significant impact, but it should still be remembered that effective learning is about the person using the technology. Many people associate learning in the digital age with technology in today's age. This important misconception is common and stems from our lack of knowledge of what "learning" really is. Some argue that learning is about a change in behavior due to experience, while others argue that learning is simply being able to do something new that you could not do before. Recently, it is said that learning is the ability to access and classify information. Whichever side you choose, it is necessary to understand what learning is in order to understand what learning is in the digital age. In addition, it is thought that technology should be seen as a tool, not an end, in learning in the digital age.

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