

BOOK REVIEW

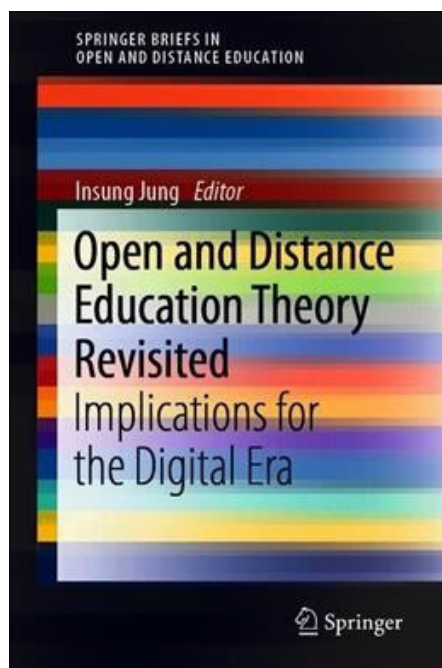
OPEN AND DISTANCE EDUCATION THEORY REVISITED IMPLICATIONS FOR THE DIGITAL ERA

Edited by Insung JUNG

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INTRODUCTION

As the need for educated individuals equipped with 21st century skills increase, the demand of individuals for getting education anywhere and anytime according to their own pace increases too. Open and distance education provides this essential opportunity to anyone who has the mere desire to learn something. But what are the current concepts and theories that shape open and distance education in this digital era?

REVIEW OF THE BOOK

Dr. Insung Jung did an outstanding editing of this book in which there are chapters written by valuable experts in the open and distance education field who either developed or researched the theories in their related chapters. The book presents an up-to-date review of important concepts, theories and issues in the open and distance education field. Each chapter not only discusses the theories in detail, but also presents implication suggestions both

for the researchers and the practitioners. It is worthy of underlining that the concepts brought up in the book are not always presented by their pros but also cons. Every theory discussed in the book is exemplified by how it may succeed and how it might fail as well. The book has thirteen chapters with an introduction and a conclusion chapter; other eleven chapters' topics consists of "Independent Study, Transactional Distance, Guided Conversation and Adult Learning, The Industrialization Theory of Distance Education Revisited, The Theory of Transactional Distance, Openness, Connectivism and Networked Learning, Social Construction of Knowledge and the Community of Inquiry Framework, Extended Space and Time in E-education, The Pedagogy–Andragogy–Heutagogy Continuum and Technology-Supported Personal Learning Environments, Instructional Design Theory, Media Theory, Theories of Motivation in Open and Distance Education".

In the first chapter, Insung Jung provides information on open and distance education in a historical context, moving from correspondence education using print, to the MOOCs using the internet. This an introduction chapter, introducing the foundational theories, emerging theories and the borrowed theories of open and distance education field.

In the second chapter, Colin Latchem emphasizes the importance of independent study as it is a crucial part of open and distance education; explains the meaning of transactional distance and ways to overcome it; discusses the use of guided conversations and presents principles related to adult learning, closing the chapter with suggestions for application of these theories.

In the third chapter, Olaf Zawacki-Richter presents the outline of the Industrialization theory developed by Otto Peters, as well as discussing the new format of the theory in the present digital transformation era.

In the fourth chapter, Rick L. Shearer & Eunsung Park, focus on the theory of transactional distance proposed by Moore, explaining its history and evolution in depth. It is also questioned if the theory still has relevance in today's educational environments.

In the fifth chapter, Markus Deimann examines the concept of openness, mentioning the changes it went through due to the new digital era and the ways in which the concept is strengthened.

In the sixth chapter, Insung Jung starts out by providing information on behaviorism, cognitivism and constructivism and then criticizes them for failing to create a learning community of inquiry among distance education learners. Connectivism and networked learning is introduced, and the chapter ends with criticism such as the need to clarify the key variables of connectivism.

In the seventh chapter, Karen Swan explores the community of inquiry framework, explaining cognitive, social and teaching presences in detail and ending by mentioning the most important handicap of the framework which is the inconsistency towards the learning outcomes.

In the eighth chapter, Mimi Miyong Lee revisits Jung and Latchem's model of e-education in the light of the current studies and adds the aspect of extended "time" to the concept of extended space. The instructional designers are warned by the author to pay attention to the interconnectedness of space and time and its impact on online learning.

In the ninth chapter, Lisa Marie Blaschke underlines the need for a workforce that can work autonomously and self-motivate, as it is a necessity in 21 century's world; as a solution, heutagogy is brought up and how it differs from pedagogy and andragogy is described using a continuum. To be able to support the heutagogy level of education, personalized learning environments are suggested.

In the tenth chapter, Robert Maribe (Rob) Branch & Jill E. Stefaniak draw attention to the fact that an instructional design should consider education as a whole system. After providing information on all instructional design theories, nine most important key themes are listed for having the best results in the online learning environments.

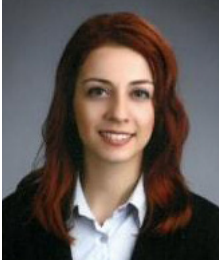
In the eleventh chapter, A. W. (Tony) Bates criticizes the usage of "Media" and "technology" terms interchangeably, clarifying the differences. It is strongly emphasized that all media can be used well or badly and that it all depends on having clear objectives, instructions and appropriate assessments.

In the twelfth chapter, Maggie Hartnett discusses motivational theories that are extremely beneficial in the open and distance education field. Moreover, it is mainly stressed that the retention rate of the students is connected to the quality of motivation they have.

In the thirteenth chapter, Insung Jung summarizes the lessons learned throughout the book and draws attention to building a bridge between theory and practice. The potential research areas are examined in macro, meso and micro levels and the author suggests that examining educational philosophies beyond the West, may help us enrich existing distance education theories.

This book is a great resource for all policy makers, planners, teachers and students who has interest in applying open and distance education methods in any kind of a setting. The book can also shed light on the research path of anyone in this digital era of open and distance education. It is an easy to read summary of all the necessary basics of open and distance education that can help to fill in the gaps one might have in relation to the field.

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