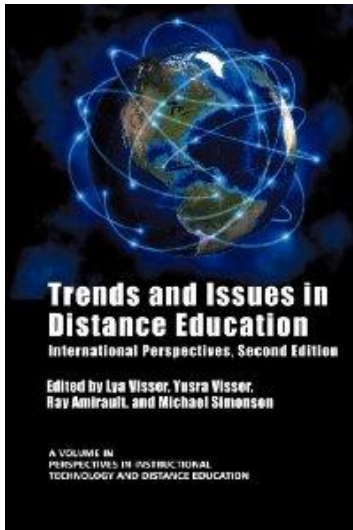


TRENDS AND ISSUES IN DISTANCE EDUCATION: International Perspectives, Second Edition

**Edited by Lya Visser, Yusra Visser, Ray Amirault & Michael Simonson
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Over the last decade, the field of distance education (and e-learning) has substantially strengthened and assumed a more international scope. There has been an impressive growth in the conceptual, empirical and experiential foundations of the field. Trends and Issues in Distance Education: International Perspectives (2nd Ed) captures a representative snapshot of the breadth of current global trends and issues in distance education theory, research, and practice. Through 21 chapters (from over 30 international authors), the book documents new developments in distance education scholarship and practice, presenting a diverse set of viewpoints on the trends and issues affecting this increasingly central discipline. The book is for researchers, practitioners, and students. Chapters speak to the many creative ways in which distance education addresses learning and human development needs around the world. They focus on distance education in dissimilar settings that extend

beyond the limitations of the dominating paradigms of the highly developed economies. Contributing authors touch upon conceptual as well as practical issues. They critically reflect on both large- and small-scale distance education initiatives, discussing the use of everything from the most advanced technologies (e.g., 3-D computing) to the most rudimentary technologies (e.g., wind-up radios) (Quated Amazon Pages)

This book makes a contribution to the field of distance education by offering a comprehensive overview and analysis of the current trends and issues in distance education. In addition, the book is well-organized and coherent in terms of presentation.

The reader is guided by section editors who provides introduction to the section and an overview of the chapters in the section, which makes the book reader-friendly.

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The book includes four sections. In Section I, "Perspectives on Global Trends and Issues in Distance Education", the following issues are tackled: the fundamental definition and

understanding of the concept of distance education, the implications of an international research agenda, gauging short-term possibilities and challenges with the integration of commercial Technologies into distance education, the place of postsecondary distance education in a time of globalization, and the lessons to be extracted from the concrete and rich case of distance education in Brazil.

In Section II, "Distance Education in Primary and Secondary Education Settings", the issues that were focused on are: the design and development of virtual secondary school, discussion of e-learning in Portugal, how interactive radio instruction helps students and teachers to learn more effectively when assisted by radio lessons, and reflections on the results of 30 years of distance education experience in Mozambique.

Section III, "Distance Education in University and Other Formalized Higher Education Settings" is the largest section of the book. In general, it focuses on distance education in university and higher education settings.

Section IV, "Distance Education in the Workplace and in Nonformal Settings", is about the use of distance education to meet the needs of learners outside the formal education settings and to meet the education needs of learners' hard-to-reach or forgotten segments of society such as refugees and prisoners.

The chapters that are included in each section can be seen in detail in the Contents part below:

CONTENTS & CONTRIBUTORS

Foreword, *Lya Visser.*

Introduction, *Lya Visser and Yusra Laila Visser.*

SECTION: I

PERSPECTIVES ON GLOBAL TRENDS AND ISSUES IN DISTANCE EDUCATION

Introduction by Yusra Laila Visser: Section Editor.

International Research: Responding to Global Needs, *Deborah K. LaPointe and Jennifer A. Linder-van Berschot.*

Why don't we Simply Call it "Environmental Design for the Provision and Use of Distributed Learning Resources?" *Jan Visser.*

Trends and Issues Facing Distance Education: A Nowcasting Exercise, *Brent G. Wilson.*

Obstacles and Opportunities of Distance Higher Education in International Settings, *Lya Visser.*

Distance Learning in Brazil: A Case of the "Fabulous Invalid?" *Frederic Michael Litto.*

Reflections and a Critical Review of the Perspectives on Global Trends and Issues in Distance Education, *J. Michael Spector and Yusra Laila Visser.*

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Interactive Radio Instruction as a Distance Education Approach in Developing Countries, *Jennifer Ho and Hetal Thukral.*

E-learning in the Portuguese Educational Context, *Pedro Reis.*

The Difficult Route to Developing Distance Education in Mozambique, *Muriel Visser-Valfrey, Jan Visser, and Cynthia Moos.*

**SECTION: III
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AND OTHER FORMALIZED HIGHER EDUCATION SETTINGS**

Introduction by Ray Amirault: Section Editor.

Will E-learning Permanently Alter the Fundamental Education Model of the Institution We Call "The University?" *Ray J. Amirault.*

Distance Education: Practice Before Research or Research Before Practice? *Gary J. Anglin, Gary R. Morrison, and Jennifer Maddrell.*

The Globalization of the Higher Education Enterprise: Issues in the Delivery of Transnational Education in 2011, *Andrea Hope.*

Distance Education Support Systems :Challenges and Opportunities, *Wai-Kong Ng and Sow-Lai Kong.*

Personal Learning Environments in Distance Education, *Ricardo Torres Kompen, Palitha Edirisingha, and Josep M. Monguet.*

Metacognition in Distance Learning: The Nelson-Narens Framework, *Ansie Minnaar.*

**SECTION: IV
DISTANCE EDUCATION IN THE WORKPLACE AND IN NON-FORMAL SETTINGS**

Introduction by Lya Visser, Section Editor.

E-learning at the Workplace: The Case of a Manufacturing Company in Malaysia, *Ai Ping Teoh.*

Distance Learning in Aviation :Applications and Impacts on a Global Industry, *Michael Crudden.*

New Tools for Learning: The Use of Wikis, *Evgeny Patarakin and Lya Visser.*

Formalizing Learning Spaces for Refugee Youth, *Barbara Zeus.*

Learning Landscapes: European Perspectives on Distance Learning in Prisons, *Anita Wilson.*

One of the strengths of the book is that it addresses a large number of readers such as students studying about distance education, students studying through distance education, practitioners, instructors, and researchers who are interested in the field of distance education. Another strong aspect of the book is that the chapters presented in the book are impressive in terms of the diversity of topics.

BIODATA and CONTACT ADDRESSES of the REVIEWER



Dilek ALTUNAY is currently an assistant professor in Mustafa Kemal University, department of English Language and Literature. Previously, she has worked in Anadolu University, Open Education Faculty as a lecturer and assistant professor. She received her PhD degree from Anadolu University, English Language Teaching (ELT) program. She obtained her M.A and B.A degrees from Bilkent University, Turkey. She has taught English through virtual classrooms and videoconferencing. She has been involved in online linguistics and second language acquisition courses as course facilitator and course content developer. She has worked for different open and distance education projects, and she has experience as a professional translator. Her academic interests are distance ELT, second language acquisition, text linguistics, open and distance education.

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