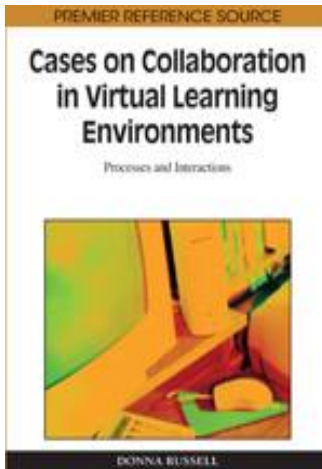


CASES ON COLLABORATION IN VIRTUAL LEARNING ENVIRONMENTS: Processes and Interactions

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Collaboration in Virtual Learning Environment brings meaningful learning interactions between learners in virtual environments. This book collects case studies of collaborative virtual learning environments focusing on the nature of human interactions in virtual spaces and defining the types and qualities of learning processes in these spaces from the perspectives of learners, teachers, designers, and professional and academic developers in various disciplines, learning communities and universities from around the world. This book addresses the research cases on experiences, implementations, and applications of virtual learning environments.

The book's broader audience is anyone who is interested in areas such as collaborative virtual learning environments, interactive technologies and virtual communities, social interaction and social competence, distance education and collaborative learning. The book is edited by Donna Russell who is an Assistant Professor at the University of Missouri-Kansas City and co-owner of Arete' Consulting, LLC. It is consisted of 358 pages covering 19 articles and provides information about context for characteristics and implications of the varied virtual learning environments. Topics covered in this book are argumentative interactions and learning, collaborative learning and work in digital libraries, collaborative virtual learning environments , digital communities to enhance retention, distance education ,interactive technologies and virtual communities, massively multi-user virtual environments, online graduate community, online training programs, social interaction and social competence and virtual story-worlds.

Chapter 1 addresses the planning and strategies used in the building of The University Life Café website that promotes mental wellness among university students, faculty, and staff, with a particular focus on suicide prevention.

Chapter 2 explores the experiences of Art and Design students and tutors engaged in collaborative learning and teaching activities within the Multi-User Virtual Environment (MUVE) Second Life as an educational space. The project focuses on the extraction of good practices and meaningful design approaches for collaborative and dialogic teaching activities in 3D virtual spaces.

Chapter 3 describes a music learning environment which can stimulate creativity and innovation in learning and extend that innovation to students at a distance.

Chapter 4 focuses on a research about use of an avatar in a virtual learning environment.

Chapter 5 reviews the Center for the Advancement of Distance Education (CADE), a self-supporting unit within the School of Public Health at the University of Illinois at Chicago.

Chapter 6 presents a pedagogical case in science in which the learners take part in an argumentative debate mediated by a technological environment, called Digalo.

Chapter 7 investigates the utility of applying the ecologic model of health to virtual environmental settings to reduce the public health burden of obesity, with the case example of the International Health Challenge.

Chapter 8 reviews the case of the design and implementation of a virtual learning environment in a biology department at a middle school in northeastern Illinois.

Chapter 9 concerns using Second Life to develop a digital community of students from a single academic department to enhance student persistence toward graduation.

Chapter 10 describes the background and rationale for developing iSocial, gives an overview of the system, and reports some of the results from a field test of a partial system implementation.

Chapter 11 explores how to maximize collaborative learning and work in digital libraries and repositories by applying pedagogical strategies.

Chapter 12 provides a case study of the problem solving processes of a faculty who developed a new graduate program in Communication Studies. Chapter 13 is a narrative of the design, implementation, review, and redesign of an online training program for insurance brokers.

Chapter 14 provides ethical and legal guidelines for teaching and learning at the university level and for others who teach in Second Life.

Chapter 15 describes the process of collaboration by occupational therapy (OT) and speech language pathology (SLP) students and faculty as they worked together to plan and implement an interdisciplinary open house event within the virtual environment of Second Life.

Chapter 16 presents an experimental study of the effects of instructional media and instructional methods on critical thinking.

Chapter 17 reviews whether online edutainment gaming can enhance intelligence, student learning, or scholastic performance remains hotly debated in education research circles.

Chapter 18 reviews the concept of knowledge-building as an approach that is effective in online learning, and the concept of protological control as a means of controlling the communications networks that evolve during the learning process.

Chapter 19 describes the training course for school managers for the use of information and communication technology that was developed at Sao Paulo Pontifical Catholic University, Brazil.

Finally this book provides multiple cases of collaborative virtual learning environments in varied fields as a resource for designing, implementing or evaluating these emerging learning environments. This is ideal for understanding the potential of collaborative virtual learning environments. As a result the implications and provided detailed recommendations about collaborative virtual learning environments can be a good model for designers, educators, and researchers.

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