

EDUCATIONAL TECHNOLOGY IN PRACTICE Research and Practical Case Studies from the Field

Edited by Wanjira KINUTHIA and Steward MARSHALL

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The book starts with an explanation of the reason why the terms found in the book are sometimes used in place of each other. The editors stated that when technological tools are used to establish an effective and productive study process in education, the concept of learning technology is used instead of educational technology. The editors of the book considers the field as complex and vague in terms of the fact that the meanings of the concepts are close to each other in the field of educational technology and that the field provides an opportunity for inter-disciplinary studies. However, according to the editors, this vagueness and complexity shows the superiority of the field. This superiority is explained with the fact that the field of educational technology requires upper-level skills of problem solving and critical thinking and that it presents a multi-dimensional and inter-disciplinary study field.

The book was edited by Wanjira Kinuthia and Stewart Marshall. Wanjira Kinuthia, an assistant professor at Georgia State University, works in the Department of Middle-Secondary Education and Instructional Technology. Stewart Marshall, a professor at the University of the West Indies, is the director of the Distance Education Centre. The book includes five sections and 21 chapters. These sections are "Materials, Methods, and Modalities", "Technology Implementation and Integration Issues", "Student Engagement and Learning", "Building Capacity", "Using Technology for Performance Improvement and Productivity Enhancement".

The first section of the book examines the materials, methods and modalities used in the field of educational technology and explains their superiority and possibly deficient sides. This section includes four chapters. The first chapter, titled as *Transforming Distance Business Education to Web Enhanced Delivery*, mentions the development of the blended online bachelor of business program at Open Polytechnic of New Zealand University. The second chapter, titled as *Developing and Using an Open Source Learning Content Management System in the Carriibbean*, examines the development and use of Burrokeet, which is an open source online software platform developed at the University of the West Indies. The third chapter, titled as *Instructional Material Development and Implementation: Opening Access to Lesotho Higher Education through Open and Distance Learning Material*, includes experiences in developing modules for open and distance learning programs at a higher education institution in Lesotho. The fourth chapter, titled as *Rethinking Corporate E-Learning: The Case of GAC World*, reports the use of facilitator-supported learning approaches and Moodle, a free and open source learning management system in GAC, which is a middle-class global transportation company.

In the second section of the book, the problems experienced in the integration of technology and related applications are examined. This section includes five chapters. The fifth chapter of the book, titled as *ICTs in Tertiary Education: A Case Study from Ghana*, deals with the place of ICT (Information and Communication Technology) and Internet in education, which serves as a bridge to the digital divide in Ghana. The sixth chapter, titled as *Distance and Flexible Learning at the University of the South Pacific: Computer Science Challenges*, examines the quality of distance education as well as the problems experienced in the distribution of distance education, which has now become a necessity in Southern Pacific, a country which is not much crowded yet has a large land. The seventh chapter, titled as *Actualizing Accessibility in E-learning (at a University)*, reports the problems encountered with during trainings given on the basis of distance education in the area of computer sciences. The eighth chapter, titled as *Wireless Mobility Usage: A Preliminary Qualitative Study for Management in Two Australian University Settings*, deals with effective integration of Wireless and the infrastructure for the management of Wireless integration in two Australian universities. The ninth chapter, titled as *Case Study of Technology Integration in Cambodia*, analyzes the educational policy in Cambodia in terms of the effective integration of ICT on national basis.

In the third section of the book, the cooperation between students and the student-teacher cooperation were examined in terms of student engagement and student learning. This section consists of four chapters. The tenth chapter, titled as *Evaluation of an Online Social Constructivist Tool Based on a Secondary School Experience in a Middle East Country*, discusses the views of foreign language teachers in secondary schools for the establishment of an effective online platform, in which the teachers and students can come together in Turkey. The eleventh chapter, titled as *Engagements Modes of Older Adults Using Information Technology*, examines the engagement of older adults - living in northern Australia – with technology. The twelfth chapter, titled as *Teaching and Learning Undergraduate Mathematics in an Online University*, examines the view points of adults about renovations at a university where has online mathematics education for adults who have a job and little knowledge about mathematics. The thirteenth chapter, titled as *Designing Tele-Collaborative Learning Projects to Maximize Student Learning: A Case of the Global Teenager Project in Zimbabwe*, reveals the situation regarding the project-based learning cycle among disciplines where learners and teachers are found together.

The fourth section of the book deals with various limitations experienced in online learning and with how to cope with such limitations. This section includes four chapters. The fourteenth chapter, titled as *Using Technology to Meet the Educational Aspirations of a Nation: Macro-Level Plans and Micro-Level Needs*, tries to put forward an overall insight by examining what factors developers of regulations should consider for sustainable development of education with the use of technology in countries. The fifteenth chapter, titled as *Exploring ICT use for Distance Education in Ghana*, examines the spread of ICT use in the distant education applications in Ghana with respect to the dimension of administrators. The sixteenth chapter, titled as *Capacity Building in Distance Education: A University of Papua New Guinea Open College Experience*, reveals the experiences of Open College of University of Papua New Guinea (UPNG) regarding the development of distant education process within the scope of a project developed. The seventeenth chapter, titled as *E-Learning for Public Health Education in Southern Africa: Secure the Future Fellowship Program at MEDUNSA*, presents an original program for the development of public health through online education in Southern Africa.

The fifth section of the book deals with planning for increasing the performance and for analyzing the individual and organizational performance deficiencies.

This section includes four chapters. The eighteenth chapter, titled as *Online Faculty Development Endeavour in Educational Technology: The Faculty Experience of Anadolu University in Turkey*, discusses the need for professional development that the faculty members of Anadolu University – which gives distant education and has the most crowded population taking online courses - need for technology integration and for effective technology use. The nineteenth chapter, titled as *Teaching with Technology in Hong Kong Primary Schools: A Qualitative Study of Staffing Factors*, reports the interviews held with school administrators, teachers and technology coordinators to help them use educational technology tools effectively. The twentieth chapter, titled as *A Case Study of E-Learning to Sustain Small Schools in Rural Canada*, mentions the fact that thanks to the wide-spread use ICT tools, the limitations regarding the student capacity of the school and its logistic state of the school will be decreased. The twenty-first chapter, titled as *Mobile Technology for Improved Productivity: Analysis of an In-Field Trial at an Australian University*, presents a part of a study carried out regarding the development of job conditions at Australian universities with the use of mobile technologies.

The book emphasizes the contribution of case studies to the field and states that analysis of a case is an opportunity for examining the current situations and the event cycles from a holistic perspective. The book reflects the situations in different countries regarding distant education and ICT use. In this respect, this book is important in terms of examining the causes and results of the current situations in different countries and the related suggestions as well as sharing the experiences. It is also stated that the book was prepared to provide solutions to actual and realistic situations. The book differs from other books in the field in terms of its examining the real situations in different countries. In this respect, the book could interest field experts who will study the situation regarding technology integration or intercultural use of distant education. In addition, the book might be useful in terms of examining the current situation regarding ICT and distant education.

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