

Global Perspectives on E-learning: Rhetoric and Reality
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This book is edited by Alison A. Carr-Chellman who is associate professor of education at Pennsylvania State University , and one of the leading figures in the field of e-learning. Total of sixteen authors contributed to the sections. Authors are varying from doctoral students to professors emeritus, but all of them are experienced in the field of e-learning and distance education.

The book presents a collection of papers from international case studies and its divided into five main parts based on geographic location, and each of them brings case studies of online education on e-learning and discusses the rhetoric that surrounds this form of teaching and learning from Asia, Europe, North America, Oceania, and Africa.

The first part of the book examines online education in Asia : Analysis of China , Taiwan , and India . The China chapter explains that the Dianda system there is one of the world's largest education systems, combining radio-television university system. The author examines the political rhetoric and discusses the impacts on the way China adopts the new online learning technologies. The Taiwan chapter examines the digital gap, internet usage, and the government and IT industries roles to development of e-learning in Taiwan . The India chapter begins with distance education through correspondence courses that has been with us since the 1960s. The author examines the state of traditional and distance education in India , and identifies the viability and importance of online education given the current social, economic, and infrastructural status que.

The second part of the book is on online education in Europe : Analysis of Ireland , the United Kingdom , International Study Circles, and Turkey . Ireland chapter focuses on the potential and promise of information and communication technologies (ICTs) in the context of online education and differential participation in the Republic of Ireland in the information age. The author emphasizes the importance of Ireland 's national strategy on ICTs and its impacts on innovative and social practice discourse. After examining the e-learning in the United Kingdom the author discusses overcoming social exclusion and financial benefits of distance learning. In addition to social exclusion topic, access and retention are presented two related topics of e-learning in the section five. This chapter critiques an educational response that matches the global reach of the transnational corporations. The author examines the aim of International Study Circles' (ISCs) that facilitates a global educational programme on issues concerning globalization for international worker's education. The Turkish chapter introduces the distance education programs in Turkey, the author analyses Turkey's distance education within the context of social problems on globalization by examining Anadolu University which is the biggest distance education provider in the country.

The third part of the book is on online education in North America : Analysis of the U.S. and Canada . In the section eight, the authors examines Canada's SchoolNet project as one of the earliest federal government projects which aims wiring up K-12 classrooms nationwide. The authors emphasize both government and private sector roles on the effective use of the Internet to educate the young schoolchildren for 21 st Century. The author emphasizes web-based education in the U.S. culture in this section of the book and explains the American way

of looking ahead for the opportunities of web-based education and its efficiency value in their open higher education system.

The fourth part of the book is on online education in Oceania : Analysis of New Zealand , and Australia . This section explains New Zealand 's small but comparatively open education system. We understood from the chapter that distance education is an integral part of the country's education system. The Australian section examines the importance of global and international distance education. The author gives some case studies on collaborative distance education to support the idea to develop global citizens in the future.

The fifth part of the book is on online education in Africa : Analysis of Namibia , and Sub-Saharan Africa . Section twelve examines the use of information and communication technologies (ICTs) to improve the quality of life for all Namibian citizens. The authors explain ICT infrastructure of the country and discuss the terms ICTs, development, education, and democracy to emphasize the importance of ICTs in distance learning. Chapter thirteen begins with a short summary of the higher education crisis in Sub-Saharan Africa (SSA). The international rhetoric associated with technology-mediated learning is analyzed for clues concerning how Africa might begin to tackle its educational crisis. Rhetoric considers three areas; technological change and the university, open and distance learning, and ICTs for development. Chapter fourteen examines the future of e-learning and computer based information technologies. The authors analysis the Weatherstation project that involves tracking e-learning on the web and make suggestions by using the aims and details of the projects on national and international perspectives of computer based learning.

In conclusion, this book examines the rhetoric of democracy that surrounds the call for online higher education in general. The book is well written and well organized. It adds significantly to the literature that addresses global perspectives on e-learning, and is of particular interest to those seeking additional information about international programs. Cases represent different examples from five continents. Therefore the book is particularly useful for instructional designers, and policy makers who work for the disseminating online distance learning.

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