

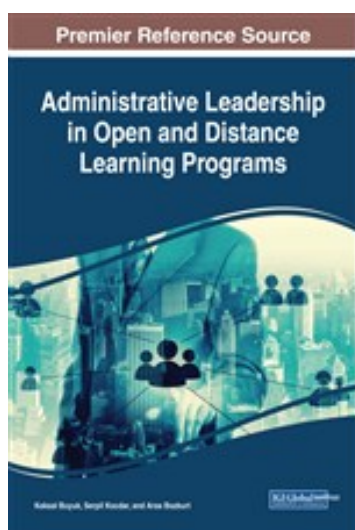
BOOK REVIEW

ADMINISTRATIVE LEADERSHIP IN OPEN AND DISTANCE LEARNING PROGRAMS

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INTRODUCTION

Open and Distance Learning (ODL) is part of the mainstream education and, as a pragmatist field, subject to constant changes. Definition of the ODL refers to flexibility in time and space, efforts to support lifelong learning and remove the barriers between learners and learning sources. Its success and effectiveness, in addition to many other factors, is strongly related to teaching and learning methods used at all levels of education, classroom and school management, planning, guidance and organizational processes. In this regard, to revisit administrative leadership in ODL appear to be an important need to contribute to the field and existing literature with up-to-date knowledge. An excellent strategy for adopting changes is to map and identify changes and behave accordingly. In this context this book, *Administrative Leadership in Open and Distance Learning Programs*, by Buyuk, Kocdar, and Bozkurt, exactly focuses on aims to fill this gap by addressing management and leadership issues in open and distance learning. The chapters in this book address the following topics.

REVIEW OF THE BOOK

Chapter 1, entitled as *Leadership: In a Time When Learners Take Ownership of their Learning* by Ossianniilsson, explores the topics of open online learning, learning spaces, personal learning and learners' orchestration of their own learning, leadership and the digital transformation and quality related concerns raised by the global digital transformation. Author emphasizes that quality related questions are today on student satisfaction, short and long time impact, for individuals, and for the society. The author suggests that leaders and managers in higher education have to take their responsibilities, and can make a huge difference related to the role of higher education and its offers.

Chapter 2, entitled as *Leadership in Open and Distance Learning Institutions Within the Scope of 21st Century Skills* by Kilinc and Altinpulluk, discusses leadership in open and distance learning institutions within the scope of 21st century skills. Authors emphasize the importance of having 21st century skills in order to maintain the functioning of open and distance learning institutions in an effective manner.

Chapter 3, entitled as *The Virtual CSU: A Leadership Model for Universities Transitioning to Online, Open, and Distance Delivery* by Marshall and Jonathan, focuses on the virtual CSU model which is defined as a model of distributed leadership and team-based consultancy and support which has been implemented at Victoria University of Wellington over the last four years as part of an overall plan transitioning to greater use of online, open and distance provision of higher education.

Chapter 4, entitled as *Open and Distance Learning Administration: The Organizational Models, Cultures, and Structure and the Barriers and Trends in ODL Administration* by Durak, aims at providing a perspective regarding the concept of open and distance learning administration. Based on this aim, topics related with basic terms and definitions, open and distance learning administration units and roles, management functions in open and distance learning institutions, and barriers and trends related to management in open and distance education are explained.

Chapter 5, entitled as *Administrative Factors in Design and Delivery of Open and Distance Learning Course Materials: Within the Scope of Universal Design for Instruction* by Altinpulluk and Kilic, argues that principles of the Universal Design for Instruction can be applied to open and distance education systems as an approach. In this chapter, universal design concepts and use of universal design in management processes of open and distance education systems are discussed.

Chapter 6, entitled as *Quality Assurance and Accreditation in Open and Distance Learning* by Mahlangu, focuses on the necessity of quality assurance and accreditation processes in open and distance learning institutions. The chapter also explains in detail what quality assurance and accreditation entails in open and distance learning.

Chapter 7, entitled as *A Critical Investigation of Quality Assurance in Open Distance E-Learning* by Pitsoe and Letseka, highlights a divide between theory and practice. In this chapter, author explores quality assurance, argues a case for quality assurance as a practice of hegemony and proposes a reengineering of quality assurance within alternative frameworks.

Chapter 8, entitled as *National Strategies for OER and MOOCs from 2010 to 2020: Canada, Japan, South Korea, Turkey, UK, and USA* by Ozdamar-Keskin, Koutropoulos, Waard, Metcalf, Gallagner, Anzai and Buyuk, investigates national strategies on OER and MOOCs in Canada, Japan, South Korea, Turkey, UK, and the USA. In the chapter, concerns and priorities of these countries are also addressed.

Chapter 9, entitled as *Integrating Motivational Strategies Into Massive Open Online Courses (MOOCs): The Application and Administration of the Motivation Design Model* by Ucar and Kumtepe, introduces Keller's ARCS-V motivational design model and discusses it as a potential remedy to motivational issues in MOOCs by administering and delivering motivational strategies based on the model in MOOCs environments.

Chapter 10, entitled as *Reflections on Distance Higher Education in Africa: Challenges and Opportunities* by Mkonongwa and Komba, discusses challenges and opportunities in the provision of distance higher education in Africa and makes suggestions for providing quality distance education. The chapter concludes that the provision of distance education must be planned carefully and the technologies employed in its delivery must be reflective of the context in which they are used.

Chapter 11, entitled as *Administrative-Related Evaluation for Distance Education Institutions in Turkey* by Demiray and Ekren, intends to determine the existing status of distance education at higher education level in Turkey. This chapter evaluates distance education institutions in Turkey in terms of administrative aspects, which aims to determine the existing distance learning programs and compulsory joint courses being provided in distance mode, to identify varying titles given to the institutions or units which provide compulsory joint courses or programs in higher education, to determine the LMSs used to provide distance education, to determine e-learning activities in distance education institutions and to identify the roles of administrative staff in distance education institutions.

Chapter 12, entitled as *Using Gamification in Open and Distance Learning: Management of Learning and Human Resources* by Ugur and Sahin, aims to investigate the potential use of gamification in management processes of open and distance learning. In this regards, authors focus on gamification and gamification elements' usage on learning processes.

Considering that ODL is a system, administrative issues and leadership emerge as an important component to provide and sustain and effective and efficient teaching and learning processes. In this context, the edited book by Buyuk, Kocdar and Bozkurt contribute to the field by shedding light topics covered in 12 chapters.

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