



# JETOL

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## About the Journal

Journal of Educational Technology and Online Learning (JETOL) is an international, refereed, open access e-journal. The Journal targets both researchers and practitioners of educational technology and online learning fields. JETOL has been being published triannual, in January, May, and September. JETOL is currently indexed by ProQuest, Index Copernicus, Cite Factor, COSMOS IF, BASE (Bielefeld Academic Search Engine, Google Scholar, , LOCKSS, Open- J Gate, International Institute of Organized Research (I2or), Eurasian Scientific Journal Index (ESJI), Directory of Research Journals Indexing (DRJI), ResearchBib, Rootindexing, ROAD, Rootindexing.

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## **From the Editors**

Dear JETOL readers,

We proudly introduce the second volume, second issue of JETOL: Journal of Educational Technology and Online Learning in 2019. JETOL is a refereed, open access e-journal that disseminates original research, theory, and best practice on educational technology and online learning.

In 2018, we published three issues. We would like to thank to all authors and reviewers who contributed who contributed by doing so to the field of educational technology and online learning. In our first year, we gained a great momentum and indexed in different databases: ProQuest, Index Copernicus, Cite Factor, COSMOS IF, BASE (Bielefeld Academic Search Engine, Google Scholar, , LOCKSS, Open- J Gate, International Institute of Organized Research (I2or), Eurasian Scientific Journal Index (ESJI), Directory of Research Journals Indexing (DRJI), ResearchBib, Rootindexing, ROAD, Rootindexing. We hope that JETOL will continue to be a premier source for those who seek and pursuit knowledge.

In this issue we have a research article and two book reviews. The article, written by Nurcihan YÜRÜK, is entitled “Edutainment: Using Kahoot! As A Review Activity in Foreign Language Classrooms.” The first book review, written by Şeyda KIR, is entitled “Book Review: Handbook of Research on Learning in the Age of Transhumanism.” The second book review, written by Serkan ÇANKAYA, is entitled “Book Review: Handbook of Research on Challenges and Opportunities in Launching a Technology-Driven International University”.

We hope and believe that, as an open access journal, we will move forward and contribute the scientific knowledge dissemination.

Yours respectfully,

Dr. Gürhan Durak

Dr. Aras Bozkurt

Editors in Chief

## Edutainment: Using Kahoot! As A Review Activity in Foreign Language Classrooms

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Research Article

### Abstract

Games or gamified activities blended with traditional ways of teaching can be implemented as a useful strategy in foreign language classrooms. Gamification as a novel pedagogical approach offers opportunities in accordance with game elements and techniques that can be applied in non-game context like classroom. This study is about an online free application called Kahoot. Kahoot has been used to stimulate students' English as their foreign language more effectively, actively and interestingly and can be accessed by teachers to use in foreign language classrooms. The aim of the study is to demonstrate Kahoot can be used as a Review Activity in foreign language classrooms and to gather information on students' perceptions about this application included in educational process. The research design for this study is action research. Kahoot was implemented three times at the end of every three units. For the quantitative part of the study, data were collected through a 20-item questionnaire including 15 participants to determine the perceptions of the use of the Kahoot. Findings of the study indicate that students were able to engage actively in the lessons and they were able to master the target language effectively and enjoy learning English using games.

**Keywords:** gamification, language teaching, technology, motivation.

## 1. INTRODUCTION

With the rapid integration of technology and internet, the vision of foreign language teaching and learning needs to be improved through a different perspective of education. Motivation is one of the most important factors that affects learning and teaching process. When the needs of learners are taken into account, the educational system that is available for learners cannot afford the needs in terms motivational factors. From a psychological aspect, motivation is an essential personality factor that a language learner needs to produce a foreign language. So, an approach including elements that enhance motivation and engage learners in language should be preferred in order to achieve success at the end of the learning and teaching process.

Gamification is an approach that promotes motivation. According to Werbach and Hunter (2012), game elements and game design techniques can be used in non-game contexts. Any task, assignment, process or theoretical context can be gamified in order to use educational settings in order to enhance motivation among language learners. The main benefit of

gamification is to make the learner participate in the process and increase motivation. This creates an empowerment and engagement in order to achieve success at the end of the process. Gardner (2006, p.241) posits that students with higher levels of motivation will do better than students with lower levels. He further adds that if one is motivated, he or she has reasons that motives for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities and etc. (Gardner, 2006, p.243). Some students seem to be very low interest in foreign language learning and use to be very passive and quiet because of some individual, social or cultural reasons. Some are not even paying attention and tend to do their own work. Therefore, this study is expected to shed light on a method in order to make a warm, comfortable and entertaining atmosphere classroom setting for those kind of students.

## **2. LITERATURE**

Technology is one of the most significant components of language instruction nowadays. Ybarra and Green (2003) say that while learning a second language, technology provides a valuable language experience to the learners. So, technology is the denominator between gamification and language learning. Some methods and approaches have adopted the use technology in language instruction. One of them is Computer Assisted Language Learning (CALL). It is an instrument that integrates technology to learning and teaching process. CALL has experienced some evolutions with the effect of different approaches. Behaviouristic approach has an effect on CALL in terms of repetition drills and grammatical exercises and translation activities. Then, with the integration of Cognitive Approach to learning process, it focuses on learning as a process of discovery, expression and development. This provides opportunities to learners to work individually or in pairs through the use of some specific programs on computers. With the emphasis of Communicative Approach CALL has changed its vision to a more communicative and integrative perspective in language instruction. This has created a more learner-centred instruction in education. Various kinds of tasks and contents have become accessible for all learners. Language skills (reading, writing, speaking and listening) have been able to be acquired by using CALL as an instrument.

The appearance of Web 2.0 in educational settings gains importance and also language learning has been under the influence of this technology. Sharing information, interactive and collaborative use of technology has become popular and this changes teaching and learning

processes dramatically. Social networking, web-based communities, blogs and podcasts can be used to develop language skills. In addition to these, when the features of game-based technologies like activating participation, increasing motivation, enhancing empowerment and engagement are considered, game-based technologies contribute much in the development of language learning processes. Using games can also promote independent learning, collaborative learning and problem solving. Any task, assignment, process or theoretical context can be gamified in order to use in educational settings to enhance motivation among language learners.

### **2.1. Gamification**

In terms of enhancing motivation, concentration, effort and positive attitudes gamification can be accepted as an important means in non-game contexts like classrooms. In classroom settings, gamification can be applied as a strategy that is gradually gaining popularity and has become common in educational environment.

According to Dellos (2015), “game-based learning is a best practice in education and finding ways to integrate competitive games in the classroom that promote learning is essential for educators in the twenty first century” (p.51). Games have some features like goals, rules and some specific standards. They are all voluntary activities in common. By establishing time limits and a set of rules, games serve as an incentive element to engage participants. Also in learning and teaching process, games play an important role and can contribute much to education. Activities, tasks, assignments and all elements used during teaching process can be gamified. This will enhance success if it creates an expected level of motivation. Teachers support the idea behind gamification because they think that it increases motivation and creativity among learners. Also, reward and feedback system of gamification increases the achievement levels of learners. Motivation, curiosity, excitement and joy are the most important elements of successful learning and teaching. This means all activities that are gamified can be used as a source of motivation and fun in class.

Michos (2017, p. 512) explains why gamification should be preferred in language classrooms with the following items:

- modifies the mood within the classroom;
- increases learners’ feeling of happiness;
- provides breaks from learner’s fatigue;
- increases motivation and improve attention;

- increases student's engagements in the classroom activities;
- stimulates a goal oriented activity;
- makes learning fun.

Gamification provides lots of opportunities for both learners and teachers. To learn a foreign language these kinds of activities foster learning, increase the pace of achieving learning outcome by participating learners in the process actively. It also enables learners to feel in a relaxed and confident atmosphere in class and this triggers social and communicative skills of learners that are very necessary while learning a foreign language. That is why the activities prepared by the teacher should be evaluated and determined carefully. Teachers should keep in their minds that these kinds of gamified activities should be arranged according to the needs, level, personality, age, interest of the learners; otherwise these activities lose their meanings to make the learners reach successful learning and have fun at the same time. When these characteristics and contributions of games and gamified activities are taken into consideration, the pedagogical value of them cannot be ignored.

## **2.2. Kahoot!: An e-learning gamification tool**

One of the most popular gamification tool that can be preferred to use in class is Kahoot. It is a free online game-based application which includes options like quizzes, discussions, and surveys that make the learning process challenging, fun and engaging.

In order to start, teachers should register for a free account on <http://create.kahoot.it>. After registration, teachers can access millions of free public games and adapt them as they want or create their own. Games created and be shared by other users. Teachers launch their approved Kahoot games on their computer that is connected to projection for classroom use and click on “play” to open the game. There is a game pin at the top of the screen (Figure 1) and learners can sign in using the web address <http://kahoot.it> to access by determining their nicknames when they want to log in.





**Figure 1.** Sample Kahoot! home page with game pin.

Learners can use their smartphones, laptop and tablets or computers. They do not need to register an account and this saves time to start activity at once. Multiple choice questions are presented one by one on the screen and can be played by up to 30 students. Learners click on the right answer to a question on their internet-enabled devices. They receive points for every correct answer. When every learner answers the question or the time that is set by the teacher expires, on teacher's screen the correct answer is displayed. Total results of the answers given by the learners according to their achievement levels are provided with a graph by the application (Figure 2) and players are ranked based on speed and accuracy. After each question, the top five leaders are shown in the scoreboard (Figure 3).

	A	B	C	D	E	F	G	H
1	<b>OUP AWL BRONZE-2</b>							
2	Played on	28 Dec 2017						
3	Hosted by	szgnhtc						
4	Played with	15 players						
5	Played	20 of 20 questions						
6								
7	<b>Overall Performance</b>							
8	Total correct answers (%)	62,50%						
9	Total incorrect answers (%)	37,50%						
10	Average score (points)	11939,60 points						
11								
12	<b>Feedback</b>							
13	How fun was it? (out of 5)	0,00 out of 5						
14	Did you learn something?	0,00% Yes			0,00% No			
15	Do you recommend it?	0,00% Yes			0,00% No			
16	How do you feel?	● 0,00% Positive		● 0,00% Neutral		● 0,00% Negative		
17								
18	<b>Switch tabs/pages to view other result breakdown</b>							

**Figure 2.** Sample for total results of the learners.

OUP AWL BRONZE-2				
Final Scores				
Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	Haydar	15525	15	5
2	Azize	15368	15	5
3	Mustafa	14575	14	6
4	Obiwan canobi	13045	13	7
5	Eren	12781	13	7
6	Esra Ç.	12708	13	7
7	BERKAY	12502	13	7
8	Banu	11921	12	5
9	Burak	11718	12	8
10	Ceyda	11506	13	7
11	Esra	11157	12	7
12	Hephaistos	10929	11	9
13	İldeniz	9353	10	10
14	Şeyma	8060	9	11
15	Oğuz	7946	10	10

**Figure 3.** Sample scoreboard displaying the top five leaders of a question.

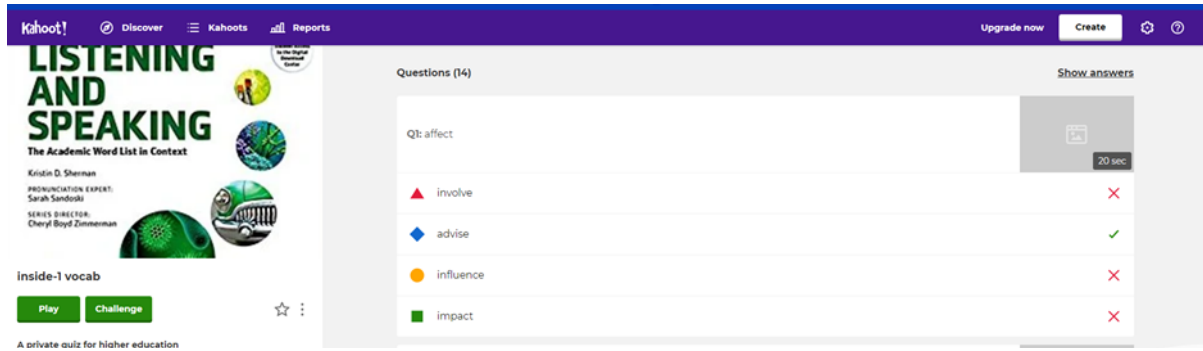
The gamification tool Kahoot can be used for different purposes in class. It can be applied as an *Icebreaker activity*. At the beginning of the teaching process, teachers can make a short questionnaire as a "warm-up" activity to determine what and how much learners know about a new topic or linguistic structure that is going to be presented in order to provide participation and engagement. This also makes the learners interested and relaxed in class and makes a complex content easier and more understandable. In addition, it can be used for *flipped learning*. Students are asked to read a text on the Internet or in the textbook, watch a video, listen to a recorded material, later on, during class time through Kahoot quiz, teachers can check what students have learned and which concepts or structures have been less successfully understood or learned by the students. Besides these purposes of use, Kahoot can be used as a *review activity* in class. A questionnaire is made on the most relevant points about the content that is worked on in the classroom before, so that the learners can evaluate and determine their achievement levels and the teacher can give feedback to learners, in order to remove the fallacies made by learners and it also provides feedback to teachers to refine his/ her class planning and improve the teaching-learning process according to the needs of learners.

In this study, Kahoot is used as a review activity on the track of the purpose that explained above. Some vocabulary items introduced and practiced before in class are used as the content of questions on Kahoot to evaluate how much of them they learned.

### 3. METHODOLOGY

This study is about an online free application called Kahoot. Kahoot has been used to stimulate students' English as their foreign language more effectively, actively and interestingly and can be accessed by teachers to use in foreign language classrooms. The aim of the study is to demonstrate Kahoot can be used as a Review Activity in foreign language classrooms and to gather information on students' perceptions about this application included in educational process. The research design for this study is action research. Kahoot was implemented three times at the end of every three units. For the quantitative part of the study, data were collected through a 20-item questionnaire including 15 participants to determine the perceptions of the use of the Kahoot.

The need for that study is determining a strategy that is expected to be beneficial in order to engage learners to learning process by enhancing their motivation level. When the effects of technology on our lives and also on education are taken into consideration, the important role of technology could not be neglected. So, at this point, game-based activities like Kahoot can be applied on the track of this purpose. This study is conducted with undergraduate students from Translation and Interpreting and English Language and Literature Departments at Selçuk University in Turkey. It includes 15 participants and 8 of the participants were male and the rest of them were female. The English level of participants were pre-intermediate level. The students ranged between 18 – 20 years of age. They completed the course at upper-intermediate level. All the participants engaged in the study learn English as a foreign language. They only learn the language during lesson hours. They do not have the opportunity to use the language in their communication or speaking as well. They take 24 hours of English classes in a week. In order to evaluate some vocabulary items that are expected students to learn are used as instrumental content of the study. These vocabulary items are from the coursebook of students. Inside Listening and speaking 1 by Oxford University Press is their course material.



**Figure 4.** Sample question from the study displayed on Kahoot! application.

The book contains 10 units and according to the syllabus every week one unit should be fulfilled. Each unit presents nearly 10 words as the target words of the unit. In this study, Kahoot was implemented three times at the end of every three units. The multiple choice questions created on Kahoot applications are chosen randomly from the target words combined from every three units of the book. In total, 60 target words were determined among these words to be used in the study.

For the first Kahoot application, the teacher implemented the Kahoot platform for the use of classroom. Then, in one class hour, students respond 20 multiple choice questions via Kahoot application. This implementation is conducted by the teacher for the other Kahoot applications after every three units of the coursebook are covered by the students. At the end of the course, when all units in the coursebook are covered by the students, in order to gather quantitative data on the perceptions of students, a 20-item questionnaire is presented to students. The questionnaire used in the study is developed from the instrument used in the study of Bicen and Kocakoyun (2018). A 5-point Likert type scale is used to evaluate. As a result, 3 non-conforming items were removed from the scale. Cronbach Alfa internal consistency coefficient was found to be 0.95. The latest version of the scale was tested by using confirmatory factor analysis. The measurements revealed that the result had high goodness of fit and it could have been used in the measurement of students' perceptions towards using Kahoot application. Table 1 shows the results of the confirmatory factor analysis study.

**Table 1**

Goodness of fit of the suggested model

	<b>Good fit</b>	<b>Satisfactory fit</b>	<b>Suggested fit</b>
<b>RMSEA</b>	0.00<RMSEA<0.05	0.05<RMSEA<0.10	0.036
<b>SRMR</b>	0.00<SRMR<0.05	0.05<SRMR<0.10	0.047
<b>GFI</b>	0.95<GFI<1.00	0.90<GFI<0.95	0.87
<b>AGFI</b>	0.90<AGFI<1.00	0.85<AGFI<0.90	0.86
<b>NFI</b>	0.95<NFI<1.00	0.90<NFI<0.95	0.82
<b>CFI</b>	0.95<CFI<1.00	0.90<CFI<0.95	0.91
<b>RFI</b>	0.90<RFI<1.00	0.85< RFI <0.90	0.79

According to these results, the similarity ratio of the chi-square statistics was determined as  $X^2=28.91$ ,  $P<0.01$ . Root mean square approximation error (RMSEA)=0.036; standardized root mean square (SRMR)= 0.047; goodness of fit index (GFI)= 0.87; adjusted goodness of fit index (AGFI)=0.86; normalized compliance index (NFI)=0.82; comparative fit index (CFI)=0.91; Relative Adaptation Index (RFI)=0.79. The results show that they are within acceptable limits even if they do not have best fit values.

#### 4. FINDINGS AND DISCUSSIONS

Table 2 shows the perception levels of students in order to get their opinions about implementing Kahoot. The data show that using Kahoot provide more permanent learning compared to learning in a traditional classroom environment (M=4.44, SD=.59). The results suggest that Kahoot application improves students' success levels (M=4.41, SD=.61) enhances student interest in the lesson (M=4.48, SD=.52). Activities created using Kahoot are more interesting for learners (M=4.45, SD=.54) and it also fosters collaborative learning environment (M=4.56, SD=.61). Kahoot increases the effectiveness of the lesson (M=4.48, SD=.60) and it provides opportunity to students to express themselves in a comfortable atmosphere (M=4.42, SD=.65). Also the application contributes to enhance motivation (M=4.43, SD=.56) and Kahoot provides active learning (M=4.39, SD=.54). Question techniques in the activities performed by Kahoot provides the students with different perspectives (M=4.49, SD=.55) and Kahoot application improves the skills of students in terms of rapid-thinking (M=4.47, SD=.68). Kahoot also provides permanent learning in classroom activities (M=4.56, SD=.53), and

students feel excited because of time limitations in questions ( $M=4.40$ ,  $SD=.61$ ). Students think that they have the opportunity to access a richer content with the help of this application ( $M=4.46$ ,  $SD=.57$ ). According to the students, sharing activities on social media increases their motivation ( $M=4.42$ ,  $SD=.59$ ) and the scoring system of Kahoot increases the ambition of students ( $M=4.39$ ,  $SD=.65$ ). Students believe that the use of Kahoot encourages students in class ( $M=4.49$ ,  $SD=.52$ ) and it allows students to participate activities ( $M=4.35$ ,  $SD=.54$ ). Using Kahoot application makes students learning easier ( $M=4.32$ ,  $SD=.51$ ) and the color harmony of the buttons in the application is remarkable according to the students ( $M=4.42$ ,  $SD=.66$ ).

**Table 2.**

Perception Levels of Students about Implementing Kahoot

Items	Mean	SD
1 Lessons performed with Kahoot enable permanent learning compared to learning memory in traditional classroom environments	4.44	.59
2 Kahoot increases interest in the lesson	4.48	.52
3 Kahoot improves success	4.41	.61
4 Activities created using Kahoot are more interesting	4.45	.54
5 Using Kahoot makes for more effective collaborative learning	4.56	.61
6 Kahoot increases the effectiveness of the lessons	4.48	.60
7 Kahoot allows for comfortable self-expression	4.42	.65
8 Using Kahoot in education increases student motivation	4.43	.56
9 Kahoot enables active learning	4.39	.54
10 Question techniques in the activities performed by Kahoot provides the students with different perspectives	4.49	.55
11 Kahoot improves the rapid-thinking abilities of students	4.47	.68
12 Kahoot provides permanent learning in classroom activities	4.56	.53
13 Timely questions in Kahoot activities increase student excitement	4.40	.61
14 Kahoot gives students the opportunity to deliver richer content	4.46	.57
15 Sharing activities via social media increases motivation	4.42	.59
16 The scoring system of Kahoot increases the ambition of students to be a top-five scorer	4.39	.65
17 The use of Kahoot in the classroom encourages learners	4.49	.52
18 The active use of Kahoot builds student courage to participate in activities	4.35	.54
19 Activities performed using the Kahoot application allow for easy learning of the topic	4.32	.51
20 The color harmony of the buttons in the application is remarkable	4.42	.66

According to findings of the study, this study has been cultivated positive attitude and show higher level of motivation towards learning language using Kahoot game platform. The participants' responses show that they feel motivated in learning the language after they were engaged in Kahoot games. Thus, it can be concluded that Kahoot game in English language classroom help to cultivate positive attitudes, increase motivation level of participants, stimulate better perceptions and expectation of learners towards future English classrooms (Dellos, 2015). Also, in such a competitive, fun and enjoyable learning environment and they

actively engage learning and communicating learners in order to master their foreign language. Studies of Kahoot (Dellos, 2015; Thomas, 2014; Plump, C. M. & LaRosa, J. 2017; Michos, M. 2017) have shown that the application is user-friendly, and that it is a platform that both teachers and learners are able to benefit and it was one of the best applications to promote learning in class and integrate competition into the educational environment.

## **5. CONCLUSION AND SUGGESTIONS**

To participate all students to learning process, Kahoot can be used as an efficient strategy in class. Bergin and Reilly (2005) state that “the use of games to promote students’ learning has been done to capture students’ interest as all of us learn better when we are motivated” (p.294). Plump and LaRosa (2017) explained that the students were satisfied with the use of this game according to their answers and experiences regarding the use of Kahoot. One of the most important advantage of Kahoot application is immediate feedback. The teacher can gather information about how many students get the right answer at once and can compare that information with students’ current level of knowledge about a topic. Kahoot also frees both the teachers and students from traditional assessment and evaluation models. It supports a relaxed and confident atmosphere in class, so students do not feel any tension or anxiety that traditional models of assessments create. This also allows opportunity for students to discuss and compare their answers with their peers in class and by that way every student can notice their lacks and fallacies on a certain topic.

As a gamification tool, Kahoot is an excellent alternative for university students in terms of having easy access to computers and mobile devices and availability of the Internet. Gamification tools like Kahoot make learners curious, ambitious and interested while increasing the level of positive energy, exploration, fun and competition. This helps all type of learners including introverted or passive ones engage in learning process and foster collaborative and cooperative learning environment by enhancing motivation.

## **6. LIMITATIONS AND FURTHER RESEARCH**

The results of this study may have been different if there was not a wireless connectivity. Another limitation for the present study was the limited time in class because the institution

hurries up with the covering of the student's book. On the other hand, technological innovation, and availability of technical and digital equipment does not imply a pedagogical innovation itself, if teacher cannot organize the learning environment well or cannot choose the appropriate strategy to teach. For that reason, Kahoot can have limitations from a foreign language pedagogical perspective. If not used properly or used very frequently, this type of activity can cause a bit of "fatigue" and demotivation. Therefore, it is advisable to apply this type of quizzes moderately, with clear and precise objectives, and always with feedback, in order to enrich the evaluation and improve the teaching-learning process.

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### **Eğitlence: Kahoot! Yabancı Dil Sınıflarında Değerlendirme Etkinliği**

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#### **Özet**

Yabancı dil sınıflarında, geleneksel öğretimle harmanlanmış oyunlar ya da oyunlaştırılmış etkinlikler etkili bir yöntem olarak uygulanabilir. Oyunlaştırma, sınıflar gibi oyun dışı bağlamlar için uygulanabilen oyun elementleri ve teknikleri ile uyumlu fırsatlar sunan öncü bir pedagojik yaklaşımdır. Bu çalışma çevrimiçi ücretsiz bir uygulama olan Kahoot ile ilgilidir. Kahoot öğrencilerin yabancı dil olarak İngilizce bilgilerini daha aktif, daha etkili, daha ilginç bir şekilde harekete geçiren ve öğretmenler tarafından erişilebilen bir yazılımdır. Bu çalışmanın amacı yabancı dil sınıflarında değerlendirme etkinliği olarak Kahoot'u kullanmak ve bu eğitsel süreç kapsamında öğrencilerin algılarını belirlemektir. Eylem araştırması şeklinde tasarlanan bu çalışmada, Kahoot her üç ünitenin sonunda üçer defa uygulanmıştır. Çalışmanın nicel kısmında veriler, Kahoot kullanan 15 katılımcıdan 20 maddelik bir anket ile toplanmıştır. Elde edilen bulgulara göre öğrenciler derslere etkin katılım göstermişler, hedeflenen yabancı dili etkili bir şekilde öğrenmişler ve oyunlar sayesinde İngilizce öğrenmekten keyif almışlardır.

**Anahtar kelimeler:** dil öğretimi, motivasyon, oyunlaştırma, teknoloji

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## Book Review: Handbook of Research on Learning in the Age of Transhumanism

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Book Review

### Abstract

The work “Handbook of Research on Learning in the Age of Transhumanism” authored by Serap Sisman-Ugur (Anadolu University, Turkey) and Gulsun Kurubacak (Anadolu University, Turkey). The book was published in 2019 by IGI Global. The online edition of the book has a total of 448. The meta data of the book is as followings: ISBN13: 9781522584315, ISBN10: 1522584315, EISBN13: 9781522584322, and DOI: 10.4018/978-1-5225-8431-5

**Keywords:** Transhumanism, technology, human capabilities, learning, teaching.

## 1. INTRODUCTION

The work “Handbook of Research on Learning in the Age of Transhumanism” authored by Serap Sisman-Ugur (Anadolu University, Turkey) and Gulsun Kurubacak (Anadolu University, Turkey). The book was published in 2019 by IGI Global. The online edition of the book has a total of 448. The meta data of the book is as followings: ISBN13: 9781522584315, ISBN10: 1522584315, EISBN13: 9781522584322, and DOI: 10.4018/978-1-5225-8431-5

## 2. REVIEW OF THE BOOK

This book includes 4 sections and 22 chapters. The first section offers the first chapter of the book named ‘Artificial Intelligence to Super Artificial Intelligence, Cyber Culture to Transhumanist Culture: Change of the Age and Human?’.

## **Section 1: Introduction**

**Chapter 1:** “Artificial Intelligence to Super Artificial Intelligence, Cyber Culture to Transhumanist Culture: Change of the Age and Human” authored by Ugur and Kurubacak (2019) examines transhumanism and provides insights regarding the future predictions and how, transhumanist implications, will penetrate our lives.

## **Section 2: Radical Futuristics**

**Chapter 2:** “Ability to Advance Knowledge and Capacity to Achieve the Impossible” authored by Vita-More (2019) clarifies the accomplishments and changes with the use of technology in the context of encouraging lifelong learning experiences. Transhumanist learning approach offers a social construct in order to prevent upcoming threats and support to get access educational platforms.

**Chapter 3:** “According to Zoltan Istvan: Transhumanism and Future” authored by Istvan (2019) identifies the future technological trends of improving human body from the perspective of Transhumanism.

**Chapter 4:** “Automatic IQ Estimation Using Stylometric Methods” authored by Abramov and Yampolskiy defines the Stylometry method and various research fields related to the stylometry and exemplifies a method to estimate an individual’s IQ on the basis of the quality of writing and texting features.

## **Section 3: Technology and Learning**

**Chapter 5:** “Exocortex as a Learning Technology” authored by Mutlu (2019) studies exocortex as a hypothetical technology which can connect with brain-computer interface to a brain implant or a computational environment which is in the state of a wearable device and investigates the effects of the exocortex technology through the learning processes taking account of the ‘learning experiences management’ approach.

**Chapter 6:** “Transhumanism and Innovative Leadership: A Question of Quality” authored by Ossiannilsson (2019) sheds light on the future trends, innovations, issues and challenges in management and leadership. Being aware of both transhumanism and its effects on leadership and smart learning which learners take the control of their learning process is crucial to take place in a sustainable learning ecosystem.

**Chapter 7:** “Ethical Issues in Transhumanism” authored by Karaman (2019) introduces ethical issues in transhumanism and tries to find an answer how the ethical aspects of transhumanism can be overcome considering the philosophical approach of ethics.

**Chapter 8:** “Using Artificial Intelligence in Massive Open Online Courses: A Conceptual View to Wise MOOCs” authored by Güler and Karatop (2019) points out the integration of trending technologies into MOOCs and focuses on intelligent MOOCs and how artificial intelligence can affect the strategical process from the perspective of stakeholders.

**Chapter 9:** “Transforming the Classroom Experience Through Transhumanism: Education as the Learning” authored by Klinger and Coffman (2019) highlights the pedagogical issues creating new learning experiences which utilize educational technologies in order to promote learners’ conceptual competencies and cognitive capabilities.

**Chapter 10:** “Artificial Intelligence in the Era of Transhumanism Smart Phones” authored by Aksu (2019) examines the points to be emphasized on the process of transferring functions of humans into machines. From the perspective of transhumanists, the improvement of human body will include not only changes of human body but also thinking capacity of machines known as artificial intelligence.

**Chapter 11:** “The Role, Influence, and Demand of Pedagogies in the Age of Transhumanism: Critical” authored by Misra (2019) identifies the role, impact and demand of pedagogies which has a fundamental role for the transhumanistic societies of the future. Within the scope of transhumanist context, the pedagogies applying important relationship with transhumanism are essential to predict future pedagogies.

**Chapter 12:** “Being a Post-Learner with Virtual Worlds” authored by Şahin and Doğan (2019) examines the virtual worlds in transhumanism age. The effects of 3 dimensional virtual worlds can be seen in all aspects of human life as well as on the learning activities. To clarify it virtual worlds have been tried to evaluate under learning context.

**Chapter 13:** “Innovative Learning Approach in the 21st Century: Personal Learning Environments” authored by Altinpulluk (2019) illustrates the definitions of Personal Learning Environment (PLE), the ways of using PLE, suggestions how to use PLE, and how and which aspects it has advantages and limitations.

**Chapter 14:** “Artificial Intelligence in Education: Current Insights and Future Perspectives” authored by Goksel and Bozkurt (2019) examines artificial intelligence in terms of education and concludes that (1) adaptive learning, personalization and learning styles, (2) expert systems and intelligent tutoring systems, and (3) AI as a future component of educational processes are three broad themes in this regard.

**Chapter 15:** “Online and Distance Education in the Era of Rampant Technological Revolution” authored by Ucar (2019) explores how transhumanism and technoculture perspective have an effect on open distance education taking into consideration that transhumanism affects all human beings and even starts to change societies and cultures.

**Chapter 16:** “From Distance Education to Open and Distance Learning: A Holistic Evaluation of History, Definitions, and Theories” authored by Bozkurt (2019) considers Distance Education (DE) and Open and Distance Learning (ODL), as constantly evolving fields provides a holistic evaluation. The chapter concludes that both DE and ODL become part of the mainstream education. Stressing that mainstreaming should be evaluated with caution, the chapter suggest that there is a need to revisit core values and fundamentals where critical pedagogy would have a pivotal role. Besides, there is no single theory that best explains these interdisciplinary fields, that is DE and ODL, and therefore, there is a need to benefit from different theoretical approaches. Finally, as a result of constant changes, individuals in these fields should keep the definition of both DE and ODL up-to-date to better explain the needs of the global teaching and learning ecosystem.

**Chapter 17:** “A Case Study on Pre-Service English Teachers’ Perceptions of Self-Efficacy and Integration of Information-Communication Technologies” authored by Istifci (2019) brings pre-service English Language Teachers perceptions to light on ICT integration in language education.

**Chapter 18:** “Educational Technologies in the Age of Transhumanism” authored by Karadeniz and Ergül (2019) sorts out how transhumanist technologies like virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) can influence the ways of learning and teaching. The last section of the book centers on the how Transhumanism has effects on the fields of business, management, law and health.

#### **Section 4: Business, Management, Law, and Health**

**Chapter 19:** “Business Management Learning: Research for the Age of Transhumanism” authored by Banger (2019) sheds lights on the significance of preparation and adaptation for the transhumanist business management future considering the speed of technological progress.

**Chapter 20:** “Transhumanism and Positive Psychological Capital in Organizational Behavior” authored by Urgan (2019) probes the positive psychological capital through transhumanism and investigates how human has an organizational behavior to live a better life psychologically, socially and physiologically in the light of transhumanist perspective.

**Chapter 21:** “An Evaluation of Transhumanist Bill of Rights from Current and Future Perspective: The Adventure of Technohumanism and Rights” authored by Öngün (2019) focuses on how and to what extend transhumanism will enhance applicable and convenient entities and what need to be done to protect these transhumanist rights.

**Chapter 22:** “Statistical Resultant Analysis of Psychosomatic Survey on Various Human Personality Indicators: Statistical Survey to Map Stress and Mental Health” authored by Rastogi et. al. (2019) introduces a framework and simulated model which is used some machine learning tools in order to analyze quality of stress and quantitative parameters. Thanks to this model and machine intelligence it is planning to have an expert system to support individual to grow a self as better than human being.

### 3. CONCLUSION AND SUGGESTIONS

Transhumanism vision a future how technology centric approaches can upgrade human capabilities. In addition to many futuristic opportunities, it is also possible to enhance and enrich learning processes. In this regard, the Handbook of Research on Learning in the Age of Transhumanism (Sisman-Ugur & Kurubacak, 2019) is a premier reference for those who wants to learn more about transhumanism and learning.

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## Book Review: Handbook of Research on Challenges and Opportunities in Launching a Technology-Driven International University

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Book Review

### Abstract

Handbook of Research on Challenges and Opportunities in Launching a Technology-Driven International University is edited by Mehdi Khosrow-Pour. The book was published by IGI-Global in 2019. The book is 420 pages. The ISBNs of the book are as following: ISBN 9781522562559 and ISBN 9781522562566 (eBook). DOI number of the book is: 10.4018/978-1-5225-6255-9.

**Keywords:** Technology-driven universities, challenges and opportunities, e-learning, distance learning systems.

## 1. INTRODUCTION



Handbook of Research on Challenges and Opportunities in Launching a Technology-Driven International University is edited by Mehdi Khosrow-Pour. The book was published by IGI-Global in 2019. The book is 420 pages. The ISBNs of the book are as following: ISBN 9781522562559 and ISBN 9781522562566 (eBook). DOI number of the book is: 10.4018/978-1-5225-6255-9.

In the book's preface, in recent years it is argued that the need for higher education increases and working professionals demand education of new disciplines from higher education institutions alongside their careers. Also studying abroad become easy and some institutions like EU support international students with various programmes. And number of international students increases every year. As a result, students in higher education system become more widespread in terms of age, educational background and expectations than ever.

With the increasing enrolment rates and different student profiles, to make learning more accessible, higher education institutions started to utilize technology-driven approaches. In other words, technology has made it possible for universities to offer distance courses and distance programs by allowing high enrolment rates. For example, The Open University in UK has over two million students which is almost impossible without technology.

These changes have made the higher education market more competitive by forcing universities to incorporate cutting-edge technology driven strategies. By doing that, universities also need to increase the quality of the education. Incorporating technology does not always mean the increase in quality. There are lots of failed technology integration projects all over the world.

With these global developments, the book's purpose is to shed some important insight for technological applications of international universities. These insights are supposed to empower educational administrators, educators, researchers, course designers, and industry consultants all over the world. The editor claims that this book will be a vital reference source for higher education institutions about emerging technological applications in education.

The book has 18 chapters within four sections: program creation, program development, implementation and impact. Program creation section is about initiation of a new university and academic programs. Program development section is about strategies that new colleges, universities, and their programs utilize for technological transition. Implementation section is about the experiences of newly launched technology-driven universities and programs. Impact section is about the implications of technology-driven institutions on society and students.

## **2. REVIEW of the BOOK**

There are eighteen chapters in total. Section 1 offers three chapters with the given topics addressed by the authors below:

### **Section 1: Program Creation**

**Chapter 1: “You Too Can Get It Write: The Pursuit of a Life of Scholarship”** authored by William Evans, Robert Gable, and Garry Hornby reports their experiences of technology-

driven doctoral programs by suggesting some basic principles that may help others planing similar transition.

**Chapter 2: “Placing a New University Model Within the Discourse of Higher Education”** authored by Mary Runte and Robert Runte provides typology of four distinct discourses which reflect the social, political, and economic context of technology-driven international universities. This typology can assist educational leaders, administrators, and policymakers to more readily identify key obstacles, opportunities.

**Chapter 3: “Challenges for the Creation of an International Online University in a Controversial Environment: Chilean Higher Education System Case,”** authored by Alejandro Vega-Muñoz, Michel Valdes-Montecinos, and Mónica Cruz-Tapia discusses the challenges faced by the Chilean university system for the creation of an international online university. Although this chapter is about the challenges specific to Chile’s higher education system, other countries and universities can benefit from the experiences of Chile.

## **Section 2: Program Development**

Section 2 offers five chapters with the given topics addressed by the authors below:

**Chapter 4: “Developing Successful Online Degree Programs at a Historically Black University: Challenges and Opportunities for Broadening the Impact of HBCUs and Minority-Serving Institutions,”** authored by Anisah Bagasra investigates the experience of launching a online degree program at a four-year liberal-arts institution which is Historically Black College in the United States. The authors present the challenges the college face entering the online education marketplace.

**Chapter 5: “Establishing Considerations for Universal Design for Learning and Accessibility in Online Courses,”** authored by Aisha Haynes provides educators with strategies for implementing Universal Design for Learning and accessibility in online courses. Quality assurance and accessibility standards, university support, professional development, and instructional designers are important factors for successful online courses.

**Chapter 6: “Developing an On-Campus and Distance Learning Systems in Higher Education,”** authored by Vimbi Mahlangu indicates that mobile technologies are very

important for developing on-campus and distance learning system in Higher education. The author also argues that Structuration theory can be useful for institutions to consider questions of why the use of technology must not be taken for granted and what might be the challenges and opportunities of technology.

**Chapter 7: “Towards a Magic Cube Framework in Understanding Higher Education 4.0 Imperative for the Fourth Industrial Revolution,”** authored by Bo Xing investigates the need for transformation of Higher Education in the light of Fourth Industrial Revolution. The author also offers a “magic cube” framework for to support all stakeholders of higher education system to fully grasp the strengths of HE 4.0 in response to the Fourth Industrial Revolution.

**Chapter 8: “Transformation of Higher Education in China: A Teaching Methods Perspective,”** authored by Victor Wang and Geraldine Torrisi-Steele first presents the transformation of higher education in China from a teaching methods perspective. Then the authors compare the Chinese adult education methods with Western educational methods by using a conceptual framework of the principles of andragogy.

### **Section 3: Implementation**

Section 3 offers four chapters with the given topics addressed by the authors below:

**Chapter 9: “Implementing Technology and Designed-Based Solutions to Create Online Learning Environment”** authored by Terence C. Ahern argues that the use of e-learning technologies does not automatically guarantee good instruction. The author explores the choices and the design decisions that impact the delivery and deployment of successful technology-based instruction.

**Chapter 10: “Applying Universal Design for Learning to Create a Transformational and Accessible Learning Framework for a Technology-Driven International University,”** authored by Kim Floyd and Neal Shambaugh describes Universal Design for Learning framework to design flexible academic programs and design features of the supporting academic units. The authors also put some insights about the implementation of Universal Design for Learning framework in terms of academic programs and administrative units.

**Chapter 11: “Prospective Students’ ZMOT in ICT-Based International Universities: An Application to a Mexican HEI”** authored by Jose Manuel Saiz-Alvarez and Oscar Alberto Hoyos-Villa proposes a new concept, potential for student attraction, which was applied in the university of Tecnológico de Monterrey, Mexico. To do that they utilized the strategies of Zero Moment of Truth (ZMOT), FMOT (First Moment of Truth), and SMOT (Second Moment of Truth)

**Chapter 12: “Virtual Reality Applications as an Innovative Educational Practice in Adult Education: A Case Study on Training Hellenic Air Force Pilots”** authored by Ioannis Lignos and Maria Pavlis Korres argues that virtual reality can be used successfully in adult education. They present a case study which uses virtual reality applications (flight simulators) in the training Hellenic Air Force Pilots.

#### **Section 4: Impact**

Section 4 offers six chapters with the given topics addressed by the authors below:

**Chapter 13: “Impact of the European Higher Education in the World Initiative on Higher Education: Brexit and Higher Education,”** authored by Andrew Herridge and Lisa James investigates the reflections of Brexit on international universities in terms of the recruitment and the ability to obtain research funding, because there are important concerns on the future of EU as a result of UK’s separation. They state that there is already a trend for students changing Higher Education institution outside the UK. Ultimately they discuss the impact of Brexit on International Higher Education institutions.

**Chapter 14: “MOOCs and the Challenges They Pose to Higher Education,”** authored by Victor Wang and Linda Ellington argues that there is a rapid change in technology and this change has immersive implications on colleges and universities. As a result they discuss the impact and challenges of new technology like MOOC on higher education institutions in terms of lifespan development, societal adaptation, and other factors.

**Chapter 15: “Assessment of Opportunities and Implementation of Blended Learning Strategies in Nigeria Higher Education: A Case Study of Obafemi Awolowo University”** authored by Francisca Aladejana and Simeon Olajide presents the different aspects of blended learning within the scope of Nigeria Higher Education. They investigate a case study which

utilized descriptive survey research design. Ultimately data collected from 216 lecturer in Obafemi Awolowo University is analyzed and various opportunities and challenges are identified.

**Chapter 16: “Learning Management Systems: Popular LMSs and Their Comparison”** authored by Gürhan Durak and Serkan Çankaya describes the various features of learning management systems (LMS) in scope of Higher Education. They compare popular LMSs like Moodle, Blackboard, Canvas and Edmodo in terms of popularity, usage, features. They also present a brief review of related studies about LMS.

**Chapter 17: “Academic Entrepreneurship and Its Challenges: A Re-Look Into Indian Technology University Context – Role of Indian Technological Universities in Academic Entrepreneurship”** authored by Bhaskar Bhowmick and Rosalin Sahoo discusses the concept of academic entrepreneurship in the scope of Indian Technology University Context. They present challenges the Indian technology universities facing and explain the relationship between academic entrepreneurship and the regional growth and Indian economic growth.

**Chapter 18: “Technology Management Through Artificial Intelligence in Open and Distance Learning”** authored by Serap Ugur and Gulsun Kurubacak introduces technology management discipline which seeks potential cutting-edge technology for the benefit of the organization within the scope of technology-driven international universities and artificial intelligence. They present the results of a qualitative study which investigates the integration of artificial intelligence in open and distance learning systems in terms of technology management. They interview 5 expert and report the implications and challenges.

### 3. CONCLUDING THOUGHTS

With the rapid technological developments, technology and higher education institutions are intertwined closely. It is impossible to think a university without any technological services. For example, all the universities inevitably use a kind of leaning management system to support courses. Technonlogy empowers higher education institutions with the ability to deliver the most up-to-date quality education across all academic programs. In this regard, Handbook of Research on Challenges and Opportunities in Launching a Technology-Driven International University is a must-see source for policy makers, administrators, educators and other stake-



holders in the higher education sector. It is expected that this book will contribute to the creation of technology-based high-quality learning programs and institutions. In addition, it is obvious that the research findings and discussions given in the chapters will contribute to the research literature and will guide its readers to explore the current innovations and applications of technology in technology-driven universities. In sum, the book serves as an important reference for those who want to comprehend and foster challenges and opportunities in launching a technology-driven international university

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