

REVOLUTIONIZING MODERN EDUCATION THROUGH MEANINGFUL E-LEARNING IMPLEMENTATION

Edited Badrul Huda KHAN (McWendon Education, USA)
ISBN13: 9781522504665 | ISBN10: 1522504664 | EISBN13:
9781522504672 | DOI: 10.4018/978-1-5225-0466-5
June, 2016, Copyright: © 2016, pp. 341

Reviewed by Ugur DEMIRAY

Reviewed by Ugur DEMIRAY, UDEEWANA



It is not enough for an instructor to merely present facts to their students; the presentation of information must be made accessible and understandable in the context of the student. As communication technologies become more widely available, traditional educational institutions are no longer the only source of information. What is now necessary is to reconsider what makes for meaningful education and apply those practices to digital natives.

Revolutionizing Modern Education through Meaningful E-Learning Implementation evaluates the means by which online education can be improved and systematically integrated more fluidly into traditional learning settings, with special focus on the ethical, pedagogical, and design aspects of building online courses. This publication aims to elucidate the rewards and follies of online education for educators, administrators, programmers, designers, and students of education.

Topics Covers blended learning environments, distributed online collaborative courses (DOCCS), educational simulations, faculty development, massive open online courses (MOOCs), mobile Learning, mobile learning evaluations, social Media interactions, work-integrated-learning C

With the rapid growth of the Internet and digital technologies, the Web has become a powerful, global, interactive, dynamic, economic, and democratic medium of learning and teaching at a distance. The Internet provides an opportunity to develop learning-on-demand as well as learner-centered instruction and training. There are numerous names for the wide variety of online Learning activities, including Web-Based Learning (WBL), Web-Based Instruction (WBI), Web-Based Training (WBT), Internet-Based Training (IBT), Distributed Learning (DL), Advanced Distributed Learning (ADL), Distance Learning, Online Learning (OL), Mobile Learning (or m-Learning) or Nomadic Learning, Remote Learning, Offsite Learning, a-Learning (anytime, anyplace, anywhere learning), Massive Open Online Course (MOOC), etc.

In this book, the term *e-learning* is used to represent all open and distributed learning activities. Designing and delivering instruction and training on the Internet requires thoughtful analysis and investigation, combined with an understanding of both the Internet's capabilities and resources and the ways in which instructional design principles can be applied to tap the Internet's potential (Ritchie & Hoffman, 1997). Designing e-learning for open and distributed learning environments is new to many of us. After reflecting on the factors that must be weighed in creating effective open and distributed learning environments for learners worldwide, the following definition of e-learning is used in this book.

E-learning can be viewed as an innovative approach for delivering well-designed, learner-centered, interactive, and facilitated learning environments to anyone, any place, any time by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for the open and distributed learning environment.

The above definition of e-learning raises the question of how various attributes of e-learning methods and technologies can be utilized to create learning features appropriate for diverse learners in an open and distributed environment.

This current book seeks to provide readers with a broad understanding of the use of the e-learning framework in open and distributed learning environments and the many dimensions that directly influence their effectiveness as seen through the lens of the framework.

The chapters explore the framework's dimensions: digital pedagogy, administrative models, technological advancements, user-interface design, and usability and many address the issues that have arisen around the use of MOOCs in their various flavors.

Such courses are still in their infancy, and the body of research documenting their effectiveness is still small. In order to better approach the design, development, implementation, and evaluation of MOOCs, research using the e-learning framework for evaluation is presented to aid in the better utilization of the resources offered by this new era of digital learning technology.

Table of Contents

PREFACE

INTRODUCTION

Badrul H. Khan

Chapter 1

Designing Meaningful Learning Environments in a Work-Integrated-Learning Course Using a DOCC Design (pages 1-17), *Kathy Jordan, Jennifer Elsdon-Clifton*

As Higher Education increasingly moving towards a plethora of blended and fully online learning, questions are raised around the space and place of... [Sample PDF](#)

Chapter 2

Investigating Students' Interactions with Discussion Forums, Facebook, and Twitter in a MOOC and their Perceptions (pages 18-41)

Min Liu, Jina Kang, Emily McKelroy, Jason Harron, Sa Liu

Chapter 3

The Medium, the Content, and the Performance: An Overview on Media-Based Learning (pages 42-55), *Hans W. Giessen*

Chapter 4

Teacher Conceptions and Approaches to Blended Learning Environments (pages 56-79)
Vicki Caravias

Chapter 5

Evaluation of Mobile Learning with The Eight-Dimensional E-Learning Framework (pages 80-108), *Ozlem Efiloğlu Kurt, Esra İşgör Şimşek*

Chapter 6

Massive Open Program Evaluation: Crowdsourcing's Potential to Improve E-Learning Quality (pages 109-130), *Tonya B. Amankwatia*

Chapter 7

To MOOC or Not to MOOC, That Is the Problem: A Learner's Perspective (pages 131-148),
Dilrukshi Gamage, Shantha Fernando, Indika Perera

Chapter 8

Hispanic LEP, MOOCs, and Meetups (pages 149-160), *Ramón Talavera-Franco*

Chapter 9

Guidelines for Design and Implementation of Mobile Learning (pages 161-176)
Mohamed Ally, Mohammed Samaka

Chapter 10

Learning without Boundaries MOOCs in Malaysia: Design and Implementation (pages 177-190), *Rachel Thomas Tharmabalan*

Chapter 11

Semantic Modelling for E-Learning Coordination (pages 191-225)
Atilla Elçi, Duygu Çelik Ertuğrul, Alev Elçi

Chapter 12

E-Learning and Faculty Development in Higher Education: A Comprehensive Project (pages 226-244), *Susan Gallagher-Lepak, Christine Vandenhouten*

Chapter 13

E-Learning Readiness in Public Institutions (pages 245-265), *Fayiz Munsher Aldhaferr*

Chapter 14

Building Sustainable Capacity in Health Research through e-Learning in Resource Constrained Countries (pages 266-276), *Manu Gupta*

Chapter 15

Exploiting 3D Medical Equipment Simulations to Support Biomedical Engineering Academic Courses: Design Methodology and Implementation in a Small Scale National Project (pages 277-295)
Adam Damianakis, Pavlos Kallonis, George Loudos, Dimitris Tsatsos, Antonios Tsoukalis

This is an edited book with many internationally-based authors, so the insights presented reflect both richness and diversity. The contributors offer a variety of points of view, presented through the lens of different versions of the e-learning framework, and these opinions may differ from one another on the same issues. Some of the contributors have explicitly used various versions of the framework; some have not. This is not a cook-book; each reader must take what is here and adapt it to their own situations; the variety in the chapters gives some indication of the scope and flexibility possible.

About the Contributors Index

EDITOR BIOGRAPHY



Badrul H. KHAN, Ph.D., is a world-renowned speaker, author, educator and consultant in the field of e-learning and educational technology. Professor Khan has the credit of first coining the phrase Web based instruction and popularizing the concept through his 1997 best-selling Web-Based Instruction book which paved the way for the new field of e-learning. Known as a founder of modern e-learning, Dr. Khan has been honored with many awards and worldwide acclamation throughout his career. In recognition of his unique contribution to the field of e-learning coupled with his services to worldwide e-learning communities, Egyptian E-Learning University Council on August 13, 2012 appointed Dr. Badrul Khan as an honorary distinguished professor of e-learning. Professor Khan is a United States Distance Learning Association (USDLA) 2015 Hall of Fame Inductee.

BIODATA and CONTACT ADDRESSES of the REVIEWER

Ugur DEMIRAY is teaching at the School of Communication Sciences of Anadolu University, Eskisehir, Turkey. His research deals with distance education practices of Anadolu University, Ministry of Education and by other universities in Turkey. His research also focuses on distance education students' communicational gaps with their institution, the profile of distance education students, and the relationship of graduates with the job market in Turkey. He is also interested in improving the ethical behaviors around the world especially by using distance education applications and eLearning. In addition, his studies also focus on scholarly online journalism, especially on DE. He has an extensive experience publishing internationally in peer-reviewed e-journals on distance education under the patronage of Anadolu University for 15 years, named TOJDE-Turkish Online Journal for Distance Education. He is also an editor, consultant editor, and reviewer for more than 15 international journals which deal with distance education and educational technology. In addition, he has responsibilities on advisory boards and is a referee for conferences, symposiums, and panels. He has co-authored and individually contributed chapters in some Turkish and international books. He has also authored many books on distance education and has published a lot of articles in national and international journals. He is now the Editor-in-Chief of GLOKALde, the official eJournal of UDEEEWANA association.





Prof. Dr. Ugur DEMIRAY

Anadolu University Yunusemre Campus 26470-Eskisehir TURKEY

Phone: +90 (222) 335 05 80 ext: 5262

Fax: +90 222 320 4520

Mobile 1: +90 (542) 232 21 67

Mobile 2: + 90 (533) 405 52 00

Skype: destina144

Emails: info@udeeewana.org udeeewana@gmail.com

udemiray@anadolu.edu.tr or udemiray33@gmail.com

URL1: <http://www.ugurdemiray.com>

URL2: <http://www.midasebook.com>

URL3: <http://tojde.anadolu.edu.tr>