REVOLUTIONIZING MODERN EDUCATION THROUGH MEANINGFUL E-LEARNING IMPLEMENTATION

**Reviewed by Ugur DEMIRAY
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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.

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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.

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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
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EDİTOR BİOGRAPHY

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.

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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.

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