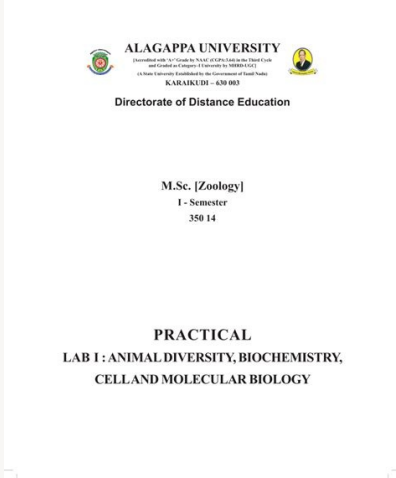


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Distance Learning and University Effectiveness: Changing Educational Paradigms for Online Learning

Edited by Caroline Howard, Karen Schenk and Richard Discenza
Hershey (U.S.) and London (U.K.): Information Science Publishing (an imprint of Idea Group Inc.), 2004. 352 pages. \$59.95 US, paperback. ISBN: 1-59140-221-2

Reviewed by Res. Ass. Mestan KUCUK
Anadolu University
Eskişehir-TURKEY

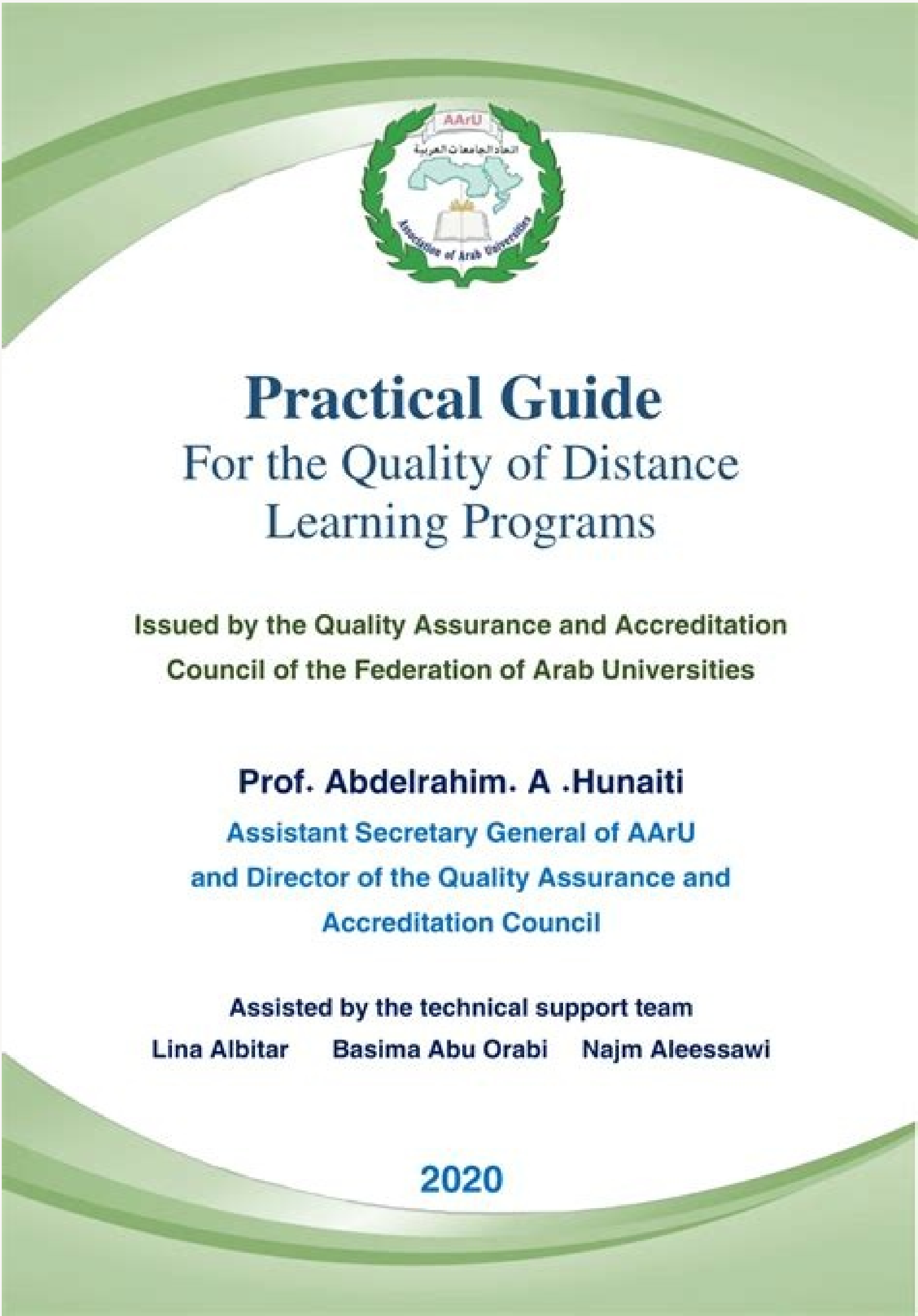


This book is published by Idea Group Publishing. The book has three sections which consist of sixteen chapters. In addition of those it has an author bibliography and an index. 28 authors, including editors, have contributed to the book.

This book consists of three sections. First section focuses on strategies and paradigms. Second section is about course development instruction and quality issues. Third section is about building an organization for successful distance education programs.

Section 1 consists of four chapters which are about "How distance programs will affect students, courses, faculty and institutional future; Design level for distance and online learning; E-moderating in higher education; Community-based distributed learning in a globalized world". In Chapter 1, authors depict how distance education classes are designed suitably to be effective. The authors discuss how tools and technologies used to facilitate learning opportunities for distance educational courses. They also describe many changes that required by students, faculty, and the university itself. Changes (such as; skill sets and faculty commitment) which are necessary for successful paradigm shift are discussed. Chapter 2 gives a framework which contains six levels of design for online and distance programs. This multi-leveled design process build on a philosophical base grounded in learning and change theory, as well as instructional design. Also this chapter suggests a set of principles and questions derived from that framework. Chapter 3 describes e-moderating. This chapter considers and explores the knowledge and skills that the best e-moderators have and how they can be recruited, trained and developed. In chapter 4, the authors look for ways that distributed learning can be developed to enhance collaborative learning in ways that will allow for respectful connections. They maintain the viewpoint that respectful partnership can be developed. They demonstrate the potential of this philosophy by describing two pilot programs for indigenous learners.

Section 2 consists of seven chapters which focus on instructional course development and quality issues. The authors in this section suggest indicators and strategies for maintaining quality throughout design and implementation process. In chapter 5, the authors discuss fundamental changes necessary for instructors to make distance learning more effective and appropriate for a growing audience and also present practical guidelines and examples for designing successful online courses. Chapter 6 uses an educational process model, the authors examine inputs, process and outputs that lead to list of best practices for tackling the virtual classroom. Chapter 7 identifies key components of distance education satisfaction. Chapter 8 focuses on the challenge surrounding assessment techniques in online education and describes various strategies ranging from participation technique to online group work, peer and self-assessment. In chapter 9, provides the results of a comparison between two sections of a graduate programming class, where one is an on campus class and the other a distance class. In chapter 10 the authors contend that conventional electronic learning materials are only suitable for a small target audience and cover only a few learning styles. For this reason they provide examples of the development of high quality and economically sensible distance learning materials. In Chapter 11, the authors examine how students from different cultural backgrounds use e-mail to communicate with other students and teachers.



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Course Written

By

Dr.AR.Saravanakumar
Assistant Professor
Department of Education, DDE,
Alagappa University
Karaikudi-630 003

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OBJECTIVES



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