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Book Review: Media Rich Instruction-Connecting Curriculum to All Learners

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Abstract

Media Rich Instruction- Connecting Curriculum to All Learners is edited by Rosemary Papa. The book was published by Springer in 2015. The book is 311 pages. The ISBNs of the book are as following: ISBN 978-3-319-00151-7 and ISBN 978-3-319-00152-4 (eBook). DOI number of the book is: 10.1007/978-3-319-00152-4.

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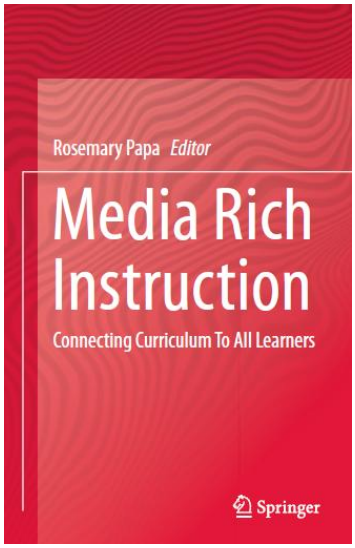
1. INTRODUCTION



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Media Rich Instruction examines comprehensive knowledge-learning practices, focusing on different learners and different learning strategies within the context of e-learning. The book, as a remarkable source, highlights the theory of current learning strategies and applications by indicating the recent advances such as personal learning environments, gamification, and the Massive Open Online Courses. Within the scope of collaborative and transformative learning, each chapter depicts different topics that are considered on a preferential basis namely online learning experiences, language and literacy, education technology used in Mathematics, Science, Arts and Social studies, teaching and learning through experiment, practice and most basically technology.

Media Rich Instruction is providing concrete teaching samples that rank teaching strategy and content first. In this connection, this edited book particularly underlines the specific learning/teaching strategies based upon multimedia tools used in educational processes.

The book consists of three main parts that probes up-to-date concerns of e-learning with a broad perspective. First part entitled “21st Century Learning Environments for the Learner” offers four chapters. Part I addresses the changing teaching and e-Learning theories. Part II entitled “Curriculum for e-Learners” and composed of seven chapters. The part lays emphasis on various discipline fields such as reading, writing, language and literacy, mathematics, science, art, social studies, and the new assessments technology requires. Part III entitled “Dynamic e-Instructional Strategies” embodies seven chapters that generally emphasizes

media rich learner characteristics. Overall, there are eighteen chapters that questions three primary questions given below:

1. How are learning theories changing for the learner due to the increasing use of media technology tools?
2. How are curriculum instructional strategies changing due to media/software digital delivery platforms for the learner?
3. What impacts does the changing landscape for the learner have on the delivery strategies?

2. REVIEW of the BOOK

There are eighteen chapters in total. Part I offers four chapters with the given topics addressed by the authors below:

Part I: 21st Century Learning Environments for the Learner

Chapter 1: "Transitions in Teaching and eLearning" authored by the Editor Rosemary Papa guides readers to a discussion of how learning theories and teaching practices, socially constructed learning environments and new learning designs change within the scope of e-learning processes. The author depicts learning theories in detail and how social learning arrangements involve peers and teachers with a focal point on emotion and cognition, the twenty-first century context of learning theories, situated cognition theory, disruptive learning design, game play, mobile apps, B.Y.O.T. (bring your own technology), MOOCs: adapt, adopt, and scale, flipped classrooms, software creation and data mining, educational media and textbooks of the twenty-first century, participative learning and privacy.

Chapter 2: "Motivation to Learn and Achievement" authored by Gypsy Denzine and Ric Brown observes how achievement motivation affect students during the learning journey. The authors guide the readers on the pathways of enhancing student engagement and motivation to learn within the frame of self-regulated learning. With this purpose in mind, the topics related to overview of motivation and achievement motivation, self-regulated learning, locus of control and self-efficacy, student engagement and motivation to learn, task value, beliefs about intelligence and goal orientation theory are all covered in this part.

Chapter 3: "Personal Learning Environments and Self- Regulated Learning" authored by Chih-Hsiung Tu, Cherng-Jyh Yen, and Laura E. Sujo-Montes illustrates the definition of Personal Learning Environment (PLE) and how does it relate to self-regulated learning. In the chapter, the authors display some of the Web 2.0 tools integrated with the concept of PLE that could be used different types of learning (e.g., formal, informal, personal, or lifelong learning). The authors describe learning as a personal, constructive, ubiquitous, collaborative, and connective experience by discussing the concept in different parts namely Personal Learning Environments, self-regulated learning, PLE and self-regulated learning, PLE guidelines, to select personal portal tools, to organize PLE, to share and collaborate on PLE, to link tools to PLE and lastly assessing PLEs.

Chapter 4: "Building Successful Student Learning Experiences Online" authored by Mary I. Dereshiwsky probes the specific technology skills that students need to have to be successful in an online learning classroom. The chapter basically focuses on the obstacles that students face in an online course and offers strategies to cope up with them by mentioning the above

mentioned issues on separated parts namely readiness for online learning, technology issues, communication, study skills and critical thinking.

The following section, Part II, sheds light on specific discipline curriculum and offers seven chapters:

Part II: Curriculum for e-Learners

Chapter 5: "Language and Literacy" authored by Pamela Powell and Jennifer Prior addresses how language development in children can be encouraged and supported. The oral language development tied to overall literacy development is also examined thoroughly. The authors' ideas are enlarged upon different sections namely from infancy through third grade: phases in children's development of reading and writing, professional standards, strategies, tools, productivity and creativity tools, communication and collaboration tools and other tools.

Chapter 6: "Reading and Writing" authored by Michael R. Sampson mainly focuses on the relationship between reading and writing and how the technology has changed the way authors write. The author also describes the transformation of text writing and how writing is being changed from paper to digital formats. Therefore, different titles like language, reading, and writing: the beginnings, the writing process: developing student authors, technology and the writing process, e-books and reading comprehension, professional standards: international reading association, new literacies strategies: vignettes are covered to this end.

Chapter 7: "Points of Intersection: Mathematics Teaching and Learning with and Through Education Technology" authored by Vicki Ross, Jennifer Prior, and Shannon Guerrero divulges
the importance of mathematical practices and the integration of mathematics education and technology. Questions related to the mentioned concerns are pondered in different sections namely What Are the Mathematical Practices?, Why Are the mathematical practices important
in mathematics education?, why bring a focus on the mathematical practices when considering integrating mathematics education and technology? and how can the mathematical practices be integrated with technology?.

Chapter 8: "Science: Learning Through Experimentation and Practice" authored by Shadow Armfield and Cynthia A. Conn introduces the core issues and standards align with the technology integration into science, language and mathematics education. In the chapter, the National Educational Technology Standards for Students (NETS*S), the Next Generation Science Standards (NGSS) and the Common Core issues in relation with technologically supported strategies within K-12 spectrum are elaborated under the main headings such as technologies: how much is this going to cost me?, standards and the language of science, NETS*S, standard 1: creativity and innovation, NETS*S, standard 2: communication and collaboration, NETS*S, standard 3: research and information fluency, NETS*S, standard 4: critical thinking, problem solving, and decision making, NETS*S, standard 5: digital citizenship, NETS*S, standard 6: technology operations and concepts and classroom.

Chapter 9: "Creative Connections: Technology and the Arts" authored by Jennifer Prior and Pamela Powell ponders "the Arts" and its integration with technology and the Common Core State Standards. The different kinds of software and digital tools used to foster student creativity is also highlighted by the authors. The above mentioned concerns are all taken into

consideration under the parts such as the arts and the common core state standards, the arts and technology, the arts for art's sake, creativity tools: visual art, creativity tools: music, creativity tools: dance and drama, productivity tools: art.

Chapter 10: "Social Studies Teaching for Learners Who Engage" authored by Barbara Torre Veltri elaborates the teacher roles for educating children for their roles as citizens in a global Community. In other words, the author draws a pathway for teachers to let students engage in more integrated theories with national standards, content-rich activity modules, and developmentally appropriate classroom strategies. All the covered issues are discussed under the parts namely teaching social studies: challenges and opportunities, applications for practice, social studies integration and four theories applicable to elementary social studies.

Chapter 11: "Comprehensive Assessment Planning: Developing and Managing Multiple Types of Assessments" authored by Cynthia A. Conn embraces the InTASC Model Core Teaching Standards in relation with assessment practices. The benefits of comprehensive assessment and technology-based assessment tools and cost-effective computing devices and applications are reviewed in the following sections namely getting started: assessment planning, developing assessments and lastly commitment to assessment and continuous improvement.

The last section, Part III, underlines e-instructional strategies and offers seven chapters:

Part III "Dynamic e-Instructional Strategies"

Chapter 12: "Online Collaboration and Social Networking" authored by Shadow Armfield, Dawn M. Armfi eld, and J. Michael Blocher looks into the online applications to create a collaborative learning environment. The hardships of implementation of such a learning system into a learning environment is discussed with numerous examples such as collaborative tools, social media, course management systems (CMS), and collaborative development environments under the parts namely theoretical constructs of collaborative learning, online collaborative environments and tools.

Chapter 13: "Gamification for Learning" authored by Chih-Hsiung Tu, Laura E. Sujo-Montes, and Cherng- Jyh Yen provides an insight on gamification and how it supports learning and education. The authors also pay attention to game dynamics and game personalities in order to create a framework that promotes desired learning behaviours. The chapter proposes a model for constructing gamification to design more effective instruction for educators. the parts covered within this chapter are gamification, game theories, gaming personality and a model for constructing gamification.

Chapter 14: "Gaming" authored by J. Michael Blocher starts the discussion by asking what is "gaming?" and who are the "gamers?". In the chapter, the author is concerned about the impact of the gaming culture on learners. The probability of gaming and curriculum integration is also disputed in this chapter under the sections namely gaming elements, types of games and impact of gaming on learning.

Chapter 15: "Collaborative Learning" authored by Laura E. Sujo-Montes, Shadow Armfield, Cherng-Jyh Yen, and Chih-Hsiung Tu mainly explores the form of collaborative learning known as problem-based learning (PBL) and how PBL can help achieve twenty-first century learning standards. The parts discussed in this chapter are design, implementation, and

assessment of a pbl activity, using metacognition: what do we already know?, debriefing of the problem and assessment in pbl activities, pbl.

Chapter 16: "Google Sites and Oral History Projects: Connecting School to Community" authored by Christine K. Lemley and John Martin particularly focuses on three main parts that are Design, Delivery and Assessment. In all parts, high school–university partnership that uses new media technologies are examined broadly to foster student engagement under the sections entitled design: research participants, delivery: community oral history project in action, assessment: collaboration at multiple levels, addressing national educational technology standards.

Chapter 17: "Mobile Learning and Mobile Social Interaction" authored by Chih-Hsiung Tu and Laura E. Sujo-Montes scrutinizes mobile learning environments and questions how these environments differ from other styles of learning. The chapter utilizes the model of mobile social interaction to comprehend effective mobile interaction. mobile learning, interaction and mobile learning, mobile social interaction, a model for mobile social interaction, safety, future research directions are the parts covered here.

Chapter 18: "MOOCs" Massive Open Online Courses, authored by Chih-Hsiung Tu and Laura E. Sujo-Montes peruse how MOOCs impact current education and learning and what are the issues and trends surrounding MOOCs. All MOOC types are elaborated in detail under the paragraphs entitled MOOCs, connectivism as a cMOOC framework, xMOOCs vs. cMOOCs, research in MOOCs, roles of higher education, a model for MOOCs design and development.

3. CONCLUDING THOUGHTS

With the contemporary innovations brought by e-learning, educational technologies have shown great progress. In this regard, *Media Rich Instruction* as a must-see source addresses the existing learning and teaching needs within the context of e-learning theories and practices and, thus, gives concrete examples on educational technologies. In this book, the latest discoveries regarding student cognitive processes and motivation for learning strategies are also mentioned and covered under specific advances such as personal learning environments, gamification, and the Massive Open Online Courses. Each of eighteen chapters has discussed the topics included building successful learning experiences online, language and literacy, reading and writing, Mathematics teaching and learning with and through education technology, learning science through experiment and practice, social studies teaching for learner engagement, the arts and technology and connecting school to community in different aspects. In sum, the book serves as an important reference for those who want to comprehend and foster media rich instructional strategies and practices in relation with collaborative, transformative learning and e-learning.

About the Author (s)

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Nil GÖKSEL currently works as an English language instructor at Anadolu University. She received her MA Degree in Distance Education with "Learner -Instructor Interaction within University-Community Partnerships by Giving Samples from Second Life (SL)" in 2009. To pursue her PhD degree, she then completed a research study entitled "Utilizing the Personal Learning Environment for English as a Foreign Language within the Scope of Open and Distance Learning" in 2018. Her research interests lie broadly in online-immersive learning, new learning technologies, Personal Learning Environments (PLEs), educational social networks, virtual interaction, Augmented Reality, Web 2.0 tools used for foreign language teaching and learning, Artificial Intelligence and Intelligent Personal Assistants (IPAs).

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