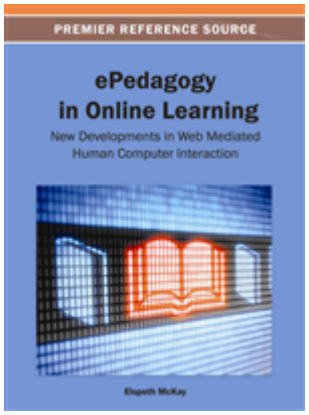


ePedagogy in Online Learning: New Developments in Web Mediated Human Computer Interaction

McKay, Elspeth, ed.
IGI Global, 2013

Book Review

Tags: online course design | online education | online learning | online teaching

Reviewed by: Brian LePort, *Western Seminary*
Date Reviewed: March 6, 2015

This volume consists of fourteen chapters designed "to provide a useful handbook on adopting interactive Web 2.0 tools that promote effective human-computer interaction (HCI) in ePedagogical practice for education and training" (xv). Each essay presents data for the consideration of educators and administrators who are preparing to be or who are actively involved in virtual education. Primarily, the contributors explore using Web 2.0 tools such as Blackboard/Moodle, Facebook, Twitter, YouTube, wikis, and blogs, but there is much more.

The chapters are divided into four sections. The first contains essays to help the reader think clearly about methodology as it relates to the continual evolution of online education. The second section consists of essays focusing on differences between synchronous (everyone must meet at the same time either in physical or virtual space) and asynchronous learning (done on one's own time, such as watching recorded lectures or using message boards to communicate with other students). The third section focuses on how educators might measure student development in a virtual environment. The final section is the most technical with essays dedicated to the use of software and online systems.

This book does not offer quick-and-easy steps for one to follow toward successful ePedagogy. It is dense, heavily technical at points, and it requires readers to set aside time to read attentively. An educator of theological studies will have to creatively search for ways to transfer information to their own setting since none of the essays are directly related to this field.

The essays are social-scientific in nature. The testing conditions and criteria are unique to each

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particular essay, taking place in geopolitical regions as distinct as Australia, Canada, Indonesia, Taiwan, the United States, and Vietnam. The diversity is promising, offering encounters with a wide-array of scenarios wherein Web 2.0 tools function. On the other hand, the principles offered cannot be understood in a vacuum without reference to context.

This book may be best used as an occasional reference. In other words, it is not the type of practical book one would read through in a few sessions. The most useful part of each chapter for the casual reader may be the list of works referenced at the end of each study. These short bibliographies invite further exploration.

In summary, readers will find insightful academic essays that will assist them in their professional development as educators in a virtual context. The essays are based on data acquired through rigorous research. The uniqueness of each case study requires the reader to actively sift universals from particulars in order to determine what information may assist them in their own work, and the technical nature of the book will require non-experts to familiarize themselves with much of the vocabulary.

https://www.wabashcenter.wabash.edu/resources/book_reviews/epedagogy-in-online-learning-new-developments-in-web-mediated-human-computer-interaction/

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