

BOOK REVIEW

Effective e-learning: Design, Development and Delivery

by MADHURI DUBEY

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Nowadays, information and communication technology (ICT) plays an important role in the education sector. Teaching the learning process of primary, secondary and higher education is blended with technology. E-Learning is an emerging trend in open distance learning. Since the market provides affordable devices to access technology, the distance education and higher education institutions try to make use of it through blended learning. Government also extends its support for E-Learning. The book *Effective E-Learning: Design, Development and Delivery* under review, provides various courses and aspect for design, development, and implementation of E-Learning. The author constructs the concept in a systemic manner and presents key issues related to technology in the book. It is written in lucid language with colourful illustrations, examples and exercises in each chapter.

This book is divided into three sections. The first section titled, 'E-Learning - The Big Picture' has three chapters. The first chapter titled, 'ICT and E-Learning', presents an overview of ICT and E-Learning and presents the E-Learning challenges in academic aspects. Chapter Two, 'An overview of E-Learning', describes the concept of E-Learning and three different forms of E-Learning. It explores the key phases in the evolution of E-Learning. This chapter also deals with maintenance of web 2.0 and solid modelling on E-Learning. The author explained the mode of delivery of

E-Learning. The author also focuses on emergence of blended learning and its effectiveness, in '... is seen as an effective way to cut down the costs incurred ...' (p, 43). It may be true that the combination of online learning and classroom/online synchronous learning is coming into practice. Chapter Three 'E-Learning in India' focuses on E-Learning trends in India, where E-Learning is grouped into three domains (i) academic learning and continuous education (ii) corporate training, and (iii) vocational training. This chapter also points out how government supports E-Learning in higher education.

Section II, 'Holistic Approach to Design, Development and Delivery', is spread over two chapters (chapters 4 & 5). Chapter Four, 'Theoretical Background' highlights the learning theories and its application. It also focuses on learning style for traditional learning and E-Learning. This chapter also emphasizes the learning theories and learning styles which are essential for learning and developing E-Learning courses. Chapter Five 'The Framework' presents instructional design and instructional models which are essential for any E-Learning environment. It describes the design issues of multimedia components such as font, colour, layout, etc., which are key elements for designing a E-Learning course. The author should be appreciated for her effort to explain various instructional theories and models such as Marrill's components display theory, Clark's

instructional architecture, Smith and Rajan's instructional design process model, and Dick and Carey's models related to E-Learning concepts.

There are six chapters (Chapter Six to Chapter Eleven) in the last and third section titled 'Getting Started with E-Learning'. This section is designed on the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Chapter Six, titled 'Analysis' explores the significance and various aspects of analysis phase and provides guidance for E-Learning for academic course, E-Learning for corporate training, and E-Learning for vocational training. Chapter Seven, titled 'Design' analyzes practical strategies for designing E-Learning courses. The author presents three levels of design framework for E-Learning, and, additionally presents the design documents for three areas which she has taken as key areas of E-Learning in India. Chapter Eight, titled 'Development' explains the process of content development for E-Learning course. It also presents how to prepare 'Storyboard' for E-Learning as storyboard is a blueprint for developing content. This chapter not only focuses on the aspects of content development but also deals with assessment developments. The author presents some screenshots of web pages as examples for the development phase. Chapter Nine titled 'Delivery' argues the process of content delivery. This phase directly interacts with the end user and discusses the delivery medium and its requirements. The author tries to present the open source technology for delivery

mode. Evaluation is important to find the effectiveness of any product in training or E-Learning course. Chapter Ten titled 'Evaluation' describes the significance of the evaluation of E-Learning course. The chapter discusses the summative evaluation and its need. The author tries to present a cost benefit analysis for E-Learning with the help of Standard Matrices (p. 235). Chapter Eleven, titled 'Looking Ahead' explores emerging trends in E-Learning technology. The Author broadly presents the future technology for E-Learning like Web 3.0, mobile communication with 3G and 4G technologies.

In addition, the book presents sample questionnaires for learner analysis, subject matter expert interaction, content analysis, and E-Learning evolution.

Overall, this book covers the gap between academic and industry in E-Learning environment. Each chapter has practice/questions section which may help students in grasping lessons more effectively. It would have been appreciated if the book had possible answers for the questions, or related web links for reference. This book may also help the SME (Subject Matter Expert), academics, researchers and also student to understand the various aspects of design, development and implementation of E-Learning environment.

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