Relearning to E-learn: Strategies for Electronic Learning and Knowledge
(Book Review)

Reviewer:
Joop van Schie
E-Learning consultant in Education and Training
Rotterdam, The Netherlands
jpvanschie@cocon.com

Textbook Details:
Relearning to E-learn: Strategies for Electronic Learning and Knowledge
Marcus Bowles
http://www.mup.unimelb.edu.au/ebooks/0-522-85130-4/
Melbourne University Press
2004

The book Dr. Marcus Bowles presents is the result of a major research project Learning to e-learn. The research was conducted by the Unitas Knowledge Centre in Australia. The book is a team effort and contributions were delivered by a dozen university and corporate researchers.

The project also produced a major report on the investigative research, a suite of tools, a manual, case studies, and supplementary publications all to be found at the Unitas-portal.

Relearning to e-learn focuses on how to implement efficient and effective e-learning in organisational settings: corporate e-learning. Although the contents of the book is written with that audience in mind, researchers and practitioners in educational context may find abundant information and knowledge that suit their needs to construct e-learning conditions.

The intention of the author is *to deconstruct some popular misconceptions and re-explores some basic principles of managing e-learning for individual businesses and community development.* He fears that the trend to trivialise the concept will inevitably lead to its fall, whereas deepening and exploring it will help to achieve tangible benefits for individuals, organisations and communities.

Chapter 1: What is e-learning gives an extensive description on processes, content and objects, (communication) technologies, trends in the use of the internet, bandwidth in relation to applications and emerging technologies such as handheld and wireless devices. It also defines the field and presents that in a clear and robust model. The book defines e-learning as a learning experience involving the acquisition or transfer of knowledge delivered or transacted through electronic means. In this definitions distance and flexible learning are not necessarily enclosed. This will be an eye-opener for those who combine the concept of both learning modes automatically with electronic delivery. Another pleasant surprise is the demystification of the metadata-hype. Dr. Bowles questions the reusability of learning objects as they have meaning in context. He also suspects (p. 8) the large vendors of IT and e-learning systems of fuelling the concepts popularity. A point to ponder! Every chapter concludes with a leading principle. Chapter 1 delivers: E-learning encompasses a wide diversity of practices in a dynamic, rapidly changing field. It must therefore be defined to encompass all learning experiences involving the acquisition or transfer of knowledge. Would it not if the field was more at rest and evolutionary?

Chapter 2: The e-learning marketplace gives an overview on trends in e-learning but is troubled by the absence of a single definition. In such swamps it is hard to combine data to draw conclusions. In some cases, e.g. the S-curve on page 22, we could have done with more data to underpin the conclusions in this chapter. To some readers the preference for statistical evidence from the Australian continent and Asia may be less interesting than that of Europe and the America's.

I read *Chapter 3: Promises and Pitfalls* with great interest and pleasure and recommend every educational technologist to learn it by heart or to pin in to the bedroom wall. It gives an excellent overview of the e-learning ecosystem and describes the needs and expectations of all stakeholders. Figure 3.1. on page 49 on Blended E-Learning will no doubt be found in future publications. I think the part that dealt with concerns of ROI could better have been embedded in Chapter 12: Building Effective and Efficient e-learning.

Relearning To E Learn Strategies For Electronic Learning And Knowledge

Jiyuan Zhang

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