Book Review: Handbook of Research on Challenges and Opportunities in Launching a Technology-Driven International University

Serkan ÇANKAYA[a]

[a] serkan_cankaya@yahoo.com, Balıkesir University, Balıkesir, Turkey; ORCID: 0000-0002-3951-9809.

Article Info	Abstract
	Handbook of Research on Challenges and Opportunities in Launching a Technology-Driven International University is edited by Mehdi Khosrow-Pour. The book was published by IGI-Global in 2019. The book is 420 pages. The ISBNs of the book are as following: ISBN 9781522562559 and ISBN 9781522562566 (eBook). DOI number of the book is: 10.4018/978-1-5225-6255-9.
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1. INTRODUCTION

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In the book's preface, in recent years it is argued that the need for higher education increases and working professionals demand education of new disciplines from higher education institutions alongside their careers. Also studying abroad become easy and some institutions like EU support international students with various programmes. And number of international students increases every year. As a result, students in higher education system become more widespread in terms of age, educational background and expectations than ever.

With the increasing enrolment rates and different student profiles, to make learning more accessible, higher education institutions started to utilize technology-driven approaches. In other words, technology has made it possible for universities to offer distance courses and distance programs by allowing high enrolment rates. For example, The Open University in UK has over two million students which is almost impossible without technology.

These changes have made the higher education market more competitive by forcing universities to incorporate cutting-edge technology driven strategies. By doing that, universities also need to increase the quality of the education. Incorporating technology does not always mean the increase in quality. There are lots of failed technology integration projects all over the world.

With these global developments, the book's purpose is to shed some important insight for technological applications of international universities. These insights are supposed to empower educational administrators, educators, researchers, course designers, and industry consultants all over the world. The editor claims that this book will be a vital reference source for higher education institutions about emerging technological applications in education.

The book has 18 chapters within four sections: program creation, program development, implementation and impact. Program creation section is about initiation of a new university and academic programs. Program development section is about strategies that new colleges, universities, and their programs utilize for technological transition. Implementation section is about the experiences of newly launched technology-driven universities and programs. Impact section is about the implications of technology-driven institutions on society and students.

2. REVIEW of the BOOK

There are eighteen chapters in total. Section 1 offers three chapters with the given topics addressed by the authors below:

Section 1: Program Creation

Chapter 1: "You Too Can Get It Write: The Pursuit of a Life of Scholarship" authored by William Evans, Robert Gable, and Garry Hornby reports their experiences of technology-

driven doctoral programs by suggesting some basic principles that may help others planning similar transition.

Chapter 2: "Placing a New University Model Within the Discourse of Higher Education" authored by Mary Runte and Robert Runte provides typology of four distinct discourses which reflect the social, political, and economic context of technology-driven international universities. This typology can assist educational leaders, administrators, and policymakers to more readily identify key obstacles, opportunities.

Chapter 3: "Challenges for the Creation of an International Online University in a Controversial Environment: Chilean Higher Education System Case," authored by Alejandro Vega-Muñoz, Michel Valdes-Montecinos, and Mónica Cruz-Tapia discusses the challenges faced by the Chilean university system for the creation of an international online university. Although this chapter is about the challenges specific to Chile's higher education system, other countries and universities can benefit from the experiences of Chile.

Section 2: Program Development
Section 2 offers five chapters with the given topics addressed by the authors below:

Chapter 4: "Developing Successful Online Degree Programs at a Historically Black University: Challenges and Opportunitiesfor Broadening the Impact of HBCUs and Minority-Serving Institutions," authored by Anisah Bagasra investigates the experience of launching an online degree program at a four-year liberal-arts institution which is Historically Black College in the United States. The authors present the challenges the college face entering the online education marketplace.

Chapter 5: "Establishing Considerations for Universal Design for Learning and Accessibility in Online Courses," authored by Aisha Haynes provides educators with strategies for implementing Universal Design for Learning and accessibility in online courses. Quality assurance and accessibility standards, university support, professional development, and instructional designers are important factors for successful online courses.

Chapter 6: "Developing an On-Campus and Distance Learning Systems in Higher Education," authored by Vimbi Mahlangu indicates that mobile technologies are very

important for developing on-campus and distance learning system in Higher education. The author also argues that Structuration theory can be useful for institutions to consider questions of why the use of technology must not be taken for granted and what might be the challenges and opportunities of technology.

Chapter 7: "Towards a Magic Cube Framework in Understanding Higher Education 4.0 Imperative for the Fourth Industrial Revolution," authored by Bo Xing investigates the need for transformation of Higher Education in the light of Forth Industrial Revolution. The author also offers a "magic cube" framework for to support all stakeholders of higher education system to fully grasp the strengths of HE 4.0 in response to the Fourth Industrial Revolution.

Chapter 8: "Transformation of Higher Education in China: A Teaching Methods Perspective," authored by Victor Wang and Geraldine Torrisi-Steele first presents the transformation of higher education in China from a teaching methods perspective. Then the authors compare the Chinese adult education methods with Western educational methods by using a conceptual framework of the principles of andragogy.

Section 3: Implementation

Section 3 offers four chapters with the given topics addressed by the authors below:

Chapter 9: "Implementing Technology and Designed-Based Solutions to Create Online Learning Environment" authored by Terence C. Ahern argues that the use of e-learning technologies does not automatically guarantee good instruction. The author explores the choices and the design decisions that impact the delivery and deployment of successful technology-based instruction.

Chapter 10: "Applying Universal Design for Learning to Create a Transformational and Accessible Learning Framework for a Technology-Driven International University," authored by. Kim Floyd and Neal Shambaugh describes Universal Design for Learning framework to o design flexible academic programs and design features of the supporting academic units. The authors also put some insights about the implementation of Universal Design for Learning framework in terms of academic programs and administrative units.

Chapter 11: "Prospective Students' ZMOT in ICT-Based International Universities: An Application to a Mexican HEI" authored by Jose Manuel Saiz-Alvarez and Oscar Alberto Hoyos-Villa proposes a new concept, potential for student attraction, which was applied in the university of Tecnológico de Monterrey, Mexico. To do that they utilized the strategies of Zero Moment of Truth (ZMOT), FMOT (First Moment of Truth), and SMOT (Second Moment of Truth)

Chapter 12: "Virtual Reality Applications as an Innovative Educational Practice in Adult Education: A Case Study on Training Hellenic Air Force Pilots" authored by Ioannis Lignos and Maria Pavlis Korres argues that virtual reality can be used successfully in adult education. They present a case study which uses virtual reality applications (flight simulators) in the training Hellenic Air Force Pilots.

Section 4: Impact
Section 4 offers six chapters with the given topics addressed by the authors below:

Chapter 13: "Impact of the European Higher Education in the World Initiative on Higher Education: Brexit and Higher Education," authored by Andrew Herridge and Lisa James investigates the reflections of Brexit on international universities in terms of the recruitment and the ability to obtain research funding, because there are important concerns on the future of EU as a result of UK's separation. They state that there is already a trend for students changing Higher Education institution outside the UK. Ultimately, they discuss the impact of Brexit on International Higher Education institutions.

Chapter 14: "MOOCs and the Challenges They Pose to Higher Education," authored by Victor Wang and Linda Ellington argues that there is a rapid change in technology and this change has immersive implications on colleges and universities. As a result, they discuss the impact and challenges of new technology like MOOC on higher education institutions in terms of lifespan development, societal adaptation, and other factors.

Chapter 15: "Assessment of Opportunities and Implementation of Blended Learning Strategies in Nigeria Higher Education: A Case Study of Obafemi Awolowo University" authored by Francisca Aladejana and Simeon Olajide presents the different aspects of blended learning within the scope of Nigeria Higher Education. They investigate a case study which

utilized descriptive survey research design. Ultimately data collected from 216 lecturer in Obafemi Awolowo University is analyzed and various opportunities and challenges are identified.

Chapter 16: "Learning Management Systems: Popular LMSs and Their Comparison" authored by Gürhan Durak and Serkan Çankaya describes the various features of learning management systems (LMS) in scope of Higher Education. They compare popular LMSs like Moodle, Blackboard, Canvas and Edmodo in terms of popularity, usage, features. They also present a brief review of related studies about LMS.

Chapter 17: "Academic Entrepreneurship and Its Challenges: A Re-Look Into Indian Technology University Context – Role of Indian Technological Universities in Academic Entrepreneurship" authored by Bhaskar Bhowmick and Rosalin Sahoo discusses the concept of academic entrepreneurship in the scope of Indian Technology University Context. They present challenges the Indian technology universities facing and explain the relationship between academic entrepreneurship and the regional growth and Indian economic growth.

Chapter 18: "Technology Management Through Artificial Intelligence in Open and Distance Learning" authored by Serap Ugur and Gulsun Kurubacak introduces technology management discipline which seeks potential cutting-edge technology for the benefit of the organization within the scope of technology-driven international universities and artificial intelligence. They present the results of a qualitative study which investigates the integration of artificial intelligence in open and distance learning systems in terms of technology management. They interview 5 expert and report the implications and challenges.

3. CONCLUDING THOUGHTS

With the rapid technological developments, technology and higher education institutions are intertwined closely. It is impossible to think a university without any technological services. For example, all the universities inevitably use a kind of leaning management system to support courses. Technonlogy empowers higher education institutions with the ability to deliver the most up-to-date quality education across all academic programs. In this regard, Handbook of Research on Challenges and Opportunities in Launching a Technology-Driven International University is a must-see source for policy makers, administrators, educators and other stake-

holders in the higher education sector. It is expected that this book will contribute to the creation of technology-based high-quality learning programs and institutions. In addition, it is obvious that the research findings and discussions given in the chapters will contribute to the research literature and will guide its readers to explore the current innovations and applications of technology in technology-driven universities. In sum, the book serves as an important reference for those who want to comprehend and foster challenges and opportunities in launching a technology-driven international university

About the Author

Serkan ÇANKAYA

Serkan Çankaya is Assistant Professor of Computer Education and Instructional Technology at Balikesir University. Dr. Çankaya received his BA in Computer Education Department at Middle East Technical University and MS in Computer Education & Instructional Technology Department at Balıkesir University. He gained his Ph.D. in Computer Education & Instructional Technology Department at Anadolu University at June, 2013. His academic interest areas are social learning networks, educational multimedia, open and distance learning, online learning and special educational technology. He has journal articles published in international indexes, papers submitted to international meetings.

Mailing Address: Balıkesir University, Department of Computer Education and Instructional Technology, Balıkesir, TURKEY
E-mail: serkancankaya@balikesir.edu.tr

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