Preface

The main purpose of this edited book is to clearly analyze and critically discuss Cyber Transparency and Glocal (Global + Local) E-Learning Policies. The key focuses will be the following:

1. What are the issue, problem and phenomenon that prompts Cyber Transparency and Glocal E-Learning Policies?
2. Indicate the intention to try to describe and understand Cyber Transparency Culture, discuss about how this phenomenon works, discover something about e-learning models;
3. Indicate the diverse approaches to investigating the Cyber Transparency Culture about Glocal Policies;
4. Focus on why the role of actual informational policies about Cyber Transparency Culture is important;
5. Provide the important definitions of key concepts in the future of e-learning by realizing a discourse assemblage on cyber transparency culture and e-learning models about glocal policies.

This book will be a huge potential to focus on deeply cyber transparency and glocal e-learning policies through the cutting-edge management models, communicational actions, pedagogical approaches, new technologies and evaluation models to bring together learners, e-facilitators/tutors and e-contents. Therefore, this book will be to systematically investigate the current difficulties in, and the dilemmas and arguments around

- Researching the current characteristics of cyber transparency culture;
- Discussing the impact of cyber transparency culture on e-learning models;
- Evaluating the role of cyber transparency culture about glocal policies;
- Determining the role of actual informational policies about cyber transparency culture; and
- Discussing the future of e-learning by realizing a discourse assemblage on these context.


Chapter 1 gives information about transparency which is a cultural problematic; but at the first step, transparency is an ideal that represents healthy and free systems on institutional or individual level. Sometimes, transparency means also knowledge of truth or information about truth. Digital technologies
and Internet have created an efficient model of transparency that is cyber transparency. In this chapter I
would like to re-define transparency and cyber transparency concepts according to some related explana-
tions of Thomas Metzinger and Slavoj Žižek. Transparency is also a utopic idea that has been inspiration
source for many art works like Lewis Carroll’s Through of Looking Glass, Marcel Duchamp’s The Large
Glass, Michelangelo Antonioni’s Profession: Reporter, René Magritte’s The Human Condition paintings…By
the way, the learning act in itself is always a transparent act. E-Learning could be an efficient
way to reach knowledge within cyber-transparency.

Chapter 2 discusses accessibility from global policies to glocal cyber transparency in e-learning
that online education may be widely defined as the degree to which a product, device, service, and/or
milieu is available to all people in society. Thus, accessibility should provide all individuals with equal
rights, equal opportunities, full participation and egalitarian interaction. Accessibility in a glocal cyber
transparency point of view has four dimensions: social, technological, ethical and personal.

Chapter 3 focuses on Open and Distance Learning Education has been widely accepted and adopted
in many institutions across the worlds. Knowing that the practice of Library and information service
to the ubiquitous distance learners promises to be a clear departure from the traditional library system,
Academic libraries have become new actors in the process of distance learning among other factors of
education and research. Libraries are reshaping its services and Mobile learning services is now repre-
sents exciting new frontiers in education and pedagogy. With the features of ‘wearable’ computing and
multimedia content delivery via mobile technologies, library services and mobile learning becomes
feasible and offers new benefits to instructors and learners. The full cost and complexity of providing
quality library services to support open and distance education tend to be underestimated.

Chapter 4 points out e-learning which has been associated with a number of behaviors that are
considered dysfunctional. Among these behaviors that form part of the Dark Web are cyber-bullying,
plagiarism, hacking and other forms of cheating. This chapter describes, illustrates and typologizes
these behaviors with cases observed by the authors among their online students or culled from student
disciplinary boards in the past ten years. The elaboration of tales from eLearning’s dark side is followed
by an exploration of policy implications. Employing the problematique method, the authors attempt to
trace the root causes (psychological, sociological and technological) and offer policy options to address
these roots.

Chapter 5 shows that as a public and open-source resource, Wikipedia is used by many in the public
as a quick reference; academic researchers have tapped Wikipedia for human- and machine-based
insights. The MediaWiki structure enables a wide range of transparency, enabling users to very easily
search and access template-structured text and image contents, source citations, contributors, page
histories, and others. Transparency has been hard-wired into the platform technology. Developers have
been building tools to extend the transparency of data built on a MediaWiki understructure. Network
Overview, Discovery and Exploration for Excel (NodeXL) features a third-party graph data importer
that enables the extraction of MediaWiki article (and user) networks, which include all of the languages
of Wikipedias. This chapter highlights the uses of graphs from two main types of Wikipedia pages for
increased knowledge transparency:

1. Topical article pages, and
2. Contributor user pages (whether human or robot).
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Chapter 6 discusses that Transparency, a term usually associated with not hiding anything, is also used for things or actions which take place without any visible effect in computing. Since e-learning relies mainly on computing, the term transparency within this context can arouse a conflict; it can both be a threat and a credibility issue. It can be a threat if invisible digital actions aim to harm or misuse the e-learning system, and it can be a credibility issue when all parties involved are able to see and follow what is happening and how. This chapter approaches the term transparency as in its basic definition implying clearness and visibility. As more individuals enroll in e-learning programmes, the need for quality standards is increasing and transparency, accountability and trust factors are becoming important. Institutions may reveal their codes of conduct encompassing privacy and intellectual property issues but prospective and current students may seek more information on how their rights in terms of submitted works would be protected. This chapter presents definitions of intellectual property and proposes various arrangements on how students’ related rights may be protected. Respecting intellectual property concerning student works and being transparent on related provisions would aid institutions on establishing and sustaining trust.

Chapter 7 presents an overview of security challenges in e-Learning systems, and discusses a recent review related research on security risk management approaches in e-Learning to give a proper context to our work. The literature review proves a lack in quantitative security risk management models applied to e-learning system and presents the strengths of the Mean Failure Cost model in quantifying security threats with a financial risk measure. Moreover, we focus on presenting security aspects of e-Learning applications, and analyze its respective stakeholders, security requirements, architectural components and threats. The Mean Failure Cost (MFC) cyber security measure suitable for e-Learning systems is defined and computed. We adapt it to quantify security threats and risk within e-learning systems. It is based on the identification of system’s architecture, the well-defined classes of stakeholders, the list of possible threats and vulnerabilities and the specific security requirements related to e-Learning systems and applications.

Chapter 8 mentions that social media guidance given during the television broadcasts also begets interactive chat environments in which audience can share opinions about watched program, can take part in discussions. Hereby it was prompted the guidance for environments in that audience can compare notes about program by breaking the structure of television which enables to simplex communication. The result of this digital collaboration can be seen as an interactive opportunity presented for watchers of television. Presentation of digital collaboration opportunities that we can describe as interactive environment guidance with the intent of instruction presentation or support in instructional television applications to distance learners are quite important service. With digital collaboration to be provided, students with guidance given at the time of lesson’s presentation can access to detailed support about content through social media environment. It will be stated in this study for what purpose and how to use this model of distance education institutions which uses the television as dominant educational environment. However it should be emphasized on the television training programs, web 2.0 technology and interactive media guidance before configuring the model.

Chapter 9 proposes that the questions of affordability and sustainability in current educational systems gain importance, as they are expected to provide answers to new extensive challenges and increased needs of rapidly changing society, while facing severe limitations of resources. In this chapter we discuss how Open Education principles and practices might contribute to the solution of this problem. While they have already found their place and demonstrated their advantages in informal education, there is still a considerable potential in combining them with other practices and to gradually introduce them into more
formal learning environments. More openness in formal learning could result in more transparency and consequently in more trust, in enhanced cooperation and new connections needed for affordability and sustainability of educational infrastructure, contents, solutions, pedagogical approaches and methodologies. We present the OpeningupSlovenia initiative as a nationwide framework aiming at fostering and enhancing this process.

Chapter 10 discourses that integration of information and communication technology with education science produced new concepts such as distributed learning, integrated learning, blended learning, flexible learning, hybrid learning, open learning and online learning. Learning in the process of information society transformation has become one of the most strategic concepts. The world conjunctures for all disciplines focused on learning to learn and lifelong learning culture. The European Union has gathered various programs such as Erasmus, Leonardo da Vinci, Comenius and Grundtvig under the umbrella of LLP (Lifelong Learning Program). In this context, learning to learn and lifelong learning approaches are defined as the 21st century student characteristics. Online courses shown as a way to teach these skills to the students. Starting from this reality in the world’s developed countries, the number of online courses offered increases. Online courses can be counted with activating the accreditation systems by both face to face online training and regular educational institutions. In the USA at college education one of the three students takes an online course. In Europe, there is research on online education in order to develop economy based on information. In Europe, some leading institutes in online education area such as EADTU, EUA, QAA, ENQA, OUUK claim that there are problems and issues in online education, and there is necessity of increasing the quality in online education. For this reason, there are studies on online education by the same institutes regarding how to improve the system and to put regulations of standardization. In the current contribution, we summarized the studies on defining the quality standards of online education. Further, we introduced the quality standards definitions by the online education institutes in Europe, and covered related topics.

Chapter 11 analyzes that with so much of modern life conducted in online spaces, understanding what is knowable through those spaces is a critical aspect of digital literacy and informational awareness. To increase online transparency, Maltego Carbon (a penetration testing tool) enables powerful exploration of the Surface Web through its “machines” and “transforms.” Maltego enables the exploration of the interconnections between disparate pieces of online information (including technological understructure, documents, aliases, images, phrases, email addresses, telephone numbers, social media accounts, and geographical location coordinates. In the educational context, this tool may be applied in a number of ways. This chapter summarizes six generic “use cases”:

**Use Case 1:** Understanding an Online/Offline Entity;
**Use Case 2:** Exploring a Domain;
**Use Case 3:** From Physical Location to Cyber and Back Again;
**Use Case 4:** Online Conversations on Social Media Sites;
**Use Case 5:** Eventgraphing: Mapping an Event Online, and
**Use Case 6:** Finding Leads to Enhance Research.

Chapter 12 examines that it is quite important to effectively benefit from e-learning tools and environments which have dynamic structures in order to meet the learning needs of distance learners. E-Learning provides independence of time and space, student-centered, learner-controlled, flexible learning environments and equal educational opportunities. However, this flexibility has increased learners’
self-cognition, self-control and self-responsibility for learning. In order for learners to cope with these issues, it is important to use metaphorical interfaces made up of metaphors as structures that provide clues to understand a new and complex concept, system or model. In this study, three main issues are discussed. These issues are e-learning and distance education, interface designs for distance education and metaphors in interface design. In the last part of the study, the advantages and disadvantages of metaphorical interface design in distance education are discussed. Based on these discussions, some important recommendations provided. Today, use of technology for educational and instructional purposes is gradually increasing. These technologies present a large area for seminars, discussion forums and for other approaches and provide innovative approaches to interactions between teachers and students. Thanks to e-learning technologies and related developments, e-learning tools are now more easily accessible and are used by adults from different study fields formally and informally. In this way, e-learning technologies come into prominence as an important component of distance education or andragogy. Advances in information technologies enabled users to benefit from e-learning tools and environments like LMS, CMS, LCMS, e-books, educational simulations, educational games, 3D virtual worlds, video lectures, virtual classrooms, Web 2.0 tools, learning objects, simulations, and video conferencing. With the spread of Web technologies, the use of e-learning environments for educational purposes has gained importance. Especially for adults, in today’s world, it is quite important to effectively benefit from e-learning tools and environments which have dynamic structures in order to meet the distance learning needs. Although e-learning environments have provided a number of opportunities to increase the richness of user interfaces, this richness is likely to bring about over-congestion and complexity due to a large amount of information. Studies in related literature demonstrate that e-learning environments lead to more cognitive load on learners compared to traditional learning environments as e-learning environments include quite a high number of activities which do not support scheme-formation. In this context, the main purpose of this study is to discuss three main issues. These issues are e-learning and distance education, interface designs for distance education and metaphors in interface design. In the last part of the study, the advantages and disadvantages of the metaphorical interface design in distance education and e-learning environments will be discussed. Based on these discussions, some important recommendations will be provided.

Chapter 13 brings the sciences of services to a new level, to implementation of embedded systems & networks and is becoming to Sciences of Services with the Cyber Control and Engineering (SSCCE). Purpose of chapter is show possible ways of developing global policy all-pervading e-learning, based on transparency, strategy and model of Cyber Triple H-Avatar. Realization of this purpose is the result of interdisciplinary design, which can be roughly divided into three main components. Stage of solving the problem at the application level, when need to find the right methods and algorithms without implementation details. It is the work of specialists of computer science, it is called an architectural, or high-level system design. The implementation phase, during which engineers, programmers and application specialists provide a previously defined requirements such as functionality required dynamic behavior, reliability and safety of operation, size, power consumption, cost and manufacturability of replication, need people equally well versed in technology and business. Us are offered is use aspects method of the designing.

Chapter 14 focuses on social networks refer to the websites providing its users with opportunities to express themselves in online environments, to communicate with other users, to join the groups available on the internet and to contribute to already existing contents with their ideas, comments and similar content. The current study examines the profiles of the learners who joined a particular Facebook group
created with a content related to distance education on photography, and their general reasons to use Facebook. The group was created in an informal way by the graduates of Anadolu University Open Education Faculty Photography and Cameraman Education Associate Degree Program. For the data collection purposes, the members of this Facebook group were sent a questionnaire. According to the results, it was found that Facebook enables its users to communicate with each other effectively and help them keep their interest in photography in a general sense. In addition, it can be claimed that Facebook encourages lifelong learning by facilitating knowledge sharing and communication processes among its users in an informal environment. Finally, it provides an ideal environment for the learners to share the photographs they take and to receive feedback and comments about these photographs.

Chapter 15 reviews that cyber transparency has many risks because of security problems; on the other hand it provides more possibilities for a person who can attain dialogue like the Socratic Method. This position makes the dialogue possible and so written culture turns into oral discussion and contributes many things to discussion. Socrates claimed “the written word poses serious risks for society” and he suggests knowledge should be extracted from oral culture by the maetic method. Written speech is seen as a dead discourse because of more commander than real knowledge and it is deprived of communicative reproduction. Critics can be realize by the dialogue and if knowledge is designed in a monolithic way critics cannot be real. Socrates distinguishes knowledge and wisdom and he believes that true knowledge can be obtained by wisdom and wisdom needs the dialogical and argumentative method. As everyone knows, Socrates’ famous speech is: I know that I know nothing. This sentence reveals the meaning of his concept of wisdom and provides insights on Socrates’ dialectical method of teaching. It is based on the idea that the teacher knows nothing, and so he obtains knowledge from students by dialogue, and so wisdom requires the intersubjective, dialogical relations in the transparent and arguable character of publicity. Socrates thought that the written word was inflexible but “living” speech was dynamic, questionable and ready to be uncovered through dialogue. In the “dead discourse” of written speech words seem to talk to people as if they were well-educated. Yet he actually wanted to discover basic principles of dialogue and communication by knowledge. Once a word was written, people would go on saying the same thing forever; whatever others thought. So written words may be mistaken for real and people may fully misunderstand something when they always read without considering the meaning of content and ignore the dialogical character of knowledge. In sum, we witness the dialogical character and argumentative structure of knowledge in Socrates’s thought. It is pretty different from information. In our age, cyber space presents us with variable forms of knowledge especially in cyber transparency. We can reach many kinds of resources, interpretation and construction. So, we can connect different people who have different perspectives, and reorganize the knowledge between us by saving authority and censor. Cyber-transparency provides an “agora” for people in the modern age.

Chapter 16 presents that there is an incredible development in twentieth first century in the area of education and technology. These changes affect education system as they do all systems. When we look at contemporary educational approaches, we see that education system proceeds toward distance education and web-based education. Today individuals want that they could get a flexible education independent of time and space in accordance with their interests and demands. From this point of view, there appears the concept of life wide learning as a new and transformative concept. Life wide learning is a concept that allows individuals to get education in more than one area in any time of their life. In this situation, an individual, either young or old, employee or retired or never joined work life, can get education in more than one area he needs or is interested in and can contribute to both personal development and national economy. The main problem here lies with the situation that curriculums –by welcoming these
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changing educational terms - should keep in step with new developments. Curriculum development in distance education has gained popularity recently. Studies of curriculum development are oriented by changing and developing knowledge and needs and this is an indication of what a vital role it has in terms of future education system. From this point of view, the main topic of this chapter is constituted by the need which requires that curriculum development studies in life wide learning should be adapted to web-based education in order to create equality of opportunity.

Chapter 17 underlines that as learning moves into an informal, networked, technology-enabled realm, new game changers for e-learning systems has begun to pop. In this chapter, these game changers will be discussed. Firstly, what is e-learning, components of e-learning systems, and learning trends vs. technology is given briefly. Secondly, concept of connected society is examined. After that, Social Media Learning, Open Access to Education, Assessment of Prior Learning, Talent Management and Cyber Transparency will be discussed respectively as game changers for e-learning systems in a connected society.

Chapter 18 purposes this chapter is to develop a framework for distance education institutions focusing on organizational code of cyber transparency in e-learning environments. The background of the study is based on the transparency concept as cyber transparency concept is derived from concepts of the cyber and transparency. In this sense, the cyber transparency framework points out two dimensions for distance education institutions as

1. Internal transparency, and
2. External transparency.

The chapter explains these two dimensions in detail in terms of information share with people and amount of information shared. As a consequence, the cyber transparency framework can highlight the promotion of internal and external transparency in e-learning environments. On the other hand, this framework can be developed, customized and updated by the institutions, experts or researchers for different situations.

Chapter 19 underlines that the complexity of the Internet has increased the requirement of learner’s self-cognition, self-control and self-responsibility when using Internet to learn. Thus, responsibility of e-learner to decide on the validity, reliability and meaningfulness of the information steadily increased. This situation has caused internet related issues such as problematic Internet use, Internet addictions, cognitive overload, disorientation, continuous partial attention and information pollution on the Internet. The purpose of this study is to provide practical strategies for e-learners’ Internet related current issues. This study presented in three step. At the first step, problematic Internet use and addiction, cognitive overload, disorientation, continuous partial attention and Internet information pollution was discussed as Internet related current issues of e-learners. At the second step, increase of Internet literacy, Internet search strategies, using computational knowledge engines, and benefit from semantic web presented as practical strategies for e-learners. At the end of study related conclusions provided.

This comprehensive and timely publication aims to be an essential reference source, building on the available literature in the field of cyber transparency and global elearning policies while providing for further research opportunities in this dynamic field. It is hoped that this text will provide the resources necessary for policy makers, technology developers and managers to adopt and implement elearning platforms in developing nations across the globe. This book will concentrate on how Cyber Transparency and Global E-Learning Policies merges the gap between research needs and priorities as well as their transformative models and egalitarian practices. In addition, the book will be highly valuable to those
researchers in the field interested in keeping abreast of activist developments in the digital information age. It would be an important resource for e-decision makers, elearning environment designers and librarians. Finally, this book will provide current, strategic, and creative information to those interested in omnipresent DE with its transformative models from engineering to business management, medicine to biology, and language processing through to psychology, sociology and archaeology.

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