Preface

This book is aimed to reveal the aesthetics dimensions of the online distance education based on the transformative learning. Therefore, the unique approach of the proposed publication brings together online distance education, transformative online learning, and the aesthetics concepts in an edited book at the same time. The aesthetical issues discuss philosophically under the viewpoints of innovation, creativity, inclusion, society, culture, mobility, usability, discourse, feminism, ecology, and spirituality. Because of that transformative learning is based on feelings, thoughts, and actions in the real world, the aesthetical aspects of distance online education should refer to the art of learning. Thus, this publication attempts to build a better understanding on how art of learning is considered and knowledge is transformed from the cyber to the real world. This situation also helps to enlarge how online distance education can be used for transformative learning activities in a better way. Since online distance education has a capacity to reach any places in the world at any time, the explanations and discussions can be considered globally. The subject area of this book is distance learning as the widest coverage area. Distance education has a potential to use cutting-edge technologies to bring together learners, facilitators/tutors, and contents. On the other hand, only the technology does not lead the potential learners to have the best learning environments. The art of learning view based on educational theories, managing learning materials under the chosen theory, building interactive communications among learners, facilitators/tutors, and contents, evaluating learning time after time are other important issues. Therefore, this publication is specialized considering these important issues. Online distance education explains the technological framework of the proposed publication whereas transformative online learning is the theoretical point of view. Also, this book is aimed to analyze and explain these two issues with the aesthetical approach. The aesthetics is discussed philosophically under innovation, creativity, inclusion, society, culture, mobility, usability, discourse, feminism, ecology, and spirituality. Consequently, this publication gives the answers of what is the art of transformative online learning, what are the benefits of these aesthetics for the potential distance learners who are involved distance online learning, and how to beware of pitfalls of the aesthetics in transformative online learning.

It should be strongly underlined that there are massive databases and sources to find any issue in the global world. Alongside of this condition, there is a need to find a source to give enough explanation on a special issue. This book presents sufficient explanations, interpretations, comparisons, developments, illustrations, constructions, realizations, debating and questionings on transformative online learning with its aesthetical aspects. This capacity of this editorial book serves information science in two main dimensions. First, contents of the proposed book provide a general knowledge on both online transformative learning and the art of learning. Secondly, the book highlights how to transform the information from the ideas to the real world considering transformative online learning issues. Only online usages
of technology is considered in the publication; but the book has a capacity to lead the professionals about what are the technological needs of transformative online learning, how the current technology can be used better and which new technologies should be produced for the future. This proposed book is also important for the people in management. When it is wanted to produce an online learning product, these people can connect their management approaches with the aesthetical aspects of transformative online learning.

Besides, the purpose of this publication is to analyze transformative online learning with its aesthetical aspects and reveal the importance of this point of view in the real life applications. Innovation, creativity, inclusion, society, culture, mobility, usability, discourse, feminism, ecology and spirituality are the subtitles to reach the purpose. These subtitles are considered with two main concepts to reach the purpose. One of them is online learning and the other one is transformative learning. This viewpoint of the book directs and encourages the prospective chapter authors to bring the concepts and approaches together. This situation reveals the academic viability of the book. Besides, this editorial book promotes online transformative learning with its aesthetical aspects since there are a few specific researches on this topic. The researchers and professionals find a starting point to focus on this specific approach with this proposed book. Moreover, it is expected that this book leads the professionals and academics to do more research on this specific issues after it is published.

Considering transformative learning with online distance education is one of the unique characteristic of this book. The chapters, therefore, focus on only an exact kind of distance education issues with this attempt. It is predicted that the prospective chapters totally explain how to transform the information, knowledge and learning from the cyber or visual world to the real life experiences. The aesthetical aspect of the transformative online learning is other unique characteristic of the book. The authors explain, debate and interpret their ideas within the frameworks parts of the book related to the online learning issues. There is another part in the book which is case studies part. A part of the authors criticize, demonstrate, judge, evaluate and revise the real life experiences in transformative learning which take part in the online applications with caring the art of learning. These characters of the book reveal the contents of the book and these contents are unique for online education frameworks and cases. As one of the pioneers in transformative online learning with aesthetical aspects, the book is distinguished from the other existing titles and editorial books. The chapter authors explain these issues and subjects with the frameworks they build. Also, the cases are used for explaining the online transformative ideas.

This book, consisting of 23 chapters, is divided into nine sections: Introduction; Communicational Relationships with Others; Being in the Cyber World; Pace and Rhythm, Visual Literacy; Sense of Possibilities for Interactions; Understanding of Locations; Identity Awareness; e-Health and Online Transformative Learning. Specially;

- **Chapter 1** discusses about how to develop and deliver online education programs and courses which are surrounded by egalitarian values of excellence in each stage of this action, and also global qualities which are vital in the transformative world. To integrate diverse and multicultural principles under any transformative online education model in higher education, online learning should focus on the development, implementation and evaluation steps of its education system, and help all stakeholders decide whether they continue or terminate their online education.
- **Chapter 2** highlights that drawing from several transformative models for learning, three cases of online, cross-cultural learning in graduate-level classes were analyzed in terms of how effectively they developed into learning communities, what type of learning activities and what level of effort
help transform student learning, and what types of distance education technologies and pedagogies are useful in supporting cross-cultural learning communities.

- **Chapter 3** discusses how faculty in the department of Leadership and Educational Studies at Appalachian State University have utilized Presence Pedagogy to engage their students in transformative learning for school leadership through cross-program collaboration in a 3D immersive learning environment.

- **Chapter 4** In this case study, the researchers detail the transformation of a traditional, face-to-face, graduate-level seminary course into an online offering. The course, *Biblical Studies 1: Torah and Former Prophets*, part of the core curriculum at a Midwestern seminary, was adapted into a distance learning course.

- **Chapter 5** examines and focuses on some issues and questions relating to how the use of meta communication concept should be functional and influences for knowledge building process in Distance education.

- **Chapter 6** examines the relevance of transformative learning theory as it applies to online graduate courses. It is argued that the nature of learning that occurs in such courses involves a high degree of reflection and critical analysis and hence is well described by transformative theory. Discussion forum postings from 3 different courses at different institutions are analyzed in terms of the meaning structures defined by Mezirow.

- **Chapter 7** looks at the way in which an online discussion forum into critical incidents impacts on the professional knowledge and self-esteem of teachers engaged in in-service development on an MA in Education programme. The chapter shows how the online environment enabled teachers to share concerns and values about their profession and to recognise connections between apparently widely different cultural settings.

- **Chapter 8** starts by outlining the advantages and disadvantages of using the web for teaching in the context of higher education. Although there is a rapidly growing literature on the use of the Internet for teaching and learning purposes, there is relatively little literature and associated research on effective pedagogical approaches to web-based instruction.

- **Chapter 9** draws on research carried out into a major national project funded by the government in the United Kingdom aimed a transforming teaching and learning in one sector of education known as the Learning and Skills sector. This chapter explores the discourse of transformation in a programme of Continuous Professional Development for Teachers which adopted an e-portfolio for assessment purposes.

- **Chapter 10** voices the emergent sensibilities about the transformative potential - both for the students and authors - of inhabiting a hybrid learning environment. The discussion is based on the observations of doctoral students’ interaction and engagement on-line, as well as the own embodied sensitivities about how the authors, as instructors, experience themselves and the work in the pedagogical movement between their classrooms and virtual space.

- **Chapter 11** explores the relationship between national culture and the usability of an e-learning system. Hofstede’s cultural dimensions were used to guide the cultural aspects of this study while Nielsen’s four usability attributes were also used to support the usability aspect of the study.

- **Chapter 12** uses kayaking as a metaphor for describing the lessons learned by the author as he worked towards helping future school leaders develop ethical understandings in an online course. The chapter describes basic challenges of teaching online, guiding principles of transformational learning, and defines ethical leadership.
• **Chapter 13** explores the importance of visual literacy in teaching and learning using multiple literacies as a main framework. Its goals are to explore visual literacy as a critical literacy in teaching and learning and to share the perceptions of teacher education candidates’ understandings and uses of visual literacy.

• **Chapter 14** attempts to better understand the relationship between art and instruction by looking at how aesthetics underlie the design decisions of teachers and instructional designers. The same qualities that make works of art beautiful, meaningful, or at times even transformative in our lives also underlie our best learning experiences.

• **Chapter 15** develops a digital indicator for examining the extent to which technological knowledge is integrated with pedagogical content knowledge (TPACK). This indicator is used to examine online tasks developed by teachers in different subjects over time. This chapter discussed the factors contributed and promoted such integration are the instruction given to the teachers and time.

• **Chapter 16** discusses the design, implementation and evaluation of online discussions for developing high-order thinking skills with large groups enrolled in a preservice teacher education program. The development and evaluation of a tool indicates it is possible to examine the intellectual quality of online discussions and considering these written responses in terms of awareness, regulation and evaluation provides the facilitator with useful insights about students’ thinking.

• **Chapter 17** deals with an online course using innovative pedagogy and innovative technology to enable transformative learning. It concerns the application of reflective practices including mindfulness, guided contemplation, and journal writing as the groundwork for active listening, inquiry, and dialogue that builds new meaning for individuals and groups.

• **Chapter 18** discusses how open education in general and on-line education in particular has performed the role of transformative learning in India. It has also discussed various aesthetical and purposive issues addressed by on-line learning environments to create an egalitarian society.

• **Chapter 19** focuses on transformative learning and digital literacies/online education in the context of second and foreign language teacher preparation. It has also examined how transformative learning and digital literacies/online education can be applied to language education and considers specific theory-to-practice means for teachers of culturally and linguistically diverse students to conceptualize, critique and resist planetary trends.

• **Chapter 20** gives a clear expose of the concept of self or personal identity, it representation in an online interaction (online identity), how people manage their online identities as well as challenges to online identity management. The chapter concludes by discussing the implication of identity awareness to transformative learning.

• **Chapter 21** will not deal with issues such as telepresence which is related to technological innovation creating a virtual presence, or social presence, which deals with interpersonal interaction; rather the discussion here is more intrapersonal in nature.

• **Chapter 22** summarizes some of the research and practices in behavior change technologies in public health. An inductive argument will be made for some design approaches to the use of IT for behavior change in public health, a critical issue of social justice and equity.

• **Chapter 23** shares the experience of adopting key tenets of transformative learning theory in designing, developing and delivering e-Health teaching at the University of Queensland Centre for Online Health in Australia.
The audience can be considered in different parts. Academics and professionals from distance education field are a part of the people who are interested in this proposed book. This publication helps the distance education managers to indicate them a special approach who are willing to let their distance learners transform the information, knowledge and learning from the theoretical form to the real life experiences with caring aesthetics. Besides, content experts and content providers have benefits from this book about how to prepare and present the learning materials for online transformative learning aesthetically. Moreover, this book is very helpful for high school, bachelor, graduate and doctorate students who concerns with learning theories, distance education applications, transformative learning, and art of learning. The facilitators/tutors in high schools and universities who focus on distance education and transformative online learning have a chance to scrutinize these issues with aesthetical viewpoint with their students.

Not only will these people mentioned but also people who seek specific approaches in distance online learning most probably be the readers of this book. Furthermore, the people who want to adapt aesthetical aspects other learning theories find promoting answers for their works in the publication. Therefore, the aid of such literature can be distinguished two main parts: First, the contents of the chapters are helpful for a wide range of persons from distance education professionals and academics to students, and second, people who are willing to find a book which explain an online learning concept with art of learning. Moreover, this publication can be used for both facilitators/tutors and learners. As it covers online transformative learning and aesthetical issues, the chapters answer their questions in these manners. Therefore, this publication is one of the candidates to be a course supplement book in distance online education, transformative online learning and constructing learning with aesthetical aspects. Also, it is a unique resource for the researchers and distance education professionals. This book will be found a place in distance education and transformative online learning in libraries as a reference book. Finally, the prospective readers find valuable information on especially transformative online learning in this publication. Although, there are books on transformative learning, the approach of this book is considered with the needs and conditions of distance education. This is one of the potential benefits to enhance available literature. There is another important concept which will be juxtaposed with this approach. This is aesthetical aspects (art of learning) of transformative online learning. When aesthetics become to be explained philosophically, potential readers notice how to use this instrument to let the distance learners transform their knowledge into the real life.

In short, the publication is aimed to give a better understanding and comprehension on the aesthetical aspects and the importance of these features in transformative online learning. The explanations and sharing of the ideas is very informative for aesthetical basis of transformative online learning. This situation guides the academics and professionals to avoid from important mistakes when they prepare and produce an online learning design in terms of transformative learning. Since this publication covers innovation, creativity, inclusion, society, culture, mobility, usability, discourse, feminism, ecology and spirituality in transformative learning, it is able to have a capacity to answer several questions in online transformative learning issues. This publication uses two main instruments to reveal these aesthetical aspects: frameworks and cases. Both of these instruments are very important, because they either give point of views in how the online learning should be prepared and produced or show the real life experiences. This book fills the gap of transformative online learning on aesthetical aspects.