The main purpose of this book is to introduce and discuss the dimensions, components, and characteristics of project management-based design for online learning (PMBDOL). The unique approach of this proposed publication brings together 1) Online Learning, 2) Project Management, and 3) Online Learning Design at the same time. Based on the title of the book, PMBDOL focuses on the communication management, implementation management, human resources management, quality insurance management, and risk management perspectives of online learning design and its models. Besides, this edited book considers on how planning, organizing, securing, and managing resources to bring about the successful completion of online learning goals and objectives; it also discusses online learning design and its models from a progressive and transformative viewpoint. Thus, the proposed publication attempts to build a better understanding on how online educators/designers/tutors/learners can talk about the methodical approaches to planning and guiding project processes to design online learning from start to finish. This is important to scrutinize online learning models how to bring a global and multicultural partnership of faculty, administrators, professionals, teachers, community activists, researchers, and parents as well as understand and challenge the injustices digital societies face.

The subject area of this book is online (distance) education as the widest coverage area. Online education has a potential to utilize cutting-edge technologies to bring together learners, e-facilitators/tutors, and e-contents. On the other hand, technology itself does not reveal how political, cultural, and ideological perspectives of oppressed groups sneakily determine who or what is responsible for an event, action, and activity in online social networks. Online learning explains the social needs of online participants who have the diverse race, gender, ethnicity, religious, language, size, cultural, and social backgrounds with or without disabilities whereas project management is the theoretical point of view. Also, this book aims to analyze and explain these two crucial issues with design models. The project management-based online learning design process and its models are discussed philosophically under social justice, online freedom, innovation, creativity, inclusion, culture, discourse, ecology, spirituality, and so on. Therefore, this publication narrows down and considers these timely and important issues. As a result, this publication investigates the critical and powerful answers of what is online learning design and what are the strong-bases of transformative models for the potential online learners. This project management based approach brings a unique focus shaped by the goals, resources and schedule of each online learning design project. The value of that focus is to prove by the rapid, worldwide growth of online learning design via a project management understanding.

Overall objectives and mission of this publication focus on project management-based online design by emphasizing diverse online cultural backgrounds, poor sharing e-resources, and inadequate e-facilities, as well as underpaid e-labors. In this context, the models refer to ideas of social justice applied to a
complete online society based on not only giving digital individuals and groups’ fair action, but also sharing the benefits of free online society. On the other hand, this book focuses on what online learning design means, and how diverse models can be implemented in distance education programs through a project management based approach. Based on this understanding, this reflects a radical approach in which human rights and equity are manifested in the everyday digital lives of people from every level of online society. These distinguished and careful analyses are the most important critiques of online learning designs, and also provide unprejudiced points of view of the progress for online learning designs models against several online opponents. In this context, this book critically discusses a digital global world where all participants of this online society, regardless of their diverse backgrounds, have indispensable human rights and equal access to their community’s prosperities and resources.

This book, consisting of 17 chapters, is divided into six sections: introduction, communication management, implementation management, human resources management, quality insurance management, and risk management.

• Chapter 1 introduces and discusses the dimensions, components, and characteristics of project management-based design for online learning. The unique approach of this proposed publication brings together Online Learning, Project Management, and Online Learning Design. Based on the title of the chapter, PMBDOL focuses on the responsibility assignment management, implementation management, time management, cost management, procurement management, risk management, quality insurance management, human resources management, and communication management perspectives of online learning design and its model.

• Chapter 2 discusses the PBL and Collaborative eLearning (CSCeL) approaches and presents a case study with 43 ITIN students. To achieve triangulation, diverse research methods were employed, including: individual questionnaires, thematic discussion analysis, and social network analysis. The results showed that the students’ perceptions on teamwork skills developed within a Team PBL were positively increasing, and they used several team work techniques simultaneously such as group co-construction of their assignments as well as the puzzle method.

• Chapter 3 discusses “Online Freedom” phenomenon in a hypertextual paragon, in addition to the related cultural, photographic, art historical, mythological, museological, and classical prolongations. Freedom is a holy notion, an idealist principal; this applies symmetrically in cyberspace. But sometimes, the online lives of local members of the global community, could distort the freedom notion. Thus, not forgetting the classical/romantic definition of this notion becomes a cultural strategy; because freedom is essentially an individual awareness situation.

• Chapter 4 focuses on learning project management, even for a simple project, which involves some complexity. There are a number of “moving parts” in such a project, and to keep track of project expectations and to manage the relevant tasks, requires a clear understanding of the project goals, methods, technologies, roles, and other aspects. For projects that involve multiple team members in various dispersed locations, the work becomes even more complex, with more effort needed for coordination, discussion, decision-making, and scheduling. In this chapter, the competitive advantages of using an evolving electronic stylebook (a work document defining the “style” of an online learning project) becomes clear as this tool and its usages (in the real world) are described.

• Chapter 5 discusses three cohorts of preservice teachers, about 300 altogether, studying at an Australian tertiary institution engaged in various community-based learning activities for 70
hours over a ten-month period. During this time, they reflected on and shared their experiences with peers via asynchronous online discussions. The three lecturers linked to these cohorts reflected on their managerial styles and inspected the nature of participants’ postings for evidence of the development of professional learning communities. They found that preservice teachers in all three cohorts developed attributes of professional learning communities as they shared their experiences. Many acted as guides, mentors, and companions for each other. The tool and approaches used to guide preservice teachers’ reflections were helpful yet suggestions are offered to extend practices in the future.

• Chapter 6 illustrates the effective use of online learning design in project management for a fully accredited online high school. This online high school was developed through a partnership of a national-accredited online K-12 educational institution and a prominent university located in the mid-Atlantic region of the United States. Within the high school, a course was created to measure the value of this online high school experience through the focal lens of its main stakeholders, the online high school students.

• Chapter 7 shows that project management theory provides an organized, cost-effective approach to providing an accessible e-learning environment. Such a collaborative project has the opportunity to bring together such professionals as instructional designers, disability services staff, and institutional researchers. Accessibility as an afterthought is a costly approach, and disabled students are a large enough minority to seek equality of opportunity. E-learning accessibility empowers the individual by providing educational content in formats that not only encourage collaboration and learning, but also reduce frustration and develop a sense of inclusiveness. A project manager who understands the importance of e-learning accessibility will be able to grow the project from the ground up in a manner that empowers the disabled, while benefiting all learners.

• Chapter 8 describes how the course was conceptualized, structured, and deployed. This describes the curricular design and strategies, the creation of the various digital learning objects, the creation of the rubric evaluation structure, the assignment design, the interactivity plan, and the course housekeeping management. Faculty members (learners) were recruited from both main and branch campuses at K-State and from other institutions of higher education using the Axio™ Learning / Course Management System (L/CMS), which was showcased in the curriculum. The lessons learned from the four years that this course has been offered (twice annually at minimum) will include insights on the challenges of learner retention, the importance of learner incentives and record-keeping, and curriculum design and evolution.

• Chapter 9 focuses on integrating speaker-independent continuous speech recognition, context technology of intelligent dialogue system in real-time, graphics rendering based on motion capture (motion capture is used by avatar to accompany the verbal information with gestures), and the development of applied information systems with avatar technology for different subject areas.

• Chapter 10 proposes a model for open and distance education universities in using public relations process in setting up websites and put forward if public relations process is applied in public relations applications carried out on the web. The necessity of making use of new communication technologies by educational institutions is because they obtain and spread information. While distance education provides students an opportunity of independent and individual study, it also should make teaching and learning process easier and more interesting for students.

• Chapter 11 focuses on managing quality in online learning design through two different project management approaches at two different institutions of higher education. University X instituted
a pilot program of faculty and instructional designers to initiate online course development at this University and to identify and define quality in the online course design process. College Y has had a successful online cadre of courses and programs and recently adopted a for-purchase quality initiative through Quality Matters. Courses are put through the Quality Matters evaluation process to determine strengths and weaknesses. Both institutions will continue to offer online education as an alternative to traditional, classroom courses, and both will continue to monitor quality as a key indicator of student learning and online course success.

- Chapter 12 focuses that the cost estimations aimed for the preparation of project management plans of e-learning systems, including education design, are discussed. Cost estimations aimed for project management, cost management, e-learning, education design, organization characteristics of e-learning systems, issues to be taken into consideration in e-learning project management, and preparation of e-learning project management plan preparation have been made. The economic impacts of e-learning instructional design project management have been discussed.

- Chapter 13 focuses on importance of strategic planning for online learning, and variables affecting planning have been considered. A different path is pursued when strategic planning is applied at education organizations; because education organizations are not managed like private institutions; therefore, strategic planning at education must be able to respond to surrounding cultural, social, technological, environmental and economic changes. Strategic planning, therefore, is of paramount importance in terms of minimizing uncertainties of the future and achieving sustainable competition superiority.

- Chapter 14 describes the project of developing online multicultural and bilingual teacher educational curricula in a manner that encourages particular intellectual and behavioral learning outcomes for teacher education students. The pedagogical process by which these outcomes are achieved—facilitation of e-dialogue—acts as the project’s management approach. The goal of the project is the development of transformational respect for and among all learners (both teacher education students and their largely public school PK-12 students), and sustenance of faculty (both teacher education and PK-12) hope and possibility through progressive e-education; resultantly, systems of oppression in schools and the broader society can be dismantled.

- Chapter 15 focuses on the future of online learning which may be more than technology integration or increasing demands; it has to be humane and sustainable. Project management aiming to provide better online learning environments has to integrate sustainability into its vision and action in order not to burden future generations with careless creations of products or processes. This integration can be achieved by treating nature as a model and mentor, and ecology provides the framework for this treatment. The first step towards realizing humane and sustainable online learning environments is to define the online learning ecosystem based on the characteristics of natural ecosystems; the external inputs, producers, consumers, decomposers, organic, and inorganic compounds.

- Chapter 16 discusses that reaching a broader potential audience of learners may lead to several types of competitive advantage: a broader diversity of international learners, a stronger tuition base to support the teaching-and-learning work, positive challenges for the instructors and subject matter experts, and heightened and less provincial learning opportunities. Further, those on the development team have a critical role to play in terms of marketing an online course—because of the intimate knowledge of the course curriculum, its design, and the targeted learners.
Chapter 17 focuses on a research context: the observation of construction of the learning process in a specific group of PhD students in the use of the Moodle virtual learning tools and FlashMeeting. During the course, the researcher worked with a participant observation methodology. There were seventeen face meetings, with or without means of technology. In many studies, technology education curriculum had no points of intersection, and was studied in different areas; i.e., there was no literature that encompassed the integration technology in the educational curriculum. Determining the basis for the use of technological resources in education could reveal significant contributions to education and to the design of educational curriculum with studies of human intentionality. This study is necessary to revisit the course curriculum design with the look to learn from the emerging technologies.

It should be strongly underlined that there are massive databases and sources about project management and online learning design separately 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. On the other hand, this publishing presents sufficient explanations, interpretations, comparisons, developments, illustrations, constructions, realizations, debating and questionings on project management-based online learning design. This capacity of this editorial book serves distance education, online learning, and so on in two main dimensions. First, the contents of this book provide a general knowledge on both project management-based online learning design as a whole. Secondly, this book highlights how to design online learning milieus from the diverse ideas to the real world considering transformative online learning issues. In short, this book is the first book to discuss multicultural viewpoints, beliefs, and values of online designers, and also discover new communication technologies and their relationships how to conduct online learning through a project management-based approach to societal and educational change in the digital world.

As global online education continues to flourish, online learning becomes more critical for lifelong learners to realize not only the surface but also breadth and deeper meanings in presenting these virtual milieus. Formal and informal online learning not only is very diverse and complex but also enables intense communication across social, cultural, and political restrictions while educating and entertaining. Besides, due to representing the personality of providers and designers, the main purpose of this book discusses the social, cultural, and political forces determining information quality and the rich array of online learning design. Especially, this book focuses on the project management based design approach to better promote the most important of diverse backgrounds, ethnocentrism, and antiracist equity in online learning by increasing emphasis on liberation, transformative models, and cultural multiculturalism.

Taking into consideration project management-based online learning design is one of the unique characteristics of this proposed book. The chapters only explore and discuss PMBDOL about how to bring the progressive approaches of online learning in a liberating manner to become more democratic and less oppressive. Besides, this book is of significance to those interested in online learning, teaching and training, communication, and education for PMBDOL across multiple sectors such as universities, colleges, schools, profit/non-profit e-organizations, and e-commerce. This book also contains interests for professionals, scholars, and learners from diverse fields -such as distance education, education, information and communication technologies, law, psychology, sociology, et cetera- who would like to concentrate on how online education for online learning design merges the gap between project management and online learning design as well as their transformative models and egalitarian practices. In
addition, the book is 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, e-learning environment designers, and librarians. Finally, this book provides current, strategic, and creative information to those interested in omnipresent PMBDOL with its transformative models.

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