Book Review

Handbook of Research on Building, Growing, and Sustaining Quality E-Learning Programs

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Handbook of Research on Building, Growing, and Sustaining Quality E-Learning Programs primarily focuses on the quality of e-learning programs. Targeting primarily at higher education administrators who are in charge of online or blended learning programs, and individuals who are involved in course development, the book aims to provide audiences with relevant administration recommendations, instructional design, and technological design guidance when conducting online course development, and thereby, it promotes the building, growing, and sustaining of quality e-learning programs. Since the quality involves a wide range of fields, and it is difficult to cover all these aspects in one book, the book centralizes on the most important and directly related subjects with 17 chapters, which are grouped into four sections: (i) quality standards and institutional program planning, (ii) student support, (iii) faculty support, and (iv) e-learning course development.

Section 1, titled "Quality Standards and Institutional Program Planning," contains five chapters involving three topics: Quality standard, institutional support, and program planning. In terms of quality standards, chapter 2, in turn, investigates Chinese faculty perceptions of online education, using the US quality standards to find that context is an important factor in quality evaluation. Different economic, cultural, and social systems lead to different educational goals. Therefore, quality standards should be different. Coincidentally, the first chapter provides a case study, describing in detail how to use the Online Learning Consortium Scorecard to involve faculty members in developing their own quality standards. As for institutional program planning and institutional support, based on the needs of economic development and life-long education, the third chapter proposes an online degree completion program to improve the graduation rate of American college and adult education, which enriches the content of online education quality. Chapter 4 implements a successful "online start-up" case study, providing administrators feasible recommendations about online course policy and expectations. Chapter 5 points out that combining online education with traditional education is still a challenge for many colleges and universities, and provides a skill set for e-learning administration. The current e-learning administrator has become a strategic leader, and it is recommended here that online education administrators adopt some models or frameworks to grow the quality and sustainability

of online education. Considering the importance of policy and management innovation, section 1 is fundamental for building, growing, and sustaining e-learning quality programs.

Section 2, titled "Student Support," consisting of chapters 6, 7, and 8, focuses on improving student satisfaction and course completion to build and sustain quality e-learning programs. Chapter 6 then adopts both quantitative and qualitative methods to investigate the impact of online student services on student satisfaction and course completion in Wilmington University. The student support service model is composed of five dimensions: Institutional perceptions, academic services, enrollment services, instructional services, and student services, and the results reveals that students need better interaction with online faculty and offline staff members. Different from chapter 6, chapter 7 goes to investigate the impact of student-centered learning constructs: instructor support, student interaction and collaboration, personal relevance, authentic learning, active learning, and student autonomy, on student satisfaction of online education. It identifies that personal relevance and instructor support are the strongest predicators of student satisfaction. Based on the individual attributes subscale of the SmarterMeasure™ online learning readiness indicator, chapter 8, in turn, explores the relationship between individual student attribute and course completion, and finds that only academic attributes have a weak positive effect on course completion. In conclusion, this section provides both technical designers and course designers with guidance to design and develop high-quality online courses.

Under the theme of "Faculty Support", section 3 contains five chapters. Since faculties play a critical role in ensuring and improving the quality of online education, most of these chapters focus on the examination of the faculty's role and its corresponding practice. Chapter 9 explores the faculty's perceptions on technology change and finds that perceptions have an effect on the faculty's stress and anxiety levels, which further influence the quality of online higher education. The administrators of online education should help the faculty overcome these stress obstacles by finding the source of pressures and by providing them with appropriate pedagogical and technical trainings, and administrative support. Through narrative community, chapter 10 explains that the faculty's "designing and redesigning" in digital space is not only an ongoing professional practice, but also, it is an "ambitious teacher practice," which is permanently required. Obviously, the research results of chapter 10 have put much pressure on the faculty, for not every teacher is ambitious. To examine the faculty's role in ensuring quality in online higher education, chapter 11 develops a working definition of the faculty's role and identifies the considerations for its practice. The working definition of faculty role includes the following contents: faculty-learner engagement, efficacy of course design, effectiveness of course delivery, provision of vital feedback and critical assessment, facilitation of career development, and enable achievement of learning outcomes and professional competencies. In order to fulfill its role and to ensure the quality of online education, a faculty should consider the learner audience, faculty-learner relationship, communication, learning outcomes, professional competencies, career preparation, faculty development, and faculty-oriented feedback in practice. It is also noteworthy to mention that that with the development of technology, the stakeholder expectations and requirements for a faculty will be upgraded. Therefore, the working definition of faculty role and its considerations in practice will continuously change in the future. Although online teaching causes a faculty more work, more technological frustration, the interview results of chapter 12 show that most of faculty interviewees hold positive attitude toward online education, because of flexibility and convenience of time and space. To meet accreditation quality guidelines, chapter 13 proposes a framework to assess appropriate interactions in online education environment and points out that quality assurance is a continuous process. Administrators should not set fixed guidelines for interaction assessment. In summary, in ensuring the quality of online education, teachers are experiencing great expectations and pressures and appropriate faculty support, which helps to empower a faculty or reduce the pressures, which in turn becomes important.

Finally, section 4, "e-Learning Course Development", is comprised of the final four chapters, which center on developing high qualify online courses. Chapter 14 elaborates on the ways in which Proactive Design for Learning (PD4L) model can enhance the quality of online education. It is

suggested here that future designers and developers could design and develop high-quality online learning environments based on the seven elements of PD4L model: three-phase design, theory-based, interactive, innovative, emergent, team-based, and personalized. Considering the faculty's burden of developing online courses, chapter 15 goes to propose an online course development and delivery model, in which faculty and designers are partners who both work together to develop online courses according to certain processes. Turning online course development into efficient workflows can alleviate the stress of teachers, which can be a common direction for online education administrators, developers, and course designers. Chapter 16 re-shapes e-learning course design through the lens of applied linguistics, which relates to the quality of online community and the optimization of interaction, which in turn contributes to high order learning. The main ideas that can be referenced include: learning is not transmitted, but mediated, and, in discourse analysis, student's perceptions are just as important as their performance. The last chapter, "Designing Blended Learning Strategies for Rich Content", provides many medical blended learning design strategies, and points out that not all classes are suitable for online teaching, such as tactile clinical courses and examination within hospitals, which cannot be replaced with rich online contents. Online course design is the key to improve the quality of online education. Whether it is to increase student's course completion rate or to provide appropriate faculty support to achieve their roles, ultimately the realization of all these goals must be achieved through high-quality course design.

With a focus on the quality of e-learning, the book elaborates on the methods, models, and case studies that promote the building, growing, and sustaining of quality e-learning programs. The strength of this book is to lead readers to narrow the vague and wide-ranging quality issue into a few specific and important topics. With the development of economy, technology, and society, the connotation of online education quality will continue to develop further (Rodrigues, Zárate, & Isotani, 2018). The success of online education is inseparable from the improvement of student satisfaction, course completion, clear definition of the faculty's role, and the team-based scientific construction of high-quality online courses (Cidral, Oliveira, Di Felice, & Aparicio, 2018; Elizabeth A. Gazza, Diane F. Hunker, 2014; Sung, Chang, & Yu, 2011). Our suggestion for the authors of this book is to think more critically the topic of globalization, if they plan to have a next edition. Although there is a mention of a study in the Chinese context, most of the studies happen in the United States. With the development of technology, globalization and popularization of online education are inevitable trends in the future (Goren & Yemini, 2017; Marginson, 2018). Online education is developing rapidly in other countries and regions, too. It is thus suggested that future researchers integrate more research findings on the quality of online education from various countries and regions in the world.

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