BOOK REVIEW

Cases on Educational Technology Planning, Design, and Implementation:
A Project Management Perspective

Reviewed by Chia-Wen Tsai, Department of Information Management, Ming Chuan University, Taipei, Taiwan

Pei-Di Shen, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Yi-Chun Chiang, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

With the rapid revolution in technology developments and growth, information and communication technology now plays a significant role in the education field. Applications of technology are made in formal education, distance education, simulations, educational games, and virtual worlds, (Kucuk, Aydemir, Yildirim, Arpacik & Goktas, 2013) and apply from preschool through compulsory education, from secondary education to higher education. In addition, technology has made a wealth of knowledge available to students, provided a large amount of new information and access to students of everything instructors present in the classroom, and this availability has trained students to learn new technology skills they can use in the workplace. In other words, educational technology can be regarded as an assisting learning tool that educators may utilize to enhance students' learning. That is, integrating technology into schools will help prepare students to succeed in a rapidly changing world. However, the disadvantage of using educational technology is that both instructors and students need training to learn how to use new technology, before they can really benefit from it. Besides, when using the technology in classroom, it can be difficult for students to

focus on learning; hence, it requires increased self-discipline and self-motivation.

The book is based on extensive case studies that have been carried out by the authors and in addition to the preface, there are 19 chapters, which cover seven main topics including: (1) campus-wide technology implementation, (2) classroom level implementation, (3) department management, (4) educational technology in government settings, (5) learning and educational technology projects, (6) program level technology implementation, and (7) project management. The purpose of the book is to provide students, teachers, researchers, scholars, educators, and professionals interested in implementing education technology projects guidance on how to engage in it.

As a brief summary, highlights of the book's contents are shared in this review. The first topic, which is presented from Chapters 1 to 3, introduces educational technology projects, including how to plan, design and implement them, and learn from the challenges therein. The second topic, which is presented from Chapters 4 to 7, begins to illustrate several case studies about course management systems, project details, and the management process. The third topic, which appears in Chapters 8 to 11, focuses on how to improve campus progress, how projects gathered different departments and resources together, and were well implemented. The fourth topic, which is presented in Chapter 12, illustrates how project management approaches integration in a higher education technology support unit. The fifth topic, which is presented in Chapters 13 to 14, describes the challenges that educational technology projects face, the lessons learned, and how the problems were overcome from instructional design and project management perspectives. The sixth topic, which is arranged from Chapter 15 to 16, provides a blended learning approach for training healthcare organizations' members. The final topic, which appears in Chapters 17 to 19, describes effective and successful project management procedures and strategies, points out the importance of using technologies in the education field, and demonstrates the implementation of simulation training to improve learning.

A comprehensive source of insights, this book provides strategies for planning, designing, organizing, and implementing educational technology projects. Moreover, the authors review how instructors use a project management framework and technology tools to teach and guide students how to learn. In reviewing this book, we have chosen to emphasize facets that resonate with highly relevant considerations when educators decide to use technology tools in the classroom. We particularly focus on instructional design and strategies for teaching skills and students' learning effectiveness.

The book introduces project management framework, approaches, challenges and proposed conclusions based on the use of educational technology projects from case studies. It is worth noting that the authors indicate the educational environment, teaching equipment, and teaching methods make an impact on students' learning experiences and outcomes when using educational technology. Accordingly, when designing blended or hybrid courses, using assisting technology in class, and improving the physical environment and infrastructure, such as developing network connections, installing advanced technology resources, and using innovative furnishings could promote learners' collaboration. This book takes the readers on a tour, beginning with the most effective techniques.

A valuable contribution of this book is that the authors describe the implementation of a formal, online, process-based Quality Management System that promotes user-centered design methods, and is designed to self-evaluate, document, and improve the Instructional Design process that guides the development of educational technology solutions in education innovation. The content and comprehensive information provided in the 19 chapters of this book serves a variety of purposes. Thus, the authors were able to systematically address and divulge each of the components of this immense subject, providing clear-cut explanations and

specific examples to explicitly and successfully get their points across to the reader.

Cases on Educational Technology Planning, Design, and Implementation: A Project Management Perspective is a highly recommendable book that is well-organized, and well-written, and well-integrated. It illustrates the wide range of applications of educational technologies in a way that will inform readers, instructors, students, educators and researchers in scanning the comprehensive spectrum of current trends and investigating ways to improve education quality. The cases, terms and notions covered are described in simple and comprehensible language, using grounded and intelligible examples. In this context, it is only logical to conclude that this book will be of particular interest and utility to a wide range of readers.

REFERENCES

Kucuk, S., Aydemir, M., Yildirim, G., Arpacik, O., & Goktas, Y. (2013). Educational technology research trends in Turkey from 1990 to 2011. *Computers & Education*, *68*, 42–50. doi:10.1016/j.compedu.2013.04.016

Chia-Wen Tsai is an Associate Professor in the Department of Information Management, Ming Chuan University. Dr. Tsai is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design, and International Journal of Technology and Human Interaction. He is also the Associate Editor of Cyberpsychology, Behavior, and Social Networking. He is interested in online teaching methods and knowledge management.

Pei-Di Shen now works as Director of the Teacher Education Center and professor of Graduate School of Education, Ming Chuan University, Taipei, Taiwan. Professor Shen is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design. Her primary interest areas are E-learning, Knowledge Management, Virtual Community, and Management Information Systems. Her research focus is distance delivery in higher education.

Yi-Chun Chiang, M. (Ed.). is a staff member of the Teacher Education Center, Ming Chuan University, Taiwan.