Castledown

Review of *Learning How to Learn Using Multimedia*

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Lecture Notes in Educational Technology: Learning How to Learn Using Multimedia, edited by Deepanjali Mishra and Yuangshan Chuang, Springer, 2021, 195pp., $149.99 (Hardcover) $109 (eBook). ISBN 9789811617836.

There is a consensus that e-learning can never complement face-to-face learning. However, the book *Lecture notes in educational technology: Learning how to learn using multimedia* argues that using a digital approach to teaching and learning can make a class much more interesting than a traditional face-to-face approach, irrespective of learner autonomy. The current COVID-19 crisis has highlighted the importance of e-learning to us. Many studies conducted during COVID-19 lockdown point out that well-planned online learning can better benefit future students (Amir *et al*., 2020; Sukiman, Haningsih, & Rohmi, 2022). In line with this, this volume is comprised of a collection of 14 chapters describing research outcomes involved with e-learning and teaching through multimedia. While not all of the chapters directly address language teaching and learning, the concepts that are raised are of immediate relevance to both teachers and researchers using technology in language learning environments.

The first chapter by Satyarthi, Pandey, Singh, and Dubey starts with an overview of the use of ICT in education and how an LMS can facilitate e-learning. Next, it discusses relevant literature in an e-learning system management. It also details the artifacts and factors which influence e-learning. Overall, this study argues that technology can improve traditional education systems and provide both the learner and the teacher with a better outcome.

Next, the chapter by Hsu, Garimell, and Lee presents the results of a preliminary study that examines cognitive and behavioural factors influencing learners' engagement in MOOC (Massive Open Online Courses). The findings indicate that five factors, including interactive, inferential, integrative, instruction, and involvement, notably influenced learning engagement in MOOCs, followed by a detailed

discussion of the factors with related issues. Needless to say, this chapter will be of interest to teachers, facilitators, and even learners in MOOCs.

The third chapter, *Covid-19: A Revolution in the Field of Education in India* by Chauhan and Rani, presents a very timely issue, namely, education during COVID-19. It discusses how education was continued through virtual classrooms during the COVID-19 lockdown in India, exploring both the affordances and challenges of virtual learning. It details various online platforms utilized and government initiatives to facilitate learning and teaching during COVID-19, offering an in-depth discussion of both the positive and negative aspects of virtual learning during this situation.

The next chapter by Arya *et al.* discusses the challenges that have arisen because of the sudden shift to an online education approach. It suggests that there is a need to refine the learning management system, and applications and websites need to be economical and updated with a better user interface to reduce bandwidth for the benefit of both students and program facilitators.

Chapter 5 by Kumari concentrates on the tools or platforms used for teaching-learning during COVID-19 lockdown, the challenges faced, cognitive response, participatory variables and the level of effectiveness of online delivery of the curriculum. She suggests ways to incorporate embedded learning for a better understanding of English, arguing that integrated multimedia learning can strengthen English teaching-learning.

Corpus Analysis for Literary Studies: Application and Relevance by Zafar and Khan seeks to explore the prospect of the use of corpus tools in literature classrooms. As corpus tools are not commonly used for literary analysis in English, this study seeks to initiate and explore the viability of the use of corpus tools in English literary studies, with a particular focus on India. It shows that the corpus tools can play a key role in enhancing learner autonomy in a traditional teacher-led literature classroom, which can be of interest to future practitioners and researchers considering implementing corpus analysis for literary texts.

Chapter 7 by Mishra and Lee seeks to explore the challenges faced by Korean students in learning English and to explore how e-learning can help to overcome those challenges. This article has important implications for researchers and teachers of English language through technology not only in Korea, but also in comparable EFL environments.

Research Contribution to the Progress of Digital Learning in India by Gavinolla, Swain, and Livina is a bibliometric analysis of digital education research in India. The aim of the study is to explore the trends and progress of research in digital education in India, and the results demonstrate that although digital education research in India has grown over the years, research publications in top-tier journals remains limited.

The next chapter, Chapter 9 by Adanech, is a review of research about the use of computer-based multimedia in teaching listening, especially in an EFL classroom context. It starts with an overview of previous and current trends of teaching listening, and then details three multimedia approaches along with modality and redundancy effects on learning to listen. The review of relevant empirical studies shows gaps in the literature. It may help curriculum designers to develop multimodal instructional materials.

Chapter 10 by Bhat offers new insights into the function and aspects of learning regulation in online learning. Successful implementation of e-learning/online learning is dependent upon its capacity and feasibility. As such, this study explores the variables that are important for successful online learning managed by learners through an extensive review of relevant recent literature.

The following chapter by Duwadi argues for the importance of humanities education. After outlining the importance of humanities education, it details the current crisis of the pay gap between graduates from humanities courses compared with other fields and the reasons behind this crisis in humanities education. From the recommendations for how to overcome this crisis, this chapter can help to raise awareness of the importance of humanities education as a part of the larger academic community.

In Chapter 12, Roy and Behera strive to explore how peer mentoring can help Open University teachers with distance teaching, and why peer mentoring matters in this regard. The results reveal that peer mentoring greatly benefits teachers, especially novice teachers in their practice of open or distance teaching. It advocates a need for mentees to have a clear understanding of teaching module development, online tutoring, lecture recording, and the basics of open and distance learning. This chapter recommends formalizing mentoring at large in Bangladesh and building up a community of learners among teachers. It has important implications for administrators and teachers at universities in Bangladesh, especially in this COVID-19 time.

The chapter *Learning to Online Learning: Techniques, Challenges and Opportunities* by Rai, Upadhyay, and Singh provides an interesting discussion that argues that technology can never replace the creativity of a teacher, irrespective of how advanced the classroom is. It details a range of techniques, challenges, and opportunities associated with online learning.

The last chapter by Singh and Singh explores the role that digital environment plays in the cognitive development of children, and the relationship between real-world socialization and virtual socialization. It shows that digital socialization can bring about a balanced cognitive and psycho-social development of children, but to get the best out of digital socialization, children's screen time should be limited or planned.

Overall, this book accommodates a good collection of resources for researchers, practitioners and teachers interested in online/distance/e-learning and teaching but reading through the book did reveal a few small weaknesses in some chapters. Firstly, Chapter 4 by Arya *et al*. does not outline the specific methodology regarding how information is gathered or collected and how it is analysed. The ideas expressed in the chapter could be presented a little more coherently, which I found to be distracting. Secondly, in my view, Chapter 5 by Kumari lacks clarity, and I felt that the aim and findings needed to be articulated more clearly to give greater clarity to the overall ideas that are presented. Chapter 8 by Gavinolla, Swain, and Livina is a good source of statistical information on digital education research in India, but it lacks depth in that it fails to provide a sufficient overview of previous studies and how their research builds upon this. Providing not only statistical but also thematic aspects of the articles studied would add a much-needed dimension to this study. Chapter 13 by Rai, Upadhyay, and Singh and Chapter 14 by Singh and Singh provide useful information, but could benefit from more coherence, scholarly writing, and a clearer description of the methodology.

While there were some limitations with some of the chapters, in all this book provides a critical account of the myriad factors, challenges, and affordances involved in digital education, which lends depth and currency to it. It is a landmark contribution which presents important ideas for teachers, practitioners, researchers to apply in current educational contexts.

References

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