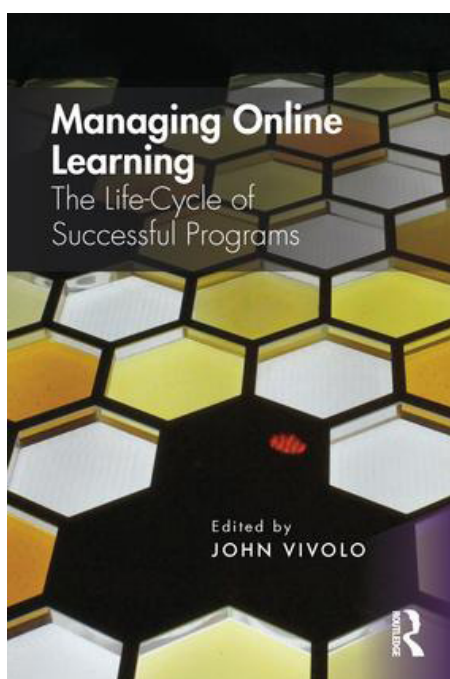


BOOK REVIEW**MANAGING ONLINE LEARNING THE LIFE-CYCLE OF
SUCCESSFUL PROGRAMS****Edited by John VIVOLDO****Istek AKSAK KOMUR**

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**INTRODUCTION**

Managing Online Learning The Life-Cycle of Successful Programs is edited by John VIVOLDO presents a comprehensive discussion of how to manage online learning. The first edition of the book was published in 2019 by Routledge.

The book is divided into four sections: Section 1 Organizational Leadership and Management, Section 2: Challenges and Opportunities for Learners, Section 3: Course Design and Development, and Section 4: Ongoing Improvements. The editor of Managing Online Learning, John Vivoldo is a leader in online learning with over 15 years of experience. He is Director of Online Education at the Katz School of Science and Health at Yeshiva University, and President of Re-Learning Solutions, LLC, an online learning consulting firm, USA. He was previously Director of Online and Virtual Learning at New York University and Director of Online Learning at the American Montessori Society.

REVIEW OF THE BOOK

In the introduction of the book entitled 'The Mirage in the Desert' John Vivolo describes what online learning is. 'Online learning is like a desert... Online learning is like a desert because there are pockets of leadership efforts speckled throughout the landscape, being well-organized, highly managed, and successful programs. These programs are often run by thought leaders and/or collaborative leadership groups that have built a marvelous oasis among the wastelands (p.1)'.

Section One: Organizational Leadership and Management

Chapter 1, *Overview of Online Learning and an (Un)official History*, by John Vivolo, presents some basic online learning terminology. The Pyramid of Online Learning Support plays a crucial role at the beginning of the most chapters in the book. The Figure is given below (p.14).

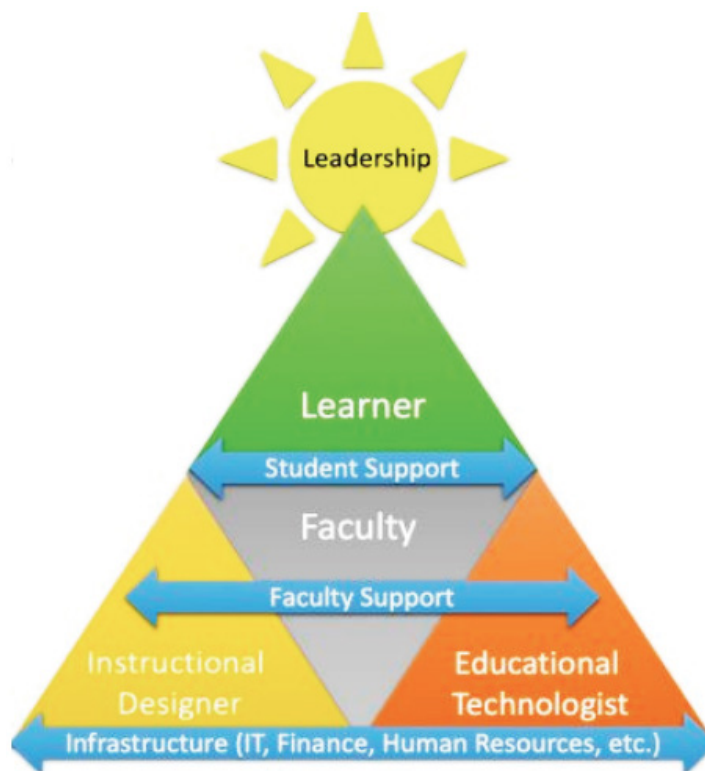


Figure 1. The Pyramid of Online Learning Support

Chapter 2, *Preparing the Path: Building an Online Learning Unit for Next Generation Learners* by John Vivolo, is about multiple areas within the Pyramid of Online Learning Support including the role of leadership to champion the effort and the resources available in some of the foundational and support areas, such as information technology, finance, student support, and faculty support. This chapter also focuses on the next-generation online learning unit and its many tasks.

Chapter 3, *Leading and Finding the Way: Leadership and Finances in Online Learning* by Marlene Leekang, discusses the need for buy-in toward online learning initiatives based on the Pyramid of Online Learning Support. Leadership support has many forms existing at the top of and bottom of the pyramid. Institutions need the support of the infrastructure tier of the pyramid to understand the operational ends of the institution as a whole to prepare accurate analyses.

Chapter 4, *Keeping the Machine and Culture in Sync: Creative Management of Technology Enhanced Teams* by Marlene Leekang, examines the leadership and management of the entire machine on a weight-and-pulley system in the pyramid.

Section Two: Challenges and Opportunities for Learners

Chapter 5, *Supporting the Online Student: From Suspect to Graduate (alumni)* by Lisa Bellantuono, explores building and implementing an interconnected approach to marketing, recruitment, and student support, providing a holistic experience that is unique to an online learner's life-cycle.

Chapter 6, *Seeing the World: Introduction to International Online Learners* by Jennifer Lauren, highlights the role of instructors in the international online classroom can create the foundation for all students to meet academic integrity standards.

Chapter 7, *Overcoming Faculty Resistance to Teaching Online* by Robert Ubell, discusses the resistance to online learning. Some colleges and universities introduce online programs with little or no faculty engagement, fomenting dysfunctional resentment and frustration.

Chapter 8, *A Voice in the Wilderness: Overcoming Isolation in Online Learning* by John Vivolo, discusses how a teacher and program manager can help learners overcome the isolation and better prepare them to learn online.

Section Three: Course Design and Development

Chapter 9, *Building the Scene: Storyboarding and Course Design for Interactive and Engaging* by John Vivolo, presents the industry standards for developing, teaching, and revising an online learning class. It also outlines the online learning development process which has five phases; analysis, design, development, implementation, evaluation and revision.

Chapter 10, *The Windows to the Soul: User Experience Design for Online Learners*, by Patrice Torcivia, presents the design thinking process which follows these steps: empathize; define; ideate; prototype; and test. It also stresses the importance of the learning design process which puts the learner at the center of the design and to meet their needs.

Chapter 11, *Lights, Camera, Online: Building an Online Learning Studio to Support Next Generation Course Development* by Earl Co, presents the tools necessary to use for online and virtual instruction like a development studio, the camera, and so on.

Chapter 12, *Engineers Welcome: Designing and Teaching STEM Online* Catheryn Reardon, discusses the educational theories for online learning in the areas of science, technology, engineering, and mathematics (STEM) and the best practices and methods for teaching STEM online.

Section Four: Ongoing Improvements

Chapter 13, *Pocket Data Analytics: An Instruction to Practical Applications of Course Analytics in Online Learning* by John Vivolo, presents an introduction to the practical application of pocket data analytics in which instructors can use to proactively improve student engagement and performance.

Chapter 14, *Understanding and Ensuring Quality: Designing Assessments and Evaluations for Online Learning* by Elisabeth Gabriel Stucklen is about one of the important components of online learning environment; the quality. The chapter also focuses on assessments and evaluation in online courses and environments.

The epilogue of the book entitled 'Days of Future Past: Where Do We Go From Here?' is a kind of guess about the future of online learning and possible effects.

In conclusion, *Managing Online Learning: The Life-Cycle of Successful Programs* is a useful guidebook which outlines the key aspects of online learning planning and executing effective online learning programs. The chapters of the book cover essential components of online learning management. It gives more practical advice and a short summary of organizational leadership and management, challenges and opportunities for learners, course design and development, and ongoing improvement in the online learning environment. I recommend this book to all online educators.

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