

contrary to popular belief, there is motivation within the academic community to teach online, which should be properly supported through recognition of the different skills required for online teaching and appropriate training. Teaching online, moreover, presents a fundamental challenge to teacher identity, which must be factored into any practical training and development initiative.

The volume concludes with a brief reflection upon the main findings from the preceding Chapters, once again situating distance education in the context of neoliberal educational aims, policies, and processes. Arguably, over the last several decades, neoliberalism has reshaped the value and practice of higher education. Universities, along with other institutions previously valued as essential public goods, have been transformed as part of the market. Education has been re-envisioned as any other good or service, to be provided and delivered through market mechanisms that foster consumer-provider relationships. The practices and technologies of online and distance education, in particular, have often fallen prey to the neoliberal dogma of efficiency, cost effectiveness and the measurement of everything (Keehn, Anderson & Boyles 2018; Natalier & Clarke 2015).

However, the editors fail to make clear why neoliberalism is brought into focus, how the case studies presented here challenge or disrupt neoliberal norms (if that is the intention), or how critiques of neoliberal practices and policies in digital education may complement the socially oriented learning theories presented in this volume. This type of framing seems inconsistent, moreover, with the very content and context of the case studies, none of which explicitly address neoliberal political economy. If the intent is to juxtapose participatory, community-based and collaborative knowledge practices with the automated, mechanized and individualistic learning espoused by the neoliberal ethos, this is not made adequately clear. The volume would also have benefited from a clearer organization of its case studies, potentially around the themes of community, identity, scale, pedagogy, creativity, which are at the heart of the discussion presented.

Another limitation, is that the case studies presented are at this point 4–5 years old, and some of the discussion feels dated as a result (e.g., the discussion about Facebook). In addition, a lot of the challenges and opportunities discussed, as well as recommendations made, are based on the OU's unique model and large student numbers. For instance, several chapters (e.g., Chapter 3, 4 & 10) are focused on the perspectives, practices and experiences of OU tutors who act as facilitators in the running of online modules, and who are supervised by the 'central' academic who creates the online learning and pedagogic design and content. Recommendations by contributors to this volume often assume a similar teaching context (e.g., 'Arrange a briefing day with all tutors. Use this to allow tutors to identify and discuss possible issues and jointly develop strategies for these.' p. 213).

The volume will, thus, be of interest primarily to those operating within similar parameters or those specifically interested in the OU's teaching models and pedagogical

practices. Administrators in the process of developing large-scale online teaching programs, as well as course developers and instructional designers tasked with implementing such programs are likely to find plenty to muse over here. In fact, the volume's main strength lies in the insights it offers into the particular challenges of working with high population courses. For the seasoned online instructor, however, many of the suggestions and arguments presented here are likely to feel obvious. Those readers looking for recommendations on specific tools and technologies to use in their online classroom would also be better served elsewhere.

Review 3: *More than a Moment, Contextualizing the past, present, and future of MOOCS* (Steven D. Krause)

Review authored by: Gillian Ferguson, The Scottish Social Services Council, UK

Review of: Krause, S.D. (2019) *More than a Moment, Contextualizing the past, present, and future of MOOCS*, Utah: Utah State University Press. 168 pages. ISBN: 9781607327868 (paperback) 9781607327875 (ebook)

This short book provides a reflective overview of the trajectory of the MOOC (Massive Online Open Course) within the academic, social and political context of technology-enhanced learning. *More than a Moment, Contextualizing the past, present, and future of MOOCS* is a quick and easy read comprising five chapters. Its author Steven Krause is well placed to reflect on the above, drawing from his well-known work as co-editor of the *Invasion of the MOOCs: The Promises and Perils of Massive Open Online Courses* with Charles Lowe which emerged from a time when there was extreme disruption anticipated from the emergence of these courses (Krause and Lowe, 2014). Krause is Professor in the Department of English Language and Literature at Eastern Michigan University and develops discussion in this new work bringing his multiple perspectives as an academic, educator, student/user of MOOCs and as a socio-political observer. Along with a critically reflective account of the journey of the MOOC to date, the author directs our thinking towards central questions about the future.

The book is written in a conversational style and ideal for a reader who is already familiar with the conception of the MOOC and the broader educational technology field. Krause acknowledges this clearly in his introduction, along with the intended style he uses to craft the presentation of the ideas within the book. The introduction provides an important insight into the rationale for the book, the starting point of the overall discussion and the position of the work within the field. Although short, the book is detailed in ideas about the perceptions and place of the MOOC and the associated discourse which has often minimised or misunderstood the phenomenon.

A brief outline of MOOCs is provided in its historical context, along with discussion about the tensions of

defining such an entity in a way which does justice to their designs, scope and multiple uses. The discussion and examples within the book primarily take an American perspective; however this is set and linked to the essential global picture needed to understand the development of MOOCs, their subsequent journey and their possible future. The book starts with a discussion about MOOCs in the university context presenting a “*high altitude*” view which takes in their emergence, purposes and associated expectations. This does not however really go into the philosophy and spirit that led to the rise of the phenomenon and readers who are familiar with other work on the topic will perhaps relate more readily to the ideas. Setting MOOCs “*as a continuation of distance education technologies*” is helpful and re-centres the reader in chapter two. The boundaries of what is and is not a MOOC are explored along with discussion about the parallel transformation in adult education, correspondence education and distance education, although this most often relates to the American experience.

It is interesting to consider the experience of using MOOCs with a focus on the student experience where the potential and actual use of MOOCs may not have aligned. Krause quotes extensively from a personal blog relating to his own experience of undertaking a MOOC to present perspectives from the student voice. Threaded through the chapters are connections between changing higher and further educational developments including the anticipated customer of MOOCs. Cyclical debates about scalability, quality and credibility continue to feature across the landscape of digital learning design and are given their place in the discussion. MOOCs may have befallen the fate of other forms of technology-enhanced learning in general misunderstanding and therefore misalignment in purpose, potential and subsequent design.

The perpetual debate about face-to-face versus online learning is considered in chapter four as part of discussion of the faculty perspective of MOOCs. All forms of education need to have clear intent and well-designed material which can be supported by technology however the starting point remains what can the technology do rather than what do we want to achieve in many organisations. At the time of writing this book review there has been a massive pivot to online teaching which further muddies the water in relation to these issues of purpose and design.

The summative perspectives and questions posed within the book are helpful in considering the overall position and potential future of MOOCs. Krause presents his summary within the title of the final chapter, “*the present and fuzzy and difficult to predict future of MOOCs and beyond*” and the discussion therein. There are clear claims for the overall success of MOOCs and their contribution to changing the discourse on and landscape of technology for learning. There is also a helpful discussion about the shift in emphasis from the dominant university-provider perspective with consideration of the tensions between the motivation of diverse providers across the profit and not-for-profit sectors. The idea is posed, that MOOCs may

now not necessarily all be open, free or massive in their intentional design and subsequent use.

The idea that the MOOC is a brief moment in education and learning is debunked within the title of the book which gives a clear hint of what will be argued. There is more to the MOOC than initially meets the eye, and there is a clear opportunity to collectively learn from experiences to date. The book would appeal to readers interested in an appraisal of the position of MOOCs in the educational technology field and to those exploring how this links with social, economic and educational policy with a critical eye. The detail and perspectives within the book trigger a strong reminder that MOOCs have an important position to assist that collective learning. MOOCs may have always been disruptive and adaptive shapeshifters, and there are multiple issues that they can help us reflect on. The book can begin this reflective process for the reader and suggests the conversation ought to continue.

Review 4: *Social Media in Higher Education: Case Studies, Reflections and Analysis* (Chris Rowell)

Review authored by: Alison Fox, The Open University, UK

Review of: Rowell, C. (ed) (2019) *Social Media in Higher Education: Case Studies, Reflections and Analysis*, Cambridge, UK: OpenBook Publishers 304 pages ISBN 9781783746682. Available as an open access book at: <https://doi.org/10.11647/OBP.0162>

This book is a gathering of social media enthusiasts, bringing together a wide range of thinking and experience about the role of forms of social media platforms, sites and tools in higher education. It is the product of social networking around a call using the Twitter hashtag #SocMedinHE which used the affordances of Twitter and blogging to ‘crowd-source’ the contributions. Authors are working in twenty universities, are freelance academics/activists or work for JISC (a not-for-profit company whose role is to support post-16 and higher education and research). The book brings together librarians, educational technologists and academics working in and across a range of disciplines (including business, education, healthcare and the arts). In eight cases the authors’ expertise in making contributions to Higher Education learning and teaching has been recognised by the Higher Education Academy (HEA), either as National Teaching Fellows or as Fellows or Senior Fellows. The authors are all active on social media platforms, with some widely recognised as digital leaders, driving practice forward and with several teaching courses based on their experience.

This collection examines social media using different lenses, such as focusing on addressing inequality, understanding political and popular culture, a drive for openness in education, developing pedagogy and informing professional development. What unites the contributors is their passion for understanding the past, current and potential role of social media within and for Higher