

BOOK REVIEW : HANDBOOK OF OPEN, DISTANCE AND DIGITAL EDUCATION Edited by Olaf Zawacki-Richter and Insung Jung, ISBN 978-981-19-2079-0 Springer published Singapore Pvt Ltd. 2023, 1425 Page, Rs: 52,084.

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This is another section of the book about openness and distance, but this time it includes digital education. Fortunately, the book is open access there are 80 chapters divided into seven sections, so chapter has 7 edited by members but I skimmed through the book and picked some sections that I really liked. In the meantime do a more comprehensive review of the whole book in a later post. The two main editors (and presumably Springer's team) have done a wonderful job in putting together such a wonderful study. Similarly, the contributing editor does a good job of keeping his chapters focused and cohesive. The contributors include many well-known names from the region, as well as newcomers from many countries, including those in the Southern Hemisphere. As the editor-in-chief wrote: We believe that the main strength of this book is the diversity of views offered by our international contributors, who bring a wealth of knowledge to bear on the impact and issues of ODDE. The contributors and editors of this book are from nearly 20 countries around the world, giving ODDE a truly international perspective.

The value of this book depends largely on the answer to this question. This book is very important for graduate students who are studying open, distance and digital learning courses especially the pdf version with chapters and links; but I would not recommend this book to teachers who want to participate in or develop online, open or distance education. While it is useful to read the historical background that situates these in their practice in a broader theoretical and historical context, it is not pragmatic enough; the editors and authors of this book work on ODDE scholarship, theory and practice. In other words, it is mostly a book by open, distance and digital scholars. The way it does things will miss a large and important readership. On the other hand, there are useful programs that focus on what the editors call macro and mid-level governments and senior managers. But whether these potential readers will have the time to read the book properly is another matter.

Chapter

One There are some good parts in the book, though, like Parson's Egg. That's up to you, of course. I'll focus on a few chapters that made

me interest, but I could have chosen others. Good guidance This is "essentially at the intersection of digital education and open education." This includes a quick review of the strengths and limitations of online learning management, blogs and social media MOOCs.

Part 2: Chapter 7: Benedict Dubray: Applications of AI in Education and Justice This is the only chapter in the book devoted to AI. I read this chapter with great anticipation, as the ethical issues of AI are so important. It looks at how AI is being used in our activities for students, teachers and managers, and examines the ethical issues that may arise, such as what types of data are used and how. du Boulay provides some ethical guidelines or guidelines and standards for the use of AI (such as the EU White Paper on Artificial Intelligence 2020) and similar guidelines for teachers, but there seems to be a long way to go for unity. AI ethical standards are particularly relevant in education. I came to the understanding that this technology is beyond our ability to control it (especially given developments such as ChatGPT). I would really like to provide some guidance to teachers and managers on this topic, but it is not covered in this chapter.

My contribution to the book is included. My chapter focuses on five strategies that support ODDE teaching innovation and the specific needs of ODDE schools before teaching innovation if they are to survive, as almost every building in the Colleges is now moving to digital education. The editor of this chapter, Ross Paul, takes a closer look at the impact



of Covid-19 and emergency education on traditional and ODDE hospitals. He also noted that the increasing political climate in many countries has the potential to increase trust in government and therefore all public institutions.

I found Jennie Glennie and Ross Paul's talk about strategic change in South African universities post-Covid very interesting and provided a good discussion of the pros and cons of the scheme ideas. I also like Thomas Hülsmann's chapter examining the costs of distance education and the initial argument that (distance) education should be free for students under Modern Law. I am not convinced (pardon the pun) by his argument and while I agree with him, it is a provocative read. I found this chapter most interesting (and not just because it is a chapter in it). Leadership and management topics at ODDE have not always received the attention they deserve, and many chapters at ODDE provide ideas and guidance for leaders and managers on the boundaries of change and leadership. I could go on. But these are just my personal favourites. Yours will be different. The bonus is that you don't have to have 50 pounds of equipment before you can ship it to your business office. You can download the entire book for free and then use the content page to go directly to the section that interests you.

This book will be useful to many people. Just watching it doesn't take much effort and may be worth it depending on your interests. This will be especially useful if you are an ODDE researcher or reviewer. In fact, many articles are now related to a specific university or process. Digital education blurs the lines between open, distance, and traditional education. But most people can't easily grasp the breadth and depth of this book. (I'll let ChatGPT try to review it.) I guess what I'm saying is that these books are general and vague enough to justify the work that everyone involved has done. In fact, it would have been better if there were seven more detailed points for each major section. It is a huge task. The same time and effort could be put into 21st century technologies, such as MOOCs, where all the experts and workers are broadly in the field but not yet known, or where part of the ODDE family can collaborate and exchange ideas, and the impact could be even broader and greater. focus efforts. It is time to rethink how we approach knowledge in the digital age. This in-depth study of the state of ODDE in the world will be of interest to researchers and experts in the ODDE field, as well as change management policy makers at all levels.

--Gedam. Kamalakar,