



BOOK REVIEW

Handbook of Research on Instructional Systems and Educational Technology

Terry Kidd and Lonnie R. Morris, Jr., editors

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Reviewed By

Matthew Bingley

Georgia State University

The *Handbook of Research on Instructional Systems and Educational Technology* is a timely collection of articles for educational institutions incorporating more distance and blended education courses into coming terms. It is a compilation of research articles surveying current trends, theories, and practices in the use of technology in education. The articles vary from literature reviews, to research studies, to overviews of practice and theory in particular areas. The book addresses a breadth of topics, from distance education to blended learning and flipped classrooms; from mobile learning to gamified learning. A handful of articles address the intersection of technology and social justice, while others deal with the hows and whys of implementing game-based learning.

The book's organization makes it approachable for faculty who may be unfamiliar with current research trends in educational technology. The editors summarize the articles in the preface and give rationales for the inclusion of each. The table of contents includes the abstracts for each article and many of the articles include glossaries of significant concepts.

Online education gets considerable attention, and rightly so. Chapter 2 defines distance education, while chapter 3 summarizes its pros and cons. Chapter 7 addresses faculty resistance to distance education. A number of articles deal with online instructional design, since it is a cornerstone of distance education. Chapters 8 and 10 address issues of assessing needs before course design. Chapter 18 explains how to build learning objects for a course while chapter 20 offers guidance on modular course design, a key topic for structuring an online course.

As with any broad work, the quality is uneven. For example, this collection leads off with a limited study of traditional college students' attitudes toward educational technology. Some other important topics in educational technology, such as theories involving online presence, receive scarce mention. Another significant omission is the lack of articles on Open Educational Resources and related topics like open licensing.

A few sundry articles stand out. Chapter 14 discusses the challenges of reading digitized texts and presents ways to address these concerns. Among the articles on technology and social justice, chapter 23 addresses how technology can be used to reduce sexual violence on campus. Chapter 29 addresses the importance of computational thinking as an approach to educational technology and how to implement this in professional development training. Chapter 31 captures the trend in Personal Learning Environments with a discussion of how curated RSS feeds can enhance education.