

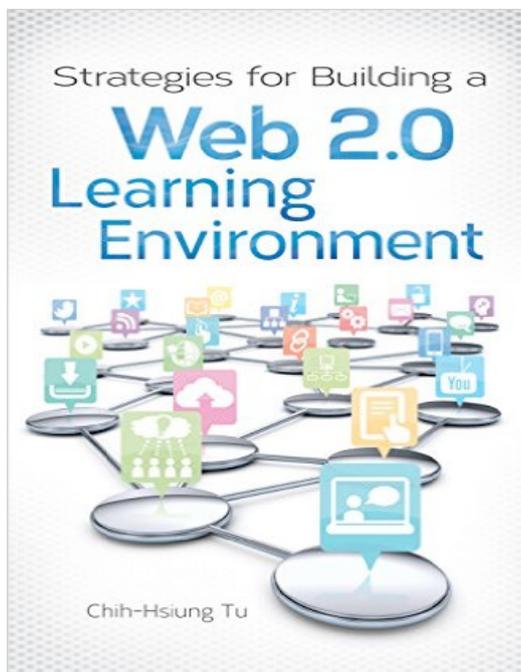
STRATEGIES FOR BUILDING A WEB 2.0 LEARNING ENVIRONMENT

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The first edition of the book was published in 2014 by Libraries Unlimited, an imprint of ABC-CLIO in Santa Barbara, California, the USA. The book has a total of xix +169 pages. The ISBN and EISBN of the book are respectively 978-1-59884-686-7 and 978-1-59884-687-4

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INTRODUCTION



The globe has been transformed into a digitally networked space where learners can customize their learning environments through Web 2.0 tools and services. Web 2.0 technology empowers learners to create, share, and organize their Personal Learning Environments (PLEs) in open networked environments; and allows learners to engage in social networking and collaborating activities (Tu, Sujo-Montes, Yen, Chan and Blucher (2012).

Considering that networked learning environments are kind of learning ecologies, one way of surviving in these ecologies is building PLEs by using Web 2.0 tools and services (Bozkurt, 2015). The PLE concept first defined by Olivier and Liber (2001) in a paper entitled 'Lifelong Learning:

The Need for Portable Personal Learning Environments and Supporting Interoperability Standards'. Accordingly, a PLE is comprised of all the different tools based on social software that learners use in their everyday life for learning (Attwell, 2007).

CHAPTERS

In this book, Tu (2014) explains Personal Learning Environments (PLEs) and Open Network Learning Environments (ONLEs) within multiple perspectives. The book consists of 16 chapters in 6 main parts.

Part I is entitled as "Background and Concepts".

In Chapter 1: *Introduction*, the author divulges the paradigm shift with different dimensions. Chapter 2: *Concepts of PLE and ONLE* explains main concepts and ideas regarding learning environments.

Part II is entitled as "Social Dimension".

Chapter 3: *Devise Digital Identity* is about digital identity formation. Chapter 4: *Learn to Be a Butterfly on Social Networks* defines learning environments in terms of learning communities.

Part III is entitled as "Network Dimension".

Chapter 5: *Accrue RSS Linkage* deals with how to integrate RSS readers into learning processes. Chapter 6: *Believe in the Wonder of Widgets* presents innovative ways to use widgets for learning purposes. Chapter 7: *Discover the Hidden Power of Third-Party Linkage* clarifies how to centralize scattered tools and functions into one tool.

Part IV is entitled as "Integration Dimension".

Chapter 8: *Construct Your PLE* focuses on organizing and managing multiple Web 2.0 learning tools. Chapter 9: *Mobilize Your Learning* demonstrates how to integrate Web 2.0 tools and mobile devices for seamless learning experiences.

Part V is entitled as "Cognitive Dimension".

Chapter 10: *Make Your World Flat* is about using discussion boards to enhance students' critical thinking skills. Chapter 11: *Tag to Touch Your Community* explains how to use social bookmarking tools to share distributed learning resources. Chapter 12: *Erase the Invisibility* provides innovative ways to visualize and present data. Chapter 13: *Go beyond Texts* explains multimodality representation technologies.

Part VI is entitled as "Comprehensive Integration".

In Chapter 14: *Innovate to Create*, readers are shown how to integrate open network learning environments by using multiple Web 2.0 tools for effective and efficient learning experiences. Chapter 15: *Finis* provides an overall summary of previous chapters.

CONCLUDING THOUGHTS

The advent of Web 2.0 tools and services have enabled online networks as rich communication and interaction spaces. Currently, online networks provide many learning opportunities that one couldn't even imagine at the beginning of new millennium and promise more for learning purposes. These networks are perceived more than mere virtual spaces, yet as online learning ecologies. Digital lifelong learners traverse among these ecologies in quest of learning and knowledge. However, these learners need a set of tools and skills to survive in these ecologies and form PLEs according to their own learning needs. At this very point, this book serves as a comprehensive and effective guide for digital lifelong learners. The premise of this book is that author distills and then synthesis theory, practice, research and years of experience into one single book. Therefore, it stands as a magnum opus to learners, practitioners and researchers and provides guidelines for those who wants to build PLEs in online or blended learning ecologies.

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