

BOOK REVIEW

Exploring Technology for Writing and Writing Instruction

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Exploring Technology for Writing and Writing Instruction

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368 pp.

\$175

ISBN: 9781466643413

With the rapid changes in technology, humanity now has gradually accepted and recognized that technology plays a significant role in the educational, political, economic, and social changes that characterize our present knowledge in society. In the education field, educational technology curricula are more and more frequently the learning and teaching experiences administered by national governments, teachers, and schools to design and organize learning environments in which students can develop digital competence. However, the concept of

digital literacy has many diverging, and even conflicting, understandings. *Exploring Technology for Writing and Writing Instruction* is a book aimed to introduce writing technologies in preschool education, compulsory education, and post-secondary education. These skills are perceived as a set of generic competences for lifelong learning that enable students to adapt to change. Furthermore, the book covers seven topics including: 1. adaptive and assistive technologies; 2. digital assessment and evaluation; 3. online education; 4. online writing communities; 5. professional development; 6. teacher education; and 7. technology-facilitated feedback. The purpose of the book is to provide researchers, scholars, students, educators, and professionals further details about the use of these in the classroom. In reviewing this book, we have chosen to extract the snippets that resonate with highly relevant considerations when developing new education tools, as well as instructional and writing strategies for students' learning effectiveness.

Exploring Technology for Writing and Writing Instruction is a comprehensive source of insight into the use of technology, and it collates numerous case studies of learning experiences. It is worth noting that the greatest value and forte of this book, in our opinion, is that its authors were able to systematically address each of the components of this immense subject, providing clear-cut explanations and specific examples to explicitly and successfully get their points across to the readers. As the use of Internet and educational technologies is growing, this book is instrumental in providing an overview of technology trends, as well as trying to understand organizational, demographic, and socioeconomic influences on educational technology adoption. Pedagogy, feedback, and evaluation are central to many chapters within the book. The authors illustrate the advantages and means by which educational games impact students' writing strategy acquisition and practice. They also introduce new tools to help students master language structures, and guide teachers in how to choose, conduct, and exploit appropriate digital instruction and use the tools to allow students to make correct decisions, solve problems, and enhance their ability through interactive learning.

According to some research literature, the authors point out that in education, through the use of digital feedback tools to review and revise student writing, as well as build an online academic community to support students as writers, most of them feel comfortable, and are willing to engage in revision and are encouraged to become editors of one another's works. This may allow both teachers and parents to understand students' online behavior, and offer different ways to think about writing and how to improve the quality of students' expository

writing. This new trend that educators can learn from is referred to as peer collaboration in an online literature discussion forum; it may enable the construction of students' social identity, community building, and a sociocultural-situated response and engendered immersion in, involvement with, and interpretation of texts.

Importantly, this book explores different student racial groups' writing skills via digital media and in particular focuses on improving Latino students' literacy. The book adds credibility to the arguments portrayed throughout the text by supplying factual evidence of research findings that have been most recently documented by professionals from all over the world. Moreover, the research covered in the text is explained in an understandable and easy-to-comprehend approach, giving the necessary overview of all complex terms used in the narration. This gives readers and students a soft landing spot when studying the subject of technology and instruction.

Exploring Technology for Writing and Writing Instruction is a highly recommendable book. The extracted snippets illustrate the wide range of applications of educational technologies and social networking sites (SNSs) that will inform readers, teachers and schools in finding a comprehensive spectrum of current trends and ways to improve students' writing. Personally, we think this book deserves its own special spot on any training company's or academic institution's bookshelf. The theories, terms, and notions covered are described in simple and comprehensible language, using grounded and intelligible examples. In this context, it is only logical to conclude that this book will be of particular interest and utility to a wide range of readers.

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Pei-Di Shen now works as Director of the Teacher Education Center and professor of Graduate School of Education, Ming Chuan University, Taipei, Taiwan. Professor Shen is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design. Her primary interest areas are E-learning, Knowledge Management, Virtual Community, and Management Information Systems. Her research focus is distance delivery in higher education.

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