to-face learning—makes no place for genuinely learner-directed learning and even for unintended and yet valued learning outcomes, featuring now in UK practice and literature.

There follows a massive chapter on online course interaction which features a rich selection of seemingly valuable but perhaps time-limited technological resources for the educator. There seems no space to note or engage with the frustrations which have occupied many UK researchers recently, when online discussions have proved fruitless and under-utilised. Nor is there any consideration of the growing literature dealing with the problems of effectively moderating discussion board activity with learners from Chinese heritage backgrounds.

The book closes almost hurriedly with a short and cramped treatment of strategies, advantages and disadvantages of assessment and grading rubrics. Several UK stalwarts feature here, though the omission of Boud seems a serious weakness in a source book which stresses and explores self- and peer-assessment.

Nevertheless this thin volume of 131 pages epitomises the Scots saying that “Guid gear gangs in sma’ bulk”—meaning that worthwhile content is often best conveyed succinctly. It is an excellent overview and source for those concerned with learner-centred education, whether online or not.

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Ingle, Steve & Duckworth, Vicky (2013) Enhancing learning through technology in lifelong learning
http://www.mcgraw-hill.co.uk/html/0335246400.html

Summary
The aim of this is to offer novices and experienced learning/teaching practitioners an accessible and user-friendly resource that will help them enhance their students’ learning through the use of a range of learning technologies. A clear rationale for the practical ideas presented here is provided in the authors’ overview of related educational theory, recent trends, and debates. If this book seems likely to be relevant to you, I recommend you buy a copy.
Sara Hammer
As a reader I found this book tremendously engaging and had to resist the urge to jump online and try out some of the featured learning techniques.

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Summary
Leone’s little book is a highly academic exposition of Moodle 2.0, the personal learning environment (PLE), and of its potential to improve learner-learner interaction, co-creation, and sharing of both the formal and the informal knowledge needed for modern learners to be highly engaged. It could be worth borrowing if you are dedicated to innovation in online learning and/or want to know the theory behind the software.

Robyn Smyth

The first chapter provides a snapshot of the current status including:
• intended European Union 2020 benchmarks for educational attainment;
• participation rates for formal and informal lifelong learning amongst European countries;
• characteristics, needs and expectations of lifelong learners;
• the derivation of the notion of personalised learning and the tensions between PLES and virtual learning environments (VLEs) based on learning management systems (LMSs);
• an extensive discussion of contested definitions within the art of teaching (pedagogy, andragogy, heutagogy and so on); and
• the derivation of the concept of the social semantic web (SSW) which underpins the model which is subsequently trialled.

The second chapter provides a detailed explanation of the conceptual, technical and adaptive nature of the system which increases its ability to personalise learning through stimulation of neural networks connected with shared social construction of new knowledge, both formally and informally. It contains extensive business processes and description of tools and their capabilities. This chapter concludes with a case study and SWOT analysis—while the third chapter details the results of its trial. For the more technically minded e-learning professional, this last analysis will be most insightful.

Even acknowledging the author’s tentative final notes, my main concerns relate to the implied claims for the SSW for lifelong learning as an approach “successfully validated as a device suitable to provide a dynamically personalised learning environment to the lifelong learner” (p 79)—when the trial comprised 21 “expert ICT and/or e-learning professionals” (p 63).

Also, as an academic developer who has worked in distance learning for a significant time, I would like to have seen more discussion about further research into the generalisability of the system. This would include how less experienced learners would cope and how scaffolding of learning might be reconceptualised to support the increasing variety of learners entering higher education because of increasing aspirations for educational attainment.

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