

## ***Managing e-library strategies: design, delivery, implementation and evaluation.***

By Badrul H. Khan. Hershey, Penn. : Information Service Publishings, 2005. 424 p.  
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r. Badrul H. Khan has supplied yet another addition to the near-ubiquitous field of education technology with his new book *Managing e-learning strategies: design, delivery, implementation and evaluation*. The volume serves as an introduction to e-learning (or online or electronic learning) and a comprehensive guide for developers and planners of e-learning systems and programs. Khan's book covers the many issues, aspects and details concerning the creation of everything from individual e-learning sessions within a traditional classroom to entire virtual universities.

In the preface, Khan sets the conceptual stage for the acceptance and use of e-learning and outlines his goals and structure in the rest of the work. Chapter 1 provides the reader with the author's definition of e-learning, a contrasting comparison to traditional learning, and the requirements for a successful e-learning effort. Chapters 2 through 9 systematically explore the 8 categories or "dimensions" of e-learning issues: institutional, management, technological, pedagogical, ethical, interface design, resources support and evaluation.

In Khan's view, e-learning is defined as being "open, flexible, and distributed," meaning that the student can go at her own pace, and is free to choose her own time and place. The internet, he believes, is the ideal medium to fulfill these requirements. The traditional methods used in education until recently have become engrained, he asserts. E-learning, however, is still relatively new and, therefore, requires a new framework to help those wishing to "do it right."

The eight dimensions listed above provide this framework. Sub-dimensions within each dimension are presented as questions designers need to ask themselves. To create a comprehensive list of issues to deal with given this type of project, stakeholders (including students, support staffs, instructors, managers, etc.) are placed at the center of the framework and considered in terms of each dimension and sub-dimension as they apply. Although very thorough and methodical, Khan understandably does not claim to have included all possible issues and details in the book. In fact, in each dimension's chapter, the question is posed, "Can you think of any e-learning related... issues not covered in this chapter?"

One difficulty with the book is that the style in which the text is written is not the easiest to read. It contains some awkwardly-worded phrases, and can also be repetitive. This is offset, in part, by the usefulness of the checklists which appear at the end of each chapter, and the wealth of tables and charts provided to assist in the organization of information.

The index is less impressive, however; it is very short and, considering the detail-oriented work this is, could be much more complete.

This volume is accessible for anyone interested in using today's technology to meet their instructional needs, despite the fact that the tone caters primarily to an academic or business audience. It is both practical, in that it deals with real world considerations and details, and theoretical, covering differences in opinion, referencing much of what is mentioned, and making no judgment on the topics. For a guide aimed at assisting developers to create programs in such a new and technologically-framed field, Khan does an excellent job of going through the issues systematically and thoroughly which in turn helps the reader/developer to do the same.

Matthew Thomas is the Public Services Librarian at the Bracken Health Sciences Library, Queen's University.