Reviews

edited by Philip Barker

Danny Saunders and Nina Smalley (eds.), *The International Simulation and Gaming Research Yearbook – Volume 8: Simulations and Games for Transition and Change,* **London: Kogan Page, 2000. ISBN: 0–7494–3397–3. Hardback, viii+271 pages, £40.00.**

The theme of this year's *International Simulation and Gaming Yearbook* – 'Transition and Change' – addresses the topical discourse on the improvement of pedagogy by the introduction of active and student-centred learning in UK higher education. Although the value of 'learning-by-doing' and experiential learning is well recognized by researchers in education, many subjects and university courses continue to employ teaching methods (such as lectures) that favour a passive reproduction of information rather than the fostering of student understanding. In this regard, simulations and games are powerful tools that not only promote an active, student-centred approach to learning but have the potential to help realize government policies to improve the quality of teaching and learning in higher education institutions in the UK.

Games and simulations, in fact, are becoming a steadfast methodology in certain subjects as well as in professional training. This eighth volume of a series on simulation and gaming research is vital proof of the persistent development and use of the methodology by dedicated teachers and trainers. The publication consists of a compilation of papers from well-known scholars and practitioners. Theoretical topics are amply complemented with descriptions of use and implementations of simulations and games in a variety of international educational settings. Contributions are grouped thematically into sections on 'Game Design and Development' (1), 'Interpersonal Relations' (2), 'Business and Management' (3), 'Technology and Computing' (4), 'Practitioner's Notes' (5) and 'Yearbook Information' (6).

The book's overall structure follows a sequence that caters to readers who are unfamiliar with the topic area. The first section with theoretically orientated papers provides an introduction into current research and thought that places the application examples from the following sections in context. While most authors are enthusiastic about games and simulations, critical pieces are also included so that overall a very balanced view of the methodology is provided. The article by Henry Ellington, for example, reviews eloquently the categories and key characteristics of games and simulations in respect to pedagogy. Depending on the context, games, simulations and case studies can be used to develop communication, interpersonal, research, analysis and cognitive skills. Moreover, with an increasing trend toward computer-mediated self-study, online and distance learning, the need to balance student-centred learning with interactive and face-to-face learning opportunities is stressed. While games possess many strengths, such as the potential to integrate perspectives from different disciplines and to promote deep learning, the

author points also to weaknesses, such as the organizational challenges of accommodating games in a university schedule, the difficulties for assessment and the potential misuse of games as diversions. Further papers in this section discuss simulation design, the implications of the emotional element in role-play and the use of simulations to develop and assess policy in health care.

Readers familiar with the field will not be disappointed. Topical sections support a selective reading approach focusing on specific issues and applications. Contributions cover a wide spectrum ranging, for example, from a playful imaginary classroom exercise on the diffusion of innovation and a training workshop for professionals in the catering industry to an interesting simulation on interpersonal relations which is designed to help participants gain an understanding of prejudice and discrimination. Here, real world discrimination is 'rehearsed' in the simulation through deliberate segregation and information-channelling. The artificially created difference in information access and level leads to mistrust and prejudices in the interactions of the reunited group which are discussed in a structured manner at the conclusion of the exercise. Much deeper understanding is achieved through this experiential approach than could be obtained through discussion alone.

The final part, 'Yearbook Information', contains the most comprehensive and well-organized reference section on gaming and simulation work of which I am aware. A bibliography of recent articles categorized by major disciplines provides readers easy access to additional information and research on many different aspects of gaming and simulations. There is also an up-to-date list of national and international publications, such as books and journals as well as addresses of companies that design and distribute games.

The *Simulation and Gaming Research Yearbook* dazzles with a great breadth of contributions from many fields and countries. However, depth and quality of individual articles vary. A number of essays from Section 5, entitled 'Practitioner's Notes', are rather sketchy and eclectic. A lengthy description of a game design competition may have great entertainment value to the contributor's friends and acquaintances, but it is likely to be a cause for bewilderment for many others. On one hand, one may argue that more

rigorous editorship might have helped to alleviate quality discrepancies, but the trade-off would almost certainly be less diversity in terms of authors and topics. This is a difficult choice to make, for there is a delicate balance between inclusion, breadth and diversity and inconsistency, lack of quality and eclecticism. On the other hand, a rigorous scholarly evaluation may be uncalled for here. In the preface of the fourth *Gaming and Simulation Yearbook*, Saunders asserted that reading passively about active learning is somewhat a contradiction of terms. Games and simulations need to be experienced to evaluate their real quality.

Nonetheless, for lack of alternative media, the *Simulation and Gaming Yearbook* series is, so far one of the best accounts of activities and research in the field of gaming and simulation available. This edition on Transition and Change complements earlier volumes with new and unique contributions that re-emphasize the wealth of possibilities for the use of games and simulations in different fields. This book, I believe, will proof useful for teachers and educators seeking to improve the learning experience of their students as the collection of theory, concepts, and practical examples provides an abundance of ideas and tools for use in various teaching and training situations.

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David McConnell, *Implementing Computer Supported Cooperative Learning***, 2nd edition, London: Kogan Page, 2000. ISBN: 0–7494–3135–0. Hardback, 264 pages, £19.99.**

In the six years since the first edition of this book was published much has changed. In 1994 the Web was in its infancy and much of the educational use of computer-mediated communications (CMC) was of a pioneering or experimental nature. The use of CMC is not yet a mainstream activity but it is certainly commonplace. The world of text-based systems has been enriched by newer Web-based systems and the prospect of full multimedia is now much closer as processing power and bandwidth are increasing rapidly. This book is not primarily about technology; it is aimed squarely at practitioners who are interested in co-operative learning and as such the pedagogical basis of the book is much more stable than technological change might imply. This book remains a valuable contribution because it is about the

implementation of a pedagogical practice using technology rather than being simply technology-driven.

The author describes the book as being divided into three sections. Part I examines co-operative learning and the technologies available for supporting co-operative learning. It then goes on to draw comparisons between computer supported co-operative learning (CSCL) and face-to-face environments. Part II (Chapters 5 and 6) considers design issues and presents a case study of a long-running CSCL programme. In Part III (Chapters 7 and 8) the author concludes the book with a review of advanced learning technologies that can be applied to CSCL and an examination of research into CSCL. I have provided the indications as to which chapters fall into each section as the book has no guide to the sections that the author describes.

Chapter 1 of the book introduces the idea of co-operative learning. This chapter is the heart of the book, as it sets out the pedagogic framework around which the other chapters develop. It is updated by the inclusion of an additional section about socially orientated theories of learning that have become increasingly significant in the years between the two editions of this book. The chapter acknowledges the various uses of the terms 'collaborative' and 'co-operative' within the field of CSCL,and wisely decides to use co-operative as an inclusive term to encompass the various approaches to the subject. The use of the term co-operative allows the author to draw support from the wider social theories of co-operation associated with Axelrod and Argyle.

Chapter 2 deals with technologies for CSCL and is one of the parts of the book most affected by recent developments. The chapter outlines some of the currently available software systems for CSCL in a more fully developed section than the first edition. These are divided into asynchronous and synchronous types, with the author expressing a clear preference for systems that support knowledge construction rather than systems with an underlying purpose of instructional delivery. The system reviews are quite comprehensive and they are informed by recent research at the University of Sheffield. Other sections of the chapter are not so thoroughly updated. In particular the structure remains much the same as the 1994 edition, though some of the technical specifications have

been removed, as they are now out of date. The problem with this chapter is that it does not look closely at current technical developments and their potential for educational applications. Telecommunication companies are now supplying digital subscriber lines (DSL): BT for example currently offers ADSL (Asymmetrical DSL) in some regions and has plans to make the technology available across the UK. The capacity and possible uses of ADSL and DSL lines in general are not mentioned. Mobile Web access is now available via WAP telephones, and third-generation mobile technologies that will offer permanent connections and high data rates are on the horizon. Some discussion of the affordances of these new systems would have been welcome, as audio and video capabilities may become widely available in the near future.

Chapter 3 examines tutoring and learning in CSCL and face-to-face environments. In structure and content it remains largely the same as the first edition. An entirely new chapter that considers the dynamics of group work follows. The focus of this chapter is aspects of gender and the differences observed between male and female participants in CSCL. It is based upon empirical research undertaken by the author in the early 1990s.

The second section consists of two chapters, 'Designing for CSCL' and 'CSCL in Action – A Case Study'. Chapter 5 is a helpful chapter dealing with design issues and it has comprehensively updated references in the new edition. It also contains a short additional section that develops the socially orientated theories of learning introduced in Chapter 1 by considering recent developments in the study of learning communities. The structure of this chapter and the one following remains largely the same as in the first edition. Chapter 6 draws on further empirical research by the author to provide a detailed case study. The final section of the book consists of two chapters, Chapter 7 ('Trends and Developments') and Chapter 8 ('Researching CSCL'). Both chapters have been updated and Chapter 7 is a complete reworking of the equivalent chapter in the first edition.

Overall this remains a valuable book. If you have not either read or bought a copy of the first edition, I recommend that you do not miss the revised second edition. If you have a copy of the first edition, I cannot in all honesty recommend that you purchase the new edition, as it remains largely the same book. You may wish to read a

copy of the new edition, though the book contains little new material beyond revisions and the new Chapter 4 looking at Group Dynamics. Specifically the revisions made in the area of technology and of advanced learning technologies are not sufficient to warrant an unqualified recommendation.

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Linda Lau, *Distance Learning Technologies: Issues, Trends and Opportunities*, Hershey PA (USA): Ideas Group Publishing, 2000. ISBN: 1–878–28980–2. Softback, ii+252 pages, $69.50 US.

With the growing attention being paid to the use of distance learning technology in education, this book is intended to promote and enhance knowledge and understanding of distance learning technologies for academics and practitioners. A collection of papers presented in sixteen chapters, the book deals with a diverse range of distance learning situations from a Web-based learning environment for children, through instruction systems for higher education to Web-based training for the network marketing industry. It is divided into three sections. The first concentrates on the theoretical foundations of distance learning. The second section describes the conceptual aspects of distance learning – strategies for using distance learning technologies and elements to consider for successful development of distance learning programs. The final section presents case studies of practical implementation of distance learning technology.

The first four chapters focus on the theoretical aspects of distance learning. Chapter One provides reasonable coverage of constructivist learning theories and examples of constructivist approaches, but recommendations for implementing these theories in Web-based learning environments are brief and rather superficial and do not offer any real proposals. The second chapter provides sound advice but again does not fully cover the area. For instance, it acknowledges that text-based learning can produce 'lurkers', but the authors fail to address the problem of how to ensure discourse takes place. Chapter Three discusses a framework for summative and formative evaluation of Web-based teaching in higher education. The authors suggest that formative evaluation should justify the use of the teaching method; while in a formative evaluation one should analyse the needs of the student users and design an appropriate system to meet those needs. Chapter Four considers the implications of distance training programs in large businesses. It argues that a change in the way training is carried out requires a combined approach of strategic planning, change management and project management. This article argues that these skills should be utilized to ensure the smooth transition within a corporate structure to technology-based distance learning. While acknowledging the different focus of higher education and business, the author argues that both business and higher education can draw on the principles of strategy, change management and project planning to implement distance education.

The middle chapters of the book describe conceptual aspects of distance learning technology. Chapter Six identifies and discusses the issues that need to be addressed by an institution when considering forming an alliance to provide distance learning. It highlights both the potential benefits and pitfalls and identifies the need for longitudinal research into the way such alliances evolve and the way they might affect the mission, identity and survival of an individual school. Chapter Seven presents a case study of DODEA Electronic School which was set up as a distance learning institution, and has moved to IT-based delivery. The school uses *Lotus Notes* and this chapter examines what the authors regard to be the key elements of a successful distance learning program. The nine criteria appear to be a useful set of elements, though some are only possible in a particular type of learning environment. They may not be appropriate for some distance learning communities where students are, for instance, based at home. This is an enthusiastic and upbeat chapter designed to assist the instructional designer in developing existing courses, although it does tend to gloss over some of the difficulties and drawbacks of designing such an environment. Online education from the perspective of the course developer is considered in Chapter Eight. It identifies and discusses three issues the author considers essential for the successful design and implementation of an online course: first, pedagogical concerns – the instructional and pedagogical goals of the course for the students; secondly, organizational issues – the extent of online delivery, type of assignment, group size, types of interaction, prerequisite skills; thirdly,

institutional issues – support for staff and innovative practices, credit for online courses and student evaluation of courses.

Two of the five chapters (Chapters 12 and 15) in the final section highlight the potential for greater isolation in online learning as opposed to traditional face-to-face education. They discuss the approaches they have taken to address and avoid this problem. Chapter Twelve discusses the experience of setting out specifically to create a 'community of learning' in a programme that is 60 per cent face-to-face and 40 per cent online (though students tend to spend much more time – up to 80 per cent – online). Chapter Fourteen examines Web-based instruction systems (WBIS) from the systems perspective, presenting critical issues and problems relating to WBIS. It presents a taxonomy for classifying current types of WBIS, and suggests how the taxonomy can be used to evaluate and select appropriate technologies to develop WBIS. The chapter ends by assessing the impact of current technological and socio-economic trends on the future of WBIS. For me, this was one of the most interesting and forward-looking chapters of the book.

My main criticism of this book is that it would have benefited from closer proof-reading and a more narrowly defined focus. The papers might, however, be useful resource material for students undertaking a study of the area. There are exceptions to this – particularly in the final section of the book – where the papers offer content of substance to the academic or researcher.

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Chris Morgan and Meg O'Reilly, *Assessing Open and Distance Learners*, London: Kogan Page, 1999. ISBN: 0–7494–2878–3. Softback, x+227 pages, £19.99.

This volume is one in the 'Open and Distance Learning Series' published by Kogan Page. Assessment is a controversial issue in any context and in open and distance learning (ODL) there are many additional considerations which Morgan and O'Reilly identify and address.

The book is divided into three parts. Part A (Chapters 1 to 4) deals with 'Issues and themes in open and distance assessment', Part B (Chapters 5 to 11) covers 'Assessing learners in open and distance learning', while Part C is devoted to 'Case studies'. The authors suggest that readers may like to read sequentially or dip into sections of interest or need. For the purposes of this review I read sequentially but the layout of the book with its clear headings and subheadings, a full contents section and a comprehensive index facilitates serendipitous dipping.

The first two chapters of Part A provide a consideration of the positive and negative aspects of assessment and the purposes of assessment in general.

In Chapter 3 the focus of the discussion is assessment in an open learning context. A vignette describes how one distance learner took a strategic or pragmatic approach to her studies by focusing entirely on the assessment requirements and almost completely bypassing the carefully prepared study materials. This raises important questions about how effectively study materials support assessment and are linked to the objectives of the course. This is not only a problem in distance learning; we are all familiar with students in face-to-face contexts who appear to engage minimally with our carefully prepared sessions and whose only questions are about the assessment requirements!

The authors engage us in interesting debate as to whether or not open learning really is as open and student-centred as its proponents assume. In relation to assessment they highlight students' concerns about lack of choice or variety in assessment methods, minimal opportunities for student self-assessment and inscrutable marking schemes. There are similar issues raised by tutors concerning standards and consistency, plagiarism and proof of authorship and the additional time that individualized learning activities require for marking. Further discussion leads to the identification of the key qualities required for open and distance assessments. It would be difficult to argue with this list:

- a clear rationale and consistent pedagogical approach;
- explicit values, aims, criteria and standards;
- authentic and holistic tasks;
- a facilitative degree of structure;
- sufficient and timely formative assessment;
- awareness of the learning context and perceptions.

In Chapter 4 the use of online technologies in open and distance assessment is considered. From the premise that, so far, most ODL assessment activities have remained rather static, the authors discuss the opportunities and losses that online learning and assessment present. They also suggest that we need to be aware of the potential trap of harnessing new technologies as a medium for presenting old assessment methodologies.

Part B ('Assessing learners in open and distance learning') covers the design and communication of assessment tasks, marking and grading, creating dialogue through assessment, time management, the development of assessment policies and evaluation. For me this is the most valuable section of the book. The authors request that readers read the materials critically rather than considering them as recipes for practice; they also hope that the information given will stimulate further ideas.

Chapter 5 considers aligning assessment with objectives, the selection of appropriate methods and the amount, length and timing of assessments. Readers are asked questions on the validity, reliability, authenticity and openness of their chosen methods and the chapter ends with a useful checklist on the design of assessment tasks.

In Chapter 6 the important aspect of the communication of assessment tasks is discussed. The need for clear and sufficient information is considered and the impact on students when this is inadequate is highlighted. There is a very helpful section on the development of marking criteria and suggestions for the moderation of new assessment tasks before they can be used.

Chapter 7 gives straightforward and practical advice on marking and grading, and giving feedback. The issue of authentication is considered and, whilst stating that most adult open and distance learners are highly motivated and would consider cheating an anathema, it is suggested that we must ensure that the processes which ensure authentication must not also undermine the learning experiences of the students. Some helpful ideas are offered from Benson (1996) which suggests the following activities:

- link assignments so that each builds on the former;

- individualize topics as far as possible with the use of students' own workplaces, lives and values as the source of discussion;

- use self-directed forms of learning such as learning contracts;

- use work-based mentors, supervisors or assessors;

- use video- and audio-based presentations as an alternative to print;

- consider oral assessments via the telephone;

- adapt and change the assessment topics regularly whilst maintaining the alignment between objectives, content and teaching and learning activities.

Chapters 8 and 9 give sensitive consideration on how to facilitate dialogue and communicate empathetically in an ODL environment and how to deal with communication breakdown. The concept of learning communities is considered and strategies for enhancing self-management and time management are identified. In Chapter 10 the link between ODL assessment policies and institutional policies is discussed. The statement that 'policies reveal values' is illuminative in the context of how we value student learning and the degree to which we endeavour to put our students before institutional convenience. The last chapter in this section gives some timely advice on the variety of ways in which we can explore the effectiveness and efficiency of our assessment procedures.

Part C presents a selection of case studies that illustrate a variety of assessments. These have been organized to demonstrate the categories of learning outcomes developed by Nightingale *et al.* (1996), *Assessing Learning in Universities*:

1. Thinking critically and making judgements.

2. Solving problems and developing plans.

3. Performing procedures and developing plans.

4. Managing and developing oneself.

5. Accessing and managing information.

6. Demonstrating knowledge and understanding.

7. Designing, creating, performing.

8. Communicating.

The thirty-one case studies presented are drawn from a wide range of disciplines, including education, nursing, business, anthropology, economics, philosophy, mathematics, agriculture and psychology. Although I found it interesting to read what other people were doing, I did not find this section as helpful as Parts A and B. Using so

many case studies inevitably means that each is given only brief coverage and it was not always easy to get a complete picture of the issues and strategies involved. Nevertheless demonstrating the learning outcomes through the case studies was an innovative and appropriate way to draw the main themes of the book together.

The authors are to be commended on producing a timely and readable book on this important topic which I recommend to all involved in the development and management of ODL. It has much to offer to both those with experience in ODL and those considering moving into this area of practice. A comprehensive reference list identifies many familiar sources but also a range of other authors and texts that will be worth following up.

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O. Simpson, *Supporting Students in Open and Distance Learning*, London: Kogan Page, 2000. ISBN: 0-7494-3082-6. Softback, vi+186 pages, £18.99.

I was delighted to receive a review copy of Ormond Simpson's *Supporting Students in Open and Distance Learning*. Pressure of student numbers, competition with our neighbour universities and declining units of resource have meant that we need to look closely at the methods and tools of open and distance learning. We have our own institution-wide managed learning environment and supplement this with Web-based resources and resource-based learning. Amongst other things, we are trying to support part-time students in full-time jobs and full-time students in part-time jobs and trying to optimize staff– student contact by using as many other media as possible to provide and supplement student support. So to direct this book solely at academics working in open and distance learning is seriously to under-sell it. There are lots of ideas we could all look at.

The coverage is thorough and very systematic, taking the reader through advising, supporting, tutoring and retaining students from a variety of backgrounds. The author's personal experience and topical anecdotes serve to underline the book's credibility.

One area that might need more attention is that of the virtual or managed learning environments, such as WebCT, WOLF or COSE. Whilst these systems may only combine existing functionality,

specifically conferencing, email and content transmission, the combination gives considerable synergy and these systems are set to grow.

Also some other topics, towards the end of the book, particularly 'Structure, Quality and Staff Development in Student Support' and 'Theories of Student Support' (the latter looks at models of interaction from counselling psychology) are less satisfying.

Whilst the brief introduction to counselling is useful, it does not do the subject justice. Also there is actually an increasing interest in online counselling within the professional counselling community, for example in the British Association for Counselling and Psychotherapy's journal *Counselling*. This area could be reviewed in subsequent editions and used to build a better model of educational guidance based on online psychological counselling practice.

As many institutions in the UK consider the adaptation and adoption of the techniques of open and distance learning, they are faced with the issue of quality. In particular they are faced with making sense of the all-embracing but rather abstract guidelines from the QAA on distance learning. The 'Structure, Quality and Staff Development in Student Support' chapter could have spent some time looking at the wider implications of 'quality' implied by bodies such as the QAA.

Having said that, I am tasked with supporting staff in my school as it moves towards more technology-supported learning and this is clearly the kind of book I could recommend to my colleagues – systematic, comprehensive and practical.

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Lyn Pemberton and Simon Shurville (eds.), *Words on the Web: Computer-mediated Communication*, Exeter: Intellect Books, 2000. ISBN: 1-871516-56-0. Softback, iv+124 pages, £14.95.

New computer-mediated communication technologies, such as video-conferencing, email and the Web have provided many different ways to interact with other people. The Web alone has spawned chat-rooms, special interest discussion groups and marketing opportunities. This book considers the emergence and development of novel linguistic and social conventions for using these media. Some of the papers in the book were specially commissioned, some were adapted

from presentations at a workshop in Computer-mediated Communication (CMC) organized by one of the editors (LP) at the Sociolinguistics Symposium in Cardiff in 1997. Others are developed from presentations at the Writing and Computers Conference run by both editors in Brighton, also in 1997. I found some of the papers slightly dated, given the exponential growth of Web access and use in the public domain in the last two years with the advent of free Internet service providers (ISPs) and un-metered Web access.

So, what are the objectives of this book? According to the introduction: 'The aim has been to give coverage of as wide a range of approaches and phenomena possible at every level of interest to students of language, from the mechanics of replicating paralinguistic features in email to the pragmatics of multilingual communication and from the grammatical features of Web page anchor text to the negotiation of meaning in an email discussion on traditional song.' The approach is certainly wide-ranging, spanning experimental psycholinguistics, systemic linguistics, social identity theory and conversation analysis.

The book comprises twelve chapters, which are split into two distinct sections. The first section covers the issues of new language structures used in networked and computer-supported communication (such as the hypertext link mechanism that is discussed in Chapter 1). The second section of the collection focuses on the language-based behaviours of users of CMC technologies. Jaime Henriquez in Chapter 1 analyses the differences between traditional print media and Web communication. The focus of this analysis is via hypertext links. These links are the connections between a point on one Web page and another. He concludes that this directional linking and the palimpsest display place a greater load on the reader to supply context. Chapter 2 discusses knowledge content and narrative structure in terms of conversation theory. In Chapter 3, Einat Amitay tries to identify emerging linguistic characteristics of Web pages, concluding that consistent authoring choices are being made by Web authors to explain context. Chapter 4, by Helmut Gruber, is entitled 'Scholarly email discussion list postings: a single new genre of academic communication?'. Gruber analyses two lists, ETHNO and LINGUIST, and concludes that scholarly email discussions do form a single genre, which is characterized by academic letter-writing as

well as oral communication. Chapter 5 (by Pirkko Raudaskowski) discusses the use of communicative resources in Internet video-conferencing between groups of students in Finland and Sweden, using the CU-SeeMe system. In the final chapter of Part One, Fouser, Inoue and Lee discuss the pragmatics of orality in English, Japanese and Korean computer-mediated communication. They analyse synchronous chat-room data and asynchronous public newsgroup postings in all three languages.

Chapter 7 marks the start of Part Two of the book. In this chapter Zazie Todd and Stephanie Walker investigate multilingualism on the Net, and the use of the Web for the support of language. The following contribution by Sandra Harrison (Chapter 8) then describes the use of politeness strategies in an email discussion group as a means of maintaining the virtual community. This paper uses Brown and Levinson's 1987 work on politeness and concludes that the framework can usefully be applied to email discourse. In Chapter 9 Heather Matthews addresses the effects of group identity on discussions in public online forums, comparing a computer professionals' forum as a concrete focus forum and a new age discussion group as a forum with an abstract emotional focus. Next, in Chapter 10, Sonja Launspach zooms in to the negotiation of meaning in an Internet discussion list. She focuses on a single discussion to demonstrate '. . . some of the difficulties that participants encounter in deriving the intended interpretation for utterances in the contextual environment of Cyberspace'. In Chapter 11, Jacqueline Taylor attempts a social psychological analysis of computer-mediated group interaction. Finally, Luiz Perez-Gonzalez writes on the interactional implications of computer mediation in emergency calls, concluding that electronic data entry forms are restrictive, and need a more flexible layout. However, computer-mediated interaction can assist in the detection of hoax calls.

My overall conclusion about *Words on the Web* is that it offers a fascinating overview of the diversity of approaches to the analysis of ways in which language is used in computer-mediated communication. I felt that it lacks cohesion, but nevertheless provides an interesting introduction for the language student or Web user.

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