

EFFECTIVE TEACHING WITH TECHNOLOGY IN HIGHER EDUCATION: FOUNDATIONS FOR SUCCESS

A. W. Bates and Gary Poole. (2003). Jossey-Bass, San Francisco, 306 pages.

Effective Teaching with Technology in Higher Education is an excellent book for any educator contemplating using the potential of technology to improve their teaching ability and to intellectually enlighten and challenge students. Most previous books that describe how to use media and technology do not link practical applications with the underlying fundamentals. This work, on the other hand, is one of a very few that successfully presents the relationship between theoretical and pedagogical knowledge and between teaching, learning, and the effective use of media and technology.

In the preface, Tony Bates and Gary Poole clearly identify the purpose of their book and outline its contents. Bates' long professional experience in distance-learning and Poole's work on effective teaching enables them to look at the use of technology to improve both teaching and learning in complementary ways. As a result, they are uniquely situated to demonstrate how to make the right choices for using media and technology to improve teaching significantly.

This book has a solid and logical organizational structure. Its ten chapters are divided into three parts: Fundamentals of Educational Technology; Course Design, Development, and Delivery; and Change and Stability in Teaching with Technology. As well, thoughtful questions for consideration are included at the end of most chapters.

The four chapters in Part One provide a comprehensive theoretical and pedagogical foundation that allows readers to make critical decisions about the appropriate selection and use of technology for both teaching and learning. They lead readers through the challenges, pressures, and constraints that are facing higher education today. They also make clear the reasons senior administrators may be tempted to try to use the latest technology in order to solve enrolment and financial pressures or simply to be regarded as leading-edge institutions. In many of these cases, administrators do not consider the questions of quality involved in teaching and learning, using these, often, experimental new methods. Since approaches to teaching and

learning are diverse, individual instructors must examine and understand their own fundamental beliefs and values in order to make appropriate choices among the array of media and technologies that have been developed.

Part Two (chapters 5 to 9) applies this theoretical and pedagogical background to an examination of practical strategies for using media and technology in higher education. Readers are introduced to how technology is used in the classroom in both mixed-mode and distance-education delivery. These chapters discuss course and program planning, the details of course design, issues of course development, and finally, the pragmatic issues that arise when students are not on campus full-time. This part of the book details the changes required in the expected roles and behaviour of instructors and students outside a classroom setting. In addition, because online delivery provides an opportunity to deliver programs internationally, the authors deal with some of the cross-cultural and epistemological issues for the students participating in them.

The array of topics in this section are impressively organized and pragmatically presented. Readers familiar with educational theory and pedagogy will identify with the underlying philosophy of the strategies the authors use to convince them to choose suitable media and technology for teaching. For those not previously familiar with these ideas, the authors' presentation facilitates a meaningful understanding of how to create an improved teaching and learning environment with technology.

Part Three (chapter 10) emphasizes a point made throughout the book—it makes no sense to use technology unless it makes an important difference to both teaching and learning. Quality technology-based teaching demands a high level of expertise and considerable resources and individual effort. Once instructors choose to accept the demands of technology-based teaching and master its use, they must also accept that they will have to be prepared to keep up with continuing rapid changes in it. Conversely, we are also reminded that brilliant teaching can occur within the classroom without using any of the new electronic media. After stressing these points again, the authors briefly illustrate possible future technological developments that might affect the design of teaching and learning.

Some examples of new technology and the implication they present include the replacement of current learning resource management systems such as WebCT and Blackboard with a new generation of software that will enable the integration of synchronous and asynchronous teaching; changes in

internet access and wideband access; the potential of mobile computing; the implications and challenges for design and development of learning objects; the expanding potential of integrated Web services as a student portal; and the implications of other fundamental changes in software and interface developments.

The final chapter synthesizes a number of issues that are examined throughout the text, including workload and resources, training and professional development, the impact on classroom teaching, and the challenge of mixed-mode teaching. Most importantly, the authors provide readers with the opportunity to discuss any of the issues in their book directly with them (<http://batesandpoole.ubc.ca>).

Overall, *Effective Teaching with Technology in Higher Education* is an excellent resource and guide for all instructors, trainers, and instructional designers who serve adult learners. It should be compulsory reading for senior educational leaders who are easily enticed by the appeal of innovative change—the ubiquitous panacea *du jour*—and who move too fast to impose technology that may be risky, expensive, potentially pedagogically unsound, and unsustainable.

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PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION (3RD ED.)

John L. Elias and Sharan B. Merriam. (2004). Krieger Publishing Company, Malabar, Florida, 286 pages.

The most recent edition of *Philosophical Foundations of Adult Education*, similar to its past versions, represents an effort on the part of the authors to set out what they consider key philosophical perspectives influencing the field of practice in adult education. Interestingly, in the new preface, the authors argue that key perspectives set out twenty five years ago