Teaching with Technology

Bates, A.W and Gary Poole. (2003). *Effective teaching with technology in higher education*. **San Francisco: Jossey-Bass Inc.**

The aim of this book is to assist instructors to make the best use of technology for teaching in post-secondary education. To do this, the book explores the fundamental educational and organizational principles that should drive the use of technology for teaching. These principles and the authors' extensive experience of teaching and technology, form the foundation for guidance on how best to plan, design, develop and deliver courses using electronic technology. This book is extremely popular as a set text on graduate courses on e-learning, as well as a resource for individual instructors. (Description excerpted from www.tonybates.ca)

Comeaux, P, (Ed.). (2005). *Assessing Online Learning*. **Bolton, Mass: Anker Publishing.**

This book offers an assortment of tools and strategies for evaluating learning and instructional design in online classrooms. Conceptual and pragmatic, this book addresses the salient issues of assessment and offers a variety of assessment tools and strategies for online classrooms and programs, such as self-assessment tools for students to evaluate their progress toward their final products, instruments in which teams can evaluate their progress and contributions, and specific tools and strategies for assessing students' critical thinking and writing skills in electronic discussion boards and in similar reflective writing environments. (Description excerpted from www.amazon.com)

Finkelstein, Jonathan. (2006). *Learning in real time: synchronous teaching and learning Online*. **San Francisco: Jossey-Bass Inc.**

This book is a concise and practical resource for education professionals teaching live and online or those wanting to humanize and improve interaction in their online courses by adding a synchronous learning component. The book offers keen insight into the world of synchronous learning tools, guides instructors in evaluating how and when to use them, and illustrates how educators can develop their own strategies and styles in implementing such tools to improve online learning. (Description excerpted from www.barnesandnoble.com)

Joliffe, A., Ritter, J. and Stevens, D. (2001). *The online learning handbook: Developing and using web-based learning*. **USA: Routledge.**

A guide to developing Web-based learning materials, this work provides proven advice, tools and techniques to allow readers to harness the potential of on-line methods of instruction and education. Taking a simple step-by-step approach, the book handholds readers from the basics through to developing learning systems, and operating and managing computer managed learning. There is an accompanying Web site with reviews of supporting software packages and other links. (Description excerpted from www.amazon.com)

Katz, R, and associates. (1999). *Dancing with the devil: Information technology and the new competition in higher education*. **San Francisco: Jossey-Bass Inc.**

As distance education, distributed learning, virtual campuses, and digital libraries become more important for students, academic institutions can no longer rely on traditional methods to survive and prosper. In this landmark collection of essays, seven highly respected institutional, association, and financial leaders examine the challenges facing today's colleges and universities. They explore a number of critical issues, including how to deal with for-profit competition, how to build a powerful technological infrastructure, how to create administrative structures that

reward and support technological innovation, and how to secure funding for such transformations. (Description excerpted from http://ca.wiley.com)

Salmon, G. and Edirisingha, P. (Eds.). (2008). *Podcasting for learning in universities*. **UK: McGraw-Hill.**

The book is an introduction, a guide and a key resource that will help you to explore podcasting as an exciting area of pedagogical development. The book describes research-based podcast applications for learning in universities in the UK, Australia and South Africa. Most of the work of developing and evaluating the use of podcasts was carried out under a research-into-practice project IMPALA funded by the UK Higher Education Academy. Other work was chosen because of the soundness of the authors' rationales for developing podcasts and the rigorous methods they used to evaluate students' learning through podcasts. The book also offers a model and lots of guidance. (Description excerpted from http://www.atimod.com)