Bringing Technology into the Classroom			
Author:	Gordon Lewis (2010)		
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96 pages	0194425940	$16.95 USD	

Bringing Technology into the Classroom works from the premise–one held by many educators–that classrooms are very boring places, although they don't have to be. Thus, the primary purpose of the book is to show the importance of technology in education and the new possibilities it holds for so-called 'smart classes.' Another purpose of the text is to show readers the availability of diverse tools, and their applicability to teaching with technology, either in or out of the classroom. Gordon Lewis successfully illustrates how simple it is to respond to students' individual differences. He also shows the value of investing in as many options as possible for the students, in order to allow them to select whatever interests them, while taking into account the considerable range of pedagogies in teaching and education.

Through technology, and particularly the tools suggested, courses can be delivered in a variety of ways, while covering most course topics. In addition, using such technologies, educators can synergise their efforts to explain their lessons through a variety of tools. That said, Lewis is careful to warn readers that technology itself cannot assure learning and does not lead students to absolute knowledge. However, having an accurate plan and a skilled instructor in instructional technology are the most essential factors and the basic elements of delivering a successful technology-based course.

This book complements recent and promising fields that propose similar theoretical and practical perspectives. It encompasses a variety of new learning approaches that make

content and materials available on one of the learning management systems (LMS) or use interactive tools on the internet. The fields include: *Computer-assisted learning (CAL), Computer-based learning (CBL), Technology-enhanced learning (TEL), Computer-supported learning (CSL), web-based training, and asynchronous and synchronous learning.*

Bringing Technology into the Classroom has a clear organization; the units are distributed logically, according to the time of each invention and the chronological order of technologies. The terminology is clear, suitable for all levels of readers. When a new concept is presented, an explanation and details follow. This valuable reference is designed for instructors in diverse fields, bridging theory and practice. Included are suggestions on how to introduce technology into classrooms, either for novice technology users or those who are familiar with some aspects of technology.

The book itself has five parts–subdivided into twelve units. Every unit presents useful definitions for basic terms, explanations about specific types of technology and how they work, and tips for classroom use.

> **Part 1** describes the value of understanding the current teaching environment and how to introduce new technologies in the classroom, especially those that will match the teaching environment at a particular institution. This section also shows how to establish connections with various technologies and describes the procedures necessary to operate and organise such technologies. It also explains how to deal with security matters on the Internet, and sheds light on proper implementation of support training and continuous evaluation of the activities conveyed via technology.

> **Part 2** illustrates the use a number of offline tools, their functions and what they are composed of, and most crucially, how they can be brought into the classroom to augment the learning process. An example of one of these offline tools is the Interactive Whiteboards (IWB).

> **Part 3** describes several online tools and how they can be used in the classrooms; these tools need the learners to work outside their classroom in extended time and they need to be connected asynchronously and synchronously. Some of these online tools are email, chat, text messaging, bookmarking, and webquests. Many of these tools are already used in today's classrooms, of course.

> **Part 4** discusses the most up-to-date and advanced generation of tools used in Web 2.0. Web 2.0 tools differ from previous generations of tools, as they enable the user to participate in an entirely open, shared dynamic environment. These tools allow the users to create and share new content, including editing and commenting on the contents written by other contributors. Such tools include: blogs, wikis, podcasts, social networking, and digital portfolios.

> **Part 5** concludes with a discussion of individual differences, and the future of instructional technologies.

I highly recommended this text to teachers looking to improve their teaching styles in order to involve their students in innovative activities. In addition, it could be practical for trainee teachers, as it could help them in new teaching practices mediated by technology. This could, in turn affect teachers' motivation and students' active involvement in class.

Reviewed by

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