

contribution to teacher and learner understandings of the (re)evolution of digital expressions.

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Sayers, S., Morley, J., & Barnes, B. (Eds.). (2002). *Issues in Design and Technology Teaching*. New York: Routledge Falmer. Softcover. 258 pages.

This is a book with a strong focus on the design and technology teaching in the United Kingdom. Design and technology is a new area being introduced into the National Curriculum in the United Kingdom. Despite its short history, it has attracted a lot of attention in the teaching and learning of the subject. It has been argued that the challenges of design and technology education are unique in the school curriculum. One significant challenge is that because design and technology encompasses a wealth of skills and specialties, covering all aspects of the subject in any detail in initial teacher training courses is often very difficult, if not impossible. An important implication is that teachers lack the opportunity to explore critical theoretical underpinnings.

To meet this challenge, the book *Issues in Design and Technology Teaching* seeks to identify and study critical topics in the teaching of this subject, intending to stimulate rich discussions and debates in this area. The book is a one of the series, *Issues in Subject Teaching*. It is targeted at student teachers or new teachers of the subject, teachers with a leadership role, mentors, and trainers of the groups mentioned above. The editors are teachers in design and technology at the university level. Most of the authors are experienced practitioners in the area. The book is a collective work of high quality with a good introduction to some theoretical issues concerning the subject. Most of the chapters are engaging and provide valuable practical strategies that are helpful for the targeted audience. The balance between the theoretical and practical aspects makes it a good text for teachers and administrators.

The book contains a total of 14 chapters that are divided into four major parts. The four key issues addressed are: a) conceptualization and educational value of design and technology; b) teaching, learning, and assessment in classrooms as well as the role of new technologies; c) equity issues with particular focus on gender; and d) other critical issues including ethics, values, and attitudes. Professional development and industrial partnerships are also discussed in the last section.

Chapter 1 provides an overview of the challenges that design and technology is facing in the context of inclusion designing as an inseparable component of general education. In chapter 2, specific strategies are outlined to solve problems posed by a new model of practical scholarship (Morley, p. 13). Chapter 3 offers clear and precise definitions of several fundamental concepts such as designing and the design process, and also addresses some practical questions associated with teaching the subject. In chapter 4, the authors represent the rationale for "making: from both historical and contemporary perspectives." The topics then move to issues in classrooms with chapter 5 discussing the implementation strategies of new technologies into the curriculum. Steeg describes, in chapter 6, a range of information and communication technologies available and some of the applications to support the teaching of design and technology. Chapter 7 focuses on planning issues of teaching the subject in primary classroom whereas chapter 8 deals with a critical component assessment. In chapter 9 and 10, gender issues are explored with a focus on the examination of boys performance in this area. Moving beyond classrooms, chapter 11 argues that ethics plays an important role in design and technology and that the curriculum challenges are truly ethical challenges. In chapter 12, Martin delineates the importance of aesthetic, economic, social, moral political, and spiritual values and attitudes in design and technology. Although the curriculum already expects a lot, Shore, in chapter 13, argues the possibility of establishing effective links with industry and outlines possible ways to make that connection to benefit all partners. The final chapter is devoted to professional development issues for teachers in the area.

This book is an edited collection covering a wide range of topics and issues concerning design and technology as indicated by the above chapter summary. As such, diverse views and different perspectives are

provided and highlighted. For instance, a critical but often under-addressed issue – assessment – is fully explored in chapter 8. It not only provides the rationale for assessment, but also investigates the validity of evaluation in terms of authenticity. I completely agree with the author that validity is an inevitable priority for a comprehensive and fair assessment of students ability and that authenticity is vital. In other words, if you want to know if a person can do something, have them complete a task (Stables, p. 136). Most importantly, the author also explores a rather practical issue on how we can make assessment to be a manageable task. Often, teachers agree that alternative assessment methods such as authentic assessment or performance assessment are valuable means to evaluate both student learning and teachers' instruction. The amount of work needed and the complexity of the tasks, however, often intimidate teachers. Therefore, making the job manageable is vital. The author describes in detail the essential components to make assessment manageable and provides explicit examples such as rubrics for evaluations.

Another critical aspect of the book, which I found to be very appealing, is the cross-phase dimension in terms of the student age levels. A full spectrum of ideas and balanced views are discussed addressing both elementary and secondary teachers. This is particularly important for it provides readers with a holistic view of the area with continuity and progression. In addition, the chapters are chosen to promote healthy debates and dialogues for the exploration of interrelationships between opinions in discussions and amongst discussions themselves.

One important role of the book is to presents key debates in design and technology that teachers and administrators in the area are required to understand, reflect on, and engage in. The design of the chapters, therefore, underscores major problems in the area, theoretical exams and practical evidence, and explores possible solutions. To stimulate further discussion and exploration of the issues discussed, authors post lists of questions along with suggested readings at the end of each chapter. This feature is not commonly used and I found it very helpful to enhance my understanding of the content and to inspire me to further investigate the concepts and ideas.

Issues in Design and Technology Teaching is an immediate response to the call from the National Curriculum of the United Kingdom that design and technology should be included in general education. Therefore it strongly focuses on the United Kingdom. This strong geographic focus, in my opinion, may be less relevant to people in other areas like North America.

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Maddux, C.D., & LaMont Johnson, D. (Eds.). (2001). *The Web in Higher Education: Assessing the Impact and Fulfilling the Potential*. New York: The Haworth Press. Hardcover.

An edited book about *The Web* in higher education can take many directions. For example, some contemporary authors focus on the effect of the worldwide web on the changing nature of higher education institutions and governance (Clark, 2003), while others write about the utility of the machine technologies brought to bear by the Web in higher education (Short, 2000). Still, other authors take a philosophical perspective on the subject by considering the values supporting our varied epistemological approaches to the Web in higher education and instruction (Smith, Ferguson & Caris, 2001). Without directly defining potential or web in their book *The Web in Higher Education: Assessing the Impact and Fulfilling the Potential*, Maddux and LaMont Johnson (2001) offer a collection of papers written primarily by researchers interested in the design and delivery of on-line or web involved instruction. The focus of this book is upon the conceptualization, design, and delivery of various theory-based, web involved teaching and learning environments. In fact, the chapters present a sequence of themes in that order.

Most articles in this book are offered from teams of researchers who have an educational technology or instructional design background. As such, the language of the collection does not exclude any prospective higher education teacher or learner, but it does require non-educational