

## Foreword

Teaching in a traditional face-to-face setting is a very complex activity. The complexity is even further extended when teaching is delivered online or electronically due to the lack of standard cues such as tone of voice, eye contact, body language, and so forth, which are key tools for human communication.

Technology-enhanced learning is at the core of using innovative and emerging technologies to facilitate and support learning in both online and blended settings. The success and promotion of effective learning is dependent on a range of factors: the learner's ability, sound pedagogy, the nature and alignment of the curriculum, assessment, sociocultural and accessibility issues, and so on. Indeed, the success of technology-enhanced learning is underscored by sound pedagogy and promotion of the effective use of technology in teaching and learning by scholars and practitioners like Betty Collis, Hirumi, and Palloff and Pratt.

Drawing on current knowledge, experience, and evidence-based practice from a range of perspectives, this book focuses on

- developing, teaching, and assessing online programmes,
- academic development,
- the use of technology for collaborative learning, and
- the potential of learning technology for developing skills transferable to students' future professions.

This edited collection of chapters by Roisin Donnelly and Fiona McSweeney entitled *Applied E-Learning and E-Teaching in Higher Education* brings together respected practitioners from across the globe, representing diverse disciplines and perspectives, to share experience, knowledge, current thinking about good practice, and enhancement of the learner experience. In addition, from a discipline perspective, the book places the spotlight on the effective integration of pedagogy and technology, the use of technology in teaching research methods at higher degree levels, collaborative learning within multiprofessional teams, and online communities of inquiry.

The book makes a valuable contribution to the pool of resources that inform knowledge and practice of e-teaching and e-learning in higher and tertiary education. The editors have made a start in opening up the debate and discourse on contemporary practice, as well as posing the challenge of how contemporary applied e-learning and e-teaching practice might change to better prepare facilitators of e-learning to meet the needs of the future generation of learners. The book is a source of valuable advice, hints and tips, and case studies of how to successfully integrate e-learning into higher education, accounting for

all participants in the process, and to make e-learning more accessible using technology, encourage collaborative learning and reflection, and create online formative and summative assessment.

I recommend the book to you.

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