

## INTRODUCTION



This chapter has proved to be challenging to write. The reasons for this are not hard to understand – there is now such rapid development in the application of computers and information communication technologies in higher education that much of what is said today is out-of-date tomorrow! On the other hand, it is fair to judge that as one looks around our campuses, for much of the time most teaching can still be described as 'traditional' with student groups of varying sizes meeting with a teacher for a set period of instruction. While we would not wish to see all of traditional teaching preserved for its own sake, it is nevertheless the case that it is in these settings, as well as in more contemporary approaches to learning and teaching, that we find a continuing need for assistance with such fundamental issues as using an overhead projector properly and preparing well-designed handouts.

We have addressed the challenge in three ways. First, from the previous edition we have updated material on some of the more basic technologies and retained a focus in this chapter on materials and technologies rather than on approaches to teaching. Teaching approaches are presented elsewhere in this book, for example, in the chapters on small groups and problem-based learning. Second, we have provided introductory ideas on using information technologies, and finally, we have distilled some principles of good practice that we believe apply to the use of all technologies and that provide a benchmark against which to evaluate what you are doing with your students.





<http://www.springer.com/978-0-7923-7092-5>

A Handbook for Medical Teachers

Newble, D.I.; Cannon, R.A.

2001, X, 222 p., Hardcover

ISBN: 978-0-7923-7092-5