

Choosing and Using Technologies in Education and Training

Resources in Interactive Multimedia

Further Reading

Dondi, Claudio & Ricuperati, Pier Paolo

1992, 'The use of interactive multimedia for in-company training', in *Vocational Education at a Distance*, eds. Greville Rumble & Joao Oliveira, London: Kogan Page, pp. 131-138.

This reports on how and why an interactive multimedia course was designed and delivered in the SANPAOLO Banking Group, an Italian company with 18,000 employees worldwide. This program was developed as a rapid response to familiarisation needs of staff of a French bank recently incorporated into the Group. The package used ORATOR software to organise different forms of materials in hypermedia structure, and the program was made available initially on CD-Rom.

Forsyth, Ian

1997, *Teaching and Learning Materials and the Internet*, London, Kogan Page.

Drawing on experience in Australia and Singapore, Forsyth outlines factors to consider in computer-based delivery, including how to use the technology most effectively, how to assess the results and monitor student progress, and how to ensure that materials are used to promote real learning. The book covers in detail issues such as getting started, designing and using forms, and cost factors.

Laurillard, Diana

1993, *Rethinking University Teaching: a Framework for the Effective Use of Educational Technology*, London, Routledge.

This book, written by a leading UK Open University academic, has greatly influenced approaches to staff development in Australian universities in recent years. Laurillard sets out a framework to help teachers think about the nature and processes of learning and how best to use and combine new and established media in their teaching. Part 1 explores students' learning, and what it is that they need from educational technology. Part 11 looks at individual teaching methods and media, including non-interactive media (lectures, print, audio), hypermedia (CD-Rom and the Web), and interactive media (simulations, modelling programs). Part 111 examines design methodology, designing learning activities, setting up the learning context, and maintaining quality.

Phillips, Robin

1997, *The Developer's Handbook of Interactive Multimedia*, London, Kogan Page.

A detailed, practical handbook giving an overview of how interactive multimedia can be developed for educational applications, covering all aspects of the development process. Phillips gives practical advice on multimedia production, examples from

projects at Curtin University of Technology, and a series of in-depth case studies.