

Book Review

The FPeLearning System for Education: Systematic Research on Creative Technology Integration into Classroom Practice

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In his book The FPeLearning System for Education: Systematic Research on Creative Technology Integration into Classroom Practice, Dr Dale H Eberwein offers a cogent argument in favor of providing both teachers and students with the requisite training to implement creative technology to improve both instructional practices and student learning in the classroom. What is creative technology? Creative technology involves the application of student-created and integrated technology learning products such as word processing documents, power point presentations, audio files, and flash player software that demonstrate learner mastery of the content within any given course. In particular, the *FPelearning system* is the construct that empowers students to create their own learning products. These learning products can be used for both formative and summative assessment. Moreover, creative technology provides the teacher with an innovative student-based pedagogical method to deliver instruction.

The efficacy of the FPelearning system is based on the findings of two meticulously designed qualitative research projects, one involving twenty-four pre-service and in-service teachers, and a pilot study involving four post-secondary students. Although Dr. Eberwein acknowledges the limitations of his two investigations, this reviewer does not question these conclusions; Viz. teachers need in-depth training in methods of technology integration to improve their instructional practices and that students need to be engaged in the creation of their own technology-based learning products.

By implication this book raises a number of important questions including: (a) What financial resources are available to provide the necessary teacher training in the FPeLearning system? (b) Is the FPeLearning system training the optimal way to train teachers in implementing creative technology? (c) Why aren't student-created technology products applied in our schools for both formative and summative assessment?

The answer to these questions requires more discussion and investigation. However, we must acknowledge the significant contribution that Dr. Eberwein has made in reinforcing the importance of the staff development of teachers in general, and the specific need to train educators to become facilitators of student-centered creative technology.

Reviewed by Richard D. Solomon, PhD