A review of *Integrating Pedagogy and Technology, Improving Teaching and Learning in Higher Education*
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In the book titled *Integrating Pedagogy and Technology, Improving Teaching and Learning in Higher Education*, James Bernauer and Lawrence Tomei introduces a model called the Integrated Readiness Matrix (IRM) and how using this model can help faculty understand where they are at with their teaching and with using technology in the classroom. Using this model, faculty can understand where they are at, and then decide how they want to move forward in achieving higher success in the classroom and to achieve "the pinnacle of teaching effectiveness" (55). This pinnacle of teaching effectiveness is described as mastery in both pedagogy and technology.

The Integrated Readiness Matrix (IRM) model uses Blooms taxonomy (y axis) and Tomei's taxonomy for technology (x axis). Bernauer and Tomei explain that by incorporating both of these models they have "built a model for improving college faculty development in both the cognitive and technological domain" (50). Faculty should look at their course objectives and their student learning goals and make sure that they are employing both elements. In chapter six, the authors dive into the IRM model in further details and divide this model into five quadrants. These quadrants offer an opportunity for faculty to see where they measure in terms of their pedagogy and technology usage. The five quadrants include: Apprentice Integrator, Pedagogical Integrator, Technological Integrator, Journeyman Integrator and the Master Integrator. Each quadrant has varying degrees of successes. However, faculty in the Master Integrator quadrant can "apply assorted instructional strategies and have a solid understanding of how taxonomies impact teaching, learning, student motivation and learning outcomes" (61). The goal is for all faculty to move to the Master Integrator level.

In chapter seven, faculty will gain a better understanding as to where they are at on the IRM scale. What I like most about this chapter is that it guides the faculty member step-by-step in helping

them determine where on the pedagogical scale (y axis) their teaching level is. This is done by taking an example syllabi and comparing the course learning objectives to the pedagogical action verbs that is listed on table seven (64). The next steps determine where they are on the technology scale (x axis) (66). These self-guided questions and concrete examples can give a faculty member a general idea which quadrant they fall in. After this determination, there is a sequence of steps that validate this process and the results.

So why is this important? In order to be an effective faculty member and to help your student achieve their highest learning potential, faculty cannot depend on teaching alone; that technology should be integrated in some levels with teaching environment. If you need a refresher on the teaching and learning theories, the opening chapters in this book give you the groundwork of best practices within teaching and learning. If you are looking for ideas on how you can implement technology or ideas for practical learning objectives, the last few chapters discuss this in detail.

If time is sparse, located at the back of each chapter is a chapter summary. This summary is helpful in providing you with ideas and key concepts that were discussed. There are also key terms and concepts, and discussion questions that can help guide future conversations with colleagues. If you are looking for a short read and need a refresher on learning theories, teaching and learning best practices, or a baseline guide for beginning to integrate technology in your course(s), this book would be a great starting point. This resource gets faculty thinking about how they are using technology in the teaching and learning environment. Understanding where you are at is the first step. Come, make that first step and check out this resource in the CTL. You will be glad that you did.