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	Collana	Advances in educational technologies and instructional design (AETID) book series
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	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	A typology of MOOCS / Richard Colby -- Writing MOOEEs?: reconsidering MOOCs in light of the OWI principles / Beth L. Hewett, Scott Warnock -- MOOCs in the global context / Sushil K. Oswal -- Digital citizens as writers: new literacies and new responsibilities / Valerie Hill -- Principled/digital: composition's "ethics of attunement" and the writing MOOC / Matthew Overstreet -- Getting "girly" online: the case for gendering online spaces / Jen Almjeld -- Arguing for proactivity: talking points for owning accessibility in online writing instruction / Patricia Jenkins -- Connecting writing studies with online programs: UTEP's graduate technical and professional writing certificate program / Teresa Quezada, Beth Brunk-Chavez, Evelyn Posey -- Contact and interactivity in televised learning: 15 years later / Virginia Tucker Steffen -- Developmental writing and MOOCs: reconsidering access, remediation, and development in large-scale online writing instruction / Krista L. Petrosino -- Problematic partnerships: an analysis of three composition MOOCs funded by the Gates Foundation /

Tyler Branson -- The online writing program administrator (OWPA): maintaining a brand in the age of MOOCs / Jessie C. Borgman -- Reshaping institutional mission: OWI and writing program administration / Jacob Babb -- What's a "technician" to do?: theorizing and articulating MOOC maintenance concerns / Thomas Patrick Henry -- A (critical) distance: contingent labor, MOOCs, and teaching online / Laura Howard --
Audience, user, producer: MOOCs as activity systems / Jason Chew Kit Tham -- What online writing spaces afford us in the age of campus carry, "wall-building," and Orlando's Pulse tragedy / Rebecca Hallman Martini, Travis Webster -- Introduction discussion board forums in online writing courses are essential: no, really, they are / Jennifer Stewart -- Using online writing communities to teach writing MOOCs / Rebekah Shultz Colby -- Hacking the lecture: transgressive praxis and presence using online video / Stephanie Odom, Leslie Lindsey -- Training instructors to teach multimodal composition in online courses / Tiffany Bourelle, Beth L. Hewett -- Challenging evaluation: the complexity of grading writing in hybrid MOOCs / Robert W. McEachern -- Conducting programmatic assessments of online writing instruction: CCCC's OWI principles in practice / Nicki Litherland Baker, Elisabeth H. Buck.

| Sommario/riassunto | "[This book] is a critical reference source that overviews the current state of larger scale online courses and the latest competencies for teaching writing online. Featuring comprehensive coverage across a range of perspectives on teaching in virtual classrooms, such as MOOC delivery models, digital participation, and user-centered instructional design, this book is ideal for educators, professionals, practitioners, academics, and researchers interested in the latest material on writing and composition strategies for online classrooms"--Provided by publisher. |