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Titolo   Developing Online Teaching in Higher Education : Global Perspectives on Continuing Professional Learning and Development / / edited by Dianne Forbes, Richard Walker

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Nota di contenuto   Chapter 1. Setting the Scene, an editorial introduction -- Part I: The impact of societal change on CPLD -- Chapter 2. Professional Accreditation Pathways in HE: Enabler or block to TEL professional development? -- Chapter 3. Inquiry MOOCs: Privileging constructive collaborative learning for continuous professional development -- Chapter 4. Get Interactive: The Value of a MOOC for Professional Learning and Development -- Chapter 5. Professional learning for open online educators: The #Openteach story -- Part II: Institutional influences driving CPLD -- Chapter 6. Responding to COVID-19 through capacity-building for remote teaching: A bi-continental comparative analysis -- Chapter 7. GCU Going Digital: Responsive Curriculum Design Toolkit -- Chapter 8. Lock down and Log on:

Learning from student and staff experiences of emergency online teaching -- Part III: Middle-out, programme driven CPLD -- Chapter 9. Swift preparation for online teaching during pandemic: An experience sharing from healthcareteaching in Hong Kong -- Chapter 10. Emergency designs: Lessons for the rapid implementation of online teaching -- Chapter 11. Supporting emergency remote teaching via a responsive training program -- Chapter 12. Building situated, sustainable partnerships in learning: A scalable approach to enhancing online teaching practice through CPLD and learning design -- Chapter 13. Co-design as professional development: Pulling each other in different directions, pulling together -- Chapter 14. Share sessions: A new solution to academic professional learning and development in higher education -- Part IV: Inside-out, individual experiences of CPLD -- Chapter 15. Finding pathways to creative learning and teaching online -- Chapter 16. Preserving the human element in the online course development process in higher education: A RARE model approach -- Chapter 17. Treading the waters of motherhood and academia during a pandemic -- Chapter 18. Informal, grassroots online professional learning, the experiencesof teacher educators in Higher Education -- Chapter 19. Cross-cultural mentoring in tertiary education: Enhancing self-efficacy through collaboration and openness in online professional learning -- Chapter 20. From physical to virtual: Reflections on the move from the lecture hall to the cyber classroom -- Chapter 21. Conclusion - a chapter by the editors to summarise key trends and findings, and to forecast future directions.

| Sommario/riassunto | This book serves as a reference point to inform continuing professional learning and development (CPLD) initiatives at both individual and institutional levels. It serves as a guide for faculty engaged in online teaching within the higher education sector, in universities and vocational education institutions. It moves beyond a technology-driven approach by emphasising pedagogy and design as key issues in online teaching practice. It will highlight challenges to staff engagement and how they may be overcome, drawing on evidence-based examples and models of CPLD from institutions around the world. It is underpinned by a framework that emphasises the need for CPLD that is sustainable and adaptable to a range of contexts, particularly in professional learning and development. This book also highlights practices aimed at sustainable, continuing, learning, and brings together a range of solutions and suggestions to assist educators and institutions with CPLD. |