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| Nota di contenuto | Intro -- Lessons from the Virtual Classroom -- Contents -- Figures, Table, and Exhibits -- Preface to the Second Edition: The Face of Online Learning Today -- The Authors -- Acknowledgments -- Part One Rethinking Education for an Online World -- Chapter One Online Learning in theTwentyFirst Century -- Online Learning Today -- Current and Emerging Technologies -- Emerging Issues for Both Faculty and Administrators -- Technology for Online Teaching Is Chosen Without Faculty Input -- Governance Issues Have Emerged -- Intellectual Property, Course Design, and Course Ownership Issues -- Just Like Faculty, Students Need to Be Trained to Learn Online -- Instructor Workload -- Recent Developments in K-12 Online Learning -- The Effectiveness of Distance Delivery -- Chapter Two The Art of Online Teaching -- Lack of Preparation -- Who Should Teach Online? -- Training, Training, and More Training -- Using Mobile Technology in Faculty Training -- New Processes, New Relationships -- Online Pedagogy -- Keys to Success -- Ensuring Access to and Familiarity with Technology -- Establishing Guidelines and Procedures -- Achieving Maximum Participation -- Promoting Collaboration -- Promoting Reflection -- The Final Transition: Assessing and Evaluating Students and Ourselves -- Supporting Instructors to Make the Transition -- Chapter Three Administrative Issues and Concerns -- Faculty Time, Compensation, and Questions of Tenure -- Program Planning and |

Development -- Another Look at Faculty and Student Support, Training, and Development -- Governance and Intellectual Property -- Student Retention -- Some Last Thoughts on Administrative Issues and Concerns -- Chapter Four The Tools of Online Teaching -- Technology in the TwentyFirst Century -- Matching the Technology to the Course -- What Are Web 2.0 Technologies? -- Common Forms of Web 2.0 Technologies.

Using Web 2.0 Tools in Online Courses -- Choosing Technology Wisely -- When the Technology Is a Problem -- Evaluating Technology -- Use of Technology -- Infrastructure -- Instructional Strategy -- When Money Is an Issue -- Accessibility Is a Major Concern -- Part Two Teaching and Learning Online -- Chapter Five Transforming Courses for the Online Classroom -- Starting Over: Considerations in the Development of an Online Course -- Who Are My Students? -- Is This a Course That Will Successfully Transfer to the Online Environment? -- How Do I Define Learning in This Content Area, and What Do I Want to See as the Learning Outcomes? -- What Do I Want to Accomplish Through This Course? -- What Guidelines, Rules, Roles, and Norms Need to Be Established for Course Completion? -- How Do I Plan to Deliver Course Material? -- How Comfortable Am I in Releasing Control to the Learners? -- How Do I Want to Organize the Course Site? -- How Will I Assess Student Performance in This Course? -- How Will I Address Attendance Requirements? -- The Process of the Course -- Beginnings -- Once the Course Has Started -- Endings -- Chapter Six Teaching Courses Developed by Others -- A Focus on Content -- Ability to Adjust the Course -- Examples of Customization -- When Customizing Is Not Possible -- Building Community into the Process -- Evaluating a Course Developed by Another -- Issues of Intellectual Property -- Courses with Rolling Admission -- Final Thoughts on Teaching a Course Developed by Another -- Chapter Seven Working with the Virtual Student -- If We Build It, They Will Come -- The Successful Learner in the Online Classroom -- Addressing Different Learning Styles -- Recognizing and Working with Those Who Do Not Succeed -- The Role of the Learner in the Online Learning Process -- Knowledge Generation -- Collaboration -- Process Management.

Maximizing the Potential of the Virtual Student -- Use Best Practices from the FacetoFace Classroom to Promote Participation Online -- If a Student Is Absent for a Week, Contact Him or Her to Determine the Reason -- If Students Have Technical Difficulties, Offer Support or Connect Them with Tech Support -- If Conflict Hurts Participation, Intercede with the Students Involved -- If Security Breaches Cause Nonparticipation, Report Them Quickly to Reestablish a Sense of Privacy -- Log On to the Online Classroom Three or More Times a Week (Daily If Possible!) to Keep the Discussion Moving -- Learn How to Ask Broad Questions That Stimulate Thinking to Promote Participation -- Include Humor in Your Posts to Help Students Feel Welcome and Safe -- Post a Welcoming Response to Student Introductions to Help All Join More Successfully -- Teaching Students to Learn in the Online Environment -- Respecting Student Intellectual Property -- Chapter Eight Online Classroom Dynamics -- Group Dynamics and Online Classroom Dynamics -- Applying What We Understand About Groups to Online Classes -- Performing -- Unity -- Disunity -- Conflict -- Confrontation -- Disharmony -- Harmony -- Performing -- Concluding Thoughts About the Soul and Spirit Group -- Other Ways of Looking at Online Groups -- The Student -- The Group -- The Instructor/Facilitator -- The Task -- The Technology -- Conflict Revisited -- Working with Difficult Students -- When It Simply Isn't Working -- Chapter Nine Lessons Learned in the Virtual Classroom --

A Look Back -- The Myths -- Lessons for Faculty -- Instructors Need Not Fear Online Learning -- Course Development Needs to Focus on Interactivity, Not Content -- Instructor and Student Roles Need to Change -- Lessons for Instructional Designers and Faculty Developers -- Both Faculty and Students Need Training. Faculty Who Teach Online Need to Feel Supported -- Lessons for Administrators -- Support Online Faculty Through Fair Compensation -- Institutions Should Develop a Strategic Plan -- Institutions Should Develop an Infrastructure First -- Technology Should Be Chosen by an Inclusive Committee -- Pay Attention to the New Regulatory Environment -- A Look into the Near Future -- Technology -- Course and Program Quality and Design -- Professional Development -- How Faculty and Students Interact -- Research into Online Education -- APPENDIX A Sample Training for Faculty -- Introduction to and Best Practices in Online Teaching -- LEARNING UNITS -- Week 1 -- Week 2 -- Week 3 -- Week 4 -- Intensive Training Focused on Collaboration and Building Online Learning Communities -- Day 1: Defining and Recontextualizing Community -- Day 2: Human and Practical Considerations in Online Learning -- Day 3: Moving Teaching and Learning Online -- Day 4: Promoting Collaborative Learning -- Day 5: Transformative Learning -- APPENDIX B Additional Resources -- Communities of Practice -- Mobile Applications and Web 2.0 Applications -- Certificate Programs in Online Teaching -- Online Conferences -- Online Journals About Online Teaching -- Professional Organizations -- Course Evaluation Rubrics -- REFERENCES -- Index.

Sommario/riassunto

Rena Palloff and Keith Pratt, the most trusted online teaching experts, have completely updated and revised this classic to reflect changes in technology and advances in online teaching made in the last decade, in order to meet today's online learning challenges. The book continues to offer helpful suggestions for dealing with such critical issues as evaluating effective tools, working with online classroom dynamics, addressing the special needs of online students, making the transition to online teaching, and promoting the development of the learning community. Filled with numerous examples f
