

1. Record Nr.	UNINA9910828610703321
Titolo	Pedagogical models the discipline of online teaching // Michael F. Shaughnessy and Susan Fulgham, editors
Pubbl/distr/stampa	[Hauppauge], NY, : Nova Science Publishers, c2011
ISBN	1-61122-153-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (248 p.)
Collana	Education in a competitive and globalizing world Computer science, technology, and applications
Altri autori (Persone)	ShaughnessyMichael F FulghamSusan
Disciplina	378.1/7344678
Soggetti	Web-based instruction Internet in education Computer-assisted instruction Distance education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Library of Congress Cataloging-in-Publication Data -- Contents -- Preface -- Introduction -- Engaging the Student: Learning for Life -- Teaching at a Distance -- Course Design -- Ask the Students to Discuss Relevant Experiences -- Completing a Sentence -- Students Interview and Introduce each other -- Write a Collaborative Story -- Asking Students to Write Short Descriptions about Themselves -- Establishing the Right Tone -- How to Stimulate Sustained Engagement and Participation in Online Discussion -- Suggestions for Overcoming Lack of Participation -- Ask the Right Questions -- Try to Avoid Possible Misinterpretation -- Try to Show that you are Listening and that you Care -- If a Student is Late in Responding -- Some Innovative Learning Activities -- Group Work -- Role Playing -- Holding a Debate -- Online Guest Lecturers -- Virtual Field Trips and other Web Research -- Portfolios -- References -- A Pedagogical Model for Abstract Concepts: Blending Discourse and Experience -- Abstract -- Introduction -- Current Concerns in Online Education -- Extending Teaching Methods -- Limited Authenticity and Engagement -- Multicultural Perspectives on Technology -- Data Collection -- Course

Description -- Offline Engagement -- Conclusion -- References -- On-Line Pedagogy: Illuminating the Tension Between Technology and Imagination -- Imagination in Communication Technologies: Pushing the Limits -- Why Do We Want Imagination in Online Courses? -- McLuhan's Four Laws -- Not a Conclusion, but a Possibility -- References -- The Role of Motivation in Teacher Education Classes -- Introduction -- Motivation in Educational Settings -- Intrinsic and Extrinsic Motivation -- Motivation Surveys at University of Guam -- Conclusion -- References -- Instructional Design for Online Courses -- Why Plan for Teaching at a Distance?.

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User-Centred Design: A Framework for Inclusion -- Cultural Issues in Learning and Implications for Design -- Issues of Inequality of Access -- Implications for Planning and Design -- Accessibility issues for the Disabled -- Implications: Accessible Design is Good Design -- Three Final Points -- Issues for Intercultural Learning Communities -- Thirty Checks for Evaluating Texts -- Cultural Models -- Hofstede's Cultural Dimensions -- Hall and Context -- A Survey of Related Research -- Implications: Designing for Equity through Cultural Models -- Final Words -- Gender-Related Issues -- Implications for Equitable Online Learning -- Fifteen Inclusive Strategies to Promote Gender Equity -- Readability -- Final Thoughts -- Twenty-Seven Tips for Evaluating Sites for Multicultural Principles -- Our Responsibility -- References -- A Few Useful Sites -- Cultural Models -- Accessibility -- Good Design -- Equity and Diversity -- Short Biography -- Katy Campbell, Ph.D. -- Effective Learning with Video, Audio and Simulations -- Introduction -- The Value of Media -- Instructional usage of Video and Audio -- Video -- Audio -- Interactive Media: Simulations -- A Simulation Portrait -- Cognitive Apprenticeship -- Prior Knowledge Effects -- Conclusions for the Future -- References -- Applying Pedagogy during

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