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Autore	Wuetherick Brad
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Altri autori (Persone)	Germain-RutherfordAline GrahamDavid BakerNick HornsbyDavid J TurnerNancy K
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Pan-Canadian Collaboration to Support Educators in Shifting Engineering Programs Online -- Chapter 5: Video Analytics: When and How do Students Use Asynchronous Videos? Using the COVID Experience to Reimagine Teaching -- Chapter 6: "It's a small world after all": An Exploratory Comparative Case Study of Online Teaching and Learning in Hong Kong, Singapore, and the United States under COVID-19 -- Equity and Open Education in the Age of COVID -- Chapter 7: Supporting Equity in Online Learning during COVID-19 -- Chapter 8: Equity and Access to Course Materials as a Social Justice Issue -- Chapter 9: Leaving No Students Behind: Reimagining Our Design Practices to Remove Barriers -- Chapter 10: Online instruction and international students: More Challenges for a Vulnerable Population -- Chapter 11: Supporting First-Generation Students through the COVID-19 Pandemic -- Chapter 12: Experiences of Students with Disabilities Transitioning from On-Ground to Online Courses in the Time of COVID -- Chapter 13: Learners who Thrived: Pandemic Lessons about Course Design and Instruction -- Chapter 14: Closing the Gaps with the Peralta Online Equity Rubric -- Moving Forward Post-Pandemic -- Chapter 15: Centering Equity and Inclusion in Online Course Design and Instruction: A Model for Post-Pandemic Faculty Development -- Chapter 16: Virtual Partnerships: The Good, The Bad, and Future Implications -- Chapter 17: Designing Effective Inter-Institutional Collaborations for a Post-Pandemic World -- Conclusion -- Afterword: Reflections on a Post-Pandemic Higher Education Landscape.

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#### Sommario/riassunto

This edited volume explores institutional responses, equity in open education, and the future of higher education in a post-pandemic world, offering valuable insights into effective pedagogical practices and policy recommendations to sustain the advancements made during the pandemic. Through providing a concise overview of the collective insights and responses from various educational institutions and educators worldwide to the unprecedented challenges posed by the COVID-19 pandemic on higher education. It underscores the substantial shift to online learning, highlighting the exacerbation of existing inequalities among students due to factors such as digital access, socioeconomic status, and disabilities. Brad Wuetherick is the Associate Provost, Academic Programs, Teaching and Learning at the University of British Columbia, Okanagan, Canada. Aline Germain-Rutherford is a Professor in the Faculty of Education at the University of Ottawa. David Graham is the Principal of Xenops Consulting, Inc. Nick Baker is a faculty member and Director of the Office of Open Learning at the University of Windsor, Canada. David J. Hornsby is Professor in the Norman Paterson School of International Affairs and the Vice-Provost and Associate Vice-President (Academic) at Carleton University, Ottawa, Canada. Nancy K. Turner serves as Associate Vice Provost, Teaching and Learning at the University of Saskatchewan, Canada.

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