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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title Page; Copyright; Contents; About This Book; About the Author; Foreword; Introduction; Chapter 1 The Many Variables of Online and Blended Teaching; Self-Paced versus Cohort Approach; Keys to Success in a Self-Paced Model; Keys to Success in a Cohort-Based Model; Full-Time versus Part-Time Online Students; Keys to Success with Full-Time Online Students; Keys to Success with Part-Time Online Students; Blended versus Fully Online Courses; Keys to Success in a Blended Learning Environment; Keys to Success in a Fully Online Course; Create-Your-Own versus a Purchased Curriculum Keys to Success with Purchased Curriculum Keys to Success with Create-Your-Own Courses; Teacher as Course Author and Organizer versus Teacher as Facilitator Only; Keys to Success When You Have Course Edit Privileges; Keys to Success When You Are a Facilitator Only; Teacher Performance (and Perhaps Pay) Based on Course Completion versus Based on Rubric or Evaluation Systems; Keys to Success When Teacher Performance Is Evaluated Based on Course Completion; Keys to Success in Traditional Evaluation Systems; What Kind of Online or Blended Teaching Model Is Right for You?

Chapter 2 Course Philosophy Connect to Content; Content That Values Collaboration, Communication, and Creativity; Content That Is Un-Googleable; Content That Includes Student Choice in Every Unit; Connect with Other Students; Connect with the Teacher; Connecting on All Three Fronts; Chapter 3 Preparing to Teach an Online Course; Course Organization; Fleshing Out the Course Information Button; Teacher Information; Syllabus; Calendar; Be Vocal, an Acronym for Teacher Success; A Word to the Wise; Chapter 4 Building Relationships with Students; Starting at the Beginning; Initial Course Survey Contact Information Database Welcome Week Synchronous Session; Welcome Calls; Zero Week; Continuing the Relationship; Discussion Boards; Announcements; E-mails; Feedback on Assignments; Hosting Face-to-Face Events; Building an Online Persona; Chapter 5 Using Announcements Effectively; Types of Announcements; Weekly Announcements; Due Date Reminders; Special Bulletins; Current Events; Way-to-Go Announcements; Social Announcements; Practical Considerations in Using Announcements; How Often to Post Announcements; Considering Your Tone in Announcements; Using Humor Making Your Announcements Visually Appealing Keeping Your Home Page Clean; Incorporating Voice Elements into Announcements; Chapter 6 Discussion Board Strategies and Facilitation; Discussion Board Basics; Asking Quality Questions; Rubrics and Grading; Teaching Students to Respond in Ways That Keep the Discussion Moving; Teaching Discussion Board Etiquette; How Much to Be Involved; Types of Posts; Handing over the Reins for Student-Led Discussions; Chapter 7 Teaching Synchronous Sessions; Basic Capabilities of Synchronous Tools; Communication Tools: Microphone, Video, Chat, and Polling Presentation Tools: Whiteboard, Screen Sharing, and File Sharing

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Sommario/riassunto

"A groundbreaking guide to facilitating online and blended courses This comprehensive resource offers teachers in grades K-12 a hands-on guide to the rapidly growing field of online and blended teaching. With clear examples and explanations, Kristin Kipp shows how to structure online and blended courses for student engagement, build relationships with online students, facilitate discussion boards, collaborate online, design online assessments, and much more. Shows how to create a successful online or blended classroom Illustrates the essential differences between face-to-face instruction and online teaching Foreword by Susan Patrick of the International Association for K-12 Online Learning This is an essential handbook for learning how to teach online and improve student achievement"--

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