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   Autore VITALE, Maurizio

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   Altri autori (Persone) CutriRamona Maile
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Nota di contenuto	Part 1 -- Chapter 1. Introduction to Crisis Online Teaching (Juanjo Mena) -- Chapter 2. The Emotional Work of Prolonged Crisis Online Teaching (Erin Feinauer Whiting) -- Chapter. 3 S-STEP Methodology and its Applicability to Study Online (Ramona Maile Cutri & Juanjo Mena) -- Chapter. 4 Design-Based Research and S-STEP Methodology—Similarities and Possibilities (Erin Feinauer Whiting & Ramona Maile Cutri) -- Part 2. Stories of Practice During a Pandemic and Beyond -- Chapter 5. Author TBD -- Chapter 6. Author TBD -- Chapter 7. Author TBD -- Chapter 8. Author TBD -- Chapter 9. Author TBD -- Part 3 Practical and Theoretical Implications for Online Learning -- Chapter 10. Analysis and Focus Group Transcript (Ramona Maile Cutri, Erin Feinauer Whiting, & Juanjo Mena).
Sommario/riassunto	This edited volume explores the emotional work of being an online teacher educator. The chapter authors discuss the intense work involved in planning, teaching, and navigating intuitional contexts in order to build a relationship between online teaching and the Self-Study of Teacher Educator Practice (S-STEP) methodology. Additionally, the authors of the chapters in the book used the S-STEP methodology to move their practices and their teacher-educator identities beyond emergency/crisis uses of online teaching common during campus building closures. Each chapter offers different ways that S-STEP methodology can be used to sustain oneself as an online teacher educator. Although there are specific strategies and practices, this is not a 'how-to' book for online teacher educating—it is an exploration of online teachers and groups of online teachers supporting themselves and each other by studying and learning from their practices.