

Read Online An Administrators
To Online Education Pb Usdla
Book Series On Distance
Learning
An Administrators
To Online Education
Pb Usdla Book
Series On Distance
Learning

Read Online An Administrators To Online Education Pb Usdla Book Series On Distance Learning

A Guide to Administering Online Learning provides an overview of tasks to be accomplished in order to direct dynamic online initiatives. Experienced distance learning teachers and administrators share their insights regarding what must be done to administer effective online learning. Distance education is practised in all parts of

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the world and in recent years, its scope has developed enormously and rapidly. It has become an intrinsic part of many national educational systems and an academic discipline in its own right. Research into the area has produced a body of theory which is now being used to improve its practice. This new edition of Theory and Practice of

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Distance Education has been thoroughly updated both by describing how practice has changed, and by examining recent research in the field. Like the first edition, this book provides a comprehensive survey of distance education, looking at it globally and discussing the different lines of thought and models used. It describes the place of

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distance education in educational thinking, its various theories, principles, and techniques of presentation, its organization and its administration.

The delivery of quality education to students relies heavily on the actions of an institution ' s administrative staff. Effective leadership strategies allow for the continued

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progress of modern educational initiatives. It is crucial to investigate how effective

administrators lead their organizations in challenging and difficult times and promote the accomplishments of their organization. Research Anthology on Preparing School Administrators to Lead Quality Education Programs is a vital reference source that

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offers theoretical and pedagogical research concerning the management of educational systems on both the national and international scale. It also explores academic administration as well as administrative effectiveness in achieving organizational goals. Highlighting a range of topics such as strategic planning, human resources, and

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school culture, this multi-volume book is ideally designed for educators, administrators, principals, superintendents, board members, researchers, academicians, policymakers, and students.

Bring pedagogy and cognitive science to online learning environments Online Teaching at Its Best: Merging Instructional

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Design with Teaching and Learning Research, 2nd Edition, is the scholarly resource for online learning that faculty, instructional designers, and administrators have raved about. This book addresses course design, teaching, and student motivation across the continuum of online teaching modes—remote, hybrid, hyflex,

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and fully online—integrating these with pedagogical and cognitive science, and grounding its recommendations in the latest research. The book will help you design or redesign your courses to ensure strong course alignment and effective student learning in any of these teaching modes. Its emphasis on evidence-based practices

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makes this one of the most scholarly books of its kind on the market today. This new edition features significant new content including more active learning formats for small groups across the online teaching continuum, strategies and tools for scripting and recording effective micro-lectures, ways to integrate quiz items within micro-

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lectures, more conferencing software and techniques to add interactivity, and a guide for rapid transition from face-to-face to online teaching. You ' ll also find updated examples, references, and quotes to reflect more evolved technology. Adopt new pedagogical techniques designed specifically for remote, hybrid, hyflex, and fully online

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learning environments Ensure strong course alignment and effective student learning for all these modes of instruction Increase student retention, build necessary support structures, and train faculty more effectively Integrate research-based course design and cognitive psychology into graduate or undergraduate programs Distance is no

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barrier to a great education. Online Teaching at Its Best provides practical, real-world advice grounded in educational and psychological science to help online instructors, instructional designers, and administrators deliver an exceptional learning experience even under emergency conditions.

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Online Teaching and Learning in Higher
Education
How to Navigate Digital Higher Education
Research and Best Practices
Best Practices in Online Teaching and
Learning Across Academic Disciplines
Increasing Productivity and Efficiency in
Online Teaching

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Technologies and Techniques

A Guide to Administering Distance
Learning

**Find out how to apply learning
science in online classes The
concept of small teaching is
simple: small and strategic**

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**changes have enormous power to
improve student learning.**

**Instructors face unique and
specific challenges when teaching
an online course. This book offers
small teaching strategies that will
positively impact the online**

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classroom. This book outlines practical and feasible applications of theoretical principles to help your online students learn. It includes current best practices around educational technologies, strategies to build community and

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**collaboration, and minor changes
you can make in your online
teaching practice, small but
impactful adjustments that result
in significant learning gains. •
Explains how you can support
your online students • Helps your**

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students find success in this non-traditional learning environment

• Covers online and blended learning • Addresses specific challenges that online instructors face in higher education Small Teaching Online presents

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**research-based teaching
techniques from an online
instructional design expert and
the bestselling author of Small
Teaching.**

**Education has until recently
promoted social mobility, broad**

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economic growth, and democracy.

**However, modern universities
direct policy and resources toward
criteria that exacerbate income
inequality and reduce social
mobility. Online education can
make education more socially,**

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**geographically, temporally, and
financially accessible, impacting
the higher education industry,
governments, economies,
communities, and society in
general. Thus, education's shift
away from scarcity affects the**

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**differential earnings and socio-
political influence of all
concerned, and online education
impacts, and is impacted by, such
shifting power structures.
Socioeconomics, Diversity, and
the Politics of Online Education is**

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**a cutting-edge research
publication that explores online
education's optimal design and
management so that more
students, especially those
traditionally underserved, are
successful and can contribute to**

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their communities and society.

**Additionally, it looks at the
political/regulatory, diversity, and
socioeconomic impacts on online
education, especially for online
education demographic groups.
Featuring a wide range of topics**

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**including globalization,
accreditation, and socioeconomics,
this book is essential for teachers,
administrators, government policy
writers, educational software
developers, MOOC providers,
LMS providers, policymakers,**

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**academicians, administrators,
researchers, and students
interested in student retention
and diversity and income
inequality as well as promoting
social mobility and democracy
through accessible public**

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education.

Distance learning has become very popular in recent years, making evident some of the problems inherent to online classes as they are today. High attrition rates, driven in part by student isolation

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**and low satisfaction, have plagued
online courses. For an online class
to succeed, it must be built upon
engaging media and meaningful
interaction. Increasing
Productivity and Efficiency in
Online Teaching provides a**

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reference for educators in virtual classrooms and enumerates strategies to foster instructor engagement and support. Because co-construction of information, opposed to rote memorization of disseminated facts, engages

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students and develops critical thinking skills, online education must shift to reflect this. Drawing from learning theory, this publication focuses on the ways educators can shape their online classes to best suit their students

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**and leave them with knowledge
and course satisfaction. This book
is recommended for researchers,
developers, students of education,
administrators, and online
educators in all subject areas.
Unlike most books regarding**

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**online education, this book is not
about teaching; it is about
effectively administering an
online education program.**

**Throughout the text, we provide
case studies, examples, policies,
and resources from actual**

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**institutions, which further
enhance the value of this text.**

**This book encompasses the issues
and provides information on how
to accomplish one specific task:
successful online educational
administration.**

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**Implementing Best Practices
Relationships Matter Most in a
World Crammed With Content
A Systems View
Managing Online Learning
International Perspectives and
Experiences**

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Learning

**Practices and Processes at the
Teaching, Resource, and Program
Levels**

Issues in Distance Education

Moore (Pennsylvania State
U.) and Kearsley (U. of
Alberta) explain to

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Learning
undergraduate education
students and practicing
teachers the character of
teaching at a distance and
what research and experience
says about learning at a
distance. For educational
administrators, they review

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Learning
the tasks and some of the
challenges in organizing and
managing the resources
needed to deliver a distance
education program. No date
is mentioned for the first
edition; the second
incorporates recent

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technology, and lists Web
Learning
site addresses for
organizations and online
documents.

Offers comprehensive
coverage of the issues,
concepts, trends, and
technologies of distance

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learning.

Online distance education continues to grow at a fast pace, even outpacing the overall growth of U.S. higher education. Demands for quality are coming from all shareholders involved.

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Learning
As if caught by surprise, a patchwork response to quality is often the typical organizational response. The result can be inconsistent and uncoordinated levels of value to those invested in online learning. This often

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Book Series On Distance

Learning
promotes negative images of
the educational experience
and institution. Comprised
of highly regarded experts
in the field, this edited
volume provides a
comprehensive overview of
quality assurance, a

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Learning
snapshot of current
practices and proven
recommendations for raising
standards of quality in
online education. Topics
discussed include: *

- Improving practices for
teaching online *
- Using

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Learning
educational analytics for
quality assurance and
improvement * Accessibility:
An important dimension of
quality assurance * Assuring
quality in online course
design * Assuring quality in
learner support, academic

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resources, advising and
Learning * The role and
realities of accreditation
This text clearly answers
the call for addressing
quality from a broad, deep
and coordinated
understanding. It addresses

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Learning
the complexities of quality
assurance in higher
education and offers
professionals top-shelf
advice and support. *This
text is also appropriate for
students enrolled in
Educational Technology and

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Higher Education

Administration Masters and
PhD programs

The goal of teaching online
is fundamentally the same as
teaching face-to-face:
facilitating the learning of
all students to the greatest

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Learning
extent possible. This book
differs from other books on
online teaching in that, in
the process of offering
guidance on course design
and planning, developing
outcomes and appropriate
engaging activities,

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Learning
managing the workload and
assessment, the authors pay
explicit attention
throughout to the distinct
and diverse needs of
students and offer effective
strategies to accommodate
them in a comprehensive and

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Learning
inclusive way by using the
principles of Universal
Design for Learning. By
following those principles
from the outset when
planning a course, all
students will benefit, and
most particularly those whom

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Learning
the research shows have the
greatest achievement gaps
when taking online courses
-- males, first generation
and low income students,
those from underrepresented
minority groups, the
academically underprepared,

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Learning
students with disabilities,
and those with limited
online access or lacking
readiness for online
learning. Beyond good
planning and design, Kelly
and Zakrajsek offer ideas
for creating inclusive

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Learning
course environments and
activities, such as using
culturally appropriate
content and making it
accessible in multiple
formats. They also share
methods to foster faculty-
learner interaction and

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increase personal
connections with students,
and among students, through
group activities or learning
communities, which are so
critical to motivation and
success. Faculty new to
online teaching as well as

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Learning
more experienced readers
will find a wealth of
practical guidance on
developing and honing both
fully online and blended
courses and, as importantly,
a wealth of proven ideas to
help the new generation of

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Learning
students with diverse needs
to succeed.

An Administrator's Guide to
Online Education
Handbook of Distance
Education
Challenges, Opportunities,
Responses

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Book Series On Distance
Staying Online

Advancing Online Teaching
Applying Learning Science in
Online Classes
Character Formation in
Online Education
In response to the

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Learning

COVID-19 pandemic, many educational institutions implemented social distancing interventions such as initiating closure, developing plans for employees to

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Learning

*work remotely, and
transitioning teaching
and learning from face-
to-face classrooms to
online environments. The
abrupt switch to online
teaching and learning,*

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Learning
for the most part, has
been a massive change
for administration,
faculty, and students at
traditional brick-and-
mortar universities and
colleges as concerns

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Learning

regarding the pedagogical soundness of this mode of delivery remain among some stakeholders. Not only that, but the switch has also revealed the

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Learning
inequities in the system
when it comes to the
types of students
universities serve. It
is important as
institutions move
forward with online

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Learning

*instruction that
consideration be made
about all students and
what policies and
strategies need to be
put into place to help
support and meet the*

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Learning

*needs of all
constituents now or when
unprecedented situations
arise. The only way this
can be done is by
documenting the
experiences through the*

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*eyes of faculty who were
at the frontline of
providing instruction
and advising services to
students. The Handbook
of Research on
Inequities in Online*

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Learning

*Education During Global
Crises brings to light
the struggles faculty
and students faced as
they were required to
switch to online
education during the*

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Learning

*global COVID-19 health
crisis. This crisis has
revealed inequities in
the educational system
as well as the specific
effects of inequities
when it comes to*

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Learning

*learning online, and the
chapters in this book
provide information to
help institutions be
better prepared for
online education or
remote learning in the*

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future. While highlighting topics such as new educational trends, remote instruction, diversity in education, and teaching and learning in

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*a pandemic, this book is
ideal for in-service and
preservice teachers,
administrators, teacher
educators,
practitioners,
stakeholders,*

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*researchers,
academicians, and
students interested in
the inequalities within
the educational systems
and the new policies and
strategies put in place*

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*Learning with online education to
combat these issues and
support the needs of all
diverse student
populations.*

*Managing Online Learning
is a comprehensive guide*

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Learning

*to planning and
executing effective
online learning
programs. Featuring
contributions from
experienced
professionals across*

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*operations in university
and corporate settings,
this all-in-one resource
provides leaders and
administrators with
informed strategies for
supporting learners' and*

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Learning
*instructors' evolving
needs, implementing and
evaluating pedagogically
sound technologies,
projecting revenue-
generating models, and
anticipating future*

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scaling challenges.

Learning
These highly applied
chapters cover essential
topics such as unit
design, management of
staff and finances,
student engagement, user

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*experience and
interface, data
analytics, and more.*

*In this environment of
disruptive technological
change, higher education
institutions must*

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*determine whether they
will develop and offer
technology-supported,
hybrid, or online
courses and degrees,
which courses and
degrees, how many, for*

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*whom, and for what
purpose. They must make
decisions about
development models and
design, processes,
costs, and student and
faculty support. In this*

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Learning
volume, the authors
explore the current and
future practice of
distance education in
higher education
institutions, including:
developing an initial

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*infrastructure to
support course design
and development,
revitalizing existing
structures and processes
for distance education,
and cutting-edge*

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*practices that innovate
and lead the field.*

*These topics help guide
decision makers as they
determine appropriate
responses to distance
learning opportunities.*

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*This is the 173rd volume
of the Jossey-Bass
quarterly report series
New Directions for
Higher Education.*

*Addressed to presidents,
vice presidents, deans,*

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*and other higher
education decision
makers on all kinds of
campuses, it provides
timely information and
authoritative advice
about major issues and*

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*administrative problems
confronting every
institution.*

*Teaching and Learning at
a Distance is written
for introductory
distance education*

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*courses for preservice
or in-service teachers,
and for training
programs that discuss
teaching distant
learners or managing
distance education*

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*systems. This text
provides readers with
the basic information
needed to be
knowledgeable distance
educators and leaders of
distance education*

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*programs. The teacher or
trainer who uses this
book will be able to
distinguish between
appropriate uses of
distance education. In
this text we take the*

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following themes: The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at

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*a Distance we carefully
reviewed the literature
to determine the
definition that would be
at the foundation of our
writing. This definition
is based on the work of*

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*Desmond Keegan, but is
unique to this book.*

*This definition of
distance education has
been adopted by the
Association for
Educational*

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*Communications and
Technology and by the
Encyclopedia Britannica.
The second theme of the
book was the importance
of research to the
development of the*

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*contents of the book.
The best practices
presented in Teaching
and Learning at a
Distance are validated
by scientific evidence.
Certainly there are*

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*“rules of thumb”, but we
have always attempted to
only include
recommendations that can
be supported by
research. The third
theme of Teaching and*

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Learning at a Distance
is derived from Richard
Clark's famous quote
published in the *Review*
of Educational Research
that states that media
are mere vehicles that

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*do not directly
influence achievement.
Clark's controversial
work is discussed in the
book, but is also
fundamental to the
book's advocacy for*

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distance education – in other words, we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn.

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Distance delivered instruction is not a “magical” approach that makes learners achieve more. The fourth theme of the book is equivalency theory. Here

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Learning
we presented the concept
that instruction should
be provided to learners
that is equivalent
rather than identical to
what might be delivered
in a traditional

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*environment. Equivalency
theory helps the
instructional designer
approach the development
of instruction for each
learner without
attempting to duplicate*

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*what happens in a face
to face classroom. The
final theme for Teaching
and Learning at a
Distance is the idea
that the book should be
comprehensive – that it*

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*should cover as much of
the various ways
instruction is made
available to distant
learners as is possible.
It should be a single
source of information*

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about the field.

Learning
Creating Equity-based
Digital Learning
Environments
Online Distance
Education

The Disruptive Power of

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*Online Education
A New Approach to
Building Expertise and
Confidence as an Online
Educator
Models, Methods, and
Best Practices for*

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*Teachers and
Administrators*

Research Anthology on

Preparing School

Administrators to Lead

Quality Education

Programs

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*Developing an Online
Learning Curriculum*

The integration of technology in classrooms is rapidly emerging as a way to provide more educational opportunities for students. As virtual learning environments become more

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popular, evaluating the impact of
this technology on student success is
vital. Exploring the Effectiveness of
Online Education in K-12

Environments combines empirical
evidence and best practices in
current K-12 distance learning and

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virtual schools. Emphasizing current research and opportunities, this book is an all-inclusive reference source for administrators, teachers, researchers, teacher educators, and policymakers interested in the development and implementation of

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blended and electronic learning in primary and secondary education.

In *Staying Online*, one of our most respected online learning leaders offers uncommon insights into how to reimagine digital higher education. As colleges and

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universities increasingly recognize that online learning is central to the future of post-secondary education, faculty and senior leaders must now grapple with how to assimilate, manage, and grow effective programs. Looking deeply into the

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Learning
dynamics of online learning today,
Robert Ubell maps its potential to
boost marginalized students,
stabilize shifts in retention and
tuition, and balance nonprofit and
commercial services. This
impressive collection spans the

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author's day-to-day experiences as a digital learning pioneer, presents pragmatic yet forward-thinking solutions on scaling-up and digital economics, and prepares managers, administrators, provosts, and other leaders to educate our unsettled

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college students as online platforms fully integrate into the mainstream. This timely volume documents the immediate, global impacts of the coronavirus pandemic (COVID-19) on teaching and learning in higher education. Focusing on student and

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faculty experiences of online and distance education, the text provides reflections on novel initiatives, unexpected challenges, and lessons learned. Responding to the urgent need to better understand online teaching and learning during the

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COVID-19 pandemic, this book investigates how the use of information and communication technologies (ICT) impacted students, faculty, and staff experiences during the COVID-19 lockdown. Chapters initially look at

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the challenges faced by universities and educators in their attempts to overcome the practical difficulties involved in developing effective online programming and pedagogy. The text then builds on these insights to highlight student

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experiences and consider issues of social connection and inequality.

Finally, the volume looks forward to asking what lessons COVID-19 can offer for the future development of online and distance learning in higher education. This engaging

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volume will benefit researchers, academics, and educators with an interest in online teaching and eLearning, curriculum design, and more, specifically those involved with the digitalization of higher education. The text will also support

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further discussion and reflection
around pedagogical transformation,
international teaching and learning,
and educational policy more
broadly.

A timely guide to online teaching
strategies from bestselling author

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Doug Lemov and the Teach Like a
Champion team School closures in
response to the covid-19 coronavirus
pandemic resulted in an immediate
and universal pivot to online
teaching. More than 3.7 million
teachers in the U.S. were suddenly

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asked to teach in an entirely new setting with little preparation and no advance notice. This has caused an unprecedented threat to children's education, giving rise to an urgent need for resources and guidance. The New Normal is a just-in-time

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response to educators—call for help.

Teaching expert Doug Lemov and his colleagues spent weeks studying videos of online teaching and they now provide educators in the midst of this transition with a clear guide to engaging and educating their

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students online. Although the transition to online education is happening more abruptly than anyone anticipated, technology-supported teaching may be here to stay. This guide explores the challenges involved in online

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teaching and guides educators and administrators to identify and understand best practices. It is a valuable tool to help you and your students succeed in synchronous and asynchronous settings this school year and beyond. Learn strategies

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**online student success,
technology and the
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system, and finally
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the text, the authors
provide case studies,**

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**examples, policies, and
resources from actual
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further enhance the
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**encompasses the issues
and provides information
on how to accomplish one
specific task:
successful online
education
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that can assist
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**such as mathematics,
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**online distance
education, in particular
Internet-based
schooling. The
underlying assumption is
that this is a new and
untested fad in**

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**education. This is due
in part to a lack of
documentation within
academia of the early
development of online
distance education, and,
in part, to a shortage**

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**of experienced,
practicing online
schools. On the
Internet, one may become
confused by the flurry
of activity and by the
various claims from**

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**organizations that they
are providing a
revolutionary method of
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teaching. Furthermore,
many people are unaware
of the long and**

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**distinguished history of
distance education
itself that is the root
of current day Internet-
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the uncertainty, the
public is clearly**

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dissertation helps to
resolve these problems.
This study fills various
needs for the purpose of
showing the effective**

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administrators,
teachers, and the public
must be assured that
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**distance education,
including Internet-based
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result from published
studies in distance
education; from research**

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**conducted in the 1980s
concerning publicly
available online
distance education; and
from experience in
developing,
administering, and**

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**teaching in an
international, Internet-
based school that has
been in continual
operation online since
1986. The author
concludes that: (1)**

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**online distance
education has a proven
track record; (2) there
is continual demand from
the global community for
Internet-based
instruction, as well as**

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**a public demand for
traditional institutions
to accept this
nontraditional method of
study; and (3)
administrators and
teachers can**

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**economically create and
operate an effective
Internet-based school
that is accessible to
and affordable for
individual learners
using low-cost personal**

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computers.

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**The face of education is
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transformed due to rapid**

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changes in technology. It is imperative that leadership trends and techniques be evaluated in the educational field, particularly in reference to alternative learning

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administration of non-traditional education practices. Highlighting relevant topics that include policy development, quality assurance, accreditation, and assessment systems,

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reference source for
educators, academicians,
graduate students, and
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progression of open and***

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distance education.

***This book is to explores a
variety of facets of online
learning environments to
understand how learning
occurs and succeeds in
digital contexts and what***

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***teaching strategies and
technologies are most
suited to this format.***

***Business, health,
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are some of the core
sectors of society which***

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have been experiencing deep transformations due to a generalized digitalization. While these changes are not novel, the swift progress of technology and the rising

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complexity of digital environments place a focus on the need for further research and novel strategies. In the context of education, the promise of increased flexibility and

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***broader access to
educational resources is
impelling much of higher
education's course
offerings to online
environments. The 21st
century learner requires an***

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***education that can be
pursued anytime and
anywhere and that is more
aligned with the demands
of a digital society. Online
education not only assists
students to success-fully***

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integrate a workforce that is increasingly digital, but it helps them to become more comfortable with the use of technology in general and, hence, more prepared to be prolific digital citizens. The

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***variety of settings
portrayed in this volume
attest to the unlimited
opportunities afforded by
online learning and serve
as valuable evidence of its
benefit for students'***

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educational experience.

**Moreover, these research
efforts assist a more
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of online courses today is one of little or no effort on the professor's part and little or no learning on the student's part. A missing element in online courses is the kind of

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mutual engagement between
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that provides not only a
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but also lasting character
formation within the
student. Character

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educators within
educational settings. As
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Curriculum: Techniques and Technologies acts as a guidebook for teachers and administrators as they look for support with their online education programs. It offers teaching suggestions for everything from course development to time management

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and community building. The book is designed to provide information to help teachers work more effectively with online tools, develop course materials for existing online courses, work with the internet as a medium of education and complete daily

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activities - such as evaluating assignments, lecturing and communicating with students more easily. Administrators are also given support in their efforts to recruit, train, and retain online teachers, allocate resources for online education and evaluate

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online materials for promotion and
tenure.

The new edition of what is now
considered a classic on online
learning has been expanded by
about a third to reflect new
opportunities offered by social
media, new insights and ideas

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derived from the author's teaching
in the eight years since she wrote
the first edition, as well as from
extensive research in the latest
literature. In particular, Tisha
Bender investigates whether the
existing paradigm of teaching and
learning has been changed, not so

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much because of the advent of the Internet, but because of the potential divide between the expectations and practices of students who are “ digital natives ” of the digital revolution, and those of their teachers who are mostly “ digital immigrants ” . She

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addresses the question: do we need to change the way we teach in order to reach and engage digital natives fruitfully and enjoyably in their education. This accessible and comprehensive book offers an engaging and practical approach to online

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teaching that is rooted in the
author's experience and
enthusiasm for creating a virtual
environment that engages students
and fosters their deep learning.
This is a book for all educators
and administrators in higher
education, in any discipline,

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Learning
engaged in, or contemplating
offering, online classes that
involve discussion or collaborative
learning. It is relevant both to
faculty teaching a hybrid and face-
to-face classes, and courses
conducted entirely online.

Theory, Practice and Assessment

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High-Impact Practices in Online
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Distance Education for Teacher
Training

Assuring Quality in Online
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Building Successful Programs
A Guide for Instructors,

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Administrators, and Accrediting
Agencies

Teaching and Learning at a
Distance

Create a more effective
system for evaluating online
faculty Evaluating Online

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Teaching is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching, providing the tools and guidance that

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faculty members and administrators need. The authors address challenges that colleges and universities face in creating effective online teacher evaluations, including

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organizational

structure, institutional

governance, faculty and

administrator attitudes,

and possible budget

constraints. Through the

integration of case studies

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and theory, the text provides practical solutions geared to address challenges and foster effective, efficient evaluations of online teaching. Readers gain access to rubrics, forms,

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andworksheets that they can
customize to fit the needs of
their uniqueinstitutions.

Evaluation methods
designed for face-to-face
classrooms, fromstudent
surveys to administrative

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observations, are often applied to the online teaching environment, leaving reviewers and instructors with an ill-fitted and incomplete analysis. Evaluating Online

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Teaching shows how strategies for evaluating online teaching differ from those used in traditional classrooms and vary as a function of the nature, purpose, and focus of

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the evaluation. This book guides faculty members and administrators in crafting an evaluation process specifically suited to online teaching and learning, for more accurate feedback and

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better results. Readers will:
Learn how to evaluate online
teaching performance
Examine best practices for
student ratings of
onlineteaching Discover
methods and tools for

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gathering informal feedback
Understand the online
teaching evaluation life cycle
The book concludes with an
examination of strategies
for fostering change across
campus, as well as

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structures for creating a
climate of assessment that
includes online teaching as
a component. Evaluating
Online Teaching helps
institutions rethink the
evaluation process for online

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improving teaching and
learning, student success,
and institutional results.

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curriculum, instruction, technology and management aspects. It describes the status and trends of the field, provides illustrative program examples, explores the issues and challenges

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that programs face and highlights ongoing research in key areas related to program effectiveness.

Topics discussed: * The current status of K-12 online, distance and blended

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issues in relation to program
implementation * Research
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governmental jurisdiction
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Global case studies that
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A synthesis of key findings
and lessons learned, and
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the future of K-12 distance
and online learning This text
is highly appropriate for
students enrolled in
Educational Technology,
Educational Administration
and related Masters and PhD

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continues the mission of its predecessors: to provide a comprehensive compendium of research in all aspects of distance education, arguably the most significant development in education

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over the past three decades.
While the book deals with
education that uses
technology, the focus is on
teaching and learning and
how its management can be
facilitated through

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technology. Key features include: Comprehensive coverage that includes all aspects of distance education, including design, instruction, management, policy, and a section on

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different audiences. Chapter authors frame their topic in terms of empirical research (past and present) and discuss the nature of current practice in terms of that research. Future research

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needs are discussed in relation to both confirmed practice and recent changes in the field. Section one provides a unique review of the theories that support distance education

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pedagogy. Section six includes a unique review of distance education as a component of global culture. This book will be of interest to anyone engaged in distance education at any

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level. It is also appropriate
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government trainers and for
administrators and policy
makers in all these
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