An Administrator To Online Education

Create a more effective system for evaluating online faculty Evaluating Online Teaching is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching, providing the tools and guidance that faculty members and administrators need. The authors address challenges that colleges and universities face in creating effective online teacher evaluations, including organizational structure, institutional governance, faculty and administrator attitudes, and possible budget constraints. Through the integration of case studies 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, and worksheets that they can customize to fit the needs of their unique institutions. Evaluation methods designed for face-to-face classrooms, from student surveys to administrative observations, are often applied to the online teaching environment, leaving reviewers and instructors with an ill-fitted and incomplete analysis. Evaluating Online 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 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 better results. Readers will: Learn how to evaluate online teaching performance Examine best practices for student ratings of online teaching Discover methods and tools for 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 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 teaching, with the end goal of improving teaching and learning, student success, and institutional results.

The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles, research briefs, reviews, and editorials dealing with the theories, research, and practices of distance education. The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors. The Quarterly Review publishes full-length manuscripts as well as research briefs, editorials, reviews of programs and scholarly works, and columns. The Quarterly Review defines distance education as institutionally-based formal education in which the learning group is separated and interactive technologies are used to unite the learning group.

In the ten years since the inception of the Sloan Consortium, the field of online learning has entered the mainstream of higher education, making online learning a core ingredient of tomorrow¿s educational paradigms. Now that digital natives are coming of age, the blending of on-ground and online education is continuous and unstoppable. Growing demands for wide choice suggest that the blended agenda presses us rapidly into new realms of inquiry. Thus, the title of this collection, the fifth volume in the Sloan-C series on quality, is Elements of Quality Online Education: Into the Mainstream. The 14 peer-reviewed studies in this volume provide guidance for effectively responding to the challenges facing higher education.¿The studies on Student Satisfaction recognize that significant populations remain underserved. Yet asynchronous learning networks (ALNs) are widening access by easing some of the constraints of place-based, synchronous learning, so that many more and many more new kinds of learners can achieve satisfaction and success. ¿The studies on Learning Effectiveness share an emphasis on the ways that ALN exceeds the ¿no significant difference¿ minimum standard for learning outcomes.¿The studies on blending, combining face-to-face and online methods for learning, offer rich possibilities for what many see as the best of both learning modes.¿The studies on assessment go to the core of the Sloan-C quality framework and its emphasis on continuous quality improvement through demonstrating progress towards the overarching goal of affordable access for all in a wide range of disciplines.In our time of ¿profound, rapid, and discontinuous change,¿ these studies envision solutions to the challenges of online, blended and face-to-face education in higher education. Sponsored by the Alfred P. Sloan Foundation, the purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines.

Online education continues to permeate mainstream teaching techniques in higher education settings. Teaching upper-level classes in an online setting is having a major impact on education as a whole and is fundamentally altering global learning. Cases on Critical and Qualitative Perspectives in Online Higher Education offers a collection of informal, personalized articles that identify, describe, and examine actual experiential domains of online program and course production. Administrators, developers, instructors, staff, technical support, and students in the field of online higher education will benefit from these case studies to reinforce and enhance their work.

How do you make an online class work? Engage students in the learning process - just as you do in the face-to-face classroom. There's just one catch. Strategies that work well in the traditional classroom may not work well in the online classroom. An online class must be designed for the online classroom and facilitated using techniques proven to engage students in an online environment. The differences are subtle. But the results are dramatic. To create an effective online class, you must know the secrets to teaching online. What are these secrets you ask? That's the subject of this book. Online Classes That Work Discovering the Secrets to Teaching Online is a valuable resource for anyone designing or teaching online classes. It is a must-read guide to assist instructors and designers in creating and teaching effective online classes or in combining the best of online with face-to-face teaching in the blended classroom. This book is an ideal resource for an instructor preparing to teach his or her first online class, for new faculty or students learning the education process, and for experienced faculty and designers seeking ways to make their classes more engaging and effective. For the instructor or designer, this

book includes The learning model for online education Strategies for creating engaging and effective content Techniques for engaging students in the learning process Strategies to engage students in conversations and discussions Techniques to formally and informally assess learning outcomes Online Classes That Work is a valuable resource for administrators and program heads who must maintain and support online education. For the administrator and program heads, this book includes Strategies to keep courses up to date Techniques to support students in the learning process Strategies to manage faculty Strategies to manage course delivery Although the story revolves around a professor in a university setting, secondary school teachers, trainers, or anyone who desires to create effective and engaging online courses can apply these same techniques to make their online classroom engaging and effective. Online Classes That Work is written as narrative nonfiction. The lessons, strategies, and techniques critical to making online courses work-in other words, "the secrets"-are embedded in the story. I have found that narrative nonfiction allows complex ideas to be presented in a readable and approachable way. I hope you agree. Part 1 of Online Classes That Work tells the story of Tony Brown, an economics professor who excels at teaching face-to-face in the classroom, yet finds his first venture into the online classroom frustrating and ineffective. Tony experiences every professor's worst nightmare when he tries to teach a complicated subject to a group of disengaged students using poorly designed and out-of-date materials. "Is there a better way?" asks Tony as he sets out to find the secrets to making online courses work. Part 2 describes the learning model-the secrets to effective learning outcomes-and the roles student engagement and learning environment play in achieving measurable learning outcomes. Part 3 takes Tony on a journey where he discovers the secrets to creating content for online classes and the secrets to creating conversation in online classrooms. He also explores the role of technology in the online classroom, the online classroom as a safe environment for experimentation and learning, and the means of assessing outlines in an online environment. Part 3 ends with a discussion of course structures and techniques for the care and feeding of online classes. The story concludes in Parts 4 and 5 as Tony synthesizes his research, discovers the secrets to teaching online, and creates an engaging and effective online course. Welcome to my classroom.

Many educators and the public are interested in online distance education, in particular Internet-based schooling. The underlying assumption is that this is a new and untested fad in 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 of experienced, practicing online schools. On the Internet, one may become confused by the flurry of activity and by the various claims from organizations that they are providing a revolutionary method of instruction--online teaching. Furthermore, many people are unaware of the long and distinguished history of distance education itself that is the root of current day Internet-based schooling. Despite the uncertainty, the public is clearly demanding online distance education. This dissertation helps to resolve these problems. This study fills various needs for the purpose of showing the effective application of online distance education. Educational administrators, teachers, and the public must be assured that online distance teaching is a valid and proven instructional method. Furthermore, administrators and teachers need to know what to expect when planning, operating, and teaching in an online school. Through historical analysis and the presentation of a practicing Internet-based school, this study fills these needs. This dissertation results from fifteen years of independent study and research by the author, combined with professional experience in the field of online distance education, including Internet-based school design and operation. Conclusions result from published studies in distance education; from research conducted in the 1980s concerning publicly available online distance education; and from experience in developing, administrating, and teaching in an international, Internet-based school that has been in continual operation online since 1986. The author concludes that: (1) online distance education has a proven track record; (2) there is continual demand from the global community for Internet-based instruction, as well as a public demand for traditional institutions to accept this nontraditional method of study; and (3) administrators and teachers can economically create and operate an effective Internet-based school that is accessible to and affordable for individual learners using low-cost personal computers.

"This book brings together online distance education, transformative online learning, and the aesthetics concepts discussing innovation, creativity, inclusion, society, culture, mobility, usability, discourse, feminism, ecology and spirituality"--Provided by publisher.

Online education, both by for-profit institutions and within traditional universities, has seen recent tremendous growth and appeal - but online education has many aspects that are not well understood. The SAGE Encyclopedia of Online Education provides a thorough and engaging reference on all aspects of this field, from the theoretical dimensions of teaching online to the technological aspects of implementing online courses—with a central focus on the effective education of students. Key topics explored through over 350 entries include: · Technology used in the online classroom · Institutions that have contributed to the growth of online education · Pedagogical basis and strategies of online education · Effectiveness and assessment · Different types of online education and best practices · The changing role of online education in the global education system

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.

A Doodyís Core Title! ì[This book] addresses issues that cut across a wide range of best practices and the effect of technology on learning. [It includes] sound principles, new and creative ideas, [and] many implications for future research. What can and cannot be taught online? How are faculty best assisted in learning a new role? Who are the students in this geographically and culturally diverse learning community?... I know that you will enjoy this book because it combines current practices and research with building a foundation of knowledge that takes us into the future.î Jeanne M. Novotny, PhD, RN, FAAN Dean, School of Nursing Fairfield University This award-winning text, now in its third edition, integrates new digital teaching strategies with

current distance education practices. Extensive revisions, seven new chapters, and an innovative format facilitate the planning, design, implementation, and evaluation of distance curriculum in undergraduate and graduate programs. New content promotes mobile computing in distance education, faculty preparation, quality improvement, learning in context, clinical reasoning, ethical comportment, and writing skills, and addresses the challenges of accreditation for distance programs. The text helps teachers assess their teaching strategies and try new methods in selected courses to enhance outcomes. Practical hints and key points focus on supporting learner success, using learning objects, and more.. Special features include an author-hosted blog and website to enhance and extend learning. The text is designed for RN-BSN, MSN, PhD, and DNP levels and will also be beneficial for health care organizations that provide online continuing education. This New Edition: Integrates new, contextually based teaching modalities with current distance education practices Includes seven new chapters with learning objectives, benchmarking, and mobile computing (with Web 2.0 tools) possibilities Provides specific suggestions for overcoming barriers to online classes and other paradigm shifts Features teaching approaches, course and program design, and case examples Offers an author-managed blog and website , updated continually

Create a more effective system for evaluating online faculty Evaluating Online Teaching is the first comprehensivebook to outline strategies for effectively measuring the quality ofonline teaching, providing the tools and guidance that facultymembers and administrators need. The authors address challengesthat colleges and universities face in creating effective onlineteacher evaluations, including organizational structure,institutional governance, faculty and administrator attitudes, andpossible budget constraints. Through the integration of casestudies and theory, the text provides practical solutions geared toaddress challenges and foster effective, efficient evaluations ofonline teaching. Readers gain access to rubrics, forms, andworksheets that they can customize to fit the needs of their uniqueinstitutions. Evaluation methods designed for face-to-face classrooms, fromstudent surveys to administrative observations, are often appliedto the online teaching environment, leaving reviewers andinstructors with an ill-fitted and incomplete analysis.Evaluating Online Teaching shows how strategies forevaluating online teaching differ from those used in traditionalclassrooms and vary as a function of the nature, purpose, and focusof the evaluation. This book guides faculty members andadministrators in crafting an evaluation process specificallysuited to online teaching and learning, for more accurate feedbackand better results. Readers will: Learn how to evaluate online teaching performance Examine best practices for student ratings of onlineteaching Discover methods and tools for gathering informal feedback Understand the online teaching evaluation life cycle The book concludes with an examination of strategies forfostering change across campus, as well as structures for creatinga climate of assessment that includes online teaching as acomponent. Evaluating Online Teaching helps institutionsrethink the evaluation process for online teaching, with the endgoal of improving teaching and learning, student success, andinstitutional results.

Keeping students engaged and receptive to learning can, at times, be a challenge. However, by implementing new pedagogical methods and tools, instructors can strengthen the drive to learn among their students. Fostering Effective Student Communication in Online Graduate Courses is a pivotal reference source for the latest research findings on the novel techniques and strategies for nurturing communication between students and faculty in virtual learning environments. Featuring extensive coverage on relevant areas such as collaborative work, academic advising, and student retention, this publication is an ideal resource for educators across all disciplines and levels, as well as educational administrators.

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 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 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 blended and electronic learning in primary and secondary education.

Co-published with img alt="" src="https://styluspub.presswarehouse.com/uploads/945e3a6c54be93d0016066ab9d6c4516ceb501ac.jpg" "While assessment may feel to constituents like an activity of accountability simply for accreditors, it is most appropriate to approach assessment as an activity of accountability for students. Assessment results that improve institutional effectiveness, heighten student learning, and better align resources serve to make institutions stronger for the benefit of their students, and those results also serve the institution or program well during the holistic evaluation required through accreditation." – from the foreword by Heather Perfetti, President of the Middle States Commission on Higher Education Colleges and universities struggle to understand precisely what is being asked for by accreditors, and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors. This compendium gathers examples of assessment practice in twenty-four higher education institutions: twenty-three in the U.S. and one in Australia. All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas: assessment in the disciplines, co-curricular, course/program/institutional assessment, equity and inclusion, general education, online learning, program review, scholarship of teaching and learning, student learning, or technology. These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature. The book is organized in four parts. Part One is focused on student learning and assessment and includes ten chapters. The primary focus for Part Two is student learning assessment from a disciplinary perspective and includes four chapters. Part Three has a faculty engagement and assessment focus, and Part Four includes four chapters on institutional effectiveness and assessment, with a focus on strategic planning. This book is a publication of the Association for the Assessment of Learning in Higher Education (AALHE), an organization of practitioners interested in using effective assessment practice to document and improve student learning.

In response to the COVID-19 pandemic, many educational institutions implemented social distancing interventions such as initiating closure, developing plans for employees to work remotely, and transitioning teaching and learning from face-to-face classrooms to online environments. The abrupt switch to online teaching and 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 regarding the pedagogical soundness of this mode of delivery remain among some stakeholders. Not only that, but the switch has also revealed the inequities in the system when it comes to the types of students universities serve. It is important as institutions move forward with online 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 needs of all constituents now or when unprecedented situations arise. The only way this can be done is by documenting the experiences through the eyes of faculty who were at the frontline of providing instruction and

advising services to students. The Handbook of Research on Inequities in Online Education During Global Crises brings to light the struggles faculty and students faced as they were required to switch to online education during the 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 learning online, and the chapters in this book provide information to help institutions be better prepared for online education or remote learning in the future. While highlighting topics such as new educational trends, remote instruction, diversity in education, and teaching and learning in a pandemic, this book is ideal for in-service and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the inequalities within the educational systems and the new policies and strategies put in place with online education to combat these issues and support the needs of all diverse student populations.

Use this practical guide to develop collaborative and interactive online experiences for teacher candidates. The author examines methods for integrating evidence-based practices into online teaching environments, including think alouds, case-based instruction, peer feedback, and field experience. The content is applicable to a variety of situations and content areas in education, such as literacy, math, and educational leadership, so that readers can design their own quality learning opportunities for students. A final chapter invites readers to build a digital professional learning network where they can explore areas of tech integration related to specific interests and problems of practice. Improving Online Teacher Education is organized in a nonsequential design so readers can choose which topics and activities are most relatable and useful to their professional environment. It is designed to make online teaching and learning more engaging for instructors and teacher education candidates. "Everything you need to radically improve the online experience for your students is here for you. Turn the page and begin the journey." —From the Foreword by Douglas Fisher, San Diego State University "In this engaging, practical book, Karchmer-Klein draws on her extensive experience to assist instructors in designing online courses using a range of instructional activities and digital tools that will foster students' learning in online spaces." —Richard Beach, professor emeritus of English education, University of Minnesota

Authors Rena Palloff and Keith Pratt have written a comprehensive reference for faculty to use to hone their skills as online instructors and for students to use to become more effective online learners. Filled with numerous examples from actual online courses and insights from teachers and students, Lessons from the Cyberspace Classroom covers the entire online teaching process. This essential guide offers helpful suggestions for dealing with such critical issues as evaluating effective courseware, working with online classroom dynamics, addressing the needs of the online student, making the transition to online teaching, and promoting the development of the learning community.

"This book examines the benefits and costs associated with the utilization of technology-mediated instructional environments, recognizing that instructional technology could offer alternative means of communication for understanding"--Provided by publisher.

Online Education is a comprehensive exploration of blended and fully online teaching platforms, addressing history, theory, research, planning, and practice. As colleges, universities, and schools around the world adopt large-scale technologies and traditional class models shift into seamless, digitally interactive environments, critical insights are needed into the implications for administration and pedagogy. Written by a major contributor to the field, this book contextualizes online education in the past and present before analyzing its fundamental changes to instruction, program integration, social interaction, content construction, networked media, policy, and more. A provocative concluding chapter speculates on the future of education as the sector becomes increasingly dependent on learning technologies.

For this study, Administrators were operationally defined as administrators of online education and instructional technology staff, and Faculty were operationally defined as full-time and adjunct faculty. The sample included 25 Administrators, 25 Instructional Technology Staff, 131 Full Time Faculty, and 92 Adjunct Faculty. A total of 273 administrators and faculty employed in the Florida College System consented to participate in the study.

Written by Matthew Reed, the formerly anonymous author of InsideHigher Ed's most popular blog, Confessions of a Community CollegeDean, this book offers keen insights, a frank discussion, andsuggested solutions for the many issues that are unique tocommunity college administration. In Confessions of a Community College Administrator Reeddescribes the current landscape of community college leadership andaddresses some of the fundamental questions that face communitycolleges. Who does a community college actually serve? How doadministrators really make budget decisions? Where do the roots ofthe "permanent crisis" in higher education lie? How are full-timeand adjunct faculty best balanced? Throughout the book, Reed offers guidance and encouragement forthe next generation of community college leaders. He examines a setof proposed solutions from outside academia, then turns to othersolutions emerging from inside the community college world thatalso show potential for success. Confessions of a Community College Administrator is filled withrealistic, and ultimately hopeful, advice on how to step back fromthe day-to-day administrative struggles and gain some perspectiveon the larger picture. Reed offers administrators useful andproductive directions for constructive change.

The book provides best practices from online educators who are engaged in online teaching and program development in Christian higher education. It also explores the distinct aspects of teaching and developing online courses and programs from a Christian perspective and within Christian higher education institutions. As such it is can serve as a ready resource for academic administrators and professors, novices and veterans at online program development and instruction.

This book explores how higher education institutions across the globe respond to the disruptive changes triggered by online technologies. Contributions address transformations regarding program design, business models and pedagogical interventions in a digital teaching environment.

"A 22-volume, highly illustrated, A-Z general encyclopedia for all ages, featuring sections on how to use World Book, other research aids, pronunciation key, a student guide to better writing, speaking, and research skills, and comprehensive index"--

Unlike most books regarding 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 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.

Since The Ohio State University Department of Art Education offers the only online degree in art education, I conducted interviews with eight faculty members and one administrator who had experience with this program to build a case study. The data collected from the interviews added a more detailed perspective.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

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 teaching strategies and technologies are most suited to this format. Business, health, government and education are some of the core sectors of society which have been experiencing deep transformations due to a generalized digitalization. While these changes are not novel, the swift progress of technology and the rising 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 broader access to educational resources is impelling much of higher education's course offerings to online environments. The 21st century learner requires an 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 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 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' educational experience. Moreover, these research efforts assist a more comprehensive reflection about the delivery of higher education in the context of online settings.

An Administrator's Guide to Online Education is an essential resource for the higher education administrator. Unlike most books regarding online education, this book is not about teaching; it is about effectively administrating an online education program. Grounded in existing distance education theory, and drawing from best practices, current research, and an extensive review of current literature, An Administrator's Guide to Online Education systematically identifies and discusses seven key issues that affect the practice of online education today: leadership and strategic planning, policy and operation, faculty, online student services, online student success, technology and the courseware management system, and finally marketing. Throughout the text, the authors provide case studies, examples, policies, and resources from actual institutions, which further enhance the value of this text. An Administrator's Guide to Online Education, encompasses the issues and provides information on how to accomplish one specific task: successful online education administration.

Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education 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 following themes: The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at 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 Desmond Keegan, but is unique to this book. This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica. The second theme of the book was the importance of research to the development of the contents of the book. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. Certainly there are "rules of thumb", but we have always attempted to only include recommendations that can be supported by research. The third theme of Teaching and 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 do not directly influence achievement. Clark's controversial work is discussed in the book, but is also fundamental to the book's advocacy for 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. Distance delivered instruction is not a "magical" approach that makes learners achieve more. The fourth theme of the book is equivalency theory. Here 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 environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate 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 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 about the field.

Distance education is arguably one of the major developments in education during the 20th Century. This title explores the array of distance education theories and practices as they have been shaped by the late-20th Century and then positions these in terms of the contemporary circumstances of the 21st Century.

Principals and district administrators will learn ways to develop, sustain, monitor, and lead schools and districts striving for growth mindset learning environments. This book includes guidance in the areas of growth mindset hiring, feedback, systemic professional learning, and ways to evaluate present processes and protocols through a growth mindset lens. A mindset reflection tool allows education leaders to consider their own mindset thinking. Guidance and suggestions for embedding growth mindset learning through curriculum, instruction, and grading are also included in this valuable resource. Attributes of growth mindset leaders are presented in this guidebook for leading in a growth mindset district!

This volume offers the first comprehensive guide to how high-impact practices (HIPs) are being implemented in online environments and how they can be adjusted to meet the needs of online learners. This multi-disciplinary approach will assist faculty and administrators to effectively implement HIPs in distance education courses and online programs. With a chapter devoted to each of the eleven HIPs, this collection offers guidance that takes into account the differences between e-learners and traditional on-campus students. A primary goal of High-Impact Practices Online is to share the ways in which HIPs may need to be amended to meet the needs of online learners. Through specific examples and

practical suggestions in each chapter, readers are introduced to concrete strategies for transitioning HIPs to the online environment that can be utilized across a range of disciplines and institution types. Each chapter of High-Impact Practices Online also references the most recent and relevant literature on each HIP so that readers are brought up to date on what makes online HIPs successful. The book provides guidance on how best to implement HIPs to increase retention and completion for online learners.

The third edition of this award-winning Handbook 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 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 technology. Key features include: Comprehensive coverage that includes all aspects of distance education, including design, instruction, management, policy, and a section on 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 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 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 level. It is also appropriate for corporate and government trainers and for administrators and policy makers in all these environments. Recipient of the 2013 IAP Distance Education Book Award

As e-learning has evolved into a global change agent in higher education, it has become more diverse in its form and applications. Now that many institutions have implemented e-learning programs as part of their course offerings, it is essential for these institutions to fully grasp how best to facilitate continued improvements and accessibility in online education. The Handbook of Research on Building, Growing, and Sustaining Quality E-Learning Programs highlights several significant elements of e-learning, including program planning, quality standards, and online course development, as well as institutional, student, and faculty support. Serving as a critical resource for online and hybrid learning programs, this publication is designed for use by administrators, educators, instructional designers, and doctorate-level students in the field of education.

An Administrator's Guide to Online EducationIAP

Practical and forward-thinking, Developing Teacher Leaders in Special Education is the administrator's essential guide to growing special educator leadership in any school, district, or program. Special educators need to be flexible, proactive, and collaborative – qualities that make them uniquely suited to roles in school leadership – but these skills are often overlooked when choosing effective teacher leaders. Featuring helpful tips and detailed examples to demonstrate the concepts in action, this book breaks down the qualities that special educators can bring to your school leadership team and explores how you can leverage those skills to create a more inclusive and successful community.

Neither an academic tome nor a prescriptive 'how to' guide, The Theory and Practice of Online Learning is an illuminating collection of essays by practitioners and scholars active in the complex field of distance education. Distance education has evolved significantly in its 150 years of existence. For most of this time, it was an individual pursuit defined by infrequent postal communication. But recently, three more developmental generations have emerged, supported by television and radio, teleconferencing, and computer conferencing. The early 21st century has produced a fifth generation, based on autonomous agents and intelligent, database-assisted learning, that has been referred to as Web 2.0. The second edition of "The Theory and Practice of Online Learning" features updates in each chapter, plus four new chapters on current distance education issues such as connectivism and social software innovations.

Copyright: b951ebbbeb1323dea983a6aff6459b4e