

Contents

List of Tables, Figures, and Exhibits	xv
Foreword	xvii
Preface	xxi
Acknowledgments	xxii
About the Authors	xxiii
Introduction	xxv
PART ONE: CORE PRINCIPLES AND BEST PRACTICES OF ONLINE TEACHING AND LEARNING	1
1 Teaching Online: The Big Picture	3
Preparing to Teach in the Online and Blended Environments	4
Uh-Oh. What Did I Say I Would Do?	4
Is This You?	5
The Definition of a Course	6
How Do Online and Blended Courses Differ from Traditional Courses?	8
Types of Online and Blended Courses	10
The Four Stages of a Course	13
Learning Theories and Theorists	13
Summary—and What’s Next	22
2 Pedagogical Principles for Effective Teaching and Learning: Ten Core Learning Principles	23
Background of the Ten Core Learning Principles	25
Ten Core Learning Principles	26
Principle 1: Every Structured Learning Experience Has Four Elements, with the Learner at the Center	27
Principle 2: Learners Bring Their Own Personalized and Customized Knowledge, Skills, and Attitudes to the Learning Experience	30

Principle 3: Faculty Mentors Are the Directors of the Learning Experience	32
Principle 4: All Learners Do Not Need to Learn All Course Content; All Learners Do Need to Learn the Core Concepts	33
Principle 5: Every Learning Experience Includes the Environment or Context in Which the Learner Interacts	35
Principle 6: Every Learner Has a Zone of Proximal Development That Defines the Space That a Learner Is Ready to Develop into Useful Knowledge	36
Principle 7: Concepts Are Not Words But Organized and Interconnected Knowledge Clusters	37
Principle 8: Different Instruction Is Required for Different Learning Outcomes	38
Principle 9: Everything Else Being Equal, More Time on Task Equals More Learning	39
Principle 10: We Shape Our Tools, and Our Tools Shape Us	40
Summary—and What’s Next	41
3 Best Practices for Teaching Online: Ten Plus Four	43
Best Practices for Online and Blended Teaching and Learning	44
Best Practice 1: Be Present at Your Course	44
Three Types of Presence	46
Best Practice 2: Create a Supportive Online Course Community	47
Best Practice 3: Develop a Set of Explicit Workload and Communication Expectations for Your Learners and for Yourself	48
Best Practice 4: Use a Variety of Large Group, Small Group, and Individual Work Experiences	50
Best Practice 5: Use Synchronous and Asynchronous Activities	51
Best Practice 6: Ask for Informal Feedback Early in the Term	52
Best Practice 7: Prepare Discussion Posts That Invite Responses, Questions, Discussions, and Reflections	53
Best Practice 8: Think Digital for All Course Content	54
Best Practice 9: Combine Core Concept Learning with Customized and Personalized Learning	55

Best Practice 10: Plan a Good Closing and Wrap Activity for the Course	57
Four More Best Practices for Online and Blended Teaching and Learning	57
Best Practice 11: Assess as You Go by Gathering Evidences of Learning	58
Best Practice 12: Rigorously Connect Content to Core Concepts and Learning Outcomes	58
Best Practice 13: Develop and Use a Content Frame for the Course	59
Best Practice 14: Design Experiences to Help Learners Make Progress on Their Novice-to-Expert Journey	60
Summary—and What's Next	61
4 Technology Tools to Support Teaching and Learning	62
Guidelines for Choosing and Using Technology Tools	63
Basic Set of Technology Tools for Online and Blended Teaching and Learning	65
Basic Set of Digital Technology Tools: Their Teaching and Learning Purposes	66
More Thoughts on the Basic Tools	70
Tools for Practicing Contextual Knowledge and Exploring Possibilities	74
Staying in Sync with Tools	77
5 Four Phases of a Course: Themes and Happenings	79
Phase 1 Course Beginnings: Starting Off on the Right Foot	79
Phase 2 Early Middle: Keeping the Ball Rolling	85
Phase 3 Late Middle: Letting Go of the Power	90
Phase 4 Closing Weeks: Pruning, Reflecting, and Wrapping Up	97
Summary—and What's Next	103
PART TWO: SIMPLE, PRACTICAL, AND PEDAGOGICALLY BASED TIPS	105
6 Phase 1: Course Beginnings: Starting off on the Right Foot	107
Tips for the Course Beginnings	107
Course Beginnings Tips Overview	109
Getting Started—Preparing Your Syllabus and Course Site	109
Getting Started—Preparing Your Syllabus and Course Site	110

CB Tip 1: Essential Elements of an Online or Blended Course Syllabus and Course Site	110
CB Tip 2: More on the Significant Elements of an Online or Blended Syllabus	118
CB Tip 3: Creating a Syllabus That Jump-starts Learning	122
CB Tip 4: Using “Bookending” to Add Structure and Meaning to Your Course	127
CB Tip 5: Generating Energy and Purpose with Specific Learning Goals	130
Getting Started—Launching Your Course	134
CB Tip 6: Hitting the Ground Running: Maximizing the First Week	134
CB Tip 7: Launching Your Social and Cognitive Presence	136
CB Tip 8: Getting to Know Students’ Minds: The Vygotsky Zone of Proximal Development	140
CB Tip 9: Getting into the Swing of a Course: Is There an Ideal Weekly Rhythm?	142
Creating and Managing Discussion Posts	145
CB Tip 10: The Why and How of Discussion Boards: Their Role in the Online Course	145
CB Tip 11: Characteristics of Good Discussion Questions	148
CB Tip 12: Power Questioning for Meaningful Discussions	154
CB Tip 13: Response Posts—A Three-Part Structure	158
CB Tip 14: Discussion Wraps: A Useful Cognitive Pattern or a Collection of Discrete Thoughts?	160
CB Tip 15: Using Discussion Forums to Gather Evidence of Learning	162
CB Tip 16: Feedback in Discussion Posts—How Soon, How Much, and Wrapping Up	166
CB Tip 17: The Faculty Role in Blended and Online Courses	168
Summary—and What’s Next	171
7 Phase 2: Keeping the Ball Rolling in the Early Middle	172
Tips for the Early Middle	172
EM Tip 1: Tools for Teaching Presence: E-mails, Announcements, and Discussion Forums	174

EM Tip 2: Monitoring Student Progress Using Learning Management Systems	177
EM Tip 3: Early Feedback Loop from Learners to You	178
EM Tip 4: Early Feedback Tools: Rubrics, Quizzes, and Peer Review	181
EM Tip 5: Steps in Memory-Making: What Teaching Behaviors Make a Difference	184
Summary	187
EM Tip 6: Tips for Making Your Grading Time Efficient and Formative for Learners	188
EM Tip 7: Dealing with Difficult Students—What Do You Do?	191
Building the Cognitive Presence	195
EM Tip 8: Building Cognitive Presence Using the Practical Inquiry Model	196
EM Tip 9: Core Concepts of a Course—Do You Know Yours?	198
EM Tip 10: Designing Assessment Plans for Online and Blended Courses	202
EM Tip 11: Three Best Assessment Practices	205
EM Tip 12: Assignments for the Evaluating and Creating Levels of Bloom’s Taxonomy	210
Strategies and Tools for Building Community	213
EM Tip 13: Collaborating with Groups of Two or Three—Casual Grouping	214
EM Tip 14: Group Projects in Online Courses: Setting Up and Structuring Groups	216
EM Tip 15: Using Synchronous Collaboration Tools	220
EM Tip 16: Using Audio and Video Resources to Create a More Engaging Course	222
Summary—and What’s Next	225
8 Phase 3: Letting Go of Power in the Late Middle	226
Overview of Late Middle Tips	226
Going Deeper: Leveraging the Power of Questions	228
LM Tip 1: Questions and Answers: Upside Down and Inside Out	228
LM Tip 2: Three Techniques for Making Your Students’ Knowledge Visible	230

LM Tip 3: Developing Rigor in Our Questioning: Eight Intellectual Standards	232
LM Tip 4: Moving Beyond Knowledge Integration to Defining Problems and Finding Solutions	237
Feedback for Cognitive Growth	239
LM Tip 5: “Are You Reading My Postings? Do You Know Who I Am?” Simple Rules for Feedback in Online Learning	239
LM Tip 6: Feedback on Assignments: Being Timely and Efficient	244
LM TIP 7: Substantive Feedback: Doing It Wisely and Well	248
LM Tip 8: Rubrics for Analyzing Critical Thinking	252
Assessing Learning as You Go with Projects	255
LM Tip 9: Customizing and Personalizing Learning Projects	256
LM Tip 10: Managing and Facilitating Group Projects	259
LM Tip 11: Assessing Group Projects	261
LM Tip 12: Four Effective Practices During Project Time	264
Community Empowerment and Social Networking	267
LM Tip 13: Course Middles and Muddles: Souped-Up Conversations That Help Build Community	268
LM Tip 14: Using Social Networking Techniques to Build a Learning Community	269
LM Tip 15: Experts: A Touch of Spice	272
Summary—and What’s Next	275
9 Phase 4: Pruning, Reflecting, and Wrapping Up	277
Tips for the Closing Weeks	277
Meaningful Projects and Presentations	279
CW Tip 1: Using What-If Scenarios: Flexing Our Minds with Possibilities	279
CW Tip 2: Stage 3 of a Learning Community: Stimulating and Comfortable Camaraderie	281
CW Tip 3: Learners as Leaders	283
CW Tip 4: Course Wrapping with Concept Mapping: Capturing Course Content Meaningfully	285
CW Tip 5: Using Case Studies in Online Courses: Making Content Real	290
Preparing for the Course Wrap	294

CW Tip 6: Pausing, Reflecting, and Pruning Strategies	294
CW Tip 7: Closing Experiences: Wrapping Up a Course with Style	296
CW Tip 8: Real-Time Closing Gatherings: Stories and Suggestions	299
CW Tip 9: Debriefing Techniques: What One Change Would Students Recommend?	302
Conclusion—and What's Next	303
10 Teaching Accelerated Intensive Courses	305
Tips for Intensive Courses (IC)	305
IC Tip 1: Designing for Intensive Courses Using Content Framing and Case Studies	306
IC Tip 2: High-Impact Practices for Short Courses: Reflections, Patterns, and Relationships	308
IC Tip 3: Developing Expertise in Short Courses: Can It Be Done?	313
Conclusion—and What's Next	315
PART THREE: CONTINUING YOUR JOURNEY TO EXPERTISE	317
11 What's Next: Reflecting and Looking Forward	319
Reflecting and Looking Forward Using the Four Course Phases	319
Reflecting and Looking Forward with the Learning Experiences Framework	325
Advice from Fellow Online Instructors	328
Conclusion: Innovation as a Three-Phase Process	330
Appendix: Resources for Learning More about the Research and Theory of Teaching Online	333
References	339
Index	359
Subject Index	363