

Index

A

Abrams, Z., 28, 36, 93
Adobe Presenter, 57, 66, 111, 115
Albrecht, B., 3–4
Allectra, 116
Anderson, T., 9
Andrade, H. G., 137
Annabi, H., 23, 45
Arabasz, P., 3
Arbaugh, J. B., 9, 25
Archer, W., 9, 14, 23
Assessment Reform Group, 140
Assessments: background knowledge probe, 136–137; guidelines for discussion and feedback, 100–103; increasing feedback opportunities with, 133; interview questions for faculty, 195; maintaining accountability and creditability with, 46–47; methods published in sample course outline for, 213–214; Minute Paper, 135–136; redesigning classes from student, 73; rubrics for student assignments, 119, 137–138, 139, 219–223; self-assessment and scoring guide for discussion forums, 130–131; strategies and tools for, 128–140; student

portfolios in, 138, 140, 219–223; student survey questionnaire, 61, 189–193; techniques for classroom, 134–137. *See also* Surveys
Asynchronous communications, 85–86, 163
Atkins, D. E., 157
Ausubel, D. P., 113–114

B

Baker, M. B., 3
Barkley, E. F., 120
Barrett, H. C., 140
Bean, J. C., 120
Blackboard, 109, 110, 133
Blended faculty community of inquiry. *See* Faculty
Blended learning: about, x, 11; advantages of online and face-to-face learning in, 163–164; community of inquiry framework for, 8–10, 13; course design for, 5–7; creating campuswide support for, 63–66; facilitation strategies for, 112–128; innovations allowing, 145–146; integrating real and virtual communities, 26–29; interest in, 3–5;

234 INDEX

- Blended learning (*Cont.*)
introducing student to, 209–213;
new approaches available for,
85–88; percentage of online
courses offering, 49; policies
required for adoption of, 164–171;
preparing template for course
outlines, 108, 205–206; redesign
guide for, 55, 107, 177–179; role of
direct instruction in, 44–45;
sample course outline for,
207–218; student survey
questionnaire on, 61, 189–193;
teaching presence and classroom
interaction in, 25; transforming
higher education with, 143,
152–155; transition from passive
to collaborative learning,
144–148. *See also* Redesign
scenarios
- Bonk, Curtis, 3, 64
Bourne, K., 4
Boyer Commission, The, 167
Brainstorming, 90–91, 92, 95
Brookfield, S. D., 123
Brown, Ruth, 20
Budgets for course redesign, 176
Burbules, N. C., 23
- C**
- Cagle, A. B., 50–51
Calibrated Peer Review (CPR) tool,
81
Caruso, J. B., 86
CATs (classroom assessment
techniques), 135
Celentin, P., 37
Chang, C., 15, 99, 132
Chemistry course, 77–79
Chickering, A. W., 108, 133
Chopp, R., 157
Christian, W., 116
Classrooms: assessment techniques
for, 134–137; blended learning and
innovations in, 147; developing
community of inquiry within,
89–91; integrating with online
learning, 6, 28, 30; Minute Paper
assessments, 135–136; teaching
presence and interaction in, 25;
using online learning in, 6. *See also*
Direct instruction; Face-to-face
learning; Face-to-face sessions
Cleveland-Innes, M., 25, 28, 37
Cognitive presence, 21–24;
categories and indicators of, 19;
developing in blended learning
environment, 35–38; encouraging
progression of inquiry, 40–41;
ensuring resolution of inquiry and
metacognitive awareness, 43–44;
facilitating, 94–96; guidelines
designing, 90–92; illustrated, 18;
orienting students to principle of,
110; practical inquiry model and,
21–22; sustaining in community of
interest, 23
Cohesion. *See* Group cohesion
CoI. *See* Community of inquiry
Collaboration: on blended
curriculum design, 56–58;
challenges in assignments
requiring, 91–92; collaborative
constructivist process, 14;
combining with reflection,
151–152; disciplined, 17; finding
physical space for, 170; guidelines
for using with direct instruction,
96–97, 98; as part of online
learning process, 28–29; required

- to create large enrollment course curricula, 76–77; supporting in direct instruction, 42; sustaining collaborative communication, 39–40, 47
- Collaborative Learning Techniques* (Barkley and associates), 120
- Collins, J., 160
- Communications: discussion forums between sessions as form of, 120, 123–124; establishing social presence encouraging, 33–35, 47; between face-to-face sessions, 120–126; freedom of in community of inquiry, 19–20; sustaining collaborative, 39–40; tools for before-session, 115–116; tools supporting synchronous, 58; using wikis for, 124; weblogs, 124–125; working with synchronous/asynchronous, 85–86, 163
- Communications and writing course, 76–77
- Community of inquiry (CoI): about, 9; academic discipline required in, 16–17; classroom climate for, 89–91; cognitive presence in, 18, 19, 21–24; developing blended faculty learning community, 51–53; elements of, 17–26; as framework for blended learning, 8–10, 13; illustrated, 18; inclusive nature of online communities, 24; integrating real and virtual communities in, 26–29; online and virtual communities, 27; openness in, 15–16; planning document for blended faculty community of inquiry, 181–187; requirements for, 15; social presence in, 18, 19–21; strategies for creating, 106; teaching presence in, 18, 19, 24–26; triggering development of blended faculty, 53–56
- Computer labs and support, 212–213
- Concept reflection assignment, 133–134
- Conrad, D., 25, 27
- Constructivist learning theories, 13–14
- Context in tipping point, 151–152
- Courage in leadership, 160–161
- Course outlines: creating, 107–108; posting as PowerPoint presentation, 111; preparing template for, 108, 205–206; providing for current course in redesign process, 175; sample, 207–218
- Course redesign: for blended learning, 5–7; choosing tools based on, 105–106; considerations for inquiry during face-to-face sessions, 116–120; constructing course outline, 107–108; designing learning between F2F sessions, 120–126; facilitating, 60–61; funding for, 63; gaining support through faculty development programs, 165–166; gathering student feedback on, 61–62; guidelines for social and cognitive presence in, 88–92; incentives for, 170; increasing students accommodated with, 80; large enrollment class scenarios, 75–79; learning strategies before F2F sessions, 113–116; measuring

236 INDEX

- Course redesign (*Cont.*)
effect of, 169–170; as phase of blended faculty development, 59; preparation strategies for next F2F session, 126–128; preparing template for course outlines, 108, 205–206; project meetings for, 169–170; project proposal form for, 173–176; providing current course outlines for, 175; providing faculty “tip sheets” for, 64–65; questions directing selection of strategies and tools, 106–108; redesign guide for blended learning, 55, 107, 177–179; rethinking timing of classes, 81–82; small class course scenarios, 72–75; support course for, 168–171; sustainability plan for redesigned courses, 176; technology’s role in, 52–53; triggering development of blended faculty, 53–56. *See also* Redesign scenarios
- Cox, M. D., 51–52
- CPR (Calibrated Peer Review) tool, 81
- Cross, K. P., 120
- Crouch, C. H., 117
- Curley, J., 51
- Curricula: collaborative
development of large enrollment course, 76–77; developing blended curriculum collaboratively, 56–58; redesign plan for, 182
- D**
- Data collection: gathering student feedback on course redesign, 61–62; measuring effect of course redesign project, 169–170; using student demographic data in course redesign, 107
- Del.icio.us, 116
- Designing community of inquiry:
assessing intended outcomes, 46–47; challenges in, 33; creating social presence, 33–35, 47; developing cognitive presence, 35–38; direct instruction and, 41–45; facilitating discourse, 38–41; overview, 31–32; principles, 32, 47
- Dewey, J., 14–15, 21, 26, 29–30
- Digital classroom response systems, 78
- Direct instruction: about, 41–42; ensuring resolution of inquiry and metacognitive awareness, 42–44; guidelines for, 96–100; strategies and tools for, 128–140; supporting collaborative learning, 42; teaching presence in design of blended learning experience, 44–45
- Directing threaded discussions, 95–96, 97–98
- Discipline in community of inquiry, 16–17
- Discourse: assessing online, 101–103; defined, 38; encouraging progression of inquiry, 40–41; enhancing and sustaining social presence to facilitate, 38–41
- Discussion as a Way of Teaching* (Brookfield and Preskill), 123
- Discussion forums, 129–132; difficulties arranging group discussions, 126; guidelines for directing threaded discussions,

- 95–96, 97–98; rubric to assess participation in, 138, 139; self-assessment and scoring guide for, 130–131; setting up expectations for, 129–130; student self-coding of contributions to, 131–132; using between sessions, 120, 123–124
- Dixon, Marcia, 25
- Document management system, 81
- Drucker, Peter, 7
- Duderstadt, J. J., 157
- E**
- E-learning. *See* Online learning
- “E-Learning the Millennial Generation”, 64
- Educational inquiry. *See* Community of inquiry; Inquiry; Practical inquiry model
- Edwards, M., 25
- Electronic portfolio system, 75. *See also* Portfolios
- Elements of CoI framework, 17–26; cognitive presence, 18, 19, 21–24; illustrated, 18; overview of, 17–19; social presence, 18, 19–21; teaching presence, 18, 19, 24–26. *See also* Specific elements
- Illuminate Live!, 58, 82, 109, 126
- Engaging Ideas* (Bean), 120
- Entwistle, N., 103
- Expectations: for discussion forums, 129–132; establishing course, 89–90, 109; publishing proposed outcomes in sample course outline, 208–209; setting assessment rubrics for assignments, 119, 137–138, 139; for student attendance and participation, 214–215
- Exploration phase of faculty development, 56–58
- F**
- Face-to-face (F2F) learning: advantages in blended learning techniques, 163–164; deepening metacognitive awareness via, 98–99; designing environment for critical reflection via, 36–38; dualism between learning online and, 4–5, 48; establishing and sustaining social presence in, 34–35; face-to-face tutorials with TAs, 79; integrating classroom with online learning, 6, 28, 30; providing online learners with, 27; setting course expectations, 89–90, 109; understanding strengths of online and, 48. *See also* Face-to-face sessions
- Face-to-face (F2F) sessions: between, 120–126; facilitating learning before, 113–116; preparing for next, 126–128; strategies to use during, 116–120; surveying results of, 117, 136
- Facilitating blended learning, 112–128; before face-to-face sessions, 113–116; during face-to-face sessions, 116–120; between face-to-face sessions, 120–126; goals for, 112–113; phases for, 113; preparing for next face-to-face session, 126–128
- Faculty: acquiring technological skills for blended learning, 183; adjusting course redesign based on

238 INDEX

- Faculty (*Cont.*)
 student papers, 74–75; comments to interview questions, 201–204; creating campuswide support for blended, 63–66; developing large enrollment curricula collaboratively, 76–77; directing threaded discussions, 95–96, 97–98; dissatisfaction with learning experience, 10; engaging in scholarship of teaching and learning, 59–60; integrating and developing blended learning, 49–51; interview questions for, 61, 195; planning document for blended learning community of inquiry, 181–187; providing course redesign scenarios for, 71; schedule for blended community of inquiry, 183–187; “tip sheets” for course redesign, 64–65. *See also* Faculty development; Teachers
- Faculty development: application/resolution phase for, 59–63; developing blended faculty learning community, 51–53; exploration phase of, 56–58; gaining support for blended learning through, 165–166; integration phase of, 58–59; program outcomes for blended faculty community of inquiry, 57, 181–183, 187; scenario for, 166–171; triggering blended, 53–56; types of, 50–51
- Faculty learning community (FLC), 51–53
- Feedback: redesigning political science class from student, 73; strategies for classroom, 135–137; Web-based tools for, 133–134
- Fink, L. D., 107
- Frost, S., 157
- Funding for course redesign, 63
- Fung, T., 28
- Furl, 116
- Future trends: changes in learning, 143–144; tipping point for blended learning, 148–149; transition from passive to collaborative blended learning, 144–148
- G**
- Gamson, Z. F., 108, 133
- Garnham, C., 53
- Garrison, D. R., 9, 14, 15, 23, 25, 28, 37, 98
- Gavrin, A. D., 116
- Gladwell, Malcolm, 149
- Grabowski, B. L., 29
- Graham, C. R., 64
- Group cohesion: developing, 93; importance in community of inquiry, 38–39
- Group discussions. *See* Discussion forums
- Guidelines: assessing discussion and feedback, 100–103; design principles, 89–92; direct instruction, 96–100; facilitating social and cognitive presence, 92–96; new approaches for blended learning, 85–88
- H**
- Hakkarainen, K., 15
- Handbook for Blended Learning, The* (Bonk and Graham), 64

- Hawkes, M., 37
Heckman, R., 23, 45
Higher education: changes within institutions of, 144–145; changing leadership approaches to, 158–159; effect of communications technology on, 144; evolutionary transformation of, 152–153; ingredients in transformations of, 157; innovations in, 154–155; leadership and instructional approaches for contemporary, 162–164; policies required for adoption of blended learning approach, 164–171
Hornik, S., 50–51
Hounsell, J., 103
Huber, Mary, 51
Hutchings, Pat, 51, 59–60
- I**
- Incentives for redesign, 170
Innovation: changes in learning institutions creating, 144–145; technology-inspired, 144
Inquiry: activities before face-to-face sessions supporting, 114; cognitive presence basic in, 21; Dewey's views of, 14–15; discipline required for, 16–17; encouraging progression of, 40–41; ensuring resolution of, 43–44; helping students achieve sense of resolution to course-related, 126–127; interaction and, 16; planning environment to support systematic, 35–38; strategies using practical, 112; undermining with excessive workloads, 91, 106. *See also* Practical inquiry model
Inquiry and blended learning (ITBL) course: about, 61–62; developing wiki resources, 65–66
Inquiry and Blended Learning Scholarship Dissemination Grant Program (University of Calgary), 63
Inquiry Through Blended Learning (ITBL) redesign support course, 168–171
Integrating: blended faculty community of inquiry, 49–51, 58–59; classroom with online learning, 6, 28, 30; real and virtual communities as community of inquiry, 26–29
Integration phase of faculty development, 58–59
Interaction: disciplined, 17; educational inquiry and, 16
Interpersonal skills of leaders, 160
Interview questions: faculty, 61, 195; faculty comments on, 201–204
- J**
- Jordan, H. M., 26
Just-in-Time Teaching (JiT), 116
- K**
- Kaleta, R., 53
Kinzie, J., 119–120
Klimczak, A. K., 36
Knowlton, D. S., 102
Koszalka, T. A., 29
Kuh, G. D., 119–120
Kulhorst, M., 25
Kvavik, R. B., 86

240 INDEX

L

Large enrollment class scenarios, 75–79

Leadership: changing approach to higher education, 158–159; characteristics required for, 159–162; instructional approaches and need for, 162–164; required by direct instruction, 96–97

Learning: changes in, 7–8; constructivist theories of, 13–14; contributing factors to higher-level, 29–30; deep and surface approaches to, 87–88; difficulty defining and measuring outcomes of, 23; dualism between face-to-face and online, 4–5; process of inquiry in, 15; students' responsibility for own, 42, 147. *See also* Face-to-face learning; Online learning

Learning experience: changes made from dissatisfaction in, 145; community of inquiry and, 14, 18–19; dissatisfaction with, 10, 146–147; engaging students in, 4; improving large enrollment course, 75–79; individual's struggle to make sense of, 30; interactive and reflective elements of, 16; potential to transform with blended learning, 27–29; practical inquiry model's representation of, 22; teaching presence and successful, 25

Learning Instructional Development Sub-committee (University of Calgary), 54

Learning management systems (LMS): creating online discussion

forums within, 120, 123; demonstrating for students, 109–111; developing survey and quiz tools in, 116; increasing feedback and assessment opportunities with, 133; learning to use, 72, 73

Learning plans, 166–168

Lectures: complimenting with online tutorials, 79; engaging learners in, 4; redesigning scientific writing course, 80, 81; rethinking approach to learning beyond, 167

Levy, J., 7

Li, C. S., 35, 44

Library Connection, The, 109–110

Lieberman, A., 51

Lipman, M., 16

Lipponen, L., 15

Luft, J. A., 138

M

Major, C. H., 120

Marra, R. M., 36

Mazur, E., 117

McCune, V., 103

McLuhan, Marshall, 143

MERLOT (Multimedia Educational Repository for Learning Online Teaching), 117

Messenger rule in tipping point, 149–150

Metacognition: designing blended learning to develop, 43–44; encouraging, 98–100; guidelines for developing, 87–88; metacognitive processes, 25–26

Meyer, K. A., 36, 44–45, 93–94, 97

Minute Paper, 135–136

Montgomery, K., 138
Moore, J. L., 36
Murphy, L., 43–44

N

Net Geners, 86, 146, 147
Novak, G. M., 116
Nursing courses, 81–83

O

Online learning: advantages in blended learning techniques, 163–164; assessing online discourse, 101–103; coding student postings, 99; designing environment for critical reflection via, 36–38; dualism between face-to-face and, 4–5; effect of lack of social cues on, 20; establishing course expectations for, 89–90; expectation of teaching presence with, 25; guidelines for directing threaded discussions, 95–96, 97–98; impact on higher education, 144; juxtaposition of old pedagogy with new technology, 7–8; making traditional lectures more accessible with, 143–144; percentage offering blended learning, 49; pressure of workload in, 91, 106; providing orientation for, 211–212; reflective and collaborative process in, 28–29; support for cognitive presence in, 24; understanding strengths of face-to-face and, 48; using with face-to-face learning, 6; virtual communities, 27

Openness in community of inquiry, 15–16
Orientation for online learning, 211–212
Outcomes: for blended faculty community of inquiry, 57, 181–183, 187; published in sample course outline, 208–209

P

Paavola, S., 15
Paechter, M., 36
Palloff, R. M., 4
Patterson, E. T., 116
Paulson, F. L., 140
Paulson, P., 140
Paulus, T. M., 99, 132
Pawan, F., 99, 132
Peer Review Tool (PRT), 81
Pelz, W., 36
Perry, B., 25
Pew course redesign group, 149, 150
Philosophy course, 74–75
Pickett, A., 35, 44
Plenary sessions on blended learning, 63
Policies for blended learning, 165
Portfolios: sample assessment rubric for, 219–223; strategies for using, 138, 140; using electronic portfolio system, 75
Postings: placing PowerPoint presentations on Web, 78, 110, 111; self-coding, 99, 131–132
PowerPoint slides, 78, 110, 111
Practical inquiry model: cognitive presence and, 21–22; illustrated, 22; learning outcomes and, 23
Pratt, K., 4
Preskill, S., 123

242 INDEX

- Principles in blended learning
design: creating social presence,
33–35; developing critical
reflection and discourse, 35–38;
encouraging progression of
inquiry, 40–41; ensuring
assessment congruent with
intended outcomes, 46–47;
ensuring resolution of inquiry and
metacognitive awareness, 43–44;
supporting students' collaborative
learning, 42; sustaining
community with collaborative
communication, 39–40
- Professional development. *See*
Faculty development
- Project meetings: course redesign
project, 169–170; for integrating
blended learning faculty
development, 59
- Project proposal form, 173–176
- Project-based courses, 79–83
- Proquest, 116
- R**
- Ramsden, P., 46
- Redesign guide for blended learning,
55, 107, 177–179
- Redesign scenarios: about, 71;
communications and writing
course, 76–77; faculty
development, 166–171;
introductory chemistry course,
77–79; large enrollment course,
75–76; nursing course, 81–83;
philosophy course, 74–75;
political science class, 72–74;
project-based courses, 79–80;
scientific writing course, 80–81;
small class course, 72
- Reflection: combining with
collaboration for context of
blended learning, 151–152;
concept reflection assignment,
133–134; as element of learning,
16; FLC engaged in process of, 52;
focusing learning with, 133; in
online learning, 28–29; planning
for critical, 35–38
- Reiff, A., 25
- Relationships in community of
inquiry, 20
- Renninger, K. A., 27
- Rocco, E., 92
- Romiszowski, A., 37
- Rovai, A. P., 26
- Rubrics: assessing student
assignments with, 119, 137–138,
139; defined, 137; sample portfolio
assignment, 219–223
- S**
- Sample materials: assessment rubric
for portfolios, 219–223; blended
learning course outline, 207–218;
student survey questionnaire, 61,
189–193; student survey results,
61, 197–199
- Sands, P., 53
- Sawyer, R., 51
- Scenarios. *See* Redesign scenarios
- Schedule: blended faculty
community of inquiry project,
183–187; published in sample
course outline, 215–217
- Scholarship of teaching and learning
(SoTL), 59–60
- Schrire, S., 15, 21, 32
- Schuh, J. H., 119–120
- Schweizer, K., 36

- Scientific writing course, 80–81
- Scoring guide for discussion forums, 130, 131
- Seaman, J., 4
- Seven Principles for Good Practice in Undergraduate Education* (Chickering and Gamson), 108, 133
- Shea, P., 35, 44
- Shih, L. F., 38, 40
- Shulman, L. E., 59–60
- Shumar, W., 27
- Slavit, D., 51
- Smith, P., 172
- Social bookmarking systems, 116
- Social epidemics, 149
- Social presence, 19–21; categories and indicators of, 19; creating, 33–35, 47; enhancing and sustaining to facilitate discourse, 38–41; establishing with online learning, 20–21; facilitating, 92–94; guidelines designing, 89–90; illustrated, 18; open communications and, 19–20; orienting students to principle of, 110; supporting students' collaborative learning, 42
- Song, H-D., 29
- SoTL (scholarship of teaching and learning), 59–60
- Stickiness in tipping point, 150–151
- Strategies and tools: direct instruction and assessment, 128–140; facilitating blended learning, 112–128; identifying needed, 105–106; including students in rationale for, 108–109; portfolios, 138, 140; questions directing selection of, 106–108. *See also* Facilitating blended learning
- Student Success in College* (Kuh and associates), 119–120
- Student survey questionnaire, 61, 189–193
- Student survey results, 61, 197–199
- Students: assessment rubrics for assignments, 137–138, 139; attendance and participation expectations for, 214–215; benefits of community of inquiry for, 29; blended learning challenges for, 210–211; dissatisfaction with learning experience, 10, 146–147; engaging in process of inquiry, 14; expectation of strong teaching presence online, 25; freedom of expression in community of inquiry, 19–20; giving rationale for strategies and tools, 108–109; including in blended learning program evaluations, 58; increasing number accommodated with course redesign, 80; need for face-to-face and online interactions by, 86, 147, 153; negotiating expectations for learning, 89–90, 109; Net Gener learning and technology preferences, 86; orienting to learning management systems, 110; providing “tip sheets” on blended learning courses, 65; satisfaction with blended learning, 3–4; self-coding postings, 99, 131–132; showing resources and software applications, 109–111; supporting to assume

244 INDEX

- Students (*Cont.*)
 responsibility for learning, 42,
 147; using demographic data in
 course redesign, 107
- Surveys: course redesign feedback,
 61–62; preparing for next F2F
 sessions with, 127–128; results of
 F2F sessions, 117, 136; results of
 student survey questionnaire, 61,
 197–199; student survey
 questionnaire, 61, 189–193
- Sustainability plan for redesigned
 courses, 176
- Swail, W. S., 7
- Swan, K., 38, 40
- Synchronous communications:
 applications supporting
 between-session communications,
 126; asynchronous and, 85–86,
 163; tools for, 58
- T**
- TAs (teaching assistants), 77, 78
- Teachers: acquiring face-to-face and
 online skills and strategies, 182;
 creating online community of
 inquiry, 25; demonstrating
 resources and software
 applications, 109–111; e-mail
 policies for, 215; incentives for
 redesign, 170; interview questions
 for, 61, 195; negotiating
 expectations for learning, 89–90,
 109; Net Gener preferences for
 interaction with, 86; planting
 seeds before face-to-face sessions,
 113–116; using classroom
 assessment techniques, 134–
 137
- Teaching assistants (TAs), 77, 78
- Teaching, Learning Technology
 Roundtable, 54
- Teaching presence, 24–26; categories
 and indicators of, 19; ensuring in
 blended learning experience,
 44–45; function of, 24–25;
 guidelines for developing, 97–98;
 illustrated, 18
- Teaching. *See* Direct instruction;
 Teaching presence
- Technology: acquiring skills for
 blended learning, 183; choosing
 tools based on educational design,
 105–106; computer labs and
 support for blended learning
 courses, 212–213; digital
 classroom response system, 78;
 educational innovations offered
 by, 144; innovation requiring
 more than, 145–146; Net Gener
 preferences for blended, 86–87;
 role in blended learning faculty
 development, 52–53
- Tip sheets for course redesign, 64–
 65
- Tipping point: blended learning's,
 148–149; context in, 151–152;
 messenger rule in, 149–150;
 stickiness in, 150–151
- Tipping Point, The* (Gladwell), 149
- Tools: for before-session
 communications, 115–116;
 questions directing selection of,
 106–108; selected from course
 redesign, 105–106; supporting
 synchronous communications, 58.
 See also Strategies and tools;
 Web-based tools
- Transforming higher education:
 blended learning as means for,

- 27–29, 143, 152–155; ingredients in, 157; leadership needed for, 158–159; Web-based tools as way of, 8, 157, 158
- Twigg, C. A., 64, 133, 149
- U**
- University of Calgary, 53–54, 63, 109, 189–193
- University of California Los Angeles, 81
- University of Central Florida, 108, 165
- University of Wisconsin-Milwaukee, 109
- V**
- Van Houweling, D., 157
- Vaughan, N. D., 34
- Vision of future, 160
- Voos, R., 53
- W**
- Web sites: explaining resources and support found on, 109–111; providing support for course redesign on, 168; Web-based tools for feedback, 133–134
- Web-based tools: choosing tools based on educational design, 105–106; developing ITBL wiki for, 65–66; feedback using, 133–134; posting class PowerPoint presentations on Web, 78, 110, 111; required by activities before face-to-face sessions, 114; transforming teaching and education with, 8, 157, 158; using classroom assessment techniques, 135
- WebCT, 110, 133
- Weblogs, 124–125
- Wegerif, Rupert, 91
- Whitt, E. J., 119–120
- Wiki resources: developing, 65–66; example of online discussion summary, 124
- Workloads and inquiry, 91, 106
- Workshop on the Information Search Process for Research (WISPR)*, 110
- Workshops: developing teaching strategies with blended learning, 64; disadvantages of skill-based, 50; initiating nursing course with, 82
- Writing courses: communications and writing course, 76–77; scientific, 80–81
- Y**
- Yalcin, S., 99, 132

