



# Index

## A

Abell, M., 15

Activities: blogs, 81–82; case studies, 63–68, 101–102; debates, 85–86; dyad, 73–76; evaluation of, 23–24; examples of, 9–10; final thoughts on, 99–100; fishbowls, 87–88; jigsaw, 79–80; learning cycles, 7, 89–92; role playing, 57–59; simulations, 60–62; small-group projects, 77–78; and social presence, 9, 10; team, 83–84; WebQuests, 93–97

Agreements, team, 27–29

Angelo, T., 41, 44, 48, 53

Assessment: basic principles of, 41–42; collaborative, 44, 48; learner-centered, 42–44, 53; and learning objectives, 50; questionnaires for, 50–51, 52; resource, 103; rubrics, 44, 45–47; and student feedback, 48–50; student input for designing, 51, 53; summary on, 53–54

Assessment tips: for blogs, 81–82, 102; for case studies, 68; for debates, 86; for discussions, 72; for dyads, 76; for fishbowls, 88; for jigsaw activities, 79–80; for learning cycles, 7, 89–92; for role playing, 59; for simulations, 61–62; for

small-group projects, 78; for virtual teams, 84; for WebQuests, 93–97

Axner, M., 37, 38

## B

Bailey, M. L., 25

Blogs, 81–82, 102

Blood, R., 81

Bordeleau, B., 34, 36, 38

Borden, L. M., 35

Brookfield, S. D., 6, 22, 23, 69

Buy-in, learner, 29

Byers, C., 53

## C

Case studies, 63–68, 101–102

Cashman, K., 91

Cause-and-effect questions, 71–72

Challenges: course design, 36–37; of cultural differences, 12, 33, 37–38; final thoughts on, 38–39; in leadership, 35–36; list of, 31–33; participation, 33–35; summary on, 39–40

*Collaborating Online*: audience for, xii; organization of, xii–xiii

Collaboration: and community, 5, 8–9; defined, 4, 6; stages of, 19–24; summary on, 18, 29–30; tools for, 24–29

- Collaborative activities: blogs, 81–82; case studies, 63–68, 101–102; debates, 85–86; for dyads, 73–76; evaluation of, 23–24; examples of, 9–10; fishbowls, 87–88; jigsaw activities, 79–80; learning cycles, 7, 89–92; role playing, 57–59; simulations, 60–62; small-group projects, 77–78; and social presence, 9, 10; summary on, 99–100; virtual team activities, 83–84; WebQuests, 93–97
- Collaborative assessment, 44, 48
- Community: and collaboration, 5, 8–9; elements of, 8–9
- Concern for others, 15
- Conflict: and cultural differences, 37; and team development, 15
- Conflict management: and decision making, 35–36; instruction on, 34
- Conrad, R. M., 8, 44, 48
- Constructivism, 6–7
- Corry, M., 7
- Course design issues, 33, 36–37
- Critical thinking, 6
- Cross, K. P., 41, 44, 48, 53
- Cultural differences, 7, 12, 33, 37–38
- Cycle of community and collaboration, 5, 8–9
- D**
- Davis, A., 32, 35
- Debates, 85–86
- Decision-making process, 32, 35–36
- Dell, D., 25
- Discussions, questioning techniques for, 69–72
- Donaldson, A., 8, 44, 48
- Doran, C., 24, 27
- Drabier, R., 8
- Dropping out, 32
- Duarte, D., 11, 14
- DuPraw, M., 37, 38
- Dyads, 73–76
- E**
- Effective online groups, 16, 17
- Empowered learners, 53
- Epps, M., 8
- Evaluations of collaborative activities, 23–24. *See also* Assessment tips
- F**
- Facilitators, role of, 17. *See also* Instructors
- Feedback, guidelines for, 48–50
- Fishbowls, 87–88
- Flaming, 49
- G**
- Galinsky, M., 15
- Games, 102
- Ge, X., 20, 35
- Grading and assessment, 103. *See also* Assessment; Assessment tips
- Graham, R., 94
- Gunawardena, C. L., 8
- H**
- Hollingshead, A., 15, 34
- Honan, J. P., 101, 102
- Hypothetical questions, 71
- I**
- Instructors: as coaches, 11; as facilitators, 17; guidance from, 22–23; modeling by, 22; and participation challenges, 33–35; self-assessment for, 20; suggestions for, 25–26
- Integrity, 14–15
- Interactivity: adding, 102; interaction versus, 3–4

## J

Jensen, M., 15  
Jigsaw activities, 79–80  
Johnson, D., 4, 25  
Johnson, F., 4, 25  
Jonassen, D., 6

## K

Kagan, S., 25  
Kazmer, M. M., 8  
Kenyon, S. B., 102  
Kiesler, S., 83  
Ko, S., 25

## L

Learner-centered assessment, 42–44, 53  
Learning cycles, 7, 89–92, 100  
Lee, J., 20, 35  
Luetkehans, L., 25

## M

McClure, B., 15  
McGrath, J., 15, 34  
Millis, B. J., 25  
Model of effective online groups, 16, 17  
Modeling, instructor, 22  
Morgan, C., 42, 50  
Murphy, K., 8

## O

Open-ended questions, 70–71  
O'Reilly, M., 42, 50

## P

Palloff, R., xi, xii, xv–xvi, 4, 7, 8, 14, 25, 41, 48, 63  
Participation challenges, 33–35  
Peer evaluations, 48–50  
Perkins, D. F., 35  
Piaget, J., 6

Picciano, A. G., 8  
Portfolios, 13, 43–44  
Pratt, K., xi, xii, xv, xvi, 4, 7, 8, 14, 25, 41, 48, 63  
Preece, J., xii  
Preskill, S., 23, 69

## Q

Questioning techniques, 69–72  
Questionnaires, collaboration, 50–51, 52

## R

Ragoonaden, K., 34, 36, 38  
Reflection, 8, 9, 43  
Resources, additional, 101–103  
Role playing, 57–59  
Rossen, S., 25  
Rubrics: description of, 44; sample, 45–47; and student feedback, 49–50

## S

Schopler, J., 15  
Simulations, 60–62, 101  
Small-group projects, 77–78  
Snyder, N. T., 11, 14  
Social presence: and collaborative activities, 10; defined, 7, 9; three dimensions of, 7–8  
Sproull, L., 83  
Srinivas, H., 4, 5  
Stages of collaboration, 19–24  
Sternman Rule, C., 101, 102  
Student assessment: basic principles of, 41–42; collaborative assessment, 44, 48; learner-centered assessment, 42–44, 53; and learning objectives, 50; questionnaires for, 50–51, 52; rubrics, 44, 45–47; and student feedback, 48–50; student input for designing, 51, 53; summary on, 53–54

Styer, A., 3  
Summary and synthesis questions, 72

## T

Team assignments, 83–84  
Team charters, 27–29  
Team development, stages of, 15–18  
Teams, virtual: activities for, 83–84;  
    dynamics of, 14–18; explanations for,  
    24–25; seven competencies for, 11–14  
Technical difficulties, 31, 33, 34, 39  
Time commitment, 32  
Time zones: and cross-cultural manage-  
    ment, 12; and dyads, 73  
Trust, building, 14–15  
Tu, C., 7  
Tuckman, B., 15

## V

Virtual teams: activities for, 83–84; agree-  
    ments for, 27–29; dynamics of, 14–18;  
    explanations for, 24–25; seven compe-  
    tencies for, 11–14

## W

Walvoord, B., 103  
*Weblog Handbook*, 81  
WebQuests, 93–97, 102

## Y

Yamashiro, K. A., 20, 35

## Z

Zittle, F. J., 8