INDEX

Page references followed by fig indicate an illustrated figure; followed by t indicate a table; followed by e indicate an exhibit.

A

Academe (journal), 4, 129
Accommodator learning style, 140
Accreditation issues, 13–14, 197–198. See also Online course standards
Administrative issues: considering two scenarios on, 45–46; debate and controversy over online teaching, 46–47; faculty and student support, training, and development, 43, 52–54, 192; faculty time, compensation, and tenure, 47–49, 192–193; governance and intellectual property, 10t, 14–15, 54–56, 129–130, 156; last thoughts on, 58–59; online program planning and development, 49–52, 61–62; student retention, 56–58
Administrators: common concerns about technology by, 10t–16; emerging issues of online learning for faculty and, 9–16; online learning lessons for, 192–195; tips for creating a technological infrastructure, 59

Agnew, D., 47
Akridge, J., 22
Albrecht, B., 88
Alejandro, J., 63
Allen, I. E., 3, 4, 5, 11, 13, 18, 19, 22, 57, 63, 189, 198
Ally, M., 67
American Association of University Professors, 129
American Life Project (Pew Research Center), 34
Anderson, K. M., 48
Anderson, T., 32
Angwin, J., 73
Archer, W., 32
Arkansas State University, 47
Arnedillo Sánchez, I., 68
Aslanian, C. B., 135, 138, 193, 195
Assessment: of course student performance, 101, 103–105; guidelines for course, 94e–95e; as part of teaching-learning process, 41–43; promoting self-reflection, 40–41. See also Evaluation
Assignments: course development of the, 94–95; given out via texting or Twitter, 5, 33; planning course schedule and, 100; required for course completion, 96–97. See also Testing
Assimilator learning style, 140
Association of Public and Land-Grant Universities, 47
Asynchronous learning environments: discussion boards as, 7; learning advantages of, 28–29; the representation we make when posting to, 38–39; supplementing with synchronous chat sessions, 29
Attendance requirements, 105–106
Audio clips, 8
Auditory learners, 8
Avery, M. D., 48

B

Babson Survey Research Group study (2012), 4, 20
Balthazard, P. A., 159
Bannan-Ritland, B., 147
Barnum, K., 145
Barone, C., 54, 130, 198
Barsch, J., 141
Bates, A. W., 12, 46, 47, 48, 51, 55, 56, 58, 199, 200
Becker, K. L., 159, 160
Beddall-Hill, N., 68
Bell, B. S., 159
Bernard, C., 159
Blackboard, 6
Blended courses. See Hybrid (or blended) courses
Blended model of K-12 online education, 17
Blogs: description of, 70; as Web 2.0 technology, 64, 70
Boettcher, J. V., 19, 88, 89, 107, 110, 114
Bonk, C. J., 5, 88
Bourne, K., 88
Bower, B., 12, 13, 16
Brain Track website, 188–189
Braunlich, L., 23
Brenner, J., 34
Brookfield, S., 23, 39, 153
Brooks, J., 3
Brooks, M., 3
Brown, A. H., 63
Budget issues: choosing technology and, 81–82; as technology infrastructure factor, 79 fig
Building Learning Communities in Cyberspace (Palloff and Pratt), 202

C

Cartwright, G. P., 50
Cell phones: differences between smart phones and, 9; as mobile technology, 66. See also Smart phones
Center for Universal Design, 83
Chamberlain, M. A., 5
Chat (or synchronous) discussions: CMS deficiencies for, 26; description of, 7; supplementing asynchronous learning with, 29
Cheating, 103
Choon-Ling, S., 159
Chunking content, 32–33
Classroom-based model of K-12 online education, 17–18
Clinefelter, D. L., 135, 138, 193, 195
Clough, G., 66
Collaborative learning: collaborator roles taken by students for, 144–146; course development that encourages, 103–105; encouraging students to use communication tools for, 145–146; future trends for faculty-student interaction for, 199–201; learning experience through student interaction and, 137; through meaningful peer feedback, 146; model of online, 40 fig promoting student, 39–40, 125–126; Twitter used for, 126. See also Learning community; Online learning; Students
Collective intelligence (learner-generated context), 70–71
Collura, M., 23
Communication: asynchronous discussion board, 7, 28–29, 38–39; balancing online discussion, 37–38; chat or synchronous
discussions, 7, 26, 29, 76; discussion board, 7, 102/fig encouraging students to work together through tools for, 145–146; flaming by students, 142; how time gaps impact online, 172–173; student introduction postings, 108, 154; students who dominate discussions, 142. See also Participation

Community building, 125–126

Compensation: as instructor incentive, 48–49; lessons for administrators on supporting fair faculty, 192–193

Conceição, S., 16

Conflict-confrontation: as indication of successful group development, 175–176; online classroom, 167–168, 172; whether or not to intercede in case of student, 150–151, 179

Conflict resolution, 172

Conrad, R., 88, 89, 107, 110, 114

Constructivist theory, 3

Content: characteristics of online course, 89; chunking, 32–33; customization of, 122–125, 130; online course development focus on interactivity instead of, 190; teaching that is focused on, 121–122

Content development: defining learning in the content area, 92; ensuring it is functional, 89; ensuring it is user friendly, visually appealing, and easy to navigate, 89; making it simple for both faculty and students, 89

Converger learning style, 140

Coombs, N., 82

Copyright law, 130. See also Intellectual property

Cormier, D., 200

Course completion guidelines, 96/7e–97/7e

Course development. See Online course development

Course management systems (CMSs): faculty comments on deficiencies of, 26; recommended for use in training instructors, 26; training students to use, 53–54; to transfer material to a course site, 25

Course site: developing the organization of the, 101; guidelines for students on using the, 97/7e; sample discussion board on, 102/fig

Courses. See Hybrid (or blended) courses; Online courses

Cronje, J. C., 66, 67, 69

Customization. See Online course customization

D

Dabbagh, N., 135, 139, 147

Dahl, B., 13

Dawley, L., 63

Delivery. See Online course delivery

DeMay, L., 23

Design. See Online course design

Deubel, P., 16

Dickinson, G., 47

Difficult students, 179–180

Digital divide, 9

Discussion boards: sample course site, 102/fig; as Web 2.0 technology, 7

Diverger learning style, 140

Dominating discussions, 142

Downs, S., 200

Duderstadt, J., 201

E

Educational technologies. See Technologies

El-Hussein, M. O., 66, 67, 69

Electronic personality, 172

End-of-Year Scramble approach, 50

Engel, G., 67, 69

Evaluation: as part of teaching-learning process, 41–43; quality assurance benchmarks for, 126–128, 197; of technology under consideration, 77–78. See also Assessment

The Excellent Online Instructor (Palloff and Pratt), 23, 191

Extrovert online participation, 172

F

Face-to-face classes: applying best practices to encourage online participation, 149; technology integration or supplementation of, 5, 7
Facebook: description of, 72; privacy concerns over, 72–73
Faculty instructor training: to construct high-quality courses, 7–8; future trends in professional development and, 198–199; mobile technology used in, 27–28; for online teaching, 24–27; recommendations for successful, 52–54; understanding the need for, 191–192
Faculty instructors: assumption made about ability to teach by, 136–137; changing attitudes toward online learning by, 3–6; common concerns about technology by, 10–16; compensation and tenure incentives for, 48–49, 192–193; concerns over design and delivery of training programs for, 10–15; developing online courses, 89–117; emerging issues of online learning for administrators and, 9–16; future trends for interactions between students and, 199–201; increased demand for online teaching by, 6; initial resistance to online learning by, 4; instructor workload concerns of, 11–16; intellectual property and copyright issues of, 10–14, 156; maximizing the potential of the virtual student, 148–154; MOOCs (massively open online courses) as challenging necessity of, 55, 189, 200–201; need for changing online learning roles of, 190–191; no need to fear online learning, 189–190; online learning lessons for, 189–191; professional development trends for, 198–199; qualities that determine readiness by, 25–26; relinquishing the traditional power role of, 148; royalties paid to, 130; satisfaction of, 49; supporting them to make the transition to online teaching, 43, 52–54, 192; teaching a course developed by others, 119–133; time required for course development and teaching by, 47–48; tips for design/delivery of successful online course, 43–44; VOCAL for qualities of effective online, 23; what to do when the selected technology is a problem, 77; whether to intercede or not in student conflict, 150–151, 179; working with difficult students, 179–180. See also Online teaching
Faculty time: faculty resistance due to concerns over, 195; instructor workload and, 11–16; required for developing and teaching courses, 47–48
Farrell, A., 41
Father-Knows-Best approach, 50, 51
Feenberg, A., 11
Fetzner, M. J., 57
Final exams, 94
Financial issues: choosing technology and, 81–82; as technology infrastructure factor, 79
Finkelstein, J., 33
Flaming, 142
Flickr, 8, 71
“Flipped classrooms,” 32, 93
Foshee, D., 61
Fritz, S., 48
Frohberg, D., 67, 68, 69
Futch, L., 26

G
Garrison, D. R., 32, 66, 67, 88
Google Apps, 196
Google Docs, 71
Gorman, R., 47
Governance: accreditation issue related to, 13–14; administrative concerns and approach to, 54–56; definition of, 10–11; faculty and administrator concerns over, 10–11, 14
Grading rubrics, 95
Graham, C. R., 88
Grandzol, C. J., 37
Grandzol, J. R., 37
Green, T., 63, 67, 69
Group development: characteristics of effective online, 173–175; conflict as indication of successful, 175–176; McClure’s model on, 161–163, 164
Group dynamics: characteristics of effective online, 173–175; conflict-confrontation, 150–151, 167–168, 172, 175–179; integration of systems theory on, 161;
McClure’s model of group development and, 161–163, 164; regressive, 184; stage theory on five distinct stages of, 160; “status incongruence” in, 184. See also Online classroom dynamics

H
Hanson, D., 19
Harasim, L., 41
Hargreaves, A., 196
Hawke, C. S., 56
Hee, J. C., 57
Herbert, M., 23
Herrington, A., 27
Higher education: accreditation issues of, 13; comparing K-12 online education to, 18; regulatory environment of, 11, 13–14, 195; transition and economic pressures facing, 46. See also Institutions; Online education
Hiltz, S. R., 41
Hoffer, J. A., 172
Hollingshead, A., 171, 172
Holton, J. A., 159
Huberman, B. A., 73
Humor, 155
Hybrid (or blended) courses: blended model used for K-12 online courses, 17; considering online delivery for, 87; different models used for, 17–18; “flipped classrooms” used for delivery of, 32, 93; increasing number of, 5; matching and selecting technology to, 64–84; student attendance issues, 106; technology decisions made on, 10, 11–14; technology used to support, 6. See also Online courses

I
Illinois Online Network, 24, 136
Inception. See Performing
Infrastructure. See Technology infrastructure
Institute for Higher Education Policy: quality assurance benchmarks list by, 126; What’s the Difference report (1999) issued by, 5, 19–20, 201
Institute for Higher Education Policy report (1999), 5, 19–20
Institutions: developing an technology infrastructure, 78–80, 193–194; faculty/student support, training, and development by, 7–8, 24–28, 52–54; governance and intellectual property issues of, 10, 13–15, 54–56, 129–130, 156; increasing rates of online courses offered by, 63; need to develop a strategic plan for online programs, 193; program planning and development by, 49–52, 61–62; student retention in online programs of, 56–58; when money for technology is an issue for the, 81–82; when technological access is a concern for, 82–83. See also Higher education
Instructional designers: online learning lessons for, 191–192; tips for design/delivery of successful online course, 43–44. See also Online course design; Online course development
Instructional strategy factor, 80–81
Instructor workload, 11, 16
Instructors. See Faculty instructors
Intellectual property: American Association of University Professors’ statement on, 129–130; definition of, 10; faculty and administrator concerns over, 10, 14–15; institution concerns and approach to, 54–56; online course customization and issues of, 130; respecting student, 156; when the course has been developed by another, 129–130. See also Copyright law
International Association for K–12 Online Learning (iNACOL), 18
International Association for K–12 Online Learning standards, 197
Internet, educational use of resources of the, 5
Internet World Stats, 72
Introduction postings: ask that students make, 108; post a welcoming response to, 154
Introvert online participation, 172
iPads, 5, 66
iPod Touches, 66
J

Jaschik, S., 3, 22, 189
Jensen, M., 160
Johnson, K. M., 64, 75, 76
Jonassen, D., 39
Jones, A. C., 66
Jones International University, 197

K

K-12 online education: administrative issues for, 47; availability of, 5; blended models of, 17; classroom-based models of, 17–18; comparing higher education online learning to, 18; growing acceptance and development of, 139; increasing rates of “virtual schooling” of, 63; online tutoring of students aspect of, 17; recent developments in, 16–18; standards for, 18, 197; statewide level of planning for, 50; supplemental models of, 17. See also “Virtual schooling”
Kalmon, S., 16
Kapus, J., 32
Kearsley, G., 24
Keegan, D., 69
Kim, K., 5, 200
Kinesthetic learners, 8
Kircher, J., 23
Knowledge creation: changing attitudes about online learning, 3–6; constructivist theory on, 3; knowledge generator student role for, 143–144
Knowledge generator role, 143–144
Knowles, M., 153
Kolb, D., 140
Koole, M., 67
Kozłowski, S.W.J., 159
Kromrey, J., 15
Kwok-Kee, W., 159

L

Learners. See Students
Learning. See Online learning
Learning community: building a, 125–126; elements of the, 28, 29fig. See also Collaborative learning
Learning-generated context (LGC), 70–71
Learning outcomes: defining the content area, 92; defining what the course, 92–94; examples of specific course, 93e
Learning styles: auditory, visual, and kinesthetic, 8; Kolb’s convergers, divergers, assimilators, accommodators, 140; technologies to accommodate different, 8
Lecture-capture technologies, 32
Lederman, D., 3, 22, 189
Lee, M.J.W., 196, 199
Lefoe, G. E., 27
Lehman, R., 16
Litzinger, M., 140
Liu, Y., 33
London Research Group, 71
Lonsdale, P., 68
Lorenzo, G., 6
Luker, M., 54, 198
Lukin, R., 71
Lunsford, J., 66

M

Magennis, S., 41
Major, H., 103
Maloney, W., 4, 13
Manning, S., 64, 75, 76
Marquis, C., 88
Martin, W. A., 4
Marx, D., 48
McAndrew, P., 66
McClure, B., 161–163, 164fig, 171, 175, 183, 184
McGivney, V., 57
McGrath, J., 171, 172
McLoughlin, C., 196, 199
McNett, M., 42
McQuilkin, J. L., 67
Menges, J., 153
Mennecke, B. E., 172
Merisotis, J., 4, 5, 19, 20, 57, 126, 127, 201
Middle States Commission on Higher Education, 13
Mobile learning: benefits of, 68–69; contexts of, 67–68
Mobile technology: empowering student learning through, 66–69; used in faculty training, 27–28; helping to diminish the digital divide, 9; higher education’s gradual acceptance of use of, 66–67; how education has been impacted by, 5. See also Smart phones

MOOCs (massively open online courses): description and purpose of, 55; future trends for, 200–201; as “proof” that instructors are not needed, 189, 200

Moore, J. C., 57

MySpace, 72, 73

Myths of online learning, 188–189

N

Naismith, L., 68

National Center for Educational Statistics (NCES), 62

National Education Association, 63

National Standards for Quality Online Courses, 18

National Standards for Quality Online Teaching, 18

Neo-Passe Chaos approach, 50

Nesson, R., 74

Nielsen, J., 32

Nipper, S., 135

“Noisy learners,” 135

North American Council for Online Learning, 63

North Central Association of Schools and Colleges, 197

O

Olcott, D., 64

Olney, I. W., 27

Online classroom dynamics: characteristics of effective, 173–175; concluding thoughts on, 170–171; conflict-confrontation, 150–151, 167–168, 172, 175–179; disharmony, 168; disunity, 166–167; four modes of operation during, 171–172; the group as element of, 174; harmony, 168–169; how time gaps impact, 172–173; the instructor/facilitator element of, 175; lessons to learn when it just doesn’t work, 181–184; McClure’s group experience model applied to, 161–163, 164–165; McGrath and Hollingshead’s model of work groups and, 171–172; performing as term progresses, 169–170, 172; performing at beginning of course, 164–165, 171; Pratt’s electronic personality concept of, 172; problem solving model of, 172; regressive, 184; “status incongruence” in, 184; student element of, 174; the task element of, 175; the technology element of, 175; tips for working with, 185–186; unique issues of, 159–160; unity, 165–166; working with difficult students, 179–180. See also Group dynamics; Participation; Students

Online course customization: ability to adjust a course developed by another, 122–123; examples of, 123–124; intellectual property issues of, 130; when it isn’t possible, 124–125

Online course delivery: effectiveness of, 18–20; planning the, 98–99; tips for creating a successful, 43–44; of training programs for instructors and students, 104, 15

Online course design: concerns over who makes decisions on, 111, 14–15; issue of adequate training to construct high-quality, 7–8; that promoting self-reflection, 40–41; technology selected without faculty input, 104, 11–12; tips for creating a successful, 43–44. See also Instructional designers

Online course development: of assignments, 5, 33, 94–97; 100; characteristics of content to include in, 89; considerations in the planning of, 89–106; of course schedule and assignments, 100; need to focus on interactivity and not content, 190; process of the course consideration during, 106–114; sample rubric to use during, 115–116; tips for successful, 117. See also Instructional designers
Online course development questions: how comfortable am I in releasing control to learners?, 88, 99–100; how do I define learning in content and learning outcomes?, 88, 92; how do I plan to deliver course material?, 88, 98–99; how do I want to organize the course site?, 101; how will I assess student performance?, 88, 101, 103–105; what do I want to accomplish through this course?, 88, 92–94; what guidelines need to be established for course completion, 88, 96–97; who are my students?, 88, 90–91; will this course successfully transfer to online environment?, 88, 91

Online course process: beginnings, 107–110; description of the, 106–107; endings, 112–114; once the course has started, 110–112

Online course standards: future trends in, 197–198; iNACOL development of, 18; International Association for K–12 Online Learning, 197; National Standards for Quality Online Courses category of, 18; National Standards for Quality Online Teaching category of, 18; Quality Standards for Quality Online Programs category of, 18. See also Accreditation issues; Quality benchmarks

Online courses: assignments of, 5, 33, 94–97, 100; characteristics of a well-constructed, 9; choosing the right technology for the, 64–84; common faculty and administrator concerns about technology and, 10–16; concerns over design and delivery of training programs for, 10, 15; concerns over intellectual property, design, and ownership of, 10, 14–15, 54–56, 129–130, 156; establishing guidelines and procedures for, 34–36; establishing participation guidelines for, 36–39; evaluating one that was developed by another, 126–128; increasing number of institutions offering, 63; increasing rates of student enrollment in, 5–6; issue of adequate training to construct high-quality, 7–8; MOOCs (massively open online courses), 55, 189, 200–201; process of the, 106–114; rolling admission, 130–131; The Search for Soul and Spirit in the Workplace, 164–171, 173; tips for creating successful, 202. See also Hybrid (or blended) courses; Online teaching; Technologies

Online education: future trends in, 195–202; The Sloan Consortium on five pillars of quality, 49; two key assumptions and about teachers and students in, 136–137. See also Higher education

Online environment: asynchronous, 7, 28–29, 38–39; MOOCs (massively open online courses), 55, 189, 200–201; synchronous (or chat), 7, 26, 29, 76; teaching students to learn in the, 154–156

Online learning: assumption made about student ability to manage, 136–137; Babson report (2012) on, 4, 20; changing attitudes toward knowledge creation by, 3–6; creating successful, 137–139; definition of online education, 6–7; different learning styles and, 8, 140–141; early history and development of, 187–188; effectiveness of distance delivery of, 18–20; emerging issues for faculty and administrators, 9–16; empowered through mobile technology, 66–69; evaluation and assessment as part of process of, 41–43; future trends of, 195–202; how emerging technologies are changing the face of, 7; informal, 68; initial resistance by faculty to, 4; learner role in process of, 142–148; mobile, 67–69; myths about, 188–189; by “noisy learners,” 135; recognizing and working with students who do not success, 141–142; regulatory environment of, 11, 13–14, 195; surveys showing increased demand for, 5–6; teaching defined as activities that make possible, 7; What's the Difference report (1999) on, 5, 19–20. See also Collaborative learning; Students

Online learning concerns: course design decisions, 11; instructor and student training decisions, 10, 15; instructor workload, 11, 16; intellectual property, course design, and course ownership, 10, 14–15, 54–56, 129–130, 156; regulatory
environment, 114, 13–14, 195; technology decisions and governance, 10t, 11–14
Online learning lessons: for administrators, 192–195; for faculty, 189–191; for instructional designers and faculty developers, 191–192
Online programs: choosing the right technology for the, 64–84; faculty/student support, training, and development issues of, 7–8, 24–28, 52–54; governance and intellectual property issues of, 10t, 13–15, 54–56, 129–130, 156; need for institutional strategy plan for, 193; planning and development of, 49–52, 61–62; student retention in, 56–58; tips for creating successful, 202; when money for technology is an issue for the, 81–82; when technological access is a concern for, 82–83
Online teaching: ability to customize the course as needed for, 122–123; assessing and evaluating role in, 41–43; assumption made about instructor’s ability for, 136–137; building community into process of, 125–126; changing attitudes of faculty toward, 3–6; characteristics of excellent, 23–24; of courses developed by others, 119–133; disparity between preparation time and time spent, 63; examples of customization of, 123–124; five I’s of effective, 64–65; focusing on content when, 121–122; to help students learn in online environment, 154–156; increased demand for faculty able to engage in, 6; instructor workload and time issues of, 114, 16, 195; keys to successful, 30–41; lack of preparation for, 22–23; mobile technology used in faculty training for, 27–28; new processes and relationships required for, 28–29fg; pedagogy for, 30; role of planning and development to support, 49–52, 61–62; stories on uninspired, 22; training for, 24–27; unique requirements of, 21; when customizing is not possible, 124–125. See also Faculty instructors; Online courses
Online teaching five I’s: information, 65; innovation, 65; integration, 65; interaction, 64–65; introspection, 65
Online teaching practices: achieving maximum participation, 36–39; assessing and evaluating students and ourselves as instructors, 41–43; chunking content, 32–33; ensuring access to and familiarity with technology, 30–34; establishing guidelines and procedures, 34–36; promoting collaboration, 39–40fg; promoting reflection, 40–41; respecting student intellectual property, 156
Online teaching transition: assessing and evaluating students and ourselves for, 41–43; supporting instructors to make the, 43, 52–54, 192
Osif, B., 140

P

Park, J., 57
Participation: ask broad and stimulating questions to promote, 153; asynchronous, 7, 28–29, 38–39; use best practices from face-to-face classrooms to encourage, 149; chat (or synchronous), 7, 26, 29, 76; comparing introverts and extroverts, 172; contact students who have been absent from, 149–150; establishing guidelines for, 36–39; include humor to make students feel welcome and safe during, 153; instructor role in balancing online discussion, 37–38; lessons to learn when it just doesn’t come together, 181–184; log on as often as necessary to keep up discussion and, 152; looking for changes in level of, 141; offer or connect students to technical support to facilitate, 150; post a welcoming response to student introductions to encourage, 154; promoting collaborative, 39–40fg; self-reflection form of, 40–41; whether to intercede or not in student conflict during, 150–151, 179. See also Communication; Online classroom dynamics; Students
Patten, B., 68
Pedagogy: asynchronous and synchronous technologies contributing to, 29; challenges of online, 30; as one criteria for course readiness, 25
Peer feedback, 146
Perez, E., 73
Performing: at the beginning of the course, 164–165; description of inception or, 171; as the term progresses, 169–170
Perley, J., 197
Personal digital assistants (PDA), 66
Pew Research Center’s Internet and American Life Project, 34
Phipps, R., 5, 19, 20, 57, 201
Podcasts, 71–72
Pollyanna-Phillpanna Utopia approach, 50
Pomales, C., 33
Posting introductions, 108
Potter, R. E., 159
PowerPoint slides, 8
Privacy issues, 151–152
Problem solving group mode, 172
Process management role, 146–148

Q
Quality benchmarks: evaluating online courses using, 126–127; focus on course development and delivery by, 127–128; future trends in, 197–198; Quality Matters Program recommendations for, 127, 197; recommendations for content evaluation using, 128. See also Online course standards
Quality Matters Program (QM) [University of Maryland Online], 126, 127, 197
Quality Standards for Quality Online Programs, 18

R
Raper, J., 68
Readiness: course, 25–26; instructor, 25; learner, 26
Regulatory environment: accreditation issues related to the, 13; faculty and administrator concerns over the, 11t, 13–14; keeping up on the new, 195
Rice, K., 63
Rice, M., 12
Rocco, S., 42
Rockwell, S. K., 48
Rolling admission, 130–131
Romero, D. M., 73
Rovai, A., 145
Rowe, N. C., 103
Royalties, 130
RSS (Really Simple Syndication), 72
Rubrics: course development, 115–116; grading, 95, QM (Quality Matters Program), 197
Russell, T., 19

S
Sangrà, A., 12, 46, 47, 48, 58
Savery, J., 23
Scanlon, E., 66
Schaffauer, D., 34
Schauer, J., 48
Schutte, J., 19
Seaman, J., 3, 5, 22, 37, 47, 48, 57, 63, 88, 188, 189
The Search for Soul and Spirit in the Workplace course: concluding thoughts about, 170–171; conflict-confrontation during the, 167–168; disharmony during the, 168; disunity group dynamics during, 166–167; effective social area created during the, 173; harmony during the, 168–169; performing as the term progressed, 169–170; performing at the beginning of, 164–165; unity group dynamics during, 165–166
Second Life (SL), 33, 73–74
Security breaches, 151–152
Self-reflection, 40–41
Sharples, M., 68
Sheahan, M., 23
Shirley, D., 196
Siemens, G., 200
Skype, 33, 73, 145
The Sloan Consortium, 49
Sloan Consortium Survey of Online Learning, 5, 6
Slow starter students, 142
Smart phones: differences between cell phone and, 9; incorporating into online courses, 31. See also Cell phones; Mobile technology
Smith, A., 34, 69
Smith, R., 32, 33
Social Compare, 72
Social media: tip for using streaming, 32; as Web 2.0 technology, 7, 64
Social networking: description of, 72–73; educational use of, 5; Facebook, 72–73; Twitter, 5, 33–34, 73, 126
Stage theory, 160
Standards. See Online course standards
Stansbury, M., 202
Stewart, B., 200
Strasburg, J., 82
Strayer, J., 94
Streaming media tips, 32
Student introductions: ask that students post a, 108; post a welcoming response to, 154
Student learner roles: collaborators, 144–146; knowledge generators, 143–144; need to change their, 190–191; process managers, 146–148
Student maximizing strategies: ask broad and stimulating questions to promote, 153; use best practices from face-to-face classrooms, 149; contact students who have been absent for a week, 149–150; include humor to make students feel welcome and safe, 153; log on as often as necessary to keep the discussion going, 152; offer or connect students to technical support, 150; post a welcoming response to student introductions, 154; reporting security breaches to restore sense of privacy, 151–152; whether to intercede or not in case of student conflict, 150–151, 179
Student retention, 56–58
Student training: CMS orientation, 53–54; concerns over design and delivery of, 10, 15; understanding the need for, 191–192
Students: assumption made about ability to manage learning process, 136–137; characteristics of older online, 138; characteristics of successful online, 136; cheating by, 103; conflict between, 150–151, 167–168, 172, 175–179; course attendance requirements for, 105–106; creating successful online learners from among, 137–139; demographics of, 135–136; establishing guidelines and procedures for online, 34–36; establishing participation guidelines for online, 36–39; future trends for interactions between faculty and, 199–201; giving peer feedback to each other, 146; increasing number enrolled in online courses, 5–6; maximizing the potential of the virtual, 148–154; mobile technology diminishing the digital divide among, 9; need for changing online learning roles of, 190–191; “noisy learners,” 135; planning how to assess course performance by, 101, 103–105; posting introductions of themselves, 108; promoting self-reflection by, 40–41; readiness by, 26; recognizing and working with unsuccessful, 141–142; releasing control to the, 99–100; rolling admission of, 130–131; teaching them to learn in the online environment, 154–156; technologies that accommodate various learning styles of, 8; tips for successfully working with the virtual, 157; “wiki etiquette” practiced by, 71; working with difficult, 179–180. See also Collaborative learning; Online classroom dynamics; Online learning; Participation
Supplemental model of K-12 online education, 17
Supplementation (Web facilitation), 5
Syllabus, inclusion of tips for successful completion included in, 107
Synchronous (or chat) discussions: CMS deficiencies for, 26; description of, 7; planning and selecting technology for,
76; supplementing asynchronous learning with, 29

T

Tangney, B., 68
Tanguay, M., 197

Tasks: as element of online classroom dynamics, 175; four group modes used to achieve, 171–172; of online groups, 171

Taylor, D., 103

Teaching. See Online teaching

Teaching as learning, 41

Technologies: accommodating various learning styles, 8; advances in twenty-first century, 62–64; common concerns by faculty and administrators about, 10–18; course readiness determined by faculty understanding of, 25; current and emerging, 8–9; as element of online classroom dynamics, 175; future trends in online education, 196–197; how the face of online learning is changed by emerging, 7; lecture-capture, 32; making decisions for wisely choosing, 75–81; matching the course to the, 64–75; mobile, 5, 9, 27–28, 66–69; planning for online program, 49–52, 61–62; streaming media, 32; supplementation in most face-to-face classes, 5, 7; when access is a major concern, 82–83; when money is an issue, 81–82; widespread use of educational, 5. See also Online courses

Technology decisions: definition of, 10; faculty and administrator concerns over, 10, 11–14; made by an inclusive committee, 194–195; on selecting or choosing technology, 75–84

Technology infrastructure: as consideration of selecting technology, 78–80; as first institutional task for building online program, 193–194; people, resources, and money factors that make up, 79

Technology selection: access and accessibility issues of, 82–83; evaluating the technology for, 77–78; by an inclusive committee, 194–195; institution infrastructure factor for, 78–80; instructional strategy as factor for, 80–81; overview of considerations for, 75–77; tips for choosing appropriate, 83–84; trying out the technology before, 78; what to do when the selected technology is a problem, 77

Teles, L., 41

Testing: final exam, 94e, 106e; grading rubrics for, 95e. See also Assignments

Texas Distance Learning Association, 61

Texting, assignments given out via, 5

Thelin, J., 189–190

There Are No Children Here (Kotlowitz), 94e

Thompson, K., 26

Tips: for choosing appropriate technology for an online course, 83–84; for creating a technological infrastructure, 59; for creating successful courses and programs, 202; for design and delivery of successful online course, 43–44; for successfully teaching a class developed by another, 132–133; for successfully transforming a course for online delivery, 117; for working with online classroom dynamics, 185–186; for working with the virtual student, 157

Tomei, L., 78

Tools. See Technologies

Training. See Faculty instructor training; Student training

Truman-Davis, B., 26

Tuckman, B., 160

Turoff, M., 41

Twitter: assignments given out via, 5, 33; community building and collaboration through, 126; description of, 73; generation gap in use of, 34; student resistance to teaching using, 33–34

U

University of Central Florida, 25, 4

University of Maryland Online, 126

Unsuccessful students, 141–142

U.S. Department of Education, 11t, 13
Index

V

Van Dusen, C., 17
Varvel, V., 103
Vaughan, N. D., 88
Vavoula, G., 68
Video clips, 8
“Virtual schooling,” 16. See also K-12 online education
Visual learners, 8
VOCAL (effective online instructor), 23

W

Watson, J. F., 16
Web 2.0 technologies: blogs, 64, 70; description of, 7, 64, 70; examples of, 64, 70–74; learning-generated context (LGC), 70–71; using in online courses, 74–75; podcasts, 71–72; process manager role facilitated by, 146–148; RSS (Really Simple Syndication), 72; Second Life (SL), 33, 73–74; Skype, 33, 73, 145; social networking, 5, 72–73; Twitter, 5, 33–34, 73; wikis, 71, 74
Web 3.0 technologies, 7
Web facilitation, 5
Week Zero, 108
What’s the Difference? report (IHEP, 1999), 5, 19–20, 201
“Wiki etiquette,” 71
Wikis: description of, 71; as Web 2.0 technology, 64
Works-for-hire, 130
Wright, R., 27
Wu, F., 73
Wynne, B. E., 172

Y

Yeonjeong, P., 66, 69
Yonekura, F., 26
Young, R. C., 5
YouTube, 71