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

A
AAHE Assessment Forum, 209
Absent-mindedness, 295, 296
Accelerated intensive courses. See Intensive courses (IC)
Activities. See Communication activities; Course activities; Faculty development exercises
Adobe Connect, 220
American Psychological Association (APA) Best Practices in Assessment, 209
Announcements tool (LMS): description of, 67; developing presence through the, 138–139; enhancing teaching presence using, 174; use audio in course announcements, 224
Anonymous student feedback, 180–181
Apps: social networking, 271; Web 3.0 (“semantic web”) vs. Web 2.0, 272
Asking Essential Questions, 236
Assessing Group Tasks (Isaacs), 264
Assessing Group Work (O’Neill), 264
Assessment: classic resources on, 209–210; comparing traditional and online course, 10; group project, 228, 261–264; Late Middle to build cognitive presence, 94; of learning during projects, 228, 255–267; prepare list of what’s next and due dates of, 297; technological tools that facilitate, 74t; three best practices for, 173, 205–210; using discussion forums to gather evidence of learning, 110, 162–166; as you go by gathering evidences of learning, 45t, 58. See also Course evaluations; Rubrics
Assessment best practices: assess across six levels of Bloom’s taxonomy, 205–208; assess core concepts in your course, 208; classic resources on, 209–210; help students succeed on assessment tasks, 209
The Assessment CyberGuide for Learning Goals and Outcomes (Pusateri, Halonen, Hill, and McCarthy), 210
Assessment plans: aligning substantive feedback tools with, 250t–251t, 252; description and functions of a, 203; designing, 173, 202–203; elements and percent of grade in the, 204t–205; three-step process for developing your, 203–204
Assignments: applying practice experiences and expert resources to designing, 314; description and course element of, 112t; evaluating and creating levels of Bloom’s taxonomy, 173, 210–213; mixing up stories and case studies by creating or writing, 293–294; mixing up stories and case studies with reading, 293; plagiarism and, 121; projects, 94–95, 101, 112t; providing timely and efficient feedback on, 227, 244–248; reflection question cluster for a reading, 310; reflection questions used for written, 311; rubrics for, 245, 246–248; syllabus section on, 119–120
Asynchronous activities: best practice on using synchronous and, 45t, 51–52; comparing classroom and online, 9–10; description of, 9–10; LMS communication tools for synchronous and, 65–74t; LMS Discussion Forums, 67. See also Communication activities
Audio and Video Tools: AudioMemos, 71; creating a more engaging course using, 173, 222–224; creating presence with mini-lectures, 45; LMS (learning management system), 68; podcasts, 73t; published audio and video resources, 224

B
Baptist College of Florida, 166
Beginnings. See Course Beginnings (CB)
Best practices: assessment, 173, 205–210; Closing and Wrap Up learning experiences and supportive, 98t–99t; Course Beginnings learning experiences and supportive, 80t–81t; Early Middle learning experiences and supportive, 86t–87t; Late Middle learning experiences and supportive, 92t–93t. See also Teaching
Best Practices in Assessment: top 10 Task Force Recommendations (APA), 209, 210
Best practices list: 1: be present at your course, 44–47; 2: create a supportive online course community, 45t, 47–48; 3: develop set of workload and communication

COPYRIGHTED MATERIAL
expectations, 45t, 48–50; 4: use large group, small group, and individual work experiences, 45t, 50–51; 5: use synchronous and asynchronous activities, 45t, 51–52; 6: ask for informal feedback early in term, 45t, 52–53; 7: prepare discussion posts that invite communication, 45t, 53–54; 8: think digital for all course content, 45t, 54–55; 9: combine core concept learning personalized learning, 45t, 55–57; 10: plan a good closing and wrap activity for course, 45t, 57; 11: assess as you go by gathering evidences of learning, 45t, 58; 12: connect content to core concepts and learning outcomes, 45t, 58–59; 13: develop and use content frame, 45t, 59–61

Bias of memory, 296

Big-picture perspective of higher education, 3

Blackboard: Collaborate tool of, 72, 220; Performance Dashboard on, 178; SafeAssign (checking plagiarism service) in, 121

Blended environment, 4

Blended or hybrid course, 11t, 12

Blocking memory, 295, 296

Blogs: building community through, 271; Harvard Review Publishing on case method teaching, 294; learning experiences expressed through, 56; Learning in the Modern Workplace (Jane Hart), 77; LMS built-in, 71; using reflection questions in, 311

Bloom’s taxonomy: assess across six levels of cognitive skills in, 205–208; assignments for evaluating and creating levels of, 173, 210–213; developing questions using, 150; development of knowledge mapped in, 56; Krathwohl’s updated cognitive (2002), 206fig; website by Schrock for apps and, 77

Bookending: CB Tip 4: adding structure and meaning to course with, 109, 127–130; description and functions of, 128; examples of course, 129–130; imagining your course in order to apply, 127–128; Julie & Julia (film) example of, 128

Brain: memory research on learning and the, 31; personal DNA of each learner’s, 30

Brain and Behavior Research Foundation, 25, 305

Building a Nation of Learners: The Need for Changes in Thinking and Learning to Meet Global Challenges report (2003), 90–91

Building Blocks for Teams (Teaching and Learning with Technology Group), 261

Building community tips: EM Tip 13: collaborating with groups of two or three, 173, 214–216; EM Tip 14: setting up and structuring groups for projects, 173, 216–220; EM Tip 15: using synchronous collaboration tools, 173, 220–222; EM Tip 16: using audio and video resources for an engaging course, 173, 222–224

Bullying students, 320–321

Buzz Groups, 215

Campus MovieFest (CMF) film festival, 208

Case studies: as content resource that contains a story, 292; definitions of content resources containing stories, 292; designing intensive course (IC) to include, 307–308; Harvard Review Publishing blog on case method teaching and, 294; “jellyfish” design of, 307; making content real through, 278, 290–296; mix up stories and, 292–294; reflection question cluster for a, 310–311; start with stories to integrate into learning experiences, 290–291; strategies for mixing up stories and, 292–294

Celebration session, 297–299

Center for the Study of Higher Education (University of Melbourne), 252

Centre for Learning and Performance Technologies (C4LPT), 76t, 77, 179–180

Child’s kitchen exhibit (Smithsonian Institution), 128

Chronicle of Higher Education, 239, 313

Chunking: description of, 39; as time-on-task principle example, 39–40

Close phase. See Course Closing/Wrap-up phase

Cloud storage, 64

CmapTools, 289

Coaching. See Project coaching

Cognitive apprenticeship theory, 18

Cognitive presence: Course Beginning, 82; Course Early Middle, 88; Course Late Middle, 91, 94–95; description of, 46–47, 82; striving for, 198; tips for building, 173, 195–213. See also Knowledge acquisition; Presence; Zone of proximal development (ZPD)


Cognitive presence growth: assessing for, 94; empowerment for, 95; a getting-acquainted cognitive post for, 138; practical inquiry model on, 196–198; project coaching for, 94–95; questioning for, 91, 94; tips on giving feedback for, 227, 239–255

Collaborative gatherings: building presence with live synchronous, 140; end-of-course interaction experiences, 298–299; group projects, 173, 216–220; groups of two or three–casual grouping, 173, 214–216; LMS collaborative tools for, 67–68; phases of faculty engagement with, 169; reflection and pattern making practices supported by, 313; using synchronous tools for, 173, 220–222. See also Group projects

Committee on Developments in the Science of Learning, 21

Communication: netiquette guidelines for, 120; online course community, 45t, 47–48; preferred patterns of, 121; presence and online, 44–47. See also Dialogue; E-mail communication

Communication activities: course policies and procedures on, 120; Emoticons used in, 120;
Constructivism theory, 17–18
Confessions
The Conditions of Learning
Concepts.

Concept maps: a concept map showing the key features
Concept map examples: French Composition, Texas
Community empowerment tips: LM Tip 13: souped-up
Communication tools: additional thoughts on using,
case studies to make content real, 278, 290–294; what
do not need to learn all the, 27
all course, 45
beginnings and, 80
content experiences on, 298; imagined as set of
concentric circles, 33–34/fig; Late Middle nurturing of
the, 93/100; learning experiences during course
beginnings and, 80/1; rigorously connect core concepts
to learning outcomes and, 45/58–59; think digital for
all course, 54–55; understanding that all learners
do not need to learn all the, 27/fig, 33–35, 199; using
case studies to make content real, 278, 290–294; what
type to use for expert event, 274. See also Knowledge
Content Area (LMS), 67
Content frame: creating a syllabus using the, 59–60;
description of a, 59; designing a, 45/59
Content resource types: case studies, 292; examples,
291; games, 292; problems, 238, 292, 310–311;
scenarios, 279–281, 292, 298, 310–311; simulations,
28, 292; situations, 291; stories, 291
Content resources: comparing online and traditional
course, 9; containing stories, 291–292; customizing
the, 33–34/fig; description of the, 112/fig
Context of environment, 27/fig, 35
Core concept identification: information science faculty
experience in, 200–201; leadership faculty experience
in, 201–202; process of, 200
Core concepts: best practice in assessment to assess the,
208; combine personalized learning with learning of,
45/55–57; comparing different definitions of,
199–200; concept mapping of, 287–288/fig; create a
visual frame of the intensive course, 306–307;
discussion questions on the, 152; knowing your
course, 173, 198–202; process of identifying, 200–202;
rigorously connect content to learning outcomes and,
45/58–59; understanding that learners need to learn
the, 27/fig, 33–35, 199; understood as organized and
interconnected knowledge clusters, 26/37–38, 55, 199
The Core Rules of Netiquette (Shea), 120
Cornell University: Center for Teaching Excellence at,
249, 252; Novak’s development of concept
mapping at, 287
Course activities: checklist for an effective learner-led,
286/1; debriefing students, 279, 302–303; five kinds of
possible learning outcomes for, 285; individual
versus team-led, 284–285; making outcomes explicit,
285; schedule of events and, 112/fig. See also
Communication activities
Course Beginnings (CB) phase: description of, 13;
reflections on and common problems during,
321–322; themes, best practices, and principles
during, 79–83; what happens during the, 83–85
Course Beginnings tips: creating and managing
discussion posts, 110, 145–171; launching your
course, 110, 134–145; overview of the, 107–110;
preparing syllabus and course site, 109, 110–132
Course closing experiences: closing thought on
potential of, 299; plan a celebration session to end the
course, 297–299; prepare list of what’s next and when
assignments are due, 297
Course Closing/Wrap-up phase: activity for, 45/1, 52;
description of, 13; of discussions, 110, 160–162;
meaningful projects and presentations, 278, 279–294;
preface for the course wrap, 278–279, 294–303;
reflections on and common problems during,
324–325; self-directed exercise/application on, 304;
themes, best practices, and principles during, 97–101;
what happens during the, 101–103. See also
Wrap-up tips
Course Early Middle (EM) phase: building the
cognitive presence, 173, 195–213; description of, 13;
managing your course, 173, 174–195; reflections on
and common problems during, 322–323; self-directed exercise and application of, 225; strategies and tools for building community during, 173, 213–224; themes, best practices, and principles during, 85–89; what’s happening during the, 89–90
Course evaluations: ask for informal feedback early instead of use, 45t, 52–53; end-of-course, 299; limitations of, 52; using discussion forums to gather evidence of learning, 110, 162–166; avoiding unpleasant grading surprises for students, 324–325. See also Assessment; Evaluating assignments
Course Late Middle (LM) phase: assessing learning as you go with projects during, 228, 255–268; description of, 13; feedback for cognitive growth during, 227, 239–255; leveraging the power of questions during, 227, 228–239; reflections on and common problems during, 323–324; self-directed exercise/application on, 276; souped-up conversations that help build community, 228, 268–275; themes, best practices, and principles of, 90–91; what happens during the, 95–97
Course Menu and Navigation (LMS), 67
Course site tips: CB Tip 1: essential elements of course site, 109, 110–114; CB Tip 2: more on significant elements to include in syllabus and, 109, 118–122; CB Tip 3: creating a syllabus that jump-starts learning, 109, 122–127; CB Tip 4: bookending to add structure and meaning, 109, 127–130; CB Tip 5: generating energy and purpose with learning goals, 109, 130–133
Course sites: aligning outcomes, experiences, and assessment on, 117; checklist for requesting and preparing the, 115–117; description and purpose of the, 114–115; developing presence by just being on the, 138–139; as essential course element, 112t; quality standards applied to, 117–118; troubleshooting, 122
Course types: blended or hybrid course, 11t, 12; lightly blended or hybrid course, 11t–12; MOOCs (Massive Open Online Courses), 11t, 12–13; traditional face-to-face, 11t
Course workload: develop set of expectations for student, 45t, 50; for a three-credit campus course, 7
Courses: closing and wrap activity for the, 45t, 57; comparing online and traditional, 8–10; definition of a, 7; definition of pedagogy in a, 6–7; four types of, 10–13; intensive courses (IC), 305–316. See also Online and blended courses
Critical thinking: examples of critical thinking criterion 5 on, 254t; A Guide to Rating Critical and Integrative Thinking, 253254; nine advantages of using rubrics to analyze, 255; rubrics for analyzing, 227, 252–255; Socratic questioning rubric for, 255; VALUE Rubric for Critical Thinking’s definition of, 253
Customizing content resources, 33–34

D
Debriefing activity, 279, 302–303
Decade of the Brain initiative (1990–2000), 25
Deliberate practice: background and theory on, 315; content resources with stories applied to, 292; description of, 20; how expert resources can provide intensive course (IC), 314
Deloitte Center for the Edge, 18
Designing: application of learning theories to, 3–4; assessment plans, 173, 202–203; assignments, 314; content frame, 45t, 59; faculty development exercise on design thinking, 42; individual projects, 258; intensive courses (IC), 306–308; learning experiences for novice-to-expert journey, 45t, 60; learning experiences that encourage learners-as-leaders, 278, 283–285; reflecting on course preparation and, 319–321. See also Online/blended course preparation
Differentiated instruction, 261, 38–39
Difficult student strategies: disrespectful students, 193–194; disturbed students, 192, 193; prevention as the best strategy, 193, 195; processes for dealing with difficult students, 194–195, 320–321; students with difficult behaviors, 194
Digital tools. See Technology tools
Discipline vocabulary learning, 55–56
Discussion as a Way of Teaching (Brookfield and Preskill), 153
Discussion forums: best learning goals for, 146–147; building community through, 271; creating and managing discussion posts, 110, 145–171; description of a LMS, 67; enhancing teaching presence using, 175; gathering evidence of learning using the, 110, 162–166; involve the students in wrapping up discussions on, 162; monitoring, 164; preparation of, 114; presence on the, 139; research findings on, 157; role in the online course, 110, 145–148; rubrics for, 114, 164–166; student questioning on the, 229–230; summarizing key ideas from the, 160–161; three basic communication models built seen on, 163–164; three ways to focus on learning goals in a, 131–132. See also Communication activities; Student engagement
Discussion post tips: CB Tip 10: role of discussion boards in an online course, 110, 145–148; CB Tip 11:
characteristics of good discussion questions, 110, 148–154; CB Tip 12: power questioning for meaningful discussions, 110, 154–158; CB Tip 13: response posts—a three-part structure, 110, 158–159; CB Tip 14: closing or wrapping up discussions, 110, 160–162; CB Tip 15: using discussion forums to gather evidence of learning, 110, 162–166; CB Tip 16: feedback in discussion posts, 110, 166–168; CB Tip 17: faculty role in blended and online courses, 110, 168–171

Discussion posts: add audio to your biography and introductory, 224; a getting-acquainted cognitive post, 138; a getting-acquainted social post, 136–137; giving feedback in, 166–168; “know, want, learn” structure of, 155–156; the purpose of, 163164; rubrics for, 114, 164–166; three-part structure of response posts, 110, 158–159; what, why, and what I wish I knew three-part, 159

Discussion questions: Bloom’s cognitive taxonomy for developing, 150–152; building cognitive presence through, 91, 94; characteristics of good, 110, 148–154; constructivism assumption of good, 153–154; on core concepts in a course, 152; developing great, 149–150; dream initiative strategy for, 156–157; ideal number each week, 147; “know, want, learn” structure of, 155–156; more resources for, 153; power questioning for meaningful, 110, 154–158; practice-focused discussions and, 157; requirements for student responses to, 147–148. See also Questions Discussions: best practice for online, 45t, 53–54; community building by teaming up for, 268; dream initiative strategy to drive, 156–157; as essential course element, 113; facilitation strategies for expansive, 155–157; involve the students in wrapping up, 162; power questioning for meaningful, 110, 154–157; practice-focused, 157; rule of thumb for the length of, 148; shift from turn-taking to reflective and developed conversation, 159; wrapping-up, 295; YouTube video of concept mapping a, 289 Disrespectful students, 192, 193–194

Disturbed students, 192, 193

Do schools kill creativity? TED talk (Sir Ken Robinson), 314

Dream initiative strategy, 156–157

Duke University’s Radio: Theater of the Mind course, 212

Dyads: casual use of, 214–215; getting started teaming with, 173, 214; learning power of, 216; three types of causal grouping of, 215–216; ways of pairing learners in, 216

E

E-mail communication: Emoticons to use with, 120; enhancing teaching presence using, 174–176; faculty contact to students during preweek period, 135; LMS feature for, 67; Netiquette guidelines on, 120. See also Communication

E-textbooks course content, 54

Early Middle. See Course Early Middle (EM) phase

Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time! (Tracy), 265

EDUCAUSE Learning Initiative (ELI), 77

Elements of Quality Online Education: Practice and Direction report (2002), 118

Emory University’s Campus MovieFest (CMF) film festival, 208

Emoticons, 120

Emotional Intelligence: Why It Can Matter More Than IQ (Goleman), 21

Emotional intelligence, 21

End-of-course experiences: content experiences, 298; course evaluations, 299; debriefing techniques, 279, 302–303; interaction experiences, 298–299; synchronous gatherings, 278, 299–302; using live classroom for a, 301

Energy and enthusiasm, 83

Environment. See Learning environments

Evaluating assignments: cognitive processes of, 210; example in a leadership course, 211–212; rubrics for, 213; what it demands of learners, 211, 212. See also Course evaluations

Event-related brain potential (ERP) Wikipedia project, 213

Events. See Expert events

Examples (content resource), 291

Exercises. See Faculty development exercises

Experiential learning theory, 16

Expert events: how to find an expert for your, 273; how to set up the, 274–275; inviting an expert to a course, 228–275; preferred time to have an, 273; resources for using experts and, 275; schedule for class activities and, 112; type of content to use for, 274

Expert performance theory, 20

Exploratory questions, 149

Facebook: building community through, 271; teaching and learning applications of, 72

Faculty: Star Trek holodeck as example of futuristic role of, 28; teaching accelerated intensive courses (IC), 305–316; teaching online and blended compared to traditional courses, 8. See also Faculty-mentors

Faculty categories: adjunct faculty, 6; tenured with teaching experience, 5; tenure-track faculty, 5–6

Faculty development exercises: Closing/Wrap-up activities, 304; Course Beginning, 171; Course Early Middle, 225; Course Late Middle, 276; course themes, 103; design thinking, 42; develop deeper understanding of pedagogy, 42; intensive courses (IC), 316; reflecting on questions under best practices, 61; technological tools, 78; three favorite best practices, 61. See also Reflection questions

Faculty-mentor advice: 1: just do your best, 328; 2: it’s kind of fun to do the impossible!, 328–329; 3: begin
with the end in mind, 329–330; 4: get to know your students, 330
Faculty-mentors: advice from fellow online instructors and, 328–330; allocating points and rubrics for discussion postings, 164–166; Beginnings role of, 80; behaviors that support stage 3 community-building, 282; Closing role of, 98; Early Middle role of, 86; as element of learning experience, 276fig, 28–29, 306; Late Middle role of, 92; learning outcomes determined by instruction provided by, 26f, 38–39; monitoring discussion boards, 164; phases of engagement with activity categories, 169; presence and interaction as key point of learner satisfaction, 136; role in blended and online courses, 110, 168–171; Star Trek holodeck as example of futuristic role of, 28; technological tools that facilitate mentoring by, 74fig; theater metaphor of director role of the learning experience, 32–33; their stories on synchronous meeting rooms, 300–301. See also Faculty
Faculty-to-student dialogue: communication tools supporting, 65–74; online course balance of, 170; online course resources for, 47–48; transactional distance theory and model of, 163; weekly tasks and activities that correspond to, 143, 145
Feedback: anonymous student responses, 180–181; assignment, 227, 244–248; best practice on asking for informal, 49fig, 52–53; developing expertise in, 252; discussion forum for, 180; on discussion posts, 166–168; end-of-course debriefing of students, 279, 302–303; from learners to you, 173, 178–181; substantive, 227, 248–252; survey tools for, 179–180; technological tools that facilitate, 74fig; three purposes of, 168; use audio for discussion, 224; value of rubrics for, 168
Feedback rules: overview of simple, 239–240; provide feedback early and often, 240–242; provide feedback on assignments when expected, 242–243; provide feedback that is personal and formative for learning, 243–244
Feedback tools: discussion forum, 180; peer review, 183; quizzes, 181, 183; rubrics, 181–182; surveys, 179–180
Feedback types: group feedback by instructor, 250f; peer feedback, 251f; personalized feedback by instructor or expert, 250f; self-review or assessment, 251f
First week: maximizing the, 110, 114–135; pre-week activities, 135–136. See also Weekly rhythm
Flipped classrooms strategy, 239, 314
Foundation for Critical Thinking (Sonoma State University), 235–236
Four course phases: Course Beginnings (CB) introduction and reflections, 13, 321–322; Course Closing/Wrap-up introduction and reflections, 13, 324–325; Course Early Middle (EM) introduction and reflections, 13, 322–323; Course Late Middle (LM) introduction and reflections, 13, 323–324; reflecting on the designing and preparation, 319–321. See also specific phase
Fund for the Improvement of Postsecondary Education (FIPSE), 117, 209

G
Games (content resource), 292
Genetic epistemology theory, 16–17
Getting Things Done (Allen), 132
Google Hangout, 52
GoToMeeting tool, 72, 220
Gradebook (LMS), 67
Grading: a checklist for students, 190–191; time efficient and formative for learners, 173, 188–191. See also Rubrics
Graduate Centre for the Study of Higher Education (GCSHE) [University of Melbourne], 264
Graphic overviews: CB Tip 3: creating a syllabus that jump-starts learning, 123fig; concept maps, 124–125; of course content included in syllabus, 123–127; examples of creative syllabi, 125–127
Graphic syllabi examples: French Composition, Texas A&M, 127; French Composition, University of Notre Dame, 127; Fundamentals of Biological Anthropology, University of Notre Dame, 127; Three Philosophy Courses, Carroll College, 126–127; US History II spring 2011 Worcester State University, 125–126
Group project assessment: peer reviews by students, 262–264; techniques for, 262; tip on effective, 228, 261
Group projects: additional considerations for setting up groups for, 218–219; additional thoughts for managing, 261; assessment of, 228, 261–264; communication and presentation tools used for, 260–261; criteria and processes for setting up groups, 217–218; directions and rubrics for, 217; Group Availability & Contact Info form for, 218, 219e; intensive course (IC), 308; monitoring and guiding group projects, 259–260; a note about post-millennial students on, 219–220; setting up and structuring groups for, 173, 216–220; Team Member Evaluation Form used in peer review of, 263e. See also Collaborative gatherings
Group types: buzz groups, 215; peer consulting groups, 215–216; structured controversy, 216
Groups: casual use of, 214–215; getting started teaming with, 173, 214; learning power of, 216; small group work experiences, 45f, 50–51; three types of causal grouping of, 215–216; ways of pairing learners in, 216
Guest Lecturers in the Online Environment (Varvel), 275
Guide to Everything (Kathy Schrock website), 289
Guide to Rating Critical and Integrative Thinking (Washington State University website), 165
Guide to Scientific Thinking, 236
Knowledge: concepts as organized and interconnected clusters of, 26t, 37–38, 55, 199; as element of the learning experience, 27f, 29; of patterns and relationships, 55; repetition and use for constructing a meaningful, 59; student questioning and inquiry as a reflection of, 229; techniques for making students’ knowledge visible, 227, 230–232; technological tools for practicing contextual, 74–77. See also Content; Information chunking

Knowledge acquisition: importance of prior knowledge in, 287; the learner’s learning space defined by their ZPD for, 26t, 36–37; memory-making process model and, 184–187; memory research on learning and, 31; moving to defining problems and finding solutions from, 227, 237–239. See also Cognitive presence; Learning

Kolb’s four-stage learning cycle, 309f, 310

L

Large group work experiences: suggestions for, 51; use a variety of, 45t, 50–51

Late Middle. See Course Late Middle (LM) phase

Launching course tips: CB Tip 6: maximizing the first week, 110, 134–136; CB Tip 7: launching your social and cognitive presence, 110, 136–140; CB Tip 8: getting to know your students’ ZPD, 110, 140–142; CB Tip 9: getting into the ideal weekly rhythm, 110, 142–146

Learner expectations: communication activities, 45t, 48–50, 121–122; setting during beginning of course, 83 learner-to-resource online course balance of, 170; transactional distance theory and model of, 163–164; weekly tasks and activities that correspond to, 143, 145

Learner-students: Beginnings role of the, 80t; bringing their own Knowledge, Skills, and Attitudes to learning, 27f, 30–31, 140–141; Closing role of the, 98t; dealing with difficult, 173, 191–195, 320–321; debriefing of, 279, 302–303; design learning experiences on their novice-to-expert journey, 45t, 60; Early Middle role of the, 86t; as element of the learning experience, 27f, 306; feedback loop to you from, 173, 178–181; a grading checklist for, 190–191; group projects and post-millennial, 219–220; how learning tools both shape and are shaped by, 26t, 40–41; involve them in selecting digital tools and resources, 63; keeping them straight in your mind, 141–142; Late Middle and growing independence of, 92t, 100; as leaders of course experiences, 278, 283–285; learning experience framework and role of, 26t, 27f, 30; monitoring their progress using LMS, 173, 177–178; peer reviews of group projects by, 262–264; personal DNA of each, 30; Pew Internet study (2015) on smartphone use by, 177; plan for time for them to develop the tough questions, 269; presence and interaction as key point of satisfaction for, 136; requirements for discussion question responses by, 147–148. See also Student engagement; Zone of proximal development (ZPD)
Learning experiences: Course Beginning phase, 80–81; designing communication activities for, 48; instructor encouragement of, 176; transactional distance theory and model of, 163; weekly tasks and activities that correspond to, 143, 145

Learners-as-leaders: checklist for an effective learner-led activity, 286; designing learning experiences that encourage, 278, 283–285; five kinds of learning outcomes of activities lead by, 285; making activity outcomes explicit to support, 285; orientation and planning time to support, 284; team-led activities versus individual, 284–285; Zone of proximal development (ZPD) support of, 284

Learning: creating a syllabus that jump-starts, 122; how journey, 45 designed to help learners on novice-to-expert courses using the, 306–307; four-elements of the, 26; mentor as one of the, 27; learning environment as, 27; skill as, 27; experience, 27; designing intensive courses and consideration of, 228, 269–272; LM Tip 15: Tip 13: souped-up conversations to build community, three of a learning community, 278, 281–383; LM model; Student engagement

three-stage model of building a, 268, 275; strategies and tools for building, 282; social networking and empowerment nurturing of, 88–89; faculty behaviors that support are when they happen, 158–159; Early Middle creating a supportive, 45 of, 88–89; conditions that hinder development of a, 283; course beginnings and building a, 82–83; creating a supportive, 45t, 47–48; discussion boards are when they happen, 158–159; Early Middle nurturing of, 88–89; faculty behaviors that support building, 282; social networking and empowerment of, 228, 267–275; strategies and tools for building, 173, 213–224; three-stage model of building a, 268, 281–283; using social networking techniques to build, 228, 269–272. See also Community of Inquiry (CoI) model; Student engagement

Learning community empowerment: CW Tip 2: stage three of a learning community, 278, 281–383; LM Tip 13: souped-up conversations to build community, 228, 268–269; LM Tip 14: social networking to build learning community, 228, 269–272; LM Tip 15: inviting experts to a course, 228, 272–275

Learning environments: Beginnings, 81t; comparing online and traditional course, 9–10; context of, 27fig, 35; designing intensive courses and consideration of, 306; Early Middle, 87t; as element of the learning experience, 27fig, 29, 35, 306; Late Middle, 93t, 99t

Learning experience elements: knowledge, content, or skill as, 27fig, 29, 306–307; learner as one of the, 27fig, 28, 306–307; learning environment as, 27fig, 29, 306–307; mentor as one of the, 27fig, 28–29, 306–307. See also specific element

Learning experience framework: designing intensive courses using the, 306–307; four-elements of the, 26t, 27fig–30; reflecting and looking forward with, 325–328. See also specific element

Learning experiences: Course Beginning phase, 80t–81t; designed to help learners on novice-to-expert journey, 45t, 60; Early Middle, 86t–87t; four elements of every structured, 26t, 27fig–30; learners-as-leaders in course, 278, 283–285; theater metaphor of the mentor/director role in the, 32–33

Learning goals: benefits of having specific personal, 133; discussion board, 146–147; generating energy and purpose with, 109, 130–133; importance of applying specificity to, 132; three ways to focus discussion forum on, 131–132

Learning in the Modern Workplace blog (Jane Hart), 77

Learning outcomes: definition of, 199; different instruction is required for different, 26t, 38–39; five kinds of possible activity, 285; making explicit the desired activity, 285; rigorously connect core concepts to content and, 45t, 58–59

Learning principles. See Pedagogical principles

Learning theories: application to designing and teaching courses, 3–4; experiential learning, 16; teaching tips grounded in, 13–14; theory of genetic epistemology or origins of thinking, 16–17; theory of social development, 14, 15fig

Learning theorists: Albert Bandura, 15fig, 19; Daniel Goleman, 15fig, 21; Ellen Langer, 15fig, 20–21; Jean Lave, 15fig, 19–20; Jean Piaget, 15fig, 16–17, 30; Jerome Bruner, 15fig, 17–18; John Dewey, 14, 15fig, 16, 30, 31, 40, 237, 290; John Seely Brown, 15fig, 18, 25, 30, 40, 48; K. Anders Ericsson, 15fig, 20; Roger Schank, 15fig, 19, 30; Lev Vygotsky, 14, 15fig, 17, 30, 36–37, 40, 48, 55, 56, 130, 132, 138, 150, 258

Learning tools: both shaping and being shaped by learners, 26t, 40–41; life-logging, 295; See also Technology tools

Lego programming language, 17

Life-logging tools, 295

Lightly blended or hybrid course, 11t–12

LinkedIn, 72

LMS communication and media tools: announcements tool, 67, 138–140, 175, 224; becoming familiar with, 166–69; enriched set and their pedagogical uses, 73t–74t; quiz robots, 188; quiz tools, 183; setting up online meeting rooms for your course, 301–302; specific pedagogical uses of basic, 69t–70t; survey tool, 179–180; thoughts on using the, 70–72; twelve action skills to know about, 68; web conferencing tools, 220–222

LMS (learning management system): basic set of technology tools for teaching and learning, 65–66; becoming familiar with the, 66–68; communication tools for teaching and learning, 65–74t; guidelines for choosing and using tools in your, 63–64; monitoring student progress using, 173, 177–178; staying in sync with tools in the, 77–78; technological tools included in your, 62; tools for contextual practice and emerging possibilities, 74–77; tools for practicing contextual knowledge, 74–77. See also Technology tools

The Long Tail: Why the Future of Business Is Selling Less of More (Anderson), 279–280
M

Mastering the Art of French Cooking (Child), 128

Memory: chunking information and, 39–40; description of, 185; keeping the students straight in your mind, 141–142; ROYGBIV (rainbow colors) acronym aid of, 39–40; seven “sins” of, 294–295, 296

Memory-making model: increasing learning using the, 184–185; making a teaching difference with, 173, 184–187; steps and processes in, 185–186(fig); teaching strategies to use with the, 186–187

Memory research: how sleeping helps to encode memory, 187; on learning and knowledge acquisition, 31

Memory sins: absent-mindedness, 295, 296; bias, 296; blocking, 295, 296; misattribution, 296; persistence, 296; suggestibility, 296; of transience (tendency to forget over time), 294–295, 296

Mendeley website, 313

Mentors. See Faculty-mentors

Minecraft game, 40

Misattribution, 296

Monitoring: Blackboard’s Performance Dashboard for, 178; group projects, 259–260; student progress using LMS, 173, 177–178

MOOCs (Massive Open Online Courses): description of, 111, 12–13; synchronous tools of, 51–52

N

National Research Council, 31

Netiquette guidelines, 120

New Media Consortium (NMC), 77

New York University School of Law, 17

9 Principles of Good Practice for Assessing Student Learning (1992), 209

NMC Horizon Report (New Media Consortium), 77

O

Office hours (virtual), 49

Online and blended courses: continuous assessment during, 10; how they differ from traditional courses, 8–10; increasing demands for, 4; introduction to best practices for teaching, 43–61; introduction to the four stages or phases of a, 13; launching your, 134–145; MOOCs (Massive Open Online Courses), 11t, 12–13, 51–52; preparation time and workload of, 7; reflecting and looking forward to using four course phases on, 319–325; reflecting and looking forward with learning experiences framework in, 325–328; teaching accelerated intensive (IC), 305–316; comparing traditional courses to, 8; memory-making approach to, 173, 184–187; reflecting and looking forward to using four course phases in, 319–325; reflecting and looking forward with learning experiences framework for, 325–328.
See also Teaching

Online/blended course elements: assignments, 112t; communication policies and procedures, 113t, 120–121; content resources, 9, 33–34(fig), 112t; course site, 109–133, 112t; discussion postings, 113t, 119; schedule of class activities and events, 112t; syllabus, 111, 112t, 113; weekly teaching guides, 112t, 113–114. See also specific element

Online/blended course preparation: aligning outcomes, experiences, and assessment, 117; checklist for preparing online course, 115–117; course site, 114–115; overview of the essential course elements, 111–114; quality standards, 117–118; reflecting on the designing and, 320–321; syllabus and course site, 109–133. See also Designing

Online/blended teaching: getting over your initial fears of, 5; of online and blended compared to traditional courses, 8; technology tools to support, 62–78; ten core pedagogical principles of learning and, 23–42.
See also Teaching

Open-ended questions, 149

Oregon Health and Science University, 248

Origins of thinking theory, 16–17

P

PARC (Palo Alto Research Center), 18, 290

Partnership for 21st Century Learning Planning, 91

Patience, 83

Patterns: discussion wraps using cognitive, 110, 160–162; intensive courses (IC) and high-impact practice of using, 311–313; learning concepts requires knowledge of, 55; making students’ knowledge visible by identifying, 231–232

Pausing, reflecting, and pruning strategies: discussion-wrapping up as, 295; preparing for the course wrap with, 278, 294–296; reverse exam as, 296; student-generated questions as, 295–296; understood as elements of learning, 294–295

Pedagogical principles: 1: every structured learning experience has four elements, 26t, 27–30; 2: learners bring personalized and customized Knowledge, Skills, and Attitudes to learning experience, 26t, 30–31, 140; 3: faculty mentors direct the learning experience, 26t, 32–33; 4: learners do not need to learn content but do need to learn concepts, 26t, 33–34(fig), 199;5: every learning experience including environment or context, 26t, 35; 6: every learner has a ZPD that defines his learning space, 26t, 36–37; 7: concepts are organized and interconnected knowledge clusters, 26t, 37–38, 199; 8: different instruction for different learning outcomes, 26t, 38–39; 9: more time on task equals
more learning, 261, 39–40; 10: we shape our tools and our tools shape us, 261, 40–41
Pedagogy: choosing technology tools that support, 63; definition and key elements of, 3, 6–7, 28; enriched technology tool set and support of, 73n–74n; technological tool set and their specific use or support of, 69n–70n; ten core learning principles of, 23–42; understanding the theoretical foundations of, 24–25
Peer communication. See Learner-to-learner dialogue
Peer consulting groups, 215–216
Peer reviews, 183
Persistence of memory, 296
Pew Internet study (2015), 177
Pew Research Center, 77–78
Plagiarism, 121
Podcasts, 73t
PollDaddy, 180
Power questioning: facilitation strategies for expansive discussion forums and, 155–157; meaningful discussions through, 110, 154–157; for reflection, 157; strategies for, 154–155
Practical inquiry model: applied to a unit or module of a course, 197–198; description of, 196; exploration stage, 197; illustrated figure of, 197f; integration stage, 197, 295–296; puzzlement stage or triggering event, 196; resolution stage, 197, 295–296
Practice-focused discussions, 157
Preparation. See Online/blended course preparation
Presence strategies: announcement tool and just being on the course site, 138–139; a getting-acquainted cognitive post, 138; a getting-acquainted social post, 136–137; live synchronous collaborative gatherings, 140; presence on the discussion forum, 139
Presence: best practice of be present at your course, 44–46; communication tools supporting instructor, 65–66; course beginnings (CB) theme of, 79, 81–82; as key point of learner satisfaction, 136; launching your, 110, 136–140; three types of, 46–47; video/audio mini-lectures to create, 45. See also Cognitive presence; Social presence; Teaching presence
Principles of Good Practice for Assessing Student Learning (AAHE), 58
Prior knowledge: concept mapping as tool for integrating new and old, 285–289; knowledge acquisition rooted in, 287
Problem solving: deciding on resolution strategies for, 237–238; developing problem solvers and critical thinkers for, 238–239; eight behaviors supporting resolution of, 238; moving beyond knowledge integration to, 227, 237–239; questions for, 150, 151–152
Problems: as content resource that contains a story, 292; eight behaviors supporting resolution of, 238; eleven problem formulation behaviors, 238; reflection question cluster for a, 310–311
The Process of Education (Bruner), 18
Project coaching: ask learners to post progress reports or updates, 267; building cognitive knowledge through, 94–95; coach learners on personalizing their projects, 266–267; communicate your availability and schedule for, 267; Course Closing and, 101; description of, 94
Project practices: 1: be proactive and help learners get unstuck, 265–266; 2: coach learners on personalizing their projects, 266–267; 3: ask learners to post progress reports or updates, 267; 4: communicate your availability and schedule, 267
Projects: assessing learning as you go with, 228, 255–267; completing the course, 101; creating for Wikipedia, 213; customizing and personalizing individual, 228, 256–258; as essential course element, 112t; evaluating assignments and, 212–213; group, 173, 216–220, 308; social network strategy for, 270–271; using what-if scenarios in, 278, 279–281
Promoting Effective Dialogue Between Business and Education Around the Need for Deeper Learning report (2013), 91
Q
Quality Matters project (FIPSE), 117
Quality Matters Rubric, 117–118
Questioning rigor: core concept examples of, 233; eight intellectual standards for, 233–236; overview of, 232–233
Questions: constructivism assumption of good, 153–154; exploratory, 149; factual, 149–150; identifying insights through, 232; interviewer-expert modeling, 231; open-ended, 149; pausing, reflecting, and pruning with student-generated, 295–296; plan for time for learners to develop tough, 269; problem-solving, 150, 151–152; Socratic, 150, 151. See also Discussion questions; Reflection questions
Quiz robots (LMS), 188
Quizlet (survey tool), 180
Quizzes: factual questions on, 149–150; feedback through, 183; reverse exam, 296
Radio: Theater of the Mind course (Duke University), 212
Reading assignments: mixing up stories and case studies with, 293; reflection question cluster for a, 310
Reflection questions: description of, 157; discussion forums, blogs or journals, written assignments for, 311; individual reflection as essential to learning, 113; intensive course (IC) and high-impact practice of, 309–311; Kolb’s four-stage learning cycle use of, 309; pausing, reflecting, and pruning with student-generated, 295–296. See also Faculty development exercises; Questions
Reverse exam, 296
ROYGBIV (rainbow colors), 39–40
Rubrics: analyzing critical thinking with, 227, 252–255; assignment, 245, 246–248; discussion forum postings, 114, 164–166; evaluating assignments using, 213; example of criterion 5 on critical thinking, 254; feedback gathered through, 181–182; group project directions and, 217; nine advantages of using rubrics to analyze critical thinking, 255; Quality Matters, 117–118; value of discussion posting feedback, 168; VALUE Rubric for Critical Thinking, 253. See also Assessment; Grading
SafeAssign (checking plagiarism service), 121
St. Charles Community college, 213
St. Norbert College, 312
Scenarios: reflection question cluster for a, 310–311; as type of content resource using a story, 292; what-if, 278, 279–281
Schedule for class activities and events, 112
Schema theory, 19
Scholarship of Teaching and Learning (SoTL) movement, 24
Schrock website, 77
Self-directed exercises. See Faculty development exercises
Self-efficacy, 19
Semantic web (Web 3.0), 272
Setting expectations: communication activities, 45f, 48–50, 121–122; during beginning of course, 83; student workload, 45f, 50
Short courses. See Intensive courses (IC)
SimCity game, 40
Simulations: as content resource that contains a story, 292; learning through, 28
Situated learning theory, 19–20
Situation cognition theory, 290–291
Situations (content resource), 291
Skills (learning experience element), 27f, 29
Skype, 52
Small group work experiences: suggestions for, 51; use a variety of, 45f, 50–51
Smartphone Pew Internet Study (2015), 177
Smithsonian Institution Child’s kitchen exhibit, 128
Social learning theory, 19
The Social Life of Information (Brown and Duguid), 18
Social media: “friending” applications of, 40; interconnectivity and interactivity of, 272; learning experiences expressed through channels of, 56; life-logging with, 295; social networking tools of, 271–272
Social networking: building learning community using, 269–272; life-logging with, 295; social media tools used for, 271–272; strategy for projects, 270–271
Social networking tips: LM Tip 13: souped-up conversations to build community, 228, 268–269; LM Tip 14: social networking to build learning community, 228, 269–272; LM Tip 15: inviting experts to a course, 228, 272–275
Social presence: community of Inquiry (CoI) for achieving, 81; course beginnings and, 81–82; description of, 46, 47; Early Middle course, 87; a getting-acquainted social post to build, 136–137. See also Presence
Socratic questions, 150, 151
Sonoma State University, 235–236
Star Trek holodeck, 28
Stories: definitions and examples of content resources containing, 291–292; making content real by starting with, 290–291; strategies for mixing up case studies and, 292–294; theory of situated cognition on teaching with, 290–291
Structured controversy group activity, 216
Student engagement: collaborative gatherings, 67–68, 140, 169f, 173, 214–222; learner-to-resource, 143, 145, 163–164, 170; learner-to-learner dialogue, 48, 65–74f, 143, 145, 163, 176; learners-as-leaders, 278, 283–285; monitoring, 177–178. See also Discussion forums; Learner-students; Learning community
Substantive feedback: aligning assessment plan with tools for, 250–251f; 252; description of, 248–249; importance of giving, 227, 248–252; self-assessment and peer feedback strategies and tools for, 249–252
Suggestibility of memory, 296
Survey tools, 179–180
SurveyMonkey, 180
Survival Guide (2010), 57
Syllabus: aligning outcomes, experiences, and assessment in, 117; checklist for course site and, 115–117; content frame used to create a, 59–60; description and function of a, 111, 113; graphic overviews and graphic syllabi examples, 123f–127; preparing your, 109, 110–127; quality standards applied to, 117–118; sections of the, 119–122
Syllabus sections: assignments, 119–120; communication patterns, 121; communication
Subject Index

374

policies and procedures, 120; discussion postings, 119; emoticons, 120; netiquette guidelines, 120; plagiarism, 121–122; troubleshooting, 122

Syllabus tips: CB Tip 1: essential elements of a syllabus, 109, 110–114; CB Tip 2: more on significant elements to include, 109, 118–122; CB Tip 3: creating a syllabus that jump-starts learning, 109, 122–127; CB Tip 4: bookending to add structure and meaning, 109, 127–130; CB Tip 5: generating energy and purpose with learning goals, 109, 130–133

Synchronous activities: best practice on using asynchronous and, 45–51; building presence with live collaborative gatherings, 140; end-of-course gatherings, 278, 299–302; GoToMeeting and Blackboard Collaborate tools for, 72; LMS communication tools for asynchronous and, 65–74; online discussions, 10; pausing, reflecting, and pruning using question-and-answer sessions, 295; social media “friending” as, 40; synchronous collaboration tools, 173, 220–222; synchronous meeting rooms for, 300–301. See also Communication activities

Synchronous collaboration tools: mixing and matching for instant collaboration, 222; web conferencing tools, 220–222

T

Teaching: accelerated intensive courses (IC), 305–316; of online and blended compared to traditional courses, 8; ten core pedagogical principles of learning and, 23–42. See also Best practices; Online teaching

Teaching and Learning with Technology Group (Penn State), 261

Teaching presence: course beginnings and, 82; description of, 46, 47; Early Middle course, 87–88; tools for building, 173, 174–177. See also Presence

Teaching presence tools: e-mail, announcements, and discussion forums, 173, 174–176; how to select the best, 177; text messaging, tweeting, and short messaging system, 176–177

Team Member Evaluation Form, 263e

Technology tool guidelines: 1: pedagogy first, technology second, 63; 2: keep it simple, 63; 3: involve your learners in choices and use of digital tools and resources, 63; 4: have choices and backups for when the cloud disappears, 64; 5: review your technology tool set ever two or three terms, 64

Technology tool sets: additional thoughts on a basic, 70–72; basic one for online and blended teaching and learning, 65–66; communication tools in LMS, 66–69; communication tools used for teaching and learning, 65–66; enriched set and their pedagogical uses, 73–74; guideline for choosing and using, 63–64; review it every two to three terms, 64

Technology tools: basic set for teaching and learning, 65–66; communication tools in LMS, 66–74; guidelines for choosing and using, 63–64; how active learning is supported by, 312–313; included in your LMS, 62; Internet as a, 28; life-logging devices, 295; for practicing contextual knowledge, 74–77; staying in sync with, 77–78. See also Learning tools; LMS (learning management system)

TED talks: Do schools kill creativity? (Sir Ken Robinson), 314; engaging students with, 223; as expert resource for intensive course (IC) teaching, 314–315; learning through, 28; TED Studies, section on website of, 315

Terminology: development of discipline, 55–56; instant messaging language and, 72

Tests and Quizzes (LMS), 67

Texting: enhancing teaching presence using, 174; features and popularity of, 176–177

Theatre of the Mind website, 212

Themes: Course Beginnings, 79–83; Closing Weeks, 97–103; Early Middle, 85–89; faculty development exercise on, 103; Late Middle, 90–95

Theory of emotional intelligence, 21

Theory of genetic epistemology, 16–17

Theory of mindful learning, 20–21

Theory of situated cognition, 290–291

Theory of social development, 14, 15fig

Thinking with concepts (Paul and Elder), 236

Through the Looking-Glass (Carroll), 184

Time-on-task principle, 39–40

Tools for Teaching (Davis), 190

Top 26 Most Important Rules of Email Etiquette, 120

Top 100 Tools for 2015 (Centre for Learning and Performance Technologies), 179–180

Transactional distance theory: description of, 163; three communication models based on, 163–164

Transience (tendency to forget), 295

Triads: casual use of, 214–215; getting started teaming with, 173, 214; learning power of, 216; three types of causal grouping of, 215–216; ways of pairing learners in, 216

Troubleshooting, 122

Turnitin (checking plagiarism service), 121

Twitter: enhancing teaching presence using, 176–177; life-logging with, 295

U

University of California, San Francisco (UCSF), 25

University of Central Florida, 165, 166

University of Illinois-Springfield, 221

University of Kent, UK, 213

University of Melbourne: Center for the Study of Higher Education at, 252; Graduate Centre for the Study of Higher Education (GCSHE) at, 264

University of Northern Iowa College of Education, 312

University of Queensland, 264

University of Southern California, 18

V

VALUE Rubric for Critical Thinking, 253

Video and Audio Tools: AudioMemos, 71; creating a more engaging course using, 173, 222–224; creating
presence with mini-lectures, 45; LMS (learning management system), 68; podcasts, 73; published audio and video resources, 224
Virtual office hours, 49
The Virtual Student (Palloff and Pratt), 182
Visible thinking, 56
Visual Thinking Center, 289
Vocabulary: development of discipline, 55–56; instant messaging language and, 72

W

Warcraft game, 40
Washington State University, 165, 254
Web 2.0 apps, 272
Web 3.0 (“semantic web”), 272
Web conferencing tools, 220–222
WebEx, 220
Weekly rhythm: CB Tip 9: on setting an ideal, 110, 142–143, 145; description of a, 142; ideal number of discussion questions per week, 147; sample weekly schedule for an online or blended course, 144.
See also First week
Weekly teaching guides: description of course element of, 112; preparation of, 113–114
Western Washington University, 289
What-if scenarios: benefits of using them in your course, 280–281; description of, 280; getting started with, 281; using them for projects, 278, 279–281
What the Best College Students Do (Bain), 50
Wikipedia projects, 213
Wikis: description and applications of, 71; learning experiences expressed through, 56
Wired magazine, 279
Wired Science website, 312
Workload. See Course workload
See also Course Closing/Wrap-up phase
Written assignments: mixing up stories and case studies by creating or in, 293–294; reflection questions used for, 311

X

Xerox Corporation, 18

Y

YouTube: concept mapping class discussions video on, 289; engaging students with videos on, 223; Julie & Julia (film) bookending, 128; learning through, 28; self-directed communication on, 163–164; sharing content through videos on, 71

Z

Zone of proximal development (ZPD): cognitive presence to gain insight in learners’, 82; description of, 14; a getting-acquainted cognitive post applied to, 138; getting to know your students,’ 110, 140–142; as guide for designing individual course projects, 258; how bookending can reinforce a learner’s, 130; learners-as-leaders supported by theory of, 284; the learner’s learning space is defined by their, 26, 36–37; setting learning goals to take advantage of student’s, 132. See also Cognitive presence; Learner-students
Zotero website, 313