

Essing The Online Learner Resources And Strategies For Faculty

Written by Rena M. Palloff and Keith Pratt, experts in the field of online teaching and learning, this hands-on resource helps higher education professionals understand the fundamentals of effective online assessment. It offers guidance for designing and implementing creative assessment practices tied directly to course activities to measure student learning. The book is filled with illustrative case studies, authentic assessments based in real-life application of concepts, and collaborative activities that assess the quality of student learning rather than relying on the traditional methods of measuring the amount of information retained.

Online assessment and, more broadly, the entire online learning environment provides expanded opportunities to actively and creatively engage the learner. The approach the authors have taken in this book is to work from the established fundamentals of assessment, applying these principles to the online environment. The authors emphasize basic issues of assessment such as establishing the evidence of validity for assessments, but the context of the discussion is always that of an online environment. Written by leading technology experts, this clear and practical text serves as a training guide for assessing online or distance learners. Readers learn how to select what should be assessed, how to use written tests and projects to evaluate the skills learners have achieved, how to provide feedback to learners, and how to efficiently use course management software. The authors believe educators involved with online training and education must have the same assessment expectations and standards as those in conventional, face-to-face environments. This book is appropriate for instructional designers and educators involved with online training and education as well as for college courses concerned with the design and delivery of distance or other forms of online instruction. It also has utility as a personal reference for instructors of courses that assess students online. An accompanying interactive website enhances the value of this innovative tool.

Rely on *Shifting to Digital* to deliver clear and concise answers to all of your remote teaching questions. This comprehensive guide provides specific strategies for planning high-engagement instruction, handling technology, assessing collaboration and assignments, and more. You'll also gain access to a helpful list of digital tools, along with online-specific lessons and projects for various subjects. Learn how to engage and manage multiple students online at one time. Create effective lesson plans that incorporate synchronous and asynchronous instruction--a crucial part of online learning. Understand how to best teach and support English learners and students with special needs. Plan communications for students, parents, and guardians that address technology procedures, expectations, and privacy. Contents: Introduction Chapter 1: Technology Chapter 2: Instructional Planning Chapter 3: Document Handling Chapter 4: Mindful Engagement Chapter 5: Positive Interaction and Social-Emotional Learning Chapter 6: Feedback Chapter 7: Assessment Chapter 8: Students With Special Needs Chapter 9: Communication With Parents and Guardians Epilogue Appendix: Distance Learning Lesson and Project Designs References and Resources Index

A Common Sense Guide

A Guide to Online Course Design

A Guide to Engaging, Teaching, and Assessing Remote Learners (Create synchronous instruction for student engagement and enrichment)

Educating the Net Generation

Collaborating Online

Making Online Teaching Accessible

Learning Assessment Techniques

Presents best practices for faculty and administrators developing globally-connected courses, including learning objectives, collaborative assignments, and logistical planning As political instability, pandemic risks, rising costs, new requirements for experiential learning, and other factors make it increasingly difficult for students to study abroad, there is growing interest in globalizing and internationalizing the curricula of colleges and universities worldwide. The Wiley Handbook of Collaborative Online Learning and Global Engagement is designed to help educators develop and conduct high-impact, globally-connected courses across the humanities, the fine arts, and the social and natural sciences. This comprehensive guide covers collaborative practices, course design variables, student learning approaches, logistical planning, and more. An international team of contributors from diverse geographic, cultural, and academic backgrounds offer insight into enhancing pedagogical practice, coordinating study abroad experiences, and promoting both students' and faculty's global competencies. Throughout the text, numerous real-world case studies, interactive and experiential assignments, sample syllabi, course bibliographies, and links to web and media resources reinforce best practices for course design, learning objectives, and pedagogy development. Based on a detailed assessment of 500 students in collaborative courses across 14 countries, this innovative guide: Covers co-development of learning objectives across different courses, disciplines and cultural contexts, co-ordination of course content, technology, and resources, and intercultural learning assessment Explores new and innovative ways to engage students in distant locations in collaborative learning Provides advice for overcoming logistical challenges, managing group dynamics, controlling costs, and implementing connected courses with limited resources Discusses the impact globally-connected courses have on cultural curiosity, knowledge, strategy, and behavior Offers approaches for addressing cultural transgressions and miscommunication, and for collaborating with other faculty members across cultures and educational systems Featuring multiple cultural perspectives and international contexts, The Wiley Handbook of Collaborative Online Learning and Global Engagement is a valuable guide and reference for faculty and administrators involved in teaching, planning, implementing, or assessing courses with global learning outcomes.

A Guide to Online Course Design offers faculty and professional staff a practical and easy-to-follow model for creating exceptional online courses that focuses on quality standards in instructional design, transparency in learning outcomes, and learner persistence. A comprehensive resource, the book includes effective, research-based instructional strategies to motivate online learners and help them become more self-directed. A Guide to Online Course Design emphasizes quality standards and removing barriers to learners' persistence, which ensures online courses meet the needs of online learners as well as distance education initiatives. " All faculty members and course designers, regardless of experience level, content background, or technology skills, can benefit from applying the approaches defined in this book. The authors have imparted a wealth of knowledge that can improve the quality of any online class and I highly recommend this book for all those involved with online learning." - Anton G. Camarota, faculty, University of Denver " Anyone involved in developing online courses should read this book! Packed with great insights and the research to back them up, Stavredes and Herder guide readers with practical

information that will support online course development. ” - Brenda Boyd, director of professional development and consulting, Quality Matters Program “ The blend of theory and application makes A Guide to Online Course Design and indispensable resource for any professional seeking to create high quality, outcomes-based learning experiences. I loved the action steps that close each chapter, as they lead the reader through the entire process of course design from analysis to implementation. ” - Kathe Kacheroski, dean of curriculum and instruction, Rasmussen College

Online learning poses a multitude of challenges for educators as there are oftentimes limited resources, and in most cases educators are forced to rely on trial-and-error strategies. In the wake of the COVID-19 pandemic, an urgent need has risen for a better understanding of creating and maintaining an engaging digital classroom environment. Pedagogy, Presence, and Motivation in Online Education provides best practice techniques and utilizes analogies from brick-and-mortar education to provide a conceptual framework to a better understanding of how online education functions and shows how to engage students and build a positive digital culture. Covering topics such as hybrid classrooms, self-directed learning skills, and principal leadership, this book is an excellent resource for educators of both higher and K-12 education, educational administration, pre-service teachers, government institutions, policymakers, researchers, and academicians.

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

A Practical Guide for Librarians

Research Anthology on Developing Effective Online Learning Courses

Documenting and Assessing Learning in Informal and Media-Rich Environments

The British National Bibliography

Project Managing E-Learning

Building a Sustainable Commitment Across the Institution

Designed for experienced librarians, librarians new to the profession, and library school students, Online Teaching and Learning: A Practical Guide for Librarians provides a comprehensive framework that encompasses all aspects of planning, designing, creating, implementing, and assessing online learning for all types of libraries, including public, academic, special, and K-12. It also provides a valuable guide for teachers, administrators, and other educators.

"Provides instructors with a comprehensive, in-depth guide to creating effective classroom exams. Nurse educators will learn how to craft reliable and valid assessment materials ranging from multiple-choice exams and true-false tests to matching exercises and essay responses. Hundred of sample test questions, as well as detailed scoring rubrics, serve as invaluable resources for educators preparing their students for successful careers in nursing. Additionally, the text delves into the pedagogy behind Bloom's taxonomy, how to gauge the difficulty level of questions, and how to revise questions to increase their cognitive challenge. This revised edition is an essential guide for developing questions that require students to think critically and features a chapter on NCLEX test question

development"--Résumé de l'éditeur.

While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning, the higher education community is divided between those who support national standardized tests to compare institutions' educational effectiveness, and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys. This book espouses the latter philosophy—what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning. She believes that assessment needs to be humanized, as opposed to standardized, to take into account the demographics of institutions, as students do not all start at the same place in their learning. Students also need the tools to assess their own progress. In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years, such as the development of technology-enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning, Maki focuses on ways to deepen program and institution-level assessment within the context of collective inquiry about student learning. Recognizing that assessment is not initially a linear start-up process or even necessarily sequential, and recognizing that institutions develop processes appropriate for their mission and culture, this book does not take a prescriptive or formulaic approach to building this commitment. What it does present is a framework, with examples of processes and strategies, to assist faculty, staff, administrators, and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning. This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels. It provides the tools for collective inquiry among faculty, staff, administrators and students to develop evidence of students' abilities to integrate, apply and transfer learning, as well as to construct their own meaning. Each chapter also concludes with (1) an Additional Resources section that includes references to meta-sites with further resources, so users can pursue particular issues in greater depth and detail and (2) worksheets, guides, and exercises designed to build collaborative ownership of assessment. The second edition now covers: * Strategies to connect students to an institution's or a program's assessment commitment * Description of the components of a comprehensive institutional commitment that engages the institution, educators, and students--all as learners * Expanded coverage of direct and indirect assessment methods, including technology-enabled methods that engage students in the process * New case studies and campus examples covering undergraduate, graduate education, and the co-curriculum * New chapter with case studies that presents a framework for a backward designed problem-based assessment process, anchored in answering open-ended research or study questions that lead to improving pedagogy and educational practices * Integration of developments across professional, scholarly, and accrediting bodies, and disciplinary organizations * Descriptions and illustrations of assessment management systems *

Additional examples, exercises, guides and worksheets that align with new content

Online education, both by for-profit institutions and within traditional universities, has seen recent tremendous growth and appeal - but online education has many aspects that are not well understood. The SAGE Encyclopedia of Online Education provides a thorough and engaging reference on all aspects of this field, from the theoretical dimensions of teaching online to the technological aspects of implementing online courses—with a central focus on the effective education of students. Key topics explored through over 350 entries include: · Technology used in the online classroom · Institutions that have contributed to the growth of online education · Pedagogical basis and strategies of online education · Effectiveness and assessment · Different types of online education and best practices · The changing role of online education in the global education system

Best Practices of Online Education

Continuing to Engage the Online Learner

Simple and Practical Pedagogical Tips

Using Quality Benchmarks for Assessing and Developing Undergraduate Programs

Successful Strategies by Award-winning Teachers

Assessing for Learning

Assessing Student Learning

This book provides an introduction and helpful guide to online education for librarians and educators in the K-12, public, and academic library settings. Today's librarians must be comfortable working in online learning environments, teaching information literacy courses, and supporting online students across curricula. With the rapid proliferation of the Internet and online technologies in the last decade, however, it is not uncommon for some library professionals to feel left behind. *Designing Online Learning: A Primer for Librarians* provides best practices for librarians who are unfamiliar with online education and need guidance in either developing an online course or providing support to faculty and students in online courses. This book offers practical guidance for librarians and educators serving a variety of users, including students and teachers in the K-12, public, and academic library communities. The authors provide a valuable introduction to online teaching and learning that details elementary technologies and technical standards, utilizes case studies that showcase successful programs, and identifies best practices for design, instructor development, and student assessment.

"This book examines the benefits and costs associated with the utilization of technology-mediated instructional environments, recognizing that instructional technology could offer alternative means of communication for understanding"--Provided by publisher. This is an essential resource for anyone designing or facilitating online learning. It introduces an easy, practical model (R2D2: read, reflect, display, and do) that will show online educators how to deliver content in ways that benefit all types of learners (visual, auditory, observational, and kinesthetic) from a wide variety of backgrounds and skill levels. With a solid theoretical foundation and concrete guidance and examples, this book can be used as a handy reference, a professional guidebook, or a course text. The authors intend for it to help online instructors and instructional designers as well as those contemplating such positions design, develop, and deliver learner-centered online instruction. Empowering Online Learning has 25 unique activities for each phase of the R2D2 model as well as summary tables helping you pick and choose what to use whenever you need it. Each activity lists a description, skills addressed, advice, variations, cost, risk, and time index, and much more. This title is loaded with current information about emerging technologies (e.g., simulations, podcasts, wikis, blogs) and the Web 2.0. With a useful model, more than 100 online activities, the latest information on emerging technologies, hundreds of quickly accessible Web resources, and relevance to all types and ages of learners--Empowering Online Learning is a book whose time has come. For many in international education, assessment can seem daunting and overwhelming, especially given that such efforts need to involve much more than a pre/post survey. This book is a practical guide to learning-outcomes assessment in international education for practitioners who are starting to engage with the process, as well as for those who want to improve the quality and effectiveness of their assessment efforts. Assuming no prior knowledge, the book offers an accessible and clear road map to the application of assessment. Recognizing that a "one size fits all" approach cannot capture the diversity of goals and settings of international education, or the rich variety of programs and organizations involved in delivering it, author Darla Deardorff provides the reader with foundational principles and knowledge to develop appropriate assessment approaches for

evaluating and improving student learning outcomes, which are the drivers of higher education internationalization. She provides the background for assessment, highlights how the characteristics of international education pose unique challenges for assessment, considers the contexts to which assessment may be applied – whether in cross-border or “at home” institutional experiences, such as in curricular, co-curricular or extracurricular settings – and distills a seemingly convoluted process into a manageable approach. From the basics of getting started in assessment to highlighting pitfalls to avoid, this book offers a holistic and practical approach to assessment that moves beyond seeing assessment as a discrete activity to an on-going process that is integrated into student learning. There is also a unique chapter for education leaders on assessment essentials from a leadership perspective. The appendices include worksheets for implementing assessment, creating an assessment team, and getting buy-in from stakeholders. Other appendices include a list of standards adapted to international education outcomes assessment, guidance on assessing intercultural competence, and resources. This book reflects the author’s experience of over a decade of work with international education programs and higher education institutions around the world, and synthesizes what she has learned into an easy-to-use resource for anyone who wants to understand and utilize effective assessment in the field of international education.

A Handbook for Successful Design, Delivery and Management

A Handbook for College Faculty

A Primer for Librarians

Getting Smart

How Digital Learning is Changing the World

Understanding by Design

My Trouble is My English

In this book, William Powell and Ochan Kusuma-Powell provide a practical map to navigate some of today's most complicated instructional challenges: How do you help all students succeed when every classroom is, in effect, a global classroom? And what does a successful education look like in a world that is growing smaller and flatter every day? Drawing on research and years of experience in international schools, the authors identify five critical keys to personalizing learning for students who have wildly different cultural, linguistic, and academic backgrounds:

* Focus on your students as learners through systematic examination of their cultural and linguistic identities, learning styles and preferences, and readiness. * Focus on yourself as a teacher and investigate your own cultural biases, preferred teaching style and beliefs, and expectations. * Focus on your curriculum to identify transferable concepts that will be valuable and accessible to all students and further their global competence. * Focus on your assessments to ensure cultural sensitivity and improve the quality of the formative data you gather. * Focus on your collegial relationships so that you can effectively enlist the help of fellow educators with different experiences, backgrounds, skills, and perspectives. The way to teach now is to focus on your students both as individuals and as members of a multifaceted, interdependent community. Here, you'll learn how to design and deliver instruction that prepares students not just to meet standards but to live and work together in our complicated, 21st century world.

Practical, effective, evidence-based reading interventions that change students' lives *Essentials of Understanding and Assessing Reading Difficulties* is a practical, accessible, in-depth guide to reading assessment and intervention. It provides a detailed discussion of the nature and causes of reading difficulties, which will help develop the knowledge and confidence needed to accurately assess why a student is struggling. Readers will learn a framework for organizing testing results from current assessment batteries such as the WJ-IV, KTEA-3, and CTOPP-2. Case studies illustrate each of the concepts covered. A thorough discussion is provided on the assessment of phonics skills, phonological awareness, word recognition, reading fluency, and reading comprehension. Formatted for easy reading as well as quick reference, the text includes bullet points, icons, callout boxes, and other design elements to call attention to important information. Although a substantial amount of research has shown that most reading difficulties can be prevented or corrected, standard reading remediation efforts have proven largely ineffective. School psychologists are routinely called upon to evaluate students with reading difficulties and to make recommendations to address such difficulties. This book provides an overview of the best assessment and intervention techniques, backed by the most current research findings. Bridge the gap between research and practice Accurately assess the reason(s) why a student struggles in reading Improve reading skills using the most highly effective evidence-based techniques Reading may well be the most important thing students are taught during their school careers. It is a skill they will use every day of their lives; one that will dictate, in part, later life success. Struggling students need help now, and *Essentials of Understanding and Assessing Reading Difficulties* shows how to get these students on track.

Collaborating Online provides practical guidance for faculty seeking to help their students work together in creative ways, move out of the box of traditional papers and projects, and deepen the learning experience through their work with one another. Authors Rena Palloff and Keith Pratt draw on their extensive knowledge and experience to show how collaboration brings students together to support the learning of each member of the group while promoting creativity and critical thinking. *Collaborating Online* is the second title in the *Jossey-Bass Guides to Online Teaching and Learning*. This series helps higher education professionals improve the practice of online teaching and learning by providing concise, practical resources focused on particular areas or issues they might confront in this new learning environment.

A comprehensive look at the promise and potential of online learning In our digital age, students have dramatically new learning needs and must be prepared for the idea economy of the future. In *Getting Smart*, well-known global education expert Tom Vander Ark examines the facets of educational innovation in the United States and abroad. Vander Ark makes a convincing case for a blend of online and onsite learning,

shares inspiring stories of schools and programs that effectively offer "personal digital learning" opportunities, and discusses what we need to do to remake our schools into "smart schools." Examines the innovation-driven world, discusses how to combine online and onsite learning, and reviews "smart tools" for learning Investigates the lives of learning professionals, outlines the new employment bargain, examines online universities and "smart schools" Makes the case for smart capital, advocates for policies that create better learning, studies smart cultures

Mediated Critical Communication Pedagogy

Asian Students and the American Dream

Blended Basic Language Courses

Learning Together in Community

100+ Activities for Reading, Reflecting, Displaying, and Doing

More Activities and Resources for Creative Instruction

Pedagogy, Presence, and Motivation in Online Education

An extensive review of the literature on learning assessment in informal settings, expert discussion of key issues, and a new model for good assessment practice. Today educational activities take place not only in school but also in after-school programs, community centers, museums, and online communities and forums. The success and expansion of these out-of-school initiatives depends on our ability to document and assess what works and what doesn't in informal learning, but learning outcomes in these settings are often unpredictable. Goals are open-ended; participation is voluntary; and relationships, means, and ends are complex. This report charts the state of the art for learning assessment in informal settings, offering an extensive review of the literature, expert discussion on key topics, a suggested model for comprehensive assessment, and recommendations for good assessment practices. Drawing on analysis of the literature and expert opinion, the proposed model, the Outcomes-by-Levels Model for Documentation and Assessment, identifies at least ten types of valued outcomes, to be assessed in terms of learning at the project, group, and individual levels. The cases described in the literature under review, which range from promoting girls' identification with STEM practices to providing online resources for learning programming and networking, illustrate the usefulness of the assessment model.

Mediated Critical Communication Pedagogy explores the role of both traditional and new media in critical communication pedagogy. This edited volume addresses not only how new and other forms of media serve as tools towards social justice in the communication classroom, but also how those media transform the classroom interaction itself in empowering and disempowering ways. Contributors describe and assess how particular instances of media use—particularly the use of new media technologies—support or challenge critical communication pedagogy. Each chapter engages in critical analysis of how to effectively use particular mediums in the classroom, how classroom communication is affected by uses of new media, and particular instances of critical communication pedagogy in teaching. Scholars of communication and education will find this book particularly useful.

Building Online Learning Communities further explores the development of virtual classroom environments that foster a sense of community and empower students to take charge of their learning to successfully achieve learning outcomes. This is the second edition of the

groundbreaking book by Rena Palloff and Keith Pratt and has been completely updated and expanded to include the most current information on effective online course development and delivery. A practical, hands-on guide, this resource is filled with illustrative case studies, vignettes, and examples from a wide variety of successful online courses. The authors offer proven strategies for handling challenges that include: Engaging students in the formation of an online learning community. Establishing a sense of presence online. Maximizing participation. Developing effective courses that include collaboration and reflection. Assessing student performance. Written for faculty in any distance learning environment, this revised edition is based on the authors many years of work in faculty development for online teaching as well as their extensive personal experience as faculty in online distance education. Rena M. Palloff and Keith Pratt share insights designed to guide readers through the steps of online course design and delivery.

This e-book offers an insightful look into the way today's students think about and use technology in their academic and social lives. It will help institutional leaders help their students to become more successful and satisfied.

The Nurse Educators Guide to Assessing Learning Outcomes

Fostering Effective Student Communication in Online Graduate Courses

Assessing Young Children

A Practical Approach

The Wiley Handbook of Collaborative Online Learning and Global Engagement

Demystifying Outcomes Assessment for International Educators

Quick Hits for Teaching with Technology

In the current educational environment, there has been a shift towards online learning as a replacement for the traditional in-person classroom experience. With this new environment comes new technologies, benefits, and challenges for providing courses to students through an entirely digital environment. With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning, motivation, and success. The optimization of these online tools requires a deeper look into curriculum, instructional design, teaching techniques, and new models for student assessment and evaluation. Information on how to create valuable online course content, engaging lesson plans for the digital space, and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning. The Research Anthology on Developing Effective Online Learning Courses provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education. This book includes topics focused on online learners, online course content, effective online instruction strategies, and instructional design for the online environment. This reference work is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students interested in the latest research on how to create online learning courses that promote student success.

Praise for Using Quality Benchmarks for Assessing and Developing Undergraduate Programs "This welcome volume provides discipline-friendly, carefully crafted frameworks for focusing faculty and staff on the dimensions that matter to student learning and institutional effectiveness." —George D. Kuh, Chancellor's Professor and director, Indiana University Center for Postsecondary Research "A welcome contrast to narrow, mechanical views of assessment, this volume provides a comprehensive model for academic program improvement. Readers will find a powerful framework, flexible tools, and a human touch that brings the whole process to life." —Pat Hutchings, former vice president, The Carnegie Foundation for the Advancement of Teaching "Comprehensive in its scope, detailed in its research and analysis, practical in its examples and recommendations, this book provides a refreshingly developmental approach to program assessment and improvement." —Timothy Riordan, associate provost, Alverno College

Continuing to Engage the Online Learner Contributing to both the theoretical and practical literature, Continuing to Engage the Online Learner expands on the work of Conrad and Donaldson's bestselling Engaging the Online Learner. This next-step resource introduces a new phase to their proven model, the Phases of Engagement, and addresses a wide range of online and hybrid learning environments, technology tools, and communication styles. Comprehensive in scope, the book provides an introduction to the theory of engaged learning and its design, assessment, and management in online and blended learning environments and describes the types of activities that motivate the online learner in each phase of engagement. This down-to-earth resource also includes 50 new and illustrative activities paired with each phase of engagement. In Continuing to Engage the Online Learner Rita-Marie Conrad and J. Ana Donaldson provide relevant and theoretically-sound information to enhance teaching and engage learners, offering a practical handbook for instructors. "Conrad and Donaldson have done it again! Not only have they presented a solid and useful discussion of the phases of engagement, they have brought the theory alive through the presentation of practical activities that would work well in any online or hybrid course." —Rena Palloff, faculty, Fielding Graduate University and author, The Excellent Online Instructor

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0133831558. Assessing Young Children, 5/e by Mindes and Yung is the ideal resource for pre- and in-service teachers with a need to understand the broad range of assessment issues in early childhood and to deliver an effective educational program for all young children from birth through age eight. Grounded in research-based and recommended practices, it prepares teachers to assess young children in a variety of settings, including inclusive environments, blending early childhood and early childhood special education. Students learn about assessment practices from observation to the complexities of referring children for special education or early intervention evaluation. The focus throughout is on working with interdisciplinary teams to serve a diverse population of children. The new Fifth Edition features a "Cultural Connections" section in each chapter clarifying applications of the topic with children from diverse cultural backgrounds. Particular attention is paid to English learners. The Enhanced Pearson eText features embedded video and internet resources. Improve mastery and retention with the Enhanced

Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. *The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

The SAGE Encyclopedia of Online Education

Assessing the Online Learner

Five Keys to Personalized Learning in the Global Classroom

Models for Improving and Optimizing Online and Blended Learning in Higher Education

The Online Teaching Survival Guide

A Guide for Christian Higher Education

How to Teach Now

The first edition of *Assessing Student Learning* has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

Keeping students engaged and receptive to learning can, at times, be a challenge. However, by implementing new pedagogical methods and tools, instructors can strengthen the drive to learn among their students. *Fostering Effective Student Communication in Online Graduate Courses* is a pivotal reference source for the latest research findings on the novel techniques and strategies for nurturing communication between students and faculty in virtual learning environments. Featuring extensive coverage on relevant areas such as collaborative work, academic advising, and student retention, this publication is an ideal resource for educators across all disciplines and levels, as well as educational administrators.

Blended Basic Language Courses: Design, Pedagogy, and Implementation examines lower-division blended courses in fifty-two second language programs at U.S. colleges and universities. Drawing upon a large-scale original study of language faculty, instructors,

program directors, and students who have experience with blended classes of thirteen languages other than English, this volume provides new information about the breadth of blended course designs and implementation strategies in use in basic language programs. The mixed-methods study, conducted with surveys and interviews, recommends ways that institutions, departments, and instructors can make the most of digital pedagogy to support student learning, both in officially blended courses and at all levels of technological integration, from fully face-to-face to fully online.

Essential reading for online instructors, updated to cover new and emerging issues and technologies The Online Teaching Survival Guide provides a robust overview of theory-based techniques for teaching online or technology-enhanced courses. Covering all aspects of online teaching, this book reviews the latest research in cognitive processing and related learning outcomes while retaining a focus on the practical. A simple framework of instructional strategies mapped across a four-phase timeline provides a concrete starting point for both new online teachers and experienced teachers designing or revamping an online course. Essential technologies are explored in their basic and expanded forms, and traditional pedagogy serves as the foundation for tips and practices customized for online learning. The tips cover course management, social presence, community building, integration of new technologies, discussion and questioning techniques, assessment, and debriefing, along with new coverage of intensive or accelerated courses, customizing learning strategies, developing expertise, advanced course design, and assessment techniques exclusive to this new second edition. The theory and techniques of successful online teaching can be significantly different from those used face-to-face. With more and more classes being offered online, this book provides a valuable resource for taking your course to the next level. Understand the technology used in online teaching Learn specialized pedagogical tips and practices Examine new research on cognition and learning Adopt a clear framework of instructional strategies The explosion of online learning has created a demand for great online teachers. Increasingly, faculty who normally teach face-to-face are being asked to cover online courses—yet comprehensive pedagogical resources are scarce. The learning curve is huge, and faculty need a practical approach to course design and management that can be quickly and easily implemented. The Online Teaching Survival Guide provides that essential resource, with a customizable framework and deeper exploration of effective online teaching.

Design, Pedagogy, and Implementation

Inclusive Course Design for Students with Disabilities

Assessing Learners Online

Strategies for Professional Development

Designing Online Learning

Shifting to Digital

Resources and Strategies for Faculty

The book provides best practices from online educators who are engaged in online teaching and program development in Christian higher education. It also explores the distinct aspects of teaching and developing online courses and programs from a Christian perspective and within Christian higher education institutions. As such it can serve as a ready resource for academic administrators and professors, novices and veterans at online program development and instruction.

Making Online Teaching Accessible offers online teachers, instructional designers, and content developers a comprehensive resource for designing online courses and delivering course content that is accessible for all students including those with visual and audio disabilities. Grounded in the theories of learner-centered teaching and successful course design, Making Online Teaching Accessible outlines the key legislation, decisions, and guidelines that govern online learning. The book also demystifies assistive technologies and includes step-by-step guidance for creating accessible online content using popular programs like Microsoft Office and Adobe Acrobat, as well as multimedia tools. Including a wealth of helpful tips and suggestions for effectively communicating with disabled students, the book contains practical advice on purchasing accessible course management systems, developing solutions for inaccessibility issues, and creating training materials for faculty and staff to make online learning truly accessible. "This valuable how-to book is a critical tool for all instructional designers and faculty who teach online. Coombs' many years as a pioneer of online teaching show in his deep knowledge of the principles that can allow the reader to apply these lessons to any learning management system (LMS)." —Sally M. Johnstone, provost and vice president academic affairs, Winona State University, Minnesota; former executive director of WCET at WICHE "As more and more of our social and professional lives come to be mediated by technology, online accessibility is a fundamental right, not a luxury. This book is a must-read for anyone concerned with maximizing access to learning." —Richard N. Katz, former vice president and founding director, EDUCAUSE Center for Applied Research "This valuable book reflects Coombs' unique experience and commitment to the best teaching, learning, and accessibility options for all kinds of students and teachers." —Steven W. Gilbert, founder and president, The TLT Group-Teaching, Learning, and Technology Group

The Excellent Online Instructor is a guide for new and seasoned faculty who teach online, those responsible for training and developing online instructors, and administrators who must evaluate online faculty performance. This comprehensive resource describes the qualities of and explains how one can become an excellent online instructor. Written by Rena M. Palloff and Keith Pratt—noted experts in online instruction—the book includes models based in adult learning principles and best practices. Offers guidelines to test instructors' readiness to teach online. Contains ideas for overcoming faculty resistance. Reveals how to develop an effective mentoring program. Shows how to establish a long-term faculty development effort. Praise for The Excellent Online Instructor "Palloff and Pratt have a profound understanding of the online educational milieu, its complexities and challenges as well as the potential it opens up to serious educators dedicated to exploiting its full value. Practical and down-to-earth strategies are at the

core of what the authors offer the reader in this engaging book." —Michael J. Canuel, CEO, LEARN Quebec "This book examines best practices for effective online teaching and instructor engagement and provides a concise plan for faculty development and effective training methods. Rena Palloff and Keith Pratt have provided another essential resource for the field of online teaching and learning that is a must-read for anyone working with faculty or teaching online in either higher education or K – 12." —Kaye Shelton, dean, Online Education, Dallas Baptist University "Whether you are guiding departmental faculty or looking to improve your own online skills, Palloff and Pratt provide practical steps, tools to organize your processes, best practices to emulate, and valuable resources to help you achieve excellence online." —Lynn Olson, dean, Graduate and Professional Studies, St. Joseph's College Online

Project Managing E-learning provides an essential framework, based on the globally accepted IPECC model, for planning, designing, delivering, managing and evaluating e-learning projects successfully. It focuses on practical, easy-to-understand methods and offers applications of project management principles in the real world. Illustrated by case studies of projects undertaken in business and academia it provides a step-by-step guide and highlights where projects typically fail. Each chapter begins with a definition and conceptualisation of the process, provides examples of how the process steps may vary dependent on organization or project size and discusses the typical problems organisations face when performing steps in the project management process. Covering all of the essentials as well as cutting-edge technology, it guides designers and managers through all stages of implementing and managing a project. Selected themes include: using focus groups gaining sponsors risk management pedagogical considerations testing quality control how to know when trouble is imminent PM software systems podcasting. The practical framework and sound advice offered in Project Managing E-learning is essential reading for all those who want to successfully implement and manage high quality e-learning in both academic and corporate training settings on time and to budget.

Strategies for Student Success

Empowering Online Learning

The Excellent Online Instructor

Online Teaching and Learning

Effective Strategies for the Virtual Classroom

Building Online Learning Communities

50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to: Know what and how well your students are learning? Promote active learning in ways that readily integrate assessment? Gather information that can help make grading more systematic and streamlined? Efficiently collect solid learning outcomes data for institutional assessment? Provide evidence of your teaching effectiveness for promotion and tenure review? Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student

learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities. Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques. Readers will also gain access to downloadable supplements, including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle. College teachers today are under increased pressure to teach effectively and provide evidence of what, and how well, students are learning. An invaluable asset for college teachers of any subject, Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching, learning, and assessment.

Can the whole language approach adequately prepare minority students, especially those with different cultural backgrounds, for the literate world? Danling Fu joins the current debate over this issue, examining the learning experiences of four Laotian students at a mainstream secondary school. She not only describes and interprets the students' learning situations, but also reveals their perspectives along with those of their teachers. Throughout the book, Fu provides essential information on how students with different cultural backgrounds and learning styles react, behave, and learn in a classroom and how teachers can use that knowledge to create a community of learners.