

Assessing The Online Learner Resources And Strategies For Faculty

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

Written as a practical, easy to understand guide, this book is designed to support and empower teacher educators from all settings as they transition into and advance their knowledge, skills, and dispositions in online teaching and learning.

This book includes a definitive model for engaged learning that can be applied in a wide range of on-line learning environments and across age levels. It also addresses current topics such as engaging in a blended learning environment, social networking, and using related technology tools. Continuing to Engage the Online Learner provides an introduction to the theory of engaged learning and its design, assessment, and management in online and blended learning environments. In addition, the book describes the types of activities that engage the online learner in each phase of engagement and provides 50 new examples of activities.

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.

Activities and Resources for Creative Instruction

Creating a Sense of Presence in Online Teaching

Lessons from Practice

Virtual Mentoring for Teachers: Online Professional Development Practices

Online Professional Development Practices

Developing Assessment-Capable Visible Learners, Grades K-12

Innovations in Teacher Preparation

Buy the complete set and save 30%! Includes one copy of each volume in the Jossey-Bass Guides to Online Teaching and Learning series: Collaborating Online: Learning Together in Community by Rena M. Palloff and Keith Pratt Exploring the Digital Library: A Guide for Online Teaching and Learning by Kay Johnson and Elaine Magusin Learning in Real Time: Synchronous Teaching and Learning Online by Jonathan E. Finkelstein Assessing the Online Learner: Resources and Strategies for Faculty by Rena M. Palloff and Keith Pratt Using Wikis for Online Collaboration: The Power of the Read-Write Web by James A. West and Margaret L. West Learning Online with Games, Simulations, and Virtual Worlds: Strategies for Online Instruction by Clark Aldrich Creating a Sense of Presence in Online Teaching: How to "Be There" for Distance Learners by Simone C. O. Conceição and Rosemary M. Lehman Making Online Teaching Accessible: Inclusive Course Design for Students with Disabilities by Norman Coombs Teaching Lab Science Courses Online: Resources for Best Practices, Tools, and Technology by Linda Jeschofnig and Peter Jeschofnig Engaging the Online Learner: Activities and Resources for Creative Instruction, Updated Edition by Rita-Marie Conrad and J. Ana Donaldson Managing Online Instructor Workload: Strategies for Finding Balance and Success by Rosemary M. Lehman and Simone C. O. Conceição Continuing to Engage the Online Learner: More Activities and Resources for Creative Instruction by Rita-Marie Conrad and J. Ana Donaldson Motivating and Retaining Online Students: Research-Based Strategies That Work by Rosemary M. Lehman and Simone C. O. Conceição Conquering the Content: A Blueprint for Online Course Design and Development, Second Edition by Robin M. Smith No other discounts apply.

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.

Managing Online Learning is a comprehensive guide to planning and executing effective online learning programs. Featuring contributions from experienced professionals across operations in university and corporate settings, this all-in-one resource provides leaders and administrators with informed strategies for supporting learners' and instructors' evolving needs,

implementing and evaluating pedagogically sound technologies, projecting revenue-generating models, and anticipating future scaling challenges. These highly applied chapters cover essential topics such as unit design, management of staff and finances, student engagement, user experience and interface, data analytics, and more.

Helps teachers to assess children's progress in English, in a way that is appropriate for young learners.

An Ecological Approach

ECEL 2018 17th European Conference on e-Learning

Engaging the Online Learner

The Excellent Online Instructor

The Complete 14-Volume Jossey-Bass Online Teaching & Learning Library

A Guide to Finding, Choosing, and Using What's Out There to Transform College Teaching

A Guide for Christian Higher Education

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

Assessing the Online Learner 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. Praise for *Assessing the Online Learner* "Established leaders in online learning, Palloff and Pratt have broken new ground with this scholarly yet practical guidebook destined to become a classic. In the era of accountability, this text will provide administrators, faculty developers, and online teaching faculty with clear direction based in many years of successful virtual classroom experience that will guide the assessment of online learning for years to come." —Judy Witt, dean, School of Educational Leadership and Change, Fielding Graduate University "At a time in which online educators are increasingly called upon to document student learning, Palloff and Pratt have succinctly offered strategies to align assessment, program competencies, learning outcomes, and course activities that authentically engage learners and promote meaningful reflection." —Tina J. Parscal, director of education and professional studies programs, Colorado State University–Global Campus

As teaching strategies continue to change and evolve, and technology use in classrooms continues to increase, it is imperative that their impact on student learning is monitored and assessed. New practices are being developed to enhance students' participation, especially in their own assessment, be it through peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Educators must remain up-to-date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel. Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines emerging perspectives on the theoretical and practical aspects of learning and performance-based assessment techniques and applications within educational settings. Highlighting a range of topics such as learning outcomes, assessment design, and peer assessment, this multi-volume book is ideally designed for educators, administrative officials, principals, deans, instructional designers, school boards, academicians, researchers, and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes.

A Choice Outstanding Academic Title for 2014! Sponsored by the Association of College and Research Libraries (ACRL), this one-of-a-kind book demonstrates the best tools, resources, and techniques for discovering, selecting, and integrating interactive open educational resources (OERs) into the teaching and learning process. The author examines many of the best repositories and digital library websites for finding high quality materials, explaining in depth the best practices for effectively searching these repositories and the various methods for evaluating, selecting, and integrating the resources into the instructor's curriculum and course assignments, as well as the institution's learning management system.

Understanding by Design

Engagement and Authenticity

Online World Language Instruction Training and Assessment

Building a Sustainable Commitment Across the Institution

Designing Online Learning

The Complete 13-Volume Jossey-Bass Online Teaching and Learning Library

The Complete 15-Volume Jossey-Bass Online Teaching & Learning Library

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.

How should I use technology in my courses? What impact does technology have on student learning? Is distance learning effective? Should I give online tests and, if so, how can I be sure of the integrity of the students' work? These are some of the questions that instructors raise as technology becomes an integral part of the educational experience. In *Quick Hits for Teaching with Technology*, award-winning instructors representing a wide range of academic disciplines describe their strategies for employing technology to achieve learning objectives. They include tips on using just-in-time teaching, wikis, clickers, YouTube, blogging, and GIS, to name just a few. An accompanying interactive website enhances the value of this innovative tool.

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

The use of e-learning strategies in teaching is becoming increasingly popular, particularly in higher education. *Online Learning and Assessment in Higher Education* recognises the key decisions that need to be made by lecturers in order to introduce e-learning into their teaching. An overview of the tools for e-learning is provided, including the use of Web 2.0 and the issues surrounding the use of e-learning tools such as resources and support and institutional policy. The second part of the book focuses on e-assessment; design principles, different forms of online assessment and the benefits and limitations of e-assessment. Provides an accessible introduction to teaching with technology Addresses the basic aspects of decision-making for successful introduction of e-learning, drawing on relevant pedagogical principles from contemporary learning theories Crosses boundaries between the fields of higher education and educational technology (within the discipline of education), drawing on discourse from both areas

Assessing the Online Learner

Increasing Productivity and Efficiency in Online Teaching

The Development of Reusable Online Learning Resources for Instructional Design Students Based on the Principles of Learning Objects

Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications

Successful Strategies by Award-winning Teachers

The SAGE Encyclopedia of Online Education

Resources and Strategies for Faculty

From EL Education comes a proven approach to student assessment *Leaders of Their Own Learning* offers a new way of thinking about assessment based on the celebrated work of EL Education schools across the country. Student-Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth, track their progress toward those goals, and take responsibility for reaching them. This requires a set of interrelated strategies and structures and a whole-school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning. Includes everything teachers and school leaders need to implement a successful Student-Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress, improve achievement, and involve families and communities in the life of the school Describes each of the book's eight key practices, gives advice on how to begin, and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for EL Education and a former public school teacher *Leaders of Their Own Learning* shows educators how to ignite the capacity of students to take responsibility for their own learning, meet Common Core and state standards, and reach higher levels of achievement. DVD and other supplementary materials are not included as part of the e-book file, but are available for

download after purchase.

Beyond the undergraduate and graduate levels, education has traditionally ceased when students enter the workforce as professionals in their respective fields. However, recent trends in education have found that adult students beyond the traditional university age often benefit greatly from returning to further their education. *Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications* investigates some of the most promising trends in furthering education and professional development in a variety of settings and industries. With an extensive array of chapters on topics ranging from non-traditional students to online and distance education for adult learners, this multi-volume reference book will provide students, educators, and industry professionals with the tools necessary to make the most of their return to the classroom.

“When students know how to learn, they are able to become their own teachers.” —Nancy Frey, Douglas Fisher, and John Hattie Imagine students who describe their learning in these terms: “I know where I’m going, I have the tools I need for the journey, and I monitor my own progress.” Now imagine the extraordinary difference this type of ownership makes in their progress over the course of a school year. This illuminating book shows how to make this scenario an everyday reality. With its foundation in principles introduced in the authors’ bestselling *Visible Learning for Literacy*, this resource delves more deeply into the critical component of self-assessment, revealing the most effective types of assessment and how each can motivate students to higher levels of achievement.

Buy the complete set and save 30%! Includes one copy of each volume in the Jossey-Bass Guides to Online Teaching and Learning series: *Collaborating Online: Learning Together in Community* by Rena M. Palloff and Keith Pratt *Exploring the Digital Library: A Guide for Online Teaching and Learning* by Kay Johnson and Elaine Magusin *Learning in Real Time: Synchronous Teaching and Learning Online* by Jonathan E. Finkelstein *Assessing the Online Learner: Resources and Strategies for Faculty* by Rena M. Palloff and Keith Pratt *Using Wikis for Online Collaboration: The Power of the Read-Write Web* by James A. West and Margaret L. West *Learning Online with Games, Simulations, and Virtual Worlds: Strategies for Online Instruction* by Clark Aldrich *Creating a Sense of Presence in Online Teaching: How to "Be There" for Distance Learners* by Simone C. O. Conceição and Rosemary M. Lehman *Making Online Teaching Accessible: Inclusive Course Design for Students with Disabilities* by Norman Coombs *Teaching Lab Science Courses Online: Resources for Best Practices, Tools, and Technology* by Linda Jeschofnig and Peter Jeschofnig *Engaging the Online Learner: Activities and Resources for Creative Instruction, Updated Edition* by Rita-Marie Conrad and J. Ana Donaldson *Managing Online Instructor Workload: Strategies for Finding Balance and Success* by Rosemary M. Lehman and Simone C.O. Conceição *Continuing to Engage the Online Learner: More Activities and Resources for Creative Instruction* by Rita-Marie Conrad and J. Ana Donaldson *Motivating and Retaining Online Students: Research-Based Strategies That Work* by Rosemary M. Lehman and Simone C.O. Conceição *Conquering the Content: A Blueprint for Online Course Design and Development, Second Edition* by Robin M. Smith *Visual Design for Online Learning* by Torria Davis No other discounts apply.

Pedagogy, Presence, and Motivation in Online Education

Assessment Strategies for Online Learning

Assessment in Open, Distance, and e-Learning

Usability Evaluation of Online Learning Programs

How to "Be There" for Distance Learners

Assessing for Learning

Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications

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 developing online courses and programs from a Christian perspective and within Christian higher education institutions. As such it is can serve as a ready resource for academic advisors, professors, novices and veterans at online program development and instruction.

Assessment has provided educational institutions with information about student learning outcomes and the quality of education for many decades. But has it informed practice and been fully integrated into the learning cycle? Conrad and Openo argue that the potential inherent in many of the new learning environments being explored by educators and students has not been fully realized. In their investigation of a variety of assessment methods and learning approaches, the authors aim to discover the tools that engage learners and authentically evaluate education. They investigate how learning environments, specifically those online and at a distance, afford opportunities for educators to adopt only the best practices of traditional face-to-face assessment while making the most of the tools made available by a digital learning environment in the hopes of arriving at methods that capture the widest set of learner skills and attributes.

The European Conference on e-Learning was established 17 years ago. It has been held in France, Portugal, England, The Netherlands, Greece and Denmark to mention only a few of the countries that have hosted it. ECEL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars, practitioners and individuals from a variety of various aspects of e-Learning. Among other journals, the *Electronic Journal of e-Learning* publishes a special edition of the best papers presented at this conference.

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Worlds: Strategies for Online Instruction by Clark Aldrich
Creating a Sense of Presence in Online Teaching: How to "Be There" for Distance Learners by Simone C. O. Conceição and F. Lehman
Making Online Teaching Accessible: Inclusive Course Design for Students with Disabilities by Norman Coombs
Teaching Lab Science Courses Online: Resources for Best Practices by Linda Jeschofnig and Peter Jeschofnig
Engaging the Online Learner: Activities and Resources for Creative Instruction, Updated Edition by Rita-Marie Conrad and J. Ana Donaldson
Managing Online Instructor Workload: Strategies for Finding Balance and Success by Rosemary M. Lehman and Simone C.O. Conceição
Continuing to Engage the Online Learner: More Activities and Resources for Creative Instruction by Rita-Marie Conrad and J. Ana Donaldson
No other discounts apply.

More Activities and Resources for Creative Instruction

Concepts, Methodologies, Tools, and Applications

Building Online Learning Communities

Blended Basic Language Courses

Fostering Effective Student Communication in Online Graduate Courses

Continuing to Engage the Online Learner

Interactive Open Educational Resources

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.

While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure.

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.

Online and blended learning requires the reconstruction of instructor and learner roles, relations, and practices in many aspects. Assessment becomes an important issue in non-traditional learning environments. Assessment literacy, i.e., understanding assessment and assessment strategies, is critical for both instructors and students in creating online and blended environments that are effective for teaching and learning. Instructors need to identify and implement assessment strategies and methods appropriate to online or blended learning. This includes an understanding of the potential of a variety of technology tools for monitoring student learning and improving their teaching effectiveness. From the students' perspective, good assessment practices can show them what is important to learn and how they should approach learning; hence, engaging them in goal-oriented and self-regulatory cognitions and behaviors. The book targets instructors, instructional designers, and educational leaders who are interested in understanding and implementing either summative or formative assessment in online and blended learning environments. This book will assist the relevant audience in the theory and practice of assessment in online and blended learning environments. Providing both a research and practice perspective, this book can help instructors make the connection between pedagogy and technology tools to maximize their teaching and student learning. Among the questions addressed in this book are: • What assessment strategies can be used in online or blended learning? • How can instructors design effective assessment strategies? • What methods or technology tools can be used for assessment in online or blended learning? • How does peer-assessment work in online or blended learning environments?

Maximizing Skill, Will, and Thrill

Online Teaching and Learning for Teacher Educators

Effective Strategies for the Virtual Classroom

Research Anthology on Developing Effective Online Learning Courses

Assessment in Online and Blended Learning Environments

Learning Assessment Techniques

A Primer for Librarians

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.

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.

Universities across the globe are attempting to change assessment practices to address challenges in student engagement and achievement and to respond to a global employability agenda demanding evidence of a broader range of skills and competencies. In the UK this has acquired urgency given the shift of higher education over the last 20 years from the prerogative of an elite minority to mass participation in a highly diversified market system. Integral to this interrogation of objectives for assessment is the identified need to develop and improve academics' assessment practice. Strategies frequently focus on attendance at formal Continuous Professional Development events and/or implementation of institutional blueprints. This book showcases how scholarship as part of academics' practice can be part of an academic toolkit for change that expands awareness and knowledge of the purposes and effects of the pedagogy of assessment. The case studies - ranging from assessment in Massive Open Online Courses (MOOCs), to assessment design for students whose first language is not English, to the effectiveness of peer learning to support academic integrity and programme-level assessment strategies - are framed by an introduction that explores a 'communities of practice' approach to the institution-wide improvement of assessment. It argues - through a case study from The Open University (OU) - that academics' professional expertise is best deepened through participation in authentic activities of teaching and scholarship. The discussion identifies what is involved in such an approach including the role of an enabling principles-based framework, the constraints on implementation, and the implications for leaders of teaching and learning. This book was originally published as a special issue of the Open Learning journal.

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.

Strategies for Professional Development

Quick Hits for Teaching with Technology

Best Practices of Online Education

Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation

Transforming Schools Through Student-Engaged Assessment

Managing Online Learning

The Life-Cycle of Successful Programs

A major investment in professional development is necessary to ensure the fundamental success of instructors in technology-integrated classrooms and in online courses. However, while

traditional models of professional development rely on face-to-face instruction, online methods are also gaining traction-viable means for faculty development. Virtual Mentoring for Teachers: Online Professional Development Practices offers peer-reviewed essays and research reports contributed by an array of scholars and practitioners in the field of instructional technology and online education. It is organized around two primary themes: professional development models for faculty in online environments and understanding e-Learning and best practices in teaching and learning in online environments. The objective of this scholarship is to highlight research-based online professional development programs and best practices models that have been shown to enhance effective teaching and learning in a variety of environments.

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.

Distance learning has become very popular in recent years, making evident some of the problems inherent to online classes as they are today. High attrition rates, driven in part by student isolation and low satisfaction, have plagued online courses. For an online class to succeed, it must be built upon engaging media and meaningful interaction. Increasing Productivity and Efficiency in Online Teaching provides a reference for educators in virtual classrooms and enumerates strategies to foster instructor engagement and support. Because co-construction of information, opposed to rote memorization of disseminated facts, engages students and develops critical thinking skills, online education must shift to reflect this. Drawing from learning theory, this publication focuses on the ways educators can shape their online classes to best suit their students and leave them with knowledge and course satisfaction. This book is recommended for researchers, developers, students of education, administrators, and online educators in all subject areas.

A new approach to training and evaluating world languages online instructors The rapid growth in online world language programs in the United States coupled with the widespread implementation of virtual teaching in response to COVID-19 have pushed the field to reconceive instruction. Virtual learning creates unique challenges for instructors, who need to ensure that their students have adequate interaction with their peers, their professor, and native speakers of the language. Even with a growing demand for online language courses, there are few tools that evaluate the training and assessment of online language instructors. In Online World Language Instruction Training and Assessment, authors Carmen King Ramírez, Barbara A. Lafford, and James E. Wermers fill that gap, providing a critical pedagogical approach to computer-assisted language learning (CALL) teacher education (CTE). By combining best CTE training and evaluation practices with assessment tools, the authors explain how teachers can integrate technology to build successful online programs. Their ecological, holistic approach addresses all facets of learning online--including pressing challenges of moving courses online, teacher training, developing core competencies and skills, instructions for assessment and self-evaluation, goal setting, and the normalization of critical CTE practices in an increasingly digital environment. The authors propose new solutions to teacher training challenges, providing extensive rubrics and tools that can equitably assess online language instructor skills, the training they receive, the assessment process they undergo, and the instruments used for instructor assessment. A list of CALL and CTE resources (available on the Press's website) further supports readers' successful adaptation to an everchanging learning environment.

Design, Pedagogy, and Implementation

Leaders of Their Own Learning

Online Learning and Assessment in Higher Education

A Handbook for College Faculty

A Planning Guide

Assessing Young Learners

The purpose of this research and development study was to design, develop, evaluate and revise reusable online learning resources based on the principles of learning objects that would support instructional design students' learning and performance in the context of ATC in Saudi Arabia. Using a research and development model (Borg and Gall, 1989), Instructional Design reusable online learning resources (ID-RORs) were iteratively and collaboratively developed and revised based on feedback gathered through formative evaluation. Between each round of qualitative formative evaluation, the ID-RORs were revised based on analysis of the data. Seven main research and development phases were carried out: research and information collecting, a needs assessment, prototype development, expert evaluations, redesign, target user evaluations and redesign. The formative evaluation of ID-RORs consisted of three phases. The first evaluation group was comprised of four experts. The purpose of this evaluation was to conduct a needs assessment. The second phase, which used feedback from two experts and two instructional design teachers, was the expert evaluation. The purpose of this evaluation was to examine the validity of the ID-RORs. The third phase, based on feedback from 11 students, was the user evaluation. The purpose of this evaluation was to examine the practicality of the ID-RORs. The overall results of the needs assessment evaluation showed that the ID-RORs prototype met an important need at ATC. The overall result of the expert evaluation showed that the ID-RORs prototype were valid for the context of ATC. Finally, the result of target user evaluation showed that the ID-RORs as revised with

expert and user input were practical for the intended target users. Based on the results of this R & D study, it was concluded that the answer to the research question is yes, it is possible to develop the ID-RORs to meet the specifications of the needs assessment. The characteristics of ID-RORs are very similar to the characteristics of successful (valid and practical) reusable online resources. The final version of the ID-RORs were found to be needed, valid and practical, in the context of ATC.

Creating a Sense of Presence in Online Teaching This important new resource shows how a strong sense of online presence contributes to greater student satisfaction and retention. The authors explore the psychological and social aspects of online presence from both the instructor and student perspective and provide an instructional design framework for developing effective online learning. Based on solid research and extensive experience, the book is filled with suggested methods, illustrative case scenarios, and effective activities for creating, maintaining, and evaluating presence throughout an online course. "The authors have taken the mystery out of the critical concept of presence by providing the theory that supports its importance and simple techniques to make it happen. Instructors who read this book will be able to develop effective online learning communities and achieve desired learning outcomes." —Rena M. Palloff and Keith Pratt, program directors and faculty, Teaching in the Virtual Classroom Program, Fielding Graduate University "Lehman and Conceição blend hands-on experience, research, and a collection of practical tips to provide every online instructor with strategies for 'being there.' If you want to bring the real you into your online classes and take your online teaching to the next level, this is the book to read."

—Chip Donohue, director of distance learning, Erikson Institute "This book provides a practical and interactive model to help readers reflect on why and how they can guide online and blended learning activities, characterized by a personal 'sense of presence.'" — Alan B. Knox, professor, School of Education, University of Wisconsin-Madison

Successful use of information and communication technologies depends on usable designs that do not require expensive training, accommodate the needs of diverse users and are low cost. There is a growing demand and increasing pressure for adopting innovative approaches to the design and delivery of education, hence, the use of online learning (also called E-learning) as a mode of study. This is partly due to the increasing number of learners and the limited resources available to meet a wide range of various needs, backgrounds, expectations, skills, levels, ages, abilities and disabilities. The advances of new technology and communications (WWW, Human Computer Interaction and Multimedia) have made it possible to reach out to a bigger audience around the globe. By focusing on the issues that have impact on the usability of online learning programs and their implementation, Usability Evaluation of Online Learning Programs specifically fills-in a gap in this area, which is particularly invaluable to practitioners.

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