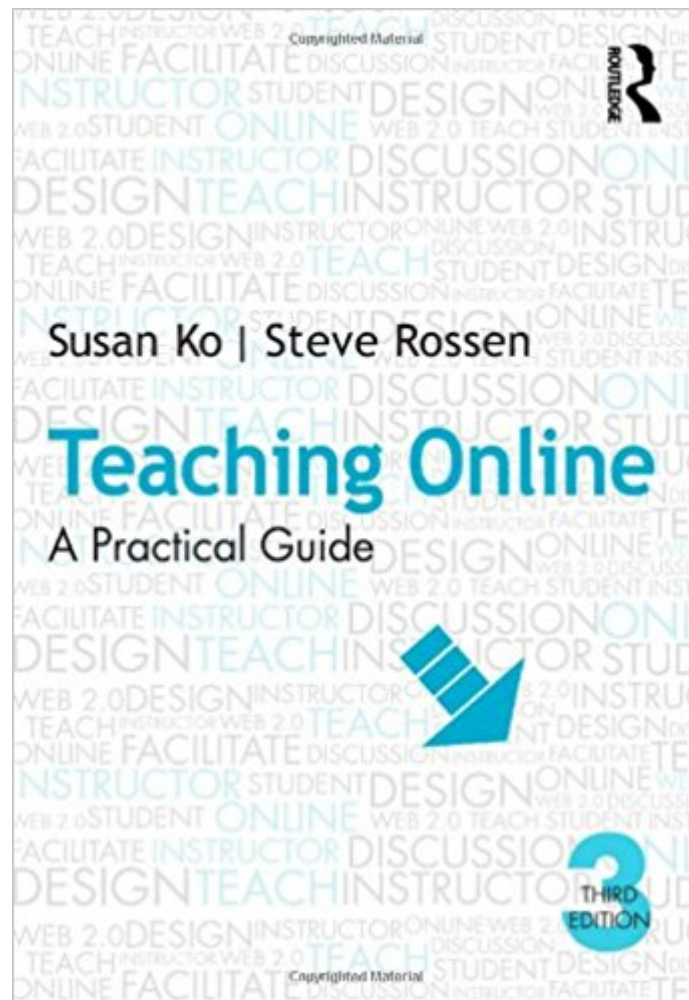


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Teaching Online: A Practical Guide



Synopsis

Teaching Online: A Practical Guide is a practical, concise guide for educators teaching online. This updated edition has been fully revamped and reflects important changes that have occurred since the second edition's publication. A leader in the online field, this best-selling resource maintains its reader friendly tone and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. New to this edition: new chapter on how faculty and instructional designers can work collaboratively expanded chapter on Open Educational Resources, copyright, and intellectual property more international relevance, with global examples and interviews with faculty in a wide variety of regions new interactive Companion Website that invites readers to post questions to the author, offers real-life case studies submitted by users, and includes an updated, online version of the resource section. Focusing on the "how" and "whys" of implementation rather than theory, this text is a must-have resource for anyone teaching online or for students enrolled in Distance Learning and Educational Technology Masters Programs.

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Customer Reviews

Ko and Rossen's paperback on TEACHING ONLINE is small in size and simple to read, but it contains all essential information needed by a teacher or professor who has suddenly found himself or herself thrust into the mushrooming world of online learning. More and more professors are being told that they must produce a computer-based class, and that they must manage that class themselves, but fewer and fewer universities are providing comprehensive training for this totally

new technique. TEACHING ONLINE is the book that will save the day for these pressured professors. It will also guide the enthusiastic cybersleuth through teacherly tips about preparing a class, accessing online libraries, controlling unruly cyberstudents, encouraging conversation, taking tests, and all sorts of other nitty gritty. And it does this in plain, simple conversational English that is peppered with interesting anecdotes supplied by seasoned cyberprofessors. No one needs to feel intimidated by this play-it-straight-and-simple approach to this state-art-technique, and no one need worry that he or she will lose a long-time teaching slot, because they hadn't read every issue of WIRED ever issued. TEACHING ONLINE will get you up-to-date, and it will do it fast, and you'll love every minute of it. Even cybersaavy junior faculty will benefit from this book, because it includes generic information that will make or break any teacher, in class or in ether. Reading this book, chapter by chapter, in conjunction with your standard university training program, or as a stand-alone text, will make sure that you stay in the tenuous university teaching game for good. If you follow this book, you will gain skills, confidence, and panache you never knew you had, that you can translate into the classroom, and into the rest of your life as well. If you are just entering the job market, and fear that your unfamiliarity with computer-based classes will hurt any opportunities that await you, then read this book before you enter your interview, and you will sound so so computer saavy, that no one will ever suspect you of inexperience. But don't loan this book to a friend when you finish it; be sure to keep it on hand, throughout your first semester, because it contains several quick-reference chapters that will troubleshoot you through the toughest times...and straight on to tenure.

The first 178 pages concern such topics as how to use a computer, the web and a course management system ... and thus isn't particularly helpful if you have even a passing grasp of these matters. The middle section of the book - Teaching in The Online Classroom - is okay, though a much better treatment of teaching is in the venerable McKeachie's Teaching Tips by Wilbert J. McKeachie. If it's online activities you're really interested in, get Ryan Watkins' "75 e-Learning Activities: Making Online Learning Interactive." The last section of the book - New Trends and Opportunities - is little more than uncritical pontification and is probably worth skipping even if you found some utility in the material from the prior sections of the book.

As everyone becomes more and more connected the world gets smaller and many of us are trying to live more efficiently. The popularity of online learning continues to grow, people are discovering that they can earn a degree even though their current circumstances are not conducive to

participating in traditional classes and even students attending residential colleges are finding that online courses offer flexibility that helps them complete their degrees in a shorter time period. Instructors/administrators who will be delivering or supporting online courses are fortunate to have *Teaching Online: A Practical Guide* as a reliable, well-marked and regularly updated road map for this new realm. Within the second chapter these authors categorize the different levels of readiness for offering online courses that exist among learning institutions. In a subsequent chapter I was particularly interested in statements that online instructors and instructional designers who were developing courses together made about the division of labor, managing expectations and investigation of example courses. Reading the *Creating an Effective Syllabus* chapter is also highly recommended because it explicates a number of potential problems that can be deftly avoided simply by posting: student participation requirements; academic integrity expectations and the fact that due dates will be calculated based on the instructor's time zone (or the student's time zone). This book is so thorough in its coverage of the preliminary tasks and ongoing considerations for teaching online that reading it bolsters my confidence. Whenever I reach an impasse and must make a decision in otherwise uncharted territory I search within *Teaching Online: A Practical Guide* for insight pertaining to: how and when to give attribution for the use of some other person's materials; counseling students online; addressing students' technical problems; exploring new online learning career opportunities and many other attributes of teaching/learning that are transformed when transferred to the online realm.

Ko and Rossen do an excellent job of laying out a lot of basic concepts if you are involved in any kind of project that involves teaching online. I have read a few books dealing with this topic and this one does a better job than any of the others that I have come across in helping the reader to understand the big picture- from getting to know your institutions resources to managing student behavior online. There are a lot of great tips to help the online teacher deal with any number of potential problem areas. My only complaint would be that some of the technology discussed is a little bit dated, but it is still useful and I'm sure that will be updated in the next edition. One other resource for which this book is invaluable is the collection of Web Resources at the end of every chapter that often provide real world examples of the concepts being discussed.

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