Virtual Mentoring for Teachers: Online Professional Development Practices

Jared Keengwe (University of North Dakota, USA) and Lydia Kyei-Blankson (Illinois State University, USA)

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.

Topics Covered:
- Assessment
- Collaborative Tools
- E-Learning
- Higher Education
- Instructional Design
- Networked Learning Framework
- Pedagogy
- Professional Development
- Social Networking
- Virtual Learning Environments

Print: US $175.00  |  Perpetual: US $265.00  |  Print + Perpetual: US $350.00

Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners and is ideal for classroom use.
Section 1: Professional Development Models for Faculty in Online Environments

Chapter 1
Designing Effective Online Instructor Training and Professional Development
Banas Jennifer R. (Northeastern Illinois University, USA)
Velez-Solic Angela (Indiana University Northwest, USA)

Chapter 2
Professional Development with Graduate Teaching Assistants (TAs) Teaching Online
Hood Denice Ward (University of Illinois, Urbana-Champaign, USA)
Huang Wen-Hao David (University of Illinois, Urbana-Champaign, USA)

Chapter 3
Multi-Modal Professional Development for Faculty
Anderson Sheri (University of North Carolina Wilmington, USA)
Oyarzun Beth (University of North Carolina Wilmington, USA)

Chapter 4
The Networked Learning Framework:
Ostashewski Nathaniel (Athabasca University, Canada)
Reid Doug (Wayfinder Education Group, Canada)

Chapter 5
Two Quadrants for the Development of Virtual Environments to Support Collaboration between Teachers
Stevens Ken (Memorial University of Newfoundland, Canada)

Chapter 6
A Model for Online Instructor Training, Support, and Professional Development
Zygouris-Coe Vassiliki I. (University of Central Florida, USA)

Chapter 7
Professional Development in a Virtual World
Speaker Richard B. (University of New Orleans, USA)
Levitt Greg (University of Nevada, Las Vegas, USA)
Graubaugh Steven (University of Nevada- Las Vegas, USA)

Chapter 8
Using Virtual World Technology as a Faculty Development Tool in Higher Education
Wood Linda W. (The Art Institute of Atlanta, USA)

Chapter 9
Assessment Processes for Online Professional Development
Farmer Lesley (California State University Long Beach, USA)

Section 2: Understanding E-Learning and Best Practices in Teaching and Learning in Online Environments

Chapter 10
Definition and History of Online Professional Development
Brown Carol A. (East Carolina University, USA)
Neal Renée E. Weiss (East Carolina University, USA)

Chapter 11
Professional Development for Online Educators:
Velez-Solic Angela (Indiana University Northwest, USA)
Banas Jennifer (Northeastern Illinois University, USA)

Chapter 12
Teaching in the Digital Age:
Thornton Kate (Victoria University of Wellington, New Zealand)
Service Brenda (Victoria University of Wellington, New Zealand)
Starkey Louise (Victoria University of Wellington, New Zealand)

Chapter 13
Motivation of the E-Learner:
McDonald Lex (Victoria University of Wellington, New Zealand)
McDonald Allie (University of Canterbury, New Zealand)

Chapter 14
Adult Learning Influences on Faculty Learning Cycle:
Skibba Karen (University of Wisconsin-Whitewater, USA)

Chapter 15
Strategies for Online Instruction
Hyatt Kim J. (Carnegie Mellon University, USA)
Noakes Michaela A. (Carnegie Mellon University, USA)
Zinger Carrie (Duquesne University, USA)

Chapter 16
Online Education:
Lorgnier Nicolas G. (Canisius College, USA)
O’Roarke Shawn M. (Canisius College, USA)
Goward Patricia A. (Canisius College, USA)

Order Your Copy Today!

Name: _____________________________________________
Organization: ________________________________________
Address: ____________________________________________
City, State, Zip: ______________________________________
Country: _____________________________________________
Tel: __________________________________________________
Fax: __________________________________________________
E-mail: ______________________________________________

☐ Enclosed is check payable to IGI Global in US Dollars, drawn on a US-based bank

☐ Credit Card ☐ Mastercard ☐ Visa ☐ Am. Express

3 or 4 Digit Security Code: ______________________________
Name on Card: ______________________________________
Account #: _________________________________________
Expiration Date: _______________________________