

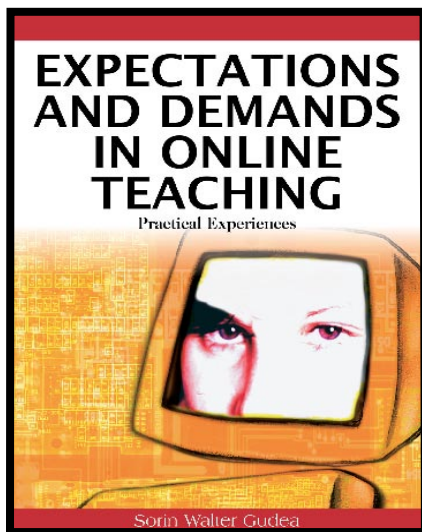
Information Science Publishing

Enhancing Knowledge Through Information Science

Expectations and Demands in Online Teaching: Practical Experiences

Authored by: Sorin Walter Gudea,
University of Phoenix, USA

**New
Release**
June
2008



13-digit ISBN: 978-1-59904-747-8

340 pages; 2008 Copyright

Price: US \$99.95 (hardcover*)

*Paperback is not available

Illustrations: figures, tables (7" x 10")

Translation Rights: World

Despite the considerable, growing interest in online education, most studies have focused only on the students' perspective. Merely a handful of studies have attempted to address the teachers' perspectives and little has been published on the online teaching experience itself.

What gives value to this book is not only the fact that it sheds light into the lesser known territory of teaching online from the teachers' perspectives, but more so the invaluable quotes coming from the interviewed subjects."

- Sorin Walter Gudea, University of Phoenix, USA

Expectations and Demands in Online Teaching: Practical Experiences offers a better understanding of how teachers experience the online environment by exploring various dimensions of online teaching, including class preparation, process effectiveness and quality, and technology utilization. The book assists educational institution administrators supporting online education improve their understanding of how teachers experience online teaching, and of the issues these teachers face in their teaching.

Subject:

Online Instruction; Distance Learning; Human, Behavioral, and Social Aspects of Technology; Internet and Web Technologies and Services

Market:

This essential publication is for all academic research libraries, as well as those involved in using technology for educational purposes, online instruction, and the evaluation of education quality. Academics, researchers, practitioners, and students with related interests will also find this publication useful.

Excellent addition to your library! Recommend to your acquisitions librarian.

www.igi-global.com



Expectations and Demands in Online Teaching: Practical Experiences

Authored by: Sorin Walter Gudea, University of Phoenix, USA

Table of Contents

Chapter I: Perspectives on Online Teaching

Introduction
Background
Perspectives on Online Teaching
Distance Education
A Brief History of Distance Education
The Distance Learning Environment
The Role of the Teacher
Choices
Administration
Learning
Learning Theories
Distance Education Theories
Interaction
Issues
Training
Teaching
Technology
Conclusion
References

Chapter II: Teacher Profiles

Introduction
Background
Teacher Profiles
Profile 1: Jeremy
Profile 2: Deborah
Profile 3: Derek
Profile 4: Sarah
Conclusion
References

Chapter III: What to Expect When Teaching Online

Introduction
Background
What to Expect When Teaching Online
Course Development
Humor in the Classroom
Theatrics
Time demands
Assessment
Feedback
Rapport
More Work
Expectations
Privacy
Other Challenges
Conclusion
References

Chapter IV: Determinants of Online Teaching Success

Introduction
Background
Determinants of Online Teaching Success
Emotional Involvement
Teacher Effectiveness
Technology
Multimedia
Technology that Supports Better
Interaction
Conclusion

References

Chapter V: The Online Teaching Experience: Teaching with Technology

Introduction
Background
The Role of Technology in Supporting Online Teaching
Teaching With Technology
Teachers and Technology
Using Technology Effectively: a Hit-and-Miss Exercise
Constraint Creep
Relying on Technology
The Asynchronous Medium: Controlling the Interaction
Viewing Students through the Technology Lens
It Feels Different Being Online
Where Technology Should Help
The Emotional Angle
Frustration by Technology
More Challenges
Technology as a Friend
Conclusion
References

Chapter VI: Online Teaching Demands

Introduction
Background
Online Teaching Demands
Definitions of Teaching
Teaching and Learning
The Role of the Teacher
Teaching Demands
Time
Course Design
Expectations
Course Outcomes
Challenges
Faculty Development
Conclusion
References

Chapter VII: Gains and Losses

Introduction
Background
Gaining
Giving Up
Choice
Gains and Losses
Gains
Clarity
Personal Growth
Time Elasticity
Anxiety
Discipline
Diversity
Quality
Time Management
Satisfaction
Losses
The Soft Touch

Energizing Students

Course Flexibility
Communication
Collaboration
Time Dimensions
Choices
Conclusion
References
Chapter VIII: Teaching Tradeoffs

Introduction
Background
Teaching Tradeoffs
Time
Learning
Interaction
Persona
Safety
Empathy
Student Quality
Conclusion
References

Chapter IX: Central Ideas: Teaching

Introduction
Background
Central Ideas: Teaching
Transcript Analysis
Core Categories
Teaching
Teaching Demands
Teacher Needs
Teaching Dimensions
Triangulation – Literature
Comparison
Teaching
Teaching Demands
Teacher Needs
Teaching Dimensions
Conclusion
References

Chapter X: Central Ideas: Technology

Introduction
Background
Central Ideas: Technology
Core Categories
Teaching With Technology
Technology
Differences Among Modalities
Issues
Adjustments
Choice
Triangulation – Literature
Comparison
Conclusion
References

Chapter XI: A Theory of the Online Teaching Experience

Introduction
Background
Teaching

Teaching Demands
Demands
Course Development
Teacher Needs
Interaction
Learning
Face-to-Face
Faculty Development
Teaching Dimensions
Presence
Show/Theatrical Performance
Communities
Teaching with Technology
Technology
Differences among Modalities
Issues
Administrative
Curriculum
Issues
Adjustments
Gaining
Giving Up
Choice
A Theory of the Online Teaching Experience
Relationships
A Theory of the Online Teaching Experience
Teaching Dimensions
Teacher Needs
Teaching Demands
Teaching
Technology
Teaching with Technology
Differences among Modalities
Issues
Adjustments
Choice
A Grounded Theory of Teaching Online
Conclusion
References
Chapter XII: Conclusions and Recommendations
Introduction
Background
Implications and Recommendations
Implications for Educational Administrators
Implications for Online Teachers
Implications for Course Developers
Implications for Educational Technology Specialists
What to Do Next: Practical Advice
Advice for Educational Administrators
Advice for Online Teachers
Advice for Course Developers
Advice for Educational Technology Specialists
Conclusion
References

About the Author:

Sorin Gudea lives in the Los Angeles area. An alumni from Pepperdine University (MBA 1998) and from Claremont Graduate University (MSMIS 2004, Ph.D. 2005), Sorin has worked in Information Systems for almost twenty years. At his current position, with a large organization, he is involved with Information Technology projects. At times, Sorin teaches technology courses in the undergraduate and graduate programs at University of Phoenix, where he is a practitioner faculty in the College of Information Systems and Technology in the University of Phoenix's Southern California Campus. Sorin's research interests gravitate around online education and training, information systems security economics, and knowledge management and organizational learning. He is an avid Information Systems researcher, and has presented several papers at some of the major conferences in the field. Some of his work was published in the International Journal of Electronic Business, the Journal of the AHIMA and in the Perspectives of the AHIMA.

Excellent addition to your library! Recommend to your acquisitions librarian.

www.igi-global.com