Table of Contents

Preface.................................................................................................................................................. xi

Chapter 1
Online Coaching as Teacher Training: Using a Relationship of Inquiry Framework......................... 1
  Stefan Stenbom, Royal Institute of Technology, Sweden
  Martha Cleveland-Innes, Athabasca University, Canada
  Stefan Hrastinski, Royal Institute of Technology, Sweden

Chapter 2
Optimizing K-12 Education through Effective Educator Preparation: Lessons Learned from a Synchronous Online Pilot Study ................................................................. 23
  Mary Kathryn McVey, Franciscan University, USA
  Susan Poyo, Franciscan University, USA
  Mary Lucille Smith, Franciscan University, USA

Chapter 3
A Model for Teacher Training to Improve Students’ 21st Century Skills in Online and Blended Learning: An Approach from Film Education................................................................. 45
  Julia Breddermann, Association for the Promotion of Film Education, Switzerland
  Juan-Francisco Martínez-Cerdá, Open University of Catalonia (UOC), Spain
  Joan Torrent-Sellens, Open University of Catalonia (UOC), Spain

Chapter 4
Current Trends and Perspectives in the K-12 Canadian Blended and Online Classroom .................. 74
  Constance Blomgren, Athabasca University, Canada

Chapter 5
Factors Influencing International Student Success in a K-12 Blended Learning Program................... 93
  Annette Levesque, Canada eSchool, Canada
  Doug Reid, Grant MacEwan University, Canada

Chapter 6
The Psychological Domain: Enhancing Traditional Practice in K-12 Education................................ 109
  Adrian O’Connor, University of Limerick, Ireland
  Niall Seery, University of Limerick, Ireland
  Donal Canty, University of Limerick, Ireland
Chapter 7
Introducing the Teaching and Learning Benefits of the WWW in Aboriginal Schools: Trials and Tribulations .......................................................... 128
  Judith Rochecouste, Monash University, Australia
  Rhonda Oliver, Curtin University, Australia

Chapter 8
An Inquiry-Based Approach to Blended and Online Learning in K-12 Education ......................... 138
  Norman Vaughan, Mount Royal University, Canada

Chapter 9
Teaching Strategies and Tactics in K-12 Blended Education: The Flipped Classroom Model .......... 156
  Anne Katz, Armstrong State University, USA
  Jackie Hee-Young Kim, Armstrong State University, USA

Chapter 10
iPad Usage and Appropriate Applications: K-12 Classroom with a 1-to-1 iPad Initiative ............ 185
  Julia Bennett, Beaver Area School District, USA
  Fan-Yu Lin, Robert Morris University, USA

Chapter 11
Optimizing an Online Learning Course Using Automatic Curating in Sliding Mode .................. 213
  Vardan Mkrttchian, HHH University, Australia
  Danis Amirov, Almetevsk State Petroleum Institute, Russia
  Lubov Belyanina, Astrakhan State University, Russia

Chapter 12
Authentic Assessment Construction in Online Education: The Case of the Open High School Program of the Philippines ............................................. 225
  Benjamina Paula G. Flor, University of the Philippines Los Baños, Philippines
  Leandra Carolina G. Flor, University of the Philippines Los Baños, Philippines

Chapter 13
Case Studies of Scaffolded On-Line Inquiry in Primary and Secondary Classrooms: Technology and Inquiry in a Science Context ............................................ 240
  Rachel Sheffield, Curtin University, Australia
  Geoff Quinton, Curtin University, Australia

Compilation of References ........................................................................................................ 256

About the Contributors ............................................................................................................. 284

Index ....................................................................................................................................... 290