Reforming Teacher Education for Online Pedagogy Development

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Online education is a long-term goal at most higher-education institutions in the United States, but very few faculty members have sufficient training or knowledge of online pedagogy. As a result, students are not receiving the highest quality education, and institutions are struggling with student retention and the improvement of their distance education programs.

Reforming Teacher Education for Online Pedagogy Development creates the argument for more sufficient online teacher preparation in higher education. Geared towards all members of higher education including faculty, administrators, and educational affiliates (including accreditation bodies), this text also offers suggestions and methodologies for implementing and improving training programs for less-experienced institutions.

Topics Covered:
- Distance Education
- Andragogy
- Credentialing
- Educational Paradigms
- Online Pedagogy
- Regional Accreditation
- Teacher Training Programs
- Technological Literacy

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Introduction

Chapter 2
History of Distance Education

Chapter 3
Common Standards for Online Education Found in Accrediting Organizations

Chapter 4
Examining Guidebooks as an Online Pedagogy Resource

Chapter 5
Defining and Evaluating Online Pedagogy

Chapter 6
Identifying the Differences Between Online and F2F Teaching

Chapter 7
Understanding the Online Learner

Chapter 8
Identifying the Impact of Acquisition and Learning on Education

Chapter 9
Applying Acquisition and Learning to Online Teacher Training

Chapter 10
Developing a Teacher Training Program with Acquisition, Learning, and Technological Literacy Skills

Chapter 11
How Can this Program be Adapted for Various Institutions?

Chapter 12
Conclusion

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