A successful online teacher has many tools available. The focus of this book has been to help you determine which technology tools to integrate into instruction to help your students achieve their various learning objectives. Often it requires the use of multiple tools to get the job done—this is true for students, as well as teachers. In any given hour, for example, I might use Rubistar™ to design a rubric for a discussion board, paste that rubric into a lesson that I am designing in Dreamweaver™, and paste that lesson inside an html editor window inside Claroline™. I will then e-mail my students to let them know the current week’s lesson is available, and create and attach a Word™ version of that lesson plan so they do not have to log into the online class to see what is coming up. Whew!

Every year, there are more ways to connect with others with the use of technology and interaction with media. The average American home now has 26 different electronic devices for communication, and the Consumer Electronics
Association of America now tracks sales and consumer preferences for 53 separate technologies (Rainey, 2006). Parikh (2003) encourages us to leverage multiple Internet technologies, combined with appropriate instructional activities and materials, to achieve our learning goals.

There is no one way to plan or decide which set of integrated technologies will best meet all your students’ needs. These decisions are dependent on the technologies available to you and your students, special needs that might need addressing, objectives of the course, availability of broadband, what is allowed in Acceptable Use Policies, as well as your own comfort level in using the technology itself, and planning to integrate the technology for learning.

In the next section, we explore several situations that definitely require a teacher to use multiple online teaching tools. These cases highlight the complexity involved in these decisions, and provide you some initial “food for thought” and potential solutions. At the conclusion of this section, is a list of commonly used software and online teaching tools. It takes time and practice to learn which tools will get you to the point where you want to be. Even if you have been a “brick and mortar” teacher for many years, moving into online teaching will be a new world. Be patient with yourself and your learning process. And realize there will always be more to learn.

**Dealing with Inappropriate Online Behavior**

New online teachers are concerned often about class management—how do I deal with “problem” students? Problems can take many forms, but the worst problem that needs immediate attention is students who engage in inappropriate online behavior such as flaming, spamming, sexual harassment, or any type of activity that seeks to destroy the collaborative community you are working to create or impinges on another student’s ability to learn.

Flaming or harassment can occur in chat, video conferencing, in discussion boards, through e-mail, or phone. Here are steps you can take using your online tools to deal with this situation:

First, get familiar with your institution’s policy for these issues. All universities have Student Codes of Conduct, for example. Most K-12 school districts have Acceptable Use Policies. If your school does not have a policy, then
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