

R Accessibility — the degree that a technology is able to be accessed by a wide variety user.

Active learning — being actively engaged in the knowledge construction and acquisition process rather than passively listening to one-way lectures. Much of students' preparation takes place outside class so that they are well-informed to take part in class activities, which generally involve collaboration, cooperation, and problem solving.

Advocacy for English language learners — a teacher's action stance explained by Athanases and Martin (2006) as "casting all aspects of school as problematic rather than given" (p. 628) and using one's own expertise to confront issues encountered by students rather than merely relying on others to intercede on the students' behalf.

Asynchronicity — time differential in an online discussion forum, which gives the individual the ability to connect, interact, and think along with others independent of time and space.

Case study research — a form of practitioner inquiry that engages practicing (or soon-to-be-practicing) teachers in classroom-based study of a particular issue or case.

Connectivism — a new learning theory first articulated by Siemens (2004). In connectivism, knowledge is conceptualized as the act of forming and engaging in networks with other learners, organizational knowledge, and stored information.

Connectivity — virtually unlimited interactions of multiple parties in multiple directions in an online medium.

Critical incidents (CI) — brief descriptions of situations in which misunderstanding or conflict arises because of the cultural differences of the interacting parties. CI is frequently used for training intercultural workers.

Critical reflection — the highest level of reflection in Van Manen's (1977) model. At this level teachers question all aspects of the status quo as they reflect on issues of justice and equity in instruction.

Dialectical theory of learning — a perspective that acknowledges social interaction as a necessary condition for learning. Discussion and reasoning are means of knowledge development.

Flipped classroom — instead of a venue for one-way lectures, the classroom is a space where instructors and students work in tandem, co-constructing knowledge through collaborative, cooperative, and problem-solving activities.

Heterarchical Learning — learning viewed in terms of "perspective" rather than "objective" stances and demonstrating growth in students' intellectuality rather than their acquisition of knowledge. It focuses on connections among ideas within an overall goal or vision rather than on their hierarchical ranking from simple to complex.



GLOSSARY

Hybrid classroom—one where instruction and student participation are both online and face-to-face. “Blended classroom” is another term often used to describe this type of classroom.

Inclusive education—an approach to compulsory education in which all learners are welcomed into all class settings. In fully inclusive learning environments, there is no distinction between “general” and “special” education classes.

Just-in-time teaching (JITT)—instruction designed to scaffold active learning rather than prescribe what is to be learned. An essential element is the feedback loop (Novak, Patterson, Gavrín, & Christian, 1999) whereby, instead of focusing on knowledge transfer, instructors engage and interact with students, exploring ideas, seeking answers to questions, and co-constructing knowledge based on students’ input derived from materials they have read, activities they have engaged in, and problems they have encountered before and while in class.

Learning management System—software application suite for design and delivery of e-learning initiatives.

Liminal space—From Turner’s (1975) work in anthropology, an emotional, social, and physical space where “initiates,” guided by “elders,” exist “betwixt or between all fixed points of classification” (p. 232). Within education, the student teaching experience may be classified as such a space, as is the period when trans-classroom teachers move between face-to-face and online teaching.

Media—tools used to store and disseminate information (e.g., film, newspaper, books, magazines, radio, television, software).

Mentorworking—often used to describe workplace mentoring by more experienced colleagues and/or superiors, extended to the collaborative nature of socioconstructivist teacher education.

Metacognition—mental activity characterized by Jacobs and Paris (1987) as (a) self-appraisal of cognition and (b) self-management of thinking. The former refers to “the static assessment of what an individual knows about a given domain or task” and the latter to the “dynamic aspects of translating knowledge into action” (pp. 258–259).

Mode—culturally and socially constructed ways in which meaning is encoded (e.g., gesture, gaze, posture, music, smell, taste, touch, writing, layout, speech, graphics).

Multi-channel web-conferencing—web-based software that provides multiple means of communication (e.g., video, audio, text) for participants engaged in real-time (synchronous) communication and collaboration.

Pedagogical content knowledge (PCK)—knowledge of the subject being taught (content knowledge) combined with knowledge of how to teach that content (cf. Shulman, 1987).



GLOSSARY

Practical Inquiry Model (PIM)—operationalized from Garrison, Anderson, and Archer’s (2000) conceptualization of the community of inquiry framework, PIM is predicated on sustained reflective discourse through the cyclical stages of puzzlement, exploration, integration, and vicarious/real-life application of understandings (Garrison, 2007).

Practical theory of teaching—as defined by Eylon (2000), an integrated theory of teaching that evolves from the day-to-day experiences of teaching and living in the classroom.

Practitioner-initiated research—also known as practitioner inquiry, the practice of engaging preservice and in-service teachers in research involving learners in the settings in which they practice.

Purdue University’s Online Writing Lab (OWL)—houses resources and instructional material related to writing including general writing, research and citation, teaching and tutoring, subject-specific writing, and ESL.

Reflective teaching—an approach that involves teachers’ self-evaluation of their practical theories, by means of which they subject their personal beliefs about teaching and learning as well as their teaching practices to critical analysis.

Relational stance—a view that emphasizes connection and understands that learning takes place in relation to others and to the learning resources.

Social presence—defined by Short, Williams, and Christie (1976) as the “saliency” or the mutual noticeability of interlocutors, or communicators, and the consequences of that noticeability; can be understood as the projection of personal characteristics into the online community, or classroom.

Socioconstructivism—applied to education, this theory views teaching and learning as social and scaffolded processes that emphasize students taking control of their own learning and engaging in “curriculum methods and materials designed to allow students to apply concepts being learned to real-world contexts, build local and global communities of practice, and allow opportunities for learning in and out of the classroom” (Huffaker & Calvert, 2003, p. 326). Throughout, teachers and other mentors provide consistent support for students.

Teacher presence—the physical presence of the teacher in the classroom; it is subsumed in the concept of teaching presence in online education.

Teaching presence—“the design, facilitation, and direction of cognitive and social processes” (Anderson et al., 2001, p. 5).

Text-to-speech (TTS)—a type of speech synthesis in written text is translated into audio formats. The converse would be speech-to-text programs, which convert spoken language to written (text).



GLOSSARY

Third space—a site of identity negotiation, a space for acknowledging the “multiple cultural and discursive practices that people draw from to make sense of the world” (Scherff, Singer, & Brown, 2013).

Trans-classroom teacher—a term coined by Lowes (2008) to describe a teaching move from face-to-face to online teaching, from online teaching to face-to-face teaching, or between the two simultaneously.

Wikibook—an online book created on wiki, a web application that allows people to add, change, and delete content in collaboration with others.

