

**R** TABLE 9.1. SELECTED ARTICLES FOR CRITICAL ANALYSIS

Article	Research questions and purpose	Context	Methodology	Conclusions
“Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers” (Baran, Correia, & Thompson, 2013)	“(1) What are the successful practices that exemplary online teachers employ in their online teaching? (2) How do exemplary onsite teachers make a transition to online teaching in such a way that they create successful practices?” (p. 1).	The context was a large research university in the Midwestern United States.	Research methodology was a multicase study; contextual information and nominations for exemplary teachers were collected via semistructured interviews with six program coordinators; data were collected from ethnographic interviews with six exemplary online teachers.	Teachers’ successful practices were linked to their changing notion of their teaching identity when they moved to the online medium. “Programs that prepare faculty to teach online may need to encourage teachers to reflect on their past experiences, assumptions, and beliefs toward learning and teaching and transform their perspectives by engaging in pedagogical inquiry and problem solving” (p. 2).
“Teacher Educators’ Readiness, Preparation, and Perceptions of Preparing Preservice Teachers in a Fully Online Environment: An Exploratory Study” (Downing & Dymont, 2013)	The purpose of the study was to examine how education faculty beginning to teach in a completely online degree program for preservice teachers understood their own pedagogical transition to teaching online generally while also examining the specific implications of online teacher preparation programs.	The context was a midsized Australian university, one year after it began a fully online teaching degree program.	Data were gathered with a 34-question survey (including closed and open-ended questions) completed by 27 teachers.	The participating teachers with extensive onsite experiences initially lacked “confidence and competence with the technological and pedagogical skills required to teach online,” but this abated over time with appropriate support. The teachers’ apprehension about the appropriateness of the media for the subject was revealed, and issues of teacher identity and teacher pedagogy were “unpacked” (p. 106).

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“Online Teaching and Classroom Change: The Impact of Virtual High School on Its Teachers and Their Schools” (Lowes, 2005)	The purpose of the study was to explore the transformation of teachers and their courses as they prepared to teach online and “the two-way interactions, or flow, between face-to-face teaching and online teaching” (p. 1).	The context was virtual high school (VHS), the oldest U.S. provider of distance learning courses.	First, six current and former VHS teachers were interviewed; using data from the interviews, Lowes then developed an online survey completed by 215 current and former VHS teachers.	The results suggest (rather than definitively demonstrate) that online teaching can positively affect face-to-face teaching.
“Hitting the Nail on the Head: The Importance of Specific Staff Development for Effective Blended Learning” (Owens, 2012)	The purpose of the study was “to assess the nature of teaching practices when using [online learning environments in higher education] and to determine whether this practice is aligned with teachers’ pedagogical beliefs” (p. 390).	The context was 54 higher education institutions in the United Kingdom.	The author used a 36-question double survey accessed via Survey Monkey; each survey had 18 questions related to pedagogical beliefs and 18 corresponding questions related to teaching practices; data were collected from 529 academic staff respondents.	“The survey found a considerable difference between university lecturers’ reported pedagogical beliefs developed while teaching face-to-face, and their actual practices when teaching online and concludes that online learning environments are rarely used effectively to promote student learning” (p. 389).

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“Online Learning as a Catalyst for Reshaping Practice—The Experiences of Some Academics Developing Online Learning Materials” (Torrise & Davis, 2000)	The purpose of the study was to explore the experiences of university lecturers as they designed and developed materials for their university’s flexible learning initiative.	The context was Griffith University (GU), Australia.	Ten GU academics were interviewed on three campuses from a cross section of schools including information technology, human services, music, arts, business, and nursing; interviews were 60–90 minutes and organized into four sections (background, preconceptions, experiences during development, and reflection).	Staff developers should provide greater support for academics shifting to online teaching by helping them create spaces where students can be more actively engaged, by recognizing the transition to online teaching expertise as a continuum of onsite teaching, by addressing academics’ concerns, by providing interdisciplinary contextualization of new technologies, by promoting a collaborative approach, by fostering reflection, and by providing opportunities to develop basic computer skills.

