



Contents

Preface v

CHAPTER 1:

Teaching Presence in Online Teaching

Faridah Pawan 1

CHAPTER 2:

Reflective Pedagogy in Online Teaching

Faridah Pawan 15

CHAPTER 3:

Applying Universal Design for Learning to Inclusive Teacher Education in an Intensive Online Workshop

Faridah Pawan 29

CHAPTER 4:

Connectivism and Professional Development Across Large Groups

Crystal Howell and Ai-Chu Ding 45

CHAPTER 5:

Active Learning Through Just-in-Time Teaching (JiTT) in a Doctoral Hybrid/ Flipped Seminar

Faridah Pawan 63

CHAPTER 6:

Dialectical Learning: Synchronous Meetings in an Online Language Research Class

Amber N. Warren 79

CHAPTER 7:

Scaffolding in Online Process Writing Instruction

Faridah Pawan and Jaehan Park 95

CHAPTER 8:

Using the Online Platform as a Third Space for Exploring Cultures and Contexts in English as a Foreign Language Teacher Education

Jaehan Park, Amber N. Warren, Kelly A. Wiechart, and Faridah Pawan 107

CHAPTER 9:

The Trans-Classroom Teacher

Faridah Pawan and Crystal Howell 119

Glossary 133

Applications and Software Referenced 139



Preface

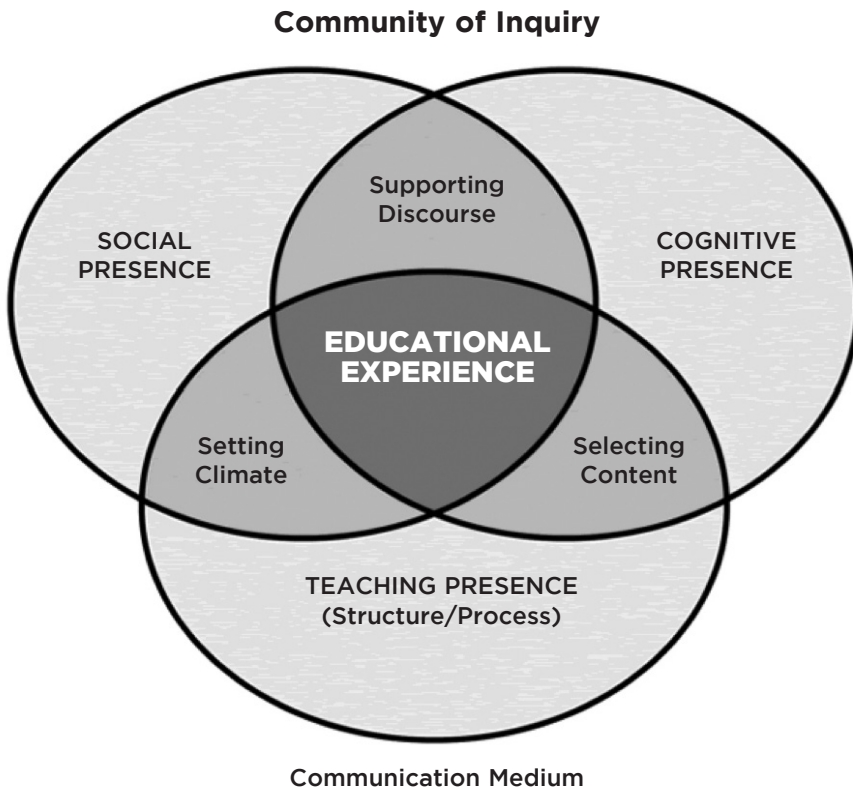
We wrote this book in response to the trend toward online language teacher education and language teaching. An increasing number of college level programs are fully online (Allen & Seaman, 2010), and across the globe, more than 40 university-based teaching English to speakers of other languages (TESOL) master's-level programs are taught online (England, 2012). By some figures, as many as 50% of college students, which includes preservice and in-service teachers, may be enrolled in at least one online course by 2014 (Christensen, Horn, Caldera, & Soares, 2011).

In U.S. K–12 teacher education and professional development, there has been a greater focus on teacher evaluations since the No Child Left Behind Act of 2001 (Darling-Hammond & Richardson, 2009). To ensure that teachers perform well on these evaluations, school districts have increasingly turned to online teacher education and professional development (Kleiman, 2004; Dede, 2006). This shift demonstrates a recognition of the cost efficiency of online courses; underscores the fact that online teacher education is a way to eliminate access barriers (Reeves & Pedulla, 2011; Reeves & Li, 2012); and provides just-in-time, ongoing, and embedded support for busy teachers (Dede, Ketelhut, Whitehouse, Breit, & McCloskey, 2009). Evidence suggests that online courses can be effective in improving teacher knowledge, instructional practices, and student achievement (Dede et al., 2009; O'Dwyer et al., 2010).

However, while online coursework for professional development has lately increased in popularity, both researchers and educators lament the lack of focus on pedagogical training for online instructors. It remains an area in need of more rigorous attention (Dede, 2006; Dede et al., 2009). We strongly believe that pedagogy, rather than technology, should drive online instruction.

Our purpose in writing this book is thus twofold: (1) to discuss foundational theories of pedagogy and (2) to link those theories with our own practices in online courses in language teacher education and language teaching. Garrison, Anderson and Archer's (2001) social, cognitive, and teaching presences guide the pedagogical perspectives we assume and the practices we undertake to achieve the book's objectives. These presences are essential for learning by means of the online medium, and instruction through the medium should strive toward their attainment.


FIGURE P.1. COMMUNITY OF INQUIRY



From "Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education" by D. R. Garrison, T. Anderson, and W. Archer, 1999, *The Internet and Higher Education 2(2-3)*, p. 88. Copyright 1999 by D. R. Garrison, T. Anderson, and W. Archer. Used with permission.

Each of the presences overlap but can be defined separately as well (Figure P.1). Social presence emerges from connections and relationships among participants in the classroom that lead to the development of a classroom community; cognitive presence is the intellectual challenge and sense of inquiry as participants engage in collaborative and reflective exploration, construction, integration, interrogation, and validation of ideas; and teaching presence is the instructor's course design, facilitation, and direct instruction in the online classroom that enable and enact the social and cognitive presences.

Similarly, the presences individually and jointly underlie the book's nine chapters, each of which begins with theoretical and conceptual frameworks that situate the online instructional practices that follow. The book thus describes teaching presence in online discussions (Chapter 1) and the concept of and ways to incorporate reflective teaching in online classrooms (Chapter 2). Chapter 3 covers universal design for learning (UDL) and how its principles apply in an intensive online workshop helping preservice teachers be inclusive in their instruction of diverse learners. We also discuss connectivism and how it underlies pre- and in-service teachers' use of online professional learning networks (PLNs)

to learn, to sustain their expertise, and to seek support (Chapter 4), as well as active learning and just-in-time teaching (JiTT) in a hybrid and flipped doctoral seminar that blends the capacities of face-to-face and online media to support, reinforce, and extend learning (Chapter 5). We examine dialectical teaching and how it underlies the use of synchronous meetings to provide students in an online course with opportunities for interactive and practical discussions of case study projects to situate the projects within students' own contexts (Chapter 6), and hard and soft scaffolding in a process writing project in an online class demonstrating how instructors can build in as well as provide immediate support to students (Chapter 7). Chapter 8 discusses third spaces afforded by the online medium and utilized by instructors to provide a combination of intimacy, safe distance and a shared reality to guide students in discussing substantive cross-cultural issues. We conclude the book by describing a "future" that is a lived reality by trans-classroom teachers in which they are both face-to-face and online instructors (Chapter 9). We have included a glossary of terms, as well as a list of the applications and software mentioned in this book. Additionally, when you see , go to this book's companion website, www.tesol.org/pedagogy, to download discussion questions and other helpful resources.

In writing this book, we are showcasing our pedagogy and practice that underlie our instruction of online courses. In doing so, we hope not only to guide but also to "de-mythify" online instruction to those who may be considering teaching using the medium. Hence, we refer in the first (Chapter 1) and in the final chapter (Chapter 9) to the wizard behind a curtain in the U.S. movie *The Wizard of Oz*. Toward the end of the movie, when Dorothy and her friends, the Scarecrow, the Tin Man, and the Cowardly Lion, have completed the task set for them by the wizard, when the curtain was lifted, it became apparent that there was only an ordinary man behind it who was adept at using the tools at his disposal to convince others to achieve what they believed was impossible. Similarly, by writing this book, we are lifting the curtain off online teaching as an encouragement and invitation for others considering teaching in the medium. We would like for readers to know that the online medium has provided us opportunities to explore new exciting possibilities in teaching and learning. It is evident to us as online instructors, that online teaching is enhanced by technology but not subsumed by it.

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