

Discussion- Based Online Teaching To Enhance Student Learning

Theory, Practice, and Assessment



Tisha Bender

Assistant Professor

Discussion Based Online Teaching To Enhance Student Learning Theory Practice And Assessment

Akyol, Zehra, Garrison, D. Randy



Discussion Based Online Teaching To Enhance Student Learning Theory Practice And Assessment:

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Handbook of Research on Online Discussion-Based Teaching Methods Wilton, Lesley, Brett, Clare, 2020-05-01 In this digital age faculty teachers and teacher educators are increasingly expected to adopt and adapt pedagogical perspectives to support student learning in instructional environments featuring online or blended learning One highly adopted element of online and blended learning involves the use of online learning discussions Discussion based learning offers a rich pedagogical context for creating learning opportunities as well as a great deal of

flexibility for a wide variety of learning and learner contexts As post secondary and increasingly K 12 institutions cope with the rapid growth of online learning and an increase in the cultural diversity of learners it is critical to understand at a detailed level the relationship between online interaction and learning and how educationally effective interactions might be nurtured in an inclusive way by instructors The Handbook of Research on Online Discussion Based Teaching Methods is a cutting edge research publication that seeks to identify promising designs pedagogical and assessment strategies conceptual models and theoretical frameworks that support discussion based learning in online and blended learning environments This book provides a better understanding of the effects and both commonalities and differences of new tools that support interaction such as video audio and real time interaction in discussion based learning Featuring a wide range of topics such as gamification intercultural learning and digital agency this book is ideal for teachers educational software developers instructional designers IT consultants academicians curriculum designers researchers and students Online Discussion in Secondary and Higher Education Yu-Mei Wang,2024-01-01 This textbook covers the essentials for successfully conducting online discussions in various course delivery formats such as online face to face and blended Readers will learn how to design online discussions to cognitively engage students build meaningful discourse communities to promote group dynamics apply just in time facilitation strategies to deepen student learning and utilize robust assessment to ensure learning objectives are achieved Online discussion is the lifeline of online learning and it is a pedagogical imperative that instructors have requisite skills in leading online discussions if they are to teach online courses Leading the online discussion is a huge task involving a complex process and professionals must master a range of skills to successfully lead online discussion This book takes a comprehensive and systematic approach to this topic and helps teachers to utilize online discussion to maximize student learning It is full of ideas and strategies that can be applied immediately in various teaching contexts and practitioners can replicate examples in teaching practices or mold the ideas and strategies to fit particular teaching contexts This textbook appeals to readers with knowledge and skills at various levels Those who are new to online discussion will appreciate the step by step guidance whereas readers with some experience can pick up skills they need This flexibility contributes to the ultimate goal of the book unleashing the potential of online discussion to benefit student academic learning **Assessing for Learning** Peggy L. Maki,2023-07-03 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning the higher education community is divided between those who support national standardized tests to compare institutions educational effectiveness and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys This book espouses the latter philosophy what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning She believes that assessment needs to be humanized as opposed to standardized to take into account the

demographics of institutions as students do not all start at the same place in their learning. Students also need the tools to assess their own progress. In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years such as the development of technology enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning, Maki focuses on ways to deepen program and institution level assessment within the context of collective inquiry about student learning. Recognizing that assessment is not initially a linear start up process or even necessarily sequential and recognizing that institutions develop processes appropriate for their mission and culture, this book does not take a prescriptive or formulaic approach to building this commitment. What it does present is a framework with examples of processes and strategies to assist faculty, staff, administrators, and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn, to identify and improve patterns of weakness that inhibit learning. This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels. It provides the tools for collective inquiry among faculty, staff, administrators, and students to develop evidence of students' abilities to integrate, apply, and transfer learning, as well as to construct their own meaning. Each chapter also concludes with 1. an Additional Resources section that includes references to meta sites with further resources so users can pursue particular issues in greater depth and detail, and 2. worksheets, guides, and exercises designed to build collaborative ownership of assessment. The second edition now covers: Strategies to connect students to an institution's or a program's assessment commitment; Description of the components of a comprehensive institutional commitment that engages the institution, educators, and students all as learners; Expanded coverage of direct and indirect assessment methods, including technology enabled methods that engage students in the process; New case studies and campus examples covering undergraduate, graduate education, and the co-curriculum; New chapter with case studies that presents a framework for a backward designed, problem based assessment process anchored in answering open ended research or study questions that lead to improving pedagogy and educational practices; Integration of developments across professional, scholarly, and accrediting bodies and disciplinary organizations; Descriptions and illustrations of assessment management systems; Additional examples, exercises, guides, and worksheets that align with new content.

The SAGE Encyclopedia of Online Education Steven L. Danver, 2016-09-20. Online education, both by for profit institutions and within traditional universities, has seen recent tremendous growth and appeal, but online education has many aspects that are not well understood. The SAGE Encyclopedia of Online Education provides a thorough and engaging reference on all aspects of this field, from the theoretical dimensions of teaching online to the technological aspects of implementing online courses, with a central focus on the effective education of students. Key topics explored through over 350 entries include: Technology used in the online classroom; Institutions that have contributed to the growth of online education; Pedagogical basis and strategies

of online education Effectiveness and assessment Different types of online education and best practices The changing role of online education in the global education system Educational Communities of Inquiry: Theoretical Framework, Research and Practice Akyol, Zehra, Garrison, D. Randy, 2012-09-30 Communications technologies have been continuously integrated into learning and training environments which has revealed the need for a clear understanding of the process The Community of Inquiry COI Theoretical Framework has a philosophical foundation which provides planned guidelines and principles to development useful learning environments and guarantees successful educational experiences Educational Communities of Inquiry Theoretical Framework Research and Practice is an extensive reference that offers theoretical foundations and developments associated with the COI theoretical framework This collection is a valuable source of ideas research opportunities and challenges for scholars and practitioners in the field of education technology Enhancing Inclusive Instruction Tracie Marcella Addy, Derek Dube, Khadijah A. Mitchell, 2024-03-15 Enhancing Inclusive Instruction centers the voices of students of diverse backgrounds to explore how instructors can approach equitable inclusive teaching Grounded in student perspectives this book is a powerful call to action for instructors to listen to the voices of their learners take steps to measure the impact of their approaches and meaningfully reflect on their efforts The authors provide practical tools that instructors can use to obtain ongoing feedback on their inclusive teaching efforts and supply guidance on difficult and emerging topics such as how instructors from diverse backgrounds can navigate inclusive teaching in academe as well as the implications of generative artificial intelligence on equity and inclusion Modeling the importance of continuous growth Enhancing Inclusive Instruction provides the knowledge and skills to further any college instructor s inclusive teaching journey Journal of College Student Development ,2005 American Educational Research Association Annual Meeting Program American Educational Research Association, 2007 Choice ,2008 **Journal of Environmental Law and Litigation** ,2013 Teaching Writing Online Scott Warnock, 2009 How can you migrate your tried and true face to face teaching practices into an online environment This is the core question that Scott Warnock seeks to answer in Teaching Writing Online How and Why Warnock explores how to teach an online or hybrid writing course by emphasizing the importance of using and managing students written communications Grounded in Warnock s years of experience in teaching teacher preparation online learning and composition scholarship this book is designed with usability in mind Features include how to manage online conversations responding to students organizing course material core guidelines for teaching online and resource chapter and appendix with sample teaching materials More than just the latest trend online writing instruction offers a way to teach writing that brings together theoretical approaches and practical applications Whether you are new to teaching writing online or are looking for a more comprehensive approach this book will provide the ideas and structure you need **Book Review Index Cumulation** Dana Ferguson, 2005-09 Book Review Index provides quick access to reviews of books periodicals books on tape and electronic media representing a wide range of popular academic and

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