



Distance Learning.

Simonson, Michael,
editor

Monografía

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Título: Distance Learning. Volume 17. edited by Michael Simonson

Edición: First edition

Editorial: Fort Lauderdale, FL Distance Learning journal [2021] 2021

Descripción física: 1 online resource (122 pages)

Mención de serie: Distance Learning Journal Series

Bibliografía: Includes bibliographical references

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Textbook Publishing Industry -- Transformation -- Intellipath, RealizeIT -- Flipped Approach and Student-Centered Learning -- Technology and Flipped Classroom -- Intellipath, RealizeIT -- The Interface and Learning Map -- The Learning Map View -- Individual Student Learning Map -- The graphic interfaces -- Useful Indicators -- Revisions and Practices -- Message Utility -- How to Use Information From Intellipath to Adjust Instructor Interactions With Students -- Summary -- Bibliography -- Mobile Learning With Swivl -- An Asynchronous Model With a Robotic Sidekick -- Daniel Perez -- References -- The Little Edgenuity That Could -- Thomas Vaughan -- The Why -- The What -- The How -- Credit Retrieval Labs -- ESE EBD Classrooms -- The Barriers -- Breaking the Barrier -- Is Edgenuity Working? -- COVID-19 and the Future -- References -- Call for Papers -- Publish in Distance Learning -- The editors of Distance Learning would like to publish your paper. We are interested in papers dealing with practical applications of distance education in a variety of settings. Contact Michael Simonson, editor, if you have questions about your idea... -- A Study of the Employability of Distant Learners in Brazil -- Vinicius Mascherini de Lima Projections show that in the next 5 years, Brazil will have 9 million students in higher education courses (a 50% increase in the period). This growth is concentrated in the distance learning modality, which is expected to triple until it reaches 4.5... -- Objectives -- Restraints -- Theoretical Framework -- The Distance Learning Evolution in Brazil -- Employability and the Brazilian Reality -- Methodological Procedures -- First Work Front- Executives' Interviews -- Second Work Front- Students' Interviews -- Third Work Front- Employability and Wages Analysis -- Data Procedures -- Table 1. Sample Size Drill Down for Qualitative Analysis -- Findings and Discussion -- Employability of DL Graduates -- Resistance to the DL Model -- Dealing With the Resistance -- Future Expectations -- Conclusions -- References -- Appendix A: Business Executives Interviewing Guide -- Appendix B: DL Students Interviewing Guide -- Appendix C: z Test for Proportion of Employed Graduates -- Appendix D-t Test for Wages Comparison -- Get Your Copy Today-Information Age Publishing -- Toward an Empathic Model of Online Education -- Paul A. Crutcher -- References -- Distance Learning and the Family -- Glenn H. Dakin -- Planning a practical learning process is essential for successful distance learning. Online learners may be motivated by convenience to participate. Reading, writing, listening, and time management are learning skills. Guiding a distance learner to i... -- Locus of Control and Learning -- The Self-fulfilling Prophecy and Learning Expectations -- Passive Learning Versus Active Learning -- Is it Training or Is it Learning? -- Learning Family Structure Process -- 1. Schedule a daily specific learning time for each subject. -- 2. Create a secluded learning area without interruption. -- 3. Do not include TV, cell phones, or radios 4. If musically inclined, use an iPod with ear phones. -- 5. On the first day, review assignment details and clarify understanding. -- 6. Reach out to faculty for understanding assignment details. -- Learning Family Process Steps -- 1. Create a daily schedule with 90 to 120 minutes per course. -- 2. Make a copy for each family member. -- 3. Schedule a discussion at the kitchen table. -- 4. Explain that you are engaged with the online educational goal to improve family quality. -- 5. If you find individuals not onboard, then state you are borrowing 30 to 40 thousand dollars to do this now. -- 6. The discussion must reach a point where everyone agrees. -- 7. At this time, state, "Please, I need your help." -- 8. Distribute the schedule and ask for feedback. -- 9. When consensus is reached, thank them for their time. -- 10. Make no demands to conform to the plan -- instead, ask for support. -- 11. If you are a parent, create a reward system for tracking activity. -- 12. Hang a 3 x 5 grease board listing all family names. -- 13. After each week, mark the person with stars and reward them. -- Learning Family Plan Benefits -- References -- Shifting to Online Instruction in the Epicenter of a U.S. Pandemic -- A Professor's Strategies, Struggles, and Successes -- Danielle DiMarco -- The Epicenter -- A Trial Run? -- So This Is Really Happening -- A Move Away From Business as Usual -- Roadblocks -- Technical Issues -- Virtual Communication Anxiety -- Internal Struggle -- 1. demonstrates an understanding of the topic/purpose of the project -- -- 2. capable of answering questions asked by the professor and/or peers -- -- 3. holds the attention of the audience -- -- 4. emphasizes key points -- and -- 5. demonstrates enthusiasm. -- Now It's Real -- Be Mindful of Challenges -- Encouraging Staff and Student Contact -- Cooperation Among Students Giving Prompt Feedback -- Increasing Time on Task -- Communicating High Expectations -- Roadblocks -- Missed Class -- Those Affected Directly by COVID-19 -- Internal Struggle -- Triage -- Emergency Intervention -- 1. Be present at the course site -- -- 2. Create a supportive online course community -- -- 3. Develop a set of explicit expectations for your learners and yourself as to how you will communicate and how much time students should be working -- -- 4. Use a variety of large group, small group, and individual work experiences -- -- 5. Use synchronous and asynchronous activities -- -- 6. Ask for informal feedback early in the term -- -- 7. Prepare discussion posts that invite responses, questions, discussions, and reflections -- -- 8. Search out and use content resources that are available in digital format if possible -- -- 9. Combine core concept learning with customized personal learning -- and -- 10. Plan a good closing and wrap activity for the course. -- Ask for Informal Feedback --

Help Students Determine How Much Time They Should Spend Working -- Plan a Good Closing or Wrap Activity -- Roadblocks -- Feelings of Mental Distress -- AWOL Students -- Internal Struggle (Final Grading) -- Lessons Learned -- Providing Consistency for Students -- Searching for Best Practices -- Grading Fairly -- Where Are We Going From Here? -- References -- Appendix A -- Appendix B -- Appendix C -- The Educational Debate Continues -- Old Fashion Education Versus New Fangled Technology -- Suzie Ehmann -- References -- Closing the Distance in Distance Learning -- Strategies to Increase Intrinsic Motivation in the Time of COVID-19 -- Sarah Ransdell and Jennifer Rieck Intriguing research shows that when students have intrinsic motives for learning -when they engage not for external reward but because they find the activity itself interesting and gratifying-they become more likely to attach meaning to their wor...

ISBN: 1-64802-402-5

Materia: Distance education- Computer-assisted instruction Distance education- United States Distance education

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Enlace a formato físico adicional: 1-64802-401-7

Punto acceso adicional serie-Título: Distâncias

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