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The Transition from Real to Virtual – How Educators Can Successfully Move from Face-to-face to Online Instruction

Baron, J. D. & McKay, M. M. (2001). Designing and delivering an online course for K-12

educators. *T.H.E. Journal, v28 n9*, 70-75. Retrieved October 23, 2009 from ERIC

Database.

The authors describe how a course is designed to teach middle and high school teachers

how to use the Internet for science education. This article provides material on how

these educators need to have certain processes in place in order to make an effective

online experience. Joshua D. Baron is manager of curriculum development and training

at the Center for Improved Engineering and Science Education at Stevens Institute of

Technology. Mercedes M. McKay is senior Internet curriculum specialist at the Center

for Improved Engineering and Science Education at Stevens Institute of Technology.

Carnevale, D. (2003). Learning online to teach online. *Chronicle of Higher Education, v50 n10,*

A31-32*.* Retrieved October 23, 2009 from ERIC Database.

This article details how getting the proper education in distance education helps those

who are looking for the reasons and rationale necessary for developing students vs.

developing materials. It also provides some basic information on the value of distance

education certification programs. Dan Carnevale has written extensively on education/technology topics and was a regular contributor to the Chronicle of Higher Education.

Fillion, G., Limayem, M., Laferriere, T., & Mantha, R. (2009). Integrating ICT into higher education: Investigating onsite and online professors' points of view. *International Journal on E-Learning, v8 n1,* 17-55. Retrieved October 23, 2009 from ERIC Database.

The study provides good information from the point of view of professors utilizing some online learning techniques (hybrid or blended mode) and those who are entirely committed to online delivery. The summation with respect to the structured interviews with the professors is particularly helpful and contains additional information on their own student group experiences. There are understandable differences between respondents. This is an update to a 2007 article.

Gibbons, H. S. & Wentworth, G. P. (2001). Andrological and pedagogical training differences for online instructors. *Online Journal of Distance Learning Education, v4 n3.* Retrieved October 23, 2009 from ERIC Database.

The authors (both of whom are educators of business courses) focus their attention on the needs of teachers and adult learners. Their observations include the concept that self-directed learning is more appropriate and necessary for adults and consider distance learning is more applicable to this student segment as well as other "non-traditional learners" that qualify. This paper was one of three selected as a "Best Paper" among DLA 2001 proceedings.

Haber, J. & Mills, M. (2008). Perceptions of barriers concerning effective online teaching and

policies: Florida community college faculty. *Community College Journal of Research and

Practice, v32 n4-6*, 266-283. Retrieved October 23, 2009 from ERIC Database.

The author provides details from the Florida community college faculty regarding their

experiences in adapting themselves and their courses to distance learning. The article

describes the feelings many faculty members felt with respect to obstacles, changes,

training, and the complexities involved with moving to a technologically-driven system.

Additionally, the issues regarding faculty time and compensation (as related to the

increased amount of time and effort required by instructors) were discussed. Jennifer

Haber is an Associate Professor of Communications at St. Petersburg College. Michael

Mills is an Assistant Professor of Higher Education at the University of South Florida in

Tampa.

Kilian, C. (1997). Why teach online. *Educom Review, v32 n4,* 31-34. Retrieved October 23, 2009

from ERIC Database.

Providing a frank and easy to understand observation of some characteristics of online

instruction, the author reviews a number of basic issues regarding the move from

traditional to online class work. It provides some interesting insights into the demands

of teachers as they move into this new challenge. The author is chair of the Media

Technology Division at Capilan College.

Novek, E. M. (1999). Do professors dream of electronic students? Faculty anxiety and the new

information technologies. Retrieved October 24, 2009 from ERIC Database.

The survey contains instructor-specific information on the issues confronting them as

they, or others in their profession, use more information technology in education. The

survey provides significant details on the perceptions of teachers reacting to the

encroachment of the technology of distance education and how it may impact the

quality of learning, role of educators, and financial vs. instructional use as a tool.

Respondents included those new to the technology and others who were

knowledgeable on the subject. The author teaches Communications at the University of

Monmouth.

Palloff, R. M. & Pratt, K. (2007). *Building online learning communities : Effective strategies for*

the virtual classroom 2nd ed. San Francisco, CA: John Wiley & Sons, Inc. Retrieved

October 23, 2009 from NetLibrary Database.

A useful section in this book describes the issues and problems that educators

encounter when they migrate into online education. Issues affecting teachers are

reviewed that normally are not considered when looking at online learning and its

advantages and disadvantages normally associated with students. The authors have

collaborated on and researched topics for many years on a variety of issues concerning

the online world and how it affects teaching. They designed and direct the Teaching in

the Virtual Classroom certification program for Fielding Graduate University.

Palloff, R. M. & Pratt, K. (2000). *Making the transition: Helping teachers to teach online.*

EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials.

Retrieved October 23, 2009 from ERIC Database.

The authors present the idea that those teachers and their institutions that think that

existing pedagogy can easily be adapted to online need to change their perceptions.

Setting up guidelines that promote student participation, collaboration, and reflection

are important considerations for educators to include. The authors have collaborated on

and researched topics for many years on a variety of issues concerning the online world

and how it affects teaching. They designed and direct the Teaching in the Virtual

Classroom certification program for Fielding Graduate University

Roblyer, M. D.; Porter, Marclyn; Bielefeldt, Talbot; Donaldson, Martha B.Source (2009).

"Teaching online made me a better teacher": Studying the impact of virtual course

experiences on teachers' face-to-face practice. *Journal of Computing in Teacher

Education, v25 n4*, 121-126. Retrieved October 23, 2009 from ERIC Database.

The stories provided in this article provided insight into how teachers were impacted by

incorporating online teaching situations. The material also includes helpful survey and

focus group data to see what the impact was on the students. Implications from the

comments in this article are that "virtual teaching experiences have a positive impact on

face-to-face teaching practices." The information provided here is useful in seeing how

experienced teachers see the positive implications of including this technology.

Salmon, G. (2004). *E-moderating : The key to teaching and learning online.* London; Sterling,

Va.: Kogan Page. Retrieved October 23, 2009 from NetLibrary Database.

Chapter four of this book contains good information on the moderator training for

educators moving from face-to-face to the online course forum. While teaching

methods may need to adapt and learning the technology is important, the necessity of

learning moderator skills is essential. The author of this book goes into detail by using

the example of the Open University Business School (United Kingdom), drawing upon

her extensive experience both as an "e-moderator" and as a trainer of e-moderators.

This book was written to address the needs of those people who just becoming familiar

with online learning and compares the experiences of both educators and learners as

they adjust to this new environment. This book reflects updates to the 2000 edition.

Gilly Salmon works with the Centre for Innovation, Knowledge, and Enterprise at the

Open University Business School and chairs the Certificate in Management program.

Wickersham, L. E., Espinoza, S., & Davis, J. (2007). Teaching online: Three perspectives, three

approaches. *AACE Journal, v15 n2,* 197-211. Retrieved October 23, 2009 from ERIC

Database.

Using the viewpoints of three graduate level educational technology faculty members,

the authors provide information in the case study on each member's unique knowledge,

individual perspective, and methods used in teaching online. Through their practical

experience, the material provides details on the techniques and lessons learned while

addressing the needs of each course and the students. The authors head the

Educational Technology Program at Texas A&M University-Commerce.