



Teaching Literature Online

David Kirk



Teaching Literature Online:

Taking Literature and Language Learning Online Sandra Stadler-Heer, Amos Paran, 2022-10-20 The use of literary texts in language classrooms is firmly established but new questions arise with the transfer to remote teaching and learning How do we teach literature online How do learners react to being taught literature online Will new genres emerge from the COVID 19 pandemic Is the literary canon changing This volume celebrates the vitality of literary and pedagogic responses to the pandemic and presents research into the phenomena observed in this evolving field One strand of the book discusses literary outputs stimulated by the pandemic as well as past pandemics Another strand looks at the pedagogy of engaging learners with literature online examining learners of different ages and of different proficiency levels and different educational backgrounds including teacher education Finally a third strand looks at the affordances of various technologies for teaching online and the way they interact with literature and with language learning The contributions in this volume take literature teaching online away from static lecturing strategies present numerous options for online teaching and provide research based grounding for the implementation of these pedagogies Teaching Literature at a Distance Takis

Kayalis, Anastasia Natsina, 2011-11-03 Featuring essays by an international array of literature scholars this volume examines the challenges and opportunities of teaching literature at Open and Virtual Universities in a wide range of national cultural and linguistic contexts It presents cutting edge explorations of seminal issues including literature pedagogy and curriculum building canon and theory debates the uses of hypertext and other digital tools for literary instruction the writing and evaluation of educational material and the teaching of digital literature These issues are addressed from various critical and theoretical viewpoints which reflect the contributors long educational and administrative involvement with open and distance learning ODL in a rich diversity of cultural and academic frameworks As the first scholarly attempt to bring together questions of literature pedagogy and issues in open and distance online and blended learning this book is an essential resource for literature instructors and administrators in ODL e learning and b learning programs It offers techniques enabling scholars in more traditional academic settings to make literature courses more effective and stimulating by using tools developed for distance learning Teaching Literature in the Online Classroom John Miller, Julie Wilhelm, 2022-10-26 Provides guidance for college instructors teaching literature online Topics include interactivity student engagement and inclusivity along with considerations of hypertext video lectures and other asynchronous and synchronous tools Literary subjects include Shakespeare Chinese novels early American literature Octavia Butler and contemporary American poetry

Teaching Literature and Language Online Ian Lancashire, 2009 The essays in this collection illuminate the realities of teaching language and literature courses online Contributors present snapshots of their experiences with online pedagogies realizing that just as this year s technology writes over last year s the approaches and teaching tools they have pioneered will also be obscured by future innovations At the same time the volume describes models that first time teachers of online

courses will find useful and provides extensive insights into online education for those who are experienced in teaching blended and open source courses R sum de l diteur **Teaching Literature Online** Dan Kline,2002-08 Concise and practical Teaching Literature Online provides instructors with strategies and advice for incorporating elements of computer technology into the literature classroom Offering a range of information and examples this manual provides ideas and activities for enhancing literature courses with the help of technology Teaching Literature Online Daniel Anderson,1999

Online Teaching at Its Best Linda B. Nilson,Ludwika A. Goodson,2021-05-13 Bring pedagogy and cognitive science to online learning environments Online Teaching at Its Best Merging Instructional Design with Teaching and Learning Research 2nd Edition is the scholarly resource for online learning that faculty instructional designers and administrators have raved about This book addresses course design teaching and student motivation across the continuum of online teaching modes remote hybrid hyflex and fully online integrating these with pedagogical and cognitive science and grounding its recommendations in the latest research The book will help you design or redesign your courses to ensure strong course alignment and effective student learning in any of these teaching modes Its emphasis on evidence based practices makes this one of the most scholarly books of its kind on the market today This new edition features significant new content including more active learning formats for small groups across the online teaching continuum strategies and tools for scripting and recording effective micro lectures ways to integrate quiz items within micro lectures more conferencing software and techniques to add interactivity and a guide for rapid transition from face to face to online teaching You ll also find updated examples references and quotes to reflect more evolved technology Adopt new pedagogical techniques designed specifically for remote hybrid hyflex and fully online learning environments Ensure strong course alignment and effective student learning for all these modes of instruction Increase student retention build necessary support structures and train faculty more effectively Integrate research based course design and cognitive psychology into graduate or undergraduate programs Distance is no barrier to a great education Online Teaching at Its Best provides practical real world advice grounded in educational and psychological science to help online instructors instructional designers and administrators deliver an exceptional learning experience even under emergency conditions Teaching EFL Online Andrew R. Webster,2012 This work explores the role of the e moderator taking account of the skills required and the processes involved in creating and teaching an online English as a Foreign Language EFL course It also details those theories which are applicable to online learning and how they are represented through various models thus creating a framework to assist the e moderation process In particular Salmon s five stage model 2004 is analysed to assess its effectiveness in helping to prepare a new e moderator to teach in an online environment Qualitative self study research is conducted involving an analysis of the e moderator s reflective journal This method can be particularly insightful uncovering the e moderator s beliefs perceptions and challenges encountered throughout the process Thus in depth data is collected and used in evaluating an approach to e moderation It

reveals how Salmon's five stage model and others can be considerably helpful although not sufficient in themselves for successful online teaching and learning. In this regard a critical appraisal and detailed analysis of Salmon's model relating to this research is conducted to assess the skills required to become a successful e-moderator. This research reveals not only the complexities, problems, responsibilities and challenges encountered but also the tremendous rewards that can be reaped from the e-moderation process. Such research can encouragingly provide other practitioners with a valuable insight into the process and leads to recommendations for further research. In conclusion it is apparent that systematic frameworks such as Salmon's five stage model can be extremely useful for effective scaffolding but on their own they are not sufficient to produce a successful e-moderation process. It is suggested therefore that additional support and continual encouragement should be provided to motivate and engage students in both synchronous and asynchronous interactions. Moreover consideration

Teaching Literature to Adolescents Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2020-12-28. Now in its fourth edition this popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms. This new edition broadens its focus to cover important topics such as critical race theory, perspectives on teaching fiction, nonfiction and drama, the integration of digital literacy and teacher research for ongoing learning and professional development. It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts. It also addresses the need to organize literature instruction around topics and issues of interest to today's adolescents. By using authentic dilemmas and contemporary issues the authors encourage preservice English teachers and their instructors to raise and explore inquiry-based questions that center on the teaching of a variety of literary texts, both classic and contemporary, traditional and digital. New to the Fourth Edition: Expanded attention to digital tools, multimodal learning and teaching online. New examples of teaching contemporary texts. Expanded discussion and illustration of formative assessment. Revised response activities for incorporating young adult literature into the literature curriculum. Real world examples of student work to illustrate how students respond to the suggested strategies. Extended focus on infusing multicultural and diverse literature in the classroom. Each chapter is organized around specific questions that preservice teachers consistently raise as they prepare to become English language arts teachers. The authors model critical inquiry throughout the text by offering authentic case narratives that raise important considerations of both theory and practice. A companion website, a favorite of English education instructors, <http://teachingliterature.pbworks.com> provides resources and enrichment activities, inviting teachers to consider important issues in the context of their current or future classrooms.

Teaching English Online Dr Vasudevan Arunachalam, Dr Rajaram Munisamy, 2022-01-16. The pandemic has made teaching English as a second language more challenging than before. A revamp of teaching strategies was warranted on the part of teachers. English teachers were pushed into adopting all new strategies with an ill-aided technical support and adapting to newer forms of learning. All pressures, social, economic, political, familial, technological,

biological and psychological were brought upon them Playing newer roles and employing newer strategies have become inevitable Undertaking the challenge of running online classes is inescapable This book with 23 articles aims at addressing all challenges English teachers face while teaching online and offering solutions

Developing Online Teaching in Higher Education Dianne Forbes, Richard Walker, 2022-11-24 This book serves as a reference point to inform continuing professional learning and development CPLD initiatives at both individual and institutional levels It serves as a guide for faculty engaged in online teaching within the higher education sector in universities and vocational education institutions It moves beyond a technology driven approach by emphasising pedagogy and design as key issues in online teaching practice It will highlight challenges to staff engagement and how they may be overcome drawing on evidence based examples and models of CPLD from institutions around the world It is underpinned by a framework that emphasises the need for CPLD that is sustainable and adaptable to a range of contexts particularly in professional learning and development This book also highlights practices aimed at sustainable continuing learning and brings together a range of solutions and suggestions to assist educators and institutions with CPLD

Frontiers of Language and Teaching: Proceedings of the 2010 International Online Language Conference (IOLC 2010) Azadeh Shafaei, 2010-12-27 This collection is comprised of papers submitted to the 3rd International Online Language Conference IOLC held in September 2010 IOLC 2010 was a two day conference which aimed to provide a forum for academics practitioners experts and students to debate current international issues and challenges in the broad area of language learning and teaching This annual world renowned conference takes place over the internet allowing participants to save accommodation and flight expenses and at the same time helping to save our planet by reducing CO2 emissions All submitted papers went through a double blind review process before a decision was made This was to ensure the quality level of the conference is kept high

Teaching Online Claire Howell Major, 2015-03-15 Demystifies online teaching for both enthusiastic and wary educators and helps faculty who teach online do their best work as digital instructors It is difficult to imagine a college class today that does not include some online component whether a simple posting of a syllabus to course management software the use of social media for communication or a full blown course offering through a MOOC platform In Teaching Online Claire Howell Major describes for college faculty the changes that accompany use of such technologies and offers real world strategies for surmounting digital teaching challenges Teaching with these evolving media requires instructors to alter the ways in which they conceive of and do their work according to Major They must frequently update their knowledge of learning teaching and media and they need to develop new forms of instruction revise and reconceptualize classroom materials and refresh their communication patterns Faculty teaching online must also reconsider the student experience and determine what changes for students ultimately mean for their own work and for their institutions Teaching Online presents instructors with a thoughtful synthesis of educational theory research and practice as well as a review of strategies for managing the instructional changes involved

in teaching online In addition this book presents examples of best practices from successful online instructors as well as cutting edge ideas from leading scholars and educational technologists Faculty members researchers instructional designers students administrators and policy makers who engage with online learning will find this book an invaluable resource

English Studies Online Willam P. Banks, Susan Spangler, 2021-06-19 English Studies Online Programs Practices Possibilities represents a collection of essays by established teacher scholars across English Studies who offer critical commentary on how they have worked to create and sustain high impact online programs majors minors certificates and courses in the field Ultimately these chapters explore the programs and classroom practices that can help faculty across English Studies to think carefully and critically about the changes that online education affords us the rich possibilities such courses and programs bring and some potential problems they can introduce into our department and college ecologies By highlighting both innovative pedagogies and hybrid methods the authors in our collection demonstrate how we might engage these changes more productively Divided into three interrelated conversations practices programs and possibilities the essays in this collection demonstrate some of the innovative pedagogical work going on in English departments around the United States in order to highlight how both hybrid and fully online programs in English Studies can help us to more meaningfully and purposefully enact the values of a liberal arts education This collection serves as both a cautionary history of teaching practices and programs that have developed in English Studies and a space to support faculty and administrators in making the case for why and how humanities disciplines can be important contributors to digital teaching and learning Contributors include Joanne Addison William P Banks Lisa Beckelhimer Dev K Bose Elizabeth Burrows Amy Cicchino Erin A Frost Heidi Skurat Harris John Havard Marcela Hebbard Stephanie Hedge Ashley J Holmes George Jensen Karen Kuralt Michele Griegel McCord Samantha McNeilly Lilian Mina Catrina Mitchum Janine Morris Michael Neal Cynthia Nitz Ris Rochelle Rodrigo Cecilia Shelton Susan Spangler Katelyn Stark Eric Sterling and Richard C Taylor Teaching Literature to Adolescents Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2016-03-10 This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them Throughout the textbook readers are encouraged to raise and explore inquiry based questions in response to authentic dilemmas and issues they face in the critical literature classroom New in this edition the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards Each chapter is organized around specific questions that English educators often hear in working with pre service teachers Suggested pedagogical methods are modelled by inviting readers to interact with the book through critical inquiry methods for responding to texts Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry based responses to

authentic case narratives A Companion Website <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms Elements of Quality Online Education: Into the Mainstream, Wisdom from the Sloan Consortium Janet C. Moore, 2004-10 *e-Learning, e-Education, and Online Training* Guan Gui, Ying Li, Yun Lin, 2024-01-16 This four volume set constitutes the post conference proceedings of the 9th EAI International Conference on e Learning e Education and Online Training eLEOT 2023 held in Yantai China during August 17-18, 2023. The 104 full papers presented were selected from 260 submissions. The papers reflect the evolving landscape of education in the digital age. They were organized in topical sections as follows: IT promoted teaching platforms and systems; AI based educational modes and methods; automatic educational resource processing; educational information evaluation **Shaping Online Spaces Through Online Humanities Curricula** Tatlock, Julie, 2022-11-25 The advent of the COVID-19 pandemic plunged large numbers of students and faculty across the world into online learning with little to no warning or experience. This leaves a ripe situation to assess how far online learning has come, what pitfalls people have experienced, what new insights have emerged, and new thoughts for future development. *Shaping Online Spaces Through Online Humanities Curricula* reexamines online learning best practices in the context of the COVID-19 pandemic. The text highlights successes and failures and suggests future ideas to produce excellent online education in humanities disciplines. Covering topics such as adult education, multicultural literature, and virtual learning environments, this premier reference source is a dynamic resource for administrators and educators of both K-12 and higher education: pre-service teachers, teacher educators, government officials, instructional designers, librarians, researchers, and academicians.

A Socially Just Classroom: Transdisciplinary Approaches to Teaching Writing Across the Humanities Kristin Coffey, Vuslat Katsanis, 2022-08-16 This edited collection provides a range of transdisciplinary approaches to the teaching of writing across the Humanities through the lens of inclusion and equity in higher education. In three parts: From Disciplinary Practice to Transdisciplinary Application, The Collective We, Transparent Pedagogy in Praxis, Power in Presence, From Chalkboard to Pavement, the chapters focus on teaching triumphs and challenges, specific learning objectives and best practices, theories and their applications, and concrete examples of campus action within specific institutional or socio-historical contexts. In whole, the book represents what a socially just classroom looks like from first-year university writing classes to advanced graduate studies and the impact of learning beyond the university. Building on the scholarship of equity in higher education, the book forefronts transdisciplinary pedagogies with chapters representing language and literature, creative writing, cultural and ethnic studies, women and gender studies, and media studies. While we understand social justice as a multifaceted and ever-expanding effort, we affirm the essential role of classroom instructors as the foundational actors in cultivating and sustaining inclusion and equity. We also acknowledge the current challenges of teaching brought on by the COVID-19 pandemic, which intensifies previously existing issues surrounding housing, employment, healthcare, and the legal

residency status of many students By fostering a conversation around writing pedagogy in a comparative and transdisciplinary context we encourage educators to translate the resources available in their fields in a collective effort to close the equity gaps At the same time we intend for this book to provide a context where younger faculty and diverse students can redefine the college classroom while empowering each other within their chosen institutions

Pedagogy Development for Teaching Online Music Johnson, Carol, Lamothe, Virginia Christy, 2018-05-11 With the shift towards online education teaching and learning music has evolved to incorporate online environments However many music instructors faculty and institutions are being challenged on how to evolve their curriculum to meet these demands and successfully foster students

Pedagogy Development for Teaching Online Music is a critical scholarly resource that examines the nature of teaching and learning music in the online environment at the post secondary level Featuring a broad range of topics such as online and face to face instruction instructional design and learning management system this book is geared towards educators professionals school administrators academicians researchers and students seeking current research on designing online music courses using a social constructivist framework

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