*Note*: Page numbers followed by "n" indicate notes.

Academic integrity, 107	Australian Psychological
Academic stress, 118	Accreditation Council, 17
Access, 7	Autonomy in online teams, 74–76
Activate learning, 100	
Activate your learning (AYL),	Barriers identification to student
100–102	engagement
Activating communities of learning	through lens of TTD, 116–120
background, 28	in ODL, 116
ecological systems theory, 28–30	Bee, 26
graduate students, 27–28	Behavioral engagement, 115
interviews as pedagogical tool,	Blended approaches, 2
31–35	Blended learning, 84
methodology, 35	Blogs, 11, 152
mutualistic symbiosis, 26	Bloom's Taxonomy of Learning
participants, 36–37	Objectives, 3
procedure, 37	Bradley Review of Higher Education, 10
results, 38	
scholar-practitioner interview	Camtasia™ software, 23
assignment, 44–51	Case study, 5, 15, 27, 35, 60–66, 132,
vlogging as pedagogical tool,	136
30–31	Chronosystem, 29
vlogging assignment, 38-44	Classroom management, 61
Active learning, 3–4, 126–127	Cognitive engagement, 115, 122
Addams' pragmatic approach, 127	Cognitive presence (CP), 7, 126–127,
Administrative management, 60	130
Adobe Captivate <sup>TM</sup> , 14	ID for, 130
Affordability, 7	Cognitive skills, 144
AgreeStat, 132	Collaborative learning, 122
Alumni interviews, 31	Comment tools, 153
Anxiety, 18, 19–20	Communication, 13
Articulate <sup>TM</sup> , 14	evaluation processes, 63
Asking for Help Anxiety, 18	tools, 12
Assessments, 4–5, 12	Community, 6
Audio and-video sharing, 152	building, 64–65
Australia, tertiary teaching in, 10	Community of inquiry (COI), 126–128
Australian context, online learning	educational technology for, 130
in, 10	loop for SP, 130

Computer-mediated instruction, 127	Effective course
Concept mapping, 103	design, 2, 128
question and feedback, 104	resource management, 61
Constructivism, 84–85	Effective e-tutor, 144–145
Content management system (CMS),	available and respond promptly,
101	148–149
Conventional classroom instruction, 2	clarification, 148
Course assessment, 4	going extra mile, 153–154
Course evaluation, 5	importance of introductions, 147–148
Course management, 61	listening, 149–150
Covid-19 global pandemic, 1	prevent boredom and keep students
Critical digital pedagogy, 89	engaged, 151–152
Critical pedagogy, 89	providing timely feedback, 151
Cultural interviews, 31	strategies, 146
Cultural values, 29	time management, 150
Culture of collaboration, 65	using variety of tools, 152–153
Cyberstress, 77	Effective E-tutoring, 144
•	e-tutor, 144–145
Deep learning, 76, 151	effective E-tutor strategies, 146–154
Deepwater Horizon oil spill, 30	role and traits of, 145–146
Desirable difficulties in learning	Effective learning, 2, 4
design, 100	Effective online course, 126
Development, 59–64	Effective online learning, 2
Digital immigrants, 117	active and engaged learning, 3–4
Digital learning environment, 91	course assessment, 4
Discussion forums, 144	course evaluation and quality
Dispositional constraint, 119	assurance, 5
Doctoral Faculty Colloquia, 65	instructor facilitation, 4
Drop box, 153	learner needs, 3
•	learning outcomes, 4
E-learning, 126 (see also Open	Effective online teaching, 126
and Distance Learning	Effective teaching, 2
(ODL))	Effective team behavior, 78
environment, 12	Emotional engagement, 115
E-mail, 144	Encourage contact between students
E-pedagogy, 70–71	and faculty, 126
future of, 78–79	Energy Climate and Policy, 44
of VLT, 72	Energy Policy and Climate MS degree
E-tutors, 7, 144–145	program, 27, 33
Ecological systems, 38	Engaged learning, 3–4
theory, 26, 28–30, 35	Environmental Sciences and Policy
Ecosystems, 26	program, 26–27
Educational technology, 129–130	Evaluation of online faculty, 62
for COI, 130	Examination Anxiety, 18
Educators, 71	Exosystem, 28, 44
reflections, 18, 20–21	Experience-based learning, 127

Subject Index 167

Face-to-face (F2F), 147, 153	Humanity-affirming location of
interaction, 147, 153	possibility, 126
learning environments, 2	Hybrid learning, 2–3
Facebook, 153	
Faculty, 12	Immediacy behaviors, 128
evaluation, 56	In-depth learning, 77
management, 56	Individual learning, 145
members, 56, 64–65	Informal educator reflections, 16
mentor, 62	Information Communication
recruitment, 57, 67	Technologies (ICTs), 6, 144
Faculty Excellence Award, 65–66	Informational interview, 31
Faculty of Health, 11, 13, 22	Institutional constraint, 119
Faculty recognition, 64	Institutional factors in online learning
community building, 64-65	strategies, 11–12
Doctoral Faculty Colloquia, 65	Institutional policy, 57
Faculty Excellence Award, 65–66	Instruction and feedback for TP, 130
Senior adjunct faculty rank, 66	Instruction for TP, 130
Feedback, 61–62, 99–100, 106–107,	Instructional design (ID), 126
128	for CP, 130
for TP, 130	Instructional dialogue, 114
First-order agreement coefficient	barriers, 117–118
(AC1), 132	Instructional leadership, 4
Flat management structure, 78	Instructional strategies, 12–13
Flickr, 11	Instructional videos, 16
Forecasting, 56–57	Instructor, 3–4
Forums, 153	Instructor facilitation, 4
Foundational, Interactive, and	Instructor verbal immediacy
Transformational model	behaviors, 128
(FIT model), 12–15, 22	Interaction treatments (ITs), 126
(======================================	Interactive technology, 129
Graduate students, 26	Interpretation Anxiety, 18
	Interrater reliability (IRR), 132
H5P, 110	Interviews
module, 101	assignment, 51
video, 108	as pedagogical tool, 31
High-quality online instruction, 129	presentation of scholar-practitioner
Higher Ed professional, 85	interview findings, 34–35
Higher education	rubric used for the creator/
institutions, 147	facilitator of VoiceThread
program, 71	reflection vlog, 32
Higher Education Digital Identity	scholar-practitioner interview
(#HEdigID), 85	assignment, 33
network, 85	scholar-practitioner interview plan
social network analysis	and questions, 33
visualization of, 86	scholar-practitioner interview
HTML5 Package, 101	qualitative analysis, 34
11111111111111111111111111111111111111	quantative analysis, 57

Intraclass correlation coefficient	as political, 89–90
(ICC), 132	reflecting on lurker experience,
Introversion–extroversion personality,	85–87
118	through three lenses, 87
	as troublesome, 87–88
Johns Hopkins University (JHU), 26	
network, 51	Macrosystem, 29, 38
	Massive Open Online Courses
Kaltura, 110	(MOOCs), 84
Key strategies on effective e-tutoring,	Master of Science (MS), 26
144	Masters of Applied Psychology, 71
"Khan Academy" style, 31	Memory, 96–98
Knowledge-check, 100-101	Mesosystem, 28, 38
	Meta cognitive skills, 144
Learner	Meta-analysis, 2
characteristics, 130	Microsystem, 28
needs, 3	Mind mapping, 103
Learner autonomy, 114	Monitoring online faculty, 62
barriers, 119–120	Muddiest Point, 103, 106
Learner support (LS), 7, 129–130	Mutualistic symbiosis, 26
Learner/Learning Management	•
System (LMS), 7, 13, 144	Netiquette, 148
students learning through, 146–154	•
tools, 153	On-campus courses, 59
Learning, 85, 97	One-Minute Essay, 103
community, 145	Ongoing training, 59
design, 100	Online college courses, 7
materials, 144	Online Community of Inquiry
outcomes, 4	Syllabus Rubric©
process, 70	(OCOISR), 7, 126,
team agreement, 76	129, 130–131, 134–135,
Learning Design Institute (LDI),	140–141
109–110	methodology, 131-132
Lecture capture, 16	purpose, 129
Lecturer, 7, 13–16, 20, 150	research, 129
Lecturer-student relationship, 145	results, 132–134
Leveraging retrieval practice, 99	significance, 135–136
Listening, 149–150	Online course syllabus, 126
Logic of inquiry, 127	community of inquiry, 127–128
Long-term information retention,	educational technology, 129
retrieval practice and,	learner support, 129
97–98	OCOISR ©, 140–141
Low-stakes quizzes, 106	OCOISR research, 129-136
Lurkers, 85–87	theoretical framework, 126
Lurking, 84–85	Online courses, 100
as ordinary, 88–89	Online education, 70

Subject Index 169

Online faculty management	in tertiary teaching and Australian
evaluation of faculty adherence	context, 10
to standards for effective	Online teaching, 1–2, 7, 16, 58, 109
practice, 63–64	Open and Distance Learning (ODL),
faculty mentor, 62–63	114
faculty recognition, 64–66	Quality Council, 114
recruitment, 56–59	student engagement in, 115
setting expectations, 60–62	Open Distance and e-Learning
training, development, and	environment (ODeL
supervision, 59	environment), 144, 150
Online faculty recruitment, 58–59	Open educational practices, 85
Online graduate-level courses, 26	Open Educational Resources/Research
Online learners in psychology	(OER), 86, 91 <i>n</i> 1
anxiety, 18, 19–20	Ordinary, lurking as, 88–89
comparison with previous cohort,	Orientation, 59
18, 20	,
educator reflections, 18, 20-21	PackBack approach, 103
FIT model, 12–15	Paris Climate Accord, 30
institutional factors in design and	Part-time faculty, 56, 66
implementation of online	Participant observer, 146
learning strategies, 11–12	Passive learning, 127
interpretation and take-aways	Pearson's <i>r</i> correlation analyses, 19
for teaching practice and	Podcasts, 152–153
policy, 21–23	Political, lurking as, 89–90
methods, 17	Pollination, 26
online learning in psychology	Position descriptions, 57
statistics course, 15–16	Practice exercises, 107
online learning in tertiary teaching	Practice quizzes, 107
and Australian context, 10	Presence establishment, 72–74
outcome measures collection, 17	Prezi, 11
outcomes, 18	Prioritize process development, 63
relationship between video use	Professional development, 58
and learning outcomes, 18,	Program structure, 114
19–	Program structure barriers, 118–119
video resource use, 17, 18–19	Prompt feedback, 126
Online learning, 1, 85	Psychology statistics course, online
challenge for higher education	learning in, 15–16
institutions, 1–2	Public Health, 71
effective online learning requires	Public service town, 11
good course design, 2–5	
environments, 129	QM Higher Education Rubric (QM
institutional factors in design and	Rubric), 129–130
implementation of, 11–12	Qualitative intrinsic case study design,
in psychology statistics course,	35
15–16	Quality assurance, 5
research on, 2	Quality Matters (QM), 129

Recognition tests, 99–100	Social presence (SP), 7, 126, 128, 130
Recruitment, 56–59	COI loop for, 130
Reflection, 105–107	Socratic questioning, 59
Reproductive learning, 126	Software applications, 152
Respect diverse talents and ways of	Solar Energy course, 35
learning, 126	coding analysis of, 45–50
Respecting diverse ways of learning,	coding analysis of final reflection
129	journal comments related to
Retention, 5, 10, 96–97, 147	Vlog assignment in, 52
Retrieval ability, 98	Spacing, 99
Retrieval practice, 96–97	Stakeholders, 63
in action, 108–110	Statistical Anxiety Scale, 18
case study, 108	Statistics, 10, 17
instructional conditions maximize,	STEM courses, 100
99–100	Storage strength, 98
and long-term information	Structural Adjustment Fund (SAF),
retention, 97–98	10
options, 100–108	Student engagement
self-regulated learning strategy,	identifying barriers to student
98–99	engagement in ODL, 116
Retrieval strength, 98	identifying barriers to student
Rubric for Assessing Interactive	engagement through lens of
Qualities in Distance	TTD, 116
Courses©, 130	instructional dialogue barriers,
Rubrics, 61, 131, 151	117–118
	learner autonomy barriers, 119–120
SAF Flexibility, Innovation,	in ODL, 115
Retention, Engagement	program structure barriers,
(SAFFIRE), 11, 15, 22	118–119
Scholar-practitioner interviews, 35, 38	TTD variables to address barriers
assignment, 33, 44–51	to, 120–122
findings presentation, 34–35	Student(s)
plan and questions, 33	autonomy, 74–75
qualitative analysis, 34	employment, 119
Science 101, 108–110	experiences of VLTs, 71–72
Scoring, 131	feedback, 61
Self-regulated learning strategy, 98–99	learning through LMS and social
Senior Adjunct Faculty, 66	media, 146–154
Situational constraint, 119	personality, 118
Skype, 72	student-centered interaction, 127
SlideShare, 11	student-centered pedagogy, 114
Social media, 144, 153	student-created interview, 31
students learning through, 146–154	student-to-scholar-practitioner
Social Network Analysis, 86	interactions, 51
Social networking sites, 152	student-to-student interactions, 51

Subject Index 171

Student content (S. C) 127	atudant an accoment in ODI 115
Student-content (S-C), 127	student engagement in ODL, 115
Student-student relationship (S–S	variables to address barriers to
relationship), 126–127, 145	student engagement,
Student-teacher (S-T), 126–127	120–122
Supervision, 59–64	Time management, 150
Supplementary videos, 16	Timely feedback, 151
Support, 59	Traditional education, 126
for learner characteristics, 130	Traditional face-to-face learning, 2
Supporting learners, 11	Training, 59–64
Sustainability Science course, 5, 30, 35	methods, 63
coding analysis of, 39–42	Transactional distance variables,
coding analysis of final reflection	116–117
journal comments related to	Transformative learning, 70
Vlog assignment in, 43	Transformative online course design,
Syllabi, 131	126
Syllabus, 131	Troublesome, lurking as, 87–88
Synergies, 76–78	Tutor, 71
, ,	experiences of VLTs, 71-72
Teacher personality, 117	presence, 72–73
Teaching practice and policy, 21–23	Tutoring, 144
Teaching presence (TP), 7, 126, 128,	Twitter, 11
131	Twitter, 11
instruction and feedback for, 130	Unanswered Questions, 103, 106
Team learning in online environments	Unisa 200 e-tutor, 145
(see also Effective online	Universal Design for Learning
learning)	(UDL), 12, 15
autonomy in online teams, 74–76	X7:1 11 ' (1 ' ) 20
establishing presence, 72–74	Video blogging (vlogging), 30
future of E-pedagogy, 78–79	as pedagogical tool, 30–31
need for clearer E-pedagogy, 70-71	Video blogs (vlogs), 27
student and tutor experiences of	Video podcasts, 16
VLTs, 71–72	Video quizzes, 108
synergies, 76–78	Video resource use, 17, 18–19
VLTs, 70	Video-based learning, 16
Technology, 3, 122	Virtual learning teams (VLTs), 70
Tertiary teaching, online learning in,	student and tutor experiences of,
10	71–72
Testing effect, 96	Virtual teaching simulations, 58–59
Theory of transactional distance	Vlogging, 35, 38
(TTD), 114–115	assignment, 38-44
identifying barriers to student	Vlogs, 27–28
engagement in ODL, 116	VoiceThread, 5, 27, 28, 110
identifying barriers to student	platform, 38
engagement through lens	reflection vlog assignment, 30–31,
of 116–120	35

Web 2.0 tools, 11, 152 Web conferencing, 11 WhatsApp, 144 Wikis, 11

Word-of-mouth recommendations, 58

YouTube, 153

Zoom software, 64