DESCRIPTION

What is the appropriate role of technology in teaching and learning environments? In this collection of essays, technology is described as an enabler. The contributing authors explain and analyze the ways in which they have incorporated interactive technologies into their instructional practices and curriculum. Each of these case studies provides readers with a frame for understanding the relationships between technology and the processes of communicating and learning in instructional settings.

This book provides readers with a comprehensive understanding of the human communication issues that must be addressed in higher education as interactive technologies evolve and continue to impact instructional design and practice. It is organized into three sections: the first, Program Development for Distance Education, presents the authors' efforts to adapt and develop graduate degree programs for distance education; the second, Professional Collaborative Endeavors: Teaching Across the Distance, examines courses taught in audio/video environments as well as online team-taught courses; the third, Creating Online Learning Communities: A Focus on Communication and Student-Centered Learning in Virtual Classrooms, describes the tools and objective involved in creating online learning communities.

Written for faculty, administrators, graduate students, and scholars in higher education, this book is a useful guide for anyone with a particular interest in communication and collaborative learning in the online environment.
ABOUT THE AUTHOR

Patricia Comeaux is a professor of Communication Studies at the University of North Carolina-Wilmington. Early in her university teaching career, she discovered the value of an interdisciplinary approach to teaching and research when she designed and developed a communication across the curriculum program at Illinois Wesleyan University. Since then, her teaching and research interests have been in observing and examining communication and learning in institutions of higher education. Since the 1990s, her research has focused on the qualitative assessment (observation and examination) of the interpersonal nuances involved with communication and learning in distant education settings. She has served as an outside project evaluator for a number of distance education-funded projects. In addition, she has published numerous articles on topic of collaborative learning in higher education and the impact of interactive technologies on communication and learning.

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