

1. **The Ko & Rossen readings are immensely practical and cover a great deal of territory. Please identify and discuss five items (one from each of the chapters) that you found especially interesting. How you go about this is up to you., but some directions to consider: How could you use this information in your own classroom? How do the suggested practices conform with-or-not- your experiences in distance education-as learner or teacher?**

Chapter 10

This chapter recommends different ways instructors can use to prepare their students for an online program. Orientations programs should be offered by institutions so students new to this form of education do not feel isolated or lost. If the institution does not offer an orientation, the instructor should be responsible for guiding students. If I am the instructor, I will spend the first class discussing online course expectations which will include required computer skills to succeed in the course, equipment requirements, instructions for downloading necessary software, and issues concerning the importance of student time management in online instruction (Ko & Rossen, 2019).

Chapter 11

Chapter 11 discusses several factors that influence classroom management. According to Ko & Rossen (2019), classroom management includes all the organizational and procedures measure that keep a class moving along. Keeping record of students' work and communication is imperative in both face-to-face and online instruction, but in online instruction this become more difficult. As I read this chapter, I reflected about all suggestions Ko & Rossen (2019) make for a record keeping system and how I apply them to both forms of instruction. In google classroom my classes are organized by topics; each topic has all students' assignments as well as the chat communication established with students per assignment. At the end of each school year, classes are archived. In google drive, I have a file per period, within each period I have a folder for each topic, and each topic has all lessons. In addition, I have the same setting in my computer and flash drive, with the only difference that instead of period folders I have subject folders.

Chapter 12

Chapter 12 refers to other classroom management issues, especially student behavior online. I found managing noisy students' behavior very interesting. Ko & Rossen (2019) define a noisy student in an online classroom, like a student who spends much energy raising issues that are only tangentially related to the topics under discussions. Even though handling this type of behavior for online classes is easier than face-to-face, I will use the same strategies I use for in-person instruction. Students that show this type of behavior mostly look for attention, therefore having a conversation with him or her about the situation must be the first step. In an online setting, I will send a private message and try to have a conversation to find the reason behind this type of behavior, or if the instruction takes place via zoom, I will put him or her in a breakout room and will have a conversation face to face to discuss the issue. If the behavior in class continues, then I will contact the parents to communicate the situation, and if it persists then I will inform the school administration.

Chapter 13

After reading this chapter I concluded that the courses I teach can be classified as web-enhanced courses. These types of courses use 1-29% of the content for online delivery and they are associated with websites, mobile apps, or online tools, or learning management systems (Ko & Rossen, 2019). In all my courses I use websites like Khan Academy or Math Nation as resources to diversify the way of lecturing. I assigned Math Nation as homework where students watch videos to complete a lesson. Mobile apps like Remind are used to communicate with students and parents. Platforms like Google classroom is used to post assignments, class notes, announcements and to communicate with students.

Chapter 14

This chapter focus on aspects of teaching and learning in Massive Open Online Courses (MOOCs). MOOCs are free online courses available for anyone to enroll. One of the biggest difference between MOOCs and traditional online instruction is attendance. Courses in traditional online education are designed for 10-50 students, while MOOCs consider groups larger than one thousand (Ko & Rossen, 2019). I found, how to promote social interaction in an environment which large number of participants, very interesting. Designing small groups assignments that would involve collaboration between participants and creating an activity at the beginning of the course to allow students to introduce themselves, would be some of the strategies I would use if I was a teacher for one MOOCs.

- 2. Drawing from Simonson's chapter 6 (as well as other sources of your choice), identify the differences and commonalities of teaching at a distance versus teaching face-to-face. Approach this critically. What are common assumptions of teachers and teaching in each environment? How do these conform with practice—with "reality"?**

Teaching at a distance and face to face instruction have some similarities. In both settings students benefit when they have a clear understanding of classroom organization, expectations, and student responsibilities (Simonson, Zvacek & Smaldino, 2019). In both forms of instruction, students know what to expect from the class and what the instructor expect from them when the syllabus provide enough information. A syllabus in distance education, in contrast with face-to-face, must provide more information about the use of technology. Information on how to resolve technical difficulties and contact information for technical service department are some of the information that should be in the syllabus for an online course that face-to-face does not require.

Communication is also crucial in both forms of instructions. In face-to-face, communication with students takes place every day during instruction time, while in distance education teachers remind students about upcoming due dates, activities, or future assignments using CMS, IM, or SMS. In distance learning, educators cannot assume that learners are familiar with the use of technology, for instance they must spend the first week of school orienting his or her students about the use of technology in the class and the different forms of communication that will be used.

Educators in K-12 distance learning programs should also consider setting rules about parent communication. According to Gonzalez (2020), teachers in distance education, should establish a consistent location and predictable schedule for sharing information with parents; for example, my daughter's online French teacher sends an email every Friday about her progress in class. Gonzalez (2020) also recommend teachers to make communication multimodal, the use of different ways of presenting the information give parents and students the opportunity to choose the format that works better for them.

Reference

1. Gonzalez, J. (2020, July 5). *9 Ways teaching should be different from face-to face*. Cult of Pedagogy. <https://www.cultofpedagogy.com/9-ways-online-teaching/>
2. Ko, Susan. & Rossen, S. (2017). *Teaching Online: A Practical Guide*. (4th Edition) Routledge
3. Simonson, M., Zvacek, S, & Samaldino, S. (2019). *Teaching and learning at a distance education*. (7th Edition) IAP-Information Age Publishing