

Section 3

Teaching Presence— Designing Online Education

An essential feature of quality online learning experiences is developing teaching presence. Teaching presence involves course design and organization, facilitation of the course, and direct instruction. Essentially, it involves the preplanning, design, implementation, and evaluation of a course. This section consists of several articles. The first two provide program resources for designing new online programs (Milman, 2016) or for working with instructional designers (Bazluki & Milman, 2019), both essential to quality online program/course creation. Subsequent articles focus on specific tasks and strategies for designing online courses, ranging from developing transparent assignments (Milman, 2018) to asynchronous online discussions (Milman, 2017), including how to craft effective online discussion questions (Milman, 2009a), to helping students with virtual group work (Milman, 2015). The section closes with two specific teaching approaches online educators might wish to incorporate in their teaching: the flipped classroom (Milman, 2012) and differentiated instruction (Milman, 2009b). Each approach has specific characteristics and benefits to consider when incorporating in online education. This section closes with an article (Milman, 2014) about snow days—it is included in the teaching presence section and this special issue because many of the suggestions are important for administrators in K–12 schools and institutes of higher education to consider, especially when seeking instructional continuity during and after COVID-19

times, and no matter the interruption. Clearly there are many other types of natural and human-made disruptions possible that might affect instructional continuity; therefore, planning is key.

1. Milman, N. B. (2016). Resources and factors to consider when designing new online programs. *Distance Learning*, 13(1), 45–48.
2. Bazluki, M., & Milman, N. B. (2019). Transforming traditional, face-to-face courses to online or blended learning environments: Advice for faculty and instructional designers. *Distance Learning*, 16(1), 49–51.
3. Milman, N. B. (2018). Tips for success: the online instructor's (short) guide to making assignment descriptions more transparent. *Distance Learning*, 15(4), 65–67.
4. Milman, N. B. (2017). Designing asynchronous online discussions for quality interaction in asynchronous online courses. *Distance Learning*, 14(3), 61–63.
5. Milman, N. B. (2009a). Crafting the "right" online discussion questions using the revised Bloom's Taxonomy as a framework. *Distance Learning*, 6(4), 61–64.
6. Milman, N. B. (2015). Navigating online virtual group work: Tips for instructors and students. *Distance Learning*, 12(4), 51–54.
7. Milman, N. B. (2012). The flipped classroom strategy: What is it and how can it best be used? *Distance Learning*, 9(3), 85–87.

8. Milman, N. B. (2009b). Differentiating instruction in online environments. *Distance Learning*, 6(3), 87–89.
9. Milman, N. B. (2014). Snow days: Is distance education a solution in K–12 schools? *Distance Learning*, 11(2), 45–48.

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- Milman, N. B. (2014). Snow days: Is distance education a solution in K–12 schools? *Distance Learning*, 11(2), 45–48.
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