EXPLORING THE TRANSITION INTO ONLINE AND HYBRID TEACHING THROUGH COLLABORATIVE SELF-STUDY

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Abstract: Using positioning theory, narrative inquiry, and self-study by two special education professors (the presenter and Elna Carrington-Blades, University of the West Indies-Trinidad), the catalysts, and conflicts encountered as one considers the implications of and strategies for making more courses available to students online will be shared. Using a canon of music, poetry, and stories, the collaborators' findings will be determined and illustrated. The presentation concludes by describing the effects of the self-study on the professors' teaching and relationship.