Book Review: ADVANCING ONLINE TEACHING Creating Equity-Based Digital Learning Environment

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The emergent situation that we have faced in recent times, created new teacher workloads which should be taken into account. Like the presence remote teaching and assessing and more. In this case, employees' no matter what disciplines or sectors they are in, are demanded to continuously keep their skills and abilities in progress, and that is why in some jobs the increments are tied to passing some of annually tests. As so, we all must be proactive in addressing the development acquirements, including challenges and needs, to make that process more orientated, and easy. It is a necessary step in this accelerated time throughout the entire lifespan. On the other hand, it is unpleased for you to be pushing to obtain some skills just because the administrator has noticed your old professionality. When we finished reading "ADVANCING ONLINE TEACHING, creating Equity-Based Digital Learning Environment" book, we found lots of subject matters that are beneficial for all digital teachers.

Keywords: workload, presence, approaches, UDL Model.

INTRODUCTION

Have you ever imagined as a faculty member that you would be in a one mandatory day an online instructor? What would be the characteristics of that teaching and learning looking like? What are the Techniques you could use on the online courses? Yet, we have good experiences on the internet; we still need guidelines for teaching in the online environment. Simply issues: how could we build a good online experience for the students? who are coming from different sociocultural backgrounds; along with, insuring they are having an equally opportunity, by the equity aspects considerations.

No particular methodology in writing a book review (Research Guides, 2023). There are some strategies and questions. We followed the Research Guides three steps below: 1) taking some notes; 2) making arguments; and, 3) articulating that arguments.

DISCUSSION

The book has marketing values as one of the best series of online teaching and learning equipment. The book holds the concert issues in the educational context. Rather, the book shows the hidden sides of digital transformation, the pros, and cons of teaching methods, and how to align your work in an agile way. In short, it is providing a "window to see what works for your students", and what is useful for you too.

The major idea of this book is "how to accomplish the equity element in the online course as the main educational affair nowadays. The book authored by Kevin Kelly and Todd Zakrajsek, who both had extra knowledge and skills in the Instructional Technology and virtual environments.

The book is divided into three parts with appendix serves as a supplementation including sites and links for resources and apps that are taking place in the end of the book. The book topics are ordered from fundamental to advance. In addition to a plethora of research findings, perspectives, reflections, and summaries that are contained within each chapter. The authors do not forget the elaboration tables and figures, and "the levels and grades of teachers; therefore, the book considers types of practical, evidence–based techniques" (p. 8).

Transitioning to the content, part one is composed of

six chapters. Chapter 1.1 gives readers an exclusive overview about the online courses rating all over the world. It argues the increasement of the online courses, and the demand to change teaching approaches, that are still working the same. The voice looks like a serious invitation to shift to a new approach. The authors reported out two examples of ineffective online teaching approaches, "that (a) does not provide students with any opportunities for human interactive – see it and forget it - and/ or (b) provides only one path for students to achieve success – one size fits all" (p. 10).

The previous assumption accords with the propositions of Pieters et al (2019) who announced to think, accidentally, about various external factors such as technological innovation, because that will be affected the process of syllabus's development (2019).

In this chapter, they presented a suggested approach called UDL Model, which is a suitable approach for online courses format, at the point of the authors' view. They gave the UDL design a definition of the approach based on equifinality. "That is, we are allowing people to select different paths to achieve the same goal" (p. 12). It is called, contentedly, a universal design, because 1) it is aligning – "well with being a more harmonistically oriented faculty member dedicated to as much inclusivity in teaching as is possible" (p. 13). 2) It helps, as so far, to encourage more students to be successful without disadvantaging other students.

The chapter made a controversial space about the UDL Model and the essential concepts of the universal design, following that discussion of the components and categories of the UDL framework. They have a great number of recommendations. For instance, the "backward design" which means start planning from the end in your mind, to be able to state clear ideas about what you want to attend in your class in all formats: online, hybrid, or face-to-face. Conrad and Openo indicated in their book "Assessment Strategies for Online Learning" the "backward design" too, they suggested starting with the development of the assignments that will be evaluated for marks. (Conrad and Openo, 2018).

Correspondingly, the authors advocated asking students about learning references at the beginning of the course, to build a good relationship with them, and between students, as part of fulfilling a "human being" sense. This will be an assistance guideline to determine what kind of activities and assignments you better involve in and not to.

The next chapters in the first part, from 1.2 to 1.5 focus on the online course's elements, respecting the same act of consideration the human connection, UDL, and learning equity designed. The topics in those chapters integrate the titles below (e.g., learning outcomes writing, course structure developing, course content finding or creating and sharing, activities and assessment strategies) besides how to set the alignment with the course outcomes.

The book brings in some ways to make your online course and interaction accessible to your students. The last chapter 1.6. you can get the accessibility importance and mechanism, which is the subordinate target of the UDL. The UDL has one direction including multiple techniques. It emphasizes on making sure that everyone is at an advantage even those with learning challenges. The book endeavored monopolization of all students' learning domains in the digital environments and providing readers with plenty of applicable methods, strategies, and examples.

Part two involves four chapters, and works as an assistance section, oriented to facilitate the online environments' beneficiaries and makers, to modify the online syllabus to be more illumination.

The first chapter in this part addresses the processes of your first day, what conceders the most difficult day to both students and teachers. In this chapter, some of t h e teaching procedures and methods are highlighted, for instance: preparation; applying UDL; and creating an inclusivity online learning. It's essential, as quoted by the authors, to generate clear expectations relevant to what it will to student to be successful in the online format, either synchronously or asynchronously.

Giving further concern to the other factors that affect the course effectiveness and quality is critical in online courses plan. For instance, set the objectives with your students and preparing to familiarize themselves with the online courses. Depending on learners' interaction in the activities, the students' commitment feeling will be arose, and that feeling will be the guide for the next behaviour (Cialdini, 2009).

Moreover, building community and fostering a sense of belonging are the most vital outlining that should be taking place in the online existence.

That being the case, the instructor must be visible to students and tries to maintain this presence further and sustain. This presence "plays a significant role in whether or not students feel they are part of a learning community." This factor has been pointed out in the second chapter of the second part and called that factor a "human dimension." The human dimension is an effective inflorescent factor in the student's learning, according to Dee's taxonomy of significant learning (2003) classification. The "Human-level concepts are gaining traction within the educational technology space." (p. 124) The chapter supplied precoding processes to create an ideal setup that is more personal in meeting diverse students with a variety of needs, goals, and backgrounds.

The third chapter discusses the remaining online course components, such as activity and engagement. The meaningful online course demands ample of executing efforts from the faculty members since students are more participants when they observe diverse forms of activities, "in both how information is learned and how students produce work based on what they have learned." (p. 139). Ahead of how to be a much more human

instructor beyond the monitor, they used "warm demander" as a metaphorical term for "being present, knowing your students, and viewing your class through your student's eyes."

The fourth chapter deals with the biggest proposition for the faculties today which shapes challenge and anxiety called the "management of workload". Managing workload is not as easy a process as one thinks; it requires a higher level of organization and management skills, in particular, the first time you do teaching on cyberspace, as it is very arduous for some. It costs effort; time and search, the faculty member can be avoided by making a startup plan before the course begins and evaluating startup and ongoing costs. Namely, the authors give thoughts to time and gaining new skills and experience related to technology and modifying or adopting new teaching techniques as a cost. Instead, if they know that the start-up cost factors are affecting the faculty workload, and careful consideration is available before starting up all courses' formats, the faculty plan, in this case, will be changed. Unluckily, "many individuals fail to consider that costs vary," (p. 160)

The book summarizes in this chapter some of the implementation strategies of managing the workload labeled spreading out and sharing the load. In more details, there are three workload managing strategies: "spread the load, share the load, and create resources and activities that can survive the test of time." (p. 164) One of the helpful scales for managing the load was founded earlier by Anglin et al. study (2008), it was the computer-assisted grade rubric, which had increased the efficiency of the work energy maintenance (p. 165).

The last part in the book has only two chapters. Both are focusing on evaluation processes: teaching and student learning with respect to distance. As the effectiveness of teaching in a virtual environment is the core principle of the education field in the recent age.

Moving to how to make adjustment to your online course: The authors addressed three steps you best do, to get your online course better constructive:

1. The first step is the information gathering before the term begins, and formative/summative feedback collecting during and after the term.
2. Next, try adopting the growth-minded; it is a crucial approach in this position. (A good comparison between growth- minded and fixed – minded in the earlier pages of the third part: chapter one)
3. The last step is assessing the course accessibility; inclusion, learning equity, and universal design (p. 174).

It is necessary to notice that the results of students' learning assessments must show good evidence of their performances. This will happen if you are accurate in selecting the appropriate design for your assessment tools and methods.

That was the subject matter of the last chapter of the book. It offers exceptional assessment strategies and provides a great amounts of assessment techniques, like:

i. One-minute thread. It is "an online version of a One-minute paper".

ii. Each one teaches one. It is "an activity in which students teach a course concept to a
    classmate or back to the instructor".

iii. Misconception/ preconception check. It is "a classroom assessment technique designed to
    identify inaccurate knowledge of erroneous beliefs that act as obstacles to student learning".

Finally, the book is closed with a list of appendixes in aliphatic order, incorporating the following headlines: (resources for putting difficult topics online sites; Technologies for online teaching and learning links; and URL list.) The book has manufactured, pragmatically, the new educational issues. So,

RECOMMENDATION

We highly recommend the book for faculty members, scholarly teachers, researchers, and postgraduates. It is worth putting on your book's shelves. The book is one of the teacher's series editions. The language of the book is written using a simple academic tone, oriented to faculty members and teachers at different levels of experience.

CONCLUSIONS

We may conclude the review with this quotation phrase from the book "The influence of teaching and learning in the online environment requires specific knowledge and skills based on the faculty member's attributes, profession, and preparation process".

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