**Online Teaching Resources: a focus on Best Practices; Gamification and Other Means of Forming Relationships in Online Classrooms; Using Fairytales, and Effective Teaching of Writing [Race and Social Justice] Online.**

**consolidated from resources found on Project Muse, by E. Nicole Meyer, 11/24/2020**

Alexander, Ross C. *Best Practices in Online Teaching and Learning across Academic Disciplines*. George Mason University Press, 2017. <https://muse.jhu.edu/book/74310>.

Bell, Kevin. *Game On!: Gamification, Gameful Design, and the Rise of the Gamer Educator*. Johns Hopkins University Press, 2017. <https://muse.jhu.edu/book/57199>.

Canepa, Nancy L., et al. *Teaching Fairy Tales*. Wayne State University Press, 2019. <https://muse.jhu.edu/book/64246>.

Cook, Karen S., et al. *ETrust: Forming Relationships in the Online World*. Russell Sage Foundation, 2009. <https://muse.jhu.edu/book/10854>.

Ferster, Bill. *Sage on the Screen: Education, Media, and How We Learn*. Johns Hopkins University Press, 2016. <https://muse.jhu.edu/book/48032>.

---. *Teaching Machines: Learning from the Intersection of Education and Technology*. Johns Hopkins University Press, 2014. <https://muse.jhu.edu/book/36140>.

Greenhill, Pauline, and Jill Terry Rudy. *Channeling Wonder: Fairy Tales on Television*. Wayne State University Press, 2014. <https://muse.jhu.edu/book/35665>.

Friesen, Norm. *Textbook and the Lecture: Education in the Age of New Media*. Johns Hopkins University Press, 2017. <https://muse.jhu.edu/book/56899>.

Kim, Joshua, and Edward Maloney. *Learning Innovation and the Future of Higher Education*. Johns Hopkins University Press, 2020. <https://muse.jhu.edu/book/71965>.

Leitch, Thomas. *Wikipedia U: Knowledge, Authority, and Liberal Education in the Digital Age*. Johns Hopkins University Press, 2014. <https://muse.jhu.edu/book/34897>.

Major, Claire Howell. *Teaching Online: A Guide to Theory, Research, and Practice*. Johns Hopkins University Press, 2015. <https://muse.jhu.edu/book/38784>.

Poland, Bailey. *Haters: Harassment, Abuse, and Violence Online*. University of Nebraska Press, 2016. <https://muse.jhu.edu/book/48073>.

*Project MUSE - Knowledge Games*. <https://muse.jhu.edu/book/47461>. Accessed 23 Nov. 2020.

Rice, Rich, and Kirk St. Amant. *Thinking Globally, Composing Locally: Rethinking Online Writing in the Age of the Global Internet*. Utah State University Press, 2018. <https://muse.jhu.edu/book/58895>.

Scheg, Abigail, and Daniel Ruefman. *Applied Pedagogies: Strategies for Online Writing Instruction*. University Press of Colorado, 2016. <https://muse.jhu.edu/book/44905>.

Schrier, Karen. *Knowledge Games: How Playing Games Can Solve Problems, Create Insight, and Make Change*. Johns Hopkins University Press, 2016. <https://muse.jhu.edu/book/47461>.

Tierney, William G., et al. *Diversifying Digital Learning: Online Literacy and Educational Opportunity*. Johns Hopkins University Press, 2018. <https://muse.jhu.edu/book/57781>.

Veletsianos, George. *Learning Online: The Student Experience*. Johns Hopkins University Press, 2020. <https://muse.jhu.edu/book/73824>.

**Articles**

Archambault, Susan Gardner. “Developing a Community of Online Research Assignments.” *Portal: Libraries and the Academy*, vol. 18, no. 3, July 2018, pp. 451–71. doi: [10.1353/pla.2018.0028](https://doi.org/10.1353/pla.2018.0028).

Arthur, Paul Longley. “Digital Biography: Capturing Lives Online.” *A/b: Auto/Biography Studies*, vol. 24, no. 1, The Autobiography Society, 2009, pp. 74–92. <https://muse.jhu.edu/article/394172>.

Aufderheide, Patricia, et al. “Norms-Shifting for Digital and Online Arts Practice: Copyright and Fair Use in the Visual Arts Community.” *Visual Arts Research*, vol. 45, no. 2, U of Illinois P, Dec. 2019, pp. 91–108.  <https://muse.jhu.edu/article/743521>.

Bakogianni, Anastasia, and Paula James. “Classical Drama at a Distance: Teaching Performance Reception in an Online Environment.” *Classical World*, vol. 112, no. 1, Nov. 2018, pp. 707–25. doi: [10.1353/clw.2018.0067](https://doi.org/10.1353/clw.2018.0067).

Beins, Agatha. “Small Talk and Chit Chat: Using Informal Communication to Build a Learning Community Online.” *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, vol. 26, no. 2, 2016, pp. 157–75. doi: [10.1353/tnf.2016.0022](https://doi.org/10.1353/tnf.2016.0022).

Bell, Steven J. “Staying True to the Core: Designing the Future Academic Library Experience.” *Portal: Libraries and the Academy*, vol. 14, no. 3, Johns Hopkins University Press, July 2014, pp. 369–82. doi: [10.1353/pla.2014.0021](https://doi.org/10.1353/pla.2014.0021).

Blanco, Gerardo Luu, and Amy Scott Metcalfe. “Visualizing Quality: University Online Identities as Organizational Performativity in Higher Education.” *The Review of Higher Education*, vol. 43, no. 3, Mar. 2020, pp. 781–809. doi: [10.1353/rhe.2020.0007](https://doi.org/10.1353/rhe.2020.0007).

Burns, Sharon, et al. “Asynchronous Online Instruction: Creative Collaboration for Virtual Student Support.” *CEA Critic*, vol. 76, no. 1, Mar. 2014, pp. 114–31. doi: [10.1353/cea.2014.0007](https://doi.org/10.1353/cea.2014.0007).

Corlett-Rivera, Kelsey, and Timothy Hackman. “E-Book Use and Attitudes in the Humanities, Social Sciences, and Education.” *Portal: Libraries and the Academy*, vol. 14, no. 2, Johns Hopkins University Press, Apr. 2014, pp. 255–86. *Project MUSE*, doi: [10.1353/pla.2014.0008](https://doi.org/10.1353/pla.2014.0008)

FemTechNet Collective. “FemTechNet: A Collective Statement on Teaching and Learning Race, Feminism, and Technology.” *Frontiers: A Journal of Women Studies*, vol. 39, no. 1, Apr. 2018, pp. 24–41. <https://muse.jhu.edu/article/690808>.

Green, Harriett E., and Patricia Lampron. “User Engagement with Digital Archives for Research and Teaching: A Case Study of Emblematica Online.” *Portal: Libraries and the Academy*, vol. 17, no. 4, Oct. 2017, pp. 759–75. doi: [10.1353/pla.2017.0045](https://doi.org/10.1353/pla.2017.0045).

Greene, Viveca S. “‘Deplorable’ Satire: Alt-Right Memes, White Genocide Tweets, and Redpilling Normies.” *Studies in American Humor*, vol. 5, no. 1, Penn State University Press, Apr. 2019, pp. 31–69. <https://muse.jhu.edu/article/720967>.

Hentges, Sarah. “Toward #SocialJustice: Creating Social Media Community in Live and Online Classrooms.” *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, vol. 26, no. 2, 2016, pp. 230–38. doi: [10.1353/tnf.2016.0026](https://doi.org/10.1353/tnf.2016.0026).

Houston, Tony. “Affective Structured Input Online: How Authentic Are Learner Responses?” *Hispania*, vol. 93, no. 2, June 2010, pp. 218–34. <https://muse.jhu.edu/article/382872>.

Jones, Kyle M. L. “‘Just Because You Can Doesn’t Mean You Should’: Practitioner Perceptions of Learning Analytics Ethics.” *Portal: Libraries and the Academy*, vol. 19, no. 3, Johns Hopkins University Press, July 2019, pp. 407–28. doi: [10.1353/pla.2019.0025](https://doi.org/10.1353/pla.2019.0025).

Krause, Kerri-Lee. “Supporting First-Year Writing Development Online.” *The Journal of General Education*, vol. 55, no. 3, 2006, pp. 201–20. doi: [10.1353/jge.2007.0003](https://doi.org/10.1353/jge.2007.0003).

Leporati, Becky Ramsey, et al. “Learning to Evaluate Sources: Comparing Teaching Modalities and Student Outcomes.” *Portal: Libraries and the Academy*, vol. 19, no. 2, Johns Hopkins University Press, Apr. 2019, pp. 233–52. doi:[10.1353/pla.2019.0014](https://doi.org/10.1353/pla.2019.0014).

Maulitz, Russell Charles. “Graphical Materials Online.” *Bulletin of the History of Medicine*, vol. 71, no. 2, June 1997, pp. 316–19. doi: [10.1353/bhm.1997.0092](https://doi.org/10.1353/bhm.1997.0092).

Newman, Galen, et al. "Online Learning in Landscape Architecture: Assessing Issues, Preferences, and Student Needs in Design-Related Online Education." *Landscape Journal: design, planning, and management of the land*, vol. 37 no. 2, 2018, pp. 41–63. [https://muse.jhu.edu/article/747201](https://muse.jhu.edu/article/711161).

Nicholson, Karen P., et al. “Just-in-Time or Just-in-Case? Time, Learning Analytics, and the Academic Library.” *Library Trends*, vol. 68, no. 1, Johns Hopkins University Press, Oct. 2019, pp. 54–75. doi: [10.1353/lib.2019.0030](https://doi.org/10.1353/lib.2019.0030).

Niu, Jinfang. “Integrated Online Access to Objects and Archives.” *Archivaria*, vol. 86, no. 86, Dec. 2018, pp. 152–79. <https://muse.jhu.edu/article/711161>.

Ramírez, Carmen King de. “Tenure-Track Faculty Determine the Success of Online Graduate Education.” *Hispania*, vol. 100, no. 5, Mar. 2018, pp. 153–54. doi: [10.1353/hpn.2018.0036](https://doi.org/10.1353/hpn.2018.0036).

Schmidt, Tyler T. “‘Subjectivities-in-Process:’ Writing Race and the Online Discussion Board.” *Radical Teacher*, vol. 90, no. 1, U of Illinois P, May 2011, pp. 36–46. <https://muse.jhu.edu/article/430345>.