

WHAT YOUR COLLEAGUES ARE SAYING . . .

“This is an amazing book. While it is designed to build everyone’s capacity to teach in distance learning environments, it is truly a primer on effective teaching in postsecondary education. Educators who utilize these clear and practical suggestions will see their students achieve stronger learning outcomes. *The Distance Learning Playbook for College and University Instruction* should be a cornerstone of faculty professional development efforts.”

—**Joseph F. Johnson, Jr., PhD**, Executive Director of the National Center for Urban School Transformation and Emeritus Dean and Professor of San Diego State University

“*The Distance Learning Playbook for College and University Instruction* is a very useful guide to helping educators make the transition from onsite to online teaching. The highly respected authors skillfully demonstrate how teachers can apply evidence-based practices from more traditional learning environments to a rapidly evolving world of online learning. The result is a wonderful self-guided tour of extraordinary opportunities to close the distance for learners.”

—**David W. Andrews, PhD**, President of National University

“*The Distance Learning Playbook for College and University Instruction* offers an innovative learner-centered approach to student achievement where self-care, social emotional learning, instructional clarity, and responsive leadership strategies converge to support faculty in facilitating learner experiences that continue to transition students from ‘passenger to active driver’ in all learning environments, including distance education.”

—**Robert N. Corley III, PhD**, Associate Vice-Provost for Academic Affairs of Virginia State University and Project Director of the Wallace Foundation UPPI

“*The Distance Learning Playbook for College and University Instruction* by Douglas Fisher, Nancy Frey, John Almarode, and John Hattie is a timely and necessary addition to every faculty’s library. The authors’ considerate and experiential approach to distance learning provides a well-researched foundation, authentic vignettes of instructors’ experiences, easily accessible video and web links, and helpful techniques that can be used among most disciplines. Impressively, they envisage the distance learning environment beginning with the instructor and as an active, dynamic, and engaging space for learning and teaching.”

—**Arlette Willis**, Professor of Curriculum and Instruction at University of Illinois at Urbana-Champaign

“These authors once again exceed expectations with this thought-provoking and very practical guide to distance learning. The timing could not be better. Higher education faculty and administrators will find it extremely useful—including a much-needed chapter on self-care, a topic often overlooked in the literature. The pointers on engaging and assessing students are particularly helpful, and the learning intentions and success criteria make this an indispensable resource for new and veteran online instructors alike.”

—**James P. Frazee, EdD**, Chief Academic Technology Officer and Associate Vice President for Learning Technologies & Environments, San Diego State University