

Make the Move to K-12 Online Teaching: Research-Based Strategies and Practices (2nd ed.).
By Kerry Rice. Independently Published, 2020. ISBN 13 979-8656532792.

Kerry Rice's book, *Making the Move to K-12 Online Teaching: Research-Based Strategies and Practices*, offers detailed and concise guidance on strategies and tools for designing, facilitating, and evaluating K-12 online courses. In this book, Rice highlights that online education should foster "learner autonomy, active participation, collaboration and community building, authentic assessments and the acquisition of 21st century skills" (pp. 22-23).

The book is divided into ten chapters. Topics include general understanding of online learning, key effective strategies and tools for teaching online, the essentiality of community building, meaningful facilitation of online discussions, design concepts of quality online lessons, instruments to support diverse learners, notable concerns in online learning environments, and blended classroom. At the end of each chapter, Rice provides action items for further practice and links to various resources for audiences to explore, as well as a reference section.

Rice begins by reminding readers that "good teaching is good teaching, regardless of the medium" (p. 19). Online teaching is an emergent delivery that offers options for learners to obtain different educational experiences; additionally, it presents innovative opportunities for educators who would like to explore different instructional modalities.

Throughout the book, Rice (2020) reminds the reader that learner-centered practice plays a key role in online teaching. As Rice suggested, educators must address a focus on learner actions. Learner-centered practice, Rice explains, traces its roots to constructivism; according to Rice, in online environments learners should be guided with activities that are "self-directed and authentic" (p. 53). When adopted online, "learner agency" is fostered; moreover, learners are allowed to select their tasks, establish connections with their peers, and develop outcomes that are aligning with their interests or personal experiences (Rice, 2020). Rice (2020) states learners are accustomed to the teacher-directed setting; thus, scaffolding needs to be intentional and supportive in order to connect with learners. Though Rice profoundly underlines the significance of learner-centered approach; she does not ask educators to jump off the train and conform all approaches to one model. Rice asks educators to know thyself and only stresses on learner engagement, motivation, and active learning. To understand her words, Rice specifically indicates, "just be prepared to move to a more learner-centered approach" (p. 202).

Exploring practices to understand one's learners is crucial for successfully establishing an engaging learning environment. Rice proposes educators should schedule an interview with their students and parents to cultivate a relationship. Further, Rice inserted sample interview forms and questions to aid educators to know their students, parents and families. Such connections could guide educators to determine learner needs, preferences, interests and limitations. In later chapters, Rice introduces Universal Design for Learning (UDL), highlighting the connections between learning and learner need and agency. Rice also underscores the significance of differentiating instruction and assistive technology for struggling students and students with special needs.

Constructing a learning community is imperative because it has been shown to be related to student satisfaction, retention, and learning. The educator's responsibility is to facilitate and nurture a learning community and ensure active participation. Such actions can be seen via sending emails to learners regularly, establishing and facilitating threaded discussion forums, utilizing video recording tools to deliver messages or course content, and employing project management tools to monitor learner progress. Rice (2020) depicted several notable online activities proficient for building a learning community; these include establishing clubs of interests, synchronous field trips, and connecting with a pen pal. To foster online collaboration, educators can implement "reflection, authentic learning experiences, problem solving and mastery tools, and quest-based learning" (pp. 137-138). Educators need to establish guidelines and expectations for learners to collaborate online, for instance, building a checklist to raise awareness on netiquette.

Discussion forums are conducive for collaboration, learner engagement, and community building. To successfully facilitate online discussions, Rice explains that educators need to address the goal of the discussion forum clearly as well as list resources and guidance for the discussion. Scaffolding cannot be neglected throughout the discussion time. To encourage active participation and learner engagement, educators can adopt peer-review or peer feedback methods. Rice includes a few online discussion forum checklists and rubrics to further guide educators on this topic.

Rice highlights throughout the book that "authentic[ity]" is quintessential when it comes to learning, assessment, and instructional practices. Educators need to be mindful and intentional to craft activities and questions to inspire "a higher level of thinking" (p. 152). Feedback is critical for each assessment and is inseparable in students' learning; therefore, educators must not underestimate its role in learner success and address it "timely, meaningful[ly], and frequent[ly]" (p. 231). As readers further found, authentic assessment can be seen in inquiry-based instruction such as Project-Based Learning (PBL).

Rice depicts the role of learning management systems and addresses asynchronous and synchronous tools that educators can use to optimize learning outcomes, student engagement, course management, and delivery. Rice refers educators to utilize the National Standards for Quality Online Courses to evaluate their courses. In addition, she attaches a checklist for online course readiness. In the bonus chapter, Rice showcases various blended models and stresses that the blended approach intends to steer the focus to a style that emphasizes "personalized" learning with technology incorporation (p. 293). Rice highlights the importance of 21st century skills and urgency of digital citizenship. To properly guide learners, educators need to lay out learning goals, objectives, outcomes, and expectations explicitly.

The second edition of Kerry Rice's *Making The Move to K-12 Online Teaching: Research-Based Strategies and Practices* arrived at a special time for K-12 education; the outbreak of COVID-19 unsettled the norm of instruction as it forced some teachers to abruptly transition from their traditional face-to-face instruction to remote, hybrid, or online teaching. Novice or experienced teachers in online education, administrators who seek delivery instruments for online education, or faculty in teacher education programs can all benefit tremendously from this book. As Rice

explains, the content of this book addresses K-12 internet-based instruction; moreover, the book can be adopted by blended or technology-supported settings.

Rice valued learner-centered approach and exhibited steps educators can use to transform; nevertheless, not much emphasis exists on how to guide learners who have been raised in a culture where teachers' roles are authoritative, or few collaboration activities have occurred. Therefore, another edition, perhaps, could address this area.

In summation, this is an ideal book for pre-service educators wanting to learn the intricacies of online teaching. This book offers a pathway for individuals to develop or enhance their instructional strategies and begin or augment their career in teaching.

Reviewed by Karen Krier, Boise State University
karen.krier@u.boisestate.edu