

Chapter 10

Teacher Induction for Teachers Prepared Online: An Answer in Search of a Question

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ABSTRACT

Innovation and change in university preparation of teachers requires acquisition of technological pedagogy in response to the demands of a knowledge economy where students are engaged in technology implementation in a constantly changing world. Teacher preparation programs historically have been contained on campus using face-to-face instruction. As the second decade of the twenty-first century unfolds, universities have adopted online learning in teacher preparation to accommodate the needs of a more diverse clientele. Educator preparation now faces two major challenges: a critical mass generated by net generation students who have increased demands for online access to learning and a teaching force without prerequisite skills and dispositions to dramatically alter modes of instruction.

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INTRODUCTION

Technology has been present in higher education for several decades, but changes in virtual education access have made online instruction a necessity for colleges and universities in the United States and globally (Berge & Muilenburg, 2001). Over 90 percent of universities and colleges offer online options to 6.7 million students, indicating that online education is a critical long-term strategy (Allen & Seaman, 2011; Heafner, Hartshorne & Petty; 201).

Technology is having a significant effect on how people live, work together, and communicate, and on how adults teach and students learn (Bass, 2012; Bush & Hall, 2011). Historically, teaching consisted of imparting knowledge and information (Bjerede, Atlines & Dede, 2012). Instead of just imparting knowledge, higher education faculty today are teaching students to understand where and how to find information through the use of technological resources (Hemmi, Bayne, & Land, 2009; Norton & Hathaway, 2008). Incorporating technology into the delivery of instruction is essential; students must possess the skills required by a global, technical society (Blin & Monroe, 2008; Yu, Tian, Vogel & Kwok, 2010). Web-based learning has the potential to create a wealth of learning for students not readily available in textbooks and faculty lectures, depending on learner needs and course requirements (Hrastinski & Aghae, 2012).

Technology development and increased utilization means that location and availability, traditional barriers for face-to-face learning, are not issues as students take online classes (Aparicio, Bacao & Oliveira, 2016). Vast and diverse multimedia resources now make it possible to engage learners in interactive and community-based online learning similar to traditional face-to-face settings (Adams & Eveland; Mense, Fulwiler, Richardson & Lane, 2011). Online enrollments have been growing substantially faster than overall higher education enrollments (Allen & Seaman, 2011; Cadwalladr, 2012; Parsad & Lewis, 2008;) and academic leaders expect enrollments to continue their substantial growth in the future (Allen & Seaman, 2007; 2013).

Universities have made significant investments in educational technologies, but a large number of faculty remain reluctant to adopt them (Chiero & Beare, 2010; King & Arnold, 2012; Valentine, 2002). Universities are currently in a position where there is inconsistent adoption of educational technology, and many are searching for ways to promote its use for instruction, particularly in the preparation of educators (Hurt, 2008; Olson & Werhan, 2005).

Online Teacher Preparation

Online education is no longer a trend in U.S. or global higher education; it is a fact (Parsad & Lewis, 2008; Wang, 2016; Zhao, 2015) and the power of technology

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